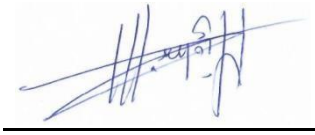
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"DIFFERENCE IN BEHAVIOR MANAGEMENT OF TEACHERS WHO IMPLEMENT CLASSROOM MANAGEMENT TECHNIQUES VERSUS THOSE WHO ADOPT CLASSROOM DISCIPLINE MEASURES"

(The Action Research on Teachers of two Distinctive Private School in Almaty, Kazakhstan, and Bishkek, Kyrgyzstan - 2021/2022 Academic Year)

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DEDICATION

Above all, I dedicate this piece of work to the God of Chosen for giving me this opportunity to pursue my Master's degree, which would not have been possible without Him behind me. This work is also dedicated to my late father, Mr. Osigwe Saliu Abdul, and my lovely mother, Osigwe Jumat. I would also like to dedicate this to my family: Osigwe Radina, my wife, who stood solidly for me by taking care of our kids whenever I am not there, and my son Osigwe-Sal Jeff Jr. for his constant motivation and understanding that "Daddy" needs to read and complete all the required assignments during my studies. And to Esmira Sadykova, who played her part, and Mr. Anifowose Michael for being a cheerleader. I appreciate the role each of them played.

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ABSTRACT:

For decades, the majority of educators seem to have shared a common misinterpretation about the implementation of classroom management and classroom discipline - as well as their application in classroom management techniques. Therefore, the purpose of this is to determine the differences in behavior management of teachers who implement classroom management techniques and those who adopt classroom discipline measures and to learn more about the concept of the status quo. In the survey, the concept is divided into five subgroups: Discipline Dimension, Teaching and Learning Dimension, Psychological and Social Environment in the Classroom, Personal Data, and Personal Dimension. However, since the integration of technology into education, educators have become familiar with different teaching techniques and instructional methods in their classrooms. Moreover, it has helped teachers to make students adhere to the code of conduct and create a better school and classroom culture. By and large, teachers apply various behavior management techniques in delivering content. For example, some of the educators apply classroom management techniques, while others integrate classroom discipline measures into their daily school activities. In short, classroom discipline should be viewed as reactive and problem-oriented, and promote compliance.

In other words, Classroom Management can be seen as a proactive approach to managing the activities in the classroom and determines how the activities are carried out during the sessions – while Classroom Discipline manages the behaviour of the learners. To better understand the concept and determine the behaviour management of teachers using classroom management and classroom discipline techniques, a measurable, descriptive study was conducted using an online survey that contained 43 questions at the beginning and an additional 8 questions later in the survey. The study involved 78 male and female teachers from two unspecified public schools, aged between 20 and 50, who had one or more years of professional teaching experience to determine their classroom behaviour patterns. Remarkably, some of the respondents indicated that classroom management and discipline techniques are “not that important” in their teaching profession - and some of the participants, a little 11%, indicated that “the headmaster(s)” must be held responsible or accountable for student misbehaviour in the classroom. To summarise, a fifth of respondents confirmed 'NO' that Classroom Management and Classroom Discipline are the same, in contrast to those (just over half) who said that the status quo is 'SOMEWHAT' the same, as shown in APPENDIX B – Figure 3.7.

INTRODUCTION AND RATIONALE

Background to the Study:

A classroom functions as a subsequent home for both learners and teachers alike. The four corners of a classroom, a place where learners spend most of their youth, can be seen as the centre for a dynamic system of interaction in which they work hand in hand with their peers cooperatively towards common life goals. How these goals are achieved, however, depends solely on the approaches and application of classroom management and classroom discipline by the teacher. And when these are applied well, a classroom becomes a better and more enjoyable place for learners to spend their time profitably acquiring valuable information that they can ultimately use for their future endeavours. The terms classroom management and classroom discipline are misinterpreted or ridiculed by most educators. In terms of classroom implications, little do some educators know that these two concepts of teaching philosophy are obviously different - and that they play myriad roles in the progression and momentum of positive learner behaviours – as well as influence in creating a constructive classroom culture. Classroom management, for example, is concerned with the way classroom activities are delivered and is the most important factor impacting on learner outcomes, as it focuses on the organisation and management of the variables of the curriculum, interactions with learners, including time and space. Classroom discipline, on the other hand, is about behaviourism, i.e. the 'behaviour management' of learners (Sean, n.d.).

It is also good to note the impact and importance of a positive school culture - and to realise that happiness is contagious. Most schools are led without realising that the status and credibility of the school depends on a positive school culture that optimally supports a sustainable working environment for learners and teachers alike – which in turn fosters strong relationships with teachers and students – and reduces levels of negative behaviour and energy, enabling educators to prioritize high- energy tasks and maintain their enthusiasm and creativity (Angela, 2015). However, leaders are expected to achieve this effect or work towards this notion, although this assertion is not entirely true. A teacher can single-handedly create a positive classroom culture to mitigate the immediate and pressing issues of the class and school - where concepts of classroom management and classroom discipline come into play.

The Driving-Force of the Action Research Work – "From the Initial Beliefs":

As required by the policies and procedures at my school, verbal and written warnings are repeatedly issued to teachers (like an unprofessional football referee officiating a football match with many red cards) for either scolding children or punishing students for inappropriate behaviour in class. I have observed on several occasions how frequently my colleagues have written incident reports and memos complaining about students' behaviour in class and their unwillingness to participate in classroom activities. The status quo continues and has resulted in these expert and lay teachers being dismissed from their posts.

Recognizing the impact that obliviousness of the various classroom behavior management strategies has on some of my colleagues and possibly other educators, I determined that it was essential to review the different strategies for managing classroom behavior in relation to the concepts of "classroom management" and "classroom discipline," as well as their incorrect applications. To accomplish this, I wrote an open letter to the principal of my school requesting permission to conduct a measurable, descriptive study using an online survey containing 51 demographic, nominal, closed-ended, and Likert-scale questions on "The differences in behavior management of teachers who use classroom management techniques and those who use classroom discipline strategies" Prior to this, I conducted an informal interview with ten of my colleagues that contained seven questions aimed at determining their philosophical beliefs and concepts related to their teaching profession. The current situation has delineated two distinct categories of teachers within this spectrum: ineffective and effective educators. The former are described as "those who discipline their students to control their every action as the authoritarians" while the latter "teach their students how to be responsible for appropriate procedures," respectively (Sean, n.d.). The successful teachers cautiously utilize either classroom management or classroom discipline strategies for the application of instructional materials and fostering a positive classroom environment.

This Research Raises the Following Questions:

On how things stand with some of my colleagues, and most teachers faced with the day-to-day classroom discipline and management issues in their teaching profession; and constantly being victims of these circumstances. However, this state of affairs raises several questions concerning what education management board and those responsible for the management of schools should do to mitigate these contingencies, rather than teachers becoming the victim mentalities. Then, there arise some questions like: Should it be made mandatory for schools administrators to provide adequate and regular trainings for teachers? Who is to be held accountable for the inappropriate behaviors of students? Does it add on for teachers to termly

observe their peers? How important are classroom management and classroom discipline measures?

The Astonishing Discovery:

Having had the opportunity to provide trainings for teachers in my school and had an extensive conversation with most of my colleagues, I reckoned how wanting most of them were, with the handling and implementation of classroom management and disciplinary measures in their classes. Interestingly, most of them outline that classroom discipline techniques has very little role to play in achieving classroom goals, but classroom management techniques do. And those who use both have different attitudes towards the implementation of classroom management and disciplinary techniques. Thus, from my personal observation, the most notable reasons for their constant dilemma were lack of consistency and setting standards as teachers. And their approaches to implementing classroom management and discipline were not appealing to optimizing positive behaviors and expectations in the classroom.

Furthermore, the study reveals a shocking discovery about the understanding and attitudes of those who adopt classroom management and those who assert the importance of discipline techniques in the classroom. In a dramatic shift in thinking of some participants in the survey, the majority were on the perception that classroom management techniques are more significant compared to classroom discipline techniques – a misconception that educator should not share. Undoubtedly, it is worth noting that behavioral interventions occur frequently in the classroom - and predominantly in classroom settings where there is no management plan made available for a teacher responsible for a particular class to use (Sean, n.d.). Educators should prioritize the application of classroom disciplinary procedures in their teaching and learning environments as well. Thus, *relationship and consistency* are the two important components of creating a positive learning environment – and this should be carefully planned from the start of the school year. All in all, to manage a classroom effectively, teachers need to prioritize building relationships, leveraging time, and shaping standards of behavior that lead to the desired learning culture. Relationships with students commence at the door by shaking their hands and acknowledging their presence - greeting them with a smile - regardless of what misbehaviors have exhibited prior to that day (Johnson, 2016).

Philosophies and Styles:

Undoubtedly there are myriad philosophies and styles of discipline and classroom management applied by distinctive educators in their teaching practice. However, amongst these philosophies, it is, indeed, difficult to decide amongst these philosophies what works best for a teacher. For example, one method may be appealing and practicable for one teacher but not for another, that is where subjective perceptions comes to play. So, as you explore what brings stability to your classroom activities, determine your beliefs and approaches – this requires you to know your audience and consider their social and cultural norms. The importance of classroom management and discipline techniques cannot be underestimated in our classroom settings (UKEssay, 2018). Notching the two requires consistency, perseverance and anticipation as well as proactive and reactive approaches. For example, classroom management and discipline techniques that establish structures strong enough to entice and motivate students to learn and create a conducive learning environment require consideration of the following components (UKEssay, 2018):

i. *Developing effective working relationships with students*
ii. *Training students on how learning takes place in your classroom*
iii. *Protecting and leveraging time*
iv. *Anticipating student behaviors in well-written lesson plans*
v. *Establishing standards of behavior that promote student learning*

Valuable components for classroom management and discipline in the following order:

i. *Setting expectations*
ii. *Motivational Climate*
iii. *Maintaining a Learning Environment*
iv. *When problem occurs*

a. *Assertive Discipline*
b. *A Primer on Classroom Discipline*
c. *Discipline with dignity*
d. *Reality Therapy (RT)*

THE RESEARCH QUESTIONS AND THE RESEARCH OBJECTIVES:

Since the study was conducted to examine the behavior management of educators who apply classroom management procedures and those who enforce discipline techniques as their instructional strategies. It is also good to acknowledge the fact that there is no teacher who has exceptional techniques in dealing with challenges in the classroom – no matter how skilled you are - there are times when we are in a state of anomie, which affects the way we manage our activities in the classroom. That being said, prior to the survey, I had the opportunity to swap ideas with some of my colleagues about their approach to classroom management and disciplines measures, and indirectly assess their understanding of behavioral management, with most indicating that the latter has a minimal impact on successful classroom structures and delivery of information. To confirm my belief, I casually observed some of the teachers' sessions. It became clear that most of them were using classroom management procedures with reactive approaches – i.e., allowing problems to evolve without taking a proactive approach to mitigate any contingency situations – without the use of appropriate resources and procedures to achieve the intended goals. Conversely, most teachers failed to understand that the punishment they inflict on a child is part of classroom disciplinary procedures, while the procedures you initiate or adopt, that emphasizes the way things are done – are avowedly part of classroom management techniques – and determine to a significant degree how we succeed and hold our students to the standard we expect of them. That being said, let's remember how important it is for teachers to live out their legacy as educators.

After spending sufficient time with most of the teachers, some questions arose that further justified the reason for the research – for example:

Can we have one of these techniques without the other? Can a class be successfully managed without using both classroom management and classroom discipline techniques? Why did these teachers not understand the importance of classroom discipline? Why do some teachers believe that all classroom procedures are "classroom management"? Should school administrators be concerned about the lack of understanding of these techniques? How can teachers be educated about the importance of classroom discipline as a core component of the classroom? Why do some teachers think classroom management techniques are insignificant? Why are they unwilling to recognise the importance of discipline techniques in the classroom?

To answer some of these questions and establish the differences in teachers' behavior management, I set out 51 measurable, illustrative questions in an online survey and extended the results among English teachers - both language and subject teachers - at two different schools. The aim is to find out why each of these individuals uses each of these techniques and how they manage their behavior in the classroom. The questions are categorized into three main groups, namely: Discipline, Classroom Management and Personal Dimension.

CHAPTER 2

LITERATURE REVIEW:

A teacher's dynamism and effectiveness is a determinant that affects students' academic performance, and the impact is of critical importance that is much more valuable than other components required for a sound education - to name a few, monetary investment such as tuition, number of students in a classroom, curriculum, and school reforms (Stronge et al., 2015). To achieve this effectiveness, you need to be familiar with the implementation of classroom management and disciplinary measures in the classroom. Furthermore, it is good to know that these two techniques are interchangeable. Thus, effective classroom management takes into account various behaviours, rewards and consequences that come with the rules and procedures (EduKitchen, n.d.). In short, classroom management is the overall management of the classroom, while discipline techniques are avowedly an aspect of classroom management - discipline deals with behaviour management, while classroom management, as the name suggests, controls the classroom to avoid chaotic scenes that result from misguided situations.

Basically, the integration of classroom management and classroom discipline techniques is undoubtedly the key to an ideal classroom climate. For example, in the area of discipline, from the beginning of the school year, the teacher takes control of the classroom. S/he is the authoritative figure in the classroom, although not authoritarian, but creates a democratic learning environment. The complexity of being a teacher cannot be downplayed; however, a skilled teacher should be competent enough to control a class in the interest of all students. A good teacher delegates duties among students and collectively creates classroom rules and consequences, whereby students take responsibility for their actions (EduKitchen, n.d.).

It was apparent that the majority of educators are more familiar with the term classroom management than with the term discipline techniques. Discipline methods are very essential and can be initiated both in and out of school. Meanwhile, discipline, whether from home or school, can determine how students adhere to school/classroom procedures. For example, a student from a disciplined background who understands that using a mobile phone during a class session, where the teacher enforces appropriate procedures for completing work, is unethical, will avoid violating any disciplinary measures. However, school discipline and classroom management are the predominant challenges for most teachers, as they struggle to know when and how to implement them. Their application somewhat requires consistency and perseverance. In many countries, such as the United States, educators face disciplinary issues. Even from the onset, dating back to the late 1960s, discipline has been a major problem in American education, ranging from fighting, disobedience, absenteeism, and dropping out of school. These problems have persisted to this day, becoming even more common and taking on a more violent nature in our present time. (Richard & Doreet, 2009). All these are partly as a result of inappropriate disciplinary measures.

BEHAVIOR MANAGEMENT OF TEACHERS WHO IMPLEMENT CLASSROOM MANAGEMENT

Classroom management:

1. The ultimate expectation of every new teacher is to mold students into the well-informed individuals they expect them to be. This frequently includes ensuring that teaching and the processing of information delivery are executed smoothly. For every teacher, planning and consistency are the ultimate keys to having our expectations come to fruition. Following the definition, classroom management is when a teacher demonstrates total control over their classroom, implementing several strategies and techniques that ensure positive student behavior. Thus, when those techniques are not properly implemented, power struggles divert our attention from focusing on delivering content, enabling students to deviate from learning. In a nutshell, effective classroom management requires mindfulness, perseverance, good timing, empathy, boundaries, and instinct (Tiana-Klocko, 2021). The following classroom management techniques can be considered when aiming to maintain students' attention and foster a friendly and accommodating learning atmosphere.
2. **Instructional Techniques:** Modification of learning methodologies with a variety of classes and grades would not only mitigate a potentially chaotic environment but also make the teaching and learning process valuable for both students and teachers. For example, a teacher who oversees or is involved in teaching kindergarten or first-grade students would

prefer to use edutainment or game-based activities to maintain an engaging atmosphere in the classroom. Meanwhile, for higher-grade students, such as those in sixth or seventh grade, small group discussions on their interests and group project-based work would be appropriate to keep these students engaged (Passive Action, 2021).

3. **Classroom Seating Arrangement:**

Creating a friendly and well-organized space plays a role in management even before students are made to sit at their designated spots. It is widely recognized that a tidy and welcoming environment signals to students that the area should be respected and viewed as a regulated space for learning, where moral conduct is essential (Jackson, 2019). Furthermore, classroom arrangement is undoubtedly crucial as it affects how we conduct and manage our lessons. Consequently, several factors must be taken into consideration when arranging a classroom; among the most important are the interiors and furniture, which determine how we navigate and implement instructional methods and materials. Teachers should also consider learning aids and accessories thoughtfully. Additionally, when planning classroom seating arrangements, teachers should explicitly take the grade levels and the objectives of the lesson into account. There are various forms of classroom seating layouts, including pairs, groups of four, corner work, U-shapes, herringbone, rows, and horseshoes, to name a few (Lucie, 2019).

4. **Maintain Accountability:**

Having students feel a sense of accountability not only develops their maturity and ownership over learning processes but also encourages them to see classroom activities as things they have control over. Thus, to instill accountability for classroom management purposes, we should consider the following:

> *(a)* ***"Use 'you' language*** *— ask students, 'what do you want to achieve?', 'what do you think?'. Stress to them that they have agency in the learning process.*
> *(b)* ***Reflection activitie****s — have students personally reflect on their actions and learning.*
> *(c)* ***Set expectations together*** *— involve students in setting clear rules and expectations for the whole class (see below).*
> *(d)* ***Stay firm*** *— follow through with consequences where necessary".*

Students become more committed to class activities the moment they know their opinions and ideas are welcomed in the classroom, both in decision-making and in being held accountable for any wrongdoing.

Finley (2017), states the following as the "Fundamental Principles of Classroom Management":

> *1. "**Follow the first step of hypnosis**: A hypnotist's first induction technique often involves directing subjects to focus on something they're already doing. "Feel your eyes getting tired" is a good opening, because everybody's eyes feel tired all the time, but we don't notice until someone points it out.*
>
> *2. **Keep your consequences as minimal as possible**: When a rule is broken, assign the smallest consequence possible and see if that gets the job done. Don't use up big consequences too fast.*
>
> *3. **Appropriate curriculum is a classroom management strategy**: For some students, being thrown out of the room for backtalk has a lower social cost than appearing dumb in front of peers. Assigning appropriately difficult work (which often means differentiating) eliminates that risk.*
>
> *4. **Rehearse transitions**: Most disruptions occur before the bell rings and between activities. "Silent 30" was my signal for all students to clear their desks and sit silently within half a minute. A class reward occurred after 30 transitions were completed successfully. My kids loved how visitors witnessing the routine would drop their jaws in surprise.*
>
> *5. **Anticipate problems and be creative**: At the beginning of one year, my middle-grade students would charge into class like Mel Gibson and a thousand Scottish warriors. To solve the problem, I asked my kids to line up for class outside my door with their left arm against the wall and a foot of space between them and the person in front of them."*

However, developing quick interventions to aid any contingency situations is worthwhile. For example, building content-related anticipation, showing students that it pays to exhibit positive behaviors, having empathy, finding things to appreciate, giving students choices, establishing routines, and avoiding gratuitous punishment can help maintain the flow and dynamism of learning throughout a lesson. Additionally, these approaches can contribute immensely to averting any potential chaotic moments in class.

LIMITATIONS/PITFALLS OF CLASSROOM MANAGEMENT

There are understandably myriad classroom management pitfalls, and teachers should maintain perseverance and be mindful at all times when dealing with students (Nancy, n.d.). The following are some negative factors most teachers perpetually fail to consider.

i. **Not Communicating Expectations Clearly**: Having students understand their expectations on the first day of the school year is fundamentally important. This process includes creating and reviewing rules and procedures, as well as consequences for breaking those rules. Avoiding this can mitigate any future predicaments.

ii. **Being Inconsistent**: Being Inconsistent: Consistency should not be taken for granted without reason. The moment a teacher chooses to deviate or emotionally diverge from consequences, from that point on, the teacher's words will no longer be heeded by students most of the time.

iii. **Not Creating an Action Plan**: Not Creating an Action Plan: Students are expected to be supported either with prepared plans or an action plan that clearly elaborates expectations and delineates steps a learner can take to excel in their studies. When a student appears to have performed below expectations, the teacher should indicate where the student fell short, which will enable them to perform better in their next attempts (Nancy, n.d.).

iv. **Paying Attention to Secondary Behaviors**: Paying Attention to Secondary Behaviors: When a teacher chooses not to ignore secondary and trivial behaviors, students may engage the teacher in a battle in front of their peers. When a situation like this arises, a teacher, intending to be a champion of the class, should inevitably ignore any form of attitude that would provoke learners to roll their eyes at them (Rachel, 2021). Teachers should establish positive relationships with students to create a positive classroom culture.

BEHAVIOR MANAGEMENT OF TEACHERS WHO IMPLEMENT CLASSROOM DISCIPLINE

Classroom Discipline Techniques:

Classroom discipline techniques are highly regarded as key components of achieving effective classroom management, which mitigates students' attitudes and behaviors during instructional time (Hannah, n.d.). Classroom discipline procedures are undoubtedly among the most challenging aspects of teaching for any teacher to comprehend, whether they are experts or novice educators. Disciplinary measures cannot be circumvented in the teaching profession.

The significance of classroom discipline techniques is paramount to ensure a safe classroom environment, which includes establishing expectations and implementing in-the-moment strategies (Classroom Discipline: Definition & Strategies, 2017). Although the word "discipline" may carry a negative connotation, the ultimate reason for using it is to teach learners boundaries and limits, as well as to help students achieve their individual and academic life goals. Should there be an exclusion of discipline in our educational sphere, learning would, without a doubt, be unattainable. We must remember that as technology evolves throughout education, learning processes also advance, which is profoundly influencing students' attitudes and misbehaviors toward education. The goal of discipline is to ensure each student gains the most from their educational pursuits. Therefore, teachers need to develop and adopt discipline styles that align with their teaching methodologies. Most classroom discipline techniques can be categorized into three clusters, such as:

A. Preventative Discipline: The teachers with this approach aim to adopt proactive methods to prevent any potential disorderly behaviors. Doing so means the teacher has established expectations, guidelines, rules, and modalities for behavior. Preventative discipline techniques clearly explain to students what behaviors are inappropriate. Expectations are outlined, and both students and teachers agree on the consequences that accompany any broken rules.

b. Supportive Discipline: No teacher is a champion; we constantly learn from the circumstances that arise during our daily activities. We may be disappointed by our attempts to employ preventative discipline techniques during our class sessions; having all plans laid out does not guarantee success at all times. Thus, it is essential to consider the importance of lesson plans—effective classroom management is a well-thought-out lesson plan. This means that procedures, objectives, resources, and expectations are included in every lesson plan, enabling us to conduct a successful lesson session. Supportive discipline does not equate to punishing students for wrongdoing or misbehavior but rather outlines ways to mend any bad behavior before administering consequences when necessary. For example, a student can be warned for not complying with the teacher's instruction to complete their homework or for submitting homework late. The teacher can meet with the student to discuss why they failed to complete the assignment—in doing so, the teacher might realize the student needs moral or academic support. Reminders, redirection, and nonverbal communication also exemplify supportive discipline (Hannah, n.d.).

c. Corrective Discipline:

When all efforts have proved ineffective in the supportive discipline techniques, corrective disciplinary measures may be applied as the student has failed to change his or her behavior after several attempts at supportive discipline. However, the corrective discipline approach includes actions such as ***verbal warnings, writing on the board, reflection papers, anecdotal records, and having the student sit out***. In addition, corrective strategies can also involve administrative responses to a corrective referral aimed at preventing the repetition of inappropriate or problematic behavior (Brevard Public Schools, 2017).

LIMITATIONS/PITFALLS OF CLASSROOM DISCIPLINE:

Discipline and consistency matter; teachers often fall prey to trivial behaviors, and even the most experienced teachers can accidentally make mistakes, perhaps digress, and go off track while teaching, resulting in classroom disciplinary issues (Julia, 2019). Discipline problems may arise from emotional stress caused by resentment, unease, anxiety, and humiliation, potentially stemming from a teacher. These feelings can emerge from learners' inability to achieve or complete a specific task or the sense of frustration or anxiety resulting from family problems.

Julia, T. (2019) outlines the following mistakes on how/why teachers override their boundaries - creating a chaotic classroom environment.

i. You don't have a good answer ready when students question you about why they should learn the material they are studying.
ii. You present yourself in too tentative a fashion. You are too easily sidetracked, too uncertain, too permissive.
iii. You spend too much energy focusing on the difficult students who challenge your authority and disrupt class.
iv. You are unclear in the limits you set for your students, resulting in a constant testing of the boundaries and of your patience.
v. You give too many negative directions. This sets an unpleasant tone for your students.

SUMMARY -: CLASSROOM MANAGEMENT AND DISCIPLINE TECHNIQUES

In K-12 education classroom settings, without a doubt, students are engulfed in emotions that inexplicably affect a teacher's ability to take control of a class, leaving the teacher somewhat handicapped in effectively adopting and implementing classroom management approaches and discipline techniques (Danya, n.d.). However, the operation of an effective class and the application of classroom management and discipline methods require a thoughtful design of the classroom, instructional techniques, the creation and use of classroom rules, and classroom organization. Additionally, the incorporation of classroom management and discipline strategies cannot be overlooked, as discipline strategies are a vital aspect of classroom management that outline behaviors, consequences, and rewards that are invariably accompanied by rules and procedures (Danya, n.d.). The table below outlines the differences between classroom management techniques and classroom discipline measures.:

Table 1:

Classroom Discipline	*Classroom Management*
Is Reactive	*Is proactive*
Is problem-driven	*Is productivity-driven*
Has negative consequences as punishments	*Has rewards as increased learning time*
Promotes compliance	*Promotes responsibilities*
Stops deviant behavior	*Produces predictable behavior*

(Table by Sean Dallas: www.sdallashistory.com)

Principally, both teachers who adopt classroom management and disciplinary approaches focus on establishing clear expectations for appropriate behavior, observing behavior, and then reinforcing suitable behavior while redirecting inappropriate behavior (Huitt, 1996). Therefore, both techniques complement one another.

CHAPTER 3

DESCRIPTION OF THE SUBJECTS OF THE SURVEY:

As the study aimed to examine the distinctive behavior management practices of educators who implement classroom management and those who adopt classroom discipline methods in their teaching, a measurable, illustrative research survey was established online to determine their behavior management strategies. The survey includes 51 questions and involved 78 teachers from two distinct schools, comprising 33 males and 43 females, aged between 20 to over 50, along with their years of professional teaching experience. The research was conducted among English-speaking teachers in two private schools in Almaty, Kazakhstan, and Bishkek, Kyrgyzstan, referred to as “SPOT1” and “SPOT2,” and participants remained anonymous

throughout the study. The scope of the study was organized into three major clusters, focusing on the subjects' attitudes in the areas of the Discipline Dimension, Classroom Management Dimension, and Personal Dimension. The research produced subdivisions of questions in the following areas: in the Discipline Dimension (Discipline Inside the Classroom); in the Classroom Management Dimension (Psychological and Social Classroom Environment, Teacher-Student Personal Communication, and Teaching and Learning - Organization of the Lesson, Interaction During the Lesson); and the Personal Data collection (demographic questions).

The personal data section includes participants' age range, gender, and years of professional teaching experience, followed by their applications of Classroom Management and Classroom Discipline. The disciplinary dimension consists of 12 questions that measure teachers' attitudes and abilities to handle disciplinary incidents within the classroom. In contrast, the classroom management dimension, with subdivisions on teaching and learning, organization of the lesson, and interaction during the lesson, encompasses 15 questions that assess teachers' approaches to materials delivery and classroom management methods. The personal dimension section, containing 6 questions, explores the relationship between teachers and students and the role they play in the moral development of their students' overall academic growth. The psychological and social classroom environment, comprising 7 questions, examines the relationship between students and teachers, aids in nurturing and shaping student behavior, and fosters a positive learning atmosphere. It is noteworthy that a conducive learning environment impacts a student's willingness to complete homework and promotes their social, emotional comfort, physical well-being, and psychological state (Paul, M. & Devarapalli, Ratna Kumari, 2018).

*1[**"SPOT1" and "SPOT2"** are the names representing the names of the two private schools where the action research survey work was carried out. As the schools chose to be anonymous throughout the AR.]*

METHODOLOGY:

The Participants of the Survey:

The majority of the participants in the study were my colleagues at work in Almaty, Kazakhstan, and those from one private school in Bishkek, Kyrgyzstan. The schools requested anonymity; consequently, they shall be referred to as **"SPOT1" and "SPOT2**." The subjects were aged between 20 and over 50, comprising both language and subject teachers from both schools. The action research was conducted from March to May 2022. The focus on these two schools was a result of a revised survey on the same status quo and the teachers in those schools, presented in a more dynamic format. This included potential one-on-one observations along with critical analyses of their instructional methods and techniques, particularly in classroom management and discipline. This approach aimed to attain proper objective and subjective perceptions of their behavior management in their teaching profession.

Prior to the research, I engaged in casual dialogues/interviews with 10 of the participants in **"SPOT1**," using 7 questions, and observed their instructional strategies, which led to the idea of embarking on this action research. The survey attracted 78 participants, of whom 33 were male and 43 were female, with the majority having 3 to 4, 7 to 8, and 15 to 17 years of professional teaching experience. However, a limitation arose from my inability to conduct casual observations with the teachers in "**SPOT2**," located in Bishkek, Kyrgyzstan, as I was able to do in "**SPOT1**."

Research Procedures / Process:

Table 2:

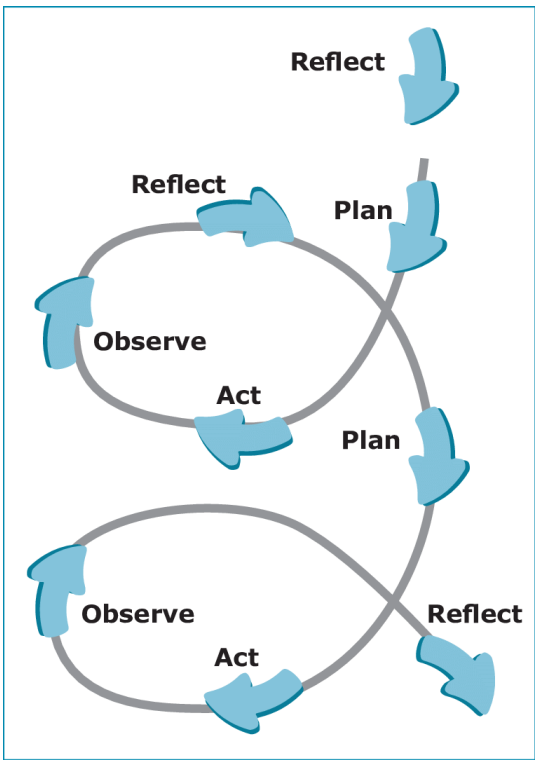
Steps of the Research	Aims	Notes
Pre-Research	Identifying and focusing the problems during discussion on teaching methodologies and contents delivery	
		Interviewing some of the teachers
Research implementation	Conducting each stage based on the procedure of AR, i.e.: - planning - acting - observing - reflecting and revising - analyzing each procedure	Implementing the action plan in two stages. **Stage 1** Meeting 1: interview the subjects to determine their general attitudes and

	phase	understanding of the term Classroom management and classroom disciplines techniques. **Stage 2** Meeting 1: An observation moment to acquire first-hand information on their general behavioral management of both disciplinary and classroom settings Meeting 2: determine those that implement classroom management techniques and those with classroom discipline methods.
Post Research	To identify any swift of styles or managerial approaches in teaching paradigms. And perhaps reshape for re-planning.	Discussing some of the terms / questions in the action research survey and further conduct an anecdotal record on the subjects to determine any transformation in style.

In a more graphical format, I adopted Kemmis and McTaggart's (1988) concept of action research (see Table 2), which illustrates a spiral model of four steps to elaborate on the process of this AR: planning, acting, observing, reflecting, and replanning. Conversely, a researcher may choose to begin with any of the stages, but it is most important to implement all the steps and for the researcher to achieve their full objectives; if not, the AR plan may be revised.

The diagram indicates the principles in action, stages by stages, leading to a productive outcome of research work:

Figure 1:



The Action Research Spiral (Kemmis and McTaggart, 1988)

However, in the course of embarking on the circle of action, the "DEAL" concept was, to some extent, taken into consideration: -

Table 3:

D	**Discover**	Discover the problem to be developed and develop an action plan
E	**Explain**	Explain the possible situation in a schematic format or in chunks
A	**Analyze**	Analyze the information in a schematic format
L	**Link**	Link your findings with the previous researchers' works

DATA COLLECTION AND RECORDING:

In this online action research, data were collected using a quantitative method to systematically measure and examine the hypothesis. Prior to drafting the quantitative questions, unplanned verbal interviews were conducted to further affirm the appropriate approach to be applied in data collection. Subsequently, casual and simple observations were adopted as sources for formulating the quantitative survey questions. The subjects were asked the following questions during the casual interview: What do you consider to be the most difficult part of being a teacher? Have you ever had to deal with an unprecedented situation in your classroom? How did you overcome it? Do you think classroom management and discipline methods are important for creating a productive learning environment, as stipulated in **Appendix D**?

The subsequent survey, which required respondents to answer **(N= Never, R = Rarely, S= Sometimes, O= Often, U= Usually),** was conducted using Microsoft Forms (forms.office.com). Fifty-one quantitatively measurable questions—both demographic, closed-ended, nominal, and Likert scale questions—were included in the questionnaire. The survey was divided into three main clusters: Discipline Dimension, Classroom Management Dimension, and Personal Dimension, with the following sub-clusters: Personal Data (demographic questions, ***Appendix A***), Discipline Dimension (Discipline Inside the Classroom, ***Appendix B***); Classroom Management Dimension (Psychological and Social Classroom Environment, Teacher-Student Personal Communication, Teaching and Learning [Organization of the Lesson, Interaction During the Lesson], ***Appendix C***) to assess the behavior management of educators who adopt classroom management techniques. This was followed by planning, implementation, observation, reflection, revision, and analysis of each procedural phase—an online survey was set up where the questionnaires began with personal data, followed by nominal, closed-ended, and Likert-type questions, arranged from easy to difficult to synthesize a more quantitative and measurable output. Furthermore, the discipline dimension consists of 12 questions, while the teaching and learning dimension consists of 15 open-ended questions. In contrast, the personal dimension comprises seven nominals, closed-ended, and Likert scale questions, with a possible completion duration of 10 to 15 minutes. Additionally, the setting of the questions was designed to place the most thought-provoking ones first to keep participants engaged until the completion of the questionnaire. As a crucial topic within the pedagogical purview, classroom management and discipline generate vital questions regarding how educators succeed in the implementation of instructional strategies and delivery of materials.

THE LIMITATION OF AN ONLINE SURVEY:

Without any contravention, online surveys are undoubtedly important sources for reaching a myriad of volunteers or survey participants across different demographic domains (Andrews et al., 2003; Howard, Rainie, & Jones, 2001). However, numerous dilemmas arise regarding the sampling procedures, and respondents tend to be biased in their selection of answers compared to oral or face-to-face interviews. Consequently, the respondents may provide biased and inaccurate responses that misrepresent how they implement their instructional strategies. For example, in comparison to the casual observations made of most respondents, the outcomes of their survey responses may depict conflicting results. As a result, eight additional nominal questions ***(APPENDIX B)*** were appended to the existing 43 questions, such as: “Classroom

Management and Classroom Discipline are the same; whose responsibility is it to create a Classroom Culture?" This aims to further determine the techniques adopted in the various segments of their teaching professions.

ANALYSIS OF DATA & PRESENTATION OF RESULTS OF THE FINDINGS

DATA INTERPRETATION:

Categorized into five subsections in the online survey, the personal data segment, comprising 3 questions, seeks to determine respondents' age, gender, and years of professional teaching experience. Following this, the discipline dimension consists of 12 questions addressing how disciplinary issues are managed and how they can be prevented when they occur within the classroom. The psychological and social classroom environment section—with six questions—explores the importance of creating a positive classroom culture, which is similarly applicable to teacher-student personal communication. Meanwhile, the teaching and learning dimension—with 15 questions—revolves around the interaction between teachers and students during lessons (seven questions). This aspect is significant, as it denotes the structuring, selection, and arrangement of class activities, thereby fitting into the classroom management category. Additionally, the eight included questions focus on classroom discipline and management techniques, aiming to obtain objective perceptions from the respondents.

THE FINDINGS AND RESULTS

THE CASUAL INTERVIEW: - Pre-Survey

To further affirm my observation regarding the reasons for the ongoing issues leading to the consistent layoffs of most teachers in our school, I first conducted a casual interview with some of my colleagues, which included 7 questions. When asked what they considered the most significant challenge in their teaching careers, 5 of the respondents stated that persuading students to comply with the teacher's expectations was their greatest difficulty. Meanwhile, 2 and 3 of the respondents indicated that creating lesson plans and being overwhelmed with paperwork, respectively, were the most challenging aspects of their professional teaching careers. However, the majority of the respondents emphasized the importance and necessity of adopting classroom management and discipline as a means of creating productive learning environments, with 9 out of the 10 surveyed responding "**YES,"** while one said "**NO**," as noted in ***APPENDIX D***. Surprisingly, 2 of the 10 teachers indicated that salary was more important in their teaching careers, in contrast to 8 who prioritized their students in their teaching jobs.

PERSONAL DATA:

In the survey ***(APPENDIX A),*** out of the 78 subjects, 25 participants were in their 20s, as opposed to the two participants aged 46 to 50. The second lowest figures were for senior citizens, classified as "other" – those in their 50s and over – who also participated in the survey; four participants from both schools were included. Seventeen of the participants were aged 26 to 30. The participation included both genders, with 43 females and 33 males. Regarding their years of professional teaching experience, the survey shows that 8 out of the 78 participants had 20 years or more of experience. The fewest were those with 13 to 14 years of teaching experience, with only one volunteer, followed by two participants with 17 to 18 years of teaching experience. For those in the 3-4, 5-6, and 7-8 year categories, the survey indicated 13, 12, and 14 participants, respectively.

CLASSROOM DISCIPLINE

DISCIPLINE DIMENSIONS:

This column of the survey presents and analyzes data that clarifies the primary methods of managing discipline inside the classroom. The subjects were asked about their behavior management in classroom discipline, specifically how they engaged students in establishing rules and procedures. A significant percentage of the subjects (26.3%) indicated that they sometimes involved their learners in the creation of rules and procedures, while 6.6% of the volunteers reported that they never involved their students in establishing classroom policies and procedures. Nearly a third of the respondents (31.6%) said they often engaged their students, in contrast to those (15.8%) who said they did so rarely.

The participants further reflected on the following statement (I provide positive reinforcement to students for appropriate behavior, e.g., special helper, extra computer time, earning additional grades, tangible rewards), where a quarter of them implied both sometimes and often. Infrequently, 9.2% and 11.8% indicated never and rarely, respectively. The highest proportion was those (28.9%) who reported that they usually provided affirmative reinforcement to their students who demonstrated or exhibited positive and appropriate behaviors in class, with rewards such as granting them additional time using the computer or earning extra grades for their scores. As indicated by the respondents, around one-tenth said they ignore students' disobedience that does not interfere with class activities. Meanwhile, 42.1% of the subjects indicated sometimes regarding the same issue, compared to 15.8% who both signified never and rarely.

CLASSROOM MANAGEMENT

1.1. Organization of Lessons:

In the teaching and learning dimension, the study examines the behavior management of the respondents regarding the organization of lessons. Concerning the clear stating of learning goals for students' comprehension (e.g., displaying them on the board or stating them aloud), 44.6% acknowledged the need to ensure that learning goals are articulated to aid students during their learning process. Meanwhile, in the same course, 12.2% and 5.4% indicated that they never and rarely considered implementing this procedure. Sometimes and often constituted equal fractions of 18.9% each. Furthermore, 6.8% and 9.6% of the respondents reported that they never and rarely pay attention to setting arrangements when conducting various activities during their class sessions, contrasting with about a third who stated that they sometimes and often recognized the importance of classroom seating arrangements.

Another aspect of classroom management identified by the subjects was the necessity to create additional activities for students to engage in after completing their main tasks. 5.5% of the respondents claimed they never do this, while 21.9% and 26% said they rarely and sometimes considered this procedure as a means, possibly, of mitigating potential classroom disruptions and boredom. The respondents regarded the procedure as crucial, with 27.4% saying they usually implement it during their classroom activities, as illustrated in **Table B.**

1.2. Interaction During the Lesson:

As part of the subsections in classroom management, within the teaching and learning dimension, to determine the approaches of the subjects regarding interaction procedures during learning and teaching, the subjects were asked if they began the lesson in an unusual manner to capture students' attention. For instance, they might share an amusing story or personal anecdote, or start with a very quiet or low voice. The responses varied, with 15.1% saying never, 9.6% rarely, 37% sometimes, 19.2% often, and the remainder usually, as stated in **Table C.**

Another concerning aspect is the attitude of some subjects toward the implementation of Concept Checking Questions (CCQs), which provide a means for teachers to gain a more accurate evaluation of students' comprehension of assigned tasks or just completed language points. The following statement was posed: "I use Concept Checking Questions (CCQs) to ensure instructions are understood, e.g., 'What do you have to do first?' or 'Do you have to work in pairs or groups?'" 5.4% of respondents indicated they never use them, while 14.9% said they rarely do. Conversely, the study indicates that the majority of teachers value the

importance of CCQs as a way to check students' understanding of complex aspects of the targeted language, such as lexis and grammar structure, with 28.4% saying they sometimes use them, 27% often, and 24.3% usually. Inexplicably, regardless of the proportion, 1.4% and 8.1% reported that they never or rarely respond to students' incorrect answers, validating student participation with comments like "that's partly correct" or "good effort," while 25.7% said they sometimes do, 33.8% often, and 31.1% usually, as illustrated in ***Table C.***

1.3. Teacher-Student Personal Communication

As we know very little about students' attitudes and behaviors, teacher-student personal communications create an avenue for teachers to gain knowledge of each student's personality, thereby helping the student build on their development and personal growth. However, this process requires teachers to create an atmosphere that promotes friendly relationships and to be approachable rather than authoritarian. The data analyzed in this category shows the positive commitments of teachers to students in comparison with other dimensions. When asked if they praise individual achievements and crucial events in students' lives, the responses were noteworthy: 2.7% indicated never, 15.1% rarely, 23.3% sometimes, 24.7% often, and 34.2% usually, as depicted in **Table D**. Regarding the statement "I attempt to be 'ME' rather than 'The Teacher' to make students feel I am approachable," around a third of the subjects responded sometimes and usually, compared to those who said never and rarely, with 2.7% and 9.5% respectively, as stipulated in **Table D**.

1.4. Psychological and Social Classroom Environment

The psychosocial environment refers to the interaction within the classroom between the teacher and students. A positive psychosocial school environment fosters a warm and conducive learning atmosphere, impacting students' learning outcomes. Moreover, interesting activities reinforce the sense of collaboration among students and create a friendly atmosphere. However, in the survey, when asked about subjects' attitudes toward reinforcement and helping students become aware of their own thinking, the respondents indicated 4.1% never, 6.8% rarely, 28.4% sometimes, 29.7% often, while the majority denoted 31.1% usually. Regarding the effectiveness of promoting positive social values, such as sharing, helping, and being tolerant, surprisingly, 14.9% of the subjects indicated rarely, undermining the importance of social values. Meanwhile, 25.7%, 28.4%, and 27% said sometimes, often, and usually, as stated in **Table E.** These figures are somewhat encouraging. Nevertheless, our learning and teaching environment should unquestionably be viewed as a place where social values are embraced.

FURTHER EXAMINATION OF BEHAVIOR MANAGEMENT OF TEACHERS IMPLEMENT CLASSROOM MANAGEMENT AND CLASSROOM DISCIPLINE METHODS IN BRIEF – INTEGRATED QUESTIONS: - (APPENDIX B)

Looking into the understanding and different behavior management strategies of distinct teachers in their implementation of classroom management and discipline techniques, eight single-answer questions comprising Likert scales, multiple-choice questions, and closed-ended items were set up to fully determine the methods adopted by the teachers in their practices. Fifty-two of the seventy-eight participants were involved in the later days of the survey.

When asked which subject they consider most important in their teaching careers, 32 (62%) of the subjects cited classroom management compared to 14 (27%) who mentioned classroom discipline. However, 12% (6) of the 52 participants decided that neither classroom management nor discipline techniques is important in achieving a positive learning outcome. Although there were no additional ways provided in the study to clarify their claims about the appropriate procedures needed to create positive learning environments and manage disciplinary measures in the classroom, this raises further questions about the understanding attained by most teachers pedagogically.

When asked the following question (How would you rate the importance of classroom management techniques as an educator?), 3 (6%) respondents stated that classroom management techniques do not help. However, 26 (54%) of the subjects acknowledged that the status quo is important, and 12 (25%) expressed that it is very important, while 7 (15%) believe that it is not so important. The same question was also posed regarding classroom discipline techniques; surprisingly, 3 (6%) indicated that discipline methods do not help, and 8 (17%) considered them not so important. Additionally, 13 (27%) and 24 (50%) rated classroom discipline very important and important, respectively, as stated in **APPENDIX B**.

The last findings in this category came from the subjects being asked which procedures they use when delivering instructional materials. 14 (30%) said classroom management, 23 (50%) indicated both, while 9 (20%) signified classroom discipline, as stated in **APPENDIX B**.

CONCLUSION / RECOMMENDATION:

Based on the results of this study, it is apparent that most teachers have adopted classroom management and discipline techniques in their practices; however, there is a mixed sentiment regarding the proper understanding of some respondents' behavior management concerning the implementation of classroom discipline and management in their pedagogical practices. A good example of this is when asked in the survey who should be blamed or held accountable for students' misbehaviors in class—11% identified the school director(s), compared to 20% who believed the students should be seen as the sole causes of unethical behaviors in the classroom (see **APPENDIX B).** Moreover, as significant as it is, sending students out of class for any offenses does not represent a proper classroom management procedure. In that regard, I would not hesitate to say that such teachers could, without doubt, award undeserved grades to students who do not merit them. Educators should aim to provide academic assistance to the students they lead. Teachers must establish rules and regulations in the classroom to address improper behavior and be consistent in enforcing them. Furthermore, students should be involved in creating and developing classroom rules and reinforcements. Most importantly, school authorities should recognize the importance of ensuring that teachers acquire effective classroom discipline and management skills through training and conferences designed to enhance students' academic performance. Thus, teachers should continually reflect on their classroom management and discipline skills to positively impact students' academic performance. Having said that, I believe we, as teachers, should always prioritize building our legacy in our careers.

LIMITATIONS:

Nonetheless, these results must be interpreted with caution, and several limitations should be kept in mind. Those limitations all stemmed from the onset of the study. They range from sampling to data collection methodology, and obviously include biased responses from the participants to some data analysis. Furthermore, it is clear that some subjects responded unconsciously when selecting their answers, as the study's outcomes reveal implausible responses from the participants, judging by the casual conversations held with some of them prior to this study. Additionally, another constraint of the survey was the inability to conduct oral interviews with educators located far away, rather than relying on an online survey, which led respondents to provide biased answers.

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APPENDIX A:

PERSONAL INFORMATION:

Figure 2.1:

1. **Age**

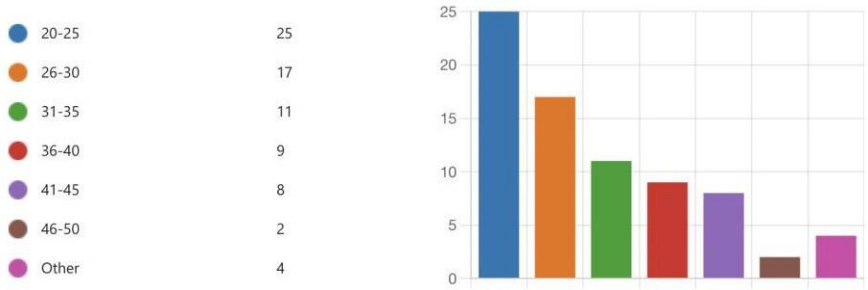


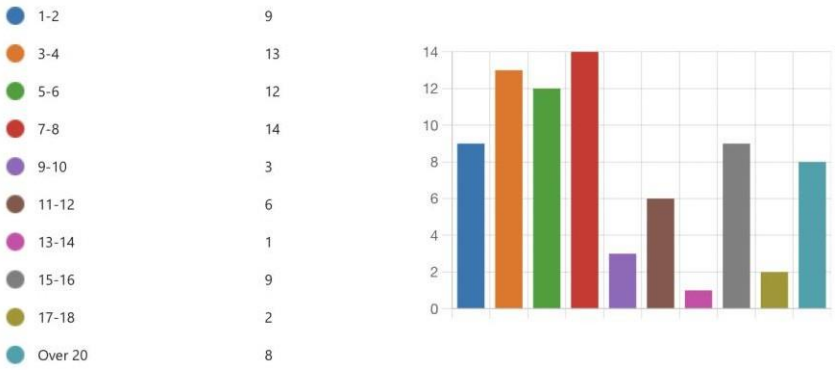
Figure 2.2:

2. **Gender:**



Figure 2.3:

3. **Year(s) of professional teaching experiences:**



APPENDIX B

THE UNDERSTANDING OF CLASSROOM MANAGEMENT AND CLASSROOM DISCIPLINE IN BRIEF:

i. Which do you consider as the most important in teaching profession?

Figure 3.1:



ii. Do you apply classroom management and classroom discipline techniques during your teaching?

Figure 3.2:



iii. How would you rate the importance of classroom management techniques as an educator?

Figure 3.3:



iv. How would you rate the importance of classroom discipline techniques as an educator?

Figure 3.4:



v. **Who is to be blamed or held accountable for the misbehavior of students in the class?**

Figure 3.5:



vi. **Whose responsibility is it to create a classroom culture?**

Figure 3.6:



vii. **Classroom management and classroom discipline are the same.**

Figure 3.7:



viii. **I always use _____ while I deliver instructional materials.**

Figure 3.8:



APPENDIX C

Please indicate the appropriate option that applies to you as an educator. Note that:

N= Never **R=** Rarely **S=** Sometimes **O=** Often **U=** Usually

Never: The method is displayed never

Rarely: The method is displayed almost never

Sometimes: The method is displayed occasionally

Often: The method is displayed regularly

Usually: The method is displayed almost always

Table A: **When Dealing with Discipline…**

	Discipline Dimension					
Element	**Inside the Classroom**	N	R	S	O	U
12	I engage students in establishing rules and procedures.	6.6%	15.8%	26.3%	31.6%	19.7%
13	I provide positive reinforcement to students for appropriate behavior (e.g., special helper, extra computer time, earning additional grades, tangible rewards)	9.2%	11.8%	25%	25%	28.9%
14	I redirect inappropriate behavior immediately with a relatively loud voice.	14.5%	31.6%	28.9%	18.4%	6.6%
15	I send students out of the classroom for aggressive or disruptive behaviors.	30.7%	28%	21.3%	13.3%	6.7%
16	I apply non-verbal signals to stop misbehavior (hands signals, make eye contact, approach and touch disruptive students).	12%	12%	30.7%	28%	17.3%
17	I inform parents about classroom expectations.	10.8%	23%	33.8%	24.3%	8.1%
18	I send for parents to report inappropriate behavior.	9.2%	26.3%	34.2%	17.1%	13.2%
19	I collaborate with parents on a home-school behavior plan.	21.1%	15.8%	34.2%	17.1%	11.8%
20	I teach parents activities to do with students at home to reinforce good behavior at school.	21.3%	25.3%	34.7%	9.3%	9.3%
21	I inform parents about the policies regarding the use of (e.g., "Tik-Tok, WhatsApp, Instagram").	33.3%	21.3%	22.7%	17.3%	5.3%
22	I send home Teacher-to-Parent Communication letters or newsletters regarding positive and negative aspects of their children's behavior.	16%	29.3%	32%	13.3%	9.3%
23	I ignore misbehavior that is non-disruptive to class.	15.8%	15.8%	42.1%	17.1%	9.2%

Table B:

When dealing with Teaching and Learning… (Classroom Management) …

	Teaching and Learning Dimension					
Element	**Organization of the lesson**	N	R	S	O	U
24	I consider different learning styles when preparing the lesson.	6.8%	9.5%	27%	29.7%	27%
25	I take into account students' previous knowledge to plan the activities based on their level.	9.5%	6.8%	13.5%	36.5%	33.8%
26	I start the lesson by giving students an opportunity to set their own learning goals.	5.4%	12.2%	35.1%	32.4%	14.9%
27	I make sure that the learning goals are clearly stated for students to understand them (e.g., displaying them on the board, saying them out loud).	12.2%	5.4%	18.9%	18.9%	44.6%
28	I organize the activities into logic stages to fulfill the objectives of the lesson.	6.8%	4.1%	31.1%	25.7%	32.4%
29	I use different types of seating arrangements depending on the type of activity students are assigned to do.	6.8%	9.6%	31.5%	30.1%	21.9%

30	I prepare students for transitions and interactions (e.g., bathroom rules, moving from one classroom to another) using predictable routines.	5.5%	16.4%	37%	26%	15.1%
32	I create extra activities for students to work when they have completed their main task.	5.5%	21.9%	26%	19.2%	27.4%
33	I assign advanced students as assistants to help weaker learners in the completion of their tasks.	8.1%	6.8%	31.1%	25.7%	28.4%

Table C:

Teaching and Learning Dimension… (Classroom Management) …

	Teaching and Learning Dimension					
Element	**Interaction During the Lesson**	N	R	S	O	U
33	I start the lesson in an unusual manner to catch students' attention (e.g., telling an amusing story or personal anecdote; starting in a very quiet or low voice).	15.1%	9.6%	37%	19.2%	19.2%
34	I model the task to demonstrate what students are expected to do (e.g., role playing the task with a student, assigning a student to demonstrate the task).	8.1%	8.1%	28.4%	31.1%	24.3%
35	I use concept check questions (CCQ) to make sure instructions are understood (e.g., "what do you have to do first?", do you have to work in pairs or in groups?")	5.4%	14.9%	28.4%	27%	24.3%
36	I respond to students' answers using verbal praising (e.g., Brilliant!", "Great!", "Nice job!").	5.4%	13.5%	16.2%	18.9%	45.9%
37	I respond to students' incorrect answers validating students' participation (e.g., "that's partly correct", "good effort").	1.4%	8.1%	25.7%	33.8%	31.1%
38	I finish the class with a reflection activity about the lesson (e.g., written reflection, oral reflection, report on what was learnt).	5.4%	16.2%	33.8%	18.9%	25.7%

Table D:

When dealing with the student as a Person…

	Personal Dimension					
Element	**Teacher-Student Personal Communication**	N	R	S	O	U
39	I attempt to be "ME" rather than "The Teacher" to make students feel I am approachable	2.7%	9.5%	31.1%	25.7%	31.1%
40	I learn about the different types of students' personal and social needs (e.g., using 'getting to know each other activities', questionnaires).	5.4%	13.5%	29.7%	32.4%	18.9%
41	I incorporate students' personal interests into teaching.	8.2%	6.8%	23.3%	34.2%	27.4%
42	I talk with students' previous teachers to gather information about students.	13.5%	17.6%	35.1%	21.6%	12.2%
43	I praise individual accomplishments and important events in students' lives.	2.7%	15.1%	23.3%	24.7%	34.2%
44	I talk with a student after an emotional outburst to demonstrate I am personally interested in him/her.	6.8%	12.2%	29.7%	23%	28.4%

Table E:

When dealing with the student as a Person…

Element	**Psychological and Social Classroom Environment**	**N**	**R**	**S**	**O**	**U**
45	I usually start lessons with activities to reinforce a sense of collaboration among students.	6.8%	13.5%	37.8%	21.6%	20.3%
46	I teach students to work cooperatively toward achieving academic goals.	2.7%	4.1%	30.1%	27.4%	35.7%
47	I promote students taking responsibilities in my classroom's practices.	4.1%	10.8%	17.6%	28.4%	39.2%
48	I help students to become aware of their own thinking.	4.1%	6.8%	28.4%	29.7%	31.1%
49	I help students to develop their ability to make decisions by themselves.	4.1%	4.1%	23%	29.7%	39.2%
50	I talk with a student after an emotional outburst to demonstrate I am personally interested in their well-beings.	5.4%	16.2%	31.1%	23%	24.3%
51	I promote positive social values (e.g., helping, sharing, being patient).	4.1%	14.9%	25.7%	28.4%	27%

APPENDIX D:

Casual Survey Interview – Pre-Survey:

Six questions were applied in the oral interview with 10 of the subjects.

i. What would you consider as the most challenging part of being a teacher – is it…?

- **a. Creating lesson plans** **2**
- **b. Having students to comply with your expectations** **5**
- **c. The Paper-works** **3**

ii. Have you ever had reason to deal with an unprecedented situation in your classroom?

- **a. Yes** **3**
- **b. No** **7**

iii. How did you overcome it?

- **a. The school management delt with it** **1**
- **b. I personally resolved it** **2**
- **c. I didn't care much about it** **0**

iv. Do you think classroom management and discipline methods are important or are there other ways of having a productive learning environment?

- **a. Yes** **9**
- **b. No** **1**

v. Which do you consider as the main source of creating a positive learning environment?

- **a. Classroom Management** **7**
- **b. Classroom Discipline** **3**

vi. Which is more important to you as a teacher?

- **a. The students** **8**
- **b. The salary** **2**

APPENDIX E:

Attention: The Administration: 19.04.2022
Tamos Education

REQUEST FOR PERMISSION

I am writing to request permission to conduct an online survey featuring a set of structured questions among the teachers and educators in both the TELSH and Physics & Mathematics departments here at Tamos Education. The outcome of the survey will assist me in expediting the process of obtaining my master's degree (Master of Science in Innovative Education and Teaching – M.S. IET) at European International University.

Additionally, the survey will focus on a thesis that revolves around a misconception in two teaching techniques, denoted by the following: "Differences in the behavioral management of teachers who implement Classroom Management Techniques versus those who adopt Classroom Discipline measures."

Furthermore, if permitted, the survey will in no way interfere with the usual duties of any participating teacher. The survey, which will take a minimum of 10 minutes, can be completed at the educators' convenience. Below is the section containing the information and the questionnaire for the survey, for your review.

I would greatly appreciate it if you granted this request, which would allow me to conduct the proposed survey.

Thank you for your consideration.

Sincerely,

Osigwe-Sal Jeff.

APPENDIX F:

"Difference in Behavior Management of teachers who implement Classroom Management Techniques versus those who adopt Classroom Discipline measures"

Dear Teacher/Colleague,

The purpose of this questionnaire is to determine the differences in behavior management between teachers who adopt Classroom Management techniques and those who implement Classroom Discipline Measures, yielding three clusters: Discipline Dimension, Teaching and Learning Dimensions, and Person Dimension, along with a subdivision of demographics.

Most importantly, as required, your responses will be kept highly confidential and used solely for academic research purposes. Furthermore, the personal information provided will be encrypted against unauthorized access.

Additionally, since your participation in this survey is voluntary, I cannot express enough how much I would appreciate your time, efforts, and contributions toward this survey, enabling me to achieve another significant milestone in my educational pursuit and teaching career.

Thank you for your anticipated cooperation.

Osigwe-Sal Jeff.