University of Derby

Improving Students' Behaviour and Academic Achievement Through a Counselling Intervention Programme

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Abstract

In the cultural context of low achievement in Arab Israeli schools, this work-based study describes and evaluates a successful counselling intervention in one Israeli Arab elementary school. The intervention took place over six months and involved twenty activities. A mixed methods approach was adopted to evaluate the intervention. The use of both qualitative and quantitative methods provided an informative evaluation of the perceptions of students, teachers and parents about the effectiveness of the intervention. Students, parents and teachers reported that from their point of view, student behaviour, student/teacher/parent relationships and learning improved during the intervention. This positive analysis of perceptions was qualified by the possibility that other factors that were not analysed might be influential.

The lessons learned from the intervention, such as the need for creating a teacher – parent strategic alliance, renouncing the use of aversive control and the adaptation of teaching styles to student learning styles, may prove to be a transformative approach to the education of Arab Israeli students.

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Chapter 1

Introduction

<u>Introduction</u>

The study focused on investigating the perceptions of K5-2 students, teachers, and parents with regards to a classroom counselling intervention. Hard and direct measurement were used to assess the success and limitations of the intervention.

This study was designed to create new knowledge for teachers, administrators and the communities served by Arab schools in Israel. For the past four years, the academic achievements of the Arab community in Israel have been on a steady decline and the unacceptable behaviour in the schools has increased each year (RAMA, 2009). While the state of the education system in the Arab community has been reported by Ministry of Education Investigatory Committees (Vilnai Committee, 1999) and by its Research and Policy Think Tank (Maagar Mochot, 2005) no real and comprehensive research was conducted in order to investigate how the situation can be redressed and academic achievements improved significantly (Zadikiahu, 1988; Benvenisti, Zeira and Astor, 2000; Benvenisti, Astor and Marchi, 2003; Horowitz, 2006; Bar-Lev, 2007).

According to the Programme for International Student Assessment (PISA) that was conducted in March 2015, Israel showed one of the highest gaps between academically strong students and academically weak students in the OECD nations. The gap between Jewish and Arab student achievement grew.

The PISA test was published on the 6th of November 2016 by the Ministry of Education and the National Authority for Measurement and Evaluation (RAMA). The test checked literacy in Reading, Mathematics and Science grades among students aged 15. It was conducted in 72 countries. The results showed that Israel's ranking remained below the OECD average in all areas. These results mirrored the 2012 results in spite of the Ministry of Education's repeated attempts to close these gaps and to improve Israel's educational standing among the OECD nations.

The gap in the average scores between Jewish and Arab students is significant. It was 87 points in Science, 116 points in Reading and 104 points in Mathematics. No significant improvement over four years was observed.

In light of the results of the PISA tests I became very concerned about the current situation in my school in particular and in Israeli Arab schools in general. Arab

students studying in the existing public system will most likely be in danger of dropping out and will not be motivated academically and as a result will find it hard to matriculate.

Every day on my way to school I saw many students who loiter in the streets rather than attend school.

This was a real concern of mine and I would like to see all students happy to attend school. Otherwise they and our wider society will pay a heavy price in the future. We have to take responsibility and act immediately.

This Dissertation tested several hypotheses about a professional counselling intervention, aimed at improving the class culture of an elementary K5 group of students. The intervention elicited a large variety of phenomena and processes that were investigated to determine if they were sustainable. The basis for the design of the counselling intervention was a broad spectrum of research and theoretical work conducted by Jimerson and Furlong, (2006); Smith, Pepler and Rigby (2004) and Benvenisti, Astor and Marchi (2003).

The Wake-up Call

The first wakeup call came on the 15th of January 2011. Every year, our school organises the 'Al Baironi' football competitions for boys and basketball competitions for girls. Each age cohort has its own team and the competition starts within the age cohorts. At first, the competitions are held within for all the classes of each age cohort, then the winners compete with the winners of the age cohort above them, for example: first graders compete with first graders to start with and after that the first grade champion competes with the second grade champion; the third grade champion competes with the fourth grade champion and the fifth grade champions compete with the sixth grade champions.

It is one of the most important events of the year and all the students await it with great enthusiasm.

This year, on the 15th of January 2011, the final match was organised for the cup, between the fifth grade champions and the sixth grade champions. The teachers and persons in charge were readied in order to maintain security and order.

At ten thirty in the morning at the beginning of the break, the referee of the game announced the beginning of the final match.

I was watching the match from the window, and I was able to see everything from my position. Everything was going well until the end of the match when the referee announced the results, the fifth graders won the match 3-2.

One of the 6 grade players lost his temper and attacked one of the winning players. He hit him in the stomach. This single act of unacceptable behaviour sparked a fire for all joined by all players and eventually by the supporters. students began to fight with each other. Quickly, the teachers intervened and separated the two disputing parties and began to deal with the problem.

As the educational counsellor of the school, I was asked to speak with the six grader who had started it all. In our conversations the six grader, the aggressor maintained that he thought the results of the match were unfair and was so angry that he hit the player of the other team.

The Second Wake-up Call

The second wake-up call came by mid - December, when the weather was very cold. The sixth graders were in an Arabic Language lesson. Khalid and Ayman were sitting near each other in the first seats near the window.

While the teacher was teaching the students, Khalid was cold and he closed the window on his own initiative. However, Ayman was hot, and, in turn, opened the window. This act was repeated several times until the teacher intervened. In order to stop this dispute between the two boys, she decided to change Ayman's sitting arrangement (the student who was trying to keep the window open) because all the other students were feeling cold, as was she. The lesson ended calmly without any other incidents. However, when the teacher left the class Ayman went to Khalid and hit him. A big fight took place. Ayman and Khalid hit each other violently using their

hands and legs. The other students crowded around them, some tried to separate them unsuccessfully. The teacher came back and ended the fight. She sent the aggressor (Ayman) to me, the school's educational counsellor. I eventually spoke to both of them and sent them back to their class.

The Third Wake-up Call

The third wakeup call arrived on the First of October of 2011. A five-grade student named Nazih is known in the school as a 'troublemaker' and to the teachers for his behavioural problems. The student is known to the teaching staff to suffer from family and socio-economic problems. Nazih's father is addicted to drugs, often arrested and has spent time in prison. The mother is powerless, with no help. She always complains that she is not able to take care of her 5 children alone, and feels that her children are out of control (especially the adolescents).

Repeatedly, I hear complaints from the teachers that Nazih hit a student and/or insulted another.

On the 1st of October 2011, during a lesson, Nazih insulted one of his classmates who insulted him back. The teacher didn't hear them, but while she was teaching, she saw Nazih leaving his seat and walking towards the other student. Nazih pushed him into the doorframe, causing him injuries to his face. It was necessary to take the injured student to a medical center to be treated properly since we do not have a nurse in my school.

The Fourth Wake-up Call

The fourth wake-up call arrived when Raghad stabbed Ahmad with a pencil. A fourth grade student named Raghad was sitting near Ahmad in the class. Ahmad needed Raghad's notebook to copy the words which had been written on the whiteboard, but had already been erased by the other classmates.

Ahmad took Raghad's notebook without her permission and started copying the missing words.

When she *(Raghad)* noticed that Ahmad was using her notebook, she took it back forcibly. Afterwards, she took a pencil from her pencil box and stabbed Ahmad with it

to express her discontent and dissatisfaction with his behaviour. The boy's hand was hurting and he started screaming and crying.

These are some of incidents that occur often at my school. These incidents raised my consciousness as a teacher and as an educational counsellor that something must be done urgently. According to teachers' reports presented during staff meetings, the dominant behaviour of the students in our school is unacceptable, and there is no feeling of engagement with the learning process. The unacceptable behaviour outbursts disrupt the learning process, have eroded teacher-student and student-student trust and contributed to student absenteeism. Teachers and students report that they feel unsafe, the learning process in our school has been disrupted and the quality of student learning outcomes, as evidenced by school records, was in decline.

I am the school counsellor and I decided to study the problem and take action to rectify it. Teachers working with the K5 classes, concerned parents and the school principal have complained about the difficult class climate.

It is at this point that I have decided to study the K5-2 experience, to empower the forces that contribute to the learning processes in the K5-2 class and to improve their behaviour and the class climate.

The rude wake-up calls that I had received, the complaints of my colleagues and the parents of our students, and the flood of incidents that reached my office, guided my choice of the research subject. I saw the unacceptable behaviour increasing in all of its forms among our students. The K5 cohort was chosen for the intervention because if we succeeded with them, they would graduate to middle school with a chance to continue to do well both socially and academically. The K5-1 class was chosen as a control group and the K5-2 class was chosen as an experimental group. Both classes were equivalent in terms of behaviour and academic achievement. The K1 through K4 cohorts were of younger students and teachers felt that the planned intervention was less urgent for these students, because the students in those classes were more disciplined.

I also felt that since the Ministry of Education had been calling for the reduction of the unacceptable behaviour and had not been successful in realising this goal that it

will welcome my research. Indeed my proposal to conduct this research, construct a counselling intervention and implement it met with the Ministry's approval. The problem of unacceptable behaviour in schools and declining academic achievements is not come upon us by 'divine decree'. It is within our power to reduce its dimensions significantly and improve dramatically the accomplishments of our students (Jimerson and Furlong, 2006; Smith, Pepler and Rigby, 2004; Yariv, 1999).

In the last years there is an increasing need to work on reducing the unacceptable behaviour among children and youth in Israel. The data collected from police sources, research and from internal reports in the education system, indicates a hard present situation concerning the scope and severity of the problem. We must handle the increasing phenomenon of unacceptable behaviour and the decline of our academic achievements in our educational institutions with seriousness and dedication. Not facing this phenomenon will undermine the authority of our educational institutions. I believe that once the problem in my school will be solved, I, as a teacher, will be able to function better and so will most of the teachers. Furthermore, it will affect other significant matters in the school and the work quality as a whole will improve (Sparks, 2005).

I am very familiar with the school problems and I saw this study as an opportunity to research these problems and to design solutions grounded in the Dissertation's results to these problems. This goal is particularly important to Israeli Arab educators who are charged with closing the achievement gap and need the findings of this Dissertation to do so.

The Objective

The objective of this research was to reduce the level of physical unacceptable behaviour and unacceptable language in the K5-2 and facilitate student engagement with the learning process by using a counselling intervention programme that was devised specifically for the students, teachers and parents of K5-2.

This counselling intervention programme which emphasised the importance of creating a positive climate in the K5-2 class, lasted for 6 months and included twenty sessions, based on the curriculum (weekly lessons, on Wednesdays). The sessions emphasised the following values: teacher consistency in the treatment of unacceptable

behaviour, consistent criteria for the evaluation of student work, and engagement with the programme. The sessions also emphasised the need for parents to engage with the programme and the building of trust relations, encouragement, reinforcements, closeness, support and reciprocal concern from both the students and the teachers. Additional values emphasised during training were sympathy, friendship, respect, tolerance, accepting others, integration, belonging, dealing with anger, dealing with crisis, problem solving, inclusion and contributing to the community.

The Participants

Two groups of students participated in this study all enrolled in the same elementary school in a village, in the North of Israel. The two groups belonged to the K-5 cohort.

The first group was made up of 33 students and belonged to the K5-2 class. This group of students was the subject of a counselling intervention. The second group was made up of 30 students and belonged to the K5-1 class. This group of students served as a control group and did not receive a counselling intervention programme.

The school studied was a standard elementary school, part of the Ministry of Education and the Municipal educational infra structure in Israel. The municipality it belonged to was an Arab municipality, the language of instruction being Arabic. The school had 600 students and 38 faculty members. I am a tenured educational counsellor and part of the school management team.

The Research Questions

From my experience with the K5-2 class, from the professional literature and from the narratives of the K5-2 stakeholders, two research questions emerged:

1. According to a selection of school teachers, students, and parents, what are the perceived contributions of a classroom counselling intervention designed to reduce the level of unacceptable behaviour, students' absenteeism, and enhance students learning outcomes?

2. What can school teachers and parents do to support the classroom counselling intervention?

The Research Hypotheses

The following research hypotheses were tested during this study

1. There will be differences in students' perception of class climate and in students' physical unacceptable behaviour and language before the counselling intervention programme and after it.

2. There will be differences in students' achievements and in the scopes of absences among students before the counselling intervention programme and after it.

3. There will be differences in teachers' and parents' involvements, and teachers' consistency before the counselling intervention programme and after it.

4. There will be relations among the research variables: between physical unacceptable behaviour and unacceptable language and learning achievements and perception of class climate and involvement, parents' and teachers' evaluation and consistency and students' absences.

About The Research

My overall aim was to create, implement and evaluate a counselling intervention programme with parent participation that would help and guide teachers, principals and parents to handle behaviour problems and academic achievements.

I believe that this collaboration, when effectively managed, can improve the lives of students, with behaviour problems.

My research was conducted over a period of six months. I designed and conducted a counselling intervention programme for the K5-2 class. I also conducted interviews and observations before and after the intervention. The interviews and the observations were with teachers and parents who participated in the research. Data was also collected with a questionnaire before and after the intervention and in both the experimental and control groups (K5-1 and K5-2). Data from the class register as

grades and student absenteeism were collected as well as reported instances of unacceptable behaviour.

The counselling intervention programme yielded good results. There was a decrease in the level of the unacceptable behaviour after the intervention, and there was a significant increase in the students' academic achievements.

Chapter 2

Literature Review

Preface

Many incidents of unacceptable behaviour occur often at my school. These incidents raised my consciousness as a teacher and as an educational counsellor that something must be done urgently.

The rude wake-up calls that I had received, the complaints of my colleagues and the parents of our students, and the flood of incidents that reached my office guided my choice of research subject. I saw the unacceptable behaviour increasing in all of its forms among our students. So as the educational counsellor I decided to study the problem and take action to rectify it. I saw this study as an opportunity to research these problems and to design solutions grounded in the study's results. I began my study by conducting a survey of the research literature in the field of education and of the behaviour problems, educators had to cope with, to develop a good working knowledge of the research in this particular area. The literature survey is the 'science of summing up' (Light and Pillemer, 1984) and placing building blocks in the foundation of evidence based practice (Booth, 2001). The literature review helped focus my thesis research questions and informed my decisions during the design stage of my Dissertation when the research procedure was chosen and research tools were build.

The Literature Review will be presented as follows:
- Section 2.1 Definitions

- Section 2.2 Different Types of Unacceptable Behaviour

- Section 2.3 Theories and Factors that Influence the Unacceptable Behaviour

- Section 2.4 The Unacceptable Behaviour in the Education System

- Section 2.4.1 The Unacceptable Behaviour in the Education System in Israel

- Section 2.5. Unacceptable Behaviour Between Students and Teachers

- Section 2.6 Unacceptable behaviour Against Teachers

- Section 2.7 Policy of the Ministry of Education

- Section 2.8 Impact of the Unacceptable Behaviour on the Learning Process

I argue that, the tsunami of the unacceptable behaviour continues to hit the entire world without any difference between the state, population, or religion. Unacceptable behaviour in all forms is rapidly increasing and is worrisome in an unprecedented way.

I believe that the behaviour problems seen as one of the most serious phenomena that threaten the welfare, safety and health of children and youth in the western world in general and Israel in particular.

Unacceptable Behaviour in General

2.1 Definition

Gilboa (2006) begins his book 'Education in a Violent Society' by throwing a bombshell: Unacceptable behaviour is a widespread phenomenon and not a social deviance, and is complex and problematic and is composed of a range of factors, operating within a survival space, dominated by opposing forces.

Horowitz (2006) described the unacceptable behaviour as a concept that refers to a wide range of harmful actions that are carried out by one or more people and harm the individual or society.

In addition, according to Bar-Lev (2007) the problem of behaviour is troublesome. Risk taking, or disruptive behaviour is more extreme than occasional errors in judgment, and requires professional intervention to avoid legal difficulties. Moreover, according to Buss and Perry (1992) unacceptable behaviour was defined as three dimensions:

1. The behavioural dimension indicates direct violent behaviour, including verbal or physical assault.
2. The emotional dimension refers to feelings of anger.
3. The cognitive dimension not only can have a hostile intent to harm another person physically or mentally, but also includes a negative attitude towards another person, without conscious intention to injure.

Other authors defined the problem-behaviour theory as a systematic, multivariate, social-psychological conceptual framework derived initially from the basic concepts of value and expectation in social learning theory (Rotter, 1954, 1982) and from the concept of anomie (Merton, 1957).

According to Horowitz's definition, unacceptable behaviour is a belligerent behaviour, whether physical, psychological or otherwise, while injuring or attempting to injure people. The concept of unacceptable behaviour includes a wide range of harmful actions carried out in order to harm others, including the use or threat of unlawful activity, unjustified and unnecessary force, with the intent to injure a person or property (Horowitz, 2000).

Horowitz (2000) adds that in the past, unacceptable behaviour was more acceptable and was used for the purpose of punishment, education, releasing pressure, expressing emotions, resolving conflicts and disputes, entertainment and more. Today, many societies around the world condemn unacceptable behaviour and admonish any sort of unacceptable behaviour. States have passed laws against unacceptable behaviour and international regulation against violent behaviour is the norm. Social legitimacy of unacceptable behaviour depends on the context in which unacceptable behaviour occurs. While in most cases, unacceptable behaviour is seen as negative and a transgression of social norms, as well as the law. In certain cases unacceptable behaviour is perceived as legitimate, especially when it comes to self-defense or by anyone authorised by the state.

Lewin (1951) suggests that in social science all behaviour is the result of person-environment interaction. While Jessor (1991) defined problematic behaviour as social

problem, a source of concern, or as undesirable by the social and/or legal norms of conventional society and its institutions of authority; it is a behaviour that usually elicits some social control response, whether minimal, such as a statement of disapproval, or extreme, such as incarceration.

According to Donovan (2005) the conceptual structure of problem-behaviour theory is both complex and comprehensive. As originally formulated, the theoretical framework included three major systems of explanatory variables:

- The perceived-environment system.
- The personality system.
- The behaviour system.

Each system is composed of variables that serve either as instigations for engaging in behavioural problem or controls against involvement in behavioural problem. It is the balance between instigations and controls that determines the degree of proneness for behavioural problem within each system.

It is well established that aggression is one of the most troublesome behavioural problems among children and adolescents (Connor et al., 2006; Kazdin, 2003). In addition according to (Buss, 1961; Kazdin, Rodgers, Colbus and Siegel, 1987; Tremblay and Nagin, 2005) aggression is defined as overt acts in which aversive physical and verbal events are delivered to others.

I argue that bullying and unacceptable behaviour in schools is a worldwide problem that can have negative consequences for the general school climate and for the right of students to learn in a safe environment without fear. Bullying can also have negative lifelong consequences both for students who bully and for their victims.

2.2 Different Types of Unacceptable Behaviour

Research conducted by Bar-Lev (2007) mapped eight kinds of unacceptable behaviour among students:

- Physical unacceptable behaviour: hitting, pushing, kicking, spitting, injury with different kinds of weapons including guns, theft of students' equipment.

- Verbal unacceptable behaviour: name calling, offensive jokes, insults, humiliation and threats.

- Social unacceptable behaviour: excluding an individual from the group, spreading rumours and gossip, deliberately failing a student. ridiculing a student or causing a student to be viewed as a fool, and ensuring that others do not befriend a student.

- Electronic unacceptable behaviour: sending emails or telephone (home or mobile) messages that threaten the individual or that are offensive, isolating the individual and rendering him or her an outcast, spreading rumours about an individual using the gossip network.

- Sexual-based unacceptable behaviour: ridiculing couples about their intimate relationships, ridicule or jokes about a students' split sexuality.

- Racial and ethnic unacceptable behaviour: discrimination against students because of their skin colour, culture or race, and racial curses.

- Sexual unacceptable behaviour: sexual innuendo, touching, pinching or grabbing somebody sexually in a provocative way, nicknames of 'gay' or 'lesbian', comments or gossip about someone's sexual tendencies.

- Religious unacceptable behaviour: discriminatory treatment on religious grounds, making an offensive remark against someone's religion.

Horowitz (2006) classified the eight types of unacceptable behaviour, based on three measures: (a) physical or verbal unacceptable behaviour, (b) active or passive unacceptable behaviour (c), direct or indirect unacceptable behaviour.
The eight types are:

1. Physical unacceptable behaviour - active - direct (hitting, pushing)
2. Physical unacceptable behaviour - active - indirect (murder by hire, entrapment)
3. Physical unacceptable behaviour - passive - direct (physically preventing another person fulfilling his or her purpose)

4. Physical unacceptable behaviour - passive - indirect (refusing to vacate a reserved seat at a performance)

5. Verbal unacceptable behaviour - active -direct (insults and humiliation)

6. Verbal unacceptable behaviour - active - indirect (spreading rumours and gossip)

7. Verbal unacceptable behaviour - passive - direct (refusal to speak to someone)

8. Verbal unacceptable behaviour - passive - indirect (refusing to protect somebody while being treated unfairly).

2.3 Theories and Factors that Influence Unacceptable Behaviour

There is a premise that violent behaviour is due to a combination of genetic, neurobiological and environmental factors. In most cases, environmental factors take precedence and in a small percentage of cases, not surprisingly, there is often a combination of two categories that leads to violent behaviour (Plomin, 1990; Suomi, 1982; Stoff and Cairns, 1996).

Accordingly Horowitz (2005) specifies four theories that explain unacceptable behaviour in people based on the principles of psychoanalysis.

Bio-psychological theory: The theory defines unacceptable behaviour as an innate instinct, the person operates by innate inner drives, impulses of life such as hunger, thirst and sex and death impulses as a tendency towards aggression.

Impulse theory: This theory explains the unacceptable behaviour as a result of frustration. Dollard et al., (1939) suggest that there exists a link between frustration and aggression. When a person's path to the goal is blocked, a tendency to attack arises. Aggression is a natural tendency and universal to the state of frustration. The purpose of the unacceptable behaviour and the aggression is to remove the source of the frustration.

Both of these theories have focused on the hypothesis that unacceptable behaviour is the result of congenital and inevitable factors - genetic and neurobiological. The

degree of control of the individual over them is minimal, if at all. The following theories present the environmental factors that underlie the phenomenon.

Learning theory: This theory explains unacceptable behaviour as a result of a learning process. Bandura et al., (1961) emphasises that social learning sees unacceptable behaviour and aggression, as a response pattern learned by watching others and imitating their behaviour. For example, a family environment that fuels violent behaviour was described by Patterson, Reid and Dishon (1992). Their model details the personal and social elements associated with this family environment: poverty, divorce, alcohol and drug problems, unacceptable behaviour and aggression.

Situation theory: This theory, explains violent and unacceptable behaviour as a result of a series of interactions between an individual and another individual or between a group and an individual or an individual and a group. The deficient functioning of the parents makes the family members interact with each other in aggressive ways, and each one of them tries to control the other through coercive behaviour (shouting, threats, intimidation and physical violence). This is the ground upon which anti-social behaviour will sprout. The negative phenomenon of this behaviour tends to move in this way from generation to generation, similar to hereditary.

Accordingly, Horowitz (2000) argues that violent behaviour and unacceptable behaviour within the educational framework is a product of the frustration of students in a low socio-economic status because they are less equipped with the resources to adapt to the requirements of the system, which creates the alienation they feel in school which represents the values of the middle.

Horowitz (2000) suggests that understanding the strong psychological factors for violent behaviour in children can prevent or reduce it. This deep recognition is very important. In addition Gilboa (2006) argues that many studies have examined unacceptable behaviour mainly from the perspective of the individual: the cultural-environmental background, the socio-economic components and behaviour-related components within the system itself.

Based on my twenty two-years of experience as an educational counsellor and as a teacher, I argue that, teachers and principals who do not understand the cultural background of the students' can create aggressive responses in a way that alienate them from traditional values.

According to Jaffe et al., (1986, 1990) point out that research done on children who have witnessed domestic violence in their homes, suggests that they are more likely to have behavioural problems than children in comparison groups.

According to Weinhold (2000) three aspects that affect the culture of unacceptable behaviour in schools are:

1. A value system that supports unacceptable behaviour such as games that encourage violent behaviour, a low priority to the dignity and rights of others.
2. Overemphasis on negativism – students' reported that attention was given to negative behaviours rather than positive behaviours. The self-image decreases over the years because of the school climate.
3. Bullying and humiliation. Bullying is the most common type of unacceptable behaviour in society, and it is directed against minorities in all countries, racial, ethnic, religious, or towards people different from what is acceptable in society.

According to Batsche and Knoff (1994) whether the bullying is direct or indirect, the key component of bullying is that the physical or psychological intimidation occurs repeatedly over time to create an ongoing pattern of harassment and abuse.

Horowitz (2005) reviewed three types of acceptable explanations for the unacceptable behaviour in schools:

1. Unacceptable behaviour as a response of the community to the school. According to this approach, anti-social behaviours are the

result of socialisation to a sub-culture whose values conflict with the values of normative society in general and to school values in particular.

2. School unacceptable behaviour as a result of experience and of school experience. The deviation of students from the values and norms of the school, together with the lack of resources to meet social, cultural and educational demands, produce ongoing experiences of frustration, resentment and disappointment.

3. Unacceptable behaviour is a product of organisational and structural elements of the school that has a predisposition to unacceptable behaviour. Among the main factors we can include the physical domain of the institution, the polarised stratification between the group of staff and the students, the stratification of age, economic and cultural ethnicity among the student population, and the values of efficiency and competitiveness that characterise the school culture.

The Israeli research of Horowitz (2000) that concentrated on the relationship between experience in school and the unacceptable behaviour, found that these are some of the factors that influence the unacceptable behaviour in the school:

1. Lack of diagnostic value, especially for the critical points in the school.
2. The school is without patterns of consistent evaluation.
3. The school is without patterns for consistent discipline.
4. Lack of personnel to treat abnormalities.
5. Lack of therapeutic value.
6. Assignment of personnel services at the school, and without reference to the weak teacher.
7. Lack of emphasis on social education and values.
8. Lack of reference to the problems of disorder and unacceptable behaviour that appear as routine.

Accordingly Bar-Lev (2007) points to a number of factors that contribute to an increase in the unacceptable behaviour: 1. Gangs within the institution. 2. Large

number of boys. 3. Age: middle school students are more violent than high school students. 4. Size of the school: large schools alienate more and as a result there is more unacceptable behaviour. 5. Strict enforcement of rules contributes to the reduction of unacceptable behaviour. 6. If the enforcement of the rules is perceived as unfair, the level of unacceptable behaviour increases. 7. In large classes it is expected that the level of unacceptable behaviour increase. 8. Lack of interest in the class or feelings of irrelevance, increases the level of unacceptable behaviour. 9. The more that grades are a significant factor in assessing the student, the level of unacceptable behaviour will decrease. 10. A sense that the students have control over their lives decreases the level of unacceptable behaviour.

I believe that the size of the school has a significant influence on the level of unacceptable behaviour occurring inside it.

Numerous studies have examined various aspects of social behaviour of students in small schools compared to large ones - disturbance during classes, vandalism, aggressive behaviour of students, theft, bullying, participation in the activities of gangs and more. Most of the studies indicated less negative social behaviour in small schools compared to large ones (Bar-Lev, 2007). This is consistent with the findings of Benvenisti et al., (2000) where larger schools are perceived by their students as being a more violent environment.

There are many corresponding factors for the unacceptable behaviour, Horowitz (2000) argues that a large population of boys, a low academic level, a large school, large classes, superficial acquaintance of the teacher with his or her students and irrelevance of the curriculum, all these design for a student a school experience that is negative, which encourages violent and unacceptable behaviour.

According to Salzinger, Rosario and Feldman (2007) there is another reason for violent and unacceptable behaviour. They argue that the lack of involvement of families in general, and parents in particular, in the lives of the children, and the lack of concern is the cause of the development of delinquent behaviour in childhood that continues to develop in adolescence. Children and adolescents acquire violent verbal and physical behaviour patterns from their parents at home, and those who abuse physically are those who have experienced similar treatment from their parents as

children. So too, child abuse in the family may in future damage the fiber of the relationship of the parents and their future marriage relationships.

From my experience as an educational counsellor, it is known, that the relationship between parents and their children changes when parents change their attitudes towards them. A change to a good attitude improves the relationship between both the sides, and the opposite is also true. Accepting children as they are, bestowing empathy towards them, significantly helps strengthen the ties between parent and child. This is reflected in the shape of the child's behaviour at school. When child rejected by his or her parents, the child also rejects others and does not participate at all in any activities. With time the child develops aggressive behaviour and unacceptable behaviour that is directed at students and teachers alike.

Other reasons for the unacceptable behaviour of students in school, as Gilboa (2006) presents them: firstly, focus on the school and its very existence, as an objective practical given, and as a crossroads to various contradictory factors. Secondly, is that the system is one-dimensional which imposes its social and cultural values, regardless of individuals or groups who are not in the framework of the course that it represents. Thirdly, it is a repressive forceful system, whether administratively or by other measures, all these endanger it from a structural and values point of view.

In addition the researchers Brand and Anastasio (2006) argue that there are three reasons for the possible cause of violent behaviour and unacceptable behaviour among students themselves or between students on the one side and teachers on the other: the effect of the environment, the impact of biological causes and the effect of mental illness. The researchers referred to a special aspect that other researchers did not refer to, and that is the emotional aspect as a direct cause of unacceptable behaviour.

I argue that watching television has an impact on the behaviours in children and youth. Violence on television is one of the most prevalent phenomena that occupies most people, especially recently when producers air significantly more violence on the television. If we watch the schedule on television, movie channel, Channel 10, Channel 2, and even children's channel and of course the news, it will indicate that nearly all programmes contain violence and unacceptable behaviour - physical, verbal

and sexual. The spectators, children and adults, are exposed to a good deal of violence and unacceptable behaviour broadcast on television every day.

Accordingly Barak and Fishman (2000) indicate that television viewing is an activity in which the viewers are actively undergoing a learning process. When it comes to violence, the viewers cannot always distinguish between the motives of the 'good' guys and those of the 'bad' guys who are involved in violence. When the plot is a complex one, even when the aggressor is punished, there is difficulty with linking the actual punishment with the acts of aggression. The difficulty in distinguishing between reality and imagination may affect the adoption of behaviours that constitute physical dangers.

In addition, there is a preponderance of evidence that violent video game play is related to aggressive affect, physiological arousal, aggressive cognitions, and aggressive behaviuors (Gentile and Stone, 2005).

To date, a majority of the research has focused on game content, especially violent content. Much of this research has been guided by the General Aggression Model, from which violent game play is predicted to increase aggressive thoughts, feelings, and behaviours in the short term, and to reinforce aggressive scripts, perceptual schemata, aggressive attitudes, and aggression desensitisation in the long term (Anderson and Bushman, 2001; Anderson et al., 2007).

Although studies of violent video games get the most attention, many other effects have been studied. One that is of particular concern for children and adolescents is the effects on academic achievement. Successful or poor academic performance can have life-long consequences. Many studies have documented negative correlations between videogame use and school performance for children, adolescents, and college students (Anderson et al., 2007).

2.4 Unacceptable Behaviour in the Education System

In my opinion, and from my experience as a teacher, the problem of unacceptable behaviour in school is getting deeper.

Gilboa (2006) argues that the first signs of unacceptable behaviour in the educational setting were always there, and with time they sprouted, became sophisticated and

reached the proportions that exist today. He adds that the problem of unacceptable behaviour by all indications will continue to grow.

Gallup and Elam (1988) and Rose and Gallup (1999, 2007) explain that school discipline has been a recurring concern and a major problem in educational systems for several decades.

Accordingly, Myers and Holland (2000) and Algozzine, Daunic and Smith (2010) pointed out that, general education teachers faced an average of 1 in 5 students who engaged in disruptive/off-task behaviour and 1 in 20 students who are perceived to have engaged in aggressive behaviour.

According to Rolider, Lapidot and Levy (2001) unacceptable behaviour can take on many forms, some visible and some hidden. In many cases, unacceptable behaviour occurs among the students themselves without adults being aware of the occurrence and intensity. Often the incidence of unacceptable behaviour is around the school. Victims of unacceptable behaviour do not always gather the courage to relate their distress to adults. Sometimes the victims are afraid to reveal the phenomenon out of fear of the violent students and their friends. In these cases they are helpless and do not believe anyone can help them. The presence of teachers or other staff among the children and the sensitivity they will exhibit to what is happening in the classroom, constitutes a major factor in identifying, defusing and preventing the diverse forms of unacceptable behaviour, even when these are manifested in a hidden form.

In fact, school unacceptable behaviour, theft, drugs, and weapons and other less serious yet pervasive infractions such as defiance, physical conflicts, threats, profanity, and disruption continue to influence the overall school climate (Algozzine, Christian, Marr, McClanahan and White, 2008; Dinkes, Cataldi and Lin-Kelly, 2007).

In the opinion of Gilboa (2006) the issue of school unacceptable behaviour can be checked through details found in: learning as individuals or as groups; teaching staff and external parties, such as parents; the system itself and its structure and management.

According to Miller (2008):

> *School violence includes but is not limited to such behaviours as child and teacher victimisation, child and/or teacher perpetration, physical and psychological exploitation, cyber victimisation, cyber threats and bullying fights, bullying, classroom disorder, physical and psychological injury to teacher and student, cult-related behaviour and activities, sexual and other boundary violations and use of weapons in the school environment* (Miller, 2008: 13).

Bar-Lev (2007) describes student unacceptable behaviour in the following way: They attack their peers and at times even adults, they have a positive attitude about the use of force against their friends, they are impulsive, like to dominate others and lack empathy towards their victims.

One can define the phenomenon of 'school unacceptable behaviour' according to the definition of Benvenisti, Zeira and Astor (2000), as the deliberate behaviour designed to hurt emotionally or physically the members of the school, their property, or equipment of the school. This behaviour includes the following elements, and it is clear that a single incident of violent and unacceptable behaviour may include some of them:

- Verbal abuse intended to hurt emotionally through swearing ('cursing'), insults and humiliation and social ostracism.
- Direct and indirect threats, including intimidation and blackmail.
- Physical injury at different levels - pushing, kicking, beating, 'murderous beating'.
- Use of various types of weapons (such as firearms, knives and pocket knives and other sharp instruments, sticks, batons, stones) to threaten and injure.
- Property damage by theft and vandalism.
- Sexual abuse: verbal harassment, spreading insulting rumours, voyeurism, unwanted physical contact and physical injury.

2.4.1 The Unacceptable Behaviour in the Education System in Israel

As a teacher and as an educational counsellor and as a part of the school management team, unfortunately the case in Israel is bad, and in my school, in particular, is not better, the unacceptable behaviour increasing over time among the school's students.

Many people in Israeli society believe that the unacceptable behaviour in the educational system is getting worse (Erhard, 2001).

Benvenisti, Zeira and Astor (2000) see the issue of school unacceptable behaviour as a threat to the safety of students and teachers, and as undermining the educational system. This phenomenon is not new and is not unique: the public feedback often increases especially when events of extreme unacceptable behaviour occur.

In Israel, as in many other countries around the world, there is great concern about this issue. This concern is reflected, among other things, in diverse attempts to learn about unacceptable behaviour in educational institutions and to identify practices that will facilitate treatment of the phenomenon and create a way to prevent it (Wolke et al., 2001).

In addition, Erhard (2001) argues that the percentage of students who see school as a place that is not safe is very high. Erhard adds that verbal and physical unacceptable behaviour is very common among students.

Amit (2004) writes that students behave in aggressive and violent ways, both to other students and to the teachers. The examples of these are many and daily: students refuse to follow orders, shout, bully, verbally and physically threaten, frighten and also resort to physical unacceptable behaviour.

Erhard and Barosh (2008) expand on the topic of unacceptable behaviour and note that toward the end of this decade we saw that unacceptable behaviour among children and youth, which just three decades ago was not considered a 'problem', has become one of the central problems facing the order of the day: social, educational and community. Tens of meetings of the Education Committee of Knesset (the Parliament) and the Committee for Children's Rights, ministerial committees, public committees, parliamentary committees, seminars, conferences, various interventions, many beginnings of cooperation between various factors, are conspiring to cope together - all these attest to that. An absolute majority of the Israeli public (83%) are concerned and part are very concerned, about the phenomenon of violence and unacceptable behaviour in Israeli society, and more than half of the public believes that unacceptable behaviour in schools is the most prominent aspect of the violence in

Israeli society today, which must be treated. On the side of this request for the treatment of violence in schools, 86% perceive the education of non-violence would contribute greatly to the prevention and reduction of the unacceptable behaviour.

The Israeli public has expectations of the education system to greatly reduce the dimensions of this serious problem (Maagar Mochot, 2005). Indeed, the education system invests considerable effort so that the schools in Israel can reduce antisocial behaviour and try to turn the social environment into an optimum one, where students receive an appropriate response to their needs. A clearly formulated policy that could be used as an anchor, upon which management circulars are consolidated, setting standards, allocating resources and producing supporting materials that serve educators at all levels.

The situation in Israel is among the worst in the western world and we are speaking of major troubles which require immediate attention and must be treated at their roots.

Various studies showed that by tests of the Trends in International Mathematics and Science Study (Timss), Israel is ranked 8th in the high level of violence and unacceptable behaviour, and is preceded only by Hungary, Romania, Philippines, South Africa, Cyprus, Latvia and New Zealand (Horowitz, 2006). Most of the school administrators now admit the existence of the problem, and are using more and more diagnostic resources and training that the management of the Ministry has made available, and the staff from within the school, guidance counsellors and psychologists. They rate the improving climate of the school and the prevention of unacceptable behaviour as a most prominent area in their work; they are continually involved in the design and implementation of school programmes to promote an optimal climate in general and for the treatment of high-risk students in particular (Erhard, 2008a, 2008b). Schools are trying to 'stitch' according to their characteristics, through a system of monitoring and guidance of the psychological services, a tailor-made 'suit'.

In the article by Erhard and Barosh (2008) 'From no problem to tailor-made suit', Israel's education system policies are displayed in relation to the phenomenon of unacceptable behaviour in schools. The model 'career of a social problem' describes

the process of change, with reference to specific coping modes of the education system in all three phases of the model.

The first stage: The phase 'no problem' characterises the seventies and eighties. That is when the media began reporting serious unacceptable behaviour that occurred within schools, and the research confirmed it (Horowitz and Amir, 1981). However this phenomenon could not penetrate through political, social and educational barriers.

The second stage: the nineties. The phenomenon penetrated the educational arena, and the Ministry of Education acknowledged its existence and encouraged tens of ready-made projects, designed to bring about quick improvement and to indicate action.

The third stage: the last decade. This systemic approach is spreading, and the Ministry of Education is concerned with the design and implementation of policy based on the recommendations of the Vilnai Committee (Vilnai, 1999) based on the findings of which there is a need for large-scale monitoring surveys based on knowledge accumulated in the country and abroad. Schools should make 'tailor-made suits', consistent with their unique characteristics, to promote an optimal educational climate in general and the treatment of high-risk students in particular. Even if recent surveys indicate a moderate decline in unacceptable behaviour among youth in Israel, there remains at this stage the recognition that there is still a serious and complex social problem, and to reduce it requires systemic multi-disciplinary cooperation which is consistent and efficient.

2.5 Unacceptable behaviour Between Students and Teachers

Unacceptable behaviour does not only exist between students. There exists a quite common phenomenon of teacher unacceptable behaviour against students and student unacceptable behaviour against teachers (Bar-Lev, 2007).

From my own twenty two-years of experience as an educational counsellor and as a teacher, unfortunately there are some incidents of teachers' violence and unacceptable behaviour against students and students' violence against teachers.

Concerning the Israeli education system, it is important to recall here that according to management circular 5761 4 (c) from 12.01.2000, "A teacher who strikes a student is suspended from his or her job or fired, depending on the severity of the injury". Severe cases of injury were the basis for Amendment No. 26 in the Penal Code (Amendment No. 26 of the Penal Law, 5749, 1989), which states the obligation to report to the police even a minor injury by an educator. Sexual assault on a student by a school staffer is the basis for section 368D (d) of the Penal Code, which stipulates the obligation to report to the welfare officer or to the police, and it increases the professional strength in the relationship between the staff and the student. In any case, according to management circular 5761 4 (c), guidelines require notification of the number of factors in every case of violence or unacceptable behaviour against a student by the school staff (Bar-Lev, 2007).

How common is violence of teachers and other staff towards students? A comprehensive study on the subject published in 2000, at the invitation of the Chief Scientist of the Ministry of Education (Benvenisti, Zeira and Astor, 2000) sampled about 160,000 students, about 200 principals and about 1500 teachers. About a quarter of all students sampled from grades 5, 8 and 11, reported that they were injured by somebody on the staff, mainly in the form of verbal unacceptable behaviour. Physical unacceptable behaviour was also not missing from the student reports. Among high school students, 8.1% reported a deliberate push from a staff member, 4.3% of them claimed that they suffered a punch or kick from the school staff. The rate was higher among junior high school students (10.9% were pushed and 4.8% were punched or kicked.) Among elementary students the number of those who claim that they had suffered physical unacceptable behaviour from the staff was highest (12.6% and 7.1%, respectively).

The study found that girls suffer many fewer physical injuries than boys. It was also found that in primary schools, and especially in middle schools, staff violence is higher in state-religious schools compared to state schools. However, offences of sexual harassment were fewer in state-religious compared to state schools. With reference to the violence of staff by sector, the differences are more notable. In the non-Jewish sector (Arab and Druze) the students reported that 21.7% of them had

been kicked or beaten by a staff member, compared with 2.1% in the Jewish sector. With reference to pinching or slapping, 39.9% versus 6.3% in the Jewish sector.

2.6 Unacceptable Behaviour Against Teachers

Kadman and Nachson (2005) warned that there is a great forgiveness for unacceptable behaviour of teachers against students and teachers while there is a hardening towards unacceptable behaviour of students against teachers.

Many teachers are also exposed to injury by students and other students in an institution or even beyond. After a serious incident of violence and unacceptable behaviour against a teacher by students in February 2005, the issue came up for discussion in the Knesset (the Parliament) as a query.

The Deputy Minister of Education stated, that 'the Ministry of Education must not adopt a forgiving approach and every event of unacceptable behaviour must be sweepingly condemned' (Bar-Lev 2007), and in the event of an exceptional incident of unacceptable behaviour, the Ministry recommends that the school stop its daily routine and deal with unacceptable behaviour, emphasising the permissible and the forbidden, and while taking a strong stand against unacceptable behaviour (Bar-Lev 2007).

The Psychological counselling Services of the Ministry of Education issued a circular in October 2003, following acts of unacceptable behaviour against teachers, and among the recommendations to the schools, was an act of advocacy and the adopting of a 'zero tolerance policy'. That is, taking strong action against 'soft' unacceptable behaviour before it develops into destructive unacceptable behaviour (The Psychological Counseling Services, 2003).

The research of Benvenisti, Casbari and Astor (2006) found that about 16.7% of teachers reported verbal abuse towards them, and about 2% reported physical unacceptable behaviour directed at them and a similar number experienced threats from students. About 12% of teachers reported damage to their vehicles, especially within the non-Jewish sector.

2.7 Policy of the Ministry of Education towards Unacceptable Behaviour in Schools

The Ministry of Education states that we must deal with unacceptable behaviour through binding evaluation and planned activities, consistent and powerful momentum. Moreover, it is not enough to be satisfied with the reduction of unacceptable behaviour within the school, but to strive for safe schools (Erhard, 2001).

As expected, the systemic approach to the phenomenon of unacceptable behaviour in the school was characterised in recent years as a response to immediate panic. The issue of unacceptable behaviour as a constant phenomenon in the framework of education was prominent in the public agenda. Most importantly, the system unhesitatingly admitted the existence of unacceptable behaviour in its midst. Beyond admitting the existence of unacceptable behaviour as a fact, the institutional system has shown very predictable signs of action, expressed in the taking of defensive and preparatory measures (Gilboa, 2006).

The management circular (2015) specifically talks about unacceptable behaviour and how it is growing and how important it is to overcome it: The school must ensure the safety and security of all those coming within its walls, thus providing for every boy and girl safety for their bodies, their mental health and their property.

I argue that, in recent years the necessity has arisen to deal with the attempt to reduce unacceptable behaviour among children and youth in Israel. Data gathered from the police, research and internal reports from the education system suggest a picture of a difficult situation regarding the scope of the problem and its severity. Hence, we must deal seriously with the upsurge of unacceptable behaviour in educational institutions.

According to Gilboa (2006) Failure to deal with the phenomenon questions the authority of the educational institution to educate, and removes the moral and ethical justification for its existence. If the school conveys acceptance of unacceptable behaviour or other criminal activities or shows forgivingness towards them, it will not be able to internalise in the students the values of maintaining law and the negativity towards of unacceptable behaviour.

For the implementation of the management circular (2000) there were allocated 5800 hours of counselling for elementary schools and 500 hours for kindergarten children. They also established regional committees implementing the responsibility of the management circular, reinforcing teacher training in unacceptable behaviour prevention, developing reporting and intervention mechanisms in the event of unacceptable behaviour at the local district level, and assigned hours of education for life skills education programmes while ensuring the creation of a safe climate and the prevention of unacceptable behaviour (The Psychological Counseling Services, 2003).

The Ministry of Education has invested much in studying, focused on the issue of unacceptable behaviour based on several sources, such as surveys published like (Harel, 1999) and on meetings with various experts in the country and the world, which were all based on the recommendations of the Vilnai Committee (Vilnai, 1999).

Recently, the main monitoring tool of the education system itself, Meitzav (Measurements and Growth Indices in School) also provides data on the extent of violence and unacceptable behaviour in schools. Meitzav was originally established by the Division of Measurement and Evaluation of the Ministry of Education to provide a comprehensive picture of the academic achievement in all areas of knowledge for future evaluation and planning.

Meitzav included questions with reference to unacceptable behaviour and the atmosphere in schools. The questionnaire of February-April 2009 by RAMA (National Authority for Measurement and Evaluation in Education) included clusters of questions designed to 'help the school board and teaching staff regarding setting goals, planning and follow-up in the atmosphere of interpersonal interaction and the feelings of motivation and of academic competence among students' (RAMA, 2009). Within them can be found a sub-section dedicated to the overall school climate which includes forty questions designed to examine whether generally the time spent in school is a positive and satisfying experience. The chapter clarifies information based on reports of students regarding these issues: the satisfaction of students with the school; relationships between teachers and students; sense of safety of the students; involvement in the events of unacceptable behaviour; discipline and boundaries; satisfaction of teachers with the school, as reported by teachers. Another sub-chapter,

the pedagogical environment, contains forty questions and focuses on learning interactions between teachers and students and their influence on the students. The environmental pedagogical character, according to students, includes the following themes: teachers' expectations of students to progress academically; providing evaluation and feedback to students; motivation for learning among students; feeling of suitability for learning among students. The pedagogical setting, as reported by teachers, includes these chapters: guarded reasons attributed to low achievement of students; providing assessment and feedback to students; classroom teaching methods; differential teaching; the work of the staff in the school. The data generated by Meitzav at all levels, from the student level, the levels of the class, grade, school and district level and the education system as a whole - are used for diagnosis for intervention on the one hand and as comparison groups (all students in the schools who responded to the Meitzav) and for comparison between the two on the other hand, and for the policy design of short-term and long-term levels.

Recommendations of the Vilnai Committee (Vilnai, 1999) as it relates to the phenomenon of unacceptable behaviour in the school system:

- Authority must be given to the school principals to allow them to exercise their responsibility for the safety and security of students.
- A committee headed by the school principal must be set for the prevention of unacceptable behaviour and other related social phenomena all schools.
- The class teacher is responsible for the safety and security of students.
- The school must formulate in each class of the education system in Israel 'rules of behaviour in the classroom'.
- The level of supervision of students during breaks and transportation must be raised.
- The personal relationships between school staff and students must be strengthened.
- The relationship between school staff and parents must be strengthened.
- Each school must run a programme or programmes to prevent unacceptable behaviour in schools, from a stock of programmes recommended by the ministry.

- Improving the physical environment in the school.
- The Ministry of Education must implement 'a code of conduct in school'.
- The Ministry of Education must implement a guidance and assistance procedure for dealing with extraordinary events.
- The school must implement units to help prevent unacceptable behaviour in the training programmes and continuing education of teachers, kindergarten teachers, and administrators.
- The Ministry of Education must establish clear procedures for dealing with complaints about unacceptable behaviour of the educational staff.
- The Ministry of Education must highlight the issue of reducing unacceptable behaviour as a key component in evaluating schools and rewarding the schools (Gilboa, 2006).

Summary

The policy of the Ministry of Education in Israel states that we must deal with unacceptable behaviour through binding evaluation and planned activities, thus creating a consistent and powerful positive momentum. Moreover, it is not enough to be satisfied with the reduction of unacceptable behaviour within the school, but to show zero tolerance for unacceptable behaviour and strive to create safe schools (Erhard, 2001).

The Ministry of Education has invested substantial resources in research focused on the issue of unacceptable behaviour and in the creation of panels of national and world experts charged with the mission of identifying an effective methodology.

The Ministry of Education specifically and clearly talks about unacceptable behaviour and how it is growing and how important it is to overcome it. The school must ensure the safety and security of all those coming within its walls, thus providing for every boy and girl a safe learning environment for their bodies, their mental health and their property. The circular further states that the School System will make every reasonable effort to administer the discipline code consistently and even handedly in the school, and students who violate the codes of conduct will face appropriate disciplinary action (Management Circular, 2015).

In my study I adopted the need to train teachers and parents in the management of desired classroom behaviour and in techniques of behaviour shaping.

2.8 Impact of the Unacceptable Behaviour on the Learning Process

In the field of education, it is well known that unacceptable behaviour in schools has a negative influence on the learning environments that are conducive to student success. Incidents of disrespect, rebelliousness, bullying, and verbal harassment and exaggerated physical unacceptable behaviour lead to particular conditions in which learning in schools becomes secondary to issues of personal safety, and students, their parents, and their communities are adversely affected. (Algozzine, Daunic and Smith, 2010).

In the light of the above, it is clear that unacceptable behaviour negatively affects the students' achievements. In fact, researchers describe the behaviour and achievement problems. Behavioural problem reduces academic engagement, which leads to reduce academic achievement. students who engage in problematic behaviour maintained by peer or adult attention will find additional support for those behaviours if teachers will allow them to escape from curricular demands following punishment or mismanagement of class activities. They appear to benefit most from interventions that focus primarily on social variables and they benefit best when the intervention includes curricular revision (Patterson, 1976).

Several studies have investigated the outcome of different types of abuse on the students' academic achievement. Physically abused students score significantly lower than control students on standardised measures of cognitive performance (Hoffman-Plotkin and Twentyman, 1984). They have also been found to display more pervasive academic problems than their non-abused counterparts (Kurtz et al., 1993).

According to Algozzine, Daunic and Smith:

School personnel face daily and continuous challenges in their efforts to establish and maintain safe and orderly classroom environments where

teachers can teach and students can learn (Algozzine, Daunic and Smith, 2010: 3).

In fact, behavioural problems in schools often limits teachers' ability to teach and students' to learn (Sprague, Sugai, Horner and Walker, 1999).

Fredricks, Blumenfeld, and Paris (2004) conclude: Engagement is associated with positive academic outcomes, including achievement and persistence in school; and it is higher in classrooms with supportive teachers and peers, challenging and authentic tasks, opportunities for choice, and sufficient structure. Conversely, for many students, disengagement is associated with behaviour and learning problems and eventual dropout.

As a teacher, I argue that behavioural problems in the classroom is one of the most difficult aspects of a teachers' job. It interrupts their lesson plans, interferes with the other students' learning environment and leaves many teachers feeling overwhelmed, helpless, and out of control.

Summary

behavioural problem in schools often limits the teachers' ability to teach and the students' ability to learn (Sprague, Sugai, Horner and Walker, 1999).

Manifestations of unacceptable behaviour in schools have a negative influence on the learning environments that loose their ability to facilitate and sustain the students' successful engagement with the learning process and negatively affect the students' achievements. Behavioural problem reduces academic engagement, which leads to reduce academic achievement (Patterson, 1976).

The counselling intervention re-engineered the class climate, so that no unacceptable behaviour will be supported and that acceptable behaviour would be positively reinforced on a lesson-by-lesson basis.

2.9 Solving Behavioural Problems

The unacceptable behaviour problem is not a 'divine decree', and we can reduce its dimensions significantly (Jimerson and Furlong, 2006; Smith, Pepler and Rigby, 2004). This decline is the beginning of a gradual, lengthy and long-term process which requires spirit and tolerance in implementing changes and maturing conditions,

as well as a great deal of perseverance, commitment and dedication in order that the improvement will continue even if the results do not meet expectations. Just as the problem is complex and influenced by many aggregate factors, so too the solutions depend on effective cooperation, implementing a variety of functions and overcoming obstacles. Transformation of the professional and theoretical knowledge accumulated in recent years to the systemic multi-disciplinary action plans, alongside confidence in the professional work, is likely to turn difficulties into challenges and thus increase the chances of success and realise goals.

The problems of unacceptable behaviour in school can be significantly reduced in quantity and severity, according to Gumpel (1999) by changing the climate in the school: professional training, appropriate supervision in the school and the encouraging of acceptance of the 'other'.

Gumpel recommend as follows:

1. The climate in the school: The climate in the school is perceived by researchers as a central factor in understanding the phenomenon of the unacceptable behaviour in the school. This factor comprises the dynamic interactions between psychological, academic and physical dimensions in the school environment. Large volumes of research unequivocally connect unacceptable behaviour in the school to the general school climate. Feelings of alienation in students to their classmates, teachers, the subjects taught, and the educational institution were associated with violent behaviour.

2. Professional training: There is no doubt that student's behaviour is learned. A central contributing factor shaping the behaviour of students is the extent to which school professionals encourage positive and pro-social behaviours, through selective reinforcement of positive behaviours. Clearly, when teachers decide, consciously or unconsciously, to ignore these small problems they actually unintentionally strengthens them.

   In my opinion, it is so important to use the reinforcement economy, it influenced positively student behaviours and achievements. However, unfortunately, too many teachers see punishment as the only recourse

in dealing with misbehaviour. They use the most potent negative consequences available to them in a desperate effort to control an individual and make it clear to others that the behaviour is not tolerated.

3. Supervision: Professional training of educators is important but is not enough. Presence or absence of appropriate supervision of student was found to have a significant impact on the level of unacceptable behaviour in the school. It was found that a low level of supervision at the school, especially in the playground and in the hallways, contributes to an increase and severity of violent incidents in the institution.

4. Acceptance of the other: Another factor affecting the violent and aggressive behaviour of students is hatred of the 'other', which is the result of fear and racism. This tendency to dichotomous thinking, which creates a conflict between the 'we' and 'they' increases the de-humanising of the 'others' and is reflected in the reduction in their value. Diminishing the value of the 'others' encourages interpersonal unacceptable behaviour, because it reinforces the feeling that it is not the interaction between equals.

Kauffman et al., (2006) recommend that before trying to analyse a problem deeply, or propose a management strategy, the behaviour of teachers themselves must be considered (i.e. values, sensitivities, and knowledge about students' behaviour). In addition, teachers should be mainly concerned about academic failure, aggression, depression, and problems with peers. Finally teachers must evaluate carefully their objectives and standards for judging success.

According to Algozzine, Daunic, and Smith (2010) taking into consideration the social, emotional, and academic challenges that the child faces nowadays, the utilisation of a cognitive-behavioural approach to problem conditions is part of the essential skills in learning. In fact, a lot of students lack the necessary skills needed for dealing with multiple social complications, many of which are emotionally charged.

Resolving a behavioural problem in a classroom first requires the accurate identification of the problem itself. Once identified, you can be confident in analysing and planning approaches to deal with it.

According to Kauffman et al., (2006). The questions that should be answered are the following:

- Is the problem due to an inappropriate curriculum or teaching strategies?
- What is permitted and what is banned?
- Why do certain behaviours bother me and what should I do to avoid them?
- Is the improvement of the problem important
- Should I focus on the behavioural aspect or on the difficulties?
- Is there any possibility that the resolution of the problem would solve anything else?

Once identified, the common response to discipline problems is detention, suspension, loss of privileges, or expulsion for the misbehaving students and the use of 'safety watch' systems, such as metal detector or surveillance to 'teach students a lesson' (Anderson and Kincaid, 2005). Unfortunately, with the use of reactive, punitive disciplinary practices, many schools have failed to reduce the majority of problems that are targeted for reduction; most importantly, they have failed to create an environment in which students are provided with rich learning opportunities for academic and social development (Hyman and Perone, 1998; Lewis and Sugai, 1999; Skiba and Peterson, 1999, 2000; Skiba, Peterson, and Williams, 1997).

Recent studies clearly highlight that school discipline could be achieved by creating a social context that guarantees, for all students, the improvement of both academic achievement and social competences. This can be reached by developing a positive and effective teaching environment, establishing clear expectations and habits, teaching and encouraging socially appropriate behaviour, reducing and discouraging existing behavioural problem, and preventing future rule violations (Kilian, Fish and Maniago, 2006; Safran and Oswald, 2003; Sugai and Horner, 2008).

Taking into consideration the constantly increasing problematic behaviour between students, it is incumbent upon the school to take systemic educational action concerning this painful subject. Treatment of overt student, unacceptable behaviour is one of the most difficult contexts of ethical conflict between the rights and obligations of students, teachers and administrators in the school system. Removal of violent students is sometimes a necessary means for ensuring the safety of other students and creating deterrent mechanisms for others. It is clear that the problem of unacceptable behaviour will not be solved only by removing students (Bar-Lev, 2007).

To properly manage the problem of unacceptable behaviour, only treating it at the student level, and only by teachers, will not be effective. Various studies indicate that in community schools and in those institutions that maintain close contact with the community there is a much greater positive atmosphere of volunteering and giving than among schools that do not have close relations with the community around them (Bar-Lev, 2007).

Fiore (2006) goes rather far with the issue of the relationship between the school and the community and he holds that only a permanent staff at the school and at the regional level can take on such a task. Such staff should be connected to the school board, and formulate policies to be coordinated according to other activities performed by the school.

Some studies offer recommendations for how teachers can reduce behavioural problem.

Following are some suggestions of Bar-Lev (2007) that teachers can adapt for most of their classes that will greatly improve the classroom climate and reduce the unacceptable behaviour.

1. Identify the main problems of the students, and the class as a whole, are facing.

2. Set yourself a strategy for action on the issues identified.

4. As a teacher and educator set clear limits for students of the class.

5. Avoid being portrayed to the students' as favoring certain students or a particular social group.

6. Avoid being portrayed in the eyes of the students as preferring students with higher academic achievements.

7. Try to have personal conversations with students who you feel need encouragement or support.

8. Identify the 'hard nuts' among the students and engage them in private conversations.

9. If you are aware of the formation of a class problem – take action.

10. As a professional teacher do not impose every difficulty on the class counsellor.

11. Encourage a clean classroom and place pictures and posters on the walls.

12. As the class counsellor organise short trips, fun sports days, and shared experiences.

13. Maintain a good relationship with the parents.

A positive classroom climate can help to lower unacceptable behaviour, psychological aggression and physical aggression. Features of a positive classroom environment include: student oriented methods of teaching; life-oriented subjects; chances for achievement; positive teacher/student relationships; social commitment; classroom cohesion; and clear rules and restrictions on behaviour (Heinrichs, 2003; Mayencourt, Locke and McMahon, 2003; Pepler and Craig, 2000; Roland and Galloway, 2002; Sudermann, Jaffe and Schieck, 1996).

Sackney (2005) suggests several ways for principals to reduce school unacceptable behaviour:

▪ Appoint task groups of teachers and students to improve the school climate.

▪ Ask teachers and students to plan activities to improve the school climate.

- Establish informal discussions with different groups of teachers, staff, students and parents.
- Encourage and publicise actions and positive cases that occurred in school.
- Encourage achievement through conferences and advertising on bulletin boards, both of academic and social achievements.
- Encourage the organisation of days designed to help improve the mood at the school.
- Invite students to hear achievements of the school.
- Make sure to photograph the regular activities taking place at the school.
- Ensure design stickers with the logo of the school will be pasted in different places.
- Appoint a joint committee of students and teachers to visit other school facilities and to suggest how to adapt them to improve the school climate.
- Visit the classroom at least once a week to be 'on the alert'.
- Hold meetings with the staff with the theme of 'brothers dwelling together'.
- Ensure to decorate the classes at school with the help of teachers and students.
- Improve the appearance of the school playground with the help of students, teachers and parents.
- Invite others to attend school.

Kauffman et al., (2006) underline the importance of talking with students about their appropriate behaviour. What is sought here is the finding of ways of expressing consent to the student's particular behaviour. Through conversation with students about their unsuitable behaviour, it is essential to keep the conversation as private as possible and to emphasise the suitable behaviour they should adopt. However, it should be clear that talking with angry and aggressive students must be pre-prepared, and conducted with professional attachment, and calmness in setting expectations and applying consequences. It should be remembered that students who are reserved

present a daunting challenge; in such a situation, the best way consists of persisting in gentle, calm, and careful attempts in order to establish communication and encourage suitable social interaction.

I believe that meetings between teacher and students to discuss the students' behavioural problem, could help reducing unacceptable behaviour.

Fields (2004) suggests that meetings between teacher and student should include some or all of the following elements:

- Description of the behavioural problem. The teacher describes the student's behaviour and explains why it is presenting a problem in the classroom.

- Open-ended questions and student input. The teacher asks open-ended questions to fully understand what factors are contributing to the behavioural problem.

- Problem-solving. Teacher and student discuss solutions to the behavioural problem and agree to a plan.

- Disciplinary reminder. If appropriate, the teacher concludes the meeting by informing the student of the disciplinary consequence that will occur.

According to Kauffman et al., (2006) it is very important to utilise the influence of friends as a way to improve student behaviour in the classroom. Teachers are required to manage the behaviour of groups. Indeed peer pressure is constantly present in groups, whether exploited by the teacher or not. The teacher has to support positive and humane peer pressure that encourages a sense of belonging to a group, cooperation and caring of students for each other, and easier acceptance of students at the social fringes of the group. Given that students are keep observers of each other, as well as of adults, to improve appropriate behaviour, teachers often use observational learning and the tendency to imitate certain peers and adults. Effective observational learning procedures highlight the appropriate behaviour of attractive models, and that includes rewarding consequences for both the model and those who imitate the model. Knowing that cooperative learning procedures may involve a combination of individual and group contingencies, it should be clear that care is required to avoid possible negative peer pressure when group contingencies are used.

With suitable selection and training, many students can be helpful for the teacher in implementing positive behaviour management procedures and also serve as effective tutors for their peers. It is very important to join in with parents in order to reduce the level of unacceptable behaviour among students.

For certain teachers, working with parents is a difficult task. This talent may be considered as a criterion that divides good teachers from those who are truly excellent.

> *In order to achieve excellence, teachers must be able to communicate effectively with parents. By so doing, they can enhance their behaviour management techniques by leveraging the influence that some parents have over their children. Although working with parents does not come naturally to all teachers, those who take the time and effort to develop such skills will be rewarded handsomely* (Kauffman, 1993: 128).

Algozzine et al., (1991) believe that portions of violent students are exceptional children either with physiological emotional problems or socio-economic problems. Various studies show that when dealing with exceptional children, or dealing with violent children, it is necessary to formulate an action team consisting of teachers and paramedical professionals.

One of the recommendations for ways to reduce unacceptable behaviour in schools in Israel, which is the fruit of the experiments of schools that significantly reduced student unacceptable behaviour, was derived from a study by Astor, Benvenisti, Weil and Roseiner (2005) that is related to school counsellors who could be real contributors in the creation of a climate-driven reduction of unacceptable behaviour. It depends on the perception of their role, the transfer of preventative programmes and appropriate therapy in the school, their status in the school and the measure of backup given to them by the principal (Bar-Lev, 2007).

Also the use of significant 'mobilised' bibliotherapy for treatment, that has already been with us for several years in the dealing with the risk of unacceptable behaviour in the population, and is built on ten sessions consisting of short stories, songs and movies. These experiments are not in line with empirical studies (Shechtman, 2001),

which have all pointed to the effectiveness of interventions in special and regular education.

Also creating a positive school culture (including respect and tolerance of others, and clear academic and behavioural expectations) can be an effective strategy to reduce students' bullying and unacceptable behaviour (Lumsden, 2002; Mayencourt, Locke and McMahon, 2003; Ma, 2002; Pepler, Smith and Rigby, 2004; Stewart, 2003).

<u>Code of Conduct</u>.

Erhard and Barosh (2008) underline the importance of adopt a student code of conduct at schools, in order to create appropriate behaviour.

Schools are committed to providing quality learning opportunities that enable all students to achieve high quality learning outcomes within safe, supportive and disciplined learning environments. Staff is to maintain high standards of ethical behaviour as established in the Department of Education's Code of Conduct. In addition to academic preparation, schools are responsible for instilling in the student, the behaviours that are required to sustain society. To achieve this goal, schools must identify what is acceptable behaviour and what is unacceptable behaviour. The latter would be incomplete without also specifying what consequences would be associated with various student behaviours.

Israeli law requires that all municipal boards of education adopt a student code of conduct including standards of student behaviour and disciplinary action for students who violate the code of conduct.

Codes of conduct specify behaviour that is accepted or prohibited in the school as well as in any setting that is related to the school. Codes of conduct generally state the behaviour expected to be demonstrated by the student. Disciplinary policies outline consequences that will occur in response to specific misbehaviour. The codes of conduct should be:

- Written in easy-to-understand terms, in clear and concise language identifying unacceptable behaviour and specifying the consequences that will be administered for engaging in the behaviour.

- Consequences for unacceptable behaviours, as defined by the local system, presented from the most minor to the most severe should be included.

- Consequences should match the severity of the misbehaviour. Codes should list separately minor and severe misbehaviour with the resulting disciplinary action.

The following are examples for the codes of conduct. The purpose of the code is to provide students in the School System an effective and safe learning environment:

- Participate fully in the learning process.

- Students need to get to school and class on time, attend all regularly scheduled classes, remain in class until excused.

- Students should pay attention to instruction, complete assignments to the best of their ability, and ask for help when needed.

- Students should avoid behaviour that impairs their own or other students' educational achievement.

- Students should take care of books and other instructional materials, and cooperate with others.

- Students should show respect for teachers, administrators, and other school employees.

- Students must obey reasonable directions, use acceptable and courteous language, avoid being rude, avoid being aggressive or acting with abusive behaviour and follow school rules and procedures.

- Students should recognize and respect the rights of other students and adults.

- The property of others and the property of the school should be protected.

In all cases, the rights of individuals will be ensured and protected. The School System will make every reasonable effort to administer the discipline code consistently in the school. and students who violate the codes of conduct, will face the consequences provided in the Code of behaviour (Management Circular, 2015) :

Respond range	Behaviour
* Clarification conversation with the involved students * A student who acts using unacceptable physical or verbal behaviour will get a warning and a letter will be sent to his parents * Parents are invited to a meeting with the educational staff * In all educational stages: the possibility of transferring the student to a parallel class on a permanent basis according to the decision of the Pedagogic Council. * Expelling the student from the classroom until the end of the lesson, or sending him/her away for several lessons. In the case of repeated unacceptable behaviour the student will be suspended from the school. In elementary schools:	-Severe verbal unacceptable behaviour (intimidation, scorn, affront of parents' respect, other) -Physical unacceptable behaviour (kick, bite, push, pinch, slap, hit). - Verbal unacceptable behaviour, spreading rumors on the internet, mobiles. - Destruction of school property.-

the suspension is for a period between 1-2 days.

* Enjoyment prevention – non-participation in school activities such as parties or trips etc.

* Assigning written home-work in the subject 'unacceptable behaviour and its dangers'

* Development of a written or graphic presentation that reflects understanding of the specific misbehaviour, the nature of the expected behaviour.

* Expression in the certificate: lowering the marks/a note in the 'behaviour' section.

* Personal educational programme for treatment purpose.

* Participation in the cleaning/repair of any damage caused to the school-related environment.

* Financial restitution for the repair of any damage caused to the school environment.

Respond range	Examples of behaviours that must be reported to the Welfare officer
* The school principal will suspend the student for 1-2 days. Beside the suspension regular meetings will be held between the staff and the student's parents. * The event severity will be expressed by the marks appearing on the certificate in the 'behaviour' section (the lowest mark available will be given), also a written note will be entered on the certificate indicating that the student was involved in a severe unacceptable behaviour	- Causing severe injury to a juvenile within the educational system, that required medical treatment in the following cases: - Unacceptable behaviour that involved the use of a dangerous weapon, materials, tools or instruments.

* According to the behaviour severity there is a possibility for suspension from school for up to ten days.	- Physical attack in which students are injured or their safety is in danger.
* Transferring the student to an alternative school (according to transfer procedures), or by permanently suspending the offending student from the school.	- Arson and causing damage. - Holding/possessing dangerous. Instruments.
* In the events occurring during trips the principal can return the involved students from the trip, in addition to the disciplinary and educational treatment.	- Presence during a severe unacceptable behaviour event while giving support and incitement.
* In cases in which there is danger to the students' safety, the principal will consider conditioning participation in a tour/trip in the future on the accompaniment by an adult or preventing participation in such future activity.	- Violating behavioural rules in trips and activities out of school.

2.10 Intervention and Prevention Programmes with Regard to Unacceptable Behaviour

Israel has not yet conducted a comprehensive study on the extent of use of various intervention programmes for unacceptable behaviour in schools. In the United States, about 78% of principals have reported that their schools operate programmes against unacceptable behaviour (Benvenisti, Astor and Marchi, 2003).

The operation of any intervention programme depends on the level of the unacceptable behaviour, understanding the workings of the school and knowing the environment. Every school must identify its special needs, its limitations, its strengths and resources, so that the school community can discuss which programme is best suited to its needs and ultimately choose the most appropriate programme. In addition, this approach assumes that the construction and implementation of the programmes is

a long one, cyclical and constantly changing so that it can confront new circumstances and new needs that are occasionally detected (Benvenisti, Astor and Marchi, 2003).

The completion of all summary statements allows the team to begin developing interventions for each problem behaviour. To do so, it is essential that all members of the team are encouraged to contribute by giving ideas or/and recommendations. The fact of allowing parents, community members, and school staff to participate will support the incorporation of culturally appropriate strategies (Kea, Cartledge and Bowman, 2002). Indeed, using culturally appropriate strategies will support the plan, along with maintaining the students` and family's` beliefs and values (Algozzine, Daunic and Smith, 2010).

According to (Algozzine, Daunic, and Smith, 2010) all interventions to solve behavioural problem must focus on answering the question, Why? For example: why were students fighting during recess? The use of such behaviour can be related to students' lack of positive social skills to gain the attention of teacher or peers or to avoid difficult situations. Students can have many reasons for obtaining and escaping; interventions must gradually work toward desirable social skills while considering the preferred function for the behaviour.

Kauffman (2006) suggests that self-questioning and reflection, required for the good management of classroom behaviour, should begin as soon as teachers detect inappropriate behaviour of a student or a group. Often, the first impressions about a problem can be ambiguous. The experience in classrooms with students lead to the belief that even outstanding teachers sometimes make rapid conclusions about the origin of a problem instead of taking more time for a deeper analytical approach in order to identify it. Consequently, a teacher can lose a lot of time and effort dealing with an unnecessary concern while neglecting a more significant problem. In reality, without reasonable control over students` classroom behaviour, teachers will reduce the chance of being effective.

In addition, prevention is an integral part of the effective treatment of the phenomenon of unacceptable behaviour when there are two simultaneous goals: reducing current unacceptable behaviour and the education for future non-violence (Management Circular, 2000).

The responsibility to deal with unacceptable behaviour is placed on the shoulders of many entities, where the cooperation between them contributes to the dealing with unacceptable behaviour. These factors are the principal, school staff, Israeli society, and students. In addition, there is the support system that includes counsellors, psychologists, assistants and various professionals upon whom is the responsibility to support the planning and operation of all activities at the school designed to deal with unacceptable behaviour. This system has a responsibility not only in dealing with students individually, but also in planning prevention and intervention activities for the entire school community (Benvenisti, Casabri and Astor, 2006).

Research on coping with unacceptable behaviour in the school system, conducted by Benvenisti, Astor and Marchi (2003) recommended to schools intervention programmes and approaches related to unacceptable behaviour, based on monitoring and surveillance over a period of time and on the following beliefs:

1. Schools must demonstrate a vision of the initiative and a 'can-do' attitude about the problem of unacceptable behaviour in their school.

    An educational vision is defined by many theoreticians as the leadership process of the head of the system who seeks to shape an improved future for his organisation. In many schools in the country and the world there exists a declared educational vision which is generally expressed on a placard that hangs in the office of the principal, and sometimes even on the logo of the institution, which lists the goals of the school (Bar-Lev, 2007).

    The principal and the staff must bring the school to a state of regular conduct, and allow themselves the planning and logistics to formulate a vision for the school.

    Even before the passage of the resolution adopting the vision for the school one must check how much coherence there is between the actual outline of the proposed vision and existing institutional procedures, in order to prevent situations of duplication of support from different procedures.

After verifying the vision, it must be ensured that the teachers will be integrated in the process as much as possible, so that every system which is to be influenced by the vision will notice the change, and it will diminish any objections or total disregarding (Barnett and McCormick, 2003).

2. Efforts to adapt a particular school programme should come 'from below', in other words, it requires the involvement of all who belong to the school community (students, educational staff, parents, and if possible also the wider community).

3. It is essential to bring about the empowerment of students and teachers to deal with the problem.

4. Democracy must be ingrained at the heart of a good plan to deal with unacceptable behaviour.

5. All the processes of developing, enhancing and evaluating programmes should be based on the systematic collection of data.

Any programme to reduce unacceptable behaviour and deal with it, must include reference to the multi-dimensional system of direct and indirect victims of unacceptable behaviour.

Accordingly, Benvenisti, Casabri and Astor (2006) point number of recommendation:

1. It is essential to create an atmosphere and tools that allow victims to report attacks that befall them. We must ensure that the reporting by victims will not bring the blaming of the victim and the causing of additional injury. Complaints of violence and unacceptable behaviour should be addressed seriously and responsibly. It should also be recommended that reporting must be accessible and discreet, to factors external to the school such as an 'open phone line' or a website.

2. We must deal with the physical and emotional harm of the victims. The information should be given to a member of the educational staff in charge of receiving complaints about violence and unacceptable behaviour. In any case it is necessary to assess the need for further support and treatment.

3. In all cases of injury, evaluate the need for intervention of educational treatment aimed at fostering the victim's ability to cope effectively with stress and the threat of future violent injuries.

4. It is necessary to ensure the prevention of further harm. Among other things it is necessary to ensure that the perpetrator cannot repeat the violation, to prevent 'revenge' from the offender, and to prevent injury arising specifically from efforts to prevent further injury. Among other things, it is not necessary to keep the victim from school to protect him from the offender.

5. Whenever possible it is important to involve the victim in the process of 'restorative justice' designed to repair the damage, and promote the ability of the victim and the offender to continue to be members of the same community, without further injuries.

6. In all cases of an act of unacceptable behaviour, especially severe violence, we must examine whether there are students who were indirectly affected and act accordingly.

7. When planning actions intended for victims one has to be aware that many of the victims themselves have harmed others. Therefore, we must deal with both victims of the students who harmed others (Benvenisti, Casbari and Astor, 2006).

According to Even (2005) there are three main characteristics shared by effective educational programmes to reduce unacceptable behaviour:

1. Setting standardised limits: Each school should have an agreed-upon code of conduct which includes a small number of rules formulated clearly and accompanied by examples. The students must recognise the rules and know that violating them carries a price.

2. Teaching social skills: The school should give students social skills relevant to the prevention of unacceptable behaviour, and students need to practise them.

Accordingly, Algozzine, Daunic and Smith (2010) cited:

Moreover, research in the field of early childhood development brought to light that social development and the ability to be engaged is essential for school readiness. In fact, children with problem behaviour could be at risk of both social exclusion and academic failure. In the light of the above, just as we teach children to read, swim, and count, we must teach them how to acquire and maintain friendships, identify feelings within themselves and others, control anger and impulses, listen, and problem-solve (Algozzine, Daunic and Smith, 2010: 28).

3. Broad educational partnership: schools must collaborate with other community factors in the community to manage the problem of the unacceptable behaviour.

According to Benvenisti, Astor and Marchi (2003) the characteristics of successful programmes are:

1. They raise the awareness and responsibility of students, teachers and parents to the types of unacceptable behaviour in their schools (such as sexual harassment, fights, use of weapons).

2. They create clear guidelines and rules of conduct for all schools.

3. They are directed at all the different social systems in the school, and make it clear to the school community how they must act before, during, and after acts of unacceptable behaviour.

4. They are intended to achieve the involvement of school staff, students and parents in the programme.

5. They frequently fit into the normal flow and daily tasks of the school.

6. They make use of the teaching staff, administrative staff and parents to plan, implement and sustain the programme.

7. They increase the monitoring and supervision in areas that are outside the classrooms.

Others, such as Ronen and Rosenbaum (2010) suggest some principles for the success of the intervention programme to reduce aggression among adolescents:

- Intervention should be given early in life to at-risk children, namely, to children in the early grades who are highly aggressive (Connor et al., 2006; Tremblay and Nagin, 2005).
- The intervention should concentrate on helping youngsters apply self-control skills to control their aggression and their anger (Bierman, 2007) by gaining emotional and cognitive self-control skills.
- The intervention programme should be delivered in small groups that can foster pro-social friendship skills (Bierman, 2007; Eppel, 2007).
- In order to enhance the general utilisation of new skills in the appropriate settings, the intervention should be conducted within the school system and by the teachers. In fact Wilson et al., (2003) reported that programmes delivered by teachers were more effective than those delivered by research staff.
- The intervention programme must be appealing to teachers and students in order to be adopted as part of a regular school with highly effective programmes.

Kauffman et al., (2006) claim that, nowadays, teachers have at their disposal a wide variety of suggestions for behaviour management, including 'packaged' techniques. Teachers are advised to use a reflective, self-questioning approach that motivates the creative use of basic principles. Otherwise, before using elaborate sophisticated management strategies, teachers should try using the simplest and most professionally defensible procedures. These include using instructions, showing and describing examples, and providing choices to students. Indeed, when used correctly, these simple approaches are often sufficient to solve behaviour problems.

Summary of Studies

Lists of studies with regard the characteristics of successful programmes dealing with unacceptable behaviour:

Authors	Outcomes, Ideas and Recommendations that influenced the design of the intervention.
Vilnai (1999)	- The personal relationships between school staff and students must be strengthened. -The relationship between school staff and parents must be strengthened. - The importance of implementing a code of conduct in schools.
Gumpel (1999)	-The school and class climate. Large volumes of research unequivocally connect unacceptable behaviour in the school to the general school climate. Feelings of alienation in students to their classmates, teachers, the subjects taught, and the educational institution were associated with violent behaviour. -A central contributing factor shaping the behaviour of students is the extent to which school professionals encourage positive and pro-social behaviours, through selective reinforcement of positive behaviours. -Presence or absence of appropriate supervision of students was found to have a significant impact on the level of Unacceptable behaviour in the school. -Acceptance of the other
Bar-Lev (2007)	-Teachers and educators need to set clear limits for students. -Try to have personal conversations with students who you feel need encouragement or support. -Maintain a good relationship with parents.
Kauffman et al, (2006) Fields (2004)	-Underline the importance of talking with students about their appropriate behaviour.

Erhard and Barosh (2008)	-Underline the importance of adopting a code of conduct at school, in order to facilitate appropriate behaviour.
Benvenisti et al, (2003)	-Emphasise that the intervention programme should come 'from below', in other words, it requires the involvement of all who belong to the school community (students, educational staff, parents). -The importance of creating clear guidelines and rules of conduct - Follow-up the daily work at school -Increase the monitoring and supervision in areas that are outside the classrooms
Benvenisti et al., (2005)	Underline the importance of the school counsellors who could be real contributors to the creation of a climate that can support appropriate behaviour and cause unacceptable behaviour to become extinct. It depends on the perception of the role of educational counsellors in school, the transfer of prevention programmes and the choice of an appropriate course of action for the school.
Even (2005)	-Setting standardised limits: each school should have an agreed-upon code of conduct which includes a small number of rules formulated clearly and accompanied by examples. A consensus should be created regarding the school's code of conduct and the consequences of respecting it and of violating it. Teaching social skills -Establish broad educational partnerships: schools must collaborate with other stakeholders in the community to better manage the problem of unacceptable behaviour.

Ronen and Rosenbaum (2010)	-An intervention should take place early in the life of at-risk students , namely, to students in the early grades who are highly aggressive. The intervention should concentrate on helping youngsters apply self-control skills to control their aggression and their anger by gaining emotional and cognitive self-control skills. -The intervention programme should be delivered to small groups that can foster pro-social friendship. -In order to enhance the general utilisation of new skills in the appropriate settings the intervention should be conducted within the school system and by teachers. -The intervention programme must be appealing to teachers and students in order to be adopted as part of the regular school repertoire.
Wilson et al., (2003)	It is recommended that the intervention should be conducted within the school system and by teachers. Programmes that are delivered by teachers were found to be more effective than those delivered by research staff.

2.11 Common Types of Interventions Used in Schools

The scope of the programmes:

In the United States, about 78% of the principals reported that their schools operate programmes to treat unacceptable behaviour, 11% of the schools had programmes that lasted only one day or less, 24% of principals reported that they only operated continuous programmes, and 43% said that their school also held continuous programmes as well as one-day programmes (Kauffman et al., 1998).

It is not clear what kinds of programmes the principals included in the framework of interventions against unacceptable behaviour. However, social workers in United States schools reported that in their schools there exists a broad variety of programmes and intervention services to prevent unacceptable behaviour, including counselling services, crisis intervention, teaching skills, peer programmes designed

for students, community programmes and programmes based on teachers and security staff. The vast majority of these interventions and programmes have not undergone thorough evaluation regarding effectiveness as a strategy to reduce unacceptable behaviour. For example, in the study of Astor, Behre, Wallace and Fravil, (1998) 91% of the social workers supported home visits as an effective intervention for violent children, and 82% of the social workers said they used to make home visits in person to reduce violent and unacceptable behaviours. However, very little data is available regarding the effectiveness of home visits or other types of interventions that are commonly used by social workers.

Common and everyday interventions, interventions such as removal, suspension for a fixed period and transfer to a special school are acceptable responses to acts of unacceptable behaviour in schools. There are other acceptable interventions, such as contacting the parents, meetings with parents at school about violent behaviour, punishment by detaining the student at school for a certain time after the school day, better monitoring by adults in the school playground and better monitoring of the routes to and from school and areas around the school susceptible to the danger of unacceptable behaviour. Data from Europe and Australia indicate that these types of intervention are easier to implement and can be very effective in reducing certain types of unacceptable behaviour in schools, such as bullying and intimidation (Olweus, 1993; Smith and Sharp, 1994).

2.12 Examples of Intervention Programmes Available to Schools

1. Peace Builders

Grade: Mandatory kindergarten through grade 5
Participants: 375 schools have adopted the programme throughout Arizona, California, Utah, Oregon and Ohio.
Elements of the Programme: The programme aims to change the school climate, Behavioural objectives are to promote pro-social behaviour, reduce aggression and improve students' social ability (Embry et al., 1996; Krug et al., 1997).

There are taught five universal principles:

- Praise people.
- Avoid insults.
- Search for intelligent people who can be used as consultants and friends.
- Pay attention to injuries we cause and try to correct them.
- Correct injustices.

Adults should reinforce behaviours and use a model for positive behaviour.

Ways of measurement of the results
- Social skills
- Aggressive behaviours
- Teachers' reports and self-reports of aggressive behaviours
- The need for a school nurse due to fights.

Results: The teachers estimate that there have been significant improvements in the social skills of students in all classes in those schools where the intervention was a priority. Teachers' reports and self-reports of students indicate a significant decrease in aggression for boys who were in intervention programmes for two years. In schools where the intervention took place there were fewer visits to the school nurse for treatment of injuries compared with the control group of schools (Krug et al., 1997).

2. **Second Step**

Elements of the programme: The programme is based on a curriculum (30 lessons) and consisted of activities for learning empathy, impulse control, problem solving and anger management (Grossman et al., 1997).

Ways of measurement of the results:
Grading by observers the behaviour of students in classrooms, dining room and courtyard. Parents and teachers reports on the behaviour of students (physical aggression, verbal hostility, pro-social and neutral behaviours).

Second Step: unacceptable behaviour Prevention Programme is a classroom-based social skills curriculum for students from preschool through middle school. The

curriculum aims to reduce impulsive and aggressive and unacceptable behaviour and increase protective factors and social-emotional competence. Organised by grade level, the programme teaches students empathy, problem-solving skills, risk assessment, decision making, and goal-setting skills. The Second Step programme is classified as a universal intervention, meaning that it is appropriate for whole classrooms of students and not just those at risk.

Second Step lessons are organised into three skill-building units that focus on empathy, impulse control, problem solving and anger management. Lessons are sequential, developmentally appropriate, and provide opportunities for modelling, practice, and skills reinforcement. The curriculum includes discussion, teacher modelling, coaching skills, and role-plays. Stories are used to demonstrate important peer-relations skills and to teach effective (emotional), cognitive, and behavioural social skills. Lessons can be incorporated into health, science, mathematics, social studies, and language arts.

The Second Step Family Guide is available as a supplement to the programme for preschool grade 5. The six-session, facilitator-led programme helps parents learn about the curriculum and assists them in reinforcing students' skills in communicating feelings, solving problems, controlling anger, and dealing with conflict.

3. Students for Peace Project

Grade: six with follow-through to seventh and eighth grade.

Participants: 2,246 students from eight intermediate schools in large urban areas with low socio-economic status. The schools were divided into matching pairs; in each pair one school was randomly assigned as a control and one school for group intervention (Orpinas et al., 2000).

Elements of the programme: Every school established a council to promote health (a paid coordinator, 3-10 teachers and a nurse or counsellor) that coordinated the implementation of the curriculum and organised 'activities related to peace': writing contest on peace, plays against gangs, 'Week of Peace', etc. (the curriculum was taken from the programme 'Second Step', see above). The intervention consisted of:

- Reconciliation of members - students are trained to mediate, formally and informally, with disputes between members.
- Members help members - students hold meetings on a one-on-one basis with those who have sought assistance with personal problems (use of alcohol or drugs, school truancy, conflicts, etc.).
- Preparation and distribution of an information booklet for parents.

Ways of measurement of the results:

- Self-reporting (bullying, pushing, use of disgraceful names, beatings, encouraging students to fight, kicks, threats to hurt or hit, angering easily).
- Frequency of fights at school.
- Frequency of injuries due to fights.
- Feelings about school security.
- The number of days of absence from school due to a sense of lack of security (0-6 in the previous month).
- Frequency of threats made at school (0-6 times or more in the previous year).

4. **Brain Power**

Grades: 3-6

Participants: 384 African-American boys (85%) and Latin Americans (15%).

Programme elements: Attribution of hostility considered to determine the extent of aggression in the further development of boys (Hudley, Britsch, Wakefield, Demorat and Cho, 1998).

Intervention was focused on providing new ascribing patterns, and included 12 lessons that dealt with three training components:

- Strengthening the ability of aggressive boys to accurately identify the intentions of others.
- Increasing the likelihood that aggressive boys attribute the negative results primarily to incidental factors.
- Link to appropriate behavioural responses, not aggressive, to negative social consequences caused by unclear reasons.

Groups of six students met twice.

Ways of measurement of the results: Teachers grading the students' behaviour.

References to students: Each student was presented with a hypothetical scenario of destruction of property, physical injury or social rejection, and the student had to judge whether it was done intentionally or unintentionally.

Results: The participants selected were originally classified as aggressive or not aggressive according to the rating of teachers and students' votes on aggressive behaviour. Each student was assigned randomly to one of three following training groups:

- Providing new ascribing patterns
- Treatment in skills of solving non-social problems
- A control group that received no treatment.

There were no baseline differences between schools, teachers who reported violent behaviour or the rate of suspension. Improvements in behaviour were attributed to changes in the students' attitude.

5. Incredible Years

The Incredible Years programmes are aimed at students of foundation phase age. The Teacher Classroom Management Programme, emphasises skills such as the effective use of teacher attention, praise and encouragement, use of incentives for difficult behaviour problems, proactive teaching strategies, how to manage inappropriate classroom behaviours, the importance of building positive relationships with students, and how to teach empathy, social skills and problem solving in the classroom. The Incredible Years programmes emphasises training students in skills such as emotional literacy, empathy or perspective taking, friendship skills, anger management, interpersonal problem solving, school rules and how to be successful at school. The treatment version is designed for use as a treatment programme for small groups of students exhibiting conduct problems. The prevention version is delivered to the entire classroom by regular teachers, two to three times a week. Multiple randomised control group evaluations of the Teacher Classroom Management programme indicate significant: • increases in teacher use of praise and encouragement and reduced use of

criticism and harsh discipline, Practical approaches to behaviour management in the classroom • increases in student's positive emotion and cooperation with teachers, positive interactions with peers, school readiness and engagement with school activities • reductions in peer aggression in the classroom. Multiple randomised control group evaluations of the programme indicate significant: increases in students' appropriate cognitive problem-solving strategies and more prosocial conflict-management strategies with peers • reductions in conduct problems at home and school (Hutchings, 2007).

6. **Parent-Child Interaction Therapy.**

Parent-Child Interaction Therapy (Brinkmeyer and Eyberg, 2003) PCIT is a parenting skills training program for young children (ages 2-7 years) with disruptive behaviour disorders that targets change in parent-child interaction patterns. Families meet for weekly 1-hr sessions for an average of 12 to 16 sessions, during which parents learn two basic interaction patterns. In the child-directed interaction phase of treatment they learn specific positive attention skills (emphasising behavioural descriptions, reflections, and labeled praises) and active ignoring skills, which they use in applying 58 differential social attention to positive and negative child behaviours during a play situation. The emphasis in this phase of treatment is on increasing positive parenting and warmth in the parent-child interaction as the foundation for discipline skills that are introduced in the second phase, the parent-directed interaction phase of treatment. In this second phase, and within the child-directed context, parents learn and practice giving clear instructions to their child when needed and following through with praise or time-out during in vivo discipline situations. Therapists coach the parents as they interact with their child during the treatment sessions, teaching them to apply the skills calmly and consistently in the clinic until they achieve competency and are ready to use the procedures on their own. Parent-directed interaction homework assignments proceed gradually from brief practice sessions during play to application at just those times when it is necessary for the child to obey.

7. Olweus Bullying Intervention Programme

The Olweus Bullying Intervention Programme (Olweus, 2005) is the most widely studied bullying intervention programme. The purpose of this intervention programme is to reduce unacceptable behaviour by students at multiple levels of the learning infrastructure, on a school-wide basis; during classroom activities and meetings; special attention being given to individuals identified as delinquents. Some of the activities were focused on the need to increase parents' involvement and other stakeholders. Some studies of the Olweus Bullying Intervention Programme have reported significant reductions in students' reports of bullying and antisocial behaviours (e.g., fighting, truancy) as well as an improvement in school achievement and overall climate. These programmes were generally more effective in Europe. Farrington and Ttofi (2009) found that programmes that were conceptually based on the Olweus unacceptable behaviour intervention programme were the most effective programmes, compared to the other programmes examined.

8. Positive Behavioural Interventions and Supports

The main purpose of the Positive Behavioural Interventions and Supports (PBIS) (Sugai and Horner, 2006) was to prevent troublesome behaviours on the one hand, and promote a positive school climate through by promoting change at the infrastructure level on the other hand, so that inappropriate behaviour is no longer supported and actually prevented systematically and consistently. The model is based upon social learning and organisational and positive youth development theories and promotes strategies that can be used by all of the school staff consistently across all of the school cohorts. Staff and students work in a collaborative manner through PBIS in order to create a school-wide programme emphasising positive behavioural expectations, and stimulating students to meet these expectations, the PBIS also promotes positive interactions between students and staff, and encourages data based decision making by staff and administrators. This model is aimed at altering the school environment by creating both improved systems (e.g., discipline, enforcement, and data management systems) and procedures (e.g., collection of office referral data, training, data-based decision making) for the purpose of promoting positive change in student and teacher behaviours (Kutash et al., 2006; Sugai and Horner, 2006). The

PBIS model also articulates individual and group coaching to tailor the implementation process to fit the culture and context of the school. The PBIS model follows a multi-tiered prevention approach (Bradshaw, 2015; Waasdorp et al., 2012).

9. KiVa Anti-Bullying programme

Another school-wide, multi-component programme is the KiVa Anti-Bullying Programme, Karna et al., (2011a, 2011b) that has demonstrated promising effects. This programme has been nationally implemented in Finland for students in grades 1 through 9. The universal elements of this programme include activities designed to increase bystander empathy and efficacy, teacher training, and more-targeted strategies for students at risk as victims of unacceptable behaviour or engaged in unacceptable behaviour as perpetrators. It provides classroom training and materials designed to promote open discussions between teachers and students, elicit and sustain peer support for bullied students by training school staff in disciplinary strategies, and by providing informational materials to the families of the students to prevent and appropriately respond to manifestations of unacceptable behaviour. Computer games are also used to help students practice bullying prevention skills.

Karna et al., (2011a, 2011b) in their national research showed that after 9 months of implementation, students in KiVa schools reported lower rates of unacceptable behaviours compared to students in non-intervention control schools.

In one evaluation of the KiVa Programme, Veenstra et al., (2012) argued that teachers play an important role in anti-bullying programmes and therefore they should be included as intervention targets. Ahiola et al., (2012) also found in their evaluation of the KiVa Programme that teacher support of the programme was positively related to the adherence to the implementation programme, which in turn contributed to the potential for enhanced programme effects. KiVa has only been tested in Europe, although there are currently efforts under way to adapt the model for use in other countries such as the United States.

10. The Good Behaviour Game

The Good Behaviour Game is an elementary school-based intervention programme that targets antecedents of youth delinquency and violence. This programme employs classroom behaviour management as its primary strategy in order to improve on-task

behaviour and decrease aggressive behaviour (Baughman- Sladky et al., 2015). The use of the Good Behaviour Game intervention in elementary schools has shown that it results in the reduction of disruptive behaviour, increased academic engagement time, and statistically significant reductions in the likelihood that participating students would be diagnosed as suffering from conduct disorder by sixth grade, in addition to a range of positive academic outcomes (Bradshaw et al., 2009; Wilcox et al., 2008). The strongest effects were found among the most aggressive boys, who, when exposed to the programme starting in the first grade, showed lower rates of antisocial personality disorder as young adults (Petras et al., 2008) and reduced rates of mental health service use, compared to those in the control group (Poduska et al., 2008).

11. <u>Raising Healthy Children</u>

Raising Healthy Children (Catalano et al., 2003) is a multidimensional intervention aimed both at universal populations and high-risk youth in elementary and middle schools.

This programme utilises teacher and parent training, emphasises classroom management for teachers and conflict management, problem-solving and refusal skills for children. Parents receive optional training programmes that target rules, communication, and strategies for supporting their child's academic success. Follow-up at age 18 showed that this programme improved long-term attachment and commitment to school and school achievement and reduced significantly rates of self-reported violent acts and heavy alcohol use.

12. <u>Steps to Respect</u>

Steps to Respect is another multicomponent programme that includes activities led by school counsellors for youth involved in unacceptable behaviour, together with school-wide prevention, parent activities and classroom management (Frey et al., 2005, 2009; Baughman- Sladky et al., 2015). Schools that used the Steps to Respect intervention showed a reduction of 31 percent in the likelihood of perpetrating physical bullying in intervention schools relative to control schools based on teacher reports of student behaviours (Brown et al., 2011).

Brown et al., (2011) also demonstrated significant improvements in student self-reports of positive school climate, increases in student and teacher/staff bullying prevention and intervention, and increases in positive bystander behaviour for students in intervention schools compared to students in control schools. Frey et al., (2009) performed separate evaluations of Steps of Respect in which they found, using teacher observations of student playground behaviours, statistically significant declines over 18 months in the victimisation and destructive behaviour for students in intervention schools compared to students in control schools.

13. <u>Fast Track</u>

Fast Track is one of the most comprehensive, long-term school-based programmes that have been developed to prevent chronic and severe conduct problems in high-risk students. It is based on the view that antisocial behaviour generates from the interaction of influences across multiple contexts such as school, home, and the individual (Conduct Problems Prevention Research Group, 1999). This programme is aimed mainly to increase communication and bonds between and among these three domains; to enhance students' social, cognitive, and problem-solving skills; to improve peer relationships; and ultimately to decrease disruptive behaviour at home and in school. Fast Track provides a continuum of developmentally sequenced preventive intervention spanning grades 1 through 10. It includes some of the programme elements and frameworks mentioned above, such as a social-emotional learning curriculum developed in elementary school called Promoting Alternative Thinking Strategies, as well as a version of the Coping Power programme for higher-risk students. Other elements include support to parents, which is tailored to meet the unique needs of the family and youth.

A recent evaluation of the Fast Track demonstrated that early exposure to the intervention brought about significant reductions in adult psychopathology at age 25 among high-risk early-starting conduct-problem children (Dodge et al., 2015). Particularly, intent-to-treat logistic regression analyses showed that 69 percent of participants in the control condition showed at least one externalising, internalising, or substance abuse psychiatric problem (assessed via self-report or peer interview) at age 25, compared to 59 percent of those assigned to intervention (OR = 0.59, 95% CI [0.43, 0.81]; number needed to treat = 8). Intervention participants also received lower

severity-weighted violent crime conviction scores (standardised estimate = −0.37). This study was a random assignment of nearly 10,000 kindergartners in three cohorts, who were followed through a 10-year intervention and then assessed at age 25 via arrest records, condition-blinded psychiatrically interviewed participants, and interview of a peer knowledgeable about the participant.

Summary

The intervention programmes surveyed informed the intervention programme that I devised. I adopted the best features of the various programmes surveyed in order to create what I believed to be an effective programme for the short term that could produce sustainable results in the classroom where I worked and that these improvements can be transferred to the home. For example from the programme Incredible Years I learned that when teachers use reinforcement to support acceptable behaviour, acceptable behaviour becomes more frequent and unacceptable behaviour is diminished. From the programme Second Step I learned that an intervention can be worked into the fabric of the school curriculum and be effective. From the Olweus intervention I learned that when parents are consulted and given a role in the intervention, the intervention is both effective and sustainable. The intervention that I designed incorporated all of the elements that I mentioned above and more.

2.13 Studies of Unacceptable Behaviour

Very few studies have been conducted on the socialisation processes of students among the Arab population in Israel. The unacceptable behaviour exists in all strata of the population and is ever increasing in the number of events and intensity.

I present here studies in the unacceptable behaviour field and results

1. Research work published by Amos et al., (2001) shows that:
   - 79% of students reported that they are subjected to verbal harassment at least once a month.
   - 65% of students reported that they are victims of physical harassment at least once a month.
   - 36% of students reported that they are indirect victims of harassment at least once a month (e.g. boycott).

- 16% of students reported being touched in private places at least once a month.

- 32% of students reported that personal items are stolen from them at least once a month.

2. The findings of the research of Astor, Benvenisti, Weil and Roseiner (2005) which included students from both the Jewish and non-Jewish sector, showed:

- More than a quarter of students (27.2%) feel insecure in school.

- Nearly half of the students (47.6%) reported that in the school there exists a violent atmosphere.

- 33% of students think that the teachers in their schools do not support them.

- More than a quarter of the students (26.8%) do not have a feeling of belonging to their school.

3. These are the preliminary findings of a national survey on school violence and unacceptable behaviour in Israel done by, Anat, Astor and Benvenisti (2000). The national representative sample was stratified on school type - elementary, middle, and high schools - and ethnicity - Jewish and Arab students. A total of 15,916 students from 603 classes and 232 schools participated in the study, resulting in a 91 percent response rate. Findings revealed high rates of unacceptable behaviour in all areas and among all age groups, but relatively higher rates of low-level violent behaviour and lower rates of more severe violent events. The authors report on age-related, gender, and cultural differences and discuss social workers' roles in shaping national policy and professional discourse on school unacceptable behaviour.

The research results indicated that the perception of students in the Jewish and Arab educational system is that they view the unacceptable behaviour as a problem that changes with age: in primary school more Jewish viewed unacceptable behaviour as a problem (33.6% vs. 27.4% in the Arab). In middle school the Arabs viewed unacceptable behaviour as a problem with higher rates (30.6% in Jewish the education system compared with 38.1% of students in the Arab education system), however in high school the gap in the perception of the unacceptable behaviour as a problem was

much bigger (only 19.5% of the Jewish students compared with 43.7% of the Arab students who perceived unacceptable behaviour as a problem).

4. In a study by Chesney-Lind and Paramore (2001) it was found that boys are more violent than girls. Boys more often use physical unacceptable behaviour against their own sex more than against girls, while girls use unacceptable language towards other girls.

5. The study of Wolke et al., (2001) compared the effects of the unacceptable behaviour in large and small schools in England and Germany. They found that in small schools in England there were many more cases of bullying and unacceptable behaviour, than in large schools, and more in villages and in provincial towns than in big cities. In Germany, however, no significant differences of unacceptable behaviour were found between large and small schools.

6. The study by Kuo and Sullivan (2001) examined how the density of the structure in urban schools and the presence of trees in the area influence the level of the unacceptable behaviour reported. It was found that the crowded schools and those lacking a green area caused students to have 'mental fatigue' which resulted in higher levels of unacceptable behaviour.

7. In the study by Laufer and Harel (2003) held in Israel with regard to Jewish and Arab education, it was found that lack of support from teachers was seen by Arab students as a motivation to operate violently, more than among Jewish students who instigated the unacceptable behaviour.

8. The findings of the study of Benvenisti, Casabri and Astor (2006) about the unacceptable behaviour in the Israeli education system and risk groups involved in unacceptable behaviour in the context of different types of school. The study is based on a representative national sample of students in the education system in Israel from grades 4 through 11, and included 27,316 students from 526 schools. The basis for the study was a closed structured questionnaire given to students in a classroom setting in the presence of a representative of the researchers.

The picture that emerged from the findings was a difficult one. Almost all students had been exposed to verbal unacceptable behaviour in the past month, about half were victims of moderate violence and one in five reported that they were victims of severe unacceptable behaviour. The picture of the risk group, in the context of engaging in unacceptable behaviour, showed that boys are more often victims of most types of unacceptable behaviour, with the exception of indirect social unacceptable behaviour, which was more common among girls. Elementary school students reported more victims for all types of unacceptable behaviour examined, than middle school students, and the latter reported more unacceptable behaviour than students in high schools. Students in the non-Jewish sector have a higher number of victims of all kinds of unacceptable behaviour other than verbal unacceptable behaviour, which was reported more by students from the Jewish sector. In the sector of non-Jewish students Bedouin students reported high levels of victimisation and unacceptable behaviour, especially severe unacceptable behaviour and unacceptable behaviour that involves firearms.

According to the authors, the ecological approach must stand on the base of school intervention with the problem of school unacceptable behaviour. It is necessary to act systemically to have an effect the school.

The amazing findings that the researchers have found could result in many conclusions. For example, they found that moderate physical unacceptable behaviour is more serious in elementary school than in higher schools, and a higher percentage of boys engage in unacceptable behaviour than do girls. Unacceptable behaviour in the non-Jewish sectors is higher than in the Jewish sector.

With reference to verbal unacceptable behaviour, it is interesting to note that a higher percentage of girls are involved in that type of unacceptable behaviour than are boys and there is nearly an equal amount of incidents between elementary schools and middle schools, but regarding verbal unacceptable behaviour the percentage is much higher in high schools, which is very interesting.

With regard to sexual harassment it is equal among all three divisions, elementary, middle and high school, however with regard to gender, boys sexually attack more

than girls do. As for the various sectors, sexual unacceptable behaviour is higher in the non-Jewish sector than in the Jewish sector.

The researchers recommend that the reduction of unacceptable behaviour lies with the investing of additional resources for reducing unacceptable behaviour in schools, and the strengthening of the efforts to deal with unacceptable behaviour in schools especially among high-risk groups.

9. The research of Aviv (2008) uncovered amazing results that cannot be ignored. These findings point to the severity of the problem of unacceptable behaviour in the education system in Israel. In 2007 alone, there were 41,000 calls from children who turned to officials of social welfare departments: 35% suffered neglect, 40% physical abuse, 20% emotional abuse and about 15% sexual abuse. 95% of the abusers were a parent or other close family member (grandparent, uncle, brother). The data continues to flow and the wound is still haemorrhaging. These are official and visible figures, but in my opinion there are specific cases that society does not recognise and has not heard of, they are the real data.

10. a joint effort by the U.S. Department of Education National Center for Education Statistics and the U.S. Bureau of Justice Statistics, the Indicator of Schools Crime and Safety 2006 and 2007 reports (Dinkes et al., 2006; Dinkes et al., 2007) contributes to a better understanding of U.S. nation's schools and the conditions surrounding school-related crime, its perpetrators, and its victims. Specifically the reports cover topics such as victimisation, fighting, bullying, and student perceptions of school safety, weapons issues, teacher injury, drugs and alcohol. They presented the following striking findings:

Over 86 percent of approximately 83,000 public schools reported one or more serious crimes or violent incidents (e.g., physical attack, robbery, sexual battery, vandalism, possession or distribution of drugs or alcohol) in 2005-2006, totaling an estimated 2.2 million incidents, or 45.8 incidents per 1,000 students. Of these incidents, 763,000 (or 16 per 1,000 students) entailed police involvement.

Approximately 19 percent of students in grades 9 to 12 reported in 2005 that they had carried a weapon, and 6 percent reported carrying a weapon on school property in the previous month.

In 2005, 6 percent of students ages 12 to 18 reported fear of attack or harm at school. The same percentage of students reported that they had purposely avoided a school activity or place during the previous six months due to their fear of attack and harm.

According to teachers who were surveyed in 2003-2004, 35 percent agreed or strongly agreed that student misbehaviour interfered with their teaching. The percentage was higher (41 percent) in urban settings.

In 2003-2004, nearly 7 percent of public and private school teachers reported having been threatened with injury by a student during the previous 12 months, with a greater percentage of the threats reported by public and city school teachers.

In 2005-2006, 48 percent of public schools reported that they had enforced at least one serious disciplinary action, such as suspension from school lasting five days or more, expulsion, or transferring a student to a specialised school, for offenses such as physical attacks, insubordination, possession, distribution or use of alcohol or illegal drugs, and use or possession of firearm or weapon.

11. Research was done by Ronen and Rosenbaum (2010), about school-based aggression reduction intervention programme aiming to endow highly aggressive adolescents with a learned resourcefulness repertoire, using Ronen and Rosenbaum's four-module self-control model. Intervention aimed at teaching adolescents that aggression is changeable behaviour resulting from how they think and feel, emphasising cause-effect relations; to facilitate their identification of internal cues, sensations, and emotions and their links to behaviour; and to help them identify and acquire self-control skills, e.g., delaying temptation, using self-talk, and planning steps toward achieving goals. Participants were 447 ninth graders: 167 underwent intervention, and 280 from the same schools received no intervention (controls). Outcomes indicate the model's efficacy in reducing aggression. In the intervention group, both objective and subjective aggression rates decreased significantly compared to baseline and controls. Hostile thoughts and negative emotions did not

change, suggesting that the adolescents could now control these without behaving aggressively. Analysis attributed aggression reduction to increased self-control skills.

Summary

My study focused on the perceptions of students, teachers and parents with regard to student behaviour, class and school climate and level of student achievement.

The dominant behaviour of the students in K5-2 was unacceptable. There was no feeling of engagement with the learning process. Violent outbursts by students disrupted the learning process, have eroded teacher-student and student-student trust and contributed to absenteeism (Orpinas et al., 2000). Teachers and students reported that they felt unsafe, that the learning process in the K5-2 has been disrupted and that the quality of student learning outcomes, as evidenced by school records, was in decline.

I was the school counsellor and I decided to study the problem and take action to rectify it, and to empower the forces that contribute to the learning processes in the K5-2 class and to improve their behaviour and the class climate.

I conducted my research in order to find a solution for what had become the most severe problem in the education field in the Arab community in Israel: the unacceptable low level of student achievement and the high dropout rate of students accompanied by the unacceptable and disruptive behaviour of students (RAMA, 2009).

The purpose of the research was to create new knowledge for teachers, administrators and the communities served by Arab schools in Israel.

The objective of this research was to reduce the level of unacceptable behaviour in the K5-2 class and facilitate student engagement with the learning process by using a counselling intervention programme (Benvenisti et al., 2005), that I designed specifically for the students, teachers and parents of K5-2. This counselling intervention programme emphasised the importance of creating a positive climate in the K5-2 class, it lasted for 6 months and included twenty training sessions, based on the curriculum (weekly lessons, on Wednesdays). The sessions emphasised the teachers' consistency in the treatment of unacceptable behaviour, consistent criteria

for the evaluation of student work, and engagement with the programme. The sessions also emphasised the need for parents to engage with the programme and the building of trust relations (Vilnai, 1999).

In my study, students expressed positive feelings in the classroom, reported having positive experiences and interactions in school, with good cooperative work on academic subjects in the classroom that ultimately lead to improvements in the class room climate which in turn contributed to the reduction in the levels of unacceptable behaviour in the class (Erhard, 2001).

The teachers used the reinforcement method which helped to encourage students to choose appropriate behaviour and generated learning motivation (Bar-Lev, 2007).

Using the method of reinforcements - one of the strategies for optimal class climate - yielded good results and contribute to a significant decrease in the unacceptable behaviour level among students (Algozzine and Algozzine, 2007).

The method of reinforcement as a means for changing or molding students' social-academic behaviour is very common both among educators and among parents.

Positive reinforcement is anything that occurs after a behaviour that increases the likelihood that the behaviour will reoccur. Reinforcement is a positive and immediate response to certain behaviour. This kind of response enhances the frequency of behaviour (Skinner, 2002, 2011; Algozzine and Algozzine, 2007).

By using the methodology of positive behaviour control and renouncing the aversive behaviour control, the intervention transformed parents and teachers from dispensers of punishment to reinforcing agents.

Chapter 3

Methodology

3.1 Introduction

The methodology chapter presents the research design and procedure. It indicates the choices made by me when deciding on the research paradigm, tools and procedure and the ethical considerations that guided these decisions. The methodology chapter is built from sub-chapters. The first sub-chapter will discuss the Rationale of the study. The second subchapter will list the Research Questions which were at the basis of my research. Next the variables measured were defined nominally and operationally. A discussion of the epistemological considerations in choosing the research paradigm, and the counselling intervention were discussed. The research tools and procedure were also presented and t I studied events predicted by the theoretical framework of the study, and measured change in the variables identified he ethical principles guiding my research were discussed. An additional subchapter was dedicated to the issues of research validity and reliability. The chapter ends with a discussion of the limitations and difficulties encountered by me during research and the measures taken by me to counter the threats to experimental rigor I identified.

The study focused on investigating the perceptions of K5-2 students, teachers, and parents with regards to a classroom counselling intervention. Hard and direct measurement were used to assess the success and limitations of the intervention.

3.2 The Rationale

According to teachers' reports presented during staff meetings the dominant behaviour of the students in K5-2 was unacceptable. There was no feeling of engagement with the learning process. Violent outbursts by students disrupt the learning process, have eroded teacher-student and student-student trust and contribute to absenteeism. Teachers and students reported that they felt unsafe, the learning process in the K5-2 has been disrupted and the quality of student learning outcomes as evidenced by school records was in decline.

I am the school counsellor. Teachers working with the K5-2 class, concerned parents and the school principal have complained about the difficult class climate. It is at this point that I have decided to study the K5-2 experience, to empower the forces that contribute to the learning processes in the K5-2 class and to improve the class climate in K5-2.

3.3 The Research Questions

From my experience with the K5-2 class, from the professional literature and from the narratives of the K5-2 stakeholders two research questions emerged:

1. According to a selection of school teachers, students, and parents, what are the perceived contributions of a classroom counselling intervention designed to reduce the level of unacceptable behaviour, students' absenteeism, and enhance students learning outcomes?

2. What can school teachers and parents do to support the classroom counselling intervention?

3.4 The Research Hypotheses

The following research hypotheses were tested during this study

1. There will be differences in students' perception of class climate and in students' physical unacceptable behaviour and language before the counselling intervention programme and after it.

2. There will be differences in students' achievements and in the scopes of absences among students before the counselling intervention programme and after it.

3. There will be differences in teachers' and parents' involvements, and teachers' consistency before the counselling intervention programme and after it.

4. There will be relations among the research variables: between physical unacceptable behaviour and unacceptable language and learning achievements and perception of class climate and involvement, parents' and teachers' evaluation and consistency and students' absences.

3.5 The Participants

The sample:

The sampling method was purposive. A purposive sample is a non-probability sample (Crossman, 2018) that was used in this case to focus on two classes where behavior was claimed to be challenging.

Two groups of students participated in this study all enrolled in the same elementary school in a village in the North of Israel. All of them were Arabs and Muslims. The two groups belonged to the K-5 cohort, and all of them were 11 years old.

The K5 cohort was chosen for the intervention, because the staff believed that if we succeeded with them, they would be able to succeed with all future cohorts and graduate to middle school cohorts that will have a chance to continue successfully both socially and academically. The K5-1 class was chosen as a control group and the K5-2 class was chosen as an experimental group. Both classes were equivalent in terms of behaviour and academic achievement. The K1 through K4 cohorts were of younger students and teachers felt that the planned intervention was less urgent for these students, because the students in those classes were more disciplined.

The first group was made up of 33 students and belonged to the K5-2 class, 18 male and 15 female, this group of students was the subject of a counselling intervention. The second group was made up of 30 students and belonged to the K5-1 class, 16 male and 14 female. This group of students served as a control group and did not receive a counselling intervention.

The classrooms in both classes were standard, square shaped, the tables arranged in four rows.

- 5 teachers who taught major subjects in the intervention class were interviewed, before conducting the counselling intervention programme, and after conducting the counselling intervention programme.
- 5 parents of students in the intervention class were interviewed, before conducting the counselling intervention programme, and after conducting the counselling intervention programme.

The teachers.
1. Kiram, male, 17 years of experience, Math teacher (the class educator).
2. Sham, female, 14 years of experience, Science teacher.
3. Ameena, female, 8 years of experience, English teacher.
4. Rania, female, 13 years of experience, Arabic teacher.

5. Katy, female, 21 years of experience, Hebrew teacher.

All the teachers teaching Mathematics, Science and Languages were asked to participate in the training workshops and were later interviewed. All these teachers agreed to participate. Between them the teachers of these subjects represented most of the classroom hours students spent in the school (Yin, 2003; Yin, 2006).

The parents:

1. Usama, male, construction worker.
2. Rani, male, an engineer.
3. Aya, female, housewife.
4. Mohammad, male, teacher.
5. Shahd, female, factory worker

The parents that participated in the study volunteered their participation in interviews. A voluntary sample is a non-probability sampling method that allows participants to self-select into the study (Jupp, 2006).

The school studied was a standard elementary school, part of the Ministry of Education and the Municipal educational infra structure in Israel. The municipality it belonged to was an Arab municipality, the language of instruction being Arabic. The school had 600 students and 38 faculty members.

3.6 The Nominal and Operational Definition of the Variables

3.6.1 Unacceptable behaviour

Horowitz (2006) described unacceptable behaviour as a concept that refers to a wide range of harmful actions that are carried out by one or more people and harm the individual or society.

In addition, according to Bar-Lev (2007) the problem of behaviour is troublesome. Risk taking, or disruptive behaviour is more extreme than occasional errors in judgment, and requires professional intervention to avoid legal difficulties

3.6.2 Classroom climate

Schmuck and Schmuck (1978) define the term 'classroom climate' as the sum total of all the group processes that take place during teacher–student and student–student interactions. These include interpersonal relationships, emotional intonations and structural aspects of teaching style and classroom organisation, teacher expectations of students and attitudes towards them, level of teacher control, disciplinary problems, the gender and age of the students, etc. Moreover, the term 'climate' includes the nationality, ethnicity and the religious affiliation of students and teachers (Ambrose, Bridges, Dipietro, Lovett, Norman and Mayer, 2010; Raviv, 2004; Raviv and Reised, 1990; Stein, 2001). Fraser and Tobin (1991) agreed that classroom climate affects students' behaviours, levels of knowledge, scholastic achievements, motivation, self-image and attitudes towards a certain discipline, the class and school, and schooling and education as a whole. Therefore, researching the factors that affect classroom environment enable us to identify and understand social processes within the classroom, to explain the behaviour of the students at both the emotional and cognitive level.

Ambrose et al., (2010) defined classroom climate as follows:

> *The intellectual, social, emotional, and physical environments in which our students learn. Climate is determined by a constellation of interacting factors that include faculty-student interaction, the tone instructors set, instances of stereotyping or tokenism, the course demographics (for example, relative size of racial and other social groups enrolled in the course), student-student interactions, and the range of perspectives represented in the course content and materials* (Ambrose et al., 2010: 170).

3.6.3 Quality of Student Learning Outcomes

Learning outcomes are statements that describe significant and essential learning that learners have achieved, and can reliably demonstrate at the end of a course or programme. In other words, learning outcomes identify what the learner will know and be able to do by the end of a course or programme.

Learning outcomes, the products of learning processes created by school's learning community. Three streams of outcomes are produced; pedagogical, socio-cultural (norms and values) and administrative (Kreindler, 1999).

Learning outcomes are clear learning results that learners have to demonstrate at the end of a programme. These outcomes represent significant learning experiences: what learners can actually do with what they know and have learned. Outcomes are actions/ performances that embody and reflect learner competence in using content, information, ideas and tools successfully. Geyser (1999) says that when learners do important things with what they know they have taken a significant step beyond knowing itself. Vella, Berardinelli and Burrow (1998) remind us of the importance of accountability mechanisms (learner assessment) that directly reflect student performance and help learners 'know what they know'. Thus, outcomes describe the results of learning over a period of time.

3.6.4 Student Attendance Level

According to Orpinas et al., (2000) most of the absence from classes is due to the sense of lack of security or threats of harm that students experienced in school.

Attendance - The actual school attendance of a student during a given school day. Attendance is defined by law and is regulated by the municipality and by the state board of education, Non-Attendance being the act of not being present.

Although there is no standard definition for absenteeism, chronic absenteeism is typically based on total days of school missed, including both excused and unexcused absences. This is critical because the evidence indicates that it is how many days a student misses that matter, and not why the days were missed. In other words, the detrimental impacts of missing school occur if a student misses because of illness, suspension, the need to care for a family member, or any other reason. In this regard, chronic absenteeism is not the same as truancy. Truancy is typically defined as a certain number or a certain frequency of unexcused absences. Truancy numbers typically underestimate total absenteeism.

Chronic absenteeism is often defined as missing 10 percent or more of school days. In practical terms this translates into 18 days or more a year (Bruner et al., 2011). Several states define chronic absenteeism as missing more than 20 days, or a month, of school. Some states set the bar at 15 days.

3.6.5 Participation and Involvement of Parents

Despite the significant amount of research in this field, there are considerable differences and difficulties in defining parents' involvement. It includes parents coming into schools informally as well as more formal opportunities such as meetings with teachers or taking part in their children's education through classroom participation. (Carpentier et al., 2005).

More recently, researchers have recognised that the concept of parents' involvement is multidimensional and includes a multitude of parental activities regarding children's education (Jung-In, 2015; Epstein, 1992; Lareau, 1989; Muller, 1995, 1998).

3.6.6 Engagement and Evaluation and Consistency of Teachers with the Class

According to Savage (1999) consistency is an especially important aspect of developing teacher credibility. Consistency is often a misunderstood concept. Oftentimes people think it is mindless application of rules. However, it is not mindlessly applying rules when the teacher feels like doing so. Rather, it is applying established rules and procedures that are understood by all.

Another dimension to consistency is that the consequences are applied to all students, not just some. Just as consequences need to be applied consistently, so do rewards. This creates an environment that is positive and emphasises productive behaviour, when a teacher is consistent it increased their credibility immensely.

As Bar-Lev (2007) also discusses, there are no degrees of consistency; you are either consistent or you are not consistent. This applies every day, no matter the personal mood in every circumstance.

In management and discipline it is important to be consistent in every aspect, from rules and procedures to how the teacher responds to the need to discipline students. In the physical environment consistency is important to keep the environment safe. In proximity and mobility the teacher needs to be consistent in his/her response to misbehaviour. With regards to motivation the teacher needs to be consistently keeping the students' needs in mind and making every decision consistently with the students' needs at heart. When praising the teacher must be, prompt and even handed. Finally, the teacher should consistently be providing a visual instruction plan to refer the students to, which is a vital aspect of my view of teaching (Bar-Lev, 2007).

Conceptual Model

The Research Model - figure no.1

3.7 The Paradigm

One of the classical definitions of scientific research is that proposed by Kerlinger (1973) who argued that:

> *Scientific research is a systematic, controlled, empirical and critical investigation of hypothetical arguments about Hypotheses related to natural phenomena* (Kerlinger 1973: p 11).

The two most dominant paradigms of empirical research in the behavioural sciences are the scientific paradigm and the humanistic paradigm.

3.7.1. The Scientific Paradigm

The scientific paradigm, or as it is referred to, the positivistic paradigm (Birynbaum, 1993) was adopted by the behavioural science researchers according to the nature-science model. According to this paradigm, the purpose of the research is to supply causal interpretations of the behaviour and relationship between two or more variables and to predict the future behaviour of these variables relying upon the observed behaviour of these variables within the framework of the research (Birynbaum, 1993).

The positivistic paradigm uses quantitative research methods and collects rigorous measurements of the behaviour of the variables. It is a type of research which extracts meaning from the results of the statistical analysis of the numerical data representing the measurements performed. The main types of quantitative research are the correlative research and the experimental research.

When conducting correlative research the researcher is likely to examine the behaviour of variables as they occur under controlled conditions, in order to understand the functional relationships between these variables. In an experimental research, on the other hand, the researcher is asking to observe the differences in the behaviour of variables that can be attributed to the change in the conditions (the manipulation) that the experimenter creates. Experimental research is founded on the belief that by manipulating certain parameters while controlling others, causal affects can be studied (Birynbaum, 1993).

The positivistic paradigm elicits deductive research. Such research is a 'theory first' research that seeks to predict the behaviour of variables based on existing theory. Typically, hypotheses are proposed, regarding the behaviour of the variables to be measured, before the experiment, and research tools are constructed to measure that behaviour. The data is analysed statistically in order to enable the researcher to draw conclusions that can be generalised to the population being sampled (Burns and Grove, 2007; Silverman, 2005).

The quantitative research generally needs a large sample, uses clear and constant measurement tools which give the research its validity and reliability and attempts to create laboratory conditions in order to isolate the variables studied from possible

influences created by unwanted events. The research usually unfolds quickly and the researcher's contact with the field is minimised as much as possible.

Data analysis is being done by statistics which enable the researcher to estimate the level of significance at which the researcher can accept or reject his hypotheses. If and only if the researchers feel that they can draw conclusions about their experimental hypotheses without risking making an error at an unacceptable risk level, will they venture to draw conclusions and make recommendations (Birynbaum, 1993).

The quantitative research assumes that it can find the chain of causality by examining the data collected, thus turning it into laws which will permit us to predict future behaviour and explain it (Kaniel, 1997; Shelaski and Alpert, 2007). The strength of the quantitative research is mostly in its external validity and the ability to generalise its results and conclusions (Silverman, 2002; Zabar Ben-Yehoshua, 2001).

3.7.2 The Humanistic Paradigm

The humanistic paradigm is driven by a philosophical approach that argues that there are many realities and that these realities are constructed by the individual, that they are understandable and holistic. This paradigm emerges from the experience of the individual in the research field and it tries to examine and to check it, while investigating the many processes that are connected to each other. The naturalistic qualitative research gets its data from nature, and builds its theory while conducting the research. This paradigm emphasises the participants' thoughts and perception of the world (Zabar Ben-Yehoshua, 2001; Lincoln and Guba, 1985; Guba and Lincoln, 1994, 1981; Denzin and Lincoln, 2005). The scientific literature does not make the decision about what will be researched, but is used as a helping tool for the researchers so that they may explain more coherently what they see. Research tools are far from constant, they are adapted to the field that is being researched, and they evolve. The Methodology evolves during the conduct of the research. Additional research questions might emerge during the research and tools might be modified to better collect the necessary data (Henwood, 1996).

Creswell (2007) suggested that qualitative research should be conducted when a process needs to be explored. My research examined the development of the processes elicited by a counseling intervention designed by me.

Qualitative research refers to any type of research which produced findings from words and descriptions (Maxwell, 1995, 2005). The objective of this research is to understand a process through a holistic approach to the unseen aspects of human behaviour in relation to the environment and to the interactions which characterise it (McLoed, 2011; Zabar Ben-Yehoshua, 1997). This is done in order to come to a new understanding of the growth and development of processes and to give meaning to the human experience (Henwood, 1996; McLeod, 2011; Rist, 1982).

In qualitative research the researcher is the main research tool in the sense that during observations and interviews data is collected with the help of human senses. The qualitative research is descriptive, and the researchers are interested in processes more than in the results or the findings (Willing, 2005; Lidor et al., 2005). The researcher adopting the qualitative research paradigm examines the way the individual constructs reality and how the researcher understands the experience by immersing in the field that represents the natural setting of the research participants (Guba and Lincoln, 1994). It is an applied model which focuses on developing general knowledge, and wishes that its findings be used in applied settings to improve the human experience (Hacohen and Zimmeran, 1999; Maykut, 1994).

The qualitative research objective is not to discover reality, because there is no one absolute reality, but the naturalistic researcher wishes to research a different explanation of the same reality (Willing, 2005). This will help to describe and to understand the social reality, the humanistic and educational complex reality (Bar-El, 1996; Zabar Ben-Yehoshua, 2001). Qualitative research is inductive and the resultant explanations of the human experience can be verified in future research.

The quantitative research derives from a structured and clear theory and it checks a small amount of variables using a large number of participants. It is focused more on the findings and the research participant. The research procedure is known ahead of time together with the research tools and the measurements, and data is collected which can be measured, with the help of questionnaires or other suitable equipment. The quantitative research is deductive. A theory first researched, which springs from existing theory, as is going to be in parts of this research, will test the theory's application in a new setting (Kaniel, 2007; Willing, 2008).

According to Machter and Machter (2001) the correlative research is a research which checks the relationship between variables. For example, we can check the hypotheses that frustration and aggression are in some way related, by checking the statistic correlation of the relationship between the two variables. A problem needs to be addressed here. Correlative research checks the behaviour of variables in order to inform us if the behaviour of the researched variables is random or similarly organised (increases in one variable are significantly correlated to increases in another variable, for example). There is no way to conclude from a finding of correlation between two variables about the common causality between them and there is no way to say that one causes the other. There might be a situation in which there will be an opposite relationship and even a situation of a fake relationship between the two variables, meaning that a third factor (about which we have no data) might be influencing the researched variables.

In order to avoid these shortcomings of the correlative research a quasi-experimental design was used and Quantitative and Qualitative research methods were combined.

3.7.3. The Mixed Methods

I studied events predicted by the theoretical framework of the study, and measured change in the variables identified by the theoretical framework using quantitative methods. When processes were identified, I investigated in depth, in their natural setting, the growth and development aspects of these processes over time using qualitative methods. I combined the two methodologies in order to study and to follow the development of processes that were elicited from the class by the intervention programme as well as measure the effect of my intervention on several variables. Researchers are increasingly combining the two methodologies in order to learn about causality as well as to benefit from an in-depth understanding of the processes and the human experience in the field. Both methods were used in my research. Such a combination of methods is called a 'mixed methods' design (O'Cathain and Murphy and Nicholl, 2007; Tashakkori and Teddlie, 2003).
Creswell (2016) claimed that conducting research with Mixed Methods involves multiple ways of knowing from databases that often present diverse pictures of reality that can be more inclusive of different standpoints than either quantitative or

qualitative research (Green, 2015). Green (2015) recognized that other scholars come into the mixed methods field with different orientations, such as an interest in the research process (Teddlie and Tashakkori, 2009), a focus on data analysis (Kuckartz, 2014), or an orientation toward transformation and social justice (Mertens, 2009). Creswell (2016) added that integration is the distinguishing factor that separates mixed methods from all other methodologies. Integration, a central feature of mixed methods, takes a researcher into mining their data further than other methodologies and provides a way to help new users understand the potential of combining quantitative and qualitative research. Mixed methods research involves more than simply collecting two types of data: It also involves linking or mixing the two databases.

I chose the mixed methodology, because the mixed methodology had two aspects:
- The first one is the quantitative aspect. I measured the outcomes and effectiveness of an event that I designed (my intervention) on several variables such as the unacceptable behaviour of students, the parents' involvement, the teachers' engagement, the students' attendance, the students' achievements and the class climate.
- The second aspect is the qualitative aspect. It investigated in depth the growth and the development of the processes that were elicited from the class by the intervention programme, the quality of the relationship between student and teacher, between students, between parents and student, the quality of parents' involvement and engagement with the class and school. The development of student motivation, the overall class climate, and the quality of the learning processes.

More and more researchers have become aware of the need to combine qualitative and quantitative research methods (Bryman, 2006), but using this method requires that the researcher do so out of awareness of the limitations and threats to validity the choice of a single methodology design would cause (Flick, 1992, 2007). Crosschecking of findings collected with qualitative tools with the data collected with quantitative tools contributes to our ability to evaluate the internal validity of our findings (Flick, 1992, 2007). Flick (2009) argued that the integration of qualitative

and quantitative data collected by both methods provides the researcher with mutually supportive explanations:

> *To obtain knowledge about the issue of the study which is broader than the single approach provided, or to mutually validate the findings of both approaches* (Flick, 2009: 29)

According to Mertens et al., (2016) Mixed Methods has the potential to contribute to finding solutions to complex human problems because it stimulates new kinds of questions and involves the use of innovations in methodology needed to address complexity. Future challenges include how to methodologically, technically, and creatively bring mixed methods to finding solutions to complex and critical problems in terms of the researchers' roles as they advocate for social justice, engagement with policy makers and those in political power, and respectful relationships with members of marginalized communities.

The mixed design allows us to examine both processes and variables (Holliday, 2001). I used both qualitative and quantitative methods because the methods were related and because they complemented each other (Smith and Heshuius, 1986). This integration reinforced the internal and external validity of the research adding rigor to the design (Zabar Ben Yehoshua, 1997).

The mixed method approach is particularly well suited and has an essential role in studies of school improvement (Yin, 2006).

In order to improve educational interventions and environments, I argue that the Mixed Methodology is the most appropriate methodology in order to inform action in the field. Maxwell (2016) claimed that: There are also newer research approaches that involve integrating qualitative and quantitative methods and data, but that have received little if any recognition from the Mixed Methods community. An example is design-based research (DBR), a widely used approach to improving educational interventions and environments (Anderson and Shattuck, 2012; Bannan-Ritland, 2003; Brown, 1992; Collins, 1992; Kelly, Lesh and Baek, 2008).
This approach, originally conceptualized by Brown (1992) as beginning in an experimental setting, proceeds to more natural environments through multiple

iterations of an intervention, continuously testing and refining the intervention, and assessing not just whether the intervention is effective, but how and why it is.

In terms of research methodologies, the Mixed Methods community has moved far beyond the idea that good practice of Mixed Methodology means that the researcher includes a survey and focus groups. While these two data collection practices may indeed be appropriate for a specific study, the development of newer approaches to design, data collection, and presentation of findings provides opportunities and challenges. Developments in Mixed Methodology design such as cyclical designs seen in design research (Philip and De Bruyn, 2013) and transformative Mixed Methods cyclical designs (Mertens, 2015a; Mertens and Wilson, 2012) are providing frameworks for flexible designs in which information from early phases of the study inform the next steps in the research. Cyclical design–based designs are used to progressively inform the development, implementation, and revision of intervention research studies. Transformative Mixed Methods cyclical designs are similar in some respects to this, but they are planned and implemented with a social justice lens. These elaborate designs call for the use of a Mixed Methodology in different ways at different times in the study while enhancing the quality of the findings by providing opportunities for adjusting the research design to be responsive to early results (Mertens et al., 2016).

The Combination of elements from the objectivist and interpretive paradigms

"*...is very useful for explaining ...change process*" (Hall and Hord, 2006: 235)

Each approach adds to the body of knowledge by building on the "*information derived from the other approach"* (Newman, 1998: 20) it takes into account the need to use measurements to validate findings and enables the understanding of the world and the behaviour of people through their own descriptions.

In summary the 'best fit' methodology for this study was found to be the mixed methodology. A co - relational research, using quantitative tools, with in depth exploration of processes using qualitative tools within a quasi-experimental design using both experimental and control groups and before and after measurements of variables.

3.8 The Pilot

The research tools developed and used in this study were tested prior to their use. The RAMA student questionnaire was a simplified version of a validated National Questionnaire. The office of the Head Scientist of the Ministry of Education examined the version used by me before permission was granted to conduct the study. The questions of the interview were examined as well.

The questionnaire and interview questions were presented to a group of colleagues and stakeholders comprised of four teachers from a parallel elementary school, the Principal of my school and a colleague of his from another elementary school, and the Head of the Department of Education in my village. This group was asked to examine the questionnaire and the interview questions for clarity, language and flow. Each was debriefed and the feedback was noted.

In the last step of the Pilot phase I asked three (3) students who were not scheduled to participate in the study, to answer the questionnaire and I debriefed them as soon as they completed the questionnaire. The students understood the questions and were able to answer them fully.

The original version of the questionnaire asked students to provide anecdotes of violent behaviour directed at them that they had experienced during the previous month. Students had difficulty recounting such examples in writing. After consulting with my advisor I decided to delete the request for such examples.

3.9 The Data

The data collected was both qualitative and quantitative. In order to answer the research questions and to draw conclusions from the data semi-structured interviews and focused non-participatory observations were used. Parents and teachers were used in the interview because they were knowledgeable verbal informants. When the qualitative data was examined, I looked for depth and power in the reports of complex changing perceptions among teachers and parents.

The quantitative data was collected with the help of a questionnaire and by examining the class register. The class-register provided information regarding the quality of the learning outcomes produced by teachers and students (grades), frequency of attendance (absenteeism levels) and reported instances of unacceptable behaviour. These data were simple, numeric, sharp and well defined.

The quantitative data were evaluated statistically and produced a well-focused simple picture of the behaviour of the variables measured and the relationship between them. The students were the responders on the questionnaire. The class-register is a record created by the teachers to record the grades, attendance of students and teachers and classroom events such as instances of unacceptable behaviour, student volunteering and special projects. The class-register was in fact the most reliable record for the variables tested.

Once it became clear to me that students saw me as a teacher-educational counsellor, I decided not to interview students because I feared that interviewed students would try to please me and answer in a way that they thought would please me. This decision was meant to prevent biasing the study data.

The combination of the two types of data created a holistic, multidimensional representation of the student, teacher and parent experience before and after the counselling intervention. Without the use of the mixed method methodology such a picture would not have been possible.

The selection of each method, its advantages and shortcomings and how specific shortcomings were de-fused are being discussed in the following subchapters.

3.10 The Research Tools

A questionnaire with closed questions was administered to the control and the experimental student groups.

In depth interviews with twenty (*20*) participants (parents and teachers) were conducted.

Focused observations in the classroom were carried out.

Hard data such as grades and student absenteeism, data from the class register were collected as well as reported instances of unacceptable behaviour.

Gathering the different types of data, associated with both approaches, served to validate hypotheses, answer different questions or different aspects of the same research question (Teddlie and Tashakkori, 2006).

According to Lankshear and Knobal (2004)

> *Pieces of information collected in systematic ways to provide an evidential base from which to make interpretations and statements intended to advance knowledge concerning research questions* (Lankshear and Knobal, 2004: 172).

One of the ways to become involved with the participants is through fieldwork research. This demands that the researcher interact with the field of research and the participants in an intimate way (immersion) and over relatively long time periods through observations and interviews (Shkedi, 2004).

In my research I was the major research tool. I used my eyes, my ears and my other senses (Zabar Ben-Yehoshua, 1997) to collect data. My role was to describe, clarify and enlighten the observed processes, find their explanation and their meaning (Zabar Ben-Yehoshua, 1989). In the process of my research I used different methods to gather data. I used qualitative and quantitative tools; interviews, observations and a questionnaire.

3.10.1 The Interviews

Interviews are the best tools for understanding a chain of events or processes which influence human behaviour (Cohen, Manion and Morison, 2000). An interview is a research method in which the researcher gathers information using the participants' direct (experiential) knowledge, by conversing face to face with them (Bait and Marom, 1993).

Interviews are considered to be the fundamental data collection tool and were used in order to understand people responses and perceptions on a particular situation (Richardson, 2004).

One should look upon the interview as a social event in which both sides are an observer and a participant (Hammersley and Atkinson, 1995). There is a strong significance in planning the interview's conditions. In doing so a researcher needs to choose between a formal situation or an informal one, in public or alone, with helping aids or without (Bait and Marom, 1993; Hammersley and Atkinson, 1995). The results of an interview may be influenced by these conditions.

An interview also has some weaknesses. The main weakness is that the interview generates large amounts of data which are hard to process during the interview itself (Zabar Ben-Yehoshua, 1997). An additional weakness is the cultural gap that existed between the interviewer and interviewees (Bait and Marom, 1993). A clarification of the fact that the interview is important to both parties, may, at times, moderate the immediate response and humanise it (Altrichter, 1993).

Zabar Ben Yehoshua (1995) mentions three types of interviews: the open/closed interview, the structured interview and the semi-structured interview. I used the semi-structured interview. All the interviews conducted by me are going to be semi-structured (focused) and are going to be conducted according to written instructions which will have a clear and focused approach to the research objective (Zabar Ben-Yehoshua, 1997). During the interview, while trying to reach as many layers of the researched reality, I did not stop by asking questions, but I confronted the participants with challenges in order to deepen and widen their statements (Zabar and Francis, 2000 in Israeli and Zohar, 2001). While being an active listener, I found it very important to note that in semi-structured interviews there is a defined direction or purpose. There is structure (partial) and the questions asked follow a certain order. The researcher leads the interview and must have gained the skills to converse so that the researcher can conduct the interview correctly and exactly. The semi-structured interview was also chosen because it allowed me to ask follow-up questions when clarifications were needed and to add questions when a process was discovered for which no questions were planned.

My role was to encourage the participants to speak, while introducing the topic, and by active listening. The participants had the opportunity to share ideas and thoughts about the subjects that were the topics of this investigation (Zabar Ben-Yehoshua, 1995).

The Benefits (Strengths) of A semi-structured Interview:

When using the semi-structured interview it is easier to organise the time and the place with the participants than it is when using other forms of gathering data (Willing, 2004).

A semi-structured interview enables the researchers to repeat the same question or ask clarification questions when necessary. When a topic of interest emerges during an interview the researcher can formulate new questions on that topic (Zabar Ben-Yehoshua, 1995).

In addition to its strengths the semi-structured interview has features that some researchers have considered weaknesses.

The Wweakness of A semi-structured Interview

When planning to conduct semi structured interviews with a large number of interviewers it is important to make sure that all interviewers received equivalent training. If training differentials exist important information which was not taken into account ahead of time might be lost.

Interviewers need to have conversation skills in order to perform a good and exact interview. There are researchers that have a problem with interpersonal skills. Due to cultural differences and age differentials, there might be a different meaning to certain words school students might use and the researcher might interpret them differently (Zabar Ben-Yehoshua, 1995).

In my research I conducted semi-structured interviews with five teachers who teach in the intervention classroom, before and after the counselling intervention and interviews with five parents of children who attend the counselling intervention class, before and after the intervention.

3.10.2 Observations

Observations help in identifying processes and help the researcher to identify difficulties. Furthermore they help in recognising changes made during the process and enable us to observe the existence of unpredicted processes and phenomena (Keyton, 2006). Observation is the most convenient method of gathering information for the researcher in a familiar research field (Zabar Ben-Yehoshua, 1997; Bait and

Marom, 1993; Hammersley and Atkinson, 1995). Observations can frame the uniqueness of the researched culture (Spradley, 1980). The observation's great benefit is in the researcher ability to write down what is happening simultaneously while events are happening (Kaniel, 1997). The observation's main objective is to observe events or natural behaviour in a certain area and to record precisely and exactly the information available and to report what is taking place (Zabar Ben-Yehoshua, 2001).

The reports that I prepared were done by writing down exactly what was said in the conversations and in the activities I observed (Dobbert, 1982). The reports were completed during the observations and not later from memory. In addition, in part of the reports that I completed I marked down ideas, responses, clues that I uncovered and associative reflections (Werner and Schoepfle, 1987).

Observation Schedule - figure no.2

Classroom number, K5-2
Subject _____
Number of students, _____
Title of lesson observed _____
Date and time _____
Aim of the observation: To record instances of unacceptable behaviour before, during and after the intervention

Observation Description:
_____
_____
_____
_____
_____
Reflection:
_____
_____

I chose the observation as an additional research tool in order to validate the different points of view which emerged from the interview. An interview can be supported by an observation (Altrichter, 1993). I conducted the observation in a way that I was able to collect data about people (Lankshear and Knobel, 2004). The observations were focused and collected data mainly about things that were decided upon ahead of time (Kaniel, 1997) but at the same time maintained their flexibility and openness enough to record unscheduled events or emerging processes. The observations were non-

participatory observations and were conducted during break time and during class time.

The Benefits of Non-participatory Observations

Non-participatory observations are conducted while keeping the contact with the participants to a minimum. There is no reciprocal relationship between the observed and the researcher, and there is no need for a lot of cooperation from the participants (Keyton, 2006). When the contact is kept to a minimum and no reciprocal relationship develops between observer and observed, the opportunity for biasing the results decreases significantly.

The Weaknesses of the Non-participatory Observations

One of the weaknesses of the non-participatory observation is that it is limited to phenomena that occur during the observation itself (impossible to research past phenomena). In addition different researchers might interpret the same phenomenon in a different way, especially when there is no instruction or background information. Different observers might emphasise a different side of an observed interaction between participants.

Quite often the researcher's presence will change the participants' behaviours and thus change the reality, making the inter-personal reliability low. Participants become concerned with the observer's intentions.

In my research I conducted non-participatory observations before and after and during the intervention, during lessons and during the five minutes breaks between lessons.

3.10.3 The Questionnaire

The Questionnaire used in this research was built on the basis of the Israeli Ministry of Education 2009 School Climate and Achievement National Evaluation Questionnaire. The questionnaire was validated by RAMA (2009) the National Institute of Measurement and Evaluation in Education, which is part of the Israeli Ministry of Education.

The questionnaire is the most common method for gathering data in sociology. A set of questions is presented in writing to all the participants. The questionnaire might

include many questions. Some of the questions are 'closed' questions which have several ready-made answers from which the respondent must choose the most appropriate one, and some are 'open' questions which the participant answers in his own words.

The questionnaire in my research included closed questions.

An Open/Closed Questionnaire

Creating a good and valid open/closed questionnaire, which measures what it is supposed to measure, is a complex process. It requires the integration of both open ended and closed questions. Once the research questions and hypotheses were formulated the questionnaire was divided into sub-subjects to make sure that the questionnaire addressed the research variables and questions. It is important to vary the different choice possibilities to every question.

The main types of the scales most commonly used in a closed questionnaire are Dichotomous, Likert, Semantic differential, Marking reports and Rank order.

I decided to use the Likert scale designed to force a choice (uneven number of categories, scales of 5 or 7) thus preserving the design of the original questionnaire.

The Open Questions

The open questions of the questionnaire asked the participants to write the answers in their own words (Machter and Machter, 2001). Once designed the questionnaire was tested for internal reliability (a pilot test was conducted). Statistical procedures were used to calibrate the questionnaire.

The Benefits of Using A questionnaire

A questionnaire can be administered anonymously, thus preventing the interpersonal social interaction that could be a source of bias. When participants believe that there are ways to identify them they may provide answers that they believe will please the experimenter.
The use of questionnaires is highly efficient. During the time the experimenter need to conduct an interview, they can distribute and collect hundreds of questionnaires. The time and manpower investment is relatively low.

Once calibrated a questionnaire is highly reliable and results can be duplicated. Once a set of clear questions are prepared, we can expect that the participant's answers will not be related to the interviewer's personality or to his mood.

The Weaknesses in Using A questionnaire

No interpersonal interaction between participants or between participants and the researcher administering the questionnaire were encouraged. While this procedure may have prevented contamination of the data, this procedure may have prevented openness, sincerity, and the feeling of obligation towards the research.

Another weakness of using questionnaires is that people tend to fill out questionnaires superficially. Certain measures such as reversed statements, affirmative and negative statements and debriefing procedures are recommended.

Collecting data with a questionnaire is not a flexible procedure. Once the participants are asked to complete the questionnaires, there is no way to make any changes even when they are needed.

The questionnaire that I used included closed questions, and the purpose for choosing this tool:

This tool enables the researcher to gain, in an easy and systematic way, a picture of the current status of the organisational culture in school. Collecting relevant data and illuminating points of interest helps create a database for a collaborate plan for a counselling intervention programme. The counselling intervention programme, tailored to suit the needs of the school and to help improve the students' behaviours, and help advance the quality of school learning outcomes.

Using the questionnaire twice, pre and post intervention, served as a quantitative measure of the progress in the various parameters, and the extent to which the counselling intervention programme aims, as declared were achieved.

Questionnaire Grade 5

The questionnaire addressed several issues of class climate and pedagogical dimensions.

Classroom climate - students' reports

Schools, in addition to being educational institutions, are also social institutions in which students undergo socialisation processes. Students experience significant formative interactions and relationships that influence all educational partners: students, teachers, administrators and parents. These complex interactions, and the feelings generated in the school community, constitute the **classroom climate**. In the section which deals with the classroom climate, various aspects of the class atmosphere and the relationships in the class are examined and will be presented in detail.

A general feeling toward the school among students: This reflects the degree to which being in school is a positive experience for the students, the experience of belonging and satisfaction. Following are the statements that make up the index:

Q2. I love being in school Yes/No

Q26 The school is a place I love very much. I love coming there. Yes/ No.

The general feeling among the students of the class: This reflects the degree to which being in the classroom is a positive experience for the students, the experience of belonging and satisfaction. Statements that make up this index were:

Q1. I love being in the classroom Yes/No

Q3. I feel good in the classroom Yes/No

Q13. My classroom is a comfortable place to study Yes/No

Q14. I feel comfortable in the classroom, so I am able to concentrate on the lessons Yes/No

Q23 If I could, I would switch, move to another class Yes/No

Q25 I love the classroom very much. I love coming there. Yes/No.

Positive relationships between students and their peers: This index describes the extent to which the relationships between the students are characterised by unity, mutual assistance and care for each other. The following statements make up that index:

Q12. My class is cohesive and coherent Yes/No.

Q4. To most of my classmates, it is important to help each other. Yes/No

Q5. In my class, there are good relationships between the students. Yes/No

Students describe the lack of sense of feeling protected: This index describes the extent to which the experience of students in the classroom is characterised by feelings of being unprotected, lack of concern and fear. The following statements make up that index:

Q6. Sometimes I'm scared to go to school, because there are students who behave violently. Yes/No

Q27. Last month, one of the students pushed me. Yes/No

Q28. Last month I got hit, or kicked, or punched, by one of the students who wanted to hurt me. Yes/No

Q29. Last month, one of the students used a stick, a stone, a chair or other object to hurt me. Yes/No

Q30. Last month, one of the students was hurt badly. Yes/No

Q31. Last month, one of the students threatened me at school, or after school. Yes/No

Q32. Last month, one of the students, deliberately hurt me. Yes/No

Q33. Last month, I was mocked by one of the students, because of my skin color, my origin or my religion. Yes/No

Proper behaviour of students in the classroom: This index provides an answer to the following questions: How are the lessons in which the students participate, being conducted? Is there a serious academic atmosphere, pleasant and relaxed? Statements that make up the index are as follows:

Q8. Often, students make noises and a mess and disturb the class.

Q9. In my class, there are students that are rude to the teachers.

Q10. The students in my class treat their teachers with respect.

Q11. Teachers need to wait a long time at the beginning of the lesson for the students to stop making noise.

Pedagogical school environment

Teaching and learning processes that take place in classrooms and outside them, and their effects on students, make up the **pedagogical environment**. The part dealing with pedagogical environment presents a wide range of issues, relating to pedagogical processes occurring between teachers and students and to emotional aspects which the student experience and to the way the class is organised.

Motivation for learning among students: two measurements describe the motivation for learning by students: autonomous motivation; and, lack of motivation. The two measurements together seek to answer the question: Are the students learning because of their recognition of the importance of learning (from autonomous motivation), or do they show a complete lack of desire to learn (lack of motivation)?

Autonomous motivation for learning among students: Statements that make up this index are as follows:

Q15. I prepare my homework and the lessons.

Q16. When I invest in my studies, it is because the studies are important to me.

Q17. When I prepare my homework and the lessons it is because, it helps me to know important things.

Q18. When I study seriously, it is because it will help me in the future.

Lack of motivation for learning among students: The statement that makes up this index was as follows:

Q19. Studying is not important to me at all.

Rules of conduct in school: The index seeks to examine the existence of rules of conduct recognised by students and clear, to all in the school as well as the extent to which they are implemented and enforced. Also reflects students' perceptions of teachers' efforts to create an atmosphere of protection and to prevent unacceptable

behaviour.

Statements that make up this index were:

Q7. In my class, we make many actions to prevent unacceptable behaviour.

Q20. The rules of conduct in school are clear to me.

Q21. The teachers at the school are strict regarding the students' rules of conduct.

Q22. The rules of conduct are just and fair.

Q24. In my classroom there is a clear written policy concerning student behaviour.

parents' involvement and consistency: This index seeks to examine the existence of parents' involvement in school life and the extent of the daily persistency in regard to the studding. Also indicates the degree of students' satisfaction and consistent involvement.

Statements that make up the index were as follows:

Q38. My parents are involved daily in my studies.

Q39. My parents have effective involvement in the school.

Q40. I would be very happy if my parents visited the school to track my progress in my studies.

Students' absences and being late: This index examines the degree of absenteeism and lateness of the students as a measure of their commitment to the school in the past month. Statements that make up this index were as follows:

Q34. How many days were you late last month? ____.

Q35. How many days were you absent from school last month? ____.

Contribution to the community: this index examines the degree of importance to students the contribution to society, before and after the counselling intervention programme. In addition it examines the extent of student satisfaction after their participation in contributing to society. Statements that made up this index were:

Q36. It is very important for me to participate in an activity of contribution to society___.

Q37. I will be satisfied after my contribution to society___.

3.11 Research Procedure

The objective of this research was to reduce the level of unacceptable behaviour in the K5-2 class and facilitate student engagement with the learning processes.

A counselling Intervention Programme was designed with the collaboration of teachers and parents for 6 months which includes twenty activities, based on the curriculum (weekly lesson, on Wednesdays).

The activities' content is compatible with the goal set in advance, reducing unacceptable behaviour and facilitate student engagement with the learning processes. The lessons emphasise the following topics: sympathy, friendship, respect, tolerance, accepting others, accepting the different, dealing with anger, dealing with crisis, problem solving, integration, belonging, involvement, responsibility, inclusion, and contributing to the community.

The sessions also emphasised the following values:

Teachers' consistency in the treatment of unacceptable behaviour; consistent criteria for the evaluation of student work, encouragement, reinforcements, closeness, support and reciprocal concern from both, the students and the teachers, and engagement with the programme.

The need for parents to engage with the programme and the building of trust relations, and reciprocal concern from both, the students and the parents, the teachers and the parents

In this study, I emphasised that expressing positive feelings in the classroom, having positive experiences and interactions in school, planting the seeds of mutual help and cooperative work on academic subjects in the classroom, lead to improvements in the class room climate which in turn lead to the reduction in the levels of unacceptable behaviour in the class.

I trained the teachers to use the reinforcement method which helped to encourage students for appropriate behaviour and to generate learning motivation, which really

influenced the behaviours and achievements. And on the other hand I trained the parents to use the methodology of positive behaviour control and renouncing the aversive behaviour control, so the parents transformed from dispensers of punishment to reinforcing agents.

At the end of each activity, I (the counsellor) wrote teachers' and parents' evaluations on a big poster (see photo no. 1, Appendix 4 p: 430). The student who received 4 positive feedbacks from the teachers received a pass (see photo no. 2, Appendix 4 p: 431), and student who received 5 positive feedbacks from the parents got a pass (see photo no. 3, Appendix 4 p: 432).

The student who received 10 evaluations on the poster was awarded a silver medal (see photo no. 4, Appendix 4 p: 433) and the student who received 20 evaluations on the poster was awarded a golden medal (see photo no. 5, Appendix 4 p: 433).

Before starting the intervention:

- Workshops with parents and teachers were conducted, in order to increase parents' involvement with all kinds of issues related to school.

- A special course for the parents and teachers was designed to provide them with the skills needed to deal with issues of discipline and with behaviuor problems. Teachers were trained by me and were shown how to integrate strategies while teaching students with behaviour problems.

- Consultation was provided to focus on the reinforcements and behaviour shaping issue: I trained teachers and parents how to use the reinforcement method which encouraged students' appropriate behaviour and generated motivation to leard**.**

- A teachers and parents meeting took place to expose them, the intervention programme that was specifically devised for this aim, which the following information was provided: an explanation of the research procedure, goals, discussion and expectations (See Appendix 6, page: 436).

- A questionnaire was completed by students of the intervention class K5-2 and the control class K5- 1.

- Entering the classroom, explaining to the students about the research procedure, goals, discussion and expectations.

3.12 Activities in Details: Counselling Intervention Programme:

1. Improving the physical environment of the classroom

students and parents took part in painting the classroom and improving the physical environment of the classroom. The purpose of this activity was to emphasise the participation and belonging topic to the school framework and effective involvement of the parents.

2. Introduction meeting and coordinating expectations and discussion regarding the current situation and building a clear regulation:

Aids: papers, markers, Bristol papers.

students and parents took part in the activity.

Open and closed questions were asked.

- Is the situation in the classroom acceptable?
- If not, what can be done to change it?

- Are you feeling comfortable?

- What bothers you most in the classroom?

- What would you do if you were an educator?

After the discussion, each student wrote one rule that was the most important for him or her in order to reduce the unacceptable behaviour level so that the classroom would become a better and more a comfortable place.

We collected all the statements, and we drew a conclusion. We wrote on a big poster the new acceptable regulation for students, and hung it in the classroom.

3. How well do I know the other students?

The aim of the activity: to emphasise the value of friendship, belonging and class integration, and to create a pleasant environment in the classroom.

Aids: papers and pencils.

During the activities: while students sat in a circle, I passed a paper to each student, and I asked them to fold it twice so as to get 4 parts. In each part, the students had to write in pencil about the 4 following topics (without mentioning their name):

- My favorite color?
- My favorite actor/singer?
- My favorite dish?
- My favorite teacher?

After finishing the task, students folded the paper again, and I collected them and placed them in the middle of the circle on the floor. I asked each student to take a paper and to try to guess the identity of the writer, based on the answers. If he or she was right, then it indicated that he or she knew his or her friends well. Then I moved to the next student and so on.

The student who could not identify the paper's owner, received a 'punishment' for example: telling a joke and so on

4. Ball of curses (unacceptable language)

In this activity we focused on unacceptable language that is one of the common types of unacceptable behaviour in K5-2 class.

Aims:

1. To experience an acting out, that could reduce the emotional harm of the curse.

2. To improve the problematic language among students.

3. To increase the awareness to the reasons why humans curse, and to examine alternative reactions that are more suitable from the point view of the curser.

4. To highlight and emphasise, in front of the group members, the type of physical unacceptable behaviour that is caused from cursing and using emotionally harmful words.

Target group: students.

Aids: papers, markers, aluminum foil, and a tape recorder.

The course of the activity: The classroom sat in a circle. Each participant was asked to write on a paper a curse that he or she uses frequently. The first volunteer wrinkled the paper and made a ball out of it while saying the curse. At this stage, music was played, and the ball passed between the participants. Each time the music stopped, the participant with the ball read his or her curse and wrapped the ball, and so on.

Note: When I asked the students to remember the curse that they used most, the students refused at first to participate. So I started saying the curse with humor, and I gave a green light to the students and encouraged them to speak.

At the end, when all the participants finished joining their papers, I wrapped the ball with aluminum foil, and put it on the table. Then I asked the students what they wanted to do with the ball, the students came up with some ideas.

Then we had a discussion which dealt with many questions:

- When do I curse?
- What do I feel when I curse?
- What does the curse give me? (power, relief…)
- What do you feel when others curse you?
- What is your reaction when others curse you?
- What is an alternative way to handle the situation (anger, pressure…) instead of cursing?
- Do you consider using physical unacceptable behaviour again when someone

curses you?

- Do you allow your friends to curse you just for fun?

To sum up: the summary is done using words and emotions that the group raised. There was an emphasis on the different types of unacceptable behaviour and especially unacceptable language that is expressed with curses and emotionally harmful words.

5. Broom game:
Aims:

- Creating a pleasant atmosphere in the classroom.
- Integrating the students around a defined goal.
- Emphasising the issue of friendship and responsibility (each participant does his or her best to make the task succeed). Catching the broom before it falls, keeping this activity going a longer time with the help of the other participants.

Target group: students and parents.

Aids: a broom.

The course of the activity: the group sits in a circle. One participant stands in the middle, and holds the broom. The holder of the broom named one of the participants and let the broom fall. The named participant had to catch the broom before it fell on the ground.

The challenge of the classroom is to reach a new record, to prevent the broom from falling a longer time each round. This demands a full cooperation, integration and responsibility.

6. A conversation without unacceptable behaviour
Goals:

- Acquiring pleasant conversation skills and listening to the other.
- Accepting the other.
- Creating a calm environment, tolerance and patience.

- Cultivating respect between one another.

Target group: students.

Aids: markers, Bristol paper.

Course of the activity: we were divided into two groups. I chose an interesting topic for the discussion.

Group A: discussed the topic using insulting and humiliating words.

In contrast, group B discussed the same topic politely, calmly and with politeness. At the end of the discussion, I summarised the session in the two groups, and I dealt with the findings openly.

Note: I used my sense of humor, and I exemplified the insulting words and curses used in group A.

Topics for discussion:

- What do you think about the type of conversation in group A?
- What do you think about the type of conversation in group B?
- Which one do you prefer?
- Do you have the ability to make a conversation without using insulting words?
- How do you feel when the person next to you, speaks only using curses?
- Would you talk like him or her, or would you try to change him or her?
- What would you do to make the discussion less violent?
- What is your reaction to a student who uses curses?

To sum up: it is important to emphasise that every word has a meaning in a given context. The same word in different situations plays a different role. Some words are perceived as both, harmful and not harmful to the other.

Words have impact on conflict and quarrels. Sometimes words intensify and worsen the fight. In other cases, words calm down the quarrel and reduce its intensity.

7. Sales day
The aim: collaboration, friendship, responsibility and having fun.

Target group: students, teachers and parents.

The activity took place during the 10 o'clock break. During the activities, the students and parent representatives (who donated food) were divided into 11 stations.

Each station sold to students one type of dish that differs from the other stations.

(Raising money was assigned for a defined goal, buying curtains to the classroom).

After the break, we met the students and parent representatives and discussed:

- How do you feel after the sales day? Are you satisfied?
- What did you like most?
- Did you have fun?
- Are you a good seller?
- Did you help the other stations? Did you ask for help from others? How did you feel while helping others?
- How was the cooperation between you and others?
- Will you take part in future sales?
- What was the atmosphere between the students?

The challenge of the classroom was to succeed in sales day in order to buy curtains for the classroom. This requires full cooperation, consolidation, teamwork and responsibility of all the participants in the process.

8. a - Where does the wind blow to?

The aim: consolidation, friendship, cooperation, sharing pleasant experiences, getting involved, creating a pleasant environment and having fun.

Target group: students, parents and the teacher.

We sat on chairs in a circle and removed one chair. I stood in the middle of the circle and demonstrated how to play the game: the person who stands in the middle of the circle says the following sentence: the wind blows towards the person who…

(We chose examples like: the person who has sport shoes, has an elder brother, likes pizza, or likes studying math…)

All those who met the criteria stood up and changed places. As a result one student remained without a chair. He or she stood in the center of the circle and repeated the sentence and so on.

Questions for discussion:

How did you feel after the game?

What did you like most?

Who gave the best example?

8.b - Shared drawing

The goal: consolidation, friendship, cooperation, sharing pleasant

experiences, getting involved, creating a pleasant environment and having fun.

To experience the advantages and disadvantages of cooperation and non- cooperation.

Target group: students and parents.

Aids: poster paper, markers and tape.

The procedure of the activity: we were divided into groups of four participants. Each group received white poster paper and colors. Each student was instructed to draw, as he or she wants in association with the drawing of the other participants. Calm music was played in the background. At the end, each group presented its drawing.

Questions for discussion:

- What did you feel while you were drawing with your friends?
- How was the cooperation in the group?
- Who felt difficulty interacting with the group?

9. Carousel

The goal: integration, friendship, cooperation, sharing pleasant experiences, getting involved, creating a pleasant environment , having fun and strengthening relationships between the students.

Target group: students and a teacher.

Aids: music, a list of statements for short conversations and exchange of information.

The procedure of the activity: We were divided into two groups. The participants stood in two circles, one circle inside the other. Each participant faced another, the one in the inner circle had a partner from the outside circle facing him or her.

I instructed the participants on the direction of the stepping. The members in the inner circle had to step to the right while the members in the outside circle had to step to the left, when given a sign to do so from me.

I read aloud the first statement from a list of statements that I was holding, we had a short conversation, and the participants began exchanging information in pairs.

After one or two minutes of conversation, I gave a sign, and I pressed the tape. The participants started stepping along to the music (without confusing the direction)

When the music stopped, the participants stopped facing one another. This time a different pairs was created.

Then I read the second statement and at the end of a short conversation, I gave a sign to start stepping and so on.

The list of statements:

I want to travel to _____
I am an expert in _____
In my spare time, I like to _____
I wanted to study _____
What makes me happy most is _____
My dream for the coming ten years is _____
For next year, I wish _____
For next year, I wish you _____
At the end: it is possible to ask students to share interesting details they heard in 'Carousel'.

10. Visiting a bereaved mother

The goal: contributing to the community, respect, sympathy, accepting the other and the different.

The target group: students, parents and educator.

The visit took place on Mother's Day. We visited a bereaved mother that underwent a harsh loss four years before. Her only daughter died from leukemia.

The students wanted to celebrate with her Mother's Day. They gave her flowers and gifts.

After this touching visit, we met and discussed the following:

- How did you feel after the visit?
- What thoughts came to your mind?
- Are you willing to help people who are suffering? How?
- Are you planning to visit her in the near future?

11. We are in the same boat
The aim of the activity

-The participants will express their personal thoughts and feelings about unacceptable behaviour.

-The participants will identify situations of unacceptable behaviour, and will distinguish between the different types of violent behaviour.

-The participants will identify unacceptable behaviour as a problem that affects not only the victim but also the abuser.

The target group: students.

Aids: a collection of newspaper clippings (headlines, short articles, etc.) that present situations of unacceptable behaviour in different places in Israel and in the world, such as: in the family, among teenagers, in the Knesset (the Parliament), between social groups, in sport and other places.

The course of the activity:

Reviewing the clippings, processing and group discussion, work in pairs.

Questions for discussion:

Did you ever experience a violent incident?

What do you feel when you see a violent incident?

What is your reaction towards a violent person?

Does unacceptable behaviour affect you?

How do you react towards unacceptable behaviour?

To sum up: unacceptable behaviour is a universal phenomenon that occurs everywhere, in every age, to all classes in the community and so on. Unacceptable behaviour affects the quality of life. Every violent behaviour has a personal and social price. The outcome of unacceptable behaviour, leaves damage.

12. Conflict without unacceptable behaviour (a different way is also possible)
Goals:

1. Make the students understand that you can solve conflicts without unacceptable behaviour.
2. To let students get familiar with the different ways of solving problems and fights.
3. To let students understand that people should think before acting.
4. Tolerance, anger management, dealing with crisis, problem solving.

Target group: students and a teacher.

Aids: a story 'A Conflict Between Two Donkeys'

The course of the activity: students examined the incident and raised a solution to the problem. Later they conducted a discussion in class for searching for solutions.

Questions for discussion

- Who is the wisest 'donkey'?
- Do you know a case similar to this event?
- How can you solve problems in similar circumstances?
- What is your opinion of the solution of the 'two donkeys'?
- What is your advice to them?

- What do you learn from this event?

Summary

There are a lot of solutions to all sorts of problems and conflicts, for example: think before taking action, do not use unacceptable behaviour, 'even two donkeys reached the conclusion that thinking is better than beating'.

Most of students who get angry, immediately start beating or cursing without thinking or searching for alternative solutions. We will work together to change our dangerous behaviour. One should think well before taking a violent action.

13. A tour to the village's field

Goals: friendship, respect, accepting the other, accepting the different, consolidation, integration, belonging, involvement, affection and closeness.

Target group: students, parents, teachers, and educator.

The course of the activity-

The students took a trip to a nearby field, along with most parents and they had fun. In the tour they made *tabule* (traditional salad dish). They ate, danced and had a lot of fun.

14. 'Here is a flower, I am sorry'

Goals: friendship, respect, accepting the other, accepting the different, consolidation, belonging, getting involved, affection and closeness.

Target group: students.

Aids: bouquet of flowers.

The course of the activity:

The students sat in a circle, I put a big bouquet of flowers (34 flowers as the number of students and me) in the middle of the circle. Each participant was asked to pick out one flower and to give it to another student as an apology for a bad behaviour he/she conducted in the past (such as a physical unacceptable behaviour or unacceptable language). Each student had to mention the incident and its causes, how he/she feels now after the apology, and think whether it is possible to solve problems in a different way without using unacceptable behaviour?

15.a -A movie 'there is strength in unity'!

Goals: friendship, respect, accepting the other, accepting the different, consolidation, belonging, getting involved, affection and closeness.

Target group: students.

Aids: projector

The course of the activity:

The students watched the movie twice (its duration 1.32 minutes)

After watching the movie, all the students participated in discussing some questions:

- What is your opinion of the movie?

-'Unity is power' Is this correct? Explain.

- What do you think about the ant's behaviour? Is she weak because she asked for
  help?

- If you were in the ant's shoes, would you ask for help?

- How do you deal with challenges, in case you do not have abilities or strengths? To
  whom do you turn for help?

- Were you once in a similar situation? When was that? In which circumstances? How
  did you feel?

  http://www.youtube.com/watch?v=p9UK5OUVfW4

15. b - A movie 'The Deaf Frog'

Goals: inclusion, sympathy, friendship, respect, accepting the other, accepting the
different, consolidation, belonging, getting involved, affection and closeness.

We are different from one another, yet we have something in common. We are
friends in this classroom forever.

Target group: students.

Aids: projector

The course of the activity:

The students watched the movie twice (its duration 2.25 minutes)

After watching, all the students participated in discussing the following points:

- What do you think about the movie?
- What thoughts arise in your head?
- What do you think about the behaviour of the group after the frog's fell?
- If you were in the frog's place, what would you do? How would you feel if someone
  encouraged you and supported you?
- How would you feel if someone made fun of you?
- Do you like to be in a supporting environment? Why? What does it contribute to
  you?
- After watching the movie, do you believe that everyone can succeed when the

surrounding environment supports him/her and encourages him/her?

http://www.youtube.com/watch?v=mN12IM1dkd0

16. A movie 'The Napkins' Seller'!

Goals: tolerance, inclusion, sympathy, respect, initiative.

Target group: students.

Aids: projector

The course of the activity:

The students watched the movie twice (its duration 6.25 minutes)

After watching, all the students participated in discussing the following points:

- What do you think about the movie?
- What thoughts came to your mind?
- What do you think about the attitude of the girl towards the woman in the beginning of the movie?
- How do you feel if someone helps you or smiles at you?
- Do you believe that life is a circle, i.e. the person who does good will receives good in return, in the circle of life?

https://www.youtube.com/watch?v=gZ20Ph2XgcE

17. A ball of wool.

Goals: tolerance, inclusion, friendship, respect, accepting the other, consolidation,

Affection, closeness, anger management, dealing with crisis, problems solving.

Target group: students.

Aids: a ball of wool.

The course of the activity:

students sat in a circle. One student threw a ball towards another student with whom he or she had fights with in the past. The second student caught the ball, held a thread from that ball and threw the ball to another student with whom he or she had fights, and so on.

When all students were connected to one another with the threads, we returned the ball in reverse order. Each student threw the ball back to the first student offering a solution, to the problem or to the conflict that he/she had raised earlier.

18. Self-awareness!

Goals: inclusion, friendship, respect, accepting the other, consolidation, unity, affection and closeness, self-awareness, critical thinking.

Target group: students and a teacher.

Aids: papers, stationery tape, cello tape.

The course of the activity:

Each student received a paper and a pencil. We attached the paper to the back of each student. We asked each student to write on his or her friend's back one feature that he or she sees in him/her (it could be positive or negative) using a pencil and without mentioning his/her own name.

When we finished, each student removed the paper attached to his back and read it. Then we sat in a circle, and we had a discussion.

Issues for discussion:

- What is your opinion of the activity?
- What is your opinion of what is written on the paper?
- Can you recognise who wrote it?
- How well do you know yourself?
- Are you perceived as a good student in the eyes of others?
- Are you considering changing some of your characteristics, so to be more acceptable
  to others?

- What characteristic suits you most? What characteristics do you like and will never change?
- What characteristic were you surprised to know about yourself?
- Do you accept what others wrote about you?
- What do you think about what is written on your paper?
- What characteristic bothers you in your personality? Do you want to change it? With which quality would you exchange it?

19. How do I react!!

Goals: The participants will express their personal thoughts and feelings regarding unacceptable behaviour.

The participants will identify situations of unacceptable behaviour, and will examine the different types of violent behaviour.

Accepting the other, managing anger, dealing with a crisis, problem solving.

Target group: students.

Aids: a collection of examples of violent incidents written on poster paper.

The course of the activity:

The work was done in pairs. Each pair chose an example of a violent incident and discussed the motives and the solution to the relevant case. (A guiding question for discussion: What would you do if you were one of the people involved in the incident?)

After 20 minutes, the group sat in a circle and a discussion took place:

Questions for discussion:

Have you experienced an incident of unacceptable behaviour?

How do you feel when you see an incident of unacceptable behaviour?

How do you feel after you thought about a fair solution for the case?

In case you encounter a similar case in the future, how would you react?

In case you encounter a problem, whom would you approach for help?

Examples for violent incidents

Hasan beat up Yosef after Yosef cursed him, and Yosef on the other hand claims that he did not intend to insult him.

Muna took Huda's notebook without asking for permission, since she did not manage to copy all the material written on the board. As a result, Huda slapped her.

Sami kicked Yasir after his team lost in a football game.

Saeed and Muhamad quarreled over a chair in class. Both wanted to sit in the same place.

Samira and Yihya fought because they both claimed that one is better than the other in school.

20. The guardian angel

Goals: sympathy, inclusion, friendship, respect, tolerance, accepting the other,

accepting the different, consolidation, unity, belonging, getting involved,

responsibility, contribution.

Target group: students and a teacher.

The course of the activity:

After consulting with the other teachers, I secretly chose the most problematic five students. I asked them to do a secret mission for one week, which is: to have the role of an angel who protects the students, and who tries to help others in all sort of things. for example, helping a shy student to socialise in the group, but on one condition that he/she should not reveal him/her self to other students.

After a week we had a meeting of the whole class and an extended discussion on the following points:

- Dear students, did you feel a change in the classroom?

- Give me an example for a change in the classroom.

- What happened?

- Who was responsible for this change?

- Are you feeling better?

After the discussion part A, I moved to part B (at this stage I revealed the identity of the angels) I asked the 'angels':

- How did you feel during the week?

- Would you like to serve in this role more?

- Were you satisfied in your role during the last week?

- What did the role give you? What thoughts came in your mind lately?

- Do you consider yourself a powerful person, while you are helping others?

- Can you demonstrate power while helping others?

- Were you considered as a powerful person by your friends though you did not use
   physical force, and on the contrary, only helped and supported others?

After completing these 20 activities, I had another meeting with all the students. We talked about all the intervention and its consequences. In addition, a farewell party took place and gold medals were given in the presence of parents and teachers.

It should be noted that one-third of the students received gold medals, and more than two -third received silver medals.

3.13 Validity

According to Zabar Ben-Yehushoa (1997), findings are valid when the appropriate description and the scientific explanation to a social situation, processes and phenomena are used. Validity is enhanced when experience and the reflection upon the experience are the researcher's practice in the field. The result of such practices enables readers of the research to build a conceptual perspective with which to understand our conclusions about the processes we discover. By using the characteristics of the processes discovered, our experience and the reflection upon the experience in the field we can support meaningful induction processes about the empiric world which we investigated and enhance our ability to check how well the

analysis fits the phenomena and explains our observations in the field (Shekedi, 2004).

Internal Validity

Internal Validity relates to the measurement and explanation of the observed action were proven to be true in relation to the research (Zabar Ben-Yehoshua, 1997).

The research internal validity can be estimated by cross checking the interviews, the observations, the questionnaire data and the hard data from school records that were part of the research and the fact that consistent findings were collected with different research tools (triangulation of tools).

External Validity

External Validity relates to the degree by which the abstract structures (meanings, findings) constructed by me were supported by the findings of other researchers who used different research tools, worked in different cultures and with different participant populations (Zabar Ben-Yehoshua, 1997).

In this research the triangulation of sources and findings will contribute to the assessment of the external validity. The reader will be able to generalise from this case study to other studies. The qualitative research sees the triangulation procedure as the main tool in order to evaluate the validity of the findings (Fetterman, 1989, in Zabar Ben-Yehoshua, 1997; Yin, 2009).

The triangulation is a process used in different and various ways to see that a certain phenomenon or process takes place and is not simply an artifact of the researchers making. The triangulation of findings from different research tools gives us the opportunity to estimate the internal validity of the findings (Zabar Ben-Yehoshua, 1997).

3.14 Research Reliability

The term reliability according to Zabar Ben-Yehoshua (1997) refers to the extent in which one can conduct another research and use the same methods and tools and get the same results.

Reliability – in its traditional meaning, means, the ability to repeat the research and to get the same results. If our research is reliable, other researchers who will repeat the same research process, will be able to get the same results (Keyton, 2006; Morse et al., 2002; Yin, 1994, 2003).

Different Types of Reliabilities

1. External Reliability – repetition of a research by another researcher, which is usually hard to do in qualitative research and requires certain measures to be taken by the researcher in order to obtain higher values of external reliability (Zabar Ben-Yehoshua, 1997).

2. Internal Reliability – relates to the question: is the data collected a reliable representation of the field being researched (Zabar Ben-Yehoshua, 1997). Qualitative researchers immerse themselves in the field, collect their data over a long period of time, adjust research tools to the conditions they find in the field and select their informants with care.

3. The Naturalistic research depends on the environment and time, therefore there is no way to repeat the 'same research' however the same phenomena and processes can be studied and results of well-designed studies can be generalised.

In order to reach a high reliability in a qualitative research one must use certain methodological steps:

The researcher's stand: every researcher has own opinion through which he/she gets his/her conclusions and results.

I worked with a research group and was in a close relationship with my supervisors in order to check my interpretations with them.

Choosing the information suppliers who can contribute to the research and turning them into partners in the research (showing them the data and asking them to evaluate the interpretations I propose), is a common practice in qualitative research and I adopted this practice.

<u>An exact identification of hypotheses and theories</u>: every researcher defines and explains different terms in his/her unique way which can be explained differently by others. There is a need to build the external reliability by using methods like triangulation, repetition, and by using team work.

Using strategies which assure the internal reliability of the research tool (Zabar Ben-Yehoshua, 1997) will help us overcome the problems relating to the question whether the researchers who conduct the same research agree upon the data collection method and how to analyse the data.

3.15 Research Ethics

During the research, I tried to keep these principles

- The principle of preserving the anonymity of the participants and making sure that the data and its interpretations cannot be individually attributed. I respected the participants' privacy and kept my records confidential, and assigned fictitious names to the school (Afaf school), and to all the participants in the study. Great care was taken not to include details that would identify those involved in the study. The data collected was coded using fictitious names and was stored on several secure computers and external computer memory devices without connection to the Internet. All research records that contained information that could lead to the identification of a participant were destroyed.

- The principle of not causing any harm to participants.
- The principle of receiving the participants' agreement only after the full information about the research and its procedure was made available to them is an important ethical consideration.
- The principle that participants wishing to withdraw from the research can do so freely.

- The principle of loyalty to the data and the interpretation of the data as given by the participants.
- BERA principles and University of Derby guidelines

I believe that research ethics refer to being clear and sincere about the research. I found support for my position in the work of Bell:

> *Research ethics is about being clear about the nature of the agreement you have entered into with your research subjects or contacts* (Bell, 1993, p. 59).

The British Educational Research Association published in 2011 the Revised Ethical Guidelines for Educational Research (BERA, 2011). These guidelines specify and emphasise the researcher's responsibilities to three parties: the participants, the research sponsors and the educational research community.

At the beginning of the research I received the informed consent of the headmaster, the teachers and the parents (See Appendix 5 and 7, pages 434 and 437).

Personally I promised to maintain confidentiality and to protect the participants' interests. I made sure that everyone agreed to participate in the research without being pressured to do so. Furthermore I made sure that everything I wrote in my report was a true fit to the individual and group realities of the participants without changing it in order to fit my hypotheses.

The participant agreement is valid if it is based on full and relevant information in regard to the research and its process. The agreement was received out of free will with no pressure, I conducted myself within the frame of the agreement and did not deviate from it (Landaw and Shefler, 2007; Yizraeli and Zohar, 2000; Zabar Ben-Yehoshua, 1997).

The ethical obligation to the values of freedom and equality are as important as discovering the truth. The research was a tool for improving and correcting the quality of the social reality in my school. In the educational field the ethical questions are mostly important because the educational system is perceived as an agent for improving and correcting social shortcomings (Machter and Machter, 2001).

3.16 Summary

This chapter examined the methodological ground of the research. The research design followed the Transformative Mixed Methods Cyclical Design research principles. I reviewed the research tools that were used in this research: the researcher, the semi-structured interviews, the observations, the documents and the questionnaire. The analysis of the data collected was discussed. The validity and reliability of the research and the transferability of its findings to a wider audience were also discussed and ethical issues and how they can be resolved were presented.

The next chapter presents the research findings. The quantitative findings of the research were presented first and then the qualitative findings of the research were presented. Through data analysis, themes emerged and were grouped into categories.

Chapter 4

Findings

4. Introduction

The study focused on investigating the perceptions of K5-2 students, teachers, and parents with regards to a classroom counselling intervention. Hard and direct measurement were used to assess the success and limitations of the intervention.

In this chapter, the study findings are presented according to the sequential mixed design used, in which the qualitative and quantitative phases were separated and conducted one after the other (Cohen, Manion and Morrison, 2011; Teddlie and Tashakkori, 2006; Taylor and Trumbull, 2000).

The findings are therefore presented as follows:

Quantitative data from the questionnaires, before and after the intervention (4.1).

The quantitative findings section includes both Descriptive and Inferential statistics, followed by a summary of quantitative findings.

Qualitative data from interviews with 5 teachers and 5 parents, conducted before and after the intervention (4.2).

Qualitative data from three observations that were conducted before, during and after the intervention(4.3).

The qualitative findings section provided an in-depth view of processes elicited in K5-2 followed by a summary of Qualitative findings in part (4.4).

All the findings were analysed and presented in tables with short explanations and summaries for the convenience of the reader.

The full combination of the different types of data, and the explanations will be evident as part of the discussion (chapter 5).

4.1 Quantitative Data

Research Tool

The research tool is a structured questionnaire composed by Rama (2009) a policy arm of the Ministry of Education. The questionnaire was validated and its reliability was confirmed in repeated testing during the past seven years. More than one million students participated each year. The questionnaire is composed of five basic parts.

Part A – Questions regarding the class climate according to the students' perception**.** This part of the questionnaire is composed of 26 statements referring to the following sub-topics of inquiry: student-student relations (relations with peers and mutual help),

student-teacher relations, investing efforts in learning and involvement in the class social system, keeping behavioural rules and class discipline, class relevance and sense of safety, comfort and pleasure.

It is important to note that the statements 6, 8, 9, 10, 11 are inversed statements that were phrased negatively; therefore answers were reversed.

Questionnaire reliability was checked using the Cronbach's alpha coefficient of internal reliability check. The alpha value obtained was 0.958 which indicated a high reliability.

The climate variables contributing components were good relations, a feeling of relevance, safety, comfort, pleasure, and discipline. The climate score was structured by calculating the mean of students' responses to all statements in the Part A of the questionnaire. Each student received a mean score in climate. Receiving a high score indicated a positive climate a net of good relations, a sense of relevance and a sense of safety as well as high comfort and pleasure during the stay in class as it also indicated keeping discipline and behavioural rules inside the class.

Part B: This part of the questionnaire investigated the perceived level of unacceptable behaviour, physical and verbal. This part included 7 statements designed to estimate the level of physical and verbal unacceptable behaviour among students, according to their perceptions. Statements 27, 28, 29, 30 refer to unacceptable physical behaviour while statements 31, 32, 33 refer to unacceptable language.

Questionnaire reliability for this part was verified by examining the Cronbach's alpha coefficient. It was found that Cronbach's alpha value concerning the part investigating the level of unacceptable physical behaviour was 0.892 and this indicated a high reliability. The Cronbach's alpha value referring to unacceptable language was 0.873 and this indicated a high reliability as well.

The variables of physical unacceptable behaviour and unacceptable language were structured by calculating the mean of students' responses to all the relevant statements. Each student received a mean score in physical unacceptable behaviour and a mean score in unacceptable language. When the score was high it indicated high unacceptable behaviour and high unacceptable language respectively. In addition, a general unacceptable behaviour and unacceptable language score was calculated as a mean of students' responses to all the statements in this part of the questionnaire.

Part C: This part of the questionnaire focused on the perceived level of parents'

involvement with the quality of learning and the quality of the experienced school life of their child. Parent involvement in learning and in school life, was measured by 3 direct questions (38, 39, 40) and the answer to each question was either yes or no. The answer yes indicated involvement and the answer no indicated lack of involvement. The involvement variable was structured by summing the scores from the three questions. A high score indicated high involvement.

Questionnaire reliability for this part was examined by calculating the Cronbach's alpha coefficient. I found that the value of Cronbach's alpha is 0.713 which indicated a high reliability.

Part D: This part collected data on students' perceptions regarding their absences and lateness to school. The data collected represented the students' self-report (questions 25, 26, 34, 35).

Questionnaire reliability for this part was examined by calculating the Cronbach's alpha coefficient for this part. I found that the value of Cronbach's alpha is 0.728, which indicated a high reliability.

Part E: Part E of the questionnaire collected data on the perceived consistency and involvement of the teachers with the quality of learning and school life of their students. These variables were measured by direct questions (7, 21). The answers to each question is on a Likert scale of 5 degrees. The variable of involvement was valued by calculating the mean of students' responses to questions in this part. High scores indicated high involvement.

Questionnaire reliability for this part was estimated by calculating the Cronbach's alpha coefficient. The value of the Cronbach's alpha was found to be 0.805. This value indicated a high reliability.

4.1.1 The Research Hypotheses:
The following research hypotheses were tested during this study

1. There will be differences in students' perception of class climate and in students' physical unacceptable behaviour and language before the counselling intervention programme and after it.

2. There will be differences in students' achievements and in the scopes of absences among students before the counselling intervention programme and after it.

3. There will be differences in teachers' and parents' involvements, and teachers' consistency before the counselling intervention programme and after it.

4. There will be relations among the research variables: between physical unacceptable behaviour and unacceptable language and learning achievements and perception of class climate and involvement, parents' and teachers' evaluation and consistency and students' absences.

4.1.2 Testing the Hypotheses and findings

First Hypothesis

There will be differences in students' perception of class climate and in students' physical unacceptable behaviour and language before the counselling intervention programme and after it.

In the first stage I examined the difference between the intervention group and the control group in the perception of class climate before conducting the counselling intervention programme, in order to ensure that the two groups, the experimental and the control groups, were equivalent. The difference was examined by *t* test of two independent samples.

Table 1

Means and standard deviations of class climate perception among students of the two groups before the counselling intervention programme, *t* test value

Group	N	Climate mean (1-5)	Standard deviation	T
Control	30	2.10	0.56	
Experiment	33	2.14	0.59	-0.272

The findings presented in the table above indicate that the two groups were equivalent. No differences were found between students of the control group and students of the intervention group before conducting the counselling intervention programme in class climate perception.

In the second stage I examined the difference between the experimental group and the control group in class climate perception, after conducting the counselling

intervention programme in order to examine if any change occurred in class climate perception. The difference was examined by *t* test for two independent samples.

Table 2

Means and standard deviations of class climate perception among students of the two groups after the counselling intervention programme, *t* test value.

Group	N	Climate mean 1-5	Standard deviation	T
Control	30	2.20	0.56	-8.762***
experiment	33	3.43	0.55	

***p<0.001

The findings presented in the table above indicate that a clear difference existed in the way class climate was experienced by students of the control group and students of the intervention group, after the experimental group students participated in the counselling intervention programme (t = 8.762, p<0.001). Class climate was experienced by students of the intervention group as more positive than it was by students of the control group.

I also examined the difference among students of the intervention group before they participated in the counselling intervention programme and after it concerning class climate perception.

Table 3

Means and standard deviations of class climate perception among students of the intervention group, before and after the counselling intervention programme, *t* test value

Group	N	Climate mean 1-5	Standard deviation	T
Before	33	2.14	0.59	-9.225***
After	33	3.43	0.55	

***p<0.001

The findings presented in the table above indicate a clear difference among the students of the intervention group before and after they participated in the counselling intervention programme in class climate perception (t = 9.225, p<0.001). Class climate was experienced by students of the experimental group, after participating in

the counselling intervention programme, as more positive than it was before the intervention. In other words there was a significant and positive change in class climate in K5-2 following the counselling intervention.

Conclusion: the counselling intervention programme brought about positive change and improvement in class climate perception among students of the intervention group.

According to the differences in expressions of physical unacceptable behaviour and unacceptable language before the counselling intervention programme and expressions of physical unacceptable behaviour and unacceptable language after it.

In the first stage I examined the difference between the intervention group and the control group concerning expressions of physical unacceptable behaviour and unacceptable language before conducting the counselling intervention programme. The two groups, the experimental and the control groups, were found to be equivalent. The data from the two groups was examined by *t* test for two independent samples.

Table 4

Means and standard deviations of expressions of physical unacceptable behaviour and unacceptable language among the two groups before the counselling intervention programme, *t* test value

	Group	N	Physical unacceptable behaviour and unacceptable language mean (1-5)	Standard deviation	T
Physical – unacceptable behaviour	Control	30	2.12	0.70	1.901
	Experimental	32	1.79	0.66	
unacceptable language	Control	30	2.16	0.64	0.783
	Experimental	32	2.02	0.71	
physical unacceptable	Control	30	2.13	0.63	1.504

behaviour and unacceptable language	Experimental	32	1.89	0.65	

The findings presented in the table above indicate the absence of clear difference in levels of physical unacceptable behaviour and language between the control group students and the experimental group students before the experimental group participated in the counselling intervention programme.

In the second stage I examined the difference between the experimental group and the control group in expressions of physical unacceptable behaviour and unacceptable language, after conducting the counselling intervention programme. The difference was examined by *t* test of two independent samples.

Table 5

Means and standard deviation of expressions of physical unacceptable behaviour and unacceptable language among students of the two groups after the counselling intervention programme, *t* test value

	Group	N	Physical unacceptable behaviour and unacceptable language mean (1-5)	Standard deviation	T
Physical-unacceptable behaviour	Control	30	1.56	0.57	-3.248**
	Experimental	33	1.20	0.21	
unacceptable language	Control	30	2.06	0.64	6.055***
	Experimental	33	1.24	0.38	
physical unacceptable behaviour and unacceptable language	Control	30	1.77	0.52	5.288***
	Experimental	33	1.22	0.25	

**p<0.01, ***p<0.001

The findings presented in the table above indicate that a clear difference existed between the control group students and the experimental group students, after conducting the counselling intervention programme, in levels of unacceptable language (t = 3.248, p<0.01), in expressions of physical unacceptable behaviour (t = 6.055, p<0.001), and in the general score for unacceptable behaviour (t = 5.288, p<0.001). Levels of physical unacceptable behaviour, unacceptable language and the general unacceptable behaviour combined score after conducting the counselling intervention programme, were found to be higher among the control group students than they were among the experimental group students.

I also examined the differences in unacceptable behaviour among the students of the experimental group before participation in the counselling intervention programme and after it.

Table 6

Means and standard deviations of expressions of verbal and physical unacceptable behaviour and unacceptable language among the intervention group students before and after the counselling intervention programme, *t* test value

	Group	N	physical unacceptable behaviour and unacceptable language mean (1-5)	Standard deviation	T
Physical-unacceptable behaviour	Before	32	1.79	0.66	4.853**
	After	33	1.20	0.21	
unacceptable language	Before	32	2.02	0.71	5.485***
	After	33	1.24	0.38	
unacceptable behaviour and unacceptable language	Before	32	1.89	0.65	5.481***
	After	33	1.22	0.25	

***p<0.001

The findings presented in the table above indicate that a clear difference among the intervention group students was found before and after conducting the counselling intervention programme. The differences were found in the levels of expression of unacceptable language (t = 4.853, p<0.001), expressions of physical unacceptable behaviour (t = 5.485, p<0.001) and expressions of general combined unacceptable behaviour and unacceptable language scores (t = 5.481, p<0.001). Levels of verbal, physical and combined scores of unacceptable behaviour were significantly lower after participation in the counselling intervention programme. In other words there was a significant and positive change in the levels of verbal, physical and in the general combined score of unacceptable behaviour.

Conclusion: the counselling intervention programme brought about positive change and improvement in the K5-2 class climate perception among students of the intervention group. And a decrease in expressions of verbal and physical and general unacceptable behaviour among the intervention group students.

4.1.3 Second Hypothesis

There will be differences in students' achievements and in the scopes of absences among students, before the counselling intervention programme and after it.

I was able to obtain the grades of the experimental group students before and after their participation in the counselling intervention programme. The control group grades were not obtained when needed. And therefore no comparison between the groups was possible.

Table 7

Means and standard deviations of achievements (grades) among the intervention group students before and after participating in the counselling intervention programme, t test value.

Group	N	Scores' mean	Standard deviation	T
Before	33	82.64	12.50	-3.168**
After	33	90.33	6.21	

**p<0.01

The findings presented in the table above indicate a clear difference among the intervention group students before and after conducting the counselling intervention programme in learning achievements (t = 3.168, p<0.01). In other words there was a change in learning achievements of the experimental group students as a result of their participation in the counselling intervention programme, and an increase clear significant improvement in their achievements after the counselling intervention programme compared to their achievements before the counselling intervention programme.

Conclusion: the counselling intervention programme brought about a positive change and significant improvement in the achievements of the intervention group students.

According to the differences in the scope of student absences from the school among students in the experimental group before the counselling intervention programme and after it.

In the first stage I examined the two groups, the experimental group and the control group, for possible differences in the scope of student absences from the school before conducting the counselling intervention programme. The difference was examined by *t* test for two independent samples.

Table 8

Means and standard deviation in the scope of absence from the school among students of the two groups before the counselling intervention programme. *t* test value.

Group	N	Mean of absence	Standard deviation	T
Control	30	1.27	1.70	-1.140
Experimental	21	1.86	1.98	

The findings presented in the table above indicate the absence of clear differences between the two groups of students. The control group students and the experimental group students were found to be equivalent in levels of absenteeism before conducting the counselling intervention programme in the experimental group.

During the second stage I examined the difference between the experimental group

and the control group in the levels of absenteeism from the school, after conducting the counselling intervention programme. The difference was examined by *t* test for two independent samples.

Table 9

Means and standard deviation in the scope of absenteeism from the school among students of the two groups after the counselling intervention programme, t test value.

Group	N	Mean of absence	Standard deviation	T
Control	22	1.55	1.10	3.748**
Intervention	12	0.50	0.52	

**p<0.01

The findings presented above indicate a clear difference between the control group students who did not participate in the counselling intervention programme and the experimental group students who participated in the counselling intervention programme in the scope of absence from the school (t = 3.748, p<0.01). It was found that the level of absenteeism from the school among the intervention group students is lower than that of the control group students, as a result of the participation of the experimental group students in the counselling intervention programme.

I also examined the difference in absenteeism among the intervention group students before and after the counselling intervention programme.

Table 10

Means and standard deviations of the scope of absenteeism from the school among the intervention group students before and after the counselling intervention programme, *t* test value

Group	N	Mean of absence	Standard deviation	T
Before	21	1.86	1.98	2.963**
After	12	0.50	0.52	

**p<0.01

The findings presented in the table above indicate a clear difference in the scope of absenteeism of the experiment group students before and after the counselling intervention programme (t = 2.963, p<0.01). It was found that the scope of absenteeism from the school among the intervention group students after they participated in the programme is lower than that found before they participated in the counselling intervention programme.

Conclusion: the counselling intervention programme brought about a clear positive change in school attendance habits among the experimental group students who participated in the counselling intervention programme. The absenteeism among experimental group students decreased significantly. And the counselling intervention programme brought about a positive change and significant improvement in the achievements of the intervention group students.

4.1.4 Third Hypothesis

There will be differences in teachers' and parents' involvements, and teachers' consistency before the counselling intervention programme and after it.

In the first stage of the analysis I examined the difference between the experimental group and the control group in parents' involvement, evaluation and consistency before conducting the counselling intervention programme. The difference was examined by t test of two independent samples.

Table 11

Means and standard deviations in parents' involvement, evaluation and consistency among students of the two groups before the counselling intervention programme, t test value

Group	N	Means of parental involvement (1-5)	Standard deviation	T
Control	30	1.27	1.08	-0.705
Experimental	33	1.45	1.03	

The findings presented in the table above indicate the absence of clear difference between the control group students and the intervention group students before conducting the counselling intervention programme, in the parents' involvement, evaluation and consistency variable.

In the second stage I examined the difference between the experimental group and the control group in parents' involvement, evaluation and consistency, after conducting the counselling intervention programme in order to examine if any change occurred in the perception of the K5-2 students. The difference was examined by t test for two independent samples.

Table 12

Means and standard deviations in parents' involvement, evaluation and consistency among students of the two groups after the counselling intervention programme, t test value.

Group	N	Means of parental involvement (1-5)	Standard deviation	T
Control	30	1.57	1.25	-2.572*
Intervention	33	2.27	0.88	

*p<0.05

The findings presented in the table above indicate a clear difference between the control group students and the experimental group students after conducting the

counselling intervention programme in parents' involvement, evaluation and consistency (t = -2.572, p<0.05); parents' involvement, evaluation and consistency among the experimental group students were higher than the control group students.

I also examined the difference among the intervention group students before and after the counselling intervention programme in the parents' involvement, evaluation and consistency.

Table 13

Means and standard deviations of parents' involvement, evaluation and consistency among the intervention group students before and after the counselling intervention programme, t test value

Group	N	Means of parental involvement (1-5)	Standard deviation	T
Before	33	1.45	1.03	-3.469**
After	33	2.27	0.88	

**p<0.01

The findings presented in the table above indicate a clear difference among the intervention group students before and after the K5-2 students participated in the counselling intervention programme in parents' involvement, evaluation and consistency (*t* = 3.469, p<0.01). parents' involvement, evaluation and consistency among the intervention group students after the counselling intervention programme was more positive than before the programme, in other words a significant and positive change occurred in parents' involvement, evaluation and consistency.

Conclusion: the counselling intervention programme brought about a positive change and improvement in parents' involvement, evaluation and consistency among the experimental group students.

According to the differences in teachers' involvement, evaluation and consistency before the counselling intervention programme and after it.

In the first stage, I examined the difference between the intervention group and the control group in teachers' involvement, evaluation and consistency before conducting the counselling intervention programme, the difference was examined by *t* test for two independent samples.

<u>Table 14</u>

Means and standard deviations of teachers' involvement, evaluation and consistency among students of the two student groups K5-1 and K5-2 before the intervention, t test value.

Group	N	Means of teachers' involvement (1-5)	Standard deviation	T
Control	30	2.13	0.94	0.182
Experimental	33	2.09	0.91	

The findings presented in the table above indicate the absence of a clear difference between the control group students and the experimental group students in teachers' involvement, evaluation and consistency before conducting the counselling intervention programme. The two groups K5-1 and K5-2 were equivalent on the dimension of teacher involvement.

In the second stage, I examined the difference between the experimental group and the control group in teachers' involvement, evaluation and consistency, after conducting the counselling intervention programme in order to examine if any change occurred in teachers' involvement, evaluation and consistency as a consequence of participation in the programme.

Table 15

Means and standard deviations of teachers' involvement, evaluation and consistency in treating unacceptable behaviour and in grading student work among the students of the two groups after conducting the counselling intervention programme, *t* test value.

Group	N	Means of teachers' involvement (1-5)	Standard deviation	T
Control	30	2.17	0.87	-6.785***
Intervention	33	3.73	0.94	

***p<0.001

The findings presented in the table above indicate a clear difference between the control group students and the intervention group students after the experimental group participated in the counselling intervention programme (t = 6.785, p<0.001). The level of teachers' involvement, evaluation and consistency among the intervention group students is higher than it is among the control group students following the intervention group's participation in the counselling intervention programme.

I also examined the difference among the intervention group students before and after the counselling intervention programme in teachers' involvement, evaluation and consistency in treating unacceptable behaviour and in grading student work.

Table 16

Means and standard deviations of teachers' involvement, evaluation and consistency among the intervention group students before and after the counselling intervention programme, t test value

Group	N	Mean of teachers' involvement (1-5)	Standard deviation	T
Before	33	2.09	0.91	-7.152***
After	33	3.73	0.94	

***p<0.001

The findings presented in the table above indicate a clear difference among the intervention group students before and after they participated in the counselling intervention programme in teachers' involvement, evaluation and consistency in treating unacceptable behaviour and in grading student work (t = 7.152, p<0.001). The level of teachers' involvement, evaluation and consistency among the intervention group students after the counselling intervention programme, is higher and more positive than it was before the programme. In other words a significant and positive change occurred in teachers' involvement, evaluation and consistency following their participation in the counselling intervention programme.

Conclusion: the counselling intervention programme brought about a positive change and improvement in teachers' and parents' involvement, evaluation and consistency in the treatment of unacceptable behaviour and in grading student work among the intervention group students.

4.1.5 Fourth Hypothesis

There will be relations among the research variables: between physical, verbal, and the combined score for unacceptable behaviour, learning achievements, the perception of class climate and the perception of involvement level by parents and teachers and students' absenteeism.

The hypothesis was examined by calculating the Pearson Correlation Coefficient

Table 17

Values of the coordinator coefficients between expressions of physical unacceptable behaviour and unacceptable language and general unacceptable behaviour and the learning achievements.

Parental involvement	Absence	Teachers' involvement	Score mean	Unacceptable behaviour	Unacceptable language	Physical unacceptable behaviour	
.510**	-.262*	.756**	.303*	-.668**	-.632**	-.613**	Climate
-.193*	.196	-.491**	-.302*	.945**	.733**		Physical unacceptable behaviour
-.221*	.207*	-.598**	-.325**	.915**			unacceptable language
-.221*	.215*	-.579***	-.327**				unacceptable behaviour
.139	-.443**	.408***					Scores mean
.436**	-.149						Teachers' involvement
-.207							absence

The findings presented in the table above indicate a clear and strong negative relationship between the class climate perception and the level of unacceptable language (r = 0.632, p<0.001) and the level of physical unacceptable behaviour (r = 0.613, p<0.001) and general unacceptable behaviour (r = 0.668, p<0.001). A negative relationship was also found between class climate and students' absenteeism (r = 0.262, p<0.05). When the class climate was perceived as positive and supportive the unacceptable language and physical unacceptable behaviour and general unacceptable behaviour decreased and the students' absenteeism decreased as well.

A clear positive relationship was found between class climate and learning achievements (r = 0.303, p<0.05). It was also found that there are strong and clear positive relationships between class climate perception and parents' involvement and consistency (r = 0.756, p<0.001) and teachers' involvement and consistency (r = 0.510, p< 0.001). As the class climate was perceived positive and supportive the

parental and teachers' involvement increased and the learning achievements increased as well.

The findings presented in the table above indicate negative and clear relations between parents' involvement and consistency and unacceptable language ($r = 0.221$, $p<0.01$) and physical unacceptable behaviour ($r = 0.193$, $p<0.05$) and general unacceptable behaviour ($r = 0.221$, $p<0.01$), as parents' involvement and consistency raised the physical, verbal and general unacceptable behaviour decreased.

The findings presented in the table above indicate negative and clear relationships between teachers' involvement and consistency and unacceptable language ($r = 0.598$, $p<0.001$) and physical unacceptable behaviour ($r = 0.491$, $p<0.001$) and the general unacceptable behaviour ($r = 0.579$, $p<0.001$). As teachers' involvement and consistency increased the physical and verbal and general unacceptable behaviour decreased.

The findings presented in the table above indicate clear positive relationships between the level of perceived teachers' involvement and consistency and the learning achievements of the students ($r = 0.408$, $p<0.01$). When the teachers' involvement and consistency was high the learning achievements improved as well.

Clear negative relations were found between verbal and physical and general unacceptable behaviour and the learning achievements of students. So a clear negative relationship was found between physical unacceptable behaviour and the quality of student learning achievements ($r = 302$, $p<0.05$) and with unacceptable language ($r = 0.325$, $p<0.01$) and with general unacceptable behaviour (0.327, $p<0.01$). As the level of unacceptable behaviour increased the student learning achievements decreased.

A negative relationship was found between the level of students' absenteeism and student learning achievements ($r = 0.443$, $p<0.01$). When levels of absenteeism increased the learning achievements decreased.

4.2 Qualitative Data

The qualitative data was collected, to support quantitative findings, to help illustrate and add depth and vividness to the quantitative findings confirming the research hypothesis.

The qualitative data enabled me to broaden my personal understandings from this study, based on my experience as the school counsellor and as the researcher. By

listening to other people, I could seek their perspective, their interpretations, meaning and understandings concerning the counselling intervention programme in their school and in their children's school. This information, from people who were part of the intervention, who were meant to be personally and professionally affected by the process, was most valuable and important. With it, I could give deep and validated meaning to the numbers found through quantitative data. With it, I could help base and broaden my reflection on the process, while trying to further improve.

Qualitative data was gathered by:

1. Interviews In depth (see interview questions in Appendix 2)

- 5 teachers were interviewed, each for about an hour before conducting the counselling intervention programme, and after conducting the counselling intervention programme (see interviews in Appendix 2).

- 5 parents were interviewed, each for about an hour before conducting the counselling intervention programme, and after conducting the counselling intervention programme (see interviews in Appendix 2).

2. Three Focused observations in the classroom were carried out. in order to see students' behaviours in the K5-2 class closely, and to observe their engagement closely. The observations were conducted by me. These observations were non-participatory observations. The observations were carried out in three stages. The first observation was carried out before activating the counselling intervention programme. The second observation was conducted during the counselling intervention programme. The third observation was carried out towards the end of implementing the counselling intervention programme.

Analysis of Qualitative Findings, Interviews – According to Categories
Presenting the findings was done according to the categories that emerged from the data and helped me answer the research questions.

Category No. 1:

Physical unacceptable behaviour and unacceptable language

Parents' perception of the physical unacceptable behaviour and unacceptable language (in class)

Teachers' perception of the physical unacceptable behaviour and unacceptable language (in class)

Solutions for the unacceptable behaviour problem, according to teachers' perception

Solutions for the unacceptable behaviour problem, according to parents' perception

Category No. 2

Teachers' consistency

Teachers' perception of the meetings issue with parents and students

Parents' perception of teachers' consistency in class in general and after the intervention

Teachers' perception of their consistency in class in general and after the intervention

Changes they must do at work

Category No. 3

Parents' involvement

Teachers' perception of parents' involvement issue in general

Children's opinion about parents' involvement from parents' reports

Parents' involvement in general and after the counselling intervention programme

according to teachers' opinion

Parents' involvement in general and after the counselling intervention programme according to parents' perception

Category No.4

Students' achievements and engagements

Students' achievements and engagements according to parents' opinion in general and after the counselling intervention programme

Students' achievements and engagements according to teachers' opinion in general and after the counselling intervention programme

Category No. 5

Students' absences

Students' absences according to teachers' opinion in general and after counselling intervention programme

Students' absences according to parents' opinion in general and after counselling intervention programme

Category No. 6

Class climate

Changes in class climate according to parents` perception that contributed to decrease in unacceptable behaviour and increase in achievements

Changes in class climate according to teachers' perception that contributed to decrease in unacceptable behaviour and increase in achievements

4.2.1 Category No. 1: Physical Unacceptable Behaviour and Unacceptable Language

The data collected regarding physical unacceptable behaviour and unacceptable language was collected at two points in time during this research. The first point was prior to the start of the counselling intervention programme, and the second time was after participation in the counselling intervention programme. The data was used in answering the first research question. The parents and teachers of K5-2 that participated in the interviews indicated that there is a serious problem in the class with unacceptable behaviour. These same parents and teachers reported that a remarkable improvement in the levels of unacceptable behaviour occurred following the participation of the experimental student groups in the counselling intervention programme.

4.2.1.1. Teachers' perception about the unacceptable behaviour issue

From the interviews with teachers about the issue of unacceptable behaviour among the students of K5-2, we learn that there are negative behavioural patterns among students in general and student in the K5-2 in particular. The behaviour patterns described by the teachers in the interview are as follows:

Kiram: "the behaviour at school is not appropriate at all; there are many unacceptable behaviour problems among students, particularly curses, it is important to follow up students' behaviours vigorously." Kiram added that "the students in the K5-2 grade are characterised as students with inappropriate behavioural and discipline problems, particularly fights, curses and of course there is a general fuzziness during the lessons. The students disturb during the lesson, they do not let the teacher complete the studying materials, they tend to interrupt the lesson process. Of course there is no cooperation between parents and teachers. The students tend to be absent and be late very often" (Appendix 2, p 305).

Rania also supported what Kiram said and added that "the K5-2 class is characterised by a lot of behavioural and discipline problems, particularly fights, curses, lateness and absences, therefore there is an urgent need to set limits and boundaries to the current situation". Rania continues and says: "it is obvious that the students' behaviour is not appropriate and not only inside the school but out of it too. The current situation is terrifying" (Appendix 2, p 313).

Katy indicated that: "the situation at school is totally unbearable, students fights, curses, lack of discipline, absences and lateness. Also, parents do not cooperate; undisciplined students, they do not keep a clean environment, throwing trash inside the class. It is important to indicate that the situation is totally unbearable". Katy also cannot bear the current situation and she described this in the interview, she claimed that "I see an unbearable situation in class K5-2 because there are a lot of problematic students which is expressed by physical and verbal unacceptable behaviour. Personally, I am fed up with these problems and complaints of the students in this class which forces me to stop my lesson in order to discuss students' problems and complaints" (Appendix 2, p 309).

Sham: "the situation in general is not good and unbearable, in all classes"(Appendix 2, p 268). Sham also described unacceptable situation and reported that "behavioural problems, lack of discipline, not accepting the other, lack of motivation to study abound in the class. Unfortunately this is the situation in the K5-2 grade" (Appendix 2, p 316).

This suffering continues in Ameena's narrative who claimed that "the situation is totally unbearable in the K5-2 class, and the situation is severe, something must be done. Students in this class are very problematic and with unacceptable behaviour problem. In addition to this, their academic level is very low, with lot of absences and they don't show any motivation for learning. The parents almost do not cooperate at all" (Appendix 2, p 320).

From what we can learn from the interviews the teachers refer to two kinds of unacceptable behaviour:

Physical unacceptable behaviour (in class)

Kiram: "the students in the K5-2 class are characterised as students with discipline problems and inappropriate behaviour particularly fights" (Appendix 2, p 306).

Rania: "there are many problematic students, which is expressed by verbal and physical unacceptable behaviour which ends with fighting" (Appendix 2, p 313).

Ameena: "students in this class are very problematic and with unacceptable behaviour problems" (Appendix 2, p 320).

Unacceptable language (in class)

Kiram: "there is a general fuzziness during the lessons. Students curse and disturb during the lessons, they do not let the teacher complete the studying material, and they tend to interrupt the lesson process" (Appendix 2, p 306).

Rania: "the students' behaviour is characterised by a lot of discipline problems and unacceptable behaviour particularly curses" (Appendix 2, p 313).

Sham: "there are behavioural problems, lack of discipline, not accepting the other and very bad language" (Appendix 2, p 317).

4.2.1.2 Solutions for the unacceptable behaviour problem According to teachers' perception:

The teachers that participated in the research were asked to speak about their perception of how they provided solutions to the unacceptable behaviour problems. They answered in the interviews as follows:

Kiram: "to be persistent and document all the instances, when I provided a solution and follow up to see how effective I was" (Appendix 2, p 306).

Rania: "persistence concerning procedures and school regulations" (Appendix 2, p 315).

Sham: "there is a need to change teachers' policy" (Appendix 2, p 317).

Ameena: "there is a need to define what is allowed and what is not, and in addition, all teachers must be more assertive" (Appendix 2, p 317).

Katy: "the most important way to treat unacceptable behaviour, in my opinion, is to set limits and keep them" (Appendix 2, p 310).

4.2.1.3 Solutions for the unacceptable behaviour problem according to parents' perception:

The parents were asked to provide solutions to the unacceptable behaviour problem in the school. They suggested some solutions that they claimed can contribute to the educational work and in reducing unacceptable behaviour degree in the school in general and in class K5-2 in particular. They provided solutions as follows:

Mohammad: "Active cooperation by the parents will help to improve the situation. Setting clear and assertive procedures and regulations and having teachers encourage the students and empower them for positive behaviour, will improve the situation for the best" (Appendix 2, p 323).

Aya: "a real cooperation will help to establish a positive educational climate and make appropriate behaviours among students more frequent. We must act according to clear procedures and regulations for the purpose to impose order in the school". She added, "Teachers and parents must be more assertive concerning the procedures and regulations and not to give up on students or to lessen somehow the value of these procedures" (Appendix 2, p 337).

Rani: "observation and control by the relevant figures, particularly teachers and parents, will help to improve the situation. Clear procedures and regulations must be put in place and respected" (Appendix 2, p 326).

Usama: "having full cooperation between teachers and parents will help in changing the situation for the best with control and observation by the relevant figures particularly teachers" (Appendix 2, p 330).

Shahd: "put pressure on teachers in order to become more consistent and to change their policy and be accountable concerning the way they act with our children. We must persist on order in the classroom by setting clear procedures and regulations to protect our children" (Appendix 2, p 333).

4.2.1.4 Parents perception of the unacceptable behaviour issue

The parents were asked to refer to the unacceptable behaviour issue in the class and how they perceived unacceptable behaviour in two dimensions, the physical and the verbal, when they visit the school. Parents reported as follows:

A. Physical unacceptable behaviour (in class)

Mohammad: "several times I had to separate between fighting students because there was no teacher on duty during the 5 minutes break between lessons students spend in the class" (Appendix 2, p 323).

Usama: "there are many behavioural problems, unbearable behaviour, even during the lesson and with the teacher present, I have seen this" (Appendix 2, p 329).

Shahd: "the students have behavioural problem" (Appendix 2, p 333).

Aya: "there is a behavioural problem in the class, a physical unacceptable behaviour that should not be ignored" (Appendix 2, p 336).

B. Unacceptable language (in class)

Muhammad: "totally inappropriate behaviour, the situation is unbearable. And this

matter is very annoying and I am very worried" (Appendix 2, p 323).

Rani: "a chaos and curses and inappropriate behaviour inside the class as well as during the 5 minutes break" (Appendix 2, p 326).

Shahd: "they have very bad expressions such as curses and vulgar words that we hear only in the street" (Appendix 2, p 333).

Aya: "unacceptable language" (Appendix 2, p336).

Usama: "wow, a very hard situation, mostly hard and bad expressions" (Appendix 2, p 329).

The parents' respond about the situation in the school in general and in the K5-2 class in particular before activating the programme indicate that there are negative behavioural patterns among students in general and among students in class K5-2 in particular. the findings from the interviews with parents before activating the counselling intervention programme indicate student anxiety and insecurity because of the unacceptable behaviour frequency inside the class in the two dimensions, the physical and the verbal.

The findings from the interviews with parents after activating the programme indicate a satisfaction among parents from the current situation, that there is indeed a significant decrease concerning the physical and verbal unacceptable behaviour in the K5-2 class.

The findings from the interviews with the teachers before activating the counselling intervention programme concerning unacceptable behaviour among the students of the K5-2 class in particular indicate that there are negative behavioural patterns among students in general and among students in class K5-2 in particular.

On the other hand, the findings from the interviews with the teachers after activating the counselling intervention programme indicated a positive change in the behavioural patterns among the students in the K5-2 class. The teachers reported about a decrease in the negative behavioural patterns particularly curses and physical unacceptable behaviour.

From the findings and from the interviews with teachers and parents concerning relevant suggestions for solving the unacceptable behaviour problem, I learn that both

teachers and parents pointed at the importance of conveying an appropriate counselling intervention programme to the problem. In addition, teachers and parents alike pointed at the importance of consistency from the teachers in upholding rules and regulations and cooperation from parents. Teachers and parents also stressed the need for more assertive behaviour as well as persisting on a special cluster of rules which sets borders and limitations and directs students concerning their behaviour in school.

The findings indicated a significant decrease in the physical unacceptable behaviour and unacceptable language level after students, teachers and parents participated in the counselling intervention programme.

4.2.2 Category No. 2: teachers' consistency

Concerning the question referring to teachers' and parents' personal opinion about teachers' consistency at school, the interviewees indicated that there was a serious problem in that matter and reported about a remarkable improvement in teachers' consistence after the teachers participated in the counselling intervention programme. The interviewed teachers were asked to indicate their perception of the consistency in treating unacceptable behaviour and in evaluating student work in the class before and after activating the counselling intervention programme.

4.2.2.1 Teachers' perception of the issue of their consistency in the class

In clarifying how they see themselves treating unacceptable behaviour and evaluating student work, teachers reported a low level of consistency. The teachers seemed to be objective and indicated honestly the degree of their consistency of what is happening in their classes. Two teachers indicated that they indeed follow up on their treatment of unacceptable behaviour, but that they were aware sometimes that they were missing part of the issues, while three teachers reported apathy and inconsistency. Not all work assigned to students received attention and feedback. They responded as follows:

A. Teachers' perception in general.

Kiram: referred to the matter of consistency and indicated that she did "not follow up, because of the apathy among my peers in the profession. Sometimes I do not follow

up after I assign work to my students. In short I neglect these assignments" (Appendix 2, p 306).

Katy: "yes I am consistent concerning the students' problems. Therefore students do not like my lessons. It is known to me that a remarkable part of teachers, do not follow up after they had assigned work to their students. I, personally, do not give up and sometimes I even insist and demand from the student to copy the lesson 10 times when student does not do homework. Personally I am consistent and faithful to my work" (Appendix 2, p 310).

Rania: "honestly I am not consistent. Mostly because of shortage of time, and pressure in my work, sometimes I miss some of the issues that are quite important and this is not good for me and makes me feel not satisfied" (Appendix 2, p 314).

Sham: "yes I follow up everything happening around me, this is my character. Nevertheless, problems keep piling up and the students do not have limitations and they even do not distinguish between what is allowed and what is not" (Appendix 2, p 317).

Ameena: "honestly, I am apathetic on the issue of consistency because preparing learning materials keeps me busy more so than other things that I do. I cannot pay attention as very often I feel frustration and huge pressure from my work" (Appendix 2, p 320).

According to what is mentioned above, we can see that part of the teachers are not consistent with what is happening in the school, some of them are apathetic and feeling desperate and frustrated.

B. Teachers' perception after participating in the counselling intervention programme

The teachers were asked to speak about the issue of their consistency after activating the counselling intervention programme.

Kiram": "I persisted on documenting all the assignments that I wanted to follow up on, and I made sure to implement them. This programme brought about an improvement of the situation in all domains" (Appendix 2, p 307).

Katy: "today I see that most teachers are recruited to the programme and worked to make it succeed and even followed up their students' behaviour and achievement, today I become more consistent teacher" (Appendix 2, p 311).

Rania: "teachers' consistency in general for procedures and regulations brought about

an improvement in the students' situation particularly in the academic and behavioural domain" (Appendix 2, p 314).

Sham: "teachers' commitment and consistency all the time concerning students' behaviours influenced in a positive way their actions and particularly by decreasing the level of unacceptable behaviour" (Appendix 2, p 318).

Ameena: "although I was not a consistent teacher but after activating the counselling intervention programme which obliged all teachers to be committed to implement all what was demanded including consistency while defining what is allowed and what is not, and demonstrating assertiveness in their attitudes, all this brought about a huge improvement and more effective and positive results of the situation in all domains" (Appendix 2, p 321).

The findings show a positive change in the choice of teachers that participated in the programme to be more consistent in the way they treated unacceptable behaviour and in the way they evaluated student work. Teachers also reported being satisfied from the effect their increased consistency had on their students' behaviour and achievements.

4.2.2.2 Changes to be made at work

The interviewees were asked to indicate the changes that should be made in their work in case they can make them. One teacher reports that she prefers to leave her school and move to another school. The teachers report as follows:

Kiram: "I will turn the lessons to be appealing and with attractive learning, I will move from traditional lessons to computerised lessons with more attractive activities and experiences" (Appendix 2, p 305).

Katy: "we must implement discipline and order, and foster students' learning commitment" (Appendix 2, p 309).

Ameena: "discipline and order must be implemented among students and teachers" (Appendix 2, p 320).

Sham: "the policy of the Ministry of Education acts with impassiveness towards disturbing and violent students. This policy prevents teachers from achieving control over the students" (Appendix 2, p 316).

Rania: "we must demonstrate control and discipline and order among students. I am considering leaving this school and moving to another one. I know a school with organisational order and with clear procedures concerning the issue of order and

discipline among students. There I will not face problems with students and parents" (Appendix 2, p 313).

In conclusion, teachers indicated that things must be changed in the school and that order and discipline must be restored.

4.2.2.3 Parents' perception of teachers' consistency in the class

The parents were asked to give their perception of the teachers' consistency. The parents were asked to indicate teachers' consistency in general and after their participation in the counselling intervention programme. Parents responded as follows:

A. In general

The parents reported low levels of teachers' consistency in the class. Parents felt that teachers were not functioning well enough before participating in the counselling intervention programme. However following their participation in the counselling intervention programme, teachers functioned better in class and parents felt that they were more consistent in treating unacceptable behaviour and in evaluating student work. The findings indicated by the parents were as follows:

Mohammad: "in my opinion, honestly, teachers are not functioning in a satisfactory fashion in class. It is not enough. They must be more consistent with students' behaviours and set clear procedures for everyone in the learning domain. I am sure they are not serious in their work" (Appendix 2, p 323).

Rani: "there is a small number of teachers who care and are consistent, but the rest of teachers show apathy and don't care for anything. Namely they come to the work place and go back home" (Appendix 2, p 327).

Usama: "very frustrated from teachers' function" (Appendix 2, p 330).

Shahd: "I ask teachers to persist and be always consistent with all students' problems. I ask them to take care of them and not ignore these problems, also to be consistent in the academic aspect, when they evaluate student work" (Appendix 2, p 333).

Aya: "sometimes teachers do not care and are apathetic. But I must speak in favor of a small part of the teachers that work faithfully and follow up on all problems, they take care of them properly, but I must indicate that their number is very small" (Appendix 2, p 337).

B. After the counselling intervention programme

The parents reported a change in the consistency dimension among teachers in the class after they participated in the counselling intervention programme. They indicated this in the interview as follows:

Mohammad: "teachers' consistency contributed in particular to the decrease in behavioural problems among students. This was very important in my eyes as well as other parents' eyes" (Appendix 2, p 325).

Rani: "the teachers became more serious, and more consistent with the way they treated student problems, which was reflected positively in the students' behaviours and achievements. It seems that this consistency contributed a lot to the desired improvement" (Appendix 2, p 327).

Usama: "the consistency did bring about positive results, because the students were more cautious about their behaviour. They understood that they will have to account for any problem they make. In addition they became more diligent and achieved higher grades" (Appendix 2, p 331).

Shahd: "teachers' consistency did contribute to improve the behavioural and academic situation in the class, and today I am pleased with their functioning but they need to continue and follow up and persist in their positive functioning all the time" (Appendix 2, p 334).

Aya: "yes, teachers' consistency brought about an improvement in the situation and this was expressed in the motivation to learn and study that the students showed" (Appendix 2, p 338).

4.2.2.4 Teachers' perception of parent-teacher-student meetings

The teachers were asked to report on their perception of the parent-teacher meetings before and after participating in the counselling intervention programme. The teachers reported as follows:

A. Parents -teacher meetings

Kiram: "recently I started holding more meetings with the parents; this is very useful concerning students' behaviour and achievements" (Appendix 2, p 307).

Katy: "I always believe in parents' engagement and used to let them participate, and during the counselling intervention programme these meetings and parent participation increased and I am very pleased" (Appendix 2, p 311).

Ameena: "I did not use to hold meetings with parents, but after participating in the counselling intervention programme I came to realise how vital and important this thing is" (Appendix 2, p 321).

Sham: "during the counselling intervention programme I started to set and hold meetings with parents about many issues such as behaviours, learning, lateness and absences. These meetings contributed quite a bit to the improvement of the class climate and learning" (Appendix 2, p 318).

Rania: "almost nothing changed, I always held meetings with parents regardless of the counselling intervention programme" (Appendix 2, p 315).

B: Students-teacher meetings

Kiram: "these meetings with the students were very important. Today I meet more students and we discuss many issues, even with disciplined students and with high achievers. I meet with them and support and encourage them. Good treatment and good relations with the students are very useful" (Appendix 2, p 307).

Katy: "I always believed in personal talks with students and I used to meet with them. During the counselling intervention programme these meetings and personal talks increased and I am very pleased" (Appendix 2, p 311).

Ameena: "now after the counselling intervention programme I hold meetings with the students and speak with them face to face, I am very pleased from these meetings' effect" (Appendix 2, p 321).

Sham: "honestly I did not hold meetings with the students before the counselling intervention programme, but due to my commitment to the counselling intervention programme I started to hold meetings. The meetings help me to manage my lessons appropriately. Too bad I did not use to hold these meetings in the past" (Appendix 2, p 318).

Rania: "I always held meetings with the students regardless of the counselling intervention programme. I believe in holding meetings with the students because this thing helps and contributes in many domains" (Appendix 2, p 315).

According to the interviews with teachers concerning the issue of their meetings with parents and students, most teachers (4 out of 5) pointed at a dramatic change concerning the meetings. Some teachers held fewer meetings and some held no meetings prior to their participation in the counselling intervention programme.

Following their participation in the counselling intervention programme, and in some cases during the programme, the teachers started to believe in the importance and in the contribution of the meetings to their work, and were positively impressed by the meetings' effect on student learning and behaviour.

These findings indicate a positive change in the engagement of teachers who teach in the K5-2 class following their participation in the counselling intervention programme. The teachers reported a significant change concerning their relationship with students and parents, through meetings and personal talks they held after participating in the counselling intervention programme. In addition, they reported an improvement in students' learning and behaviours.

4.2.3 Category No. 3: Parents involvement and engagement

Concerning the question which referred to parents' engagement and involvement with school, the interviewees indicated that there is a serious problem in this matter and they reported about a remarkable improvement in parents' engagement and involvement with school after participating in the counselling intervention programme.

The issue of parents' engagement and involvement in the educational work is vital and important. The interviewees were asked to report on the issue of parent engagement and involvement in school before and after participating in the counselling intervention programme. They referred to it as follows:

4.2.3.1 Teachers' perception of the issue of parents' engagement and involvement in general

Kiram: "I am in favor of cooperation with parents because they are an integral part of the educational work in school and can contribute a lot to the learning process" (Appendix 2, p 306).

Katy: "usually I am in favor of cooperation but sometimes parents do not know their borders when they intervene in matters that are not within their authority. This situation causes confrontation and ambiguity between the educational staff and the parents which can negatively influence the learning process and the educational work in school" (Appendix 2, p 310).

Rania: "I support highly this cooperation in the school work. Encouraging parents to engage with school work will help to improve and promote many domains in school"

(Appendix 2, p 314).

Sham: "it is good to engage parents because the situation requires it. Our duty is to try work intensively in an immediate way in order to change the present situation where parents do not engage with school work enough" (Appendix 2, p 317).

Ameena: "it is important for parents to encourage their children. Parents' presence in the school in front of their children is very important and vital, and in my opinion this will strengthen and support students' success and will reduce unacceptable behaviour. Therefore, I do support and encourage cooperating with parents because this can ease the pressure on us the teachers as well" (Appendix 2, p 320).

The findings indicated that the cooperation between parents and teachers is very important for the educational work and for improving students' achievements in the educational work. Despite this, some teachers argued that: there is a need to define boundaries to parent engagement and involvement so it will be clear to teachers and parents what the authority of each is and prevent situations of ambiguity in parents' engagement and involvement.

4.2.3.2 Parents' engagement and involvement in general and after the counselling intervention programme according to parents' perception

The interviewees were asked to report on their experience of parents' engagement and involvement in what is being done in school in general and after participating in the counselling intervention programme in particular. The parents reported about their engagement and involvement in school in general as follows:

A. In general

Parents were asked to evaluate the degree of their engagement and involvement in school, before the counselling intervention programme. They were asked to mark their responses on a Likert scale from 1 to 10, where a score of '1' indicated not engaged at all and a score of '10' indicated always engaged.

The findings show that with the exception of one parent who marked the number '8' which indicated that he felt that he engaged with school very often, most parents (4 out of 5) evaluated their engagement and involvement with school to range between '1' which means they are not engaged at all with school processes, and 4 which meant that they are rarely engaged with school.

The picture that emerged from the findings above showed that parents rarely engaged

with school, which influenced undesired behaviour among students and this was also expressed in low academic achievements.

B. After the counselling intervention programme

Parents were asked about the degree of their engagement and involvement with school, after the counselling intervention programme. They were asked to mark their answers on a Likert scale from 1 to 10 concerning the degree of their engagement and involvement with the school. While '1' on the Likert scale indicated not engaged at all, a value of '10' indicated always engaged.

The findings show that the parents evaluated their degree of engagement and involvement as being high selecting values ranging between the number '7' and the number '10' on the Likert scale. These scores meant that parents felt that they were engaged in what is happening in school very often.

According to what is mentioned above, we can conclude that following participation in the counselling intervention programme the parents turned to be more engaged in school, which actually influenced their children's behaviour and academic achievements.

4.2.3.3. Parents' engagement and involvement according to teachers' opinion.

A. Teachers were asked to describe parents' engagement and involvement before participating in the counselling intervention programme

Kiram: "what characterises the parents of the students in the K5-2 class is that they don't care about what is going on, with their children and they do not cooperate" (Appendix 2, p 306).

Katy: "there is not much cooperation and engagement and involvement from the parents" (Appendix 2, p 309).

Rania: "I see and meet only a small percentage of parents in school" (Appendix 2, p 314).

Sham: "it is good to engage parents in the school life, but unfortunately the reality is totally different" (Appendix 2, p 317).

Ameena: "I almost do not know the parents, I do not see them in school although I invite them for meetings, they do not come, and this is a serious problem" (Appendix 2, p 320).

B. Teachers were asked to describe the level of parents' engagement and involvement with school after participating in the counselling intervention programme.

Kiram: "the cooperation was effective which was expressed by students' and parents' enthusiasm with the new situation" (Appendix 2, p 307).

Katy: "the situation now is much better, compared with the beginning of the year" (Appendix 2, p 311).

Rania: "the parents cooperated in the best way. Parents' engagement and involvement was very vital and not less important than anything else, because they really helped in changing students' behaviours, and encouraging them and stimulating them for learning. This situation where parents are engaging with school processes gave the student a feeling that he/she is being controlled by his/her parents and this caused him/her to behave appropriately and be obedient to the procedures and respect the school regulations" (Appendix 2, p 315).

Sham: "engaging the parents was effective and useful which I did not expect in the beginning" (Appendix 2, p 318).

Ameena: "it was a very good and significant cooperation, engaging the parents is important to students and to teachers. The encouragement of parents to their children stimulated them and gave them motivation to learn" (Appendix 2, p 322).

The findings indicated a significant improvement in parents' engagement and involvement in the schools' life following participation in the counselling intervention programme.

4.2.3.4. Students' opinion about their parents' engagement and involvement as reported by the parents

Parents were asked about their children's perception regarding parental engagement and involvement with school processes. They reported about it as follows:

Mohammad: "my son liked my active engagement and involvement a lot although he was not excited in the beginning" (Appendix 2, p 325).

Rani: "my son always liked to see me in school, when I participated in the school activities, I felt the happiness in my son's eyes" (Appendix 2, p 328).

Usama: "my son liked my participation in the school and he even always asks me when I will visit the school again?" (Appendix 2, p 332).

Shahd: "my daughter likes my engagement and involvement in school, she always urged me to be present in the school. I am proud that I accompany her in school" (Appendix 2, p 335).

Aya: "my daughter does not object my engagement and involvement in school, on the contrary, she encourages and supports it" (Appendix 2, p 339).

The findings indicated a significant satisfaction from parents' engagement and involvement in school life among children according to parents' reports.

The findings indicated a positive change in the engagement and involvement of parents of class K5-2 students after activating the counselling intervention programme. The parents themselves indicated the improvement in their engagement and involvement and even indicated their satisfaction and their children's satisfaction. In addition to that the teachers reported a significant improvement concerning parents' engagement and involvement and cooperation.

The findings indicated a significant improvement in parents' engagement and involvement after activating the counselling intervention programme.

4.2.4 Category No. 4: students' achievements and engagements

Concerning the question which asked for the parents' and teachers' personal opinion about the issue of the students' academic achievements and engagements, I found that the interviewees indicated that there was a serious problem in students' academic achievement and engagements prior to the counselling intervention programme, and reported a remarkable improvement in students' achievements after participation in the counselling intervention programme.

The interviewees were asked to refer to students' achievements in general and after conveying the counselling intervention programme. They reported that as follows:

4.2.4.1 Students' achievements and engagements according to teachers' opinion
A. In general:

Most teachers see the students in the K5-1 and K5-2 classes as having unacceptable behaviour patterns, as students with low achievement levels and believe that this situation is hard to correct. When asked specifically about the K5-2 class, part of the

teachers indicated despair and frustration from the current situation. Other teachers said there is always hope and no place for despair and there is a need to invest in this class in order to improve student behaviours and achievements. They referred to this as follows:

Kiram: "in spite of the hard learning situation among students in this class (K5-2), I believe there are some good students that can succeed academically and that, in my opinion, can influence others" (Appendix 2, p 306).

Katy: "I don't think there is anything good to tell about this class, most students fail to achieve good grades, no real engagement with the learning process, they despise learning and even don't show any motivation to learn" (Appendix 2, p 310).

Sham: "the students are in descent tendency in the academic domain, things continues to deteriorate, the number of students who will succeed in their study will be smaller" (Appendix 2, p 317).

Rania: "although students' achievements are in descending tendency and the academic situation promises no hope or satisfaction, I think we can promote the class in behaviours and learning if we will encourage them all the time" (Appendix 2, p 313).

Ameena: "unfortunately this class has low grades in the profession I teach" (Appendix 2, p 320).

B. After participating in the counselling intervention programme

Kiram: "an improvement occurred in all domains and especially in mathematics which I teach, I can see a real engagement with the learning process" (Appendix 2, p 307).

Katy: "now, the situation is better in the academic domain" (Appendix 2, p 311).

Sham: "now the students are more quiet and have positive energy and motivation, and have improved their achievements" (Appendix 2, p 318).

Rania: "there is an improvement in students' academic situation " (Appendix 2, p 314).

Ameena: "I see a significant improvement in the academic aspect and I was surprised by the motivation level among students" (Appendix 2, p 321).

The findings indicated a significant change in students' achievement and engagement with the learning process after participating in the counselling intervention

programme. The counselling intervention programme influenced most student grades in a good way.

4.2.4.2 Students' achievements and engagements according to parents' opinion

<u>**A. In General:**</u>

Mohammad: "the situation is unbearable. And this thing is bothering and annoying me so much" (Appendix 2, p 323).

Rani: "the situation is unbearable and the climate is very violent, and this influences students' achievements" (Appendix 2, p 326).

Usama: "I feel frustration and despair because of my son's achievements. He has no motivation to learn" (Appendix 2, p 330).

Shahd: "my daughter's achievements are good, but because of the bad climate in the class I worry that it will influence my daughter's achievements and lower them" (Appendix 2, p 333).

Aya: "I am frustrated by my daughter's situation and I am even surprised by the students' low achievements. This can influence the good students badly" (Appendix 2, p 336).

<u>**B. After the participation in the counselling intervention programme:**</u>

Mohammad: "there is an improvement in my son's achievements and his engagements. In addition, he became enthusiastic and serious in learning, he used to complete his homework every day" (Appendix 2, p 324).

Rani: "there is an improvement in the academic domain, even at home, there was no need to fight with him anymore , to force him doing the homework, and it is all due to the participation of a remarkable part of parents including me in the educational work and in what is going on in the school" (Appendix 2, p 328).

Usama: "I admit that there is an improvement in the academic domain with my son, he become more diligence and he completed the homework every day after school. and this thing makes me very happy, today I am optimistic for him and he will get all the needed support from me for this purpose" (Appendix 2, p 331).

Shahd: "the situation now is much better than it was before in the academic domain. The students demonstrated motivation to learn and a tendency to change their behaviour in order to achieve better grades, I heard from many parents that their children completed the homework every day after school and there was no need to

fight with them anymore" (Appendix 2, p 335).

Aya: "teachers started to influence the students more and this thing was expressed in the motivation to learn that the students demonstrated. There is an improvement in the academic domain, also for my daughter and there is improvement according to homework issue" (Appendix 2, p 338).

The findings indicated a significant improvement in students' achievements and engagements after participation in the counselling intervention programme according to parents' perception. The programme was effective in generating academic motivation which stimulated most of the students for better achievements.

4.2.5 Category No. 5: Students' absences

Both parents' and teachers' personal opinion about the issue of student absenteeism from the school, this issue was a serious problem before the counselling intervention. Following participation in the counselling intervention programme, parents and teachers reported a remarkable improvement in students' presence.

The interviewees were asked to report their feelings on the level of students' absence before and after their participation in the counselling intervention programme.

4.2.5.1 Students' absenteeism according to teachers' opinion

A. In general.

The interviewed teachers were asked to report their perception concerning the student absenteeism. The teachers indicated that the level of absenteeism was much too high. The following are the teachers' voices on this issue:

Kiram: "the students tend to be absent and late very often" (Appendix 2, p 306).

Rania: "lateness and absence, therefore there is an urgent need in setting limits for the current situation; otherwise we will lose control and be heading towards a disaster, God forbid" (Appendix 2, p 313).

Ameena: "with lot of absences and they don't show any motivation for learning" (Appendix 2, p 320).

Katy: "students do not like the school and therefore they don't go to it, this is very sad because it influences their grades very badly, we should act immediately in order to change this situation we reached" (Appendix 2, p 309).

B. After participation in the counselling intervention programme.

Kiram: "we point at a decrease in lateness and absence, I feel that we were able to do something great in the class now, and reach very good academic achievements, bravo to all teachers and parents" (Appendix 2, p 308).

Katy: "there is a decrease in absenteeism and lateness numbers. I can see an impressive improvement when I register in the presence book, and this is very flattering!!!" (Appendix 2, p 311).

Rania: "there is a big improvement in class climate and the students are more disciplined and less absent and late" (Appendix 2, p 314).

Ameena: "the current situation is much better; we succeeded to improve the situation. A big success" (Appendix 2, p 321).

Sham: "due to our consistency and to the parents' engagement and involvement with the class, we succeeded to decrease the issue of absences" (Appendix 2, p 319).

The findings from the interviews with teachers concerning the issue of lateness and absences from the school, actually points at a significant and dramatic improvement in the students' presence in school following the participation in the counselling intervention programme.

4.2.5.2. Students' absenteeism according to the parents' opinion

A. In general.

Mohammad: "sometimes my son tells me about the inconvenient climate inside the class and many times he asks to be absent from the school, but I do not allow him" (Appendix 2, p 323).

Rani: "my son is absent from the school many times, unfortunately he does not feel that he belongs to the school and does not feel secure" (Appendix 2, p 326).

Usama: "I admit that my son gets late and absent from school. I accuse the school and its policy, because they allow students to be late or absent even without explaining why" (Appendix 2, p 330).

Shahd: "my daughter does not have a problem of lateness or absence. My daughter does not miss any day" (Appendix 2, p 333).

Aya: "the absences of my daughter are reasonable, this is my opinion" (Appendix 2, p 336).

B. After participating in the counselling intervention programme.

Rani: "my son used to be absent many times from school this year and in the past years, but with the new programme of the teachers and the attention my son received from his teachers, his absences lessened a lot" (Appendix 2, p 328).

Usama: "there is an improvement in my son's presence in the system" (Appendix 2, p 332).

Mohammad: "I never allowed my son to be absent even when he was sick. In the past he liked to be absent but recently he stopped to ask to be absent" (Appendix 2, p 324).

Shahd: "my daughter has no absences since the beginning of the year, I persist on this matter. My daughter told me recently that there were very few absences in school and the students even don't get late, like they used to, in the morning. It seems there is a significant improvement among students, I am not sure of this information" (Appendix 2, p 335).

Aya: "I can speak about an improvement in my daughter's presence, although her absences were at a level that was not unusual" (Appendix 2, p 338).

The findings from parents' interviews about students' lateness and absences from the school actually indicate a significant improvement in students' presence after they participated in the counselling intervention programme.

4.2.6 Category No. 6: class climate:

The sixth category collected descriptors from teachers' and parents' personal opinion about the issue of class climate. Interviewees indicated that the participation of students, parents and teachers in the counselling intervention programme contributed to the improvement in student behaviour, led to an increase in student achievements and to an improvement in the class climate.

The interviewees were asked to report their perception concerning the class climate. In this category I will focus more on the interviewees' perception after activating the counselling intervention programme in order to stand closely on the factors that influenced the class climate positively and contributed to reduce unacceptable behaviour and to raise the students' achievements and engagements.

The interviewees referred to these factors as follows.

4.2.6.1. Changes in class climate according to teachers' perception which contributed to a decrease in the unacceptable behaviour problem

Kiram: "the teachers became more close to students, by meetings and inter personal talks, which led to a sense of belonging and confidence among the students who demonstrated responsibility, and consequently an improvement occurred in their behaviour. In my opinion also the issue of the great cooperation on the part of parents, contributed a lot to the improvement of class climate in general. The students with their parents felt as one united family and worked for a top purpose. Also the matter of our consistency and our persistence to respect the procedures and regulations helped all students to see and understand their limits, what is allowed and what is not. I think that the activities in the programme had a major role in internalising those procedures and understanding them. In addition to that, the lessons contributed to class unity and the crystallisation of class identity (belonging), which helped students to accept one another" (Appendix 2, p 308). "In my opinion the techniques of behaviour modification through reinforcement, contributed to the decreasing of unacceptable behaviour and increasing the student achievements. The reinforcement economy did actually generate academic motivation among the participating students, and stimulated them to be accepted and beloved more by teachers and parents. Students really wanted to get a high score on the big poster and were willing to work hard for the privilege of being on the reinforcement list" (Appendix 2, p 308).

Ktheaty: "setting clear procedures and regulations among the students brought about an improvement in class climate, and we as teachers followed up seriously on the behavioural problems. The students felt more confident when they understood that no one can abuse them, then they started to feel comfortable in the class and belonging. As a result they liked the class more. In additions to that, we followed up the academic aspect, encouraged students to succeed and generated motivation for this purpose. The partial reinforcement economy that we implemented in the counselling intervention programme influenced positively student behaviours and achievements. Students waited patiently and enthusiastically to register the reinforcement on the reinforcements' poster. The students persisted to keep the discipline and good behaviour and diligence in learning in order to receive evaluation and reinforcements from me. Another important aspect in my opinion is the close relationship which grew

between the system and the parents. This alliance contributed substantially to the increase in students' achievements and engagements, Also helped them to understand and implement the procedures and regulations" (Appendix 2, p 312).

Rania: "there is an improvement in class climate. The students became more disciplined and respecting of others. The programme and the activities that we completed during its sessions made the relationships among students stronger so they felt as one united family and cared one for another and thus they all felt belonging and confident. This in turn made the general atmosphere more pleasant and consequently a significant decrease in behavioural problems among students was noted. The persistence on the need to follow procedures and rules that we set for the counselling intervention programme led the students to internalise that they cannot work around these procedures and rules. Gradually we had an improvement in behaviours among the students" (Appendix 2, p 316).

"As for the method of behaviour modification through a reinforcement economy, it helped a lot to turn students' behaviour to more appropriate and acceptable. I liked the matter of medals and reinforcement even if they were symbolic. The students liked the reinforcement economy very much. The student who received a medal was very happy with it and walked around with the pride of his/her performance among the students. I like to indicate that the ceremony of giving medals was very nice, and it had a positive effect on students and also on parents" (Appendix 2, p 315).

Ameena: "in my opinion only the good emerged from all sides, whether it was the parents or the teachers and even the students who persisted to change the undesired situation. This created a powerful effect" (Appendix 2, p 322).

Sham: "I am convinced that the cooperation of parents and teachers and the consistency with which we as teachers treated unacceptable behaviour and with which we evaluated student work and our warm treatment of the students, are the things that brought about loving, supporting, embracing and crystallising family like class atmosphere. Therefore, the students felt more belonging and more confident and secure. After implementing the counselling intervention programme the teachers committed themselves and even promised to change their policy and implement the agreed upon regulations and procedures in front of the students. This transparent and consistent behaviour contributed to the reduction of the unacceptable behaviour levels and to the increase of the achievements among students. I liked the issue of the reinforcement economy because it helped to strengthen the desired behaviour. As for

giving medals it had a great effect and positive consistence on the class students as well as on the parents, this became a positive competitive and beautiful thing" (Appendix 2, p 318).

The findings from the interviews that I conducted with teachers after activating the counselling intervention programme showed that, teachers pointed at a number of elements in the class climate that helped to achieve the decrease in the unacceptable behaviour level, and increasing student achievements and engagements. These elements were:

Participating in the counselling intervention programme, parents' cooperation and engagement and involvement with the school/class, teachers' persistency and commitment to the programme, clear procedures and instituting a reinforcement economy.

4.2.6.2 Changes in class climate according to parents' perception that contributed to the decrease in the unacceptable behaviour problem

The parents were asked to report their perception of changes in class climate that did contribute to improve the situation. Here are their reports:

Mohammad: "our participation and engagement and involvement as parents in the school life had positive influence, which was positively reflected on the children's behaviours and achievements" (Appendix 2, p 324).

"In addition to this, teachers' persistence to adhere to the new regulations and procedures that they had agreed to in front of their students served to increase the trust of students in their teachers" (Appendix 2, p 325).

"I also have to mention the issue of reinforcements through the poster. I saw how much the children were excited from this method, especially when each evaluation was performed in front of the student, which challenged the students to behave better in order to get a medal so he/she can be proud in front of his/her parents and friends"(Appendix 2, p 325).

"I liked so much the activities that you performed each workshop during the counselling intervention programme and the subjects that you conveyed contributed so much in reducing the unacceptable behaviour level" (Appendix 2, p 325).

Rani: "indeed there was a wonderful improvement in the negative behavioural issue which annoyed everyone and all due to the participation of a remarkable part of the parents including me in the educational workshops that were part of the programme.

In addition, the clear procedures and the attention that parents gave to the class in my opinion contributed positively to the desired behavioural result a decline in unacceptable behaviour levels and an increase in academic achievements among students. I also attribute big percentage of success, because of the lessons you provided during the programme workshops in the counselling intervention programme that actually contributed to our purpose. In my opinion the reinforcement economy had a big part in reducing unacceptable behaviour and improving students' achievements. I liked this idea and it even helped me to cope with my son at home when he used to annoy his brother. Today I acquired the posters' and medals' method which I have been implementing at home with my children in order to strengthen the positive and desired behaviour among them" (Appendix 2, p 328).

Usama: "my participation in what is going on at school influenced positively, by reducing the unacceptable behaviour level in the class. It also influenced the academic aspect of student achievements in a tangible way" (Appendix 2, p 330).

"The consistency of teachers concerning the new procedures contributed to crystallise student behaviours because they started to realise that there is an account they must give for any inappropriate deed they make. In addition the warm and personal attention between teachers and students turned the learning issue to a pleasant, challenging and joyful experience" (Appendix 2, p 331).

"Another thing that helped a lot in my opinion was the reinforcement economy, I liked this method so much. My son was very happy when he received the silver medal although he did not receive the gold medal, but still he was happy with his achievement and he liked the prize and even took some photos with the medal he got and later he hung it on the wall in his room. My son knew that in order to win a medal he must be focused on improving his behaviour, and his class engagement" (Appendix 2, p 332).

Shahd: "I believe that parents have an integral part in the educational work especially in the academic and behavioural aspects" (Appendix 2, p 334). She added "Teachers' consistency regarding the treatment of students' behaviours and in evaluating student work, and in implementing the regulations and procedures brought about an improvement in students' behaviours" (Appendix 2, p 335).

"The reinforcement method had positive consequences on students' behaviours and achievements. The students wanted to get positive evaluations from their teachers. In order to earn the positive evaluations they had to behave and work hard on themselves. The workshop lessons in interesting subjects such as setting limits, crystallisation of group norms, accepting the other and the different, managing anger etc., contributed a lot in reducing unacceptable behaviour" (Appendix 2, p 336).

Aya: "parents' engagement and involvement with the school contributed to changes in the behavioural patterns among the students. Students were no longer violent and unacceptable behaviour levels decreased. In addition, students' positive behaviours were a result of teachers' persistence to implement the rules and procedures and made it clear to the students that they will implement them in case of undesired action. The reinforcement method also had a great influence on student behaviour. I hope teachers will continue with this method, I think the reinforcements improved my daughter's behaviour and caused her to be more careful in her actions and words and in addition it improved her achievements" (Appendix 2, p 339).

The findings of the interviews that I conducted with parents after they participated in the counselling intervention programme showcased some elements of the class climate which helped to achieve our most important objectives, namely reducing the unacceptable behaviour level and increasing the student achievements. These elements were:

Parents' engagement, involvement and cooperation, teachers' consistency and their commitment to the counselling intervention programme, using a reinforcement economy, and the lessons and subjects included in the counselling intervention programme workshops.

The findings indicated that some of the important elements in class climate such as parents' engagement and involvement, teachers' persistence, clear regulations and procedures, the reinforcement economy, helped in reducing unacceptable behaviour and improving students' achievements in the K5-2 class after participating in the counselling intervention programme.

4.2.7 Summary of the findings from interviews

The purpose of the current research was to examine the procedures leading to a reduction in unacceptable behaviour and an improvement in student achievements and engagements in an elementary school in the north of the country. The research used an intervention programme designed to build a positive class climate. Students, teachers and parents participated in the workshops that were part of the programme. The research findings and particularly the findings generated by the open questions point at the programme's effectiveness.

The findings showed that teachers and parents reported that participation in the K5-2 counselling intervention programme's workshops resulted in a decrease in the level of unacceptable student behaviour and an increase in student achievements.

Differences were also found in teachers' and parents' perception of the K5-2 class climate elements with teachers and parents reporting that after participation in the counselling intervention programme a remarkable improvement in class climate was observed.

Following participation in the intervention workshop programme teachers and parents became more consistent in the way they treated unacceptable behaviour, were more willing to engage with school processes, and students demonstrated higher levels of motivation to learn. Differences were also found in teachers' and parents' perception of students' lateness and absences in class K5-2. Following participation in the counselling intervention programme absenteeism and tardiness were reduced dramatically.

Teachers' and parents' satisfaction with the counselling intervention programme and their excitement once the study's objectives were achieved, indicates that this counselling intervention programme was successful.

A cross check revealed that the qualitative data in Category No. 1 supported the findings of the research hypothesis No. 1. A decrease in the level of unacceptable behaviour in the K5-2 class after the participation of teachers, parents and students in the counselling intervention programme.

Crosschecking of qualitative data and quantitative data, contributed to our ability to evaluate the internal validity of the research findings. The findings of hypothesis No 1 had a very strong internal validity.

The qualitative findings in Category No.2 supported the research findings of hypothesis No. 3. A significant improvement in teachers' consistency in the treatment of unacceptable behaviour and in the evaluation of student work was found after the participation in the counselling intervention programme.

Crosschecking of qualitative data and quantitative data contributed to my ability to evaluate the internal validity of the research findings. The findings of hypothesis No. 3 had been found to have a very strong internal validity.

Furthermore, the qualitative findings in Category No.3 supported the research findings of hypothesis No. 3. Both sets of data showed that following participation in the counselling intervention programme parents engaged with the class processes more often.

The process of crosschecking of qualitative data and quantitative data revealed that the findings of hypothesis No. 3 have a very strong internal validity.

The qualitative findings in Category No.4 supported research hypothesis No. 2. Immediately following the participation of teachers, parents and students in the counselling intervention programme students' academic achievements in the experimental class K5-2 improved significantly.

This process of crosschecking of qualitative data and quantitative data contributed to my ability to evaluate the internal validity of the research findings. The findings of hypothesis No. 2 were found to have a very strong internal validity.

The qualitative findings in Category No.5 supported the findings of research hypothesis No.2. Participation in the counselling intervention programme brought about a significant improvement in students' absenteeism and tardiness to class.

This process of crosschecking of qualitative data and quantitative data contributed to my ability to evaluate the internal validity of the research findings. The findings of hypothesis No. 2 were found to have a very strong internal validity.

The qualitative findings in Category No.6 supported the findings of research hypothesis No.1. Following participation in the counselling intervention programme there was a significant improvement of the class climate.

The crosschecking of qualitative data and quantitative data indicated that the findings of hypothesis No. 1 had a very strong internal validity.

4.3 The Observation Findings

Three observations were conducted throughout this research in order to see students' behaviours in the K5-2 class closely, and to observe the Students' engagement closely. The observations were conducted by me. These observations were non-participatory observations. The observations were carried out in three stages. The first observation was carried out before activating the counselling intervention programme. The second observation was conducted during the counselling intervention programme. The third observation was carried out towards the end of implementing the counselling intervention programme.

The purpose of these observations was to examine the behaviours, and the students' participation and engagement in class K5-2 before activating the counselling intervention programme, during the implementation of the counselling intervention programme and at the end of the counselling intervention programme, in order to examine if there is a real change and improvement in the students' behaviours and the Students' engagement in the K5-2 class as a result of the counselling intervention programme. It is important to indicate that the observations provided me with an independent confirmation of the teacher and parent perceptions reported during the interview I conducted with them.

A – First Observation

The first of three non-participatory observations in the K5-2 class was conducted by me at the beginning of January before activating the counselling intervention programme. This observation focused on taking an inventory of students' behaviours during class time, when entering the class and when leaving the class during the break times including the 5 minutes break. In addition, the observation focused on the students' participation and their engagement during the lesson. The findings were as follows:

There was almost no discipline and order in the classroom. The teacher had to

constantly ask the students to keep silent, but it was in vain. In addition to the lack of discipline and order, the unacceptable behaviour was high during the lesson. Students hit each other and cursed. This type of behaviour continued during the break times, when the students entered and exited the class. Students pushed and shoved, cursed and insulted each other. From time to time a fight would break out. I recorded three fights, two during the lesson and one during the break.

I did not see any interest by the students to participate in the lesson. It was as if the lesson did not concern them, No real engagement with the learning process was noted. The general feeling after the observation was one of exhaustion, both physical and mental exhaustion. (appendix 1, page 290)

B – Second Observation

The second observation was conducted at the end of March during the counselling intervention programme. The findings from this observation were as follows:

Discipline and order during the lesson were difficult to maintain. The teacher had to keep asking for silence and was asking students to keep their seats. However, the teacher succeeded to engage the students twice. The first time it was for an uninterrupted 12-minute segment and the second time for a 10.5-minute segment during which she taught. During the rest of the time teaching was not possible. Unacceptable language and physical unacceptable behaviour were everywhere. During the break times students still pushed to leave the classroom and still pushed to get in. All in all I only recorded two curses and no fights broke out during the breaks. No fights broke out during the lesson itself.

The general feeling at the end of the observation was that with some more effort a normal lesson could be held in the K5-2 class. As I reflected back to my first observation I noted with satisfaction that the counselling intervention programme seemed to be working as expected. (appendix 1, page 294)

C – Third Observation

The third observation was conducted at the end of May. The findings of my third observation were as follows:

The students of K5-2 had fully engaged with the learning processes in the class. I noticed no unacceptable behaviour, no physical unacceptable language. I enjoyed the lesson and the rapport that had developed between teacher and students. The lesson

had two lecture segments one of 12.50 minutes and a second segment of 13.00 minutes. In between the two lectures the students worked in pairs. I saw real learning happening most of the time and real engagement with the learning process. No fights and no foul language during the entire lesson and no fights during the break. While some shoving took place as students left the class none occurred as they returned to class and were greeted by their teacher. (appendix 1, page 297)

4.4 Summary

The purpose of the current research was to examine processes that lead to a decrease in unacceptable behaviour in the class and an improvement in the academic achievements of these students. The method chosen to accomplish these objectives was to re-design and build a positive class climate that could elicit and support such changes. The re-design and building of the class climate was conducted with the help of a counselling intervention programme.

The research findings and particularly the observations conducted bear witness to the programmes effectiveness, Students' behaviour and students' engagement improved significantly following the participation of K5-2 students, teachers and parents in the counselling intervention programme. The qualitative findings from the observations supported the findings of research hypothesis No. 1. The unacceptable behaviour level in the class was lower following participation in the counselling intervention programme.

This process of crosschecking of qualitative data with quantitative data contributed to my ability to evaluate the internal validity of the research findings. The findings of hypothesis No. 1 have a very strong internal validity.

In addition, the qualitative findings from the observation supported the research hypothesis No. 2 There will be differences in students' academic achievements in the class after participation in the counselling intervention programme, after a real engagement with the learning process by the students.

This process of crosschecking of qualitative data with quantitative data, contributes to my ability to evaluate the internal validity of the research findings. The findings of hypothesis No. 2 have a very strong internal validity.

Chapter 5

Discussion

5. Discussion

The study focused on investigating the perceptions of K5-2 students, teachers, and parents with regards to a classroom counselling intervention. Hard and direct measurement were used to assess the success and limitations of the intervention.

The aims of this study were to examine processes leading to the reduction of unacceptable behaviour in the school while at the same time help to improve the academic achievements of participating students. This study contributed knowledge to the existing documented knowledge and experience of researchers and of practitioners in the field of education.

The chapter includes an introduction (Part 5.1), a critical discussion of the quantitative findings (Part 5.2), a critical discussion of the qualitative findings (Part 5.3), a critical discussion of the observations findings (Part 5.4), Summary of the quantitative and qualitative data(Part 5.5).

5.1 Introduction

The counselling intervention programme (positive class climate) was based on clear and easy to implement principles of conduct, the teachers' consistency when implementing these principles and their participation in the research, the parents' consistency in implementing the counselling principles at home and their participation in the research. The counselling intervention built trust relations, provided encouragement, closeness, support and concern from both the students, the teachers and the parents. The counselling intervention programme reduced the behavioural problems among students, facilitated improved achievements, reduced absenteeism among students and increased the feeling of belonging.

The objective of this research was to reduce the level of physical unacceptable behaviour and unacceptable language in the K5-2 class and to facilitate student engagement with the learning process.

A counselling intervention programme was designed to emphasise reaching the optimum positive climate in the K5-2 class with the collaboration of teachers and parents. The programme was for 6 months and it included twenty activities, based on the curriculum (weekly lessons, on Wednesdays).

The activities content was compatible with the goal set in advance – reducing unacceptable physical behaviour and unacceptable language in the K5-2 class. The counselling intervention emphasised the following topics: sympathy, friendship, respect, tolerance, accepting others, integration, belonging, dealing with anger, dealing with crisis, problem solving, inclusion and contributing to the community.

At the end of each activity, I (the teacher) completed the teachers' and the parents' evaluation and posted the results on a big poster. The student who received 4 positive feedbacks from <u>the teacher</u> received a pass, and students who received 5 positive feedbacks from <u>the parents</u> received a pass. The student who received a total of 10 positive evaluations on the poster received a silver medal. The student who received 20 positive evaluations on the poster received a golden medal.

The evaluation programme emphasises the issue of reinforcements, the research subject was important to me because in my work as educational counsellor, I saw the level of unacceptable behaviour increase over time among the school's students. There was an ever-widening gap developing between the policy of the Ministry of Education that was calling for the reduction of unacceptable behaviour and between the actual implementation of the policy. The problem of unacceptable behaviour is not resulting from a 'divine decree'. The dimensions of unacceptable behaviour can be reduced significantly (Jimerson and Furlong, 2006; Smith, Pepler and Rigby, 2004).

5.2 The quantitative findings

The following research hypotheses were tested during this study

1. There will be differences in students' perception of class climate and in students' physical unacceptable behaviour and language before the counselling intervention programme and after it.

2. There will be differences in students' achievements and in the scopes of absences among students before the counselling intervention programme and after it.

3. There will be differences in teachers' and parents' involvements, and teachers' consistency before the counselling intervention programme and after it.

4. There will be relations among the research variables: between physical unacceptable behaviour and unacceptable language and learning achievements and perception of class climate and involvement, parents' and teachers' evaluation and consistency and students' absences.

Hypothesis No. 1

There will be differences in students' perception of class climate and in students' physical unacceptable behaviour and language before the counselling intervention programmes and after it.

The hypothesis was supported. In the K5-2 class student perception of the class climate showed improvement after the counseling intervention (T=-9.225; p<0.001). No changes were found in the K5-1 class (the control group) where no counselling intervention took place. When the control group and the experimental group were compared following the counselling intervention, the perceptions of the class climate were significantly more positive in the experimental group (T=-8.762; p<0.001).

The decrease in unacceptable behaviours and the emerging perception of a more positive class climate constitutes the beginning of a prolonged and gradual long-term process which required patience and tolerance while facilitating change and adapting the classroom climate to support these changes so that the improvement tendency can continue.

A research conducted about a counselling intervention programme named 'young ladies/young guys club' (YLYG) in Cleveland, Ohio, among elementary students grades K1 through K6 found a significant improvement in positive behaviour in class, in self-control and concerning the school rules. These were elementary school students who had been evaluated as being in a high risk group for failure and drop-out from school, after being identified and referred to evaluation by the class teachers following problematic behaviour, defects in regular school attendance or low academic achievements. The study was conducted for a number of years The groups' leaders reported a significant increase in pro-social behaviour of the children and a decrease in aggressive behaviour. From parents' reports the researchers found that

96% of them reported that the programme assisted the children's performance in school. Ninety two percent (92%) of the students improved their behaviour in school. Ninety seven per cent (97%) of the teachers felt that the programme had a positive influence in educating the child (Flannery and Williams, 1997, in Ben-benishti, Estor and Marchi, 2003).

According to Erhard (2001) an optimal educational climate that provides a feeling of safety is the base for mental welfare, proper development, personal growth and learning while the unacceptable behaviour is a symptom of lack of mental welfare and impedes growth and development. Erhard (2001) concluded that the education system should work to promote an optimal educational climate as a way of life while at the same time to engage in reducing unacceptable behaviour.

Huesmann et al., (1992) found that supportive educational climates contribute to reducing expressions of aggression and unacceptable behaviour, as well as to reducing attitudes that encourage aggression. The counselling intervention programme which emphasises the issue of belonging and feeling safe among students yielded a significant increase in the belonging and safe feeling among students, before and after the counselling intervention, and also in comparison with the control group which had less belonging and safe feeling among students (Huesmann et al., 1992; Baumeister and Leary, 1995; Goodenow, 1993).

It was found that the belonging feeling of students both to the school as a whole and to their school mates, affect their self-esteem feeling and the feeling that they are in control of their destiny (Samdal and Wolf, 1998). The students who think that the teacher-student relations in their school are characterised by mutual respect, support and concern for the well-being of all, report experiencing greater feeling of belonging to their school (Roeser, Midgley and Urdan, 1996). According to Rogers (1980) a positive social climate, a climate which is pleasant, open, free, supportive and provides positive feedback, contributes to generate an atmosphere which enables the individual to think, feel, express himself or herself, behave openly and to generate positive relations with peers and teachers.

In the classroom the students go through emotional experiences and inter-personal

processes that influence their self-perception, their ability to adapt socially and to realise their different skills (Wilson et al., 2003; Lipsey and Derson, 1998; Sprott, 2004). Classes in which students support one another, and succeed to build a mutual support relationship between themselves and their teachers, enable the growth and development of their self-esteem, provide confidence, pacify student behaviour and nurture personal responsibility among their willingness for engagement and feeling of belonging (Zadikiahu, 1988; Kuperminc, Leadbeater and Blatt, 2001).

The concept of a peaceful classroom should be desired by every teacher, According to Girard (1995):

> *A peaceable classroom or school results when the values and skills of cooperation, communication, tolerance, positive emotional expression, and conflict resolution are taught and supported throughout the culture of the school* (Girard, 1995: 1).

Accordingly, Good quality relations with other students in the class were shown to generate a feeling of community to the school (Baker, 1998).

In 2005, 6 percent of students aged 12 to 18 reported experiencing fear of attack or harm at school. The same percentage of students reported that they had purposely avoided a school activity or place during the previous six month due to their fear of attack and harm (Dinkes et al., 2006; Dinkes et al., 2007).

From the research results we learned that the feeling of safety and belonging among the students who participated in the counselling intervention in the K5-2 class was significantly (p<0.001) higher than the feeling of belonging among students in the control K5-1 class. Also we learned by comparing before and after treatment results that the feelings of belonging and safety among students in the K5 2 increased significantly (p<0.001) following the counselling intervention programme. The research literature supported this finding. The process of triangulation between the findings of this study and the findings of other researchers, many of them conducting their work in different cultures, working with different participants and using different research tools, contributed to the confidence I have in the findings.

According to reports of the physical unacceptable behaviour and unacceptable language, before the counselling intervention programme the level of expressions of physical unacceptable behaviour and unacceptable language was found to be the same in the control and experimental groups. Following the counselling intervention programme the level of unacceptable behaviour among students in the experimental group decreased significantly, suggesting that the programme was effective. There was no change in the level of the expressions of physical unacceptable behaviour and unacceptable language in the control class.

Physical unacceptable behaviours were significantly lower in the experimental group following the counselling intervention programme when compared to the level of the physical unacceptable behaviour among the control group students (t=-3.248; p<0.01). Similarly, unacceptable language levels were significantly lower among experimental group students following the counselling intervention programme, when compared to the level of unacceptable language used by students in the control group (t=6.055; p<0.001). The combined quotient of physical and verbal unacceptable behaviour was found to be significantly lower among experimental group students when compared to the level of the combined unacceptable behaviour quotient among control group students (t=5.288; p<0.001) following the counselling intervention programme.

From the research findings we learned that the counselling intervention programme did help in reducing the level of physical unacceptable behaviour and unacceptable language (combined quotient) in class and was effective and yielded positive outcomes (t=5.481; p<0.001).

For those students in the counselling intervention class (experimental group), a significant difference was found between their behaviour before the counselling intervention programme and after it, suggesting that this counselling intervention programme affected those students positively and there was a decrease in their physical unacceptable behaviour (t=4.853; p<0.01) and unacceptable language (t=5.485; p<0.001).

According to Horowitz's (2000) definition, unacceptable behaviour is a belligerent behaviour, whether physical, psychological or otherwise, aimed at injuring or attempting to injure people. According to Horowitz the concept of unacceptable behaviour includes a wide range of harmful actions carried out in order to harm others, including the use or threat of unlawful activity, unjustified and unnecessary force, with intent to injure a person or property (Horowitz, 2000).

One can define the phenomenon of school unacceptable behaviour, by using the definition of Benvenisti, Zeira and Astor (2000) a deliberate behaviour designed to hurt emotionally or physically the members of the school, their property, or property and equipment of the school. This behaviour includes the following elements, and it is clear that a single incident of violent behaviour may include several of these elements:

- Verbal abuse intended to hurt emotionally through swearing ('cursing'), insults and humiliation and social ostracism.

- Direct and indirect threats, including intimidation and blackmail.

- Physical injury at different levels - pushing, kicking, beating, murderous beating.

- Use of various types of weapons (such as firearms, knives and pocket knives and other sharp instruments such as sticks / batons, stones to threaten and injure.

- Property damage by theft and vandalism.

- Sexual abuse: verbal harassment, spreading insulting rumors, voyeurism, unwanted physical contact, and physical injury.

Unfortunately, the situation is black and gloomy, Many incidents of unacceptable behaviour occur often at my school.

Accordingly, Erhard and Barosh (2008) expand on the topic of unacceptable behaviour and note that toward the end of this decade we saw that unacceptable behaviour among children and youth, which just three decades ago was not

considered a 'problem', has become one of the central problems facing the order of the day.

Tens of meetings of the Education Committee in the Knesset (the Parliament), the work of the Committee for Children's Rights, ministerial committees, public committees, parliamentary committees, seminars, conferences, various counselling interventions have been dedicated to the issue of unacceptable behaviour in the school. An absolute majority of the Israeli public (83%) are concerned, and part are very concerned, about the phenomenon of unacceptable behaviour in Israeli society, and more than half of the public believes that unacceptable behaviour in schools is a manifestation of a violent society. On the side of this growing request for the treatment of unacceptable behaviour in schools, 86% are requesting that the education of our youth focus on acceptable behaviour which in turn would prevent unacceptable behaviour.

The Israeli public expects the education system to greatly reduce the dimensions of this serious problem (Maagar Mochot, 2005). Indeed, the education system invests considerable effort so that the schools in Israel can reduce antisocial behaviour and try to turn the social environment into an optimum one, where children receive an appropriate response to their needs. A clearly formulated policy that could be used as an anchor, upon which management circulars are consolidated, setting standards, allocating resources and producing supporting materials that serve educators at all levels. The situation in Israel is among the worst in the western world and we are speaking of major behavioural problems which require immediate attention and must be treated at their roots.

Various studies showed that international tests of the 'Timss' conducted in Israel ranked Israel 8th in the high level of unacceptable behaviour, and is preceded only by Hungary, Romania, Philippines, South Africa, Cyprus, Latvia and New Zealand (Horowitz, 2006).

Most of the school administrators now admit the existence of the problem, and are using more and more diagnostic resources and training programmes made available by the Ministry of Education. They rate the improving climate of the school and the prevention of unacceptable behaviour as a most prominent area in their work. School

administrators are continually involved in the design and implementation of school programmes to promote an optimal climate in general and for the treatment of high-risk students in particular (Erhard 2008a, 2008b).

Benbeneshti, Astor and Marchi (2003) have researched such programmes for preventing unacceptable behaviour. One of the programmes researched was named 'peace builders' and was intended for kindergarten to the K5. Three hundred and seventy five (375) schools in Arizona, California, Utah, Oregon and Ohio participated in the study. The results were that the teachers evaluated that there have been significant improvements that occurred in the social skills among students in all classes in the schools in which an initial counselling intervention took place. Teachers' reports and students' self-reports point at a significant decrease in boys' aggression during the two years of evaluation.

A research was conducted about a programme named 'service for the community' which was intended for K7 and K8 students enrolled in two (2) major urban public schools. The programme was reviewed at the starting line and after 6 months. Nine hundred and seventy two (972) students participated in the study. The majority of the participating students came from low socio-economic homes, Afro-American and Hispanic students. The counselling intervention was conducted in one school and the other school served as a control school. The results were that, among the students in the counselling intervention the unacceptable behaviour was reduced significantly compared with the students in the control group (Benbeneshti et al., 2003).

Another research was conducted to evaluate a programme called 'strategies for youth action for preventing unacceptable behaviour' which was intended for high school students. Three hundred and eighty four (384) students participated in the study. The results showed that 86% of the student participants believed that the discussions at noon time were effective in raising the awareness for preventing unacceptable behaviour. Eighty four percent (84%) reported that the information that was provided was useful and 64% of the students said that their participation in the meetings changed their understanding about the unacceptable behaviour (Carroll, Hebert and

Roy, 1999).

Particularly successful counselling interventions were activated in Norway. These programmes succeeded to reduce the unacceptable behaviour level by 30% to 50%. They were based on changes in the school and in the class climate and by this they raised the awareness concerning hooliganism, increased teachers' and parents' involvement in control, formed clear laws and strong social norms against hooliganism and provided support and protection to the victims of unacceptable behaviour (Benbeneshti et al., 2003).

Following the triangulation of the study's findings with results obtained by other researchers, with other types of participants, in other cultures and with different research tools and after taking in consideration the high degree of confidence with which the hypothesis was accepted the following conclusion is possible:
The counselling intervention programme caused emerging perception of a more positive class climate a reduction in the level of physical unacceptable behaviour and in the level of unacceptable language in the K5-2 class.

Hypothesis No. 2

There will be differences in students' achievements and in the scopes of absences among students before the counselling intervention programme and after it.

The second hypothesis predicted that there would be differences in students' achievements and students' absences before the counselling intervention and after the intervention. The counselling intervention programme will assist and bring about improvement in the students' achievements and in the students' attendance.

From the research results we learn that the students' achievements in the counselling intervention experimental group K5-2 were significantly higher following the counselling intervention (t=-3.168; p<0.01). No such change occurred in the K5-1 control class.

When viewing the findings of hypotheses 1 and 2, we can conclude that lowering the level of behavioural problems in schools resulted in increased levels of student achievement. These findings were also found by (Sprague, Sugai, Horner and Walker, 1999). Behavioural Problem reduces academic engagement which leads to reduced academic achievement and.

Several studies have investigated the outcomes of different types of abuse on students' academic achievement, physically abused children score significantly lower than control children on standardised measures of cognitive performance (Hoffman-Plotkin and Twentyman, 1984). Physically abused children have also been found to display more pervasive academic problems than their non- abused counterparts (Kurtz et al., 1993).

In schools the unacceptable behaviour impact negatively the learning environment. Incidents of disrespect, rebelliousness, bullying, verbal harassment and exaggerated physical unacceptable behaviour, lead to particular conditions in which learning in schools becomes secondary to issues of personal safety. Students, their parents, and their communities are adversely affected by these manifestations of unacceptable behaviour in the schools and by the low level of student and teacher achievements (Algozzine, Daunic and Smith, 2010).

It is known that the educators must seek ways of solving the low achievement problem, the curriculum, pedagogy, the administrative structure, the management and the evaluating systems (Chen, 2005).

In a school where a climate supporting engagement with the learning process dominates there will be academic and behavioural improvement (Piñata, 1999). In these schools curiosity, good relations among the students of the same age cohort, positive emotional experiences, and the motivation of students to attend the school on a regular basis and contribute to it flourished (Mendler, 2000).

Different researchers showed that in a class room where counselling interventions create a class climate that supports parent involvement an increase of academic achievement follows (Sheldon, 2003).

Teachers who can draw on a range of responses when dealing with common classroom misbehaviours are more likely to keep those students in the classroom, resulting in fewer disruptions to instruction, enhanced teacher authority, and better learning outcomes for struggling students (Sprick, Borgmeier and Nolet, 2002).

The triangulation of the research findings of this study with the findings of studies conducted by other researchers in different cultures, with different participants and research tools demonstrated that the findings of this research were supported. The statistical analysis and the triangulation process increased the confidence in the study's findings and supported the drawing of conclusions. The counselling intervention programme which emphasised the educational climate helped in improving the academic achievements.

According to the levels of absenteeism, from the research results we learn that the students' attendance records in the K5-2 (experimental group) and K5-1 (control group) were equivalent (T=-1.140; p=n.s.). Following the counselling intervention in the K5-2 experimental class the students attendance records were significantly improved when before and after attendance records were compared (T=2.963; p<0.01). When the experimental and control groups were compared following the counselling intervention a significant difference was found. Following the counseling intervention the attendance records of K5-2 students were much improved when compared to the attendance records of the K5-1 students (T=3.748; p<0.01).

Research published by Orpinas et al., (2000) reported that a programme called 'students for peace project' in which 2,246 K6 students from eight urban schools participated showed that absenteeism was greatly influenced by a feeling of insecurity and direct threats of harm reported by the K6 students. This study followed up on student behaviour as the K6 cohort was promoted to 7th and 8th grade. Participants in the study were from low socio-economic homes and neighborhoods.

In light of what was said above, the feeling of safety indeed has a big influence on student attendance. According to the research findings, indeed before the counselling intervention there was less feeling of safety and a high level of absenteeism in the system out of fear to be harmed, and on the other hand, after the counselling

intervention an increase in the feeling of safety and belonging was felt as well as a decrease in absenteeism.

The results of the study were crosschecked with the Orpinas et al., (2000) research. The external validity of the study's findings on student absenteeism was found to be strong and the statistical analysis added to my confidence in the results and my ability to draw conclusions from the findings. Following the counselling intervention programme there was improvement in the experimental group students' attendance records.

The counselling intervention programme which lowered the level of unacceptable behaviour in the experimental group K5-2 helped improve the students' attendance record.

Hypothesis No. 3

There will be differences in teachers' and parents' involvements, and teachers' consistency before the counselling intervention programme and after it.

The third hypothesis predicted that following a counselling intervention that had elements of parent training there will be differences in the parents' involvement, evaluation and consistency in managing behavioural principles before the counselling intervention programme and after it, and predicted that following the counselling intervention which included elements of teacher training and development, there will be differences in the levels of teachers' involvement, evaluation and consistency in the management of behavioural principles before the counselling intervention programme and after it.

From the research results we learned that prior to the counselling intervention parents' involvement in the K5-2 and K5-1 was equivalent (T=-0.705; p=n.s.). Following the counselling intervention in the K5-2 experimental class parents were reported to be much more involved with the learning process, the class climate and with the management at home of the behavioural principles than their counterparts in the control group (T=-2.572; p<0.05).

Within the experimental group of students (K5-2) before and after test conducted showed that after the counselling intervention parents engaged more fully with the educational process by being active in school and managing behavioural principles according to the programme they participated in (T=-3.469; p<0.01).

Parent increased engagement with the learning process at home and in school contributed to closer collaboration between parents and teachers communicating to students a unified message regarding the importance of the school and of the quality of the learning outcomes (Jeynes, 2005, 2007).

Students with parents who are involved in their school tend to have fewer behavioural problems and better academic performance, and are more likely to complete high school than students whose parents are not involved in their school (Henderson and Berla, 1994). Positive effects of parents' involvement have been demonstrated at both the elementary and secondary levels across several studies, with the largest effects often occurring at the elementary level (Jeynes, 2005, 2007; Stewart, 2008)

From my own twenty two-years of experience as an educational counsellor and as a teacher, I argue that good relations between parents and teachers, contribute a lot in the learning process, and improve the students' behaviour.

The research literature attributes big importance to the cooperation between parents and teachers and the increased participation of parents in the school. Cooperation between the home and school systems increases the perceived consistency in treatment and gives the students a feeling of continuity of the protection that they get at home (Blomart, 2001).

The students feel that there is an integration between the home values and the school values. At the same time the parents can profit from their involvement, for they feel that they can help their children thanks to a growing knowledge of the education system, the curriculum and the school culture of which they had become a contributing part (Wherry, 2002).

Bar-Lev (2007) suggested that teachers maintain good relations with the students' parents in order to improve significantly the class climate and to reduce the unacceptable behaviour.

One of the Vilnai Committee (1999) main recommendations with regard to the phenomenon of unacceptable behaviour was, that teachers build and maintain a positive relationship with the parents (Vilnai, 1999).

There is a big importance to involve parents in order to reduce the unacceptable behaviour level among students. For certain teachers, the ability to work with parents is a difficult task. This skill may be considered as a criterion that separates good teachers from those who are truly excellent.

> *In order to achieve excellence, teachers must be able to communicate effectively with parents. By so doing, they can enhance their behaviour management techniques by leveraging the influence that some parents have over their children. Although working with parents does not come naturally to all teachers, those who take the time and effort to develop such skills will be rewarded handsomely* (Kauffman, 1993: 128).

In order to achieve excellence, teachers must be able to communicate effectively with parents. By so doing, they can enhance their behaviour management

Therefore, it is very important to involve parents in the counselling intervention programme in order to produce continuity and follow-up at home.

Sheldon (2003) has shown that high parents' involvement in what their children's experience at school, is related to an increase in the students' achievements and in the reduction of the students' unacceptable behaviour one towards the other and towards adults, such as teachers, and the school property.

The triangulation of the results with results reported by other researchers working in other cultures, with different research tools and with different participants has strengthened the confidence I had in the study's results. Contributing to my confidence in the findings was the statistical analysis and the resulting support for the hypothesis.

The counselling intervention programme that emphasised the educational climate, helped in fostering parent involvement in the school and home support for the school

learning processes.

According to the teachers' involvement, evaluation and consistency. From the research results we learned that support and consistency in the treatment of unacceptable behaviour by the teachers in the K5-1 and K5-2 were at equivalent levels (T=0.182; p=n.s.).

Following the counselling intervention, the teachers in the experimental K5-2 class, who participated in the intervention, reached higher levels of support and consistency in the treatment of behavioural problems. Teachers in the control K5-1 class who did not have the benefit of participating in the counselling intervention, did not report changes in the level of support they gave students or in the level of consistency in the treatment of behavioural problems. When K5-1 teachers were compared to K5-2 teachers following the counselling intervention, the K5-2 teachers were reported to have reached much higher levels of support and consistency than their counterparts teaching in the K5-1 class (T=-6.785; p<0.001). Following the counselling intervention the levels of support and consistency in the treatment of behavioural problems reached by K5-2 teachers, were compared with the levels at which the K5-2 teachers were perceived to be performing prior to the counselling intervention. The differences were found to be significant (T=-7.152; p<0.001).

A condition for the success of any school programme for the reduction of unacceptable behaviour is full participation of all school teachers, including professional teachers and educators. Consistency among teachers with regard to the treatment of behavioural problems and the taking of full responsibility by the teachers for any manifestation of unacceptable behaviour even in times and places in which they do not teach is vital to the formation of a uniform system of prevention, deterrence and management of educational climates in the school in general and in individual classrooms in particular (Benvenisti, Casabri and Astor, 2006).

According to Fullan "*Education is about collaboration*" (Fullan, 2003: 58). Teachers must meet and talk, find creative solutions to increase collaboration where a constant creation and exchanging of knowledge takes place.

Bar-Lev (2007) points out his elements for an optimal class climate:

Support by teachers for their students and support by students for one another at the social-emotional level and at the cognitive level. The support is expressed by encouragement, involvement, acceptance, help, and sharing.

A supportive climate that nurtures belonging to the group, coherence and closeness among group members.

Equal treatment by the teacher of all students in the sense that the classroom/school is managed in a non-discriminatory fashion and is observing a non-preferential distribution of teaching and learning resources. Furthermore students should be involved in the management of the learning environment.

Instituting class and school procedures that enable students to organise, to plan and to maintain order, safety and justice for all the class students also emphasised the issue of personal conversations and recommends that teachers try to hold personal conversations with the students who according to their evaluation need encouragement or support from the teachers. Even short corridor conversations, in case there is no other appropriate opportunity, might help them (Bar-Lev, 2007).

In the research by Laufer and Harel (2003) which was conducted in Israel with students in the Jewish and Arab education systems, it was found that the lack of support from the teachers was perceived among the students as a motive to act out unacceptable behaviour.

Accordingly, in the research of Benvenisti et al., (2006) which was conducted, in 526 schools, 1042 classes and 27316 schools, with the purpose to provide feedback about the scope of the phenomenon of unacceptable behaviour within the education system in Israel and about its characteristics from the students' point of view. The findings were as follows:

Thirty percent (30%) of the students believe that the teachers in their school do not support them. Students pointed at this lack of support by teachers was a main contributing factor of the unacceptable behaviour among these students.

Japanese researchers, who tried to explain why in Japan, unacceptable behaviour is increasing among Japanese students, attributed the reason for the growing unacceptable behaviour to the teacher-student relations almost exclusively. Teachers in Japan usually activate authoritative methods, use aversive control methods of

enforcing discipline and do not permit social relations. The result is increased violence and unacceptable behaviour in the Japanese schools (Yoneyama and Natio, 2003).

The Israeli research of Horowitz and Amir (1981), which focused on the relation between the experience at school and unacceptable behaviour in school, found that unacceptable behaviour is caused by inconsistent evaluation patterns and inconsistent treatment of unacceptable behaviours.

According to Bar-Lev (2007) in a classroom without consistent treatment of unacceptable behaviour and without a consistent treatment system for exceptional problems there might be a build-up of rejection, objection, frustration, lack of adaptation to the system which can lead to the escalation of aggression and unacceptable behaviour towards other students, teachers and school property.
Bar-Lev (2007) found that when a teacher consciously decides to ignore small problems, he or she is actually strengthening them unintentionally. The more the teacher gives help and shows interest in the student and treats him or her 'at eye level' showing empathy towards him or her, the more the class climate improves.

The teachers' ability to understand and interpret student behaviour develops good relations between teachers and students. Cooperative learning and high level of involvement reduce unacceptable behaviour level in the classroom.

A good organising tool for teachers is to create a classroom menu that outlines a range of response options for behaviour management and discipline. Teachers are able to assert positive classroom control when they apply such a behaviour management menu consistently and flexibly-choosing disciplinary responses that match each student's presenting concerns (Marzano, Marzano and Pickering, 2003).

According to Rolider, Lapidot and Levy (2001) unacceptable behaviour can take on many forms. Some unacceptable behaviours are visible and some are hidden. In many cases, unacceptable behaviour occurs among the students themselves without adults

being aware of the occurrence and intensity. Victims of unacceptable behaviour do not always have the courage to tell adults about their distress. Sometimes they are afraid to reveal the phenomenon out of fear of the violent students and their friends. In these cases they are helpless and do not believe anyone can help them. The presence of teachers and educators among the children in the classroom, corridor, playground and other assembly areas and his or her sensitivity to what is happening around, and his or her skill at operating the support mechanism, constitute a major factor in identifying the diverse forms of unacceptable behaviour, even when it manifests in a hidden form.

From the analysis of the data it is clear that the counselling intervention was effective in calling attention to the importance of consistency and equality with which unacceptable behaviour and language is treated in school. Teachers who treat their students equally and who treat unacceptable behaviour and language with consistency will experience lower levels of unacceptable behaviour and language in the classroom. The triangulation of the study's findings with the findings of other researchers further increased my confidence in the results.

Teachers who can draw on a range of responses when dealing with common classroom misbehaviours are more likely to keep those students in the classroom, resulting in fewer disruptions to instruction, enhanced teacher authority, and better learning outcomes for struggling students (Sprick, Borgmeier and Nolet, 2002).

Hypothesis No. 4

There will be relations among the research variables: between physical unacceptable behaviour and unacceptable language and learning achievements and perception of class climate and involvement, parents' and teachers' evaluation and consistency and students' absences.

Hypothesis No.4 predicted that there were relationships among the research variables, between unacceptable behaviour and learning achievements and the perception of class climate and engagement with learning processes, parents' and teachers'

evaluation and consistency in the treatment of unacceptable behaviour and students' absences from school.

The findings point at a strong and clear negative relationship between the class climate perception and unacceptable behaviour. An additional negative relation was found between class climate and the students' absences. When the class climate is perceived as positive and supportive, unacceptable behaviour decrease and students' absences also decrease.

Positive relationship was found between class climate and academic achievements. A strong positive relationship was found between class climate perception and parents' involvement and follow-up, and teachers' involvement and follow-up. The more the class climate is perceived as positive and supportive, the more the parents' and teachers' involvement increases and the academic achievements increase as well.

In addition, the findings point at clear negative relationships between parents' and teachers' involvement and follow-up on one hand and unacceptable behaviour on the other hand, when parents' involvement and follow-up increase the general violence and unacceptable behaviour decrease.

The findings point at clear positive relationships between teachers' and parents' involvement and follow-up and academic achievements, as teachers' involvement and follow-up increase the achievement increase as well.

Clear negative relations were found between unacceptable behaviour and academic achievements among students. As the unacceptable behaviour level increases the academic achievements decrease.

A negative relation was found also between students' absences and academic achievements, as the absences increase the achievements decrease.

The research has found a strong relationship between school unacceptable behaviour and general school climate. A feeling of alienation of students from their class peers, there teachers, the subject taught and the educational institution were found to be related to unacceptable behaviour. No doubt the problem of school unacceptable behaviour can be reduced significantly in quantity and severity by changing the

school climate, class climate, professional training, and encouragement to accept the 'other' (Gumpel, 1999).

Pianta (1999) has found that good working relationships between students and their teachers help almost in all aspects of school and class climate and lead to academic and behavioural improvement. The research literature pointed at the relationship between the educational climate and the phenomenon of unacceptable behaviour. Educational climate that enables cooperation and teamwork helps in developing a continuous dialogue aimed at addressing problems, needs and goals and finding solutions and educational resources. Such a pattern of relationships in schools enables stakeholders to uncover hardships, uncertainty and the willingness to form coping alliances, which is derived from mutual recognition out of maturity of the need to accept help (Enbar, 2000).

From the testing of the correlation between the variables it is clear that relationships exist between the variables of the study. These relationships have been supported in other studies conducted in different cultures, with different research tools and with different participants. Therefore we can say that the counselling intervention programme which was aimed at improving the classroom climate in K5-2 was effective. The class climate was perceived as more positive, helped in parents' involvement, and teachers' consistency. The increased involvement and consistency in the treatment of unacceptable behaviour of parents and teachers contributed to the reduction of unacceptable behaviour and the improvement of achievements and the attendance among students.

5.3 Qualitative findings

The Research Questions

From my experience as an educational counsellor with the K5-2 group of students and teachers and from the field itself, two research questions emerged. The following research questions were tested during this study

1. According to a selection of school teachers, students, and parents, what are the perceived contributions of a classroom counselling intervention designed to reduce

the level of unacceptable behaviour, students' absenteeism, and enhance students learning outcomes?

2. What can school teachers and parents do to support the classroom counselling intervention?

Open-ended questions were addressed to five (5) parents and to five (5) teachers during their interviews. The answers provided by the parents and teachers are discussed below:

What are the perceived contributions of a classroom counselling intervention designed to reduce the level of unacceptable behaviour?

Four teachers out of five indicated that: activating the counselling intervention programme with cooperation from the parents was very effective. The improvement in class climate included fostering quality of learning outcomes and good relations between the teachers and all students, creating a feeling of community and safety and belonging to the school, a climate that comprise clear procedures for treating students' behaviours.

Four teachers out of five, also indicated that the use of the positive reinforcements concerning the desired behaviour and the undesired behaviour contributed to the effectiveness of the counselling intervention.

Concerning the parents, Four parents out of five emphasised the issue of positive reinforcements for proper behaviours. Parents also emphasised the need for clear and consistent treatment protocols for the treatment of unacceptable behaviours by the teacher, and they were very excited to participate in the counselling intervention programme and to improve the class climate significantly.

After they participated in the counseling programme, the teachers indicated that the programme succeeded to improve the class climate which led to a significant decrease in physical unacceptable behaviour and unacceptable language in K5-2. It is very

important to indicate that, teachers and parents emphasised the issue of positive reinforcements and how using positive control contributes to the counselling intervention success.

According to the participating teachers, there is indeed a relation between the poster which served to keep track of students who earned reinforcements, and the giving of medal reinforcements and the level of unacceptable behaviour, using the posters and giving of medals reduced unacceptable behaviour.

In other words: the recording on the poster during the counselling intervention in the K5-2 classroom and giving the students the medals after that, had a great influence on reducing and lowering unacceptable behaviour after activating the programme, compared with the unacceptable behaviour level before activating the programme.

Using the method of reinforcements - one of the strategies for optimal class climate - yielded good results and contribute to a significant decrease in the unacceptable behaviour level among students (Algozzine and Algozzine, 2007).

The method of reinforcement as a means for changing or molding students' social-academic behaviour is very common both among educators and among parents.

Positive reinforcement is anything that occurs after a behaviour that increases the likelihood that the behaviour will reoccur. Reinforcement is a positive and immediate response to certain behaviour. This kind of response enhances the frequency of behaviour (Skinner, 2002, 2011; Algozzine and Algozzine, 2007).

Many parents and educators use methods based on the behavioural approach as a part of the means for educating the children. However the use of positive control requires parents and teachers to renounce the use of aversive control and that requires training.

A reinforcement is anything pleasant given immediately after a certain behaviour that leads to an increase of the frequency of that behaviour (Skinner, 1953).

It is obvious that the approach of positive control can work only when teachers and parents adopt a basic attitude of accepting the student as a person and believe in his or her ability to change his or her behaviours. Only within such an atmosphere, the

teacher can give the student reinforcements for his/her positive performances, ignore undesired behaviours (which do not endanger other students) and instill in the student confidence in his or her ability to overcome his or her hardships. If the teacher will show the student again and again that he or she is able to make the effort necessary in order to improve his or her behaviour, the student will have several reasons to make an effort, to receive reinforcements and to prove to the teacher that he or she deserves the credit given to him/her.

The success of the reinforcements approach as an educational means to manage the class is conditioned upon the way teachers activate it. Activating behavioural changing methods in the class requires addressing issues such as choosing the behavioural targets that need behavioural management techniques, consistency in the degree of giving reinforcement, accuracy and transparency in the distribution of reinforcements to students and more.

The research findings showed that using reinforcements as a mean to control students behaviour in class was successful (Kazdin, 1982). Particularly, after using a combination of educational reinforcements and material reinforcements.

From the premises and basic principles of the action recommended by Benvenisti, Casabri and Astor (2006) that the intervention programmes must give considerable weight to positive reinforcements for positive behaviours, parallel to preventing the realisation of benefits by those who show unacceptable behaviour (Benbinishti, Casabri and Astor, 2006).

The results indicate that the programme was successful, from these results we can conclude that the programme was effective and contributed to the reduction of unacceptable behaviour. The qualitative findings support hypothesis no 1.

According to the answers given by parents we found differences in their perception concerning the unacceptable behaviour level in the classroom of their children. Parents reported that the counselling intervention was effective in reducing unacceptable behaviour levels.

Most parents indicated that there is a noticeable improvement in students' behaviours in their children's class. Also all participating parents reported that they observed a decrease in the unacceptable behaviour cases in the class.

Most parents said that thanks to the good relations between teachers and students and because of the personal treatment extended by teachers to their students, the situation in K5-2 improved. Thanks to the implementation of the reinforcement and encouragement behavioural management method that was part of the counselling programme, the level of unacceptable behaviour in the classroom (K5-2) decreased.

Similarly all teachers participating, answered that the counselling intervention was effective in reducing the physical unacceptable behaviour and unacceptable language. According to all participating teachers' opinion, the change in behaviour was due to the way they treated unacceptable behaviour and to the parents' involvement in the classroom. These combined conditions created a class climate that made students feel safe and invigorated instilling a sense of belonging and the motivation to engage with learning processes. The behaviour management techniques, the use of reinforcements that the teachers used during the intervention programme was credited with the effect. The teachers felt that a positive class climate adds to the students' self-esteem and the relations among the students improve (Bar-Lev, 2007).

These findings support the findings obtained from the analysis of hypothesis 1.

Participating teachers and parents were asked the following open-ended question during the interviews:

What are the perceived contributions of a classroom counselling intervention designed to enhance students learning outcomes?

All parents answered, that a noticeable improvement was indeed perceived in their children's grades after they participated in the counselling intervention programme.

All the parents were excited to speak about the progress their children made. Four parents out of five said that their children became more diligent and serious after they participated in the programme. The participating parents reported that their children completed their homework every day after school and there was no need to fight with them anymore. All parents attributed this change in the behaviour of their children to the teachers having learned during their participation in the counselling intervention programme to support the students, to reinforce positive behaviour, to be consistent in

their treatment of student behaviour and in grading their work.

Teachers reported that students were very attentive when achievements deserved to be registered on the poster and they were keen on receiving a medal for participation in the lessons and for the high grades they attained.

Participating parents indicated that the class became quieter, a noticeable decline in behavioural problems was reported, and their children became more calm and heated debates did not worry them anymore. Teachers focused more on the academic aspects of the topics being studied than on discipline, and their achievements increased. Students were better able to concentrate during the lessons and this skill influenced the students' engagement positively.

According to teachers' answers, the 5 teachers I interviewed indicated a significant improvement in the grades of most students as well as in the timely completion of homework, and student active participation in the classroom. Students liked the behaviour management programme and the reinforcements they received. They were excited each time they earned the right to be registered on the poster, they became more diligent and used class time and resources more effectively, All the teachers reported that they were satisfied with the significant improvement in their students.

Several studies have investigated the outcome of different types of abuse on the children's academic achievement. Physically abused children score significantly lower than control children on standardised measures of cognitive performance (Hoffman-Plotkin and Twentyman, 1984). Researchers have also found that when aversive control was used to manage the behaviour of children, the children tended to display more pervasive academic problems than their non-abused counterparts (Kurtz et al., 1993).

Prior to the participation of students, teachers and parents in the counseling intervention programme in the K5-2 class, teachers and parents managed the behaviour of students with the help of aversive controls.

The qualitative findings support hypothesis No. 2. The cross reference of the quantitative and qualitative findings provided a clearer understanding of the why and how the students' achievements improved.

Participating teachers and parents were asked the following open-ended question during interviews

What are the perceived contributions of a classroom counselling intervention designed to reduce students' absenteeism?

According to all of the parents' answers, there was indeed a significant improvement in their children's school attendance after the counselling intervention programme was activated. The programme emphasised the need for a class climate that can support the learning processes students engage with, emphasised the values of belonging, respect and affection, academic motivation, safety, teachers' support and consistency. All of the participating parents were excited to speak about this progress. Four parents out of five indicated an improvement in their children's attendance in school. Four parents out of five also indicated that the school and particularly the class (K5-2) became a place that their children like to be in, thanks to the good relations that developed between them and the rest of the students and teachers.

According to the teachers' answers during their interviews, a significant improvement in students' attendance was noticeable. In order to answer this question part of them (two out of five) relied on the registration in the class attendance book.

Three of the teachers interviewed explained that this important change is a result of the good class climate that was created following the activation of the counselling programme. The students in K5-2 felt safe and felt that they belonged to their class and therefore they persisted to attend every day. The relationship between students and teachers which had improved to the point that teachers could effectively support students in their learning contributed to the further reduction in absenteeism.

According to Orpinas et al., (2000) most of the absences from classes were due to the sense of lack of security or threats of harm received by absentees.

The qualitative findings supported hypothesis No. 2 that predicted that there will be differences in the level of absenteeism among students following the counselling intervention programme and the level of absenteeism before the intervention.

Teachers and parents were asked additional open-ended question during the interviews the question was:

What can school teachers and parents do to support the classroom counselling intervention?

The participating teachers reported that the increased involvement of parents in the education of their children was responsible for the success of the counselling intervention.

The teachers reported that they had been surprised and positively impressed by the level of parents' involvement. The teachers further reported that parents' involvement had a significant influence on students' behaviours and achievement. Parents were given the opportunity to scale their answers by using a 1 through 10 Likert scale.

Before the counselling intervention programme parents reported that their involvement was minimal prior to the intervention. Answers ranged between 1 and 4. Following the counseling intervention the answers ranged between 7 and 10. Parents reported a higher level of involvement, a perception validated by the teachers. The higher level of parents' involvement reduced unacceptable behaviour of students in K5-2.

The parents indicated that after their involvement with school life increased following the counselling intervention, Four parents out of five were recruited by the teachers to continue to improve student behaviour and raise student achievements in the K5-2 class. Parents were trained to use the reinforcement method in order to shape their children's behaviour and raise their achievements.

Salzinger, Rosario and Feldman (2007) found that violent and unacceptable behaviour by students is rooted in the lack of involvement of families in general, and parents in particular, in the lives of their children. This lack of concern on behalf of parents with

the quality of their children's school life is the cause of the development of delinquent behaviour in childhood that continues to develop in adolescence.

The qualitative findings supported hypothesis No. 3 that had predicted that following the counselling intervention programme levels of parent involvement in the school will increase. Parents who have completed the intervention programme were perceived to be fairer in their evaluation and more consistent in their treatment of children's behaviour.

The participating parents reported that it was the commitment and consistency in treating behavioural problems by the teachers that supported the counselling intervention.

The parents felt that the consistency in the teachers' treatment of behavioural problems created a significant improvement in the classroom climate and was felt indeed in the K5-2 class. The parents indicated that they were invited to meetings with their children's teachers after behavioural problems and to discuss the academic and achievements issues. The parents reported more effectiveness from the teachers as well as more conversations with their children. In addition, the teachers used the reinforcements method which helped to encourage students for appropriate behaviour and to generate learning motivation, which really influenced the behaviours and achievements (Algozzine and Algozzine, 2007).

According to the answers of the teachers themselves they indicated that they were indeed committed to the process and took responsibility and were more consistent in treating behavioural problems and unacceptable behaviour cases in the counselling intervention class. In addition, they became more consistent in the academic process of grading, encouraged students to succeed and used the reinforcements for this purpose, which helped solve general discipline problems and create reciprocal respect in the relationship between students and teachers. Teachers also reported that the motivation to learn of participating students was on the increase and this was reflected in the reduction of unacceptable behaviour problems and in the satisfaction from students' achievements.

Good relations between students and teachers help almost in all aspects characterising the school climate and class climate: this thing brings improvement in the academic and behavioural domain (Pianta, 1999).

The qualitative findings supported hypothesis No. 3 that predicted that the counseling intervention programme will increase teacher involvement, will increase the consistency with which teachers will evaluate students and the consistency with which behavioural problems were treated.

5.4 Data From Observations
The Observations

Three observations were conducted throughout this research in order to see students' behaviours in K5-2 grade closely, also to know about the students' engagement closely. The observations were conducted by me while these observations focused on passive observation and without any participating intervention by me.

Definitions of 'Student Engagement'

Student engagement is increasingly seen as an indicator of successful classroom instruction (Kenny et al., 1995) and is increasingly valued as an outcome of school improvement activities. Students are engaged when they are attracted to their work, persist in their work despite challenges and obstacles, and take visible delight in accomplishing their work (Schlecty, 1994).

Student engagement also refers to a students' willingness, need, desire and compulsion to participate in, and be successful in the learning process (Bomia, 1997).

The term 'student engagement' has been used to depict students' willingness to participate in routine school activities, such as attending classes, submitting required work, and following teachers' directions in class (Chapman, 2003). Engagement with school activities included participation in the activities offered as part of the school programme (Natriello, 1984) and student participation in school reform activities (Fletcher, 2005).

Skinner and Belmont (1993) report that engaged learners:

> *show sustained behavioural involvement in learning activities accompanied by a positive emotional tone. They select tasks at the border of their competencies, initiate action when given the opportunity, and exert intense effort and concentration in the implementation of learning tasks; they show generally positive emotions during ongoing action, including enthusiasm, optimism, curiosity, and interest.* (Skinner and Belmont, 1993: 572).

The use of observations made it possible for me to record instances of students willingness to participate in class activities and school activities, their expression of visible delight and enthusiasm when they completed tasks and when they were rewarded for it. I was also able to observe student behaviour and reaction to teacher instructions and directions.

The purpose of these observations was to examine the behaviours, and the student engagement in the K5-2 grade before activating the counselling intervention programme, during implementing the counselling intervention programme, and in the end of the counselling intervention programme, to help me address and answer the research questions in order to examine if there a real change and improvement in students' behaviours and students' engagement in the K5-2 grade as a result of the counselling intervention programme. It is important to indicate that the observations' depiction strengthens and confirms teachers' and parents' perceptions referring to the interview I conducted with them.

Summary of the Observations

The observations were conducted in order to find evidence about the nature of the processes investigated. A counselling intervention was designed to train the students, parents and teachers of K5-2 so that the involvement of parents and teachers with the K5-2 class processes increase resulting in decreased levels of unacceptable behaviour and absenteeism and increased levels of achievement and students' engagement with the learning process.

Three observations were conducted throughout the research in order to see closely the students' behaviour and students' engagement in the K5-2 classroom. The observations were conducted by me, and were non-participatory observations. The observations were conducted at three points in time: The first observation was conducted before activating the counselling intervention programme. The second observation was conducted midway through the programme. The third observation was conducted towards the end of the research.

The purpose of these observations was to examine the behaviour and the engagement of students in the K5-2 before, during and after activating the counselling intervention programme. In order to follow the development of processes students, teachers and parents engaged with. The reports that I prepared were done by writing down exactly what was said in the conversations and in the activities I observed (Dobbert, 1982).

The first observation was conducted in the beginning of January before I activated the counselling intervention programme. The observation focused on recording the students' behaviours and students' engagement while they were in the class, while they left the class and entered the class, on their way to and from school activities and during the breaks.

During the lesson that I observed, there was almost no discipline and no order. The noise in the background, the students who refused to be seated in their places, and the teacher who kept asking the students to keep quiet and be seated. In addition to the lack of discipline and order, unacceptable language and the physical unacceptable behaviour was evident during the lesson. Unacceptable language and the physical unacceptable behaviour were used also during the breaks and while going out and entering the classroom. Students were pushing and shoving. From time to time loud fights broke out, Most of the students did not pay attention to the educational material and did not participate in the lesson and many did not solve their school duties. No real engagement with the learning process was noted.

The second observation was conducted by the end of March, midway through the intervention programme. In my opinion, the second observation showed that the

programme was having some effect. The class was orderly and students were working together on classroom tasks. The teacher was not preoccupied with keeping discipline. There were no outbursts of unacceptable behaviour and the physical unacceptable language during the lesson. Some pushing and shoving occurred as students left the class but these incidents did not escalate. I saw real learning and sustained instances of engagement occurring most of the time. In addition good behaviour was recorded among the students during the lesson and also during the breaks. I noticed more quiet discussions, more order and more discipline among the students.

The third observation was conducted by the end of May, towards the end of the counselling intervention programme. My third observation showed that the K5-2 class had become a learning environment with an academic climate capable of supporting learning and the creation of learning outcomes of quality. I enjoyed the lesson. I saw real learning and real engagement occurring most of the time. In addition good behaviour between students during the lesson and also during the breaks was dominant. The most important observation was that the students were receiving fair and consistent treatment when evaluated, that the school code of behaviour was being followed. The students of K5-2 were motivated academically and the classroom became organised, clean and disciplined.

The counselling intervention programme contributed to the reduction of the levels of the physical unacceptable behaviour and unacceptable language among the students. and increased levels of a students' engagement.

The observations findings support hypothesis No. 1 and No. 2

There will be differences in students' perception of class climate and in students' physical unacceptable behaviour and language before the counselling intervention programme and after it.

There will be differences in students' achievements among students before the counselling intervention programme and after it.

This process of cross-referencing quantitative data and qualitative data contributed to our ability to evaluate the internal validity of the research findings. The findings of this study have a very strong internal validity.

5.5 Summary of the qualitative and quantitative data

In this chapter I presented all the hypotheses and research questions. A mixed methods approach was adopted to evaluate the intervention. The use of both qualitative and quantitative methods provided an informative evaluation of the perceptions of students, teachers and parents about the effectiveness of the intervention. Students, parents and teachers reported that *from their point of view*, student behaviour, student/teacher/parent relationships and learning improved during the intervention.

From the analysis of the qualitative data I found that the counselling intervention programme, which emphasised the importance of creating a positive climate in the K5-2 class created learning outcomes of quality and better student attendance. It improved student behaviour and encouraged students to adopt a cooperative set of values. The parents' relationship with the school changed to one of engagement and involvement. Teacher/Student relationships grew and developed into mutual trust and support and there was consistency in the treatment of unacceptable behavior. Finally, transparent criteria were adopted for the evaluation of student work.

From the analysis of the quantitative data I found that there was a positive change in the behavioural patterns among the students in the K5-2. There was also a significant decrease in the unacceptable physical behaviour and unacceptable language. There was also a positive change in the engagement of teachers who teach in the K5-2 class and a significant improvement in parental engagement and involvement in school life. Most notably there was a significant change in the students' learning outcomes and a dramatic improvement in the students' self and group presence in the school.

The following chapter presents the conclusions reached and the relevant recommendations grounded in the findings of the study.

Chapter 6

Conclusions and recommendations

6. Conclusions and Recommendations

This chapter contains the conclusions that were reached (6.1) based on the findings of the study and the recommendations (6.2) based on the conclusions of the study.

Drawing conclusions and making recommendations was made possible due to the high internal and external validity of the findings.

The conclusions and recommendations hereby presented, may interest groups of stakeholders such as school principals, members of school management teams, teachers, educational authorities, decision makers, parents, researchers, scholars responsible for the training of teachers and educational counsellors.

6.1 Conclusions

A counselling intervention was developed that addressed chosen aspects of teaching learning skills and strategies, behaviour modification and management technologies, and the strengthening of educational alliances between parents and teachers.

In this study, evidence was found to verify that expressing positive feelings in the classroom, having positive experiences and interactions in school, planting the seeds of mutual help and cooperative work on academic subjects in the classroom, lead to improvements in the class room climate which in turn contributed to a reduction in the levels of unacceptable behaviour in the class and facilitate student engagement with the learning process.

From the research findings we learned that there is a strong and direct relationship between the class climate and the level of unacceptable behaviour in the classroom. When the classroom climate improved the levels of unacceptable behaviour declined. Results indicated that when levels of unacceptable behaviour declined the quality of school performance improved. According to the teachers, learning outcomes of higher quality were produced. In addition, significant improvements in overall classroom core processes were reported.

The conclusions hereby presented consist of the main ideas which crystallised in the field and from the analysis of findings.
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According to the present research findings as well as to the findings of previous researchers, as the class climate grows more positive, the unacceptable behaviour level decreases.

The research literature (Enbar, 2000; Pianta, 1999) showcased the relationship between the educational climate and the phenomenon of unacceptable behaviour. A Appositive educational climate, one where levels of unacceptable behaviour are low or non-existent, enabled cooperation and teamwork which resulted in superior quality learning outcomes.

Good relations between teachers and their students help the growth and development of all school core processes such as learning and teaching (Pianta, 1999). Good teacher student relations nurture curiosity and motivation. Good relations between students of the same age and positive emotional experiences contributed to increases in the motivation of students to come to the school and contribute to it, and reduce unacceptable behaviour (Mendler, 2000).

The conclusions that I reached from this research, after analysing the qualitative and quantitative findings, were as follows.

I argue that the class counselling intervention set in motion transformative changes. After noticing significant improvements in the schoolwork, the teachers participating in the counselling intervention reported that significant and meaningful changes in their personal and professional activities had taken place. Teachers reported similar changes in the classroom behaviour of their students and indicated that positive developments in the students' achievement, in their behaviours and in their attendance record had taken place. Concomitantly parents pointed at improvement in their children's records and behaviours and in school attendance. The adoption of change was planned and was a personal and professional choice aligned with the developing class culture in the experimental classroom and reflected the emerging common school vision.

Significant improvements in the class climate were reported by students and teachers, and many of them were satisfied and felt more safer at school. I argue that if students

feel safe in the school-learning environment they will not hesitate to engage with the learning experiences they are exposed to.

Upon reflection the most significant aspects of the counselling intervention were the developing of a sense of community in the classroom, between parents, teachers and students. This change in the fabric of the learning environment supported investments of time, attention being paid to students and parents. These changes in turn contributed to the motivation of students to engage with learning and to the motivation of teachers to experiment with teaching methods that were more effective in facilitating learning.

Using behaviour modification methods in the experimental classroom helped the counselling intervention staff to achieve the goal they set in advance. By using the methodology of positive behaviour control and renouncing the aversive behaviour control methods used prior to the intervention, transforms parents and teachers from dispensers of punishment to reinforcing agents. I argue that when teachers and parents made the decision to become reinforcing agents they were better capable to support the learning processes taking place in the classroom and at home (Algozzine and Algozzine, 2007).

The parent cooperation contributed significantly to the counselling intervention's success. Research showed that high levels of parents' involvement in their children's school life resulted in an increase in their children's achievements and a decrease in their children's unacceptable behaviour towards each other, and towards adults and school property (Sheldon, 2003). I argue that inviting parents to join and maintain a strategic partnership with teachers should be a top priority of the school. Prior to the counselling intervention the relationship between parents and teachers was adversarial. Following the counselling intervention the relationship between teachers and parents evolved and became collaborative.

Teachers' cooperation and their consistency and even handedness in the treatment of unacceptable behaviour and in the using of established criteria for evaluation, created good relationships between teachers and their students. When the relationship between students and teachers is good, teachers can support their students. I argue that

when relations between teachers and students are good, students more readily engage with learning processes leading to higher achievement levels and lower levels of inappropriate behaviour by students.

The counselling intervention reduced significantly the absenteeism among students. The counselling intervention created the type of positive experiences in school and a feeling of personal security that reduced absenteeism. I argue that the three-way communication between students, teachers and parents, contributed to the reduced absenteeism in particular and to the success of the intervention in general.

6.2 Recommendations

According to the Programme for International Student Assessment (PISA) that was conducted in March 2015, Israel showed one of the highest gaps between academically strong students and academically weak students in the OECD nations. The gap between Jewish and Arab student achievement grew.

The PISA test was published on the 6th of November 2016 by the Ministry of Education and the National Authority for Measurement and Evaluation (RAMA). The test checked literacy reading, mathematics and science grades among students aged 15. It was conducted in 72 countries. The results show that Israel's ranking remains below the OECD average in all areas. These results mirrored the 2012 results in spite of the Ministry of Education's repeated attempts to close these gaps and to improve Israel's educational standing among the OECD nations.

The gaps in the average scores between Jewish and Arab students were significant. It was 87 points in Science, 116 points in reading and 104 points in math. No significant improvement over a four-year period was observed.

 In light of the results of the PISA tests I became very concerned about the current situation in my school in particular and in Israeli Arab schools in general. Arab students studying in the existing public system will most likely be in danger of dropping out and will not be motivated academically and as a result will find it hard to matriculate.

Every day on my way to school, I saw many students who loitered in the streets rather

than attend school.

This was a real concern of mine and I would like to see all students happy to attend school. Otherwise they and our wider society will pay a heavy price in the future. According to this situation, we, as educators, have to take responsibility and act immediately.

The following are my recommendation:

Intervention programmes designed to help teachers adapt teaching styles to student learning styles and the adoption of positive control technologies should start as early as possible in the first grades of elementary school. Such a programme should be consistent and transparent to all stakeholders.

The school should come together with the help of the educational counsellor, teachers, students and parents and build a common vision, one in which each one could identify with a part of the commonly defined educational horizon (Bar-Lev, 2007).

For schools that suffer from unacceptable behaviour problems it is recommended that they create the strategic alliance between teachers, students and parents as a first step and proceed to the counseling intervention programme as a second step.

In developing a policy or any intervention programme, it is helpful to establish a steering committee that involves the school principal, representatives from parent councils, teachers, other school staff, and students (Pepler and Craig, 2000). By including staff, students, and parents in the creation and implementation of anti-bullying policies, the school administrators receive valuable input from all those directly affected (Pellegrini, 2002). When students feel that they have contributed to the policy, they feel empowered and are more likely to respect and implement it.

One of the conditions for the success of any programme to cope with unacceptable behaviour is, full cooperation of all teachers in the school, including the general teachers (K1 through K6), professional teachers (Math, History, Sciences, etc…) and the educators. Consistency among teachers and their willingness to take responsibility also in times and places in which they do not teach, are vital to the creation of a united

system of prevention and behaviour shaping (Benvenisti, Casabri and Astor, 2006).

According to Linckona and Davidson (2005)

> *We cannot hope to improve student achievements, decrease disciplinary problems or increase retention unless we can improve the quality of relationships student experience* (Linckona and Davidson, 2005: 214).

The teacher ability to understand and interpret the students' behaviours will contribute to the developing of good relations between him or her and his or her students. Cooperative learning and an appropriate counselling intervention will reduce the unacceptable behaviour level in the classroom (Abrams and Segal, 1998). A positive class climate adds to the feeling of self-esteem of the student and improves the relationships inside the class (Bar-Lev, 2007).

I recommend that the counselling intervention programme be offered to all classes in the school so that all teachers and students receive the same skills and use the same strategies. Such a strategy is more effective in reducing the unacceptable behaviour level and improving the class as well as the school climate. The interpersonal relations improve when each class is involved in the counselling intervention process. I believe that a school climate will emerge that will elicit educational leadership.

I recommend that the intervention programme last for the long term. Experts have concluded that most successful anti-violence projects are long-term projects (Gottfredson, Wilson and Skroban Najaka, 2002; Mayencourt, Locke and McMahon, 2003; Scheckner et al., 2002). The process that leads to success demands commitment to the initiative beyond a few months or a year. The counselling intervention that I have designed is a complex holistic intervention that requires long-term training. A typical school has staff leaving and new staff joining and the new staff must be trained. More and more parents should join the training and that would require additional time resources for their training.

Researchers assert that bullying prevention programmes must be delivered over a long period of time so as to continually emphasise the anti-bullying message (Gottfredson, Wilson and Skroban Najaka, 2002; Sampson, 2002).

It is preferable that a teacher who is an educational counsellor from the school lead the counselling intervention, because such a teacher knows the students, the parents, and the teaching staff. Such knowledge is essential in the planning of a successful intervention. In fact Wilson et al., (2003) reported that programmes delivered by teachers were more effective than those delivered by research staff. I argue that educational counsellors have the knowledge and experience with school processes of all kinds: teaching, learning, professional development and management. Most particularly, he or she has interpersonal skills and a systems thinking ability.

In light of the research findings I recommend a strategic change in the role of the educational counsellor. The counsellor should become a member of the executive administration team in charge of fine tuning and maintaining the school climate. This change in policy will require changes in the national training programme for educational counsellors and a vigorous programme of staff development for those already trained. As part of their training they will become skilled in Behaviour Modification, class and school climate adaptation and the building of parent teacher strategic alliances (Blomart, 2001; Wherry, 2002).

The intervention that I designed used the reinforcement method of shaping behaviour. This decision contributed to the success of the counselling intervention. Benbinishti, Casabri and Astor (2006) indicated that the intervention programme should give considerable weight to the positive control system of behaviour management (Algozzine and Algozzine, 2007). My own data showed that students, parents and teachers liked this method once they learned how to use it. The method avoided giving benefits to students who did not deserve it and teachers and parents using it renounced the use of aversive control.

Chapter 7

Dissemination

7. Dissemination

This chapter is focused on presenting the dissemination efforts which have already been made and the future plans on how "*to disseminate this research to a wide variety of audiences*" (Hughes, 2003: 4).

The educational team that took part in this research, has identified the strengths and recognised the contribution made to the improvement in the students' behaviours and academic achievements by the counselling intervention programme in which they participated.

Nevertheless, that alone will not be enough in order to create change on the scale desired. In order to achieve the fullest effect possible the knowledge created during this research must be disseminated and become known.

Dissemination is the process by which the information and knowledge produced during the research is shared with as wide a circle as possible.

The challenge of dissemination is to improve the accessibility of research findings to those we are trying to reach. This means, firstly, to ensure the physical availability of research materials to as large a proportion of the target audience as possible, and secondly, to make the research findings comprehensible to those who receive them (Saywell, Darren and Cotton, 1999).

I am convinced that my research findings, once disseminated, will be able to bring about a significant change in the schools that are afflicted by behavioural problem.

Making research available and useful is important and should be done in a way, that the 'transformative potential' of knowledge is available to a wide and diverse group of readers, across disciplines, and both to practitioners and readers from the academia (Davies, 2003).

The first section of this chapter 6.1, is about the audiences targeted as suitable for the dissemination of my research.

Section 6.2 of this chapter, provides an overview of the dissemination methods and the dissemination that has taken place and presents the dissemination still being

planned. Section 6.3 of this chapter explores the ethical issues concerning dissemination, and section 6.4 of this chapter provides a summary of the chapter.

7.1 The Dissemination Audiences

After I completed the research, I disseminated the findings among the research participants, first and foremost in order to help my school and myself and to fulfill my ethical obligation toward the participants.

Through ever widening circles the news of my findings and the fact that I was willing to present my findings I was able to reach the staff of other schools and was invited by these neighboring towns and villages in the educational system to speak about my findings.

So the audiences I reached by this method and were considered to be suitable for the dissemination process were: school principals, the school management teams, teachers, the district educational authorities and decision makers at the municipal district levels and parents.

7.2 The dissemination methods

I believe that the main point of disseminating is achieving awareness. People should be aware of activities carried out and outcomes attained in their community especially if awareness might lead to emancipatory action (Harmsworth and Turpin, 2000).

I am aware of several pathways available for the dissemination of my findings. For example academic journals, professional journals, local and international conferences and the Internet

Before making decisions and choices regarding the best available dissemination pathways, I considered the relative merits of these different dissemination pathways, and the obstacles and disadvantages that I might have to confront.

Dissemination Pathways	Advantages	Disadvantages
Internet	Immediate, convenient wide interest in electronic media**.** Exposure is enormous and incomparable to other media (Lee, 2001). The number of e-journals on the World Wide Web continues to Increase (Lee, 2001). Wide audience can be reached through an electronic journal (Lee, 2001). Act as a catalyst for innovation and continuing project development (Lee, 2001)	Limited access in some places. Underdeveloped potential. Expensive in some of its forms. People do not like to read from the screen (Lee, 2002). Lack of academic approval of this media. There is not enough academic debriefing on published materials on the internet (Sweeney et al., 2001) May only be appropriate for certain audience (Moloney and Gealy, 2003). Effective only with experienced users (Moloney and Gealy, 2003).
Conference, workshop seminar	Learning and networking Of Professional. Immediate and large impact (Ben, 2003). Reach a wide audience (Ben, 2003). Direct contact with audience (Moloney and Gealy, 2003).	Expensive. Requires a high level of resources (Moloney and Gealy, 2003).

Academic, refereed journals	Wide impact on intellectual network. Enjoy higher standing, which allows the author to position himself at the forefront of academic research (Katz, 1997).	Limited spread
Professional Journal	Practitioner oriented audience. Wide exposure to colleagues (Katz, 1997). Reach more professionals than any other media (Ritchie, 2003).	Lacks academic rigor. Subscribers to the journal can read the article (Katz, 1997). Impact on practice is hard to evaluate (Moloney and Gealy, 2003).

I expect the publication of my dissertation findings to contribute to my career and to impact the Education Management Policy in Israel.

In light of my 22 years of experience as a teacher and being in close proximity to the staff during those years, I am thoroughly familiar with the pressure that is placed on the majority of the teachers, and I am aware that their morale is low. They have no time to read professional journals like **Shiur Hofshi** and **Hedhachinuch**, which lie on the table in the teachers' lounge for weeks on end unopened. This motivated me to publicise my findings in a different pathway than by using journals. I disseminated them through:

Summit meetings for teachers' advanced studies.

The New Horizon education reform in Israel requires teachers to accumulate 60 yearly hours in advanced studies.

Therefore I used this opportunity and published the findings through 'Psagot' (Pedagogical Center) for the teachers and educational counsellors participating in these obligatory advanced studies for all teachers and particularly the lectures.

many teachers reported being impressed with the effectiveness of the intervention, and they decided to discuss the intervention with the schools team for the adoption of the intervention in their own classes.

A seminar for parents of the village.

For the parents I published the findings through a concentrated seminar for all parents in the village and for the educational staff in my school and the director of the education department of the local authority has suggested publically that similar interventions should be conducted in all the village schools under my supervision.

These remarks of the director of the village education department were prompted, in no small measure, by the concerns of the village school principals who in the past had enjoyed the migration of good students from my school to theirs, and were now concerned with the decision of village parents to return to our school following the reported changes.

Via the web

I have published my dissertation on a web site for professional and non-professionals, for students, teachers and parents to read and to react. I used simple language so that everyone could understand.

Via conferences.

I disseminated my findings through an academic conference organised by teachers' college. It was an annual conference held at **Sakhnin Academic College of Education**, Sakhnin, Israel on the topic: Teachers' Training – Evaluating Programs and Academic Advising and Counselling. I participated in the conference and I presented my research findings (on 5th june 2012).

My presentation was very well received and it was an opportunity to share ideas with my colleagues, Israeli Arab teachers and members of national inspectorate, principals and of course students of education.

Participants were keenly interested in the details of the intervention, and many schools from the Northern District have decided to adopt the intervention that I designed to improve student behaviours and achievements.

Via articles

An article about my research and my findings was published in the local newspaper.

In spite of the fact that most of the teachers do not read journals, I plan to publish and disseminate the findings for students and new teachers through academic journals like: **Madarat,** the journal of the Arab Academic College of Education in Haifa, **Al-Gamaa,** the journal of Al-Qasemi Academic College of Education, or **Al-Rassala,** the journal of the Academic Institute of Arab Teachers' Training at Beit Berl College, or **Dapim –** An academic journal published twice a year, by a research curriculum and programme development institute for teacher education called Mofet.

The journals reach all academic libraries, schools and education authorities.

My plans for continuing my dissemination include the writing of a book for Israeli educators, to share my experience and my insights and to gain awareness and acceptance for my findings and ideas.

7.3 Ethical points concerning dissemination

My goal after completing my research is to put the results and the recommendations into the hands of education workers, teachers, principals and particularly new principals, who can be helped by them in order to achieve success, to function better, and to bring about an improvement in the quality of the work. Everything I disseminate will be true to my findings (Albert, 2002; Brodie, 2005).

The dissemination is an ethical and political process according to Hughes (2003) making decisions about whose voices will be heard, what is chosen to be emphasised and how the knowledge is presented.

The dissemination process should contribute to the community where it was conducted and at the same time prevent any social harm that can ensue from the publication of the findings (Dench, Iphofen and Hues, 2004). Dissemination means to report and spread information in a responsible and wide manner, and to make it available in suitable formats, even if unpalatable (Viothofer, 2005). It must come with integrity and with objectivity, reporting things as faithfully as possible, even if the findings and publication could affect adversely future work (Denscombe, 2002). Dissemination must be strictly accurate, avoiding falsification, fabrication or misinterpretation of data (Dench, Iphofen and Hues, 2004).

By reaching the right audience, and presenting the right information in the most suitable ways, I believe I am contributing to the school system in Israel (Landaw and Shefler, 2007).

Brodie (2005) phrased:

> *Academic publishing is an important part of the process of scholarly communication and of the validation and distribution of academic knowledge* (Brodie, 2005: 1).

The ethical obligation to the values of freedom and equality are as important to me as finding the path to discovering the truth. This research was conducted with utmost regard to the rights of the individual participant and of the system of which he was a part. The research is a tool for improving and correcting the social reality in which we live. In the field of education, ethical questions are especially important because the education system is perceived as an agent for improving and correcting the social reality (Granger and White, 2001; MeKhter and MeKhter, 2001).

7.4 Summary

Writing this chapter sharpened the importance of dissemination for me, I know that through disseminating the findings of my research. I will contribute to the knowledge formation processes of many of my readers, for example, schools in general and schools that are having behaviour problems, and I know that I will contribute to the schools' actions, through which a positive change can be made.

Dissemination serves the purpose of understanding the professional reality in which we work in several ways. Harmsworth and Turpin (2000) felt that as a consequence of dissemination the audience targeted by the dissemination process gains a deeper understanding of the problems they face.

I expect the dissemination of the findings of my dissertation to contribute to my own personal and professional development as well as to the work of my peers. Disseminating my research will be good for me from the standpoint that I will be known as someone who has conducted research and published, which will reinforce my professional status, in teaching and training other teachers, as a valuable and respected professional. I believe it can help me advance to a better position to which I have aspired for quite some time, such as a superintendent, a principal or a college lecturer.

Chapter 8

professional reflections

and Conclusions

8. Introduction

The purpose of the current research was to examine the contribution of a counselling intervention programme and its influence on the behaviours and academic achievements of students.

A number of hypotheses were tested and accepted and the findings provided answers for several research questions.

The purpose of this research was achieved. The findings indicated that the counselling intervention programme was effective and contributed to the reduction of the expressions of physical unacceptable behaviour and unacceptable language, contributed to the improvement in academic achievement, and contributed to the reduction in absenteeism. Students in the experimental class reported that they felt safer in school, the relationship between teachers and students improved and parent involvement in school and class activities increased. Data obtained before and after the intervention programme was analysed.

In the current research the researcher was the educational counsellor of the school. The intervention in the experimental class, K5-2, highlighted the following values in the programme: empathy, friendship, respect, accepting the other, managing angers, coping with crisis, solving problems, responsibility, contributing to the community, and developing good relationships between teachers and students, concern, support, consistency in the treatment of unacceptable behaviour and the consistent application of criteria when evaluating student work and the show of interest and support for student projects. Teachers and parents were trained to form a strategic alliance and school procedures were clear and transparent. Students reported feeling respected and belonging to the system, and they persisted in following school procedures willingly.

On the other hand, in the control class K5-1 which started out with a negative climate equivalent to the negative climate in K5-2 prior to the counselling intervention, teachers did not develop good relations and connections with their students, and they did not accept responsibility for unacceptable behaviours. Students did not develop

feelings of safety and comfort and did not feel that they belonged to that class and this was reflected in their aggressiveness which they directed at each other and at their teachers. Since no strategic alliance evolved between teachers and parents, parents' involvement remained low. The student behaviour continued to exhibit high levels of unacceptable behaviour and low levels of academic achievement. Absenteeism remained high.

The results of this thesis led me to conclude that a change is necessary in the training and preparation of the educational counsellor. The counsellor needs systems thinking skills and the ability to use intervention programmes where necessary in order to prevent expressions of unacceptable behaviours and train teachers, parents and students how to treat outbursts of unacceptable behaviour according to transparent criteria and consistently. Once such a strategic system intervention programme is in place for the duration of the school year with the participation of the educational staff and parents, the school climate will improve and be capable of supporting positive behaviour and quality learning outcomes.

I recommend to other researchers to enter this domain of intervention programmes and to investigate their influence on reducing behavioural problems that are the major obstacle to student achievement.

8.1 The research personal and professional influence

One of my research aims was to focus on my need for personal and professional development.

The effect of writing this paper on the personal level.

Writing this paper affected me considerably. I learned that in order to succeed, I have to plan ahead, know what to do, and do it.

I underwent a pleasant experience while working on this research and I acquired additional knowledge, and while doing so, I had the opportunity to read more books and research papers, that, I feel, undoubtedly contributed to my professional

development but also to my development as a person. Today I feel the self-satisfaction of having completed this project. I also feel that my colleagues seek me out to consult with me. There is a nurturing bond that has developed between me, the participating teachers, students and parents.

<u>The effect of writing this Dissertation on the professional level</u>

I underwent a pleasant experience with the students, I saw how they cooperated, I saw how they wanted the school experience to change for them, I saw what it means to have a solidified team and how they can contribute to the school vision. I also reflected on my work as the school counsellor and as a consequence I feel that I can understand it better.

I also understood how important the school climate is. A positive school climate exudes a sense of safety to students and teachers alike. A positive school climate can support high levels of academic achievement, it prevents unacceptable behaviour and absenteeism. A positive climate is the basis for mental well-being, proper development of self-esteem, and personal growth and learning. I also learned about the power of parents' involvement in the school life.

I came to realise that the unacceptable behaviours of students are a systemic symptom for which the teachers must take responsibility before they can effectively prevent it. As a consequence I intend to work hard to promote an optimal educational climate as a way of life in my school.

The dissemination strategies I chose will make my findings available to teachers, policy makers in the Israeli Ministry of Education and to academics and researchers in the field.

I intend that the most benefits will accrue to those who are in my field of practice who could benefit from the new knowledge I created by research.

The purpose of my project was, Action. I wanted to make a difference in the schools. I have made a difference in one class who participated in my research. I want to continue to bring about a real and significant improvement in all classes in my school. I believe that there is no sense of keeping the new knowledge that I have gained for myself, Keeping knowledge gained through research to oneself is like not

gaining it at all. I do feel a burning desire to make a difference in the quality and effectiveness of schools. I want to make it possible for students to study in schools that are not challenged by behavioural problems. It is my professional objective to create learning environments that can support high quality levels of academic outcomes. I want schools to become the most significant generator of positive and significant experiences students would encounter. When schools become a generator of positive experience, teachers and students engage with the learning / teaching processes, absenteeism and tardiness disappear, drop out rates and inappropriate behaviour levels drop to zero and the quality of learning outcomes improves substantially. It has become a dream, a passion to continue and expand the work I have done.

By using the counselling intervention programme I have developed my knowledge and experience, and with it, the belief that the intervention programme offers the educational system unlimited options towards development and excellence. For the school staff, the parents and the students in the school the intervention programme was a strange experiment. But once it became a success story other students, teachers and parents wanted to join. Eventually word got out into the community and parents learning of the intervention success wanted to transfer from other schools to our school. Before the intervention the Principal of my school complained about the brain drain caused by parents pulling out their children from out school. Now that the situation was reversed other principals where pressuring the Department of Education in our municipality to stop the wave of transfers from their school to ours.

By conducting this research it was important for me to increase my understanding and gain more experience toward better analysing my school's needs, obtain a clearer focus on how to help the educational team in my school to identify its goals and create an optimal plan toward their achievement.

The advancement and improvement of the Israeli Arab school system is of great importance to me, and by using the counselling intervention programme and making it available to any school requesting it I can achieve this goal. I hope to make the adopting of the counselling intervention programme that I designed a significant step toward the realization of a better educational future in the Israeli Arab education system.

Through the study and through the dissemination of the intervention methodology, I established collegial relationships with other professionals. This led to cooperation in the diagnosis and treatment processes in other schools in my district. These relationships enriched the counselling intervention programme and I believe that it ultimately endowed it with more effectiveness and perspective.

8.2 Study Limitations

This study was conducted on a relatively small sample of students aged 11, from the K5 cohort, 5 teachers and 5 parents. The students were elementary school students from an Arab village in the northern part of Israel. The study was conducted over the period of six months.

The research was conducted by me as an insider researcher and much effort was invested in limiting possible sources of bias that might have affected my research as a result that I am an educational counsellor to the students, parents and teachers taking part in the study, a colleague to the teachers in the school, and a researcher.

My relationship with the participants, the students, the parents and the teachers was characterized by honesty and openness and full disclosure, I strove to earn everyone's trust, so that participants felt comfortable in sharing their experiences truthfully, during the interviews, observations and when completing the student questionnaire without regard to my being their colleague, teacher or counsellor. Once it became clear to me that students saw me as a teacher-educational counsellor I decided not to interview students because I feared that interviewed students would try to please me and answer in a way that they thought would please me. This decision was meant to prevent biasing the study data.

I informed all participants about the research process and the data collection procedures and of what was expected from them. The results and interpretations were transparent and available for them to see. Nothing was hidden from them. I made sure that every participant agreed to participate in the research on his or her free will and was not pressured to participate (BERA, 2011). The participants signed an informed consent with the knowledge that they can quit the research any time they wanted to do so with no penalty.

I kept in mind that educational researchers aim to extend knowledge and understanding in all areas of educational activity and from all perspectives including learners, educators, policymakers and the public. So I made sure that whatever I recalled and reported in my research did match reality as the participants experienced it and I did not change any detail to fit theory or assumption.

I followed the BERA Ethical Guidelines for Educational Research. The guidelines emphasized that the conduct of a researcher should be within an ethic of respect for: the person, knowledge, democratic values, the quality of educational research, academic freedom.

I recommend that other researchers enter this domain of intervention programmes and investigate their influence on reducing behavioural problems more widely and with more participants, and schools.

8.3 Conclusion

I believed that once the behavioural problem in my school would be solved, I, as a teacher, and my colleagues will be able to function better. Furthermore, once the behavioural problems would be diminished, students and teachers would be better able to address other significant matters in the school such as the quality of learning outcomes which will likely improve.

The research that I conducted produced new knowledge in an area were such knowledge was missing. Currently my school, as well as other schools from the Northern District have decided to widen the scope of the intervention that I designed to encompass more classes. This intervention was carried out within available educational resources.

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Appendices

Appendix 1- Observation

The first of three non-participatory observations in the K5-2 grade was conducted by me at the beginning of January before activating the counselling intervention programme. This observation focused on taking an inventory of students' behaviours during class time, when entering the class and when leaving the class during the break times including the 5 minutes break. In addition, the observation focused on the students' participation and their engagement during the lesson. The findings were as follows:

Observation Schedule

Classroom number: K5-2

Subject: Arabic lesson

Number of students: 30

Title of lesson observed: Expression (Hobbies, I like doing..)

Date:4-1-2012

Time: 9:00- 9: 50

Aim of the observation: To record instances of unacceptable behaviour before, during and after the intervention

Observation Description:

Physical description: the class is organised in rows, not clean enough, not decorated. The walls are almost bare, the two extreme rows are attached to the walls, and the students sit too close to the teacher and the board. It is hard to see from the extreme rows what is written on the board. The teacher comes on time for the lesson.

Lesson course: It was English lesson, the teacher says hello and reads students' names, Ahmed, Muhammad, E'z-eldin, Aml, Shahd... noise in the background, students are still not seated in their places yet, and students answer instead of other students, a total chaos. The teacher shouts where is Shahd? Not here, absent answer the students. student no.1 pushes student no.2 and asks him to sit in his place, and the second refuses. student no. 1 starts to curse student no.2 and the second starts to beat student no.1 and the teacher intervene, and asks student no.2 to move and sit close to her. student no.2 threatens student no.1 that he will beat him in the break. student no.3 throws a paper on the floor, and student no.4 sharpens her pencil and throws the remainder on the floor. student

no.7 gets up from his place and wonders in the class. The teacher asks to get out the notebooks and prepare the homework. student no.8 shouts, I am sorry teacher I did not make my homework, I was sick. student no.9, I was absent last lesson and I did not make my homework. The teacher continues to check homework and while in the background noise and chaos inside the class. The teacher starts to solve the homework, asks a question, students answer without permission. student no.11 shouts at the teacher and claims that student no.15 took her ruler, the teacher asks him to return it. student no.20 takes out a snack and starts to eat in class, the teacher writes down the homework and asks the students to copy from the board. Some students did not copy from the board. The remainders of the pencil-sharpener and the papers are on the floor.

The teacher: today we will learn a new lesson, she started to call chatting students, the teacher asks them to stop chatting, the teacher continues to read until she finished. She asks from student no.4 to read, student no.1 throws a pencil to student no.6 and the pencil hits student no.8 and she curses student no.1, student no.13 intervenes and approaches to student no.1 and beats him, the teacher intervenes and sends them away. student no.25 draws on the notebook and is not interested in what is going on in class. The teacher explains the lesson, gives few examples and the students do not stop to chat. The teacher shouts stop, I will call the principal now. The students stop for a while and return to chat again. The teacher continues the lesson and prepares to give homework to students. student no.12 says teacher don't give us homework, the students start to shout no need to give us. The teacher shouts and writes on the board the homework and asks the students to copy and to come ready next lesson. Many students did not write anything and even put their books and notebooks into the bags. Two minutes before the end of lesson I got out of the class in order to observe the student in the five minutes break. The bell rang and the teacher got out of class. The students start to shout, leave their places and wonder around the class, some students eat, and others get out of class. Two students stand near the window and call people passing in the street and curse them, and no teacher in that moment near the class.

Summary of lesson managing:

The class stated under discipline and order by the teacher. It is obvious that this thing is important to her. At first she seemed to me a bit tough, but I saw how she releases the restrains and the students use this and don't stop to disturb. The teacher tries to threaten students by reporting to the principal but in vain. My impression was that the teacher wanted to convey the material and did not care for discipline and order in class. As far as she is concerned she conveys the material and goes out. I expected that the teacher will make all students participate including those who disturb but

she let only the good students and the ones who listen to her participate.

I returned before the end of the third lesson and the bell indicated the first break. I observed the students going out of class, they run fast to the yard, a student comes fast and pushes two female students, one of them starts to curse him, the student slaps her and run away, she cries and threatens him that she will tell her parents. I enter the class and scan the class, the chairs are not in their places, the tables are scattered, dirt on the floor.

I wait till the break is finished, the bell rings and indicates the end of break, the students get in classes, I observe from a distance, the students get in running, some of them stand by the door, another students slaps any student that comes in, every student that gets a slap says a bad word, or curse, and sometimes slaps that student back. The students inside make noise and shout; I enter inside the class; some students eat inside the class and specially snacks. The trash can and around it a lot of dirt. The bell rings and indicates the beginning of the lesson; students are still entering to the class late. The teacher allows them to enter.

Reflection and Summary:

There was almost no discipline and order in the classroom. The teacher had to constantly ask the students to keep silent, but it was in vain. In addition to the lack of discipline and order, the unacceptable behaviour was high during the lesson. Students hit each other and cursed. I did not see any interest by the students to participate in the lesson. It was as if the lesson did not concern them. Students did not engage with the learning process.

This type of behaviour continued during the break times, when the students entered and exited the class. Students pushed and shoved, cursed and insulted each other. From time to time a fight would break out. I recorded three fights, two during the lesson and one during the break.

The general feeling after the observation was one of exhaustion, both physical and mental exhaustion.

The second observation was conducted at the end of March during the counselling intervention programme. The findings from this observation were as follows:

Observation Schedule

Classroom number: K5-2

Subject: English lesson

Number of students: 30

Title of lesson observed: Mother's Day

Date:21-3-2012

Time: 9:00- 9: 50

Aim of the observation: To record instances of unacceptable behaviour before, during and after the intervention

Physical description: the class is arranged in rows, looks relatively clean, and signs of decorations. Clean walls and some of them are decorated, the two extreme rows are attached to the walls, and the students sit too close to the teacher and the board. On one of the class walls a list of reinforcements is hanged with the students' names, so that the students can see their reinforcements' situation. The teacher arrives at time to lesson, she gets the reinforcements stickers and puts them on the table (my impression is that the teacher is pedantic and determined to implement the programme fully).

Lesson course: It was English lesson, the teacher says hello and reads students' names, the students listen and each one answers when he/she hears his/her name. Little noise and whispers among the students but it is bearable. The teacher asks to prepare the homework sheet, the students get it out and put it on the table, and then the teacher passes among students and checks the homework sheet. All students prepared their homework except of 4 students. The students were asked about this, and the teacher wrote down their names for not preparing their homework. She told them that she will contact their parents and update them up to day. The teacher declared among the students, you already know the new rules and procedures. The students answer positively. The teacher starts to solve the exercises; student no.4 answers the question when she is asked to do so, and she answers right and politely and immediately receives encouragement from the teacher who informs her that she is entitled for a sticker in her personal record on the reinforcement list, the students get excited and say 'congratulations'. student no.2 speaks with his

friend; the teacher gives them both a note and asks them to keep quiet and that he loses a sticker for talking in the middle of the assignment. The students apologises and says he will not do it again, the teacher smiles and says if you keep quiet and in order till the end of lesson you will get a sticker, the student smiles and responds positively. The teacher asks the students to answer question number 2, one student answered the question right but without permission, the teacher notifies her that you answered right indeed but you will not get a sticker because you answered without permission, the student was angry at first but kept quiet. During the assignment, student no.7 pushes student no.2 and the teacher calls both of them, she inquires the reason of this behaviour and appeases between the two students and writes down a note in her notebook. The teacher reminds the students that any student who accumulates 3 offences written down in her note-page, this will compel his parents to come to school for a talk with me. Little whispering and some students ask the teacher how many offences they have, the teacher smiles and answers that every student who receives 3 offences will be called for a talk with me and this way you will know. The teacher continues to solve homework and the students answer the questions when they are asked to do so. At the end of exercise, the teacher called up another 3 students in order to stick the stickers they received in their personal reinforcement list; the teacher asks the students to copy the right answers from the board; student no.10 raises her hand in order to get permission to speak, the teacher allows her, all answers are right claims the student, the teacher says all students who have right answers read the lesson silently and prepare the notebooks for the next assignment. The teacher allocates time for copying from the board and all students stand in that except of 4 students, seemingly because of personal reasons.

The teacher starts by letting the students read the lesson, some students still disturb during the reading and making irrelevant strange voices; the teacher warns them and writes down in her notebook. After reading the lesson the teacher asks the students to start with the second assignment. The students feel little free and start to chat, the teacher gives them a note and they obey her. A student sharpens his pencil and throws the remainders on the floor, he was lucky that the teacher did not see him. student no.14 also sharpens his pencil but he puts the remainders into his pencil-case. The lesson is about to end, the teacher writes on the board a number of exercises and asks the students to write the assignments for homework and informs them that she will not tolerate any student who will not do his homework. At the end of lesson the teacher calls student no.2and asks him to stick a sticker on the reinforcement list for keeping quiet.

The bell indicates end of the lesson, the teacher gets out of class; the students feel free and start to

chat with, two students walking around the class. When I was about to get out of class, a teacher on duty entered the class and asked them to keep quiet and sit in their places. During the five minutes break few voiced were heard inside the class but the teacher on duty stood on the door and kept students' silence and order and even when she moved away from the class the order and discipline were indeed proper.

Summary of lesson managing:

The lesson started under discipline and order by the teacher. It is obvious that this important to her. The teacher seemed to me very interested in the programme success because she took the stickers out so that the students will see that, and that she is indeed committed to the programme. Most students were attentive to her and almost disciplined and aware of the new laws and the procedures were clear to them. In my opinion the teacher demonstrated her presence, concern and consistency, which helped her so much to convey the lesson in the best way compared with the first observation.

I came back before the end of the third lesson and the bell indicated the first break, I observe the students get out from the class, they go toward the yard in order, not running and with relative quietness without noise or pushing except for one case in which a student pushed another just jokingly. I enter inside the class and scan it, the chairs indeed in their places, the tables organised, and not so much dirt on the floor.

I wait till the end of the break, the bell rings and indicates the end of the break, the students get in classes, I observe far from a distance, the students enter quietly and in order, the bell rings and indicates the beginning of the lesson, the teacher enters the class, most students are already inside sitting in their seats and waiting for the teacher.

Reflection and Summary:

It seems that the programme points at positive indication to continue performing and completing the programme to the end. From my second observation in my opinion we can see that the programme indeed shows effectiveness in improving students' situation in the behavioural and even academic aspect.

I enjoyed the lesson, I observed a real learning occurring most of the time, in addition, to a relatively good behaviour among students during the lesson and in the breaks. Students engaged

with the learning process.

The general feeling at the end of the observation was that with some more effort a normal lesson could be held in the K5-2 class. As I reflected back to my first observation I noted with satisfaction that the counselling intervention programme seemed to be working as expected.

The third observation was conducted at the end of May. The findings from this observation were as follows:

Observation Schedule

Classroom number: K5-2

Subject: Mathematics lesson

Number of students: 32

Title of lesson observed: Simple fragments and decimal fragments

Date:29-5-2012

Time: 9:00- 9: 50

Aim of the observation: To record instances of unacceptable behaviour before, during and after the intervention

Observation Description:

Physical description: the class is arranged in rows, looks cleaner, beautifully decorated. Clean walls, the two extreme rows are attached to the walls and the students sitting too close to the teacher and the board. The reinforcement list with students' names on it is hanged on the board, so that the students can see their reinforcement situation. The teacher comes in time for the lesson.

Lesson course: It was Mathematics lesson, the teacher says hello and reads students' names, the students listen and each one answers when he/she hears his/her name, there was silence in the class.

The teacher asks to prepare the homework sheet; the students get it out and put it on the table, the teacher passes between the students and check their homework, most students prepared their homework except of 2 students who did not prepare their homework. The 2 students were asked about it, and the teacher wrote down their names for not preparing their homework. The teacher starts to solve the exercises, students answer the questions when they are asked to do so, they answer politely, in this concern the teacher informs about a number of students who won a sticker for their appropriate behaviour during the lesson, the students are very excited.

The teacher moves to the second part of the lesson and explains a subject – simple fragments and

decimal fragments, shifting from decimal fragment to simple fragment and vice versa – this being a Mathematics lesson, the students liked so much the method by which the teacher explained the new material, they showed a lot of interest and it sounded very impressive, the students were involved, answered the questions and argued in a very excellent way and with an impressive silence, almost no offence was written by the students, this was a completely a significant learning. I noticed that the students wanted to answer and participate in the lesson, they raised their hands in order to get permission to speak, and the teacher allowed them in a very nice way, there were little chats in the background and the teacher gave them note about it and they responded to her.

The lesson is coming to its end. The teacher writes on the board a number of exercises and asks the students to write the assignments for home, the students obeyed. At the end of lesson the teacher calls some students and asks them to stick stickers on her personal reinforcement list for keeping quiet and participated in excellent way during the lesson, the students were excited and clapped.

The bell indicates the end of lesson; the teacher gets out of class, the students feel free and start to chat but in an acceptable way, they did not get up from their seats except very few students while I was about to get out of class, a teacher on duty gets in and asks them to sit in their places. During the five minutes breaks few sounds and little noise were heard.

Summary of lesson managing:

The lesson started under discipline and order by the teacher. It is obvious that this is important to her. The teacher seemed to me committed the programme success. Most students were attentive and disciplined, and were aware of the new laws and the procedures were clear to them, in my opinion the teacher showed good presence, concern and also consistency. This thing in my opinion helped her so much to convey the lesson in the best way and it turned to be enjoyable and effective to all students. I must indicate that the teacher allowed the participation of most students in the lesson, even the weakest students.

I came retuned before the end of the third lesson and the bell indicated the first break, I observed the students go out of the class; the students go towards the yard in an organised way without running and in relative quietness without noise or pushing. I enter the class and scan it, the chairs on their places indeed, the tables are organised, and not much dirt on the floor, I wait until the end of the break, the bell rings and indicates the end of break, the students get in classes, I observe from a distance, the students enter quietly and in order, the bell rings and indicates the beginning of

lesson, the teacher enters the class, most students inside sitting and waiting for the teacher

<u>Reflection and Summary</u>:

The students of K5-2 had fully engaged with the learning processes in the class. I noticed no unacceptable behaviour, no unacceptable language. I enjoyed the lesson and the rapport that had developed between teacher and students. The lesson had two lecture segments one of 12.50 minutes and a second segment of 13.00 minutes. In between the two lectures the students worked in pairs. I saw real learning happening most of the time. No fights and no foul language during the entire lesson and no fights during the break. While some shoving took place as students left the class none occurred as they returned.

<u>**Appendix- 2**</u>

<u>The interviews</u>

<u>**The teachers' interview (before the intervention):**</u>

Hello, how are you?

Are you satisfied in general with your work as a teacher? Why?

What makes you happy in the school?

What helps you to function properly?

If you could change things in school, what would you change?

What do you think about the general school students' behaviour and K5-2 class in particular?

What are the problems of this class?

What are the benefits that characterise this grade?

What would you do in order to improve the situation?

Do you think that a programme of intervention can contribute? how?

What is your opinion about parental involvement? Is this helpful? Are you for or against it? Explain your position.

Do you perceive yourself as a consistent teacher, with clear rules? Explain your position.

Teachers' interview (after the intervention):

Hello, how are you?

Can you tell me about the current situation at K5-2 grade in regards to the children's behaviour?

What major changes can you mention?

Is the teachers' consistency contributed to the everyday atmosphere of the classroom, and was there a significant reduction in behavioural problems? Please explain.

What is your opinion on parental involvement?

In regards to the medals and the posters, is it true that the students who received reinforcement through poster and medals contributed to the reduction of unacceptable behaviour? Please explain your position.

What is your position on intervention in general, was the process successful? Will you take part in various interventions in the future?

Parents' interviews (before the counselling intervention programme):

Hello, how are you?

What is the extent of your involvement in the school, from 1-10? _____

Do you think that if you increase your involvement in the school, it will contribute in improving your child's behaviour and also improve his or her academic achievement? Explain how?

What is your opinion on the students' behaviour in your child's class and of your child's behaviour? What does your child tell you?

Are you satisfied with the situation? why?

In your opinion, what are the solutions that can improve the situation and reduce behavioural problems and also lead to an improvement in the students' academic achievements?

What is your opinion about the teachers' functioning in regards to the students' behaviour, do they show consistency?

<u>Parents' interview (after the counselling intervention programme):</u>

Hello, how are you?

What is the extent of your involvement in the school, from 1-10? _____

What do you think about your involvement, do you think that this had a positive effect on reducing the level of unacceptable behaviour in the classroom, and whether there was any influence on your child's achievements?

What does your child tell you about the current situation in the classroom?

Are you satisfied? Why?(If there is a change).

Did you feel that the teachers were more consistent with the behavioural problems, and with the students' learning in general? How?

Is this consistency contributed to our cause? How?

Are you considering continuing your involvement in the school in the

future? Explain?

In your opinion what was the effect of the poster and the medals on the students' behaviour in general and   on your child's behaviour in particular?

What does your child think about your involvement in the school?

Categorizing data

The qualitative data was collected in order to strengthen quantitative data- to add vivid stories to the figures arrived at. In addition, qualitative data was intended to help me improve on the current work, the counselling intervention programme: For instance, Q1 question: What is the contribution of a classroom intervention designed to reduce physical unacceptable behaviour and unacceptable language in the classroom?

Categorizing took time, it evolved as the study progressed. The 'new knowledge' emerged gradually while analysing the data and finding similar and repeated themes from various origins.

The six categories are graphically illustrated in sections 4.2.1 - 4.2.6. The following full interview presented with colors to show the work done towards categorizing the information as was done with all raw qualitative data.

1. Physical Unacceptable Behaviour and Unacceptable Language.

2. Teachers' Consistency.

3. Parents' Involvement.

4. Students' Achievements.

5. Students' Absences.

6. Class Climate.

The interviews

1-The teacher's interview (Kiram) before the counselling intervention programme:

Are you satisfied in general with your work as a teacher?

To a certain degree, because I love my work but sometimes from students' problems and this makes me feel bored and consider leaving this profession.

What makes you happy in the school?

Unfortunately the situation is black and gloomy. Although I love my work I am tired, students and parents are becoming hard to deal with. There is almost nothing that makes me happy in my work.

What helps you to function properly?

In my opinion a strict policy and rigorous laws, and constructive cooperation with parents.

If you could change things in school, what would you change?

I will turn the lessons to be appealing and with attractive learning, I will move from traditional lessons to computerised lessons with more attractive activities and experiences.

What do you think about the general school students' behaviour and in the K5-2 grade particular?

The behaviour at school is not appropriate at all, there are many unacceptable behaviour problems among students, particularly curses, it is important to follow up students' behaviours vigorously, and the K5-2 grade in particular has a lot of behavioural problems.

What are the problems of this class?

The students in the K5-2 class are characterised as students with inappropriate

behavioural and discipline problems, particularly fights, curses and of course there is a general fuzziness during the lessons. The students disturb during the lesson, they do not let the teacher complete the studying materials, they tend to interrupt the lesson process. Of course there is no cooperation between parents and teachers. The students tend to be absent and late very often.

What are the benefits that characterise this grade?

In spite of the hard learning situation among students in this class (K5-2), I believe there are some good students that can succeed academically and that, in my opinion, can influence others.

What would you do in order to improve the situation?

To be persistent and document all the instances when I provided a solution and follow up to see how effective I was.

Do you think that a programme of intervention can contribute?

Yes. In my opinion it is important to try even if we fail.

What is your opinion about parental involvement? Is this helpful? Are you for or against it? Explain your position.

What characterises the parents of the students in the K5-2 class is that they don't care about what is going on with their children and they do not cooperate. I am in favor of cooperation with parents because they are an integral part of the educational work in school and can contribute a lot to the learning process.

Do you perceive yourself as a consistent teacher, with clear rules?

Not follow up, because of the apathy among my peers in the profession. Sometimes I do not follow up after I assign work to my students. In short I neglect these assignments.

Teacher's interview (Kiram) after the counselling intervention programme:

Can you tell me about the current situation at the the K5-2 grade?

An improvement occurred in all domains and especially in mathematics which I teach, I can see a real engagement with the learning process.

As for the behavioural issue – the situation turned to be significantly better and I say this truly because I don't like deceiving – the class became more disciplined and in order, it follows the teacher instructions – acting according to the laws set in the classroom and more disciplined during the lesson, sharing in lessons and avoiding lateness and absences.

What major changes can you mention?

Respect among students, a significant and sharp drop in students' complains about issues of beating or cursing or annoying. My recordings to students' problems, reduced. Recently I started holding more meetings with the parents; this is very useful concerning students' behaviour and achievements.

What can you tell about these meetings?

These meetings with the students were very important. Today I meet more students and we discuss many issues, even with disciplined students and with high achievers. I meet with them and support and encourage them. Good treatment and good relations with the students are very useful.

Is the teachers' consistency contributed to the everyday atmosphere of the classroom, and was there a significant reduction in behavioural problems? Please explain.

I persisted on documenting all the assignments that I wanted to follow up on, and I made sure to implement them. This programme brought about an improvement of the situation in all domains. My follow up and recordings improved the situation as well as when I reminded them of the good behaviour and supporting good behaviours, these things helped a lot.

What is your opinion on parental involvement?

The cooperation was effective which was expressed by students' and parents' enthusiasm with the new situation.

In regards to the medals and the posters, is it true that the students who received reinforcement through poster and medals contributed to the reduction of unacceptable

behaviour? Please explain your position.

In my opinion the techniques of behaviour modification through reinforcement contributed to the decreasing of the unacceptable behaviour and increasing the student achievements. The reinforcement economy did actually generate academic motivation among the participating students, and stimulated them to be accepted and beloved more by teachers and parents. Students really wanted to get a score on the big poster and were willing to work hard for the privilege of being on the reinforcement list.

What is your position on the intervention, was the process successful? Will you take part in various interventions in the future?

We point at a decrease in lateness and absence, I feel that we were able to do something great in the class now and reach very good academic achievements, bravo to all teachers and parents. The teachers became more close to students, by meetings and inter personal talks, which led to a sense of belonging and confidence among the students who demonstrated responsibility, and consequently an improvement occurred in their behaviour. In my opinion also the issue of the great cooperation on the part of parents contributed a lot to the improvement of class climate in general. The students with their parents felt as one united family and worked for a top purpose. The matter of our consistency and our persistence to respect the procedures and regulations helped all students to see and understand their limits, what is allowed and what is not. I think that the activities in the programme had a major role in internalising those procedures and understanding them. In addition to that, the lessons contributed to class unity and the crystallisation of class identity (belonging) which helped students to accept one another. If I have the chance to participate in another programme for sure I will not hesitate.

2- Teacher's interview (Katy) before the counselling intervention programme

Are you satisfied in general with your work as a teacher?

Not at all – because I feel press and tension all the time, and I hope everyday will end peacefully.

What makes you happy in the school?

I believe when my day is easy, the situation is good, I mean when I have few lessons in that day I feel relaxed and comfortable. In my nature I feel stressed all the time so if I have few working hours I feel glad.

What helps you to function properly?

I believe that a good school climate will help me in my work, students with appropriate behaviours will release on me as well as parents' participation of course. In addition we must implement discipline and order, and foster students' learning commitment.

If you could change things in school, what would you change?

students' behaviours, and their negligence of their school duties.

What do you think about the general school students' behaviour and K5-2 grade in particular?

The situation at school is totally unbearable, students fights, curses, lack of discipline, absences and lateness. In addition parents do not cooperate; undisciplined students, they do not keep a clean environment, throwing trash inside the class. It is important to indicate that the situation is totally unbearable. And K5-2 grade in particular has a lot of behavioural problems.

What are the problems of this class?

I see an unbearable situation in class K5-2 because there are a lot of problematic students which is expressed by physical and verbal unacceptable behaviour. Personally, I am fed up with these problems and complaints of the students in this class which forces me to stop my lesson in order to discuss students' problems and complaints. Students do not like the school and therefore they don't go to it, this is very sad because it influences their grades very badly, we should act immediately in order to change this situation we reached. I have to mention that there is no much cooperation and engagement and involvement from the parents.

What are the benefits that characterise this grade?

I don't think there is anything good to tell about this class, most students fail to achieve good grades, no real engagement with the learning process, they despise learning and even don't show any motivation to learn.

What would you do in order to improve the situation?

The most important way to treat unacceptable behaviour, in my opinion, is to set limits and keep them.

Do you think that a programme of intervention can contribute?

I don't think so, because I am pretty sure that the students will not benefit at all from this experience because this thing is worsening.

What is your opinion about parental involvement? Is this helpful? Are you for or against it? Explain your position.

Usually I am in favor of cooperation but sometimes parents do not know their borders when they intervene in matters that are not within their authority. This situation causes confrontation and ambiguity between the educational staff and the parents which can negatively influence the learning process and the educational work in school.

Do you perceive yourself as a consistent teacher, with clear rules?

yes I am consistent concerning the students' problems. Therefore students do not like my lessons. It is known to me that a remarkable part of teachers, do not follow up after they had assigned work to their students. I, personally, do not give up and sometimes I even insist and demand from the student to copy the lesson 10 times when student does not do homework. Personally I am consistent and faithful to my work.

Teacher's interview (Katy)-after the counselling intervention programme:

Can you tell me about the current situation at the K5-2 grade in regards to the student's behaviour?

the situation now is much better, compared with the beginning of the year, specially in the academic domain. There is a decrease in absenteeism and lateness numbers. I can see an impressive improvement when I register in the presence book, and this is very flattering!!

What major changes can you mention?

They do their homework, their presence in school and without lateness, less behavioural problems during the lessons, more listening; they became more comfortable for they look more happy in lessons.

What can you tell about the meetings?

I always believed in personal talks with students and I used to meet with them. During the counselling intervention programme, these meetings and personal talks increased and I am very pleased.

Is the teachers' consistency contributed to the everyday atmosphere of the classroom, and was there a significant reduction in behavioural problems? Please explain.

Today I see that most teachers are recruited to the programme and worked to make it succeed and even followed up their students' behaviour and chievement, today I become more consistent teacher.

What is your opinion on parental involvement?

I always believe in parents' engagement and used to let them participate, and during the counselling intervention programme these meetings and parent participation increased and I am very pleased.

In regards to the medals and the posters, is it true that the students who received reinforcement through poster and medals contributed to the reduction of unacceptable behaviour? Please explain your position.

The partial reinforcement economy that we implemented in the counselling intervention programme influenced positively student behaviours and achievements. Students waited patiently and enthusiastically to register the reinforcement on the reinforcements poster. The students persisted to keep the discipline and good behaviour and diligence in learning in order to receive evaluation and reinforcements

from me.

What is your position on the intervention was the process successful? Will you take part in various interventions in the future?

Yes it is good thing and I can say that this programme was guided and successful, and I don't mind to participate in such a programme in future in a good way. Setting clear procedures and regulations among the students brought about an improvement in class climate, and we as teachers followed up seriously on the behavioural problems. The students felt more confident when they understood that no one can abuse them, and then they started to feel comfortable in the class and belonging. As a result they liked the class more. In additions to that, we followed up the academic aspect, encouraged students to succeed and generated motivation for this purpose. Another important aspect in my opinion is the close relationship which grew between the system and the parents. This alliance contributed substantially to the increase in students' achievements and engagements, Also helped them to understand and implement the procedures and regulations.

3-The teacher's interview (Rania) before the counselling intervention programme:

Are you satisfied in general with your work as a teacher?

yes, because I do what I am supposed to do.

What makes you happy in the school?

Varying in teaching techniques, like using computers, entertainment days, having order at school.

What helps you to function properly?

pre-preparation of lessons, and students' discipline and convenient atmosphere for learning.

If you could change things in school, what would you change?

We must demonstrate control and discipline and order among students. I am considering to leave this school and move to another one. I know a school with

organisational order and with clear procedures concerning the issue of order and discipline among students. There I will not face problems with students and parents

What do you think about the general school students' behaviour and K5-2 grade in particular?

It's obvious that the students' behaviour is not appropriate and not only inside the school but out of it too. The current situation is terrifying, And K5-2 grade suffers from unacceptable behaviours by the students and from low academic achievement.

What are the problems of this class?

The K5-2 class is characterised by a lot of behavioural and discipline problems, particularly fights, curses, lateness and absences, there are many problematic students, which is expressed by verbal and physical unacceptable behaviour which ends with fightings, therefore there is an urgent need to set limits and boundaries to the current situation, also not accepting the other, lack of motivation of the most, lateness and absence, therefore there is an urgent need in setting limits for the current situation; otherwise we will lose control and be heading towards a disaster, God forbid. the students' behaviour is characterised by a lot of discipline problems and unacceptable behaviour particularly curses

What are the benefits that characterise this grade?

Although students' achievements are in descending tendency and the academic situation promises no hope or satisfaction, I think we can promote the class in behaviours and learning if we will encourage them all the time.

What would you do in order to improve the situation?

Parents' participation, change in the curriculum, supporting the good behaviour, Persistence concerning procedures and school regulation.

Do you think that a programme of intervention can contribute?

Why not, hopefully the situation will change; I believe that there is no place for despair here.

What is your opinion about parental involvement? Is this helpful? Are you for or

against it? Explain your position.

I support highly this cooperation in the school work. Encouraging parents to engage with school work will help to improve and promote many domains in school, but honestly I see and meet only a small percentage of parents in school.

Do you perceive yourself as a consistent teacher, with clear rules?

Honestly I am not consistent. Mostly because of shortage of time, and pressure in my work, sometimes I miss some of the issues that are quite important and this is not good for me and makes me feel not satisfied.

Teacher's interview (Rania) after the counselling intervention programme:

Can you tell me about the current situation at the K5-2 grade in regards to the student's behaviour?

There is an improvement in students' behaviour.

What major changes can you mention?

There is a big improvement in class climate and the students are more disciplined and less absent and late.

Is the teachers' consistency contributed to the everyday atmosphere of the classroom, and was there a significant reduction in behavioural problems? Please explain.

Teachers' consistency in general for procedures and regulations brought about an improvement in the students' situation particularly in the academic and behavioural domain. When we are strict concerning the order the student will be used to it and will recognise that he cannot break the laws. When we, as teachers, are committed to the order, then the students also will be committed to it; we must not tolerate breaking the law by students but rather we must make sure that the students will be committed and follow them.

What can you tell about the meetings?

almost nothing changed, I always held meetings with the students regardless of the counselling intervention programme me. I believe in holding meetings with the students because this thing helps and contributes in many domains.

What is your opinion on parental involvement?

the parents cooperated in the best way. Parents' engagement and involvement was very vital and not less important than anything else, because they really helped in changing students' behaviours, and encouraging them and stimulating them for learning. This situation where parents are engaging with school processes gave the student a feeling that he/she is being controlled by his/her parents and this caused him/her to behave appropriately and be obedient to the procedures and respect the school regulations.

In regards to the medals and the posters, is it true that the students who received reinforcement through poster and medals contributed to the reduction of unacceptable behaviour? Please explain your position.

As for the method of behaviour modification through a reinforcement economy, it helped a lot to turn students' behaviour to more appropriate and acceptable. I liked the matter of medals and reinforcement even if they were symbolic. The students liked the reinforcement economy very much. The student who received a medal was very happy with it and walked around with the pride of his/her performance among the students. I like to indicate that the ceremony of giving medals was very nice, and it had a positive effect on students and also on parents.

What is your position on the intervention, was the process successful? Will you take part in various interventions in the future?

A successful programme, proved to be useful. There is an improvement in class climate. The students became more disciplined and respecting of others. The programme and the activities that we completed during its sessions made the relationships among students stronger so they felt as one united family and cared one for another and thus they all felt belonging and confident. This in turn made the general atmosphere more pleasant and consequently a significant decrease in behavioural problems among students was noted. The persistence on the need to follow procedures and rules that we set for the counselling intervention programme

led the students to internalise that they cannot work around these procedures and rules. Gradually we had an improvement in behaviours among the students. I would like to participate once again, and even many times.

4- The teacher's interview (Sham) before the counselling intervention programme:

Are you satisfied in general with your work as a teacher?

Not a hundred percent, I would like it, but the circumstances are very hard, and this brings me sometimes to dislike this profession because it became tiresome. If you want to compare the situation now with previous years in work, in the past the situation was more easy and nice.

What makes you happy in the school?

What makes me happy at school is to see my students successful, excel in study and polite.

What helps you to function properly?

Students with good behaviour, with motivation to learn.

If you could change things in school, what would you change?

The policy of the Ministry of Education acts with impassiveness towards disturbing and and violent students. This policy prevents teachers from achieving control over the students.

What do you think about the general school students' behaviour and K5-2 grade in particular?

The situation in general is not good and unbearable, in all classes. Particular to the K5-2 grade, There are behavioural problems, lack of discipline, not accepting the other, lack of motivation to study abound in the class. Unfortunately this is the situation in the K5-2 grade

What are the problems of this class?

there are behavioural problems, lack of discipline, not accepting the other and very

bad language. The students are in descent tendency in the academic domain, things continues to deteriorate, the number of students who will succeed in their study will be smaller.

What are the benefits that characterise this grade?

A class that I can trust its academic abilities if they really want and persist on that.

What would you do in order to improve the situation?

I would like for all instructional staff to cooperate to set borders of what is permitted and what is prohibited. To reward the students who follow the orders and laws. And there is a need to change teachers' policy, there's need to define what is allowed and what is not, and in addition, all teachers must be more assertive.

Do you think that a programme of intervention can contribute?

I have doubts concerning this issue, because it is very hard to change the situation as if the education of students is an education of violence, I am almost desperate from the situation.

What is your opinion about parental involvement? Is this helpful? Are you for or against it? Explain your position.

It is good to engage parents because the situation requires it. Our duty is to try work intensively in an immediate way in order to change the present situation where parents do not engage with school work enough. It is good to engage parents in the school life, but unfortunately the reality is totally different.

Do you perceive yourself as a consistent teacher, with clear rules?

yes I follow up everything happening around me, this is my character. Nevertheless, problems keep piling up and the students do not have limitations and they even do not distinguish between what is allowed and what is not.

Teacher's interview (Sham) after the counselling intervention programme:

Can you tell me about the current situation at the K5-2 grade in regards to the

student's behaviour?

The situation is better than before, all the credit to the programme that contributed to this improvement.

What major changes can you mention?

now the students are more quiet and have positive energy and motivation, and have improved their achievements and their behaviours.

What can you tell about the meetings?

during the counselling intervention programme I started to set and hold meetings with parents about many issues such as behaviours, learning, lateness and absences. These meetings contributed quite a bit to the improvement of the class climate and learning. Honestly I did not hold meetings with the students before the counselling intervention programme, but due to my commitment to the counselling intervention programme I started to hold meetings. The meetings help me to manage my lessons appropriately. Too bad I did not use to hold these meetings in the past.

Is the teachers' consistency contributed to the everyday atmosphere of the classroom, and was there a significant reduction in behavioural problems? Please explain.

Yes, because when teachers' commitment and consistency all the time concerning students' behaviours influenced in a positive way their actions and particularly by decreasing the level of unacceptable behaviour.

What is your opinion on parental involvement?

engaging the parents was effective and useful which I did not expect in the beginning.

In regards to the medals and the posters, is it true that the students who received reinforcement through poster and medals contributed to the reduction of unacceptable behaviour? Please explain your position.

I liked the issue of the reinforcement economy because it helped to strengthen the desired behaviour. As for giving medals it had a great effect and positive consistence on the class students as well as on the parents, this became a positive competitive and beautiful thing.

What is your position on intervention in general, was the process successful? Will you take part in various interventions in the future?

I am convinced that the cooperation of parents and teachers and the consistency with which we as teachers treated unacceptable behaviour and with which we evaluated student work and our warm treatment of the students, are the things that brought about loving, supporting, embracing and crystallising family like class atmosphere. Therefore, the students felt more belonging and more confident and secure. After implementing the counselling intervention programme the teachers committed themselves and even promised to change their policy and implement the agreed upon regulations and procedures in front of the students. This transparent and consistent behaviour contributed to the reduction of the unacceptable behaviour level and to the increase of the achievements among students. Due to our consistency and the parents' engagement and involvement with the class, we succeeded to decrease the issue of absences. Now I can say that it very important to have a special programme on unacceptable behaviour and we cannot underestimate its importance, I am for any programme that supports good behaviours and motivates for high achievements.

5-The teacher's interview (Ameena) before the counselling intervention programme:

Are you satisfied in general with your work as a teacher?

Yes because I love my work, and I try to adjust myself to all circumstances.

What makes you happy in the school?

To finish my studies on the best way, that the most will understand it and to have discipline during the lessons, to receive support from the principal and satisfaction of the parents.

What helps you to function properly?

Silence in lessons, support of the principal and satisfaction of the parents as well.

If you could change things in school, what would you change?

The issue of order and discipline among students and teachers as well.

What do you think about the general school students' behaviour and K5-2 grade in particular?

Inappropriate situation in k5-2 grade and all other classes also.

What are the problems of this class?

The situation is totally unbearable in the K5-2 class, and the situation is severe, something must be done. Students in this class are very problematic and with unacceptable behaviour problems. In addition to this, their academic level is very low, with lot of absences and they don't show any motivation for learning. The parents almost do not cooperate at all.

What are the benefits that characterise this grade?

Unfortunately this class has low grades in the profession I teach. With so many behavioural problems, even in organizing.

What would you do in order to improve the situation?

Discipline and order must be implemented among students and teachers.

Do you think that a programme of intervention can contribute?

Definitely, with cooperation and follow up by all teachers.

What is your opinion about parental involvement? Is this helpful? Are you for or against it? Explain your position.

It is important for parents to encourage their children. Parents' presence in the school in front of their children is very important and vital, and in my opinion this will strengthen and support students' success and will reduce unacceptable behaviour. Therefore, I do support and encourage cooperating with parents because this can ease the pressure on us the teachers as well.

But unfortunately, I almost do not know the parents, I do not see them in school although I invite them for meetings. They do not come, and this is a serious problem.

Do you perceive yourself as a consistent teacher, with clear rules?

honestly, I am apathetic on the issue of consistency because preparing learning

materials keeps me busy, more so than other things that I do. I cannot pay attention as very often I feel frustration and huge pressure from my work.

Teacher's interview (Ameena) after the counselling intervention programme:

Can you tell me about the current situation at the k5-2 grade in regards to the student's behaviour?

The current situation is much better; we succeeded to improve the situation. A big success.

I see a significant improvement in the academic aspect and I was surprised by the motivation level among students.

What major changes can you mention?

Organisation and cleanliness are very important to me, and this is indeed what I noticed, the class became more clean and organized, add to this less behavioural problems and an improvement in the academic performance and I started to be in more contact with the students and parents after intensifying my individual meetings with them.

What can you tell about these meetings?

I did not use to hold meetings with parents, but after participating in the counselling intervention programme, I came to realise how vital and important this thing is. Now after the counselling intervention programme I hold meetings with the students and speak with them face to face, I am very pleased from these meetings' effect.

Is the teachers' consistency contributed to the everyday atmosphere of the classroom, and was there a significant reduction in behavioural problems? Please explain.

Although I was not a consistent teacher but after activating the counselling intervention programme which obliged all teachers to be committed to implement all what was demanded including consistency while defining what is allowed and what is not and demonstrating assertiveness in their attitudes, all this brought about a huge improvement and more effective and positive results of the situation in all domains.

What is your opinion on parental involvement?

it was a very good and significant cooperation, engaging the parents is important to students and to teachers. The encouragement of parents to their children stimulated them and gave them motivation to learn.

In regards to the medals and the posters, is it true that the students who received reinforcement through poster and medals contributed to the reduction of unacceptable behaviour? Please explain your position.

I liked the issue of reinforcement because it contributed a lot in disciplining students' behaviours and creating motivation among them.

What is your position on intervention in general, was the process successful? Will you take part in various interventions in the future?

Yes I liked this counselling intervention programme, because it changed students' behaviours and I would like to participate again in a counselling intervention programme. In my opinion only the good emerged from all sides, whether it was the parents or the teachers and even the students who persisted to change the undesired situation. This created a powerful effect.

6-Parent's interviews (Mohamed) before the counselling intervention programme:

What is the extent of your involvement in the school, from 1-10?

3/10

Do you think that if you increase your involvement in the school, it will contribute in improving your child's behaviour and also improve his/her academic achievement? Explain how?

I think yes, because I had larger participation at school, I think my son will improve in his behaviour and in his achievement, he may feel that he is under control by his parents and this will make him improve his behaviour.

What is your opinion on the students' behaviour in your child's class and of your child's behaviour? What does your child tell you?

Totally inappropriate behaviour, the situation is unbearable. And this matter is very annoying and I am very worried, and honestly sometimes I worry about my son. Several times I had to separate between fighting students because there was no teacher on duty during the 5 minutes break between lessons students spend in the class

Are you satisfied with your child's achievement situation?

the situation is unbearable. And this thing is bothering and annoying me so much.

And what about your son attendance?

sometimes my son tells me about the inconvenient climate inside the class and many times he asks to be absent from the school, but I do not allow him.

In your opinion, what are the solutions that can improve the situation and reduce behavioural problems and also lead to an improvement in the students' academic achievements?

Active cooperation by the parents will help to improve the situation. Setting clear and assertive procedures and regulations and having teachers encourage the students and empower them for positive behaviour, will improve the situation for the best.

What is your opinion about the teachers' functioning in regards to the students' behaviour, do they show consistency?

in my opinion, honestly, teachers are not functioning in a satisfactory fashion in class. It is not enough. They must be more consistent with students' behaviours and set clear procedures for everyone in the learning domain. I am sure they are not serious in their work.

Parent's interview (Mohamed) after the counselling intervention programme:

what is the extent of your involvement in the school, from 1-10?

8/10

What do you think about your involvement, do you think that this had a positive effect

on reducing the level of unacceptable behaviour in the classroom, and whether there was any influence on your child's achievements?

our participation and engagement and involvement as parents in the school life had positive influence, which was positively reflected on the children's behaviours and achievements. My son became more enthusiastic and more serious concerning the learning aspect, as for his behaviours they were improved and he became more tolerant and forgiving with others, while in the past he was short tempered and impulsive.

What does your child tell you about the current situation in the classroom?

Muhammad says that the class became more convenient for him, and he like it more, he doesn't look at other students as his enemies but as his friends. The class became more organised and looks better.

Are you satisfied? (If there is a change).

Yes, I am satisfied and feel more contented about my son in his class, because now I don't worry that someone will hurt him, now I am confident in teachers' performance.

Are you satisfied with your child's achievements situation?

Yes, there is an improvement in my son's achievements and his engagements. In addition, he became enthusiastic and serious in learning, he used to complete his homework every day.

And what about your son attendance?

I never allowed my son to be absent even when he was sick. In the past he liked to be absent but recently he stopped to ask to be absent.

Did you feel that the teachers become more consistent with the behavioural problems, and with the children's learning in general?

Yes, for example I have been called more than one time, and this indicates a serious and effective follow-up by the teachers, and there was more than one meeting through the school year with the parents, and in those meetings many issues and problems were discussed and we as parents had a practical role in them. In addition to this

teachers' ==persistence== to adhere to the ==new regulations and procedures== that they had ==agreed to in front of their students== served to <mark style="background:cyan">increase the trust of students in their teachers.</mark>

Is this consistency contributed to our cause?

teachers' consistency contributed in particular to the <mark style="background:red">decrease in behavioural problems among students</mark>. This was very important in my eyes as well as other parents' eyes

Are you considering continuing your involvement in the school in the future?

<mark style="background:lime">Of course I will accompany</mark> my son always and I will participate in the school life more and more.

In your opinion what was the effect of the poster and the medals on the students' behaviour in general and on your child's behaviour in particular.

I liked the issue of reinforcements through the poster. I saw how much the children were <mark style="background:cyan">excited from this method</mark>, especially when each evaluation was performed in front of the student, <mark style="background:red">which challenged the students to behave better</mark> in order to get a medal so he can be proud in front of his parents and friends

What does your child think about your involvement in the school.

<mark style="background:lime">My son liked</mark> my active engagement and involvement a lot <mark style="background:lime">although he was not excited</mark> in the beginning.

What is your opinion about the counselling intervention programme?

I liked so much the activities that you performed each workshop during the counselling intervention programme and the subjects that you conveyed contributed so much in <mark style="background:red">reducing the unacceptable behaviour level</mark>, and on other hand it <mark style="background:blue">contributed in his achievements,</mark> <mark style="background:magenta">and stopped to ask to be absent.</mark>

7- Parent's interviews (Rani) before the counselling intervention programme:

What is the extent of your involvement in the school, from 1-10?

<mark style="background:lime">4/10</mark>

Do you think that if you increase your involvement in the school, it will contribute in improving your child's behaviour and also improve his/her academic achievement? Explain how?

Yes this thing will help to improve the academic level of my son, because I will know the learning materials and the methods and the curriculum closely, and if I have any question I will ask it without hesitation, add to this that my son will be more serious and I came to realise he is persistent and his teachers praised him when I visited the school.

What is your opinion on the students' behaviour in your child's class and of your child's behaviour? What does your child tell you?

I admit that my son is violent with unacceptable behaviour, and he is in a violent environment, as he says. There is a chaos and curses and inappropriate behaviour inside the class as well as during the 5 minutes break.

Are you satisfied with the situation? Why?

No, I am not. I really want this reality to be changed.

Are you satisfied with your child's achievements situation?

the situation is unbearable and the climate is very violent, and this influences students' achievements.

Are you satisfied with your child's attendance?

my son is absent from the school many times, unfortunately he does not feel that he belongs to the school and does not feel secure.

In your opinion, what are the solutions that can improve the situation and reduce behavioural problems and also lead to an improvement in the students' academic achievements?

observation and control by the relevant figures, particularly teachers and parents, will help to improve the situation. Clear procedures and regulations must be put in place and respected.

What is your opinion about the teachers' functioning in regards to the students'

behaviour, do they show consistency?

there is a <mark>small number of teachers who care</mark> and are <mark>consistent</mark>, but the rest of teachers <mark>show apathy</mark> and don't care for anything. <mark>Namely they come to the work place and go back home.</mark>

Parent's interview (Rani) after the counselling intervention programme:

what is the extent of your involvement in the school, from 1-10?

<mark>8/10</mark>

What do you think about your involvement, do you think that this had a positive effect on reducing the level of unacceptable behaviour in the classroom, and whether there was any influence on your child's achievements?

<mark>Not only my participation</mark> but also the participation of <mark>many parents</mark> and I can say even most of them, <mark>brought a great change</mark> in the issue that we <mark>deal with, students' negative behaviours</mark>. The situation is <mark>bearable now</mark>, <mark>and even the academic situation</mark> as I heard from <mark>most parents improved also</mark>.

What does your child tell you about the current situation in the classroom?

My son says that the situation now is <mark>much better</mark>.

Are you satisfied? (If there is a change).

<mark>Yes I am satisfied from my son's class</mark>, but not from the other classes, because they will be affected by the majority in school, even if we work on their behaviours, the work must be for the school as a whole and not only for one or two classes.

Did you feel that the teachers were more consistent with the behavioural problems, and with the children's learning in general?

<mark>The teachers became more serious</mark>, and more <mark>consistent</mark> with the way they <mark>treated student problems</mark>, which was <mark>reflected positively</mark> in the <mark>students' behaviours</mark> <mark>and achievements.</mark> It seems that this <mark>consistency contributed</mark> a lot to the <mark>desired improvement.</mark>

Is this consistency contributed to our cause?

Yes I see that teachers became more close to my son and my son can feel safe and confident to speak with teachers about the annoyance of others, and also due to the feeling of my son that the teachers started to care for him.

Are you considering continuing your involvement in the school in the future?

Sure, of course I will recommend all parents to do so being a member of the parents' committee in school, I will present this issue in front of the committee, in one of our meetings.

Are you satisfied with your child's achievements?

there is an improvement in the academic domain, even at home, there was no need to fight with him anymore, to force him doing the homework, and it is all due to the participation of a remarkable part of parents including me in the educational work and in what is going on in the school.

Are you satisfied with your child's attendance?

my son used to be absent many times from school this year and in the past years, but with the new programme of the teachers and the attention my son received from his teachers, his absences lessened a lot.

In your opinion what was the effect of the poster and the medals on the students' behaviour in general and on your child's behaviour in particular.

In my opinion the reinforcement economy had a big part in reducing the unacceptable behaviour and improving students' achievements. I liked this idea and it even helped me to cope with my son at home when he used to annoy his brother. Today I acquired the posters' and medals' method which I have been implementing at home with my children in order to strengthen the positive and desired behaviour among them.

What does your child think about your involvement in the school.

my son always liked to see me in school, when I participated in the school activities, I felt the happiness in my son's eyes.

What is your opinion about the counselling intervention programme?

there is an improvement in the academic domain and it is all due to the participation of a remarkable part of parents including me in the educational work and in what is going on in the school. Indeed there was a wonderful improvement in the negative behavioural issue which annoyed everyone and all due to the participation of a remarkable part of the parents including me in the educational workshops that were part of the programme. In addition the clear procedures and the attention that parents gave to the class in my opinion contributed positively to the desired behavioural result a decline in unacceptable behaviourlevels and an increase in academic achievements among students. I also attribute big percentage of success to be because of the lessons you provided during the programme workshops in the counselling intervention programme that actually contributed to our purpose.

8- Parent's interviews (Usama) before the counselling intervention programme:

What is the extent of your involvement in the school, from 1-10?

1/10

Do you think that if you increase your involvement in the school, it will contribute in improving your child's behaviour and also improve his/her academic achievement? Explain how?

Honestly I don't know, I have no answer.

What is your opinion on the students' behaviour in your child's class and of your child's behaviour? What does your child tell you?

there are many behavioural problems, unbearable behaviour, Unacceptable language even during the lesson and with the teacher present, I have seen this. Wow, a very hard situation, mostly hard and bad expressions. I am desperate because of this situation therefore I don't have any participation in this school, my son always tells me about his problems with others. Few years ago when my son was in 1st grade I used to be involved sometimes but the teacher were always unfair with my son and did not care in this issue, therefore I decided not to have any contact with the school, and if not your call I would not have come to school at all.

Are you satisfied with your child's achievements situation?

I feel frustration and despair because of my son's achievements. he has no motivation to learn.

Are you satisfied with your child's attendance?

I admit that my son gets late and absent from school. I accuse the school and its policy, because they allow students to be late or absent even without explaining why.

Are you satisfied with the situation? why?

No, something must be done it is not good situation and I don't feel content about this.

In your opinion, what are the solutions that can improve the situation and reduce behavioural problems and also lead to an improvement in the students' academic achievements?

having full cooperation between teachers and parents will help in changing the situation for the best with control and observation by the relevant figures particularly teachers.

What is your opinion about the teachers' functioning in regards to the students' behaviour, do they show consistency?

very frustrated from teachers' function.

Parent's interviews (usama) after the counselling intervention programme:

What is the extent of your involvement in the school, from 1-10

7/10

What do you think about your involvement, do you think that this had a positive effect on reducing the level of unacceptable behaviour in the classroom, and whether there was any influence on your child's achievements?

My participation in what is going on at school influenced positively, by reducing the

unacceptable behaviour level in the class. It also influenced the academic aspect of student achievements in a tangible way.

What does your child tell you about the current situation in the classroom?

Yes the situation improved and there are fewer problems between him and others.

Are you satisfied? (If there is a change).

Yes I am convenient now, because my son does not complain about those many problems, I don't deny that there are still few problems but they decreased compared with last years.

Did you feel that the teachers were more consistent with the behavioural problems, and with the children's learning in general?

the consistency did bring about positive results, because the students were more cautious about their behaviour. They understood that they will have to account for any problem they make. In addition they became more diligent and achieved higher grades.

Is this consistency contributed to our cause?

The consistency of teachers concerning the new procedures contributed to crystallise student behaviours because they started to realise that there is an account they must give for any inappropriate deed they make. In addition the warm and personal attention between teachers and students turned the learning issue to a pleasant, challenging and joyful experience

Are you considering continuing your involvement in the school in the future?

If teachers stay in this seriousness and this nice treatment then I will participate without any doubts.

Are you satisfied with your child's achievements situation?

I admit that there is an improvement in the academic domain with my son, he become more diligrnce and he completed the homework every day after school, and this thing makes me very happy and today I am optimistic for him and he will get all the needed support from me for this purpose.

Are you satisfied with your child's attendance?

there is an improvement in my son's presence in the system.

In your opinion what was the effect of the poster and the medals on the students' behaviour in general and on your child's behaviour in particular?.

I liked this method so much. My son was very happy when he received the silver medal although he did not receive the gold medal, but still he was happy with his achievement and he liked the prize and even took some photos with the medal he got and later he hung it on the wall in his room. My son knew that in order to win a medal he must be focused on improving his behaviour, and his class engagement.

What does your child think about your involvement in the school?

My son liked my participation in the school and he even always asks me when I will visit the school again.

What is your opinion about the counselling intervention programme?

It was like miracle, I liked the programme, because it had a great positive effect in the class climate.

9- Parent's interviews (Shahd) before the counselling intervention programme:

What is the extent of your involvement in the school, from 1-10?

8/10

Do you think that if you increase your involvement in the school, it will contribute in improving your child's behaviour and also improve his/her academic achievement? Explain how?

It happened to be that my daughter is good in her behaviour and excellent in her grades, but I think that parents' participation will have positive influence on the behavioural and achievement aspects, and I believe in that, therefore I participate and active in the school all the time.

What is your opinion on the students' behaviour in your child's class and of your

child's behaviour? What does your child tell you?

I don't like the behaviours in my daughter's class, I am concerned about my daughter from their behaviours, and honestly I shared my concerned with the teachers more than one time, but nothing changed, my daughter tells me that the students have behavioural problem, and they have very bad expressions such as curses and vulgar words that we hear only in the street.

Are you satisfied with your child's achievements situation?

My daughter's achievements are good, but because of the bad climate in the class I worry that it will influence my daughter's achievements and lower them.

Are you satisfied with your child's attendance?

My daughter does not have a problem of lateness or absence. My daughter does not miss any day.

Are you satisfied with the situation?why?

No I am not, I feel frustrated, because of this situation, there is an urgent need to do something about the student's behaviour.

In your opinion, what are the solutions that can improve the situation and reduce behavioural problems and also lead to an improvement in the students' academic achievements?

Put pressure on teachers in order to become more consistent and to change their policy and be accountable concerning the way they act with our children. We must persist on order in the classroom by setting clear procedures and regulations to protect our children.

What is your opinion about the teachers' functioning in regards to the students' behaviour, do they show consistency?

Unsatisfactory performance, I ask teachers to persist and be always consistent with all students' problems. I ask them to take care of them and not ignore these problems,

and not to allow inappropriate behaviours, also to be consistent in the academic aspect, when they evaluate student work.

Parent's interview (Shahd) after the counselling intervention programme:

what is the extent of your involvement in the school, from 1-10

10/10

What do you think about your involvement, do you think that this had a positive effect on reducing the level of unacceptable behaviour in the classroom, and whether there was any influence on your child's achievements?

I believe that parents have an integral part in the educational work especially in the academic and behavioural aspects.

What does your child tell you about the current situation in the classroom?

My daughter says that the situation is better, and even the class is more organised and clean, the students see the class as a house for them, they do not damage or destroy anything, and they love and help one another more, and their problems decreased.

Are you satisfied? (If there is a change).

Of course I feel satisfaction, this matter is very important to me, that my daughter will be safe and happy in a class where she learns for several hours.

Did you feel that the teachers were more consistent with the behavioural problems, and with the children's learning in general?

Honestly before the programme started, I was not pleased with teachers' performance but now I am more satisfied. Because teachers' consistency did contribute to improve the behavioural and academic situation in the class, and today I am pleased with their functioning but they need to continue and follow up and persist in their positive functioning all the time.

Is this consistency contributed to our cause?

Teachers' consistency regarding the treatment of students' behaviours and in evaluating student work, and in implementing the regulations and procedures brought about an improvement in students' behaviours.

Are you satisfied with your child's achievements situation?

the situation now is much better than it was before in the academic domain. The students demonstrated motivation to learn and a tendency to change their behaviour in order to achieve better grades. I heard from many parents that their children completed the homework every day after school and there was no need to fight with them anymore.

Are you satisfied with your child's attendance?

My daughter has no absences since the beginning of the year, I persist on this matter. My daughter told me recently that there were very few absences in school and the students even don't get late, like they used to, in the morning. It seems there is a significant improvement among students, I am not sure of this information.

Are you considering continuing your involvement in the school in the future?

all the time I am active mother and I will continue to be.

In your opinion what was the effect of the poster and the medals on the students' behaviour in general and on your child's behaviour in particular.

The reinforcement method had positive consequences on students' behaviours and achievements. The students wanted to get positive evaluations from their teachers. In order to earn the positive evaluations they had to behave and work hard on themselves.

What does your child think about your involvement in the school?

My daughter likes my engagement and involvement in school, she always urged me to be present in the school. I am proud that I accompany her in school.

What is your opinion about the counselling intervention programme?

The workshop lessons in interesting subjects such as setting limits, enduring, crystallisation of group norms, accepting the other and the different, managing anger

etc., contributed a lot in reducing the unacceptable behaviour.

10 Parent's interviews (Aya) before the counselling intervention programme:

What is the extent of your involvement in the school, from 1-10?

4/10

Do you think that if you increase your involvement in the school, it will contribute in improving your childr's behaviour and also improve his/her academic achievement? Explain how?

Yes, but I am a working woman and don't have enough time to be more involved at school, although am sure that if I double my involvement it will be reflected on my daughter's behaviour and her achievement.

What is your opinion on the students' behaviour in your child's class and of your child's behaviour? What does your child tell you?

I am not satisfied and I wonder about your lenient policy with the violent students. My daughter tells me that there is a behavioural problem in the class, a physical unacceptable behaviour and unacceptable language. That in my opinion should not be ignored.

Are you satisfied with your child's achievements situation?

I am frustrated by my daughter's situation and I am even surprised by the students' low achievements. This can influence the good students badly.

Are you satisfied with your child's attendance?

the absences of my daughter are reasonable, this is my opinion.

Are you satisfied with the situation? why?

NO, I hate the students' behaviour, it is so dangerous.

In your opinion, what are the solutions that can improve the situation and reduce behavioural problems and also lead to an improvement in the students' academic

achievements?

a real cooperation will help to establish a positive educational climate and make appropriate behaviours among students more frequent. We must act according to clear procedures and regulations for the purpose to impose order in the school. Teachers and parents must be more assertive concerning the procedures and regulations and not to give up on students or to lessen somehow the value of these procedures.

What is your opinion about the teachers' functioning in regards to the students' behaviour, do they show consistency?

Sometimes teachers do not care and are apathetic. But I must speak in favor of a small part of the teachers that work faithfully and follow up on all problems take care of them properly but I must indicate that their number is very small.

Parent's interview (Aya) after the counselling intervention programme:

what is the extent of your involvement in the school, from 1-10?

7/10

What do you think about your involvement, do you think that this had a positive effect on reducing the level of unacceptable behaviour in the classroom, and whether there was any influence on your child's achievements?

Yes my involvement was beneficial on my daughter's behaviour first, and on other students in general. My daughter changed when I followed up more with her. Parents' engagement and involvement with the school contributed to changes in the behavioural patterns among the students. Students were no longer violent and unacceptable behaviour levels decreased.

What does your child tell you about the current situation in the classroom?

My daughter says that the situation improved, and that she wants this change to stay all the time.

Are you satisfied? (If there is a change)

Of course, because this is what I want for my daughter and for all students, and now I am more satisfied from my daughter's performance and her behaviours now are more appropriate. Although this matter is not easy for me because sometimes I am late for my work because of my participation in school, and this sometimes causes me problems with my boss, but it is ok because I think this matter is worth this effort and sacrifice.

Did you feel that the teachers were more consistent with the behavioural problems, and with the children's learning in general?

Yes, teachers' consistency brought about an improvement in the situation and this was expressed in the motivation to learn and study that the students showed. Students' positive behaviours were a result of teachers' persistence to implement the rules and procedures and made it clear to the students that they will implement them in case of undesired action.

Is this consistency contributed to our cause?

Yes it is obvious from what most parents say that students' grades raised and their behaviours improved even at home.

Are you considering continuing your involvement in the school in the future?

Of course I will be more active and involved starting from today.

Are you satisfied with your child's achievements situation?

Teachers started to influence the students more and this thing was expressed in the motivation to learn that the students demonstrated. There is an improvement in the academic domain, also for my daughter, and there is improvement according to homework issue.

Are you satisfied with your child's attendance?

I can speak about an improvement in my daughter's presence, although her absences were at a level that was not unusual.

In your opinion what was the effect of the poster and the medals on the students' behaviour in general and on your child's behaviour in particular.

The reinforcement method had a great influence on student behaviour. I hope teachers will continue with this method, I think the reinforcements improved my daughter's behaviour and caused her to be more careful in her actions and words and in addition it improved her achievements.

What does your daughter think about your involvement in the school.

My daughter does not object my engagement and involvement in school, on the contrary, she encourages and supports it.

What is your opinion about the counselling intervention programme?

This thing was more than wonderful and thanks for all who worked to make it

Appendix- 3

The questionnaire.

The K5-1 and K5-2 students received the following instructions before completing the questionnaire

"Before you are a number of statements. Please choose only one of the 5 possibilities:

I absolutely don't agree.

I don't agree very much.

I agree a little.

I agree.

I agree very much"

The questionnaire

		Statements	I agree very much	I agree.	I agree a little	I don't agree very much.	I absolutely don't agree.
	1	I love to be in my class.					
	2	I love to be in school.					
	3	I feel good in my class.					
	4	Helping each other is very important to most of the pupils					
	5	In my class there are good relationships among the pupils.					

	6	Sometimes I am afraid to go to my class because there are some pupils who act violently				
	7	We do activities in my class in order to handle and reduce unacceptable behaviour .				
	8	Often there are pupils who make noise during class and disturb the class.				
	9	There are pupils in my class who speak rudely and disrespectfully to the teacher.				
	10	In my class there are good relationships between teachers and the pupils.				
	11	in the beginning of the lesson teachers have to wait a long time before the class gets quiet.				

	12	There is a sense of teamwork in my class.				
	13	My class is a pleasant place to study in.				
	14	My class is a pleasant place to study in, so I feel comfortable and I succeed in concentrating in my lessons..				
	15	I always do my homework.				
	16	I invest in my studies because it is important to me.				
	17	I prepare my homework because It helps me to acquire new knowledge				
	18	When I take my studies seriously that's because it will help me in the future.				
	19	Studying doesn't interest me at all.				
	20	Rules of behavior in my class are clear to me.				

21	The teachers in class make sure that pupils behave according to the rules.					
22	The rules of behavior are right and fair.					
23	If I could I would change to another class					

Following are examples of some yes/no questions:

Q24. In my class the rules of behavior and studying are written and clear to me . Yes /No

Q25. I love my classroom very much and I love to come to it. Yes/No

Q26. I love my school and love to come to school every day. Yes /No.

Following are the instructions students received before completing the questions regarding unacceptable behaviour and unacceptable language experienced in school:

"Before you are some descriptions of unacceptable behaviour that have happened in the last month in school. Please choose one of the 3 possibilities for each incident:
Never
Once   or   twice
Three times or more"

		Statements	Never	Once or Twice	Three times or more

	27.	In the last month another pupil has pushed me.			
	28.	In the last month I have been hit, kicked or punched with a fist by one of the pupils who wanted to hurt me.			
	29.	In the last month a pupil has used a stick , a rock, a chair or other objects in order to hurt me.			
	30.	In the last month a pupil has hit me very hard.			
	31.	In the last month a pupil has threatened			

		me in class or after school.			
	32.	In the last month one of the pupils has cursed me with the intention to hurt me.			
	33.	In the last month one of the pupils has made fun of me for my skin color, my culture or my religion.			

Following are some questions regarding school attendance:

34. How many times have you been late in the last month?--------

35. How many days of school have you missed in the last month?----------

36. It is very important to me to participate in activities that contribute to society. Yes /No.

Questions regarding community involvement were asked as follows:

37. I feel personal satisfaction after activities that contribute to society. Yes /No.
A set of questions explored the parent engagement with the school:
38. At home my parents follow my studies daily. Yes /No.
39. My parents visit my school often and are effectively involved in the school framework and my studies. Yes /No.

40. I feel very happy that my parents visit my school in order to follow my progress.

Yes /No.

Statistic concerning the questionnaire

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Q11,Q9,Q8,Q6

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Q,23Q,24Q25).

EXECUTE.

COMPUTE Physical unacceptable behaviour =MEAN(A,1A,2A,3A4).

EXECUTE.

COMPUTE unacceptable language =MEAN(A,5A,6A7).

EXECUTE.

COMPUTE unacceptable behaviour =MEAN(A,1A,2A,3A,4A,5A,6A7).

EXECUTE.

COMPUTE Parental involvement =MEAN(B,12B,13B14).

EXECUTE.

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Q3	62.0488	386.276	.816	.955
Q4	62.1301	385.049	.869	.955
Q5	62.0488	384.965	.885	.955
Q6	61.9512	403.211	.606	.957
Q7	62.3659	392.513	.752	.956
Q8	62.3577	395.379	.735	.956
Q9	62.3577	392.855	.773	.956
Q	61.9837	392.065	.773	.956
Q10	62.5041	390.383	.844	.955
Q11	62.4309	388.641	.804	.955
Q12	62.2764	392.398	.847	.955
Q13	62.3415	393.128	.852	.955
Q14	62.4228	390.656	.874	.955
Q15	61.4553	405.693	.452	.959
Q16	61.6423	401.838	.543	.958
Q17	61.6748	402.352	.529	.958
Q18	61.6260	402.252	.533	.958
Q19	62.3496	448.426	-.477	.965
Q20	62.2276	391.997	.760	.956
Q21	62.3171	395.546	.728	.956
Q22	62.2276	388.571	.785	.956
Q23	64.5691	417.608	.656	.958

Q24	64.3659	415.939	.687	.958
Q25	64.3415	419.210	.526	.958

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A2	4.9032	3.714	.848	.828
A3	5.1290	3.772	.839	.832
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Item-Total Statistics

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Scale Statistics

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Reliability

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Reliability Statistics

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Item-Total Statistics

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B13	1.1508	.593	.458	.290
B14	1.0476	.830	.180	.713

Scale Statistics

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	Weight	<none>
	Split File	before_after
	N of Rows in Working Data File	126
Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
Syntax		T-TEST GROUPS=Group2 1)) /MISSING=ANALYSIS /VARIABLES=Climate /CRITERIA=CI(.95).
Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.03

T-Test

before_after = before

Group Statistics^a

	Group	N	Mean	Std. Deviation	Std. Error Mean
Climate	Control	30	2.1003	.56364	.10291
	Intervention	33	2.1399	.58692	.10217

a. before_after = before

Independent Samples Test^a

		Levene's Test for Equality of Variances		t-test for Equality of Means
		F	Sig.	T
Climate	Equal variances assumed	.574	.451	-.272
	Equal variances not assumed			-.273

Independent Samples Test^a

		t-test for Equality of Means		
		df	Sig. (2-tailed)	Mean Difference
Climate	Equal variances assumed	61	.786	-.03955
	Equal variances not assumed	60.806	.786	-.03955

Independent Samples Test[a]

		t-test for Equality of Means	
		Std. Error Difference	95% Confidence Interval of the Difference
			Lower
Climate	Equal variances assumed	.14530	-.33009
	Equal variances not assumed	.14501	-.32954

Independent Samples Test[a]

		t-test for Equality of Means
		95% Confidence Interval of the Difference
		Upper
Climate	Equal variances assumed	.25098
	Equal variances not assumed	.25043

a. before_after = before

before_after = after

Group Statistics[a]

	Group	N	Mean	Std. Deviation	Std. Error Mean
Climate	Control	30	2.2035	.56180	.10257
	Intervention	33	3.4301	.54862	.09550

a. before_after = after

Independent Samples Test[a]

		Levene's Test for Equality of Variances		t-test for Equality of Means
		F	Sig.	t
Climate	Equal variances assumed	.011	.918	-8.762
	Equal variances not assumed			-8.752

Independent Samples Test[a]

		t-test for Equality of Means		
		df	Sig. (2-tailed)	Mean Difference
Climate	Equal variances assumed	61	.000	-1.22653
	Equal variances not assumed	60.126	.000	-1.22653

Independent Samples Test[a]

		t-test for Equality of Means	
		Std. Error Difference	95% Confidence Interval of the Difference
			Lower
Climate	Equal variances assumed	.13999	-1.50645
	Equal variances not assumed	.14015	-1.50686

Independent Samples Test^a

		t-test for Equality of Means	
		95% Confidence Interval of the Difference	
		Upper	
Climate	Equal variances assumed	-.94661	
	Equal variances not assumed	-.94621	

a. before_after = after

SORT CASES BY _11;10.

SPLIT FILE SEPARATE BY _11;10.

T-TEST GROUPS=_00;08;04.

 /MISSING=ANALYSIS

 /VARIABLES=01 ;00 ;11.

 /CRITERIA=CI(.95).

T-Test

Notes

Output Created		17-OCT-2013 09:04:24
Comments		
Input	Data	H:\SAWSAN YAHYA\Data 12.10.2013.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	Group
	N of Rows in Working Data File	126
Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
Syntax		T-TEST GROUPS=before_after2 1)) /MISSING=ANALYSIS /VARIABLES=Climate /CRITERIA=CI(.95).
Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.06

Group = Control

Group Statistics[a]

	before_after	N	Mean	Std. Deviation	Std. Error Mean
Climate	before	30	2.1003	.56364	.10291
	after	30	2.2035	.56180	.10257

a. Group = Control

Independent Samples Test[a]

		Levene's Test for Equality of Variances		t-test for Equality of Means
		F	Sig.	t
Climate	Equal variances assumed	.000	.996	-.710
	Equal variances not assumed			-.710

Independent Samples Test[a]

		t-test for Equality of Means		
		df	Sig. (2-tailed)	Mean Difference
Climate	Equal variances assumed	58	.480	-.10323
	Equal variances not assumed	57.999	.480	-.10323

Independent Samples Test[a]

		t-test for Equality of Means	
		Std. Error Difference	95% Confidence Interval of the Difference
			Lower
Climate	Equal variances assumed	.14529	-.39407
	Equal variances not assumed	.14529	-.39407

Independent Samples Test[a]

		t-test for Equality of Means
		95% Confidence Interval of the Difference
		Upper
Climate	Equal variances assumed	.18761
	Equal variances not assumed	.18761

a. Group = Control

Group = Intervention

Group Statistics[a]

	before_after	N	Mean	Std. Deviation	Std. Error Mean
Climate	before	33	2.1399	.58692	.10217
	after	33	3.4301	.54862	.09550

a. Group = Intervention

Independent Samples Test[a]

		Levene's Test for Equality of Variances		t-test for Equality of Means
		F	Sig.	t
Climate	Equal variances assumed	.827	.367	-9.225
	Equal variances not assumed			-9.225

Independent Samples Test[a]

		t-test for Equality of Means		
		df	Sig. (2-tailed)	Mean Difference
Climate	Equal variances assumed	64	.000	-1.29021
	Equal variances not assumed	63.711	.000	-1.29021

Independent Samples Test[a]

		t-test for Equality of Means	
		Std. Error Difference	95% Confidence Interval of the Difference
			Lower
Climate	Equal variances assumed	.13985	-1.56960
	Equal variances not assumed	.13985	-1.56963

Independent Samples Test[a]

		t-test for Equality of Means
		95% Confidence Interval of the Difference
		Upper
Climate	Equal variances assumed	-1.01082
	Equal variances not assumed	-1.01079

a. Group = Intervention

SORT CASES BY _00;_08;_04; _ ;12_ .

SPLIT FILE SEPARATE BY _00;_08;_04; _ ;12_ .

T-TEST GROUPS=_00;_08;_04; _ 2 1) ;12_)

/MISSING=ANALYSIS

/VARIABLES= ;00_ ;02__;14_ ;02_ ;00_ ;14_ ;05_ ;08__;14_ ;02_ ;00_ 14_ ;02_ ;00_ ;14_ ;00_;

/CRITERIA=CI(.95).

Notes

Output Created		17-OCT-2013 09:24:30
Comments		
Input	Data	H:\SAWSAN YAHYA\Data 12.10.2013.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	before_after
	N of Rows in Working Data File	126
Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
Syntax		T-TEST GROUPS=before_after2 1)) /MISSING=ANALYSIS /VARIABLES=Physical unacceptable behaviour unacceptable language unacceptable behaviour /CRITERIA=CI(.95).
Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.01

T-TEST GROUPS=_11; 2 1) ;10_)

/MISSING=ANALYSIS

/VARIABLES= ;00_ ;02__;14_ ;02_ ;00_ ;14_ ;05_ ;08__;14_ ;02_ ;00_ 14_ ;02_ ;00_ ;14_ ;00_;

/CRITERIA=CI(.95).

T-Test

Notes

Output Created		17-OCT-2013 09:25:44
Comments		
Input	Data	H:\SAWSAN YAHYA\Data 12.10.2013.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	before_after
	N of Rows in Working Data File	126
Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
Syntax		T-TEST GROUPS=Group2 1)) /MISSING=ANALYSIS /VARIABLES=Physical unacceptable behaviour unacceptable language unacceptable behaviour /CRITERIA=CI(.95).
Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.04

T-Test

before_after = before

Group Statistics[a]

	Group	N	Mean	Std. Deviation	Std. Error Mean
Physical unacceptable behaviour	Control	30	2.1167	.70016	.12783
	Intervention	32	1.7891	.65719	.11618
unacceptable language	Control	30	2.1556	.64168	.11715
	Intervention	32	2.0208	.70806	.12517
unacceptable behaviour	Control	30	2.1333	.62544	.11419
	Intervention	32	1.8891	.65100	.11508

a. before_after = before

Independent Samples Test[a]

		Levene's Test for Equality of Variances		t-test for Equality of Means
		F	Sig.	t
Physical unacceptable behaviour	Equal variances assumed	.656	.421	1.901
	Equal variances not assumed			1.897
unacceptable language	Equal variances assumed	.590	.446	.783
	Equal variances not assumed			.786
unacceptable behaviour	Equal variances assumed	.041	.840	1.504
	Equal variances not assumed			1.506

Independent Samples Test[a]

		Df	Sig. (2-tailed)	Mean Difference
		t-test for Equality of Means		
Physical unacceptable behaviour	Equal variances assumed	60	.062	.32760
	Equal variances not assumed	59.022	.063	.32760
unacceptable language	Equal variances assumed	60	.437	.13472
	Equal variances not assumed	59.936	.435	.13472
unacceptable behaviour	Equal variances assumed	60	.138	.24420
	Equal variances not assumed	59.961	.137	.24420

Independent Samples Test[a]

		Std. Error Difference	95% Confidence Interval of the Difference
		t-test for Equality of Means	Lower
Physical unacceptable behaviour	Equal variances assumed	.17238	-.01720
	Equal variances not assumed	.17274	-.01804
unacceptable language	Equal variances assumed	.17199	-.20932
	Equal variances not assumed	.17144	-.20822
unacceptable behaviour	Equal variances assumed	.16233	-.08052
	Equal variances not assumed	.16212	-.08010

Independent Samples Test[a]

		t-test for Equality of Means
		95% Confidence Interval of the Difference
		Upper
Physical unacceptable behaviour	Equal variances assumed	.67241
	Equal variances not assumed	.67324
unacceptable language	Equal variances assumed	.47876
	Equal variances not assumed	.47766
unacceptable behaviour	Equal variances assumed	.56891
	Equal variances not assumed	.56849

a. before_after = before

before_after = after

Group Statistics[a]

	Group	N	Mean	Std. Deviation	Std. Error Mean
Physical unacceptable behaviour	Control	30	1.5556	.56913	.10391
	Intervention	33	1.1970	.21431	.03731
unacceptable language	Control	30	2.0556	.63778	.11644
	Intervention	33	1.2424	.38435	.06691
unacceptable behaviour	Control	30	1.7690	.52243	.09538
	Intervention	33	1.2165	.24516	.04268

a. before_after = after

Independent Samples Test[a]

		Levene's Test for Equality of Variances		t-test for Equality of Means
		F	Sig.	t
Physical unacceptable behaviour	Equal variances assumed	13.049	.001	3.368
	Equal variances not assumed			3.248
unacceptable language	Equal variances assumed	14.117	.000	6.193
	Equal variances not assumed			6.055
unacceptable behaviour	Equal variances assumed	15.294	.000	5.455
	Equal variances not assumed			5.288

Independent Samples Test[a]

		t-test for Equality of Means		
		Df	Sig. (2-tailed)	Mean Difference
Physical unacceptable behaviour	Equal variances assumed	61	.001	.35859
	Equal variances not assumed	36.410	.003	.35859
unacceptable language	Equal variances assumed	61	.000	.81313
	Equal variances not assumed	46.697	.000	.81313
unacceptable behaviour	Equal variances assumed	61	.000	.55260
	Equal variances not assumed	40.309	.000	.55260

Independent Samples Test[a]

		t-test for Equality of Means	
		Std. Error Difference	95% Confidence Interval of the Difference
			Lower
Physical unacceptable behaviour	Equal variances assumed	.10646	.14572
	Equal variances not assumed	.11040	.13476
unacceptable language	Equal variances assumed	.13129	.55060
	Equal variances not assumed	.13430	.54292
unacceptable behaviour	Equal variances assumed	.10131	.35002
	Equal variances not assumed	.10449	.34146

Independent Samples Test[a]

		t-test for Equality of Means
		95% Confidence Interval of the Difference
		Upper
Physical unacceptable behaviour	Equal variances assumed	.57146
	Equal variances not assumed	.58241
unacceptable language	Equal variances assumed	1.07567
	Equal variances not assumed	1.08335
unacceptable behaviour	Equal variances assumed	.75518
	Equal variances not assumed	.76374

a. before_after = after

SORT CASES BY _11; ;10_ .

SPLIT FILE SEPARATE BY _11; ;10_ .

T-TEST GROUPS=_00;_08;_04; _ 2 1) ;12_)

 /MISSING=ANALYSIS

 /VARIABLES= ;00_ ;02__;14_ ;02_ ;00_ ;14_ ;05_ ;08__;14_ ;02_ ;00_ 14_ ;02_ ;00_ ;14_ ;00_;

 /CRITERIA=CI(.95).

T-Test

Notes

Output Created		17-OCT-2013 09:43:52
Comments		
Input	Data	H:\SAWSAN YAHYA\Data 12.10.2013.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	Group
	N of Rows in Working Data File	126
Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
Syntax		T-TEST GROUPS=before_after2 1)) /MISSING=ANALYSIS /VARIABLES=Physical unacceptable behaviour unacceptable language unacceptable behaviour /CRITERIA=CI(.95).
Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.02

T-Test

Group = Control

Group Statistics[a]

	before_after	N	Mean	Std. Deviation	Std. Error Mean
Physical unacceptable behaviour	before	30	2.1167	.70016	.12783
	after	30	1.5556	.56913	.10391
unacceptable language	before	30	2.1556	.64168	.11715
	after	30	2.0556	.63778	.11644
unacceptable behaviour	before	30	2.1333	.62544	.11419
	after	30	1.7690	.52243	.09538

a. Group = Control

Independent Samples Test[a]

		Levene's Test for Equality of Variances		t-test for Equality of Means
		F	Sig.	t
Physical unacceptable behaviour	Equal variances assumed	3.139	.082	3.406
	Equal variances not assumed			3.406
unacceptable language	Equal variances assumed	.001	.979	.605
	Equal variances not assumed			.605
unacceptable behaviour	Equal variances assumed	1.275	.263	2.448
	Equal variances not assumed			2.448

Independent Samples Test[a]

| | | t-test for Equality of Means | | |
		Df	Sig. (2-tailed)	Mean Difference
Physical unacceptable behaviour	Equal variances assumed	58	.001	.56111
	Equal variances not assumed	55.677	.001	.56111
unacceptable language	Equal variances assumed	58	.547	.10000
	Equal variances not assumed	57.998	.547	.10000
unacceptable behaviour	Equal variances assumed	58	.017	.36429
	Equal variances not assumed	56.218	.017	.36429

Independent Samples Test[a]

| | | t-test for Equality of Means | |
| | | Std. Error Difference | 95% Confidence Interval of the Difference |
			Lower
Physical unacceptable behaviour	Equal variances assumed	.16474	.23135
	Equal variances not assumed	.16474	.23106
unacceptable language	Equal variances assumed	.16518	-.23064
	Equal variances not assumed	.16518	-.23064
unacceptable behaviour	Equal variances assumed	.14879	.06646
	Equal variances not assumed	.14879	.06626

Independent Samples Test[a]

		t-test for Equality of Means
		95% Confidence Interval of the Difference
		Upper
Physical unacceptable behaviour	Equal variances assumed	.89087
	Equal variances not assumed	.89116
unacceptable language	Equal variances assumed	.43064
	Equal variances not assumed	.43064
unacceptable behaviour	Equal variances assumed	.66211
	Equal variances not assumed	.66231

a. Group = Control

Group = Intervention

Group Statistics[a]

	before_after	N	Mean	Std. Deviation	Std. Error Mean
Physical unacceptable behaviour	before	32	1.7891	.65719	.11618
	after	33	1.1970	.21431	.03731
unacceptable language	before	32	2.0208	.70806	.12517
	after	33	1.2424	.38435	.06691
unacceptable behaviour	before	32	1.8891	.65100	.11508
	after	33	1.2165	.24516	.04268

a. Group = Intervention

Independent Samples Test[a]

		Levene's Test for Equality of Variances		t-test for Equality of Means
		F	Sig.	t
Physical unacceptable behaviour	Equal variances assumed	21.141	.000	4.914
	Equal variances not assumed			4.853
unacceptable language	Equal variances assumed	19.717	.000	5.531
	Equal variances not assumed			5.485
unacceptable behaviour	Equal variances assumed	25.146	.000	5.545
	Equal variances not assumed			5.481

Independent Samples Test[a]

		t-test for Equality of Means		
		Df	Sig. (2-tailed)	Mean Difference
Physical unacceptable behaviour	Equal variances assumed	63	.000	.59209
	Equal variances not assumed	37.338	.000	.59209
unacceptable language	Equal variances assumed	63	.000	.77841
	Equal variances not assumed	47.490	.000	.77841
unacceptable behaviour	Equal variances assumed	63	.000	.67269
	Equal variances not assumed	39.391	.000	.67269

Independent Samples Test[a]

		t-test for Equality of Means	
		Std. Error Difference	95% Confidence Interval of the Difference
			Lower
Physical unacceptable behaviour	Equal variances assumed	.12049	.35132
	Equal variances not assumed	.12202	.34494
unacceptable language	Equal variances assumed	.14072	.49719
	Equal variances not assumed	.14193	.49296
unacceptable behaviour	Equal variances assumed	.12131	.43027
	Equal variances not assumed	.12274	.42450

Independent Samples Test[a]

		t-test for Equality of Means
		95% Confidence Interval of the Difference
		Upper
Physical unacceptable behaviour	Equal variances assumed	.83287
	Equal variances not assumed	.83925
unacceptable language	Equal variances assumed	1.05962
	Equal variances not assumed	1.06385
unacceptable behaviour	Equal variances assumed	.91510
	Equal variances not assumed	.92087

a. Group = Intervention

SORT CASES BY _00;_08;_04; _ ;12_ .

SPLIT FILE SEPARATE BY _00;_08;_04; _ ;12_ .

T-TEST GROUPS=_11; 2 1) ;10_)

 /MISSING=ANALYSIS

 /VARIABLES=_02;_06; ;12_ 01_ ;12_ _;14_;

 /CRITERIA=CI(.95).

T-Test

Notes

Output Created		18-OCT-2013 08:37:21
Comments		
Input	Data	H:\SAWSAN YAHYA\Data 12.10.2013.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	before_after
	N of Rows in Working Data File	126
Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
Syntax		T-TEST GROUPS=Group2 1)) /MISSING=ANALYSIS /VARIABLES=Parental involvement /CRITERIA=CI(.95).
Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.02

before_after = before

Group Statistics[a]

	Group	N	Mean	Std. Deviation	Std. Error Mean
Parental involvement	Control	30	1.2667	1.08066	.19730
	Intervention	33	1.4545	1.03353	.17991

a. before_after = before

Independent Samples Test[a]

		Levene's Test for Equality of Variances		t-test for Equality of Means
		F	Sig.	t
Parental involvement	Equal variances assumed	.000	.989	-.705
	Equal variances not assumed			-.704

Independent Samples Test[a]

		t-test for Equality of Means		
		df	Sig. (2-tailed)	Mean Difference
Parental involvement	Equal variances assumed	61	.483	-.18788
	Equal variances not assumed	59.805	.484	-.18788

Independent Samples Test[a]

		t-test for Equality of Means	
		Std. Error Difference	95% Confidence Interval of the Difference
			Lower
Parental involvement	Equal variances assumed	.26644	-.72066
	Equal variances not assumed	.26701	-.72202

Independent Samples Test[a]

		t-test for Equality of Means
		95% Confidence Interval of the Difference
		Upper
Parental involvement	Equal variances assumed	.34490
	Equal variances not assumed	.34626

a. before_after = before

before_after = after

Group Statistics[a]

	Group	N	Mean	Std. Deviation	Std. Error Mean
Parental involvement	Control	30	1.5667	1.25075	.22835
	Intervention	33	2.2727	.87581	.15246

a. before_after = after

Independent Samples Test[a]

		Levene's Test for Equality of Variances		t-test for Equality of Means
		F	Sig.	t
Parental involvement	Equal variances assumed	4.498	.038	-2.614
	Equal variances not assumed			-2.572

Independent Samples Test[a]

		t-test for Equality of Means		
		df	Sig. (2-tailed)	Mean Difference
Parental involvement	Equal variances assumed	61	.011	-.70606
	Equal variances not assumed	51.366	.013	-.70606

Independent Samples Test[a]

		t-test for Equality of Means	
		Std. Error Difference	95% Confidence Interval of the Difference
			Lower
Parental involvement	Equal variances assumed	.27006	-1.24608
	Equal variances not assumed	.27457	-1.25719

Independent Samples Test[a]

		t-test for Equality of Means
		95% Confidence Interval of the Difference
		Upper
Parental involvement	Equal variances assumed	-.16604
	Equal variances not assumed	-.15493

a. before_after = after

SORT CASES BY _11; ;10_ .

SPLIT FILE SEPARATE BY _11; ;10_ .

T-TEST GROUPS=_00;_08;_04; _ 2 1) ;12_)

 /MISSING=ANALYSIS

 /VARIABLES=_02;_06; ;12_ 01_ ;12_ _;14_;

 /CRITERIA=CI(.95).

T-Test

Notes

Output Created		18-OCT-2013 08:45:29
Comments		
Input	Data	H:\SAWSAN YAHYA\Data 12.10.2013.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	Group
	N of Rows in Working Data File	126
Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
Syntax		T-TEST GROUPS=before_after2 1)) /MISSING=ANALYSIS /VARIABLES=Parental involvement /CRITERIA=CI(.95).
Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.02

Group = Control

Group Statistics[a]

	before_after	N	Mean	Std. Deviation	Std. Error Mean
Parental involvement	before	30	1.2667	1.08066	.19730
	after	30	1.5667	1.25075	.22835

a. Group = Control

Independent Samples Test[a]

		Levene's Test for Equality of Variances		t-test for Equality of Means
		F	Sig.	t
Parental involvement	Equal variances assumed	.773	.383	-.994
	Equal variances not assumed			-.994

Independent Samples Test[a]

		t-test for Equality of Means		
		df	Sig. (2-tailed)	Mean Difference
Parental involvement	Equal variances assumed	58	.324	-.30000
	Equal variances not assumed	56.803	.324	-.30000

Independent Samples Test[a]

		t-test for Equality of Means	
		Std. Error Difference	95% Confidence Interval of the Difference
			Lower
Parental involvement	Equal variances assumed	.30178	-.90408
	Equal variances not assumed	.30178	-.90435

Independent Samples Test[a]

		t-test for Equality of Means
		95% Confidence Interval of the Difference
		Upper
Parental involvement	Equal variances assumed	.30408
	Equal variances not assumed	.30435

a. Group = Control

Group = Intervention

Group Statistics[a]

	before_after	N	Mean	Std. Deviation	Std. Error Mean
Parental involvement	before	33	1.4545	1.03353	.17991
	after	33	2.2727	.87581	.15246

a. Group = Intervention

Independent Samples Test[a]

		Levene's Test for Equality of Variances		t-test for Equality of Means
		F	Sig.	t
Parental involvement	Equal variances assumed	1.853	.178	-3.469
	Equal variances not assumed			-3.469

Independent Samples Test[a]

		t-test for Equality of Means		
		df	Sig. (2-tailed)	Mean Difference
Parental involvement	Equal variances assumed	64	.001	-.81818
	Equal variances not assumed	62.322	.001	-.81818

Independent Samples Test[a]

		t-test for Equality of Means	
		Std. Error Difference	95% Confidence Interval of the Difference
			Lower
Parental involvement	Equal variances assumed	.23582	-1.28929
	Equal variances not assumed	.23582	-1.28954

Independent Samples Test[a]

		t-test for Equality of Means
		95% Confidence Interval of the Difference
		Upper
Parental involvement	Equal variances assumed	-.34707
	Equal variances not assumed	-.34682

a. Group = Intervention

SORT CASES BY _00;_08;_04; _ ;12_ .

SPLIT FILE SEPARATE BY _00;_08;_04; _ ;12_ .

T-TEST GROUPS=_11; 2 1) ;10_)

 /MISSING=ANALYSIS

 /VARIABLES=_13;21

 /CRITERIA=CI(.95).

T-Test

Notes

Output Created		18-OCT-2013 08:56:47
Comments		
Input	Data	H:\SAWSAN YAHYA\Data 12.10.2013.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	before_after
	N of Rows in Working Data File	126
Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
Syntax		T-TEST GROUPS=Group2 1)) /MISSING=ANALYSIS /VARIABLES=Q21 /CRITERIA=CI(.95).
Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.02

before_after = before

Group Statistics[a]

	Group	N	Mean	Std. Deviation	Std. Error Mean
Q21	Control	30	2.1333	.93710	.17109
	Intervention	33	2.0909	.91391	.15909

a. before_after = before

Independent Samples Test[a]

		Levene's Test for Equality of Variances		t-test for Equality of Means
		F	Sig.	t
Q21	Equal variances assumed	.013	.910	.182
	Equal variances not assumed			.182

Independent Samples Test[a]

		t-test for Equality of Means		
		df	Sig. (2-tailed)	Mean Difference
Q21	Equal variances assumed	61	.856	.04242
	Equal variances not assumed	60.107	.857	.04242

Independent Samples Test^a

		Std. Error Difference	95% Confidence Interval of the Difference
			Lower
Q21	Equal variances assumed	.23334	-.42418
	Equal variances not assumed	.23363	-.42488

Independent Samples Test^a

		t-test for Equality of Means
		95% Confidence Interval of the Difference
		Upper
Q21	Equal variances assumed	.50903
	Equal variances not assumed	.50973

a. before_after = before

before_after = after

Group Statistics^a

	Group	N	Mean	Std. Deviation	Std. Error Mean
Q21	Control	30	2.1667	.87428	.15962
	Intervention	33	3.7273	.94448	.16441

a. before_after = after

Independent Samples Test[a]

		Levene's Test for Equality of Variances		t-test for Equality of Means
		F	Sig.	t
Q21	Equal variances assumed	.305	.583	-6.785
	Equal variances not assumed			-6.810

Independent Samples Test[a]

		t-test for Equality of Means		
		df	Sig. (2-tailed)	Mean Difference
Q21	Equal variances assumed	61	.000	-1.56061
	Equal variances not assumed	60.976	.000	-1.56061

Independent Samples Test[a]

		t-test for Equality of Means	
		Std. Error Difference	95% Confidence Interval of the Difference
			Lower
Q21	Equal variances assumed	.23001	-2.02054
	Equal variances not assumed	.22915	-2.01883

Independent Samples Test[a]

		t-test for Equality of Means
		95% Confidence Interval of the Difference
		Upper
Q21	Equal variances assumed	-1.10068
	Equal variances not assumed	-1.10238

a. before_after = after

SORT CASES BY _11; ;10_ .

SPLIT FILE SEPARATE BY _11; ;10_ .

T-TEST GROUPS=_00;_08;_04; _ 2 1) ;12_)

/MISSING=ANALYSIS

/VARIABLES=_13;21

/CRITERIA=CI(.95).

T-Test

Notes

Output Created		18-OCT-2013 09:02:10
Comments		
Input	Data	H:\SAWSAN YAHYA\Data 12.10.2013.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	Group
	N of Rows in Working Data File	126
Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
Syntax		T-TEST GROUPS=before_after2 1)) /MISSING=ANALYSIS /VARIABLES=Q21 /CRITERIA=CI(.95).
Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.02

Group = Control

Group Statistics[a]

	before_after	N	Mean	Std. Deviation	Std. Error Mean
Q21	before	30	2.1333	.93710	.17109
	after	30	2.1667	.87428	.15962

a. Group = Control

Independent Samples Test[a]

		Levene's Test for Equality of Variances		t-test for Equality of Means
		F	Sig.	t
Q21	Equal variances assumed	.026	.872	-.142
	Equal variances not assumed			-.142

Independent Samples Test[a]

		t-test for Equality of Means		
		df	Sig. (2-tailed)	Mean Difference
Q21	Equal variances assumed	58	.887	-.03333
	Equal variances not assumed	57.723	.887	-.03333

Independent Samples Test[a]

		t-test for Equality of Means	
		Std. Error Difference	95% Confidence Interval of the Difference
			Lower
Q21	Equal variances assumed	.23399	-.50171
	Equal variances not assumed	.23399	-.50176

Independent Samples Test[a]

		t-test for Equality of Means
		95% Confidence Interval of the Difference
		Upper
Q21	Equal variances assumed	.43505
	Equal variances not assumed	.43509

a. Group = Control

Group = Intervention

Group Statistics[a]

	before_after	N	Mean	Std. Deviation	Std. Error Mean
Q21	before	33	2.0909	.91391	.15909
	after	33	3.7273	.94448	.16441

a. Group = Intervention

Independent Samples Test[a]

		Levene's Test for Equality of Variances		t-test for Equality of Means
		F	Sig.	t
Q21	Equal variances assumed	.323	.572	-7.152
	Equal variances not assumed			-7.152

Independent Samples Test[a]

		t-test for Equality of Means		
		df	Sig. (2-tailed)	Mean Difference
Q21	Equal variances assumed	64	.000	-1.63636
	Equal variances not assumed	63.931	.000	-1.63636

Independent Samples Test[a]

		t-test for Equality of Means	
		Std. Error Difference	95% Confidence Interval of the Difference
			Lower
Q21	Equal variances assumed	.22878	-2.09341
	Equal variances not assumed	.22878	-2.09342

Independent Samples Test[a]

		t-test for Equality of Means
		95% Confidence Interval of the Difference
		Upper
Q21	Equal variances assumed	-1.17932
	Equal variances not assumed	-1.17931

a. Group = Intervention

Notes

Output Created		18-OCT-2013 09:27:18
Comments		
Input	Data	H:\SAWSAN YAHYA\Data 12.10.2013.sav
	Active Dataset	DataSet1
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	Split File	<none>
	N of Rows in Working Data File	126
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each pair of variables are based on all the cases with valid data for that pair.
Syntax		CORRELATIONS /VARIABLES=Climate Physical unacceptable behaviour unacceptable language unacceptable behaviour Score mean Q 21B 9Parental involvement /PRINT=TWOTAIL NOSIG /MISSING=PAIRWISE.
Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.02

SORT CASES BY _11; ;10_ .

SPLIT FILE SEPARATE BY _11; ;10_ .

T-TEST GROUPS=_00;_08;_04; _ 2 1) ;12_)

 /MISSING=ANALYSIS

 /VARIABLES=_02;_02; 01_ ;04_ ;10__;06_;10_;

 /CRITERIA=CI(.95).

T-Test

Notes

Output Created		29-OCT-2015 16:29:13
Comments		
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	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	Group
	N of Rows in Working Data File	126
Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
Syntax		T-TEST GROUPS=before_after2 1)) /MISSING=ANALYSIS /VARIABLES=Score mean /CRITERIA=CI(.95).
Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.01

Warnings

No statistics are computed for a split file in the Independent Samples table. The split file is: Group=Control.

Group = Control

Group Statistics[a]

	before_after	N	Mean	Std. Deviation	Std. Error Mean
Score mean	before	0[b]	.	.	.
	after	0[b]	.	.	.

a. Group = Control

b. t cannot be computed because at least one of the groups is empty.

Group = Intervention

Group Statistics[a]

	before_after	N	Mean	Std. Deviation	Std. Error Mean
Score mean	before	33	82.6364	12.50205	2.17633
	after	33	90.3333	6.20819	1.08071

a. Group = Intervention

Independent Samples Test[a]

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	T	df
Score mean	Equal variances assumed	9.536	.003	-3.168	64
	Equal variances not assumed			-3.168	46.877

Independent Samples Test[a]

		t-test for Equality of Means		
		Sig. (2-tailed)	Mean Difference	Std. Error Difference
Score mean	Equal variances assumed	.002	-7.69697	2.42988
	Equal variances not assumed	.003	-7.69697	2.42988

Independent Samples Test[a]

		t-test for Equality of Means	
		95% Confidence Interval of the Difference	
		Lower	Upper
Score mean	Equal variances assumed	-12.55122	-2.84272
	Equal variances not assumed	-12.58560	-2.80834

a. Group = Intervention

SORT CASES BY _00;_08;_04; _ ;12_ .

SPLIT FILE SEPARATE BY _00;_08;_04; _ ;12_ .

T-TEST GROUPS=_11; 2 1) ;10_)

 /MISSING=ANALYSIS

 /VARIABLES=9

 /CRITERIA=CI(.95).

T-Test

Notes

Output Created		29-OCT-2015 16:33:25
Comments		
Input	Data	E:\Statistical analyses\SAWSAN YAHYA\Data 12.10.2015.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	before_after
	N of Rows in Working Data File	126
Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
Syntax		T-TEST GROUPS=Group2 1)) /MISSING=ANALYSIS /VARIABLES=B9 /CRITERIA=CI(.95).
Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.01

before_after = before

Group Statistics[a]

	Group	N	Mean	Std. Deviation	Std. Error Mean
B9	Control	30	1.2667	1.70057	.31048
	Intervention	21	1.8571	1.98206	.43252

a. before_after = before

Independent Samples Test[a]

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	df
B9	Equal variances assumed	.620	.435	-1.140	49
	Equal variances not assumed			-1.109	38.814

Independent Samples Test[a]

		t-test for Equality of Means		
		Sig. (2-tailed)	Mean Difference	Std. Error Difference
B9	Equal variances assumed	.260	-.59048	.51804
	Equal variances not assumed	.274	-.59048	.53242

Independent Samples Test[a]

		t-test for Equality of Means	
		95% Confidence Interval of the Difference	
		Lower	Upper
B9	Equal variances assumed	-1.63151	.45056
	Equal variances not assumed	-1.66757	.48661

a. before_after = before

before_after = after

Group Statistics[a]

	Group	N	Mean	Std. Deviation	Std. Error Mean
B9	Control	22	1.5455	1.10096	.23473
	Intervention	12	.5000	.52223	.15076

a. before_after = after

Independent Samples Test[a]

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	df
B9	Equal variances assumed	5.251	.029	3.089	32
	Equal variances not assumed			3.748	31.625

Independent Samples Test[a]

| | | t-test for Equality of Means | | |
		Sig. (2-tailed)	Mean Difference	Std. Error Difference
B9	Equal variances assumed	.004	1.04545	.33841
	Equal variances not assumed	.001	1.04545	.27897

Independent Samples Test[a]

| | | t-test for Equality of Means | |
| | | 95% Confidence Interval of the Difference | |
		Lower	Upper
B9	Equal variances assumed	.35614	1.73477
	Equal variances not assumed	.47695	1.61396

a. before_after = after

SORT CASES BY _11; ;10_ .

SPLIT FILE SEPARATE BY _11; ;10_ .

T-TEST GROUPS=_00;_08;_04; _ 2 1) ;12_)

/MISSING=ANALYSIS

/VARIABLES=9

/CRITERIA=CI(.95).

T-Test

Notes

Output Created		29-OCT-2015 16:34:25
Comments		
Input	Data	E:\Statistical analyses\SAWSAN YAHYA\Data 12.10.2015.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	Group
	N of Rows in Working Data File	126
Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
Syntax		T-TEST GROUPS=before_after2 1)) /MISSING=ANALYSIS /VARIABLES=B9 /CRITERIA=CI(.95).
Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.02

Group = Control

Group Statistics[a]

	before_after	N	Mean	Std. Deviation	Std. Error Mean
B9	before	30	1.2667	1.70057	.31048
	after	22	1.5455	1.10096	.23473

a. Group = Control

Independent Samples Test[a]

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	df
B9	Equal variances assumed	3.207	.079	-.672	50
	Equal variances not assumed			-.716	49.357

Independent Samples Test[a]

		t-test for Equality of Means		
		Sig. (2-tailed)	Mean Difference	Std. Error Difference
B9	Equal variances assumed	.505	-.27879	.41505
	Equal variances not assumed	.477	-.27879	.38922

Independent Samples Test[a]

		t-test for Equality of Means	
		95% Confidence Interval of the Difference	
		Lower	Upper
B9	Equal variances assumed	-1.11243	.55486
	Equal variances not assumed	-1.06082	.50324

a. Group = Control

Group = Intervention

Group Statistics[a]

	before_after	N	Mean	Std. Deviation	Std. Error Mean
B9	before	21	1.8571	1.98206	.43252
	after	12	.5000	.52223	.15076

a. Group = Intervention

Independent Samples Test[a]

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	df
B9	Equal variances assumed	10.479	.003	2.312	31
	Equal variances not assumed			2.963	24.497

Independent Samples Test[a]

| | t-test for Equality of Means | | |
	Sig. (2-tailed)	Mean Difference	Std. Error Difference
B9 Equal variances assumed	.028	1.35714	.58701
Equal variances not assumed	.007	1.35714	.45804

Independent Samples Test[a]

| | t-test for Equality of Means | |
| | 95% Confidence Interval of the Difference | |
	Lower	Upper
B9 Equal variances assumed	.15993	2.55436
Equal variances not assumed	.41281	2.30148

a. Group = Intervention

SPLIT FILE OFF.

CORRELATIONS

/VARIABLES= ;02_ ;00_ ;14_ ;05_ ;08__;14_ ;02_ ;00_ ;01_ ;00_;11_ ;04_ ;10__;06_;10_ ;02_;02_ ;14_ ;02_ ;00_ ;14_ ;00_ ;00_ ;02__;14_ ;12_ ;06_;02_ ;01_ 9 21;13_ ;01_ ;12_ _;14_

/PRINT=TWOTAIL NOSIG

/MISSING=PAIRWISE.

Correlations

Notes

Output Created		29-OCT-2015 16:48:29
Comments		
Input	Data	E:\Statistical analyses\SAWSAN YAHYA\Data 12.10.2015.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	126
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each pair of variables are based on all the cases with valid data for that pair.
Syntax		CORRELATIONS /VARIABLES=Climate Physical unacceptable behaviour unacceptable language unacceptable behaviour Score mean Parental involvement Q 21 B9 /PRINT=TWOTAIL NOSIG /MISSING=PAIRWISE.
Resources	Processor Time	00:00:00.03
	Elapsed Time	00:00:00.03

Correlations

		Climate	Physical unacceptable behaviour	unacceptable language	unacceptable behaviour
Climate	Pearson Correlation	1	-.613**	-.632**	-.668**
	Sig. (2-tailed)		.000	.000	.000
	N	126	125	125	125
Physical unacceptable behaviour	Pearson Correlation	-.613**	1	.733**	.945**
	Sig. (2-tailed)	.000		.000	.000
	N	125	125	125	125
unacceptable language	Pearson Correlation	-.632**	.733**	1	.915**
	Sig. (2-tailed)	.000	.000		.000
	N	125	125	125	125
unacceptable behaviour	Pearson Correlation	-.668**	.945**	.915**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	125	125	125	125
Score mean	Pearson Correlation	.303*	-.302*	-.325**	-.327**
	Sig. (2-tailed)	.013	.015	.008	.008
	N	66	65	65	65
Parental involvement	Pearson Correlation	.510**	-.193*	-.221*	-.221*
	Sig. (2-tailed)	.000	.031	.013	.013
	N	126	125	125	125
Q21	Pearson Correlation	.756**	-.491**	-.598**	-.579**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	126	125	125	125
B9	Pearson Correlation	-.262*	.196	.207	.215*
	Sig. (2-tailed)	.015	.074	.059	.050
	N	85	84	84	84

Correlations

		Score mean	Parental involvement	Q21	B9
Climate	Pearson Correlation	.303	.510[**]	.756[**]	-.262[**]
	Sig. (2-tailed)	.013	.000	.000	.015
	N	66	126	126	85
Physical unacceptable behaviour	Pearson Correlation	-.302[**]	-.193	-.491[**]	.196[**]
	Sig. (2-tailed)	.015	.031	.000	.074
	N	65	125	125	84
unacceptable language	Pearson Correlation	-.325[**]	-.221[**]	-.598	.207[**]
	Sig. (2-tailed)	.008	.013	.000	.059
	N	65	125	125	84
unacceptable behaviour	Pearson Correlation	-.327[**]	-.221[**]	-.579[**]	.215
	Sig. (2-tailed)	.008	.013	.000	.050
	N	65	125	125	84
Score mean	Pearson Correlation	1[*]	.105[*]	.408[**]	-.443[**]
	Sig. (2-tailed)		.402	.001	.010
	N	66	66	66	33
Parental involvement	Pearson Correlation	.105[**]	1[*]	.436[*]	-.149[*]
	Sig. (2-tailed)	.402		.000	.172
	N	66	126	126	85
Q21	Pearson Correlation	.408[**]	.436[**]	1[**]	-.207[**]
	Sig. (2-tailed)	.001	.000		.058
	N	66	126	126	85
B9	Pearson Correlation	-.443[*]	-.149	-.207	1[*]
	Sig. (2-tailed)	.010	.172	.058	

	N	33	85	85	85

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Name Size Modified

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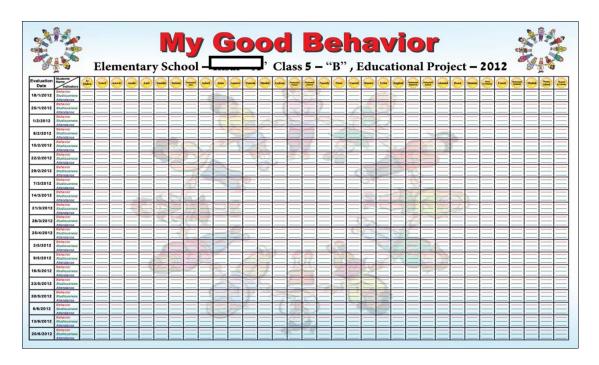
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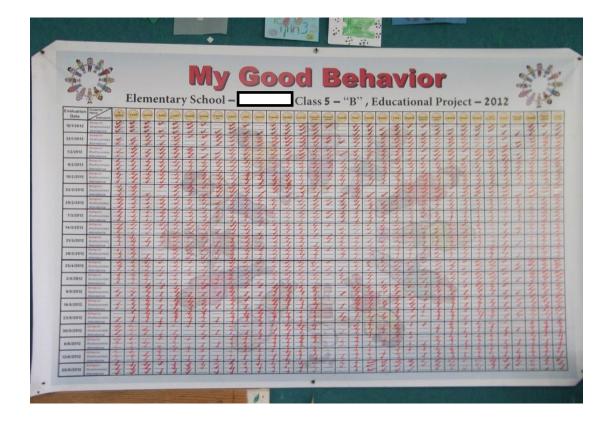
Appendix- 4

Photo No. 1- The Big Poster

Photo No. 2

Teacher's Evaluation:

Photo No. 3

Parent's Evaluation:

Parent's Evaluation
تقييم الأهل
My Good Behavior

Elementary

Class 5-"B"

Educational Project-University of Derby-2012
Student's name_____

Dates تواريخ	Indicators معايير	Evaluation تقييم
	Behavior (سلوك) Studiousness (اجتهاد ومواظبة)	_____ _____
	Behavior (سلوك) Studiousness (اجتهاد ومواظبة)	_____ _____
	Behavior (سلوك) Studiousness (اجتهاد ومواظبة)	_____ _____
	Behavior (سلوك) Studiousness (اجتهاد ومواظبة)	_____ _____
	Behavior (سلوك) Studiousness (اجتهاد ومواظبة)	_____ _____
	Behavior (سلوك) Studiousness (اجتهاد ومواظبة)	_____ _____
	Behavior (سلوك) Studiousness (اجتهاد ومواظبة)	_____ _____

<u>Photo No. 4 – The Silver Medal</u>

<u>Photo No. 5 -The Golden Medal</u>

Appendix- 5

Informed consent form for participating in the study with K5-2 class

I the undersigned:

First and Last Name:_____

ID Number: _____

Address: _____

 A. I declare that I am willing to participate in the study and declare that I agree that my son / daughter:_____ will also participate in this study as described in this form.

 B. I hereby declare that I received explanations to my satisfaction that:

  1. That the researcher, ******* ******* received an approval to conduct the study, from the ministry of Education and from the principal : Mr. ******** *******

  2. That the researcher is part of a doctorate research programme established by the University of Derby

  3. That the topic of the research is: improving students' behaviour and academic achievement by counselling intervention programme

  4. That I am free to choose if my son/daughter, will participate in the study or not and I am free to stop at any time to participate in the study without compromising the right to receive treatment.

  5. I was assured that our personal identity will be kept secret by all involved and in the study and will not be published in any publication including scientific publications.

  6. I was assured that I will receive answers to questions that I will ask and also the possibility to consult with.

  7. That for any problem related to the research process, I can call Mrs: ******** *******, an educational counselor, Tel ********

C. I hereby declare that I have received detailed information on the study, like the goals, the methods, the research results.

D. I hereby declare that the above consent was given voluntarily by me and that I understood all of the above. Likewise I received a copy of the informed consent form.

Parent's name ------------------- ID number --------------------

Signature ------------------------ Date -----------------------------

- If parents are separated/divorced, they both need to sign.

The researcher's declaration:

The above agreement was entered into by the participant's parent after I explained all the said above and I made sure that all explanations were understood by him/her.

The Researcher ******* *******

Signature ********

Date ---------------

Appendix- 6

Invitation

<u>Afaf School</u>   <u>12.1.2012</u>

Dear parents of K5-2 grade

Greeting,

We would like to invite you to a parents' meeting on Saturday at 15:30. The purpose of the meeting is educational research. The meeting will be held in the school and it will address issues of improving persistence, presence, Academic Achievement as well as the students' behaviours.

We hope you will attend and share your opinions with us.

Sincerely   Sincerely

The school principal   The school counsellor

******* *******   ******* ********

Appendix- 7

Letter to Afaf School Staff

Dec 11th 2011

Greetings to the staff team of the Afaf school,

I am ******* *******, the educational counsellor of the school. You and I have seen student unacceptable behaviour increasing over time among the school's students, and a sharp decline in academic achievement. For this reason I decided to research ways to improve students' behaviour and achievements. I believe that this research will help us with our work as teachers and improve our results.

In the coming months I shall be coaching members of the teaching staff in our school. This process will take place in conjunction with the research I am conducting under the supervision of the University of Derby, England, as part of a doctoral programme in education.

The objective of this research is, to reduce the level of unacceptable behaviour in the K5-2 class and facilitate student engagement with the learning process by using a counselling intervention programme that was devised specifically for the students, teachers and parents of K5-2.

My counselling intervention programme, emphasised the importance of creating a positive climate in the K5-2 class. It will last for 6 months and include twenty sessions, based on the curriculum (weekly lessons, on Wednesdays). The sessions emphasise the following values: teacher consistency in the treatment of unacceptable behaviour, consistent criteria for the evaluation of student work, and engagement with the programme. The sessions also emphasised the need for engagement with the programme of parents and the building of trust relations, encouragement, reinforcements, closeness, support and reciprocal concern from both, the students and the teachers, sympathy, friendship, respect, tolerance, being accepting of others, integration, belonging, dealing with anger, dealing with crisis, problem solving, inclusion and contributing to the community.

The information that I will gather will be completely anonymous in order to ensure the privacy of the participants. Each interview will be transcribed and given to the

participant for confirmation. The information gathered will serve research purposes only and will not be forwarded to any other person or body.

It is the right of any member of the team to refrain from taking part in or to resign from his /her participation in the intervention programme.

I will share the findings and the conclusions of the research with you, in order to hear your impressions and to explore with you ways in which we can use the findings in our school.

Thank you for your cooperation,

******* ********