

ABSTRACT

This study is a complementary study to other similar ones dealing with the class control strategies topic. The importance of this study lies in the fact that it deals with both the teachers' and the students' perceptions at the same time. It tried to identify the class control methods which are used in the preparatory and secondary schools in the Arabic schools related to Jerusalem Municipality. The study tried to find out the most frequently used methods to control the students' behavior in the classroom. It also tried to find if there is any relationship between the used strategy and the teacher's gender or the stage (s)he teaches, or any relationship between the teachers' and the students' perceptions towards these strategies.

The researcher adopted the questionnaire prepared by (Alawneh, 1995) and used it as the research tool. Certain modifications were introduced to the questionnaire to match the goals of the study. The modification was based on the class control strategies identified by (Wolfgang & Kelasay, 1995): (1) The listening relationship, (2) confronting and contracting, (3) Assertive-controlling, and (4) coercive legalistic.

The study population was all the students and the teachers, who teach in the preparatory and secondary schools in the Arabic schools of Jerusalem Municipality. The sample which consisted of 200 male and female teachers and 400 students were chosen as a stratified random sample. Six hundred questionnaires were distributed, 535 were recovered: 188 for teachers, 347 for students.

The statistical analysis was based on using percentages, and the hypothesis were tested by Ttest.

From the teachers' point of view the findings of the study showed that the listening relationship strategy was used by (67%), the confronting-contracting strategy by (59,8%), the assertive-controlling strategy by (52,2%), and the coercive legalistic strategy by (31,8%).

The students thought that the strategies used to achieve class control were used according to this order: (1) Confronting -controlling strategy (56,1%), (2) Assertive controlling (53,8%), (3) Listening relationship (48,5%), and (4) coercive-legalistic (48,2%).

When comparisons between male and female teachers were held, the study showed that male teachers generally use the assertive controlling strategy and the coercive legalistic ones more than female teachers do. In addition to this it showed that preparatory male teachers tend to use the assertive controlling strategy more than female teachers teaching the same grade do. Furthermore, the secondary teachers tend to use the coercive legalistic strategy more than preparatory school teachers do.

From the students' point of view, the study showed that the male teachers tend to use the coercive-legalistic strategy more than female teachers do, and it showed that preparatory school teachers tend to use the listening relation strategy and the confronting-contracting one, more than secondary school teachers do. In addition to this the study showed that the listening relation strategy is much more used by female teachers, and that the coercive-legalistic strategy is widely used by male

teachers. Furthermore the study showed that the preparatory female school teachers tend to use the listening relation more than their peers in secondary schools do.

This study showed that the five methods which are frequently used to maintain class regulations (from the teachers' point of view) are: Forgiveness for minor misbehaviors, varying the lesson's methods and activities, adding a sense of humor, naming the disturbing student to draw his attention, and giving him/her a glance of blame. On the other hand the five methods which are frequently used to achieve class order (from the students' point of view) are: Forgiveness, setting classroom rules from the first school day, adding a sense of humor, avoiding the argument with the student, and drawing the attention of the disturbing student.

The results of the study showed that the five most preferred behaviors by the teachers are: Talking to the student, cooperation with the headteacher, talking with the students' parents, setting classroom rules right from the beginning, and varying the lessons' methods and activities. On the other hand the five methods which the students preferred are: Varying the lessons' methods and activities, adding a sense of humor, talking to the disturbing student privately, and discussing the problem as a general topic in the classroom. The results of the study were discussed in terms of the results of other similar previous studies.