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**Using positive discipline techniques in the EFL classroom/
Metode pozitivnog discipliniranja u nastavi engleskog jezika**

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ABSTRACT

Instead of using punishment or reward, positive discipline techniques are an effective way of managing classroom discipline. Research suggests that the way the teacher manages their classroom directly contributes to the classroom setting. To create a successful educational process, the classroom environment needs to be nurturing. For that reason, different skills such as cooperation, mutual respect, and acceptance of each other need to be developed. Nowadays we need to inspire teachers to be agents of change, so we help in creating a better world tomorrow. Due to the current pandemic situation the research had to be carried out in an online classroom context.

This research paper aimed to understand and analyze how a teacher's management style about positive discipline is connected to higher motivation levels, and improved academic performance. Twenty teachers filled out a survey that determined the type of their teaching style with the intent of helping them apprehend and assess their familiarity with different types of positive discipline classroom management techniques in the EFL classroom.

Furthermore, the systematic study of teachers' approaches and their views on classroom management methods helped explain whether and how the EFL teachers are creating a productive learning environment. In addition, 22 students completed a questionnaire to test the teaching effectiveness, motivation, and achievement of positive discipline strategies in the EFL classroom.

From the analysis of the data, it was noted that a positive relationship affects the academic achievements of the students. The study found that positive discipline is a very important element in the teaching process. Consequently, it is suggested that teachers should strive to create a positive learning environment and promote values such as self-awareness, collaboration, and personal autonomy, because it helps create a better relationship with students, and teaches them how to have positive attitudes about themselves and society in general.

KEYWORDS: positive discipline, classroom management, teacher's style, education, academic achievement, English as a Foreign Language (EFL), online classroom context.

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1. INTRODUCTION

A popular issue that many researchers wrote about is classroom management strategies. The way the teacher manages the classroom speaks a lot about their philosophy, motivation, and expertise. In the fast-paced environment of the 21st century, contemporary teachers should always be aware of the fact that their progress has to always be growing, as there is always more to learn. To strengthen their teaching skills, an effective teacher reflects upon their work and evolves that way.

The classroom environment is one of the most important factors affecting the learning process and it plays an indispensable part in students' motivation and academic achievement. In a nurturing environment that students see as positive, supportive, and fair, the learning process becomes something students easily adapt and look forward to. Today, we know that learning in school involves more than just being exposed to information and preset content. Durrant (2016) established that children absorb everything they see around them and that they learn best when they feel comfortable exploring their environment. A few factors that can contribute to a creation of a positive learning environment are supportive learning culture, proper discipline measures, addressing individual learner's needs, and engaging students in all activities (Evertson & Emmer, 2017). According to Albert (2005)¹ classroom discipline needs to be cooperative and teachers should strive to create a surrounding that is not focused only on restrictions and rigid rules. The cooperative discipline focuses on helping students connect with others, contribute and see themselves as capable (Charles, 2006). That kind of learning environment refocuses students' ability to explore various viewpoints, be authentic and solve problems creatively. To create a positive learning environment, it is needed to apply positive discipline methods which emphasize holistic learning, instead of emphasizing only specific parts of human experience. Nelsen (2006) found that positive discipline promotes all areas of a child's experience: physical, emotional, social, and cognitive development. Proponents of this approach agree that it builds up balanced relationships between not only people but people and their environment, which has a direct impact on how individuals learn. According to Durrant (2016), the effects of a positive learning environment that deals with all the aspects of child development result in a higher motivation level. Human development professionals have established that there are two types of motivation: extrinsic and intrinsic. Extrinsic motivation is determined by the individual's surroundings and specific tasks, while

¹ Charles, C. M. (2014). *Building classroom discipline*. Pearson Education.

intrinsic motivation is found in individuals since the task is perceived as beneficial. Motivation alone can predispose whether the learner will pass or fail (Schindler, 2010).

Students who are happy, motivated, and self-aware demonstrate that the proper methodology helps teachers reach their full potential, but more importantly engages, motivates, and influences the learners. Teachers need to be aware that they play a vital role in the lives of their students. Beyond the role of educating, teachers set the tone of their classroom, build a warm environment, mentor and nurture their students, and at all times listen and look for signs of misbehavior. School is as much a place of social learning as academic learning, and teachers follow students through pivotal stages of development playing one of the most influential roles in their students' lives.

Throughout the last century, traditional teaching methods went through significant changes, and a lot of research has been conducted exploring the effect of different teaching styles. According to Charles (2008), the contemporary teacher needs to be adaptable, confident, compassionate, empowering, a team player, and be engaged in a lifelong learning process. Postholm (2013) emphasized the importance of teaching methods to be beneficial to all the students. Traditionally used teacher-centered methods put all their focus on the teacher. Students are passive listeners and collaboration is discouraged. Contrary, when the classroom operates with student-centered instructions there is a shared interaction between the teacher and students. Learners are encouraged to collaborate and communicate with each other. Evertson (2003) suggests that both approaches have their advantages and disadvantages but implementing student-centered methods teaches students to direct their learning, ask questions and be authentic.

Because teachers have a great impact on students' learning, Stronge, Ward, and Grant (2011) researched what makes up a "good" teacher. They found out that the way teachers manage the classroom including the relationship with students has the biggest impact on students' success. Even though teachers have a big influence on their students' behavior, some teachers may not be aware of the amount of influence they have (Roache & Lewis, 2011). Because of this, teachers often end up using punishment as a way of correcting students' behavior.

Students need more freedom and proper communication with the teacher to fulfill their academic potential. Schindler (2010) claims that teaching methods are extremely important in imparting knowledge to learners. Methodologies that are learner-oriented will achieve greater results, as they should fit the learning styles of all. Qamar (2018) holds that teachers' appropriate use of classroom management strategies is a source that enhances the learning of students within the classroom. We know that classroom management is a key

factor directly affecting the students' achievements. Sometimes teachers are in charge of classrooms where it can be relatively hard to meet all the students' needs and maintain control. Classroom management has two purposes: to establish a quiet and calm environment to promote meaningful learning and to help children's social, moral and academic achievement (Doyle, 1986). There are various ways to manage students, but one way of doing so is by applying positive discipline methods. Positive discipline is a popular technique that uses positive reinforcement to encourage students to behave. Teachers turn to problem-solving and classroom discussion so that opinions are heard and self-awareness is enhanced which resolves the problem at hand (Nelsen, 2006).

This way, teachers are taking the role of an advisor and students are responsible and well aware of their behavior.

One of the main problems that teachers face nowadays is that there is no enough training on the topic of positive discipline and appropriate classroom management techniques. This is especially important for the context of Bosnia and Herzegovina which is still lagging behind when it comes to getting practical experience during the study. The complexity of the system made it difficult for teachers to get the proper knowledge and stay informed about contemporary classroom management strategies.

Furthermore, there is little research in Bosnia and Herzegovina on contemporary methodological trends, and teachers are generally negatively affected by the lack of support.

This paper aims to present main terms and concepts related to positive discipline strategies that can be used in the process of learning English as a foreign language, but also to provide teachers with guidelines and suggestions on how to creatively manage classroom discipline in their teaching.

The research study presented in this paper was conducted in the academic year 2020/2021 in an online context. The paper consists of five major chapters. The first chapter, titled *Different Teaching Styles*, discusses how teacher's approaches and methods have a crucial role in the creation of an effective learning process. Furthermore, it describes three different teaching styles. The first one is Authoritarian which focuses on imposing authority over students without any exception. Students have to follow whatever the teacher says. The second teaching style is Permissive, and in this style, teachers are quite lenient. Usually, they take more of a friendly role and only step in when there are serious issues. Lastly, there is an authoritative teaching style, and teachers who employ this style have rules and use consequences, but they also take their students' opinions into account.

The next chapter, *Teacher in a foreign language classroom* focuses on the role of teacher in a foreign language classroom. It also emphasizes the importance of a strong teacher-student relationship as it helps students become more cooperative. To that end, a conclusion is made that good behavior is valued and students and teachers can establish a trusting learning environment that becomes a safe place for learning and making academic accomplishments.

The following chapter, titled *Discipline* aims to relate the concept of discipline to academic motivation and achievement. Positive discipline, as well as discipline in a virtual classroom during the Covid-19 pandemic, are discussed and subsequently followed by the next chapter called *Reasons for Classroom Misbehavior*. Several factors contributing to misbehavior are listed, and the following conclusions are made. First, the presented factors are not necessarily inherent to all the students, and they should not be taken as the only factors that affect the student's behavior. Second, motivation increases students' learning (Theobald, 2006), and teachers play a vital role in increasing students' engagement through motivational support (Schuitema, Peetsma & Oort, 2016).

The subsequent chapter focuses on *Positive Discipline Strategies in EFL Classroom*. Rather than using punishment or rewards, contemporary research suggests that positive discipline is a more effective way to manage misbehaving students.

The succeeding chapters discuss the methodological framework of the research and present and analyze the results. The study is divided into two parts: teachers' survey and student's questionnaire. The approach of the conducted research is pragmatic and uses the descriptive method. The data was used to gather information and the observable effects of the students' interests and teachers' techniques in the learning process. Overall, 20 teachers completed a survey containing both closed and open-ended questions about their attitudes towards the concept of motivation, teaching style, and academic achievement concerning discipline strategies. Furthermore, 25 elementary school students filled out the online questionnaire. The results suggest that the participants were familiar with some of the abovementioned concepts and that the majority of both participants' groups believe that innovative teaching methods can benefit them. Even though a lot of research has been conducted on this topic worldwide, the matter is still not researched

enough in Bosnia and Herzegovina, and as the research body suggests, there is still a long way before the education system in the region fully adopts the concept of positive discipline.

In conclusion, this paper aims to help not only teachers but also students in the process of teaching and learning English as a foreign language. Moreover, it aims to help teachers create a positive atmosphere and adapt their teaching styles to help students overcome difficulties. In addition, we want to raise awareness and scientific questions about the need for contemporary teacher training programs and greater investment in research in this field in Bosnia and Herzegovina.

2. DIFFERENT TEACHING STYLES

Instructor's behaviors and individual characteristics of students are among the essential ingredients of an effective teaching-learning environment. On the part of instructors, they have the responsibility for both maximizing learning and sustaining order in classroom events (Burroughs, 2007). This underlies that, for effective teaching, instructors should consider and effectively manage the interplay between the academic and social dimensions of classrooms (Walker, 2009). The teachers' approach to classroom management has a crucial role in creating an effective teaching-learning process (Snowman & Biehler, 2003).

At the beginning of the twentieth century, the use of different teaching styles started to be implemented. Evertson, Emmer & Worsham (2013) conducted research on classroom management and found the importance of applying different methods because students learn differently, and all of them equally need to be able to learn what is being taught.

Some people say that to teach is to perform art. Great teachers use their voices, movements, and gestures to elicit answers and maintain attention. Just like other performers, teachers need to show a strong sense of presence and highly focused energy. As we already mentioned, since all students learn differently, teachers need to try to incorporate as many different styles as possible into their delivery. The concept of learning has to include positive attitudes, the ability to acquire knowledge, and allowing learners to extend their knowledge and then apply it to everyday life (Marzano, 2012). Therefore, teachers need to develop these concepts to help learners develop them and be independent in gathering knowledge throughout their lives. We know that a style is a particular procedure by which something is done; a manner or way. Therefore, the teaching style can be characterized as a teacher's behavior (Gregors, 1979). Every teacher has their reactions to different notions in the classroom. Every behavior, therefore the teacher's behavior in class included, has also its conscious and unconscious implications. Since the classroom environment is always dynamic, teachers may subconsciously deliver different messages. Due to that, we can infer that teaching style has a great effect on students and their development.

Teaching style can be determined according to two basic characteristics: are the teachers oriented to lessons and materials or students' personalities (Shindler, 2010). If the teachers are oriented mainly towards the materials and assignments, they believe that the most important thing is to acquire all the goals and objectives and that is their main area of focus. Contrary, teachers who are oriented towards the

students' personalities and individual needs believe that it is important to create a productive and safe learning environment, to motivate and encourage their students, and to praise and reward them for good work (Đigić, 2013). Roache & Lewis (2011) state that more effective are the teachers who are oriented to students' personalities and needs. It is not new to us that students prefer teachers who pay attention to their feelings, those who help them fulfill their potential, and those who are always clear and precise in their delivery.

Furthermore, researchers have identified different aspects of teaching situations that help students enhance motivation.

Lucas (1990) in his research showed that several styles and teaching strategies could be employed by the teacher to encourage students to become self-motivated, independent learners. As identified, teachers need to support students' beliefs through frequent positive feedback which will help them feel like valued members of a learning community.

From this we can infer that teachers do not only teach, instead, they have the primary job to teach effectively to maximize students' creativity, inventions, positivity, creative thinking (Nelson, 2006). A teacher should adopt a teaching style that promotes important characteristics among students, such as responsibility, cooperation, self-esteem, creativity, and constructivism.

Besides, a teacher's role is that of a leader, while the students play the role of a learner. The more effective the leader is, the more his learners will be.

Not all teaching styles and techniques are created equally. What works in one environment might not work in another. There are generally three different kinds of teaching styles that most of the teachers adopt, and those are *Authoritarian, Permissive, and Democratic styles*. Nonetheless, classroom management styles of teachers can be characterized along two dimensions (Baumrind, 1971): type of control exercised over students, and degree of involvement of teachers with students.

The authoritarian teacher, who focuses on discipline and has expectations of swift obedience, believes that the students only need to pay attention during classes to gain knowledge. The permissive teacher is not engaged with their students or learning, places few demands on the students, and does not try to manage the classroom environment. Finally, the democratic teacher exhibits a warm and nurturing attitude toward their students and expresses interest and affection, thus placing limits and controls on the students while simultaneously encouraging their independence (Bassett, 2013).

Children are unpredictable by nature, therefore flexibility and adaptability in the classroom are two of the most important qualities every teacher must possess (Burroughs, 2007). Being flexible means receiving criticism and changing up what we are used to doing to incorporate positive or negative feedback into the teaching style. On the other hand, adaptability is the ability to adapt to change. Generally, it means being able to adjust ourselves to constantly changing roles, job responsibilities, different schedules, and materials. Teaching methods and different teaching styles might change throughout the career. But teachers need to be aware that they will always need to be changing up their classroom management methods. No teacher will exhibit only one management style. Instead, they will fall to one of the styles occasionally. Therefore, they need to be able to come up with some other forms of displaying the information in a way that fits the needs of all students, especially those who may have not grasped the concept with the first lecture output.

2.1. Authoritarian Teaching Style

For students to acquire communicative competence in a new language, they must actively engage in the learning process, devoting intense effort and persistence to what can be a difficult and time-consuming challenge (Masgoret & Gardner, 2003). Unfortunately, the learning environment is sometimes not ideal for promoting students' engagement. Factors that cause students to feel controlled have been shown to negatively affect motivation (Deci, Eghrari, Patrick, & Leone, 1994). Having a language instructor with an authoritarian teaching style is also likely to make students feel controlled, possibly decreasing their motivation for language learning (Deci & Ryan, 2000). In this case, the teacher has the dominant role, while the students remain passive. In traditionally oriented classrooms there is no interaction among the students, and most of the time they have to listen carefully to what the teacher says. Authoritarian teachers impose their ideas and concepts onto students without taking into account their desires and aspirations. According to Nelsen (2006), teachers as such don't leave any room for diversity which in effect stifles creativity and the promotion of the plurality of ideas which in return advances knowledge acquisition. Students are to follow uncritically whatever the teacher teaches without questioning already established truths.

Rijavec and Miljkovic (2010) claim that authoritarian teachers pay the most attention to discipline. Their way of managing discipline is through punishment structures.

According to Baumrind (1971), the authoritarian style tends to be characterized by numerous behavioral regulations, is often seen as punitive and restrictive, and students have neither a say in their management nor do they seem to need explanations; the teacher's character is sometimes perceived as being cold, even punishing. In return, students are mostly afraid of those teachers and get distant and unmotivated for further involvement.

There are two possible reactions to the authoritarian teaching style. Either the students will act submissive and fulfill all the demands, or they will try to stand out from their peers as being aggressive.

This category of teachers is quickly addressing every behavior that is not acceptable in the classroom. However, support and positive reinforcement are quite rare. The authoritarian teachers use loud voices to get students' attention and they act angry if the students don't follow their directives. Unfortunately, Bassett (2013) reports that the research has shown that the cost of authoritarian style includes student anxiety and minimal long-term positive effects. No one enjoys yelling. Although the students might conform because they are afraid, this teaching method rarely produces behavioral changes which last over time.

Ilić (2012) describes the situation in an authoritarian class, "Students are standing in the class and waiting for the teacher. They are not allowed to sit until the teacher says so. The teacher is in charge. Students are quiet. To every turmoil, the teacher reacts with a punishment. The students try to explain what they want, but they are not allowed to. There are no questions after the lesson. The teacher believes that students learn best if they listen to him carefully. The teacher doesn't communicate with the students. All the decisions are made by the teacher." This situation sums up the authoritarian teaching style, and we can infer that those teachers are always dominant and active whereas students remain passive. Walker claims that authoritarian teachers emphasize too much the mistakes their pupils make, without ever giving them positive feedback or encouraging them to correct them. They are mostly oriented on the negative, and this kind of relationship is not good for students nor their knowledge acquisition. Research has shown that the type of management strategies used results in characteristic behaviors, and the authoritarian style helps to produce students who are ineffective at social interaction, and somewhat inactive.

2.2. Permissive Teaching Style

Permissive teaching is a style of classroom management characterized by low demands with high responsiveness (Marzano, 2012). It is also characterized by a lack of involvement, the environment is non-punitive, there are few demands on students, and there is a lot of freedom (Wenning, 2004). Permissive teachers tend to be loving, yet they only provide a few guidelines and ground rules. These teachers, in connection to discipline, often do not expect much from their students and might seem more like a friend than a learning authority figure. While they are usually warm, out of fear of not being accepted or loved by their students they do not attempt to control or discipline them. Because there is a lack of structure, no rules, and demands in the classroom environment, students tend to struggle with self-regulation and self-control (Wenning, 2004). Teachers who exhibit this style are seen as “too nice”. They want students to like them and they truly want to be helpful, so they are supportive and warm, but not very good at setting their limits. In return, students get more quarrelsome in the school environment and academically less motivated. In this kind of environment, students are not encouraged or motivated to fulfill their potential.

Teachers may focus on effort while de-emphasizing the quality of students’ productions. Disruptive behavior may be ignored or handled with weak, soft-spoken “reprimands” or pleading (Bassett, 2013). Even though warmth and support are great qualities, students still appreciate discipline even if they don’t show it. Unfortunately, the downside of the permissive style is a classroom that is out of control. Constructive learning does not flow well. While students may describe a permissive teacher as “nice and easy” when fundamental issues arise, they do not feel safe trusting the teacher to take care of problematic situations. Students do not get prepared for the outside world because they are not used to following any rule structure, there are no consequences for their bad behavior, therefore they start using it.

Roache & Lewis (2011) have found that an overly permissive approach to teaching can lead to many negative outcomes. Students tend to lack self-discipline, possess poor social skills, and oftentimes can be regarded as demanding and insecure due to the lack of guidance. Permissive styles help to produce students that are immature, show poor self-restraint, and who exhibit poor leadership skills (Drobot, Rosu, 2012).

No matter what the delivery material is, these teachers do not manage to acquire their goals or objectives in any area of their work, the information processing, development of interpersonal skills, or decision makings (Drobot, Rosu, 2012).

There are a few recommendations suggested by Trautner (2017) for permissive teachers: to emphasize the importance of ground rules and behavior expectations in the classroom. Teachers who are this type are advised to decide in advance what will happen if the rules aren't followed. It is suggested to always follow through, even though it may be challenging at first to set limits and rules, eventually, students learn to feel secure in an environment that cares enough to have boundaries to keep them safe and accountable.

2.3. Authoritative/ Democratic Teaching Style

According to many authors, this is the most successful classroom management style. An authoritative teaching style is an approach to classroom management that combines warmth, sensitivity, and limit setting. Democratic teachers set clear rules and use positive reinforcement and reasoning to guide their students. These teachers avoid resorting to punishments or hollow threats. This kind of environment produces students who are independent, self-reliant, socially accepted, academically successful, and well-behaved (Nelsen, 2006).

Teachers with an authoritarian approach create a classroom in which students can regulate their behavior by explaining the rationale for classroom rules and adjusting these as students make progress toward governing themselves appropriately (Snowman & Biehler, 2003). Authoritative teachers employ positive instructional practices within a highly controlling and nurturing context (Walker, 2009). Thus, in such an environment, students have the opportunity to see and internalize the rationales underlying classrooms and comply with the rules on their initiative (McCaslin & Good, 1992)

Previous research has provided some evidence on the relationship between the authoritative approach and positive academic and behavioral outcomes among elementary school students (Baker, Clark, Crowl & Carlson, 2009), and adolescents (Kuntsche, Gmel & Rehm, 2006). If the boundaries are set, the students know what consequences they will face for misbehavior. Authoritative teachers take a different, more moderate approach to classroom management which emphasizes setting high standards, being nurturing and responsive, and showing respect for students as independent, rational beings (Walker, 2009). They expect maturity and cooperation, but at the same time offering lots of emotional support.

Just like permissive teachers, democratic teachers are nurturing, responsive and involved, but unlike permissive teachers, authoritative teachers do not let their students get away when misbehaving. Instead, they take a firm stand and expect their students to behave responsibly. In contrast to authoritarian,

authoritative teachers aim to inspire cooperation by fostering positive feelings and teaching their students the reasons for the rules. They avoid using harsh punishments, and they are less likely to try to control or shame their pupils. When the problem arises, they listen to students' concerns and take them into account. According to Charles (2008), students who are taught by these kinds of teachers are constantly encouraged to recognize their sense of autonomy, self-discipline, and respect for others. Democratic teachers involve their students in the learning process, they encourage dialogue and question-asking. In those classrooms, teachers are not dominant and students are passive like in the other two. Miljkovic claims that teachers who exhibit authoritative style set the rules up together with the students, which in return makes the students feel like active participants who have control in their learning process. Being actively involved in solving a problem (as opposed to passively receiving instructions from the teacher) has also been noted to improve students' reasoning skills and foster self-directed learning, thus developing their self-reliant skills (Yuan, Wang, Kushniruk, & Peng, 2017).

Authoritative teachers do their best by staying somewhere in the middle- remaining flexible and kind in their communication while imposing high standards on their students. Learner empowerment, as a motivation-based construct, refers to learners' finding a task meaningful, feeling competent to perform a task, and having the feeling that their efforts have an impact on the scheme of things in their class (Frymier, Shulman & Houser, 1996). This suggests that the teacher's behavior can influence learner's empowerment, which in turn plays a role in academic achievements.

Finally, students who learn in an authoritative environment are more likely to develop stronger emotional regulatory skills, due to teachers' encouragement but also guidance. From the beginning, they are taught how to cope rather than how to avoid obstacles. And because of their ability to self-regulate, these students tend to be better problem solvers with higher academic performance. (Yuan, Wang, Kushniruk, & Peng, 2017).

3. TEACHER IN A FOREIGN LANGUAGE CLASSROOM

The following chapter will talk about multifaceted roles teachers take within the classroom, as well as the importance of teacher-student relationship in the foreign language classroom.

3.1. Multiple roles of teachers

According to Lewis (2002) teachers have to play many roles moving on from possibilities such as authority figure, leader, knower, director, manager, counselor, guide, and even such roles as friend, confidante, and parent. Next, Glasser (1990) identifies teachers as managers who need to work effectively if they want to successfully teach their students. The managerial role of a teacher requires them to guide students to understand that hard work and obedience will have a positive influence on their lives.

Faustino (2012) also argues that teachers take many roles within the classroom scope. She believes teachers need to be vibrant, energetic, and full of life and vigor to fully manage their classroom because the most effective way to deal with difficult behavior is to prevent it. The same way teachers are trying to meet their students, the students are trying to get to know their teachers. They will try to test the rules, to see if the teacher means what she says. They will also want to know the consequences for violation, and the way teachers respond is very important.

When thinking in terms of roles teachers can take within the classroom context, we are referring to the pedagogy which assists students to understand their learning matters (Rahimi & Karkami, 2015). Therefore, the learning process is made meaningful because students can see the importance of their work. The relationship between teachers and students allows teachers to connect and understand their student's interests, emotions and opinions and makes it easier to plan for future teaching.

Allen, Pianta, Gregory, Mikami & Lun (2011) believe that content can be taught to a learner at any given level provided it is structured and delivered in the required manner of learners' understanding. To have disciplined, focused, and self-motivated learners the effective classroom management needs to take place. Teachers need to choose carefully what teaching style they are employing in their communication and the strategies of teaching should be creative and innovative to keep the learning process ongoing. Teacher

training universities must equip teachers with adequate knowledge and skills relevant to their professional development to meet the demands of the labor market. (Rahimi & Karkami, 2015).

One point we have to be aware of is that the roles are changing depending on the country we are teaching in, the institution, and students. Therefore, some roles will be more prominent than others. Šejtanić (2009) indicates that one of the most important things for a teacher is to know oneself and her limitations. If we are aware of our preferences and dislikes and accept the fact that the roles are constantly changing, and that we need to be consistent in our endeavors with students, then there will be no negative feelings among them, since everyone is getting equal treatment.

Dević (2016) believes that the biggest issue with the education system in Bosnia and Herzegovina is the fact that there is inconsistency in the curriculum and labor market needs which puts teachers in an undesirable position. The Federal Ministry Education adviser, Kuko (2019) concluded that decentralization of the education system in Bosnia and Herzegovina presents another challenge since not every canton can have the same quality of education. Even though the Western cultures emphasize the non-authoritarian roles and teaching styles, one major consideration is the effectiveness of the roles and the contextual factors associated with the level of engagement, the school policy, and overall conditions teachers have in a given environment. When it comes to Bosnia and Herzegovina, the school administrations have effective power over the curriculum and rarely bring the classroom teachers in the process. Thus, teachers need to teach and adapt their style in a way that is favorable in their respective institutions or canton policies.

To sum up, the roles teachers play and the styles they develop will merge to create a classroom climate. So, when the circumstances allow for it and with the combination of well-tested pedagogical principles, together with the teacher's intuition classroom surroundings can be positive, stimulating, and energizing.

3.2 Teacher-student relationship in a foreign language classroom

Many researchers have indicated that academic achievement and learners' behavior are influenced by the quality of the educator-learner relationship (Burden, Cangelosi, Kruger, 2008). When a teacher uses practices that foster interpersonal skills and demonstrate care for students, they are less likely to reject one another (Donahue, 2003). Additionally, aggressive students who have a positive relationship with teachers are more likely to be accepted by peers than aggressive students who lack positive relationships with their teachers (Hughes, 2001). These researchers suggest that if educators are treating their learners correctly, learners are likely to cooperate with them, behave correctly and perform successfully in their studies. Cangelosi (1997) supports this view by stating that learners are likely to cooperate with educators if they consistently communicate in an assertive manner rather than either a hostile or passive manner.

By ignoring certain misbehavior, we are telling the class that a particular rule is not important. This way students are open to question if all the rules are legitimate. Contrary, if we overreact to misbehavior, we are sending a message to our students that the only way to get our attention is through negative behavior. Therefore, it is a must, to be honest, and clear with the students. By setting and enforcing classroom rules fairly and consistently, teachers are building an emotionally, academically, and socially safe learning environment. So far, we all know that students reach their maximum potential in a supportive setting (Glasser, 1994). Students feel free to focus only on learning and take educational risks without having to worry if someone will tease or laugh at their efforts. The classroom simply becomes a place where learning is a continuous process. This way, teachers need to always think of different ways to reactivate the natural curiosity to learn.

As we can see, the teacher-student relationship is central and the most powerful element within the learning environment. It is a major factor affecting students' development, academic motivation, and overall school engagement (Evertson & Emmer, 2017). Supportive and positive relationships between teachers and students ultimately promote a "sense of school belonging" and encourage students to "participate" cooperatively in classroom activities." (Hughes & Chen, 2011).

One of the major effects on students' behavior is also how they learn. They tend to show no interest in activities which they don't value and which contribute to the development of disruptive behavior. Where

there is a strong teacher-student relationship, students enjoy learning, they become more cooperative and there is a possibility for improvement in their academic performance. In addition, teachers need to help students develop expectations with positive outcome expectations. This way teachers are communicating clearly that good behavior is valued and with the focus on building a trusting relationship they are establishing a safe place to grow and make academic accomplishments. Teachers can accomplish this only through the development of a positive relationship with students, the creation of a positive learning environment, and experiences that can enable students to demonstrate their success.

Improving student-teacher relationships is only the first step toward meeting students' emotional needs (Weissberg, 2000). A teacher should also work on producing a caring community of learners. Such efforts improve the nature of interactions among students and promote students' engagement in school (Hamre & Pianta, 2005).

Overall, teachers set the tone in the classroom; they mentor, nurture and build a warm environment. To have a positive impact, teachers need to become role models. Nowadays, many educators are encouraged to adopt new practices that acknowledge the whole child approach, and they should always be aware that they will accomplish more if they switch between the roles, styles, and methods.

4. DISCIPLINE

The following paragraph will explore the concept of discipline and try to link it with students' motivation level and academic achievement. The first section will consider the classroom discipline together with the punitive discipline strategies and effects they have on a learning process. The next sections will examine positive discipline strategies and discipline in a virtual classroom during the Covid-19 pandemic.

4.1. Classroom Discipline

The word 'discipline' comes from the Latin word 'discipulus' which means teaching and learning. The term has the essence of control in it and means "to teach someone to obey rules and control their behavior or to punish someone to keep order and control" (Longman Dictionary of Contemporary English, 2005); and thus, it is mostly connoted with punishment in case of disobedience. Punitive strategies such as detention are used in schools based on "the premise that isolation gives the perpetrator time to reflect on what happened, realize the error of his or her ways, and return to the same situation but with a change of behavior and attitude" (Pane, 2010). However, contemporary research on the issue suggests that punitive strategies appear to be of limited usefulness in promoting responsible student behavior (Lewis, 2002) and should be replaced by proactive and interactive discipline practices (Pane, 2010).

Undoubtedly, discipline is a crucial component of any classroom. It teaches students to respect each other and it provides them with the means to accomplish their objectives, as it taps into their intrinsic motivation. However, there might be misunderstandings because discipline is not punishment. The learning process is more effective if students are taught self-control and can take responsibility to ensure appropriate behavior. As observable instructional behavior of teachers in the classroom is indicative of their teaching effectiveness (Kyriakides, Creemers, & Antoniou, 2009), the way teachers discipline their classes has a profound impact on the way they project themselves as effective teachers. It is obvious that teachers who care choose positive discipline strategies which are based on the relationship between aggression and punishment. A few studies support the fact that more caring teachers and those who use relationship-based discipline strategies are perceived to be more effective teachers by their students (e.g., Teven & McCroskey, 1997).

Students need to be involved in decision-making and be aware of good behavior. That way, they are allowed to be more responsible and show more positive interest to their teachers. Students prefer teachers who enact caring attitudes, establish community and family-type environments, and make learning fun (Howard, 2001). Caring teachers display more empathy and always try to see the situation from the student's perspective and try to understand how they feel about it.

So far, research has shown that teacher management styles maximize students' academic performance and keep them on task (Altinel, 2006), engage students in learning (Everston & Weinstein, 2006), and influence their motivation and achievement (Freiberg, Stein, & Huang, 1995). This implies that students are more motivated, consequently, they learn better when teachers employ appropriate discipline strategies. So, the more students are comfortable in the classroom and perceive that the teacher cares about them, the more they will be involved in the learning process, pay more attention, and certainly acquire more knowledge.

4.2 Positive Discipline

In the early 1920s, Adler and Dreikurs developed the Positive Discipline Parenting and Classroom Management Model by advocating the treatment of children respectfully and emphasizing that spoiling and pampering children is not beneficial to them. The classroom strategies were initially introduced in Vienna in the early 1920s and brought to the United States in the late 1930s (Nelsen, 1981). Dreikurs and Adler refer to the kind and firm approach to teaching and parenting as "democratic."

Positive discipline tends to respond to a child's behavior in ways that will lead to accomplishing long-term goals. To be effective in using positive discipline, the long-term goals and objectives should always be in the teacher's uppermost mind (Browning, 2000; Potter, 1999). Teaching children how to solve problems, giving students choices, using natural and logical consequences to teach, and teaching positive life skills through the use of follow-through are some of the major components of positive discipline (Eaton, 1997).

When an adult shame a child for not making their expectations clear or punishing them, the child may fail to develop good self-esteem (Durrant, 2016). Lower self-esteem can result in more behavior problems (Eaton, 1997). This implies that oftentimes children use inappropriate behavior to cover up loneliness, fear, or deeper emotions of pain. Consequently, we can infer that if teachers simply choose to blame and punish students, they end up deepening reasons for misbehavior. Finding a solution for a certain behavior requires finding a reason for the behavior itself and educators need to know how to address the conduct alone

instead of simply labeling the child as a bad child. As we teach children not to hurt others, we must also teach them that no one has the right to hurt them. Positive discipline comes from a place of love and a desire to help students to live harmoniously with their surroundings. Proper, positive discipline empowers students to behave correctly (Gourgeon, 2018). With proper and loving discipline management, it is easier for students to try and eliminate wrongdoings and decisions which stand in the way of the objectives they want to accomplish. In turn, they become motivated and make decisions that will help them achieve their goals.

Corpus and Wormington (2014) as well as Lemos and Verissimo (2014) found that the more intrinsic motivation a person has, the more academic success they will have. In addition to helping children develop intrinsic motivation by not centering the classroom around motivational tools such as candies, it is important to give students opportunities to make their own choices, see the consequences of their decisions, and learn problem-solving skills.

According to Purkey and Straham (2002) positive discipline results when learners and role players in a school intentionally create environments and a climate that encourage people to think critically but favorably of themselves and how they think, behave, and act in various life roles, thus continuously improving the culture of teaching and learning. This suggests that with the use of positive discipline strategies teachers are reinforcing good behavior while at the same time eliminating undesired behavior. It means that students are encouraged and taught how to think about their actions and the way it affects others, it makes them responsible and respectful of their environment.

Research has shown that children are born with the need to connect with others and children that are feeling connected with their surroundings are less likely to act up. To be successful members of the community, they need to learn suitable social and life skills. With positive discipline teachers help students acquire them.

In addition, with positive discipline learners are taught to be self-reliant and responsible. According to Durrant (2016), positive discipline aims at mental and moral training. It strives towards the restructure of behavior following social conformity and established norms.

Therefore, learners should be taught how to be responsible for their judgments, actions, and decisions.

Ngoepe (1997) argues that educators should act as the representatives of society, especially adult members of the community. They should ensure that moral values that are deemed highly by different societies from

which learners come are passed on to learners. This way it is the educator's duty to transmit the moral values which are fundamental and regarded as crucial in constructing the learner's character. In short, through the use of positive discipline students are empowered to realize the requirements for order in the real-world context. They learn to understand reasons why some types of behavior are criticized while other types of behavior are praised.

As Nelsen (1981) states, positive discipline doesn't use yelling or severe punishment, instead, it is communicated what behaviors are appropriate, which ones are not and what are the rewards and consequences for each. She further provides the following criteria for "effective discipline":

1. Helps children feel a sense of connection (belonging and significance)
2. Is mutually respectful and encouraging (kind and firm at the same time)
3. Is effective long-term. (Consider what the child is thinking, feeling, learning, and deciding about himself and his world- and what to do in the future to survive or to thrive).
4. Teaches important social and life skills. (Respect, concern for others, problem-solving, and cooperation as well as the skills to contribute to the home, school, or larger community).
5. Invites children to discover how capable they are. (Encourages the constructive use of personal power and autonomy).

A study of parent and teacher education programs directed at parents and teachers of students with "maladaptive" behavior that implemented Positive Discipline tools showed a statistically significant improvement in the behavior of students in the program schools when compared to control schools (Nelsen, 1981). In addition, Anđić, Pejić & Vidulin (2010) researched with 246 participants which aimed to understand the teacher's attitudes towards the different aspects of the educational process such as communication and implementation of different strategies and their effect on classroom energy. The results showed that both students and teachers find that aspect as a crucial component of the teaching-learning process. Next, Grujić (2019) researched teaching styles concerning positive discipline and found out that the teaching style is connected with positive discipline in the classroom.

Therefore, we can conclude that a positive discipline is a pedagogical approach beneficial to both students and teachers. It is not punitive or permissive, instead, it creates opportunities to practice new skills and to make learning rewarding.

4.3 Discipline in a virtual classroom and the Covid-19 crisis

Coming back to the temporary situation worldwide, due to the COVID-19 pandemic, schools continue to be closed and teachers are relying on online teaching. This was a huge change for both teachers and students and many have been faced with issues concerning discipline. The new term has been coined “Zoombombing” and it refers to the unwanted intrusion of an online environment that causes disruption. Teachers have been forced to quickly adapt and determine how to apply disciplinary measures to address inappropriate behavior. With online learning school, discipline enters a new realm. The discipline itself is never a matter of keeping the classroom noiseless. Nowadays, in a virtual classroom educators have to monitor if the students are engaged, sitting still, participating in class discussions, keeping their cameras on, not playing with their pets or eating. Reasonably, it can be overwhelming. Not that much research has been done on positive discipline in the virtual classroom, but various online content suggests that many schools have extended their in-class discipline practices to the online classrooms with just a few modifications, such as teaching them from the start that the home commodity doesn’t apply to the virtual classroom. Now, more than ever students need to be encouraged to communicate because emotion is difficult to convey online. Therefore, it is safe for us to infer that discipline among the other things mainly depends on the individual teacher.

Various schools and districts have reported implementing practices online that address students’ social and emotional needs, including the use of positive discipline measures instead of punishment. Maynard & Weinstein (2019), argue that positive discipline measures are aimed at repairing the harm students have caused and teaching them how to learn from the experience.

The Washington Post (2020) has published an article addressing this issue, and one teacher states “*You have to be engaged with your students and know them, teachers who don’t focus on building a welcoming and trusting place for their students have more of a problem with discipline.*”

Shortly, as with all things discipline-related, school personnel must weigh all options to protect the safety and wellbeing of their pupils, they also have to address and correct misbehavior, and only with transparent rules and collaboration can they reach their goals.

When it comes to the context of Bosnia and Herzegovina, the Center for Educational Initiatives in cooperation with proMENTE (2020) has researched the experience of online teaching from the perspective of parents and students. There were around 10,000 participants in total.

The research revealed that 80% of participants think online learning was the most stressful for teachers with an emphasis that not all the teachers performed their work in the same way.

Over 70% of participants stated that students were receiving regular feedback on their work and progress. Furthermore, 54.2% of participants argued that they felt like teachers were taking care of the students and their feelings and 57.7% said that teachers were working hard to make it easier for the parents to help students.

Some of the concerns that participants pointed out were about the bad internet connection, difficulties in accessing the learning platforms, and not having the proper technological equipment for online schooling. One of the important factors we cannot forget is that a solid number of students didn't have proper conditions for a virtual classroom at all.

On the other hand, 77.5% of students felt more relaxed during this period as they could be in their pajamas, sit as they want, and eat during the class. Some of them (27%) find online classes more interesting than traditional ones, and 11% assert feeling more confident about what they have learned than in a traditional setting.

As we can see, the online way was more interesting to some while it was more challenging to the other group of participants. Overall, it showed that online classes can be as interesting or even more than the traditional setting, but it also put a lot of hard work on teachers who are not properly trained for it. The biggest challenge for parents was a concern that students are not communicating with their peers enough and concerns about the future. On the other hand, students reported feeling quite satisfied with the materials and support they were getting from their teachers, although when asked if they would attend online classes after the pandemic, 67.8% of students answered no.

5. REASONS FOR CLASSROOM MISBEHAVIOR

There are various reasons for misbehavior and lack of discipline at school and home likewise. One way to change that is to understand why the inappropriate behavior is happening to begin with. The truth is, there isn't always an easy answer to the question of why children get into mischief sometimes. However, getting to the root of this and understanding the reasons behind the misbehavior can help educators solve many of the behavioral issues in both traditional and online classrooms. We are well aware of the fact that classroom management is a huge part of a teacher's job. And in the following paragraph, we will try to get to the core of what might be the reasons for making students want to misbehave.

5.1 Factors contributing to student misbehavior

According to Varma (1993), disciplinary problems arise when learners, apparently deliberately, set about frustrating educators from attaining the task for which they have been employed. There are many ways of doing so, and some of them involve inattentiveness, disobedience, disruptive, rude, and impolite behavior which pushes the situation out of the teacher's control. Therefore, we can infer there are various factors that contribute to a certain kind of misbehavior. According to Sun & Shek (2011) teachers usually report that disturbing behaviors in the classroom can be intolerable, stress-provoking and they've had to spend a great deal of time and energy to manage the classroom. The research findings have shown that school misbehavior is escalated with lowered academic achievement and increased delinquent behavior. To lessen these effects, it is of primary importance to identify what are exactly the reasons for these behaviors inside the classroom. Thompson (2009) reported the following as some of the factors that can affect students' misconduct.

Needs not being met

One of the best-known theories of motivation is Abraham Maslow's hierarchy of needs (Vasquez, 2016). According to him, our actions are motivated to achieve certain needs. As stated in his concept of a hierarchy of needs, it is suggested that people need to fulfill basic needs before moving on to the more advanced ones. Maslow further states that humans have an inborn desire to be self-actualized to reach their full potential. However, to reach that state, many more basic needs such as food, safety, love, warmth, and self-esteem need to be met. Therefore, we can infer that if our students are hungry or exhausted, some of their basic needs are not being met and it is very hard for them to conform to the expected rules. Accordingly, if students' basic needs are not fulfilled, they will act out in disruptive ways.

Medical issues

According to estimates from CDC's Autism and Developmental Disabilities Monitoring (ASD) Network, about 1 in 54 children is likely to be on the ASD spectrum, which means that students with an anxiety disorder or ADHD are part of the norm in the contemporary classroom.²

Correspondingly, many students come to class with inherently related medical issues which can impact their capability to function and behave properly and they need the teacher's support to function positively. Students who are diagnosed with one of these disorders suffer from a reduced ability to control their impulses and generally have difficulties socially interacting with their peers and performing repetitive tasks. This kind of behavior often ends up being perceived as disruptive to their environment, and these students may turn out to be frustrating to educators.

Lack of discipline management strategies

The research suggests that managing discipline is essentially important for effective learning and teaching. Therefore, if teachers cannot manage classrooms, they will be incompetent of doing their job properly, that is teaching. Many educators limit their knowledge of disciplinary measures and rely mostly on punitive strategies, punishing students and humiliating them instead of correcting and nurturing their behavior.

² Centers for Disease Control and Prevention. (2020, March 26). *Autism and developmental disabilities monitoring (addm) network*. Centers for Disease Control and Prevention. <https://www.cdc.gov/ncbddd/autism/addm.html>.

Nelson (2002) suggests that there is no one discipline management strategy that can provide a solution to all discipline problems, instead wide behavior plans should be developed to address the misbehavior in the classroom. Wyk (2014) argues that educators need to be taught disciplinary strategies proactively and constructively as an alternative to punitive measures like corporal punishment. Unfortunately, more often than not educators lack relevant methods to handle indiscipline, for that reason Ramsey (1994) recommends using innovative approaches to manage discipline issues. Thus, we can agree that teachers need to have the necessary knowledge about management strategies before entering classrooms. They should be trained so that they know how to address certain issues effectively and efficiently.

Lack of motivation

According to Cherry (2015), motivation is a process that initiates, guides, and maintains goal-oriented behaviors. We frequently use this term to understand “why” a person is doing something, and see it as a driving force for our actions. There are different types of motivation and frequently they are described as intrinsic and extrinsic. When it comes to intrinsic factors, usually those are the ones arising from the outside of the individual and commonly involve some type of rewards, whereas intrinsic motivation refers to those factors which arise from within the individual, entirely for personal fulfillment. Research suggests that a lot of students lack motivation and that it affects their academic performance. Burden (1997) states that educators mostly use motivation to initiate a code of conduct and give direction and purpose to behavior. Therefore, teachers need to find ways to motivate their students to learn and behave properly. Students who are not motivated are demoralized and do not behave correspondingly, so the desired behavior should be reinforced (Nelsen, 2006). Preez (2008) acknowledges that some learners have a negative attitude towards school and learning in general. This can be evident in their carelessness, laziness, restlessness, or untidiness. Teachers have to assure their students are motivated to learn and behave following previously established norms. To stay motivated, students need to see value in an activity or topic, otherwise, they end up disrupting other students in the classroom by talking, sleeping, etc. If students do not understand what they are learning, they end up feeling unmotivated (Barse, 2015). According to Huitt (2005), the reasons students become unmotivated are due to the teacher being unclear in delivering the lesson, having low self-confidence, dissatisfaction while learning, and personal problems from students. Stover (2012) noted that there is a relationship between motivation and academic performance and psychological adjustment. In his study, School (2018) discovered that individuals with positive

academic motivation demonstrate the characteristics of having a desire to learn, like related learning activities, and believe that schools are essential. With proper motivation in place, learners start to see learning as useful and crucial to all aspects of their life.

Poor relationship between teachers and learners

As reported by Kruger and Steinman (2015) a positive school climate is one in which learners are assisted along with several developmental pathways. Furthermore, Second Language Acquisition research suggests that for effective learning to take place, the classroom climate needs to be positive and nurturing (Anderson, 2003; Barth, 2000; Fisher, 2002; Andrew, 2014). For a teacher to succeed in their goals and objectives, there has to be a positive relationship with students. Steinman (2007) further argues that students who feel supported are more likely to engage in learning and have better academic outcomes. Besides, we know that if students have a positive relationship with a teacher, they do not engage in misbehavior and immediately there are fewer behavioral problems. In uncertain times, such as during the coronavirus pandemic we were all reminded that relationships are extremely important. There are plenty of reasons why a positive student-teacher relationship is important. Steinmayr, Weidinger, Schwinger, and Spinath (2019) conducted a study on the importance of students' achievement and found out that positive relationships are built on positive interactions. They agreed that students who are praised release dopamine, start to feel good, and are motivated to feel the same way again. With an increased motivation, they spend more time on building those skills. Contrary, students who don't receive positive feedback are less likely to feel motivated. Positive interactions could be small things such as asking for their pet, praising them for working hard, or greeting them by their names. This does not mean that educators should never provide students with corrective feedback, but they should be careful that positive interactions outweigh the negative ones. Furthermore, Kaufman (2001) observes that students who feel psychologically safe are more likely to participate in class discussions, ask questions, and obey the overall classroom rules. Building a safe environment and relationships can be harder with some students than others. Based on neuroscience, when in stress and feeling unsafe our muscles tend to tense up, heart rate speeds up, and the "amygdala" which is a part of the brain in charge of detecting threats in the environment gets highly activated.³ This is

³ *Understanding the stress response*. Harvard Health. (2020, July 6). <https://www.health.harvard.edu/staying-healthy/understanding-the-stress-response>.

exactly the opposite of psychological safety and the learning process cannot take place in this kind of environment. Research supports the idea that interactions and relationships with teachers play a central role in constructing children's performance, behavior, and social skills, so educators should always be aware of the role they play in their learners' lives. To sum this up, Pierson (2014) has said it all in one simple sentence: 'Kids don't learn from people they don't like.

Poor role model educators

Several studies state that learners learn by watching adults. Undoubtedly, for teachers to manage their classrooms adequately and to exercise discipline over the students, they need to be disciplined. Scheepers (1995) hypothesized that a role model's manners are worthy of imitation not just in lifestyle but the underlying value system as well. Bashir, Bajwa, and Rana (2014) state that great educators are not admired for the skills they teach, but the whole mode of living. Oftentimes, it serves as a foundation and inspiration to structure their way of life. On the other hand, teachers who are behaving wrongfully harm classroom discipline management. Ineffective teachers generally express bias concerning students (negative or positive), demean and ridicule them, and lack conflict resolution skills. This way students end up feeling insecure and have bad schooling performance. Teachers spend 5-6 hours with their students daily 5 days a week and follow them through some pivotal stages of development.

For many students, the most important role models are their parents and teachers. They look up to a variety of role models to help shape how they behave in school, in relationships, or when making difficult decisions. Oftentimes they also try to copy the behavior and appearance of celebrities, characters from books, TV, movies, or video games. Consequently, if teachers do not help their students grow as people, how to become independent and form their relationships, they are then teaching syllabus only and see the teaching profession just as a job. In their research on the impact on the life of students which teachers as role models have, Bashir, Bajwa, and Rama (2014) observed that educators should ensure to pass on values and the need to treat others with dignity instead of simply teaching them how to read and write. Overall, ineffective teachers degrade students and break their self-confidence, they have unengaged students and do not accept responsibility for whatever happens in the classroom and it can have serious consequences on learners' academic performance.

Authoritarian leadership style

As previously mentioned under section 2.1, this kind of classroom management is a style in which a teacher has total decision-making power and absolute control over his subordinates. These teachers make decisions on policies and group objectives with no input from their students. Excessive use of this teaching style may lead to students resenting that they do not have a say to contribute to their well-being and decision-making. According to Romm (1995), this leadership style may cause violence among learners because they do not have a say in what concerns their welfare. In this regard, Pretorius argues that educators should avoid authoritarian communication, domination, and unpedagogic and compulsive exercising of power which undermines pupils' feelings of security and freedom. To prevent discipline problems, teachers are expected to have clear communication with their students. If teachers are unable to have effective communication with their learners, it results in them ignoring the instructions and eventually misbehaving in the classroom. Louw (1993) argues that education demands teachers to confidently disclose themselves through open communication styles. As stated by him, if educators try to simply handle the situation in an authoritarian manner, serious conflicts may arise. In those instances, students are perceived as rude and disobedient when in fact the problem is the teacher's inability to communicate effectively. Structured and relevant discipline measures are crucial to reach desired outcomes and a feeling of confidence.

Overall, disciplinary issues in the classroom interrupt the smoothness and functioning of the teaching-learning process. Many factors can be responsible for the students' classroom misbehavior, ranging from students' lack of motivation, medical issues, or attention-seeking to the classroom environment, teachers' attitude, etc. For this reason, classroom management can be a major task for teachers because every student and every situation requires a different approach. An inappropriate reaction to misbehavior can create an unpleasant classroom environment and negatively impact the teaching-learning process.

Shortly, it can be said that to manage the students' behavioral problems in the classroom, it is important to know the reasons that cause the misbehavior. Some researchers argue that student misbehavior has less to do with the characteristics of students and more to do with the behavior of teachers (Stephens & Crawley, 1994). So, teachers need to be mindful of their actions.

As presented in section 4.3 online context can present another challenge for teachers. The coronavirus pandemic measures differed from one region to another, and some parts of Bosnia and Herzegovina had

more educational resources than the other, but for the educational environment, it is extremely important to take measures that aim to protect students, their health, and learning process. Online learning has attracted new experiences which require the transfer from the traditional activity planning forms, and without proper training, it can be quite challenging. That is why educators must adopt different forms of learning activities integrated with technology and humanist approaches to maximize students' learning while at the same time nurturing them to master 21st-century skills.

6. POSITIVE DISCIPLINE STRATEGIES IN EFL CLASSROOM

The following paragraph will explore some of the positive discipline strategies that can be applied in the EFL classroom. The first section will consider the importance of the relationship and warmth in the teacher-student relationship. The next two sections will examine and suggest some of the strategies that can be adapted in the foreign language classes.

6.1. Relationship and warmth

Typically, students spend around 1,000 hours in a year with their teachers (Sparks, 2020). That time is enough to build a relationship that will inspire a love of learning, but it is also enough time for the dynamic to go wrong. The relationship between teachers and pupils is of fundamental importance to effective teaching (Kyriacou, 1997). As previously mentioned, research suggests that relationships with a teacher can be critically important to how students learn. One way to do so, according to Kyriacou (1997), is to build mutual respect and rapport between the teacher and pupils. This means that both the teacher and students need to recognize each other as individuals, hold each other in esteem and treat each other in a manner consistent with such esteem. Additionally, the behavior and mostly the precise choice of words and phrases used, their tone, and accompanying body language, often communicates a deeper message, sometimes unintended, about how pupils and teachers feel about each other and the work at hand. (Kyriacou, 1997). So, how can teachers improve their relationships? Across considerable studies, researchers have found out that practicing and cultivating empathy with the pupils helps them manage classroom climate and improves academic engagement. Educators need to talk to learners to try and understand their perspectives and expectations in class. This means that teachers need to be transparent in their dealings. Students should always be well informed of the rules and ongoing.

Durrant (2016) stated that warmth affects students academically, emotionally, and behaviorally. She further argues that students learn best when they feel respected, understood, trusted, and safe. Therefore, a warm environment in the classroom is fundamentally important to meet long-term goals. One way of doing this is to support the students in their learning process, to show interest in who they are, recognize their efforts and successes, and always try to look at situations from their perspective. Relationships are built by asking questions and listening carefully. Positive relationships generate trust. According to Rijavec and Miljkovic (2010) most of the disciplinary problems today would not even exist if communication between the

students and teachers was changed. Teachers need to start asking their students about their interests, and hobbies to gain an insight into who they are but also to reinforce their background knowledge. This strategy helps individualize instructions as the previous knowledge can be connected to the new information they are teaching. We know that every person is different, and every student comes from a different background and has a different set of background knowledge. So, if educators know for particular students that they are talented in a certain field, they need to find ways to leverage their interests and knowledge. As stated by Nelsen (2006), one way of doing this is to try to include analogies that are close to them. Whether we think of that or not, students are mirroring the teacher's behavior. Teachers' words and actions matter. The way educators say something is extremely important. To build a proper relationship, teachers should always be aware of the fact that words are very powerful. Not only in the classroom but in real life as well, we need to be careful how we use them. It is imperative that the teacher's words focus on the behavior and not on the student! (Faustino, 2012). There is a huge difference in comments such as: “You are so lazy” and “You haven’t done your homework”. When giving remarks, teachers should always discipline with dignity as it is essential for the emotional well-being of each child. When treating students with respect, teachers are modeling the group how to interact maturely. Lastly, there are few statements suggested by the ASD Nest Egg Organization⁴ which is a community-focused program as part of strategies to support students on the autism spectrum, but we believe these can and should apply to all the students.

If the students are struggling to answer, one of these responses is suggested:

- “I will give you another couple minutes and come back to you”.
- “It’s OK to say, I’m not sure, or I don’t know”.
- “Do you want to call on someone else for help?”
- “I know this was hard for you, but you stayed calm, that’s it!”

Schulz von Thun (1981) also represented the four-side communication model which states that there are four levels of communication, and each statement contains four messages simultaneously:

the factual information, a self-statement, a relationship indicator, and an appeal. He further explains that due to that it is easy to misunderstand each other and non-verbal communication is communication as well. We are communicating through our eyes, body language, facial expressions, and not just speaking. Hence the importance of proper communication helps improve the dynamics of our perceptions.

⁴ <https://steinhardt.nyu.edu/metrocenter/asdnest/about-nyu-asd-nest-support-project>

In his book *Nonviolent Communication*, Rosenberg (2003) suggests talks about concepts and techniques which can be used for more proactive communication. As a key concept, he differentiated the “I think vs I feel” concepts.

He explained that even though “I feel” is a part of our common speech, it is often used incorrectly. Rosenberg (2003) further pointed out that usually when we speak, we express our thoughts and not feelings. According to him, feelings are sensations and emotional states that arise inside of us; therefore, we cannot focus on another person when it comes to our feelings.

As an example, he proposes the following statements:

- “I feel like you aren’t listening to me” should be corrected to sound like “I feel lonely”.
- “I feel like they’re not going to show up”, should sound like “I feel anxious”.
- “I feel like he’s just doing it to punish me, but I don’t know “should sound like “I feel confused”.

These are powerful lessons that can teach students to be responsible for their actions. The above mentioned are only some of the suggested methods and approaches that can prevent students from feeling misunderstood or embarrassed, and we all know that embarrassed students do not engage and participate in classroom discussions. With the use of proper communication strategies which send warmth and love, teachers are implying that the environment is safe and it is OK to try and participate.

6.2. Yoga in the classroom

Yoga is a way of life characterized by health, harmony, balance, and bliss. By practicing yoga, an individual reaches a mental state where external events favorable or unfavorable are under the individual's control. Contemporary research suggests that yoga through its technique of meditation, physical exercise-asana and breathing techniques- pranayama has a positive effect on students' stress management (Mohan, 2003; Bhat, 2009; Bhavanani, 2014; Jain & Katni, 2017).

It improves coordination, concentration, relaxation and enhances problem-solving skills. According to the study by Jain (2017), yoga reduces problems related to maladaptive behaviors, increases emotional and physical health and psychological well-being, reduces substance abuse, and improves the quality of life. Lisa Morgan, an English language teacher, developed a program that intersects yoga and English language teaching and learning ⁵. Her premise is based on the Total Physical Response (TPR) approach to teaching English. American professor of psychology James Asher developed this approach in the early 1970s based on the theory that a students' memory is enhanced and aided through association with physical movement. Teaching English through the practice of yoga can be adjusted to every classroom depending on the class time and educator's objectives.

Incorporating yoga in the classroom can have different benefits depending on the time of the day. That is why, early in the morning when students are still sleepy, more dynamic postures are suggested to stimulate learners' minds and bodies. Next, breathing and relaxation postures can calm students after active or energetic class activity. Contrary, static postures that are more concerned with concentrating on oneself are best to be practiced at the end of the day when learners are tired and need to rejuvenate. All these activities come with a significant number of vocabularies that can be taught, practiced, or reviewed. Morgan (2018) further suggests that if a curriculum doesn't allow time for yoga-type activities, a few mini activities may be adopted. She suggests the following activities which do not need time or space, and at the same time, enhance learning, but also provide a starting point for creating a harmonious learning environment. ⁶

⁵ English Language Teaching Forum, 2011

⁶ Morgan, L. (2010, November 30). *Harmonious learning: Yoga in the English language classroom*. English Teaching Forum. <https://eric.ed.gov/?id=EJ962388>.

1. **The mini-activity:** Simply ring a bell or gong and ask for a moment of silence from your learners. Ringing the bell or gong can be done as class begins simply as a means for you and the learners to collect your thoughts and to leave your worries outside the classroom door; it can also bring focus to the language lesson. Or you can ring the bell in the middle of a lesson when learners need to refocus. You can also try it at the end of the lesson for learners to gather their thoughts and consolidate their learning.
2. **Palm Tree Pose:** the instructions can consist of three commands: (1) stand with your arms above your head; (2) put your palms together; and (3) balance on your toes. Verbs that can be taught are: stand, put, and balance. Nouns that can be taught are palm tree (palms), arms, head, and toes. The preposition above and the adverb together can also be included in this lesson. To facilitate student learning of all the postures, pre-teaching simple one-word commands such as observe, practice, repeat, and relax is suggested. To teach the Palm Tree pose, the movements required for it, and the English language embedded in it, teachers can silently model the pose and ask the learners to only observe. After modeling the posture, instructions can be given orally, and students are asked to make the same movements.
3. **Simple poses:** Another way of integrating a small dose of yoga into the English lesson is to teach one or two simple poses at the beginning of a lesson as a warm-up. These activities serve to focus or relax learners as they prepare for more rigorous language tasks. Mini-lessons like this can also be carried out mid-lesson to re-energize or calm learners or to wind down or bring closure to a lesson. One example of such activity is called “The Sky”. Learners are asked to sit comfortably in the Lotus position or its variation (depending on the classroom conditions), the back is supposed to be straight, and the head in its neutral position. The teachers further instruct the students to lift their arms, reaching towards the sky, and take care of their breathing all the time. The breath and the movement are supposed to be aligned. So, students inhale to raise hands and exhale to drop shoulders and bring hands down. The activity is performed slowly so that the stretch in the shoulders, arms, and neck can be felt. Inhale- lift your arms to the sky, exhale and release the arms down. Besides stretching, this activity is excellent for stress and negative emotions release, it strengthens the arm and leg muscles, but it also helps to breathe properly. The teacher can be creative here and accompany every movement with a corresponding story, target vocabulary,

functional language, or action verbs. This is an excellent way to boost creativity. For example, the teacher can say that by reaching their arms towards the sky all the worries are melting down and disappearing. This way, students are taught to remain calm in stressful situations because they become conscious that sometimes all we need to change is the perspective.

6.3. Mindfulness in the classroom

To improve students' well-being many western schools have incorporated mindfulness practices in education. Mindfulness is defined as a basic human ability to be fully present, aware of where we are and what we're doing, and not overly reactive or overwhelmed by what's going on around us. Mindfulness practices are related to well-being (Brown, Ryan & Creswell, 2007) and contrary, lack of attention to the present or mind-wandering, is associated with less happiness (Killingsworth & Gilbert, 2010). According to Britton and Mendelson (2010), bringing yoga and mindfulness practices to schools has positive outcomes for students. Montessori education includes many practices and values with an overall goal and structures aligned with mindfulness (Povell, 2009). Over 100 years ago Maria Montessori stressed the importance of the whole person with an emphasis on deep concentration and integration of mind with the body.

Although there is significantly less research on the effects of mindfulness with children and adolescents compared to adults, studies show positive effects of various intervention techniques based on mindfulness in schools, educational centers, and clinics (Burke, 2009; Black & Sussman, 2019).

There are several ways for mindfulness to be incorporated into the classroom curriculum, including breathing exercises, movement, guided imagery, and different sensory experiences. We dare to say that now more than ever teaching mindfulness is essential. Students, parents, teachers, everyone went through a hard period during the pandemic time feeling anxious and stressed. As already stated above, mindfulness teaches us to stay grounded and live in the present moment. This means whenever we find ourselves worrying over the past or future, we have a simple tool to come back to the present moment.

Linden (1973) studied the effects of meditation on different aspects of cognitive and affective functioning and found out that the group which practices mindfulness throughout the given period became more

independent and less test anxious. Since then, much research has shown practicing mindfulness with students of age 5-19 decreases depression, anxiety, behavioral problems, emotional regulations, motivations, self-confidence, and competence. As we are aware, students who are happy and self-aware excel in knowledge acquisition and have better academic achievement. Among the others, Hart (2004) suggests some of the activities that can be used in class as follows:

1. **Mindfulness through Breath:** Due to stress and anxiety, people start to breathe shallow and fast and it is the first sign of anxiety. In Ayurvedic philosophy, they say that breathing is living (Saoji, Raghavendra & Manjunath, 2018). For our body to function properly, every cell needs oxygen. Research shows that a regular practice of controlled breathing can decrease the stress level and its effects and increase complete physical and mental wellbeing. The breath can be used to calm the body and mind by inhaling deeply into the belly (diaphragmatic breathing). Mindful breathing can be practiced by placing the right hand on the belly and the left hand on the chest. Students are instructed to count to five as they inhale and then count to five as they exhale. The eyes have to be closed and the back needs to be in a straight position. One way to make it more fun is to guide the students to pretend they are inflating a balloon in their bellies, or to use visuals to illustrate the breathing process. This simple activity can be carried out throughout the school day to help with transitions, before the test, or to manage discipline in any difficult situation.
2. **Mindfulness through sensory experience:** Studies show that classical music promotes learning too (Scott, 2014; Mitzi, 2015). According to the Swing Education report (2018),⁷ classical music in the classroom is linked with increased relaxation, relaxation, and improved ability to stay on task. Another way to induce and awaken senses is to take the students outside and listen to the sounds of nature. For example, “The mind jars” is an activity that involves putting items with a strong but familiar smell such as coffee, cinnamon, or flowers in a jar, and instructing the students to guess the item by using their sense of smell. Another way is to ask the students to close their eyes and give each of them an object, it can be pretty much anything, from a cotton ball or a sponge to different objects which can be part of the target vocabulary (a ball, a box, animal toys, etc.) To awaken the

⁷ Fitoru.com. (2019, August 5). *How to find moments of Zen in a BUSY CLASSROOM*. Swing Education. <https://swingeducation.com/resources/how-to-find-moments-of-zen-in-a-busy-classroom/>.

sense of touch, students are asked to guess what they are holding. Such activities are teaching our learners to be fully present in the moment.

3. **Gratitude exercise:** Psychology suggests that during evolution our brains have evolved to always be alert to danger. Although we no longer have to fight for our survival and are not endangered by wild animals, the danger is still present, and the brain still maintains that “warning system”. By practicing gratitude, we embody the emotions and sensations which are associated with the positive ones. Gratitude can be practiced to guide us through tranquility as it broadly balances out happenings from that day, a certain period, classroom atmosphere, or particular behavior management issues. This activity is a simple way to bring attention to what matters. Students can sit in a circle and say something they are grateful for. Another way is to teach students to send out positive thoughts. Learners are instructed to breathe consciously and think of someone they love, someone for whom they know is going through a rough period or is not feeling well. Afterward, they should start mentally sending positive thoughts or affirmations to that person. These activities require a few minutes, but after practicing them for a while they become consistent and part of a routine that helps students develop and improve social-emotional skills such as empathy, kindness, and respect.

We live in a world full of distractions which make it difficult to be present at the moment. As presented above, mindfulness and yoga help with feelings of stress, and in the COVID-19 pandemic, this ability is more important than ever. As early as 1973, Linden concluded that practicing mindfulness techniques in school decreases test anxiety and helps students be independent. Since then, research has shown that practicing mindfulness in school helps children be more relaxed, motivated, emotionally competent, and self-actualized (Napoli, Krech & Holley, 2005; Fisher, 2006).

There are several ways to incorporate yoga or mindfulness activities into the classroom and most commonly, they include breathing exercises, body sensations, and movement. So far, we know that mindfulness also increases the attention span and raises awareness (Van der Oord, Bögels & Peijnenburg, 2012).

These strategies appear to offer great benefit as a method for enhancing students' wellbeing and potential. Everyone willing to learn about it can practice it. Unfortunately, there is still no evidence about incorporating similar activities into public schools in Bosnia and Herzegovina, however, some private schools such as *Bloom*⁸ and *School & School*⁹ are advocating a more holistic approach and try to incorporate similar techniques into their pedagogy. Neighboring Croatia has also been conducting behavioral-cognitive therapy seminars with wider application in the non-clinical and clinical population since 2014 (Maršanić, Paradžik, Zečević, 2015). Even though it is a slowly increasing trend, the progress is still evident.

Students deserve to have positive experiences and productive lives. Our society must give them tools to overcome challenges and mechanisms to cope with stress, and mindfulness or yoga can be only some of them.

⁸ <https://www.bloom.edu.ba/>

⁹ <https://schoolandschool.com/>

7. RESEARCH METHODOLOGY

The purpose of this chapter is to present the problem of research focus as well as to introduce the research strategy and techniques applied. It deals with the methodological framework and presents the evaluation of teachers' management styles and strategies about positive discipline. The section further reflects the problem statement and identifies how the study will be accomplished. Based on that, it describes the variables and groups for the phenomena under investigation. Furthermore, it describes how the research fits within and will contribute to the current body of research. Finally, it describes the potential practical applications of the research. This section is of particular importance because it justifies the need for and the relevance of the research.

7.1. Research questions and objectives

The objective of this study is to examine and evaluate teacher's classroom management style and strategies concerning positive discipline in Bosnia and Herzegovina. Furthermore, another objective was to explore and analyze the effect of classroom management strategies on students' feelings towards English language classes. Lastly, we also wanted to raise awareness about positive discipline classroom management strategies.

Thus, the following three hypotheses were set at the beginning of the research:

1. English language teachers in elementary schools in Bosnia and Herzegovina will be conversant with three different teaching styles.
2. English language teachers will be open about positive discipline practices and eager to learn about them.
3. Positive discipline classroom management strategies will show positive results in practice.

As a result, the general goal of the study was to contribute to the unrepresented field of positive discipline classroom management practices of the EFL classroom experiences in the context of Bosnia and

Herzegovina. Additionally, the purpose of the study was to raise awareness about the importance of adequate implementation of classroom management strategies.

Based on the research goals and objectives, the following research questions can be derived:

1. What teaching styles and positive discipline techniques are used in virtual EFL classrooms?
2. How do classroom management strategies affect students' motivation and learning process?
3. Which discipline strategies are used by teachers in Bosnia and Herzegovina?

7.2. Research Method and Instrument

The study was descriptive. The survey technique was used to collect data for the study. Teachers (20) from public elementary schools in Bosnia and Herzegovina formed the sample of the study. The researcher used the simple random sampling technique for the selection of a sample of the study. Schools were chosen through a simple random method.

The focus of the inquiry was to examine the EFL teacher's teaching style and views on positive discipline practices and solicit ideas for improvements. The study was conducted among 20 teachers concerning discipline practices in elementary school. The survey consisted of two sections: section one was about teaching preferences when it comes to classroom management, and section two was regarding the teaching style they employ.

In addition, a yes/no Questionnaire¹⁰ was conducted by using a modified random sample from 2 schools in Sarajevo with a focus on students of ninth grade. There were 25 participants in total. The questionnaire was used to test students' motivation level concerning discipline management practices.

The survey¹¹ had a Likert-type modality going from strongly disagree to strongly agree, and teaching style, as well as management strategies, were tested concerning positive discipline and students' motivation in both traditional and virtual classrooms.

¹⁰ Josely & Devi, "Relationship Between Teachers Motivation and Students Academic Performance" Published in International Journal of Trend in Scientific Research and Development (ijtsrd), ISSN: 2456-6470, Volume-2 | Issue-4, June 2018, URL: <https://www.ijtsrd.com/papers/ijtsrd14422.pdf>

7.3. Participants in the study

To optimize the results of the study, snowball sampling was used to seek professionals with expertise in discipline plans (Gall, Borg & Gall, 1996). According to Johnson (2014), snowball sampling is a well-known, non-probability method of survey sample selection that is commonly used to locate hidden populations. This method relies on referrals from initially sampled respondents to other persons believed to have the characteristic of interest.

The participants were elementary school teachers associated with 15 schools in Bosnia and Herzegovina. Each teacher was given an equal opportunity to participate in the study. The survey was applied to 20 English teachers, 9 of whom (45%) had 0-5 years of experience, 3 of them (15%) had 5-10 years of experience, and 8 of them (40%) had 10-20 years of working experience. Out of 20 participants, 17 were female, representing 85% of the total. Additionally, all of the participants who answered taught in elementary public-school education.

The questionnaire was applied to 25 students associated with 2 schools in Sarajevo, Bosnia and Herzegovina. Participation was voluntary, and each student was given an equal opportunity to participate in the study. The questionnaire was applied to 25 students of ninth grade 15 of whom (60%) were females, and 10 of whom (40%) were males.

7.4. Significance of the study

Proper education is the main tool for raising the standards of education in any country. This being said, the only way to attain it is with the use of proper discipline management strategies along with providing professional training to teachers and school personnel. The study will be useful to all the teachers who want to take the necessary steps to enhance the quality of education and their respective discipline management practices. It is also helpful to all level teachers especially at the elementary and secondary

¹¹ UNESCO, United Nations Educational, Scientific and Cultural Organization. (2006). *Positive discipline in the inclusive, learning-friendly classroom. A guide for teachers and teacher educators*. Resource Centre. <https://resourcecentre.savethechildren.net/library/positive-discipline-inclusive-learning-friendly-classroom-guide-teachers-and-teacher>.

level for improving their teaching methods as well as classroom management. Finally, it has significant value for future researchers to carry out further research in the particular area since it offers a wider view of the issue.

7.5. Limitations of the study

The study has certain limitations, one of the more prominent ones was a small sample size. Only 20 teachers and 25 students filled out the survey, thus the results cannot represent the situation in the education system of the entire country. Due to the COVID-19 pandemic, the research had to be carried in an online context.

It was also challenging to assess the honesty level with which the teachers and students interpreted and answered the questions. For instance, 7 of the 20 educators said that they disagree (2 of them strongly disagree) with the statement that students should be involved in deciding what type of disciplinary measures should be applied. However, the majority of educators who participated (14 of 20) regarded the maintenance of discipline as something learners should be involved in.

Furthermore, one obvious limitation is that students of only one area in Bosnia and Herzegovina took part in it. The implication is that there is a need for further research to examine motivation levels regarding positive discipline management. Hence, the replication of the study with a consideration of other contexts such as geographical differences may lead to more profound results. Another limitation of this study is that data was gathered based on self-reporting and without qualitative data analysis techniques to examine what was happening in the classroom. After analyzing the results, we realized that some questions have been skipped by students, and the numbers differed slightly. For example, some questions were answered by all the 25 participants, whereas some questions were answered by 23 or fewer students. Consequently, various sources of data and qualitative data gathering procedures, such as interviews or observations can be included in collaboration with parents, colleague educators, and school personnel. With this respect, equally important would be to explore the different types of misbehavior educators are faced with and the way they deal with those misconducts.

In addition, the primary focus of the study was to investigate the teaching style teachers employ, that is, teacher competence and adaptability within the classroom scope. This calls for further research regarding the demographic of participants such as their gender, age, or teaching experience as they affect and construct interaction with students and teacher's choices. Furthermore, personal characteristics such as self-reliance, and job burnout would be worth investigating, as they are an integral part of classroom discipline management strategies.

Lastly, an experimental design could reveal more about the reasons for students' misconduct in the EFL classroom and the way they can be directed and eradicated.

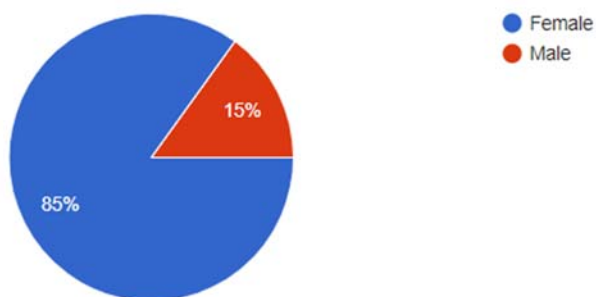
8. RESEARCH RESULTS

The following chapter gives an overview of data analysis including both students' and teachers' data results from interpretations (see 8.1 Teacher's survey and 8.2 Students Questionnaire Results).

8.1. Teachers' Survey

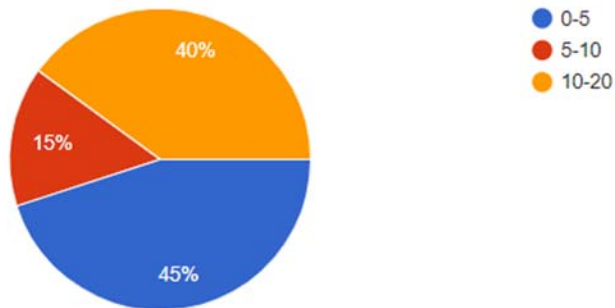
English language teachers employed in 15 different elementary schools in Bosnia and Herzegovina were asked to fill in the online form of the survey which will be presented. Participants' answers are expressed in percentages. The survey was completed by 20 teachers in total.

After gathering results, we realized that 85 % of participants were females, whereas 15 % of them were males, as presented in the figure beneath.



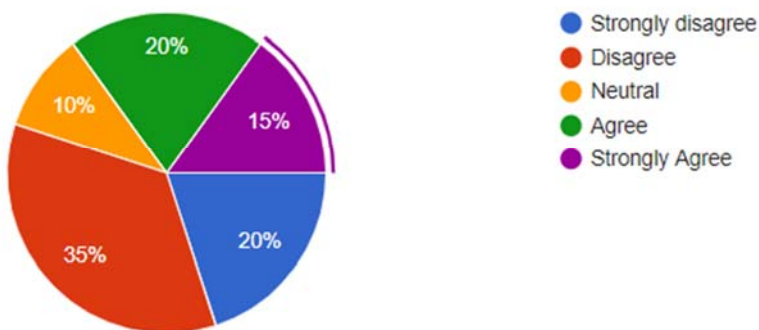
Graph 1: Participants' gender

When it comes to teaching experience, the participants were divided into 3 categories, those who have 0-5 years of experience, 5-10 years of working experience, and finally those who have 10-20 years of experience. It is evident that the majority of participants 45% had 0-5 years of experience, 40% of them had 10-20 years of experience, and 15% of participants had 5-10 years of experience.



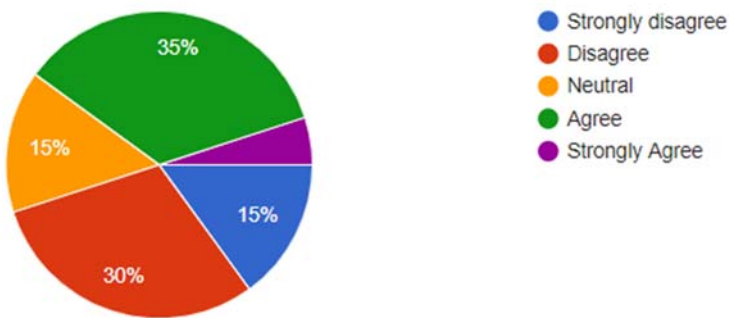
Graph 2: Working experience

Furthermore, out of 20 teachers, 7 of them, 35% believed that the classroom environment needs to be quiet for students to learn, while 11 of them, or 55% didn't agree with the statement.



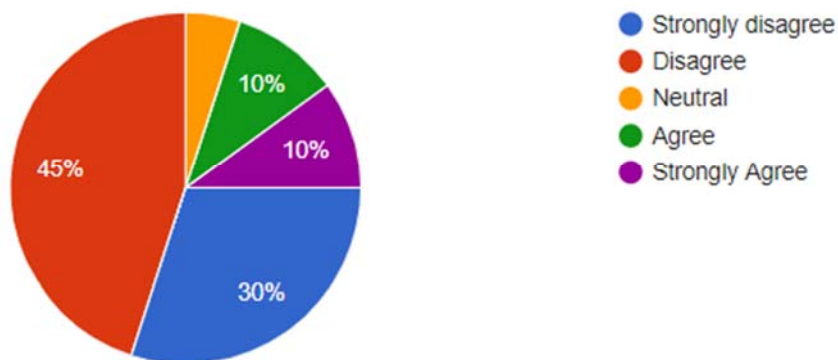
Graph 3: The classroom environment needs to be quiet for students to learn

The next question was as follows: “I don’t like to be interrupted when I am teaching”. It is evident that 45% of teachers disagree with the statement, 15% of them are neutral, and 40% of participants don’t like to be interrupted during their lessons.



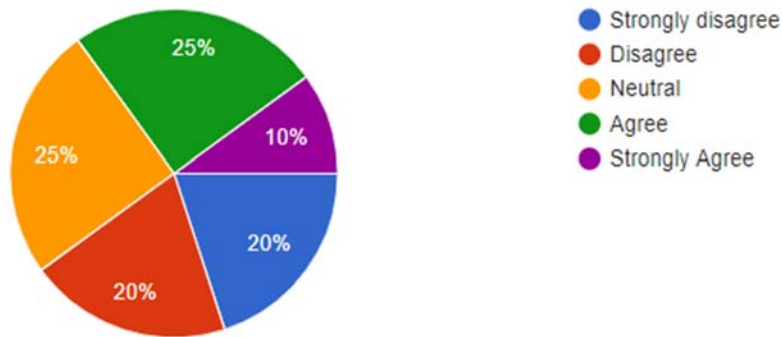
Graph 4: I don’t like to be interrupted when I am teaching

As for the next question, 75% of participants disagreed with the statement that students should learn to follow directions and not ask why, whereas 25% of them agreed with it. 5% of participants were neutral.



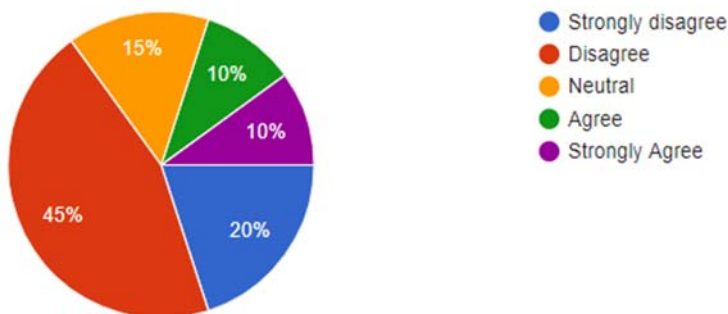
Graph 5: Students should learn to follow directions and not ask why.

In continuation, when asked about whether students need to be punished for misbehavior, 10% of participants strongly agreed with it, 25% agreed and 25% were neutral. Furthermore, 40% of teachers disagreed that students need to be punished (20% disagreed, and 20% strongly disagreed).



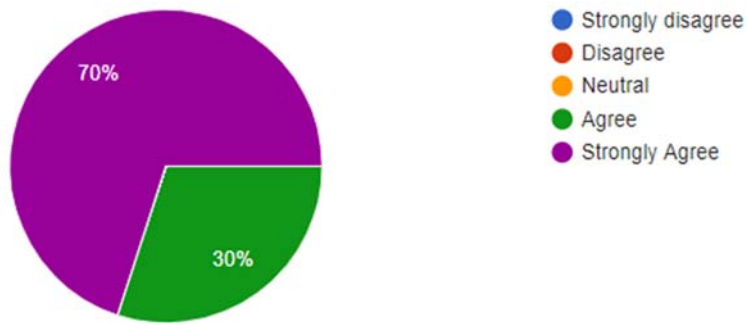
Graph 6: If the student is misbehaving, they have to be punished.

Furthermore, 20% of teachers said that they don't accept excuses for misbehavior, 15% of them were neutral, and 65% strongly disagreed.



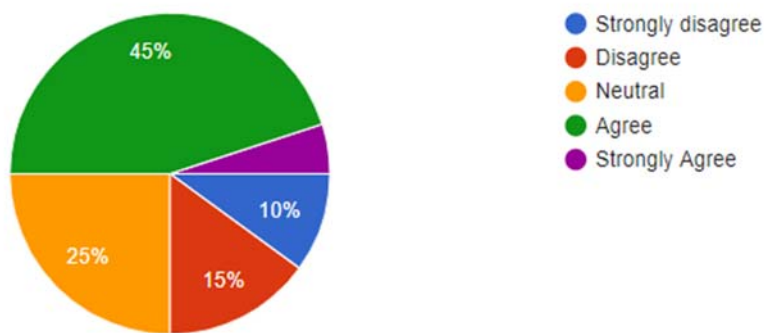
Graph 7: I don't accept excuses for misbehavior, such as being tardy or not doing homework.

The next question was regarding students' wellbeing. All the 20 participants agreed that they are concerned about what and how their students learn. The results showed that 30% of teachers agreed with the statement, while 70% of them strongly agreed.



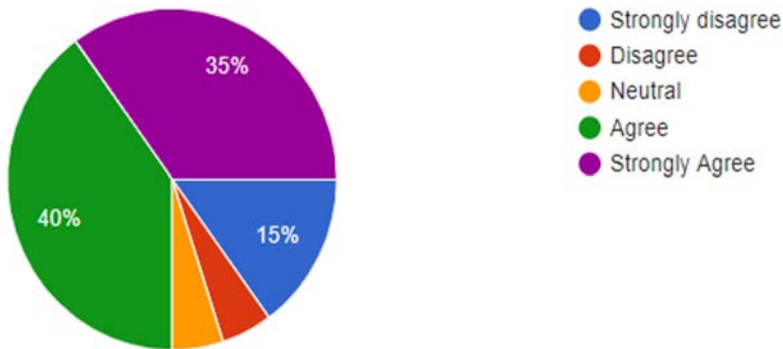
Graph 8: I am concerned about both what my students learn and how they learn.

Then, 50% of participants said that they don't want to monitor or reprimand students because it might hurt their feelings. 25% of them disagreed with it, while 25% were neutral.



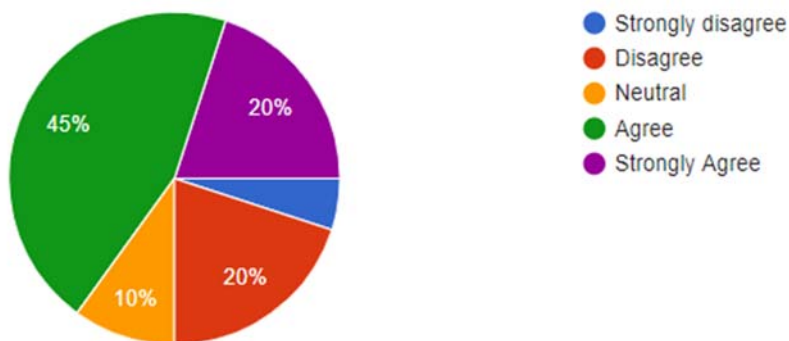
Graph 9: I don't want to monitor or reprimand a student because it might hurt his or her feelings.

When it comes to the next question, 75% of teachers said that they always explain the reasons behind their decisions and classroom rules, whereas 20% said that they don't explain themselves and 5% were neutral.



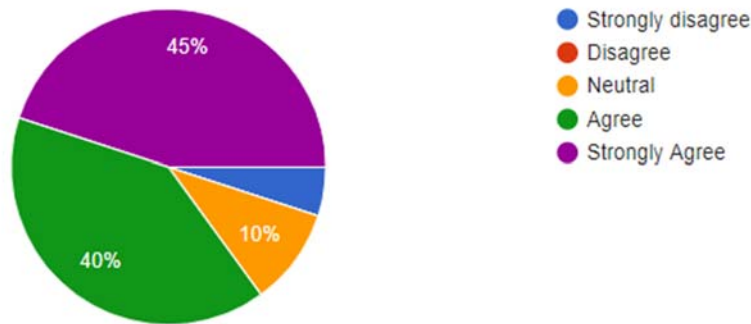
Graph 10: I always explain the reasons behind my decisions and classroom rules.

In the following question, 65% of participants stated that it is important for them that students see them as a friend and that for them emotional wellbeing is more important than classroom control. 10% were neutral, and finally, 25% of teachers didn't find it as crucial.



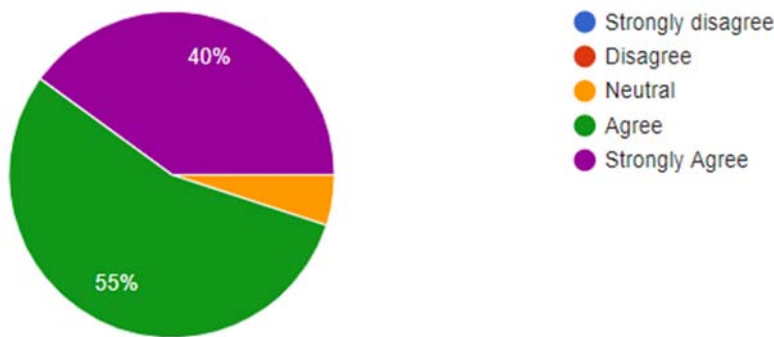
Graph 11: I believe that the emotional well-being of my students is more important than classroom control. My students must see me as their friend.

Moving on, 85% of participants said that their students know that they can interrupt them during the lecture if they have a relevant question, 10% were neutral, 5% strongly disagreed with the statement and no one disagreed.



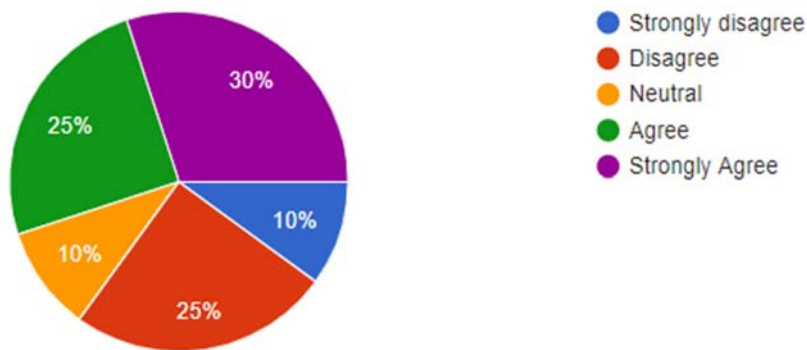
Graph 12: My students know they can interrupt my lecture if they have a relevant question.

As per the next question, 95% argued that they are familiar with the practices which affect students' behavior, 5% were neutral, and no one disagreed with it.



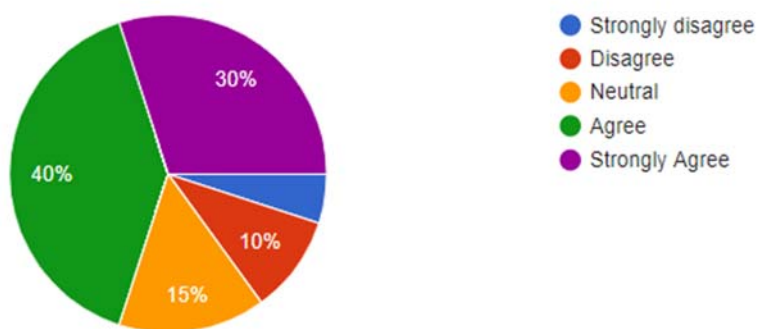
Graph 13: I am familiar with the practices that affect students' behavior.

In addition, 55% said that learners should be involved in deciding what type of disciplinary measures should be applied, 10% were neutral and 35% didn't think that students should be involved in decisions regarding disciplinary measures.



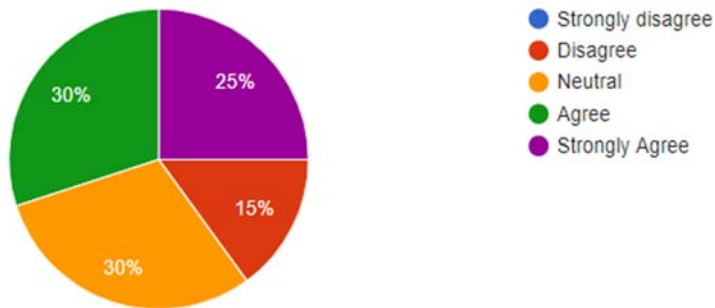
Graph 14: Learners should be involved in deciding what type of disciplinary measures should be applied.

In continuation, 70% agreed that learners should be allowed to participate in determining consequences for specific behaviors, while 15% said they disagree with it. 15% of participants were neutral.



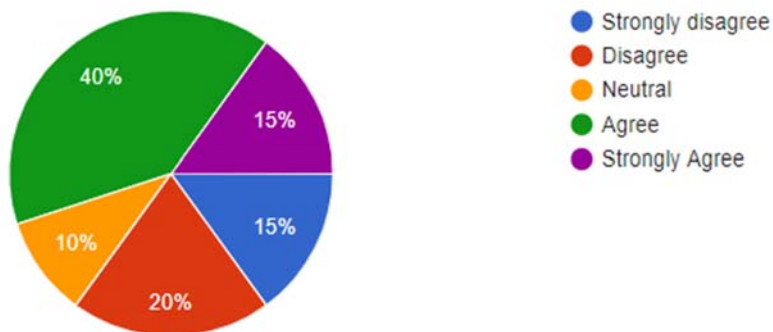
Graph 15: Learners should be allowed to participate in determining a consequence for specific behavior.

Then, 55% of teachers asserted that they give extra attention to those students who interrupt the class because they believe that student has something valuable to add. 15% disagreed with it, while 30% were neutral.



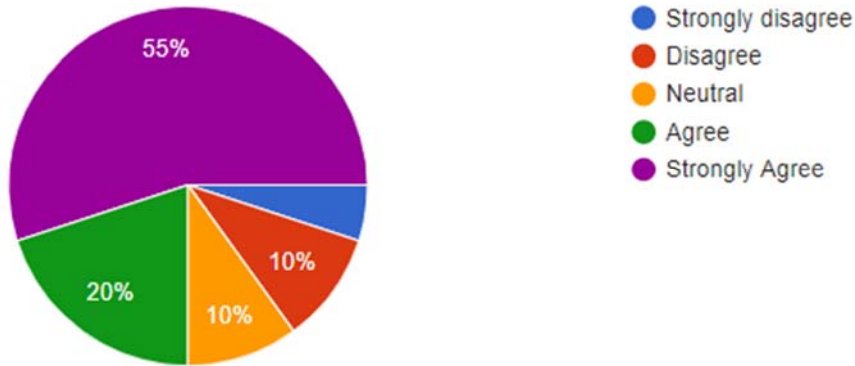
Graph 16: If a student disrupts the class, I give him or her extra attention because he or she must surely have something valuable to add.

In the next question, participants were asked whether they believe that students learn best when “they can do their own thing”, meaning what they feel they can do well, and 55% said they agree with it. While, 35% of participants disagreed with it, and 10% were neutral.



Graph 17: I believe students learn best when “they can do their own thing,” that is, do what they feel they can do well.

Furthermore, 75% agreed that the lack of discipline affects students' academic performance negatively, 10% were neutral about it, and 15% of teachers don't think discipline has that kind of effect on learners.



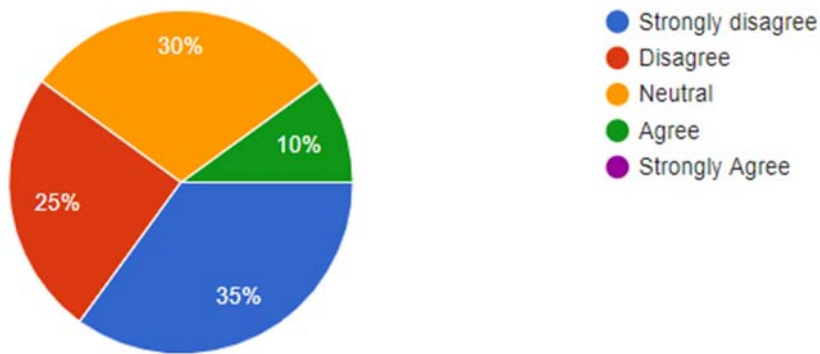
Graph 18: Lack of discipline affects the academic performance of learners negatively.

In addition, all the participants agreed that teachers should be informed of disciplinary measures that could be applied in schools, 55% of them strongly agreed with the statement, and 45 % agreed.



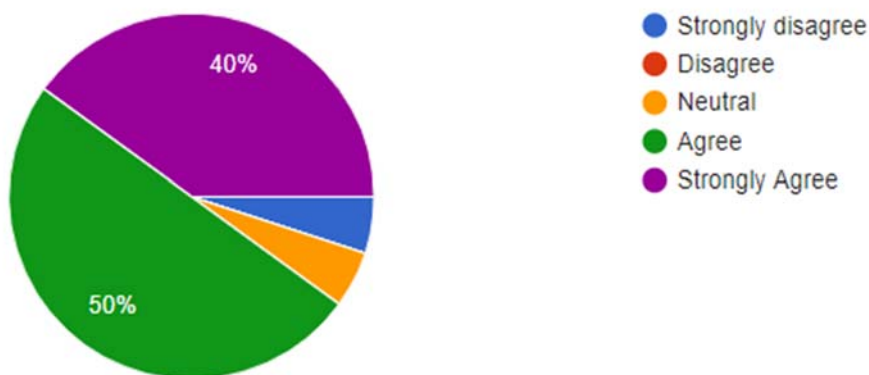
Graph 19: Teachers should be informed of disciplinary measures that could be applied in schools.

Also, 60 % of teachers said that they don't use the same lesson plans and activities year after year, so they don't have to prepare in advance. 30 % were neutral on the issue, and 10% agreed that that is the way they teach.



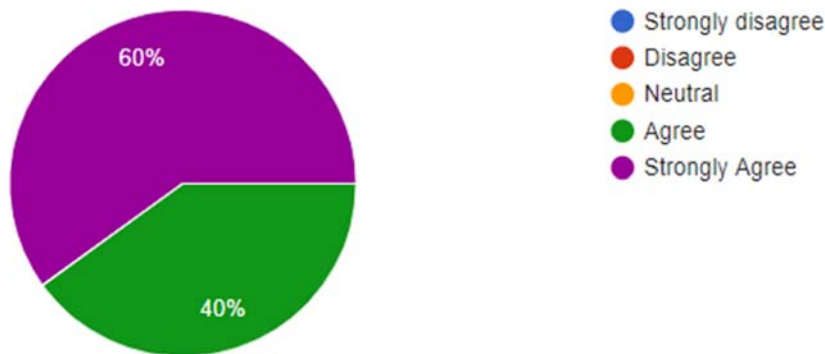
Graph 20: I use the same lesson plans and activities year after year so I don't have to prepare in advance for my classes.

In the following question, 90% stated that they may show a video or slideshow instead of lecturing. 5% were neutral and 5% strongly disagreed with it.



Graph 21: I may show a video or slideshow instead of lecturing.

Additionally, all the teachers agreed that innovative methods such as practicing mindfulness can help students achieve greater academic success. 40% of participants agreed with the statement, and 40% said they strongly agree.



Graph 22: I believe innovative methods such as practicing mindfulness can help students achieve greater academic success.

The next question was of an open-ended type, and it stated that the research suggests that incorporating yoga practice in the classroom helps control stress, enhances awareness, concentration and promotes self-confidence –which in turn has the potential to address discipline issues by enabling teachers and children to build strong, holistic foundations of wellbeing. Participants were asked to give their opinion about it. The majority, 90% agreed that those practices could be beneficial, 10% of participants said they didn’t have an opinion on that.

Some of the answers are presented below:

- *I completely agree with it. I believe that providing educators with yoga training- and mindfulness-based skills may have several beneficial effects for educators and students together, including increases in calmness, mindfulness, well-being, and positive mood, improvements in classroom management, and emotional reactivity.”*
- *” It would be great to incorporate yoga in everyday classes in Bosnia and Herzegovina schools.”*
- *“I agree, a holistic approach to education promotes self-confidence and controls stress level which in turn helps students be aware of themselves and their behavior.”*

- *“It makes me happy to see such innovation in place. In my opinion, students of all ages need to learn by creating and feel comfortable in their learning patterns. There are a few key actions teachers can take, and one of them is a more innovative classroom.”*
- *“I incorporate breathing exercises with my students at the beginning of the class if they have trouble concentrating. We also stretch for a few minutes at the middle of the class or the end. I highly recommend yoga for both teachers and students.”*
- *“In my experience, students respond poorly to forceful discipline and well to discipline which is helpful. I believe every strategy where we provide them with clear limits and rules that are communicated is good for students. A lot of western schools are employing yoga and mindfulness practices and I am positive they can help students become more self-aware, confident, and present in the moment.”*
- *“These methods are focused on the development of self-worthiness, and they provide an honest and effective encouragement and valuation to the students. This way they become aware of themselves, their bodies, and they learn to reinforce their own needs. I am a huge fan and would like to try some of them.”*
- *“I believe these methods can teach them to be non-defensive and more positive towards life. It shows them the interest, availability, and encouragement, and in my opinion that can be very helpful in discipline management.”*
- *“These activities foster communication, and communication is the key in the classroom. It also gives them an opportunity for interaction and makes them aware of their comprehension. I believe it is also motivation, builds supportive relationships as they are taught to use encouragement and empathy, and this way we are creating a classroom a safe and supportive learning environment.”*

The next few questions were focused on online context, and participants were asked how they maintain discipline in a virtual classroom. Some of the answers are as follows:

- *“At the beginning it was hard, now it is easier. Don't have that many disciplinary problems in an online setting. As they are learning from home, oftentimes parents are there and they feel like they must behave properly.”*
- *“That's a good question. I try to eliminate distractions, set goals, and always try to be flexible.”*
- *“I try to follow a routine.”*

- *“They always have a clear understanding of what is expected of them.”*
- *“I communicate the rules.”*

In addition, participants were asked to identify a few challenges they faced within an online classroom concerning discipline management.

Some of the answers are presented below:

- *“Keeping the cameras on, making sure everyone is participating.”*
- *“Parents are trying to get involved in the classes and sometimes students are confused about who to listen to, the teacher or parents.”*
- *“Parents, pets, and other distractions.”*
- *“Distractions mostly, siblings walking in, students eating during the class, sometimes too pushy parents who want to be there. That wouldn't be a problem if it didn't affect how students feel. I believe it can make them confused as they can't be themselves if a parent is there and overlooking every single word that comes out of their mouth.”*
- *Didn't have that many problems, personally, it was harder to teach them all the technical things than to maintain discipline.”*

The following question investigated participants' opinions on innovative discipline management strategies in a virtual classroom. Participants were of a divided opinion, half of them weren't sure what it would look like, whereas the other half seemed positive about it.

Below are some of the answers:

- *“I don't see a reason why not. Virtual classrooms are full of opportunities, you just need to be creative.”*
- *“Definitely yes, you only need to be creative and most importantly have a transparent relationship with your students. “They need to be able to see you as a human being. There are various ways to be creative in an online setting. I dare to say, maybe even more than in a traditional setting.”*
- *“I am not sure how to apply innovative strategies because there are too many other things that we need to take care of, too many distractions. Teachers are overworked and underpaid, especially during these times.”*

- *“Honestly, I don’t think we have time and space for that. The main focus is on finishing everything on time. I don’t have time to implement the above-mentioned innovations. Teachers need proper training for that, and we don’t have it. “*

Furthermore, participants were asked where it is harder for them to maintain discipline, in an online or traditional classroom setting, and the majority of them said that it depends on various factors. Most of the answers suggest that at the beginning of the pandemic it was harder in an online context, but that they have already got used to it.

A few answers are presented below:

- *“It depends. The online classroom was scary at the beginning, but as is everything new. Both have their positive and negative sides. To me personally, traditional classrooms can sometimes be harder to maintain.”*
- *“Honestly, I don't think there is a rule regarding this. It depends on who you are, your teaching style, the relationship with students, and various other things. But mostly - it depends on the teacher and his personality and attitudes.”*
- *“It depends, at the beginning it was online, but now I am not so sure about it.”*
- *“It depends on who you are, how you teach, your relationship with students, and many other factors.”*

Moving on, 95 % of the participants stated that they were familiar with the three different teaching styles: Authoritarian, Permissive and Authoritative, while 5% said they didn’t know about them.

In the next question, teachers were asked to define what style they employ most often in their lessons. The answers varied, the majority of teachers (70%) said they employed a combination of all the styles. Where the other 30% was divided among those who only use the democratic style 5%, and only the permissive style 25% of participants.

Additionally, teachers needed to state what affects their choice of classroom management strategies, and most of them agreed that it depends on different factors, such as how students are misbehaving, the

activities, the general energy of the classroom, or the class size. All the teachers agreed that students themselves and individual situations affect their classroom management strategies the most.

Then, participants were asked to assert what discipline management strategies they use to manage the misbehaving students. Teachers suggested that they used various strategies, from lowering their voice, to giving a strict look, communicating the problem with students to trying and finding out the reasons for misbehavior or punishing them, some of the answers are as follows:

- *“I am consistent with the rules we acknowledge at the beginning; I always add a bit of humor to my teaching and try to treat everyone with equality.”*
- *“I lower my voice and make a strict facial expression. It works every time.”*
- *“Personalized approach, I do not negotiate or bargain, consistency, usually “the look” is enough.”*
- *“I set effective limits, keep to the set schedule I, engage with my students and understand them.”*
- *“I want to discover reasons why students are misbehaving. If they are misbehaving because they lack attention, I would give them certain tasks, e.g. to write on The Blackboard.”*
- *“First the look; nicely asking them to stop misbehaving; then I ask for the reason for their misbehaving; then with the younger student - I negotiate with them: they can do something they want after they do what I ask of them.”*
- *“I start with a warning, then with some extra work for not behaving properly, and if it doesn't help with some sort of punishment such as exclusion from other students. In the end, seeking reasons for that kind of behavior and giving pieces of advice.”*
- *“In an online setting, I give them a warning, if after three notices they still misbehave I exclude them from the classroom. In a traditional classroom setting, I learned that a strict look is a very strong tool.”*
- *“At the beginning of my career I was yelling and punishing a lot, but now. We set the rules during the first class and they are always aware of the consequences.”*
- *“I believe that a strong relationship with students is the best way to maintain discipline.”*
- *“We set goals, always resolve the issues as they show up, establish the proper procedure in place, and always practice what I preach.”*

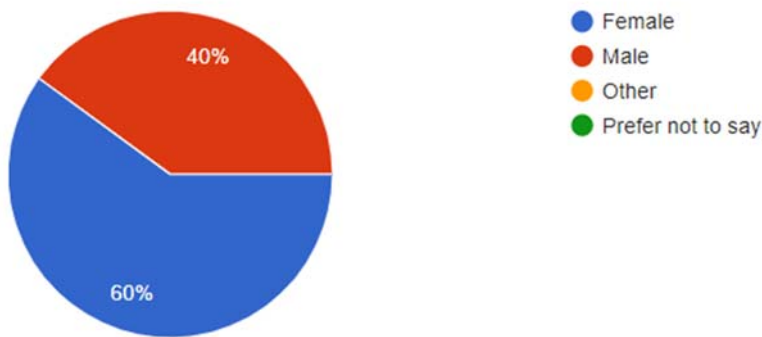
Furthermore, participants needed to state if they think that teachers are educated and well informed about classroom management strategies, and 90% of them stated that they don't think teachers have enough knowledge on the topic.

Finally, the last question was regarding teachers' opinion if they think they should improve their discipline management strategies, and if yes how would they do it. 30% said they are satisfied with their management strategies and that they don't think they should improve them, while 70% said that there is always a place for improvement and that they would like to work on their strategies. They suggested seminars, webinars, and workshops on the issue as a way of accomplishing it.

8.2. Students' Questionnaire

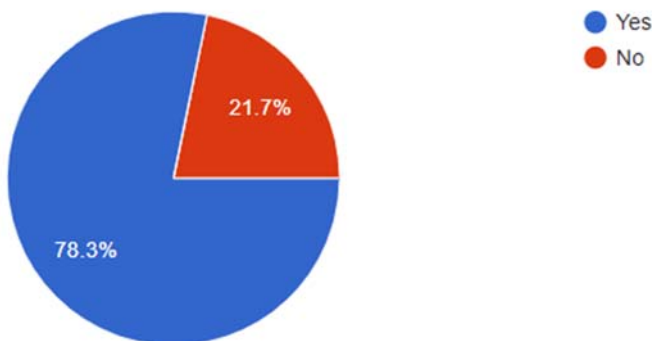
Students of ninth grade in 2 different schools in Sarajevo, Bosnia and Herzegovina were asked to fill in the online questionnaire which will be presented. Participants' answers are expressed in percentages. The questionnaire completed 25 students in total.

After gathering results, we understood that 60% of participants were females, and 40% were males, as presented in the graph below.



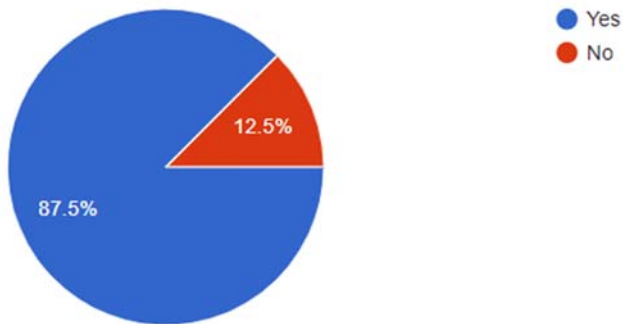
Graph 1: Participants' gender

The first question asked if participants know what academic achievement is. As we can see, 78.3% of students answered they know what it is, and 21.7% of participants answered no, that they do not know what an academic achievement is.



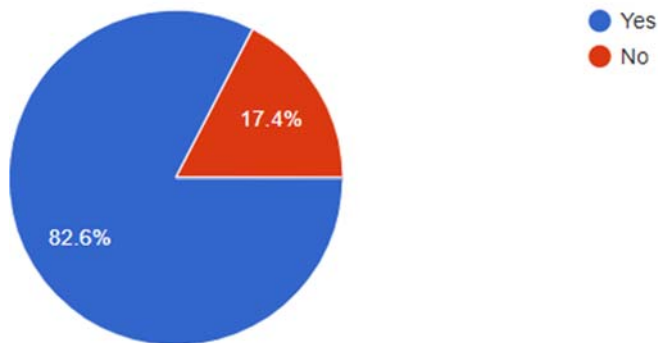
Graph 2: Do you know what academic achievement is?

The next question checked students' opinion on motivation if they believe it plays a role in their learning process, meaning do they believe they learn better when they are motivated. 87.5 % of participants answered yes, while 12.5% said no.



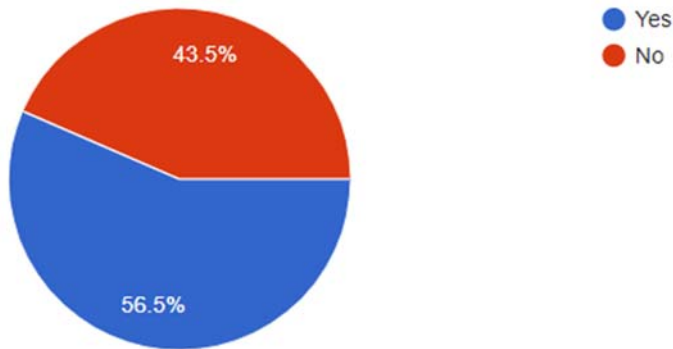
Graph 3: Do you think motivation plays a part in your academic achievement?

Moving on, students were asked if they think that the learning process is changing in recent times, and the majority (82.6%) answered yes, whereas 17.4% of participants said no.



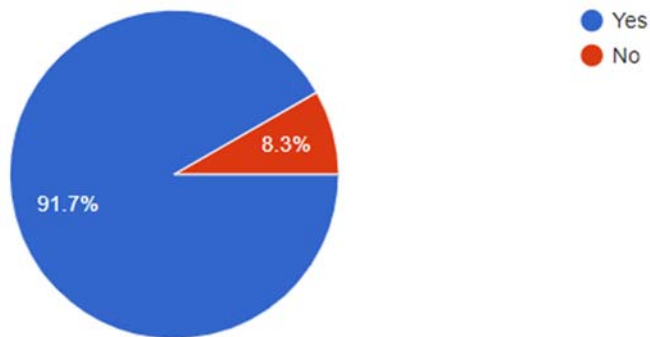
Graph 4: Do you feel the learning process is generally changing in recent times?

The following question checked if students feel like their English teacher is aware of how motivated they are and 56.5% chose yes as their answer while 43.5% said they don't feel like their teacher is aware of their motivation level.



Graph 5: Do you feel your English teacher is aware of how motivated you are?

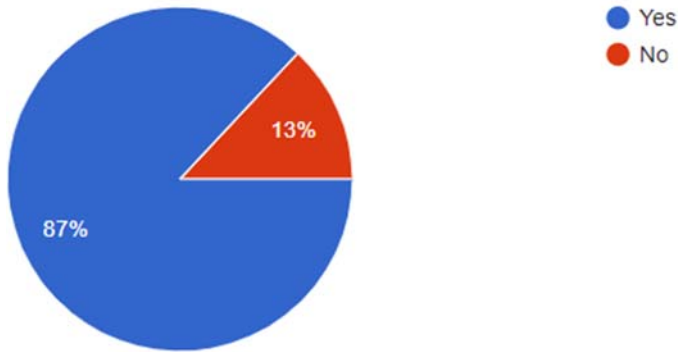
Furthermore, participants were asked if they feel like motivation is essential for students in the future, and the vast majority (91.7%) said they believe it is and 8.3% of them said they do not agree with it.



Graph 6: Do you feel motivation is essential for students in the future?

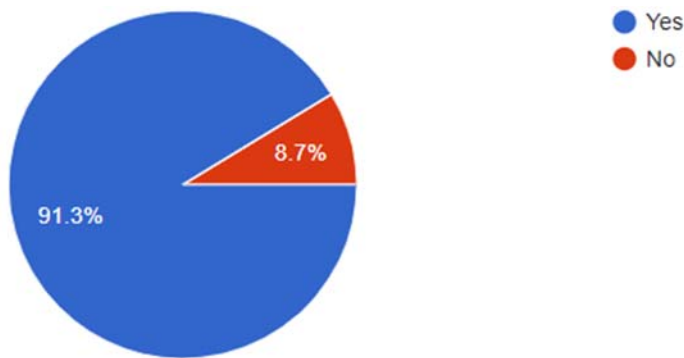
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The next question was as follows: “Do you think teachers who motivate you are better teachers?” As shown in the pie chart, 87% of ninth-graders said yes while 13% said they do not think teachers who motivate them are better teachers.



Graph 7: Do you think teachers who motivate you are better?

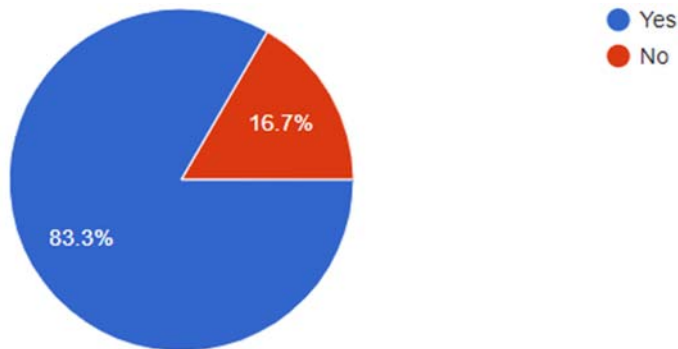
As for the next question, participants were asked if they believe their learning opportunities are limited when they are not motivated. As presented, 91.3% said yes whereas 8.7% answered no.



Graph 8: Do you believe your learning opportunities are limited when you are not motivated?

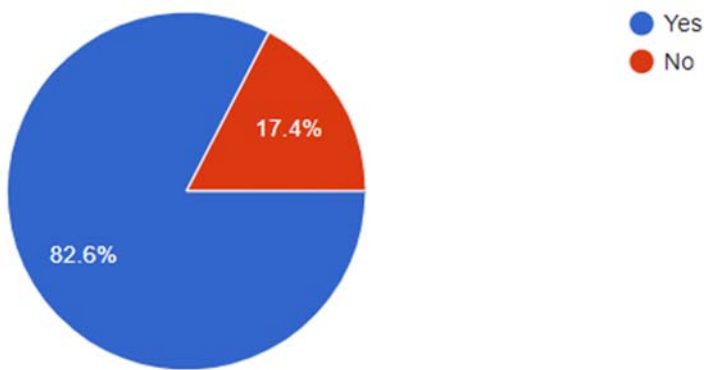
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In continuation, students had to answer if they are familiar with the term mindfulness, and 83.3% said yes, while 16.7% answered they do not know what mindfulness is.



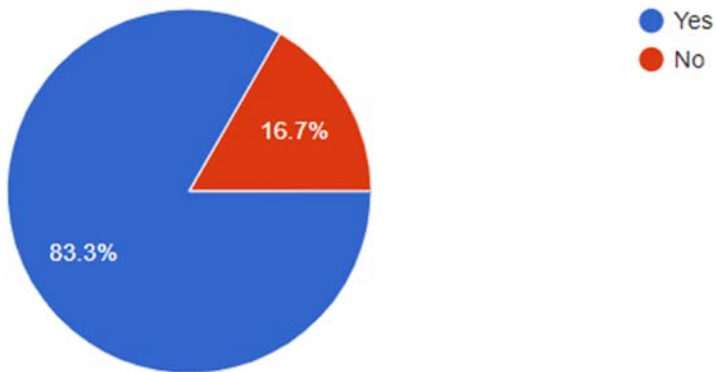
Graph 9: Are you familiar with the term mindfulness?

Then, participants were asked if they think that the use of different teaching methods, such as using technology, mindfulness, or yoga in English classes motivates them. As we can see in the graph, 82.6% said yes and 17.4% said no.



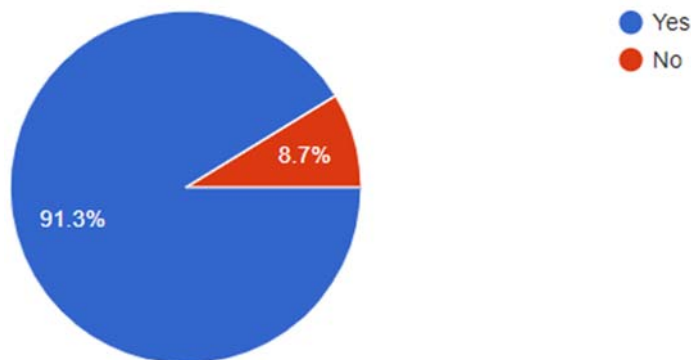
Graph 10: Do you think the use of different teaching methods such as using technology, mindfulness, or yoga in English classes motivates you?

When it comes to the following question, ninth-graders were asked if they think the methods mentioned above would motivate them more than learning from the textbook, and 83.3% answered yes, while 16.7% answered no.



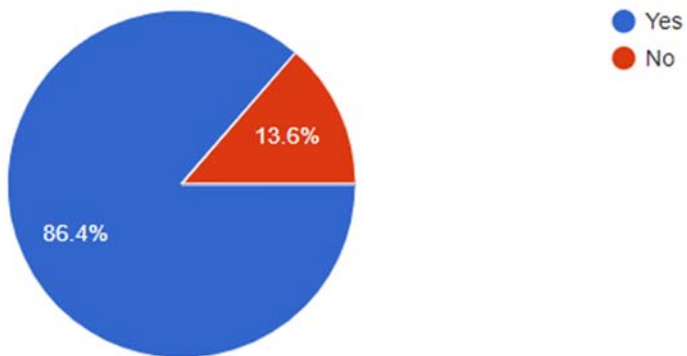
Graph 11: Do you think the methods mentioned above would motivate you more than learning from the textbook?

In continuation, participants were asked if they think discipline measures such as punishment for misbehavior demotivates them. As presented, the majority (91.3%) said yes, and 8.7% of them said they do not think punishment demotivates them.



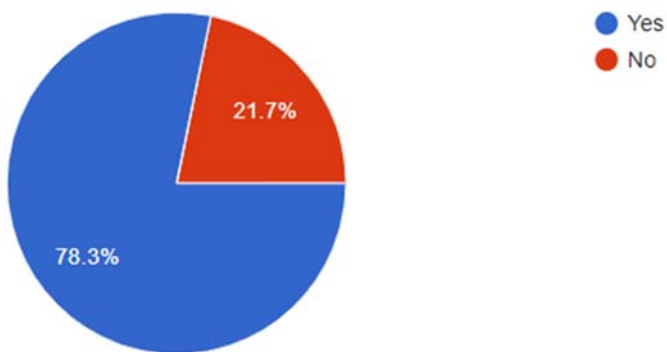
Graph 12: Do you think discipline measures such as punishments for misbehavior demotivates you?

In addition, students had to say if they think they get better school results when they are motivated, and 86.4% said yes while 13.6% said they do not think they learn better when motivated.



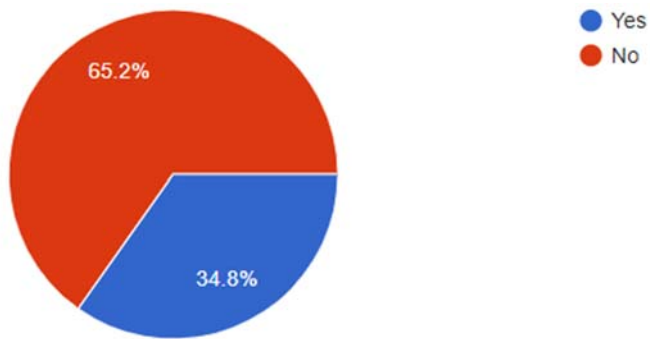
Graph 13: Do you think you get better school results when you are motivated?

Also, participants had to say if they think practicing mindfulness or yoga in school would motivate them in their academic achievement, and as we can see 78.3% said yes, while 21.7% said no.



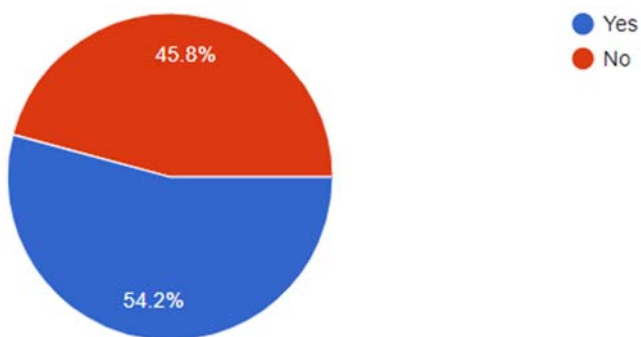
Graph 14: Do you think practicing mindfulness or yoga in school would motivate you in your academic achievements?

As for the next part, participants had to say if the classroom environment needs to be quiet to learn, and 34.8% said yes while 65.2% said they do not think it needs to be quiet.



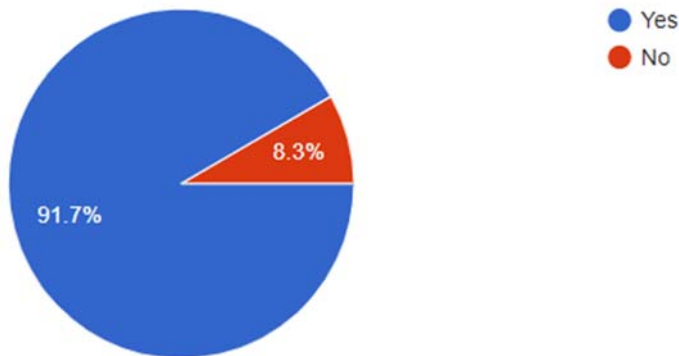
Graph 15: In your opinion, does the classroom environment need to be quiet to learn?

Furthermore, students had to say if they feel like they can interrupt their teachers during the lecture if they have a relevant question, and 54.2% answered with a yes, and 45.8% chose no as their answer.



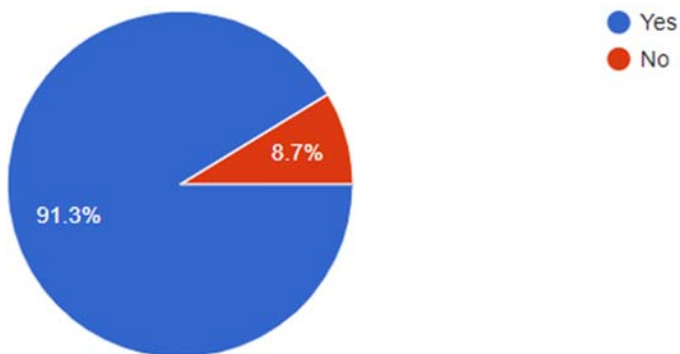
Graph 16: Do you feel you can interrupt your teacher during the lecture if you have a relevant question?

The following question checked if students think they should be involved in determining consequences for specific misbehavior, for example, if they do something wrong, should they have a say in determining their “punishment”. As we can see in the graph, the majority answered with a yes (91.7%), whereas 8.3% answered with a no.



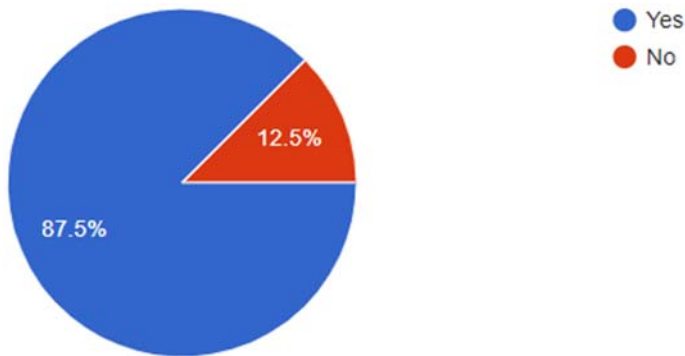
Graph 17: Do you think students should be involved in determining consequences for specific misbehavior? For example, if you do something wrong, should you have a say in determining your "punishment"?

Additionally, the question of relationship was tested. Meaning, learners had to say if a good relationship with a teacher is important to them, and 91.3% said yes, while 8.7% said no.



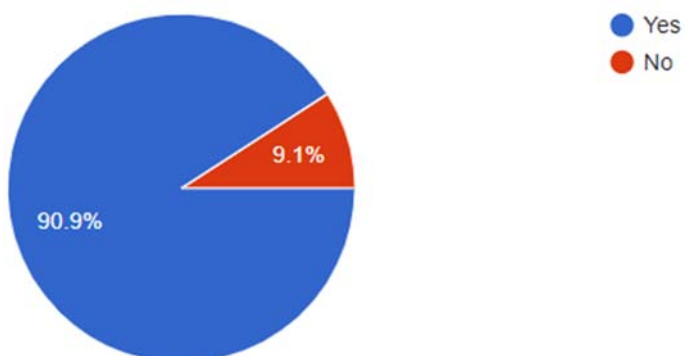
Graph 18: Is a good relationship with a teacher important to you?

Then, students had to say if they are more motivated to learn and act accordingly in class if they have a good relationship with a teacher, and 87.5% answered with a yes, and 12.5% said no.



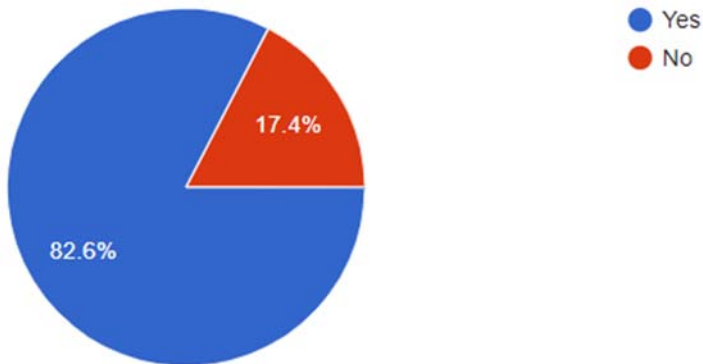
Graph 19: Would you say you are more motivated to learn and act accordingly in class if you have a good relationship with a teacher?

Moving on, participants were asked about their relationship with classmates if it is important to them or not. As shown in the graph, 90.9% answered yes, and 9.1% answered that relationships with classmates are not important to them.



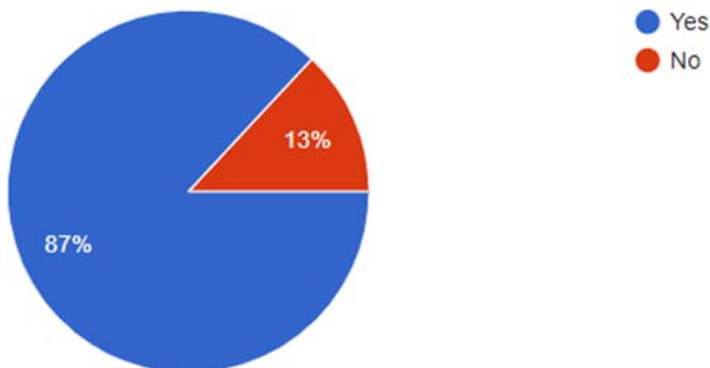
Graph 20: Is a relationship with your classmates important to you?

Then, learners were asked if it is important for them to learn what the teacher teaches them, and as we can see in the graph 82.6% said yes, while 17.4% said no.



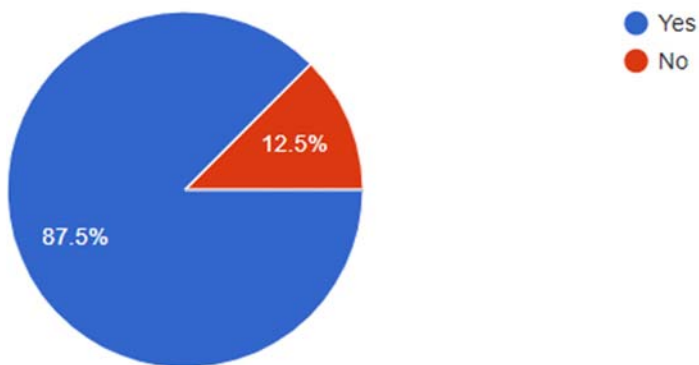
Graph 21: Is it important for you to learn what the teacher teaches you?

Learners also had to say is it important for them that they can use what is learned in school in their daily life, 87% chose yes as their answer and 13% chose no.



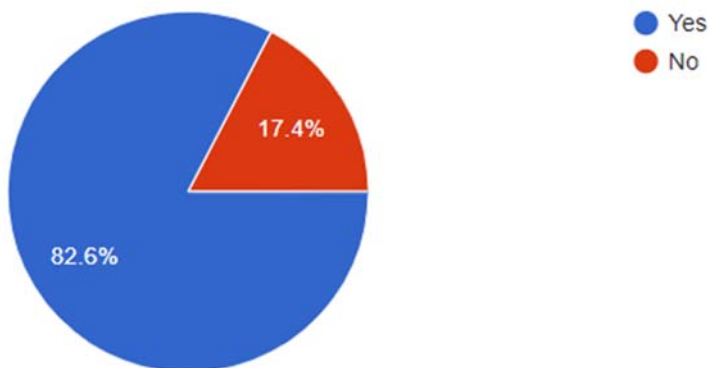
Graph 22: Is it important that you can use what you learn in school in your daily life?

In addition, the participants were asked if they think they should learn from their mistakes. As presented in the pie chart, 87.5% said yes, while 12.5% said no.



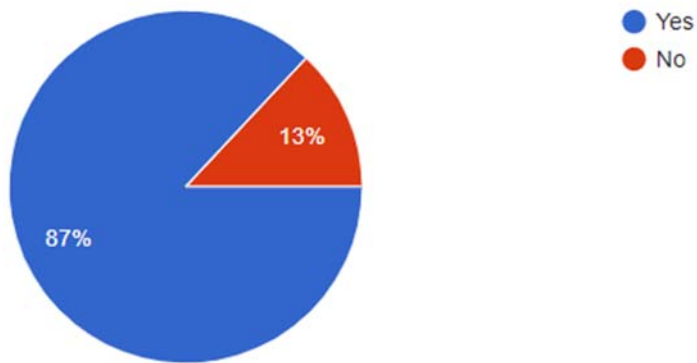
Graph 23: Do you think you should learn from your mistakes?

Furthermore, 82.6% of learners said they find it difficult to stay focused on what is happening in the present moment, while 17.4% said they do not. The result is presented in the graph below.



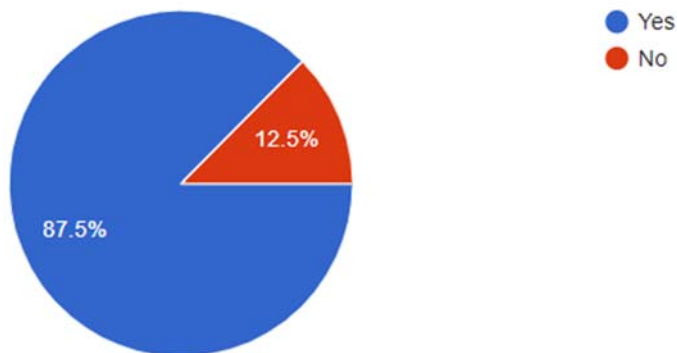
Graph 24: Do you find it difficult to stay focused on what is happening in the present moment?

As for the next part, 87% of participants stated that sometimes they rush through the activities without being attentive to them, in other words, that sometimes they feel like they “run on automatic” in their English classes. On the other hand, 13 % said they do not feel this way.



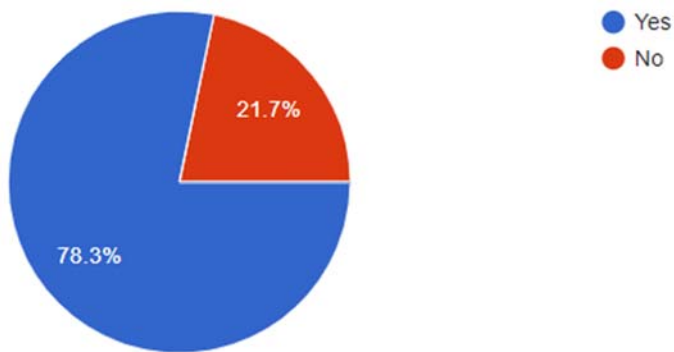
Graph 25: Do you sometimes rush through the activities without being attentive to them? In other words, do you feel like you are sometimes "running on automatic" in your English classes?

Next, 87.5% of students said that sometimes they find themselves listening to someone with one ear, and doing something else at the same time, while 12.5% said they do not find themselves in this kind of situation.



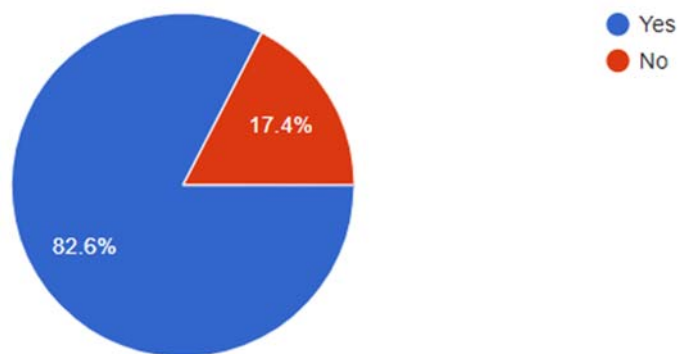
Graph 26: Do you sometimes find yourself listening to someone with one ear, and doing something else at the same time?

In addition, 78.3% of ninth-graders who participated in the study said that sometimes they feel forced to do things they would not choose to do in class, whereas 21.7% reported not feeling this way.



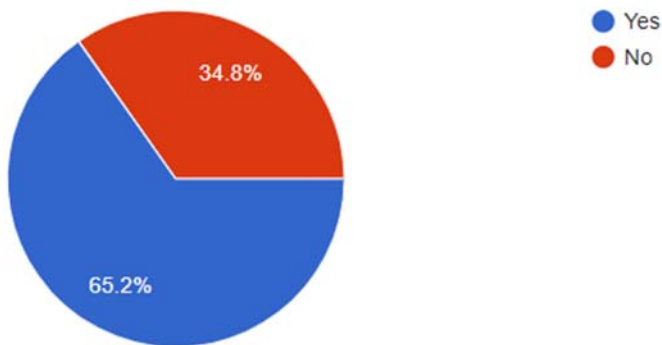
Graph 27: Do you sometimes feel forced to do things you would not choose to do in class?

Also, 82.6% of participants reported feeling insecure about their abilities and learning processes, and 17.4% of them said this is not how they feel.



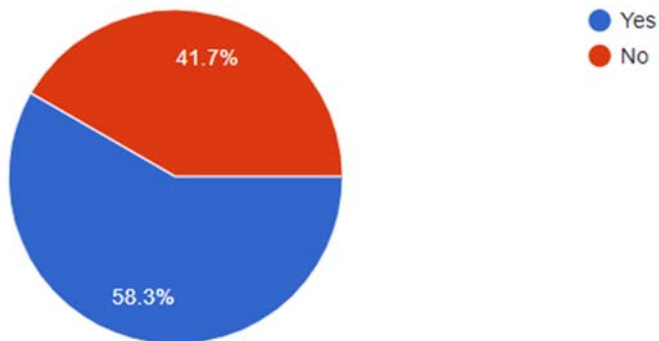
Graph 28: Do you sometimes feel insecure about your abilities and your learning processes?

In the following question, 65.2% of students said that they sometimes feel obligated to think and act in a certain way, whereas 34.8% of them said they do not.



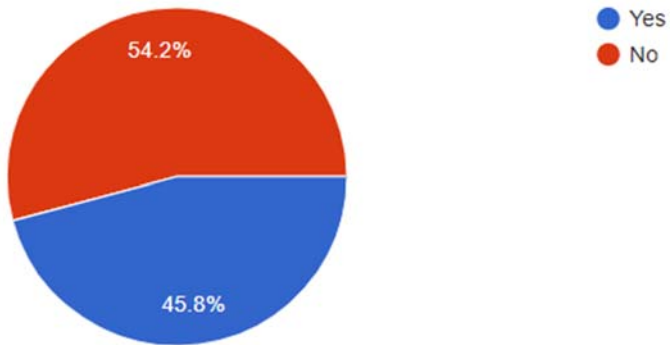
Graph 29: Do you sometimes feel obligated to think and act in a certain way?

Learners who were part of the study were also asked if they feel free to always express themselves in their English classes, and 58.3% of them said yes, while 41.7% said they do not always feel free to express themselves in English classes.



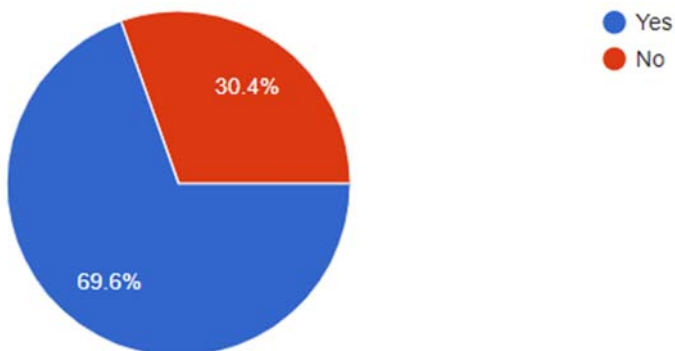
Graph 30: Do you feel free to always express yourself in your English classes?

In continuation, 54.2% of students reported feeling connected with their classmates, whereas 45.8% said they do not feel connected with their classmates.



Graph 31: Do you feel connected with your classmates?

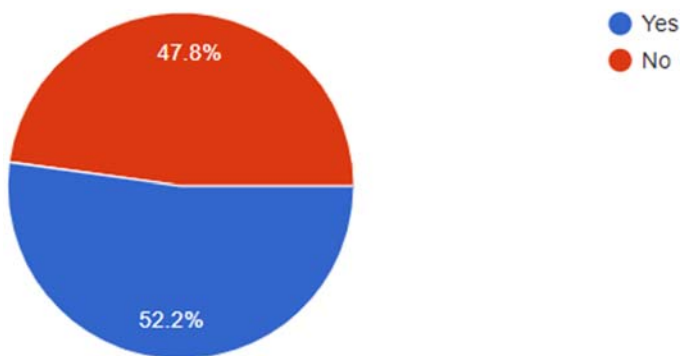
Additionally, 69.6% of participants reported feeling competent to achieve their goals, compared to 30.4% who said they do not.



Graph 32: Do you feel competent to achieve your goals?

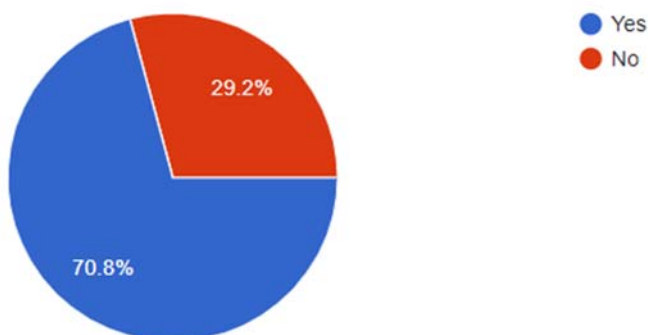
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In the following question, learners were asked if they sometimes feel their teacher is cold and distant towards them and their classmates. 52.5% reported feeling this way, and 47.8% said they do not.



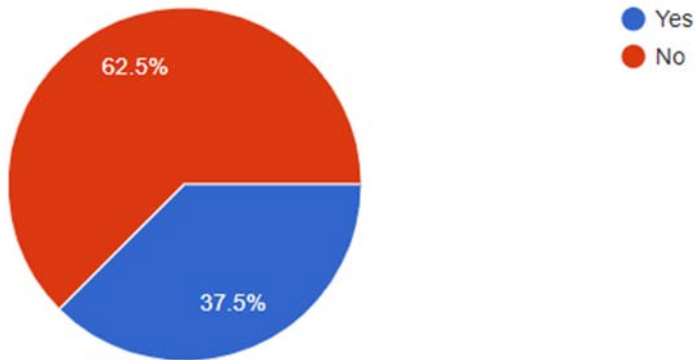
Graph 33: Do you feel your teacher is sometimes cold and distant towards you and your classmates?

Apart from this, 70.8% of participants said they sometimes feel excluded from their classmates, compared to 29.2% who said they do not.



Graph 34: Do you sometimes feel excluded from your classmates?

Finally, the last question tested if students feel like the relationship with their English teacher is somewhat superficial. 37.5% of ninth-graders who took part in the study reported feeling that way, contrary to 65.2% who said they do not think the relationship with their teacher is superficial.



Graph 35: Do you feel the relationship with your English teacher is somewhat superficial?

9. RESEARCH ANALYSIS AND DISCUSSION

As presented in the paper there are three different teaching styles which teachers usually employ: authoritarian, permissive, and authoritative. We do not claim that one style should be predominant in all aspects of teaching because after the analysis of results we concluded that each student and each situation is different and teachers use various forms of discipline management during daily work. The study also showed that oftentimes students feel demotivated and constrained by the teacher's authority and that the teacher-student relationship is extremely important to them. Students further suggest that they wish to feel the cohesion, encouragement, and motivation to participate in classroom discussion because it makes them feel in control over their actions.

Core findings from this study reaffirm that classroom management is a complex and multidimensional process. Different aspects of effective classroom management impact the students, the relationship with them, and it can set different expectations and provide or limit opportunities for participation. This has important implications for teachers and teacher development. Blazar and Kraft (2011) have conducted research in the USA titled "Teacher and Teaching Effects on Students' Attitudes and Behaviors". The research focused predominantly on how teachers affect students' achievement on tests despite evidence that a broad range of attitudes and behaviors are equally important to their long-term success. The authors found that teachers to a certain extent affect students' behavior and happiness in class. In many ways, our findings are aligned with conclusions drawn from the previous study. The survey showed that students are more involved in the education process when they have a positive learning environment. Students also believe they get better results when they are motivated, and they are willing to engage in classroom discussions and participate when the atmosphere is positive and warm.

Next, Kythreotis & Kyriakides (2010) measured the leadership style of teachers and classroom culture on student academic achievement. The findings suggest that students' achievements are related to the management style and classroom climate. As presented in the results, there is a correlation with our hypothesis that positive classroom discipline management strategies will show positive results in practice. The vast majority of student participants (91%) stated that a good relationship with a teacher is important to them as well as a good relationship with classmates.

As we know, teachers plan, organize and control students' activity in the educational process and thus they appear in the leader's position. Drobot & Rosu (2012) investigated students' perceptions about the impact of teachers' leadership styles in the classroom upon their psychological development. They believe that student-teacher relationships should be based on cooperation and involvement which affects students' level of satisfaction towards the activity performed. So, if the relationship is based on encouragement, students get the feeling they are in control of the activities they are about to do. Our research results are aligned with this statement because they show that there is a correlation between a teacher's management style and the learning process. Majority of students said they are motivated to learn when they have an open relationship with their teacher. The conducted research implies that student's involvement is important in the teaching-learning process. The majority of students think they should be involved in classroom management decisions and that punishments demotivate them. This further suggests that it is extremely important to talk and cooperate with the students and give them autonomy in making classroom management decisions.

In 2018, Stevens wanted to learn more about classroom management, in particular how teachers thought about positive discipline as part of a management system. The findings revealed that there are common pieces of effective classroom management such as: setting clear expectations and rules, consistency in applying rules and expectations, and having good parent communication. Furthermore, Van Tartwijk, den Brok, Veldman, and Wubbels (2009) found that punishing a child can lead to a negative classroom environment and can cause the problem to escalate, so it is important not to focus on small misbehaviors and to make small corrections when needed. As presented in the result section, our research supports these statements. The majority of teachers pointed out that they believe that lack of discipline affects the academic performance of learners negatively and that they find routines extremely important, as well as setting clear rules and expectations. For the majority of teachers, the transition to online context was not easy but through the elimination of distractions and flexibility, they managed to keep control.

The survey which was conducted among the teachers suggests that the majority feels like teachers are not educated and informed properly on classroom management strategies. Most of them also agreed that their management style can be improved and they suggested accomplishing it through webinars, seminars, or workshops. Stevens (2018) also found out that in theory teachers are aware of classroom management strategies but at the same time they do not think about positive discipline as such or how to implement it.

Leinonen (2018) investigated the connection between classroom behavioral climate and school well-being. The participants were 597 Finnish sixth-grade students, and the results in this study indicated that students are more devoted to accomplishing their goals and academic success in classes where there is a positive climate. Our results showed that both students and teachers believe the classroom environment does not need to be quiet to learn and that students are more willing to participate when they feel comfortable. The majority of teachers also agreed that incorporating innovative methods such as practicing mindfulness can help students achieve greater success. They believe that a holistic approach to education promotes self-confidence and controls stress levels which in turn helps improve classroom climate. Even though some may question the validity of students' views around what is happening in classrooms (Hadfield & Haw, 2001), our study shows that students are a quite insightful resource on what they believe is important in the teaching-learning process. Teachers need to have a clear understanding of what motivation means to them and learn how to be caring, commanding, and compelling.

This research leads us to the conclusion that the way a teacher conducts her relations with students is the most important element in the teaching-learning process. From the students' perspective, communication, indulgence and friendly attitude are pillars of a good relationship. By avoiding punishment and incorporating positive discipline practices such as yoga, mindfulness, or something else, we help students to focus their minds on positive behavior and acknowledge the power they have over their choices. This way we choose to guide them lovingly and prepare them for successful futures.

10. FINAL CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to determine teachers' attitudes about the teaching style they employ about discipline management strategies and students' motivation level in two schools in Bosnia and Herzegovina. The study found that positive discipline is a very important element in the teaching process. Increasing the positive discipline in the classroom increases motivation and the academic performance of the students.

However, the study concludes that even though there is a lot of available learning material from which teachers could learn about disciplinary methods, there is no proper training, seminars, or workshops to attend about contemporary methodological strategies or how to implement them. Consequently, a lot of educators are still subjecting learners to traditional punishment methods as a measure of correcting unwanted behavior. Teachers still use punishment as an easy and quick way to discipline learners, and these perceptions conflict with global educational trends. This behavior leads to the emergence of conflicts between teachers and students, and the education system must train teachers on alternative mechanisms to be used in dealing with disciplinary problems in schools.

The findings of the study are of limited scope and cannot be generalized due to the small sampling size. This study, however, provides an insight into teachers' and students' feelings toward the classroom management methods, and it also presents alternative forms of disciplinary measures that can be applied by teachers.

So far, we know that the positive relationship created between teachers and students directly affects the creation of a positive cooperating climate. As a result, positive discipline should be an inseparable part of the education system and teacher training programs. When the teacher is positive and always reflects on her work and progress, students also maintain positive attitudes to the classroom surroundings. Also, establishing positive relationships reduces inappropriate student behavior, and leaves much space for teachers to strive and find compromise solutions that satisfy all involved parties in inappropriate behaviors or situations.

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APPENDICES

Appendix 1



TEACHER SURVEY: CLASSROOM MANAGEMENT PROFILE¹²

Your classroom management style will determine how well you can interact with your students, how well you can build a positive relationship with them, and how well they will learn from you. It can also affect how your children behave (or misbehave) and how you discipline your students, that is, whether you are more prone to using negative discipline rather than positive methods to help your student learn proper behaviors. To start determining your management style, read each of the statements in the table below carefully. Then answer whether or not you agree or disagree with the statement or, better yet, if it is actually what you do.

Characteristic	Agree	Disagree
1. I believe the classroom must be quiet for students to learn.		
2. I believe assigned seating in a structured arrangement (such as rows) reduces misbehavior and promotes learning.		
3. I do not like to be interrupted when I am teaching.		
4. Students should learn to follow directions and not ask why.		
5. My students rarely initiate activities. They should concentrate on what I am teaching them.		
6. When a student misbehaves, I punish or discipline him or her immediately, without further discussion.		
7. I do not accept excuses for misbehavior, such as being tardy or not doing homework.		
8. Depending upon what is being learned, my classroom may have many different arrangements.		

¹² Developed- based on: Teacher Talk. What is your classroom management profile?

<https://resourcecentre.savethechildren.net/library/positive-discipline-inclusive-learning-friendly-classroom-guide-teachers-and-teacher>

9. I am concerned about both what my students learn and how they learn.		
10. My students know that they can interrupt my lecture if they have a relevant question.		
11. I give praise when it is warranted, and I encourage students to do better.		
12. I give students projects as a learning exercise or ask them to develop their projects. Afterward, we discuss what they have learned, and what more they still need to learn.		
13. I always explain the reasons behind my rules and decisions.		
14. When a student misbehaves, I give a polite, but firm, reprimand. If discipline is needed, I carefully consider the circumstances.		

Characteristic	Agree	Disagree
15. I believe students learn best when “they can do their own thing,” that is, do what they feel they can do well.		
16. The emotional well-being of my students is more important than classroom control. My students must see me as their friend.		
17. Some of my students are motivated to learn, while others don’t seem to care.		
18. I don’t plan in advance what I will do to discipline a student. I just let it happen.		
19. I don’t want to monitor or reprimand a student because it might hurt his or her feelings.		
20. If a student disrupts the class, I give him or her extra attention because he or she must surely have something valuable to add.		

21. If a student requests to leave the room, I always honor it.		
22. I don't want to impose any rules on my students.		
23. I use the same lesson plans and activities year after year so I don't have to prepare in advance for my classes.		
24. Field trips and special projects are not possible. I don't have the time to prepare for them.		
25. I may show a film or slideshow instead of lecturing.		
26. My students tend to look around the room and out of the windows a lot.		
27. If the lesson ends early, my students can study quietly or talk softly.		
28. I rarely discipline my students. If a student turns in a homework assignment late, it is not my problem.		

Next, add up the number of “Agrees” for statements 1-7, then 8-14, then 15-21, and then 22-28. For which set of statements do you have the highest number of “agree” responses? This is your preferred management style, though don't be surprised if you also have characteristics of the other styles.

In the above table, statements 1-7 reflect an *authoritarian* style; “I'm the teacher and we'll do things my way.” This style is good for making a well-structured classroom, but it does little to increase achievement motivation or encourage the setting of personal goals. Students in this class are likely to be reluctant to initiate activity, since they may feel powerless.¹³ They must obey the teacher at the expense of their personal freedom.

Statements 8-14 reflect an *authoritative* style; “Let's work together.” Though limits are placed on student behavior, the rules are explained, and students are also allowed to be independent within these limits. An authoritative teacher encourages self-reliant and socially competent behavior. Moreover, he or she encourages students to be motivated and achieve more. Often, he or she will guide the students through a project, rather than lead them.

¹³ *Positive Discipline in the Inclusive, Learning-Friendly Classroom: A Guide for Teachers and Teacher Educators*. UNESCO.2015

Statements 15-21 reveal a *permissive* style; “Whatever you say.” The permissive teacher places few demands or controls on students. This teacher accepts a student’s impulses and actions and is less likely to monitor a student’s behavior. He or she may strive to not hurt the student’s feelings and has difficulty saying no to a student or enforcing rules. Although this type of teacher may be popular with students, his or her overindulgent style is associated with students’ lack of social competence and self-control. It is difficult for students to learn socially acceptable behavior when the teacher is so permissive. With few demands placed upon them, these students frequently have a lower motivation to achieve.

Finally, statements 22-28 reveal an *indifferent* style; “Do whatever you want.” The indifferent teacher is not very involved in the classroom. This teacher places few demands, if any, on students and appears generally uninterested. The indifferent teacher just doesn’t want to impose on the students. As such, he or she often feels that class preparation is not worth the effort. Also, classroom discipline is lacking. In this aloof environment, the students have very few opportunities to observe or practice communication skills. With few demands placed on them and a very little discipline, students have low achievement motivation and lack self-control.

If you’re still not sure which of the four classroom management styles is closest to your own, ask a colleague, a teaching assistant, or an older student to watch you for a day or two. Then ask them to read through the list of characteristics and management styles above and help you to decide which one is the closest to your own. Does this style affect how much your students are motivated to learn? Does it affect their behavior? Does it affect how you discipline your students, and how your students react to you? Do you think there is any room for improvement? Try changing your style, or one of the characteristics above, and watch to see if your students become more motivated and easier to teach. Keep a diary of what changes you make and whether or not your classroom is now easier to manage and your students are practicing good behaviors and interpersonal skills.

Appendix 2¹⁴

STUDENT MOTIVATION QUESTIONNAIRE

S. NO.	Question	Answer	
		Yes	No
1	In your view, is motivation ever used for academic achievement?	Yes	No
2	Do you think you learn better when there is motivation in place?	Yes	No
3	Are you aware of different motivation development activities?	Yes	No
4	Do you feel the way of learning is generally changing in recent years?	Yes	No
5	Have you heard of a phrase "Everyone is Unique"?	Yes	No
6	Do you think individual skills are something that you can improve personally?	Yes	No
7	Do you think motivation plays a part in your academic achievement?	Yes	No
8	Has motivation ever played a role in your learning process?	Yes	No
9	Are students aware of the importance of motivation, in your opinion?	Yes	No
10	Do you study better when you are motivated?	Yes	No
11	Do you feel motivation is really essential for students in the future?	Yes	No
12	Do you think teachers who motivate you are better?	Yes	No
13	Do you believe your learning opportunities are limited when you are not motivated?	Yes	No
14	Do you think you get better school results when you are motivated?	Yes	No
15	Can motivation lead to better teaching?	Yes	No
16	Is a good relationship with a teacher important to you?	Yes	No
17	Could motivation ever be a "Complex process"?	Yes	No
18	Are you more motivated to learn if you have a good relationship with a teacher?	Yes	No
19	Do you think it is important to learn what the teacher teaches you?	Yes	No
20	Do you think it is important that you can use what you learn in school in your daily life?	Yes	No
21	Do you think you should learn from your mistakes?	Yes	No
22	Is a good relationship with classmates important to you?	Yes	No
23	Do you find it easy to work with your colleagues in pair or groups?	Yes	No
24	Could the use of technology in the classroom motivate you?	Yes	No
25	Are you motivated to do well in school?	Yes	No

¹⁴ IJTSRD | Available Online @ www.ijtsrd.com | Volume-2 | Issue-4 | May-June 2018
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