

**How do teachers organize the physical classroom provisions to create positive classroom environment for students with emotional and behavioural disorders in a primary special school**

**This dissertation is submitted in part fulfilment of the degree of  
ERASMUS MUNDUS MA/Mgr Special Education Needs**



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# DECLARATION

This dissertation has been developed wholly by the author, Baby Sri Murniyati Poernomo, in partial fulfillment of Erasmus Mundus Masters in Special Education Needs, 2008-2009 at Roehampton University (London, United Kingdom), Fontys University (Tilburg, The Netherlands) and Charles University (Prague, Czech Republic).

I hereby declare that the dissertation is entirely my own work and that all references have been properly acknowledged. I also declare that this dissertation has not been submitted previously for any higher degree.

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## ABSTRACT

The research question that I have required to answer through this study is, "***How do teachers organize the physical classroom provisions to create positive classroom environment for students with emotional and behavioural disorders in a primary special school?***" Therefore this study is set out to explore teachers' competence and ability to arrange physical provisions to build positive classroom environment. The literature review outlines the significant role of physical classroom environment in enhancing positive behaviour and achievements of children with emotional and behavioural disorders as well as the role of teachers in building positive classroom environment.

This was a small scale qualitative research along with a questionnaire, interviews, and observations were chosen as the research methodology and data collection methods for this study. The questionnaire and interviews were addressed to school principal and teachers consisting of two novice teachers with less than three years teaching experience and two teachers with over five years teaching experience. Both questionnaire and interview questions concerned the main research question mentioned above. The triangulation method of data collection and multiple sources of the same information enhanced reliability and validity of the study. Data analysis revealed that in some aspects teachers had a different perspective in organizing the physical classroom provision which led to the different ways of classroom organization.

Suggestions for further research and recommendations are made, indicating the importance to conduct similar research in mainstream school since students with emotional and behavioural disorder can be found both in special school and mainstream schools as well as the importance for school to determine a specific policy pertaining to classroom environment which is not only useful for senior teachers but also for new teachers who just joined this school to know more detail about the standard and regulations for teachers concerning physical classroom organization.

**Key Words: Physical classroom provisions, classroom environment, organization.**

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## CHAPTER I

### INTRODUCTION

This study is an educational research which was conducted in the form of critical analysis case study on *"How do teachers organize the physical classroom provisions to create positive classroom environment for students with emotional and behavioural disorders in a primary special school."* The study took place in a special school for students with emotional and behavioural disorders in Prague, Czech Republic.

#### 1.1 Statement of the problem

A classroom environment in a school depends on how well teachers organise it. Teachers in particular have the responsibility to work out strategies of building the classroom environment. However, there are still considerable numbers of teachers who have not implemented the approaches and methods to build a classroom environment to support teaching and learning process. Most teachers only focus on the subjects they teach. They do not pay attention to the classroom environment. This condition will result in ineffectiveness of teaching and learning process in a classroom since the students will lose their motivation to learn. As a result, it is hard for the students to improve their achievement. Classroom environment always relates to teachers' instruction. Several studies have emphasized the importance of a focus on high-quality instruction in supporting student achievement as stated by Stronge, James. H (2002, p.34) that effective teachers see consistency and organization in their classrooms as important because they allow the central focus of classroom time to be on teaching and learning.

The fundamental purpose of the study is to explore teachers' competence and perception on classroom environment by answering the following question: *"How do teachers organize the physical classroom provisions to create positive classroom environment for students with emotional and behavioural disorders in a primary special school?"* It is from this background that the researcher is compelled to carry out this study.

## **1.2 Limitation of the study**

Since this study was carried out in Czech Republic, language became the most probable concern for the researcher. Interviews (headmasters and teachers) could only be conducted with the presence of *interpreter* unless the participants speak English. Due to the small/unique sample available for the study, results may not be generalized beyond the specific population from which the sample was drawn.

## **1.3 Research questions**

The study was guided by the following research questions;

- (a) What components of physical classroom provisions contribute most to the positive classroom environment?
- (b) How is teachers' organization of the physical classroom provisions that creates positive classroom environment for students with emotional and behavioural disorders?
- (c) What kind of policy does the school have to build classroom environment?

## **1.4 Research context**

In relation to my research question above on *how do teachers organize the physical classroom provisions to create positive classroom environment for students with emotional and behavioural disorders*, I defined my research into 3 major aspects to find out, namely: (1) to know what components of physical classroom provisions contribute most to the positive classroom environment, (2) to know teachers' organization to create positive classroom environment for students with emotional and behavioural disorders, (3) to know what kind of policy does the school have to build classroom environment.

This study, therefore, seemed to have relevance at this time. For my research, I defined the area of focus to be analyzed, namely the *physical classroom provisions*, which consist of:

- a) Seating Arrangement;
- b) Teachers' Desks
- c) Bulletin Boards and Students' Work Display

- d) Instructional Materials
- e) Learning Centres / Interest Centres
- f) Study Carrels
- g) Individual Work Spaces
- h) Audio Visual Technology Centre
- i) Records Storage
- j) Traffic Patterns

I focused my study only to these 10 (ten) aspects since these components are closely related with teachers' competence or teaching skills. However, there are still other aspects in physical classroom provisions, such as school building, lighting, size of the classroom and so forth which I did not focus on since I thought these aspects do not relate directly with teachers' competence but it is more dealing with school policies and responsibilities.

This study took place in a primary special school for students with emotional and behavioural disorders in Prague, Czech Republic and involved the following participants: (1) Headmaster of primary special school, to obtain information regarding the school policy on classroom environment, qualification and competence of teachers in organizing physical provision of the classroom to build positive classroom environment, (2) Five teachers, consists of three teachers with over 5 years teaching experience and two novice teachers (less than 2 years teaching experience). The purpose to choose these criteria is to know the differences about their perception and strategies to build classroom environment.

### **1.5 Significance of the study**

The findings shall be of benefit to me as educationist who is also working for the Ministry of National Education in Republic of Indonesia. Returning home to my country having completed this study, I will be in position to use the knowledge that I obtained and instigate the improvement of teachers' competence in building classroom environment that can be implemented in primary special schools nationwide as well as mainstream schools with inclusive setting, specifically I shall produce materials for teachers to encourage them to better organize their classes and this will significantly

improve the educational achievement in my country. The study will also benefit the school where it took place in Czech Republic, especially for the improvement of school policy and practice. The findings will help inform and improve future practice of teachers in building the positive classroom environment for students with emotional and behavioural disorders at the institution. It may also be of interest to all primary special school practitioners. The findings shall be shared with the research participants at the end of the study. However, this study cannot be considered to serve as a general solution to this issue and will not offer any generalized conclusions since this is a case study research and the research of classroom environment is not value-free and therefore no generalizations can be made. It can only serve as a useful source of information for teachers or any other educators who can be benefited from this research. How the research results of this dissertation are going to be used and to what extent, it depends entirely on the readers' judgment. This research is as an introduction and a starting point in researching this issue. Further research in this domain can offer a clearer view of the situation.

### **1.6 Organization of the study**

In Chapter 1 - Introduction, the topic of this dissertation is clarified and the research questions for this study are introduced. It concludes by justifying the significance of this study for the classroom environment research. Chapter 2 - Literature Review, examines the concept of classroom environment that was used in the research for the purpose of this dissertation, the role of teacher in building positive classroom environment, and finally the role of classroom environment for students with emotional and behavioural disorders. The next chapter, Chapter 3, describes the Research Methodology that was used in the research that was conducted as part fulfilment of this dissertation. Chapter 4 illustrates the Analysis of the Results of the research of this study. Chapter 5 is the Evaluation of the study related with the review of literature. Finally, this dissertation concludes with Chapter 6 in which suggested recommendations are proposed.

## CHAPTER II

### REVIEW OF THE LITERATURE

#### 2.1 Introduction

The purpose of this review is to put the literature on social and emotional development in context with the classroom situation. I start with looking at the concept of Physical Classroom Environment and looking at aspects that have an impact on students' behaviour and achievement which is defined into 10 components namely; (1) *seating arrangement*, (2) *teachers' desks*, (3) *bulletin boards and students' works display*, (4) *instructional materials*, (5) *learning centres or interest centres*, (6) *study carrels*, (7) *individual work spaces* (8) *audio visual technology centre*, (9) *records storage*, and (10) *Traffic Patterns*. I focused my study only to these ten aspects since these components are closely related with teachers' competence or teaching skills. However, there are still other aspects in physical classroom provisions, such as school building, lighting, size of the classroom and so forth which I did not focus on since I thought these aspects do not relate directly with teachers' competence but it is more dealing with school policies and responsibilities.

Then I will give an overview of the role of teachers in building positive classroom environment, which explains more detail about the task of teachers in organizing physical classroom provision which serves as a part of classroom environment to build positive behaviour specifically for students with emotional and behavioural disorders. It shows that effective teachers do have to create an overall environment conducive to learning in which orchestrating this supportive learning environment requires a teacher practical skills in classroom organization and management. Finally I look at the role of physical classroom provision in enhancing positive behaviour and achievements of children with emotional and behavioural disorders. This part of literature shows that providing warm, bright attractive surroundings, stimulating and cared-for classrooms can send pupils a very powerful message regarding the importance the teacher places upon the achievement of learning and the nature of the relationship they wish to build. Such classroom environments convey ideas of comfort, respect and stability within which positive behaviours and learning skills can be developed.

## 2.2 The concept of physical classroom environment

The physical arrangement of the classroom has the potential to encourage desirable behaviour or contribute to students' misbehaviour (Daniels, 1998). The physical environment always refers to the layout or organization of physical provisions of the classroom. The aspects of physical classroom such as the placement of furniture, or the use of space, the size of classroom, the colour of the walls can impact children's level of independence and influence how children will learn (Dodge & Coler, 1996).

To prevent problem behaviour before they occur, teachers need to maximize their capability in arranging the physical environment of the classroom as one of the strategies to improve the learning environment. Research on the classroom environment has shown that the physical arrangement can affect the behaviour of both students and teachers (Savage, 1999; Stewart & Evans, 1997; Weinstein, 1992<sup>1</sup>), and that a well-structured classroom tends to improve student academic and behavioural outcomes (MacAulay, 1990; Walker, Colvin, & Ramsey, 1995; Walker & Walker, 1991).

According to Pace and Price (2005) there is evidence that classroom arrangement significantly impacts on student behaviour, and it definitely impacts on students' achievement as well. The location of students which relates to the seating arrangement shows that students seating at the back of the classroom tend to interact with each other more frequently than those seated at the front (Granstrom, 1996). The physical arrangement of the classroom also frequently encourages inappropriate behaviour such as jumping and running. Laslett, Robert (1992, p.25) states that classroom organization area consists of three aspects of teaching, namely: (1) The milieu or classroom environment within which relationships develop; (2) The methods by which teaching is delivered; (3) The materials through which learning is experienced.

In this context, Weber (1982) describes two very relevant concepts of 'encouragement' and 'momentum' which are essential to engaging and maintaining pupils' interest and

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<sup>1</sup> Weinstein, C. S. (1992) *Designing the instructional environment: Focus on seating*. Series on Highly Effective Practices—Classroom Environment 5 Bloomington, IN: Proceedings of Selected Research and Development presentations at the Convention of the Association for Educational Communications and Technology. (ERIC Document Reproduction Service No. ED 348 039)

motivation. He defines '*encouragement*' as 'an affirmation of belief in the pupil's potential and capacity to do better'. It involves the teacher's planning and presentation, as well as the ability to transmit a personal fascination with the subject being taught and a genuine enjoyment of the company of the students to whom it is being taught. He defines '*momentum*' as the intrinsic phenomenon which keeps learners moving forward even when difficulties are encountered. Therefore, teachers should have the ability and skills to ensure that all pupils have opportunity to success by generating self motivation. According to Fisher (2006, p.2) classroom environment refers to the atmosphere, ambience, tone, or climate that pervades the particular setting. There are several researches on classroom environment have been conducted which focused on psycho-social dimensions, in this case human behaviour in origin or outcome (Boy and Pine, 1988). Reviews of classroom environment research by Fraser (1998a), Dorman (2002), Goh and Khine (2002) and Khine and Fisher (2003) have delineated at least 10 areas of classroom environment research. One of the strongest traditions of classroom environment research has been the study of links between classroom environment and student cognitive and affective outcomes. There are also many experts on education say that classroom environment gives direct influence on the students' motivation for learning as Freiberg (1999, p.34) says. It means that, directly or indirectly, classroom climate will influence the outcome which is mediated by the motivation. Johnson and Johnson (1993) have stated that climate includes many aspects starting from the environment of the school, personalities of students and teachers, academic performance, level of physical activity and also the materials used.

Freiberg (1999, p.34) has set a model of classroom climate factors which comprised the physical environment of the classroom, the social system, an orderly classroom environment and teacher expectation about students' achievement. Size of the classroom, for example, it is a part of physical classroom environment. Interactions among the students and between students and their teachers are part of the social system. An orderly classroom environment includes the arrangement of the classroom and functionality whereas professional attitude and positive expectation include in the aspect of teachers' expectations about students' achievement.



Gandini (1998) emphasizes that the physical environment can be thought of as a "third teacher" in which children learn from interactions with their physical environment and from the people in their daily lives. Vygotsky (1986) and Trancik and Evans (1995) say that the physical environment also provides the type of learning opportunities and it refers to as scaffolding. This means that children will be encouraged to use the challenges as scaffolding to reach a higher level of functioning when they are provided with opportunities and challenges. Therefore, it is importance to know about the quality of a classroom environment since this can promote children's competence.

Salend (1994) delineated 6 main components of physical classroom environment, namely: (1) *Seating Arrangement*, (2) *Teachers' Desks*, (3) *Bulletin Boards and Students' Academic Work Display*, (4) *Instructional Materials*, (5) *Learning Centres or Interest Centres*, and (6) *Study Carrels*. Whereas Mc. Leod (2003) mentions 4 more components which are included in physical environment of a classroom, namely: (1) *Individual Work Spaces* (2) *Audio Visual Technology Centre* (3) *Records storage*, and (4) *Traffic Patterns*.

### ***Seating arrangement***

The type of seating arrangement is considered as a significant aspect of physical classroom setting in which it can influence students' attitudes, participation, and social interaction (Brooks & Rebeta, 1991; Gump, 1987; Philpott, 1993; Stires, 1980). The seating arrangement of the classroom will depend on the type of instruction the teacher employs. In general, according to Everston et al., (1989), students should be seated in areas that allow clear sightlines to instructional presentations and displays, so that they can more focus on the lesson. Positive influence on students' social interaction and on-task behaviour can be built by the well defined classroom spatial arrangements (Budge, 2000; Hofkins, 1994; Moore, 1986). How the classroom environment is organized influences the behaviour in it as stated by Stronge, James.H, (2004, p.68). Teachers should consider students' needs in setting the arrangement of the furniture in the classroom for example by providing space for wheelchairs to manoeuvre and having walkways so students can access the materials with minimal disturbance to others.

There are several types of seating arrangements as Kaya and Burgess (2007,p.259) define, namely: *rows of tablet-arm chairs, U-shaped, clusters, and rows of tables with individual chairs*. Up to the present time, the classroom with 'traditional' seating arrangement (rows arrangement) still becomes the most popular and most chosen in most schools all over the world. Hofkins (1994, quoted in Kaya and Burgess, 2007) states:

*"Classrooms with the 'traditional' seating arrangements, comprising desks in a number of rows facing the instructor, can increase students' ability to focus on the lesson and concentrate on their work."* (p. 860).

Wheldall et al. (1981) say that this arrangement can increase on-task behaviour in a mix-ability classroom. Wheldall and Lam (1987) who have conducted a study on classroom environment emphasize that children with emotional and behavioural difficulties can show their improvement in on-task behaviour when they move from a groups to a rows arrangement.

However, all seating arrangement types have specific purposes. When using small group teacher-directed instruction, students should be seated in a semi circle facing the teacher (Carnine and Silbert, 1979). It is different from the large group teacher-directed activity, such as lecturing in which it is most conducive if all students are facing the teachers sitting in row, circular, or horseshoe arrangements. However, teacher also can create another format of seating specifically when they ask students to work in groups (role plays, simulations, cooperative learning arrangements). In these activities teachers should ask students to arrange their desks in groups so that they can communicate each other efficiently.

Another type of seating arrangement namely *U-shaped configuration* also has a specific function that can generate an increased sense of community and promote social interaction among students. In this format, students face one another, and not solely face the teacher (Hurt, et al., 1978). There is still another type of seating arrangement, namely *cluster-type* arrangement in which two or four tables are positioned together so

that small groups of students face one another. Patton, et al. (2001)<sup>2</sup> say that in clusters arrangement, students can work on a variety of learning tasks where the teacher works closely with individuals or groups rather than with the class as a whole. However, Hufman and Barbour (1985)<sup>3</sup> say that we need to consider the location students choose the seat and teachers should avoid putting the desks of students with behavioural disorders in parts of room that have a lot of activity, such as near learning centres, media and pencil sharpeners since students with emotional and behavioural disorders may experience problems with staying on task, so teachers need to avoid sitting them near open doors and windows. The most important thing is that seating patterns should be arranged to ensure that children are not sitting too close to one another as Lawry et al.,(2000, p.13).

### **Teachers' desk**

Salend (1994, p.459) said that the location of teacher's desk is an important factor in managing the classroom since it allows teacher to monitor behaviour and to move quickly if a situation warrants teacher intervention. He continues by saying that teacher's desk is better to be placed in an area which is a barrier-free view of the whole classroom.

Mc. Leod (2003,p.9) delineated 3 (three) types of the placement of teacher's desk, namely: (1) in front of the classroom, (2) in the back of the classroom, (3) at the centre of the student seating arrangement. Each of them has its own purpose since the placement of teachers' desk will influence the classroom environment. Placing the teacher's desk in the front of the classroom will promote *a teacher-directed environment* and this position allows the teacher to see most areas of the classroom and monitor students at work. Whilst placing teacher's desk in the back of the classroom will promote *a student-centred environment* and provide workspace and allow teacher to keep an eye on his/her students. This placement also has good point that allows students to talk with the teacher without being observed by others. The last position is

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<sup>2</sup> Patton, J. E., et a.,(2001, April). *A survey study of elementary classroom seating designs*. Presented in Annual Meeting of the National Association of School Psychologists, Washington, DC.

<sup>3</sup> Hufman, M., & Barbour, A. (1985, April). *Sociometry and classroom seat selection*. Paper presented at the annual meeting of the Southern Speech Communication Association, Winston-Salem, NC.

placing the teacher's desk at the centre of the student seating arrangement which can promote a *teacher-facilitated environment*. In this position, students might have easy access to the teacher's desk, but private conversations are not possible.

According to Kazdin (1979) and Strain and Timm (1974), besides the position of teachers' desks, teachers also should consider the placement for students who exhibit inappropriate behaviour disorders, when designing the classroom. Alternative placement can be near teachers for proximity control, or placing them near positive peer models. These two positions can make them learn appropriate classroom behaviour.

### ***Bulletin Board and Students' Work Display***

According to Sprenger (1999) teacher should understand the visual equipment that can enhance students' learning. Classroom curriculum can definitely be supported by well planned bulletin boards and visual display in which each of them focuses on one easily illustrated objective. Sprenger also says that from a research, we know that students remember visuals longer than information which is presented verbally. This will last even after the visual is removed. The classroom, like any other physical, constructed site, is designed with built-in values in which 'the pedagogical order of the classroom is mediated in its spaces' (Lawn, 1999, p. 72) and it has the purposes that contribute to shaping the work and behaviour of the teachers and students who occupy it (Fiske, 1995; Seaborne, 1977). Pedagogic resources which are provided by the classroom arrangement and display are part of teaching technology as stated by Daniels (2001, p.169). Majority of the classrooms contain several kinds of visual display. Visual display in the classroom is intended for creating an attractive learning environment (Williams, 1989). These displays are activated or re-activated by classroom pedagogy.

Classroom layout and classroom size which are included in design characteristic can make substantial differences in education as claimed by researchers in the field of environmental design. A study on classroom environment conducted by Voltz and Damiano-Lantz (1993) found that engaging students in the creation of their physical environment can build ownership in learning. In their study, they show the alternative

ways to engage children into the classroom curriculum through the use of bulletin boards, displaying children's work on the walls, and so on. Narayan (1980) states that:

*"Teachers could discover many techniques to display pictures to stimulate learning in and out of the classroom. Children should be involved in designing and making charts, diagrams, bulletin-board displays not only to provide learning experiences to them but also to create an atmosphere for learning."* (p.13)

Visual display supports students understand schedules, instructional materials, directions, and rules. According to Tissot and Evans (2003) the supports can be demonstrated with words, numbers or phrases. Visual display in the form of printed words or phrases with many kinds of items such as photographs, hand-drawn pictures, graphics, or computer-generated icons can benefit all students, but particularly students who are print-disabled or have difficulty reading, but also the class rules specifically is very important for students with emotional and behavioural disorder.

Bulletin walls should provide information about classroom routines and school programs. What we display in the bulletin should support concepts for instance, *place-value models* showing the relationships of *place-value positions* illustrate a math concept fundamental to work with whole numbers and skills that teachers are presently teaching. McLeod (2003) says that:

*"Nothing is less interesting to students than a bulletin board that is months old and that has no relevance to current instruction."* (p.15).

He lays stress that the bulletin should provide information in a different way from other learning materials such as a daily instruction. Bulletin boards in the classroom design can help teachers create pleasant, visually appealing environment that promotes learning and class pride. There are 4 types of bulletin walls as defined by Hayes (1985) namely: *decorative, motivational, instructional* and *manipulative*. When the class is designed with decorative bulletin boards, it can make the room attractive and interesting and relates to a theme. A classroom with motivational bulletin walls will encourage students with their pride of work. Instructional bulletin boards, or teaching walls often introduce new concepts and material, which emphasizes review of previously learned concept. Teachers can create manipulative bulletin boards which can promote skill mastery by using materials which students manipulate to learn new skills.

Teacher should always consider a space for displaying students' academic work when they are planning to use wall space in the classroom. Posting the daily assign part of the bulletin board or wall can help students remember to perform all assigned tasks. Bulletin boards can be a class rules, clock or calendar which is large enough to be seen from all parts of the classroom (Everston et al., 1989). For the beginning of school year, specifically during the first few weeks of school, bulletin boards which important information can help students in the primary school to get basic information about school life, for example: (1) Bus schedules, pick up locations, after school care transportation pick up, (2) Map of the school, the daily schedule, classroom rules, lunch prices, and menus, (3) Location and date of assignment of lockers, and so forth. Providing this information in a visual format helps students get information without having to ask their teachers.

There is an important step to have the rules for the classroom posted and clearly visible for all students to create a classroom environment in which there are clear and consistent rules and expectations. Classroom rules are statements that define behaviour expectations and that help to establish a predictable teaching and learning environment (Grossman, 2004; Kerr & Nelson, 2006; Madsen et al., 1968). Classroom rules consist of two general categories namely (1) organization rules and (2) learning rules (Performance Learning Systems, 2007)<sup>4</sup>. The organization rules spell out behavioural boundaries for students, and ensure a safe and disciplined classroom environment (Van Acker, 2007)<sup>5</sup>; whereas, the learning rules support students' success in learning academic content. All the rules encourage students to accept increased responsibility for their own behaviour. According to Mayer (1995), a classroom environment with unknown or unclear expectations becomes a setting for problem behaviours.

In addition to classroom rules, instructional bulletin boards also have great potential to enhance learning as Wolfe (2001) states that "the human eyes contain almost 70 percent of the body's sensory receptors and send millions of signals every second along

<sup>4</sup> Performance Learning Systems. (2007). Establishing effective rules. Performance Learning Plus, 32. Retrieved from [http://www.plsweb.com/resources/newsletters/enews\\_archives/32/2003/09/01/](http://www.plsweb.com/resources/newsletters/enews_archives/32/2003/09/01/) Retrieved 03 January 2009.

<sup>5</sup> Van Acker, R. (2007). *Strategies for dealing with classroom aggression*. Paper presented at the Working Forum of the Council for Children with Behavioral Disorders. Las Vegas, NV.

the optic nerves to the visual processing centres of the brain." Teachers have to be creative in thinking what the best to put in the bulletin boards. They should choose bulletin board borders that are not busy and brightly coloured because they are not helpful to students who have difficulty focusing on essential information. In addition to learning materials and class rules, students' work is also included in the bulletin boards. However, teachers have to be careful to display students' work in the bulletin boards. They have to prevent too many distracting materials and it is important for every teacher to know that they should rotate them throughout the school year as McLeod (2003, p.16) said. He also continued by saying that student achievement is enhanced when the walls "teach."

### ***Instructional Materials***

All teachers have to pay attention to the physical environment arrangement since this can prevent challenging behaviours. According to Jensen, et al. (1994) every teacher should consider the accessibility of the basic materials of a classroom. Students should be able to gather the necessary materials to complete an assignment without any difficulty and interrupting the learning process. Therefore, as Lund and Bos (1981, quoted in Salend, 1994):

*"Teachers can help organize their instructional materials in the classroom by keeping frequently used materials together in a location that is visible and accessible to all adults and students." (p.460).*

How the classroom environment is organized influences the behaviour in it as stated by Stronge, James.H, (2004, p.68). Classroom which is organized are easy to recognize. Teachers who are creating well organized classrooms prepare effective working environments. It can be seen from how they optimize proximity to materials and students. McLeod, et al., (2003) if routines and procedures are established well, the classrooms seem to run automatically. Students know what they have to do, and how to get the information without asking their teachers repeatedly. Good classroom organization can be achieved through many kinds of strategies. Teachers can use colour coding for certain items such as placement of instructional materials. This can optimize the organization since students will know the place and can quickly locate the materials (Stronge, James.H, 2004, p. 43). McLeod (2003) states that:

*"Students in all grades can be taught an efficient system to pass out and collect materials, count to be sure all materials have been returned, and replace the materials neatly in their proper containers." (p.14).*

Every teacher needs to ensure that all instructional materials are removed from reach in setting up circle time area. This aims at preventing challenging behaviours. In a younger class for example, toy shelves should be turned around; materials should be covered with a blanket, or are taken out of the area entirely. McLeod (2003) suggests that it is important to physically place quiet areas like the book area or writing centre away from noisier areas such as housekeeping, gross motor, or block area to help keep noise levels low, to minimize distractions in classroom. He continued by saying that effective management of materials is fundamental to a good instructional program and key to good classroom management (ibid, p.14).

### ***Learning Centres and Interest Centres***

To provide variety in the classroom, teachers should provide learning centres or interest centres as stated by Gearheart *et al.* (1988). He delineated four types of learning centres, namely: (1) *skill centre*, (2) *discovery/enrichment centre*, (3) *listening centre* and (4) *creativity centre*. To allow students to practice skills such as math facts, spelling words, alphabetizing and defining vocabulary is the function of *skill centre* whereas *Discovery/enrichment centre* employ a variety of learning activities (Science experiments, math applications). This can help students to add to their knowledge base. Another type of learning centre is a *listening centre* which is designed to offer students instruction or recreation through listening, arts and crafts, music. The last part is *creativity centre* with the function is allowing students to explore their creativity in writing or composing a poem (Gearheart *et al.*, 1988 in Salend, 1994).

Teachers also should prevent the boredom of children when they play with the same toys or materials for several weeks. In this situation, it is easy for the children to misbehave. Therefore, it is important for teachers to rotate new toys in and out of classroom as well as adding theme-related materials which will capture children's interest and facilitate more active engagement with materials. According to McGee *et al.*, (1991) a toy rotation plan can increase engagement in typical children from 71% to 81% in less than a month. The rotation of toys can be done for instance twice a month



by every teacher. Dodge and Colker (1996) say that effective play centres is a place where students are able to (1) make choices and select activities independently; (2) use available materials appropriately and creatively once inside an area; (3) persist at an activity and remain involved for a designated period of time; (4) feel successful when they play in an area; and (5) help take care of materials. Play areas that appear open and inviting may encourage students to grab toys from shelves at inappropriate times of the day. To prevent this, teachers can close play areas with a blanket or a sheet or they can also post a "closed" sign or a "stop" sign at the entrance of a play centre which can also serve as a visual reminder (ibid).

Unlike the learning centres, an interest centre is designed to encourage student activity and choice during free time. The difference is: a learning centre is designed to meet specific learning objectives whereas interest centres invite student choice; learning centres motivate, reinforce, and support student learning (Lemlech, 1991). Interest centres allow students free choice and motivate students to pursue personal interests. An interest centre focused on motivating students for example to read for pleasure. Most elementary classrooms have interest centres, such as a reading corner, a game area, or a science centre. Interest centres enrich the classroom curriculum. (McLeod, 2003, p.10).

### ***Study Carrels***

Study carrels are particularly useful for students who exhibit symptoms of attention deficit disorder and hyperactivity as stated by Hewett (1967). These students with emotional and behavioural disorder may have difficulty screening out noise and visual distractions in the classroom, specifically when they are working on individualized assignments that require concentration. If this happens, teachers might allow them to move to a quiet area of the room. It is important also for teachers to continuously monitor students when they work in such a self contained area (Salend, 1994). Consequently, the barriers around the area should be low enough to allow an unobstructed view of the students, but high enough to eliminate distractions. Teachers should avoid frequent use of study carrels even though some educators advocate use of this tool. The idea is to prevent students who use the study carrels to be stigmatized or isolated. However, Salend (1994) states that:

*"Teachers can lessen the potential problems associated with study carrel by discussing how individuals learn and function best in different ways, allowing all students to use the study carrel, referring to the study carrel area in a positive manner and using the study carrel for several purposes such as a relaxation area, and a computer or media centre." (p.462).*

By doing so, teachers can allow all students to use the study carrels by explaining how individuals learn.

### ***Individual Work Spaces***

Mc. Leod (2003, p.13) states that individual work spaces are critically important for students in all grades. He continues by saying that students can avoid stress of other students invading their space which can cause challenging behaviour. Students who have emotional and behavioural disorder always find difficulty in concentrating in a crowded area. Therefore, they need a larger space or a space removed from those of most other students. These work spaces can be single desks moved away from the main seating area which allow students to have a defined space with sight barriers on three sides. Some classrooms are completed with partitions with moveable bulletin boards, or pieces of furniture. Mc.Leod (2003) says that:

*"Students who have difficulty concentrating in a crowded area or who exhibit persistent behaviour problems need a larger space or a space removed from those of most other students." (p.13).*

To help teachers to find the area of each student's personal space, they can measure the dimensions of the classroom and then find the area. Teachers' creativity is definitely demanded when they have to arrange the various working areas of the classroom room. An alternative way is by determining estimation of the area needed for each student and then teachers can subtract it from the total area. Finally, teachers can divide the remaining area by the number of students to find the area of each student's space. (ibid, p.9).

### ***Audio Visual Technology Station***

In comparison with several years ago, there is a significant development in education specifically in terms of equipment and tools children have to use during the teaching

and learning process. Narayan (1980, p.1)<sup>6</sup> argues that a study has shown that various types of audio-visual materials such as charts, pictures, maps, and recordings can contribute highly to the learning at the same time reinforce the role of textbooks. He also continues by saying that:

*"Research shows that 80% of learning occurs through the sense of sight and hearing and therefore planned use of audio visual aids which are essentially materials of sight and sound help to improve learning and teaching. (Narayan, 1980, p.7)*

A teaching method using the audio visual aids such as picture or chart can support children developing their mental images of the object that we are explaining, in which it cannot be achieved through a lecture or verbal presentation. In other words, audio visual aids can help teachers break the monotony of classroom instruction. Narayan (1980) continued by saying:

*"All the audio visual materials are needed to improve the children's learning environment, to develop their language skills as well as Mathematical, inventive and creative abilities." (p.18.)*

At present, we can find audio visual materials in most primary schools. They are in the form of computers, television, tape recorder or VCD player. We also can find a few computers placed in certain area in the classroom (Mc. Leod, 2003, p.13). However, majority of primary school now also has computer laboratory in which students can use according to their schedule. Arrangement is determined by whether the audio visual equipments are placed on shelves or table or rack, in a defined area, as well as the maximum utilization of these equipments by teachers.

### ***Records Storage***

It is important for every teacher to know the areas where they should place records. Mc.Leod (2003,p.14) says that it is better if teachers can store the materials near the place in which they are frequently use. The purpose is to minimize lost time and make everything more effective. Examples of the storage areas are: closed cabinet, bookcases, bins, and any other creative storage systems that teachers may have. As teachers always deal with students records such as: records folders, anecdotal records, grade books, portfolios, report cards and so forth, they should know the best place for storing all the

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<sup>6</sup> Shankar Narayan, (1980). UNESCO-UNICEF Cooperative Program, Audio Visual Aids for Pre-School and Primary School Children. UNESCO-Paris: 1980.

materials and records specifically with locked cabinet in a secure place and never allow students to access to it as Mc.Leod says:

*"A locked cabinet is a necessity for the secure storage of students' records: report cards, permanent record folders, standardized test results, anecdotal records, grade books, portfolios, and so forth." (p. 14).*

Teachers also have to be careful to store documents in the filing cabinet that a substitute teacher or parent volunteer might need. Some data or file is probably kept on computer. Therefore, teachers should ensure that the records are secure (Mc. Leod, 2003, p.14).

### **Traffic Patterns**

McGill, et al., (2003) found that teachers identified crowded rooms as a setting for problem behaviours. Teachers do not have the power to control the number of students who are assigned to their classes. However, teachers should know that they have to control the way of setting up the classroom so that challenging behaviour of students can be deterred. Stichter et al., (2004, as quoted in Trussell 2008) states that:

*"Ideal classroom setup would have few barriers and ample walkways in which students and teacher can effectively move about without colliding with objects or each other or interrupting each others' work." (p.180).*

Teachers should understand that the ideal classroom setup must have few barriers and ample walkways with the purpose of avoiding collision with objects or interruption each others' work when students and teachers move about. Teachers should be more sensitive to the presence of *bump factor* in their classroom. Trussell (2008) says that:

*"Teachers need to assess their classrooms for the presence or absence of the bump factor—if students or teachers are routinely bumping into each other's belongings or desks, then the classroom is set up for potential problem behaviors." (p. 181).*

In this case, if students and teachers are frequently bumping into each other's belongings or desks, it can cause challenging behaviour. Creative teachers always try to alleviate the problem by setting the seating arrangement in the right way as well as providing walkways. In addition, if teachers have an abundance of materials which enable barriers, they should clear out the materials which are not used to allow fluid movement. Salend (1983a) states that it is important for teachers to pay attention to the

traffic patterns when setting up the work areas for students with emotional and behavioural disorder.

### **2.3 The Role of teachers in building positive classroom environment**

Every teacher has a responsibility to build positive classroom environment, with the purpose of affirming the value of students and education. To create positive classroom climate and strong working relationship, a teacher's interpersonal skills play a significant role for all educators (Wubbels, et. al., 1997).<sup>7</sup>

As mentioned above that to create a positive classroom environment is the responsibilities of every teacher in which they have to ensure that all students will feel welcome and successful. In every school, we can find students coming from unhealthy environment where they do not get sufficient attention from parents and lack of support to develop them both socially and academically. Teasing and bullying are also some of typical problems that closely related with emotional and behavioural challenges. According to Smith (2001, p.32), teachers both novice and experienced need to make creating a positive classroom community a daily priority and they should be aware that this aspect of quality teaching is vital. We can see the differences between novice teachers and experienced teachers in the beginning of the school years. The novice teachers tend to go straight to the content of the lesson in the beginning of the school days. However, the experienced teachers focus on creating a positive classroom climate and then works academics into that objective (Stronge, 2007,p.39).

Teachers who are effective always organize the classroom with the same care and quality as they prepare high quality lesson. Components of classroom organization comprise the following items; classroom arrangement, creating routines, discipline and a plan to educate students how to organize their learning environment. In this case, we can see the importance for all teachers to make the class run smoothly. Stronge (2007) states that "*Creating a productive classroom environment includes practical planning, such as developing functional floor plans with teacher and student work areas, wall*

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<sup>7</sup> Wubbels, T., Levy, J., & Brekelmans, M. (1997). Paying attention to relationships (electronic version). *Educational Leadership*, 54(7), 82- 86. Retrieved 3 January 2009, from [http://pdonline.ascd.org/pd\\_online/classmanage/e1199704\\_wubbels.html](http://pdonline.ascd.org/pd_online/classmanage/e1199704_wubbels.html).

*spaces, and furniture placed within the classroom for optimal benefit.” (p.40). Teachers should organize a safe classroom environment by placing furniture in the right way, providing learning centres and facilitating students with sufficient instructional materials. These are all aiming at optimizing student learning and reduce distractions. According to McLeod et al., (2003), students’ behaviour is not only about rules and consequences and teachers should know it, therefore they should understand that the development of classroom climate is the larger component that influences students’ behaviour (Woolfolk-Hoy and Hoy, 2003).*

Stronge (2007,p.40) argues that the duties of teachers are not only supporting students’ learning through instructional techniques and strong curricular materials but also creating an overall environment conducive to learning which requires teaching practice skills in classroom management and organization. Teachers play significant role in their classroom to support students in different ways to increase students’ achievement and confidence (NWREL, 2001)<sup>8</sup>. It is a teacher’s skills and capability to build positive learning environment and promote student achievement (Stronge, James. H, 2002, p.17). Every teacher should know that motivation is a critical factor in fostering and enhancing students’ learning (ibid). Effective teachers recognize that motivation is critical to fostering and enhancing learning in students. Therefore, the duties of a teacher are not simply to deliver material, but to bring students to a success as stated by Ford and Trotman (2001). In order to achieve this target, teachers should employ various methods since this will affect not only to the students achievement but also students’ behaviour. If a teacher’s leadership style is evidencing a negative discipline, it will lead to a significant effect on learning and behaviour (Roger, 2004,p.57). Thus, teachers have a great role to build a positive classroom environment.

A research in the Los Angeles Unified School District concerning the connection between classroom attitude and student achievement shows that teachers who were enthusiastic, positive, and motivated have students with were better academically in

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<sup>8</sup> NWREL (2001). *Understanding motivation and supporting teacher renewal*. Retrieved April 20, 2009, from <http://www.nwrel.org/nwreport/ian03/motivation.html>.

comparison with teachers who did not have these characters (Fidler, 2002)<sup>9</sup>. Stronge, James.H (2002,p.17) states that "a teacher's ability to relate to students and to make positive, caring connections with them plays a significant role in cultivating a positive learning environment and promoting student achievement." From the literature above, we know that teachers play a significant role in encouraging students' achievement and building positive behaviour.

#### **2.4 The role of physical classroom environment in enhancing positive behaviour and achievements of children with emotional and behavioural disorders**

In comparison with any other children in schools, children with emotional and behavioural disorder are discussed more both formally and informally. Most of the time, people say that children with special needs related with emotional and behavioural disorder have lacks self-confidence or have low self esteem as stated by Margerison (1996, p.176).

The most important step that teachers should do in running the classroom activities is building positive classroom environment with the purpose of making all the children feel part of the group. Teachers should know that their classroom should provide a stimulating environment in which every child will feel that he/she is appreciated and contributes something. Classroom is divided into three components, namely: visual, social and educational as stated by Bull and Solity (1989). Related with visual component, display should reflect the classroom activities, and teachers have to make sure that they display students' work so that all pupils are able to see their work and feel that they have contributed to the classroom. It can be applied in any size or shape of the classroom. Margerison (1996, p.178) says that visual component can be created by asking children to bring their photograph or they can paint a self-portrait. For older children, teachers can create higher tasks such as completing a 'personal details form' with height, likes and dislikes on it.

Children with emotional and behavioural disorder tend to potentially at risk for various negative outcomes in adolescence such as school dropout, unemployment, social

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<sup>9</sup> Fidler.P (2002). *The relationship between teacher instructional techniques and characteristics and student achievement in reduced size classes*. Los Angeles, CA: Los Angeles Unified School District.

maladjustment and poor academic performance (e.g., Neel, et al., 1988; Parker & Asher, 1987; Steinberg & Knitzer, 1990). Society tends to judge that children with emotional and behavioural disorder come from disadvantage families both socially and economically. According to Cooper (1993), research has shown the evidence that such children have lack of parental interest in schooling, inconsistent and ineffectual parental discipline, and lack of overtly displayed parental affection. Their parents may feel uneasy to talk and meet the other more educated people like psychologist or teachers (Farrell, 1994, p.2). It is very important to know several interrelated factors, particularly home environment and school environment. As Farrell (1994, p.3) states that these two factors interact with the child's own genetic predisposition.

Up to the present time, there is a debate of providing the best education for children with emotional and behavioural disorder. There are two different opinions about the ideal model of school service for children with emotional and behavioural disorder. The first approach is more traditional in its focus and lay stress on the treatment of the child's problem (Hallenback and Kauffman, 1996; MacMillan, et al.,1996). This approach aims at helping those children learn to optimize their positive behaviour, increase their social skills as well as their academic achievement. The other approach argues that it is necessary to provide individualized service that focuses on the child and family but not the school environment (Schwean, et al., 1996). However, both of these models were opposed by two proponents approach.

The first proponent approach tends to be more inclusive model with the purpose of keeping the child in the regular classroom in the neighbourhood school (Gartner and Lipsky, 1987; Stainback and Stainback, 1992). The proponents of the inclusive model argue that changes to the existing environment have to be made to meet the child's need in order to reach the goal. Therefore, 2 aspects become the focus of this approach, namely the environment (school, teachers, parents, peers) and also the child him/herself.

A number of educational researchers suggest that exploration to other areas that affect the behaviour of students with emotional and behavioural disorder and their teachers are needed to be done. The most important factor is setting events, which may include



intrapersonal variables such as (health, fatigue, biophysical characteristics, drug effects), environmental events (e.g., routines, activities, physical arrangement, spatial density), or social events (e.g., negative interactions) that often are temporally distant but still influence stimulus-response relationships (Bijou and Baer, 1961).

As mentioned above that the environmental events including routines, activities, physical arrangement and spatial density are parts of the setting events that are very important for the development of children with emotional and behavioural disorder. The physical environment of the classroom is one of the non-verbal messages pupils receive in their schooling. Bull and Solity's (1987) state that every teacher should know what the meaning of a 'talking classroom' is. This will cover the layout, decor and physical ambience which send a message regarding the purpose of being there to learn successfully. They also emphasize that a classroom needs to have the feeling. Teachers also should realize that the nature of relationship has to be built since it will affect the achievement of learning. They should try to provide their classroom with bright and warm surroundings, attractive environment as stated by Paul (1994, p.120). Through such classroom environments, teachers can deliver messages such as ideas of respect, comfort and stability which can support developing positive behaviours and learning skills.

Children with emotional and behavioural disorder will learn to respect and care for their surroundings, when teachers and parents also see the surroundings as important. Space, for example, is perceived as an important aspect related to pupils with emotional and behavioural disorder. Such pupils often feel particularly threatened by 'invasions' of their personal space. To minimize interference between pupils and lessen the possibility for distraction, teachers should consider the easiness of their movement around a classroom.

Cole et al. (1998) and others (Cooper, 1993; Daniels et al., 1998; Garner and Gains, 1995) argue that the physical ambience and layout of classrooms and schools can affect the students' concentration. However, it does not mean that pupils with emotional and behavioural disorder need more attention than their peers. It is because they are more reactive specifically when the physical classroom setting does not support the learning

experience of those children. Basically, all pupils need attractive classroom with good lighting, heating, and space which allow them for easy movement. Many of pupils with emotional and behavioural disorder also tend to 'not having' equipment when they come to school. Therefore teachers should understand the procedures to distribute and collect the materials provided by school (Cole, et al., 1998).

Teachers also need to know the strategy to enhance pupils' self-esteem by involving them in a group work situation with their peers. The pupils need to be encouraged to listen to others within the group. Margerison (1996,p.179) states that it is important for every teacher to determine a clear rule and aim of each activity and all pupils deserve to obtain circumstances that are conducive which can prevent the potential behavioural problems in their classrooms. From this review of literature, we know that physical classroom behaviour plays a significant role in enhancing positive behaviour and achievements for children with emotional and behavioural disorders.

## **2.5 Summary**

The review provided a framework for understanding the concept of physical classroom environment issues. There is evidence that classroom arrangement significantly impacts on student behaviour, and it definitely impacts on students' achievement as well. It focused on brief discussion *the role of teachers in building positive classroom environment*. From this review, we know that teachers who are effective always organize the classroom with the same care and quality as they prepare high quality lesson. A teacher's ability to relate to students and to make positive, caring connections with them plays a significant role in cultivating a positive learning environment and promoting student achievement. The most important step that teachers should do in running the classroom activities is building positive classroom environment with the purpose of making all the children feel part of the group. This review also presented *the role of physical classroom environment in enhancing positive behaviour and achievements of children with emotional and behavioural disorders*. Every teacher should know what the meaning of a 'talking classroom' is. This will cover the layout, decor and physical ambience which send a message regarding the purpose of being there to learn successfully. They also emphasize that a classroom needs to have the feeling.

In the next chapter, **Chapter Three**, the general approach of research methodology and some research methods are presented with the theoretical grounds on which the instruments selected for the research are based.

### 3.1 Introduction

This part presents the general approach of research methodology and some research methods which I have employed in this research project. In this part, I will discuss the theoretical grounds on which the instruments selected for the research are based. I will also discuss the theoretical grounds on which the instruments selected for the research are based. I will also discuss the theoretical grounds on which the instruments selected for the research are based.

After an introduction (1994 as cited by Williams, 2002) that defines a general approach to studying research, the author of method should reflect on several research issues. The chapter discusses the theoretical approach and the theoretical grounds on which the instruments selected for the research are based. I will also discuss the theoretical grounds on which the instruments selected for the research are based.

### 3.2 Types of knowledge

Knowledge is defined as the body of information and facts that are known or understood. It is the body of information and facts that are known or understood. It is the body of information and facts that are known or understood. It is the body of information and facts that are known or understood. It is the body of information and facts that are known or understood.

## CHAPTER III

### RESEARCH METHODOLOGY

#### **3.1 Introduction**

This part presents the general approach of research methodology and some research methods in which I begin by explaining the theoretical grounds on which views of knowledge can be founded. Then I will examine two major paradigms used in the educational research. I will compare the relationship between the two and provide my reasoning for choosing interpretivist as my preferred methodology. I will look for a suitable research paradigm for my research and select tools that I will use for this research to collect data. As Crabtree and Miller (1992, p.8) say that each researcher must decide what assumptions are acceptable and appropriate for the topic of interest and then use methods consistent with the selected paradigm.

Miles and Huberman (1984 as cited in Silverman, 2002) that methodology is a general approach to studying research topics. The choice of method should reflect our overall research strategy. This chapter therefore documents the methodical approach that I have employed to analyse my research question and my rationale behind using it and discusses my research methods and validation. Finally I will pay attention to the ethical guidelines.

#### **3.2 Views of knowledge**

Hirst (1993) is looking to knowledge in the way of, to 'know that' and to 'know how'. In his view 'know that' knowledge can be found in books, articles in journals or through the Internet. Everyone who searches or researches can find it. Scientific research is especially directed to produce knowledge in the form of opinions, models, and theory. This view of knowledge is mostly held by those who see knowledge as existing independently of people. Whereas another type of knowledge which is known as 'know how' refers to people who have knowledge or experience. In terms of research we often call that applied research (also called practical research) and this is mostly seen as a form of enquiry, which is reflective and deliberative and does not result in the production of theoretical knowledge, but in morally defensible decisions about practice

(Carr and Kemmis, 1986). It is reasonable to conclude that all knowledge relates to people and should be viewed in relation to people.

The choice of educational researchers of their research paradigm is influenced by the view of knowledge they adopted. Gummesson (1991) says that this attitude of researchers can be seen as "the underpinning values and rules that govern the thinking and behaviour of researchers". As Robson (2002,p.18) states that it is important to have 'scientific attitude' regardless what kind of research you will do. By this he means that the research is carried out systematically, sceptically and ethically. In the next paragraph I will discuss two paradigms: a philosophical approach, known as positivism, and a realistic approach called interpretivism which is also known as constructivism.

### **3.3 Research Paradigm**

In this part of my dissertation I will discuss each paradigm and then I will compare the positivism and interpretivism or constructivism. When I began to consider the educational research paradigm within which I would situate my own research, I returned to my initial intention to improve my own practice.

#### **3.3.1 Positivism**

Positivism is a systematic study of that which is clear, factual and open to observation. Positivism is seen as the standard view of science and also as the dominant research paradigm in social science. The positivist paradigm is based on a number of principles, including: a belief in an objective reality, knowledge of which is only gained from sense data that can be directly experienced and verified between independent observers. The central position of positivism as philosophy of knowledge is that experience is the foundation of knowledge as Bernard (2000, p.17) says that 'we record what we experience visually, auditorily, and emotionally.' Quantitative researchers have a preference to use a positivist paradigm. They search for objective knowledge and they are product orientated and they use quantitative methods. This kind of research is useable for organizations and systems. Observations and experiments are using control groups, comparison, variable analysis and quantitative methods. Because positivism strives for objectivity, measurability, predictability, controllability, patterning the construction of laws and rules of behaviour and the ascription of causality, the observed

phenomena are important (Cohen, et al 2007). This implies that the methods employed must be able to measure with numbers which denote values and analysed with statistical procedures to establish whether the predicted theory is verified. However, Positivism is criticized due to its lack of regard for the subjective states of individuals. "It regards human behaviour as passive, controlled and determined by external environment" (Nirod, 2007, p.1)<sup>10</sup>. A philosopher Karl Popper (1902-1994) criticized two important pillars, logic and facts, of logical positivism. He put that, logically spoken; scientific facts of today are not necessarily the truth of tomorrow. Positivists look for the existence of a constant relationship between events, or, in the language of experimentation, between two variables. However, when people are the focus of the study, particularly when it is taken place in a social, real-world context, 'constant conjunction' is as rare as to be virtually non-existent. I think this is a great weakness of positivism. Not everything can be reduced to verifiable statements.

Another criticism of positivism is coming from Kuhn (1970). He says for instance that knowledge is not, as positivism suggests, an objective, universal and value neutral product, but that knowledge is subjective, context bound, normative and always political. He also concluded that theories are always 'infected' by the beliefs and values of the research community and are always social products. When I look at my own practical experience in education, it would appear that positivism is not suitable to an educational environment. Positivists omit anything that cannot be reduced to verifiable statements. In positivism, everything is analyzed in terms of quantities and numbers. It seems that the quantitative approach would not provide me with the content of the script that I intend to explore. The title of my study which is "*How do teachers organize the physical classroom provisions to create positive classroom environment for students with emotional and behavioural disorders,*" shows my purpose to conduct this research, namely to explore teachers' competence and creativity in dealing with physical classroom environment. My research will be guided based on the following research questions:

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<sup>10</sup> Nirod K. Dash,  
[http://www.celt.mmu.ac.uk/researchmethods/Modules/Selection\\_of\\_methodology/index.php](http://www.celt.mmu.ac.uk/researchmethods/Modules/Selection_of_methodology/index.php),  
Retrieved 02 December 2008.

- (1) What components of physical classroom arrangement contribute most to the positive classroom environment?
- (2) How is teachers' organization of the physical classroom provisions that creates positive classroom environment for students with emotional and behavioural disorders?
- (3) What kind of policy does the school have to build classroom environment?

All of them demanded exploration and clear explanation in which words are more focused for this study rather than numerical format. Therefore, in my study, positivism seemed to be not the right paradigm for this educational research.

### 3.3.2 Interpretivism

The chosen methodology for this study is within the interpretivist which is also known as constructivism paradigm since the intention of my research is to explore how teachers arrange their classrooms to create stimulating classroom environment. In interpretivistic research, interpretation plays an important role. Data are typically non-numerical (usually in the form of words); hence this type is often referred to as a qualitative strategy (Robson, 2002, p. 87). This means that the research methods will focus upon the qualitative aspects. A broad definition of qualitative research by Strauss and Corbin (1990) is: "*any kind of research that produces findings not arrived at by means of statistical procedures or other means of quantification*". (p.17).

Constructivism is a perspective of learning and cognition that has gained a large following in recent times and its origins may be traced to the works of Piaget, Vygotsky, Dewey and Bruner.<sup>11</sup> Constructivism is not a unitary concept but is a continuum. On one end is radical constructivism, which is attributed to Ernst von Glaserfeld,<sup>12</sup> who proposed that reality is within the individual and knowledge is constructed from individual experience. At the other end is the notion of cognitive constructivism as suggested by Jean Piaget, who proposed that knowledge is constructed through three mechanisms namely, *assimilation*, *accommodation*, and *equilibrium*. In between these two extremes is the notion of social constructivism, which has its origins in the theories

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<sup>11</sup> Epstein, M. (<http://tiger.towson.edu/users/mepste1/researchpaper.htm>), retrieved 06 January 2009.

<sup>12</sup> Glaserfeld Von, E. (<http://www.ikos.org/radcon.htm>), retrieved 06 January 2009.

proposed by Lev Vygotsky, who gave importance to cultural and social contexts in influencing learning; namely the role of the community, the people, significant adults, culture and language. Contrary to criticism by some (conservative / traditional) educators, constructivism does not dismiss the active role of the teacher or the value of expert knowledge. Constructivism modifies that role, so that teachers help pupils to construct knowledge rather than to reproduce a series of facts.

The purpose of qualitative research is not formulating general statements but exploring specific social contexts to achieve better understanding of specified social settings. Patton (1990, as quoted in Crabtree & Miller 1992, p. 19) says that is why the qualitative sample is selected purposefully. Typically it focuses in depth on relatively small samples. Cohen and Manion (1989) also say that interpretivism is closely related to small-scale research which concentrates on the particular. As is the case with my research, a small number of teachers will be interviewed to get their perspectives on positive classroom environment. Silverman, D., (2002) gives a solution by saying that the choice between different research methods should depend upon what you are trying to find out. "If you are concerned with exploring peoples' life histories, or every day behaviour, then qualitative methods may be favoured.

As a result it is clear to me that constructivism appears to be the right paradigm for my educational research. This paradigm says that people construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences. As I explained above, in my study I will explore more about the perspectives and organization of teachers in physical classroom arrangement that can create positive classroom environment for students with emotional and behavioural disorders. I also will explore about what kind of policy that the school have to make all teachers understand how to deal with physical classroom environment that the school provides. Therefore, interpretivism seemed to be the right paradigm for this educational research which demands non-numerical explanation instead of numbers.

### **3.3.3 The Case Study Approach**

In this research, a case study approach was adopted. It took place in a primary special school for students with emotional and behaviour disorders in Prague, Czech Republic.



Adelmans *et al.* (1980) called case studies 'a step to action' as he cited in Cohen *et al.*, (2000, p. 184). He noted that their insights may be directly interpreted and put to use for self, institutional or for formative evaluation and in educational policy making. The case study is essentially a research in depth rather than breadth. One other reason for choosing case study methodology is because it provides value-relevant factual information, and makes explicit the value assumptions on which that relevance depends, in this way case study research can make an important contribution to improving the quality of public debate about educational inequalities (Foster *et al.*, 2000, p. 228). According to Stake (1995), the case study should be a widely used methodology due to its distinctive characteristics, which provide more reliability. Furthermore, Feagin, *et al.*, (quoted in Tellis, 1997)<sup>13</sup> assert that it is an ideal methodology when an in-depth investigation is needed.

Case study is important to educational research because it is a detailed, 'rich' (Geertz, 1973, as quoted in Adelman and Kemp, 1992, p. 110) description of an aspect of a living or past culture within well delineated boundaries decided by the researcher (in Adelman and Kemp, 1992, p. 111). Furthermore, it can enable readers to understand how ideas and abstract principles can fit together (Cohen and Manion, 1994, p. 181). According to Verma and Mallick the greatest advantage of this method is that it endeavours to understand the all individual in relation to the environment (1999, p. 82).

In addition, the strength of case study is that it allows the researcher to focus on a specific instance or situation and to explore the various interactive processes at work within that situation (Verma and Mallick: 1999, p. 112). Whereas the weaknesses of the case study as Nisbet and Watt's (1984, in Cohen, Manion and Morrison, 2000, p. 184) state are: the results may not be possible to generalize except where other readers/researchers see their application; they are not easily open to cross-checking; hence they may be selective, biased, personal and subjective and they are prone to problems of observer bias, despite attempts made to address reflexivity. Drew (1980) suggests that research should be conducted to solve problems and expand knowledge

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<sup>13</sup> Tellis, W. (1997) Introduction to case study in *The Qualitative Report*, 3 (2) in <http://nova.edu/ssss/QR/QR3.2/tellis1.html> Retrieved 3 January 2009.

and also asserts that it must be systematic. This view is supported by Bassey (1981) who states that:

*" If case studies are carried out systematically and critically, if they are aimed at the improvement of education, if they are reliable, and if by publication of the findings they extend the boundaries of existing knowledge, then they are valid forms of educational research." (p.86).*

Having considered the strengths and weaknesses of the case study approach, I still felt confident that this was the best way of getting to grips with the problem at hand. This research project proposes a case study as base for developing critical thinking about the main questions, which is 'how do teachers organize the physical classroom provisions to create positive classroom environment for students with emotional and behavioural disorder.' I decided that a case study would be the appropriate methodology for exploring the physical classroom environment of the classrooms in the school where I did the research.

### **3.4 Reliability and Validity**

Kirk and Miller (1986) identify three types of reliability referred to in conventional research, which relate to: 1) the degree to which a measurement, given repeatedly, remains the same; 2) the stability of a measurement over time; and 3) the similarity of measurements within a given time period.

As Bell (1987, p. 50) stated 'whatever procedure for collecting data is selected, it should always be examined critically to assess to what extent it is likely to be reliable and valid'. Reliability is whether a test or procedure gives similar results under the same conditions on all occasions; while validity is the extent an item measures or describes what it is supposed to do. In conventional inquiry, internal validity refers to the extent to which the findings accurately describe reality. Lincoln and Guba (1985) state that "the determination of such isomorphism is in principle impossible" because one would have to know the "precise nature of that reality" and, if one knew this already, there would be no need to test it. In conventional research, external validity refers to the ability to generalize findings across different settings. Making generalizations involves a trade-off between internal and external validity (Lincoln and Guba, 1985). That is, in

order to make generalizable statements that apply to many contexts, one can include only limited aspects of each local context.

Concerning reliability and observation Silverman (1993) quotes Spradley (1979) when he says that in order to improve reliability of observation, the observer should take short notes at the time; expanded notes should be made as soon as possible after each field session; a fieldwork journal to record problems' and ideas that arise during each stage of fieldwork; a record of analysis and interpretation (p. 146-147).

I used triangulation in order to increase validity. In this way, I collected accounts of the physical classroom environment from a variety of angles. I did observation of the classroom environment with the checklist of every component I observed pertaining to physical classroom arrangement; first, when there was no activity of teaching and learning in the classroom. In this stage, all the physical classroom provisions were recorded and documented; second, I did observation during the lessons in the classrooms in which it gave me more clearly how the physical classroom provisions affected the teaching and learning process specifically when the teachers were in the efforts building positive classroom environment.

As regards the reliability of interview schedule Silverman (1993, p. 148) notes that 'it is very important that each participant understands the questions in the same way and that answers can be coded without the possibility of 'uncertainty'. Before the interview and distribution of questionnaires, I piloted this to two teachers of a mainstream school in Prague and one teacher of the special school in which my research took place, requesting their opinion and modifications were made accordingly. Necessary corrections were made following the pilot study. However, it is only in terms of sentence formulation in my questionnaire so that it is more direct and clear, compared to the first questionnaire I made. It is very important to pilot the questionnaires and interview since my research use many educational terminologies related to physical classroom provision such as *seating arrangement, teachers' desks, bulletin boards and students' work display, learning centre or interest centre, study carrel, audio visual technology station, records storage, traffic patterns*. From the piloting process, I knew that I needed to explain clearly the meaning of each terminology of the physical

classroom setting before I conducted the interview and distributed the questionnaires to prevent misunderstanding of the meaning of each terminology. Two English teachers from the school assisted me with the translation into Czech so that the teachers will understand clearly what the meaning is of each terminology.

Finally, the method of 'triangulation', whereby I obtained the information not only from the questionnaires but more than one tool was employed in my study. The above factors to an extent, ensure the validity of my study.

### **3.5. Selection and Administration of Research Tools**

In this research, I used three types of data collection namely; Questionnaires, Interview and Observation, as the instruments.

#### **3.5.1 Questionnaires**

##### ***Self-completion Questionnaire***

According to Robson (2002) and Sarantakos (2005), the self-completion questionnaire is a form of survey which involves written questioning in which it is delivered to the respondents by mail or handed to them personally by the researcher in their homes, at work, school or any other place. The respondents fill in the answers by themselves, and the questionnaire is returned to the researcher after completion. In my research I used self-completion questionnaire as one of the research instruments because of its advantages to this particular research.

##### ***Advantages and limitations***

The advantage of self-completion questionnaires among others; they can be completed at the respondent's convenience, which proved to be useful especially when collecting data from the teachers whose availability was not always forthcoming (Anderson, 1998; Gray, 2004; Robson, 2002; Sarantakos, 1998). These kinds of questionnaires also allow for the collection of data on values, attitude and beliefs in a simple, cheap and time-efficient manner.

In addition, self-completion questionnaires allow the respondents to express their thoughts and beliefs anonymously, thus allowing less opportunity for bias or errors

because of the presence of the researcher (Ibid, 1998, 2004, 2002, 1998). Again, this was particularly important because as a researcher, I would have had prior knowledge of the respondents and they might not have felt comfortable expressing their opinions in the presence of me. However, in using the self completion questionnaires, I am also aware of the limitations incurred in the use of these kinds of instruments. According to Sarantakos (2005), questionnaires do not allow probing, prompting and clarification of questions. Therefore both questions and instructions used in the study had to be as clear as possible to be able to obtain the expected responses. To prevent the difficulty of the participants to fill in the questionnaires, I had piloted the questionnaires to 2 teachers in a mainstream school in Prague, and one teacher in the special school in which I conducted my study. Having piloted the questionnaires, several revisions were made specifically to make the questions more clear and direct. However, there is no change in the content, only some changes of the sentences and the language used.

Sarantakos (2005) also adds that another limitation of questionnaires is that they do not provide the opportunity for motivating the respondent to participate in the study or to answer the questions; neither does it reveal the identity of the respondent and the conditions under which the questionnaire was answered. Therefore, to omit this limitation, I solved it by having preliminary visit by talking to the headmaster of the school, and teachers. I explained about my identity, my purpose and significance of the research, and the reasons why I asked them to fill in the questionnaires and how important their participation in my study. In this opportunity, I also explained about the assurances of anonymity and confidentiality.

Finally, I agree with Robson (2002) who advises to cut down open-ended questions to a minimum as well as Wisker (2001) who suggests to put the most simple and obvious questions at the beginning and make them more complicated since this will keep the respondents with me and not make them confused at the start. I follow their strategies in designing my questionnaires.

### ***Questionnaire structure***

I designed my questionnaire in a semi-standardized questionnaire which contains a moderate structure. As Sarantakos (2005) says that it allows some flexibility for the

respondents in answering the questions. In order to obtain the participants' views on specific issues as well as their general views on the topic, I used the combination of closed-ended questions which offered a limited set of responses or options that the participants had to choose and open-ended questions which offered broad views of the participants on the topic.

The close ended questions include:

- a) Dichotomous questions, for instance:  
*In your opinion, how much does physical classroom provision contributes to students' positive behaviour and achievement?*  
 *Very much*                       *Not much*
  
- b) Ranking items, for example:  
*Bulletin Boards in your classroom consists of: (More than one answer is possible)*  
 *Classroom Rules*  
 *Students' academic work display*  
 *Calendar*  
 *Pictures/ Photos*  
 *Learning Materials*  
 *Others: .....*

c) Rating Scale, for example:

No	Components	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
1.	<i>Seating Arrangement</i>					
2.	<i>Teachers' Desks</i>					
3.	<i>Bulletin Boards and Students' Work Display</i>					
4.	<i>Instructional Materials</i>					
5.	<i>Learning Centres or Interest Centres</i>					
6.	<i>Study Carrels</i>					
7.	<i>Individual Work Spaces</i>					
8.	<i>Audio Visual Technology Station</i>					
9.	<i>Records Storage</i>					
10.	<i>Traffic Patterns</i>					

- d) The open ended question, such as:  
*Could you please explain an ideal physical classroom arrangement that can create "positive classroom environment" for students with emotional and behavioural disorders?*

### 3.5.2 Interview

The interview is a kind of conversation; a conversation with a purpose (Robson, 1993). I choose interview because it is a flexible and adaptable way of finding things out as

stated by Robson (p. 229). In this study, interview will be conducted in obtaining information from the headmaster and from 4 teachers. Individual interview was done for obtaining in-depth information from the head master, head teacher, and teachers specifically regarding the research questions five and seven concerning teachers' perspectives and school policy on classroom environment. In this study, I used semi-structured interview, because it allow me the opportunity to direct the interview more closely, to have a pre-determined set of questions while simultaneously allowing the interviewees sufficient flexibility to shape the flow of information given (Wilkinson and Birmingham, 2003). In this study, I did not conduct interview with children in the school. My main reason was that the school in which the study took place is a special school for students with emotional and behavioural problems, so to prevent the bias responses which can lead to the invalidity and unreliability of the study, I did not conduct interview with them and this was also the suggestion from the headmaster of the school. Interview was voice-recorded to count towards the validity and reliability of my study. During the interview, the presence of an interpreter was required since some of the participants do not speak English.

I chose an interview because I wanted to have the opportunity to ask more questions and be given explanations if necessary. It is also adaptable, flexible, and relatively unstructured and open ended. The interviewer can ask more questions, if the answer does not come up to expectations (Robson, 2002). In addition Robson (2002) also says that it is appropriate to use the interview when the individual perceptions of processes within a social unit are to be studied. In the interview with the headmaster of the school, questions related to school policy on classroom environment were important, whereas in interview with the teachers, questions are related more about how they implement the physical classroom arrangement to build positive classroom environment. During the interviews with the headmaster and teachers, I used the semi-structured interview.

According to Robson (2002) the definition of a semi-structured interview is:

*"The semi-structured interview has predetermined questions, but the order can be modified based upon the interviewer's perception of what seems most appropriate. Questions' wording can be changed and explanations given; in particular questions which seem inappropriate with a particular interviewee can be omitted, or additional ones included."* (p. 270).

According to May (2001) the semi-structured interview gives the interviewer the freedom to probe beyond the answers in a manner which would appear prejudicial to the aims of standardization and comparability. Semi structured interviews are also widely used in flexible, qualitative designs (Robson, 2002). In addition, semi-structured interview is the most effective way of interviewing, because the interviewer gets a lot of information needed for the study, as questions have been well prepared systematically.

Wilkinson and Birmingham (2003) argue that interviews give the researcher more of an insight into the meaning and significance of what is happening (p. 44). Whereas Robson (2002,p.272) claims that the interview is a flexible and adaptable way of finding things out . Interview is also "a method of obtaining data that normally involves face-to-face communication between the researcher and the respondent" as Verma and Mallick (1999, p.199) say. It is a way of obtaining detailed information about a topic or subject, while other instruments focus on the surface elements of what is happening. I chose to use semi-structured interviews because they allow me the opportunity to direct the interview more closely, to have a pre-determined set of questions while simultaneously allowing the interviewees sufficient flexibility to shape the flow of information given (Ibid, 2003).

### ***Advantages and limitations***

The advantages of interviews have been recognized by a lot of researchers who say that interviews provide a relatively high response rate; require less patience and motivation for completion than is needed for questionnaires; afford the opportunity for the researcher to clarify questions, probe for answers from the interviewees and record spontaneous answers (Sarantakos, 1998; Anderson, 1998; Lovell and Lawson 1970; Wilkinson and Birmingham, 2003). Interviews also provide the opportunity to control the conditions under which the questions are answered, the order of the questions, and afford the researcher the opportunity to ensure that all questions are attempted. However, there are also limitations of interview that have been recognized by many researchers, namely the fact that it is time-consuming and costly to conduct and analyse.



### ***Procedure of the interviews***

The semi-structured interviews were used to gather in-depth information from the headmaster and teachers of the special school for students with emotional and behavioural problems. I structured the interview questions in the form of open-ended questions. As Silverman (1993) claims that interviews allow the participants to demonstrate their unique way of looking at the world by providing their definition of the situation. The interviews were conducted on an individual basis, namely one person at a time. For teachers who can speak English, the interview was conducted in English, and for the participants who do not speak English, interview was conducted in Czech with the presence of interpreter. I provided a few minutes to brief the teachers who will be interviewed with the questions will be asked. The purpose was to give them the chance to give relevant information when answering the questions. I started the interview by thanking the teachers and headmaster for their willingness to participate in the study. I also asked their permission to tape record the interview. The recording and transcribing interviews helps to correct the natural limitations of our memories; allows for more thorough and repeated examinations of the interviewee's answers; and opens up the data to public scrutiny to other researchers who can evaluate the analyses made as stated by Bryman (2001, p. 321). The duration of each interview was between 20 (twenty) up to 30 (thirty) minutes long. The interviews were conducted in the school after the teachers' working hours based on the schedule that has been agreed by the school, so it did not disrupt their tasks and could meet their level of comfort.

### **3.5.3 Observation**

According to Patton (1990), observation can lead to a deeper understanding than interviews alone, because it provides the knowledge of the context in which events occur, and may enable the researcher to see things that participants themselves are not aware of, or that they are unwilling to discuss. Therefore in my study I chose observation as one of the instruments besides interview and questionnaires since observation is a method of gathering evidence based on complete and accurate recording of events, and it is its directness which makes me watch clearly what they do and they say as stated by Robson (1993):

*"You do not ask people about their views, feelings or attitudes; you watch what they do and listen to what they say." (p. 191).*

Observation, to my point of view is a suitable instrument for my study since it can explore how teachers arrange the physical classroom provision to create stimulating classroom environment, what strategies and factors need to be noticed.

Non-Participant observation was employed for this research project. I used this since, first, it was quite difficult for me to participate in their activities in the classroom due to the language barriers, in addition, I wanted to observe more about the physical classroom environment related with the classroom design and layout which affects the building of positive environment in the classroom. As Robson (1993) says that ".....*the fact that the observer is an observer is made clear to the group from the start.*"(p.197). So, when I first came into the classroom, the teacher introduced me to the students and explained who I was, what I would do in the classroom. I became the outsider and I just watched what the teacher's doing and how students reacted. I did not use a tape recorder in this situation, because I wanted to see what was going in the classroom, and how the arrangement of physical classroom provision affect the classroom environment. During the observation, I was accompanied by another teacher who can speak English, so she could explain what the teacher asked the students to do. So, I took a note of every stage related to the situation dealt with physical arrangement.

### ***Advantages and Limitations***

Robson (2002, p.191) says that a major advantage of observation as a technique is its directness. In observation researchers does not ask people about their views, feelings or attitudes; but researchers watch what the people do and listen to what they say. Interview and questionnaire responses are notorious for discrepancies between what people say that they have done, or will do, and what they actually did or will do (Oskamp, 1977; Hanson, 1980). Agnew and Pyke (1982,p.129) say that observation seems to be pre-eminently the appropriate technique for getting at 'real life' in the 'real world. They add on by saying that 'On questionnaire, we don't have to move our heavyweight behaviour at all, we only have to move the pencil a few inches to shift our scores from being a bigot to being a humanitarian."

Ponte (2002) says that observation can be conducted in a few forms such as a participant and non-participant observation, public and non-public observation, direct

and indirect, and structured and non-structured. In a participant observation, the researcher will become a member of the group whereas with indirect observation one is observing in a more complex situation and one uses equipment to help like a camera or tape recorder. For direct observation, a researcher does not need any equipment. In a non-direct observation, the researcher can use structured observation. In this case, the researcher can use structured observation in which a checklist that can make the researcher more neutral during the observation can be employed. This is also another advantage of observation (ibid). Therefore, in this study, structured observation is employed since I had known what to observe and it allowed me to conduct systematic observation based on the aspects defined. The purpose is to reduce the bias and increase the reliability of observation, as Churchill (2001, p.89) says that:

*"The observer is both a crucial strength and a crucial weakness. The weakness is that the observer must digest the information derived from observations and then make inferences about constructs. The strength is that the observer can relate the observations to the constructs or variables of a study; he brings behaviour and construct together."* (p.89).

It is in contradicitive with 'unstructured observation' in which the problem was not defined specifically. The observation was video/audio recorded and diary was used. It contains personal account of my observations, interpretations, reflections, hypotheses, and explanations during the class sessions. This also counted towards the validity and reliability of my study.

However, besides the advantages, there is a major issue concerning the effects related to the conditions that the observer is observing. First, the person who is being observed is so nervous, either teacher or students, so that they are not reacting in a normal way. Secondly as Robson (2000) and Ponte (2002) say that during the observation, the researchers can only observe a situation once and this situation is not always representative for what they would like to know if they do not use a camera. This is also one of the disadvantages of observation and if the researcher becomes a participant in the observation, he/she must find a balance between the role as participant and as outsider. Another disadvantage of observation is that, time-consuming especially when unstructured observation is employed since this will take a lot of time to work out all the details (Ponte, 2002).

### **3.6 Interpretation of data**

In doing qualitative research, I was collecting data and analyzing at the same time in which I used different methods of data analysis. Shortly after a data collection session (observation and interview) have taken place and the data have been processed, a single summary sheet shall be prepared which summarizes what has been obtained. First, the semi structured interview was transcribed verbatim and divided into categories. The views of a particular participant obtained from the interviews were put in text form. The responses were then categorized and sorted bringing similar ideas together and get out data that seem not to fit the theories or assumptions. All the recorded data collected by video-tape in observation then was also put in text form. I also analyzed the diary which contains personal accounts of my observations, interpretations, reflections, hypotheses, and explanations during the class sessions. A visual representation was created from the data collected. The data was then mapped using shapes and colours to separate ideas (Rigsby, 2007).

In conducting the step of *coding* categories, I divided it into two levels. First level coding was concerned with attaching labels to groups of words. Second level coding was to group the initial codes into a smaller number of themes or pattern. It is very important to do the review of the information after it was coded. I identified the major points and wrote them up chronologically. In data analysis process, *memoing* is considered as a means of capturing ideas, views and intuitions (Robson, *ibid*, p.385). The final data from observation and interview was interpreted and analysed with qualitative analysis.

### **3.7 Ethical considerations**

In any and every stage of the research, one has to consider about the ethical issues which will emerge through the research activities conducted as Cohen *et al.* (2000, p.245) point out that the anonymity of the participants was taken into consideration in each case and phase of this research study. Since educational research has to do with human behaviour and attitude, all the data should remain confidential. Knight (2002) also says that "*Research should no harm to research subjects, whether directly or indirectly.*" (p.142). Bogdan and Biklen (1998, p.49) define ethics in research as the '*principles of right and wrong that a particular group accepts*'.

In this study, the following ethical considerations, advocated by Robson (1993, p. 33) were applied to this study so that this study does not violate any ethical regulations that are in place for an academic exercise of this nature; (1) Not to coerce them to participate. Permission for conducting research had been requested through the recommendation of Charles University, and approval from the school had been obtained; (2) Not to involve people without their knowledge or consent. The right to privacy or non participation was assured: all participants were adequately informed about the nature of the study and have given their consent to participate in the study. All participants of this study were informed about this research before and recording was also done with the participants' consent; (3) Not to hold information about the nature of the research. A written communication on the nature of the study was made to the school selected for the study by mentioning the area of study and the intended respondents; (4) Not to expose participants to physical or mental stress. The study was conducted based on the participants' availability and the relationship between the researcher and the respondents was characterised by trust; (5) Not to invade participants privacy. All participants were presented as anonymous for purposes of not revealing their identities; (6) Not to treat participants unfairly and without respect. Every participant involved in the study were treated equally regardless of age, sex, religion and race or any other significant difference between the participant and me or between the participants themselves over this study. The principal was told that the school would receive the final results of the study so that all the participants in the study could have access to the results.

### **3.8 Summary**

This chapter presented a synopsis of the theoretical underpinnings on which the instruments selected for the research are based as well as the rationale for the selection of the instruments to gather information of this study, namely; questionnaires, interviews and observations. Measures used to further enhance the validity and reliability of the research is also presented. This chapter also highlighted the procedures used for the administration of the instruments and strategies employed to overcome their limitations; the participants of the study which consisted of the headmaster and four teachers- two teachers with less than 3 years teaching experience

and two teachers with over 5 years teaching experience; and, the interpretation of data as well as the ethical considerations applied in this study.

An analysis of the data collected from the teachers' and students' questionnaires is presented in **Chapter 4**, in the form of graphs, tables and brief comments. Excerpts of the data gained from the interviews with the headmaster and teachers are presented in transcripts in Appendix E.

## CHAPTER IV

### DATA PRESENTATION AND ANALYSIS

#### 4.1 Introduction

According to Miles (1979), qualitative data have been described as an 'attractive nuisance'. Their attractiveness lies on words, which serve as the most common form of qualitative data (Robson, 1993, p.370). Qualitative data analysis is also defined as "working with data, organizing it, breaking it into manageable units, synthesizing it, searching for patterns, discovering what is important and what is to be learned, and deciding what you will tell others" (Bogdan and Biklen, 1982). As mentioned in the previous chapters that in this study several instruments are employed so that this allows me to obtain information from various sources. As stated by Patton (1990) that qualitative researchers tend to use inductive analysis of data in which that the critical themes emerge out of the data. As my study uses qualitative analysis, in this chapter I will describe my analysis on the data obtained from every instrument employed, starting from questionnaires, followed by analysis of the data obtained from interviews and observation. Since it is a small scale study, and its largely qualitative nature, no statistical significance is claimed for any results. Graphs and tables show percentages and comparisons but these suggest no more than patterns or points of similarity.

#### 4.1.1 Research Questions

This study was conducted with the goal of exploring how teachers arrange the physical classroom provision to build a positive classroom environment. This study took place in a primary special school for students with emotional and behavioural disorders in Prague, Czech Republic. In this study, I will explore and investigate the following questions:

- (1) What components of physical classroom provisions contribute most to the positive classroom environment?
- (2) How is teachers' organization of the physical classroom provisions to create positive classroom environment for students with emotional and behavioural disorders?
- (3) What kind of policy does the school have to build classroom environment?

#### **4.1.2 Participants of the research**

The participants of this research are the principal of the school, and 5 (five) teachers, consists of 3 (three) teachers who have been teaching for over 5 years and 2 (two) novice teachers who have less than 2 years teaching experience. The aim of determining these criteria is to see whether there is a difference between the perception of experienced teachers and novice teachers on positive classroom environment and how they organize the physical classroom arrangement to build positive classroom environment.

#### **4.1.3 Instruments employed**

As mentioned in the previous chapter that in this study, I used the following instruments to gain my data, namely:

- (1) Questionnaires; in questionnaires, close-ended and open-ended questions are employed,
- (2) Interviews; in this study I used Semi Structured Interviews to gain information about teachers' perspective about ideal physical classroom arrangement that creates positive classroom environment and policy on classroom environment,
- (3) Observations; for Observations I used structured observations since I have known already what I wanted to observe, therefore I prepared observation guidelines.

### **4.2 Data Analysis and Presentation**

#### **4.2.1 Questionnaires**

For this study, I distributed the questionnaires to 5 teachers in the special school for students with emotional and behavioural disorder. I distributed 2 questionnaires to teachers with less than 2 years teaching experience and 3 questionnaires for teachers with over 5 years teaching experience. Both teachers with less than 2 years teaching experience teach in the older classes (grade 7 and 9) and three teachers with over 5 years teaching experience teach in the younger class (grade 1 and 3). The main purpose of applying this strategy is to know whether there is a difference on the perception between the novice teachers and experienced teachers regarding the role of physical classroom provisions to build positive classroom environment.



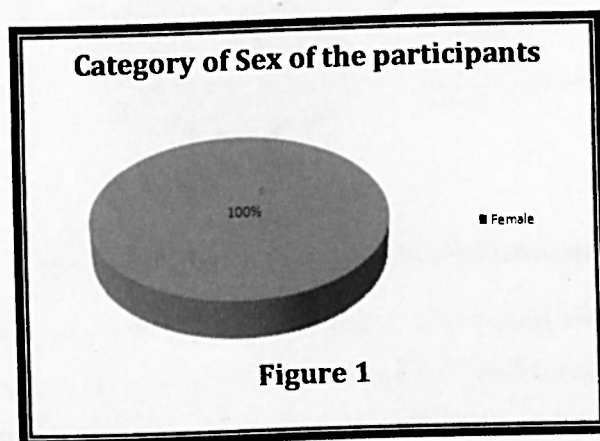
The presentation and interpretation of the data collected in the questionnaire is made using graphical and table presentation when possible. Direct questions for instance, questions concerning age, gender, academic background and years of professional practice implicate a rapid and closed question. In those situations, the kind of graphical presentation will be simple. In the question related to the ranking items and rating scale such as components or items of physical classroom provisions, a kind of table is used for the reason that this one provides a better way to see the information and the ranking system.

The analysis of the questionnaire is presented by sections according to the issues included. Section A had the intent to collect information concerning personal data and to obtain general background about the research participants. Section B had the intent of gathering the opinions of primary special school teachers relating to the way they organize the physical provisions of their classroom to build positive classroom environment for students with emotional and behavioural disorders. Section C is the summary of the presented data.

### Section A. Questionnaires for Teachers

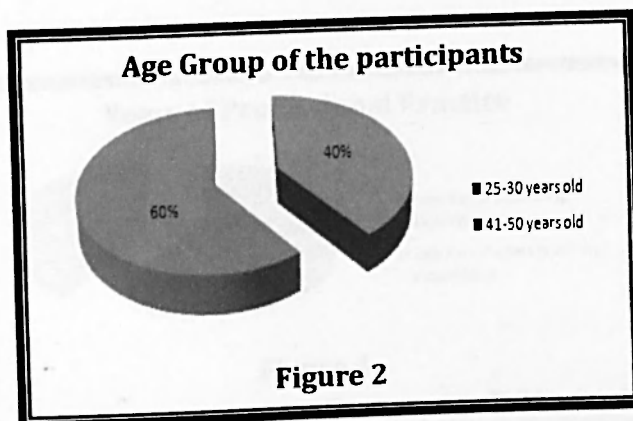
#### Part I.

#### 1. Category of sex of the participants



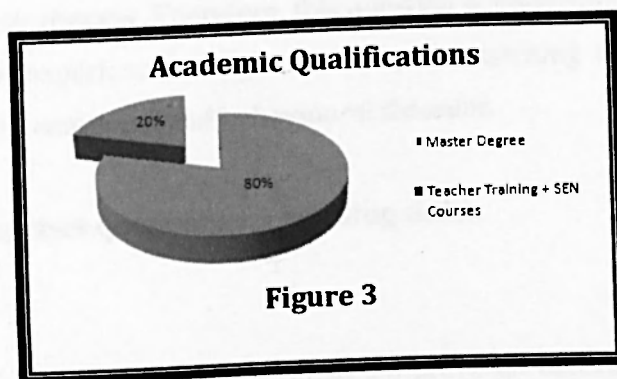
This question was concerned with the participants' gender. All teachers who responded the questionnaires are female.

## 2. What is your age group?



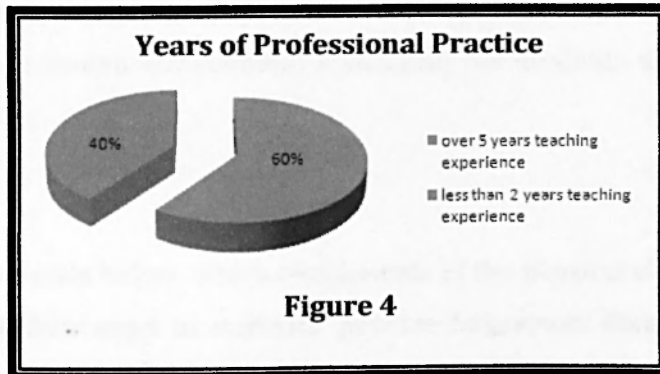
This question was concerned with the individual teachers' age. From 5 teachers, there are 2 teachers have ages between 25-30 years and 3 teachers are between 41-50 years. The objective was moreover to find out whether the age of the respondents was a significant factor regarding their perception and practices towards physical classroom environment for students with emotional and behavioural disorder.

## 3. What is your academic qualification?



As stated before, the importance of this question lies within the kind of academic qualification those teachers have; in this case a situation which can inform about their previous academic background. From the graphic above, we know that 80% of the teachers have master degree, and 20% of the teachers graduated from teacher training college with additional SEN course focusing on music therapy.

**4. How many years of professional practice do you have?**



**Figure 4**

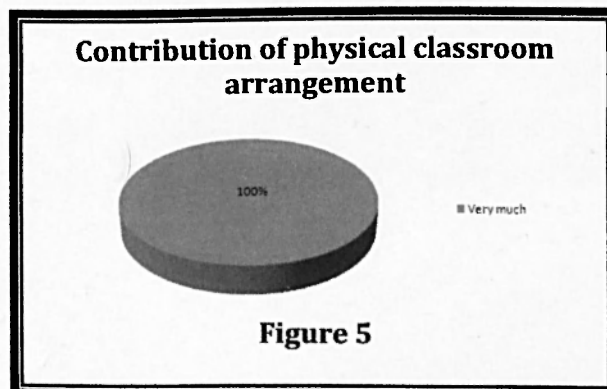
From the graphic, we know that there are 2 teachers with working experience between 2-5 years and there are 3 teachers with over 5 years teaching experience. The significance of this question is to find out whether the different levels of professional experience of the primary special school teachers can influence their perception as well as their practice towards building positive classroom environment through the physical classroom provisions. The interesting thing are 4 of the research participants possess the master degree and there is 1 of them graduated with bachelor degree plus training of SEN focusing on music therapy. Therefore, this question is important in the sense that illustrates the level of experience that persons have in teaching at primary special school for students with emotional and behavioural disorder.

**The second part comprises questions on teaching skills.**

**Part II.**

**Question 1:**

In your opinion, how much does *physical classroom provision* contribute to students' positive behaviour and achievement? (a) Very much (b) Not much



**Figure 5**

From the graphic above, we could see that 100% of the teachers responded that physical classroom provision contributes *very much* to the students' positive behaviour and achievement. There is no teacher saying that the contribution of it is *not much*. From their answer, we know that physical classroom provision is a significant aspect in building positive classroom environment specifically for students with emotional and behavioural disorder.

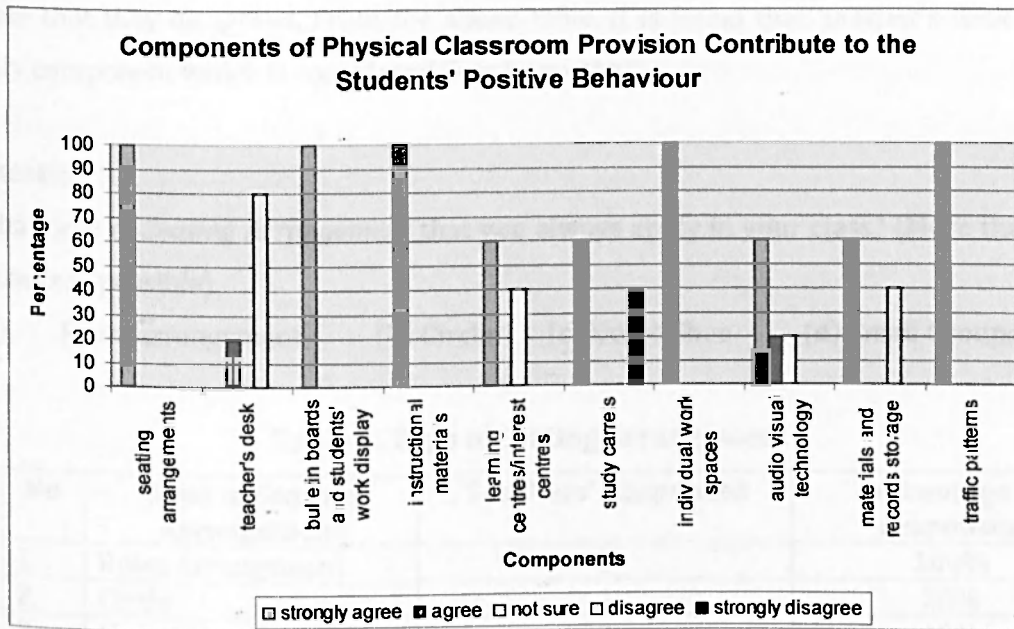
**Question 2:**

From the 10 components below, which components of the physical classroom provision do you think contribute most to students' positive behaviour? Please give a tick on each of the following options: *Strongly Agree/Agree/Not Sure/Disagree/Strongly Disagree*. Here is the response:

**Table 1. Physical Classroom Arrangement contribute most to students' positive behaviour**

No	Components	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
1.	Seating Arrangement	5	-	-	-	-
2.	Teacher's Desk	-	1	-	4	-
3.	Bulletin Boards and Students' Work Display	5	-	-	-	-
4.	Instructional Materials	5	-	-	-	-
5.	Learning Centres/Interest Centres	3	-	2	-	-
6.	Study Carrels	3	-	-	-	2
7.	Individual Work Spaces	5	-	-	-	-
8.	Audio Visual Technology	3	1	1	-	-
9.	Records Storage	3	-	-	2	-
10.	Traffic Patterns	5	-	-	-	-

We can see more clearly about the percentage from this following chart:



**Figure 6.**

From the chart above, we can see that there are (5) five components which have got the highest rank as the most chosen ones being considered as the components that contribute to students' positive behaviour and achievement, namely: (a) *Seating Arrangement*, (b) *Bulletin Boards and Students' Work Display*, (c) *Instructional Materials*, (d) *Individual Work Spaces*, and (e) *Traffic Patterns*. All the 5 teachers (100%) said that they strongly agree with these 5 components of physical classroom provision as the ones that contribute most to students' positive behaviour. Regarding *Audio Visual Technology*, there are 3 teachers (60%) said that they strongly agreed but there is one teacher said 'agree'. Surprisingly, there is one (20%) teacher said 'not sure' whether this aspect contributes to the positive classroom environment. From this table, we can see that *Records Storage* is also considered as the important components as chosen by 60% teachers. However, there are 40% teachers who disagree with this. There are 60% teachers saying that they strongly agree with *Learning Centres or Interest Centres* and 40% teachers said 'not sure'. Regarding the *Study Carrels* in the classroom, 60% teachers strongly agree but 40% teachers stated that they strongly disagree with this. Surprisingly, there is only one teacher (20%) who agrees that teacher's desk as a component which contributes to student's positive behaviour, whereas the other 80%

state that they disagreed. From the above table, it is found that 'teacher's desk is the only component which is considered 'less important'.

**Question 3:**

What type of *Seating Arrangement* that you always apply in your class? (More than one answer is possible)

- (a) Rows arrangement      (b) Circle      (c) Horse Shoe      (d) Small Groups

**Table 2. Type of Seating Arrangement**

No	Type of Seating Arrangement	Teachers' Responses	Percentage of responses
1.	Rows Arrangement	5	100%
2.	Circle	1	20%
3.	Horse Shoe	2	40%
4.	Small Groups	5	100%

From the table above, we can see that Rows Arrangement and Small Groups settings as the most chosen types of seating arrangement by the teachers and are mostly applied. There are two teachers (40%) who responded 'Horse Shoe' as the type of seating arrangement besides 'rows arrangement' that they apply in the classroom and there is only one (20%) teacher who chose 'Circle' besides the 'rows arrangement'.

**Question 4.a:**

How often do you change the *Bulletin Boards and Students' Works Display* in your class;

- (a) Every 2 weeks      (b) Every month      (c) Every 2 months      (d) Every 3 months

**Table 3. Frequency of Changing Bulletin Boards**

No	Frequency of Changing Bulletin Boards	Teachers' Responses	Percentage of Responses
1.	Every 2 weeks	2	40%
2.	Every month	0	0%
3.	Every 2 months	0	0%
4.	Every 3 months	3	60%

Regarding the frequency of changing the Bulletin Boards and Students' Works Display, there are three teachers who responded 'every 3 months' and two of them are teachers with less than 2 years teaching experience. Two teachers who chose 'every two weeks' and they are teachers with over 5 years teaching experience.

**Question 4.b:**

**Bulletin Boards in your classroom consists of: (More than one answer is possible)**

- (a) Class Rules
- (b) Calendar
- (c) Learning Materials
- (d) Bulletin Boards and Students' Work Display
- (e) Pictures/ Photos
- (f) Others

**Table 4. Items of Bulletin Boards**

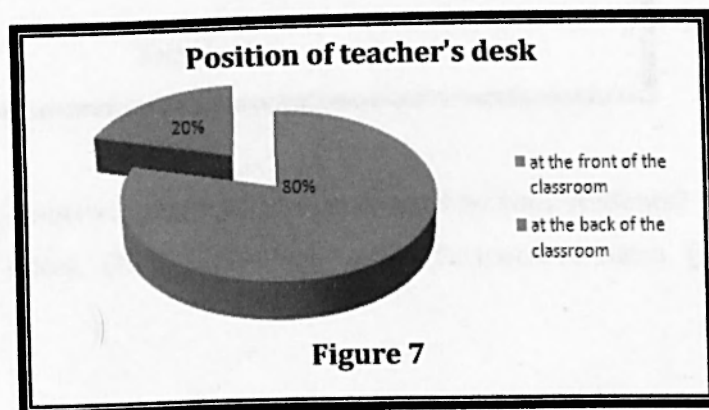
No	Items of Bulletin Boards	Teachers' Responses	Percentage of responses
1.	Class Rules	5	100%
2.	Calendar	3	60%
3.	Learning Materials	5	100%
4.	Students' Art Work	5	100%
5.	Photos	2	40%
6.	Others	0	0%

Concerning the items to be displayed on Bulletin Boards, Class Rules, Learning Materials and Students' Art Work have been chosen by all the teachers, whereas the other items of bulletin boards namely; Calendar and Photos are still under the previous three items mentioned above.

**Question 5.a:**

Where do you place your desk in your classroom?

- (a) At the front of the classroom
- (b) at the back of the classroom
- (c) Others



From the responses above, there are 80% of the teachers said that they place the desk at the front of the classroom, and there are only 20% who said that they place the desk at the back of the classroom.

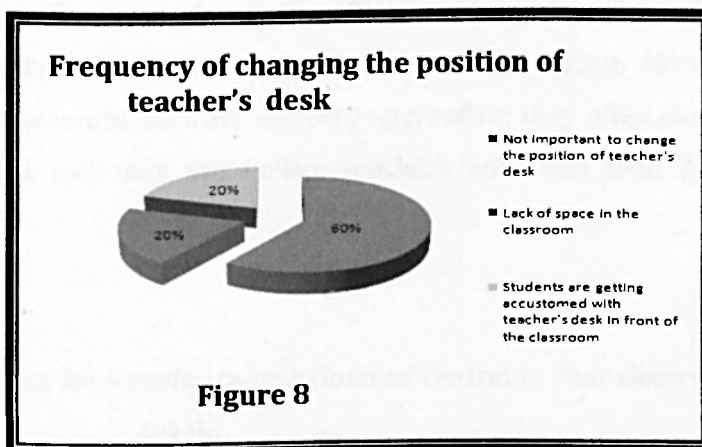
This question was followed by the next related question namely:

**Question 5.b:**

How often do you change the location of your desk in the classroom every semester?

- (a) Frequent                      (b) Not frequent                      (c) Never

All of the participants (100%) said that they 'never' change the location of the teacher's desk. This question is also followed by the related question regarding the reason. From the graphic below, we know that 60% of the participants said that it is not important to change the position of teacher's desk, however the most important thing is the position of the teacher him/herself in the classroom. Teacher should come to students' desk and check their work or help them when they find problems in the class. 20% said that it is not possible because of the lack of space, and the rest 20% said that students are getting accustomed to the position of teacher's desk in front of the class.

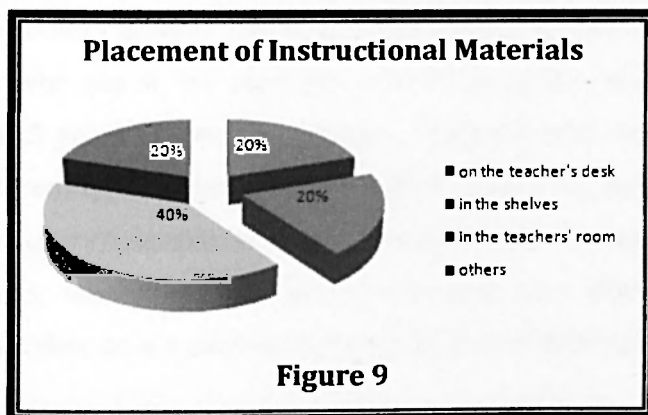


**Question 6:**

Where do you place the *instructional materials* to be used by your students?

- (a) on the teacher's desk   (b) in the shelves   (c) in the teachers' room   (d) Others





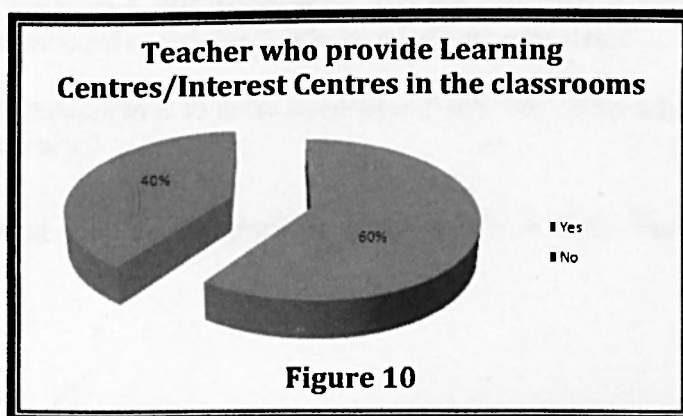
The graphic above indicates that 20% of the teachers place the instructional materials on the teacher's desk, with the reason that it is easier to take when the teacher or students need something. Another 20% said that they place the instructional materials in the shelves. The other 20% said that they place the materials in the 'other place', such as at the bar of the windows, in the teachers' room and in the pupils' bag next to each desk with the reason that students need to prepare their stuff by themselves before starting the lesson. As long as they know the rules, teachers do not have to worry about. So, it indicates that 'class rules' plays a significant role for students with emotional and behavioural disorder. From the responses above, we can see clearly that 60% teachers place the instructional materials in the place that is accessible for students to take. However, there are 40% teachers who place the instructional materials in the teachers' room because of the safety reason, since students with emotional and behavioural disorder are very aggressive; they often destroy or lose the materials provided and they are novice teachers with less than 2 years teaching experience.

**Question 7:**

Do you provide space for *learning centres/interest centres* in your classroom?

(a) Yes

(b) No



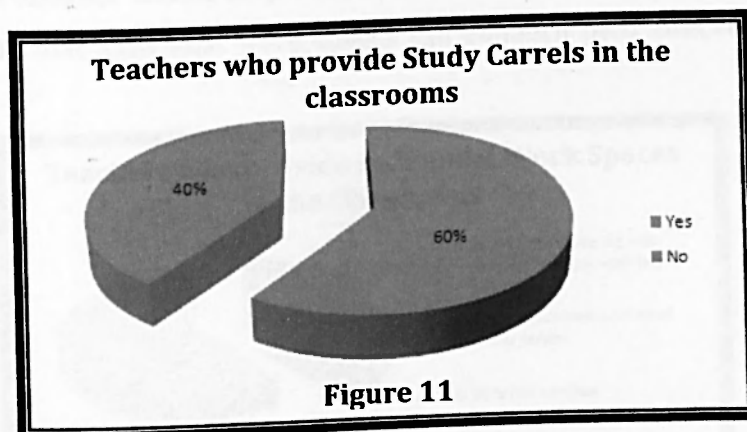
As many as 60% teachers answer that they provide space for learning centres in their classroom. Those who say it are teachers who teach in the younger class, namely teachers with over 5 years teaching experience. From the 60% teachers above, all of them say that 3 (three) types of learning or interest centres are important, namely: (a) skill centre, (b) discovery/enrichment centre, and (c) creativity centre. The other 40% (consist of teachers who teach the older class-with less than 2 years teaching experience) say that they do not provide learning centres in their classroom.

**Question 8:**

Do you also provide *Study Carrels* in your classroom?

(a) Yes

(b) No



**Figure 11**

Regarding the study carrels in the classroom, 60% teachers say that they provide study carrels in their classroom. They are not only teachers who teach in the younger class but also those who teach the older class. The reasons why they provide study carrels in the classroom can be analyzed from the following answers:

*"Sometimes students need to calm down."*

*"Pupils with emotional and behavioural disorder are hard to concentrate to the lesson so that we need to provide study carrels in the classroom."*

*"Study carrel is important to calm down pupils who are really aggressive, but it is only for temporary."*

The rest 40% say that they do not provide study carrels in their classroom with the reasons:

"We have 2 SEN teachers who can always help the pupils when they need it."

"Study carrel is more suitable for the younger class, but not for the older class."

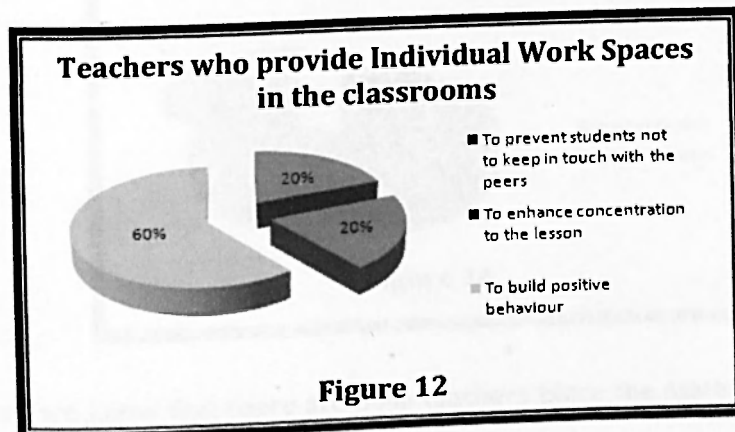
**Question 9:**

Do you provide *Individual work spaces* in your classroom?

(a) Yes

(b) No

Concerning the question above, 100% of the research participants say that they provide Individual Work Spaces in the form of seating arrangement. They have various kinds of reasons. 60% say that individual work spaces can build positive behaviour for the students with emotional and behaviour disorder. 20% say that students with emotional and behavioural disorder should be prevented not to keep in touch with the peers, and another 20% say that individual work spaces can enhance their concentration to the lesson.

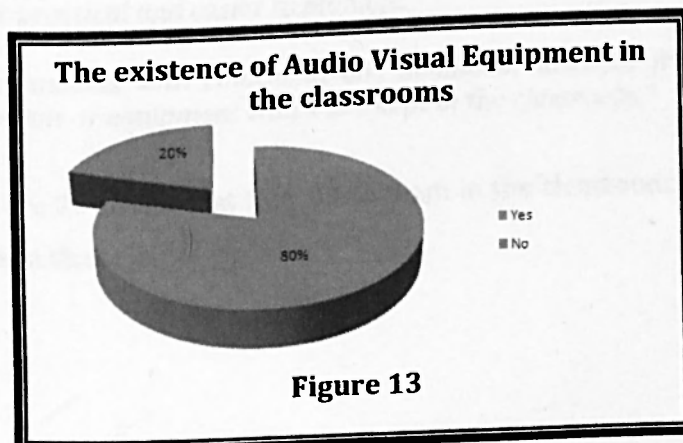


**Question 10:**

Is there any *Audio Visual Technology* in your classroom?

(a) Yes

(b) No

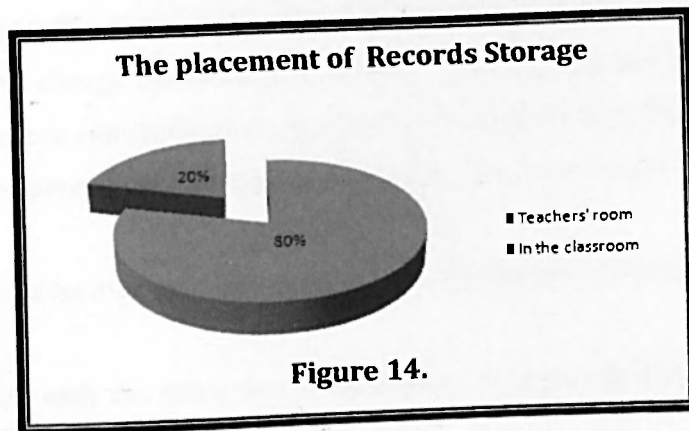


The above chart indicates that the school provides audio visual technology station in most of the classes. This question is followed by the next question to explore what kind of technology they have. Eighty percent (80%) of the teachers say that in their classroom, they have television, VCD/DVD/CD player, and tape recorder. However, not all classrooms provide computers since in this school; there is one computer laboratory in which teacher can ask students to study there in certain days. Twenty percent (20%) of the teachers say that there is no audio visual station in their classroom since there is not sufficient space and it will probably make the class seem too crowded.

**Question 11:**

Where do you place the records storage?

- (a) In the classroom                      (b) In the teacher's room                      (c) Others



From this chart, we know that there are 80% teachers place the materials and records storage in the teachers' room with the following reasons:

*"It is to prevent damage or loss of the materials and documents."*

*"It is much safer."*

*"It's more practical and easier to manage."*

*"Because students with emotional and behaviour disorder frequently destroy or lose materials or equipment which are kept in the classroom."*

However there are 20% said that they place them in the classroom. They continued by providing a reason that;

*"As long as there is a shelf which can be locked, we can keep them in the classroom."*

I formulate the last two questions in open ended form. The purpose is to explore the teachers' perspective and understanding on the terminology 'traffic patterns' and how they implement it in the teaching and learning process.

**Question 12:**

How do you arrange the *traffic patterns* in your classroom to prevent crowded room that may cause potential problem behaviour?

Surprisingly, all the teachers (100%) said that 'space' is the most important aspects to be considered in the traffic patterns. They said that teachers should provide sufficient space every time they change the seating arrangement, and the distance should allow the walkway for teachers and students so that they can move without interrupting each others' work and the space should be adjusted with the size of the classroom:

*"Traffic patterns should be arranged in a good way so that pupils and teachers can move without barriers."*

*"It should be adjusted with the space in the classroom, so pupils do not feel that their classroom is too crowded."*

*"The distance between one desk and another desk should be well arranged."*

*"Every classroom has different size, so every teacher should have creativity to provide the walkway both for teacher and students."*

*"Seating arrangement must always be considered when we think about the traffic patterns."*

**Question 13:**

Could you please explain an ideal *physical classroom arrangement* that can create "positive classroom environment" for students with emotional and behavioural disorders?

From the question above, all the teachers (100%) said that an ideal classroom should provide sufficient space for students with emotional and behavioural disorder, since these students like to jump and walk here and there. Related to space is a component of 'seating arrangement' in which 4 (80%) teachers said that this should allow pupils to have their own individual work space to make them focus on their lesson and do not disrupt the class.

*"Every pupil should have their individual desk, so that they can concentrate on the lesson."*

*"A classroom for students with emotional and behavioural disorder should be designed with individual furniture."*

*"Children with emotional and behavioural disorder should be prevented to keep in touch with their peers, so they should have individual work space."*

*"Teacher can create any types of seating arrangement such as rows, horse shoe, circle but pupils need to have separate desk."*

Four teachers (80%) also said that a positive classroom environment can be created by nice 'bulletin boards' and 'students' art work' including the class rules. Every teacher should try to design the classroom as well as possible so that pupils will feel comfortable during they stay in the classroom.

*"Children with emotional and behavioural disorder always feel that they get lack of attention and appreciation at home. That is why it is important to display their art work in the bulletin boards so that they will feel that they are appreciated."*

*"Bulletin boards and art display can make pupils proud of their work and we can show their progress and development to their parents."*

*"Nice display on board really affects their behaviour, especially the class rules in which teacher can always show them the commitment when they were involved in class rules making process at the beginning of the school year."*

*"Students' art work display has significant role in building positive behaviour for pupils with emotional and behavioural disorder."*

## **Section B. Questionnaires for School Headmaster**

As mentioned in the previous chapter, the purpose of providing questionnaire for the school headmaster is to collect information about the policy regarding physical classroom environment and teachers' competence. For this study, I prepare 7 (seven)

questions, and to get clearer description of the responses, I present it in the form of a table:

**Table 5. Responses of Questionnaires for School Headmaster**

NO	QUESTIONS	RESPONSE
1.	Is there any policy regarding Physical Classroom Environment in your school? ( <i>Seating arrangement, Teacher's desk, Bulletin boards, Instructional Materials, Learning Centres or Interest Centres, Study Carrels, Individual work spaces, Audio Visual Technology Station, and Records storage</i> )? Yes/No, Why?	No, because (1) school has given autonomy to teachers to develop "physical classroom environment" and (2) School has recruited good teachers who know how to manage this.
2.	What's the minimum qualification of the teachers in this school? Bachelor Degree/ Master Degree/ Bachelor Degree + Special Training/ Others,.....	Master Degree
3.	In your opinion, have all the teachers in this school implemented the <i>physical classroom arrangement</i> in their teaching style? Yes / Not all of them	Yes
4.	In your opinion, how much does <i>physical classroom</i> provision influence the building of <i>positive classroom environment for students with emotional and behavioural disorders</i> ? Very much/ Not much	Very Much
5.	In your opinion, how much does " <i>positive classroom environment</i> " influence the students' behaviour and achievement? Very much / Not much	Very much
6.	Do you ask every teacher to include all the 10 <i>physical classroom components</i> mentioned below to be implemented in their teaching styles? Yes/Yes, but not all.  If the answer is "not all", which components do you think should be given priority to? ( <i>More than one answer is possible</i> )	Yes, but not all  (1) Seating arrangement (2) Teacher's desk (3) Audio Visual Technology (4) Records Storage
7.	In your opinion, what should an <i>ideal classroom</i> look like to create <i>positive classroom environment</i> for students with emotional and behavioural disorders?	(1) Suitable space (2) Separate desks for pupils (3) Minimalized furniture equipment (4) Relaxing corner

### **Section C. Summary of the presented data**

From the above data presentation, I could see the differences in teachers' perception and organization of the physical classroom environment, between the teachers with over 5 years teaching experience and those with less than 2 years teaching experience. These are the key findings of the questionnaires I analyzed; there is a difference in teachers' perception and organization of the physical classroom provisions, specifically in the following aspects, namely: (1) *Frequency of changing bulletin boards and students' work display*, (2) *Placement of instructional materials*, (3) *Learning Centres/Interest Centres*. Senior teachers always change the bulletin boards every 2 weeks whereas the novice teachers change it after 2-3 months. Senior teachers place the instructional materials in the place which is accessible for students. Data collected shows that 20% said in the shelves, 20% said on the teacher's desk and the rest 20% said that they placed in other place namely at the window bar or in the pupils' bag next to the desk. They have a certain reason for this. From the responses, we know that they do it because they said that they do not have to worry of the lost or damage since teachers are sure that students know the rules. This is in contradictive with the novice teachers who place the instructional materials in the teachers' room for a safety reason. Regarding the learning centres, teachers with over 5 years teaching experience provide learning centres in their classroom which consist of: skills centre, discovery/enrichment centre, and creativity centre whereas the novice teachers do not provide this in their classrooms.

#### **4.2.2 Interviews**

As my study involved understanding and perception of teachers within the context of classroom environment, I chose to use interviews as one of my tools. Since this study was conducted in Czech Republic, major challenge in implementing interview was the language barriers. However, the school where I conducted the research has kindly provided me an interpreter by assigning their English teacher to assist me during the interview.

According to Baarda (2001) the most important aim of analysing qualitative data is the making of a structure or pattern in the mound of data. I have transcribed all interviews on my computer. The following step I did was deleting all text which was not related to



the research questions. The next step, I divided interviews into three sections, namely Interview with senior teachers (A), Interview with novice teachers (B), and Interview with the School Headmaster (C). First I analyzed my interview with 2 senior teachers. Both of them taught in the younger classes. Next, I analyzed my interview with 2 novice teachers with less than 2 years teaching experience and both of them taught in the older class. The last, I analyzed my interview with the School Headmaster.

However, the school has assigned an English teacher as interpreter to assist me interview the following participants:

- Two (2) Senior Teachers (with over 5 years teaching experience)
- Two (2) Novice Teachers (with less than 2 years teaching experience)
- School Headmaster

#### **A. Interview with Senior Teachers**

The interview with teachers with over 5 years teaching experience was mainly aimed at gaining information about their perspective on classroom environment and corroborating information obtained through the questionnaire.

#### **B. Interview with Novice Teachers**

The interview with novice teachers with less than 2 years teaching experience was also aimed at gaining information about classroom environment at the same time seeing the differences of their perception from the senior teachers on how the physical classroom provisions can affect the classroom environment for children with emotional and behavioural disorder.

#### **C. Interview with School Headmaster**

The interview with school headmaster was mainly aimed at gaining information about school policy on classroom environment. This is also important to know whether school has a specific regulation for teachers to implement strategy or methodology dealing with physical classroom provisions.

The following are excerpts from the interviews:

#### **Section A: Interview with 2 Senior Teachers.**

Both of the teachers are teaching in the younger class, namely grade 1 and grade 3.

The first question I asked is about the seating arrangement. When I asked this question to both teachers, they all said that seating arrangement really affects students' behaviour as we can see from the responses below:

**Question 1:**

**How do you think that *Seating Arrangement* in the classroom can affect students' behaviour during teaching and learning process?**

*"It affects the children a lot, but as you can see because of the space, we have this typical seating arrangement in rows, but during the other subject like art, we are trying to change it a little bit to move like a circle and other arrangement."*

*"Yes, it really affects the students' behaviour that's why we always try to give priority to it."*

The second teacher also added that besides the seating arrangement, the arrangement of pupils is also important as she said:

*"Besides the arrangement of the seat, we also have to pay attention to the arrangement of pupils, if there are pupils who don't like each other; we place them not to sit next to each other. One is sitting in front of the classroom and the other one who cause potential problem behaviour is sitting far away from him/her, not to make a contact, not to touch and so on."*

Related to the first question, still about the seating arrangement, I need to know the information about types of the arrangement that the teacher usually apply when they teach pupils with emotional and behavioural disorders. Both teachers answered that "*seating arrangement in rows*" is the best. However the second teacher also added that "*small group*" or "*circle*" is important when they need to communicate with their peers.

**Question 2:**

**What kind of Seating Arrangements do you think is best to apply in a classroom for students with emotional and behavioural problems?**

*"Based on my experience, seating arrangement in rows is the best for these students especially to make them more focus to the lesson."*

*"I prefer arranging the seating arrangement in rows. I think it's the best for children with emotional and behavioural disorders. However sometimes I also arrange it in small group or circle. I usually change the seating arrangement especially during the lesson where I need the children to pay attention to the teacher and on the other hand they need to communicate with their peers as well, between each other, to concentrate the children inside one group to be able to see each other but it's hard to say for which subject. It's usually twice a week I change the position of the seat but also it depends on the subject like music or art, so it's usually twice a week according to the possibility inside the classroom."*

When I asked them about the significance of teacher's desk, both of them said that it doesn't affect the students' behaviour. The second teacher added that the position of teacher is more important than the teacher's desk.

**Question 3:**

**Do you think that the position of teacher's desk has a significant role in building positive classroom environment?**

*"It doesn't affect the students at all. I never sit behind the desk. I prefer walking, and moving around the classroom and the teacher's desk means for the children only to put their exercise books every morning so they know where they can leave their things."*

*"For me, teacher's desk is only a place to put things, because the most important thing is I have to stand in front of the students, they must see me. In our classroom as you see, since it's very small and there is a door in front of the classroom, so teacher's desk must be placed at the back."*

The next question I asked is about Bulletin Walls and Students' Work Display to know how it can create positive classroom environment. Even though the first teacher did not say explicitly that it really affects students' behaviour but she admitted that she can see if students are proud of their work whereas the second teacher said clearly that it really affects the positive behaviour and classroom environment, so when parents come to school, they can see their children's work and development. The second teacher added that besides students' work, students' photos are also good to be placed in the wall for the whole year.

**Question 4:**

**How do you think that Bulletin Walls and Students' Works Display can create positive classroom environment for students with emotional and behavioural disorders?**

*"For this moment probably it's really difficult to say whether it really affects the students' behaviour but we can say that if we do some pieces of work they like and they are proud of it and they show their joy."*

*"Yes, it can affect the classroom environment. We can see that they feel proud of their work especially when they see that their works are displayed, and we have parents' meeting every month, so when they come here, they can see their child's work and development. But since our classroom is very small so we usually place them out of the classroom, or we use string to hang children's work, and calendar also is a part of the classroom, students' photos are also put on the wall for the whole year. Students' usually want to change the materials by themselves, they really like it, and they want to do it a lot."*

When I asked them about the frequency on changing the bulletin walls and visual display, they have different opinion. The first teacher said that it is better to do it once in two weeks so it's not too long or too short. However the other teacher said that she always changes the bulletin after 2 or 3 months.

**Question 5:**

**How often do you think is the best to change the *Bulletin Walls and Students' Works Display* with the new ones?**

*"I think it is better if it's not too often and not too long. In my opinion at least it can be done once in two weeks, not every week. In my class, when they have art lesson they usually want to change it, so at least once in two weeks is the best and it would be better if it relates to the theme and subject we are teaching."*

*"I change the bulletin sometimes after 2 or 3 months, but for the rules, I don't change it, especially poster with the signs. We don't change the place of the bulletin but we change the topics. It depends on what they create during the art work."*

When the teachers were asked about where they place the instructional materials, both of them said that they placed them in the classroom, not in the other room.

**Question 6:**

**Where do you place the *Instructional Materials*, in the classroom or in teacher's room?**

*"Everything that I and my pupils need is here inside the classroom. There are few board games, and some other games for the children, you can see it on the corner over there and in shelves there are some papers they can take anytime they like, some learning materials inside those two doors, so everything is inside for the pupils and for the teachers as well. By doing this, children will understand how to take care of the equipment."*

*"Usually we place them on the window, like suitcases with pencils or crayon, glue, so students can get it easily what they need, but again it's because of the space, this is the only shelves they have. On the window there are also art materials, because students have to prepare their stuff before their start working, so it's important for them to prepare the stuff by themselves. Therefore class rules is very important so that children know what they have to do and what they may not do."*

For the question about the accessibility of instructional materials for students with emotional and behavioural disorder, both teachers said that it's better if students can access the materials. By doing so, children will understand how to take care of the equipment. Both teachers were also sure that students will not break the materials as long as they know the rules.

**Question 7:**

**Do you think it is better if students with emotional and behavioural disorders can access the instructional materials or it is better if teachers can distribute to them?**

*"I think it depends on the condition of children and the class. I'm sure every teacher knows the best for their pupils. For me, I prefer putting the instructional materials in the shelves and cupboard in our class. I'm not afraid of this because every child knows about it and if they need something they will ask the teacher whether they can have it or not, as we have agreed during we made class rules."*

*"I think it's better for them to access the materials and learn to prepare the stuff by themselves before they start the lesson. As long as they know the rules, they will understand."*

Regarding the learning centres or interest centres in a classroom, both teachers said that it depends on the space in the classroom. If there is still space in the class, then learning centres can be provided.

**Question 8:**

**Do you think that every class should have Learning Centres or Interest Centres?**

*"It depends on the space of the classroom. If it's still possible we can provide learning centre for pupils. It's better. In this class, we don't have many learning centres, but we have one which is placed at the back of the classroom. As you can see, there is a carpet on the floor where pupils can play and work with their peers and relaxed. In this centre, we provide some toys for girls and boys."*

*"I would probably say no, especially if the class is small. But we can do in different way like in this school there is IT classroom, where children can go there if they want to play computer. But in my class there is a piano where children also can play it during the music lesson. So, I would say that it really depends on the space in the classroom. Last month they really like students' boarding games, and they do it inside the classroom".*

When I asked them about the study carrel in the classroom, both teachers said that study carrel is important.

**Question 9:**

**Do you think that Study Carrel is important to be provided in a classroom for students with emotional and behavioural disorders?**

*"I think it's very important, because in certain situation sometimes pupils want to be alone. In this case, they can sit on the carpet and pillow, and it's much more comfortable than sitting on the desk. When there is a child who wants to sit on his/her own, so we used this desk over there, or the other situation is different when there is one who interrupts the others in the class, so to calm him down a little bit we used this desk, to separate him/her from the other pupils."*

*"Yes, I think it's important to have a study carrel in our classroom. It's a separate desk and they know whenever they have some problems they can stand up and go to this place to calm down, they must tell the teacher where they are going but they also know that there is a place in their classroom where nobody can pay attention to them so they can do their own work. At this time, the situation in the classroom is not so many problems so it's not used very often on these days, but it used to use it a lot especially for the boys with severe behaviour problem. All the students know about this study carrel because we have a special learning program called 'social skills' which is taught in every class in this school and especially on the first stage we called this corner as 'turtle corner' so if there is a student who has problem, and he sits in this corner, he'll be covered like a turtle and nobody can attack him so they can feel safe there so that's why students usually use a lot this corner because they feel safe there. This turtle program is for students from the first grade until the fifth because for the younger children, this really has big effect for them especially for students with ADD and ADHD."*

Both teachers gave similar responses when I asked them about the Individual Work Spaces for pupils with emotional and behavioural disorders. They said that this really affects the pupil's behaviour.

**Question 10:**

**Do you think *Individual Work Spaces* is also important to be provided in a classroom for students with EBD?**

*"Yes, it really affects the students' behaviour. But since in our classroom, the seating arrangement has been designed in individual setting, so we don't need to provide special individual space. Every pupil here can have sufficient space for them to work."*

*"Yes, it is very important for pupils with emotional and behaviour disorders. In my classroom, every student's desk is designed individually and children can have enough space to work and do their work so it's no need to make a separated individual work space anymore."*

When I asked them a question about audio visual technology station whether it is important to be provided in a classroom for students with emotional and behavioural disorders, both teachers said that it is not a priority. The first teacher said that she never uses the television because when children come home, they usually watch television. She sometimes uses a music player which is used for some relaxation. The second teacher also has similar response by saying that audio visual technology station is not a priority. It can be provided in the classroom only if there is empty space since we still can put this outside the classroom.

**Question 11:**

**Do you think that *Audio Visual Technology Station* is also important to be provided in a classroom for students with EBD?**

*"It depends on each teacher. Some teachers like to use it but some not. For me, I'm trying not to use it because when children come home, they usually play computer and watch television, and they try to play some games and it's not priority for the younger children, maybe for the older children is good to have this equipment. There is no much time for using the TV, there is a music player which is used for some relaxation and relaxing part of the day, so most of the time they use music player but not the TV."*

*"I think if we still have space in the classroom, it's probably good to have it inside the class, but if the classroom is too small, we still can provide audio visual technology station outside the class. In my classroom for example, there is a TV.set and CD player. However, I use this equipment but not too often. There is a computer laboratory inside both buildings but in other classroom there is a computer but not in every class, only if there is some empty space."*

Regarding the question number 12 below, about the place to put the materials and records storage, both of the teachers consider the safety reason. However they have different answer. The first teacher said that it is better to place the materials and records storage not in the classroom, but they can be put in the teacher's room. The second teacher said that if there is still a space, it's better to put all the materials and records in the shelves of the classroom that can be locked.

**Question 12:**

**In your opinion, is it better to put the *Records Storage* in your classroom or in the teachers' room?**

*"I think for important documents like portfolio of students, it is better to be placed not in the classroom. We can put them in the teacher's room. In this school, all the materials for the children and records are placed in the other building, and we as a class teacher only needs phone numbers of parents in case we need, and this is always be on the desk of the class teacher."*

*"For me, it's better if the important documents are put in the teachers' room. However, if there is a place in the classroom, we can put all the materials and records in the shelves of the classroom which can be locked. Here, next to the teacher's desk, there is a kind of cupboard where all the materials are put inside, it's not a shelf but it is a cupboard where I can lock and I also keep teachers' materials like psychological and others."*

Regarding the traffic patterns, both teachers said that it's all dealing with *seating arrangement*, and it is important for students and the teacher to be able to move comfortably without disturbing any others. That's why teachers should provide sufficient space for students and not make the class feel crowded.

**Question 13:**

**In your opinion, how should the *Traffic Patterns* be arranged in a classroom for students with EBD?**

*"For me, the most important thing is children and also teacher can move without any barriers, and that's why seating arrangement is very important because it can affect the traffic pattern in the classroom. For teacher, especially because I have to move around the class to go to students desks. About the arrangement, we can adjust it with the space in our classroom."*

*"Traffic patterns always deal with seating arrangement. I think the most important thing is student can sit comfortably in their chair and can easily move without any barriers, because students with emotional and behavioural disorder, they are very active, they always jump and run here and there, so it is not good if students feel their classroom is too crowded."*

Both teachers said that space is the most important aspect in building an ideal classroom for students with emotional and behavioural disorders. Both teachers also mentioned attractive classroom and bulletin walls which make students comfortable in their class as the important aspect to create positive classroom environment for students with emotional and behavioural disorders.

**Question 14:**

**In your opinion, how is an ideal classroom that can build positive classroom environment for students with EBD?**

*"Space is very important, and should be divided into relaxing place, and space should have variety in arrangement and can be easily to be re-arranged and the most important is to create attractive classroom through the visual display which is comfortable for the students."*

*"For me, an ideal classroom is a classroom with enough space, because hyperactive students need space to run, to jump, and also it brings new methods for teacher to work with them, they can use some sports activities and other things during the Mathematics and other subjects as well as music. Bulletin walls are also very important, traffic patterns especially for younger children they really need space to move because it can affect students' behaviour."*

**Section B: Interview with 2 teachers with less than 2 years teaching experience.**

Both of them are teaching the older class, namely grade 7 and 9. I gave the same questions for interviewing teachers with less than 2 years teaching experience as the questions for teachers with over 5 years teaching experience. The first question was also started with seating arrangement. When I asked them about this, both teachers said seating arrangement affects the students' behaviour especially for students with emotional and behavioural disorders.



**Question 1:**

**How do you think that *Seating Arrangement* in the classroom can affect students' behaviour during teaching and learning process?**

*"I think seating arrangement affect the behaviour of students very much because they could be interrupted by each other especially students with emotional and behavioural problems, they always try to contact each other. We have to be careful with the students who don't like each other. Not giving them possibility to contact each other. And if this classroom is twice or three times bigger than this, it will be perfect. So, you must use the space you have in the best way. For example, one week it can be arranged like in rows, the next week, you'll realize that some problems have appeared so you can form them in group, two by two or three by three. But we have to be aware of the distance because if the setting is not good, it can cause behavioural problems for the students."*

*"Yes, in my opinion the seating arrangement can affect the behaviour of students especially students with hyperactivity, because such students prefer sitting on their own, they don't want to have a neighbour because their neighbour can interrupt them during the lesson. So we prefer to have such separate arrangement, but if you have other subjects such as art or music, or special subject like what I was talking last time about the social skills. During the social skills session, we usually change the seating arrangement in circle, because we want the children to see each other in order that they are able to react, because if they are sitting in rows, and when one student speaks, it's difficult for them to react or response. If they sit in circle they can easily communicate with their peers."*

Both teachers also said that seating in 'rows arrangement' is preferred and more effective. The second teacher added by saying that with this arrangement, students can have their own space and have their attention to the lesson.

**Question 2:**

**What kind of Seating Arrangements do you think is best to apply in a classroom for students with emotional and behavioural problems?**

*"For me, I feel that rows arrangement is more effective and can build good classroom environment, but sometimes I also arrange in group work of 3 to 4 pupils. Indeed, it's not so easy to conduct group work for these students ....but we have to practice because it's important for them to cooperate with each other."*

*"I personally prefer the seating arrangement in rows, so students can have their own space, and have their attention to the lesson."*

When I asked them about the position of teacher's desk in the classroom, both teachers gave the same response that the most important thing is not the position of teacher's desk but the position of the teacher him/herself in which the first teacher said that she never sits on her chair during the lesson but go from desk to desk to check students' work. The second teacher even said that if there is not enough space in the classroom,

teacher's desk can be placed anywhere but the most important is the teacher must stand in front of the students.

**Question 3:**

**Do you think that the position of *teacher's desk* has a significant role in building positive classroom environment?**

*"I think for students with emotional and behavioural problems, it's necessary to have teacher's desk in the same position, so they know it is their teacher's desk. For me, I never sit on my chair during the lesson because the most important thing is I have to check students' work every time and go from desk to desk so students will know that their teacher pay attention to them."*

*"I don't think the position of seating arrangement will affect the students' behaviour. It doesn't matter where the position of teacher's desk, the most important thing is that the teacher must stand in front of the students. So, if you don't have enough space in your classroom, you can put it anywhere actually".*

Both teachers gave similar responses when I asked them about bulletin walls and students' works display. Both of them said that bulletin walls and visual display really affects students' behaviour. They also agreed that class rules is very important to be placed in the bulletin walls because teachers can remind their students by asking them to see the class rules. The second teacher added that calendar is also important to be placed as a bulletin walls, because students can find the next programme in the calendar and they don't have to ask the teacher for many times. However there is a difference between younger class and older class in terms of materials displayed. According to the second teacher, students' photos are not suitable anymore to be displayed since they can make fun of each other because they might look different than the actual one.

**Question 4:**

**How do you think that *Bulletin Walls and Students' Works Display* can create positive classroom environment for students with emotional and behavioural disorders?**

*"I think pupils are very influenced by this bulletin because they can see the result of their creative work during the art lesson and learning material on the wall can help them to think about something and especially about the rules, they influence the students very much and they're very important for these children. Bigger students do not like to make artworks too much, they prefer selecting nice pictures from magazines or newspapers and put it on the wall as posters, or they do painting as creativity development For me, it's very important to place the class rules in front of the class because teacher can say...."Look at the rules....so it's supposed to be done." We made the rules together at the beginning of the school year. So it is an agreement between students and the teacher. There are students' and teachers' signature too and nobody can say" I don't agree with this rule."*

Some of the rules made like "Don't beat your school mate or keep your classroom tidy." Another example is the class rule provided by school. We have special bulletin for social skills. We have implemented this kind of programme in our school. When students have some problems, this poster helps him to seek for a solution. It's similar to a sign on the road; there is red, yellow, and green colour. The meaning of the colours is; First, you have to stop, and name your problem, then you go to the yellow one to think how to solve it and make a list of some decisions and go to the green one to pick up the best solution. It's very important for them because they always react immediately and never think it before. "

"It does...it does. If I want to put students' work on the wall, I ask them first whether I can do it or not. Some students sometimes pretend that they don't care...and just say "well, do whatever you like," but if it's already put there, I can see that they are really proud of it and they often discuss it with their peers. So, it's necessary to put children's work on the wall and also the rules. With the rules on the wall, you don't have to repeat again, again and again. You just say, look at the wall, and you can assure yourself, and remind the students. Calendar is also good to be put on the wall, so students know about their agenda and don't ask their teacher all the time about the next program because they can find it in the calendar. But I think for the bigger class, there are some differences from the younger class of course, for example, in the bigger classes, I don't think the design of the classroom should be colourful with artwork since they do not really like it. I don't think displaying their individual photos is good either. It may cause some problems. Students frequently can tease their peers by saying ..."Look, how you look like in this photo," because they might look different in the photo than the actual one, and they can make fun of each other, this probably can hurt. We used to have it when the children were in the 6<sup>th</sup> grade, but now they are getting older, so it's not suitable anymore."

When I asked them about the frequency of changing the bulletin walls and students' work display, both teachers gave difference answer. The first teacher said that she changed bulletin walls and visual display after 2 or 3 months. However she never changes the rules. The second teacher said that she does not change the bulletin walls very often, but there is art teacher who helps her to design the classroom by putting students' work.

#### **Question 5:**

**How often do you think is the best to change the Bulletin Walls and Students' Works Display with the new ones?**

"I change the bulletin sometimes after 2 or 3 months, but for the rules, I don't change it, especially poster with the signs. We don't change the place of the bulletin but we change the topics. It depends on what they create during the art work."

"I don't do it very often actually. But the art teacher does it for me, because I teach English and sometimes Math, so it's not creative subjects. So, I don't do it very often but from time to time, other teachers come and ask whether they can put students' work on the wall,.... well I don't mind at all."

Both teachers also gave similar responses when I asked them about the placement of instructional materials. The first teacher said that she prefers placing the materials in the teacher's room. The second teacher gave example by explaining the usual situation in which teachers usually bring the materials into the classroom then take them away so that they are not destroyed by their students.

**Question 6:**

**Where do you prefer placing the *Instructional Materials*, in the classroom or in teacher's room?**

*"I prefer putting them in the teacher's room and I never let them take by themselves."*

*"Usually the situation is every teacher brings the materials into the classroom, then if they don't need it, they will take it away because otherwise students will destroy it. It's necessary to say that whatever you leave in the classroom, they will usually destroy it."*

Both teachers also said that, for a safety reason they prefer distributing the instructional materials to the students and not let them take by themselves.

**Question 7:**

**Do you think it is better if students with emotional and behavioural disorders can access the instructional materials or it is better if teachers can distribute to them?**

*"I think it's better for me to distribute the instructional materials to these students and not to let them take by themselves because it can easily damage."*

*"For me it's more for a safety reason, I don't let them take it by themselves. Students with emotional and behavioural disorders frequently forget to bring their stationery like pencil, pen or ruler. So, we can lend them to the students and after that they have to return them. That's why, we have to keep them in a safe place."*

Regarding the learning centres or interest centres, both teachers said clearly that they don't have any experience in using it and the first teacher said that there is no learning centre in the classroom where she teaches. The second teacher seems not really sure to say that every class should have learning centres but she said that it might be beneficial. She also added that she does not use computer or TV a lot for teaching since students do it often at home. She suggests that probably some music instruments would be nice.

**Question 8:**

**Do you think that every class should have *Learning Centres or Interest Centres*?**

*"In my classroom, there is no learning centre and I must say that I have no experience."*

*I probably couldn't say that learning centre is important or not, because I don't have this experience of using it, but this would be benefit. They could split their activities into several different places. So, I think this would be beneficial. But again, it needs more space in your room. I don't use computer or TV a lot for teaching, because I think students do it already very often at home. Usually they play it when they go back from school and wait for their parents, then switch it off again. So, I think some music instruments would be nice. In this school, we have piano, keyboard and guitar, but teachers usually bring the keyboard and guitar because they're easier to move.*

When I asked the teachers about study carrel, they gave different responses. The first teacher said that for the older class, study carrel is not really necessary as it is for the younger class. When there is a student who has a problem, she prefers going out and talk with the pupil and try to find the solution. However, the second teacher clearly said that it is a good idea to have a study carrel in the classroom. She gave illustration of her experience with a student who had a problem and she also emphasized that study carrel is not always in the form of a separate desk but it can be a chair which turns in a different way.

**Question 9:**

**Do you think that *Study Carrel* is important to be provided in a classroom for students with emotional and behavioural disorders?**

*"I think for older class, study carrel is not really necessary, but the younger class, they need it more. If I find a student has a problem, I'll go with the pupil outside the class and talk about it and try to find the solution."*

*"This is a good idea actually for the children. I have this problem today when a student came to me and he said that he ached something bad and wanted me to let him go home. So, I called his parents, and his mother told me that he couldn't go home because there was no one and his mom preferred him to stay at school, and he might lie as well. So, I made him stay at school, and he was really angry with me, and when he returned to his classroom, the other guy was laughing at him that he didn't manage what he wanted and he only pretended that he was sick. He went mad. He threw away the desk, chair, books, exercise books, kicked the door. So in this situation, it's good to go out, and find out what happened and try to think the best way to calm this boy down. When he came back, he sat in one desk which is turned different way, he wasn't looking at me, because I caused his problems, he didn't look to the other boys because they were laughing at him, we only could see his back. We didn't know whether he was crying or still angry or even it's only a joke for him, but he had the chance to calm himself down. He sat there for a while. When he thought that he's ready to come back even though it's only one small turn, he turned back, and he continued to work. We even didn't have to tell him. He knew that he had the chance to change the situation, and he did it, came back without saying one word. So, it's not necessary to place separate desk, but just a chair which turns in a different way can be a study carrel."*

Both teachers gave the same responses when being asked about individual work spaces for students with emotional and behavioural disorders. They said that Individual Work Spaces is very important, however since most of the classes in this school have been equipped with individual furniture so they do not need separate individual work spaces anymore since every pupil has their own space, as explained by the first teacher.

**Question 10:**

**Do you think *Individual Work Spaces* is also important to be provided in a classroom for students with EBD?**

*"Yes. Individual work space is very important for students with emotional and behavioural disorders, that's why all of the furniture here is designed for individual learning. So, I think here, we don't need separate individual work spaces because every pupil has their own space."*

*"Yes. Individual work space is very important for students with emotional and behavioural disorders. Most of them are attending some re-educating lesson while they have some learning disability in individual lesson such as Czech language or mathematics. The point is every student has already sits individually, so they have their own working space. If this is not enough the second teacher during the lesson can help them in the class. If this is still not enough, they can attend the lesson outside the classroom and it improves their knowledge a lot."*

I found different responses between teachers of younger class and older class when they were asked about audio visual technology station. Both teachers of older classes said that it is very important to have audio visual technology station to teach older children. The first teacher said that older children need to see more visual lesson like documentary film for history lesson or English so the classroom is equipped with TV and VCD player. The second teacher said that it is very important when she teaches foreign language so students can listen to the native speakers and see the real situation in other country.

**Question 11:**

**Do you think that *Audio Visual Technology Station* is also important to be provided in a classroom for students with EBD?**

*"Yes. It's very important. For older children, they need more to see like documentary film for example during history lesson, and I also use it for English lesson. In my classroom, as you see here there is one television with VCD player. There is no computer here, since we have special computer laboratory in another classroom. So if the students have to learn computer, we can go to laboratory."*

*"Yes, most of the subjects you can use this technology. It's really nice to tell them stories about London, for instance but most of them have never been there, so it's much easier for*

*them to remember some statues, or monument while they're seeing it. We have some learning materials, DVD, or photos of an important place. I often show them my photos in front of the London Eye, and they're laughing at me, but then they will remember that there is London Eye in London, Big Ben, and it's good to manifest the knowledge. Maybe I speak English, but students have never heard the native speakers talk, so CDs, Cassettes help them a lot. We're trying now to have the possibility that teacher can use the technology in their lesson. For me, it's very important to have it. Actually I don't want computer in my classroom; because students will come to me every time and say "Can I play the game." So if I need computer for English to practice, from time to time I go to the second floor to the separate room and we can use computer there."*

Both teachers also said that it is better to put the materials and records storage in another place for safety reason. The first teacher mentioned clearly that she does not like to put them in the classroom since students can make it damage or lost so she said that it's better to put the records in the teacher's room. The second teacher also said that she always take the materials and records with her for safety reason. Even though there are shelves and cupboard in the classroom but she never puts them there.

**Question 12:**

**In your opinion, is it better to put the *Records Storage* in your classroom or in the teachers' room?**

*"For me, it's better to put the records in the teacher's room because it's more practical, I can put it together with the instructional materials. I do not like to put them in the classroom, since students can make them damage and probably lost."*

*"I'm always taking them with me because I know.. if I leave it there I never find it again, so, for the safety reason, I'd better take it with me. Even though there are shelves and cupboard in my classroom, I just put reading materials that students can read but I always take learning materials and records with me."*

Concerning the traffic patterns, both teachers said that sufficient space for walkways must be paid attention to. The first teacher emphasized that traffic patterns is very important not only for teachers but also for students so that they do not feel that the class is too crowded in which it can disrupt their concentration. The second teacher said that she has to consider the traffic patterns every time she changes the seating arrangement and it has to be well adjusted with the space in the classroom.

**Question 13:**

**In your opinion, how should the *Traffic Patterns* be arranged in a classroom for students with EBD?**

*"To my point of view, there must be sufficient space for walkway to approach the students. It's necessary for teachers to go to students' chairs and check their work. By doing so, the students will feel that the teacher give attention to them. Traffic pattern is not only important for teachers but also for students, so they do not feel that the class is too crowded in which it can disrupt their concentration."*

*"If this classroom is twice or three times bigger than this, it will be perfect So, in this case I must use the space I have in the best way. For example, during change of the seating arrangement, I always have to consider the walkways both for students and the teacher. Since students with emotional and behavioural disorders are very active, they always jump here and there and every time teacher also needs to go to their chair, so it is important for the teacher to know how to adjust the seating arrangement with the traffic pattern. But again, it should be well arranged according to the space we have."*

When I asked them about an ideal classroom that can build positive classroom environment for students with emotional and behavioural disorders, the first teacher mentioned that seating arrangement and bulletin walls are the most important aspects to be considered whereas the second teacher mentioned three most important aspects that can build positive classroom environment namely the arrangement of physical classroom setting, provide more space for the children, and place to put students' materials in the classroom.

**Question 14:**

**In your opinion, how is an ideal classroom that can build positive classroom environment for students with EBD?**

*"A good classroom for students with emotional and behavioural disorders should have a good seating arrangement in which sometimes we can change it so students will not get bored. In my opinion, bulletin walls to put their art work is very important that can build their self confidence and pride, because students with emotional and behavioural disorders, they always feel that they are neglected, nobody pays attention to them. So, we have to make them feel that they are appreciated. And it really can build positive behaviour for them."*

*"Well, I really think every teacher has to organize their classroom well. It is important to arrange the physical classroom setting in a nice way, and provide more space for the children. It's good If there is a cupboard for each student where they can leave their things. In an ideal situation they will have these things twice, one for home and one for school, then you would avoid a problem like, "Excuse me, I can't work with you today because I left everything at home. So, space for leaving pupils' things and teachers' things is very important"*



To summarize all of the findings of the interview, I formulate it in the following table:

**Table 6. Summary of the findings of Interviews**

No	Questions	Responses of Teachers	
		Younger Class	Older Class
1.	How do you think that <i>Seating Arrangement</i> in the classroom can affect students' behaviour during teaching and learning process?	Both teachers said that it really affects students' behaviour.	Both teachers said that it really affects students' behaviour.
2.	What kind of Seating Arrangements do you think is best to apply in a classroom for students with emotional and behavioural problems?	Both teachers said that seating arrangement 'in rows' is the best.	Both teachers said that seating arrangement 'in rows' is more effective.
3.	Do you think that the position of <i>teacher's desk</i> has a significant role in building positive classroom environment?	Both teachers said that 'teacher's desk' does not affect children's behaviour. The most important thing is the position of teacher.	Both teachers said that 'teacher's desk' does not affect children's behaviour. The most important thing is the position of teacher.
4.	How do you think that <i>Bulletin Walls and Students' Works Display</i> can create positive classroom environment for students with emotional and behavioural disorders?	Both teachers said that they can see the pride of their students when their works are displayed.	Both of them said that bulletin walls and visual display really affects students' behaviour. They also agreed that class rules is very important to be placed in the bulletin walls because teachers can remind their students by asking them to see the class rules.
5.	How often do you think is the best to change the <i>Bulletin Walls and Students' Works Display</i> with the new ones?	1 <sup>st</sup> teacher said: once in two weeks.  2 <sup>nd</sup> teacher said: Every 2-3 months	1 <sup>st</sup> teacher said: every 2-3 months  2 <sup>nd</sup> teacher said: she does not do it often. Other teacher usually does it for her.
6.	Where do you prefer placing the <i>Instructional Materials</i> , in the classroom or in teacher's room?	Both teachers said that they place the instructional materials in the classroom.	Both teachers said that they prefer not putting the instructional materials in the classroom.
7.	Do you think it is better if students with emotional and behavioural disorders can access the instructional materials or it is better if teachers can distribute to them?	Both teachers said that it is better if they can access the materials and prepare the stuff before the lesson starts. They also mentioned the importance to put the class rules on the walls so students will understand.	Both teachers also said that, for a safety reason they prefer distributing the instructional materials to the students and not let them take by themselves.
8.	Do you think that every class should have <i>Learning Centres or Interest Centres</i> ?	Both teachers said that it really depends on the space in the classroom.	Regarding the learning centres or interest centres, both teachers said clearly that they don't have any experience in using it.

9.	Do you think that <i>Study Carrel</i> is important to be provided in a classroom for students with emotional and behavioural disorders?	Both teachers said that study carrel is important especially to calm down the pupils who show that they are having problems during the lessons.	1 <sup>st</sup> teacher said: For older class study carrel is not really important.  2 <sup>nd</sup> teacher said: Study carrel is important
10.	Do you think <i>Individual Work Spaces</i> is also important to be provided in a classroom for students with EBD?	Both teachers said that Individual Work Spaces is very important. However since the furniture in their classrooms have been designed for individual pupil, teachers do not have to provide separate individual work spaces anymore.	Both teachers said that Individual Work Spaces is very important. However since the furniture in their classrooms have been designed for individual pupil, teachers do not have to provide separate individual work spaces anymore.
11.	Do you think that <i>Audio Visual Technology Station</i> is also important to be provided in a classroom for students with EBD?	Both teachers said that it is not a priority.	Both teachers of older classes said that it is very important to have technology station to teach older children for learning about history through documentary film or learning foreign language.
12.	In your opinion, is it better to put the <i>Records Storage</i> in your classroom or in the teachers' room?	Both teachers said that important documents should be placed in the teacher's room or they can put them in the classroom as long as it is locked.	Both teachers also said that it is better to put the materials and records storage in another place for safety reason.
13.	In your opinion, how should the <i>Traffic Patterns</i> be arranged in a classroom for students with EBD?	Both teachers said that traffic patterns always deal with 'seating arrangement' and the most important things is teacher and students can move without any barriers.	Concerning the traffic patterns, both teachers said that sufficient space for walkways must be paid attention when arranging the seating arrangement.
14.	In your opinion, how is an ideal classroom that can build positive classroom environment for students with EBD?	Both teachers said that space and visual display or bulletin walls are very important to build positive classroom behaviour.	1 <sup>st</sup> teacher mentioned that seating arrangement and bulletin walls are the most important aspects to be considered.  2 <sup>nd</sup> teacher mentioned three most important aspects that can build positive classroom environment namely (1) the arrangement of physical classroom setting, (2) provide more space for the children, and (3) place to put students' materials in the classroom.

### **C. Interview with School Headmaster**

#### **Question 1:**

##### **Is there any policy from the school about classroom environment?**

*All teachers should create the classroom according to themselves. They must create nice environment and comfort place for children to work. That's the only rule. They should consider the children being inside the classroom if it's save for them to have bulletin, nice pictures. There is no policy from the headmaster to do this or that specifically, but teachers can make the classroom nice based on their creativity. It's just a suggestion from the head master to make their classroom attractive.*

#### **Question 2:**

##### **Do the novice teachers have to take training first before they start teaching ?**

*During their study in university, they practice teaching in different types of schools, and they can choose which school is suitable for them. So it really depends on their field of study and what kind of practice they have done during their studies. And many of them take a long study, so they should be well prepared to do this kind of work before they enter it.*

#### **Question 3:**

##### **How about the terminology that you use in this school, you use *children with emotional and behavioural disorders* or *learning difficulty and behavioural disorders*?**

*So, we don't have any specific terminology, but most of the time we use EBD (emotional and behavioural disorders) because many of the students here are those with hyperactivity, so we're closed to emotional and behavioural disorders, but there are also children with learning difficulties or combined, not only behavioural problems but also learning difficulties.*

#### **Question 4:**

##### **During the recruitment of teachers, is there any policy saying that all teachers must have a background in special education needs?**

*Since we are primary school and at the same time we are also special school, so we determined criteria that they must have special needs education background, and also they should be educated in their field for example Math or English, so all teachers here should have both competencies. We expect the teachers to have the feeling to recognize the students in different situation.*

#### **Question 5:**

##### **Have you ever found any teacher who could not manage their classroom?**

*Definitely many of these problems occurred. It doesn't matter if you are good in your field of study, for example you are good at Mathematics or Czech language but you are also able to manage the problems connected to behaviour of children. You can recognize them and decide what the best is for the children so there are many problems like this, teachers are good in their subject matter, but they are not able to manage children. It is also connected to the classroom environment like how the teacher can create their classroom to be comfortable for the students.*

#### **Question 6:**

##### **What will you do if you find the problems with teacher who cannot manage their classroom well?**

*So, the situation is I will discuss the problem that has occurred with the teacher and teacher will tell me what the problem was and I also will ask whether the teacher is able to solve such a problem in the future. If he/she finds that the work is not suitable for them, they can look for another job. I usually try to explain to the teacher that probably their work with children with special needs is not suitable for them, but I don't say anything about their quality of teaching. It doesn't mean that he/she is not a good teacher; it's just not the right place for him to teach.*

From the collected data of interview with the school headmaster, I could find the answer of my question, namely: there is no school policy regarding physical classroom environment. School headmaster also said that school has given autonomy to all teachers to create the positive classroom environment with their own strategy, since school is convinced that they have studied in the university about this, and they have practice teaching in different school so they should know what they have to do. Nevertheless, I still found a contradictive response. Even though, the school is convinced that they have recruited capable teachers, however, the headmaster also said that school has found some teachers who could not deal with students with emotional and behavioural disorder, and it relates with classroom environment, too. However, up to the present time, there is still no policy determined.

#### **4.2.3 Observations**

This chapter involves the presentation and analysis of the results of the notes, reflection and other evidences collected from my classroom observation. From the observation, I could confirm all the data collected from my questionnaire and interview, as what Robson (2003, p. 192) states that "*observation might be used to validate or corroborate the messages obtained in the interviews.*" The schedule for observation was made based on the agreement between me as the researcher and the principal of the school, with the periodicity one hour per week which was divided into 30 minutes classroom observation during the teaching and learning process, and the other 30 minutes was done for documentation when there was no children in the classroom. The observation was conducted for a month (four observations) with the company of a teacher who can speak English. It is important to note the sympathy, the kindness and the accessibility of the teacher who allowed my presence at his/her class. When conducting the observation, since I applied a non-participant observation, "*the fact that the observer is an observer is made clear to the group from the start,*" as stated by Robson (1993, p.197). So, when I first came into the classroom, the teacher introduced me to the students and explained who I was, where I came from and what I would do in the classroom.

The data is presented in four parts, each of one corresponding to the four observations I made. In this study, structured-observation was applied to guide steps of my observation. So basically, I need to do this observation to ensure that my data collection

from questionnaire and interview valid and reliable. I did the observation based on the observation guide which allowed me to make observation systematically (Appendix D).

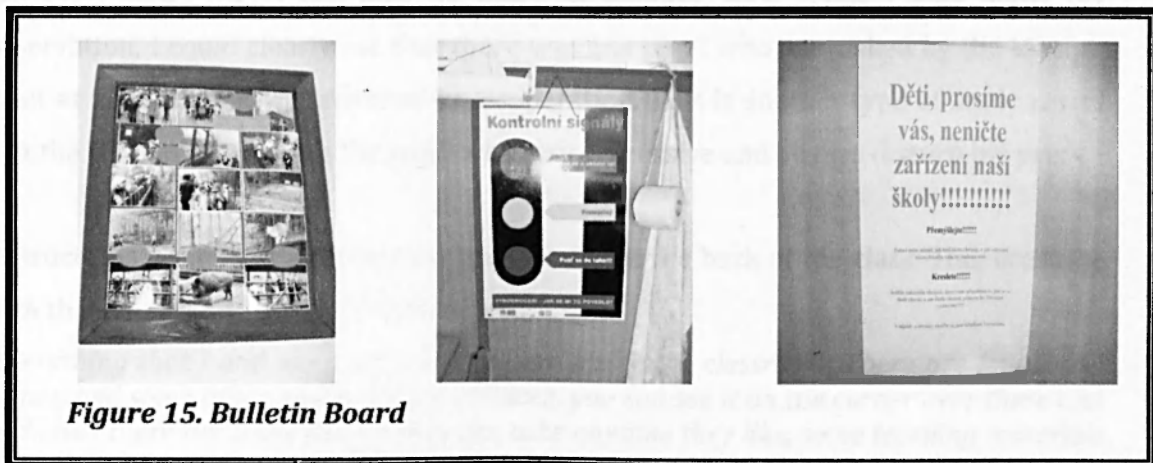
### ***First observation***

In the first observation, I observed first grade which was taught by a teacher who has been teaching for over 5 years. This class consists of 10 (ten) pupils. During the observation, there were 2 (two) teachers in the classroom, namely first teacher and second teacher. They do not use the term teacher assistant, since all of them are professional teacher. There is a policy in this school that in certain days of the week, every teacher must take the role as second teacher in another class so that they can have experience in teaching in different class with different pupils. Furniture in this class is arranged in rows. This confirms with what has been explained by the teacher during the interview:

*"Based on my experience, seating arrangement in rows is the best for these students especially to make them more focus to the lesson."*

From the observation, I could confirm the importance of the class rules as the teacher said during the interview. On the wall, I could find the class rules displayed together with other items, namely: (a) *student's art work*, (b) *learning materials (alphabetical) and clock*, and (c) *photos of students' trip*. There are 2 class rules hung on the wall. The first poster means: (1) Stop and calm down, (2) Think, (3) Just do it! This is the way how teachers educate pupils with emotional and behavioural disorder who always react spontaneously without thinking first (Figure 15.) And the other class rules clearly say about the importance of *physical classroom provisions* (figure 15. in yellow colour). These rules teach students how to take care and protect school equipment. The following is the English translation:

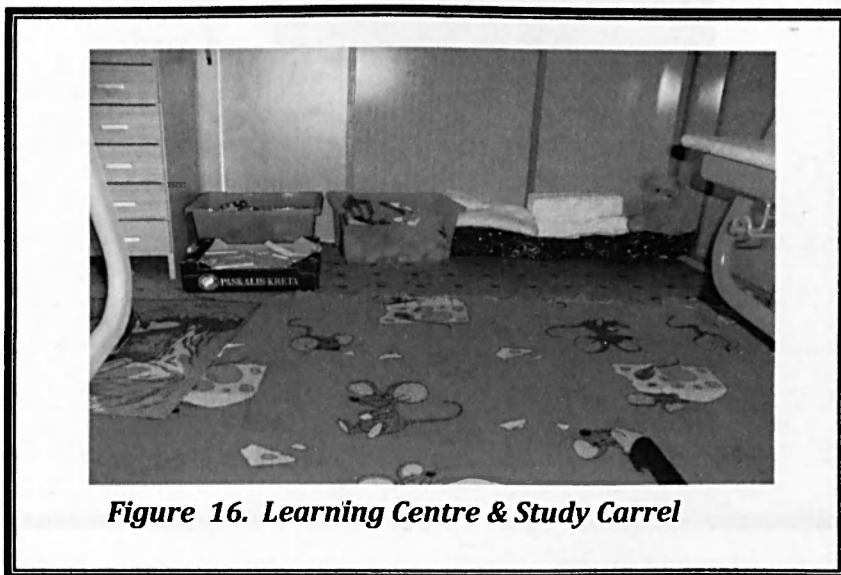
Children, please, do not destroy school equipment!!!  
Think!!! If you have any idea how to protect our school and avoid its destruction, tell us, we appreciate it! Draw!!! If you draw a picture which reminds us how to behave at school and how to protect our school, bring it. We will display it!  
Bring your pictures and ideas to your teacher Veronika.



**Figure 15. Bulletin Board**

At the back of the classroom we could also find a rug, toys, and creativity games so that children can play and do some activities on the floor more freely (figure 16.). This is also the place that the teacher can use as a 'study carrel' in different way such as a place for relaxing. From this observation, I could see clearly what the teacher meant with 'study carrel or learning or interest centre during the interview. According to the teachers, this place can function as learning centre/interest centre. However, since the classroom size is very small, so this area could be as study carrel too, since it can also be implemented in different way, as the teacher said when I interviewed her.

*"I think study carrel is very important, because in certain situation sometimes pupils want to be alone. In this case, they can sit on the carpet and pillow, and it's much more comfortable than sitting on the desk. When there is a child who wants to sit on his/her own, so we used this desk over there, or the other situation is different when there is one who interrupts the others in the class, so to calm him down a little bit we used this desk, to separate him/her from the other pupils."*



**Figure 16. Learning Centre & Study Carrel**

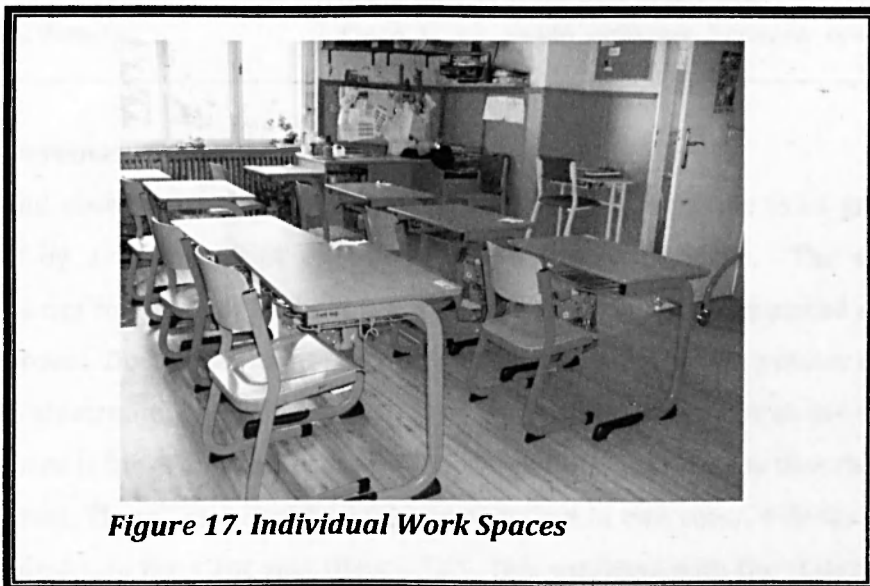
However, study carrel can also be made in another way. While I was doing my observation, I could clearly see that there was one pupil who was asked by the teacher to sit at his desk and was covered by a separation. This is another type of study carrel that the teacher made since the pupil was very aggressive and always disturb his peers.

Instructional materials are placed in a cupboard at the back of the class. This confirms with the teacher said during the interview:

*"Everything that I and my pupils need is here inside the classroom. There are few board games, and some other games for the children, you can see it on the corner over there and in shelves there are some papers they can take anytime they like, some learning materials inside those two doors, so everything is inside for the pupils and for the teachers as well. By doing this, children will understand how to take care of the equipment."*

In this classroom, all students' desks are formed individually so that there is no need to provide special space for working individually as the teacher explained during the interview (figure 17.). On the upper left corner, in front of the class, there is an audio visual station which consists of television and tape recorder. In the cupboard which is located at the back of the classroom, the teacher puts all the instructional materials. However, she does not place the materials and records in the same place, but she always keeps them in the teacher's room. This confirms with what she said during the interview:

*"I think for important documents like portfolio of students, it is better to be placed not in the classroom. We can put them in the teacher's room."*



The size of this classroom is not very large; it is about 5 x 5 meters. However, the teachers can arrange the physical classroom provision with good and nice arrangement by taking into account the traffic pattern both for pupils and for the teachers as well, especially for teachers to control their pupils' works. This classroom setup has ample walkways in which students and teacher can effectively move about without colliding with objects or each other or interrupting each others' work.

To provide more detail classification of the observation analysis, I made it into the table format as follows:

**Table 7. Summary of the findings of Observation 1**

Specific Components Observed		Aspects to look for
1.	Seating Arrangement	Number of seat : 10 (ten) Arrangement : in rows
2.	Teacher' Desk	Placement : in front of the class
3.	Bulletin Boards and Students' Works Display	Learning Material (Alphabetical & Clock), Class Rules, Photos of Students' Trip, Students' Works.
4.	Instructional Materials	Placement : in a cupboard at the back of the class. Accessibility : accessible for the pupils.
5.	Learning Centre or Interest Centre	Placement : at the back of the class. Equipment : toys, creativity games.
6.	Study Carrel	Available. Placement : in front of the class.
7.	Individual Work Places	Every desk for pupil is formed individually.
8.	Audio Visual Technology	Available. Television and Tape recorder.
9.	Students' Records Storage	Available In a cupboard at the back of the class.
10.	Traffic Patterns	There is an ample walkway between one desk and another.

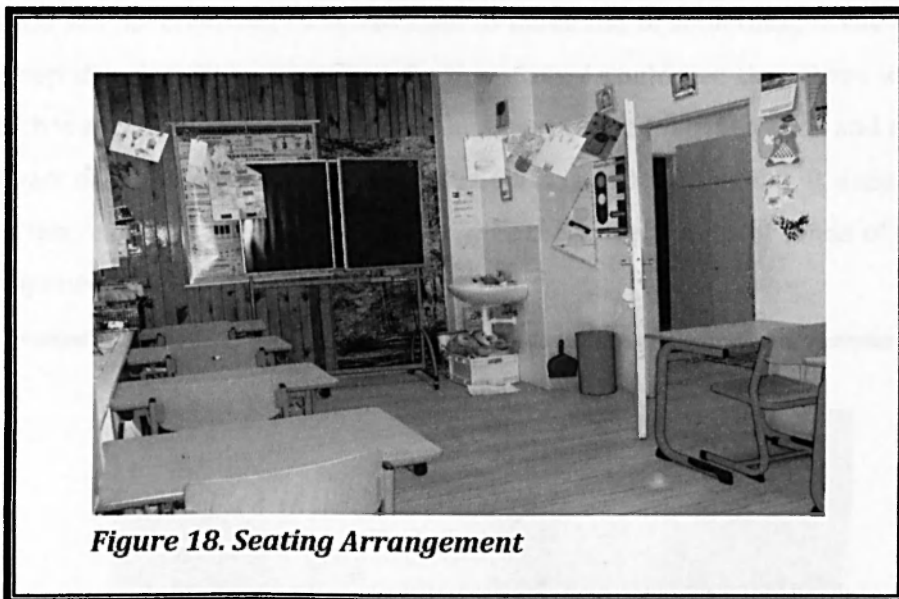
### **Second Observation**

In my second observation, I had a chance to attend the class of the third grade which was taught by a teacher with over 5 years working experience. The size of the classroom is not too large. It is about 3 x 5 meters. Teacher's desk is placed at the back of the classroom. During the interview, I asked the teacher why she put her desk at the back of the classroom, she said because it is not possible to put in at the front since there the space is limited. When I came and observed the class, I knew that the class size was very small. There are 6 desks which are arranged in two rows, 4 desks on the left side and 2 desks on the right side (figure 18.). This confirms with the statement of the



teacher during the interview when she said that seating arrangement in 'rows' is the best for pupils with emotional and behavioural disorder:

*"I prefer arranging the seating arrangement in rows. I think it's the best for children with emotional and behavioural disorders."*



**Figure 18. Seating Arrangement**

From this seating arrangement I could see that the teacher also paid close attention to the traffic patterns. The distance between one desk and another is quite spacious.

What I observed during the observation confirmed the teacher's statement about the traffic patterns:

*"Traffic patterns always deal with seating arrangement. I think the most important thing is student can sit comfortably in their chair and can easily move without any barriers, because students with emotional and behavioural disorder, they are very active, they always jump and run here and there."*

In this classroom, I noticed that there were differences in visual display on the wall, compared to the class for younger age. There was a calendar and a clock, which were not found in the younger class, a time schedule, class rules, students' individual photos, and students' works. During the observation, a teacher asked one of the pupils about time, and he answered correctly. So, the function of a clock here is not only to control the session time for the teacher but also as a part of learning material for the pupils.

In this classroom, I could see that all instructional materials were placed on the teacher's desk as well as in the cupboard which was next to teacher's desk. However,

teacher also puts some of the instructional materials on the window's bar. This confirms with what she responded during the interview, namely she always tries to make the instructional materials *accessible* for the students and she said that it is important to teach the students to prepare the materials before they start the lesson. Here, I could see the creativity of the teacher to make use of something in the small size class to keep the classroom attractive. In this class, I could see that there was also a piano which was placed at the back of the class next to the teacher's desk and cupboard. This is a part of an interest centre. Since this class is relatively small, it does not have any other interest centres. However, I saw that there were a lot of kinds of toys, and creativity games kept in the cupboard.



**Figure 19. Instructional Materials**

According to the teacher who accompanied me during the observation, in such a small size class, it is not possible to provide special space for interest centre or creativity centre. Therefore, during the session related to creativity development, it is the time for teacher to *re-arrange the seating arrangement* so that students can do their activities without any barriers. In this classroom, I did not see any study carrel. When I asked the teacher, she told me that study carrel in this classroom is not necessary because the number of students is very small, and it is not as difficult as the bigger class to control them. Students' desks in this class are designed individually, so every student has their own space to work. I noticed that the teacher also provide sufficient space for the students to prevent potential behavioural problems. In this classroom, I did not see any audio visual station and according to the teacher, due to the limited space, it is not

possible to provide space for electronic things such as television or computer, so if the teacher wants the pupils to watch a movie or learn computer, teacher can make a coordination with school administration to use a class which provides this equipment or use computer laboratory. In this classroom, teacher put the portfolios and records in the cupboard at the back of the class in which learning materials are also kept in the same cupboard. This confirms with what she responded during the interview:

*"For me, it's better if the important documents are put in the teachers' room. However, if there is a place in the classroom, we can put all the materials and records in the shelves of the classroom which can be locked. Here, next to the teacher's desk, there is a kind of cupboard where all the materials are put inside, it's not a shelve but it is a cupboard where I can lock and I also keep teachers' materials like psychological and others."*

I noticed that the teacher is also very attentive in arranging the furniture so that this small class size can look wider. To get more clear description of this observation analysis, I provide the following table:

**Table 8. Summary of the findings of Observation 2**

Specific Components Observed		Aspects to look for
1.	Seating Arrangement	Number of seat : 6 (six) Arrangement : in rows
2.	Teacher' Desk	Placement : at the back of the class
3.	Bulletin Boards and Students' Works Display	Learning Material (Song, pictures of equipments), Clock, Class Rules, Photos of Students' individually, Students' Works.
4.	Instructional Materials	Placement : in a cupboard at the back of the class, and at the window's bar. Accessibility : accessible for the pupils.
5.	Learning Centre or Interest Centre	Placement : No specific space. Equipment : toys, creativity games.
6.	Study Carrel	Not Available.
7.	Individual Work Places	Every desk for pupil is formed individually.
8.	Audio Visual Technology	Not Available.
9.	Students' Records Storage	Available In a cupboard at the back of the class.
10.	Traffic Patterns	The distance between one desk and another is not too close. There is an ample walkway.

### **Third Observation**

In the third observation, I had a chance to attend the second stage, namely seventh grade, which was taught by teacher with less than 3 years working experience. There

are many different aspects could be found in the class with older children. The size of classroom was about 5 x 6 meters. It was much larger than the classrooms for younger children. There were 10 desks for students, arranged also in rows. So, from the three classes I have seen, all of them were arranged in 'rows'. From figure 20 below, we could see that in arranging the furniture, teachers pay attention to the traffic patterns. The distance between one desk and another is quite spacious. Teacher's desk was placed at the front of the classroom. During the interview, the teacher said that it is not important to change the position of teacher's desk, the most important thing is the position of the teacher him/herself that must be moving around the class to control students' work, and make them feel that they are paid attention to.



**Figure 20. Traffic Patterns and Teacher's Desk**

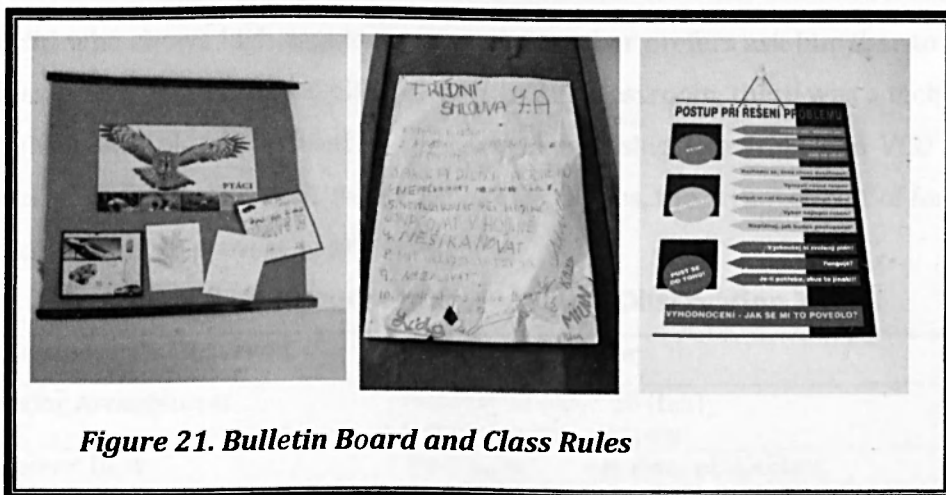
I also noticed the difference in visual display on bulletin boards in comparison with the 2 younger classes. In this class, besides a time schedule, a calendar, and a clock, I could find a table with the list of students' name for cleaning the classroom every week. Class rules were also different from the ones in classes for younger children. In this class, class rules were made by the class teacher together with the students at the beginning of the school year. There was a commitment that had to be obeyed by the students. By doing so, students had been taught about democracy in the classroom and learning to commit to their agreement. This confirms with what the teacher said during the interview:

*".....and especially about the rules, they influence the students very much and they're very important for these children".*

There are 2 class rules put on the wall, namely class rules made by teacher and students at the beginning of the school year, and the other is 'class rules' which is provided by school in the form of a poster. The class rules made by students and teacher (as seen in Figure 6) can be translated as: (1) Rightness (fairness), (2) Not taking others' things and throwing them, (3) School events as gratuity, (4) Not destroying school equipment, (5) Not interrupting lessons, (6) Following lessons properly, (7) No bullying, (8) Having our classroom clean, (9) No squealing, (10) No spewing out on each other. From the translation above, we could see that a component of physical classroom provision is included (rule no.4) namely: Not destroying school equipment.

In the poster provided by school, students are taught to learn to think and solve the problems they have. The translation is as follows: **STOP** (1). Stop and calm down, (2). Name the problem, (3). How do you feel? **THINK** (1).Decide what you want to achieve, (2).Think out different solutions, (3).Think about result of each solution, (4).Choose the best solution, (5).Plan your further action. **JUST DO IT** (1).Try the chosen plan, (2).Does it work? (3). If necessary try it other way.

In this case, I really could notice the importance of the bulletin boards for these students.



**Figure 21. Bulletin Board and Class Rules**

I also saw some posters displayed on the wall such as clipping from magazines or newspapers viewing environment (animal, plants) and technology such as car, aero

plane. This is exactly in accordance with the teacher's statement during the interview that says:

*"Bigger students do not like to make artworks too much, they prefer selecting nice pictures from magazines or newspapers and put it on the wall as posters, or they do painting as creativity development."*

In the window's bar, I could see some plants grow in vas. It is also students' duties to water these plants every day according to their schedule. In this classroom, there was no shelf or cupboard for placing instructional materials or other materials and records, as the teacher said during the interview:

*"I prefer putting them in the teacher's room and I never let them take by themselves"*

So, I could see that the teacher preferred storing the instructional materials and records in the teacher's room for the safety reason. In this classroom, there was no learning centres or interest centres. So, the differences can be seen clearly from the class for younger children in which interest centre plays a significance role for creativity development. If the teacher wants to give lessons for creativity or skills development, children will be asked to go to other areas such as computer laboratory or go for a trip. In this class, I did not see any study carrel. This confirmed what the teacher said during the interview that in the second stage (7<sup>th</sup> grade) there is no more study carrel in the classrooms since according to the teacher it's not suitable for older children. If there is a severe child who shows high aggressiveness, the teacher prefers ask him/her to go out of the classroom and find a good place to talk. In this classroom, there was a technology station which was placed in front of the class comprising television and VCD player which was stored in the TV rack. As the other two classes, the arrangement of furniture in this class was set to provide ample walkways.

**Table 9. Summary of the findings of Observation 3**

Specific Components Observed		Aspects to look for
1.	Seating Arrangement	Number of seat : 10 (ten) Arrangement : in rows
2.	Teacher' Desk	Placement : in front of the class.
3.	Bulletin Boards and Students' Works Display	Learning Material (World Map), Class Rules, Students' Works, List of students' duties for cleaning the classroom, posters.
4.	Instructional Materials	Teacher places them in the teacher's room.
5.	Learning Centre or Interest	Not Available.

	Centre	
6.	Study Carrel	Not Available.
7.	Individual Work Places	Every desk for pupil is formed individually.
8.	Audio Visual Technology	Available. Equipment : Television, VCD Player.
9.	Students' Records Storage	Teacher places them in the teacher's room.
10.	Traffic Patterns	The distance between one desk and another is not too close. There is an ample walkway.

#### **Fourth Observation**

In my last observation, I had a chance to observe the highest grade, namely grade 9. According to the teacher, in this class, many students were quite aggressive and there were 2 students with autistic. The same as the other observation, at the beginning when I entered into the classroom, all students have been in the class with their teacher. The teacher then asked the students to stand up and greet me. They said "*Dobry Den,*" which means "*good morning*" in Czech, and I also answered "*Dobry Den.*" The teacher introduced me who I was and what the purpose for me to be there in their class. During the observation, I noticed that this is the most aggressive class in comparison with the other three classes I observed. The age of the students is between 14 and 16 years old. Some students are older because they have to repeat the class.

I started my observation by observing the seating arrangement which was arranged in rows and every student had to sit individually. There were 10 seats with 1 teacher's desk in front of the class (see. figure 22). From this observation, what the teacher said during the interview was confirmed when she explained about the seating arrangement and traffic patterns:

*"I always have to consider the walkways both for students and the teacher. Since students with emotional and behavioural disorders are very active, they always jump here and there and every time teacher also needs to go to their chair, so it is important for the teacher to know how to adjust the seating arrangement with the traffic pattern."*

From the statement above and through my observation, I noticed that in this classroom, traffic pattern is becoming very important aspect that the teacher realized to build positive classroom environment. The distance between one desk and another is

possible for students and teacher to move without disturbing other students as can be seen in figure 22 below.



**Figure 22. Seating Arrangement and Audio Visual Technology**

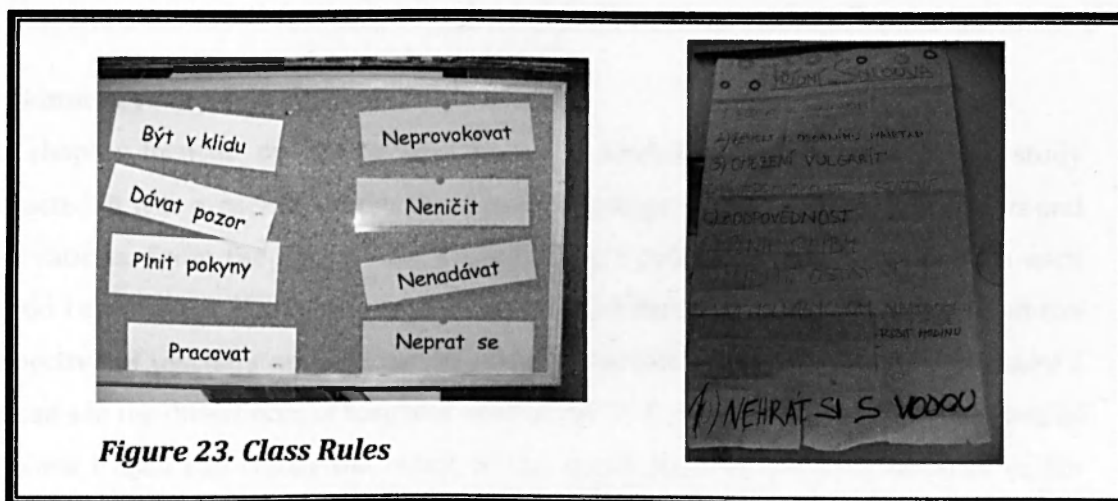
From the picture above, we also could see that there is a special corner for audio visual centre at the back of the class, in which students can watch a movie related with the lessons as the teacher said during the interview that she always use the audio visual equipment for teaching English. As the other class (7<sup>th</sup> grade), the visual display on the wall also was not as colourful as the classes for the younger age. I could see the differences especially on students' works. In this class, students' works displayed on the wall were mostly their paintings and some posters taken from magazines or newspapers. There was also visual display related to learning material hung on the wall, namely types of international currencies that students of this grade have to know. This really confirms the teacher statement during the interview when saying that:

*"I think for the bigger class, there are some differences from the younger class of course, for example, in the bigger class, I don't think the design of the classroom should be colourful with artwork since they do not really like it. I don't think displaying their individual photos is good either. It may cause some problems. Students frequently can tease their peers."*

On the back wall, we could see a 'handwritten' class rules which was decided and agreed by students and teachers at the beginning of the school year. There are also two types of



class rules, first is the one which was made by students and teacher, and the second is the class rules provided by school, as shown in figure 23, it was translated as follows: (1) *be at rest*, (2) *watch*, (3) *carry out the instructions*, (4) *work*, (5) *not to provoke*, (6) *not to break*, (7) *not to abuse*, (8) *not to fight*. The other class rules which were made by the teacher and students at the beginning of the school year comprised 10 aspects which are translated as follows: (1) *Respect for privacy*, (2) *Respect for personal property*, (3) *Limit the impolite words*, *Not to provoke other people*, (5) *Be responsible*, (6) *To fulfil promises*, (7) *Not to hit other people*, (8) *You should not imitate*, (9) *Be tolerant*, (10) *Not to play with water*.



**Figure 23. Class Rules**

There were 2 cupboards in this classroom to store instructional materials and records. However, during the observation, the teacher said that this cupboard most of the time only for placing the reading materials such as books, dictionary and so forth. For other the documents and students' records, the teacher always put it in the teacher's room as she said during the interview:

*"I'm always taking them with me because I know.. if I leave it there I never find it again, so, for the safety reason, I'd better take it with me. Even though there are shelves and cupboard in my classroom, I just put reading materials that students can read but I always take learning materials and records with me."*

**Table 10. Summary of the findings of Observation 4**

Specific Components Observed		Aspects to look for
1.	Seating Arrangement	Number of seat : 10 (six) Arrangement : in rows
2.	Teacher' Desk	Placement : at the front of the class
3.	Bulletin Boards and Students'	Learning Material (international currencies, world map), Clock, Class Rules, Students' Works,

	Works Display	Students' Achievement Record.
4.	Instructional Materials	Placement : in a cupboard on the left side of the class. Accessibility : accessible for the pupils.
5.	Learning Centre or Interest Centre	Not Available.
6.	Study Carrel	Not Available.
7.	Individual Work Places	Every desk for pupil is formed individually.
8.	Audio Visual Technology	Available. Equipment : Television, VCD Player
9.	Students' Records Storage	Available In a cupboard on the left side of the class.
10.	Traffic Patterns	The distance between one desk and another is not too close. There is an ample walkway.

### 4.3. Summary

This chapter focused on the presentation and analysis of the results of the study conducted. It was presented under three main headings: Questionnaires, Interviews and Observations. From the above data presentation, I could see more clearly from each method I employed. The questionnaires that I used can give me an overview about the perspective of teachers on physical classroom provision. Through this questionnaire I also can see the differences of teachers' responses with various reasons. The method of interview I used can clarify the result of the questionnaires in which majority of the questions are only closed-ended Questions. Through the interview, I can explore more about how the teachers organize their physical classroom provision to create positive classroom environment. From the excerpts of the interview, I could get more information in comparison with only using the questionnaire as the tool. Finally, by doing the observation, I could get a more clear description as the evidence of my study to answer my research question on *"how do teachers organize the physical classroom provisions to create positive classroom environment for students with emotional and behavioural disorders."*

The following chapter will discuss and evaluate these results along with the findings from the questionnaires, interviews and observations in light of the review of literature.

## CHAPTER V

### EVALUATION

*discussed with literature*

#### 5.1 Introduction

This chapter intends to evaluate the findings of the data obtained and analyzed in chapter 4, from respondents through the administrated instruments of questionnaires, interviews, and observation as outlined in chapter 3, and relates the findings with the theory as written in chapter 2. The qualitative data reflects the views of special primary school teachers on their perspectives of the physical classroom provision in building positive classroom environment for students with emotional and behavioural disorder. This also reflects the views of the school headmaster on the policy regarding *physical classroom arrangement* and to find out what kind of recruitment process the school uses to recruit teachers as well as the barriers that the school faces regarding teachers capacity in handling the physical classroom provision. Their views on the investigated topic were undoubtedly of great significance in the evaluation and conclusion of this research.

In chapter 2, I explained that I focused my research on 10 components of physical classroom arrangement, namely; (1) seating arrangement, (2) teachers' desks, (3) bulletin boards and students' works display, (4) instructional materials, (5) learning centres or interest centres, (6) study carrels, (7) individual work spaces (8) audio visual technology station, (9) records storage, and (10) traffic patterns. As I explained in the previous chapter that I chose this since all the components relate to teachers' competence and teaching skills mastery. Therefore, I did not chose other physical classroom components such as, lights, size of the classrooms, heating system, or other building or electrical components since it dealt more with school authority and not related directly to teaching skills.

From the research, I tried to find out the answer for these three following questions:

- (a) What components of physical classroom provisions contribute most to the positive classroom environment?

- (b) How is teachers' organization of the physical classroom provisions to create positive classroom environment for students with emotional and behavioural disorders?
- (c) What kind of policy does the school have to build classroom environment?

## **5.2 Evaluation on components that contribute to the positive classroom environment and how teachers organize them.**

This part is aiming at answering my research questions number 1 and 2 namely:

- (1) What components of physical classroom provisions contribute most to the positive classroom environment?
- (2) How is teachers' organization of the physical classroom provisions to create positive classroom environment for students with emotional and behavioural disorders?

From the questionnaires, I found that there are 5 (five) components of the physical classroom provision which have got the highest rank as the most chosen ones being considered as the components that contribute to students' positive behaviour and achievement by the teachers, namely: (a) *Seating Arrangement*, (b) *Bulletin Boards and Students' Work Display*, (c) *Instructional Materials*, (d) *Individual Work Spaces*, and (e) *Traffic Patterns*. From the interview and observation that I conducted, I could explore why these 5 aspects have played a significant role in building positive classroom environment for the classes with students with emotional and behavioural disorder.

### **(a) Seating Arrangement**

Both senior teachers with over 5 years teaching experience and novice teachers with less than 2 years teaching experience said that seating arrangement really affects students' behaviour during teaching and learning process. They always give priority to the arrangement of the seat. 100% teachers said that 'rows arrangement' is the best for the students since it enables them to concentrate more on the lesson compared to other types of seating arrangements. This confirms with what Hofkins (1994, quoted in Kaya and Burgess, 2007) states:

*"Classrooms with the "traditional" seating arrangements, comprising desks in a number of rows facing the instructor, can increase students' ability to focus on the lesson and concentrate on their work." (p. 860).*

Other educationist, Wheldall (1981) found that a rows arrangement even increased on-task behaviour (e.g., compliance with teacher instructions, eye contact with materials, etc.) in a mixed-ability classroom. In the further study in a special school for children with behavioural difficulties, Wheldall and Lam (1987) state that these children showed substantial improvement in on-task behaviour when they moved from a groups to a rows arrangement. Thus, the row-and-column seating tends to have teacher-centred lessons where the instructor is the primary focus in the classroom, whereas student-centred lessons tend to occur in classrooms with small sizes and in cluster-type seating arrangements (Martin, 2002).

Even though the 'rows arrangement' has been considered as the best setting for students with emotional and behavioural disorder, however, 100% of the teachers said that they need to change the setting arrangement periodically in the form of group works. This is in accordance with what Margerison (1996) states :

*"Self-esteem enhancement also involves the child in a group-work situation with his or her peers. These activities are particularly suitable for developing social skills and in helping children who have feelings of inadequacy by providing a co-operative or social setting in which they can develop the confidence to contribute ideas."* (p.179).

Regarding the group work, the teachers said that they need to change the setting periodically in the other forms such as 'circle' or 'small groups' settings, specifically when students are asked to see each other and communicate with their peers since it is also important for them to teach the students not only to work individually and focus on their individual work, but also to socialize and communicate each other. This also confirms with what Mc Leod (2003) says:

*"Small-group work moves toward having students assume more responsibility for working with classmates without direct teacher intervention."* (p.12).

This necessitates teaching students what skills are appropriate for working in groups as well as how to rearrange the classroom by turning desks together or grouping tables and chairs.

#### **(b) Bulletin Boards and Students' Work Display**

From the questionnaires I distributed, it reveals that 100% teachers said that Bulletin Boards and Students' Work Display really affects students' behaviour. As Williams

(1989) says that classroom displays are often discussed in terms of the ways in which they might create an attractive environment for learning. Even though during the interview there were 25% teachers who did not say explicitly that it really affects students' behaviour but she admitted that she can see if the students are proud of their work whereas the other 75% teachers stated clearly that it really affects the classroom environment, so when parents come to school, they can see their children's work and development. From this study, I found that teachers from both younger classes and older classes have similar perceptions regarding the bulletin boards and students' work display in which all of them said that it can influence pupils' behaviour. This is in accordance with what Narayan (1980) states:

*"Teachers could discover many techniques to display pictures to stimulate learning in and out of the classroom. Children should be involved in designing and making charts, diagrams, bulletin-board displays not only to provide learning experiences to them but also to create an atmosphere for learning."* (p.13).

This also confirms with what Tissot and Evans (2003) state that in the classroom, visual supports help students understand directions, schedules, rules, and instructional materials. Even the ubiquitous letters of the alphabet posted in classrooms constitute visual supports. The research reveals that 100% of the classrooms are provided with 'class rules'. Teachers also said that students are involved in making the class rules at the beginning of the school year.

Everston et al. (1989) also say that wall displays can include a clock and calendar large enough to be seen from all parts of the classroom, and a list of class rules. From the statement above, we know that bulletin walls can consist of various items which can be designed by teachers according to the purpose and significance. What McLeod (2003, p.16) says that "*Student achievement is enhanced when the walls teach*" is proven. From the interview I conducted, teachers of the older classes emphasized the significant role of class rules in which they can remind their students by asking them to see the class rules when they do something wrong not in accordance with their commitment. From the observation, I could see that all classrooms were provided with class rules. Teachers also said that at the beginning of the school year, students are always involved in making the class rules in which they also put their signature on it, so nobody will disagree. By doing so, students are taught to be responsible and keep their commitment.

This agrees with what Grossman (2004), Kerr & Nelson (2006), Madsen et al. (1968) say that classroom rules are explicit statements that define behaviour expectations and that help to establish a predictable teaching and learning environment.

By putting a calendar on the wall, teachers also teach their students to find the information about the next agenda by themselves so that they do not have to ask their teacher all the time. However there is a difference between younger class and older class in terms of materials displayed. For the younger classes, students' photos are also good to be placed on the wall for the whole year, but students' photos are not suitable anymore to be displayed in the higher grade since they can make fun of each other because they might look different than the actual one. Through my observation, I also found that students in the higher grade prefer displaying posters that they take from magazines or newspapers or their paintings to displaying their art work. It is quite different from the younger classes in which teachers always try to make their classes colourful and attractive.

However, this study reveals that 60% of the teachers still do not know the best frequency of changing the bulletin boards and students' work display. They said that they change the bulletin after 2 or 3 months and even 20% said that they never change it themselves but other teachers always help to change it. If we look at it from the theory, it says that visual display should support concepts and skills that you are presently teaching since McLeod (2003) states that:

*"Nothing is less interesting to students than a bulletin board that is months old and that has no relevance to current instruction."* (p.15).

There are only 20% who said that they change the visual display every 2 weeks according to the theme and subject they teach.

### **(c) Instructional Materials**

When I analyzed my questionnaires and the responses from my interviews, I found that there was a different response between teachers of the younger classes and teachers of the older classes. Teachers of the younger classes said that they placed the instructional materials in the classroom, not in the other room. They placed them in the shelves and on the windows bar. They had a special reason why they did so. Both of them said that

"by doing this, children will understand how to take care of the equipment." Another teacher who also teaches in the younger class said that it is important for the students to prepare their stuff by themselves before their start working. Both teachers were also sure that students will not break the materials as long as they know the rules. This confirms with the statement of Lund and Bos (1981, as cited in Salend,1994, p.460):

*"Teachers can help organize their instructional materials in the classroom by keeping frequently used materials together in a location that is visible and accessible to all adults and students." (p.460).*

This also confirms with what Jensen, Rhode, and Reavis (1994) say that the placement of materials and equipment, such as the classroom pencil sharpener, wastebasket, stapler, paper, computers, and necessary texts needs to be clearly visible and accessible. They also added that students should not have to rearrange the environment or squeeze into corners to access the classroom materials and equipment. For example, the pencil sharpener should be in a location with plenty of space for a student to sharpen a pencil without interrupting the learning process.

Surprisingly, teachers of the older classes gave different responses from the previous ones when I asked about the placement of the instructional materials. They said that they prefer placing the materials in the teacher's room. They gave example by explaining the usual situation in which teachers usually bring the materials into the classroom then take them away so that they are not destroyed by students. It is more for a safety reason that they prefer distributing the instructional materials to the students and not let them take by themselves.

So, in the implementation, it reveals that 60% teachers who have over 5 years experience said that they always place the instructional materials in the classroom so that it is accessible for all children to take when they need them. They are not worried of the lost or damage since they are sure that children understand the rules and this is also good for educating them to be responsible for. It is in contradictive with the novice teachers with less than 2 years teaching experience who are teaching in the upper grades and do not place the instructional materials in the classroom because of the safety reasons even though the class rules are there. They said that children in the



upper grade are much more aggressive compared to the younger age. This does not confirm with the statement of McLeod (2003) which says:

*"Students in all grades can be taught an efficient system to pass out and collect materials, count to be sure all materials have been returned, and replace the materials neatly in their proper containers." (p.14).*

#### **(d) Individual Work Spaces**

100% teachers gave similar responses when I asked them about the Individual Work Spaces for pupils with emotional and behavioural disorders. They said that this really affects the pupil's behaviour since students with emotional and behavioural disorder need sufficient space for them to work. These students always jump here and there and they frequently make contacts with their peers as described by the teachers. This is in accordance with what McLeod (2003) says:

*"Students who have difficulty concentrating in a crowded area or who exhibit persistent behaviour problems need a larger space or a space removed from those of most other students. Having sufficient personal space helps students avoid the stress of other students 'invading' their space and engaging in unnecessary conversation and disagreements." (p.13).*

From my observation, I found that all classes in this school have been equipped with individual furniture so students have their own individual work spaces already.

#### **(e) Traffic Patterns**

Data collected from my questionnaire, interview and observation show that teachers gave high attention to the traffic patterns. 100% of the teachers said that 'traffic patterns' is dealing with *seating arrangement*, and it is important for students and the teacher to be able to move without interrupting each others' work. This confirms with what Jones and Jones (2007) and Stichter et al., (2004, as cited in Trussell, 2008, p.180) who state:

*"Ideal classroom setup would have few barriers and ample walkways in which students and teacher can effectively move about without colliding with objects or each other or interrupting each others' work." (p.180).*

From my observation, I could see clearly that the distance between one desk to another is spacious. This enables teachers to move around the class and go to students' desks easily without any obstacle and this enables pupils to move comfortably and they will

not feel that the class is too crowded as McGill et al. (2003, as cited in Trussell, 2008, p.181) say:

*Teachers need to assess their classrooms for the presence or absence of the bump factor—if students or teachers are routinely bumping into each other's belongings or desks, then the classroom is set up for potential problem behaviours. (p. 181).*

In this case, teachers identified crowded rooms as a setting for problem behaviours. Teachers also should examine the movement patterns within the classroom when determining the work areas for students with behaviour disorders (Salend, 1983a).

Out of these 5 highest ranks being considered as the most contributed physical classroom components to the building of positive classroom environment, I found other interesting findings of the 2 other components, namely: *audio visual technology station*, and *records storage*. Both components are considered as important aspects to build positive classroom environment and chosen by 80% of the research participants. However, there are still 20% participants who are not sure and disagree with these 2 components, as found in the following data:

#### **(a) Audio Visual Technology Station**

From the questionnaires I distributed, it shows that there are 60% teachers strongly agreed with the organization of the audio visual technology in a classroom as important aspect that contributes to positive classroom environment. During the interview with teachers, I could explore that teachers who are teaching in the older class feel that the use of audio visual equipment is very important for their students and they could see their joy and positive behaviour when they use these materials during the lessons. This confirms with the statement of Narayan (1980) who says:

*“ Research shows that 80% of learning occurs through the sense of sight and hearing and therefore planned use of audio visual aids which are essentially materials of sight and sound help to improve learning and teaching. (p.7).*

The teachers also said that audio visual technology can be used for foreign language lesson or history or geography for short documentary films as Narayan (1980) also states that:

*“All the audio visual materials are needed to improve the children’s learning environment, to develop their language skills as well as Mathematical, inventive and creative abilities.” (p.18.)*

However, this research reveals that only teachers of upper grades frequently use the audio visual equipments. They use these facilities for foreign language lessons and history or geography as documentary films. The other teachers, who are teaching in the lower grades said that they do not give priority to these equipments since they said that children often watch television or play a game on computer when they come home. Surprisingly, majority of the classes in this school are provided with audio visual technology since this is also the aspect that should be given priority to as the headmaster answered in the questionnaire. So, this study shows that not all teachers maximize the use of audio visual technology that the school has provided.

### **(b) Records Storage**

From the questionnaire that I distributed, it shows that there were 80% teachers strongly agreed with the significance of records storage as the aspect that can contribute to students' behaviour and positive classroom environment. They also said that they placed the materials and records storage in the teacher's room, not in the classroom with the reasons to prevent damage or loss of the materials and document, because students with emotional and behaviour disorder frequently destroy or lose materials or equipment which are kept in the classroom. However, 20% teacher said that if there is still a space, it's better to put all the materials and records in the shelves of the classroom that can be locked. From both answers, we know that safety reason is given priority by all the teachers. This confirms with what Mc.Leod (2003) states that:

*"Records Storage with locked cabinet is a necessity for the secure storage of student records: report cards, permanent record folders, standardized test results, anecdotal records, grade books, portfolios, and so forth. It is sensible to keep the key to that cabinet in a secure place and never allow student access to it."(p.14).*

The other 2 components, namely: *Learning Centres or Interest Centres and Study Carrels* are considered as important aspects that contribute to the positive classroom environment too. However, I could see the difference between the perceptions of teachers teaching in younger classes and those for the older classes:

### **(a) Learning Centres or Interest Centres**

From my observation, I found that majority of the classrooms for younger children are provided with learning centres. Each classroom has different types of learning /interest centres. There is a classroom with piano in which children can learn to play or practice

singing with their teacher. There is also a classroom with a rug on the floor at the back of the class, equipped with various kinds of toys and materials in which pupils can explore their discovery and creativity. This agreed with the statement of Gearheart et al. (1988) who delineated four types of learning centres, namely: (1) *skill centre*, (2) *discovery/enrichment centre*, (3) *listening centre* and (4) *creativity centre* that can provide variety in the classroom and help teachers individualize instruction. Teachers place all the materials on the rug which is accessible for all students to take and this confirms with what they said during the interview.

From the interview, I found that teachers are not worried about the lost or damage of the materials since all students know the rules. So, this confirms with what Dodge and Colker (1996) said that play centres are considered effective if children are able to: (1) make choices and select activities independently; (2) use available materials appropriately and creatively once inside an area; (3) persist at an activity and remain involved for a designated period of time; (4) feel successful when they play in an area; and (5) help take care of materials." However, there are only 60% teachers strongly agreed with the provision of learning centres in the classroom. 40% others who were teaching in the older classes said that they were not really sure and experience in using the learning centres and there was no learning or interest centres in their classroom. They also said that learning centre is more suitable for younger children.

#### **(b) Study Carrels**

From the questionnaire that I distributed, there were 60% teachers who said that they strongly agreed to say that 'study carrels' contributes much to the positive classroom environment for students with emotional and behavioural disorder. This is in accordance with what Hewett (1967) states that study carrels are particularly useful for students who exhibit symptoms of attention deficit disorder and hyperactivity. However, there were 40% of teachers who strongly disagreed with the above statement. Through my questionnaire, interview and observation, I could reconfirm their statements. The interesting thing is that, not all of the novice teachers or senior teachers gave similar responses. Teachers who strongly agreed with study carrels consisted of both novice and senior teachers. They said that 'study carrel' is not always function as a

place for students who have problems but teachers can use the study carrel in a positive manner. This confirms with the statement of Salend, J (1994) who says that:

*"Teachers can lessen the potential problems associated with study carrel by discussing how individuals learn and function best in different ways, allowing all students to use the study carrel, referring to the study carrel area in a positive manner and using the study carrel for several purposes such as a relaxation area, and a computer or media centre."* (p.462).

Teachers who strongly disagreed also consisted of those who are experienced and new in teaching. Those who strongly disagreed also had a specific reason, namely when there are SEN teachers who can help them to calm down and overcome the problem, it is better not to use the study carrels since it can stigmatize the students who use it as Hewett (1967) said. However the other teacher said that teachers can overcome pupils' problem in different way instead of using study carrels such as inviting them to go out of the classroom and trying to find out the best solution. From their responses, we know that teachers still have different perception among them about study carrels.

A part of those 9 (nine) components, there is 1 (one) component namely *Teacher's Desk* which is not considered as the important factors that influence the positive classroom environment.

#### **(e)Teacher's desk**

Regarding the position of teacher's desk, there were only 20% teachers saying that teacher's desk can influence the classroom environment as Mc.Leod (2003) states *"The placement of teachers' desk will influence the classroom environment."*(p.9). Surprisingly, there were 80% teachers who disagreed that it affects the classroom environment and students' behaviour. They all said that the most important thing is not the position of the desk, but the position of the teacher him/herself who has to be in the centre of the class and also move round to students' desks. They even said that if there is not enough space in the classroom, teacher's desk can be placed anywhere but the most important is the teacher must stand in front of the students, so teacher can monitor students at work. 80% of the teachers placed their desks in front of the classroom. This confirms with the statement of Mc.Leod (2003) who says that:

*" If the teacher's desk is in the front of the classroom, it will promote a teacher-directed environment and allow the teacher to see most areas of the classroom and monitor students at work."* (p.9).

However, there was a teacher who placed the teacher's desk in the back of the classroom. According to McLeod (ibid) "placing teacher's desk in the back of the classroom will promote a *student-centred environment* and provide workspace while allowing teacher to keep an eye on his/her students.' There was no teacher who placed the teacher's desk at the centre of the classroom even though McLeod (ibid) said that this can promote a *teacher-facilitated environment*. So, in conclusion, this study reveals that 80% teachers disagree with the theory states by McLeod (2003) who says "*the placement of teachers' desk will influence the classroom environment.*" (p.9).

### **5.3 Evaluation on school policy**

#### **What kind of policy does the school have to build classroom environment?**

Data collected both from the questionnaire and interview show that there is no policy in this school regarding 'classroom environment.' According to the headmaster, all teachers should create the classroom according to themselves. They must create nice environment and comfortable place for children to work. That's the only rule they have. They should consider the children being inside the classroom if it's save for them to have bulletin, nice pictures. So, teachers should make the classroom nicely based on their creativity. From the interview and questionnaire, we know that school has given autonomy to teachers to develop 'physical classroom arrangement'. Even for the novice teachers, there is no training before they teach since the school is convinced that they should have had sufficient training during their study in university. According to the headmaster, school determines criteria that teachers must graduate from Master Degree and have special education needs background as well as master the field of study (subject matters such as Math, English etc). So, school expects teachers to have the feeling to recognize students in different situation. Through the questionnaire and interview, it also reveals that according to the headmaster physical classroom provisions influence the building of positive classroom environment for students with emotional and behavioural disorders very much.

However, when I asked the headmaster whether school has ever found teacher who could not manage their class, she said that there are many problems like this appear. Teachers are good in their subject matters, but they are not able to manage children. It is also connected to the classroom environment like how teacher can create their

classroom to be comfortable for the students. It is in contradiction with what she stated in her questionnaire, namely: "school has recruited good teachers" and during the interview she also said that "when they (teachers) studied in university, they had practiced teaching in different types of schools, and they could choose which school was suitable for them and many of them have taken a long study, so they should be well prepared to do this kind of work before they entered into it."

#### **5.4 Summary**

This chapter presented an evaluation of the results of the study in the form of a discussion. The teachers' perceptions of the physical classroom provisions and how do they organize it to build positive classroom environment were interpreted and discussed in light of theories presented in the review of literature (Chapter 2). From the evaluation above, we know that even though 80% of the teachers graduated with master degree, however, not all teachers can maximize the organization of physical classroom provisions to create positive classroom environment specifically for students with emotional and behavioural disorders. They also have different perception on how to create positive learning environment through the physical classroom provisions organization.

The next chapter will highlight the main conclusions of the study and present some key recommendations for further study and enhancing the teachers' perception and practice in physical classroom organization to build positive classroom environment for students with emotional and behavioural disorders.

## **CHAPTER VI**

### **CONCLUSION AND RECOMMENDATIONS**

#### **6.1 Introduction**

This chapter summarises the dissertation, after the introduction chapter gave an insight in to the investigating hypothesis. The Literature Review outlined and discussed the issues and theories of the pursued topic. Further it originates after the methodology delineated the frame work in which the research was encompassed. The dissertation's data analysis and evaluation chapters were also very critical in structuring the formation of this final chapter.

The dissertation was aimed at outlining the issues of how teachers organize the physical classroom arrangement to create positive classroom environment for students with emotional and behavioural disorders. It further reveals a clear spectrum of the situation and environment within the classrooms of the special primary school for children with emotional and behaviour disorder. It was also aimed at gaining teachers' perceptions on ideal physical classroom arrangement as well as identifying the policy determined by the school on creating positive classroom environment.

To arrive at those findings and recommendation, the researcher implemented several structured methods geared at obtaining pertinent data from its analysis, evaluation, and conclusion. The methods included questionnaires to teachers and headmaster, interviews with teachers and headmaster, and observation in four different classes. A comparative observation was structured and carried out between 2 younger classes and 2 older classes.

The findings reveal very interesting and surprising revelations on the issues surrounding the organization of physical classroom arrangement in the primary special school for children with emotional and behavioural disorder. These conclusions have been categorized under the heading of "issue on teachers' perceptions and organization of physical classroom environment," "issues on school policy on physical classroom



environment" and "recommendations for future practice." These headings reflect the responses of the inquiry as provoked by the research questions.

## **6.2 Issues on teachers' perceptions and organization of physical classroom environment**

(1) This study reveals that the participants gave similar responses for the following aspects:

- 100% teachers strongly agreed that there are 5 (six) components of physical classroom provisions contribute most to positive classroom environment, namely: *seating arrangement, bulletin boards and students' work display, instructional materials, individual work spaces and traffic patterns.*
- 80% teachers strongly agreed with the significance of *records storage* as the aspect that can contribute to students' behaviour and positive classroom environment. They also said that they placed the records storage in the teacher's room for a safety reason in order not to be lost or damage.
- There were 80% teachers saying that the position of teacher's desk does not influence the classroom environment. The most important thing is the position of the teachers themselves both in front of the class when they explain the lesson and go around to students' desks to check their works.

(2) The enquiry reveals that even though 80% teachers graduated from Master Degree, there is a different in perception between senior teachers and novice teachers in organizing the physical classroom provision, specifically in:

- *Bulletin Boards and Students' Work Display.* The results conclude that 100% teachers said that Bulletin Boards and Students' Work Display really affects students' behaviour. However, this study also reveals that 60% of the teachers still have different perception of the best frequency of changing the bulletin boards and students' work display. They said that they change the bulletin after 2 or 3 months and even 20% said that they never change it themselves but other teachers always help to change it.
- *Instructional materials.* Novice teachers with less than 3 years teaching experience who are teaching in the upper grades do not place the instructional materials in the classroom because of the safety reasons since

they said that students always make the equipment damage or lost even though the class rules are there. It is in contradiction with teachers who have over 5 years experience who always place the instructional materials in the classroom so that it is accessible for all children to take when they need them. They are not worried of the lost or damage since they are sure that children understand the rules and this is also good for educating them to be responsible for.

- *Audio Visual Technology Centre.* Only the novice teachers (40%) who teach in the upper grades frequently use the audio visual equipments, specifically for foreign language lessons and history or geography as documentary films. The senior teachers (60%) who are teaching in the lower grades said that they do not give priority to these equipments even though majority of the classes in this school are provided with audio visual technology, since they said that children often watch television or play a game on computer when they come home.
- *Learning Centres.* This research further concludes that there are only 60% teachers strongly agreed with the provision of learning centres in the classroom. 40% others who were teaching in the older classes said that they were not really sure and experienced in using the learning centres and there was no learning or interest centres in their classroom. They also said that learning centre is more suitable for younger children.
- *Study Carrels.* This study shows that teachers have different perceptions among them about the significance of study carrels. There were 60% teachers who said that they strongly agreed to say that 'study carrels' contributes much to the positive classroom environment. However, there were 40% of teachers who strongly disagreed with the use of study carrels.

### **6.3 Issues on policy that the school has to create positive classroom environment?'**

- (1) From this study, we know that there is no school policy on classroom environment. Teachers can make the classroom nice based on their creativity. It means school has given autonomy to teachers to develop 'physical classroom arrangement'.

- (2) This research reveals that the full autonomy given by the school to teachers is not always in accordance with the school expectation. As stated by the headmaster, the school has found teachers who could not manage their class and it is also connected to the classroom environment such as ability and creativity of the teacher to make the class comfortable for the students which leads to positive classroom environment.
- (3) This study shows that even though school has determined the educational background of the teachers that should be from master degree, the research reveals that teachers still have different perception on how to organize physical classroom provision. It could be seen from the results of the questionnaire, interviews and observations. This result shows that there is no standard for the school and teachers in classroom organization specifically in organizing the physical provision to create positive classroom environment.

#### 6.4 Recommendations for future practice

*link to environment*

From the conclusion above, we know that there have been some issues raised regarding teachers' organization of physical classroom arrangement and school policy. Since this school is intended for children with emotional and behavioural disorders, all the teachers are demanded to know how to educate these children well with the right approach that relates to positive behaviour which brings to positive classroom environment. However, in the implementation, it is not easy to rely on teachers' creativity since they come from different educational background and work experience. They might graduate from Bachelor or Master Degree in Education with Special Education Needs background but not all of them know specifically how to deal with children with emotional and behavioural disorders, and not all of them will implement the knowledge if there is no policy which demands it.

Through this study, the following list of suggested recommendation might be able to serve as a medium for future research and future practice in order to enhance the teachers' competence in organizing the 'physical classroom provision' for students with emotional and behavioural disorder:

- 1-proposal  
classroom?
- (1) It is important for school to determine a specific policy pertaining to classroom environment so that all the teachers could implement this according to the school standard and policy during their teaching and learning process. This policy is not only useful for senior teachers but also for new teachers who just join this school to know more detail about the standard and regulations for teachers specifically on organizing the physical classroom organization with the main purpose of creating positive classroom environment.
  - (2) With the variety of educational background and teaching experience of the teachers, meetings and coordination among the school teachers specifically related to 'physical classroom environment' need to be conducted which allows both novice teachers and senior teachers to share their knowledge and experience concerning these issues and able to maximize the organization of physical classroom provision to build positive classroom environment for students with emotional and behavioural disorders.
  - (3) It is necessary to conduct further research specifically on the components of the physical classroom provisions that teachers still have different perception, namely: *Learning Centres, Study Carrel, Audio Visual Technology*, the placement of *Instructional Materials*, the frequency of changing *Bulletin Boards and Visual Display*, and the position of *Teacher's Desk* to explore more details about teachers' perception and organization of the physical classroom provisions. The major area for future research might look into the different strategies in organizing physical classroom provisions for younger children and older children with emotional and behavioural disorders, which provides a structured range of strategies and methods to build positive classroom environment that leads to students' positive behaviour and achievement.

### 6.5 Summary

From the conclusion above, we know that physical classroom arrangement is an important aspect to build positive classroom environment specifically for students with emotional and behavioural disorder. The research shows that there are 5 most important aspects considered as physical factors contributing to students' positive behaviour, namely: *individual work spaces, traffic patterns, seating arrangement, bulletin boards and students' work display* and *instructional materials*. However, there are still

differences in teachers' perception and the ways they organize these matters regardless of their educational background and teaching experience. This study also reveals the need of the school to determine a policy on how teachers should build positive classroom environment through the physical classroom arrangement so that school will have a standard which can be implemented by all the teachers.

While I do realize that this is only a small scale research in which the findings cannot be generalized and this project has a limited scope, I do believe that it lays a foundation from which something tangible can be achieved. The findings will help inform and improve future practice of teachers in building the positive classroom environment for students with emotional and behavioural disorders at the institution. It may also be of interest to all primary special school practitioners.

However, as explained clearly in the first chapter of this dissertation, this study cannot be considered to serve as a general solution to this issue and will not offer any generalized conclusions since this is a case study research and the research of classroom environment is not value-free and therefore no generalizations can be made. It can only serve as a useful source of information for teachers or any other educators who can be benefited from this research. This research is as an introduction and a starting point in researching this issue. Further research in this domain can offer a clearer view of the situation.

Finally, this study opens the door for further research in similar area which can focus more on the different strategies or methods of organizing physical classroom provision for younger children and older children with emotional and behavioural disorders, which provides a structured range of strategies and methods to build positive classroom environment that leads to students' achievement.

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# APPENDICES

**APPENDIX A      LETTERS**

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**APPENDIX D      INTERVIEW TRANSCRIPTIONS**

**APPENDIX E      OBSERVATION GUIDELINES**

April 2, 2009  
Dear Prof.  
First of all,  
thank you  
very much  
for your  
kindness  
and  
interest  
in my  
research  
and  
for  
your  
kind  
reply  
to my  
letter  
of  
April  
1st.  
I  
am  
very  
glad  
to  
hear  
from  
you  
and  
to  
know  
that  
you  
are  
interested  
in  
my  
research  
and  
that  
you  
are  
willing  
to  
participate  
in  
my  
research.  
I  
am  
very  
glad  
to  
hear  
from  
you  
and  
to  
know  
that  
you  
are  
interested  
in  
my  
research  
and  
that  
you  
are  
willing  
to  
participate  
in  
my  
research.

1. Wednesday 9 April 2009
2. Wednesday 16 April 2009
3. Wednesday 23 April 2009
4. Wednesday 30 April 2009

For this research, if you do not mind, I would like to interview 2 experienced teachers and 2 novice (new) teachers as well as teacher assistant (if available). And I need to observe 2 classes (younger class and older class).

Should there be any changes of the schedule, please let me know and I do hope that you could give me the confirmation regarding my proposal.

Thank you very much for your kindness, Dr. Pielorz

With kind regards,

Raby Puermann  
Charles University  
Erasmus Mundus 2008/2009



## APPENDIX A.1

---



Education and Culture

# Erasmus Mundus

---

April 2, 2009

Dear PhDr. Helena Hainova,

First of all, I would like to thank you for giving me an opportunity to conduct a research in your school. The title of my research is: *"How do teachers organize the physical classroom arrangements to create positive classroom environment for students with emotional and behavioral disorders"*. For my research, I would like to propose the following schedule for interview and observation:

1. Wednesday 8 April 2009
2. Wednesday 15 April 2009
3. Wednesday 22 April 2009
4. Wednesday 29 April 2009

For this research, if you do not mind, I would like to interview 2 experienced teachers and 2 novice (new) teachers as well as teacher assistant (if available). And I need to observe 2 classes (younger class and older class).

Should there be any changes of the schedule, please let me know and I do hope that you could give me the confirmation regarding my proposal.

Thank you very much for your kindness, Dr.Helena.

With kind regards,

Baby Poernomo  
Charles University  
Erasmus Mundus 2008/2009

## APPENDIX A.2

---



Education and Culture

# Erasmus Mundus

---

Praha, April 2, 2009

Milá Paní PhDr. Heleno Hainova,

Poprvé, Chtěla bych poděkovat že mi dáváte možnosti abych udělat výzkum ve vaše školě. Můj výzkum název je "*How do teachers build positive classroom environment for students with emotional and behavioral disorders*". Podle něj, chtěla bych udělat nějaké rozhovory a průzkumy v těch termínech :

1. Středa, 8 Duben 2009
2. Středa, 15 Duben 2009
3. Středa, 22 Duben 2009
4. Středa, 29 Duben 2009

Na ten průzkum, jestli vám to nevádí, Chtěl bych mít interviem s dvěma zkušenými učitelky (učitelkami) i dvěma novými učitelky (učitelkami) jakož i asistent učitelky. Potřeboval bych udělat pruzkum ve dvě třídy (Mladší I starší třídy).

Doufám že, budu mít vás konfirmaci na svůj dotazy. Jestli mate nějaké změna v terminu neváhejte mi kontaktovat.

Děkuji moc krat vám za pochopení, a ja se omluvám s spatnou češtinou.

Se srdečným pozdravem,

Baby Poernomo  
Univerzita Karlova  
Erasmus Mundus 2008/2009

## APPENDIX A.3

---

Praha, 6 April, 2009

---

Dear Mrs. Poernomo,

We want to confirm the dates given in your previous email.

We would like to ask you to come on Wednesday 8th April at 9 am (as the school opens at 8,30 am and we will have enough time to help you while all the pupils are already in the classrooms). You do not have to worry about your Czech because our English teacher Barbora will follow your visits and help you to interview the others during the day at school.

We will be very helpful to arrange the meeting leading to provide all the information necessary for your research.

Yours Sincerely,

Helena Hainová

## APPENDIX B.1



Education and Culture

# Erasmus Mundus

---

This questionnaire is part of the Erasmus Mundus Masters In Special Education Needs (SEN) at Charles University.

Title of Study: "How do teachers organize the physical classroom arrangement to create positive classroom environment for students with emotional and behavioural disorders in a primary special school."

Supervisor : PhDr. Jan Šiška, Pro Dean, Faculty of Pedagogy, Charles University, Prague.

---

*Dear PhDr. Helena Hainova,*

*Thank you for volunteering to take part in this study. This study is to explore whether there is a policy regarding positive classroom environment and to find out what kind of recruitment process the school uses to recruit teachers as well as the barriers that the school faces regarding teachers' capacity in handling the physical classroom arrangement.*

*Your answers will be treated with the strictest confidentiality and will be used solely for the purpose of this study. Please do not write your name on the questionnaire.*

*Should there be any unclear question to you, do not hesitate to seek clarification.*

*Please answer the following questions as best as you can as your answers will be invaluable to the success of this study.*

*Thank You*

*Baby Poernomo  
Erasmus Mundus 2008/2009*

## QUESTIONNAIRE FOR SCHOOL PRINCIPAL

Please give a tick (✓) on your answer.

1. a) Is there any policy regarding Physical Classroom Environment in your school?  
(*Seating Arrangement, Teacher's Desk, Bulletin Boards and Students' Work Display, Instructional Materials, Learning Centers or Interest Centers, Study Carrels, Individual work spaces, Audio Visual Technology Station, and Records storage*):  
 Yes  No
  
- b) If the answer is "Yes"; Where is the policy stated?  
 In documents of School Policy  
 In contracts between school and teachers  
 In both documents
  
- c) If the answer is "No"; Why? (More than one answer is possible).  
 School has given autonomy to teachers to develop "*physical classroom environment*".  
 School has recruited good teachers who know how to manage this.  
 Others: .....  
.....
  
2. What's the minimum qualification of the teachers in this school?  
 Bachelor Degree  
 Master Degree  
 Bachelor Degree + Special Training/Courses  
 Others: .....
  
3. In your opinion, have all the teachers in this school implemented the *physical classroom arrangement* in their teaching style?  
 Yes  
 Not all of them
  
4. In your opinion, how much does *physical classroom* influence the building of *positive classroom environment for students with emotional and behavioral disorders*?  
 Very much  
 Not much
  
5. In your opinion, how much does "*positive classroom environment*" influence the students' behavior and achievement?  
 Very much  
 Not much
  
- 6.a) Do you ask every teacher to include all the 10 *physical classroom components* mentioned below to be implemented in their teaching styles?  
 Yes  
 Yes, but not all

b) If the answer is "not all", which components do you think should be given priority to?  
(More than one answer is possible)

- |  |  |
|--|--|
| <input type="checkbox"/> Seating arrangement                         | <input type="checkbox"/> Study Carrels                   |
| <input type="checkbox"/> Teacher's desks                             | <input type="checkbox"/> Individual Work Spaces          |
| <input type="checkbox"/> Bulletin Boards and students' works display | <input type="checkbox"/> Audio Visual Technology Station |
| <input type="checkbox"/> Instructional Materials Placement           | <input type="checkbox"/> Record Storage                  |
| <input type="checkbox"/> Learning Centers/ Interest Centers          | <input type="checkbox"/> Traffic Patterns                |

6. In your opinion, what should an ideal classroom look like to create positive classroom environment for students with emotional and behavioral disorders?

.....

.....

.....

.....

.....

*\*Thank you for your cooperation\**

## APPENDIX B.2



Education and Culture

# Erasmus Mundus

---

This questionnaire is part of the Erasmus Mundus Masters In Special Education Needs (SEN) at Charles University.

Title of Study: "How do teachers organize the physical classroom arrangement to create positive classroom environment for students with emotional and behavioural disorders in a primary special school."

Supervisor : PhDr. Jan Šiška, Pro Dean, Faculty of Pedagogy, Charles University, Prague.

---

*Dear Colleagues,*

*Thank you for volunteering to take part in this study. This study is to explore how teachers organize the physical provisions of their classroom to build positive classroom environment for students with emotional and behavioural disorders in a primary special school. We will focus on matters related to physical classroom provision. All questions refer to your professional teaching experience.*

*Your answers will be treated with the strictest confidentiality and will be used solely for the purpose of this study. Please do not write your name on the questionnaire.*

*Should there be any unclear question to you, do not hesitate to seek clarification.*

*Please answer the following questions as best as you can as your answers will be invaluable to the success of this study.*

*Thank You*

*Baby Poernomo  
Erasmus Mundus 2008/2009*

## QUESTIONNAIRE FOR SCHOOL TEACHERS

Please give a tick (√) on your answer/s.

### I. First some facts about you:

1. Sex :  Male  Female
2. Age Group :  25 - 30  41 - 50  60+  
 31 - 40  51 - 60
3. How long have you been working as a teacher?  
 Less than 2 years  Between 2 and 5 years  Over 5 years
4. What is your academic Qualifications?  
 Master Degree  Bachelor Degree  Bachelor Degree+Training  
 Others, please specify.....

### II. Now some questions about your teaching profession:

1. In your opinion, how much does *physical classroom provision* contributes to students' positive behaviour and achievement?  
 Very much  Not much
2. Which components of *physical classroom arrangement* do you think could contribute to students' positive behaviour and achievement? Please give a tick on each of the following options (Strongly agree/agree/not sure/disagree/strongly disagree).

No	Components	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
1.	Seating Arrangement					
2.	Teachers' Desks					
3.	Bulletin Boards and Students' Work Display					
4.	Instructional Materials					
5.	Learning Centres or Interest Centres					
6.	Study Carrels					
7.	Individual Work Spaces					
8.	Audio Visual Technology Station					
9.	Records Storage					
10.	Traffic Patterns					

3. What type of *Seating Arrangement* that you always apply in your class? (More than one answer is possible)  
 Rows arrangement  Circle  Horse Shoe  Small Groups
- 4.a) How often do you change the *Bulletin Boards and Students' Works* in your class:  
 Every 2 weeks  Every month  Every 2 months  
 Every 3 months



b) *Bulletin Boards* in your classroom consists of: (More than one answer is possible)

- Classroom Rules       Students' academic work display
- Calendar               Pictures/ Photos
- Learning Materials    Others: .....

5. a) Where do you place your desk in your classroom?

- at the front of the classroom       the back of the classroom
- others, please specify.....

b) How often do you change the location of your desk in the classroom every semester?

- Frequent       Not frequent       Never

Why ?

.....  
.....  
.....  
.....

6.a) Where do you place the *instructional materials* to be used by your students?

- on the teacher's desk       in the shelves in the classroom
- others, please specify.....

b) Why ?

.....  
.....  
.....

7. a) Do you provide space for *learning centres/interest centres* in your classroom?

- Yes
- No

b) If the answer is "Yes", What kinds of learning centres do you provide? (More than one answer is possible)

- Skill centre                       Listening Centre
- Discovery / Enrichment Centre       Creativity Centre

8. a) Do you also provide *Study Carrels* in your classroom?

- Yes
- No

b) Why ?

.....  
.....  
.....

9. Do you provide *Individual work spaces* in your classroom?

- Yes     No

Why?

.....  
.....  
.....

APPENDIX B.3

10. a) Is there any *Technology Station* in your classroom?

- Yes
- No

b) If the answer is "Yes", what kind of technology is/are there?

- Computer
- Television
- Others, please specify; (1) .....
- (2) .....
- (3) .....

11. a) Where do you place the learning materials and records storage?

- In the classroom  In the teachers' room
- Another location: .....

b) Why?

.....  
.....  
.....

12. How do you arrange the traffic patterns in your classroom to prevent crowded room that may cause potential problem behaviour?

.....  
.....  
.....  
.....

13. Could you please explain an ideal *physical classroom arrangement* that can create "*positive classroom environment*" for students with emotional and behavioural disorders?

.....  
.....  
.....  
.....  
.....

*Thank you for your cooperation*

## APPENDIX B.3



Education and Culture

# Erasmus Mundus

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Tento dotazník je součástí programu Erasmus Mundus Masters ve speciálním vzdělávání na Karlově Univerzitě.

Název studie : „Jakým způsobem učitelé zajišťují místní uspořádání ve svých třídách k vybudování pozitivního prostředí pro studenty s poruchami v oblasti emocí a chování na základní škole.“

Supervizor : Doc.Jan Šiška, prodekan Pedagogické fakulty Univerzity Karlovy, Praha

---

Vážená PhDr.Heleno Hainová,

děkuji Vám za dobrovolnou účast na této studii. Cílem této studie je zjistit, zda na Vaší škole existují nařízení vztahující se k místnímu uspořádání ve třídě a jakým způsobem probíhá přijímací řízení nových zaměstnanců. Dále jakým překážkám čelí škola s ohledem na opatření týkajících se místního uspořádání ve třídě.

Vaše odpovědi budou zpracovány diskrétně a budou použity výhradně pro účely této studie. Prosím, neuvádějte své jméno na dotazník.

V případě nejasností v rámci dotazníku, neváhejte požadovat vysvětlení.

Prosím, zodpovězte následující otázky co nejpřesněji, neboť Vaše odpovědi jsou důležité pro výstupní hodnotu studie.

Děkuji.

*Baby Poernomo*  
*Erasmus Mundus 2008/2009*

## DOTAZNÍK PRO ŘEDITELE ŠKOL

Prosím zaškrtněte (✓) vaše odpovědi.

1. a) Existuje ve Vaší škole koncepce týkající se praktického vybavení učeben (úprava míst k sezení, stoly pro učitele, nástěnky, výukové materiály, studijní koutky nebo zájmové koutky, studijní kóje, individuální pracovní místa, technologické stanice, umístění úložiště záznamů)?
- Ano  Ne
- b) Pokud "ano": Kde je zmíněna?
- V dokumentech týkajících se koncepce školy
- Ve smlouvách mezi školou a učiteli
- V obou dokumentech
- c) Pokud "ne", proč? (je možné zaškrtnout více odpovědí).
- Škola umožňuje učitelům vytvořit vlastní způsob praktického vybavení učebny.
- Škola najala dobré učitele, kteří jsou tuto problematiku schopni řešit.
- jiné: .....
- .....
2. Jaké je minimální vzdělání učitelů v této škole?
- Bakalářský stupeň
- Magisterský stupeň
- Bakalářský stupeň + Specializační školení/kurzy
- jiné: .....
3. Je podle Vás součástí vyučovacího stylu všech učitelů v této škole způsob praktického vybavení učebny?
- Ano
- Ne všech
4. Nakolik podle Vás ovlivňuje praktické vybavení učebny budování pozitivního prostředí pro žáky s emočními poruchami a poruchami chování?
- velmi významně
- nijak zvlášť
5. Jak podle Vás ovlivňuje pozitivní prostředí učebny chování a výsledky žáků?
- velmi
- nijak zvlášť
6. a) Žádáte všechny učitele, aby do svého stylu výuky zahrnuli všech 10 níže uvedených složek praktického vybavení?
- Ano
- Ano, ale ne všechny

b) Pokud odpověď zní "ne všechny", které složky by měly být upřednostněny? (lze označit více odpovědí)

- |  |   |
|--|---|
| <input type="checkbox"/> úprava míst k sezení              | <input type="checkbox"/> studijní kóje                |
| <input type="checkbox"/> stolek učitele                    | <input type="checkbox"/> individuální pracovní místa  |
| <input type="checkbox"/> nástěnky a vývěsky školních prací | <input type="checkbox"/> technologická stanice        |
| <input type="checkbox"/> umístění výukových materiálů      | <input type="checkbox"/> úložiště záznamů a materiálů |
| <input type="checkbox"/> studijní koutky/ zájmové koutky   | <input type="checkbox"/> organizace pohybu            |

7. Jak by podle Vás měla vypadat ideální třída, tak aby bylo vytvořeno pozitivní prostředí pro žáky s poruchami chování?

.....

.....

.....

.....

.....

**\*Děkuji za spolupráci\***

## APPENDIX B.4



Education and Culture

# Erasmus Mundus

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Tento dotazník je součástí programu Erasmus Mundus Masters ve speciálním vzdělávání na Karlově Univerzitě.

Název studie : „Jakým způsobem učitelé zajišťují místní uspořádání ve svých třídách k vybudování pozitivního prostředí pro studenty s poruchami v oblasti emocí a chování na základní škole.“

Supervízor : Doc. Jan Šiška, proděkan Pedagogické Fakulty Univerzity Karlovy, Praha

---

Drazí kolegové,

děkuji vám za dobrovolnou účast na této studii. Cílem této studie je zjistit, jakým způsobem učitelé zajišťují místní uspořádání ve svých třídách k vybudování pozitivního prostředí pro studenty s poruchami v oblasti emocí a chování na základní škole. Zaměříme se na oblasti vztahující se k místnímu uspořádání ve třídě. Všechny otázky se týkají vašich profesních zkušeností ve vzdělávání.

Vaše odpovědi budou zpracovány diskrétně a budou použity výhradně pro účely této studie. Prosím, neuvádějte své jméno na dotazník.

V případě nejasností v rámci dotazníku, neváhejte požadovat vysvětlení.

Prosím, zodpovězte následující otázky co nejpřesněji, neboť vaše odpovědi jsou důležité pro výstupní hodnotu studie.

Děkuji.

*Baby Poernomo*  
*Erasmus Mundus 2008/2009*

## DOTAZNÍK PRO UČITELE

Označte prosím (✓) vaše odpovědi.

### I. Nejdříve několik údajů o Vás...:

1. Pohlaví :  Muž  Žena
2. Věková skupina :  25 – 30  41 – 50  60+  
 31 – 40  51 – 60
3. Jak dlouho jste pracoval/a jako učitel/ka?  
 Méně než dva roky  Mezi dvěma a pěti lety  Více než pět let
4. Jaké je vaše nejvyšší dosažené akademické vzdělání?  
 magisterské  bakalářské  
 bakalářské s jiným školením  jiné (prosím blíže specifikujte).....

### II. A o Vaší profesi:

1. Nakolik podle Vás přispívá praktické vybavení učebny ke konstruktivnímu chování a studijním výsledkům žáků?  
 velmi významně  nijak zvlášť
2. Které složky vybavení třídy podle vás nejvíce pomáhají k pozitivnímu chování a nejlepším úspěchům studentů? Označte, prosím, váš nároz. Urcite souhlasím / Souhlasím/ Nevím jiste / Nesouhlasím/ Urcite nesouhlasím.

Číslo	Součást	Urcite souhlasím	Souhlasím	Nevím jiste	Ne souhlasím	Urcite ne souhlasím
1.	úprava míst k sezení					
2.	stoly pro učitele					
3.	nástěnky, vývěsky školních prací					
4.	výukové materiály					
5.	studijní koutky nebo zájmové koutky					
6.	studijní kóje					
7.	individuální pracovní místa					
8.	technologické stanice					
9.	úložště záznamů a materiálů					
10.	organizace pohybu					

3. Který typ úpravy míst k sezení používáte ve Vaší třídě (je možné zaškrtnout více odpovědí)  
 uspořádání do řad  kruhové  do podkovy  do skupinek
4. a) Jak často obměňujete nástěnky a vývěsky školních prací ve Vaší třídě:  
 každé 2 týdny  každý měsíc  každé 2 měsíce  jednou za 3 měsíce

b) Na nástěnkách ve Vaší třídě jsou vyvěšena: (je možné zaškrtnout více odpovědí)

- pravidla ve třídě       vývěsky školních prací  
 kalendář               obrázky / fotografie  
 studijní materiály     jiné: .....

5. a) Kde v učebně je umístěn Váš stůl?

- vepředu třídy                       nakonci třídy  
 jinde (prosím blíže specifikujte).....

b) Jak často měníte polohu Vašeho stolu v průběhu semestru?

- často                       občas                       nikdy

Proč?

.....  
.....  
.....

6. a) Kde se nacházejí výukové materiály určené pro potřeby žáků?

- na učitelském stole                       na poličkách ve třídě  
 na jiném místě (prosím blíže specifikujte).....

b) Proč?

.....  
.....  
.....

7. a) Je ve Vaší učebně k dispozici prostor pro studijní nebo zájmové koutky?

- ano  
 ne

b) Pokud "ano", jaký druh? (je možné zaškrtnout více odpovědí)

- dovednostní koutek                       posluchový koutek  
 koutek objevení/obohaceného studia     kreativní koutek

8. a) Jsou ve Vaší učebně k dispozici také studijní kóje?

- ano  
 ne

9. b) Jsou ve Vaší učebně k dispozici individuální pracovní místa?

- ano     ne

z důvodu .....

10. a) Jsou ve Vaší učebně technologické stanice?

- ano     ne

b) Pokud "ano", jaký druh?

- počítač  
 televize  
 jiné – prosím uveďte:



- (1) .....
- (2) .....
- (3) .....

11. a) Kam ukládáte studijní materiály a jiné složky?

- do třídy  do kabinetu
- jiné umístění (prosím blíže specifikujte).....

b) Proč?.....  
.....  
.....

12. Jak jsou ve Vaší učebně definována pravidla pohybu, tak aby se zamezilo možnému vzniku konfliktních situací, které mohou vyvolat problematické chování?

.....  
.....  
.....

13. Můžete prosím uvést ideální praktické vybavení učebny, které může vytvořit pozitivní prostředí pro žáky s emočními poruchami a poruchami chování?

.....  
.....  
.....  
.....  
.....  
.....

*Děkuji za spolupráci*

## Appendix C.1

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Education and Culture

# Erasmus Mundus

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## Basis for Interview

(Headmaster)

The purpose of this interview (as a part of educational research) is to find out from the headmaster if there is a policy regarding *Physical Classroom Arrangement* and to find out what kind of recruitment process the school uses to recruit teachers as well as the barriers that the school faces regarding teachers capacity in handling the physical classroom arrangement.

### QUESTIONS

1. Is there any policy from the school about classroom environment?
2. How about the novice teacher who just graduated from university. Do they have to take training first before they start teaching?
3. How about the terminology that you use in this school, you use "*children with emotional and behavioural disorders*" or "*learning difficulty and behavioural disorders.*"
4. During the recruitment of teachers, is there any policy saying that all teachers must have a background in special education needs?
5. Have you ever found any teacher who could not manage their classroom?
6. What will you do if you find the problems with teacher who cannot manage their classroom well?

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Education and Culture

# Erasmus Mundus

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## Basis for Interview (Teachers)

The purpose of this interview (as a part of educational research) is to find out from the teachers about their perspectives and strategy on how they organize the physical classroom arrangement to build positive classroom environment for students with emotional and behavioural disorders.

### Question 1

How do you think that *Seating Arrangement* in the classroom can affect students' behaviour during teaching and learning process?

### Question 2

What kind of Seating Arrangements do you think is best to apply in a classroom for students with emotional and behavioural problems?

### Question 3

Do you think that the position of *teacher's desk* has a significant role in building positive classroom environment?

### Question 4

How do you think that *Bulletin Walls and Students' Works Display* can create positive classroom environment for students with emotional and behavioural disorders?

### Question 5

How often do you think is the best to change the *Bulletin Walls and Students' Works Display* with the new ones?

### Question 6

Where do you prefer placing the *Instructional Materials*, in the classroom or in teacher's room?

**Question 7**

Do you think it is better if students with emotional and behavioural disorders can access the instructional materials or it is better if teachers can distribute to them?

**Question 8**

Do you think that every class should have *Learning Centres or Interest Centres*?

**Question 9**

Do you think that *Study Carrel* is important to be provided in a classroom for students with emotional and behavioural disorders?

**Question 10**

Do you think *Individual Work Spaces* is also important to be provided in a classroom for students with EBD?

**Question 11**

Do you think that *Audio Visual Technology Station* is also important to be provided in a classroom for students with EBD?

**Question 12**

In your opinion, is it better to put the *Records Storage* in your classroom or in the teachers' room?

**Question 13**

In your opinion, how should the *Traffic Patterns* be arranged in a classroom for students with EBD?

**Question 14**

In your opinion, how is an ideal classroom that can build positive classroom environment for students with EBD?

Thank you for your cooperation



Education and Culture

## Erasmus Mundus

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### Dotazník (ředitel)

Účelem tohoto dotazníku (jako součásti vzdělávacího průzkumu) je zjistit od ředitele školy, zda existuje nějaký postup, kterým zajišťují vybavení tříd, jak škola nabírá nové učitele, a jakým problémům čelí v souvislosti s možností a schopností učitelů starat se o vybavení a prostředí svých tříd.

#### OTÁZKY

1. Existuje nějaká koncepce školy týkající se třídního prostředí?
2. Musí čerství absolventi vysoké školy, projít nejprve odbornou přípravou, než začnou učit?
3. Používáte ve škole spíše termín "děti s poruchami chování" nebo "děti s poruchami učem".
4. Je podmínkou přijetí nového učitele do vaší školy speciální odborná příprava?
5. Vyskytl se někdy během vašeho působení na škole pedagog, který by nezvládl svoji třídu?
6. Co uděláte, jestliže budete mít problémy s učitelem, který nemůže zvládnout svoji třídu dobře?

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Education and Culture

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## Dotazník (učitelé)

Účelem tohoto dotazníku (jako součásti vzdělávacího průzkumu) je zjistit od učitelů, jakou strategii a organizaci používají při vybudování pozitivního prostředí ve třídě pro studenty s poruchami chování a emocí.

### Otázka 1

Jak si myslíte, že může zasedací pořádek ve třídě ovlivnit chování studentů během vyučování?

### Otázka 2

Jaký druh uspořádání zasedacího pořádku se podle vás nejvíce hodí ve třídě pro studenty s poruchami chování a emocí?

### Otázka 3

Myslíte si, že umístění učitelského stolu má významnou roli v budování pozitivního rozvoje třídy?

### Otázka 4

Myslíte si, že informační tabule/nástěnky a výstavy studentských prací mohou pozitivně ovlivnit rozvoj třídy pro studenty s poruchami chování a emocí, příp. jak?

### Otázka 5

Jak často si myslíte, že je dobré měnit informační tabule/nástěnky a výstavy studentských prací za nové?

### Otázka 6

Preferujete umístění učebních pomůcek ve třídě nebo v kabinetu?

**Otázka 7**

Myslíte si, že si studenti s poruchami chování a emocí mohou sami vybírat učební materiály, nebo je lepší, když jim tyto materiály přináší učitel?

**Otázka 8**

Myslíte si, že by každá třída měla mít vyhrazeno místo pro učení nebo zájmovou činnost?

**Otázka 9**

Myslíte si, že je pro studenty s poruchami chování a emocí ve třídě důležitý studijní koutek?

**Otázka 10**

Myslíte si, je pro studenty s poruchami chování a emocí ve třídě důležitý také individuální pracovní prostor?

**Otázka 11**

Myslíte si, že je pro studenty s poruchami chování a emocí ve třídě důležité také technické zázemí?

**Otázka 12**

Kam ukládáte učební materiály a jiné dokumenty?

**Otázka 13**

Jak by měl být, podle vás, ve třídě pro studenty s poruchami chování a emocí upraven provozní řád?

**Otázka 14**

Jak podle vás ideálně vyřešit prostor třídy, aby pozitivně ovlivňoval rozvoj studentů s poruchami chování a emocí?

Děkuji za vaši spolupráci

## APPENDIX D.1

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# Erasmus Mundus

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## INTERVIEW TRANSCRIPTION (Headmaster)

### Question 1

#### **Is there any policy from the school about classroom environment?**

*All teachers should create the classroom according to themselves. They must create nice environment and comfort place for children to work. That's the only rule. They should consider the children being inside the classroom if it's save for them to have bulletin, nice pictures. There is no policy from the headmaster to do this or that specifically, but teachers can make the classroom nice based on their creativity. It's just a suggestion from the head master to make their classroom attractive.*

### Question 2

#### **How about the novice teacher who just graduated from university. Do they have to take training first before they start teaching ?**

*During their study in university, they practice a lit in different types of schools, and they can choose which school is suitable for them. So it really depends on their field of study and what kind of practice they have done during their studies. And many of them take a long study, so they should be well prepared to do this kind of work before they enter it.*

### Question 3

#### **How about the terminology that you use in this school, you use children with emotional and behavioural disorders or learning difficulty and behavioural disorders.**

*So we don't have any specific terminology, but the most of the time we use EBD (emotional and behavioural disorders) because many of the students here are those with hyperactivity, so we're closed to emotional and behavioural disorders, but there are also children with learning difficulties or combined, not only behavioural problems but also learning difficulties.*

### Question 4

#### **During the recruitment of teachers, is there any policy saying that all teachers must have a background in special education needs?**

*Since we are primary school and at the same time we are also special school, so we determined criteria that they must have special needs education background, and also they should be educated in their field, so for example me, I studied in university and took special*



education needs, but I also studied English, so all teachers here should have both competencies. We expect the teachers to have the feeling to recognize the students in different situation.

### **Question 5**

#### **Have you ever found any teacher who could not manage their classroom?**

*Definitely many of these problems occurred because it doesn't matter if you are good in your field of study, for example you are good at Mathematics or Czech language but you are also able to manage the problems connected to behaviour of children. You can recognize them and decide what the best is for the children so there are many problems like this, teachers are good in their subject matter, but they are not able to manage children. It is also connected to the classroom environment like how the teacher can create their classroom to be comfort for the students.*

### **Question 6**

#### **What will you do if you find the problems with teacher who cannot manage their classroom well?**

*So, the situation is the headmaster will discuss the problem that has occurred with the teacher and teacher will tell her what the problem was and the headmaster also will ask whether the teacher is able to solve such a problem in the future. If he/she finds that the work is not suitable for them, they can look for another job. The headmaster usually tries to explain to the teacher that probably their work with children with special needs is not suitable for them, but the headmaster doesn't say anything about their quality of teaching. It doesn't mean that you are not a good teacher, it's just not the right place for him to teach.*

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## Appendix D.2

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Erasmus and Culture

# Erasmus Mundus

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## INTERVIEW Transcription

***The following is the transcription of Interview with teacher of younger class with over 5 years teaching experience:***

I'm interested in knowing further about your perspectives on how you organize the physical classroom arrangement to create positive classroom environment for students with emotional and behavioural disorders.

### **Question 1**

**How do you think that *Seating Arrangement* in the classroom can affect students' behaviour during teaching and learning process?**

*"Yes, it really affects the students' behaviour that's why we always try to give priority to it. Besides the arrangement of the seat, we also have to pay attention to the arrangement of pupils, if there are pupils who don't like each other, we place them not to sit next to each other. One is sitting in front of the classroom and the other one who cause potential problem behaviour is sitting far away from him/her, not to make a contact, not to touch and so on."*

### **Question 2**

**What kind of Seating Arrangements do you think is best to apply in a classroom for students with emotional and behavioural problems?**

*"I prefer arranging the seating arrangement in rows. I think it's the best for children with emotional and behavioural disorders. However sometimes I also arrange it in small group or circle. I usually change the seating arrangement especially during the lesson where I need the children to pay attention to the teacher and on the other hand they need to communicate with their peers as well, between each other, to concentrate the children inside one group to be able to see each other but it's hard to say for which subject. It's usually twice a week I change the position of the seat but also it depends on the subject like music or art, so it's usually twice a week according to the possibility inside the classroom."*

### Question 3

**Do you think that the position of teacher's desk has a significant role in building positive classroom environment?**

*"For me, teacher's desk is only a place to put things, because the most important thing is I have to stand in front of the students, they must see her. In our classroom as you see, since it's very small and there is a door in front of the classroom, so teacher's desk must be placed at the back."*

### Question 4

**How do you think that Bulletin Walls and Students' Works Display can create positive classroom environment for students with emotional and behavioural disorders?**

*"Yes, it can affect the classroom environment. We can see that they feel proud of their work especially when they see that their works are displayed, and we have parents' meeting every month, so when they come here, they can see their child's work and development. But since our classroom is very small so we usually place them out of the classroom, or we use string to hang children's work, and calendar also is a part of the classroom, students' photos are also put on the wall for the whole year. Students' usually want to change the materials by themselves, they really like it, and they want to do it a lot. For the rules, the children themselves make it. At the beginning of the school year, they participate a lot on making these rules and there is a teacher who leads them, because they know very well what to do and not to do. So it's important to write it down on a piece of paper or board and put it on the wall, whenever there is a problem inside the classroom, you can just say..."look at that board..." so you don't have to repeat the rules again."*

### Question 5

**How often do you think is the best to change the Bulletin Walls and Students' Works Display with the new ones?**

*"I change the bulletin sometimes after 2 or 3 months, but for the rules, I don't change it, especially poster with the signs. We don't change the place of the bulletin but we change the topics. It depends on what they create during the art work."*

### Question 6

**Where do you place the Instructional Materials, in the classroom or in teacher's room?**

*"Usually we place them on the window, like suitcases with pencils or crayon, glue, so students can get it easily what they need, but again it's because of the space, this is the only shelves they have. On the window there are also art materials, because students have to prepare their stuff before their start working, so it's important for them to prepare the stuff by themselves. You will see it afterwards when you are taking photos. Therefore class rules is very important so that children know what they have to do and what they may not do."*

### **Question 7**

**Do you think it is better if students with emotional and behavioural disorders can access the instructional materials or it is better if teachers can distribute to them?**

*"I think it's better for them to access the materials and learn to prepare the stuff by themselves before they start the lesson. As long as they know the rules, they will understand."*

### **Question 8**

**Do you think that every class should have *Learning Centres* or *Interest Centres*?**

*"I would probably say no, especially if the class is small. But we can do in different way like in this school there is IT classroom, where children can go there if they want to play computer. But in my class there is a piano where children also can play it during the music lesson. So, I would say that it really depends on the space in the classroom. Last month they really like students' boarding games, and they do it inside the classroom."*

### **Question 9**

**Do you think that *Study Carrel* is important to be provided in a classroom for students with emotional and behavioural disorders?**

*"Yes, I think it's important and have a study carrel in our classroom, it's a separate desk and they know whenever they have some problems they can stand up and go to this place to calm down, they must tell the teacher where they are going but they also know that there is a place in their classroom where nobody can pay attention to them so they can do their own work. At this time, the situation in the classroom is not so many problems so it's not used very often on these days, but it used to use it a lot especially for the boys with severe behaviour problem. All the students know about this study carrel because we have a special learning program called 'social skills' which is taught in every class in this school and especially on the first stage we called this corner as 'turtle corner' so if there is a student has problem, and he sits in this corner, he'll be covered like a turtle and nobody can attack him so they can feel safe there so that's why students usually use a lot this corner because they feel safe there. This turtle program is for students from the first grade until the fifth because for the younger children, this really has big effect for them especially for students with ADD and ADHD."*

### **Question 10**

**Do you think *Individual Work Spaces* is also important to be provided in a classroom for students with EBD?**

*"Yes, it is very important for pupils with emotional and behaviour disorders. In my classroom, every student's desk is designed individually and children can have enough space to work and do their work so it's no need to make a separated individual work space anymore."*

### **Question 11**

**Do you think that *Audio Visual Technology Station* is also important to be provided in a classroom for students with EBD?**

*"I think if we still have space in the classroom, it's probably good to have it inside the class, but if the classroom is too small, we still can provide technology station outside the class. In my classroom for example, there is a TV set and CD player. There is a computer laboratory inside both buildings but in other classroom there is a computer but not in every class, only if there is some empty space."*

### **Question 12**

**In your opinion, is it better to put the *Records Storage* in your classroom or in the teachers' room?**

*"For me, it's better if the important documents are put in the teachers' room. However, if there is a place in the classroom, we can put all the materials and records in the shelves of the classroom which can be locked. Here, next to the teacher's desk, there is a kind of cupboard where all the materials are put inside, it's not a shelve but it is a cupboard where I can lock and I also keep teachers' materials like psychological and others."*

### **Question 13**

**In your opinion, how should the *Traffic Patterns* be arranged in a classroom for students with EBD?**

*"Traffic patterns always deal with seating arrangement. I think the most important thing is student can sit comfortably in their chair and can easily move without any barriers, because students with emotional and behavioural disorder, they are very active, they always jump and run here and there, so it is not good if students feel their classroom is too crowded."*

### **Question 14**

**In your opinion, how is an ideal classroom that can build positive classroom environment for students with EBD?**

*"For me, an ideal classroom is a classroom with enough space, because hyperactive students need space to run, to jump, and also it brings new methods for teacher to work with them, they can use some sports activities and other things during the Mathematics and other subjects as well as music. Bulletin walls are also very important, traffic patterns especially for younger children they really need space to move because it can affect students' behaviour."*

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## Appendix D.3

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### Erasmus Mundus

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#### INTERVIEW Transcription

***The following is the transcription of Interview with teacher of younger class with over 5 years teaching experience:***

I'm interested in knowing further about your perspectives on how you organize the physical classroom arrangement to create positive classroom environment for students with emotional and behavioural disorders.

#### **Question 1**

**How do you think that *Seating Arrangement* in the classroom can affect students' behaviour during teaching and learning process?**

*"It affects the children a lot, but as you can see because of the space, we have this typical seating arrangement in rows, but during the other subject like art, we are trying to change it a little bit to move like a circle and other arrangement."*

#### **Question 2**

**What kind of Seating Arrangements do you think is best to apply in a classroom for students with emotional and behavioural problems?**

*"Based on my experience, seating arrangement in rows is the best for these students especially to make them more focus to the lesson."*

#### **Question 3**

**Do you think that the position of *teacher's desk* has a significant role in building positive classroom environment?**

*"It doesn't affect the students at all, because I never sit behind the desk. I prefer walking, and moving around the classroom and the desk means for the children only to put their exercise books every morning so they know where they can leave their things."*

#### **Question 4**

**How do you think that *Bulletin Walls and Students' Works Display* can create positive classroom environment for students with emotional and behavioural disorders?**

*"For this moment probably it's really difficult to say whether it really affects the students' behaviour but we can say that if we do some pieces of work they like and they are proud of it and they show their joy."*

### **Question 5**

**How often do you think is the best to change the *Bulletin Walls and Students' Works Display* with the new ones?**

*"I think it is better if it's not too often and not too long. In my opinion at least it can be done once in two weeks, not every week. In my class, when they have art lesson they usually want to change it, so it's at least once in two weeks is the best."*

### **Question 6**

**Where do you place the *Instructional Materials*, in the classroom or in teacher's room?**

*"Everything that I and my pupils need is here inside the classroom. There are few board games, and some other games for the children, you can see it on the corner over there and in shelves there are some papers they can take anytime they like, some learning materials inside those two doors, so everything is inside for the pupils and for the teachers as well. By doing this, children will understand how to take care of the equipment."*

### **Question 7**

**Do you think it is better if students with emotional and behavioural disorders can access the instructional materials or it is better if teachers can distribute to them?**

*"I think it depends on the condition of children and the class. I'm sure every teacher knows the best for their pupils. For me, I prefer putting the instructional materials in the shelves and cupboard in our class. I'm not afraid of this because every child knows about it and if they need something they will ask the teacher whether they can have it or not, as we have agreed during we made class rules."*

### **Question 8**

**Do you think that every class should have *Learning Centres or Interest Centres*?**

*"It depends on the space of the classroom. If it's still possible we can provide learning centre for pupils. It's better. In this class, we don't have many learning centres, but we have one which is placed at the back of the classroom. As you can see, there is a carpet on the floor where pupils can play and work with their peers and relaxed. In this centre, we provide some toys for girls and boys."*

### **Question 9**

**Do you think that *Study Carrel* is important to be provided in a classroom for students with emotional and behavioural disorders?**

*"I think it's very important, because in certain situation sometimes pupils want to be alone. In this case, they can sit on the carpet and pillow in our learning centre, and it's much more comfortable than sitting on the desk. When there is a child who wants to sit on his/her own, so we used this desk over there, or the other situation is different when there is one who interrupts the others in the class, so to calm him down a little bit we used this desk, to separate him/her from the other pupils."*

**Question 10**

**Do you think *Individual Work Spaces* is also important to be provided in a classroom for students with EBD?**

*"Yes, it really affects the students' behaviour. But since in our classroom, the seating arrangement has been designed in individual setting, so we don't need to provide special individual space. Every pupil here can have sufficient space for them to work."*

**Question 11**

**Do you think that *Audio Visual Technology Station* is also important to be provided in a classroom for students with EBD?**

*"It depends on each teacher. Some teachers like to use it but some not. For me, I'm trying not to use it because when children come home, they usually play computer, and they try to play some games and it's not priority for the younger children, maybe for the older children is good to have this equipment. There is no much time for using the TV, there is a music player which is used for some relaxation and relaxing part of the day, so most of the time they use music player but not the TV."*

**Question 12**

**In your opinion, is it better to put the *Records Storage* in your classroom or in the teachers' room?**

*"I think for important documents like portfolio of students, it is better to be placed not in the classroom. We can put them in the teacher's room. In this school, all the materials for the children and records are placed in the other building, and we as a class teacher only needs phone numbers of parents in case we need, and this is always be on the desk of the class teacher."*

**Question 13**

**In your opinion, how should the *Traffic Patterns* be arranged in a classroom for students with EBD?**

*"For me, the most important thing is children and also teacher can move without any barriers, and that's why seating arrangement is very important because it can affect the traffic pattern in the classroom. For students and also for teacher, especially because I have to move around the class to go to students desks. About the arrangement, we can adjust it with the space in our classroom."*

**Question 14**

**In your opinion, how is an ideal classroom that can build positive classroom environment for students with EBD?**

*"Space is very important, and should be divided into relaxing place, and space should have variety in arrangement and can be easily to be re-arranged and the most important is to create attractive classroom through the visual display which is comfortable for the students."*

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## Erasmus Mundus

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### INTERVIEW Transcription

***The following is the transcription of Interview with teacher of older class with less than 2 years teaching experience:***

I'm interested in knowing further about your perceptions and organization of the physical classroom arrangement to create positive classroom environment for students with emotional and behavioural disorders.

#### **Question 1**

**How do you think that *Seating Arrangement* in the classroom can affect students' behaviour during teaching and learning process?**

*"I think seating arrangement affect the behaviour of students very much because they could be interrupted by each other especially students with emotional and behavioural problems, they always try to contact each other. We have to be careful with the students who don't like each other. Not giving them possibility to contact each other. And if this classroom is twice or three times bigger than this, it will be perfect. So, you must use the space you have in the best way. For example, one week it can be arranged like in rows, the next week, you'll realize that some problems have appeared so you can form them in group, two by two or three by three. But we have to be aware of the distance because if the setting is not good, it can cause behavioural problems for the students."*

#### **Question 2**

**What kind of *Seating Arrangements* do you think is best to apply in a classroom for students with emotional and behavioural problems?**

*"For me, I feel that rows arrangement is more effective and can build good classroom environment, but sometimes I also arrange in group work of 3 to 4 pupils. Indeed, it's not so easy to conduct group work for these students ....but we have to practice because it's important for them to cooperate with each other."*

#### **Question 3**

**Do you think that the position of *teacher's desk* has a significant role in building positive classroom environment?**

*"I think for students with emotional and behavioural problems, it's necessary to have teacher's desk in the same position, so they know it is their teacher's desk. For me, I never sit on my chair during the lesson because the most important thing is I have to check students' work every time and go from desk to desk so students will know that their teacher pay attention to them."*

#### **Question 4**

**How do you think that *Bulletin Walls and Students' Works Display* can create positive classroom environment for students with emotional and behavioural disorders?**

*"I think pupils are very influenced by this bulletin because they can see the result of their creative work during the art lesson and learning material on the wall can help them to think about something and especially about the rules, they influence the students very much and they're very important for these children. For me, it's very important to place the class rules in front of the class because teacher can say...."Look at the rules....ho it's supposed to be done." We made the rules together at the beginning of the school year. So it is an agreement between students and the teacher. There are students' and teachers' signature too and nobody can say" I don't agree with this rule." Some of the rules made like "Don't beat your school mate or keep your classroom tidy." Another example is the class rule provided by school. We have special bulletin for social skills. We have implemented this kind of programme in our school. When students have some problems, this poster helps him to seek for a solution. It's similar to a sign on the road; there is red, yellow, and green colour. The meaning of the colours is; First, you have to stop, and name your problem, then you go to the yellow one to think how to solve it and make a list of some decisions and go to the green one to pick up the best solution. It's very important for them because they always react immediately and never think it before."*

#### **Question 5**

**How often do you think is the best to change the *Bulletin Walls and Students' Works Display* with the new ones?**

*"I change the bulletin sometimes after 2 or 3 months, but for the rules, I don't change it, especially poster with the signs. We don't change the place of the bulletin but we change the topics. It depends on what they create during the art work".*

#### **Question 6**

**Where do you prefer placing the *Instructional Materials*, in the classroom or in teacher's room?**

*"I prefer putting them in the teacher's room and I never let them take by themselves."*

#### **Question 7**

**Do you think it is better if students with emotional and behavioural disorders can access the instructional materials or it is better if teachers can distribute to them?**

*"I think it's better for me to distribute the instructional materials to these students and not to let them take by themselves because it can easily damage."*

#### **Question 8**

**Do you think that every class should have *Learning Centres or Interest Centres*?**

*"In my classroom, there is no learning centre and I must say that I have no experience with this."*

**Question 9**

**Do you think that *Study Carrel* is important to be provided in a classroom for students with emotional and behavioural disorders?**

*"I think for older class, study carrel is not really necessary, but the younger class, they need it more. If I find a student has a problem, I'll go with the pupil outside the class and talk about it and try to find the solution."*

**Question 10**

**Do you think *Individual Work Spaces* is also important to be provided in a classroom for students with EBD?**

*"Yes. Individual work space is very important for students with emotional and behavioural disorders, that's why all of the furniture here is designed for individual learning. So, I think here, we don't need separate individual work spaces because every pupil has their own space."*

**Question 11**

**Do you think that *Audio Visual Technology Station* is also important to be provided in a classroom for students with EBD?**

*"Yes. It's very important. For older children, they need more to see like documentary film for example during history lesson, and I also use it for English lesson. In my classroom, as you see here there is one television with VCD player. There is no computer here, since we have special computer laboratory in another classroom. So if the students have to learn computer, we can go to laboratory."*

**Question 12**

**In your opinion, is it better to put the *Records Storage* in your classroom or in the teachers' room?**

*"For me, it's better to put the records in the teacher's room because it's more practical, I can put it together with the instructional materials. I do not like to put them in the classroom, since students can make them damage and probably lost."*

**Question 13**

**In your opinion, how should the *Traffic Patterns* be arranged in a classroom for students with EBD?**

*"To my point of view, there must be sufficient space for walkway to approach the students. It's necessary for teachers to go to students' chairs and check their work. By doing so, the students will feel that the teacher give attention to them. Traffic pattern is not only important for teachers but also for students, so they do not feel that the class is too crowded in which it can disrupt their concentration."*

**Question 14**

**In your opinion, how is an ideal classroom that can build positive classroom environment for students with EBD?**

*"A good classroom for students with emotional and behavioural disorders should have a good seating arrangement in which sometimes we can change it so students will not get bored. In my opinion, bulletin walls to put their art work is very important that can build their self confidence and pride, because students with emotional and behavioural disorders, they always feel that they are neglected,*

nobody pays attention to them. So, we have to make them feel that they are appreciated. And it really can build positive behaviour for them."

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## Appendix D.5

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# Erasmus Mundus

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## INTERVIEW Transcription

***The following is the transcription of Interview with teacher of older class with less than 2 years teaching experience:***

I'm interested in knowing further about your perception and organization of the physical classroom arrangement to create positive classroom environment for students with emotional and behavioural disorders.

### **Question 1**

**How do you think that *Seating Arrangement* in the classroom can affect students' behaviour during teaching and learning process?**

*"Yes, in my opinion the seating arrangement can affect the behaviour of students especially students with hyperactivity, because such students prefer sitting on their own, they don't want to have a neighbour because their neighbour can interrupt them during the lesson. So we prefer to have such separate arrangement, but if you have other subjects such as art or music, or special subject like what I was talking last time about the social skills. During the social skills session, we usually change the seating arrangement in circle, because we want the children to see each other in order that they are able to react, because if they are sitting in rows, and when one student speaks, it's difficult for them to react or response. If they sit in circle they can easily communicate with their peers."*

### **Question 2**

**What kind of Seating Arrangements do you think is best to apply in a classroom for students with emotional and behavioural problems?**

*"I personally prefer the seating arrangement in rows, so students can have their own space, and have their attention to the lesson."*

### **Question 3**

**Do you think that the position of *teacher's desk* has a significant role in building positive classroom environment?**

*"I don't think the position of seating arrangement will affect the students' behaviour. It doesn't matter where the position of teacher's desk is, the most important thing is that the teacher must stand in front of the students. So, if you don't have enough space in you classroom, you can put it anywhere actually."*

#### **Question 4**

**How do you think that *Bulletin Walls and Students' Works Display* can create positive classroom environment for students with emotional and behavioural disorders?**

*"It does...it does. If I want to put students' work on the wall, I ask them first whether I can do it or not. Some students sometimes pretend that they don't care...and just say "well, do whatever you like," but if it's already put there, I can see that they are really proud of it and they often discuss it with their peers. So, it's necessary to put children's work on the wall and also the rules. With the rules on the wall, you don't have to repeat again, again and again. You just say, look at the wall, and you can assure yourself, and remind the students. Calendar is also good to be put on the wall, so students know about their agenda and don't ask their teacher all the time about the next program because they can find it in the calendar. But I think for the bigger class, there are some differences from the younger class of course, for example, in the bigger class, I don't think displaying their individual photos is good. It may cause some problems. Students frequently can tease their peers by saying ..."Look, how you look like in this photo," because they might look different in the photo than the actual one, and they can make fun of each other, this probably can hurt. We used to have it when the children were in the 6<sup>th</sup> grade, but now they are getting older, so it's not suitable anymore."*

#### **Question 5**

**How often do you think is the best to change the *Bulletin Walls and Students' Works Display* with the new ones?**

*"I don't do it very often actually. But the art teacher does it for me, because I teach English and sometimes Math, so it's not creative subjects. So, I don't do it very often but from time to time, other teachers come and ask whether they can put students' work on the wall,..... well I don't mind at all."*

#### **Question 6**

**Where do you prefer placing the *Instructional Materials*, in the classroom or in teacher's room?**

*"Usually the situation is every teacher brings the materials into the classroom, then if they don't need it, they will take it away because otherwise students will destroy it. It's necessary to say that whatever you leave in the classroom, they will usually destroy it."*

#### **Question 7**

**Do you think it is better if students with emotional and behavioural disorders can access the instructional materials or it is better if teachers can distribute to them?**

*"For me it's more for a safety reason, I don't let them take it by themselves. Students with emotional and behavioural disorders frequently forget to bring their stationery like pencil, pen or ruler. So, we can lend them to the students and after that they have to return them. That's why, we have to keep them in a safe place."*

### **Question 8**

#### **Do you think that every class should have *Learning Centres or Interest Centres*?**

*"I probably couldn't say that learning centre is important or not, because I don't have this experience of using it, but this would be benefit. They could split their activities into several different places. So, I think this would be beneficial. But again, it needs more space in your room. I don't use computer or TV a lot for teaching, because I think students do it already very often at home. Usually they play it when they go back from school and wait for their parents, then switch it off again. So, I think some music instruments would be nice. In this school, we have piano, keyboard and guitar, but teachers usually bring the keyboard and guitar because they're easier to move."*

### **Question 9**

#### **Do you think that *Study Carrel* is important to be provided in a classroom for students with emotional and behavioural disorders?**

*"This is a good idea actually for the children. I have this problem today when a student came to me and he said that he ached something bad and wanted me to let him go home. So, I called his parents, and his mother told me that he couldn't go home because there was no one and his mom preferred him to stay at school, and he might lie as well. So, I made him stay at school, and he was really angry with me, and when he returned to his classroom, the other guy was laughing at him that he didn't manage what he wanted and he only pretended that he was sick. He went mad. He threw away the desk, chair, books, exercise books, kicked the door. So in this situation, it's good to go out, and find out what happened and try to think the best way to calm this boy down. When he came back, he sat in one desk which is turned different way, he wasn't looking at me, because I caused his problems, he didn't look to the other boys because they were laughing at him, we only could see his back. We didn't know whether he was crying or still angry or even it's only a joke for him, but he had the chance to calm himself down. He sat there for a while. When he thought that he's ready to come back even though it's only one small turn, he turned back, and he continued to work. We even didn't have to tell him. He knew that he had the chance to change the situation, and he did it, came back without saying one word. So, it's not necessary to place separate desk, but just a chair which turn in a different way can be a study carrel."*

### **Question 10**

#### **Do you think *Individual Work Spaces* is also important to be provided in a classroom for students with EBD?**

*"Yes. Individual work space is very important for students with emotional and behavioural disorders. Most of them are attending some re-educating lesson while they have some learning disability in individual lesson such as Czech language or mathematics. The point is every student has already sits individually, so they have their own working space. If this is not enough the second teacher during the lesson can help them in the class. If this is still not enough, they can attend the lesson outside the classroom and it improves their knowledge a lot."*

**Question 11**

**Do you think that *Technology Station* is also important to be provided in a classroom for students with EBD?**

*"Yes, most of the subjects you can use this technology. It's really nice to tell them stories about London, for instance but most of them have never been there, so it's much easier for them to remember some statues, or monument while they're seeing it. We have some learning materials, DVD, or photos of an important place. I often show them my photos in front of the London Eye, and they're laughing at me, but then they will remember that there is London Eye in London, Big Ben, and it's good to manifest the knowledge. Maybe I speak English, but students have never heard the native speakers talk, so CDs, Cassettes help them a lot. We're trying now to have the possibility that teacher can use the technology in their lesson. For me, it's very important to have it. Actually I don't want computer in my classroom; because students will come to me every time and say "Can I play the game." So if I need computer for English to practice, from time to time I go to the second floor to the separate room and we can use computer there."*

**Question 12**

**In your opinion, is it better to put the *Records Storage* in your classroom or in the teachers' room?**

*"I'm always taking them with me because I know... if I leave it there I never find it again, so, for the safety reason, I'd better take it with me. Even though there are shelves and cupboard in my classroom, I just put reading materials that students can read but I always take learning materials and records with me."*

**Question 13**

**In your opinion, how should the *Traffic Patterns* be arranged in a classroom for students with EBD?**

*"If this classroom is twice or three times bigger than this, it will be perfect. So, in this case I must use the space I have in the best way. For example, during change of the seating arrangement, I always have to consider the walkways both for students and the teacher. Since students with emotional and behavioural disorders are very active, they always jump here and there and every time teacher also needs to go to their chair, so it is important for the teacher to know how to adjust the seating arrangement with the traffic pattern. But again, it should be well arranged according to the space we have."*

**Question 14**

**In your opinion, how is an ideal classroom that can build positive classroom environment for students with EBD?**

*"Well, I really think every teacher has to organize their classroom well. It is important to arrange the physical classroom setting in a nice way, and provide more space for the children. It's good if there is a cupboard for each student where they can leave their things. In an ideal situation they will have these things twice, one for home and one for school, then you would avoid a problem like, "Excuse me, I can't work with you today because I left everything at home. So, space for leaving pupils' things and teachers' things is very important."*



## APPENDIX E



# Erasmus Mundus

## Classroom Observation Guide

### Focus: Physical Classroom Provisions

Specific Components Observed		Aspects to look for
1.	Seating Arrangement	How many desks are there? How is the arrangement of furniture?
2.	Teacher' Desk	Where is the location of teacher's desk?
3.	Bulletin Boards and Students' Works Display	What are displayed on the class wall? (Calendar, Class Rules, Photos, Students' Works, Learning Materials, Posters, Schedule, Others)
4.	Instructional Materials	Where is the placement of instructional materials? Is it accessible for the pupils?
5.	Learning Center or Interest Center	Where is the location of learning centre/interest centre in the classroom? What can be found in the learning centre /interest centre?
6.	Study Carrels	Is there any Study Carrel? Where is it placed?
7.	Individual Work Places	Is there any Individual Work Places?
8.	Audio Visual Technology Station	Is there any Technology Station? What kind of equipments are there?
9.	Records Storage	Is there any Materials and Records Storage? Where is it placed?
10.	Traffic Patterns	How is the Traffic Patterns?