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**ESTABLISHING A GOOD PACE AND CALM
LEARNING ENVIRONMENT: THE
PRESUMPTIVE TECHNIQUE FOR MANAGING
LOWER PRIMARY STUDENTS' BEHAVIOUR**

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Don't read success stories,
You will get only messages,
Read failure stories,
You will get some ideas to get success!

- A. P. J. Abdul Kalam -

The learning opportunity I have with Taylor's International School Kuala Lumpur is a great chance for me to develop my skills in my profession and my career as a teacher. Hence, it is my pleasure to acknowledge the roles of several individuals who are supporting and mentoring me in completing the Master's Degree course successfully. First of all I would like to thank the almighty GOD who is obviously there to bless me and help me to fulfill my studies without any hesitation. Secondly, I would like to thank the school' (TISKL) principal Mr. Peter Wells for granting and supporting my effort towards continuing my professional education that is relevant to the educational field. Thirdly, I would like to express my greatest appreciation towards my supervisor Dr. Chandran Abraham who has guided me and built confidence in me to proceed with my research project. I also would like to thank Dr. Phalachandra who also supports me and advises me in completing my research correctly and meaningfully. The next person that I would like to thank is my line manager (Year Leader) Ms. Joanne Cunnigham who has shown her unconditional support and permission to collect instrumental data. I also would like to take this opportunity to express my deepest gratitude to my friend Ms. Subathara Devi for being the backbone in motivating and encouraging me in completing the research paper. Not leaving behind, I would like to express my greatest appreciation to my parents, family and friends who are there all the time to keep inspiring and prompting me in doing the best in my studies. Last but not least, I would to dedicate my research work to all the teachers who are still looking for a way to educate and teach our children to move forward and become a pole to develop our country in the world.

ABBREVIATION

TISKL	Taylor's International School Kuala Lumpur
IPC	International Primary Curriculum
PSHE	Physical, Social and Health Education
CB	Character Building
P.E	Physical Education
CCA	Co – Curriculum Activity
PLA	Personal Learning Assistant
n.d	No Date
2D	2 – Dimension
ICT	Information and Communication Technology
HD	High Definition
GIS	Guidance Information Slip
SOP	Standard Operation Procedure
QTS	Qualified Teacher Status
SEN	Special Education Needs
NQTs	Newly Qualified Teachers
IEPs	Individual Education Plans
IGCSE	International General Certificate of Secondary Education
EYC	Early Year Center
SMS	Short Message Service
TNB	Tenaga Nasional Berhad

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ABSTRACT

In many cases, the failure of classroom management has portrait the lower aptitude of a teacher in managing a classroom and consequently leads to lower progression of students’ behaviour and academic results as well. The aim of this research paper is to develop and manage the students’ behaviour especially in lower primary. Hence, classroom management should be the presumptive technique to establish a good pace and calm learning environment which concurrently will lead to the progression of students’ positive behaviour and also develop the academic results as well as in non-academic performances too. This survey research design was proposed with few methodologies such as interview with the Year Leader of Year 2, questionnaire, self assessment and classroom observation for 10 to 11 months. The data collected was then analysed using graphs and grounded analysis approaches. The results that expected based on this research is that every child including physically disable, children with hearing impairment, children with sight impairment, children who are hyperactive, children who are gifted, dyslexia, or even children with short attention span should achieve the targeted behaviour in the classroom and even outside of the classroom. It is predictable that every child in a classroom to show positive and respective mannerism towards teachers, friends, and also towards the lessons that learned in the classroom. They also need to practice a good pace and calm learning environment with minimum noise level. The results from these studies are anticipated to be beneficial to the class teachers, subject teachers, students, parents, school management and also the stakeholders. It is proud to show the achievement of moulding every child practicing good behaviour and showing great talents to the school, to their peers, to their parents and to the society.

Keywords: core values, responsibility, equity, differentiation, discipline, restorative practice, teamwork, constructivism.

CHAPTER 1: INTRODUCTION OF THE STUDY

1.1 Introduction

In this chapter, the researcher has clearly mentioned on the current complication which is confronted by Year 2 teachers in an International school. Five out of six class teachers from Year 2 were encountered of having very intense difficulties in managing the classroom management and handling students' behaviour in their classrooms. The very basic rule for the teachers in this research location is not to punish the students either physically or emotionally. The school management has strictly alerted the teachers not to remove the students break time, lunch time, playing time or any other elective subject to replace for any sanction or to make the students to complete their unfinished works. Thus, the teachers need to go through the school's protocol to deal with the Year Leaders or immediate line manager or the academic leaders to solve the students' behaviour problem. In some classes, teachers tend to use a variety of silencing methods in controlling the students' behaviour such as putting finger on lips and making the 'sshhhhh' sound, on and off the light, clapping, ringing the bell and also shouting out 'be quiet!'. Yet, the noise controlling method somehow is not achievable in managing the classroom and the students. However, teachers emotion can be tested when disciplining the problematic child and consequently the practice is not always dealt with the calm approach.

1.1.1 Research Title

Hence, this research project has focused on the presumptive technique for managing lower primary students' behaviour by establishing a good pace and calm learning environment. Hereby, the meaning of 'good pace' and 'calm learning' in this title could be clarified as:

- a) encouraging children with different abilities such as high ability, middle ability and lower ability to get engaged in the classroom activities through pacing without any anxiety or aggravation.

- b) Teachers, as well as the learners, should be organized and well prepared to execute the teaching and learning process in more fun and much educated.
- c) Educating every child to gain and learn the moral values and develop themselves mentally and emotionally as a holistic individual in our nation.

As the saying simplifies the research' title like "creating the river channel to direct the water flows into the stream to reach the sea."

1.2 Background of the Study

This research was conducted in Taylor's International School Kuala Lumpur (TISKL) in No.9, Jalan 1/75C, Off Jalan Pria, Taman Maluri, Cheras 55100 Kuala Lumpur. Presently, this study was done in Year 2 classes with approximate of 150 students. Every classroom is entitled to occupied with 23 to 25 of mixed abilities and from various ethnicity and nationality.

Developing a good classroom management is one of the most obstinate aspects of teaching and learning processes. However, every classroom in a school or educational institution will have a new group of students with new abilities and struggles (Hannah, 2013). According to an assessment of public opinion (Oscar, 2017), the study has shown that 24 percent of fifth graders were disengaged. That percentage grew to 39 percent for middle school students and 56 percent for students in high school and that 56 percent doesn't include all those disengaged youths who had already dropped out (Oscar, 2017). These studies have similar reasons to the issues that raised in the research paper.

TISKL incorporates English Curriculum based in England. The main core subjects in a Primary section are; English, Mathematics and IPC (International Primary Curriculum). The elective subjects are PSHE (Personal, Social, Health Education), Islamic studies, CB (Character Building), Malay Language, Mandarin, Arts, Music, (P.E) Physical Education and CCA (Co-Curriculum Activity). The class teachers are playing the main

role in this school because the class teachers are entitled to teach most of the subjects in every level such as English, Mathematics, IPC, PSHE, CB and CCA. These subjects are taught during the school hours. Initially, students of Year 2 who are aged between 6 to 7, spend most of their quality time with their class teacher. The school also has implemented an inclusive education and each class is open to enroll with special educational needs children and some classes will be assisted by the PLA (Personal Learning Assistant) or the Curriculum Support Teacher to assist the Special Education Need (SEN) students.

1.3 Problem Statement

Through the observation in term 1 of the academic semester from January till April 2017, the situation of the Year 2 classes and the learning environment inside and also outside of the classrooms was very noisy and unpleasant.

Almost every teacher in Year 2 has used a high volume of their voice (shouting) to convey messages or even to deliver the lessons. 85 percent of the students are not being responsible and disengaged in their daily lessons. In most of the situation the students were very noisy and also they were scattered around whenever going up and down the staircase. This situation was continued even during the fire drill, whereby the students are not showing any discipline and not walking in queues during the evacuation period. Hence, a teacher's perception of behaviour problems is important in determining what strategies to apply to prevent problematic classroom behaviour (Banks, 2014).

The intention of this descriptive research is to show that a good pace and calm learning environment acts as the presumptive technique for managing lower primary students' behaviour' in Year 2 classrooms in an international school. To fulfill the area of concern in this research, a survey research design was specified as needed for data collection align with a descriptive study is proposed to observe the Year 2 students for about 10 to 11 months starting from January till the month of November 2017. The observation was purposed to collect evidence on the students' behaviour of the Year 2 students and the contribution of strategies and methodologies that applied by

the teacher to overcome the problematic behaviours. In the academic year of 2017, there were 6 classes registered in Year 2 in Taylor's International School Kuala Lumpur and each class was allocated with approximate of 23 students. Besides a survey and recording the observation on the events that happens in a classroom, a questionnaire was raised to Year 2 class teachers to gather some feedback and comments regarding their student's behaviour and the progression of their students in academic and aptitude wise. The school has three academic terms in a year. Mostly the students have shown poor performance in their behaviour and also academic performance in all the terms. Especially the noise level has increased in every term. About 40% of the children were identified to have short attention span and hardly engaged on the given tasks. Below, the researcher has shared with three examples of the scenarios that has been observed on the teachers and the students during term 1 of the school:

- 1.3.1 **Scenario 1:** In class 2T, the children being very playful and noisy during English lesson. Children are shouting out their answers at one time whenever the teacher is throwing the verbal questions. Some children do raise their hands but they still shout out their answer even they raise their hands. They were not waiting for their turns. A small group of boys make fun of the lesson and crack jokes and divert the teacher's teaching. The teacher still try to teach by increasing her voice volume.
- 1.3.2 **Scenario 2:** In class 2L, the teacher felt disappointed on the mischievous behaviour of the two boys and the teacher angrily scolded the two boys in front of everyone in the class. At that time, a parent who walk to the class to see their son saw the teachers' unpleasant act. The parent felt terrified and brought this matter to the Head of Section's attention. This parent refused to put their son in the class and requested to change their son to another class.
- 1.3.3 **Scenario 3:** In class 2O, the children were given a group task during mathematics lesson, but almost all the children were playing with the teaching aids and running around in the class. The teacher was

busy doing her work on her table and not even bother to monitor the students.

Hence, the situations observed and recorded has clearly stated the lacking strategies and the lacking of the ethical classroom environment and the students' behaviour. The teachers involved in the scenario 1, scenario 2 and scenario 3 should be monitored and mentored by providing the suitable and applicable training and consultation on the classroom management and students behaviour management. This is to build a holistic classroom and the good mannerism children for future and the betterment of the community.

1.4 Educational Research Proposal Chart

Figure 1.1 shows the flow chart of the Educational Research Proposal to help the researcher to pursue the research problem and the findings of the research more comprehensively. The researcher has begun the research focus based on the current problem that occurred in the research location. Based on the current problem, the research has drawn the research thoroughly in finding the cause or the reason for the occurrence of the problem from the background of the study. Then, reflect on the effect of the problem and continue with the finding of the resolution for the problem.

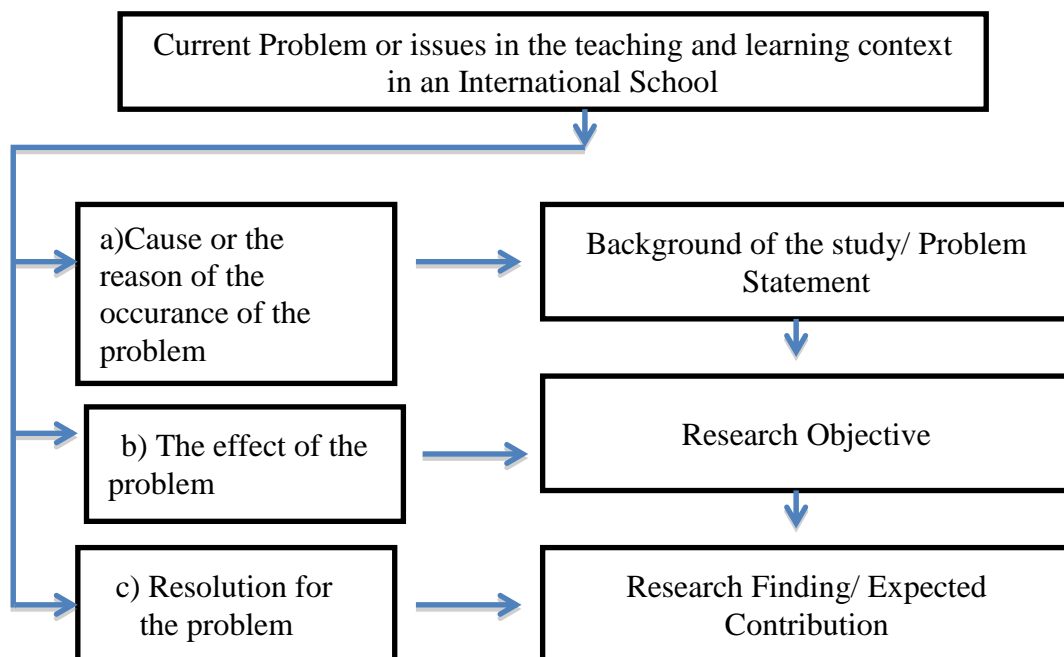


Figure 1.1. Organizational chart of the Educational Research Proposal

1.5 Research Objective

The objective of this study is to examine the causes that lead to unfavourable behaviour and the effects on the learning and the teaching environment. Subsequently in this research, it will help to develop some improvised resolution in managing student's behaviour and the classroom management as well. In summary, there is a need for a better understanding of the classroom management which constraint on students unfavourable behaviour, disruptive behaviour, the noise level, students' attention span, the relationship between teacher and students, the relationship between students and students, teacher's expectations and the quality of the lesson conducted. Thus in making the research more specific, the following questions need to be addressed;

- 1) What are the presumptive causes that create unfavourable learning environment?
- 2) How do students behaviour affect the teaching and learning processes in a classroom?
- 3) What resolution could be used to manage the students' behaviour in order to create a calm learning environment?

1.6 Significant of Study

Teachers are not only to teach the content, but they are also in a position to educate the good social skills. Every teacher must learn to mentor their students in a way that promotes positive interactions with themselves and their classmates (Lindblad, 1994). Developing a good rapport with students is also essential in creating a good classroom environment. Up till now, many students knew if they were disruptive they would get attention from their teacher who will focus only on them (Guardino & Fullerton, 2010). What works during the first class may be a complete failure in the next class. On the other hand, according to Grubaugh and Houston (1990), trial and error will help a teacher to gain experience and help to create a better environment for their students in future. In this study, the researcher has emphasized in

finding the resolution to the unfavourable students' behavior especially in the lower level in primary session. Though the Year 2 teachers have gained teaching experiences and the knowledge of the academic taught but the root of moulding a child characters is essential and important for the children themselves to grow as a developed individual in all aspects such physically, emotionally, socially and intellectually. This research paper has stressed on researching in creating a well establish classroom management that should apply the presumptive techniques to manage the students' behaviour. The presumptive behaviour technique to manage the students' behaviour is a restorative method, which will also lead to progression of students' positive conduct and academic performances. According to Hardman and Smith (1999), teachers should put in maximum effort to establish the positive and healthy learning environment to make the classroom and students behaviour more likely desirable and favourable.

1.7 Definition of Terms

The key terms of this research study are given below:-

- 1.7.1 The definition of '**core values**' from Business Dictionary (n.d) is a principle that guides an organization's internal conduct as well as its relationship with the external world and core values usually summarized in the mission statement or in a statement of core values. In this research, the term core values are used to mean the application and implication of the 6 Dimensions of learning throughout the education field. The six core values are 'respecting and caring for each other', 'being dedicated to a culture of excellence', 'openness in communication', 'acting with integrity', 'being passionate in what we do' and 'creating an enjoyable environment'.
- 1.7.2 The term '**responsibility**' means the state or fact of being answerable, or accountable for something within one's power, control or management (Online Etymology Dictionary, n.d.). Responsibility is not only for the students to progress in their learning but also to develop their thinking, intellect, emotion, social and spiritual

status. Students are also entitled to be responsible to obey their classroom rules, good socialism and behaviour.

- 1.7.3 Based on Dictionary. Com (n.d.) the term '**equity**' means the quality of being fair or impartial, fairness or impartiality. In this study, the term 'equity' is very important because the school practices mixed ability and inclusive classroom, whereby a teacher must cater the learning for different ability group with a different range of tasks which can be impartial and applicable for every child in the class. Thus, different children are given different supports to make it possible for them to have equal access. So, they treated equitably (Soligo, 2016).
- 1.7.4 The meaning of the term '**equality**' in this research can be defined as every child in a class assumed will benefit from the same supports. Hence, they are being treated equally (Soligo, 2016).
- 1.7.5 The term '**justice**' was describe as all the children are able to access to any task without any supports because the cause of the inequity was identified. Thus, the obstacle or challenges that blocking or discouraging the students has been eliminated (Soligo, 2016).
- 1.7.6 According to Merriam Webster Dictionary the term '**differentiation**' (n.d.) means the act or process of differentiation, or the state of being differentiated. In this research, the term differentiation is used to create the differentiation tasks, activities or experiments according to the different ability of the students so that every child could take part in their learning process. For example, the teacher will remain the same learning objective of a lesson but the success criteria or the learning outcome that need to be achieved at the end of the lesson will be different according to the lower ability, middle ability and higher ability children. The differentiation task not only will help to manage the students' behaviour in the classroom but also will help the students to get engage in the lesson.
- 1.7.7 According to Cambridge Dictionary (n.d.) the term '**discipline**' means the training that makes people more willing to obey or more able to control themselves, often in the form of rules, and punishments if the

rules are broken. Establishing the effective classroom rules is the main root to practice a good classroom management and the students' behaviours.

- 1.7.8 Based on the Restorative Justice Council (2016), the term '**Restorative Practice**' referred to a variety of approaches and methods that used to prevent the relationship between teacher and students and students and students from getting damage from unresolved events. Meanwhile, the restorative practice allow the students to be responsible to acknowledge the impact of harming others and take steps to put it right. In this study, restorative practice will be effective to practice inside the classroom and outside of the classroom so the students will be able to understand on the effect and the consequences of misbehave.
- 1.7.9 The term '**teamwork**' in Bussiness Dictionary (n.d.) means the process of working collaboratively with a group of people in order to achieve a goal. Teamwork is crucial part in learning for student-centered approach. Teamwork describes, students to work well together, trying their best and involve in group discussion for any subjects. The students who works in a team will try to cooperate, communicate, share their ideas and deliver their opinion using their skills and providing constructive feedback for improvement.
- 1.7.10 According to Brooks (1999), the term '**constructivism**' states the learning that took place as an active process of creating meaning from different experiences. In other word, students will be able to learn best by trying to make sense of something on their own. In this study, students are given pace to spend on their prior knowledge before gaining new knowledge because the students probably learned the lesson better when they prepare and construct the knowledge by themselves.
- 1.7.11 Based on the Meriam-Webster Dictionary (n.d), the term '**pace**' in this research was explained as the rate of an undertaking or the rate of improvement (pace,n.d.). The word pace in this research was used to describe the equity and justice strategies to produce

fairness. Essentially, the teachers are not rush to finish the syllabus at the same time not to waste time of not being productive.

1.7.12 The term '**calm**' is describe as settled over, a state of freedom from excitement or disturbance (calm, n.d.). Once the students has grasp the need of the classroom environment and the goal set by the teacher, both the teacher and students will be able to practice the calm learning environment at ease and without pressure or stress.

1.8 Limitation of Study

Having disruptive and disengaged students in a classroom obviously will picture a negative impression or thought on parents, students, teachers and even for the school management. Meanwhile, most probably the unfavourable students' behaviour will lead to the failure in academic and non-academic as well. Nevertheless, controlling or managing disruptive behaviour or unfavourable classroom management is something that is very abstract. Sometimes, the classroom management practice might be applicable for the first term but not progressive in the second term. This condition actually involves an individual's feelings and emotions. Behaviourism of an individual is the responses according to stimuli and the changes which occurred from the surrounding. The theory of behaviourism was developed by B. Watson (1913). However, Ivan Pavlov (1849 -1936) and B.F. Skinner (1904 -1990) were the early psychologist who used non-objective techniques for example the use of introspection that occur in learning due to behaviour changes and the movement towards the impartial approach as the child learned by constructivism (Boyd, 2003 – 2017). In addition, It was predictable that in the United Kingdom 80 percent of disruptive behaviour children was ascribed to deprived classroom management, planning and teaching (2013). Nevertheless, not every teacher will be able to establish a good pace and calm learning environment in the first year of teaching service, but most of the teacher will gain the skill in establishing the good pace and calm learning environment through knowledge and experience.

1.9 Summary

As an assumption, to manage and implement the positive behaviour and good mannerism in students, a teacher needs to take a presumptive technique to establish and practice a good pace and create a calm learning environment to mould holistic students, especially in primary schools. According to Sheffler (2009) statement, a warm classroom environment can proceed to the intensified academic achievement of the students and impart proud and dignity to the school. The issues which have related to this study have been found in the literature review by Parsonson (2012), stating that according to the study by Johansen, Little and Akin- Little (2011) have accurately characterized that the teachers awareness of poor classroom management and having disruptive behaviour students caused by the interference of poor teaching skills and classroom organization (Parsonson, 2012). Thus, a good pace and calm learning environment are essential for managing the students' behaviour as a wholesome.

CHAPTER 2: REVIEW OF LITERATURE

2.1 Introduction

This literature review converses about the classroom management which included; the building of the relationships between teacher and students, students and students mainly creating favourable and positive behaviour such as preventing unnecessary loud noises, developing student-centered learning strategies, aiming the students to be more responsible and take charge of their own learning and not leaving out to incorporate moral values in daily basis. The researcher has managed to review thirteen kind of literature interrelated to the topic and eight out of thirteen literatures has been reviewed in the literature review. Classroom supervision or classroom management is one of the most incomprehensible features in a teaching environment as it is very theoretical and not consistent to have well-behaved students throughout the year. Although, every teacher wishes to practice positive mediation rather than depending on a penalty to manage a classroom and the students' behaviour, yet many classrooms are not actually producing the healthy learning environment (Banks, 2014).

2.2 The Current State of the Literature Reviewed

According to Mann (2009), subject teachers are identified to have more difficulties in controlling class than the class teacher. Likewise, the researcher has experienced the difficultness and the challenges of being a pre-service teacher in controlling the students' behaviours for the first attempt during the first lesson. At the same time, the researcher does not really agree with Mann (2009), because the researcher has seen most of the subject teachers who have established a good classroom management and make every child in their class engaging energetically in the subject lessons. On the other hand, the kind of classroom atmosphere that a teacher establishes and persuades can either increase or decrease a student's competence to learn and feel satisfied as a member of the class (Sheffler, 2009). Without hesitation, according to the researcher's opinion, the classroom atmosphere should provide nurture cooperation and acceptance to a teaching technique that the teacher could use.

As what Valerio (2012) suggested, giving a fundamental motivation is necessary for classroom management and it is a part of the teacher's pedagogy to expand students' interest and arouse the desire to learn new knowledge and expand their understanding skill. Meanwhile, the researcher understood that every child is unique, capable and even has the talents to teach their peers. This even works well, through a variety of motivations and encouragements that given by a teacher. Based on Parsonson (2012) statement, a teacher needs to apply variety choices of evidence-based approaches to decrease disruptive and challenging behaviour in a classroom, such as giving feedback and evaluation of the approaches applied to improve the relationship between the teachers and the students. The researcher does agree with Parsonson (2012) and she thought every teacher needs to put in more effort and try to produce an effective and useful feedback to mentor every child as an individual.

Moreover, according to Hannah (2013), a skillful teacher is always aware of setting a good classroom environment as an important element that leads to student's success. As a teacher, the researcher also supports that statement because if a teacher not providing attention to the classroom atmosphere or environment without intentionally the teacher is being one of the reasons for the child's failure. According to Banks (2014), the teachers' perception of behaviour problems is very important in deciding what approaches to use to prevent problematic, challenging or disruptive classroom. The researcher does agree with Banks (2014) because whenever a teacher observes a student's unfavourable behaviour it indicates as a poorly organized classroom, so the teacher might need to find a way to reorganize the classroom setting such as increasing events that could promote an appropriate behaviour while preventing the problematic behaviours.

According to Polirstok (2015), enforcing the inclusive education in the 21st-century has met a vital need in the educational field. Hence, managing the classroom and the students' behavior has been a challenging task even for the normal educators in a school. Moreover, Polirstok (2015) has highlighted that only if the teacher has executed the condemnation or the disapprobation in the classroom, then the chances of having the undesirable learning

environment and aversion student's conduct will be very intense. This situation even can turn to be worse if the student already has a behaviour problem outside of the school, which then carried into the school. Not only the researcher but also many teachers from the research location have come across this situation, whereby many parents have enrolled their children who have been sacked from other schools in an international school because of the intolerant behavior. Referring to the context of classroom management, according to Akin, Yildirim and Goodwin (2016), the teachers have understood and applied the cultural skills, physical background, psychological aspects and the emotional aspect from both the teachers and the students to build a proper classroom management. The researcher has agreed with Akin, Yildirim and Goodwin (2016) statement because it is not only to focus on the students to establish a calm learning environment but also a teacher is encountered to be a part of establishing a calm learning environment.

2.3 Significant Flaws or Gaps in Existing Knowledge

Overall, most of the researchers have shared their findings more on providing motivation and focusing on the teaching approaches or strategies that may control and manage the students' behaviour. According to the researcher's opinion and based on the working experience as a teacher, the researcher thinks that the classroom environment plays an important role in maintaining students' behaviour, disciplines and also encourage them to be successful in the classroom because fundamentally a class teacher is playing the dominant role to establish and to create a healthy and positive learning environment which should admire by other teachers and students that enters the classroom. So, establishing the good pace and calm learning environment it's all beginning with the teacher's precise, comprehensive and comprehended instructions. For example, if a teacher teaches 2D (2- Dimension) shapes in Mathematics and the teacher asks the 6 years old children to draw a triangle and a square on their book and knowingly most of the children will draw the shapes but might not be accurate in joining the corners of the shapes and the sides of the shapes. Some of the children might not be able to figure out how

the shapes look like and how big or how small to draw in their books. The children also might draw with a free hand. Consequently, for a normal teacher, he or she might show his or her disapproved feelings towards the incorrect work and might scold the children of doing the wrong things. Some of the children might be clueless and some other children might don't even understand why the teacher is scolding them. At this point, the teacher fails to give the clear and precise instruction of learning outcome of the task. This type of classroom might not be in the good pace or calm environment. Hence, the clear and appropriate instruction is important to deliver the effective teaching and learning process. Hereby, the researcher highlighted that the learning should be meaningful and purposeful whereby, teachers should give time for the children to celebrate and perform their own learning among their peers and adults. This effort could avoid the feeling of bored, envious, upset, shy, depressed, disappointed and anxious and frustration among the children in a classroom. Thus, motivation and positive encouragement will give every child the feeling of self- achievement and keep on to strive the best of their attainment. Indirectly, this has a positive effect on the classroom management and creates a good behaviour in the classroom.

A teacher should take initiative to find a way to use child-friendly language, which is suitable for younger age children so they can do the task efficiently. The usage of language in the instruction could be one of the important and ideal techniques for managing students' behaviour. For example, the teacher could give the very visible and measurable instruction by showing one example or demonstrate a perfect piece of work. According to the article in the Magazine (2009), shares that a visual aid in teaching became one of the essential methods than auditory and kinesthetic methods in teaching and learning process. In addition, according to Gardner (2011), a neuroscience psychologist has claimed that younger children learn better using their visual intelligence. Children who understood the learning intention could follow the instructions and also possible to be more creative and productive. Moreover, according to David (2015), the social learning theory of Albert Bandura (1925) has postulated that an individual person acquires the skill or knowledge from one another, through observing others, imitating or mimic and by

modeling others. The theory has frequently known as a link between a behaviourist learning theories and cognitive learning theories because it incorporates attention, nostalgia, inspiration and encouragement (David, 2015).

2.4 Areas for Future Study

The classroom environment that the researcher considered in this research paper are; the students sitting position, classroom layout, classroom rules, students' responsibility, classroom daily routine, rewards and praises, teamwork incorporating the school core values, presentation of the lesson, students socialism and the differentiation activities according to every child's equity and justice. According to Soligo (2016), clearly explained that equity means giving or providing each individual with different learning supports to make the learning possible for them, while the meaning of justice occurs when the cause of the inequity was identified therefore the children no need any supports because the obstacle has been removed. To incorporate and implement all the mentioned considerations into practice, the teacher should set What goals to achieve? When to achieve? and How to achieve? As professional teachers should begin with setting firm and meticulous classroom rules, clear and direct instructions, and appropriate sitting for every child including physically disable, children with hearing impairment, children with sight impairment, children who are hyperactive, children who are gifted, dyslexia, or even children with short attention span. The goals should be achieved by the children inside the classroom and even outside of the classroom.

2.5 Conceptual Framework

The conceptual framework has assisted to synthesis on the literature reviews to clarify the technique for managing lower primary students' behaviour. A conceptual framework helps to outline the steps and methods needed in the study from the previous studies of other researchers' standpoint on understanding about the variables in the event or the subject of the research that is being studied (McGaghie, Bordage & Shea, 2001)

2.5.1 Thesis Statement: Disruptive behaviour and disengagement of students in a classroom will affect the progression of students in building the good behaviour and also the academic performances. Behaviour and academic performances are the two variables stated in this statement. Meanwhile, teachers performances also will be affected. One of the research's report claims that disruptive students will lead to developing the disrespectful mannerism while the student who is not engaging in the classroom activities will possibly constrain to fail or degrade in the academic performances (Gaastra, Groen, Tucha & Tucha, 2016). Somehow, a group of students will gang up and be disruptive and disengage in the classroom activities because they build a culture of taking teacher's time for granted and in another word, this behaviour can be described as bullying the teachers especially the new teachers, the relief teachers or the subject teachers. Mostly, students will only tend to follow the classroom rules and show some acceptable behaviour with their class teachers or the discipline teachers. At this point, teachers became helpless and stressed up. Sometimes, this situation occurs when the teacher fails to study the character and needs of a child in the classroom. The teacher might fail to organize and cater the suitable differentiation task or the suitable task that cater to the equity of a child. Also sometimes, the teacher might never give the chance for the children to take charge of their own work. A teacher also should give a clear and measurable instruction for the students to make every single lesson and task as valuable and imperative for the students. The independent variables in the statement above are 'the disruptive behaviour or disengagement students in the classroom' and the dependent variable is 'the progression of students' behaviour and academic performance'.

2.6 Summary

As a conclusion, the review of literature in this chapter has focussed mainly on the classroom management in order to control the students' mischievous behaviour. On the other hand, motivation has also been important to build the positiveness in the students behaviour progression. At the minor level of the reviewed literature, the students' behaviour problems were discussed with some steps that taken to overcome the behaviour problems. Meanwhile, at the macro level, the strategies and techniques of classroom arrangement were discussed as the crucial part in managing students' behaviour. Most of the reviewed literature, has mentioned the implementation of motivation and encouragement as an essential part of managing students' behaviour. Moreover, to develop the good pace and calm learning environment it is compulsory to include the theory of understanding of an individual for the behaviour management process to work successfully. Furthermore, the approaches and methods mentioned from the literature review are based on some extent of observation and experiential observation and may only imply for certain basic primitive hypothesis. Thus, this chapter provides a very basic guide for the next research methodology and critical analysis on establishing a good pace and calm learning environment as the presumptive technique for managing lower primary students' behaviour.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 Introduction

Every dedicated and professional teacher will ensure to have an ideal classroom for the good lesson delivery and engaging learning environment. Based on an abstract from the Research (2010), the 21st-century education has developed the learning skills and teaching methods to be more effective and more efficient to enquire the creative and critical thinking. The more the exposure teachers have in teaching pedagogy and methodology, the more experience and knowledge the teacher gain.

In addition, Information and Communication Technology (ICT) is being one of the important resource or tool in supporting the 21st-century education. (ICT) is not only changing the teaching and learning processes whilst allow the learner to expose to the nature of skills conducted and developing the sign of social relationship and character building (Research, 2010). Hence, the 21st- century education has implemented the skills to upsurge the creative and critical thinking, higher order thinking skills, operational communication and high grade of learning productivity via ICT.

Based on one of the books called ‘The World is Flat’ written by Thomas L. Friedman (2005, 2006) has stated about the term of ‘flatness’ which the technology in 21st-century allowing people to be able to get connected, be collaborated, are able to compete, play and learn via online. Moreover, based on the statement in an Annual Review of (TISKL) given by Mr. BK Gan (2011), the President of the School Division, Taylor’s Education Group and Board of Governors, that Taylor’s International School Kuala Lumpur has grasped the benefit of integrating technology in providing the 21st –century education such as providing iPads and laptops for every students in a classroom, TISKL has increased the internet bandwidth to 24Mb to authorize the wireless coverage to use more web-based teaching aids, installation of the Interactive Whiteboards (SmartBoard) in every classrooms to inspire the students and attract the students’ interest into learning and establishing the good pace to make the students to be more attentive and concentrating into the teaching and learning processes in a way which will minimise or reduce the unnecessary behaviour problems or unfavourable attitude issues in the classroom (Gan, 2011).

Nevertheless, most of the teachers will have the strength to teach a specialised subject. Teachers have full concentration and expertise in the specialist subject so, they might know how to tackle and conduct the lesson appropriately. However, in one of the teachers' meeting, the researcher was amazed by the TISKL school principal's speech by asking the teachers, "What do you want to teach? when "Google" and "YouTube" can teach better." Thus, the 21st- century teachers are expected not only to be a teacher but to be a mentor, a guide, a facilitator and be a learning support while educating each individual to grow as a holistic youth. In fact, teachers are encouraged to give 'feedback' to the students' works and not to 'spoonfeed' the students. Hence, the teachers might need to use various ways to deliver lessons such as making learning more fun, incorporating student-centered learning and constructivism learning. This type of students-centred learning not only making the students to engage in their learning besides they also incorporate the value of sharing, being cooperative, collaborative, teamwork, responsible, and apply constructivism methods. Therefore, teachers are skilled to provide the suitable and appropriate teaching aids and activities, teachers also will envisage students to actively engage in the classroom discussion, complete the given task, actively asking questions, pay attention during the lesson, share some ideas, encourage the students to work harmoniously in team, perform a good presentation, showing respect to each other, obey the classroom rules, care for their friends and the environment and strive for excellence.

However, not every teacher is blessed to have all the dreams to come true but this ideal classroom can be achieved if the teacher practices the outline of a perfect classroom management with operational elements which can contribute to the teaching and learning processes as well as managing the students behaviour (School Improvement Network, 2014).

This research paper emerges with some effective elements which can be used efficiently in the classroom management such as establishing a high anticipation and achievable classroom goals, ascertain clear and understood procedures and events, nurture boundary relationship between teacher and students and contributing moral supports, incorporating constructivism and

student – centred learning instructions, describe and explain an appropriate involvement teaching methodology and provide the differentiation tasks or activities with equity according to the students' ability.

3.2 Study Design

To apprehend the atmosphere in establishing the good pace and calm learning environment, the presumptive techniques were reflected and measured through the 11 months of observation of the lower primary children's behaviour. The structured question is proposed to consent the comprehensive explanation of how the participants (the Year 2 class teachers and the Year 2 students) undergoing the techniques and practices which reinforce into establishing the good pace and calm learning environment. The report or the explanation of the establishing the good pace and calm learning environment process developed from the baseline data collection and descriptive research methodology is proposed as the main to the research approach.

3.3 Research Design

This research paper incorporates the descriptive research design and survey study which has used the various methods of data collection and analysis within the qualitative research. The main purpose of this research is to magnify and develop the techniques to manage the lower primary students' behaviour and practice the acquaintance in association to establishing the good pace and calm learning environment. The data collected were based on the survey, classroom observation, interview, focus group and the questionnaires within the survey study approach. The qualitative features of the study are the outcome of an aspiration to observe in the natural setting and applying the practices in the research context (Glesne & Peshkin, 1992). This study has focussed on the Year 2 classrooms in the Taylor's International School Kuala Lumpur.

The scrutiny of the research method and research design used in a research study suggests that the qualitative structured interview and questionnaire within a research leads to success (Bryman, 2006). This qualitative research

design aims to gather and also to examine the phenomena of the students in a classroom through observations for about 10 to 11 months using the rating scale of the ‘Likert’ response. Besides that, the overall classroom observation and the teacher’s performance has been recorded in a descriptive study based on the ‘Taylor’s International School Observation of learning Feedback Form, 2016’. Along with that, questionnaires have been given to 6 of Year 2 class teachers (respondents). The statistical statement of students self-assessment and teachers questionnaires was recorded in a form of bar graphs for the finding analysis. This research discovers the nature of the communication and relationship within the conceptual framework (see 2.5) which undergone the techniques and practices to reinforce into establishing the good pace and calm learning environment in managing the lower primary students’ behaviour.

3.4 Population of the Research Study

In making this study as a good piece of research, a good sample was used to represent the entire population. This research was primarily focused on the entire Year 2 level which consists of six classes with approximate of 150 students and almost every class has undergone with students’ behaviour problems and classroom management difficulties. The targeted population for this research was included the Year 2 class teachers and the approachable population is the Year 2 Students in the TISKL school. In this study, the approachable population included all the Year 2 students, the Year 2 class teachers and the Year 2 Leader at the primary school level in TISKL. Table 3.1, 3.2 and 3.3 shows the data recorded of the number of students enrolled in Year 2 in Term 1, Term 2 and Term 3 in primary session in the Year 2017.

Table 3.1

The population of the Year 2 students in Term 1 in 2017.

Year 2 Classes	Number of students
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2T	23
2A	24
2Y	25
2L	25
2O	24
2R	25
TOTAL	146

Table 3.1

The population of the Year 2 students in Term 2 in 2017.

Year 2 Classes	Number of students
2T	25
2A	24
2Y	24
2L	23
2O	24
2R	23
TOTAL	143

Table 3.1

The population of the Year 2 students in Term 2 in 2017.

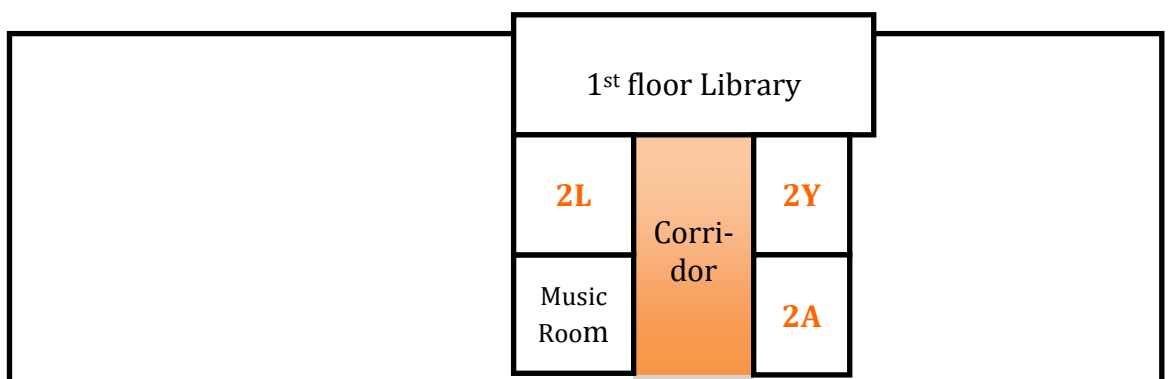
Year 2 Classes	Number of students
2T	24
2A	24
2Y	25
2L	24
2O	23
2R	24
TOTAL	144

The number of students fluctuates due to immigration and emigration of the foreign students from different countries and also with some reasons of changing school to other international schools and some of the students withdrawn from other government schools and enrolled in TISKL. Hence, in making the research and data collection to be fair the researcher has chosen

only 23 students as the targeted population because of the lowest enrolled number of students throughout the year. The researcher was confident to conduct the survey in Year 2 because the researcher has experienced in teaching in Year 2 groups and they are in the ablest situation to cater the researcher with the needed information and also benefits the researcher in providing the information and answers for questionnaire and interviews.

3.5 Sample of the Population

According to Shenk and Westerhaus (1991), the quantity of the population that is studied is called a sample of the population. Namely, the six classes in Year 2 were Year 2T, 2A, 2Y, 2L, 2O and 2R. The classroom names were given after the school's name TAYLORS. Hence, the observation was carried out in the Year 2R class and the self-assessment was given to 23 students in class 2R. The Year 2 classrooms arrangement on the first floor of the academic block is shown in (figure 3.1). The sample of the population of this study raised at 23 students from Year 2R, 6 class teacher of Year 2 and 2 experts which gave a total of 31 respondents.



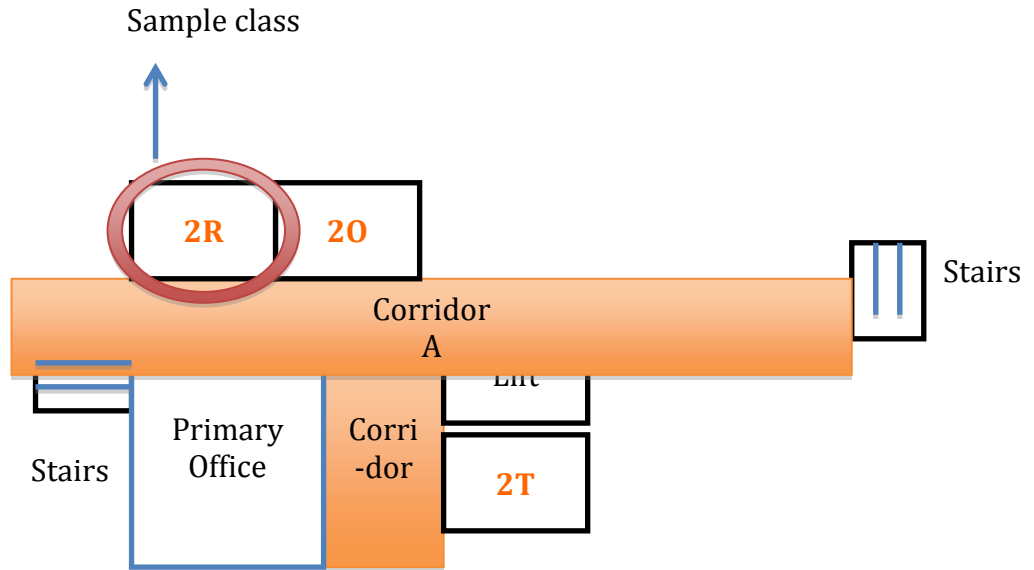


Figure 3.1. Academic Block, First floor layout (TISKL)

3.6 Sampling Techniques

The researcher has drawn sampling procedure by using simple random sampling for choosing the participants in this study. This technique was used to confirm a moderately and equitable representation of the variables for the study. The stratification was based on the international private school in Kuala Lumpur, Malaysia. The selection of the students was determined by the simple random sampling. This was obtained by writing out the names of the classes in a piece of paper which was folded and put in a glass bowl to draw. Without being bias, the Year 2R randomly was chosen as the sample class for the research and data collection.

Comparably the stratified random sampling technique was used to select 23 students from Year 2R and 6 class teachers from all the Year 2 classes in TISKL. The equivalent stratification was constructed on the circumstance that there were more students with behaviour management issues and there were more teachers with less knowledge in managing the lower primary students behaviour management.

3.7 Location of Research

This research project has concentrated on a batch of students of age between 6 to 7 years old. The class has occupied with the mixture of local students and foreign students that have resided in Kuala Lumpur city in Malaysia. These batch of students have registered to Year 2 in Taylor's International School Kuala Lumpur (TISKL) that situated in 55100 Cheras district at No. 9 Jalan 1/75C, Off Jalan Pria Taman Maluri. TISKL consists of two main buildings which is called the Academic Block and the New Wing of Admin Block and the research location was focused on the Year 2 classrooms which located on the first floor of the Academic Block. Taylor's Education Group is one of the fastest and largest growing education institutions in Kuala Lumpur and TISKL is one of the franchise school which located in Taman Maluri Cheras. However, based on the International Schools Database in Kuala Lumpur (2015 -2018), there are 52 International Schools which are available in Kuala Lumpur. TISKL offers education of holistic learning to Nursery, Early Years, Primary and Secondary up to Sixth Form. TISKL has enrolled approximately 1800 – 2000 students with 200 to 250 staff for the year 2017. In addition, this school is located in the heart of the Kuala Lumpur city so this location is very strategic and easy accessible for people who live in Kuala Lumpur and surrounding.

3.8 Instrumentation

The main respondents in this research study are the Year 2 students of the Taylor's International School Kuala Lumpur, the Year 2 class teachers, Year 2 Leader and an expert from the educational field. This study has literally undergone a period of observation and interviews to ensure that the research will be successful and useful in future. However, the researcher is not included in this research study.

This research has formulated with self-made questionnaire using Likert scale (see Appendix C) as the central instrument to collect data and the information from the Year 2 teachers to identify the cause of the statement of a problem and the effect of the problems. According to Child Care & Early Education (2016), the Likert scale is one of the example of the survey research which usually will have close-ended survey questions and the rating scale from 1 –

5. The respondents will rate their responses accordingly based on the rating scale such as ‘1 for strongly disagree’, ‘2 for disagree’, ‘3 for neither agree nor disagree’, ‘4 for agree’ and ‘5 for strongly agree’ to the criteria provided. The questionnaire has three main parts. The first part is to view the practices that applied by the teachers and the students in the classroom. The second part will be the issues or conflict in the classroom management and the last part will be the effectiveness of the own practices or school’s practices applied in classroom management. Respondents will give possible responses and each response are numbered by the scale as defined below:

- 1 – strongly disagree**- respondent **is not aware of any** aspects regarding the classroom management
- 2 – disagree** - respondent **is not aware of some** aspects which still not consider for classroom management
- 3 – neither agree nor disagree** - respondent **is being neutral to** aspects that related to classroom management
- 4 – agree** - respondent **is aware of some** part which is still consider for classroom management
- 5 – strongly agree** - respondent **is aware of every** aspect regarding the classroom management

Secondly, the self –assessment (rubric) studies given to the children of year 2R the sampling class to record on their behaviour and attitude for Term 1, Term 2 and Term 3 of the academic calendar. The ‘Rubric’ is one of the popular focused feedback used as a part of a formative assessment and it is also a student-centered method used to assess students’ own work and the progression on their own (Andrade, 2000-2008). The self-assessment is mainly focused on the six school’s core value (see Appendix D). Students are asked to colour the emoji faces ‘1 for always’, ‘2 for mostly’, ‘3 for sometimes’, and ‘4 for rarely’ to indicate their progress for each core values. Basically, the class teacher will read and explain every category to the students for better understanding for them to colour the emoji faces accordingly. The six core values are;

- a) **Respect** – I treat my friends and the school with respect.
- b) **Excellence** – I try to do my best in my class work.

- c) **Communication** – I listen to the teacher and the ideas of others and contribute my own ideas.
- d) **Integrity** – I tell the truth and do what I know is right.
- e) **Passion** – I love being in school and love to do all my work with passion.
- f) **Enjoyable Environment** – I help to keep my classroom and school tidy.

Thirdly, is the personal interview (Appendix E) which was raised to the Year 2 leader and with an expert from an educational field regarding the students' and classroom management problems. The questions set up were cautiously revised and properly examines in the questionnaire and in the interview. Finally was the classroom observation which is recorded using the Taylor's International School Observation of Learning Feedback Form (2016) (see Appendix G). However, the researcher has conducted the research after getting the approval letter from the Principal of Taylor's International School (see Appendix F).

3.8.1 Validity

The validity of any perception result from the data at the analysis phase (see 3.9 Data Analysis) has been verified with the Year 2 Leader who has been engaged and show involvement throughout the research study. The Year 2 Leader participated as the participant (interviewee) from the beginning of the research methodology and subsequently was involved in the data collection. Her contribution has been valuable for guiding and mentoring the description consequently from the data collected.

3.8.2 Validation of the Questionnaire, Self-assessment and the Interview

The Questionnaire intended for the research study was exposed to a validation process for the content validity. According to Crocker (2015), a content validity is the idea that an examination or tryout should sample the range of behaviour which represented by the theoretical concept. In the validation procedure, the copies of the questionnaire and the copies of the interview questions were distributed among the

Year 2 class teachers and the Year 2 Leader. These specialists study through the interview questions and the questionnaires prudently to determine the suitability and competency of the instrument. The Year 2 Class teachers have agreed with the questionnaires. They suggested to change the question (e) in the first section to the 'attended a special needs course' instead of the 'language is spoken' (see Appendix C). The researcher agrees to modify the question which would contribute in gathering more data for the study. Therefore the modified questionnaire is preferred. However, other useful suggestions were taken into account by the researcher to modified the question (C) in the interview questions (see Appendix E). the self- assessment went through by the Year 2 class teacher and Year 2 Leader. They have agreed to gather the data from the students using this self – assessment as this assessment includes and covered the implication of the school's core values.

The validated questionnaire and the interview questions, were then pilot tested with the 6 teacher assistance in year 2 and the interview was pilot tested with the expert from the Sekolah Seri Suria. The Pilot testing was carried out to find out how the teachers were able to contribute their findings and data to the questionnaire and how comparable were their answers to the research participants (see 3.11.4). However, the researcher has understood the uncertainty from the pilot study to modify some criteria of the questionnaire and the interview questions.

3.9 Ethical consideration

This research applies the standard consideration. Ethical consideration was attained in the fundamental request from the Taylor's International School principal (see appendix F). The researcher obtained the permission to collect instrumentation data within the school' working time from Monday to Friday and from 8.00 a.m till 3.00 p.m. The permission for data analysis was obtained from the Year 2 teaching groups. Original participants were informed regarding the data collection and their permission was taken into

account as they participated in the questionnaire. The individuality of the participants is unspecified and participants are entitled to retract from the research at any occasion.

3.10 Pilot study

A pilot study is an important part in conducting a research study because through a pilot study the research is able to identify the possible flaw and the lacking area in the research instrumentation and the data collection throughout the study (Hassan, Schattner & Mazza, 2006).

According to Holloway and Wheeler (2002), a researcher could use the pilot study to conduct interviews and questionnaires as a pre-exercise instrument to get the ideal or possible data for the research. A pre-exercise data collection was done to orientate the researcher to the research study and also the pre-exercise provide the research with understanding the research situation. Hereby, a pilot study used to make sure that errors in the study can be identified and rectified at the very little cost.

As a part of the trial and error, the data which obtained by controlling the questionnaires to a cross-section with six teacher assistants in a primary section from Taylor's International School Kuala Lumpur and the Primary Character Building self-assessment were tested with the 23 students from 2T class. This was carried out at their workplace. The interview was typed in the word document to ensure the answers given was stated clearly. During the pre-exercise responsiveness, the researcher was considered to notify the body language and non-verbal answers as well as the manner of asking the questions. This attempt enhance the researcher's level of confidence and self-esteem. In the role of the main data collection instrument, the researcher has increased her experience in interviewing and also developed her interpersonal skills. The researcher also ensures being familiar with qualitative data collection and analysis. The researcher has gained an opportunity to approach the participants with compassion and open-mindedness and also has created extra precautions to avoid errors in the interview.

3.10.1 Location and Participants

The phase of this research was initially piloted in Taylor's International School in Taman Maluri, Cheras Kuala Lumpur. Taylor's International School Kuala Lumpur was formerly known as Sri Garden School. Sri Garden School was first started as a school for the Badminton Association Malaysia players in 1991, which the school has grown as an institution that delivers a holistic balanced educational experience for all students. In 2011, another milestone was achieved as Sri Garden School was launched as Sri Garden International School by offering the English Curriculum up to IGCSE (International General Certificate of Secondary Education). The development of the school has achieved another milestone in the year of 2015 and has launched as Taylor's International School Kuala Lumpur (TISKL) (Gan, 2015). Taylor's International School Kuala Lumpur was chosen to conduct the research because it is easy to access to the school in terms of transport and communication. Hence, 6 teacher assistants, one Senior Assistant and 23 of Year 2 students from year 2T participated in the pilot study for the fullness of reliability of the data collection. The Senior Assistant and the teacher assistants were proposed based on convenience and the participants were selected based on the different aspect that is important to the research such as the year of working experience, the academic qualification, age, subject taught and also the geographical location.

3.10.2 Interview

The interview was conducted with two experts from the academic and educational background who have experience and responsibilities in the teaching field. The piloted interview was conducted with the Senior Assistant from Sekolah Seri Suria, Hulu Langat. The interview with the Senior Assistant was taken in one of the coffee shops in Hulu Langat for about an hour. The second interview was taken with the Year 2 Leader in Taylor's International School Kuala Lumpur which took about an hour and a

half. The interview has provided the supportive and contextual information that gives a clear view of the purpose of this research study. Some of the questions were discussed and changed according to the quality and the meaning of the research. The interview with Year Leader takes time because of the interruption with the parents meeting in the middle of the interview. The questions were amended with the help of the experts during the interview process. The questionnaire was proofread by the experts for the betterment of the language used in the study. Both interviewees have shared similar opinion and suggestions on this research title and the problem statement. The data from the interviews were analysed and has provided information to support this research in further discussion.

3.10.3 Sample Size

Choosing the sample size was quite difficult especially with the students from class 2R because the number of students is not balanced for Term 1, Term 2 and Term 3. In Term 1 the class has 25 students, whereby by end of Term 1 two students were withdrawn. In Term 3 there was one student who has enrolled in the class. Hence, in making the data valid and balance throughout the research, the researcher only take the maximum sampling of 23 students for data collection. Meanwhile, proposing the six class teachers of Year 2 was little difficult because the available time for the teachers to spend on the questionnaire was too tight with other important schedules in the school. Two reminders email was sent to the two teachers in requesting to fill up the questionnaire for the data collections. The questionnaire was also discussed with the teachers and has made a minor change before the teachers could share theirs. The questions were amended according to the problem statement of this research to provide the better result to make the research instrumentation valuable. Meanwhile, the piloted study

was conducted with class Year 2T with the same number of students as in Year 2R (sample class) in Term 1.

3.10.4 Piloted Data Collection

The first data collection was the self-assessment by the 23 students from year 2T for the pilot study. It took about 30 minutes in every term to ask the children to fill up their progression in their character building by colouring the emoji faces. Some of the children who have learning difficulties were helped by the teacher assistant to fill up the self-assessment form. The first self-assessment has taken into account as the trial and error. The self-assessment was conducted smoothly. Basically, the class teacher needs to explain and sometimes teacher need to imitate and act out to convey the meaning of the core values to the children. The self-assessment form can be found in (Appendix D). Where else, the questionnaires for teachers were set via online Google survey form. The teachers who have completed the online questionnaire could not change their answers later part. The questionnaire can be found in (Appendix C).

For the analysis of the validity and reliability of the data instrumentation the self- assessment was conducted in class 2R (sample size) for three terms and the questionnaires were answered by the six teachers via online. The self-assessment and the questionnaires were converted into graphs and the interviews were recorded in the data analysis in Chapter 4 (findings and discussion).

3.10.5 Attitude petition

The results collected by the focused group of Year 2 teachers was essential to discover some problems which related to students' behaviour management and classroom management in a current situation. All the participants were proposed to take part in the survey and the purpose of this attitude petition was explained

convincingly to gain deep down understanding about the reality of classroom management in the school and how the behaviour and classroom management could benefit the school and the community. The attitude shown was the best as predicted and the teachers were asked to fill out the open-ended attitude questions at the end of the questionnaire (Appendix C). On the other hand, the students involved in the sampling also have shown their cooperation and have collaboratively been helpful in data collection.

3.11 Data Collection

The permission for data collection in TISKL was approved by the school principal. Permission was granted from each respondent who has involved in this research before the completion of the instrumentation process. In this descriptive research study, the researcher will obtain primary data via observation, questionnaire, self-assessment, and the secondary data which through personal interviews. The observation recorded was based on the structured observation which applied using characterizing styles of data collection. The researcher acts as a non-participant observant without providing any information to the respondents. This is also an uncontrolled observation as the phenomena observed in the natural condition (Year 2R classroom) for about 10 to 11 months. This observation process is counted as essential for this research paper because based on this research titled “Establishing a good pace and calm learning environment: The presumptive technique for managing lower primary students’ behaviour”, has a focus on the teachers to establish the needed pace and calm environment for teaching and learning process to take place successfully. A numerical value was allocated to each category in each elements on the observation form which was analyzed and revised by TISKL superiors for teachers’ performance. The observation form is called as ‘Taylor’s International School Observation of learning Feedback Form, 2016’ (see Appendix G). The rating scales allow the researcher to analyse and rate out the behaviour or events according to the scale. The evaluation rate was shown as below:

- 1 – Unsatisfactory
- 2 - Needs Improvement
- 3 – Meet expectations
- 4 – Commendable
- 5 – Excellent

Secondly is the questionnaire, whereby the data collected is quite easy and understandable for the respondents to reply their answers in the space provided. Teachers are requested to put a tick accordingly at every statement by choosing the best preferable answer whether '1 for strongly disagree', '2 for disagree', '3 for neither agree nor disagree', '4 for agree' and '5 for strongly agree'. In the self – assessment, the students were given the numerical values on the emoji faces from the smiley face to the sad face and rated between 1 to 4. The emoji faces were used for easy understanding for Year 2 students to express themselves. They can colour the emoji faces to describe their achievement of the school's core values. In making the data collected and the evidence successfully and supportive to the research, the researcher tends to interview two experts from the different environment using the structured and the predetermined questions. The first interviewee is the Senior Assistant of Sekolah Seri Suria, Hulu Langat, and the second interviewee is the Year 2 Leader from TISKL. Both interviews have contributed well in data collection at greater depth about the research problem.

3.12 Data Analysis

All the data collected via questionnaire, observation and self-assessment was analyzed using the Microsoft word for Mac 2011. All the descriptive characteristics were presented in a form of tables, bar graphs and line graphs from the MacBook Air Version 10.10.5, Intel HD Graphics together with other descriptive statistical pointers. The answered questionnaire by the class teachers and the self –assessment by the students was reprocessed for more accuracy. This research was set to a smaller group which was targeted between the six classes of year 2 in TISKL. The data from the questionnaire

was classified and was presented in three different bar graphs. The first bar graph presents the data based on the view of the classroom management practices that applied by the teachers and the students in the classroom. The second bar graph presenting the issues or conflict in the classroom management and the third bar graph presenting the effectiveness of the own practices or school's practices that have been applied in the classroom management. The self-assessment by the students were gathered and presented in table form for Term1, Term2 and Term3. Then that data presented using line graphs to analyse the progress on all the six categories of the school's core values. The data collected were analyzed using percentage to show the maximum and minimum level of the progression of the achievement and application of the school's core values into behaviour management.

3.13 Validity and Reliability

The main intention of comprising validity and reliability in this research paper is to share the measurement instruments which used in data collection were valid and reliable. In brief, validity was used to apprehend about the instruments used and how well it was used in data collection meanwhile reliability is the confidence gain from the instruments used throughout the research methodology in controlling the possible chances or error (Mohajan, 2017). In addition, validity and reliability verify the dependability of measurements of the tools that presume to consider on the basis of the measuring instruments (Cavana, Delahaye & Sekaran, 2001). According to Bowen (2008), some researchers are not being truthful and loyal in submitting the data which concern about the practical restriction such as time-limited, resources and the participants' responses hence sometimes the validity and reliability cannot be achieved.

For example, in an interview if the researcher tend to gather the same or similar answers from different interviewee from the same field, it means the validity and reliability has been reached. The next step, need to take by the researcher is to start to analyse the interviews and the answers from the interviews (Saunders, et al., 2017). In this research, the mostly considered validity referred was the content validity. The researcher has make sure of the

interview questions benefit to the research problem and the problem statement. Hence, two interviewees were interviewed to collect the data and the data collected were compared and analysed in making the data gathered valid and reliable. According to Hinkin (1998), construct validity concisely measured in the construction scale for the reason in the data collection. Usually, construct validity often used in asking the reasoning and making the relevant to the research. In this research, the questionnaire was used as a part of the instrumentation tools. One of the question raised in the questionnaire is 'should teaching and learning process take place in a very calm environment?' This question considered as important because the construct validity contracts directly with the research content validity. The instrument measurement in this study would interrelated with the aim of this research perception in Establishing a good pace and calm learning environment: The presumptive technique for managing lower primary students' behaviour' which is sustained by the convincing academic background. Thus, the content validity falls on the experts' opinions based on the literature reviews or the previous related researchers (Burns, 1997; Cavana et al., 2001). According to Burns (1997) and Cavana et al. (2001), face validity is the flow of the content validity. Content validity is used to measure the thoughts related from the literature review revised in this research paper or based on the ideas shares from the related experts. Moreover, in a nature of conducting a research, the number of respondents and the participants are necessary, hence in this research, the researcher has focussed only on the targeted group of Year 2 students and the Year 2 teachers because the data collected will be more reliable and the established. The researcher found that the observation done within the targeted group has provided very comprehensive validity to the research. According to Selltitz et al. (1976) cited in Brink (1993), reliability is apprehensive with constancy. Reliability is briefly explained as the repetition of the data collected in the researcher's investigation and the information recorded accurately. This shows the capability of the research methods and the instruments tools used to produce the consistency of gathering the same data or the same result repeatedly over the investigative periods. The

researcher has found that the saturation used based on the questionnaire the most of the respondents has given the same answer for implementing the restorative practice to solve the students behavioural problem or to settle any challenging situation. This shows that, the researcher has used the same or similar methods to attained the same or similar results. As assumption, the researcher has established the reliability responses to reduce the measurement errors (Brink, 1993). Nevertheless, the constancy in reliability is essential in the instrumentation and should be stated in the research study, meanwhile it is not adequate to ascertain the construct validity in the research methodology (Hinkin, 1998).

3.14 Summary

In this chapter the justify and chosen research methods were discussed clearly to describe the process of data collection and data analysis through instrumentation. The participants and the respondents in this research were also included. Every numerical value was discussed in depth with the rating scale values for each methodology procedures. Besides that according to Creswell(2014), a researcher should consider the ethical procedure as a part of the research because teacher is encounter as a role model, hence taking into consideration the relationship and the impact on the students and the teachers' behaviour became an important underlying issues in managing multicultural education and diversity in school. However, there are some limitations to highlight, such as limited time offered to collect data via questionnaire and interview. The researcher's working schedule was encounter as another obstruction in this research study. Hence, all data collected upon the agreement from the individual, superior, Head of Section (Primary) and the school principal have fulfilled the need of this research.

CHAPTER 4: FINDINGS AND DISCUSSION

4.1 Introduction

This chapter responsible to the summarization of all the primary data that has been collected based on the questionnaires, interviews, classroom observation and the students' self-assessment. Firstly, the qualitative data which collected using the questionnaires were presented in the form of bar graphs. The questionnaire was created using online Google Survey Form where by the respondents filled in their rates and answers via online. Here is the attached of the link to online Google Survey Form; (https://docs.google.com/forms/d/1H5_3LBILiDEKBOTc911WeVonKcs_WUz2GaJZgAa7O2g/edit). The data collected were automatically analysed and presented in pie charts and bar graphs online. These charts and graphs are easy to access and also copiable to other documents via online. The self- assessment by the students were presented in the form of line graphs, meanwhile the teacher's observation was recorded using the Taylor's International School Observation of Learning Feedback Form (2016) and concurrently the interviews were summarized using the descriptive study. It was necessary to describe the relationship between the variables in this research study via statistical software techniques towards providing answers to the research questions. The discussion in this chapter begins with the demographics presentation of primary data collection and then proceeded with the findings in relating to the research questions. The final part of the questionnaire was the discussion of the practices and the implications of the related theories. The data also can be viewed in the spreadsheet from the below attached link, (https://docs.google.com/spreadsheets/d/1yn_NjXeqw6-YgsY_dY9k6-pTImOJyVNFX1Xl9qsMQl8/edit#gid=1332565641).

4.2 Descriptive of Analysis / Demographics

Based on the statical data collected, the findings from the questionnaire, self assessment, observation and interviews were represented as follows;

4.2.1 Analysis of Questionnaires

The findings and the discussion based on the questionnaires from the

six class teachers of Year 2 is presented in the bar graphs as shown in Figure 4.1, 4.2 and 4.3. All the class teachers are female teachers and they are from local. 3 of them are aged between 34 to 41 years old, 2 of the teachers are aged above 50 and 1 teacher is aged between 26 to 33. 4 out of the 6 teachers have more than 10 years of teaching experiences and the other 2 teachers have teaching experience between 5 to 10 years. 5 teachers have attended a course on Special Education Needs and 1 teacher never attended any Special Education Need course. Below shown the bar graph of the data collected from the questionnaire on the second section from part (a), (b) and (c) and the analysis done base on the graphs (see Appendix C).

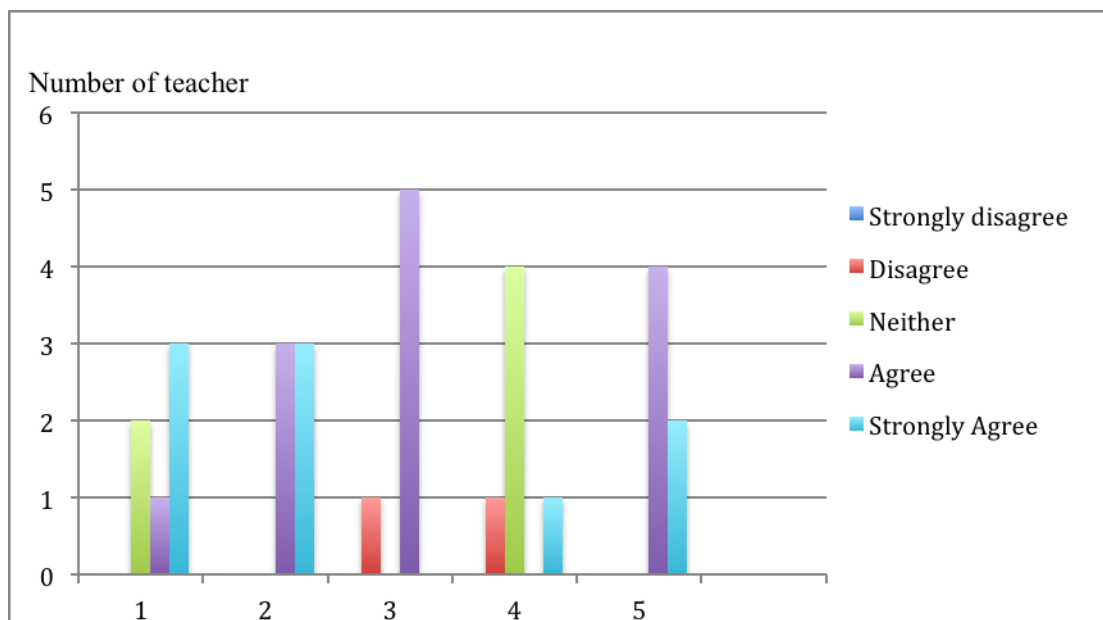


Figure 4.1. Part (a) Teacher's view in establishing a good pace and calm learning environment

Horizontal Axis Category:

- 1 - Teaching and learning process should take place in a very calm environment
- 2 - Encouraging the students to follow the classroom rules and make them aware of the consequences if they break the rules
- 3 - Arranging students in groups according to the student's ability and behavioural status
- 4 - Set a corner or any separate place to overcome the disruptive students' behaviour
- 5 - Always include the school's core values in every lesson

For the second section in part (a) on the teachers' view in establishing a good pace and calm learning environment, 3 teachers have strongly agreed with the statement of teaching and learning process should take place in a very calm environment. One teacher has agree and 2 teachers neither agree nor disagree of have a calm learning environment. Secondly, 50% of teachers agree and the other 50% of teachers are strongly agreeing by encouraging the students to follow the classroom rules and make them aware of the consequences if they break the rules. Next, 5 teachers have agreed to arrange the students in groups according to their ability and behavioural status and 1 teacher shown disagreement with this statement. Four teachers neither agree nor disagree with setting a corner or any separate place to overcome the disruptive behaviour meanwhile 1 teacher is strongly agree and the other teacher is disagree with this statement. Lastly, 4 teachers were agreed and 2 teachers strongly agree to always incorporate school's core values in every lesson.

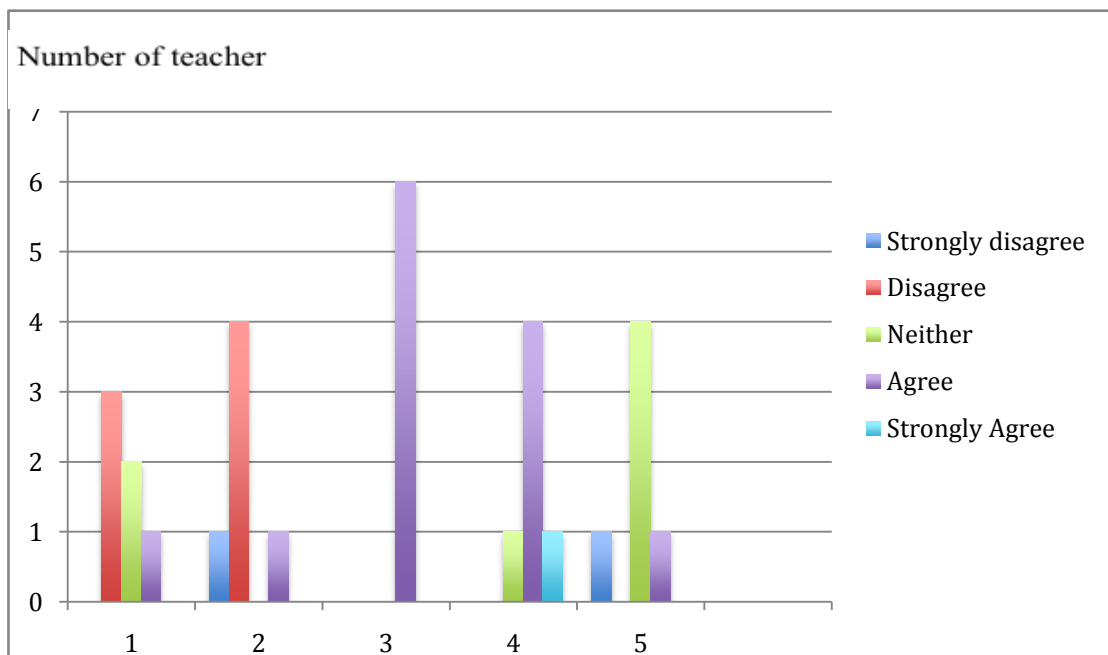


Figure 4.2. Part (b) Issues or behavioural problems in the classroom management

Horizontal Axis Category:

- 1 - I encountered the high level of noise in my classroom all the time
- 2 - I always overlook at any misconduct or disruptive students in the classroom
- 3 - I always imply restorative practice to solve the students' behavioral problem or to settle any challenging situation
- 4 - I always fill the GIS (Guidance Information Slip) form if any behavioural

problem happens inside or outside the classroom

5 - I always use high pitch voice to conduct a lesson

In the second section of the questionnaire in part (b), 3 teachers were disagreed by encountering a high level of noise in their classrooms, while 2 teachers neither agree nor disagree and only 1 teacher agreed that she encountered a high level of noise in her classroom all the time. For the second category only 1 teacher has strongly disagree to overlook at any misconduct or disruptive students in their classrooms and 4 teachers were disagree that they never overlook at any misconduct or disruptive students in their classrooms while 1 teacher has agreed that she always overlook at any misconduct or disruptive students in the classroom. For the third category, all the 6 teachers have agreed that they always imply restorative practice to solve the students' behavioural problem or to settle any challenging situation. Next is the usage of Guidance Information Slip form (see appendix H) in recording the behavioural problem for further action and 4 teachers were agreed to use the GIS form and only 1 teacher was strongly agreed while the other 1 teacher was neither agreed nor disagreed to fill up the GIS form. According to Ms. Joanne (Year 2 Leader), the GIS form will be used as a record of the child who misbehaves or misconduct under any circumstances. The records from the GIS form will further refer to the Head of Curriculum Support and to the school counselor for seeking a solution to help the child to be aware and realise the importance of carrying the school rules and being a good student in the school. Finally, 1 teacher strongly disagreed with the statement of always using high pitch voice to conduct a lesson, meanwhile 4 teachers neither agreed nor disagree and 1 teacher was agreed that always use high pitch voice to conduct a lesson.

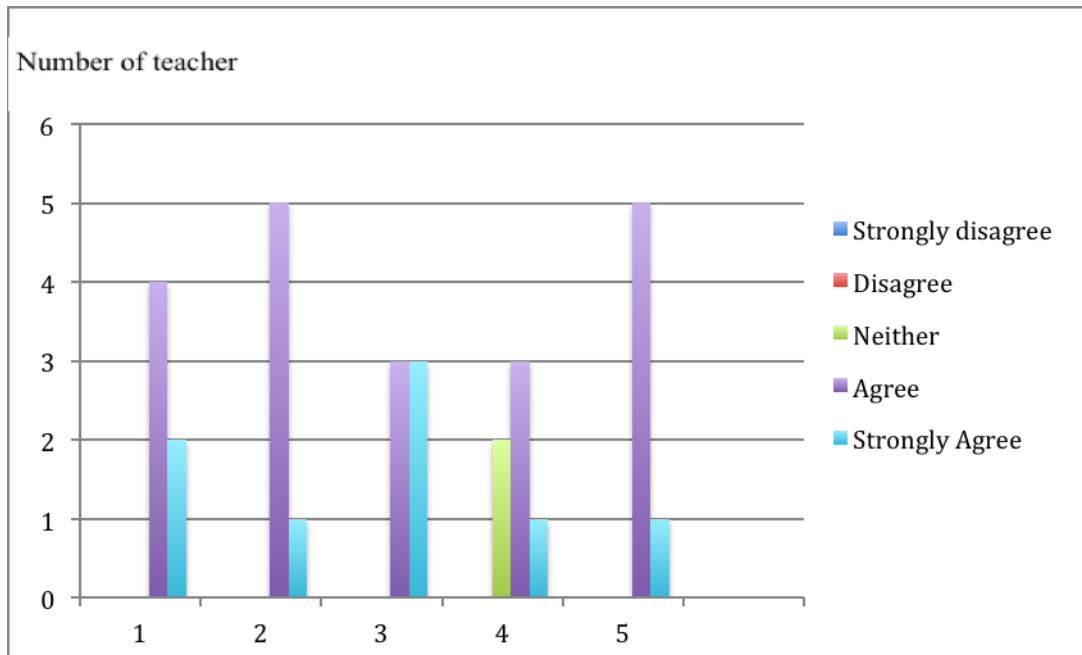


Figure 4.3. Part (c) Implementation of techniques in managing the lower primary students' behaviour

Horizontal Axis Category:

- 1 - I always use motivational and praising methods with my students
- 2 - I always practice to begin every lesson with set induction or scaffolding activities
- 3 - I always integrate ICT in my lessons
- 4 - The 'Carousal Activity' works well in managing the students' behaviour and the noiselevel in my classroom
- 5 - The implementation of ClassDojo works well in my classroom

Last part from the second section is about the techniques used to manage the lower primary students' behaviour and 2 teachers were strongly agreed that they always have used motivational and praising methods with their students meanwhile the other 4 teachers were agreed with this statement. Secondly, 5 teachers were agreed and 1 teacher strongly agreed to begin their lessons with a set induction or scaffolding activities. On the thrid category, 50% of the teachers agreed and the other 50 % of teachers strongly agreed to always integrate ICT in their lessons. 2 teachers neither agree nor disagree with the 'Carousal Activity' in managing their students' behaviour and controlling the noise level in their classroom. While 3 teachers were agreed and 1 teacher was strongly agreed with the integration of "Carousal Activity"

in their classrooms. Carousal activity is known as a great implementation towards cooperative learning that develops the communication and interaction skills between students to enforce and gain knowledge on their own (Gray, 2016). Carousal activity also has been a part of classroom management while few activities will be catered in the classroom for the students to work in a small group. The students will work at different activities independently at a time. The students will be given an opportunity to move around and interact with their classmates to develop their understanding and knowledge of a topic. The last contribution was the ClassDojo and 5 teachers were agreed while 1 teacher strongly agreed with the implementation of ClassDojo into their classrooms. ClassDojo is an online reward system that TISKL has encouraged every teacher to integrate in their lesson. ClassDojo is one of the attractive technique used to manage students behaviour and the students will strive for excellence to produce a good behaviour in order to gain the points in ClassDojo (ClassDojo, 2015). As the students achieved certain aimed points, the students will be reward with the Dojo Certificate.

Lastly, the teachers have shared their most passionate feeling of being a teacher (see Third Section in Appendic C). The first respondent has stated that she loves being around with children so, she finds being a teacher is the right job for her. The second respondent has stated that she wanted to inspire people and wanted to make learning fun and interesting. The third respondent has shared that she is passionate about teaching and eager to create a positive impact on children's lives. The fourth respondent has shared that she always find a new way to help the students to learn better. The fifth respondent is feeling happy to see her students to be a better learner and the last respondent has shared that she wants to educate the children to be excellence in their studies. The researcher was amazed by the answers and passion shown by the teachers (respondents) in this research. All the 6 teachers have shared their opinion and ideas on teaching and learning, however none of the teachers have a thought to include the core values and character building as part of their bringing up and developing the child mentally and emotionally. All the respondents have shared the very common mind set of being a teacher, educating and building a child's behaviour, emotion or conduct maybe something which is maybe beyond a teacher's control.

4.2.2 Analysis of Self- Assessment

The following tables and line graphs representing the findings and the discussion base on the Self- assessment by the 23 students from class 2R from Term 1 to Term 3.

Table 4.1

Term 1 (January -April, 2017) – total of 23 students from year 2R

Core Values	Students Assessment			
	1 Always	2 Mostly	3 Sometimes	4 Rarely
Respect	12	9	2	0
Excellence	12	10	1	0
Communication	4	11	8	0
Integrity	11	7	5	0
Passion	18	2	3	0
Enjoyable Environment	14	8	1	0

Table 4.2

Term 2 (May – August, 2017) – total of 23 students from year 2R

Core Values	Students Assessment			
	1 Always	2 Mostly	3 Sometimes	4 Rarely
Respect	13	7	3	0
Excellence	11	8	4	0
Communication	6	12	3	2
Integrity	17	3	3	0
Passion	18	5	0	0
Enjoyable Environment	20	3	0	0

Table 4.3

Term 3 (September - November, 2017) – total of 23 students from year 2R

Core Values	Students Assessment			
	1 Always	2 Mostly	3 Sometimes	4 Rarely
Respect	12	4	3	4
Excellence	11	9	3	0
Communication	9	8	5	1
Integrity	17	6	0	0
Passion	21	2	0	0
Enjoyable Environment	7	14	2	0

The data collected from Term 1, Term 2 and Term 3 were transferred to the line graph according to each core values. The line graphs represent the number of students on the axis- y(vertical) and the rating scale for the core value on the axis- x(horizontal) . The line graph basically defines the highest rate or percentage on the number of the students who always practice the value throughout the year.

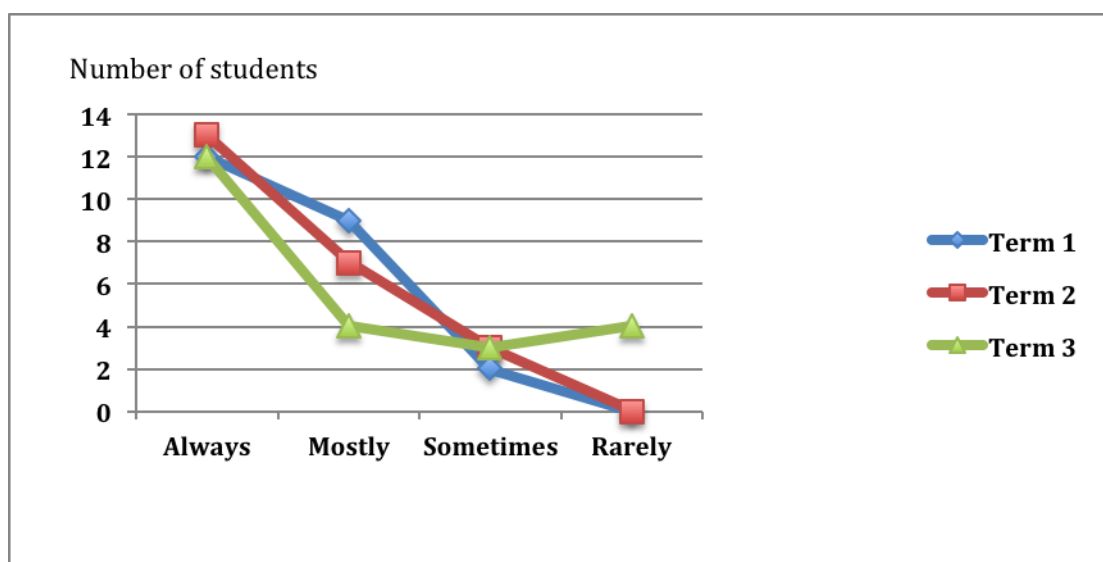


Figure 4.4. Respect - I treat my friends and school with respect

About 57% of the students have always show respect in Term 2 while the value of showing respect has decreases by 5 % in Term 1 and Term 3.

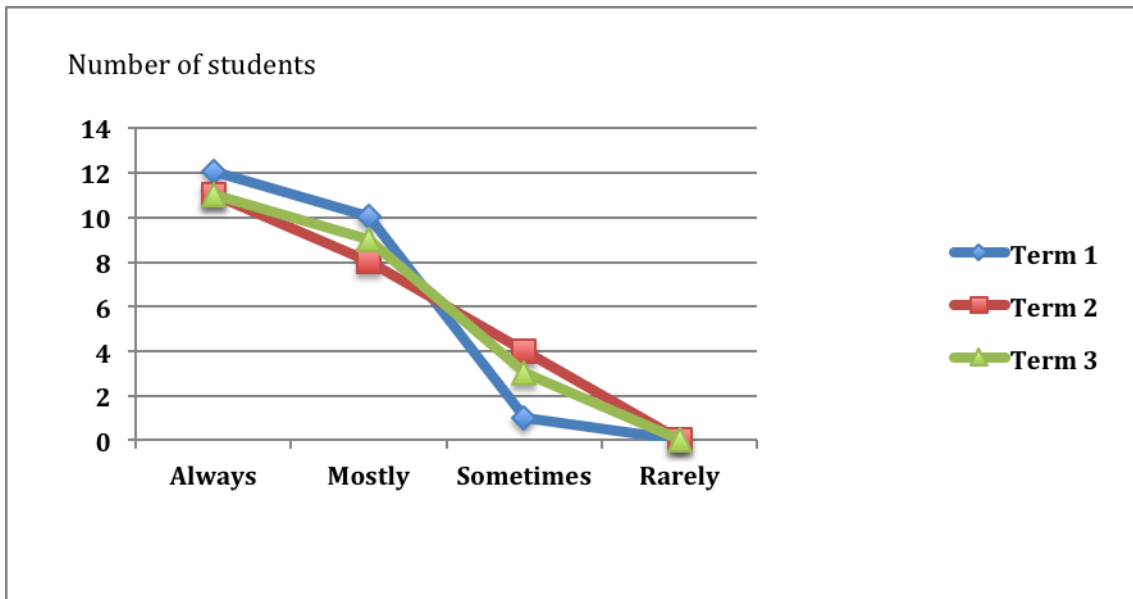


Figure 4.5. Excellence - I try to do my best in my class work

About 48% of the students have always shown excellence in Term 2 and Term 3 however the rating value has decreased by 4% in Term 1.

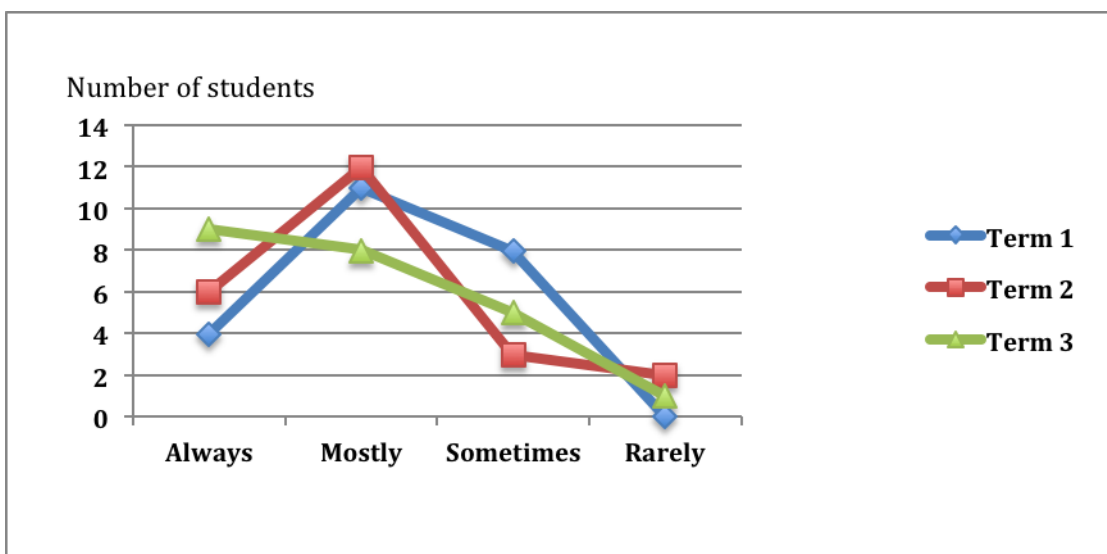


Figure 4.6. Communication – I listen to the teacher and the ideas of others and contribute my own ideas

Only 39% of the students have always show communication value in Term 3 however the highest rate of 52% is showing the students have mostly listened to teacher and others ideas in Term 2.

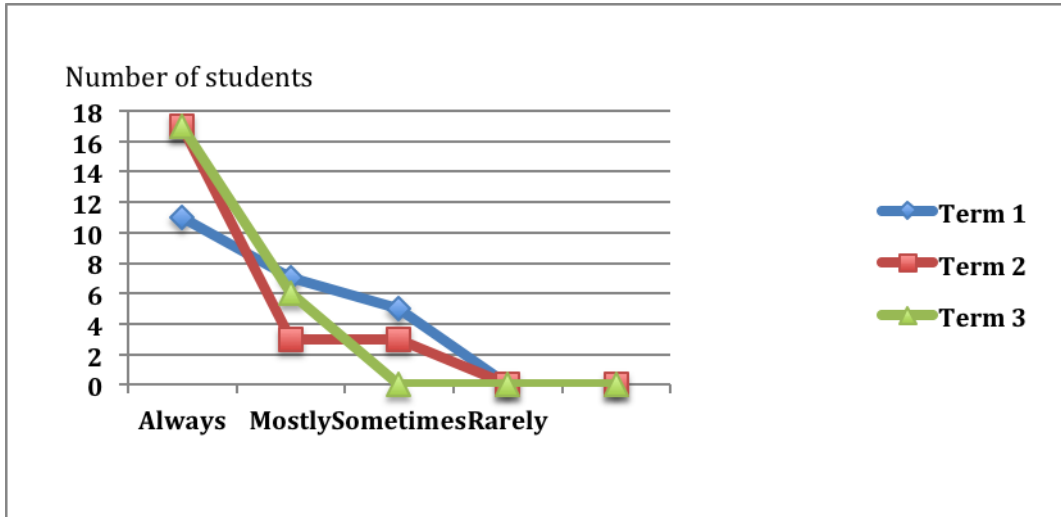


Figure 4.7. Integrity - I tell the truth and do what I know is right

About 74% of the students have always show integrity throughout Term 2 and Term 3. Where else only 47% of the students have shown integrity in Term1.

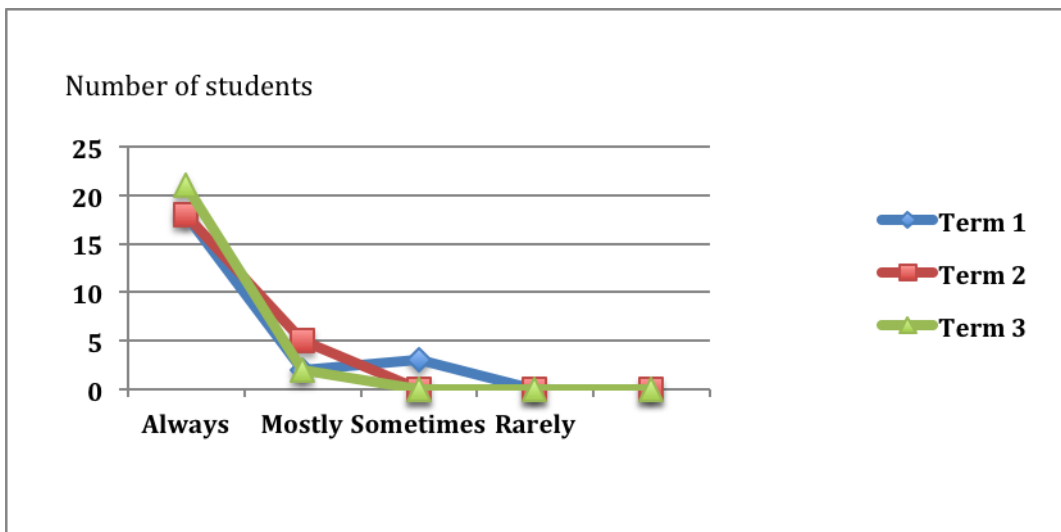


Figure 4.8. Passion - I love being in school

Most of the students always showing passion being in school throughout the year. About 91% of the students have shown their passion towards the last term in school.

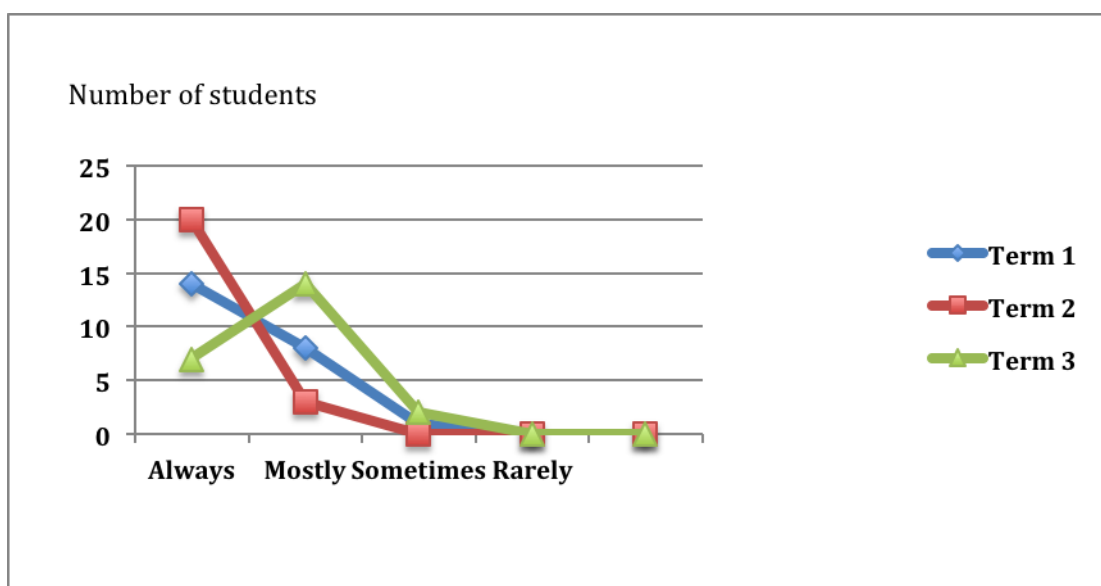


Figure 4.9. Enjoyable Environment - I help to keep my classroom and school tidy

About 87% of the students have always shown of creating an enjoyable environment in Term 2, but the number of students creating enjoyable environment decreases in Term 3.

In this research study, students' self- assessment was taken as one of the important value in data collection because according to the great Swiss Psychologist and Epistemologist Jean Piaget (1896 – 1980) who has worked on children' development has observed and understood that children are actually creating ideas to develop their cognitive level. Every child is actively constructing his or her own knowledge and the child considered that knowledge was built and the learning has happened when the child creates an invention or the artifacts. Psychologists declared that students are more probably getting engage in learning when their invention and artifacts are individually been relevant and meaningful for them (Wood, Smith, & Grossniklaus, 2001). Moreover, Jean Piaget (1983) as cited in (Barnhill & Martinez, 2017)has developed four stages of cognitive development by exactly observing the children while they were learning and working. The first stage of cognitive development known as 'sensorimotor stage' for the children age between 0-2 years old, second stage is known as 'preoperational stage for the children age between 2-7 years old, the third stage is 'concrete operational stage' for thechildren age between 7 -11 years old and the last stage is known as ' formal operational stage' for the children age between 11 -15 years old (McLendon, 2011). Since this research paper has focused

on the children from the age group of 6-7 yearsold, their cognitive level was concentrated on the second stage which is called the ‘preoperational stage’, whereby the children are at the stage of developing language and recognizing symbolic forms. At this stage, the children will be getting involved in making believe and able to express connections between the past and the future (Wood, Smith & Grossniklaus, 2001). Therefore, the emoji faces were used for the children to show their understanding and expression in the self- assessment form. Moreover, based on the self-assessment the students were essentially reminded to practice the school core values in every aspect throughout the year. Through the readings in the line graphs, it is clearly seen that basically the children has shown the grasping of the core values mostly in Term 2 compare to Term 1 and if these children has been encouraged and motivated they would have understood the importance of carrying the core values throughout the year.

4.2.3 Analysis of Interviews

The following findings and discussions are based on the superior’ and expert’s interview (see Appendix E).

The two respondents interviewed were the ‘ Year 2 Leader’ from Taylor’s International School and the ‘Senior Assistant’ from Sekolah Seri Suria, Hulu Langat who functions in the education profession. Both of these experts’ interview were instrumented to represent on the behalf of the 55% of the other teachers from their schools.

During the introduction Questions

“1) What is your understanding about learning and teaching process?”

“2) What is your understanding about classroom management?”

For the first two questions, both of these experts have given compromising answers about their understanding of the teaching and learning processes and the classroom management as well.

According to Ms. Joanne, teaching and learning process is the process of knowing the content which the teacher wants to teach and how to teach the students to understand at the best level, meanwhile the

classroom management was described as to have a full control of the students, teachers and resources in the classroom. Ms. Joanne added that 'full control' means to ensure that the learning environment is safe and being effectively well established. According to Ms. Subathara teaching and learning process is used to develop a child holistically according to their own multiple intelligences meanwhile the classroom management is termed as to create a very composed environment so that students will be attentive towards learning.

During the Question about the staff or teachers and teaching style

The second part of the question was about the teacher's quality and the teaching methodology.

"1) What do you observe about the quality of teachers in your school?"

The teachers' quality seems to be quite poor in both international and private schools, whereby the teachers look very relaxed and occasionally disengaged within the classroom. According to Ms. Subathara, about 70% of teachers have no teaching background in her working school and same goes for the teacher's qualification in TISKL.

"2) How well do you think the teachers have expressed their characters and behaviour towards the school and the students?"

According to both the experts most teachers have integrated a good personality and have shared their behaviour straightforward.

"3) Do your teachers integrate technology into their lessons? Why?"

"4) How well do you think your teachers have implemented the most effective teaching techniques?"

Ms. Joanne has shared that the teachers in TISKL have integrated ICT into their daily lesson because of the expectation from the school's management. Meanwhile, according to Ms. Subathara, the usage of

ICT in her school were very less because there was less encouragement and fewer ICT facilities. Based on Ms. Joanne's observation about 50% of the teachers have seen the benefit of using ICT for the children in TISKL. On the other hand, Ms. Subathara added her point of view on the importance of using ICT in the current education field, which learning with ICT could be a part of influential on student's behaviour constantly the disruptive or dyslexia students will pay attention and will get attracted to the interactive games and animation educational videos.

“5) In your view, how far is the ‘observation form’ being effective to observe a teacher's teaching methodology and pedagogy in a year?”

Subsequently, both the experts have the same view about the ‘teacher's observation form’ when asked questions 5 (see Appendix E). Based on Ms. Joanne's opinion, the observation form does not accommodate the teaching pedagogy and methodology throughout the year. Basically, the form only used for once a year to record the teachers' presentation for about one teaching lesson. The form needs to improve for the betterment of the teachers' and the school quality however according to Ms. Joanne the Taylor's International School Observation of Learning Feedback Form, 2016 could be implemented as a good guidance for the educator to conduct the lesson and to make the learning more meaningful. The observation form could be used as a part of the professional development to improve on the needs as a teacher.

“6) What is your opinion about your teachers' classroom management?”

Both the experts also find the classroom management by their teachers is good and still manageable, yet there will be some problem caused by the students and teachers because some teachers are still

lack of confidence and lack of good strategies to overcome some behavioural problems.

During the Question about the students and learning style

“1) What do you observe about the students’ aptitude in learning?”

“2) What is your finding about the students’ character and behaviour?”

This part of the question was raised to know more about the students of the 21st century and their learning aptitude. Overall, both the experts found most of the children are able to learn and make a good progress towards the end of the year however according to Ms. Subathara, the children with difficulties in learning will have some struggles in their learning process. According to both the experts, children’ character has developed according to the teacher’ teaching and the teachers’ believe in them. Students who have gained the good relationship and rapport with a teacher will initially behave well.

During the Question about the school facilities and environment

“1) What are the facilities that your school has provided the best to support the teaching and learning process?”

“2) Does your school provide learning facilities to support special need children?”

“3) How do you find it the teaching and learning environment in your school?”

The fourth part of the question was about the school’ facilities and the provision of learning accommodations. According to Ms. Joane, TISKL has initially provided an inclusive learning and curriculum support. The school has provided every classroom with Smart Boards and teaching resources. Every year group facilitated with immediate Year Leaders for supervising and to guide the teachers as well as the

students in any struggling area. Whereelse, according to Ms. Subathara the school currently practicing the lower number of students in a classroom for better teaching and easy mentoring by the teachers.

During the closing questions

“1) What is your most challenging behavioural situation and how you deal with it?”

“2) Do you practice any behaviour modification plan for ongoing misbehavior either for the students or for the teachers?”

The closing question was about the challenges that the experts went through and both the experts were saying that special need children or special behavioural needs children are the most challenging for them to deal with. Last but not least, both the school has had practice the behavioral modification plan such as in TISKL the teachers will appeal the Guidance Information Slip (GIS) to monitor the behavioural issues or the problematic children and in Sekolah Seri Suria, the teachers are using Standard Operation Procedure (SOP) for teachersto monitor the students every weekby having some holistic activities and talks during the pastoral care conference to improve on the students attitude and aptitude. The opinion and ideas shared by the interviewee were precisely adequate to support the research questions and to study the research problem.

4.2.4 Analysis of Classroom Observation

The following analysis is the findings and the discussion based on the teacher and the classroom observation. The final instrumental used for data collection was the feedback from the observation of teaching and learning process by the teacher in the sample class 2R during Term 1 in the English classes. The purpose of this observation is to review on the teacher’s performance and to discover the areas for development and improvement because as a part of this research title a teacher is

playing an important role to manage the students' behaviour by establishing a good pace and calm learning environment. As mentioned in chapter 3.11, a numerical value was used to each category in each element on the observation form which was analyzed and revised by TISKL superiors to observe the teachers in the school. The observation form is called as 'Taylor's International School Observation of learning Feedback Form, 2016' (see Appendix G). The rating scales allow the researcher to analyse and rate out the behaviour or the events observed according to the scales. The evaluation rate was shown as below:

1 – Unsatisfactory

2 - Needs Improvement

3 – Meet expectations

4 – Commendable

5 – Excellent

In the Taylor's International School Observation of learning Feedback form, 2016' there were 14 categories designated in the form. The overall evaluation counted for the highest rate the teacher scores in any of the elements in the form. For example, if the teacher has scored mostly in a commendable column, then the teacher has achieved the commendable rate.

Throughout the observation period the researcher has been the silent observer to observe the teacher from the sample class 2R. The observation was truthfully remarked as per categories in the Observation of learning Feedback form, 2016'. In making the observation valid and reliable the researcher and the Year 2 Leader were together observing and recording on the teacher's performance on the Observation of learning Feedback form, 2016'. The observation recorded was discussed and rectified with the Ms. Joanne (Year 2 leader) at the end of the post-observation section. This researcher was permitted by the school principal (see Appendix F) to observe the teacher in the class 2R. The first category is the planning of the lesson. The teacher (respondent) has planned into a series of activities

with some focus on the learning (**Meet expectation**). Secondly, in the starter activity and the teacher just make the students to copy down the lesson objective. The teacher might not understand the purpose of the starter activity and not just share the lesson objective to the children (**Needs improvement**). The third category was the learning objective, and the learning objective was not visible throughout the lesson. Most students were still in doubtful condition of not knowing what the teacher wants to teach (**Needs improvement**). The next category is the teaching and the interaction through the teaching is mostly clear but unimaginative and the teacher always dominates the lesson. It was mostly like teacher-centred and one way interaction (**Needs improvement**). The activities were not very inspiring and limited opportunity given for the students' contribution (**Needs improvement**). This teacher is frequently using high volume and tone inappropriately in the classroom. One of the dyslexia students often closes his ears whenever the teacher talks louder (**Needs improvement**). Most of the learning have the challenging elements and were reasonable for higher ability students only (**Need improvement**). There is no recognition of differentiation given accordingly to the students ability for lower ability, middle ability and Special Education Needs (SEN), the teacher frequently let the lower ability and SEN students to be guided by the teacher assistant. The teacher assistant wasn't given enough resources or teaching material to guide the lower ability students (**Unsatisfactory**). During the class discussion session, the students were given some verbal questioning but sometime the students are not given enough time to think for the answers (**Needs Improvement**). The following category is the classroom management and the teacher has very limited control and authority over the students in the classroom, most of the time the classroom management is inconsistent and ineffective (**Needs improvement**). The lessons usually never ends with the plenary for the feedback and no reference to future learning (**Needs improvement**). The lesson has no awareness by the students or

teacher whether the learning objective has been met or not (**Needs improvement**). Last but not least, the teacher has limited and ineffective use of ICT resources (**Unsatisfactory**). Overall, the teacher has scored '2 - **Needs improvement**' in her teaching progression. According to Ms. Joanne has verified that the marks given to the teacher was comparable with her observation record too. When the teacher is learning to be a teacher, he or she might only thinks all about the lesson plans, curriculum and the children seating position in the classroom, however there is an emotional aspect in teaching which most of the teacher don't know how to handle with (Minero, 2017).

4.3 Limitations of the study

The data collection in this research has faced some challenges such as every situations or event that occurred in the classroom or outside the classroom is obviously is unpredictable and things may happen out of control. At the side of the academic block of TISKL was under construction for betterment and renovation for the better facility usage. Considering the constructions and drilling, the school has practiced fire drill frequently and sometimes it happens twice a week. Teachers went through some difficulties in conducting their lessons and sometimes unable to conduct the lesson in such situation. In the month of July, the Academic block has experienced the electric disruption for almost two to three months. Students, teachers and parents went through some difficulties in working at the building. Then the school's management has fixed the electric generator to supply the electric power to the whole of Academic Block. Hence, it became chaotic without electricity and mostly affecting the EYC (Early Year Centre), Year 1 and Year 2 which located at the ground floor and the first floor of the Academic Block. The incidents and the upgraded news about the electric disruption have been gathered from the school principal's message (Well, 2017) and was recorded in the anecdote form (see Appendix I). Nevertheless, the teachers especially in Year 2 were found relaxed and not really worried about the teaching and learning during this phase of time. Thus, the researcher also revealed that the Year 2 teachers

were reluctant to take part in the questionnaires and unable to provide the genuine details on the issues discussed. However after sometime and their understanding of the importance of this instrumentation finally the researcher managed to get all the data and the instrument genuinely and faithfully which at last help to analysed to draw the conclusion.

4.4 Summary

Throughout the findings from the teachers' questionnaires, students' self-assessment, experts interview and the classroom observation, there are still many areas for improvement for teachers in order to build the better and effective classroom management as well as to arouse the students' learning skill and behaviour management efficiently. Besides that according to Ms. Joanne, many teachers have no idea of the use of Guidance Information Slip (GIS) in school. This form is the first step needs to take to identify the problematic behaviour and later part the issue will clarify by the Year Leaders in solving the problems. If the problem carries for few times then the issue will be forwarded to Head of Curriculum Support's attention for consultation with the child's parents before giving any behavioural guidance. If the child keeps on practicing the unfavourable behaviour such as being disruptive, hurting others, performing poor academic result or emotionally down, then the child will refer to the school counselor to help the child to realise and overcome the problem. The child will refer to the school counselor with the parents' permission. On the other hand, the frequent visit of the Year Leader or the immediate supervisor into a classroom will also help to identify the teacher's problem and the student's issues or related problems. Hence, Year Leader is also playing an important role in managing the students' behaviour in order to establish the good pace and calm learning environment. Initially, the implementation of restorative practice is to solve the students' behavioural problem or to settle any challenging situation is also will be helpful to manage the behavioural issues. Somehow, many teachers in TISKL might implemented the restorative practice but it is unrecorded and no evidence stated by the teachers that how well or how effective was the restorative practices worked in managing the problematic issues and

behavioural management. Overall, based on the data collected besides focussing on the planning and teaching techniques, a teacher should consider other issues which might seem a small matter but could create a bigger problem at the end of the day. Teachers should always be prepared and be aware of any of the problematic issues or problem that occur in the class in order to help the child to know about the consequences of the problem created.

CHAPTER 5: CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

5.1 Introduction

In this final chapter the research study has been used to sum up the research work into the conclusion based on the research problem, research questions, methodology and findings which was concentrated on the research title “Establishing a good pace and calm learning environment: The presumptive technique for managing lower primary students’ behaviour.” This chapter will further explain about the implications from the findings and with the extension recommendations which drawn from this study.

5.2 Conclusions

The main focus of this research study is to regulate efficacy and usefulness in managing the lower primary children’ behaviour in order to build their good character, positive behaviour and high self-esteem and their academic progression as well as to create the awareness of being responsible and being respectful for all the beings in the community. Based on one of the news by parents that appeared on the Star Online News on 6th January 2018 (Yeap, 2018), captured that some teachers make their students to write their mistakes or misbehaviour in many lines over and over as the punishment in schools. Many incidents in Malaysian schools have reported that teachers are still punishing students for offenses like talking in class (Yeap, 2018). However, there are some teachers who are punishing students physically and emotionally by hitting the students on their buttock, slapping, making the students stand on their knees, pulling their hair and other kinds of punishment using a cane for charging the students of being naughty. In this research study, the related literature review was reviewed and revised basically indicating the behavioural management in classrooms. The results of this study designated availability and guidance of the classroom management practices that will put the positive impact on both the students and teachers. However, these findings only can be comprehensively effective with the implication and understanding from the school’ principal, teachers, parents, students and the social media. According to the same news on the Star Online

News on 6th January 2018 (Yeap, 2018), a school teacher name V. Rajathi, 33, said that communicating with parents is causing a problem moreover when the parents are indulging their children by supporting their children in every disobedience conduct in schools. As an assumption, every responsible teacher is accountable to mould every individual to be a holistic person that could or might influence not only themselves to be a holistic person but also may impact the positive values in their parents, family, friends and their community. Thus, parents of 21st –century need to understand and be aware of their child or children' behaviour especially the suspicious behaviour. Parents also need to understand and cooperate with teachers to help their child to learn and educate with good values that will raise their child to be a respectful person in the community in future.

5.3 Implications of the research study

Based on the findings from this study, there are some good values that could help to develop and make progress in every child's behaviour. Such benefit for teachers having maximum of 25 students in a classroom helps the teacher to study and to monitor each and every child closely. Teachers are very closely observing and mentoring children and also able to guide one to one basis. Teachers also could spare time with the special need students and the lower ability students. Hereby, the students will benefit of having their teacher to sit closely to monitor them and guide them at any time. TISKL has practiced parents meeting conference section for three terms according to the academic calendar. Teachers are working closely with the parents by updating every progress and needs of the child. Every year group in the school is monitored and facilitated by the curriculum support team to support the students intellectually and emotionally. The teachers and the students are getting guidance from the Year Leaders to help out in term of academically and non-academically. Every classroom in lower primary is occupied with personal assistant teacher to guide the lower ability children more closely and to work collaboratively with the class teacher. Moreover, the teachers are equipped with SmartBoard and Wifi connection to make the lesson even more interesting and meaningful for the children which included the online

games, interactive activities and hands-on activities. The teaching and learning process with thematic approach also applied in the curriculum to engage the students with the awareness in the social studies. In addition, the school provides educational trips twice in a year for every year group. TISKL has provided useful trainings for teachers which will help them to implement in their classroom management and one of the training was the 'Restorative Practice' which was conducted by Rich Matla Greg Jensen (n.d) to reach the teachers' attention in establishing the school to take responsibility to build positive relationship for learning instead preventing crime (Jansen & Matla, 2009). Restorative practice stipulates some ideas about the current problematic issues in the school and share some knowledge on dealing and overcome the issues. According to Wheeler (2017), restorative practice is an alternative way to punish or penalizing a child or student in or outside of the school. Restorative practice in another way is called as the restorative righteousness to make the children realise and create the awareness of how their behaviour is affecting or affect others mentally, physically and emotionally. Facilitating the students equally according to the needs of their ability and capacity is also one of the implication in managing the lower primary students. TISKL has practice to have mixed ability children almost in every classroom and also providing space to the special need children, gifted children and challenging children as a part of the inclusive education. Hence, it is also important for the teachers to accommodate every students with some differentiation activities to cater their abilities in the classroom. Based on Ostrosky, Hemmeter and Jung (2002), most children have lost their endurance in between their transition or changeover period in the classroom. They became impatience and aggravating especially when these children have to wait for others to finish their work. They began to turn out to be restless and get scolded for touching things, interrupting their friends, chatting or wriggling during the changeover period. Moreover, Ostrosky, Hemmeter and Jung (2002) have added that if the children in a classroom have achieved the ability on working independently and able to be engaged on the given task should a teacher be prepared and always get ready to execute with extension task or challenging task to occupy these children or

else the teacher more likely might face some behaviour problems and uncontrolled classroom management. In addition, keeping the children on task and making the children enthusiastically being responsible with their chores help to discipline them and able to control their behaviour and emotions. Not leaving out, TISKL has given a training to all the teacher to apply the method called 'Praise Sweep', which mean teachers are encourage to always use the positive words to encourage and praise the children even for a small thing that done by them. Praise sweep seems work very well because when the teacher start to praise one child the other children tend to follow to accomplish the task to get the praise from the teacher. For example, if the teacher says "Well Done! Alice, you have cleaned up your table", initially the other children also will start to clean their tables. So, overall the ideas and methodology which was introduced to the teachers are just waiting for them to implement and to carry out on to the daily practice to successfully establish the good pace and calm learning environment.

5.4 Recommendations for the future study

Here is some recommendation to share in managing the lower primary students' behaviour management. To manage the classroom effectively in all round such as students behaviour, students learning ability and academic progress, a teacher should practice some useful tactics in order to achieve the steadiness and clarity towards teaching and learning processes. According to Bennette (2015), a teacher should set the classroom behaviour rules and the expectation from the classroom rules clearly need to be started from the day one of the school. Teachers' should establish the classroom rules and the consequences if the students break the classroom rules. Secondly instead of, a teacher telling the rules and being dominant in the classroom, the teacher can give the opportunity to the children to set their own classroom rules and making a promise to obey the rules all the time. The classroom rules should be pasted around the classroom throughout the year. Students should be aware of the penalty if they break the rules. Yet before the student being punished, the teacher could repeat or remind the rules again and again to the students everyday before begins the lesson.

According to Strixrud and Johnson (2018), in managing the students behaviour it is important for a teacher to begin teaching when the students are ready. It is a part of the lesson that teacher should begin the lesson with an interesting and exciting 'set induction' to attract the children's attention and interest. 'Set' means the state of mental or cognitive of being ready, while 'induction' means getting the children's attention and thinking ready for the lesson. So, 'set induction' contains a statement of what the children are going to learn for the day and what they should be learning in the lesson (Grable, n.d.). For example, in a science lesson if the children are acquire to learn about the formation of shadow, so the teacher could show a short animation video or a short scene from a well-known cartoon which could be related to the lesson. In such 'Peter Pan' cartoon can be watch whereby Peter Pan will be looking for his shadow. This scene should take not more than 3 minutes and the use of animation video is to attract the children' attention. Then, teacher can ask some open questions such as '*What was Peter Pan looking for?*', '*How do you know this is his shadow?*' '*Can you show your shadow? Describe how your shadow looks like?* And then, the teacher can link the video with the learning objective of what they are going to learn. The state of learning will refer to the knowledge from known to unknown, thus most probably all the children will be attentive and teaching and learning process will be able to conduct smoothly. Teachers also should be aware of providing the activities or tasks which are suitable to the cognitive level and the ability of a child, differentiation tasks or activity will be helpful and should be ideal for the higher ability, middle ability and lower ability children. If possible, teachers should provide the teaching aids or concrete materials to help the child to progress in learning meanwhile the higher ability children should be challenged with some challenging tasks. Furthermore, a teacher should be a great facilitator, a mentor and a guide every child who really need their help and to educate the children with good behaviour without being bias.

Based on Todd (2017), has discovered on the use of 'Kernels' which has proven that 'Kernels' can be quickly and simply used to deal to overcome some behavioural challenges and misconduct of the children. For example, a simple behaviour diversion strategy that applied in Kernel is 'Private

Reminder' game which is use to motivate and encourage a child to carry a good behaviour and act responsible to increase the on-task behaviour. According to Johnson (2014), a good teacher can transform to a great teacher when the teacher is able to use an appropriate pace and volume of voice by reminding the children not to shout but to talk softly and reduce the noise level. Last but not least, whenever, debating about the students' behaviour and classroom management it is obviously every experience teachers will share their opinion on the seating arrangement. Seating arrangement is one of the utmost customary technique to monitor the students' behaviour and in a way to discipline them. Hence, a teacher should study the character of the children by distinguishing them in groups despite the children still can work together and have fun in learning. One of the study that can be shared to arrange the younger children' seating in a class is based on the behavioural categories. The younger children are mostly characterised to be in groups of slow learner and quiet, slow learner but noisy, fast learner yet quiet, fast learner and noisy and one group could be of the medium level group. Then the teacher can pick one student of each category to be in one group. The very active or the quick learner can be the leader to help around in that group. Nevertheless, a teacher always needs to be prepared for the lesson and must keep an eye on every child to monitor them all the time. After all, a teacher is expected to be the best role model and stood up as the main position in managing the students' behaviour in a classroom.

5.5 Summary

As a conclusion based in this chapter, the findings through research, literature reviews and the data collected supports the statement that establishing a good pace and calm learning environment is the presumptive technique for managing lower primary students behaviour. However, this data analysis has only been applied in the research location; Taylor's International School Kuala Lumpur. Nevertheless, the research statement could be applied to any other lower primary schools regardless of the nationality and ethnicity. This is because the researcher has found that to create a good pace and calm learning environment it subsequently falls back on the school's policy and the

teacher's classroom management. As well as the methodologies that are implemented is to ensure the teachers to follow the methodology of good pace from knowing the children's interests and capabilities and through differentiation. Furthermore, to create a calm environment, teachers should follow the core values and create a responsibility to mould a child socially. Lastly, this research is used to show a path to teachers to understand that every child who carries positive behaviour can go on to progress and achievement academically and non-academic as well.

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Appendix A: Profile of Year 2 Leader



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Nationality : British

Ms Joanne Cunningham is a Year 2 Leader for past 3 years at Taylor's International School Kuala Lumpur, Taman Maluri Cheras 55100 Kuala Lumpur. She graduated with honors the Bachelor's of Arts in Education with QTS (Qualified Teacher Status) specialising in Art and Design from Birmingham City University. She also has completed her vocational skills and training in Teaching Leaders Primary Course to develop her role as a Middle Leader in school. In the year 2015, Ms. Joanne has earned certificate in Building Learning Power, Creating Learning without Limits/ Assessment Beyond Levels, Safeguarding Hub (Birmingham MASH) Prevent Training. In the year 2014, she has earned certificate in Early Excellence Responding to the New National Curriculum in English and Mathematics.

She has been a class teacher and has lead teachers for assessment for 4 years at Lozells School, Lozells, Birmingham, UK. She has introduced a new assessment tool to staffs, giving guidance, support as well as moderating to see how well it has been implemented. Before this Ms. Joanne was in nurture group teacher and taught year 3 and year 4 SEN (Special Educational Needs) children. In November 2010, Ms. Joanne taught at Grove School in Birmingham, UK, teaching year 1 and foundation stage as well as supporting NQTs (Newly Qualified Teachers) with planning, classroom management and assessment. She has written and monitored IEP's (Individual Education Plans) for several children in her class, led IEP review meetings with parents and had successfully use her IEP's as the exemplar practise in staff training insets. Ms. Joanne is eager to develop her career in a new exciting environment here in Malaysia. She is passionate about education and exploring new ways of how the students learn at their best. She is very committed to her profession and believe that learning should always be fun and meaningful.

Appendix B: Profile of Senior Assistant of Sekolah Seri Suria



Name : Ms. Subathara Devi Appu
Date of Birth : 15th February 1964
Address : No.55 Jalan Mutiara 4/1, Taman Sri Nanding,
Hulu Langat, 43100, Selangor, Malaysia
Contact No : 60-03-90215169 (Home),
: 017 2695910 (Mobile)
Email : gethaj@hotmail.com
Nationality : Malaysian

Ms Subathara Devi Appu is a Senior Assistant for the past 5 years at Primary (Junior Section) in Sekolah Seri Suria in Mukim Hulu Langat, Selangor Darul Ehsan. She graduated with honors the Bachelor's Degree in Education from Southern Pacific University. She also has completed Diploma in Teachers' Training from Institute Bahasa Malaysia Kuala Lumpur. She has earned certificate in Children service from Australian Child Care Academy as well. She has been the Head of Co-Curriculum for 14 years since 1998 and teaches Living skills, Physical Education, Moral Education, Malay Language and English Language. She started her teaching career 33 years ago. She was selected to be the Chairman for the following Musical Show in the school; Aladdin (2011), Thumbelina (2012), and Bella (2013).

Ms. Subathara has been a National judge for Malaysian Gymnastic Federation in 1997 onwards and she has continue her service as National judge for 1998 16th Commonwealth Game. She was also selected to be the judge for gymnastic championship for Majlis Sukan Sekolah Selangor (MSSS) for the year of 2006, 2008 and 2009. Her current job is to assign required task for teachers at every events in school, conducting meetings with the head of committees requiring on work progress report, troubleshoot errors and incompleteness of work progression, reporting work progress on weekly basis to the Principal of Senior Section and Business Manager of the campus and find the resolution in solving the problems in the coordination of the entire event in teaching and learning context.

Her passion is to share and educate the younger generation teachers to be the understanding educators in the modern generation. As a Senior Assistant, her vision and

goal is to create caring environment for teachers and students.

Appendix C: Questionnaire (Likert Scale)

With regard in this educational research survey, the respondents' answers will be useful in improving the techniques in managing the lower primary students behaviour. Your responses will only be used for the survey purposes. This questionnaire contains three sections and this survey should take about half an hour. The first section is the main particulars that needed for the survey purpose and these particulars should be confidential.

The second section contains three parts which are;

- a) Views in establishing a good pace and calm learning environment.
- b) Issues or behavioural problems in the classroom management
- c) Implementation of techniques in managing the lower primary students behaviour

The third section is short answers or opinion to fill up by the teachers.

Kindly choose the best answers or suggestion for each questions using the 'Likert' response scale. Thank you so much for your kind cooperation and suggestions.

FIRST SECTION

a) Gender: Female	<input type="checkbox"/>	b) Age: 18 > 25	<input type="checkbox"/>
Male	<input type="checkbox"/>	26 > 33	<input type="checkbox"/>
		34 > 41	<input type="checkbox"/>
c) Nationality : Malaysian	<input type="checkbox"/>	42 > 49	<input type="checkbox"/>
Non – Malaysian	<input type="checkbox"/>	50 above	<input type="checkbox"/>
d) Years of experience in teaching : Less than 5 years	<input type="checkbox"/>		
	5 > 10 years	<input type="checkbox"/>	
	More than 10 years	<input type="checkbox"/>	
e) Attended a course on Special Needs : Yes	<input type="checkbox"/>		
No	<input type="checkbox"/>		

Direction:

Put a tick (☐☐) to the following questions or suggestions using the five Likert scale shown below:

- 1 **Strongly disagree**
- 2 **Disagree**
- 3 **Neither agree nor disagree**
- 4 **Agree**
- 5 **Strongly agree**

SECOND SECTION

(a)	Teachers' views in establishing a good pace and calm learning environment	1	2	3	4	5
1	Teaching and learning process should take place in a very calm environment					
2	Encouraging the students to follow the classroom rules and make them aware of the consequences if they break the rules					
3	Arranging students in groups according to the student's ability and behavioural status					
4	Set a corner or any separate place to overcome the disruptive students' behaviour					
5	Always include the school's core values in every lessons					

(b)	Issues or behavioural problems in the	1	2	3	4	5
-----	----------------------------------------------	----------	----------	----------	----------	----------

	classroom management					
1	I encountered high level of noise in my classroom all the time					
2	I always overlook at any misconduct or distructive students in the classroom					
3	I always imply restorative practice to solve the students behavioral problem or to settle any challenging situation					
4	I always fill the GIS (Guidance Infromation Slip) form if any behavioral problem happens inside or outside classroom					
5	I always use high pitch voice to conduct a lesson					
(c)	Implementation of techniques in managing the lower primary students behaviour	1	2	3	4	5
1	I always use motivational and praising methods with my students					
2	I always practice to begin every lesson with a set induction or scaffolding activities					
3	I always integrate ICT in my lessons					
4	The Carousal Activity' works well in managing the students' behaviour and noise level in my classroom					
5	The implementation of Clasdojo works well in my classroom					

THIRD SECTION

In your own words share your opinion, what are you most passionate about in being a teacher?

Appendix D: Self – Assessment

**PRIMARY CHARACTER
BUILDING
Student Self Assessment**



TAYLOR'S
INTERNATIONAL SCHOOL
Kuala Lumpur

Name: _____

Class: _____

Colour the face that represents you this term.

Core Value	Student Assessment		
Respect - I treat my friends and the school with respect.			
Excellence - I try to do my best in my class work.			
Communication - I listen to the teacher and the ideas of others and contribute my own ideas.			
Integrity - I tell the truth and do what I know is right.			
Passion - I love being in school.			
Enjoyable Environment - I help to keep my classroom and school tidy.			
ALWAYS	MOSTLY	SOMETIMES	RARELY

Interview Questions?

A)The introduction Questions

- 1) What is your understanding about learning and teaching process?
- 2) What is your understanding about classroom management?

B) Question about the staff or teachers and teaching style

- 1) What do you observe about the quality of teachers in your school?
- 2) How well do you think the teachers have express their characters and beahaviour towards the school and the students?
- 3) Do your teachers integrate technology into their lessons? Why?
Very less. Less encouragement and less facilities.
- 4) How well do you think your teachers has implement the most effective teaching techniques?
- 5) In your view, how far is the observation form being effective to observe a teacher's teaching methodology and pedagogy in a year?
- 6) What is your opinion about your teachers' classroom management?

C) Question about the students and learning style

- 1) What do you observe about the students aptitude in learning?
- 2) What is your finding about the students' character and behaviour?

D) Question about the school facilities and environment

- 1) What are the facilities that your school has provided the best to support the teaching and learning process?
- 2) Does your school provide learning facilities to support special need children?
- 3) How do you find out about the teaching and learning environment in your school?

E)The closing questions

- 1) What is your most challenging behavioural situation and how you deal with it?
- 2) Do you practice any behaviour modification plan for ongoing misbehavior either for the students or for the teachers?

Appendix F: Approval letter from the Principal of TISKL

25th April 2017

Vimala Thevi A/P Silvarajah

Present

Dear Vimala,

Continuing Professional Education (Part-Time Study)
Master of Education - TESL

Your application for endorsement in respect of the above refers.

We are pleased to inform you that the Company supports your effort to upgrade your academic and professional qualifications relevant to your field and duly endorses the above programme which you are currently pursuing on a part-time basis.

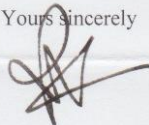
With this endorsement, the Company will provide you with the necessary support as stipulated under the Company's policy on continuing professional education undertaken by the staff. Time-off utilised to attend classes must be replaced.

Please note that the endorsement is granted on condition that your part-time study does not interfere with the discharge of your duties and responsibilities within your daily working hours.

Please be advised that the approval period of study endorsed is until **December 2018**.

We wish you all the best and trust that you will continue to strive for excellence in your service to the Company.


Yours sincerely



Peter Wells
Principal

c.c. Graeme P. Young

Form, 2016

		Taylor's International School KL Observation of Learning Feedback Form	
Purpose of the observation (tick appropriate box)		<input type="checkbox"/> Performance Review	<input type="checkbox"/> Monitoring
Teacher Observed:		Observed by:	
Date and Lesson:		Subject:	
Teaching/ Year Group:		Type of group: Mixed / Ability	
No of girls/boys:		Teaching Assistant:	
Context:			
<u>What were the students' views of the learning?</u>			
<u>Good Practice Observed:</u>			
<u>Areas for Development:</u>			Resource/training needs?
Signed (observer).....			
<u>Teacher's Comments:</u>		Actions agreed (By when?)	
Signed (teacher).....			
Overall evaluation of the lesson:			
<input type="checkbox"/>			
5 = Excellent	4 = Commendable	3 = Meets Expectations	2 = Needs Improvement
1 = Unsatisfactory			

	Unsatisfactory	Needs improvement	Meets expectations	Commendable	Excellent
PLANNING	No apparent plan for learning. SoW = Scheme of work, or scheme of learning.	The lesson has been planned to a basic standard, but it facilitates 'doing' rather than 'learning'. No clear rationale for the lesson's place within a learning sequence (SoW) is offered.	The lesson has been planned into a series of activities with some focus on learning. There is a rationale for the lesson's place within a learning sequence (SoW).	The lesson has been planned with a clear link between what students are doing and what they should learn. There is a clear rationale for the lesson's place within a learning sequence (SoW).	The lesson has been planned with clear links between what they are doing and what they should - and could - learn, with capacity for meeting the needs of different types of learners. There is a clear rationale for the lesson's place within a learning sequence (SoW), with capacity for personalisation of the lesson if the students' responses during it indicate this is necessary.
STARTER ACTIVITY	None	Starter activity solely used to have students copy down Lesson Objective.	Starter activity is used as a distinct teaching session to engage students' attention and focus, but may have no bearing on Learning Objective or lesson activities.	Starter activity is used as a distinct teaching session with links to Learning Objective and lesson activities. The activity has a positive impact on student interest in the Learning Objective.	Starter activity is used as a distinct teaching session with clear and inspiring links to the Learning Objective and lesson activities. Students are inquisitive and keen to learn more as a result of activity.
LEARNING OBJECTIVE	No clear Learning Objective	The Learning Objective is not visible - implied and/or shared verbally only.	Learning Objective is explicitly displayed, but it is not explained to the students, referred to during the lesson or put into context.	Learning Objective is visible throughout the lesson, explained and contextualised to the class.	Learning Objective is contextualised and reference is made to previous, ongoing and future learning.
TEACHING, INTERACTION	Bland teaching, very didactic/teacher led.	Teaching is mostly clear but unimaginative / uninspiring, only partially effective.	Teaching is mostly effective.	Teaching is effective and engaging.	Teaching is highly effective, inspiring and exciting.
	Little or no opportunity for student-teacher/ student-student interaction.	'Teacher talk' dominates the lesson unnecessarily. Limited opportunity for student-teacher/ student-student interaction.	May be too much 'teacher talk' in places. Some opportunities for student-teacher/ student-student interaction to support learning are offered.	Opportunities for student-teacher/ student-student interaction occur throughout the lesson and clearly support student learning.	A range of student-student and teacher-student interactions are used skilfully, sometimes imaginatively, to support student learning. Feedback and dialogue are of a high quality.
ACTIVITIES, STUDENT CONTRIBUTION	Activities are uninspiring/poorly chosen/poorly designed. No opportunity for student contribution.	Activities are not very inspiring / interesting and are largely ineffective. Limited opportunity for student contribution.	Activities are effective. Students are given adequate opportunities to contribute to the lesson.	Activities are very effective. Lesson is mostly student led.	Activities are very effective and offer a creative and innovative pathway for achieving the Learning Objective. Lesson is predominantly student led.
VOICE	Voice (volume, pace, tone) used inappropriately/ ineffectively almost always.	Voice (volume, pace, tone) used inappropriately/ ineffectively at times.	Voice (volume, pace, tone) usually used appropriately and effectively to communicate teacher instructions and feedback.	Voice (volume, pace, tone) used appropriately and effectively to communicate teacher instructions and feedback, and to reinforce teacher expectations on behaviour and classroom etiquette.	Voice (volume, pace, tone) consistently used appropriately and effectively to communicate teacher instructions and feedback, reinforce/model teacher expectations on behaviour and classroom etiquette, and to contribute to an effective learning environment.

	Unsatisfactory	Needs improvement	Meets expectations	Commendable	Excellent
STUDENT CHALLENGE & LEARNING	The lesson offers students almost no challenge. No learning appears to take place. Students passive and disengaged.	Teacher expectations are low. There is insufficient capacity for challenge. The majority of students are not productive or fully engaged in the task. Consequently, their gain in learning is insufficient.	Teacher expectations are modest. There is an element of challenge for the students. Most students are reasonably productive; however their learning is not being particularly challenged.	Teacher expectations are sometimes high. Teaching often places students in the 'struggle zone'. Most students are productive and their learning is being challenged.	Teacher expectations are high. Much of the lesson sees students in the 'struggle zone'. All students are highly productive and their learning is being effectively challenged.
DIFFERENTIATION	No recognition of differentiation.	Insufficient differentiation occurs for the students in the lesson (e.g. may be simply an 'easy' and 'hard' option).	Some differentiation occurs. Some awareness of the needs of any SEN students is evident. Some awareness of how to accommodate different learning styles is evident.	Differentiation occurs. The needs of any SEN students are met. The lesson caters to different learning styles.	Differentiation occurs. The lesson is engaging and meets the needs of all learners in the class very effectively.
QUESTIONING	No use made of open or differentiated questioning.	Little use made of open or differentiated questioning. Students not given enough thinking time.	Differentiated questioning occurs, some open ended. Students not always given enough thinking time.	Differentiated questioning occurs with the teacher mostly encouraging full responses from the students to justify their thoughts and to support the learning process.	Teacher consistently uses a range of differentiated questioning with students encouraged to fully justify their thinking. Appropriate wait time always given. The questioning techniques actively promote student learning.
CLASSROOM MANAGEMENT & RELATIONSHIPS	Teacher has no sustained control or authority over students in the classroom. No evidence of mutual respect between teacher and students.	Teacher has limited control and authority over the students in the classroom. Inconsistent/ineffective application of classroom management strategies.	Limited range of classroom management strategies. Teacher generally has control, but may be too authoritarian or too informal with the students.	Appropriate range of classroom management strategies used to good effect. Teacher has a positive rapport with the class.	Appropriate range of classroom management strategies used, responding effectively to individual circumstances. Teacher has a good rapport with the class conducive to a learning-focused environment.
END OF LESSON	Lesson ends abruptly with no plenary.	Lesson ends with the plenary used solely for feedback / summary.	Plenary is used as a distinct teaching session, but with no reference to future learning.	Plenary is used as a distinct teaching session with reference to future learning.	Teacher allows for moments of reflection throughout the lesson, and then uses the end of the lesson to bring these moments together effectively with a well-planned plenary activity.
MEETING LEARNING OBJECTIVE	No Learning Objective	No awareness by students or teacher of whether Learning Objective has been met.	Some awareness by teacher and students of whether Learning Objective has been met. Some reference made to next steps.	Both the teacher and the students will have a clear awareness of whether or not the Learning Objective has been met. Student reflection/evaluation is encouraged as part of this awareness process.	Teacher is effectively evaluating progress against the Learning Objective throughout the lesson, and encourages students to do the same. Next steps will be negotiated and agreed to ensure ALL students learn what they need to know.
USE OF RESOURCES including ICT	Limited and/or ineffective use of resources.	Teacher makes some attempt to incorporate useful resources and/or ICT into the lesson, but with limited impact on the students' learning.	The choice of resources - including ICT, if appropriate - has some positive impact on students' learning and moves it forward.	The choice of resources - including ICT if appropriate - has a clear positive impact on the students' learning and moves it forward.	The choice of resources - including ICT if appropriate - is judicious, innovative and has a highly positive impact on the students' learning, moving it forward considerably.

Appendix H: Guidance Information Slip (GIS form)



Guidance Information Slip

Name: _____ Class: _____

Referring Teacher: _____

Date: _____ Day: _____ Period: _____

Subject: _____

Nature of Concern

Signature: _____

Action Taken

Quiet Chat	PPB	Time Out	Communication book	Other
Further Action		No Further Action		
Guidance	Year Leader	KSL	DH /HOS	
				Signature: _____

Appendix I: Message from The Principal

4/8/2018 Newsletter - News & Events - KL - Taylor's International School

11 JULY 2017, TISKL IN TOUCH

Message from The Principal

11 JULY 2017 - MESSAGE FROM THE PRINCIPAL

This week has been a very busy week and it is only Tuesday. Thankyou for all being so patient with the major power failure that we had on Monday. A large generator is in placed at the back of EYC (Early Years Center) to supply electricity to the academic block.

Apart from a slight interruption on Tuesday morning, when all the lights and AC's (Air-condition) were switched on, we have had power all day. For those who might be interested, this generator is using around 700 litres of fuel a day.

We have also had specialist locating a break in the main cables between the substation and the building. We are told that they have found the problem area, and so work will start on Wednesday morning to fix the problem.

Should the power fail again, it will be a temporary situation until the geenrator is started again.

17 JULY 2017, TISKL IN TOUCH

Message from The Principal

17 JULY 2017 - MESSAGE FROM THE PRINCIPAL

The good news for the start of this week, is that the school is back on mains electricity.

As you are aware, we had a major power failure to the main teaching block last Monday.

The specialist contractors found the root cause of last weeks problem, to be a break in the main cables to this building. The breaks were found in the cables buried under the Early Years playground area. This area was uncovered and repairs were completed on Thursday afternoon, and then successfully tested.

The generator was switched off and removed on Friday afternoon.

31 AUGUST 2017, TISKL IN TOUCH

Message from The Principal

31 AUGUST 2017 - MESSAGE FROM THE PRINCIPAL

Dear Parents and Guardians, Thank you for your understanding, and prompt action with Wednesday's fire incident. Let me give an overview of what happened. An email similar to this was sent to everyone on Wednesday afternoon, but we are now aware that some people did not receive it.

On Wednesday:

To continue solving the problem we have had with the electrical supply to the main academic block, we installed a temporary generator in the EY playground on Tuesday 29th August. Unfortunately, at lunchtime on Wednesday, part of the sound insulation on this generator fell onto the engine and started to burn. Secondary students on the third and fourth floors very quickly realised this by seeing smoke, and sounded the alarms with the help of their teachers. The students and staff, evacuated the buildings quickly and assembled safely on the field. Due to the nature of the problem, 'Bomba' were called to assess the generator and any concerns about further problems. They told us that the burning was extinguished and that it was safe. They also commented that they were very happy with our evacuation and emergency procedures.

Since the generator supplied electricity for the academic block, we couldn't continue with lessons, so the students were allowed back into the buildings to collect their belongings and were informed that the school would close for the rest of the day. At the same time as this was happening, SMS (Short Message Service) and Facebook messages were sent out to alert parents about the school closure, and the early collection of their children. If you didn't receive this SMS, Secondary parents can you please log on to Engage and change your contact detail information, and Primary parents will need to contact the school with the updated information, as their Engage log in will be issued this term.

I would like to thank the students and staff of the school, for the very sensible manner in which the evacuation occurred.

Moving forward with the electrical issues in the main building:

The main electrical cable problem, which occurred in July, was fixed at that time and the generator that was in place for a week was removed. The school has been operating for the last two months with this repaired cable. On Tuesday, we had a repeat of the cable failure, and at this time, we don't know where the new fault is, as the underground cable runs from the TNB (Tenaga Nasional Berhad) building near Jalan Pria under the field and the car park to the EYC area. Next week, the academic block will again work from a new generator, while the whole cable is reviewed by the consultants and power engineers. Please expect some disruption in the car park and the road while this is going on.

8 SEPTEMBER 2017, TISKL IN TOUCH

Message from The Principal

8SEPTEMBER 2017 - MESSAGE FROM THE PRINCIPAL

Dear parents and guardians,

Once again thank you for your support and patience during the last week. I write this to give everyone some more information about the electrical problems we have had in the academic block and what we are doing about it.

We have been working closely, with BAM (landlords), contractors, and our electrical consultants to come to a solution. It has been confirmed that the problem is with two of three main electrical supply cables from the TNB substation to the academic block main distribution boards, near Early Years. These cables are over twenty-five years old. To solve this, contractors will start working today (Friday) to cut a trench, to lay three new cables, so that this situation doesn't repeat itself. This trench will cut along the entry road and across the carpark, and unfortunately through the newly laid base to the new EYC playground. We will obviously manage this to minimize disruption to traffic but at this stage, disruption will happen. Please follow the instruction from the guards, when entering school. This trenching work and cable laying is scheduled to take about 8 days, and with two days of testing, we are aiming to be back on main electricity by Tuesday 19th September 2017.

In the meantime, we will continue to use a generator to supply electricity to the academic block. Parents might have heard that for two days we have been using a very noise generator. Everyone in school will be pleased to hear that we have just changed this back

to a much quieter model. The downside to this is that we will again need to restrict the use of some parts of the building. The lift in the academic block will be switched off until the cable work is finished, and unfortunately, we will not be able to use the hall during the school day and so assemblies will temporarily halted.

To finish, I will remind everyone, that the safety of students and staff is of the greatest importance to us, and while this work is being carried out, this is very much in our mind. We will not take risks with safety, and any emergency evacuation procedures, and we will always react on the side of caution.

19 SEPTEMBER 2017, TISKL IN TOUCH

Message from The Principal

19SEPTEMBER 2017 - MESSAGE FROM THE PRINCIPAL

The cables have been replaced. Thank you for your patience with the electrical problems that we have been having. You might have noticed a lot of work being done at the end of last week, while that cables were being laid. This was indeed a huge task to dig a trench through the car park and access road, without causing too much disruption to the traffic flow.

Monday 18th September- the school is back on mains supply electricity. The work was finished and tested over the mains electricity. The generator not in use and will be removed over the coming days.

Wells P. (2017)

Principal.