

The Effectiveness of Faculty Members in Managing and Arranging Psycho-Social Environment at Al Ain University of Science and Technology

Hytham Mohammad Falah Bany Issa

Department of Professional Diploma in Teaching
Faculty of Education, Humanities and Social Sciences
Al Ain University of Science and Technology, UAE
P.O. Box: 64141 Al Ain
UAE

Abstract

This paper investigated to what extent academic staffs at Al Ain University of Science and Technology implement psychosocial classroom environment elements from the perspective of the Professional Diploma Program students. To achieve the objective of the study the researcher, based on previous related studies, developed and used a questionnaire that has the necessary elements to sufficiently elicit the subject's responses. All students enrolled in the professional diploma in teaching program at Al Ain University of Science and Technology formed the subjects of the study. The results showed that the scale items got positive perception from all the students and who believed that their instructors at the program displayed good implementation of the psychosocial classroom environment elements. While the student's gender did not have a significant influence on their responses, the branch of study at high school affected students' responses. By comparison, that literary branch showed more satisfaction with their teachers' implementation. Findings may be useful to teacher educators in developing a self-judgment process in order to revise their practice to enhance the educational experience. This could create a better teaching atmosphere that, of course, could lead to a successful learner.

Keywords: classroom management, psychosocial environment, teacher education, seating arrangement

1. Introduction

Recently, the styles and strategies of teaching and learning process affect students' academic performance, either positively or negatively. It is a necessary element to be closely observed since it is one of the factors affecting the production of future generation. Regarding this issue, all parties need to implement the best approaches to create effectiveness in managing and arranging psycho-social environment in the educational system. Basically, psycho-social is the combination of psychology and sociology. It relates to one's psychological development and interaction with the social environment (Moos, 1973). Meaning that, both teachers and students should create a learning environment, in which they can communicate with each other. According to Erikson (1950), psycho-social development consists of eight stages that factorize the interaction of the body, mind and cultural influences. It is believed that the implementation of psycho-social in educational institution leads to positive impacts on students, teachers, and the institution itself.

The nine aspects will interact with each other and need to be understood and manipulated by the teacher as much as possible. This is because all these elements are very critical and mutually affected substantially in terms of determining the production of effective learning, cognitive and behavioural students (Walberg, 1981). It is evident that the psycho-social environment stimulates students' engagement in the learning process and influences their behaviour (Fraser, 1998).

2. Literature Review

According to Oliver and Reschly (2007), it is vital for every faculty members to manage and arrange psychosocial environment in education due to the importance and impacts of psycho-social environment on teachers and students. The ability of teachers to organize classroom and manage the students' behaviors in the classroom is critical in order to achieve positive educational outcomes, instead of establishing the psycho-social environment that makes good instruction possible (Emmer & Stough, 2001). According to Berline (1986), Browers and

Tomic(2000) and Espin and Yell (1994), teachers who have problems with classroom management are frequently created ineffective learning program and sometimes disrupt the lesson. The inability of the teachers to integrate multiple teaching styles in the classroom often contributes to the low achievement and poor academic performance of the students (Donovan & Cross, 2002; Harrell, Leavell, Tassel & McKee, 2004).

According to Nicolai (2003), psycho-social support is a part of education because teachers can provide a stable, affectionate relationship for a student, instead of its aim to help students to get relaxed, develop skills and learn values in the classroom. Thus, UNESCO (2006) suggests that psycho-social environment is needed to be managed and arranged in education as a support to the learners in creating effective teaching and learning process. The psycho-social environment in education refers to the interpersonal relationships in the school, the social environment and how the students and the staff interact with each other. The psychosocial environment is also about the students' experience of the learning situation. (Fraser & Fisher, 1982). In order to manage and arrange psycho-social environment in education, the teachers must consider students' preferences of learning because it has been observed that students learn better and develop more positive attitude in their preferred psycho-social learning environment (Chionh& Fraser, 1998; Hoffner-Moss & Fraser, 2002). There are some strategies that can be developed in creating psycho-social environment in education such as encouraging a warm classroom environment, making quality relationships with the students, observing and enhancing students' personal development, boosting the students to develop multiple skills, and becoming a role model of appropriate behaviors.

2.1 Encouraging a Warm Classroom Environment

According to Bucholz and Sheffler (2009), the types of classroom that the teacher creates and encourages can either increase or decrease a student's ability to learn and feel comfortable as a member of the class. Thus, the classroom environment should be observed in order to foster cooperation and make the lesson effective. Educational research supports creating an atmosphere of mutual respect, where students feel relaxed in asking questions and expressing their thoughts and feelings (Stronge, 2002). Bucholz and Sheffler (2009) claim "that a warm classroom environment can lead to an increased academic achievement and a sense of pride and belonging in the school" (p. 1). Regarding this, the teacher needs to design the classroom at the very beginning of the school year. Therefore, Scott, Leach and Bucholz (2008) suggest that the teacher should organize, arrange and decorate the classroom. This can be identified as a physical environment, as a step to foster and adapt psycho-social environment in the class. Hathaway (1987) states that a conducive classroom promotes a sense of comfort in enhancing psycho-social environment in the classroom. However, Hannah (2013) claims that teachers cannot forget about the emotional environment when making adaptations to the classroom. From this perspective, it is clearly explained that emotional aspect of the students should be considered as well. Overall, the classroom environment plays a crucial role in keeping students engaged and allowing them to be successful within the classroom (Hannah, 2013).

2.2 Making Quality Relationships with the Students

In order to create psycho-social learning environment, teachers can approach the students' attention and interests by making quality relationships with the students. The relationship between teachers and students is clearly important because students' relationships with teachers have important, positive and long-lasting implications for students' academic and social development.

According to Battistich, Schaps and Wilson (2004), Birch and Ladd (1997) and Hamre and Pianta (2001), quality relationships between teachers and students help to lower down the conflict and create classroom environments that are more conducive to learning and meet students' developmental, emotional and academic needs. In addition, Birch and Ladd (1997) and Klem and Connell (2004) explain that teachers who experience close relationships with students encounter less disciplined problems and encourage the students not to avoid school, instead, they appear with more self-directed, more cooperative, and more engaged in learning.

By making quality relationship with students, they are able to improve themselves and achieve better academic performance (Birch & Ladd, 1997). Relationship between teachers and students definitely helps in managing and arranging psycho-social environment in education since they need to communicate and cooperate with each other. It is evident that students who are close to their teachers are more likely to make good decisions, develop skills, improve themselves and feel motivated since the teachers inspire them (Daniels & Perry, 2003; Perry & Weinstein, 1998).

2.3 Observing and Enhancing Students' Personal Development

As a teacher, he or she must possess the ability of doing observation on students in order to see and determine their level of proficiency in learning. This is because it is an important element to be considered in helping the students to enhance their personal development. According to Astin (1999), it is important to ensure that all students in the class get involve in every activity held during teaching and learning program. This is because the effectiveness of any educational policy or practice is directly related to the capacity of that policy or practice to increase students' involvement (Astin, 1999). It is supported as Rosenshine (1982) suggests that learning will be greatest when the learning environment is structured to encourage active participation by the students. Besides, Coleman (1961) and McDill and Rigsby (1973) propose that students' involvement, commitment of time and energy to academic work can be strongly influenced by student peers. Therefore, it is suggested for teacher to allow the students to learn by cooperating with their friend. For instance, teachers can enhance the students' development by assessing them with a group assignment. Indirectly, these activities that are so-called psycho-social learning style, would contribute to enhancing the students to interact and work among them. As claimed by Astin (1984), Mallette and Cabrera (1991), Nora (1987), Pascarella and Terenzini (1980) and Terenzini and Pascarella (1977), the greater students' involvement or integration in the life of the college the greater the likelihood that they will persist. In order to manage and arrange psycho-social environment in education, teachers must be able to observe and enhance students' personal development.

2.4 Boosting the Students to Develop Multiple Skills

Generally, skills are very crucial in producing students with good qualities. In term of arranging psycho-social environment in education, Gartrell (2006) proposes that teachers can make their classrooms encouraging and supportive by teaching students problem-solving and conflict resolution skills in small groups and whole class meetings. Nelsen, Lott, and Glenn (1997) define class meetings as when the teacher assigns assessment in which the students need to form a circle and work together to discuss and solve classroom issues and problems. This is very helpful in boosting the students to develop communication skills, instead of creating a sense of belonging and trust for students. Classroom meetings can also encourage children to work together to solve problems while practicing pro-social skills (Bucholz & Shaffler, 2009). In addition, Lundeberg, Emmett, Osland and Lindquist (1997) explain that there are three possible types of classroom meetings which are open-ended meetings, problem-solving meetings, and educational-diagnostic meetings. Edwards and Mullis (2003) insist that students are able to develop a list of possible solutions and evaluate those solutions to solve problems by working together. Furthermore, listening skill is also vital in creating psycho-social environment in education. As stated by Swain, Friehe & Harrington (2004), listening is an important skill, not just for the social reasons, but for educational impacts as well. Listening to learn is common in schools, and although listening is an important skill, it is often not taught and as a result students are often poor listeners. Disability of both teachers and students of being good listeners would disrupt the management of psycho-social environment in education. This is because listening skill helps teachers and students to interact with each other, in order to implement psycho-social environment in teaching and learning process.

2.5 Becoming a Role Model of Appropriate Behaviors

In order to implement psycho-social environment in the classroom, the teachers need to become a role model of appropriate behaviors to the students. This is because students will feel comfortable and overcome their fear to communicate with the teachers.

According to Hurd, Zimmerman and Reischl (2011), role model of behaviors has its own positive and negative effects, and it really depends on one's self, either to contribute in positive effects or the negative ones. Basically, children learn things through observation and imitation from their surroundings. Therefore, teachers must become a good model to the students, since they are the one who are responsible in educating children at schools.

Hughes, Parkinson and Vargo (1989) claim that students who witness negative behaviors tend to act in the way they are used to. Therefore, Lickona (1991) suggests that school and teachers should educate for characters, especially through teaching respect and responsibility. To sum up, teachers' roles are very crucial in managing and arranging psycho-social environment education since students need to cooperate and interact with them. It is evident that most of teaching and learning programs are effective when psycho-social environment is created or adapted in the classroom (Chionh & Fraser, 1998).

3. Methodology

3.1 Research Problem and Significance

The psychosocial environment identifies relationships among students with each other, the teacher and how this interprets into learning. University professors play a key role in setting a positive learning environment that is conducive to active learning and consequently impact students' achievement and engagement.

In determining the classroom environment, it is important to employ the information gathered from students' opinions and perceptions. Therefore, the current study aimed at measuring the perceptions of the student teachers of the psychosocial environment in the College of Education, Humanities, and Social Sciences at Al Ain University of Science and Technology and then uses the results to identify the characteristics of actual and preferred classroom in order to improve the learning environment at the college.

3.2 Limitation of the Study

1. The study was limited to the Students who were enrolled in the Professional Diploma Program at Al Ain University of Science and Technology. Therefore, the findings of this study cannot be generalized to other faculties who teach other subjects or different programs.
2. The generalization of the results was based on the reliability and validity of the instrument that the researcher has developed and adopted.
3. The study was limited to the academic year 2012/2013.

3.3 Operational Definitions of Terms

The following terms are used in this dissertation and need some clarification.

Student Teachers: These are the students who are enrolled in the Professional Diploma in Teaching where they study a range of theoretical education-management based topics for one full academic year before they commence their practical training in the schools for sixteen weeks.

Psychosocial environment: This refers to the attitudes, emotions, values and relations that set the tone of the classroom.

3.4 Questions of the Study

The purpose of this study was to identify the perceptions of Al Ain University of Science and Technology students' about how effective their teachers in implementing the different elements of the psychosocial environments. The following are the specific questions of the study:

1. To what degree are psychosocial environment applied by academic staff of Al Ain University of Science and Technology from the perspective of the students in the professional diploma in teaching program?
2. Are there significant differences between students' perception of the degree of implementing psychosocial environment in the classroom by the academic staff due to the difference in the gender of the students?
3. Are there significant differences between students' perception of the degree of implementing psychosocial environment by the academic staff due to the difference in the students' branch of study?

3.5 Subjects of the Study

The subjects of the study were the 403 student teachers who completed their teaching practices in Al Ain University of Science and Technology in the 2012-2013 academic year.

3.6 Sample of the Study

Due to the easy access, the sample of the study consisted of all students who were enrolled in the program in the 2012-2013 academic year.

3.7 Instruments of the Study

The researchers developed a questionnaire that includes a set of items that are considered effective in managing and arranging the psychosocial environment. In identifying those items, the researcher made use of the available previous related studies and the faculty members and the students in Al Ain University. He elicited some ideas by asking them questions such as:

- a. In your opinion, what makes an effective faculty?

- b. In your opinion, what makes an effective learning environment?
- c. In your opinion, when is a lecture most effective?

Upon feedback and proposed ideas, the questionnaire appeared in its final copy, which was used, in the current study.

3.8 Validity and Reliability of the Questionnaire

In order to ensure the validity of the instrument, the questionnaire was given to a panel of faculty members for their feedback on the statements and it was also piloted on a sample of student teachers to assess the suitability of the items. Based on the responses, the questionnaire was modified resulted in its final form.

Cronbach Alpha coefficient was used to measure the reliability of the questionnaire. The questionnaire was applied on a sample from the population equivalent to the participants of the study; Cronbach Alpha coefficient was calculated and found to be 0.91 while the stability was 0.93

3.9 Procedures of the Study

The researcher distributed the final version of the questionnaire on the 400 students of the professional program in person to ensure the effective and honest involvement of the subjects of the study. One hundred eighty filled questionnaires were received of which 12 were dropped due to the lack of sufficient clarity and seriousness in responses. In total, responses from 167 questionnaires were tabulated and computed using the SPSS software.

In order to analyze the subjects' responses and answer the first question of the study, the average and standard deviation for each item was computed and tabulated; while t.test was used to analytically answer the second and the third questions.

3.10 Measuring responses

The questionnaire adopted a five-point Likert scale ranging from 5= Always to 1= never. In order to determine the satisfaction of the students towards their teachers' effectiveness in managing the psychosocial environment, each scale was given a gradual ranged value as per table 1

Table (1): Scale and Mean Range of the Questionnaire

Scale	Mean Range
Never	1.0- 1.49
Rarely	1.50 – 2.49
Sometimes	2.50- 3.00
Often	3.0 -3.49
Always	3.0- 5.0

4. Findings of the Study

The study aimed at investigating the degree to which Al Ain University of Science and Technology faculty arrange and manage effective psychosocial classroom environment. The subjects of the study were asked to give their opinions about 31 items following five-point Likert scale. Table (2) shows the mean and standard deviations for the responses of students to each item of the questionnaire.

Table 2: Mean and Standard Deviations for the Responses of Students to each item Related to the Psychosocial Environment of the Questionnaire

Rank	No.	Item	Average	StDev
1	14	Establish a relationship of mutual respect in the classroom.	4.50	.74
2	20	Invest instructional time effectively	4.49	.74
3	29	Uses clear and appropriate language	4.41	.89
4	22	Ensure logical display of the content	4.40	.78
5	8	Create a friendly, tense free atmosphere	4.34	.82
6	25	Provide students with clear expectations	4.31	.84
7	27	Explain lessons in a manner that commensurate with the level of students.	4.29	.91
8	11	Encourage students to express their opinions and ideas.	4.27	.82
9	21	Illustrate the challenging areas/ concepts	4.27	.90
10	9	Enhance the positive performances of the students.	4.20	.84
11	7	Consider students' interest in teaching	4.12	.94
12	18	Prepare in advance all equipment needed	4.12	1.07
13	30	Utilize different methodologies to achieve the learning outcomes	4.09	.99
14	2	Integrate different technologies to achieve the learning outcomes	4.07	.88
15	1	Treat students with firm but fairly	4.05	1.06
16	5	Reinforce positive attitudes	4.05	.95
17	26	Avoid dealing harshly with the students.	4.02	1.01
18	3	Define the objectives of the lesson prior to teaching session	4.01	.93
19	31	Deal appropriately with difficult students	3.97	1.11
20	4	Provide appropriate feedback.	3.94	.91
21	15	Identify and respond to undesirable behaviors in the classroom	3.87	1.01
22	12	Differentiate teaching styles to meet talented students requirement	3.86	1.00
23	23	Use a variety of teaching methods.	3.86	1.01
24	28	Assesse students' performance regularly	3.86	1.10
25	24	Use a variety of educational strategies	3.79	1.05
26	6	Handle wisely misbehavior in the classroom	3.78	.93
27	19	Involve all students in meaningful curricular and non -curricular activities	3.70	1.13
28	10	Ensure that class activities match different levels	3.63	1.11
29	13	Cater for less abled students' needs	3.63	1.11
30	16	Consider students' level when assigning homework	3.62	1.15
31	17	Use group work to solve problems	3.22	1.34
		Total	4.02	.58

However, the results of the study are presented in accordance with the questions of the study.

4.1 Results Related to the First Question

To what degree is psychosocial environment applied by academic staff of AlAin University of Science and Technology from the perspective of the students in the professional diploma in teaching program?

Table 2 reveals that the overall mean of the subjects' responses to the psychosocial environment-related statements of the questionnaire is 4.2. This means that the scale items got very positive perception from students. Thus, it is clear that the subjects of the study expressed their satisfaction to their teachers' arrangement in regards with the psychosocial environment. The highest average came from item (14), which states, "Establish a relationship of mutual respect in the classroom." On the other hand, item (17), which states that "Use group work to solve problems," was ranked last with (3.22) mean.

4.2 Results related to the Second Question

Is there significant difference between students' perception of the degree of implementing psychosocial environment in the classroom by the academic staff due the difference in the gender of the students?

To provide answers for this question mean and standard deviations for respondents of all scale items were calculated. The differences between averages were tested after that using t-test. Table 3 shows the statistics and the results of the t-test.

Table 3: Means and Standard Deviations Students' Responses on the Questionnaire According to Gender

	Gender	No.	Average	Std. Deviation	T. value	DF	Sig
Psychosocial environment	Male	16	4.22	.541	1.443	165	0.151
	Female	151	4.00	.580			
Total	Male	16	4.22	.571	1.465	165	0.145
	Female	151	4.00	.587			

As can be seen from Table 3 the overall mean square of female respondents is (4.00) which is less than the mean of male respondents (4.22). This difference is not statistically significant at $\alpha = 0.05$ if t equals 0.145. This means that students' perception to their teachers' effectiveness in applying the psychosocial environments did not differ according the gender of the students.

4.3 Results Related to the third Question

Are there significant differences between students' perception of the degree of implementing psychosocial environment by the academic staff due to the difference in the students branch of study?

In order to statistically answer the third question, average and standard deviations for students' responses were computed and for computing the differences across mean scores, t-test was used. Table 4 illustrates that there is a significant difference at ($\alpha = 0.05$) in the subjects' perception on their teachers' effectiveness in managing their psychosocial environment due to the branch of study in favor for the literary branch.

Table 4: Means and Standard Deviations Students' Responses on the Questionnaire According to branch of study

	Branch of study	No.	Average	Std. Deviation	T. value	DF	Sig
Psychosocial environment	Scientific	137	4.12	.512	4.854	165	.000
	Literary	30	3.59	.670			
Total	Scientific	137	4.11	.518	4.829	165	.000
	Literary	30	3.58	.688			

5. Discussion and Recommendations

Psychosocial environment in the classroom at different levels can affect students' learning. Research has publicized that there is a relationship between environment constructs and several outcomes, including learning, engagement, motivation, social relationships, and group dynamics. The social climate or known as psychosocial environment further affects students' self-efficacy, emotional growth, character building and performance. It is one way in which teachers more effectively manage instruction and wisely use the instructional time because it establishes a climate conducive to learning. On the other hand, poor classroom climate does not support the instructor to administrate the activities he/ she has planned. This can hinder the accomplishment of the day as well as limit what and how students learn.

The findings of the current study toe the line to many other previous studies (Bucholz and Sheffler, 2009) in stressing the importance of constructing positive psychosocial environment for effective teaching and learning. The subjects of the study highly valued their instructors' strategies in building warm and welcoming classroom environment where respect, trust, friendship , clear expectations, firmness, and fairness exist. This feedback is significant for the teacher to reflect on his/ her classroom management strategies and to make necessary modifications when needed.A plusiableexplanimation for this high and very close range of rating (3.22 - 4.49) may be that this environment is full of coorelated subtleties, and the smallest of factors can make significant differences in the students' responses. Although there are many elements on the psych-social environemnt, you need to address all of them in order to have apositive learning environment. For example, you cannot build a warm classroom environment and otherelements like good presentation skills, variation in teaching techniques.. are not successfully addressed.

Therefore, it is critical that teachers continuously assess and evaluate their effectiveness in applying the different elements of the psychosocial environments in their classrooms. This practice is expected to lead to a substantial improvement in the teaching process because all stakeholders have a chance to evaluate and reflect on the components of effective classroom environments. Teachers can get feedback from their students to make necessary adaptation and modifications into their techniques, relationships with their students. Since students could give a clear image about the classroom environments, it is commendable to consider their perceptions about the application of the classroom environment mechanisms. Institutions, in the same vein, can employ feedback further to develop their programs and psychosocial classroom environments; program developers may also reconsider the components of teaching program to include courses on classroom management and environments. Learning classroom environments are very valuable for inclusion in teacher education programs.

Students' responses in this study showed that the faculty members used functional methods to create an optimal learning environment. This is evident in the positive response the students showed on the statement "Establish a relationship of mutual respect in the classroom." This finding accentuates that human relation skills are one of the most important factors that largely contribute to the psychosocial environment. This is also echoed in Schaps and Wilson (2004), Klem and Connell (2004) studies which emphasized the robust, positive relationship between students level of enthusiasm and engagement and their perceptions of the classroom as being socially empathetic. In order for students to invest their study strategies and self-confidence about their ability to succeed wisely, teachers are required to promote the perception of a climate of mutual respect.

The quality and quantity of relationships that the teachers establish in the learning environment although it is neglected in teacher education literature is acknowledged as an indispensable feature in the educational process. Good human relations between all who are involved enable students to interact productively, nurture social and emotional growth, and equally important promote learning and achievement. The researchers recommend that teachers view classroom environment as an ongoing exercise in finding new ways of building constructive relationships with students from the most motivated to the most difficult. The teachers are expected to refine and foster further their ability to shape in their classes an ideal environment that is suited for all the pupils in the group, and not only for a resilient majority.

However, there is a common consensus about the types of skills in human relations and their value for educators and the learning environments. The process in which teachers learn, develop and maintain these skills has not been completed and is still controversial. These skills include friendliness, positive attitudes, ability to listen and ability to compliment genuinely. Additionally, although it may not be one of the current study objectives, teachers need to develop these skills not only with students but also with their colleagues and parents. We have to keep in mind that human relation skills are certainly contingent on the characteristics and skills of individual teachers. Variation between teachers within the same schools is as great as the difference between teachers from other schools in this respect. This variation probably explains the relatively wide range of responses of the subjects of the current study.

The results showed that there were no significant differences between students' responses to the questionnaire statements for teachers' assessment that could be attributed to the difference in gender who cooperated in this study. This finding could be evidence on the integrity of the subjects' of the study and that they have the same attitudes towards their teachers regardless their gender. Thus, their assessment is not affected by this factor and this, of course, gives unbiased judgment. The researchers recommend that elements of effective classroom environments be revised and shared with all teaching staff.

The results demonstrated that the branch of study at high school affected students' perceptions on their teachers' effectiveness in implementing elements of the psychosocial environment. The literary branch students showed more positive perceptions to their teachers' mechanisms in managing the classroom environments. One of the conceivable explanations could be that students in literary branch used group work and discussion techniques more frequently than their counterparts in the scientific group. For these students, it is critical to have a relaxing and free of tense classroom atmosphere. This finding may also be attributed to the nature of students who chose the literary branch; they tend to value the positive classroom environment. Assessment scheme where students' participation is assessed could also lead to the constructive creation of the favorable classroom environment. On this regard, the researchers recommend that more weight is given to the classroom environment in teacher appraisal and that students' participation and behavior are also being numerically assessed.

In conclusion, in order to achieve intellectual growth inside the classroom, this would require a rich and varied classroom atmosphere that caters for the psychosocial environment. Teachers, educators and researchers could employ students' inputs and views on their teachers' procedures to create a favorable classroom environment; students have the potential to assess and evaluate honestly and flawlessly the effective classroom management components. The manner used by the teacher to treat the students, respect them as learners and people, demonstrate care and commitment for them, and take care of different variables in the classroom are some of the attribute of expert teachers.

References

- Astin, A. (1984). Student Involvement: A Developmental Theory for Higher Education. *Journal of College Student Personnel*, 25, 297-308
- Astin, A. W. (1991). Student Involvement: A Developmental Theory for Higher Education. *Journal of College Student Development*, 40(5), 518-529.
- Battistich, V., Schaps, E. & Wilson, N.(2004). Effects of an Elementary School Intervention on Students' "Connectedness" To School and Social Adjustment during Middle School. *The Journal of Primary Prevention*, 24(3), 243-262.
- Berliner, D. C. (1986).In Pursuit of the Expert Pedagogue. *Educational Researcher*, 15(7), 5-13.
- Birch, S. H. & Ladd, G. W. (1997). The Teacher-Child Relationship and Early School Adjustment. *Journal of School Psychology*, 55(1), 61-79.
- Browers, A. & Tomic, W. (2000). A Longitudinal Study of Teacher Burnout and Perceived Self-Efficacy in Classroom Management. *Teaching and Teacher Education*, 16(2), 239-253.
- Buchholz, J. L. & Sheffler, J. L. (2009).Creating a Warm and Inclusive Classroom Environment: Planning for All Children to Feel Welcome. *Electronic Journal for Inclusive Education*, 2(4), 1-3.
- Chionh, Y. H. & Fraser, B. J. (1998). Validation of the 'What Is Happening in This Class' Questionnaire. Paper Presented at the Annual Meeting of the National Association for Research in Science Teaching, San Diego, C.A den Brok, P. Brekelmans, M. &
- Wubbels, T. (2004) Interpersonal Teacher Behavior and Student Outcomes. *School Effectiveness and School Improvement*, 15(3&4), 407-422.
- Coleman. J. S. (1961). *The adolescent society*. New York: Free Press.
- Daniels, D. H. & Perry, K. E. (2003). "Learner-centered" according to Children. *Theory into Practice*, 42(2), 102-108.
- Donovan, M. S. & Cross, C. T. (2002).*Minority Students in Special and Gifted Education*. Washington, DC: National Academy Press.
- Edwards, D. & Mullis, F. (2003). Classroom meetings: Encouraging a Climate of Cooperation. *Professional School Counseling*, 7(1), 20-29.
- Emmer, E. T. & Stough, L. M. (2001). Classroom Management: A Critical Part of Educational Psychology, with Implications for Teacher Education. *Educational Psychologist*, 36(2), 103-112.
- Erikson, E. H. (1950). *Childhood and Society*. New York: Norton.
- Espin, C. A. & Yell, M. L. (1994). Critical Indicators of Effective Teaching for Preservice Teachers: Relationships between Teaching Behaviors and Ratings of Effectiveness. *Teacher Education and Special Education*, 17, 154-169.
- Fraser, B. J. & Fisher, D. L. (1982).Predicting Students' Outcomes from Their Perceptions of Classroom Psychosocial Environment. *American Educational Research Journal*, 19(4), 988-518.
- Fraser, B. J. (1998). Classroom Environments Instruments: Development, Validity and Applications. *Learning Environment Research: An International Journal*, 1, 7-33.
- Gartrell, D. (2006). The beauty of class meetings. *Young Children*, 61(6), 54-55.
- Hamre, B. K. & Pianta, R. C.(2001). Early Teacher-Child Relationships and the Trajectory of Children's School Outcomes through Eighth Grade. *Child Development*, 72, 625-638.
- Hannah, R. (2013). The Effect of Classroom Environment on Student Learning. Honors Theses. Paper 2375.
- Harrell, P., Leavell, A., Tassel, F. & McKee, K. (2004). No Teacher Left Behind: Results of a Five-Year Study of Teacher Attrition. *Action in Teacher Education*, 26, 47-59.
- Hathaway, W. E. (1987). Effects of Light and Color on Pupil Achievement, Behavior, and Physiology. *Council of Educational Facility Planners, International*, 25(2). 34.

- Hoffner-Moss, M. C. & Fraser, B. J. (2002). Using Environment Assessments in Improving Teaching and Learning in High School Biology Classrooms. Paper Presented at NARST Annual Meeting, New Orleans.
- How to Create a Positive Classroom Climate to Help Your Students Become Successful Learners. (n.d.). In Classroom Management Success. Retrieved on November 13, 2014, from <http://www.classroom-management-success.org/classroom-climate.html>
- Hughes, H.M., Parkinson, D. & Vargo, M. (1989). Witnessing Spouse Abuse and Experiencing Physical Abuse: A "double whammy"? *Journal of Family Violence*, 4, 197-209.
- Hurd, N. M., Zimmerman, M. A. & Reischl, T. M. (2011). Role Model Behavior and Youth Violence: A Study of Positive and Negative Effects. *The Journal of Early Adolescence*, 31(2), 323-354.
- Klem, A. M. & Connell, J. P. (2004). Relationships Matter: Linking Teacher Support to Student Engagement and Achievement. *Journal of School Health*, 74(7), 262-273.
- Lickona, T. (1991). What is Effective Character Education? Paper Presented at the Stony Brook School Symposium on Character (October 6, 2001).
- Lundeberg, M. A., Emmett, J., Osland, P. A. & Lindquist, N. (1997). Down with put-downs! *Educational Leadership*, 55, 36-37.
- Mallette, B. I. & Cabrera, A. (1991). Determinants of Withdrawal Behaviors: An Exploratory Study. *Research in Higher Education*, 32, 179-194.
- McDill, E. L. & Rigsby, L. C. (1973). Structure and Process in Secondary Schools: The Academic Impact of Educational Climates. Baltimore: Johns Hopkins University Press.
- Moos, R. H. (1973). Conceptualization of Human Environments. *American Psychologist*, 28(8), 652-665.
- Nelsen, J., Lott, L. & Glenn, H. S. (1997). Positive Discipline in the Classroom. Tulsa, OK: Empowering People Books.
- Nicolai, S. (2003a). Education in Emergencies: A Tool for Starting and Managing Education Environment in Emergencies. London: Save the Children.
- Nora, A. (1987). Determinants of Retention among Chicano College Students. *Research in Higher Education*, 26(1), 31-59.
- Oliver, R. M. & Reschly, D. J. (2007). Effective Classroom Management: Teacher Preparation and Professional Development. Washington, DC: National Comprehensive Centre for Teacher Quality.
- Pascarella, E. T. & Terenzini, P. T. (1980). Predicting Persistence and Voluntary Dropout Decision from a Theoretical Model. *Journal of Higher Education*, 51, Terenzini, P. T. & Pascarella, E. T. 60-75.
- Perry, K. E. & Weinstein, R. S. (1998). The Social Context of Early Schooling and Children's School Adjustment. *Educational Psychologist*, 33(4), 177-194.
- Rosenshine, B. (1982). Teaching Functions in Instructional Programs. Paper Presented at the National Institute of Education's National Invitational Conference on Research on 'reaching': Implications for Practice, Washington, DC.
- Scott, J., Leach, D. & Bucholz, J. L. (2008). Organizing the inclusive classroom for grades K-3. In M. La Rocque & S. M. Darling (Eds.), *Blended Curriculum in the Inclusive K-3 Classroom: Teaching All Young Children* (pp. 91-127). Boston: Pearson Education, Inc.
- Stronge, J. H. (2002). Qualities of Effective Teachers. Alexandria, VA: Association for Supervision and Curriculum Development.
- Swain, K. D., Friehe, M. M. & Harrington, J. M. (2004). Teaching Listening Strategies in the Inclusive Classroom. *Intervention in School and Clinic*, 40(1), 48-54.
- Terenzini, P. T. & Pascarella, E. T. (1977). Voluntary Freshman Attrition and Patterns of Social and Academic Integration in a University: A Test of a Conceptual Model. *Research in Higher Education*, 6, 25-43.
- UNESCO. (2006). Psychosocial Support to Learners. Paris, Eugene Delacroix: International Institute for Educational Planning.
- Walberg, H. J. (1981). A Psychological Theory of Education Productivity. In Farley, F.H. & Gordons, N. (Eds.), *Psychology and Education* (pp. 81-110). Chicago: National Society for the Study of Education.