An investigation of effectiveness of classroom management strategies in a private school in the UAE
A case study at British International School Ajman

(بحث عن أكثر الإستراتيجيات الفعالة في إدارة الصف والتي تساعد التخفيف من الضغط على المعلم)

" قضية البحث " في المدرسة البريطانية العالمية

by

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of the requirements for the degree of
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Abstract

The purpose of my research is to investigate the existing classroom management strategies at British International School Ajman. The aim is to find out the problems teachers face while managing their classes. Through observation, it is understood that teachers who have good understanding and strong bond with their students are able to manage their classes effectively. Moreover, classroom rules, class routines, class environment, class seating arrangement and use of positive language also results in good classroom management. The teachers faced myriad problems while dealing with ADHD students. The school management must support teachers with extra workshops on dealing with behavioural problems in class.

<u>ملخص الدراسة</u>

الهدف الرئيسي من بحثي هو التحقيق في الإستراتيجيات المستخدمة لإدارة الصف في المدرسة
البريطانية العالمية في عجمان . الهدف هو الكشف عن المشكلات والعقبات التي يواجهها المعلمون
لإدارة صفوفهم .

فمن خلال ملاحظاتي لبعض الصفوف لاحظت ما يلي :

ـ المعلمون الذين لديهم علاقات قوية مع طلابهم قائمة على الفهم قادرون على إدارة صفوفهم بكفاءة .

ـ بالإضافة إلى القواعد الصفية والروتين الصفي والبيئة الصفية وطريقة ترتيب مقاعد الطلاب .

ـ كذلك استعمال الكلمات أو اللغة الإيجابية في الصف .

كل هذه عوامل تساعد على تحقيق إدارة صفية ناجحة .

*يواجه المعلمون مشاكل كثيرة مع الطلاب مفرطي الحركة وذوي السلوك العدواني .

لذلك يجب على إدارة المدرسة دعم المعلمين بورش عمل إضافية يدور موضوعها حول "كيفية التعامل
مع المشكلات السلوكية بالصف"

<u>Dedication</u>

I dedicate this research work to my family and especially my father who morally and financially support me and always shows confidence and trust in my abilities. I am also grateful to my mother and husband who always stand by my side and take care of my kids when I was not around. Last but not the least I would like to dedicate my research work to my TWO wonderful kids TALAL and MANAL who always show patience and their love and warmth enable me to pursue my dream.

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Chapter 1: Introduction

1.1 Overview

Classroom management is a combination of tangible and intangible factors. It involves of

arranging the students properly on their places to manage their behavior in class. It is a complex

topic that requires myriad skills and techniques. The classroom management is also about the

teacher's ability to control disruptive behavior of the students without compromising the positive

and learning environment of the class. The authors Strong, Tucker & Hyndman (2004)

mentioned classroom management as an effective strategy used by the teachers to solve the

student related problem in the class room. It is also the ability of the teacher to control the minor

issues in class before they turned out to be the major one and cause serious consequences for the

teacher as well as for the rest of the class.

The authors Myers, Freeman, Simonsen & Sugai (2017) gave detailed definition of classroom

management and argues that managing a classroom effectively is one of the biggest quality of a

teacher and it includes high student's achievement, managing effectively disruptive behavior of

students, encourage social and communication skills, managing a positive classroom

environment and meeting all the essential needs of students with special needs.

Borphy (1999) defined the classroom management that creates an environment where the

teachers can facilitate the learning process which results in student's achievements.

According to the National newspaper, UAE is a culturally diverse nation with more than two

hundred nationalities living, so teaching in a school where students are coming with different

social backgrounds and norms is itself a challenge for new as well as experienced teachers. If the

teacher is not able to implement a successful model of an effective classroom management in her

class, then the learning can never take place at its maximum and thus results in creating a negative environment and stress for the teacher as well as for the students. Corps (2008) mentioned that teaching in a cross-cultural context is a big challenge for foreign teachers. He further mentioned that the teachers need to understand the values and culture of the host countries. It is noteworthy to mention that there is not a single recipe or solution for maintaining a class discipline, so different strategies and techniques have to be applied in different situations (Corps 2008).From my experience it has been observed that the teachers who create sufficient activities and interesting lesson plans, their classes are less disruptive and the teachers have complete command on the discipline. I personally believe that the teachers need to be well trained in maintaining effective classroom management strategies for their classes as well as able to handle disruptive students. According to Corps (2008), the terminology of "Cultural Intelligence" means the skills, knowledge, attitudes and understanding of the culture of the students and other colleagues and administration in the school by the new teachers. Syed (2003) mentioned about the importance of cultural awareness and argued that teachers need to be aware of the social and cultural background of the students. He further mentioned that in a very short span UAE has modernized its education not only in English language but in all areas of education. This chapter focusses on the rationale and significance of the classroom management, aim of the study, research questions and structure of the study.

1.2 Rationale and Significance of the Study:

The classroom management is always an interesting topic for me as there is always a room for improvement in it and to learn and adapt new techniques to manage the class and students effectively. The purpose of choosing this topic is also to learn more about the effective classroom

strategies that can be implemented in my class so that the learning process is enhanced and students get more involved and actively participate in the class discussion. In my teaching career of five years, I have observed that teachers faced myriad problems in managing their classes effectively, so with this research study, I would like to introduce the effective classroom management strategies that benefit teachers to utilize their forty minutes in class effectively and also result in reducing stress for them. Marzano (2003) mentioned that ever since the teachers are in the classroom, the classroom management is the main research topic by the researchers.

1.3 Aim of the Study:

The aim of my research study is to investigate the existing classroom management strategies to determine whether they are sufficient in creating discipline and positive learning environment in class. The research also aims to propose effective classroom management strategies that can be easily implemented by the teachers in their classes which results in maximizing the learning process for the students and reducing the stress levels of the teachers.

1.4 Research Questions:

"The research questions are the central organizing principle of the paper" (Perneger & Hudelson 2004). Following are the four research questions of this case study.

1: What are the existing classroom management strategies teachers apply in their classes?

2. What kind of problems do teachers face in maintaining discipline and effective classroom management in their classes?

3: Which effective classroom management strategies results in reducing stress for the teachers and students?

4. How teachers effectively manage their classrooms through good relationship with their students? Is this the only action/factor that can bring about effective classroom management? In order to find the answers of these research questions mixed approach will be used which is discussed in detail in Chapter three of the research study.

1.5 Structure of the Study:

The case study consists of abstract, introduction, literature review, research methodologies, result analysis and conclusion. The abstract will not be mentioned in the case study while the other headings will be presented in the form of Chapters.

Abstract:

The Abstract section briefly summarizes the whole case study in a short paragraph along with the purpose of the research study. In short the abstract is basically the core component of the research study." The abstract sets the tone for the rest of the paper" (Andrade 2011).

Introduction

The introduction of the research study provides the reader about the information of the topic. It also provides information on background, significance and rational for selecting the case study. In the introduction section, the research questions are also stated in hypothetical form.

Literature Review

The literature review will provide information on the researches previously done in the field of classroom management. Badke (2017) mentioned that the successful literature review provides information on the history of the topic discussed till date from the previous researches.

Research Methodologies

The research methodologies section gives information about the methods selected to conduct the research study. According to Perneger & Hudelson (2004) the methodology section must be technical and the description must be done in detail.

Findings and Result Analysis

This section provides the detailed analysis of the findings of the research study. According to Perneger & Hudelson (2004) this section describes facts in the form of tables and graphs.

Conclusion

The conclusion basically restates the research purpose, summarizes the findings of research questions, explains limitations in the research study and also provide information about the recommendations.

Chapter 2: Literature Review

2.1 Introduction

The literature review of the research study will cover the previous research done on classroom management. This section also describes in detail the different meaning of classroom management and also includes the most effective classroom management strategies used by the teachers in class. Moreover, the importance of motivation, strong teacher relationship and the behavioral management will also be discussed in this chapter. The purpose is to explain that all these things are important in creating an effective classroom management environment. The last part of the literature review will cover the stress and its consequences on human body and also suggest the strategies for the teachers to cope up stress in life by managing their time effectively and efficiently. The literature review will cover the answers of the research question of this case study through the previous research done by the authors on this topic.

2.2 Classroom Management

The classroom management is all about managing the class in such a way where maximum learning opportunities are created for each learner in the class.

Marzano (2003) mentioned that the research done in (1997) by Wright, Horn & Sanders with 60,000 students prove that teacher is the single most important factor that helps in student achievement. Marzano (2003) further mentioned that the large scale and systematic research study on classroom management was done by Kounin (1970).In his research study Kounin (1970) recorded the behavior of 49 students and the teachers of Grade one and Grade two in his video recorder to understand and analyzed their behavior. In his findings he mentioned some

critical dimensions that are important for effective classroom management. The most important factor that he highlighted and figured out was "Withitness". The term "Withitness" means awareness of the disruptive behavior and immediate action plan taken against that behavior (Marzano 2003, p.5).The author Kounin (1970) mentioned that the awareness and keenness of the "with-it-ness" separates the classroom from effective to average in terms of classroom management.

Classroom management is also associated with control and discipline. Morgan & Ellis (2011) give a very beautiful definition of a class and relate it with the jigsaw puzzle. The authors further mentioned that each child in the classroom is one piece of a jigsaw puzzle and it is the expertise and classroom management skills of the teacher to put each piece (student) on its right place. When all the pieces (students) are placed in the right place, only then the true picture of a puzzle is created (Morgan and Ellis 2011, p.44).

The authors Smith and Laslett (1992) summarized the classroom management beautifully into four M's. They have mentioned that effective classroom management is a combination of skill, knowledge, understanding of the teachers as well as the support and guidance from the management. The authors have mentioned four M's as Management, Meditation, Modification and Monitoring. Here the "Management" refers to interesting and well planned lesson plans. Smith and Laslett (1992) further argue that management means the ability and sills of the teacher to design a lesson plan in such a way that all of the students actively participate in the class discussions. When the students are actively involved then chances of disturbance or poor behavior among the students will be reduced. The "Meditation" means the ability of a teacher to act as a counselor when required in a class. This means that how a teacher guides and soothes the students before a major confrontation starts in the class. The term "Modification" means

changing certain things in the classroom according to the current situation. This also involves reward and punishments. The final term "Monitoring" refers to the role of the school management on overall behavioral and discipline policies. The authors Smith and Laslett (1992) have mentioned that in "Monitoring", it is the responsibility of the school management to establish strong policies that protect teacher's rights and hence reduce stress for them.

In the early times the classroom management is considered by all the educators as the ability of a teacher to control the students and make them obedient. In the twentieth century the concept of classroom management has changed from machine type discipline to self-discipline of an individual through character education (Davis 2008, p.87).

McLeod, Fisher & Hoover (2003) also argue that instead of controlling the students, choices must be given to them. This does not mean that the teachers are going to give the control to the student to do anything; rather it encourages a sense of responsibility among them.

The author Bear (2015) further explained the classroom management, as individual and personal growth of the students and not arranging the classroom seating and keeping students in order.

2.3 Effective Classroom Management Strategies:

In the book "Classroom Management" by Corps (2008) the author has mentioned eight effective strategies for classroom management. The first one is to create an effective learning environment. In this strategy, it is mentioned that teachers needs to plan ahead and start working one week before the academic year start. In this way the teachers are ahead of their students and can deal with any unfavorable situation quite smoothly. Second strategy is to establish the classroom procedure. In this strategy, the teachers need to communicate the daily task in an appropriate and clear manner which can be easily understood by all of the students. The teachers

need to make a poster in which step by step instructions are written and later the teacher read these rules loudly in the class. The third strategy is to create a motivational environment for the students. The teachers in this task can take the help of the students in decorating their own class according to their wish. This task will give students a sense of belonging and responsibility to take care of all the things in their class. Moreover, the teachers can design challenging and interesting activities in their lesson plans which motivate and encourage the students to participate in class discussions. Stronge, Tucker & Hindman (2004) mentioned that the passionate and effective teachers always decorate their class with student's work. This is a very smart move which results in less work for the teachers and students also feel proud when they see that their work is exhibited nicely by the teacher in class. The fourth strategy is to make each and every minute count. It is very important for the teachers to be on time and be a role model of punctuality for the students. The teachers need to plan their lessons in such a way that they save the last five minutes of the class and utilize this time in giving useful instructions to the students. The fifth strategy is to engage everyone, the author Corps (2008) has mentioned that echo technique, question box, student to student chain is a wonderful way that allows students to think critically and hence each and every minute of the class time is utilized in a positive way. The sixth strategy mentioned by the author is to teach students the life skills and learning habits which enables them to become a good citizen of the society and contribute positively to the community. The seventh strategy mentioned by the authors is to allow students to think creatively and create such opportunities by the teachers where the students can think out of the box. Myers, Freeman, Simonsen and Sugai (2017) argue that engaging and effective instruction is the key to establish effective classroom management. There is plethora of research done on the effective and engaging instruction and it has been proved that effective instruction results in

decreasing the behavioral issues in class. The authors Myers, Freeman, Simonsen and Sugai (2017) further mentioned that the quality teaching and good behavior of students are directly related to each other. The better the delivery of teaching, the more appropriate the behavior of the student. The eighth strategy is about using a project design and applying management techniques in class. The author has mentioned that in this strategy the teacher needs to take class as a "project" and accept it as a management challenge.

Partin (2009) mentioned about the dressing of the teachers and emphasized that teachers need to be well dressed and wear formal clothes on the first day as it gives the positive message to the students that teacher care about them and she took special time and effort to get ready. It is always good to be presentable and look professional all the time.

The authors McLeod, Fisher & Hoover (2003) mentioned that seating arrangement and types of furniture used in the classroom also play an important role in classroom management. The sufficient space must be provided for the students to walk around in the class. Many researches have been done on the classroom density and it has been proved that crowded classes cause aggression, frustration and hyperactivity in the students and thus adversely affect the classroom management.

McLeod, Fisher & Hoover (2003) has done extensive research on seating arrangement of the class. The authors have mentioned that many years ago, the placement of the seats considered to be very important in managing effective classroom management. However, in recent times the class size and density is not considered so important and focus is shifted towards student's achievements. In old days the teachers arranged the class in two to three rows depending on the class size. However, the trend has shifted from rows to group making concept. Latest research done in this field prefers to make class room arrangement in some group with mixed abilities of

students as shown in appendix 1 where the students are arranged in groups and reading corners and center common areas are also created in the class.

McLeod, Fisher & Hoover (2003) mentioned that placement of teacher's desk in class also shows student centered, teacher directed centered and teacher facilitated centered environment. The authors in this regard mentioned that if the teacher is placing her desk at the back of the classroom, then this creates a student centered learning and students also get a chance to discuss private and personal issues with the teacher. If the teacher is placing her desk in the front of the classroom then this promotes the teacher directed learning and teacher comes in a dominant position. The benefit of placing the desk in the front gives teacher a command on all of the students and teacher can view almost all of the areas of the classroom. However the personal conversation between teacher and student cannot take place in this seating arrangement. The teacher can even place her desk at the center of the classroom. This arrangement promotes the teacher facilitated environment and students can easily access teacher's desk without any hesitation. However the personal talk between student and teacher cannot take place to maximum level and students hinder themselves to discuss something personal to the teacher (McLeod, Fisher & Hoover 2003, p.9).

McLeod, Fisher & Hoover (2003) give suggestion that the teachers need to make learning centers interesting and exploring one in class. This concept is very interesting as it helps in utilizing the free time of the students in a positive way. It has been observed that when the students don't have anything to do, they become more disruptive and challenging. So in order to engage students and make positive use of their free time these centers are very beneficial. The interest centers may include reading corners where the students can read the book of their interest in free times. The game corner can also come in the interest center where the teacher can

allow students to play mental and challenging games. The authors further mentioned that even the science corner can also be included in the interest center. The learning center on the other hand can be linked with the curriculum goals and can be integrated with the learning objective. The interest center gives student a free choice, whereas learning center reinforce and motive students towards critical thinking and learning (McLeod, Fisher & Hoover 2003,p.10).According to Butchart & McEwan (1997) the class room discipline in not about one or two techniques that can be applied in the classroom to get best results. The authors mentioned that through classroom discipline and classroom management, the teachers actually impart social and moral skills in their students. Butchart & McEwan (1997) further mentioned that these skills most of the times are indulged unintentionally by the teachers in their students.

Marzano, Gaddy, & Foseid (2005) mentioned that classroom rules and procedures are very important in establishing effective classroom management. However, the authors have mentioned that the rules and procedures should not be imposed on the students; rather a bargaining process must be used in establishing the classroom rules. The authors further mentioned that the good teachers never imposed rules on the students, but rather involve students in making rules for the classroom and always explain the reason and logic behind the rules to follow. It has been proved that when the students have given a charge of something, they always fulfill it and do it with responsibility (Marzano, Gaddy, & Foseid 2005, p.6). However the authors Stronge, Tucker & Hindman (2004) mentioned that the most effective teachers make very less rules in the classrooms and focus more on making a safe environment in the class. Moreover the authors Stronge, Tucker & Hindman (2004) further mentioned that classroom rules must start with the positive statement. The classroom rules must be specific, should not exceed to more than five and must use positive language. Bishop and Cahall (2012) also emphasized on the

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importance of classroom rules as the basis for maintaining discipline in class. The authors

Bishop and Cahall (2012) further argued that the rules must be specific and age appropriate.

Cunningham (2009) mentioned that class room management is the most essential key for

successful teaching as it results in delivering the task on time. The author further supports the

importance of rules and regulation in the classroom along with their consequences. The teachers

need to clearly dictate the classroom rules and their consequences to the student in the beginning

of the term. Cunningham (2009) further mentioned that the teachers need to be fair and just with

all of the students in implementing these rules and regulation. The main purpose of classroom is

to create such an atmosphere in the classroom that encourages the students to learn (Cunningham

2009, p.48).

The authors Little and Akin (2009) argue that utilizing the classroom time effectively and

positively is very important. Little and Akin (2009) further mentioned that if 70% of the

classroom time is utilized in academic and involved collaborative work and peer tutoring then

then chances for disruptive behavior will be reduced.

Cunningham (2009) mentioned that rules must be explained in such a way that clearly shows the

expectations of the teacher from students in terms of appropriate behavior. The students need to

understand and admit the "Teacher leadership" as soon as they enter in the class. When the

students will accept this fact that teacher is the boss of the class, only then they will follow the

rules set by the teacher. This ideology of Cunningham (2009) is somewhat contradict with the

21st century teaching methods, where the concept of the teacher is to facilitate the learning

process and act only as the facilitator in the class. The students are in charge of their own

learning and teachers only guide them in their learning journey. So the teacher cannot be in the

dominant position and only work as a facilitator.

The author Joan (2005) mentioned that learning of the students depends largely on the classroom management style of the teacher. Joan (2005) also mentioned about the classroom control and classroom routine and mentioned that routine means the teacher must be aware of what to do next, if she is done with the lesson and how practically and positively use the class time. The classroom routine is also about how many resources are needed by each student. The teachers need to aware of all these things, as they sum up and make an integral component of classroom management (Joan 2005, p.65).However the authors Stronge, Tucker & Hindman (2004) mentioned that classroom routines also include in teaching the students how to enter or leave the class, turn in assignments, waiting patiently in a queue, disposing trash for the class and attendance procedure. Stronge, Tucker & Hindman (2004) also mentioned that the classroom routine procedure require constant supervision and reminders by the teachers until it is completely implemented in the class.

Davis (2018) mentioned the "Dynamic Classroom Management Approach" (DCMA) in which the author had tried to integrate all the existing classroom management approaches in one model and create a framework that can be easily implemented by the teachers of all the grades in their classes (Davis 2018, p.90).The purpose behind this framework is to create positive learning opportunities for all the students. The Dynamic Classroom Management Approach consists of four domains. The First domain is about the "Management Style" which includes flexibility and adaptability. Davis (2018) argues that the teachers need to be highly flexible and adaptable in their teaching strategies as each student is different and the lessons and strategies adapted in one class is not necessarily be applied in the other class. The second domain is about "Diversity in context" which emphasis the importance of accepting the cultural difference in the students. The teachers must be aware of religion, ethnic, social, language and cultural values of the students

and deal them accordingly (Davis 2018, p.96).The third domain of Dynamic classroom management approach is about "Creating Effective Pedagogy" which is quite vast and includes the implementation of lesson plans that meet the requirement of all the students in class as well as dealing effectively the behavioral problems of the students. The fourth domain is about "Creating a Positive Classroom culture and community" in which the educators need to make the classroom a safe and enjoyable learning space. In this domain the teacher student relationship is very important as it has been proved by many researchers that a strong bond between the facilitator and learners motivates the students towards learning and maintaining discipline in class. Davis (2018) also mentioned the "Deficit Model" which is used by the teachers in rural as well as urban schools. The author mentioned that the "Deficit Model" only focused on the negative strands and weakness of the students which not only creates negative environment in the class but also creates confrontation between students and the teachers. In the "Deficit Model "approach, the teachers try to control the class which results in the opposition by the students. Davis (2018) mentioned that instead of using "Deficit Model", the teachers must adopt "Asset Based Model" which focuses on the strengths of the students and highlights their abilities instead of highlighting their weaknesses.

Sprick (2013) mentioned about the guidelines as an important strategy towards effective classroom management. The author further mentioned that guidelines that are made by the teacher must be pasted in class where it can be easily seen by all of the learners. Sprick (2013) further argues that teachers need to talk and discuss the same guidelines with the parents as well so that the parents as well as the students are well aware of the teacher's expectations.

Morgan (2009) mentioned that classroom environment is very important in managing the classroom appropriately and especially dealing with the behavior issues of the class. Teachers

need to take care of small things that can create a big difference. Morgan (2009) mentioned that simply changing the seating arrangement of the student can result in creating a positive environment in the classroom. It is important to keep the children with attention problem close to your desk, so that the teacher can monitor the behavior. Morgan (2009) also mentioned the importance of parent teacher relationship and emphasized that teacher need to be in constant touch with the parents and provide them with the constructive feedback of their child.

Myers, Freeman, Simonsen and Sugai (2017), mentioned that the classroom can be managed effectively if the teachers use the matrix with three important factors. The first factor is the expectations which include the respect for teachers, peers and respect for authority. The second important factor is routine. The students must be aware of the classroom routine like be punctual, sharpening of pencils, taking out the notebooks/books before the teacher arrives etc. The third important factor is the measurable behavior which is applied to the whole school.

Morgan and Ellis (2011) emphasized on the importance of classroom routine and mentioned that several researches have proved that effective classroom routine results in minimizing inappropriate behavior in class. The authors further mentioned that the students enjoy and like those classroom routine which are easy, friendly and flexible. Some of the most common and successful classroom routines are greeting the children with smile when they are entering in the classroom. The teacher must move around in the class, registration of the students done on time and finishing the lesson before time so that there is some time for useful instruction or sharing any personal experience related to the topic.

2.4 Communication Skills

McLeod, Fisher & Hoover (2003), mentioned that communication skills are equally important as planning an effective, engaging lessor or managing a disruptive behavior of a student in class. The authors have mentioned that communication skills are divided into two types.

2.4.1. Sending Skills

The first type of skill is called sending skills. This type of skill means the way teachers talk and communicate with the students. In sending skill type, the voice of a teacher must be clear, approachable, and must have a feeling of empathy and positivity. The sending skills are used when a teacher has to give a feedback to the student, or show her expectations towards the students. This skill is also used in delivering lesson to the students in which open- ended and inquiry based questions are asked by the teacher.

2.4.2. Receiving Skills

The second type of skill is called the receiving skills. This means that teacher needs to be a very good listener when the students are sharing their concern with them. The three most active listening skills include clarifying the question, paraphrasing it and finally mediational questions (McLeod, Fisher & Hoover 2003, p.69).

2.5. Positive Student - Teacher relationship!

There has been an extensive amount of research done in the field of classroom management and especially the importance of positive relationship between student and teacher as an effective strategy towards classroom management (Caroline and Ethlers 2006).

Bradford & Cummings (2009) has mentioned that a strong bond between teachers and students is the first step in creating and establishing effective classroom management. The authors further mentioned that teachers need to take time to win the hearts of the students. This is undoubtedly the time consuming process and teachers need to maintain patience at all of the times. Marzano (2003) mentioned that the effective and positive student teacher relationship is the core factor in effective classroom management. The most obvious and detailed work in finding the dynamics between the positive teacher and student relationship was done by Wubbles and his colleagues (1999).Wubbles (1999) mentioned the two dimensions which show the interaction and relation between teacher student relationships. These two dimensions are Dominance versus submission and Cooperation versus Opposition (Marzano 2003, p.43).The author Wubbles and his colleagues (1999) find out that the optimal relationship exists in Dominance and Cooperation dimensions. Marzano (2003) mentioned that when teachers start their teaching career then the dimension of cooperation is most dominant in their personality. However, the factor of cooperation is later diminished with the passage of time. After the time span of 6-8 years, it has been observed that majority of the teachers are dominant in their behavior.

Caroline and Ethlers (2006) also emphasized on the importance of good relationship and mentioned that the best teaching is the one which is based on good relationship between students and teachers. The relationship also exists among the students when they work in a group in a collaborative manner and learn a particular concept (Caroline & Ethlers 2006, p.12).

McLeod, Fisher & Hoover (2003) mentioned that mutual respect, understanding and a positive relationship between student and teacher is the first step in effective classroom management strategy. The authors further mentioned that students become happy and satisfied when they share good relationship with their teachers and this directly affects their academic status in a

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positive way. The students naturally like the kind and caring teacher, but at the same time teacher need to be firm apart from the two above mentioned quality. The effective teaching is the blending of kind, care and firmness (McLeod, Fisher & Hoover 2003, p.63).

Sullo (2009) talked about the effective classroom strategies and mentioned that the teachers should not use "Fear" as a motivation tool for the students in their classes. He further mentioned that majority of the teachers create fear in their classes so that the students can focus, learn more and complete their assignments on time. The author has given suggestion that instead of creating a culture of fear, teacher try to make a culture of success in their classes (Sullo 2009, p.13).

McLeod, Fisher & Hoover (2003) further mentioned that positive relationship depends on two things. The first thing is that teacher needs to provide student enough opportunities in which students can know about their teachers. The authors gave a wonderful suggestion that even placing a plant on teacher's desk, or personal family photo gives a signal to the students that teacher is open to discuss the personal issues as this step shows warmth and care towards teacher's personality. The other thing is that the teacher need to give this impression that she is always concern about their problems and is willing to solve it in a rightful manner. The authors further mentioned that the students like those teachers who show trust in their abilities and provide them opportunities to discover their talents.

Marzano, Gaddy & Foseid (2005) also mentioned that the good and positive relationship between teachers and student is the first step to set a right tone for classroom management. The authors further mentioned that the relationship between the teacher and student is not a function of how a teacher feels, but it is about what the teacher does in class (Marzano, Gaddy, & Foseid 2005, p.56).The students cannot interpret what the teacher is feeling (positive or negative) about the class or about specific student, rather the students see the teacher's behavior and then make

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their judgment about the teacher. So it is very essential for the teacher to demonstrate and model herself in a friendly, open and positive manner.

Hart and Hudson (2008) mentioned about the concept of "power" in class. The authors mentioned that teachers must interact with the students. In this interaction process, it is important to note that whether the teacher is using "Power-over Expression" in class or "Power-with Expression" in class. In "Power over Expression" the students need to obey the orders given by the teacher, in this expression the mutual respect is lost and majority of the time the teacher needs to shout and raise her voice in order to control the situation. The "Power with Expression" is linked with the "Relationship based Management style" and the solution for the conflict is found with the discussion in class instead of orders and command. The "Power-with expression" follows the collaboration and co-operation in all matters.

Sullo (2009) mentioned that education is a human interaction process, no doubt there is an increased importance on effective lesson plans, but human connection and connectivity between teachers and students is also very important. The author further mentioned that effective teachers who are able to create positive and good relationship, their student excel academically. Sullo (2009) mentioned that positive relationship does not mean that teacher and students like each other company, but it is about a relationship that is built on trust, mutual understanding and respect (Sullo 2009, p.72).The author further mentioned that in this relationship students feel comfortable in discussing their personal feelings and problems and always look up to the teacher for guidance.Sullo (2009) also mentioned about the passion and enthusiasm by the teachers as an effective classroom strategies, but the author further mentioned that passion and enthusiasm alone cannot create a magic in the class until and unless teachers does not have the skills to build positive relationships with their students. The author further mentioned that teachers who have a

passion about her subject matter, may be able to deliver excellent lesson, but is not able to touch the hearts of the students. Teachers who are passionate about their subject can motivate students who have interest in the same subject and are scoring high grades in that particular subject, but is unable to reach to all of the learners in the class.

Sprick (2013) mentioned that in addition to maintaining positive relationships with the students, the teachers need to be in constant touch with the parents and informed them about the daily progress of their children. In majority of the school email system is used as the most common means of communication between parents and teacher.

Cefai (2008) emphasized the importance of positive relationship between teachers and students and mentioned that the relationship based classroom is best one in terms of classroom management. The teachers focused more attention and efforts towards the improvement of the academic side of the student but hardly put any effort towards building trustworthy and healthy relationships towards their students. Cefai (2008) mentioned the importance of circle time in building good relation with the students. Cefai (2008) mentioned that the circle time is the class room activity in which all students sit in a circle and share their feelings, emotions, concerns and interest with the teacher and peers. The circle time also help in improving the social and communication skills of the students.

Similarly, the author Melvin (2011) mentioned about the class meeting as effective strategy towards constructive decision making skills in students. The class meetings are also one of the important steps taken by the teachers for effective classroom management. The class meetings can be held every day for 20 minutes or once in a week depending upon the teacher's choice. The class meetings also give opportunity to the teachers to get feedback from the students which help them to grow professionally. Another benefit of having class meeting is that it creates the

culture of trust, care, confidence and collaboration among the students. The students get a feeling

of belonging and now they know that they have place where they can discuss their concern,

ideas, suggestions and even personal experiences (Melvin 2011, p.35).

2.5. Motivation as an effective tool

Motivation is considered very important tool in classroom management as it results in student's

achievements and enables them to pursue their goals. Motivation always keeps the students on

task and hence they utilize their time positively and effectively. All experienced teachers

understand the importance of motivation and considered it as one of the most important

component of classroom management. Motivation not only increases the cognitive ability of the

students but also encourages them to think critically and out of the box. In order to better

understand the concept of classroom management it is important to first understand the concept

of motivation. Hall and Goetz (2013) defined motivation as an internal state which compels

human in certain direction towards achieving their goals. The authors further mentioned that

cognitive thinking and social pressures also lead towards motivation (Hall and Goetz 2013,

p.60).Peters (2015) defined motivation as the speculative condition of the mind, which results in

directedness and compels human to be persistent in behavior towards achieving the goal (Peter

2015, p.43).The author Sprick (2013) defined motivation as an incentive given in order to

complete an action or to move towards progress. Cameron and Pierce (2002) used the word

interest and motivation and argue that usually these words are interchangeable and are associated

with the behavior of human being. Sprick (2013) further mentioned that sometimes intrinsic and

extrinsic motivation is very important, especially in a case where the student is not motivated to

learn.

2.5.1. Intrinsic Motivation

Cameron and Pierce (2002) defined intrinsic motivation as the willingness of the person to do something. In the intrinsic motivation the external factors like money or reward is not important. This kind of motivation comes from inside and compel person to do something that he/she likes to do. In Social Psychology intrinsic motivation is widely used. In simple terms it is also defined as the motivation done in the absence of rewards (Cameron and Pierce 2002, p.12).

2.5.2. Extrinsic Motivation

The extrinsic motivation is defined as the motivation which is done in the presence of reward. In extrinsic motivation the external factors are very important. The authors Cameron and Pierce (2002) has given various examples of intrinsic and extrinsic motivation. When a child is doing a painting for its own sake then this is called intrinsic motivation, whereas the homework done to please parents or working hard in exam to get higher grades is an example of extrinsic motivation. The authors further mentioned that in early 1950s and 60s the employers considered intrinsic and extrinsic motivation as an additional factor towards better performance. The authors further argue that majority of the people prefer to work in the challenging place where chances of extrinsic motivation in terms of financial benefits are high. However, the Psychologist Decharms in late 1960s mentioned that extrinsic motivation cannot be considered as an addition factor for increasing the overall performance. Instead the extrinsic motivation contradicts with intrinsic motivation as it compels people to perform only when there is reward for certain work. In this scenario, the people will perform certain task only for the sake of reward and not for the interest and extrinsic motivation is a threat towards creativity (Cameron and Pierce, 2002.p.13).

The authors Sansone & Harackiewicz (2000) compared the relationship between intrinsic and extrinsic motivation and argue that when sufficient intrinsic (interest) and extrinsic (reward) opportunities are given to the individual, then majority opt the intrinsic motivation and go towards extrinsic motivation (Sansone & Harackiewicz 2000, p.3). The author Marcum (1999) also mentioned that when reward is placed for certain job, it kills the interest of the person in performing particular task and hence adversely affect the intrinsic motivation.

Morgan (2009) argues that reward increase the motivational level of the student and thus results in appropriate behavior. The author further mentioned that teachers need to include reward system in their class for demonstrating good behavior. Morgan (2009) further mentioned that rewards must be simple and easy to give but at the same time rewards must increase the motivation of the students. Morgan (2009) also mentioned the frequency of the reward given in a class and mentioned that if the child has serious behavior issues and he/she behaved well then the small token of rewards like 2-3 will not result in positive change. In this scenario the frequency of the reward must be increased to 10-15 token. When the child is demonstrating good behavior then the frequency can be reduced and make the criteria of the reward a bit challenging for the student. Morgan (2009) mentioned that there are two types of reward.

2.5.3. Token Reward

The first kind of reward is known as Token reward system. In the token reward system the child is collecting reward for the good behavior or any act of good deeds or kindness shown by the child in the class or playground. The token reward can easily be used by the teachers in class as students are collecting token for the main reward. This main reward can be the extra play time or monetary award.

2.5.4. Main Reward

The second type of reward is called Main reward. Morgan (2009) mentioned that main reward is given according to the student capability and desirability. These are less frequent and are given by the teacher on weekly and monthly basis. The main reward is then divided into three types.

Tangible Reward

Activity Reward

Social Reward

The Tangible Reward

The tangible reward is usually given in the form of food like candies or burger, but the teacher need to take care of allergies and hygienic condition.

The Activity Reward

The activity reward includes extra P.E. lessons or giving chance to the students to play in ground or watch movies. The activity award helps in strengthening the physical and mental health of the student.

The Social Reward

The social award includes verbal and non-verbal praises. This reward is useful for the reinforcement of good behavior. Morgan (2009) mentioned that giving reward to students always help them in motivating good behavior as well as to show good academic performance. However, teachers need to be very systematic in giving reward and must be given immediately; otherwise the value of the reward will be lost (Morgan 2009, p .27).

2.6. Behavioural Management

The aim of the education is not just to provide the students with the knowledge and skills that they need in order to excel in their practical life, but also to teach and train them how to live in a world where difference of opinion comes on every step of their life. So it is very important to deal each difference patiently without losing temper and maintain appropriate behavior all the time. The awareness of behavioral management is an integral step towards effective classroom management. Sprick (2013) mentioned that apart from delivering knowledge and teaching academics, the teachers need to teach students about the soft skills. The soft skills include the traits, attitude and behavior which will help them in their practical life.

McLeod, Fisher & Hoover (2003) mentioned that the teachers need to model the behavior they want from their students. The authors mentioned that "Modelling is a very powerful strategy" (McLeod, Fisher & Hoover 2003, p.63).The children always imitate their adults in walking, talking and in overall attitude. Thompson (2013) also mentioned that the teachers need to demonstrate the behavior that they expect from their students. So it is essential to be a good role model for your students In primary schools, the teacher is always considered as a role model for their student and majority of the time the students imitate the teacher's action. So if the teacher wants the students to be polite and good listeners, she first demonstrates the same behavior in class.Bennet (2010) also mentioned that the teachers need to demonstrate that behavior which she expects from the pupils.

The author (Brownhill and Shelton, 2008) mentioned that the first step towards positive behavior is to understand the emotions and feelings of others. The authors talked about emotional intelligence and emotional literacy which have different meanings. The emotional intelligence is about understanding; generating and regulating own feelings as well as others whereas emotional

literacy is about the awareness of your own emotions and showing sympathies towards the emotions of others (Brownhill and Shelton 2008, p.64).

The positive relationship with the students also helps in managing behavioral issues which results in effective classroom management. The teachers need to understand that every day when students come in class, they might have faced some difficult situation at home. This could be a fight between parents, financial issues and working parents giving no attention to the child. In order to create positive relationships with the students, teachers need to have some awareness of the personal problem of the students.

2.7. Attention Deficit Hyperactivity Disorder (ADHD)

One of the difficult challenges that teachers face in managing the classroom effectively is the disruptive behavior by some of the students in class. It has been observed that nowadays in each class there are one or more hyperactive students in class. Most of these students are diagnosed with Attention deficit hyperactivity disorder (ADHD). Unfortunately majority of the teachers are not aware of this disorder and usually ends up losing their temper with such students which results in poor management of the class by the teachers. The teachers need to show immense patience in order to deal with these students. Rief (2016) provides the definition of ADHD as a neurological disorder which has three major symptoms of inattention, hyperactivity and impulsivity (Rief 2016, p.3).Such students are not able to focus on one particular thing on longer time. The ADHD student pay less attention, continuously move in class and gets hyper and aggressive on minor issues. One way to manage the class effectively is to have calming corners or cool off corners in the classroom or in the school (Brownhill and Shelton, 2008).These calming corners have interesting reading books, materials for art and craft, puzzle activities and

some pets to calm down and relax the hyper students. The calming corners are very useful strategy for ADHD students.

In order to control the disruptive behavior of the students, some schools have adopted "Acceptable contract behavior" in which the schools have mentioned their behavioral polices and expectations from parents and students (Brownhill and Shelton, 2008).

The author Brownhill and Shelton (2008) mentioned that having behavior coordinators in school is an excellent strategy to manage the disruptive behavior of the students. These behavior coordinators work in close connections with the teachers and immediate action is taken upon the start of any behavior. The intervention of behavior coordinators neutralizes the whole situation before it goes to a maximum level where the teachers are not able to control the situation.

Motivation and behavioral management of the student is closely related to each other. Motivation has great power that can influence the behavior of the students. Sprick (2013) mentioned that teachers need to use the tool of motivation to mend the behavior of the students. It has been observed that if a student has a history of behavioral problem in which he has never shown any appropriate behavior towards teachers and peers, then such students are not motivated towards good or responsible behavior. Instead of motivating towards good behavior, such students motivate in such a way in which they behave irresponsibly and inappropriately (Sprick 2013, p.11). Same is the case with the students who is academically weak because he is motivated to do nothing. This also shows the expectations of teachers towards particular student. If the teacher is not motivating the student towards positivity, responsibility and confidence, then students will behave irresponsible and an inappropriate manner.

Cook Tankersley and Landrum (2012), argue that the teachers with high confidence in maintaining effective classroom management strategies also results in less burnouts. The authors

further mentioned that mostly teachers leave the teaching profession because they are not able to handle the challenging behavior of the students. The teachers need to acquire professional training on handling challenging behavior in schools. It has been reported that majority of the teachers demanded extra coaching on behavior problems during the first year of their teaching profession. Even after the completion of the first year 61% of the teachers still demanded that they need extra professional training for managing challenging behavior in class (Cook Tankersley and Landrum 2012, p. 97).

Marlow, Hansford, Edwards, Ukoumunne, Norman, Ingarfield, Sharkey, Logan and Ford (2015) mentioned that the teachers require sufficient training on classroom management and especially on behavioral management. The authors further mentioned that majority of the teachers leave the teaching professions when they are unable to handle the challenging behavior of the students. The main reason for leaving their jobs is that the school management does not provide and arrange sufficient training on behavior management. The authors further argued that behavioral problems in class cause stress for the teachers and this stress results in negative classroom management. The authors also talked about the student teacher relationship and mentioned that teachers need to maintain healthy and positive relationship with all of their students, as it has been observed that negative relationship between teachers and students adversely affect the mental health of the students in later years. Melvin (2011) mentioned that teachers need to take maximum courses related to classroom management in their university education. However, it has been seen that majority of the courses are related to parents involvement, general methods in teaching, but hardly one course is based on classroom management. The author further mentioned that this is the main reason that new teachers despite having good qualification lacks skills in managing the classroom and quit teaching profession within the two year of the joining

date. Melvin (2011) emphasized the importance of teacher's training especially in the area of classroom management so that the school can retain the good teachers and teacher's overall turnover rate can decrease.

Morgan (2009) mentioned that teachers not only need to learn how to manage behavioral Issues, but also need to deal with the post behavioral problems. It has been observed that when a disruptive behavior is done by the student in class or playground, then majority of the teacher immediately take action and target the one who has done inappropriate behavior. The strategy that teachers most of the time used are to force the student to apologize immediately. According to Morgan (2009) this is an ineffective strategy as in 1991 the author Smith has mentioned the "Time-Intensity Model", in which the timing of the apology is very important and always give sufficient time to the student to calm down before asking for apologies. The phases mentioned in the "Time Intensity Model" are baseline, trigger, escalation, incident, recovery, post incident and finally the baseline (Morgan 2009, p.29). Teachers need to keep in mind the time intensity model before asking for apologies and always take the student in the corner and private place so that the student self-respect is maintained. Bennet (2010) mentioned that teachers need to be vigilant all the time, whether they are teaching a lesson in class or passing through corridors and playground. The author further mentioned that behavior problems occur all day in the school and teachers need to respond it immediately. If a teacher is passing through a corridor and encounters two students arguing or fighting, then she needs to take action and not just move on and avoid the whole situation. If a teacher will move out of a situation where bullying is going on, then basically this sent a very powerful message to the students that inappropriate behavior or bullying is okay with that teacher. The teacher need to keep in mind that even the corridor,

playground and any other vicinity of the school is their classroom where they have to be alert and responsive towards each and every action of the students.

The author Thompson (2013) mentioned that majority of the times, teacher use punishment as a behavior management technique. Giving punishment to the student for inappropriate behavior is a short term strategy. In long term it has adverse effect and result in aggressiveness and stubbornness.

2.8. Stress causing factors

Stress is part of everyone's life and we all face stress in our jobs as well as in our relations. Talking about the profession of teaching, stress is considered as part of a teacher's life. Majority of the teacher's face too much stress in their early years of teaching and mostly leave this profession because they are not able to cope with everyday stress in school. Hartney (2008) mentioned that stress directly as well as indirectly affects the physical and mental health. Stress directly affects the immune system of human body which results in frequent illness. Stress also indirectly affects the human body which causes mood swing and depressed behavior. When the person feels depression it results in adopting unhealthy habits like smoking and drinking alcohol which causes stress in long term (Hartney 2008, p.16).

Hornby and Hall (2002) also mentioned the effect of stress which includes High blood pressure, headache, digestive disorder and sleep disturbance (Hornby and Hall 2002, p.154).

It is very important to first understand stress and how it affects the life of a teacher. It has been observed that the teachers face the highest level of stress than any other profession. There are myriad reasons for this stress. The teachers not only have to teach and make sure that each student in class fully understood the concept taught, but also teachers have to control the behavior of the student (Harney 2008, p.11).

Hartney (2008) defined stress as it is part of life and depends upon how you response to a particular demand. The author further explained that stress can be positive or negative depending upon its type and quality. The Positive stress is known as "Eustress" and is defined as a positive challenge towards a particular task. The negative stress is known as "Distress" and is associated when the task is performed under threat or control (Hartney 2008, p.22).It has been observed that majority of the research is done on distress and its negative effect on human body. However, it has been seen that eustress has some positive effect on the brain.

Hartney (2008) mentioned that the teachers seen discipline as the major cause of stress in school. The teachers faced a lot of problem in establishing discipline in school and class. The author further mentioned that Education and Inspection Act (2006) give some protection and power to the schools and teachers. The schools were asked to form a behavior policy and used detention more frequently for the indiscipline behavior of the student. It was also encouraged in the Education and Inspection Act (2006) the while making behavior policy, all stakeholders opinion must be considered. The Education and Inspection Act (2006) give a sigh of relief and results in reducing stress for teachers who frequently face verbal and physical abuse by the students (Hartney 2008,p.44).It has been observed that the teachers who have received sufficient training in human relation always adopt humanistic ideology in controlling student behavior The approach of using humanistic ideology in class for controlling disruptive behavior of the students results in less stress for the teachers (Hartney 2008, p.44).

Hornby and Hall (2002) mentioned that the research done by Kyriacou (1987) found out that in United Kingdom almost 25% of the teacher mentioned that their life is extremely stressful and they are not able to cope up with the stress. The number has increased in recent times. Hornby and Hall (2002) mentioned that type and experience of stress is different for each teacher. A

particular situation which is stressful for one teacher may not be stressful for the other. The survey done by the authors Hornby and Hall (2002) to figure out the causes of stress for teachers mentioned that the student's bad behavior is the major reason for having stress in their life. The bad behavior of the students results in poor classroom management which causes stress for the teachers. The second most obvious reason is the bad relationships between co-teachers and head that cause stress for teachers. Some teachers also mentioned that lack of resources, poor management by the school and low salary in comparison of the overburden work is cause of stress in their life (Hornby & Hall 2002, p.154).

According to the research study of Lagana (1970) almost 83% of the elementary and secondary new teachers faced problems in the first two year of their teaching career (Veenman 1984, p.12). Another interesting research study was done by Stone (1964) who has done extensive research on teacher's problems and divided the participants into gender and sex. Stone (1964) in his research concludes that the male teachers faced less problems and deal with the disruptive problems in a more efficient way as compared to the female teachers. In his findings he further mentioned that the teachers between the age group of 24 and 34 years old had fewer problems than the teachers under the age group of 24 and above 34 ages (Veenman 1984, p.15). Veenman (1984) mentioned the behavior and attitude of new teachers and highlighted that new teachers don't have the ability to spontaneously react to the inappropriate behavior of the student or towards the whole class. The new teachers react in a more sensitive manner as compared to the old and experienced teachers. It has also been observed that sometimes unprepared teachers causes indiscipline in class. When the teacher has not prepared the lesson, then this not only causes her stress but also creates disciplinary problems in class.

2.9. Chapter Conclusion

This chapter focused on the research done by various authors in the field of classroom management. It has been concluded that the classroom management is a combination of various techniques that the teacher can use in her class. It requires the formation of simple and easy rules set by the teachers. Moreover, this section also discussed in detail the importance of positive relationship between teachers and students and how this strong bond can help in creating positive classroom environment. The use of positive language, appraisal, rewards and motivation is also an integral component of classroom management. The chapter also covered the importance and awareness of behavioral management and dealing with the ADHD students in class. The last section discussed about the stress causing factors in teacher's life.

Chapter 3: Research Design and Methodology

3.1. Introduction

The Research methodology has significant importance as it not only summarizes the theoretical norms of the study but also direct the researcher in selecting the research methods (Long, 2014). The purpose of my research study is to find the existing classroom management strategies that the teachers are applying in their classes. Moreover, I also want to know that why these strategies are not sufficient in creating discipline and reducing stress for the teachers. Another important aspect that I will try to find out is the importance of student teacher relationship as an effective classroom management tool. This chapter identifies the method of collecting information through observation, interviews and surveys.

The chapter also identifies the selection of research site, the methodologies used in this research process, research design, method and sequence of data collection, ethical consideration and finally the brief explanation about the participants of the research study. As the research is done in the field of education, it has myriad benefits as mentioned by the author Swann (2003) that the educational research helps in the further improvement of educational practices.

3.2. Research context/site

The research study is conducted in one of the Private school in Ajman. The British International School Ajman is a new school and is established in 2014.Since its establishment the school has undergone one inspection and has received the "Acceptable" ratings in 2017-18 inspection from Ministry of Education Ajman. The school follows the British Curriculum along with the strong

emphasis of Islamic education. The senior Leadership of the school consists of Director of the school, Principal, Vice Principal, Head of the Primary and Foundation stage and three supervisors which reports to the Head of the Primary on the daily activities of the school.

The reason for selecting this school is that, I am also working there since 5 years so I can easily conduct interview with the teachers during their free lesson and at the same time observe the students and their behavior in class.

3.3. Research Design

Cowles and Nelson (2015) mentioned that "Research design is basically the plan of action". The research design appropriate for this research study is a mixed approach. The approach selected for the research design depends on the research question, the nature and issues discussed (Creswell 2014). The mixed approach is appropriate for this case study as the information is collected through personal interviews which involve qualitative analysis and surveys which need quantitative analysis to collect and analyze data. According to the Creswell (2014) through mixed approach the researcher is able to get the deeper understanding of the research problem, as it involves both qualitative and quantitative analysis.

The qualitative analysis includes observation and personal face to face interviews with the teachers. The authors Cowles & Nelson (2015) mentioned the importance of observation and questioning and argue that they both give different results. The result of observation tells about the people's action whereas the questioning informs the researcher about people's opinion and their wordings (Cowles & Nelson 2015, p.3). According to the author Hammersley (2013), the qualitative method is appropriate in many ways and it is useful when the research purpose involves observation rather than analysis of number data. However, this research study also

involves the quantitative analysis as the number of participants plays an effective role in deciding about the opinion of classroom management. The quantitative analysis is done through survey which involves teachers and students. The authors Klenke, Martin and Wallace (2015), mentioned the importance of quantitative analysis and argued that quantitative methods are useful for the hypothesis and collecting data from large samples.

3.4. Methods of Data Collection

The author Muschalik (2018) mentioned that the data analysis and data collection is the heart of the research process and has a direct impact on the results obtained which is sometimes not in the control of the researcher. In this research study two different kinds of methods are used to collect data and information on classroom management. The Figure 3.1 explains the method of data collection
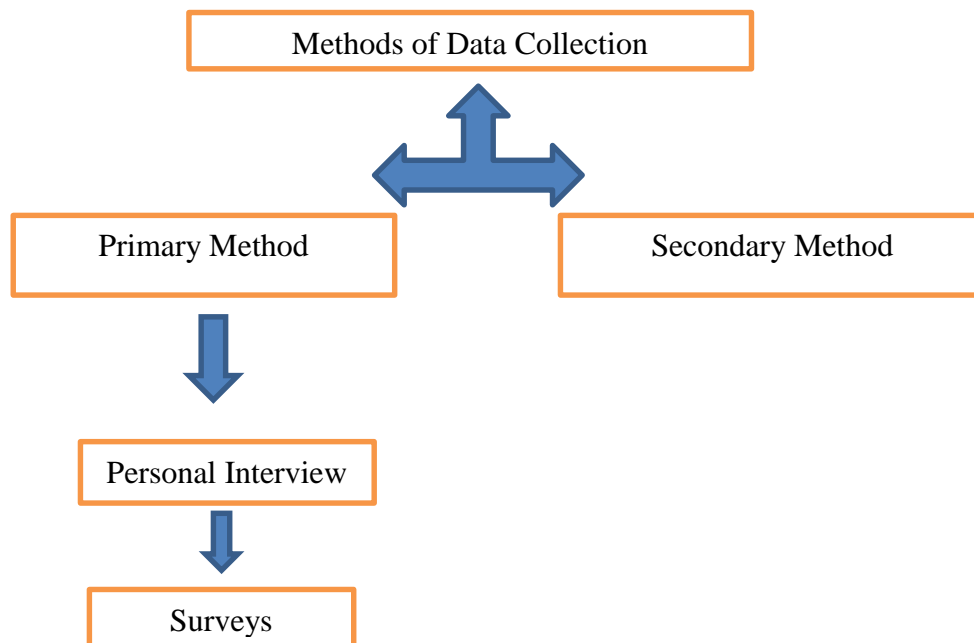
- Surveys

- Personal Interview

Figure 3.1: Method of Data Collection

3.4.1. Personal Interview with the teachers

The research study also involves the personal face to face interview with the teachers. This is essential as their opinion will help in finding the answers of the research study. The interview is done with the primary teachers of British International School Ajman. According to the authors Barbara and Crabtree (2006) the interview is the most familiar and widely used method to collect qualitative data and provides in depth knowledge and immediate information and feedback about the topic.

3.4.2 Surveys

The second method used in the research process is survey .The survey is the easiest method of data collection as the survey results can be quickly obtained, are less expensive and less time consuming (Cowles & Nelson 2015, p.66). In this research study the survey is done with the teachers and students of grade 2, 3 4 and 5 from British International School Ajman. The purpose of the survey is to find the existing classroom management problems that teachers encounter in their classes and the methods that they apply in order to cope up with the disciplinary issues and stress related problems. The other objective of the survey is to find out the measurement and collect large amount of data from small group of population (Cowles & Nelson 2015, p.75).

3.5. The Participants of Research Study

The participants selected for the research study are the primary teachers and the students from grade 2, 3, 4 and 5. The qualitative analysis was done through personal observation and face to face interview with the teachers to draw conclusion about their understanding and problems related to classroom management. According to the authors Kuper, Lingard & Levinson (2008)

the participant must be carefully selected in qualitative analysis so that information collected

through these participants help the researcher in better understanding of the subject under study.

For the quantitative analysis, the students as well as teachers were randomly selected and hence

survey was done to reach to the answers of my research questions. The quantitative analysis

requires the standardization of procedures so 30 participants are randomly selected from grade 2,

3 and 4.According to Sergeant (2012) the random selection of the participants reduce the impact

of external variable and ensure general results. It is very essential to target the appropriate

population for the research study. The aim was to select the secondary as well as primary

students and teachers in the research study. However, the pollution size reduced to only primary

teachers and students of British International School Ajman and this represent the population

size of the research study. Table 1 shows the research tools and participants.

Research Tools	No. of Participants
Classroom Observations	5
Teacher's Survey	12
Student's Survey	30
Personal Interview with teachers	7

Table 1: Research tools and number of participants

3.6. Methods of Data Analysis.

The objective of the qualitative analysis is to analyses and interprets the data to simplify the

subject under studied and to find the answers of the research question (Sergeant, 2012).

According to Creswell (2014), in qualitative research the data will be collected through "participant's settings"; the data analysis will be done by creating the themes to be discussed with the participants. Through qualitative analysis more questions are emerged and the final report is usually shows a flexible structure (Creswell, 2014).

The quantitative analysis in the research study involves survey which is done with students and teachers. According to Creswell (2014), quantitative analysis examines the relationship among variables to test objective theories.

Since the study is done with only one Private school and the participants are few in number, so the analysis is done manually with the help of a calculator. The computer software to calculate the regression analysis and correlation is not needed in this research project. The tables and bar graphs are sufficient and are used to analyze the information collected through primary sources. Moreover, the direct observation also helped in analyzing and understanding the information. In the coming chapter, Findings and result analysis, the interview questions will be asked from the teachers. Moreover, these questions are created into four concepts which are actually the reflection of the research questions. Through these concepts the teacher's perception about the classroom management problems will be analyzed and understood. The survey created for teachers and students' will also provide significant information on the research questions of this case study.

3.7. Ethical Consideration

During the entire research process the ethical consideration is taken very seriously. A consent letter is used to take permission to conduct research in the school. All the participants (teachers and students) were informed about the research study. In order to observe the classes, the official permission was taken from the Head of the primary and the teachers were informed earlier

before visiting their classes for observing their classroom management strategies. It is the responsibility of the researcher to take extra care of ethical consideration before conducting the research study (Midgely, 2014).

3.8. Chapter conclusion

This chapter gave the detailed information about the research methodology adopted for this case study. Moreover, it also discussed the methods for collection data and participants involved in the research process. The ethical consideration was also discussed and rationale for selecting the school is described in detail along with the demographics of the school.

Chapter 4: Findings and Result Analysis

4.1. Introduction

This chapter discusses in detail the result of personal observation as well the discussions with the teachers during personal interviews and survey analysis which is done with the students and teachers. The tables and graphs will be used to analyze the information collected through personal observation, interviews and survey. The tables and graphs summarized the information thus making the results more attractive and easily understandable for the reader (Duquia, Bastos, Bonamigo, Chica, & Mesa 2014).

The aim of the research study is to find the existing classroom management strategies that teachers are using in their classes and this will be done through qualitative analysis by observation and doing interview with the teachers.

In chapter two, the literature review section clearly provided answers to all the research question of this case study from the perspective of the researchers who have done extensive work in the field of classroom management. The chapter four provides the understanding of class room management strategies and problems from the perspective of the primary teachers and the students of UAE in British International School Ajman.

The chapter 4 will provide the analysis in the following order

• Personal interview with the teachers

• Teacher's Survey

• Student's Survey

4.2. Analyzing Teacher's Interview questions

This section consists of interview done with the teachers in which open ended questions were asked from the teachers to understand their perspective and strategies about the classroom management and its problems. The seven teachers from grade 2, 3, 4 and 5 are selected for face to face interview as shown in table 2.

Participants	Number
Grade 2 Teachers	2
Grade 3 Teachers	2
Grade 4 Teachers	2
Grade 5 Teachers	1

Table 2: Participants (Interview Questions)

The interview questions can be seen in appendix 2 which consist of 12 questions. The research questions are recreated into the following four concepts to be discussed with the teachers in Chapter 4 to understand their views on classroom management. The following four concepts are actually the refection of this case study's research questions.

1. Understanding the existing classroom strategies used by the primary teachers.

2. Challenges faced by the teachers to maintain discipline and to create effective classroom management environment.

3. Finding the most effective classroom management strategies that can reduce stress for the teachers.

4. Role of positive teacher – student relationship and motivation in effective classroom management.

4.2.1: Concept 1 - Understanding the existing classroom strategies used by the primary teachers.

To answer this concept, the two questions (1, 2) are prepared and mentioned in appendix 2. Almost all the seven teachers mentioned that a good lesson, strong bond with the students and spacious classroom are the strategies that they are using in their classes and find these strategies quite effective. The teachers also mentioned that rules are very important to discipline the students and reinforcement of rules on daily basis can give positive results towards effective classroom management. However, few teachers also support the idea of class Dojo as it is quite effective for good and discipline classroom management. According to the Townsville Bulletin article "class Dojo is a classroom management software widely used by the teachers all over the world and consist of innovative designs and wards for the students.

The teachers mentioned that they are quite satisfied from their existing classroom management strategies as they hardly encounter any discipline problems in their classes. These teachers also mentioned that the reward and appraisal system work very well in their classes and student respond to incentive in a positive manner. However the teachers from grade 5 mentioned that appraisal and punishment strategies are not working for them. The perfect classroom management involves much more than punishment and appraisal. In fact it is an ingredient of spacious class, discussed and mutually understood rules and a good relationship between class mates and the teacher. Miss Purnami the grade 4C Class teacher mentioned that she is now using software named "Class Dojo" in her class and she has received tremendous results. Miss Paurnami in an interview said that "The class Dojo has created a positive atmosphere in my class and I use this software every day in the morning during registration time, the students always look forward to it and respond in a positive way." This software has helped her in minimizing many disruptive problems in class and has positively affected the classroom management. She

further mentioned that through this software she has even involved the parents of the students and now they can even view the progress and daily feedback of their child. She strongly supports the implementation of class Djojo software in the school.

4.2.2: Concept 2 - Challenges faced by the teachers to maintain discipline and to create effective classroom management environment

To answer this concept, question no 5, 6, 7 and 10 are prepared and mentioned in appendix 2. Almost all teachers agreed that the biggest challenge in creating effective classroom environment is to handle the hyperactive students in class. The teachers mentioned that they plan their forty minute lesson but due to the continuous disturbance from ADHD students and lack of support from the management, they are not able to complete the lesson on time. The authors Cook, Tankersley and Landrum (2012) mentioned that the students with ADHD disorder are not able to understand or monitor the situation and react spontaneously without understanding the consequences. Such spontaneous reactions usually results in disturbance in the surrounding and hence behavioral problem arises. The teachers further mentioned that disruptive behavior of the students is the main challenge for classroom management. The teachers mentioned that the only way to handle hyperactive students is to deal with them patiently and sometimes need to let go their minor faults, because telling them that this is wrong after every five to ten minutes will not work for them as well as for the student. The grade 2 C homeroom Class teacher mentioned her strategy of dealing with ADHD students and said that "I always place the desk of ADHD students next to my table so that I can monitor and control their behavior. This changing of the seat has results quite less disturbance in class now". The teachers mentioned that the school must provide each class with the shadow teacher where ADHD students are present, as these students require extra attention and time in comparison to the rest of the class.

Moreover, the teacher from grade three mentioned that they have to complete most of the admin work as well in the middle of the period. This affects their teaching and classroom management. In one period the people from admin department comes to verify certain information related to the students or books. This interference in the middle of lesson disturbs not only the tempo of teaching but also create disciplinary problems in class. The grade 4 English class teacher Miss Marie shared her bitter experience and said in an interview that **"I was not able to teach for 3 consecutive period as the head of the department asked me to write down the name of students on their notebooks. So writing down the names of 30 students on 15 notebooks took a lot of time and this creates a lot of disturbance, frustration and disciplinary issues in my class".** The grade 4 Math teacher Miss Paurnami mentioned that most of the time students do not complete the assigned work from home; this affects her teaching and discipline in class, as she needs to punish those students. All of the teachers agreed that the punishment is not the solution to create discipline in class and to tame the behavior of the students. The grade 2 Homeroom teachers mentioned that punishment is just a short term relief to avoid and stop unfavorable situation. She personally believes that strong communication and listening to their perspective is important rather than giving punishment. However, few grade three teachers mentioned that they need to be strict with the student and have introduced the system of appraisal and punishments in their class in order to maintain discipline and foster positive learning.

To answer the questions related to professional development and support from the management, the teachers mentioned that they do have a Continuous Professional Development session every Wednesday in school in which the CPD coordinator organize a 40 minute session where important topics like student's behavior, parent teacher communication, lesson planning, Importance of time management, classroom management and 21st century teaching strategies are

discuses in detailed with the teachers. These sessions are always interactive and teachers learn

many new things which help them in their professional growth.

4.2.3: Concept 3 - To finds the most effective classroom management strategies that can reduce stress for the teachers

To answer this concept, question no 3, 9 and 8 are prepared and mentioned in appendix 2. The

teacher from grade 4 mentioned that one of the best classroom management strategies is to

involve students in small tasks of the classroom e.g. setting rules for the class. The grade 4

teacher mentioned that she involves students in making rules for the class, as she believes that

when the students have given some sort of ownership and duty in class they take it in a serious

manner and fulfill the responsibility. The authors Hart and Hudson (2008) also mentioned that

participating students in setting rules for the class makes them more responsible towards

fulfilling those rules. The teachers further mentioned that reinforcement of rules on daily basis is

essential to maintain discipline in class. Almost all of the teachers agreed that classroom rules are

important for effective classroom management. The author Partin (2009) mentioned that is very

important to be firm and establish your classroom management style the very first day (Partin

2009,p.19).The author further provides with some useful tips that the teacher must use for the

first few days of the year. Partin (2009) mentioned that it is better that teacher over plan the first

few days of the school, so that the students do not feel bored and sit idle in class. When the

students don't have anything to do and sit idle in class, then chances of disruptive behavior

increases. In order to avoid the disciplinary issues in the beginning of the term, it is always better

to over plan. However the rules must be simple, specific and clear so that all of the students can

understand them properly. The teacher from Grade 5 Miss Sunmbul mentioned that classroom

rules work well in primary classes, however in secondary school and for higher grades the

teachers need to think about other strategies to maintain discipline and to keep the classroom in order. As she is also teaching grade 7 and 8 students, so she further mentioned that the teachers from higher grades need to maintain good communication with their students. She emphasized the importance of strong relationship with the students and argued that when there is a good relationship between student and teacher then this helps in creating discipline in class and results in minimizing many minor issues. The author Cefai (2008) mentioned that the positive relationship with the students motivate them towards learning, so if teachers' pay attention and show concern and care towards their students, this positively affect the academic as well.

The teachers also mentioned that another important and effective classroom management strategy is the engaging and interesting lesson. The teachers mentioned that when the lessons are interesting and engaging then the students are deeply involved in the activities and hence are less disruptive. Marshall (2013) also mentioned the benefits of effective teaching and good lesson planning as an important tool in classroom management and student achievement. The author further mentioned that even the low achievers performed well if the students consecutively get three years of good teaching.

The grade 2 J class teacher Miss Reham mentioned that "I spent sufficient time in planning my lessons and always create activities for all of the learners keeping in mind all the different ability group of my class". This pre planning of the lessons help the teachers in achieving affective classroom management. Longway & Cockman (2002) emphasized the importance of lesson plan and mentioned that the lesson plan is the most important factor in classroom management. Sullo (2009) has mentioned that effective teacher's thinks about the basic needs of the students while planning a particular lesson. The author further argued that that students will be more engaged

and actively participate when the lesson plans are designed to fulfill and satisfy their basic learning needs.

4.2.4: Concept - 4.Role of positive teacher – student relationship and motivation in effective classroom management.

To answer this concept, question 3 and 11 are prepared and are mentioned in the appendix 2. All of the seven teachers supported the positive teacher-student relationship as the most important factor of classroom management. The teachers mentioned that it is very important to win the trust and confidence of their students. The grade 3 Humanities teacher Miss Amina mentioned that "When the teacher is able to create a strong relationship with their students then she has already won half of the battle in creating good and effective classroom management environment". The student always responds to the instruction quickly when they have a good understanding with the teacher. In this case it is very easy to motivate the students. One teacher from grade 4 supports the idea of maintaining good relations with the students as well as with their parents. The teachers agreed that motivation is very important not only in academics but also to tame the behavior of the students. The teachers further agreed that they always motivate their students and encourage them to do good things.

4.3. Analyzing Teacher's Survey

The survey consists of five close ended questions in which the general perception about the classroom management is analyzed. The 12 teachers from grade 2, 3 and 4 participated in this survey as shown in table 3.

Participants	Number
Grade 2 Teachers	4
Grade 3 Teachers	4
Grade 4 Teachers	4
Total teachers	12
Total Questions	5

Table 3: Participants of Teacher's survey

Following are the five questions for this survey.

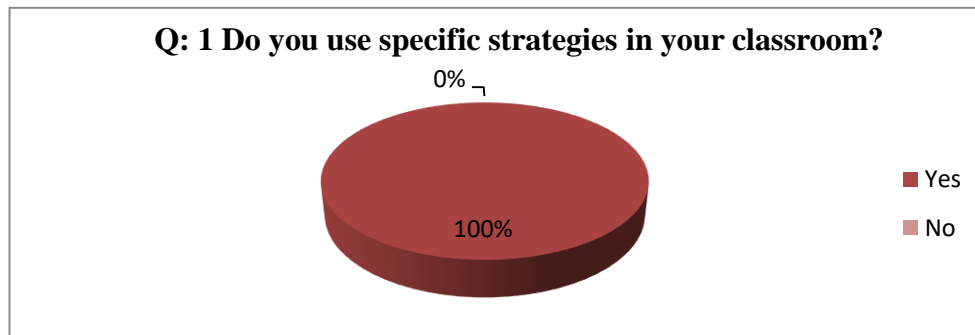| Q: 1 Do you use specific strategies in your classroom?	Yes	No
	12 (100%)	0(0%)

Figure 2

The result of survey question 1 indicated that all the 12 (100%) participants used specific strategies to manage their class room.

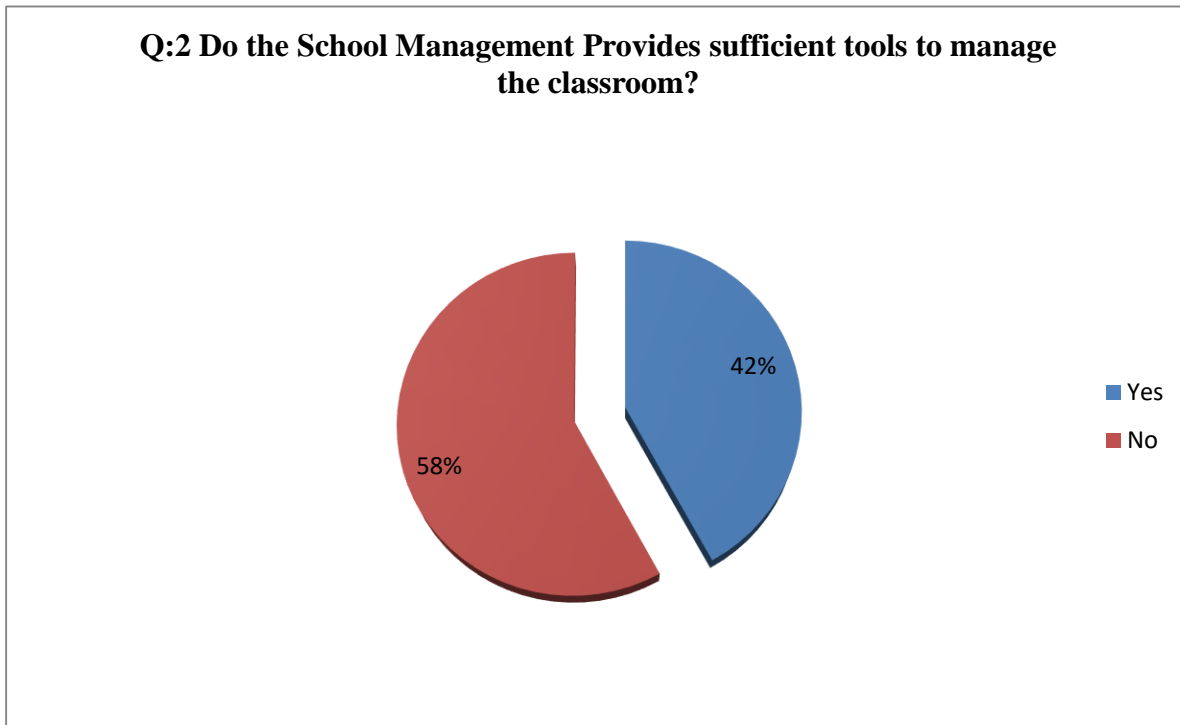| Q: 2 Do the school Management provides sufficient tools to manage the classroom?	Yes	No
	5	7
	42%	58%

Figure 3

The result of the survey question 2 shows that 42% participants indicated that the school support them with sufficient classroom management tools whereas, 58% denied that they do not get any support from the management

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Q: 3.Do you think the classroom sizes and furniture is properly designed for better classroom management?	Yes	No
	4	8
	33%	67%

Q: 3.Do you think the classroom sizes and furniture is properly designed for better classroom management?
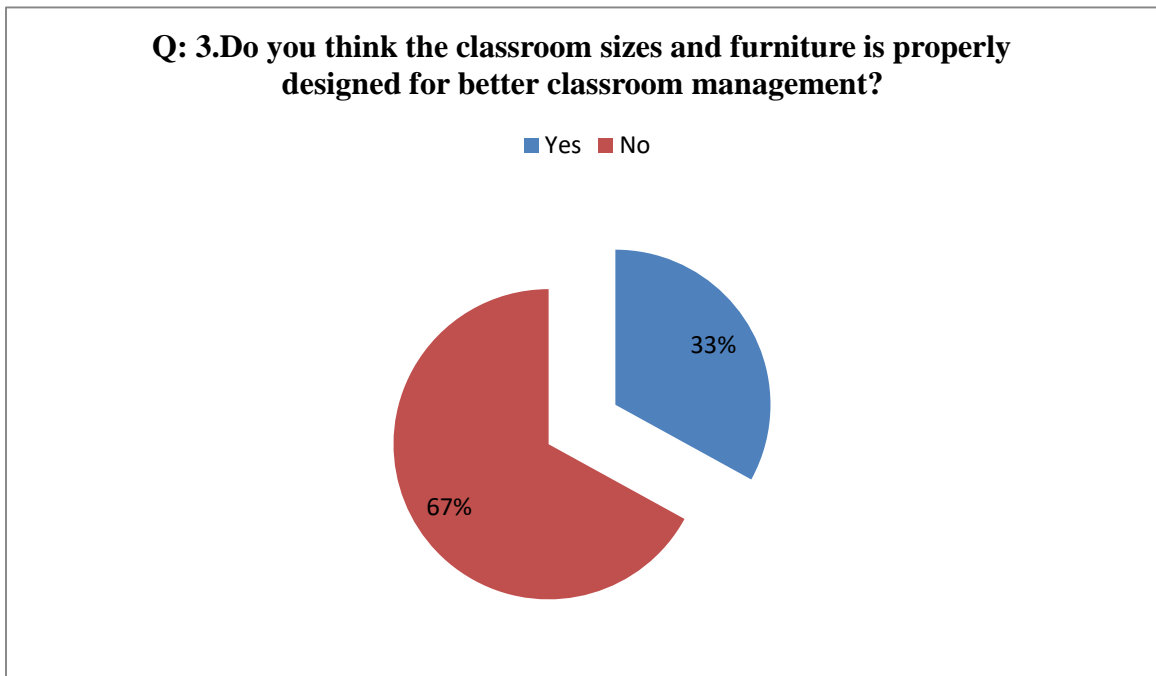
■ Yes ■ No

33%

67%

Figure 4

The result of survey question 3 indicates that 33% of the participants mentioned that the classroom size and furniture is appropriate to manage the classroom effectively. However, 67% of the participants don't find the classroom size and furniture to be appropriate to set good classroom environment.

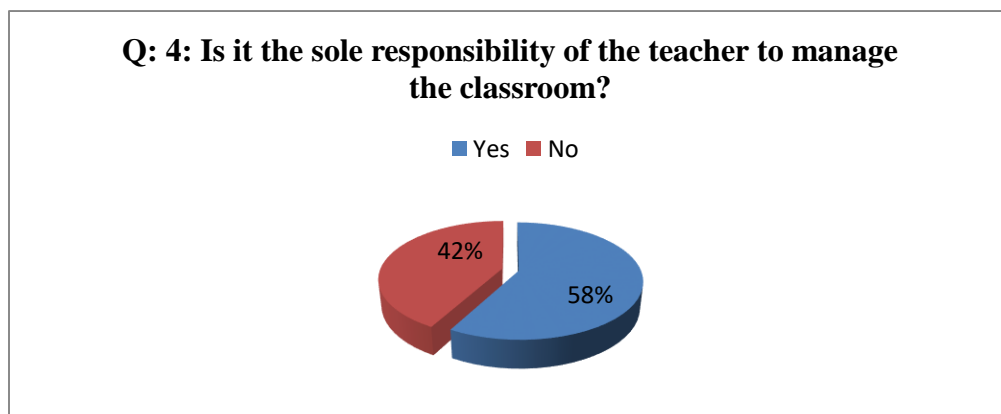|	Yes	No
Q: 4: Is it the sole responsibility of the teacher to manage the classroom?	7	5
	58%	42%

Figure 5

The result of the survey question 4 indicates that 58% of the participants agreed that it is the sole responsibility of the teacher to manage the classroom and 42% indicated that it is not the responsibility of the teacher to manage the classroom.

	Yes	No
Q: 5. Does your school set certain criteria/ rules for the classroom management?	12	0
	100%	0%

Q: 5 Does your school set certain criteria/ rules for the classroom management?
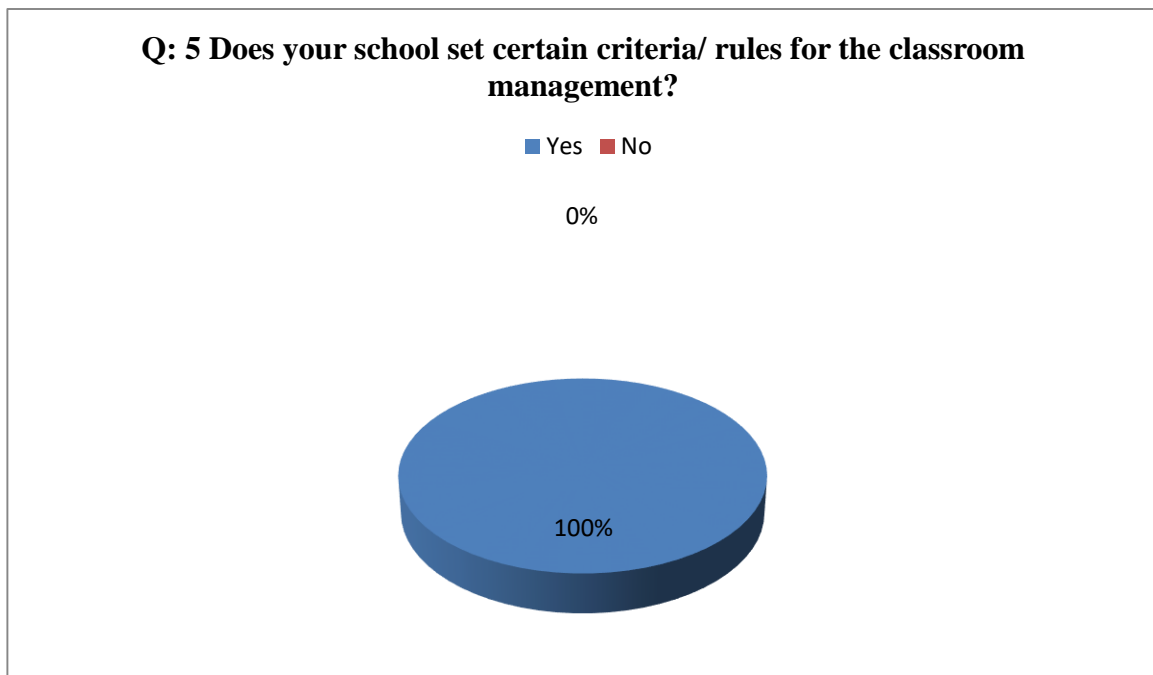
■ Yes ■ No

0%

100%

Figure 6

54

The result of survey question 5 shows that 100% of the participants indicated that the school has set certain criteria for classroom management.

4.4. Analyzing Student's Survey:

The students are the most important member of the class. So it is important to know their views and observation about the class and teacher. In order to take their opinion a Survey with 10 sets of questions were prepared to know their understanding and perspective about the classroom and how the teacher manages the classroom. The 30 students from grade 3, 4 and 5 participated in this survey.Below are the list of ten questions in a table along with the graphical representation of the data collected from the survey. The table 4 provides information about the quantity of survey questions and number of participants selected for the survey.

Survey Questions	10
No. of Participants	30

Table 4: Student Survey

Following are the survey questions for the students and is analyzed through columns charts.

	Strongly Agree	3 (10%)
Q: 1 Do you like your classroom settings and feel comfortable?	Agree	7 (23%)
	Neutral	3 (10%)
	Disagree	12 (40%)
	Strongly Disagree	5 (17%)

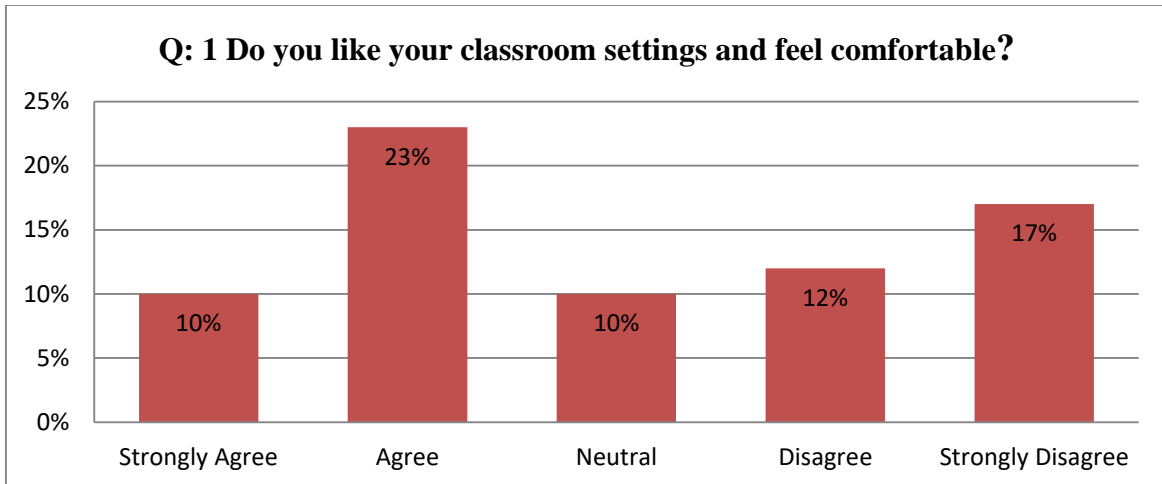**Q: 1 Do you like your classroom settings and feel comfortable?**

Figure 7

The result for survey question 1 indicates that 10% of the students strongly agreed with the classroom setting and feel comfortable in class. However, 23% of the students only agreed with the classroom seating, 10% of the students were neutral with the question, 12% disagreed whereas 17% strongly disagreed with the statement.

Q: 2 Do your teacher allow you to participate in making rules for the class?	Strongly Agree	7 (23%)
	Agree	12 (40%)
	Neutral	3 (10%)
	Disagree	5 (17%)
	Strongly Disagree	3 (10%)

Q: 2 Do your teacher allow you to participate in making rules for the class?

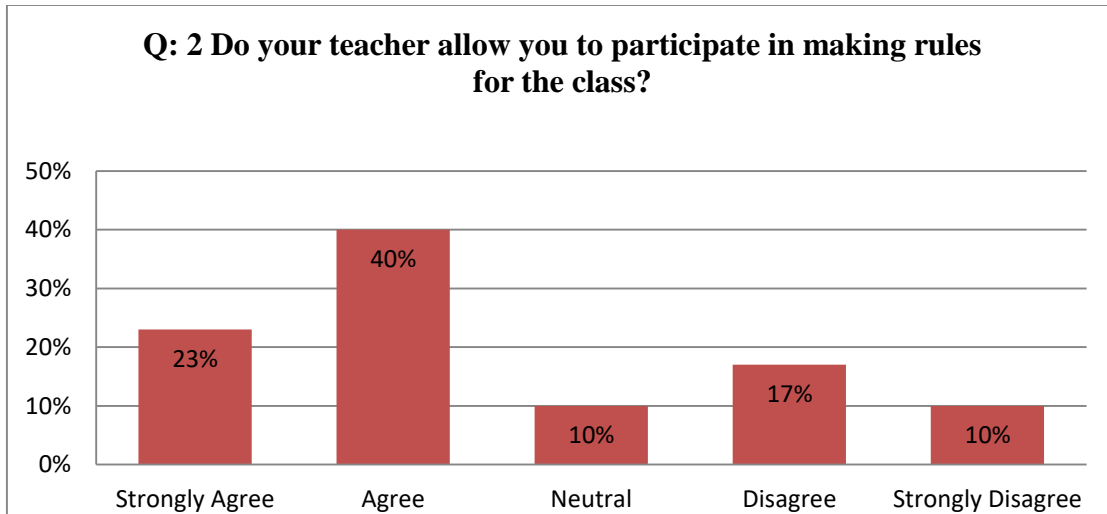| Response	Percentage
Strongly Agree	23%
Agree	40%
Neutral	10%
Disagree	17%
Strongly Disagree	10%

Figure 8

In survey question two, 19 students or 63% of the total participants strongly agreed or agreed with the statement that they participate in setting rules for the class. However, 10% remained neutral and a total of 27% disagreed with the statement.

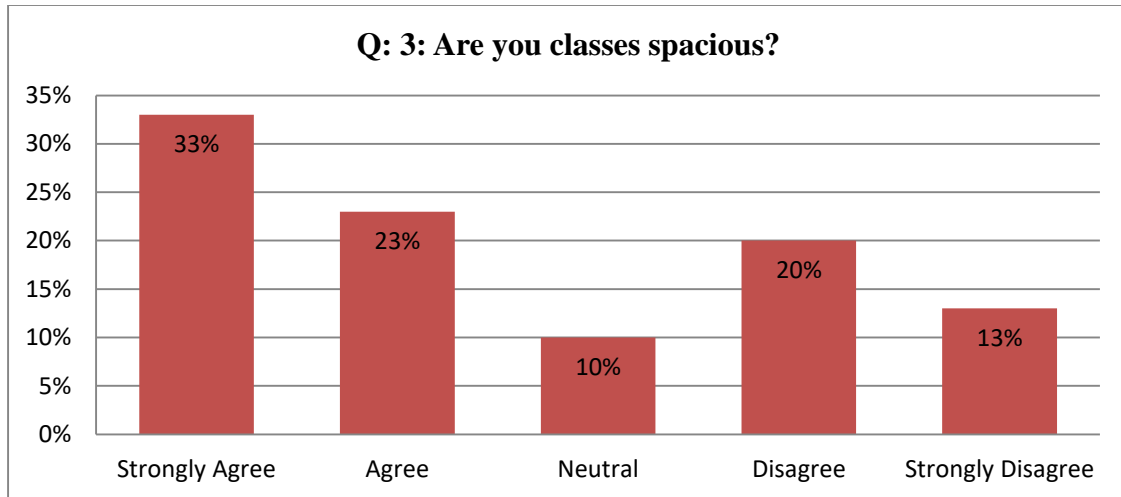| Q: 3: Are you classes spacious?	Strongly agree	10 (33%)
	Agree	7 (23%)
	Neutral	3 (10%)
	Disagree	6 (20%)
	Strongly Disagree	4 (13%)

Figure 9

The result of survey question 3 indicates that a total of 56% of the students strongly agreed or agreed with the statement that their classes are spacious, 20% remained neutral about the question and 10 students or the total of 33% disagreed with the statement.

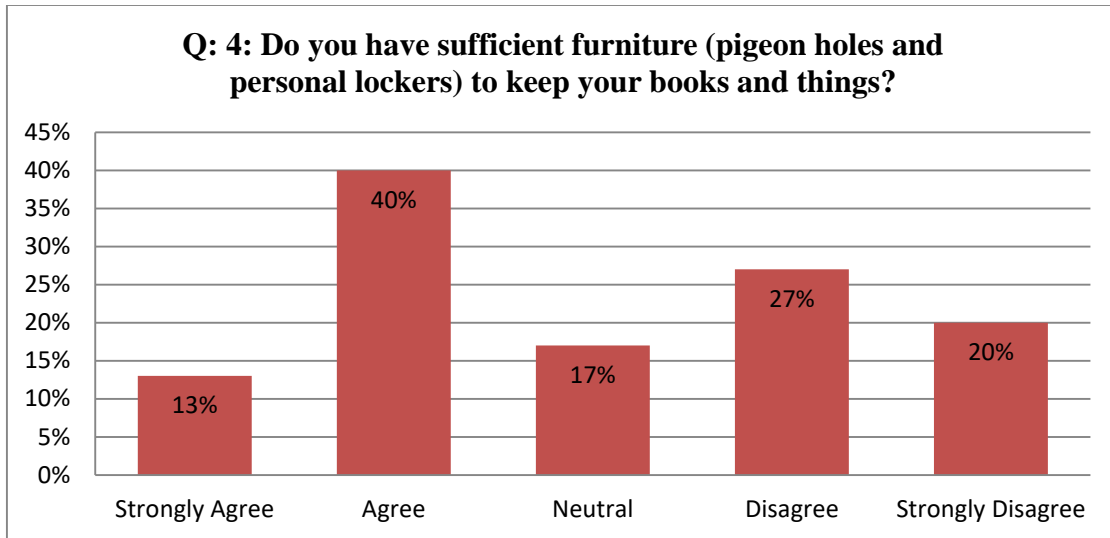|		
Q: 4: Do you have sufficient furniture (pigeon holes and personal lockers) to keep your books and things?	Strongly Agree	4 (13%)
	Agree	7 (40%)
	Neutral	5 (17%)
	Disagree	8 (27%)
	Strongly Disagree	6 (20%)

Figure 10

The result of survey question 4 indicates that the total of 53% of the students agreed or strongly

agreed with the statement that they have sufficient furniture and pigeon holes in their classes.

However, 17% were neutral and a total of 47% disagreed with the statement.

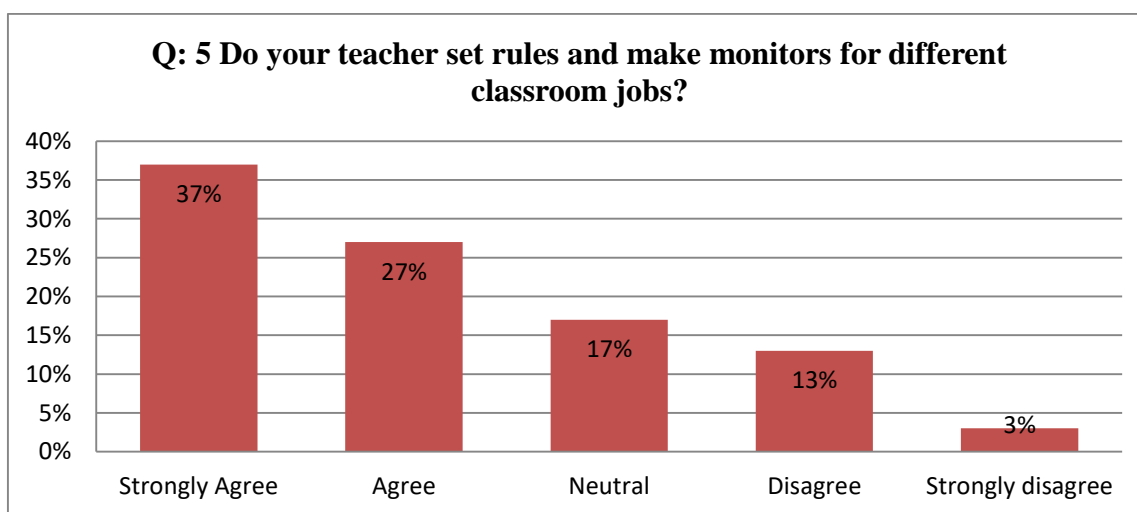|		
Q: 5 Do your teacher set rules and make monitors for different classroom jobs?	Strongly Agree	11 (37%)
	Agree	8 (27%)
	Neutral	5 (17%)
	Disagree	4 (13%)
	Strongly Disagree	1 (3%)

Figure 11

The result of survey question 5 indicates that a total of 57% of the participants strongly agreed or agreed with the statement that the teacher set rules and make monitor for different classroom jobs whereas 17% remained the neutral and only 16% of the students disagreed with the statement.

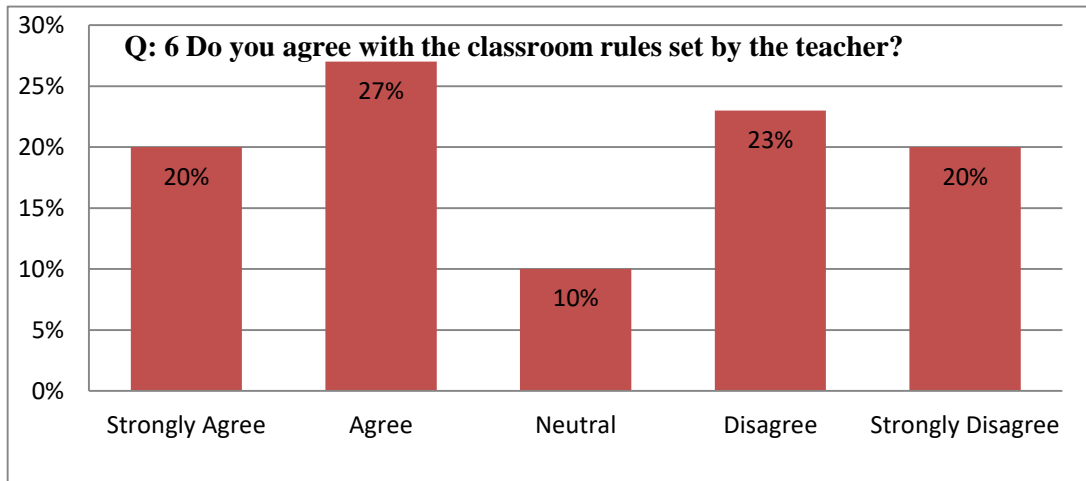| Q: 6 Do you agree with the classroom rules set by the teacher?	Strongly Agree	6 (20%)
	Agree	8 (27%)
	Neutral	3 (10%)
	Disagree	7 (23%)
	Strongly Disagree	6 (20%)

Figure 12

The result of the survey question 6 indicates that the total of 47% of the participants strongly agreed or agreed with the classroom rules set by the teacher. However, 10% remained neutral and total of 43% disagreed with the classroom rules set by the teachers.

Q: 7 Do you agree with punishments that the teachers give to the disruptive students?	Strongly Agree	3 (10%)
	Agree	5 (17%)
	Neutral	2 (7%)
	Disagree	11 (37%)
	Strongly Disagree	9 (30%)

Q: 7 Do you agree with punishments that the teachers give to the disruptive students?
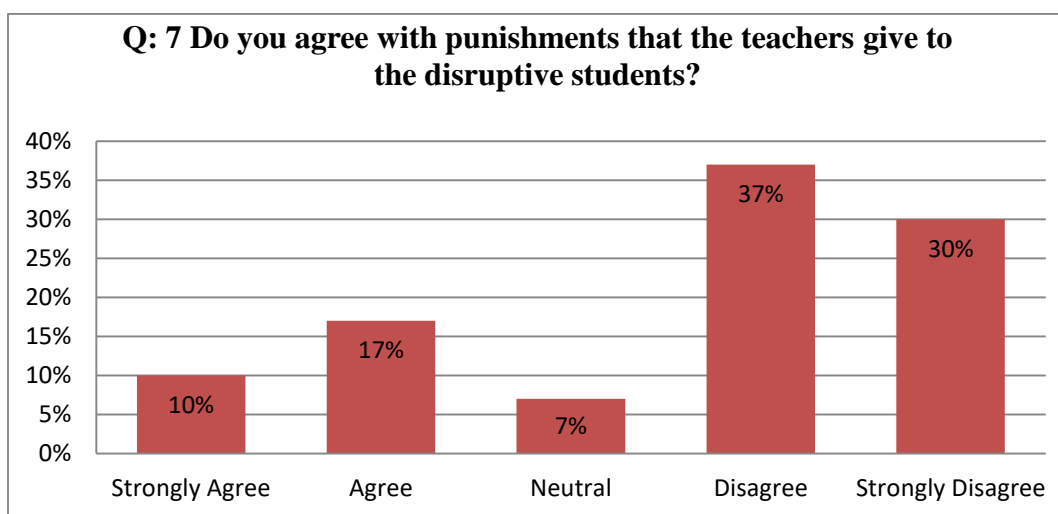

Figure 13

The survey question 7 indicates that the total of 27% of the participants agreed with the

punishment strategy of the teacher. However, 7% showed neutral position and the majority

which is the total of 67% of the participants disagreed or strongly disagreed with the statement.

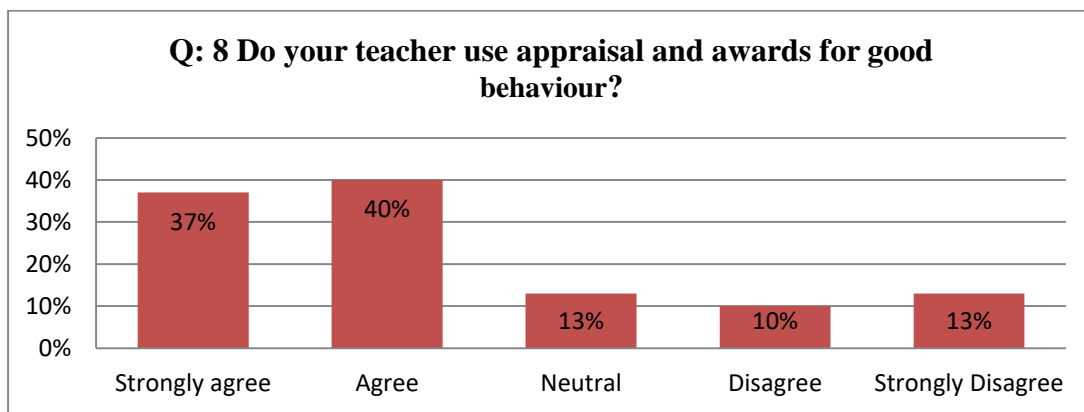| Q: 8 Do your teacher use appraisal and awards for good behaviour?	Strongly Agree	7 (37%)
	Agree	12 (40%)
	Neutral	4 (13%)
	Disagree	3(10%)
	Strongly Disagree	4 (13%)

Figure 14

The result of survey question 8 indicates that the total of 77% of the participants strongly agreed or agreed with the statement, 13% remained neutral about the question and total of 23% of the participants disagreed with the statement that teacher use appraisal and reward for good behavior.

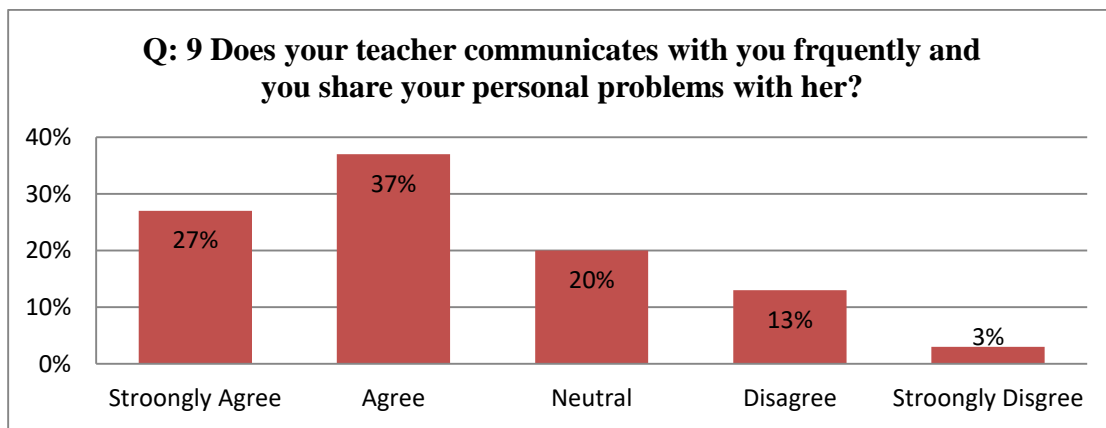| Q: 9 Does your teacher communicates with you frequently and you share your personal problems with her?	Strongly Agree	8 (27%)
	Agree	11 (37%)
	Neutral	6 (20%)
	Disagree	4 (13%)
	Strongly Disagree	1 (3%)

Figure 15

The survey question 9 indicates that 27% of the participants strongly agreed with the statement and 37% agreed that the teacher communicate frequently with them. However, 20% remained neutral and 16% disagreed with the statement.

Q: 10.Does your teacher design interesting and fulfilled classroom activities and use different teaching strategies all the time?	Strongly Agree	7 (23%)
	Agree	12 (40%)
	Neutral	4 (13%)
	Disagree	3 (10%)
	Strongly Disagree	4 (13%)

Q: 10.Does your teacher design interesting and fulfilled classroom activities and use different teaching strategies all the time?

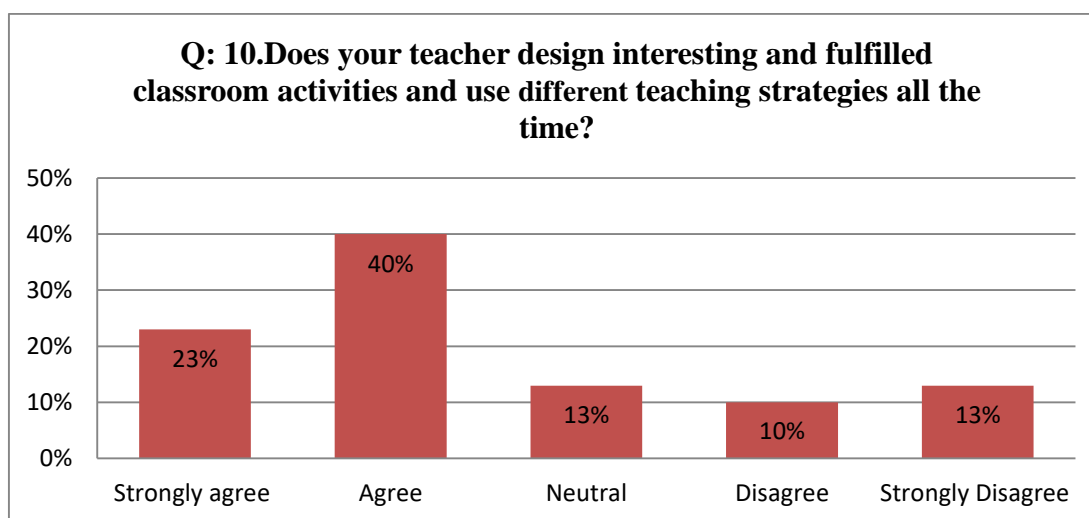|	
Strongly agree	23%
Agree	40%
Neutral	13%
Disagree	10%
Strongly Disagree	13%

Figure 16

The result of survey question 10 indicates that the total of 63% of the participants agreed or strongly agreed that the teacher used interesting activities and different strategies for the class. However, 13% remained neutral and 23% of participants disagreed with the statement.

4.5. Chapter Conclusion

After conducting the surveys, personal interview with teachers and with my own personal observation, it can be concluded that teachers and students support the positive-teacher student relationship and class room rules as an effective strategy towards good classroom management. The teachers and students do not like the punishment strategy, though it is still observed that teacher are using punishment quite frequently.

Chapter 5: Conclusion

5.1 Summary

The purpose of chapter five is to draw conclusion from the information received through data analysis process. The purpose of this research study is to find the existing classroom management strategies that teachers use in their classes to reduce indiscipline actions. Moreover, the literature review of this research study also provides effective classroom management strategies that teachers can use in their classes. The literature review section also mentioned that the strong bond between student and teacher is very crucial for effective classroom. The study also investigated the problems that teacher face in their classes due to the lack of classroom management skills. In addition, through surveys the perspective of students on the physical environment of classroom management is also analyzed. The qualitative analysis section which involves the personal interview with the teachers summarized that the use of positive words, tone and motivation by the teachers are an important classroom management tools that teachers must use frequently in their class. The motivation has a great impact on students so teachers can use this frequently in class not only to achieve excellent academic results but also to control the disruptive behavior of the students. Thus motivation plays an important role in effective classroom management. The teachers need to aware of the behavioral management techniques as it is essential to control the disruptive behavior of the students.

The chapter 4 of this research study showed the result of the survey and interviews with the teachers to understand their perspective and challenges that they face in class related to the classroom management. Majority of the student's agreed with the classroom rules that is set by their teachers and mentioned that punishments should be reduced for them. Through the surveys

interview questions and personal observation, I got the answer for all my research questions. The result analysis and personal interview with the teachers also shows that major reason for classroom indiscipline is the presence of ADHD students in class. The teachers are not capable and well trained to deal with these students and hence want assistance from the school. Moreover crowded classes, unplanned lessons, too strict rules, punishments and lack of classroom management training of the teachers are the major problems that teachers face in the class.

5.2. Limitations:

Classroom Management is a very broad topic, so if the research could have conducted with several other schools in UAE, then more useful conclusion and information would have been collected but this research study is done with only one private school in Ajman so the sample size is very small and the information collected cannot be used on general basis as it is just the option of few teachers and some students. Another limitation is that the school is coming under the private sector of ministry of education Ajman, so the other important educational authorities like (KHDA) have been excluded from this research study. The other drawback is that very few teachers were interviewed and participated in the survey, so the result analysis shows the perspective of few teachers. In the research study, only the students from primary schools were selected, so the opinion of secondary school is not taken in this research study. This research study could have been better, if the survey includes the opinion of other stake holders like parents, principal and senior supervisors.

5.3. Recommendations

There is a lot of scope and research to be done in this field especially in the UAE schools. As the National Newspaper reported that UAE is a multi-cultural region with more than 200

nationalities living, so the teachers must be aware of the cultural background of the students. The awareness of the cultural background definitely gives teacher an edge in the class and she feels herself in a dominant position to control and manage the class effectively. Moreover, the teachers need extensive training in classroom management and Ministry of education MOE must introduce some courses for classroom management for the teachers.

As it is understood that the teachers are not only responsible for teaching and planning a lesson or correcting the notebooks, but a perfect teacher and class require much more than that. The perfect teaching requires the combination of classroom management skills, creating positive and healthy learning atmosphere in class and dealing and responding immediately to the needs of the students. Little & Akin (2008) defined classroom management as managerial ability of a teacher to increase student performance and reduce unacceptable behavior. However, it is also the responsibility of the school management to provide teachers with sufficient trainings and arrange workshops on classroom management so that the new and old all teachers can get benefited from that and apply those strategies in class which can results in less stress and frustration for the teachers. The teachers also use classroom management software (Class Dojo) in their classes as nowadays students responds more positively towards technology. The authors McCreery and Rimel (2017) mentioned that more useful and reliable data is achieved through Class Dojo software and is widely appreciated and recommended by teachers all over the world. The school must organized more classroom management workshops in which the experienced teachers can share their experience and knowledge to the new teachers, Moreover school must also introduce the concept of Peer observation in which the teachers can go inside their colleague class and practically observe their style and strategies of classroom management. To conclude this it is not wrong to say that teaching is one of the most difficult professions. The teachers require myriad

skills and patience to get best classroom management results. It is not wrong to quote the words

of Marzano (2003) that the teacher is the only factor that contributes to student's achievement. I

would like to conclude this research study with the beautiful thoughts of Smith & Laslett (1992)

who mentioned that classroom management is not about how successfully the teacher controls

the class, it is about how successfully a teacher manages the students and their behavior as

teaching and learning are complementary activities and in a successful class room management

environment, the teachers and students work together without emphasizing who is the boss in the

class.

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Appendices

<u>Appendix 1: Conscent Letter</u>

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<u>الجامعة البريطانية في دبي</u> The British University in Dubai

www.buid.ac.ae

12-08-18

<u>To whom it may concern</u>

This is to certify that Ms.Mariam Khan with Student ID number 20160101 is a registered part-time student in the Master of Education offered by The British University in Dubai since September 2017.

Ms. Khan is currently collecting data for her dissertation (Classroom Management)

She is required to gather data through conducting interviews that will help her in writing the final dissertation. Your permission to conduct her research in your organisation is hereby requested. Further support provided to her in this regard will be highly appreciated.

Any information given will be used solely for academic purposes.

This letter is issued on Ms.Khan's request.

Yours sincerely,

Dr. Amer Alaya
Head of Student Administration

Appendix 2: Interview Questions

Q: 1.Do you think that interesting and engaging lesson plans adds an important factor in effective classroom management?

Q: 2.What is the best classroom management strategy that you use in your class?

Q: 3.Do your existing classroom management strategies sufficient in maintaining discipline in class?

Q: 4: What is your biggest challenge in classroom management?

Q: 5.Do you think that student teacher relationship is important step towards effective classroom management?

Q: 6 Do the School Management arrange classroom management workshop for the new teachers?

Q: 7.How do you deal with the disruptive and ADHD students in class?

Q: 8 Do you think classroom rules are important in effective classroom management and how you implement those rules in your class?

Q: 9.Do you think punishments can improve the student's behavior?

Q: 10.Do you allow your students to participate in making rules for the class?

Q: 11. Are your classes monitored by the camera?

Q: 12 Do you think that motivation is an important factor in creating discipline in class?

Appendix: 3. Survey Questions for Students

Q: 1: Do you like your classroom settings and feel comfortable?

Q: 2 Do your teacher allow you to participate in making rules for the class?

Q: 3: Are you classes spacious?

Q: 4: Do your teacher shuffle the class seating arrangement on weekly basis?

Q: 5 Do your teacher set rules and make monitors for different classroom jobs?

Q: 6: Do you have sufficient furniture (pigeon holes and personal lockers) to keep your books

and things?

Q: 7 Do you agree with the classroom rules?

Q: 8: Do you agree with punishments that the teachers give to the disruptive students?

Q: 9: Do your teacher use appraisal and awards for good behavior?

Q: 10 Do you want to change the classroom rules set by your teacher?

Q: 11. Does your teacher communicate with you and you share your personal problems with her?

Q: 12. Does your teacher design interesting and fulfilled classroom activities and use different

teaching strategies all the time?

Appendix 4: Survey Questions for Teachers

Q: 1: Is it the sole responsibility of the teacher to manage the classroom?

Q: 2 Do the school Management provide you with sufficient tools to manage the classroom?

Q: 3 Do you think the classroom sizes and furniture is properly designed for better classroom management?

Q: 4 Does your school set certain criteria/ rules for the classroom management?

Q: 5.Do you use specific strategy in your class.