Tampere University of Applied Sciences

The benefits of a positive behavioural management strategy, influenced by student voice, on private sector students

Paul Downes

ABSTRACT

DOWNES, PAUL:
The Benefits of a Positive Behavioural Management Strategy, Influenced by Student Voice, on Private Sector Students.

Education's ever-changing landscape has raised queries as to whether the traditional idea of allocating blame and sanctions is the best way to manage behaviours today. Recent evidence suggests that positive behavioural support strategies produce far more sustained positive impacts in student behaviour when compared with the short-term results of traditional, consequential management systems.

The study's objective was to explore the effectiveness of a systematic, positive behavioural strategy in a private school setting, endeavouring to highlight how certain contextual circumstances make private schools an ideal setting to implement such programs. The study also sought to examine the impact pupil voice can have on behaviour if students are, to some extent, included in decision-making processes that affect them.

This study was designed as an action research project, utilizing a mixed method approach. Multiple student and teacher surveys were distributed before and after program implementation, garnering both quantitative and qualitative data. Further quantitative data was also gathered from the lunch time attendance records. Finally, triangulation was then utilized to ensure more valid findings from all data collected.

The program was successful in its implementation with the majority of students and teachers commenting on the effectiveness of the activities provided. Students, if behaving appropriately, could earn the right to partake in organized activities chosen by themselves. Those who did not behave could not participate. The construction of those chosen and desired activities provided teachers with a positive consequence which students could hope to achieve, coupled with an effective negative consequence if acting inappropriately.

There is substantial evidence to suggest trialling the behaviour program on a wider scale. By implementing a program comprised of extra activities and teachers, this would increase the number of students receiving their first preference activity choice. A further study could then evaluate if motivations to behave increased with the vast majority of students receiving their first preference choices.

CONTENTS

GLOSSARY or ABBREVIATIONS AND TERMS (choose one or other)

BSPS	Behaviour Specific Praise Statements
IB	International Baccalaureate (Curriculum)
LTAS	Lunch Time Activity Survey
PBS	Positive Behavioural Support
RWA	Raffles World Academy
SLT	Senior Leadership Team
SOTW	Student of the Week
SES	Student Evaluation Survey
SPS	Student Perspective Survey

1 INTRODUCTION

Human behaviour is often interpreted as an individual's response or action to a stimulus; a response or action defined by what is seen or heard. Research (Barbetta, Norona, & Bicard, 2005; Bull, 2013) conducted has been supportive of this notion, citing external stimuli as the key influence in igniting behaviour. With varying experiences and backgrounds, invariably stimuli tends to affect human beings in different ways, prompting a variety of different reactions. Through these varying reactions and responses, it enables behaviours to be determined (in addition to being measured) when compared with rules and 'social norms'.

Experience and personal backgrounds have sizeable impacts on human behaviour. Human beings are essentially products of their environments and thus their behaviours are directly influenced by their surroundings. Bull (2013) supports this view, going further to add that behaviour is learned and consequently can be taught. Plato's idea that "Human behaviour flows from three main sources; desire, emotion and knowledge" further supports this notion. Though desire and emotion are instrumental triggers in their own right, knowledge is the key element that influences our behaviours, shaping our perception of what good behaviour entails. External factors (stimuli) such as culture, family, religion and society all clearly demonstrate the influence knowledge has on our behaviour. Furthermore, external factors directly influence how we view behaviour also, whether it be good, bad or indifferent.

In classrooms, where this study is primarily concerned, educators have been influencing the behaviours of students for thousands of years. Though there are scholars and literatures that provide rebuttals of the behaviourist frameworks, the traditional perceptions are that rules and regulations are needed in order to cultivate learning environments that are conducive for all students to learn. Management systems based around consequences (Barbetta, Norona, & Bicard, 2005; Bull 2013) are utilized to influence the behaviours of students, with students learning desired behaviours based on these consequences. Considerable research can be found online involving behavioural management systems, both sanction-based and those founded on positive behavioural support. Over the past two decades substantial research has been found which identifies how positive

behavioural support strategies implemented in schools tends to produce far more sustained positive impacts in student behaviour when compared with the short-term results of reactionary consequential management systems.

Therefore, the aim of this study is to explore the effectiveness of a systematic, positive behavioural strategy in a private school setting, endeavouring to highlight how certain contextual circumstances make private schools an ideal setting to implement such programs. The study also seeks to examine the impact pupil voice can have on student behaviour; attempting to uncover if motivation to behave is enhanced amongst students, if they are, to some extent, included in decision-making processes that affect them. The thesis also strives to compare the findings from this positive behavioural strategy implementation with other relevant literature in the field of positive behavioural management, aiming to find common trends.

The main research question is:

Can a positive behavioural management strategy, influenced by student voice, have a profound, sustained impact on student behaviour in a private school setting?

Sub Question:

Do contextual circumstances make a private school the ideal setting to implement a positive behavioural support strategy?

2   THEORETICAL FRAMEWORK

2.1   Behaviour Management

Managing behaviour is a common occurrence in every school and classroom around the world. However, what exactly does it entail? What does it mean? What is achieved when behaviour is managed successfully? In order to analyze this term thoroughly the two words need to be investigated separately.

Firstly, according to the Oxford English Dictionary, behaviour can be defined as "the way in which one acts or conducts oneself, especially towards others". It is also referred to as "the way in which an animal or person behaves in response to a particular situation or stimulus." The behavioural model, cited by Bull (2013), delves deeper into the situation / stimulus aspect of behaviour, asserting that the way people behave is essentially a product of the environment they are in. Bull (2013) outlines how the experiences a person has gone through (or witnessed) coupled with the environmental factors one has become accustomed to directly shape how they behave. Barbetta, Norona & Bicard (2005) support this theory, delving deeper in their studies into the formation of misbehaviours from a pedagogical lens. They outline how misbehaviours in students often occur for a reason and that it is our job as educators to uncover these reasons. For instance, a child could be acting out in a certain way because it is all he / she has ever known. Educators need to become mindful of these circumstances as the student may be unaware that they are acting inappropriately. To summarize, both sets of studies are resolute in their stance that behaviour, be it positive or negative, is effectively learned. Consequently, if behaviour is learned, then further behaviours (particularly positive behaviours) can in fact be taught.

In relation to management, the Oxford English Dictionary defines it as "the process of dealing with or controlling things or people", 'controlling things' being the operative term. Managers, by 'controlling things' essentially govern the circumstances / environment their subordinates find themselves in. Effective management can put in place procedures that allow people and processes to flourish within an environment, essentially fostering the 'right circumstances',

where positive behaviours can be taught and learnt. Research (Barbetta, Norona, & Bicard, 2005; Bull 2013) supports these points, reiterating how people behave in the context of "particular surroundings" and how as managers of their classrooms, teachers have the capabilities to directly influence their students' behaviours (and ultimately their capacity for learning). By constructing and 'managing' suitable environments, teachers can play an enormous role in developing desired behaviours from their students.

Despite this capability, in every classroom around the word there are thousands of variable factors that teachers simply cannot control. Factors such as learning difficulties, problems at home and social issues to name but a few can all influence circumstances in the classroom. Teachers must adapt year after year to these varying dynamics in order to adequately provide for their students. Though these factors are ever changing, one aspect that can be controlled, that does not have to be changed, is the way in which teachers manage the environments their students are in. For example, often desired behaviours are constructed on the back of the very first action or in some cases inaction to particular behaviours. Bull (2013) stresses this point, highlighting the importance of dealing with a behaviour in the immediate aftermath of an incident as it is essential in determining whether that particular behaviour is strengthened and maintained / weakened and eliminated, be it positive or negative. At its core this relates to consequences and fundamentally, if consequences are in place, "we learn to behave in ways which have desirable consequences and to avoid behaving in ways which have undesirable consequences" (Bull, 2013).

To conclude, the process of behaviour management can have an enormous impact on our students, particularly where consequences are concerned. This has resulted in consequential behavioural management systems, positive or sanction-based, being practiced in some shape or form in every school around the world. Online, considerable research can be found involving the different types of consequential behavioural management systems. This project will focus primarily on positive behavioural management systems and how evidence suggests they are the most effective way to instill sustained change in pupil behaviour, particularly in private school environments as opposed to the sanction

based behavioural methods that are currently more prominently employed worldwide.

2.1.1 Behaviour Management Systems

In education, consequential behaviour management systems were established to construct environments that were conducive for students to learn. These systems involved the establishment of classroom / school rules and regulations aimed at cultivating learning environments favourable to all students, while at the same time promoting philosophies of care and respect (Barbetta et al., 2005). Historically, 'ideal learning conditions' were in places of silence, constructed through teacher-led environments. Educators lectured to students and students were expected to pay attention and learn; to be seen and not heard. This undisruptive learning environment idea was still hugely prevalent in western education in the late 1980s, evidenced by a report by Lord Elton into the discipline of schools in England and Wales in 1988 (Charlton, 1993). In the report, misbehaviours of a far less serious nature such as talking out of turn, hindering other pupils, making unnecessary noises, calculated idleness or work avoidance, not being punctual and getting out of seat without permission were widely more commonly reported when compared with incidents of a more verbal or physical nature (Charlton, 1993), clearly validating the traditional idea of undisruptive, silent learning environments.

Historically, misbehaviours in these undisruptive, silent learning environments were dealt with in the form of sanctions or punishments, with educators tending to focus on the removal of negative behaviours as opposed to the promotion of positive actions in the classroom. Blood and Thorsborne (2005) plainly summarize how educators have and still currently employ these sanction based behavioural management approaches. Firstly, they establish what the school rule being broken is before allocating the blame accordingly, concluding with making the 'wrongdoers accountable'. The seriousness of the rule break would determine the severity of the punishment. More recent examples of making 'wrongdoers accountable' (detentions, removal of privileges, exclusions from school) thankfully tend to be far more 'gentle' than punishments of the past (physical violence

such as caning, hitting etc.), yet the culture and mindset is still the same; deal with the negative as opposed to promoting the positive.

Though traditional behavioural management approaches are still widely prevalent in education today, pedagogy has transformed enormously over the past thirty years, particularly since the introduction of technology into its practices. With this transformation, so too has educators' perceptions of what the optimal learning environment should be, with modern day educators questioning the culture of teacher-led, undisruptive, silent learning environments. The pragmatist / constructivist approaches to learning, where students learn through action and experience, trial and error, that are currently rampant in education worldwide (conceptually similar to Dewey's child and candle theory (Neubert, 2009)), have questioned what the perfect learning environment is or what it entails. Similarly, Vygotsky's (1978) socio constructivist ideas, which are a cornerstone of the IB curriculum delivery in Raffles World Academy (RWA) where this study takes place, stress the importance of social interaction in the learning process. These ideas also showcase a stark contrast to the undisturbed learning environments of the past. Consequently, this has raised queries as to whether the traditional idea of allocating blame and sanctions is the best way to manage behaviours in these new learning environments. Is the old style of behaviour management flexible enough to meet the changing needs of today's classrooms? Is it still fit for purpose?

More recent research (Barbetta et al., 2005; Carlton, 1993) conducted in behavioural studies has asked educators to evolve their mindset and approach to misbehaviours. Barbetta et al. (2005) in particular advocates for teachers to initially reflect before reacting, when faced with disruptive students / classes. By asking themselves simple questions when dealing with difficult situations such as 'What was the function of the misbehaviour?' for example or 'What did the student gain by misbehaving?', Barbetta et al. (2005) & Charlton (1993) have challenged educators to firstly seek the root of the misbehaviour before administering sanctions. They perceive that most student misbehaviours are learned and occur for a reason. Therefore, by changing our approach and locating the source of the problem (as opposed to punishing immediately), educators can then strive to prevent the misbehaviours occurring before they even begin. Through initial

prevention, this can lead to teaching appropriate behaviours to replace previous ones, effectively changing the previous sanction led culture. However, this idea can be challenging as it involves a huge amount of inner self-reflection and can often finger point the problem of misbehaviour at educators' own practices and methods. By asking an educator to look hard at themselves and change, many become defensive and irritated, preferring the status quo, unwilling to deviate from the norm. This fear of change is not a new challenge facing the education sector. It often takes time for new practices to become embedded.

2.1.2 Benefits of Positive Behaviour Management

In the field of behaviour management, examples of positive behavioural support (PBS) can be found as far back as the 1960s. In a two-classroom study conducted over a 7 month period, researchers (Madsen, Becker, & Thomas, 1968) endeavored to identify what effect three methods of behaviour management would have on two public school classrooms in a role reversal type study.

The methods of behaviour management chosen were:
1. The administration of classroom rules, including sanctioning if rules were broken.
2. The deliberate overlook of inappropriate behaviours (albeit to a certain extent).
3. Positive reinforcement in the form of positive appraisal statements when students showed appropriate behaviours.

The reversal of conditions was established in the structure of the study. Classroom A began with behavioural management system number 1 and gradually implemented number 2, followed by number 3 as the year progressed. On the contrary, Classroom B began with number 3, before moving on to number 2, concluding with behavioural strategy number 1. Prior to the study, each teacher was trained specifically to ensure uniformity in the administration of the methods of behaviour management (positive or negative), while specific students (whose behaviours were deemed unsatisfactory) were chosen to be observed.

Throughout the study it was found in the observations and data collection that:

1. Rules alone exerted little effect on classroom behaviour.
2. The disregard of inappropriate behaviours produced inconclusive results.
3. Behaviour-specific praise statements (BSPS) were by far the key teacher influence in decreasing the destructive behaviours of those targeted students – as well as the rest of the students - in the classrooms. (Madsen et al., 1968)

This study demonstrates that positive reinforcement can be a more effective means of achieving good classroom management, strengthening the views of Barbetta et al. (2005), Charlton (1993) & Bull (2013) all in one. Bull (2013) laments about the importance of consequences and how we as educators have control over student behaviours by our reaction in the immediate aftermath of a particular behaviour. By responding in the form of BSPS, the educators in this study have managed to strengthen and maintain the positive behaviours (through consequence) while providing other students in the classroom with an example from which to follow, ultimately acting as a prevention (Barbetta et al., 2005; Carlton, 1993) to future misbehaviours. If students are aware positive consequences (praise) follow good behaviours, it simply entices them to conform to this norm, as opposed to behaviours that bring dire consequences. Research by Simonsen, Sugai & Negron (2008) support this notion, measured by the fact that schools typically experience decreases in discipline referrals, suspensions and expulsions after the implementation of PBS systems in schools.

Other studies (Sutherland, K. S.; Wehby, J. H.; Copeland, 2000) conducted highlight additional advantages BSPS provides students, particularly in relation to sustained impacts. In its immediate aftermath, there have been direct correlations found between BSPS and an increase in student academic engagement time. Students, after receiving praise in response to a positive behaviour, tend to be more concentrated on their academic work and for longer periods, demonstrating a sustained positive outcome of BSPS. Research by Simonsen et al. (2008) delves further into the benefits of PBS in general, asserting that "students (overall) academic performance improves, as teachers are able to return to teaching academics after stabilizing social behaviour" (Simonsen, Sugai, & Negron, 2008, pg. 33). Teachers do not waste teaching time in efforts to control the environment

as PBS essentially does that for them. Sustained impacts in PBS is further supported through research (Sugai & Horner, 2002 & 2006; Mckevitt & Braaksma, 2004) conducted into negative behavioural management systems. These systems only tend to achieve short-term results, ultimately being "ineffective in creating more sustained positive school climates" (Sugai, & Horner, 2002, pg.26), or sustained positive learning outcomes as outlined above. Mckevitt et al. (2004) strengthens this idea, citing that reactionary measures such as suspensions or expulsions usually do not produce any sort of long-lasting behavioural change.

2.2   Critical Aspects of Positive Behavioural Support

2.2.1   Development of PBS & Frequency of Incentives

Until the 1960s, PBS was never researched to any great degree. However, it is not a completely new idea in education, as historically, teachers have, in some shape or form, employed positive behavioural consequences in their classrooms. Examples include the aforementioned BSPS, increased access to privileges / preferred activities when students have been behaving appropriately, different forms of social recognition such as Student of the Week, Hot Seat work examples (Mckevitt & Braaksma, 2004). This indicates that although sanction-based behavioural management systems were more commonly employed worldwide, educators of the past understood the benefits positive reinforcement could have on their students' learning, implementing small scale strategies to support this as a result. These small-scale strategies have been expanded upon and developed in recent times. New, innovative ideas in PBS are being rolled out worldwide, complementing the transformation education in general has gone through in recent years. New technological developments forced educators to change previous practices; to adapt; to evolve; to improve. Similar developments occurred in our approach to the way we administer education. Concurrently, this has had a domino effect in other areas such as classroom management.

Ticket systems, for example, have become increasingly popular in schools worldwide where students, when adhering to the correct classroom behaviours, have a chance to earn tickets which they sign and place in a jar. At the end of the week

/ specific period of time, a certain amount of tickets are randomly picked out and those students whose tickets were picked out get a prize. This innovative approach to PBS fully supports Sugai & Horner's (2002; 2006) and Barbetta et al's. (2005) findings on sustained behavioural impact. The most important aspect of this system is that there is no limit placed on the number of tickets in the jar. Students are well aware that the more tickets they have in the jar, the greater the chance they have of winning. Therefore, there is a real incentive to continue showcasing desired behaviours throughout the term as students know their continued efforts are constantly being acknowledged. Clear expectations have been established

Class Currencies (which the author will delve into further later) is another fantastic example of PBS as consistent positive consequences provided enable sustained good behaviours to develop. There are incentives in place for continued good behaviours, which is in sharp contrast to other forms of PBS such as Student of the Week or Hot Seating. Student of the Week only allows for one pupil to be chosen at a time. In any given week, there could easily be more than one deserving candidate, yet only one student is chosen. In theory you could have more than one Student of the Week winner, yet this would diminish the prestige of the award. An additional drawback of this form of PBS is that social norms and parent pressure declare that each child should receive a Student of the Week / Hot Seat nomination once before potentially more deserving candidates can receive a second award. Although this author can see merit in such a scheme, is that fair? Should a less deserving candidate receive an award just because it is his or her "turn" to do so? Hot Seating (a form of PBS where exemplary student work is showcased to the rest of the class) follows a similar approach. Any student work could be chosen at any given time, yet similarly to SOTW, parent pressure declares that all students should be provided this opportunity before potentially more deserving candidates receive a second nomination. Additionally, this 'turn' system makes it difficult for students to define what exactly it is that they need to produce as work presented may not be the highest quality in the class. These inconsistencies send, as Barbetta et al. (2005) puts it, "mixed signals", making it difficult for students to clearly define what is expected of them.

2.2.2 School Wide Implementations & Obtaining Staff Buy-In

The implementation of PBS in schools typically occurs in two forms; individual implementation by teachers at class level / grade level or school wide implementations, which are overseen by the relevant leader(s) in charge. Though it is a hugely positive practice when teachers demonstrate intrinsic leadership implementing PBS or other strategies into their classrooms, studies (Bloom, 2013; Lane, Menzies, Ennis, & Bezdek, 2013; Metzler, Biglan, Rusby, & Sprague, 2001; Mckevitt & Braaksma, 2004) have found that systematic, school wide implementations produce far more effective results. Simply put, if a teacher can apply a chosen, systematic, school-wide strategy to any student at any given time, in any place, particularly to students who are not their own, it enables positive behaviours to develop all around the school. Using the ticketing strategy as an example, systematic implementation takes that strategy out of the classroom, facilitating behavioural improvement in the corridors, lunchrooms and even play areas also. If children are aware that they can obtain tickets for prizes outside of their classroom environment, a real positive culture can emerge across the entirety of the school as opposed to being kept exclusively inside one classroom.

Furthermore, according to Lane et al. (2013), the application of common strategies and practices across an entire school enables a common culture to develop amongst teachers, which has additional benefits to students. By establishing clear positive behaviour expectations in every classroom, it enables a consistent framework to form and be developed upon, year after year. Therefore, students will have a very clear idea what is expected of them when they move from one class to the next. Unfortunately, creating this culture and obtaining staff buy-in to new initiatives can often be a difficult task. Changes in the way we administer education, advancements in technology and amplified professional accountability have increased teaching workloads worldwide, which has had a hugely negative effect on the previous goodwill of teachers, with many now unwilling to go that extra mile. In order to fully understand new technologies, it often entails staying late or bringing work home to fully comprehend how systems, apps and online platforms operate. In regard to increased professional accountability, these days teachers must fill out tracker forms after tracker forms

as well as provide work sample after work sample in order to validate why they are grading students at specific levels. Lane et al. (2013) bemoans these changes, outlining how in the US consistent changes have placed teachers under more stress than ever before, while Slawson (2018) asserts that, *"One in three educators in the UK leave teaching within the first five years"*. This is none to dissimilar to education here in the UAE where expectations are consistently high. Consequently, it is imperative to ensure that any program implemented does not create additional work on teachers. There needs to be significant acceptance amongst staff to systematically implement a PBS strategy with integrity. Sugai et al. (2005) maintains that schools which do not obtain an 80% acceptance rate from staff will face serious difficulties in ensuring its sustainability and effectiveness.

2.2.3 Sustainability of Efforts

In RWA, there are three forms of positive behavioural support strategies implemented systematically across primary school level: house points, principal awards & assembly certificates. Principal awards (academic certificates administered biannually during whole school assemblies), though positive in nature, simply cannot provide students with sustained motivations to behave (Sugai & Horner, 2002; 2006; Barbetta, 2005) throughout the entirety of the school year. This is mainly due to the infrequent nature of consequences, coinciding with a limitation in the number of students rewarded. Only twice a year are certain students rewarded for their efforts, hence unfortunately this strategy does not cater for the less academically capable students in the classroom. Similarly, the lack of consistent, positive consequences in the way RWA manage their House Point system and a lack of buy in amongst staff members (Sugai, 2005), results in the strategy being highly ineffective. The students are simply not motivated by a system that is governed inadequately and does not incentivize them to win points for their team. Contrastingly, assembly certificates do actually provide students with frequent behaviour motivational opportunities. However, similar to Student of the Week / Hot Seating strategies, social norms and parent pressures result in all students being rewarded in turn rather than merit. As previously

mentioned (Barbetta, 2005), this somewhat diminishes the prestige of the award, it sends mixed signals and often more deserving candidates are overlooked.

With these strategies in mind, there are three critical components that need to be established before implementing a new PBS strategy or making a "culture change" in general; long term strategic thinking, the cultivation of a shared vision amongst staff and ease of strategy application, three facets that are completely intertwined. Firstly, it is imperative to obtain staff opinions and suggestions when looking to incorporate a change. When staff are involved in decision-making processes, in particular when planning school-wide expectations, they are far more inclined to implement proposed strategies with integrity. When seeking to instill change such as implementing PBS, Simonsen et al., (2008) comments on the importance of establishing a team of the "right" staff members. By that he is referring to those who would be supportive of change and essentially popular amongst staff. Initially these staff members should be provided with a preliminary long-term plan and then "sent out" to essentially garner the thoughts and opinions of other staff members. With this information, under the guidance of a leader, the team can then construct a long term, sustainable positive behaviour plan them-selves. After the initial brief, the team, utilizing the information they gathered school wide, would control how the PBS is shaped, how it is applied and naturally they will try to ensure it can be easily implemented by their fellow staff members. Concurrently, when trusted staff members are involved in the process, staff know they will do their utmost to ensure strategies can be easily applied. This essen-tially shifts the mindset. Naturally people resist change, yet a change from the top can become more of a shared vision (Kouzes and Posner, 1997) when teachers are actively involved.

2.2.4 Impact of Student Voice

As alluded to previously, education has gone through monumental changes over the past two decades. The emergence and implementation of student led learning practices in curriculums worldwide has been one of a number of key transformations education has had to adapt to. The aim of student led learning (a

cornerstone of the IB curriculum) is to provide a more authentic learning experience for the students via inquiry-based practices. Teachers essentially play more of a facilitator role in the classroom, cultivating situations where students uncover the knowledge and understanding themselves, similar in concept to Dewey's child and candle theory. Theatrically student led learning enables students to "take control of their learning", "think for themselves and take responsibility for their learning". By empowering students to take ownership, it has facilitated in the development of student voice, which Kidd and Czerniawski (2011) define simply as students being included and having an active say in what affects them. As outlined above, the advantages of including teachers in implementation and change processes that affect them is clear and well documented. Teachers are more motivated to employ these new changes with integrity if essentially given the respect to be involved in the overall process from the beginning. Similarly, studies (Demetriou and Wilson, 2010; Clough and Holden, 2002) have found that the more included students are in decisions that affect their education, the more intrinsically motivated they are to succeed. By allowing students to participate in meaningful conversations / decisions that affect them, it enables teachers to construct respectful environments that allow students to feel like their opinions and decisions are truly valued, which in turn has the capability to improve student self-esteem and confidence. Mckevitt & Braaksma (2004) support this message, particularly in relation to PBS, stressing how beneficial it can be "to include students in the process of determining the rewards available" (Mckevitt & Braaksma, 2004, pg.741) or to a lesser extent, what reward they would like from options available.

An example of PBS with an element of student voice can be found in Class Currency. Class Currency is a PBS strategy that affords students the opportunity to essentially choose which award they would like best based on a list of options provided. Picture 1 (below) provides an example of the different ways in which students can be rewarded as well as what rewards they would choose to get.

Rewards: What you can buy
- Extra Earned time (50 bucks for 15 minutes)
- Teacher's chair for a day (50 bucks)
- Extra PE time (800)
- Extra football match (600)
- Extra Art time (600)
- Extra ICT time (600)
- Teach a lesson (300 bucks)
- Buy Items from the class stash (See next slide)

How to earn bucks:
- House points (1 bucks)
- Weekly extra jobs (5 bucks a week)
- Completed Homework (2 bucks)
- Tidy classroom/area (1 buck)
- Follow HALL
- Tidy desk / area
- Follow classroom agreements
- Teacher discretion
- Choose the right attitude and attribute

Move your desk for a week	40
Miss a week's homework	70
10mins on the class computer	40
Enjoy lessons from the reading area for a day	50
Sit with a buddy for the week	50
Class Captain for the week	50
Eat lunch with your teacher	100
Your teacher calls your parent to tell them how great you are	100
Story selector – Pick a story for your teacher to read to the class	80
Your teacher gets to clean your desk for a day	120

PICTURE 1: Screenshot of the Class Currency Rewards

In theory, this strategy is very similar to the Ticket System. Students are paid a weekly salary (5 Bucks) and have opportunities throughout the week to earn more "bucks" by demonstrating desired behaviours such as obeying classroom rooms, completing their work at the required level, among other things. Again, like the ticket system, there are no pre-determined number of "bucks" you can earn. Students are well aware that by continuously showcasing desired behaviours, this will be acknowledged (in the form of bucks) by their teachers, aligning perfectly with Sugai & Horner's (2002; 2006) and Barbetta et al's. (2005) conclusions on sustained behavioral impact. Positively, the incentives in the Class Currency strategy are much more student focused also as students are provided with the opportunity to choose their own awards as well as when they wish to be rewarded. Furthermore, this strategy enriches the idea of PBS beyond behavioral means. Students must be responsible for their "bucks"; they learn the value of money and to keep them safe. They learn what can be achieved by saving, as

well as the value of teamwork as students can pool "bucks" together to obtain better whole class prizes.

In conclusion, by affording that element of freedom, it enables the students to take ownership of their own behavior. Students can personally set their own award targets / goals and fully comprehend that the responsibility to achieve these goals is firmly placed back on their own shoulders.

2.3   Contextual Circumstances

2.3.1   Student Population Profile

The United Arab of Emirates has a hugely diverse and multicultural population. Figures obtained from the World Bank (2018) showcase the population of the UAE to be around 9.54 million, with an incredible 88.52% of that population judged to be expatriates. Dubai's population is known to be particularly diverse, demonstrated by the fact that it has by far the largest number of private schools (209) of all the Emirates in the country, according to KHDA (the Governments official educational inspectorate body) figures. In the author's own school, there is a population of over 1990 pupils from more than 85 nationalities, clearly show-casing the multicultural society students are a part of.

Typically, primary and second level education in Dubai is provided by these fee-paying private international schools, although there are small discrepancies in this statement. UAE Nationals, for example, have the option of enrolling their children in free public schools, while some expats in certain circumstances can also avail of this option. However, the vast majority of students are enrolled in private sector education; a sector that continues to grow considerably, year after year, to cater for the needs of Dubai's increasing expatriate population. The Emirate's extravagant economic situation, coupled with its hugely prominent white-collar workforce, have driven this demand for private schooling.

2.3.2 Positive Aspects of Contextual Circumstances

In the past year, both the Khaleej Times and the Arabian Gazette (reputable newspapers in the region) have reported on an oversupply of private schools in the Emirate. This is evidenced by an overall reduction in tuition fees, the introduction of loyalty discounts as well as increasingly aggressive marketing campaigns by schools. With such a wide variety of schooling options available, a competitiveness has emerged amongst schools for student enrolment numbers. Positively, this competitiveness, coupled with the influence of his Highness, Sheikh Mohammed bin Rashid Al Maktoum's (Vice-President and Prime Minister of the UAE and Ruler of Dubai) seven-year UAE National Agenda plan, has assisted in raising the overall standards of education in the country, particularly amongst private schools. According to Gulf News (2019), "Since Dubai private schools first participated in PISA in 2009, students' scores for mathematics, science and reading have increased by 27, 14 and 22 points respectively", clearly showcasing the positive impact competition and the National Agenda plan is having on private school education here.

Furthermore, though competition has intensified, KHDA reports that private school education is still a lucrative market to be a part of with "Private schools in Dubai generating a whopping Dh7.5 billion in revenues" from the 2017-2018 academic year. This has seen additional benefits to the students as increased revenues has prompted consistent financial re-investment by schools to ensure the best education for the students. Learning is ably supported with the most up-to-date technologies. Many schools employ 1:1 student / device policies, where each student in a class has access to their own electronic device such as a tablet or laptop. Other aspects of financial firepower that schools employ include online paid applications, top of the range facilities and highly trained educators from all over the world, meaning that the students of Dubai really are in a privileged position in terms of learning.

2.3.3 Negative Aspects of Contextual Circumstances

Unfortunately, there are negative aspects to this financial firepower. As parents are paying for their children's education, this effective "stakeholder" position they

possess often makes it difficult for teachers and school leaders to issue sanctions to the children. Frequently, if parents are unhappy with how the school deals with behavioural issues, they will intervene, thus undermining the school stance and ruining the learning experiences gained by students through disciplinary procedures. Additionally, this oversupply of schooling is tipping the scales in the direction of the consumer (parents) even further. Schools do not wish to lose enrolments resulting in behavioural issues often going unreported in order to keep parents on side.

Another difficult aspect to manage is communication. With such large academic and administrative teams employed to support the enormous amount of pupil enrollments (a common practice amongst private schools in Dubai), this limits the amount of one on one communication that can occur between leadership and staff. In this author's own school, in the primary sector alone there are more than 46 classroom teachers employed, along with over 25 specialist teachers, making emailing the most efficient and effective means of communication. Unfortunately, research (Zain, 2006) has found that emailing limits the opportunity of face to face communication which staff tend to enjoy more. Staff members often find bulk email deliveries a burden, particularly when trying to manage classrooms simultaneously. This frequently causes them to miss out on vital information by not identifying a key message that has been delivered within an email. In saying that there are weekly meetings in this author's school, yet with such a wide range of material to get through at these meetings, much of which tending to be area (specialist, kg, Arabic / Islamic / upper primary) specific, the effectiveness of these meetings is often called into question. All those elements contrive to make changes rather difficult to implement.

2.4   Synthesis of theories

Taking best practices of PBS, elements of student voice as well as contextual circumstances into consideration, this author has constructed a plan that aims to encompass the most persuasive ways of influencing student behaviour, tailored for the students in this specific context.

2.4.1 Implementation Strategy

The author decided upon systematically implementing the new strategy in one grade only as opposed to a whole school implementation program. It was felt that a small-scale pilot would be the most suitable means of implementation for a number of reasons. As mentioning previously (Sugai, 2005), a key aspect when introducing new strategies into schools is obtaining an 80% acceptance rate from staff. Unfortunately, new ideas are often faced with resistance from staff as it is perceived that change brings increased workloads. Concurrently if new changes are not communicated clearly, it decreases the likelihood of said change becoming embedded into daily school practices. After discussions with the SLT, it was decided that if the program was piloted at a grade level where the author already exerted considerable influence, the acceptance rate could be more easily obtained. Sumanski and Kolenc (2007) support this ideology, further endorsing the small group philosophy as their findings indicate that relationships amongst group members in smaller groups tends to be of a much higher quality.

Based on these conclusions, it was decided that Grade 4 would be the ideal grade for the new PBS program as the author had previously taught there and knew many of the teachers quite personally. This would enable the author to make best use of Kouzes and Posner's (1997) practices of exemplary leadership when implementing the program. The teachers at the grade level would be already familiar with how the author worked and would be comforted by the fact that the author would have already planned to take the brunt of the logistical workload, meaning there would be very little extra work placed on the teachers. The author had also collaborated with the teachers on numerous pilot schemes previously. Therefore, they would be very much aware that they would have an active say in said program, assisting in the author's vision becoming more of shared, collaborative vision. Additionally, communication would be a lot easier also due to the close, personal relationships developed over a number of years. If needed, the author would be able to call into classrooms or send last minute whatsapps in the event of late changes, without causing undue concern or stress to teachers, which ultimately would diminish the dependence of emailing (Zain, 2006) that staff tend to detest.

As this is a pilot program there is huge scope for development with this. Throughout the whole process the school and senior leadership team have been quite supportive. It had been discussed that if the new strategy proved to be successful, there was scope for whole scale implementation across other grade levels, essentially using this model / platform as a guide from which other grade levels could follow. As alluded to previously, other grade levels / teachers would be much more inclined to follow a process that has been driven and led by teachers like them.

2.4.2 RWA Positive Behaviour Program

As previously alluded to, students in Dubai / RWA come from quite affluent background. Behavioural issues associated with socio-economic difficulties are somewhat non-existent in the author's school, particularly when compared with schools that cater for students from less affluent areas in other countries around the world. Regardless, from discussions amongst staff it was felt that in order to further motivate our students to work harder and behave more appropriately in class, there needed to be an additional benefit introduced to school life that students would want to take part in. Lunch times were seen as the optimum time to potentially introduce something as the students regularly complained about the lack of activities to do during these periods. This circumstance often resulted in students being reprimanded for misbehaviours. Therefore, it was felt that by introducing some form of program at this time, it would cater for numerous different school issues.

Utilizing Sugai's (2005) findings, the author held informal meetings with various members of the Sports and Visual Arts departments as well as grade level teachers involved in order to compose a draft list of lunch time activities that could be provided for the students. Key elements of these discussions were that students must feel hugely motivated to be involved in the activity and that they could be safely provided. Unanimously it was felt that the following activities would be the most popular options amongst students: Dodgeball, Football, Wellyball (a game created by the PE staff in RWA), Art, Reading and Music. With such a high number of students involved, it was imperative that the activities be

organized in the correct manner for the simple reason that if they were not coordinated properly, students would not wish to attend, undermining the whole concept of the program. Specialist teachers (Art, Music, PE Teachers) were seen as the ideal candidates for the organization of specific activities, though many did not wish to volunteer due to the already high workload in the school. Therefore, it was organized by the author and PLT that a supervision duty would be removed off the timetable of any teacher who took on the responsibility of one of these activities, which hopefully would encourage the most suitable candidates to volunteer.

The activities selected would be provided on Thursdays at lunch time, with an additional motivating factor being that the students themselves would have the choice which activity they would like to take part in, paying heed to the findings of studies (Demetriou and Wilson, 2010; Clough and Holden, 2002) that indicate how intrinsically motivated students can become when involved in decisions that affect their education. Survey Monkey, a useful online cloud-based software company, provide surveyors with an option of arranging choices in order of preference. In this case a survey could be created where students could arrange the selected activities into a 1-6 scale, which would easily enable the author to place students in their 1st, 2nd or 3rd preference activity.

Once the students were placed in their 1st, 2nd or 3rd choice preference, the framework for the program would take the following form. Students, if their classroom teachers perceived them to behaving appropriately, would be presented with a 'Golden Ticket' (Picture 2) that would enable them to take part in their chosen lunch time activity on a Thursday. Essentially it would be a reward for behaving positively that week, supporting the PBS findings of Barbetta et al. (2005), Charlton (1993), Bull (2013), Sutherland et al. (2000), Sugai et al. (2002 + 2006) & McKevitt et al. (2004). Those students not behaving appropriately would not receive a "golden ticket" and would follow normal lunch time procedures, moving away from the sanction-based, consequential behavioural management approaches utilized previously. This in theory would diminish the influence parents can have on school disciplinary matters as they would not be able to demand that their children be allowed take part in their chosen activity. It would be an extra program provided by the teachers, so no child is guaranteed

to be allowed take part. From a behavioural lens, at the beginning of every week, each child would be viewed as a blank canvas. Their behaviour from the week previous week would not be taken into consideration. Students, each and every week, would be afforded the right to earn a golden ticket through positive behaviour.

PICTURE 2. Golden Ticket

2.4.3 Challenges

There are a number of substantial challenges facing the program, some of which can be planned for but some unfortunately cannot.

A significant task, as previously alluded to, would be obtaining the buy-in of staff members. This theatrically would be obtained through the author pledging to complete the vast majority of logistic work himself as well as securing a reduction in lunch time duties for those conducting activities. Unfortunately, this would result in a reduction in the number of activities the program could safely provide for the students as the only other alternative would be for teachers to take on additional student contact time; an outcome the author wished to seriously prevent. If forced to take on additional student contact time, teachers would consequentially resent the program, lowering the staff acceptance rate and contributing to difficulties in ensuring the programs sustainability and effective-ness (Sugai et al., 2005).

Another huge challenge facing this program is ensuring children receive one of their top three preferences. Overall, there are 137 students in six Grade 4 classes. Ensuring 1st, 2nd or 3rd preference activities for pupils could be difficult logistically as the Art, for example, would only be able to accommodate 28 students all together in the classroom. Furthermore, the fact that the whole school pupil population is over 1990 and that the school sports facilities must cater for the various school events (examinations, concerts, etc.) that take place through-out the year, this could result in some of the sport related activities being relocated to smaller locations around the campus, which potentially could pose safety issues. All these aspects must be taken into consideration when placing students in particular activities. However, unfortunately this issue can only be dealt with after an activity preference survey is completed, which regrettably means the author cannot take any prior preventative measures.

Finally, a key aspect of this program is ensuring that students are motivated to take part in said activities. One way this can be catered for is ensuring the activities are conducted by the right personal such as PE & Visual Arts teachers that have the required experience. Unfortunately, no music teacher (or those with experience in dance) has of yet volunteered to conduct said activity so the author may be required to oversee this particular activity himself if chosen by the students, despite having no previous experience in the field. If this scenario transpires, the author has decided to incorporate more elements of student voice by simply asking the would-be students what they would like from a music / dance activity and devising a program based around their preferences.

3 RESEARCH DESIGN AND METHODOLOGIES

3.1 Introduction

The methodology framework for the thesis took the form of an active research project, which endeavored to gather reliable and valid quantitative and qualitative data. Research (Andres, 2017; Bryman, 2012; Tashakkori and Teddlie, 2010; Venkatesh & Brown, 2013) has shown that be gathering both quantitative and qualitative data concurrently, research questions can often be more thoroughly explored. Andres (2017) in particular advocates for such frameworks, asserting that recent developments in analytical software companies such as Survey Monkey for example have enabled such methods of data collection to be no longer problematic.

3.2 Action Research

Action Research is often led by a simple question "How can I improve my work?". McNiff defines it as "a practical way of looking at your own work to check that it is as you would like it to be" (McNiff, 2010, pg.6). Taking this idea to heart, this author identified a problematic issue in the workplace and sought to improve the situation by taking action, an exemplary way of implementing change in the educational workplace according to Hien (2009) in his article "Why is action research suitable for education?".

Action Research involves many steps as outlined by Punch (2009) in the image below (Punch, 2009, pg. 136). This author followed that process typically by firstly identifying a problem, acting upon that problem, gathering and interpreting data relevant to that problem, before evaluating the entire process and deciding on next steps.
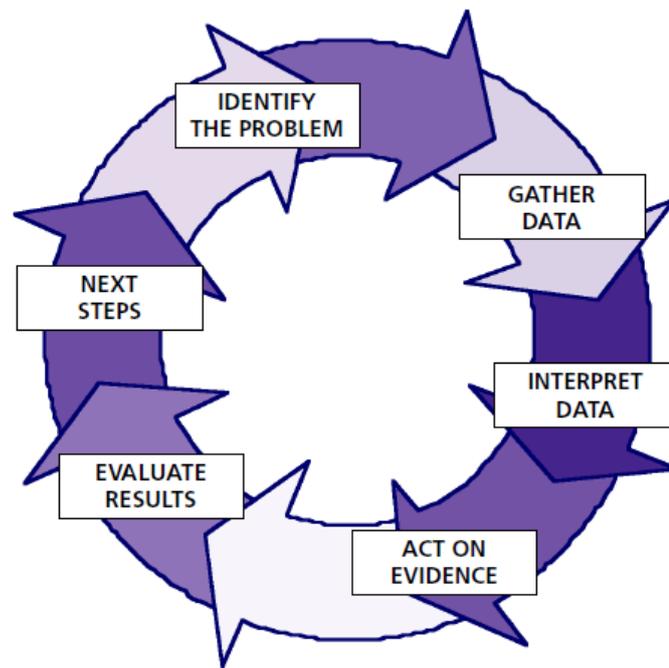
FIGURE 1: The Action Research Cycle

Hien (2009) outlines (through research conducted by Gay and Airasian (2003)) a number of key benefits to teachers undertaking action research in the workplace.

"Teachers are viewed as equal partners in deciding what works best and what needs improvement in their classroom or classrooms. In most cases, solutions for identified problems are arrived cooperatively among teachers. Teachers are often more committed to action research because they identify the areas they view as problematical and in need of change." (Hien, 2009, pg. 104)

By identifying the issue and conducting the change, this author held himself personally accountable for the project's success, contributing to increased motivation and commitment throughout the process. This author truly values the benefits of research (Barbetta et al., 2005; Charlton, 1993; Bull, 2013; Sutherland et al., 2000; Sugai et al., 2002; 2006; McKevitt et al. 2004) conducted into positive behavioural support systems for students, values which McNiff (2010) maintains are essential for the success of such projects. Concurrently, it cannot be understated the benefits of working alongside a team and school who were supportive and assistive to the author's idea of change; partners equally invested in the process, assisting in the author's vision becoming more of a shared vision (Kouzes & Posner, 1997).

3.3   Quantitative or Qualitative Research Methods

When undertaking such projects, the author must decide which approach suits best when answering the research question posed. In short, this surmises to whether one should indulge in quantitative or qualitative research methods.

Quintessentially quantitative research is numeric at its core; scientific investigations which enable the researcher (positivist) to follow hypothesis style testing (Daniel, 2016) which does not involve 'intelligent guesswork'. The researcher follows clear guidelines and objectives and "any data collected is geared towards supporting or rejecting the predetermined paradigms" (Daniel, 2016, pg. 95). For this research project quantitative methods are essential as they endeavour to eliminate means in which teachers can have influence over their students. For instance, by gathering data through online surveys, it enables the researcher (in this case the teacher) to cultivate an environment of "research detachment" (Daniel, 2016) where the participants (students) feel anonymity when submitting their responses to an "unknown" researcher, thus limiting inclinations or bias (Kuckartz et al., 2015) for the researcher's predetermined paradigm. However, for all its benefits, quantitative research is often limited to its purely scientific nature and often does not account for the humanistic element intertwined in social sciences.

Qualitative research however does account for the humanistic nature of research. According to Kuckartz et al., (2015), qualitative researchers or interpretivists primarily investigate people, not as individual entities from which data can be extracted systematically, but people who have lives and how the circumstances and experiences surrounding their lives often shape the data obtained from them. Kuckartz et al., (2015) asserts that qualitative research gives voice to the individual; how we as researchers should be listening to the experiences and perceptions of the individual and from that then meaning can be constructed. Qualitative analysis enables the researcher to obtain greater insight into the behaviours and actions of individuals through detailed descriptive analysis. This analysis obtained can also be used as an opportunity for pupil voice; a critically important element of this project. In order to be motivated to take part in the lunch time activities provided, students must feel a part of the process. They need to know

that their voice and / or opinions are listened to and valued which research has shown (Demetriou and Wilson, 2010; Clough and Holden, 2002)) can contribute positively to school development and the conduct of pupils. Likewise, teachers need to be provided with the opportunity to reflect and provide insight into the project, which qualitative data can offer.

Taking into consideration all of the above this author decided on a triangulation / mixed methods approach for this action research project, implementing a small-scale survey as typified by Andres (2017) at a specifically targeted audience (Grade 4 students / teachers at Raffles World Academy) in the form of an online questionnaire via Survey Monkey. Andres (2017) asserts (through research conducted by Mathison (1988)) that triangulation research methods are useful for determining similarities, outlining inconsistencies and identifying contradictions. By distributing specified surveys to the party's (students and teachers) involved, utilizing closed and open-ended questions in order to gather both quantitative and qualitative data before and after behavioural support implementation, this author strived to ensure this methodological triangulation approach enriched the quality of the data collected.

3.4 Data Collection, Triangulation and Data Analysis

McNiff (2010) asserts that "as a self-reflective practitioner you need to be aware of what drives your life and work" (McNiff, 2010). Simultaneously, it is essential to be aware of what drives and motivates others. A significant aspect of this project is how student voice assists in motivating student behaviour. In order to obtain relevant and reliable data related to this, it was decided the best approach was to construct a number of web-based surveys that contained both open and closed type questions, before and after program implementation. Research (Andres, 2017; Bryman, 2012; Tashakkori and Teddlie, 2010; Venkatesh & Brown, 2013) supports this mixed method approach, with Venkatesh & Brown (2013) in particular asserting that the rich data collected from implementing qualitative and quantitative research methods concurrently validates any doubts previously perceived from just gathering qualitative or quantitative data.

Andres (2017) maintains that web surveys possess all the benefits of self-administrated online and email surveys, primarily that being anonymity of decision making. Students thus could feel free give their opinions without influence from peers and teachers. Furthermore, the survey could easily be distributed to the targeted audience and the glitch / browser issues outlined by Andres (2017) could be avoided due to the 1:1 iPad policy in place in the school. All students are obligated to bring their Apple iPads to school each and every day, so when the survey is administered in school the teachers can ensure the same browser and online connection are being used.

The Student Perspective Survey (appendix 1) would involve gathering data on what intrinsically motivates the students, their opinions on the behavioural systems / positive behavioural support in school and if positive reinforcement does in fact have a meaningful impact on their behaviour. Do they feel they are rewarded for good behaviour? Do they recognize any of the positive behavioural strategies teachers put in place and feel motivated to do better as a result? Do students have a say in the behaviour rewards in school? When constructing the self-administered, web-based survey, the author felt it would be of the utmost importance to ensure the wording of the questions are easily understood by the students, particularly as a large proportion of the those completing the survey would be EAL students. Lietz (2010) supports this idea, that the wording of questions must be dependent on those undertaking the survey as well as ensuring questions are kept to 16 words or less, particularly where students are involved. Also, it was felt that any demographic questions should kept until the end in order to ensure the students did not feel that their gender had any bearing on the results. Additionally, the author decided to distribute the survey via QR code to the Grade 4 students in order to make it as easy as possible for the participants to complete.

The author held an informal meeting with various members of the Sports and Visual Arts departments as well as the grade level teachers involved in order to compose a draft list of potential lunch time activities that the school could safely provide for the students. It was discussed that for the project to work successfully, the activities provided must be attractive enough to have an influence on the behaviour of students if implemented in the correct manner. Once the said list of

activities was compiled, a second web-based survey, the Lunch Time Activity Survey (appendix 2), would be distributed to the students, seeking to determine what their most desired lunch time activities would be. Lastly, upon completion of the two-month trial, the students would complete a third and final survey, Student Evaluation Survey (appendix 3), determining their thoughts on the successfulness of the program.

Triangulation, as outlined by Farmer (2006), "is a methodological approach that contributes to the validity of research results when multiple methods, sources, theories, and/or investigators are employed" (Farmer, 2006, pg. 377). In this project triangulation would occur through analysing findings of both student and teacher surveys simultaneously. It is anticipated that there would be enough data to analyse if the program had a sustained and influential impact on student behaviour amongst the three surveys the students would complete. Concurrently the thoughts and ideas of teachers would be gathered through informal meetings initially, gathering the teachers' perspectives of their own and the school's prior behavioural strategies, before discussing how best to implement the new behavioural strategy. A survey would then be distributed, the Teacher Evaluation Survey (appendix 4) upon completion of the trial, endeavouring to analyse teacher perceptions on the successfulness of the program.

As outlined above, the structural nature of this project, ensures that data analysis will occur at numerous different points throughout the process. The use of technology (Survey Monkey) will assist massively in this process, particularly when identifying common trends in quantitative data. However, with close to 150 student and teacher respondents altogether at different points and numerous of those questions posed being qualitative based, it is often helpful to identify common themes in answers as opposed to delving meticulously through each student response. In addition, quantitative data related to student attendance at lunch time activities will be recorded throughout the program. In this case, triangulation will be used to assist in ensuring the attendance data as well as survey data collected from both parties are all valid and reliable. Regardless, if no new information is obtained, as outlined by Farmer (2006), triangulation will at least ensure the findings are more valid and rigorous.

4   RESULTS

4.1   Introduction

The methods and methodologies discussed in the previous chapter generated a considerable amount of quantitative and qualitative data for this action research project. Predominately, the data was obtained from key participant surveys distributed, the most influential of these being the initial Student Perspective Survey, the Student Evaluation Survey (upon completion of the first term of school) as well as the Teacher Evaluation Survey. The data was garnered from a maximum pool of 137 Grade Four students, though not all managed to complete each of the surveys provided, as well as the 6 Grade Four teachers who were administering the PBS program in class. Concurrently, the findings in this chapter also contain quantitative data related to student attendance levels at lunch time activities, which were recorded throughout the program.

This chapter strives to provide statistical evidence of what motivates students in this context. It endeavors to clarify student opinions on the RWA behaviour management system, if students themselves feel they have a say in how they are rewarded as well as their opinions on how they would like to be rewarded, much of which is based on the Student Perception Survey. The findings also seek to evaluate both student and teacher perceptions in the immediate aftermath of the program, particularly if it has had a positive, sustained impact on student behavior. Evidence will be used from the Student / Teacher Evaluation surveys as well as quantitative data from activity attendance documents to support conclusions.

To maintain the confidentiality of all participants, the surveys (both student and teacher) were constructed in a manner that ensured complete anonymity. Emails were sent to parents informing them of the program as well as the connecting surveys that the students would be asked to fill out. It was made abundantly clear to parents that the surveys administered would be done so anonymously, but if dissatisfied with the process, parents could withdraw their children from completing the surveys, which none chose to do so.

Finally, it is important to note that due to the limitation of participants in Survey Monkey surveys, the Student Perception Survey created had to be duplicated. To elaborate, the Student Perception Survey and the associated data had to be collected in two data sets; SPS 1, which gathered data from the classes Grade 4A, 4B and 4C, while SPS 2 gathered data from Grade 4D, 4E and 4F respectively. At a later junction, the Student Evaluation Survey adopted a similar approach. As the questions and data obtained from both sets of surveys are the same, the data presented in this chapter is a combination of the corresponding surveys. It did not serve any purpose or provide any important insights analyzing the corresponding surveys (SPS1 & SPS2, SES1 & SES2) individually, thus they are presented as single data sets.

4.2   Student Perspective Surveys

In all, total respondents numbered 106, falling below the target of all 137 Grade 4 students. The surveys were self-administered (via QR codes) during the morning activity period (7.30am – 7.50am) between the 10th and 17th of October. On a typical day this time period is used to settle students into school and complete previous unfinished schoolwork, therefore it was felt that this would be the most suitable timing to task them with this survey. The benefits of this time frame offer a relaxed environment within the classroom, where students aren't bombarded with new information and have optimum time to complete the survey without feeling pressured or coerced. The only negative associated with this time frame is that school officially starts at 7.50am, thus students are not required to be present until then. Consequently, a small minority of students would frequently arrive at this exact time, resulting in the 100% target rate not being achieved.

4.2.1 Motivation

Overall, students provided diversified answers in relation to the factors that motivate them in their lives. When responding to the ranking question "What do you feel motivates you the most to improve?", Healthy Competition was placed as the student's most influential, motivating factor, while somewhat surprisingly

Being Rewarded was ranked 5th among a list of 5 options (see Tables 1, 2 & 3). On a positive note, it was remarked (in a meeting amongst the teachers involved) that this finding could be used to further enhance the program. If the sporting activities during lunch were constructed in a manner that established healthy, competitive environments, these could credibly assist in increasing the motivation of students to behave more appropriately in class.
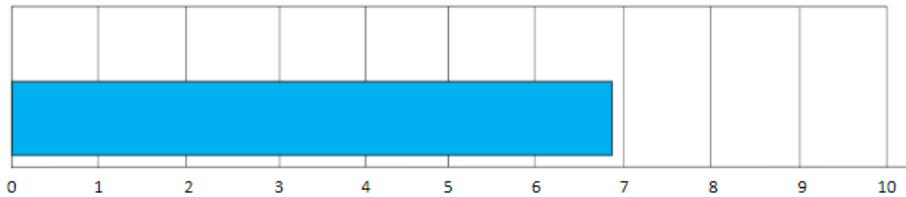
Table 1.
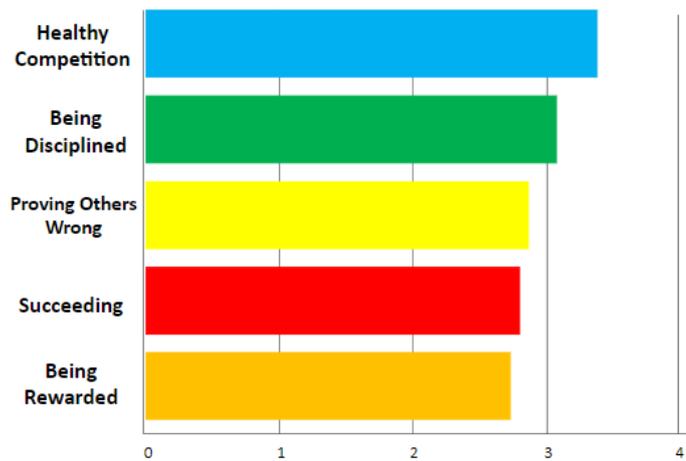
Table 2.

	SCORE
Healthy Competition	3.340
Being Disciplined	3.015
Proving Others Wrong	2.895
Succeeding	2.795
Being Rewarded	2.735

Table 3.

Motivational Options	1st	2nd	3rd	4th	5th	Overall Score
Healthy Competition	33.17%	15.12%	22.53%	11.19%	18%	
	35	16	24	12	19	3.340
Being Disciplined	15.38%	26.29%	20.03%	21.14%	17.16%	
	15	26	20	21	17	3.015
Proving Others Wrong	21.14%	16.11%	17.16%	22.43%	23.16%	
	21	16	17	22	23	2.895
Succeeding	21.14%	13.98%	17.52%	17.90%	29.26%	
	22	14	18	18	30	2.795
Being Rewarded	10.04%	22.13%	18.83%	28.95%	20.05%	
	10	22	19	29	20	2.735

When questioned "On a scale of 0 – 100, how much does being rewarded motivate you to do better?", students recorded an average score of 68 (see Table 4). In this question, it is evident that students felt positive reinforcement can have a sizeable influence on their motivations in the classroom, contrasting consider-ably with the initial low-ranking score above.

Table 4.

Noticeable links could also be found between positive reinforcement and sustained impacts (see Tables 5,6 & 7) in school as both 'general behaviour' and 'learning in school' selections scored highly in the ranking question "Where in your life does being rewarded motivate you?"
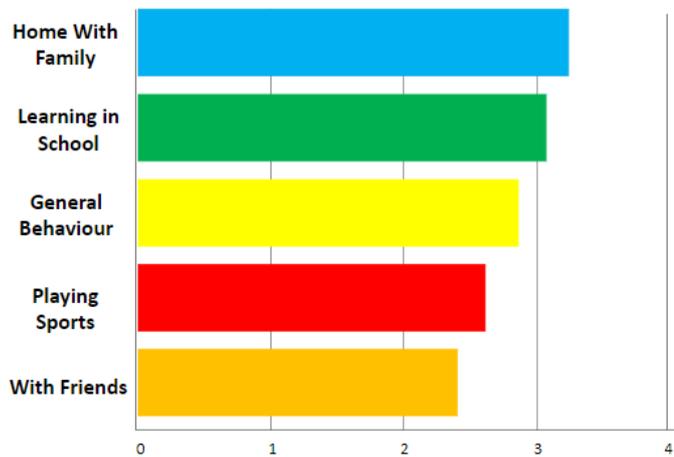
Table 5.   *Table 6.*

	SCORE
Home With Family	3.330
Learning In School	3.085
General Behaviour	2.990
Playing Sports	2.865
With Friends	2.520

Table 7.

Motivational Options	1st	2nd	3rd	4th	5th	Overall Score
Healthy Competition	33.17%	15.12%	22.53%	11.19%	18%	
	35	16	24	12	19	3.340
Being Disciplined	15.38%	26.29%	20.03%	21.14%	17.16%	
	15	26	20	21	17	3.015
Proving Others Wrong	21.14%	16.11%	17.16%	22.43%	23.16%	
	21	16	17	22	23	2.895
Succeeding	21.14%	13.98%	17.52%	17.90%	29.26%	
	22	14	18	18	30	2.795
Being Rewarded	10.04%	22.13%	18.83%	28.95%	20.05%	
	10	22	19	29	20	2.735

In conclusion, despite initially placing quite low in motivation, it is evident that RWA students feel rewards and positive reinforcement can have an impact on their behaviour. On the contrary, it can also be argued that in order for the program to be successful, it is imperative that it includes aspects of "Healthy Competition" and "Being Disciplined", motivational factors that finished 1st and 2nd respectively in the survey ranking question "What do you feel motivates you the most to improve?". Consequently, a combination of these three factors became the blueprints of the entire program. In particular, the sporting activities during lunch were constructed in a manner that established healthy, competitive environments; environments which could credibly assist in increasing the motivation of students to behave more appropriately in class. Simultaneously, students could be disciplined in the form of missing out on these activities if deemed to be behaving inappropriately.

Furthermore, by providing the students a platform upon which they could express their inner motivations, it enabled the author to then use this survey as evidence that the students are being listened to. When discussing the new PBS program

with the students, the author made references to this survey, using the data to support how and why it was being constructed in the first place. This in turn was used to further enhance the respectful environment established; an environment that enabled students to feel like their opinions and decisions are truly valued (Demetriou and Wilson, 2010; Clough and Holden, 2002). It was hoped that this would assist in further motivating the students in the new program.

4.2.2   Rewarding Good Behaviour

In the Student Perspective Survey, three questions were directly linked to analysing student perceptions of the RWA Behaviour Management System.

Firstly, in response to the question, "Do you feel students are rewarded for behaving well in class?" (appendix 5) 80% of Grade 4 students surveyed felt that they are rewarded for behaving positively in school. A curious aspect of this data however was the examples the students provided of how they are rewarded. Typically, they made reference to the House Point system in place in RWA; a system the author has previously identified as being incapable of providing sustained motivation for students to continue showcasing desired behaviours throughout the year due to the infrequent nature of rewarding. For sustained behaviours to develop, there needs to a real incentive in position (such as regular rewards) but unfortunately the House Point system does not cater for this.

Additionally, there was a mixed response to the "Do you as a student have any say in your behaviour rewards in school?" (appendix 6) question. When delving through the student written responses, it became apparent that the students really are not involved in any decision-making processes that enable them to have a say in the behaviour rewards. Despite 53% of students surveyed claiming they are included, when asked to provide evidence in the survey, not 1 of the combined 34 comments gave a valid response as to how.

When asked "How would you like to be rewarded for good behaviour?" the majority of responses supported the authors stance on frequent incentives. The most common answers recorded related to students potentially receiving

Principal Awards, certificates, food treats, additional playtime / free time and watching movies during certain periods; rewards that have been provided for students in the past through other school wide implementations (principal awards / certificates) and teacher led initiatives (Golden Time, movies, party's). One common trend found was that previous teachers used to consistently provide students with these rewards, offering students an incentive they could regularly benefit from if showcasing desired behaviours. Intriguingly, many of the responses referred to receiving additional house points also, plainly showcasing the power school wide implementations can have, even when they are not overly advantageous to students.

4.3   Program Application

Upon completion of the Perspective Surveys, the students were asked to rank (Lunch Time Activity Survey) the following lunch time activities – Football, Wellyball, Dodgeball, Art Club, Music & Dance Club and Reading Club - in order of preference. In the category of first choice, this produced the following results:

Table 8.

Choices	LTAS	Collected Orally	1st Choice
Football	35	0	35 (25.55%)
Wellyball	4	0	4 (2.92%)
Dodgeball	31	7	38 (27.74%)
Art	12	10	22 (16.06%)
Music & Dance	16	6	22 (16.06%)
Reading	15	0	16 (11.67%)
OVERALL			137

Football and Dodgeball were the two clear favorites, attaining more than 53% of the first preference votes. Unfortunately, the large number of votes for each activity dictated that running two sports related activities simultaneously would be impractical for the following reasons:

- At the beginning of the year the weather is extremely hot resulting in students being kept indoors. The current facilities simply would not be able to accommodate two sports related activities in two halls, particularly when catering for a school population of over 1990 students.
- Additionally, for two sports related activities to run safely in different halls concurrently, it would require teachers to take on additional student contact time, an outcome, as alluded to previously, this author wished to prevent for staff buy-in purposes.

After a meeting amongst the teachers involved, it was universally decided to choose dodgeball for the following reasons:

- Dodgeball received more first, second and third preference votes.
- It was felt it was a more inclusive sport with children of both genders voting for it in numbers.
- Dodgeball could be relocated anywhere, at the last minute, yet still be easily organized as opposed to football that needed more space for safety purposes.

Art and Music & Dance were chosen as the other additional activities on the basis that they received more first preference votes than both Wellyball (a popular game created by the PE Department) and Reading.

With football removed from the activities list, it became worrying that students would not receive one of their top 3 preferences. However, after further analysis, all students were able to be accommodated.

Table 9:

Choices	1st	2nd	3rd	Overall
Dodgeball	38	28	11	77
Art	22	3	3	28
Music & Dance	22	6	4	32
Overall	82	37	18	137

With the activity numbers finalized and the teachers arranged to facilitate the activities, the program officially commenced on Thursday the 24th of October.

4.4   Student Evaluation Survey

On the afternoon of Thursday the 12th of December, in the immediate aftermath of the final lunch time activity, the students completed the Student Evaluation Survey in order to assist the author in determining the students' perception of the program's effectiveness. Total respondents to the survey numbered 99 in all. As it was the final day before the first term finished, many students had already been withdrawn from school by their parents. Dubai, as previously mentioned, has an enormously high expatriate population so many parents strive to fly the day of or the night before the official school holidays begin in order to avoid paying premium prices on flights home. Unfortunately, this influenced the overall survey participant numbers, yet it was decided to proceed with this timing as the author and team sought to ensure the other students completing the survey had the maximum number of activity periods to derive opinions from.

Probably the clearest indicator of student perception was found in the data related to the question "Did the golden tickets motivate you to behave more in class?" (appendix 7). Student satisfaction levels were high as 78% of students surveyed clarified that the golden tickets had aided their efforts to behave more appropriately in class, an encouraging statistic for the teachers who organized the lunch

time activities. The data obtained from the question "Did you enjoy that lunch time activity?" (appendix 8) supported this assessment, as 84% of students surveyed responded positively to this question.

Surprisingly, when questioned if students had ever chosen not to take part in an activity, 57% of students surveyed indicated that they had missed an activity over the course of the program. Under further analysis it was uncovered that the vast majority of these missing students chose, at a certain point in time, not to go to the activity for, what turned out to be, quite acceptable reasons. Students had "dance rehearsals" for the upcoming school concerts. At times students also "did not feel overly well", choosing instead to sit out of all activities. However, at a later junction in the program, some students did decide not to take part in the organized activities as playing football outside (once the grass area became available) turned out to be a more attractive option for those students, particularly the males, which is understandable. Another aspect taken into consideration was the separation of friends during that lunch period. Often students just wanted to spend time with their close colleagues as opposed to taking part in organized activities.

In the survey question, "Did you ever not earn a golden ticket?" (appendix 9) 19% of the students acknowledged that they were, at one point in time, refused a golden ticket, thus being declined entry to their chosen activity. From analyzing the connecting comments, it's evident that the refusal did have a profound behavioural impact on the majority of those refused, concurring with the SPS data gathered in relation to what motivates RWA students. Surveyors committed on how "disappointed" and "sad" they were, with one student stating that the refusal "would teach me a lesson to stop misbehaving". Contrastingly, some students remarked that the loss of a golden ticket did not really have any major impact. With more than one referencing the availability of football outside, it is evident that this consequence often softened the blow of the refusal, again strengthening the impact of the motivational factor "Being Disciplined". Once outdoor play (and football) became available, teachers were encouraged to include this as part of the behaviour program, with some policing this to adequate affect. However, others did not and it's evident that this negatively affected the motivation of some students to behave in class.

4.5   Teacher Evaluation Survey

Between Wednesday the 11th and Thursday the 12th of December, the Grade 4 teachers were asked to complete a survey related to the behavioural program. The survey was conducted in part to identify the associated teachers' prior experiences of PBS. Primarily though, the objective behind the survey was to evaluate the effectiveness of the program from the perspectives of the educators who had to manage the students while incorporating the new strategy. In order to avoid any bias, it was outlined by the author prior to the survey distribution that the teachers needed to be objective in their evaluations and to not let their personal relationships towards the author impact the validity of the survey information.

The results found that all the teachers had experience of employing PBS strategies in the classroom. The main strategy referenced by the teachers (Student of the Week) was the same strategy identified by the author as being highly ineffective in maintaining sustained good behaviours. Four of the six teachers commented how they had made use of this individual class strategy, a trend supported by the 66.67% of RWA Grade 4 teachers (appendix 10) who stated that they predominately implemented PBS strategies themselves independently, as opposed to at grade or whole school level. Interestingly Golden Time was referenced, as well as more whole grade / whole school strategies such as Dojo Points and Raffle Systems, though the teachers don't elaborate how they had employed these strategies specifically. When asked, "Have you as a teacher ever been involved in a positive behavioural strategy that has been employed systematically across grade / school level?" (appendix 11), strangely two of the six teachers replied with 'No', clearly showcasing the inadequacies of the whole school House Points system currently in place.

When asked to evaluate the successfulness of the program, four of the six teachers outlined that it had a significant impact on their students' behaviour, particularly during the early stages of the program. As evidenced by the Student Evaluation Survey statistics, students genuinely enjoyed going to their activities so were therefore motivated to behave more appropriately in class if threatened with a ticket refusal. The availability of outdoor football during the later stages of

the program clearly had an impact, with one teacher referencing how the program became "less impactful as students still had something to do".

When questioned how to improve / streamline the strategy, two of the six teachers responded that no improvements were necessary, potentially pointing to the teachers who policed the outdoor football in the same way as the indoor activities. On the contrary, one teacher referenced how "It is important to cater to what the students each want with this system" supporting some of their colleague's comments related to the inclusion of a form of football play in the system. Additional findings in the SES promote this 'provision to all' mantra as certain pupils just want to spend time with their friends in a potentially activity free environment. Yet as one teacher acknowledges, "catering to all is difficult. Some want something that we cannot provide" which opens up further discussions into what exactly we can provide.

4.6   Quantitative Attendance Data

Over the course of the program, the attendance data was collated in a google document that was emailed weekly to the classroom teachers on Thursday afternoons for completion. The data was gathered over an eight-week period (24/10/19 – 12/12/19), with two of those weeks being unrecorded for justifiable reasons. The first unrecorded week was the inaugural week, where it was decided that all students should be permitted to attend the activities in order to generate excitement towards the program. The second unrecorded week was in Week 7 (01/12/19 – 05/12/19), a week in which students were absent for the first three days due to the UAE's National Day celebrations. With the holidays coinciding with the unavailability of the Sport's Hall that Thursday, it was decided to postpone the program to the following week. The students were informed that for the program to take place, teachers needed at least three days of evaluating student behavior to be sure that students had earned their chosen activity.

From a statistical perspective, a common trend uncovered during the data collection was the decrease in the number of students denied a golden ticket week on week. In the first recorded week of the program, 18.6% of the students

present in school were refused entry to their chosen activity for a multitude of reasons, all connected to their behavior. Significantly this statistic dropped to a mere 4.8% in the final week of the program, showcasing a near 75% drop in refusal rates (see **Table 10.** below).

Table 10

	Students Present	No. of Students Denied Golden Tickets	% of Students Denied Golden Tickets
Week 1	N/A	N/A	N/A
Week 2	129	24	18.6%
Week 3	129	21	16.3%
Week 4	132	15	11.4%
Week 5	125	9	7.2%
Week 6	123	6	4.9%
Week 7	N/A	N/A	N/A
Week 8	126	6	4.8%

This reduction, when compared with the student and teacher evaluation surveys, is unsurprising as the majority of students and teachers did outline how the program did have a positive effect on student behaviour.

As the weeks progressed and outside play became available, an increasing number of students decided not to take part in their chosen activity. In the first recorded week of the program, 0% of the students present in school declined receiving their golden ticket, yet this statistic rose to 17.5% in the final week of the program. Unsurprisingly, this quantitative data (see **Figure 11.** below) corresponded quite closely with the findings in the Student Evaluation Survey as numerous surveyors remarked upon the unavailability of organized football being a key reason behind their decline of the golden ticket.

Table 11.

	Students Present	No. of Students Abstaining from Activities	% of Students Abstaining
Week 1	N/A	N/A	N/A
Week 2	129	0	0%
Week 3	129	4	3.1%
Week 4	132	5	3.8%
Week 5	125	11	8.8%
Week 6	123	18	14.6%
Week 7	N/A	N/A	N/A
Week 8	126	22	17.5%

4.7 Summary

In conclusion, the findings obtained from the numerous surveys distributed, coinciding with the attendance data collated were predominately positive. In the evaluative surveys, the majority of students and teachers commented on the effectiveness of the program, with the activities in particular being highlighted for their successfulness. Significantly though, findings showcased that students were more likely to maintain sustained positive behaviours during the hot weather season at the beginning of the program as the alternative to not receiving a golden ticket during this period was an extremely tedious lunch time period in the cafeteria. Based on the increase in abstention data as the weeks progressed as well as student / teacher evaluation surveys, students were less inclined to be affected by a refusal of a golden ticket during the colder weather period as they could participate in other outdoor pursuits instead.

5 DISCUSSION

Though there is a significant amount of quantitative data obtained through the attendance registers, coinciding with some quantitatively structured questions in the surveys, the information attained and found was primarily qualitative, obtained from the predominately, qualitatively constructed surveys. Upon analysis of this data and information, it can be surmised that the program was quite successful in its implementation. However, there are aspects of the program in need of development before wider, whole scale implementation can be considered.

5.1 Discussion of Results

There are positives to be derived from the behavioural program implementation. The majority of students and teachers involved commented on the success of the activities provided. This was evidenced in the connecting survey data and contributed hugely to the incentivization of students to behave more appropriately in class. Barbetta et al. (2005), Charlton (1993) & Bull (2013) all speak passionately about the importance of consequences and undoubtedly the construction of those chosen and desired activities provided the teachers with an effective, positive consequence which students, if meeting the required standards, could hope to achieve, coupled with an effective negative consequence if acting inappropriately. Regarding the latter, from analysing comments in the SES, it is evident that the refusal of a golden ticket on behaviour grounds had a profound effect on at least some of the 19 students who were recorded (in the survey) as being denied access to their chosen activity. This, in conjunction with the 84% student satisfaction levels in activity provision, demonstrates that the program, for the most part, facilitated in maintaining behaviours across an entire grade level throughout its duration.

Another positive to be drawn from the program was how it catered to the varying motivations of the students. Following analysis of the SPS data, it became apparent that rewarding student positive behaviours may not be sufficient in maintaining those same positive behaviours in this environment. The data

compiled in the SPS showcased how students were significantly more motivated to improve through "Healthy Competition" and "Being Disciplined" as opposed to "Being Rewarded". Subsequently, it was felt that a combination of these three factors would be imperative in maintaining positive behaviours amongst the students, resulting in the additional two factors being provided for in the application of the program. In Dodgeball for example, students were placed in teams and had to compete against each other to win. Art and Music & Dance also contained aspects of healthy competition as the best artistic pieces / performances were often rewarded. This ensured that elements of healthy competition were adequately instilled throughout the program which in turn assisted in motivating students to continue showcasing desired behaviours in order to compete in their chosen activity the following week. The effectiveness of the motivational factor "Being Disciplined" as well as how it was catered for is mentioned in the above paragraph related to negative consequence.

Additionally, it can be concluded that other data obtained in the student surveys supports the benefits outlined in previous research on whole-scale, systematic implementations. Despite not providing consistent positive consequences, numerous student responses requested additional house points, principal awards & assembly certificates as means of rewarding good behaviour. The fact that all three incentives are whole school implementations clearly validates studies (Bloom, 2013; Lane, Menzies, Ennis, & Bezdek, 2013; Metzler, Biglan, Rusby, & Sprague, 2001; Mckevitt & Braaksma, 2004) which advocate for systematic implementations. Evidently there is a prestige connected to whole scale initiatives, coinciding with the simple acknowledgement that students seem to relish for performing / behaving well. If a systematic structure is in place, even one which does not provide consistent incentives / positive consequences, it can still cater to a child's psychological needs, sustaining positive behaviours. Often it can be just a simple recognition (such as a meaningless house point provided by a teacher at any time) that can truly motivate a student to continue good behaviours, regardless of the other incentives provided.

One of the key factors in the incentivization of students to behave more appropriately in RWA, stated from the beginning of the program implementation, was obtaining the buy-in of all relevant staff members, though Sugai et al. (2005)

deemed an 80% acceptance rate to be sufficient. The acceptance was achieved in a number of different ways. Firstly, by removing a supervision duty from the teachers conducting lunch time activities, it enabled the activities to be conceived and organized under the right circumstances i.e. teachers volunteered to conduct the lunch time activities rather than being forced to take on additional responsibilities (a common occurrence in the Middle East) which ultimately would have led to a resentment in the program. As the activities were mutually beneficial to both students and activity supervisors, it enabled the activities to be enthusiastically provided by the most suitable candidates. Subsequently, this infectious and stimulating environment cultivated by those activity supervisors contributed massively in maintaining high student satisfaction levels throughout the entirety of the program. Similarly, an assurance of an easy implementation and governance process for homeroom teachers was another key factor in obtaining staff buy-in. In catering to the needs of the homeroom teachers and ensuring no additional workload was created, most notably the logistical aspects which were all completed by the author independently, it ensured the program was positively and effectively administered in each classroom.

Significantly though, the most meaningful action taken by the author in obtaining staff buy in throughout the whole program implementation and application processes, was the consistent, active engagement and participation of all relevant staff members. By actively seeking to engage all connecting staff members in the form of regular meetings, emails, discussions and transparent feedback, it aided in the author's initial idea becoming more of a shared idea / vision (Kouzes and Posner, 1997). At the forefront of this transformation was honest and clear communication with all connecting staff members, contrasting somewhat from Simonsen et al., (2008) theory on the importance of establishing a team of the "right" staff members when endeavoring to instill change. Simonsen remarks on the importance of recruiting staff members who are supportive to change as well as staff members who are essentially popular amongst their peers. In this author's experience, if the change agent endeavors to include all connecting parties with clear and concise communication, it eliminates the need for the "right" staff members. Often poor communication is the most substantial barrier to ensuring a successful change operation. In this case, by seeking to involve the connecting teachers in engaging processes such as the above,

everyone felt they had a say and were more inclined to conduct the program with integrity. Similarly, by including other relevant specialist teachers (Arabic, Islamic, PE, Art & ICT) in the communication emails for the program, it empowered those teachers, outside of the specific homeroom classrooms, to be active participants, facilitating in the program being implemented both inside and outside of the homeroom classrooms.

5.2   Limitations

It can be surmised that the program was negatively influenced by the weekly decrease in weather temperatures, coinciding with the absence of any sort of footballing activity. Despite the positive comments and data derived from the SES, the systemic decrease in attendance levels clearly showcases some flaws in the program. First and foremost, the omission of football from the activity list went against the findings of Mckevitt & Braaksma (2004) which depicts the impact student voice can have on student motivation. In the Lunch Time Activity Survey, football placed second in first preference votes, marginally behind dodgeball, yet was not included in the lunch time program. Regardless of the impracticality / impossibility of running two sports related activities simultaneously, student voice in this case is not being heard, particularly in relation to the predominately male respondents who voted for football. Typically, according to Del Giudice (2015), males are more likely to engage in aggressive, impulsive and risk-taking behaviour; behaviours which naturally are more disruptive in the classroom. Thus, it can be argued that there were no real incentives in place to behave for some (football preference males) of the more susceptible candidates in the classrooms. The availability of football outside upon the decrease in weather temperatures somewhat catered for this need, particularly in the classrooms where teachers used the activity as part of the behavioural program. Some teachers chose not to abide by this practice which resulted in some students never entirely experiencing the ill effects / negative consequence of a golden ticket refusal.

It could also be argued that another limitation of the program was that there were no real incentives in place to behave for those students who just wanted to spend time with their colleagues outside once the temperatures dropped. Though the

author had been previously aware of such desires, over the course of the program it became apparent that a small minority of students simply preferred to sit down on benches, eat their lunches and spend time with their friends as opposed to taking part in organized activities. Consequently, if the students are already permitted to do this, what incentive is there in place to further motivate these students to behave, supporting Sugai & Horner's (2002; 2006) and Barbetta et al's. (2005) findings on sustained behavioural impact? It had been hoped that by constructing highly popular lunch time activities, in association with the prestige of acquiring a golden ticket, that this desire would somewhat diminish. This is not to say that the author believes this type of behaviour to be undesirable in any shape or form. As one of the teachers remarked in the teacher evaluation survey, "catering to all is difficult" and if certain students simply wished to have a quiet lunch with friends, that is perfectly satisfactory. However, based on previous experiences in the school, student interests in unorganized play time tends to severely decline over sustained periods of time. Tedious, monotonous play areas often become the standard during break times due to a lack of sufficient, recreational space / resources in the school. Thus, certain students tend to partake in misbehaviours as opposed to just simply relaxing with friends during these time periods. A part of the planning process when constructing this program was to reduce these misbehaviours from occurring. Unfortunately, the time scale of the program was a little short to measure its effectiveness against these lunch time misbehaviours.

Another issue encountered was the lack of recreational space in the school. Though planned for accordingly, this had ill effects on the student distributions in the activities. Firstly, as previously mentioned, it was impossible to run two sporting activities simultaneously. This issue, coupled with the restrictions placed on the number of students wishing to take Art (28), resulted in a number of students missing out on 1st and 2nd preference activities. Overall, 60% of students received their 1st preference activity, 27% received their 2nd preference with the remaining 13% being placed in their 3rd preference activity. When you consider that 25.5% of the students' first preference activity (football) was immediately removed, the subsequent preference percentages are actually quite complimentary. Nonetheless, 40% of students still did not receive their 1st preference so it's fair to say that some students, particularly the 18 students who received their 3rd

preference activity, may not have been over enthused to receive their golden ticket. Thus, it can be reasonably argued, similar to Sugai & Horner's (2002; 2006) and Barbetta et al's. (2005) findings above, that certain students may not have been incentivized sufficiently to behave as their reward was not overly beneficial.

5.3   Practical Conclusions

Taking into consideration the theory studied and the information gathered throughout this program, there is more than enough evidence to warrant further investigations into the positive behavioural management practices implemented in this private school setting. Amongst staff, leadership and students, the pilot program was well received, resulting in it its recommendation for expansion at the beginning of the new school year. Before a whole scale school expansion could occur, it was felt that a number of logistical issues needed to be trailed on a wider scale. Thus, it was proposed that the new Grade 4 students would join the old Grade 4 Students (Grade 5) in following the 'Golden Ticket' program. As the two grade levels share common lunch areas and times, they were suggested as the most suitable candidates to continue this pilot.

Logistically, there are a number of considerations to be investigated further before a whole scale school program could be contemplated. First and foremost, the lack of recreational space available in the school for such a large student population is the most pressing matter to be resolved. This had a significant impact on the behaviour program (see limitations) as only one sporting activity was able to be safely provided for at a time. Unbeknownst to the author, this shortcoming had been previously identified by members of the SLT and was the inspiration behind the construction that began in Sep. 2019 directly behind the school. A new purpose-built gym is to be created in time for the new school year which theoretically could be utilized to assist the program in catering for more than one sporting activity at a time. More recreational space would enable the program to be expanded, yet when providing for greater numbers, safety becomes a significantly larger concern, most particularly in relation to student / teacher ratios.

As well as logistical considerations, there are key findings and observations from the study that warrant further trial on a longer and wider scale. Firstly, studies (Sugai & Horner, 2002 & 2006; Barbetta et al., 2005) in similar PBS programs have found additional benefits in lengthier implementations. By allowing a consistent framework to form and be developed upon over a longer timeframe, students would have more clarity in what is expected of them as they progress through the primary school. Secondly, it is speculated that a larger implementation with more teachers involved would increase the number of activity options available. Primarily, this would be beneficial to the program in three ways:

1. The number of 2nd and 3rd preference activity allocations would decrease as a result of additional activity options.

2. Student motivations to behave would benefit if all students were placed in their 1st or 2nd preference choices.

3. If a football activity was administered, those who did not receive a Golden Ticket would not be allowed to take part. This essentially would act as the effective negative consequence this program lacked towards the end of its duration.

In order to explain how to implement the program on a larger scale, it is significant to explain the context surrounding the original implementation. While the Grade 4 activities were taking place, the school continued to function as normal. Other teachers fulfilled their duties such as supervising the Grade 5 students for example, who would normally share the same lunch time periods, in the same common areas as the Grade 4s. It was noted during these Grade 5 supervision periods how quiet and relaxed these duties were, with many citing that the number of teachers on supervision duty was not fit for purpose. Teachers realistically could have been better placed in other areas of the school such as assisting in the popular lunch time activities. Alternatively, certain teachers could also have conducted an activity of their own, increasing the number of options available for the students. Thus, it can be reasonably concluded that the benefits mentioned above could certainly be achieved by combining the two grade levels underneath the one behavioural management approach. Additionally, a similar organizational approach could be adopted in the program enhancement. A major factor in obtaining the buy-in of all relevant staff members in the initial program was allowing

teachers to substitute their required lunch time supervision duties with the orga-
nized activities. Though being implemented on a larger scale, the same method
could be applied in this instance.

Another outcome of the study was the positivity in which the connecting teachers
responded towards the program implementation. A problematic issue highlighted
at the beginning of this project was how to obtain the buy in of all relevant staff
members, particularly as their professional accountability levels are higher than
ever before. Often in the past it has been misconstrued that teachers are resistant
to change and unwilling to deviate from that which they have become accustomed
to. In this author's experience, teachers did not fear the change specifically;
teachers feared an excessive workload which did not add value to their students'
education. Similarly, teachers feared change being implemented without it being
effectively communicated. Often in the past, it had been thought that change had
been introduced without the means or valid reason to do so which typically
created additional work on teachers. In this case, teachers were provided with a
plan for a program that could be easily implemented into their classroom. The
benefits of said program were discussed at length with the connecting teachers,
before affording them the opportunity to scrutinize said program to suit the needs
of their classroom. It was made abundantly clear that no additional workload was
required of teachers, enabling the program to be administered with integrity.
Thus, in this author's experience, if the change agent strives to include all
connecting parties in the decision making process, and if the change / implemen-
tation being incorporated is practical and helpful, teachers will respond positively
to this and the change will be implemented quite easily. The need for the "right"
staff member (Simonsen, 2008) can be diminished when such processes are
applied.

Generally, there are significant findings in this program which could further
develop similar designs elsewhere. From analysing the SPS, it can be reasonably
concluded that rewarding good behaviour is not sufficient in sustaining positive
behaviours over a lengthy period of time. The fact that "Being Rewarded" placed
last out of a list of five motivational options available signifies that students need
other motivations in order to behave appropriately. This program strived to
cultivate an environment that centred around positive behaviour, yet also catered

for the more popular motivational factors ("Healthy Competition" and "Being Disciplined") in its application. Furthermore, the program endeavoured to include aspects of student voice, most notably through the SPS in relation to what intrinsically motivates the students as well as their preferences in activities. This essentially involved the students more in decision making processes that affect them, which research (Demetriou and Wilson, 2010; Clough and Holden, 2002) has shown can be greatly beneficial towards students' inner motivations to succeed.

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APPENDICES

Appendix 1. **Student Perspective Survey**

1. What do you feel motivates you the most to improve? (Please rank the below question with 1 being what motivates you the most and 5 what motivates you the least) *(Ranking question)*

Ans: Being rewarded? Succeeding? Healthy competition? Proving others wrong? Being disciplined?

2. Do you feel that students are rewarded for behaving well in class? *(Closed-Ended Dichotomous Question Followed by an Open-Ended Question)*

Ans: Yes / No

If yes, please give examples.

3. Do you think that students should be rewarded for good behavior? *(Closed-Ended Dichotomous Question)*

Ans: Yes / No

4. On a scale of 0 – 5 (0 being not at all lot, 5 being a lot) how much does being rewarded motivate you to do better? *(Rating scale)*

5. Where in your life does being rewarded motivate you? (Please rank the below options with 1 being where in your life being rewarded motivates you the most and 5 the least) *(Ranking question)*

Ans: Learning in school? Home with family? General behavior? Playing sports? With friends?

6. Do you as a student have any say in your behavior rewards in school? *(Closed-ended Dichotomous Question)*

Ans: Yes / No

7. How would you like to be rewarded for good behavior? _____ *(Open Ended Question)*

8. Finally, are you male or female? *(Closed-Ended Dichotomous Question)*

Ans: Male / Female

Appendix 2. **Lunch Time Activity Survey**

1. What is your full name? (Include your first and surname)

   ———————————————————

2. What class are you in? *(Closed-Ended Dichotomous Question)*

   ————————————————————

3. What activity would you most like to be a part of at lunch times? (Please rank the following options with 1 being what you would like to do the most and 6 what you would like to do the least) *(Ranking question)*

Ans: Football? Wellyball? Dodgeball? Art Club? Music & Dance Club? Reading Club?

Appendix 3. **Student Evaluation Survey**

1. What lunch time activity did you take part in? *(Closed-Ended Dichotomous Question)*

Ans: Dodgeball? Music & Dance? Art?

2. Did you enjoy that lunch time activity? *(Closed-Ended Dichotomous Question followed by an Open-Ended Question)*

Ans: Yes / No
Explain your answer below.

3. Did you ever choose not to not go to your activity? *(Closed-Ended Dichotomous Question followed by an Open-Ended Question)*

Ans: Yes / No
If yes, explain your answer below.

4. Did the golden tickets motivate you to behave more in class? *(Closed-Ended Dichotomous Question)*

Ans: Yes / No

5. On a scale of 0 – 100 (0 being not at all lot, 100 being a lot) how much did the golden tickets motivate you to behave better? *(Rating scale)*

6. Did you ever not earn a golden ticket? *(Closed-Ended Dichotomous Question followed by an Open-Ended Question)*

Ans: Yes / No
If yes, how did that make you feel? Explain your answer below.

7. If given the opportunity, how would you improve the ticket program / activities? What would you change? (If you would not change anything, just write "Nothing") *(Open Ended Question)*

8. Are you male or female? *(Closed-Ended Dichotomous Question)*

Ans: Male / Female

Appendix 4. **Teacher Evaluation Survey**

1. Before this program began had you previously employed any positive behavioral strategies in your classroom? Eg. student of the week, golden time, etc. *(Closed-Ended Dichotomous Question Followed by an Open-Ended Question)*

Ans: Yes / No
If yes, what strategies did you employ? _____

2. Were these positive behavioral strategies implemented mostly at school or grade level or just by yourself individually? *(Multiple choice)*

Ans: School level   Grade level   Individually   N / A

3. Have you as a teacher ever been involved in a positive behavioral strategy that has been employed systematically across grade / school level? *(Closed-Ended Dichotomous Question Followed by an Open-Ended Question)*

Ans: Yes / No
If yes, has it been effective?

4. In your opinion, has this new program had a significant impact on your students' behaviors? *(Closed-Ended Dichotomous Question Followed by an Open-Ended Question)*

Ans: Yes / No
Explain your answer.

5. Now that you have used the program, do you have any suggestions as to how you might improve / streamline it? *(Open Ended Question)*

Appendix 5. Survey Question

Student Perspective Survey 1

Do you feel students are rewarded for behaving well in class?

Answered: 58   Skipped: 1
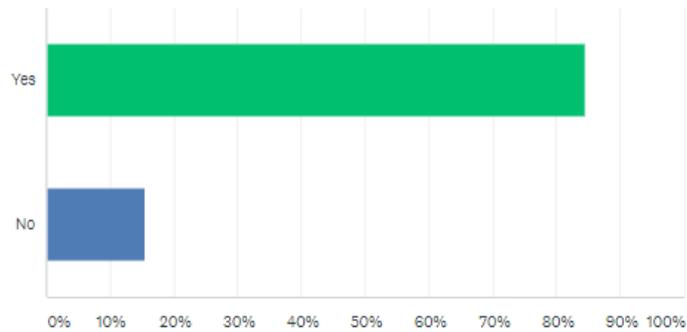
ANSWER CHOICES	RESPONSES	
Yes	84.48%	49
No	15.52%	9
TOTAL		58

Student Perspective Survey 2

Do you feel students are rewarded for behaving well in class?

Answered: 59   Skipped: 0
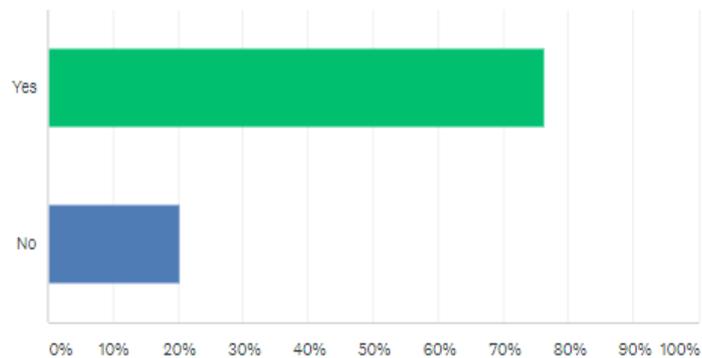
ANSWER CHOICES	RESPONSES	
Yes	76.27%	45
No	20.34%	12
TOTAL		59

Comments (32)

Appendix 6. Survey Question

Student Perspective Survey 1

Do you as a student have any say in your behaviour rewards in school?

Answered: 59   Skipped: 0
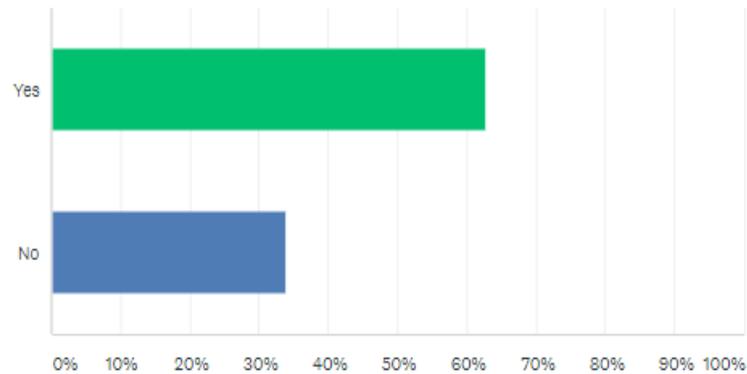
ANSWER CHOICES	RESPONSES
Yes	62.71%
No	33.90%

Student Perspective Survey 2

Do you as a student have any say in your behaviour rewards in school?

Answered: 58   Skipped: 1
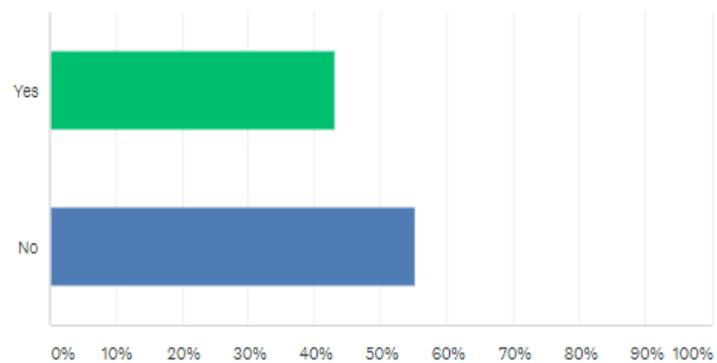
ANSWER CHOICES	RESPONSES
Yes	43.10%
No	55.17%

Appendix 7. Survey Question

Student Evaluation Survey 1

Did the golden tickets motivate you to behave more in class?

Answered: 56   Skipped: 1
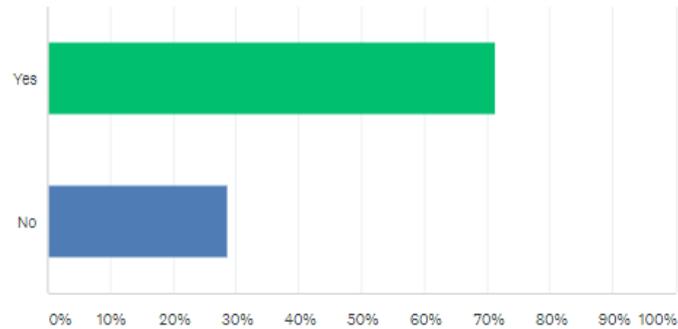
ANSWER CHOICES	RESPONSES	
Yes	71.43%	40
No	28.57%	16

Student Evaluation Survey 2

Did the golden tickets motivate you to behave more in class?
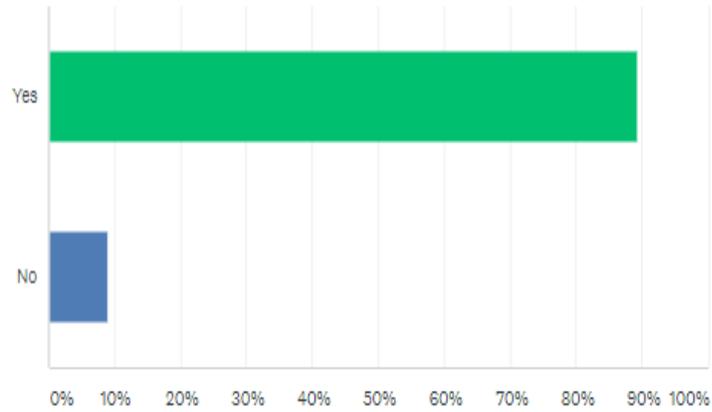
Answered: 43   Skipped: 0
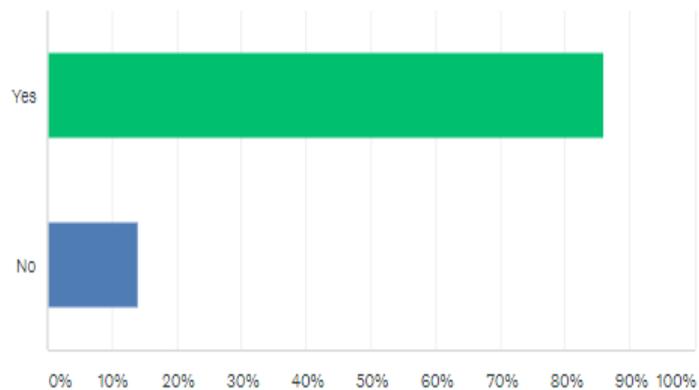
ANSWER CHOICES	RESPONSES	
Yes	86.05%	37
No	13.95%	6

Appendix 8. Survey Question

Student Evaluation Survey 1

Did you enjoy that lunch time activity?

Answered: 56   Skipped: 1

ANSWER CHOICES	RESPONSES	
Yes	89.29%	50
No	8.93%	5

Student Evaluation Survey 2

Did you enjoy that lunch time activity?

Answered: 43   Skipped: 0
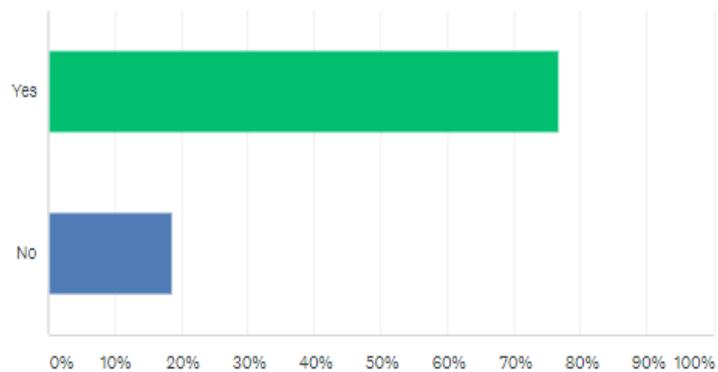
ANSWER CHOICES	RESPONSES	
Yes	76.74%	33
No	18.60%	8

Appendix 9. Survey Question

Student Evaluation Survey 1

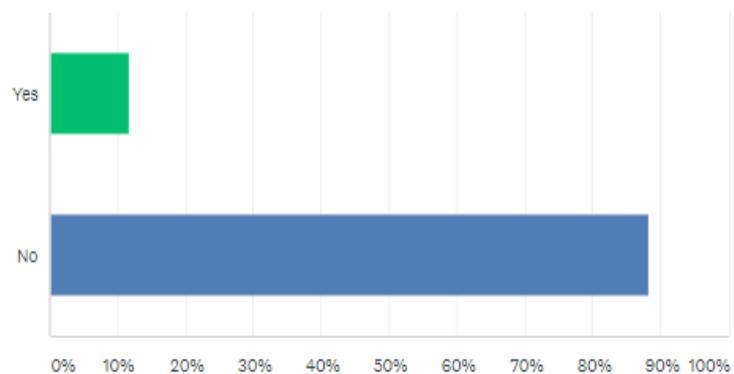## Did you ever not earn a golden ticket?

Answered: 56   Skipped: 1
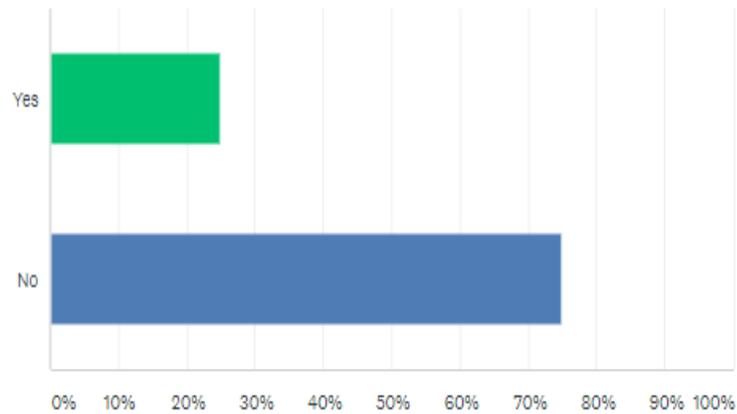
ANSWER CHOICES	RESPONSES	
Yes	25.00%	14
No	75.00%	42

Student Evaluation Survey 2

Did you ever not earn a golden ticket?

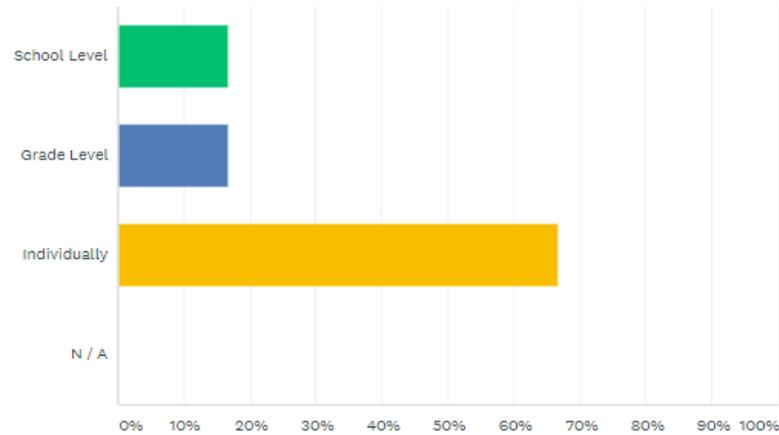Answered: 43   Skipped: 0

ANSWER CHOICES	RESPONSES	
Yes	11.63%	5
No	88.37%	38

Appendix 10. Survey Question

Teacher Evaluation Survey

Were these positive behavioral strategies implemented mostly at school or grade level or just by yourself individually?
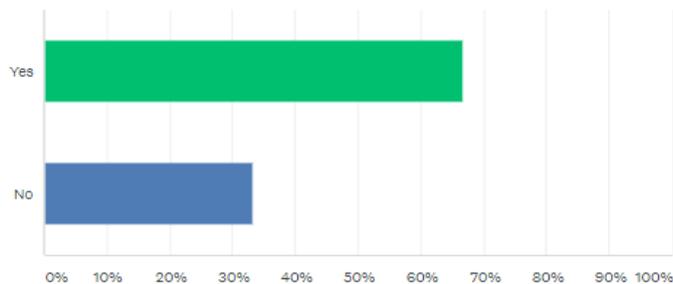
Answered: 6   Skipped: 0

ANSWER CHOICES	RESPONSES	
School Level	16.67%	1
Grade Level	16.67%	1
Individually	66.67%	4

Appendix 11. Survey Question

Have you as a teacher ever been involved in a positive behavioral strategy that has been employed systematically across grade / school level?

Answered: 6   Skipped: 0

ANSWER CHOICES	RESPONSES	
Yes	66.67%	4
No	33.33%	2