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Implementation of the Incredible Years Teacher Classroom Manage-ment Program (TCM) in Primary Schools in Saudi Arabia

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Implementation of the Incredible Years Teacher Classroom Management Program (TCM) in Primary Schools in Saudi Arabia

Abdullah Aladsani

I. Introduction

This is a pilot study to inform the main study. In the main study I intend to implement the Incredible Years Teacher Classroom Management program (TCM) in primary schools in Saudi Arabia then evaluate it. I intend to deliver the program to the teachers then observe them and interview them to explore to what extent the program improve their ability to manage students' behaviors and what are their opinions about the program. The pilot study will be involved with developing the research instruments needed and identifying changes needed to the design.

II. Background

Classroom management is considered as one of the most important factors which help to facilitate the process of teaching and learning in order to be successful. Many studies illustrate that a teacher's style of classroom management is one of the most influential factors that help students to achieve high grades and to improve their academic achievements (Marzano and Marzano, 2003) and (Djigić and Stojiljković, 2012). It is mentioned by Martin (2004) that student skills such as following instructions, communicating and conflict management are improved as a result of effective classroom management. A mismanaged and chaotic classroom will have a negative effect on the student and cause problems with regard to his/her learning.

Thus, to provide an effective classroom management strategy is a very important requirement which has to be considered in particular in places which are suffering from numerous educational problems. In Saudi Arabia for example, there is concern about the quality of education in general and in primary school in particular. Kanalan and Celep (2011) claim that education in Saudi Arabia and other Arabic countries is behind other regions according to the world standards. As a result of the absence of balance and checks, the Saudi educational system reached to this situation (Al Sadaawi, 2010).

These problems in Saudi educational system has a significant negative impact on students. For example, in 2003 the international test of mathematics and science achievement showed an unwelcome results in the ranking compared to participating countries (Al Sadaawi, 2010). Regardless the academic skills, a study of students behavioral problems in Saudi Arabia shows that students in primary schools are suffering from numerous problems including lying, stealing and aggressive behavior (Alfrayan, 2001).

Although this described situation includes male and female schools, in the male schools the problems seems to be more difficult. Basyouni and Chahine (2011) found that Saudi preschoolers expect physical punishment when they behave badly or disobey and this punishment is associated with male more than female. Furthermore, AlBuhairan et al. (2011) revealed that about 33% of Saudi school professionals have low-level of awareness of child maltreatment and male school professionals are more likely to have lower level. The lack of awareness of child right and teacher's concepts towered educating children might encourage teachers to deal with students' misbehavior in inappropriate or even illegal way in particular if they do not have classroom management skills.

Thus, it is important to assess and to improve teachers classroom management skills in Saudi Arabia. Many studies illustrate that teachers have medium level of classroom management skills(Aldossari, 2013, AlMaliki, 2009, Anowasir, 1999, korashi, 2008). On the other hand, AlMaliki (2009) found through observations of 96 teachers in Saudi Arabia that about nine techniques have been applied by teachers with low level such as the usage of interesting and attractive teaching methods, the usage of motivational methods and behavior monitoring tools. Aldossari (2013) adds that teachers are more likely not to be proactive teachers and they often do not try to solve problems before they happen.

However, it is not fair to blame teachers about this situation while many factors hinder them to implement their skills with regard to classroom management. Physical issues such as size of class, number of students and lack of equipment are considered as barriers of teaching and learning in general and classroom management in particular. In Saudi Arabia, due to high growth rates in population and lack of balance, the ministry of education is still renting private houses and residences to be used as schools (Al Sadaawi, 2010).Since such schools are intended to be houses, they are often not suitable for schooling

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purposes as they miss well equipped classrooms and other facilities with safety requirements.

The size of classroom and number of students in the class make teaching and learning more difficult and cause numerous problems. Omari and Woodcock (2012) concluded that students were more concern about classroom conditions as they are high density, lack variety, flexibility and confortable temperature and due to these factors they interpret the reason behind students' aggression and noise. Even if teachers attempt to do their best in managing students' behavior, they will be constrained significantly by classroom environment where most building are not supportive and the large number of students which may reach to forty students taught by just one teacher (Aldossari, 2013).

Furthermore, the amount of requirements and lack of time do not allow teachers to practice their skills conveniently. Alsaif (2005) found that the huge amount of tasks including inside classes or outside classes is the most difficult challenges for classroom management. Aldossari (2013) revealed that curriculum is too large to be completed in one school year. As a result, when teachers are facing the challenge of making balance between quality or quantity of learning with regard to completing the curriculum, they often prefer to focus on students' academic skills as they will be asked about them rather than social or emotional skills.

Although all these issues need to be considered and resolved, the development of teachers' skills and concepts seems to be the corner stone. It is true that teachers have been qualified for teaching in their degrees and learnt numerous skills, but when they practice teaching in reality many issues will be raised and the need to improving will become urgent. Therefore, the main role of educational supervisors in Saudi Arabia is to discuss with teachers their issues and concerns with regard to students' achievements attempting to improve their skills and resolve their problems. However, there might be a gap between theory and practice with respect to this point. Alhosaini (2003) illustrates that educational supervisors never contribute or contribute weakly to improve more than 21classroom management skills.

Many studies suggest training in-service as a solution to improve teachers' performance (Aldossari, 2013, AlMaliki, 2009, Alzaidi, 2013). The ministry of education provides many classroom management training programs in difference places but Aldossari (2013) indicates that these training programs do not improve teachers' skills and there is no difference between teachers who attend or not these programs with regard to classroom management. This is perhaps because these programs focus on theoretical aspects more than practical aspects (Alsaif, 2005) and therefore teachers' knowledge and information about classroom management are high while their performance is still in the middle (Alghamdi, 2000).

To run training programs and to spend money generously are not enough to provide high quality of education and reform educational system in one county. Saudi Arabia allocates a great amount of money for education but does not spend it in appropriate and effective way (Kanalan and Celep, 2011). One solution often suggested by researchers and educationalists is to import ideas and programs from developed countries which usually have high quality of education to be applied in developing countries (Aldossari, 2013). However, in order to insure the validity of a program, it is important to provide a suitable environment culturally (Kanalan and Celep, 2011) and physically for it and to consider challenges which may hinder or frustrate the implementation of this program.

One of the most popular and effective program in the recent years is The Incredible Years (IY). Although it was developed in the US, it is provided and used widely in more than twenty countries such as the UK, Australia and Canada. The purpose of the program is to offer cost- effective and early prevention training series that facilitate teachers and parents to enhance social, emotional and academic skills for children and prevent them from conducting problems. The Incredible Years provides numerous programs and workshops for parents such as Baby Parent program and School Age Parent program, and for children such as Child Dinosaur Treatment program and Child Dinosaur Classroom program, as well as for teachers such as Teacher Classroom Management program (TCM).

However, in this study I will just focus on (TCM) attempting to investigate its impact on teachers' skills and children's' behavior. It is a six full days program including six main topics: building positive relationship with students, preventing behavior problems, the importance of teacher attention, motivating children through incentives, decreasing inappropriate behavior, and emotional regulation.

Many studies illustrate that Incredible Years programs have helped teachers to develop their management skills and improve children's social, emotional and academic skills and reduce their misbehavior (Martin, 2009). However, through looking at the countries that adopted this program we may find the majority of them considered as developed countries and there are no Arabic countries. It is clear that culture play a significant role in classroom management strategies and what is considered an acceptable behavior in one place might be unacceptable in another place (Sturz et al., 2005). Therefore, it is not necessary that an effective program in one context still valid and influential in another context.

In the main study I will try to implement and evaluate the program in primary schools in Saudi Arabia as one of developing countries and explore how this program can be adopted and what are the potential challenges it may face. To achieve these goals I may

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need to train, observe and interview teachers to see how they manage their classes and to ask them about their opinions towards the program. However, the main purpose of the pilot study is to experience and improve the data collection instruments and further develop of the study by answering these questions:

1. How do teachers use classroom management strategies in Saudi primary school in Manchester?
2. How do students response to teachers' strategies regarding to classroom management?
3. what are participants' views about The Incredible Years Teacher Classroom Management (TCM)?
4. How can (TCM) be adopted in Saudi Arabia in an appropriate way?
5. Which factors facilitate or hinder the implementation of (TCM) in primary schools in Saudi Arabia?
6. to what extent the methods of the main study lead to its goals and how can we improve them?

To answer these questions, I have conducted two observations and three semi structured interviews and I will explain the methodology in the following sections:

III. Methodology

Since this study intends to explore the attitudes, opinions and experience of students, a qualitative approach seems to be an appropriate method to generate data (Dawson and Books, 2009) because it provides a deeper understanding of the phenomena. Gray (2013) states that studies that intend to answer "how" questions and to explore one particular case but from various angles should adopt a case study design. This is because a case study method can discover subjects and phenomena but from a more focused range of contexts or people for numerous purposes including evaluation of training programs, the relationship between organisations or departments and implementation using usually multiple sources to collect data. This study is considered as a case study because it aims to explore how teachers employ classroom management strategies in Saudi Primary School in Manchester and how students response to teachers' actions and what are teachers' opinions about (TCM). In order to answer these main questions, I have conducted observations and interviews and I will describe them in detail in the following paragraphs.

IV. Methods

a) Interviews

Gray (2013) has defined interviews as conversations between a person who has the role of a researcher and other people. Since this study intends to explore PhD students and lecturers' opinions and attitudes, interviews are an appropriate method to generate data. Gary (2013) claims that if the objective of research is largely exploratory and involving the examination of attitudes or feelings, then interviews may be the most logical technique to research. When compared to questionnaire, interviews contain many advantages. Firstly, interviews encourage and motivate people who prefer to talk instead of filling out a questionnaire. Secondly, the meanings of questions in questionnaires are not always clear, while in interviews the meaning could be explained directly. Thirdly, during interviews, researchers can do more than listing answers, such as noting their body language (Gray, 2013).

There are several different interview approaches. However, in this study I have conducted three semi structured interviews as a method that is often used in qualitative research. In semi structured interviews, the interviewer has a number of questions and issues which must be covered regardless of the order of these questions. This kind of interview allows the researcher to probe opinions and views because the key elements of a semi structured interview allows the participant to talk about their attitudes in details and expand on their answers (Gray, 2013).

b) Process of interviews

In order to answer research questions and reach the study objectives, I have conducted three interviews. First interview was with Sara (pseudonym) who was a lecturer working at education department in Manchester University. Second and third interviews were with Ali and Salim (pseudonym) who were teachers in Saudi Arabia but they are doing their PhD in education in Manchester University currently. As the sample of this study consisted of my friends whom I have a good relationship with, I have all their contact details. First step I took when I decided to carry out this research is to contact my friends by phone, individually. In this phone call, I briefly explained to them the purpose of this study and what they are required to do as well as contact the lecturer by email. All three participants agreed to participate in the study.

After taking their preliminary approval for participation, and after gaining the approval from the University, I began to arrange the date and time for the interviews. When a date was agreed I sent them all an email to thank them for accepting to participate and to inform them of the time and venue of the meeting. With respect to the place of the meeting, as they are all working at The University of Manchester and they all have their own offices I preferred to conduct the interviews in their offices in order to make it easy for them which may encourage them to attend the meeting and feel more comfortable.

Before the meeting I prepared the recorder device and brought pens, notebook, the consent form of the interview and the interview sheet. Arriving early before the scheduled time of the meeting is recommended by Gray (2013). Therefore, I came half an

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hour before to the University and exactly at the time to their offices. All participants were in their offices and ready to the interview.

Before the beginning of the interview, I thanked them for their participation and illustrated to them again the purpose of this study, the length of the meeting, how data will be analysed and asked them to sign the consent form. After that I took their permission to record the meeting and placed the tape recorder on a suitable place in the room. Each interview lasted approximately forty minutes divided into three main sections. First, the description of (TCM) program which I intend to implement in the main study. In this section I provided in about seven minutes brief description of the program including its main topics, goals and the methods to deliver it. Second, the description of the methodology in the main study including the methods I intends to use which also lasted about seven minutes. Finally, I asked the participants approximately twenty five minutes about their opinions towards the program and how teachers in Saudi Arabia may response to it and about their opinions towards the methodology which I intend to adopt in the main study. Although the whole interview was recorded I was keen to take notes in order to gain the main points which I may need to go back to later in the interview.

The difference between interviews and talking to your colleagues is that interviews are planned in advance (Lowe, 2006). Therefore, in the third section which is considered as the main section, I prepared six questions for the interviews (see appendix 1). The most important and difficult part in an interview is encouraging the interviewees to talk and participate (Corbetta, 2003).Therefore, throughout the interviews I was continuously asking participants to express their ideas in detail. In case I did not understand what they meant due to unclear or contradictory answers, I asked them to repeat their answers again or sometimes rephrase or summarize their opinions and read it to them in order to ensure that my understanding was correct. Sometimes the participants would go off topic and began talking about something different. In this case I attempted to rephrase the question again to keep them on track.

c) Observations

Observations refer to viewing people's actions in systematic and planned way in their own natural field in order to record and analyse their behavior (Gray, 2013). Since this study aims to explore how teachers manage their students' behavior in reality, the observation method seems to be an appropriate way to collect the data. Dawson and Books (2009) indicate that observations help to investigate a new culture, community and context providing deep understanding of attitudes and behaviors of participants under study specially with qualitative researches.

d) Process of observations

The first step I have done to conduct the observations is to contact the head teachers of Saudi school in Manchester. Becoming familiar with the community and having previous good relationship with the gatekeepers facilitate your access to this community (Dawson and Books, 2009, Gray, 2013). As my children were studying at this school and the head teacher is one of my friend, he gave me the permission to conduct the observations and allowed me to access the school. I agreed with him about the time and the date of observations and then I sent him the consent forms and asked him to deliver them to the teachers. I have reached the school before the agreed time and at the break time I have met the teachers, explained to them the purpose of the study and asked them to sign the consent forms.

When it is impossible to stay long enough in the field to experience all activities , the solution is to make time sampling (Gray, 2013). As this is just a pilot study and it is difficult to stay at the school long time I just managed to conduct two observations. At the first observation I observed the teacher A who was teaching class one and used the observation sheet (see appendix 2) which includes six main objectives or behaviors. On beside each objective I wrote the relative behaviors. At the second observation I observed the teacher B who was teaching class two and used a free observation sheet and focused on the same objectives which is mentioned in the first observation. However, in both observations I attempted to write as much detail as possible with any things may related to classroom management including description of the class, physical equipment, people, activities, time and feeling. Although it is too early to start analysing while you observing, it is essential to write down your feelings (Gray, 2013).

Gray (2013) recommends to write the notes immediately. As I was sitting in the back of the class and in the front of the teacher, I wrote the notes at the same time of observation in order not to forget some information and to make the teachers feel more comfortable instead of staring at them which may encourage them to act naturally. As Gray (2013) suggests, I distinguished between notes I wrote in my own words and actual quotations by putting quotations marks on the latter. At the end of the observations I thanked them again and thanked the head teacher.

In order to analyse the data collected from the observations and the interviews, the researcher adopted thematic analysis which seems to be the most appropriate analytical methods for this transcript. I followed Braun and Clarke's (2006) phases to run thematic analysis which are; familiarizing yourself with your data, generation initial codes, searching for themes, reviewing themes, defining and naming themes and producing the report. Themes in observations are similar to (TCM) objectives while themes in interviews are support, suggestions and criticisms.

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V. Results and Discussion

a) Observations' results

The purpose of these two observations is to explore the methods which have been used in Saudi primary schools to manage classes and to find out to what extent these methods affect students' behaviors. Through the observations I found that teachers used numerous methods of classroom management. In the next paragraphs I will present these methods according to The Incredible years' methods and I will display how students response to them.

b) Building positive relationships with students

Building relationships has many techniques such as building relationship with difficult students, building relationships with parents and giving students choices when possible which usually need time and sometimes efforts outside the class. In fact I could not see many behaviors serve building relationships but both teachers showed a high level of respect and very good feelings towards students. For example, the teacher A used the word "my love" many times when she was responding to students. In addition, she wiped a student's head when she went to him to see his answer. The teacher B was saying "thank you" to each student when he or she finish reading.

c) Preventing behavior problems

Preventing behavior problems before they occur or being proactive teacher seems to be the most common method has been used by both teachers. For instance, the usage of nonverbal signals, when the teacher A noticed that a student were talking with his friend she said "shooooo" and the student became quiet again immediately. The same situation happened to the teacher B and she put her finger on her mouth and when they shouted inappropriately, her face changed indicating that she is unhappy with their behavior then they calmed down again. Another example for this method is giving clear commands such as" Sara, come here" " turn the page" "organize your disk" Saud, sit down please". However, the teachers used rarely some negative commands such as "this is shame, don't do that".

One of the most effective methods to prevent problems is to have a clear plan and to operate students and to fill their time. It seems to me that both teachers have a clear plan to manage the class and students were busy while they were performing their tasks and did not commit any disruptive behaviors. However, to apply this strategy perfectly teachers need also to prepare students for transitions which I could not notice. This transcript from my field work may explain the situation;" everybody now write these sentences in his notebook, students are writing and the class are quite, the teacher is moving from a student to another to chick their writing, after about three minutes one students said that teacher I am finished, another student start looking at the window, tow students start talking together…."

Having a good learning environment is an effective element in preventive management. This piece of writing from my field notes describes teacher A's classroom environment. "There are eleven students, five girls and six boys, sitting on rows, each student has his or her own chair with many empty chairs and the teacher stand in the front of them, the class is not clean, organized enough and the blackboard are covered by another sheets. There are no toys, puzzles or any entertainment instruments…." Similar to this description applied in teacher B classroom but with just five students. Such this environment may cause boredom which may lead to chaos.

Setting clear, predictable classroom rules also help teachers to manage their classes and avoid students' problems. The teacher A perhaps agreed with her students about certain rules but I could not notice and recognize them. In contrast, I could notice clearly that the teacher B used such rules properly and managed to remind students every now and then. For instance, when they started to answer without permission she said " there are rules to answer, anyone know the answer must raise his hand". When more than one student raised their hands she said "I will choose Mohammed because he raised his hand first" and "since Jorray raised her hand first she has the right to answer"

e) The importance of teacher attention and praise

The teachers A and B were praising students to develop their social and academic skills. The teacher A praised her children when they finish reading by saying "sweet, thank you, beautiful, excellent, good boy". Sometimes she repeats the word many times "sweet, sweet, sweet" to show her happiness about students' achievement, and sometimes she gives general praise for the whole class such as" thank you for the pupils who are working hard".

With respect to the teacher B, she also praised her students when they answer correctly such as saying " excellent, oh my god". what might distinguish the teacher A is that she was keen to enhance the collaboration between students and make them enjoy praising each other. For example, she asked students to clap another students when he gave the correct answer. Therefore, students in one team were discussing with each other and sharing ideas to find answers.

f) Ignoring and redirecting

Although ignoring is considered as a strategy to deal with misbehaviors, it is not always the best solution but differs according to the level of misbehavior, the child and the situation. In the teacher A class students committed some misbehaviors and the teacher did not take any action toward them. For example, when she

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was busy with one student, tow students were talking and another student went to the teacher's desk playing with her papers and items. I think ignoring is not a suitable method in these situations and she may need to redirect them to be in another task by using verbal or nonverbal signals.

g) Consequences

Using punishments is the last step teacher can take to tackle some problems which should be used but not all the time. From this section of my field notes of teacher A we can see what is the wrong behavior that students have done and how the teacher dealt with it. "the teacher was busy with some students, four students walked toward the door, they stood near the door and started talking together, after about two minutes they got out the class and continued talking near the class, the teacher noticed that then she called them and she said " ok get out the class" then left them about ten seconds and then said " where should you sit? Why did you get out?" then she allowed them to get in".

VI. Interviews' Results

The conducting of interviews was to generate data about two main aspects. Firstly, to insure the validity of the design of the study and to what extent it facilitate to achieve study objectives and answer its questions and to provide some suggestions which may improve the study. Secondly, to provide general idea about the results of the main study which may help to generate initial themes and experience analytical process. Therefore, the results of the pilot study's interviews revolve around these two purposes.

Due to conducting the interviews before the observations, the latter have been affected positively via some suggestions. For example, Sara stressed the importance of observation sheet and suggested to conduct more than one observation in many different ways in order to decide what is the most appropriate method to your study. However, the same participant raised a problem which may affect the validity of the observation as the students may become more quiet due to the presence of the researcher. This may limit teachers to show their skills and ability to manage students' behaviors and the field notes will be limited as well.

The participants also provided many various, beneficial and essential suggestions. In fact, to present the design of the study to the participants without any main rejection is considered in itself a valuable result indicates to their agreement and support. However, some of the participants such as Ali expressed that the design is valid generally while Sara preferred to states her admiration for some specific points such as the usage of video and the reflection and this is a part of her interview." when you said as part of the program, the teachers are observed and then they get chance to talk about that I thought well that does sound very promising sign for the program. Reflective practice is important so teachers can learn to change or develop their practices through reflection process a critical reflection." One of the concern about implementation of the program was about the time as the program should be applied in six days monthly which seems to be very difficult. As a solution of this problem I reduced the time to be six days weekly and all participants were satisfied with this decision.

In addition to their satisfaction and support to the design of the program, the participants provided many suggestions for the design in general and for interviews, observations and the training in particular. For instance, Ali provided numerous ideas include: firstly, week to rest " Ali: are the weeks consecutive?. I: Yes. Ali: try to add one week in the middle. It will be chance to you to analyse your data, organise your work, to reflect and think about what you have done, if you cover the aspect you want or not? In three weeks you will have massive information and through initial analysis you may find positive section support the rest of interviews and observation". Secondly, to conduct all the study in just one school which may make it easier to build rapport with teachers, coordinate the time table of the workshops and become more familiar with students. Thirdly, to have research dairy and record relative comments and ask teachers to write their feelings, thoughts and events specially that you did not observe. Sara also has a suggestion related to research questions. She thinks that research questions should focus on the challenges and barriers of implementation a program of classroom management in special context instead of focusing on the evaluation of the program.

There are also suggestions related to the training program. For example, Sara and Ali suggest using video clips as a tool to enrich the training program instead of make them just for memory. Ali said " it is good chance to play a video clip and make it as a talk point". In addition, Salim stressed the importance of flexibility in time whereas it is not easy to find a certain suitable time for all participants and for the researcher as well.

Salim also suggests to include head teachers, educational supervisors and students advisers in the workshops and interviews as they may have more information and experience than teachers in some aspects. Head teachers for example may provide richer information with regard to administrational issues, policy and educational system while student advisors may have more experience in students problems and misbehaviors whether inside or outside the class. Since the study just cover three teachers, educational supervisors can provide wider information as they visit daily several schools and observe many teachers.

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The majority of suggestions were to improve the observations. All participants recommend to run many initial observations in order to insure that students and teachers began to behave naturally without any impact of being observed or videoed then start to generate data. In order not to lose some information, Sara suggests to use two cameras instead of just one. One of them is put in the back to observe the teacher and the other one is put in the front to observe students as they are sitting in rows which makes video process easier.

However, interviewees indicate to some barriers and criticisms in the design of the study. The majority of the comments were about the ability to conduct observations, follow up teachers and set interview questions in limited time. Ali said that he faced severe difficulties in running observation and interviews for just three teachers. It seems that Sara also is sharing these concerns with him as she said "do you think you're comfortable in observing? As part of a follow up with them would you yourself feel comfortable to do that?". Additionally, Ali thinks that the period between feedback interviews and observations and final interviews and observations, one month, is too long and the participant may forget their impressions.

Regardless the design of the study, participants provided rich information about the program itself. This information could give general idea about the outcomes of the main study and its themes. This data mainly came from Ali and Salim who have previous experience in Saudi context. Both Ali and Salim think that the program will be effective and successful. The success of the program from Ali's perspective is due to reflection, follow up and practice which are contained in the program. While Salim believes that the program may have a positive impact on both teachers and students as he explains " the program contains some new things such as watching video, especially when you tell them that this program came from western countries, it will be like model for them, instead of saying to them look at me and copy me"

However, participants raised some potential challenges might face the implementation or effectiveness of the program. Foremost of these challenge is unwillingness to try or apply the program's ideas or concepts. It is likely to have teachers who may lose the willing to follow the program's instructions and they may use more strict methods to deal with children and have no desire to change them. Another challenge is the big number of students in the class with the length of the curriculum which is consistent with Aldossari (2013). This part of Salim's interview may explain this point more "they may say, I have thirty student, the class is messy, I am not empty to apply a special method to each student. I have too long books, if I would apply these methods it impossible to finish these books at the time, how you want me to build relationships or give incentives…..". Finally, as culture has major effects on classroom management Ali indicates that culture also may be considered as one of the challenges or barriers. He gave an example of the role of the family and how parents may refuse or misunderstand some of these methods such as the usage of Tim Out.

VII. Recommendations for the Main Study

This study is a pilot study with form of expert panel. It has been conducted in Manchester due to the difficulties of applying it in its original environment, Saudi Arabia. Although it has achieved the purpose that it was applied for and provided many new and useful suggestions, it contained some limitations which must be considered. The main limitation refers to the differentiation between the implementation of the pilot study and the main study.

Although the pilot study and the main study include observations, the observations in the pilot study differ from observations in the main study in terms of the context and the purpose. It is true that the sample of the pilot study has been chosen from a Saudi primary school and included Saudi students but it is in Manchester and differs from primary schools in Saudi Arabia in numerous aspects. For instance, In Saudi Arabia, there are no mixed gender, boys and girls, schools but boys study alone and are taught by male teachers. Similarly, girls study alone and taught by female teachers while boys and girls study together and are taught by just female teachers. I think also students of the Saudi school in Manchester are not a representative sample for the students population in Saudi Arabia. They often moved to the UK to live with their parents who are doing their postgraduate studies and studied in Britain schools. It is likely that growing up with educated family, livening in another country and studying in different environment play a significant role in developing their characteristics and concepts.

There are also another physical factors may affect the observations. For example, the number of students in the pilot study was eleven pupils in one class and just five pupils in the other class while the number in Saudi schools reached to forty (Aldossari, 2013). Additionally, observations in the pilot study have been conducted just one time while in the main study it is planned that observations will be conducted more than eight times in each class which may encourage students and teachers to behave naturally. In terms of the relationship between observations and training, teachers in the pilot study did not receive any training about (TCM) while in the main study the researcher will observe teachers before, through and after the workshops in order to investigate their classroom management development.

There are also some differences between interviews in the pilot study and the main study. As it is

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described before, this is an expert panel study includes three experts in the field who have experience in teaching. However, they do not teach currently and they acquired brief information about the program (TCM) in just fifteen minutes as I described it to them. In contrast, teachers in the main study are practicing teaching in reality and they will learn about the program in full six days which may facilitate them to provide richer and more valuable information. However, the main purpose of observations and interviews in the pilot study was to develop the research instruments and insure the validity of the design have been achieved.

At the beginning, I felt confused and I thought that observations do not answer my questions but after the analytical process I realized that the data contains the answers I look for. As I tried two different observation sheets as it described before, I found that the observation sheet which narrates the events according to the time, is easier and more suitable to write down the notes. The main points of classroom management were written on the side of the observation sheet which helped me to focus on them and notice them in the class.

There are also many helpful suggestions were provided by the interviewees which I intend to adopt in the main study. For example, focusing on just one school, week to rest and having researcher dairy and asking teachers to write their feelings and experiences during the week in their won dairy. With respect to the suggestions related to training, I may adopt the idea of using video clips which were taking from the observations to support the workshops. I also intend to include head teachers, educational supervisors, and students advisers in the training program and the interviews. The interviewees also indicated to the difficulties of finding a certain suitable time for all participants, therefore, I may attempt to provide the workshops weekly in two different days. In addition, there are ideas will be adopted which may increase the validity of the observations such as using two cameras and conducting enough amount of initial observations until students and teachers become more familiar with the observer and the cameras.

The interviewees raised some sensitive and critical issues. Ali believes that the time between final interviews and workshops is too long and may lead teachers to forget their thoughts and impressions. In fact, teachers will be observed and interviewed immediately after each section of training and all their feelings and opinions about the program will be recorded. The purpose of final observations and interviews is to explore the feelings which have been produced by practice more than the program itself and how these feelings are affected positively or negatively with long term. Salim also thinks that the success of the program will be affected dramatically by teachers' individual differences. For this point I have to consider carefully the appropriate sampling method to gain a sample which includes teachers with different concepts and levels.

VIII. Conclusion

Although the pilot study has limitations as it was described before, it was useful and provided many suggestions. In the observations I managed to observe multiple methods of classroom management have been used by the teachers. Similarly, in the interviews many ideas which seem to improve the main study have been provided. The pilot study provided general idea about the patterns of the outcomes and made me more positive about the design of the study.

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Appendices

Appendix 1

(Interviews sheet for an expert panel)
Implementation of The Incredible Years Teacher Classroom Management Program in Saudi Arabia

- Description of the study: 5 minutes
- Description of the program (IY): 5 minutes
- Questions about the study: 10 minutes

1. Do you think that the design of the interviews are appropriate to collect data in this study?
2. How could I make them better?

- Questions about the program: 10 minutes

1. What is your opinion about The Incredible Years Teacher Classroom Management Program (TCM) in general?
2. How do you think teachers will response to it?
3. Do you think it is suitable in Saudi Arabia?
4. Which things you think may facilitate or hinder the use of (TCM)?

Appendix 2

Teacher's name: Class: Observation sheet Time: Subject:

Physical description:	
Objectives:	Examples:
Building positive relationship with difficult students:	• Building positive relationship with difficult students. • Giving students choices when possible. • Sharing positive feeling with students.
Preventing behavior problems:	• Establish clear classroom rules. • Reducing negative and vague command. • Using nonverbal signals.
The importance of teacher attention:	• Using praise and encouragement more affectively for targeted behaviors. • Providing nonverbal cues of appreciation • Encouraging students to praise themselves.

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Motivating children through incentives:	• Providing unexpected reward and celebration. • Using complement charts for targeted positive behaviors.
Ignoring redirecting:	• Ignore inappropriate response from children. • Staying calm. • Teaching students how to ignore misbehaviors form their peers.
Follow through with consequences:	• Using guidelines for setting up Time Out in the classroom. • Using the color card system. • Using anger thermometer to help students to calm down.
Emotional regulation social skills:	• Fostering listening and speaking skills between students. • Involving parents in encouraging their children's social skills. • Teaching students how to ask for what they want in appropriate ways.

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