



**The relationship between Glasser Model for
Class Management and the attitude toward
learning English among intermediate learners**

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Abstract:

The aim of this study was to examine the relationship between Glasser Model for Class Management and the attitude toward learning English among intermediate school learners. Two tools were used for this research: (1) Glasser Model for Class Management including five areas (survival, belonging, fun, and freedom needs), and (2) attitude toward learning English Scale. Both instruments were used and applied with a randomly selected cluster sample. The sample of this study consisted of 117 intermediate students in Hail city in the Kingdom of Saudi Arabia. The results showed that intermediate student have a positive attitude toward learning English. There was a statistically significant correlational relationship at the 0.01 level between Glasser Model for Class Management plus its areas and attitude toward learning English Scale. Moreover, the multiple regression analysis revealed that Glasser Model for Class Management with its five areas (power and belonging needs) significantly contributed in predicting attitude toward learning English. The area of power need was the best predictor of learning engagement accounting for 54% of attitude toward learning English.

Key words: Glasser Model, attitude English.

Introduction

Classroom management (CM) is a basic concept in educational psychology, and it has been given a lot of attention in educational and psychological literature as a process followed by a teacher to provide an appropriate learning environment through which the aims of the learning-teaching process can be achieved. Consequently, educational psychologists have been interested in this topic; they used their research results about classroom management for developing pre-service and in-service training programs for teachers, assessing teachers' performances (Emmer & Stough, 2001). Additionally, many students, teachers and parents are interested in class management. Young people need caring and supporting settings full of positive relationships, independence, competitiveness, and attention (Bloom, 2012).

Indeed, a classroom is a place that can be arranged in a way to lead to organizing students' behavior. The nature of interaction and experience inside classroom is an important factor to determine learners' perceptions of school and their attitudes towards people and related activities (Abo-Hatab & Sadeq, 2009).

Providing an appropriate social, psychological environment is a school's fundamental job. School has to create a suitable concrete setting represented in its structure, beauty, location, facilities, and its classrooms equipped with light and temperature, it also has to provide a good social, psychological setting based on empathy and teachers' acceptance for students so that the learning-teaching process can happen (Al-Zaki et al., 2013). William Glasser's model is compatible for this contest. Glasser (2000) emphasized the style of classroom leadership instead of bossy. Leadership is not based on control as much as building positive relationships with students to learn and grow through providing a safe, interesting, caring classroom setting enabling learners to learn collaboratively and express their feelings and opinions by meeting five basic needs:

- Survival: foods, drinks, safety, air ...etc.
- Belonging and love: people. cooperation with others, love, belonging to society
- Support: Feeling of importance, prestige, respect and achievement.
- Fun: play, laughter, entertainment during doing instructional activities.
- Freedom: Special desires based-behaviour, and an ability to choose.

When contemplating the components of Glasser's model, it is clear that they are based on student's respect, appreciation and value. This undoubtedly leads to forming positive attitudes towards teachers and subject matters especially if we know that an emotional side is one of the most important factors that result in forming and shaping attitudes.

It is noteworthy that a student's ability to understand the subjects presented by school is not only related to his or her mental growth and abilities, but also to the degree of the connection between the topics studied and his or her interests, aptitudes, and attitudes. The latter provides a foundation for his or her learning motivation. Students' developing negative attitudes towards any subject matter or study unit is a barrier of his or her next learning, so the three basic fields (cognitive, emotional, skill) representing a personality can be viewed as interactive domains in a way that development in one domain leads to development in the other two domains.

Looking at the emotional field, it can be seen that it plays a remarkable role in forming a learner's attitudes and interests in a manner to affect his or her learning (Awashriya, 2015). Though the vital role played by school curricula development and teaching methods in improving a learner's academic achievement, this will not be effective unless it is accompanied by positive attitudes towards learned subject matters (Alzahrani,

2008). Good class management and linguistic courses related to students' interests, aptitudes or contemporary events help develop positive attitudes towards learning a language and stimulating them to participate effectively inside classroom (Sun, 2010).

Alseweed (2009) noted that there are several reasons for the importance of examining attitudes. Students' attitudes help teachers, curricula developers, courses designers and exploration researchers to know the role of attitudes for the teaching and learning process to happen, students have different interests, beliefs, and cultural backgrounds, and ignoring all of this may lead to negative reactions, and learners have their own opinions of the learning process, which can be crystallized positively or negatively.

There is no doubt that learning languages, especially English, is a requisite to know the latest educational advancements, and the technological and political news. Therefore, languages represent one of the most important school courses in general education stages in the Kingdom of Saudi Arabia from elementary grade four through secondary stage due to their importance in the current age where millions of people all over the world use them as a means of reciprocal communication.

The middle stage is a time for crystallizing and forming attitudes towards different things (Almofadda, 2004). So, it can be said that this stage is a time for crystallizing and developing attitudes towards learning English language. In the present study, the researcher attempts to examine the nature of the relationship between class management according to Glasser's model and the attitudes towards learning English for the middle school students.

Through reviewing the topic of classroom management according to Glasser's model and students' attitudes towards learning English, it is noticed that there is a clear paucity of

Arabic or foreign literature about the relationship between both variables although there is a theoretical attribution. Here is a list of studies of these two variables:

Almofti (1991) examined the relationship between girls' attitudes towards learning English and their linguistic achievement. Attitudes Towards English Learning Scale and English Achievement Test were administered with a sample of 695 girls in the third intermediate grade. Results showed that there was a

positive relationship between girls' attitudes towards learning English and their

English achievement.

Al-Yamani (2008) study aimed to identify the relationship between students' perceptions of their class environment, academic achievement and their attitudes towards learning Math and English. The sample included 3624 students. Results showed a direct gradual increase in students' attitudes towards learning Math and English and their academic achievement in both subjects as long as there was an increasing positive perception of their class environment.

Al-Zoghbi (2012) examined the relationship between learners' burnout in learning English and their relationship with English teachers. The scale of Care, Trust, Respect, Involvement, Freedom and Justice and Behavioural Burnout Scale were administered to 303 students. The results indicated that a direct positive relationship between behavioural burnout and student-teacher relationship existed. Moreover, the dimension of Care and Trust interpreted 18% of variance.

Ghabras (1995) investigated the relationship between psychological attitudes towards learning English and linguistic achievement. Attitudes Towards English Learning Scale and English Achievement Test were administered with a sample of 450 intermediate school girls. Findings indicated that the level of

English learning attitudes was high, and there was a positive relationship between psychological attitudes towards learning English and linguistic achievement.

Alzahrani (2008) conducted an exploratory study of middle school students' attitudes towards learning English. Attitudes Towards English Learning Scale was administered with a sample of 320 students. After analyzing data statistically, findings revealed that the attitudes of the majority of participants were positive.

Alsweed (2009) explored middle school students' attitudes towards learning English. Attitudes Towards English Learning Scale was administered with a sample of 124 learners. After analyzing data statistically, it was concluded that there were positive attitudes towards learning English.

Ma'arouf and Nasser (2010) identified students' attitudes towards learning English and the relationship with its achievement in the light of classroom management styles. Attitudes Towards English Learning Scale and Achievement Test were administered with a sample of 420 first year secondary students. After analyzing the data statistically, results indicated that the variable of classroom management had no significance on students' attitudes towards learning English.

Problem of Research

English language is the language of the age, different sciences, discoveries, and inventions. Accordingly, the Saudi ministry of education recognized the importance of learning English. Consequently, the ministry developed courses, adopted English teaching strategies from elementary four grade. But, from my personal experience in teaching this course, there is a general weakness in students' level after studying the course for 9 years. So, it is proposed that there are several reasons including students' attitudes towards studying this course. Classroom management used by a teacher may be one of the reasons leading

to forming and crystallizing attitudes towards learning a subject matter. Good classroom management results in an appropriate learning environment, and this, in turn, leads to good learning outcomes including emotional such as feelings and attitudes. Through reviewing theoretical literature related to Glasser's model in classroom management, it was concluded that this model aims to meet varied human needs that can lead to forming positive attitudes towards learning a subject matter. So, this study attempts to answer this main question: Is there a relationship between classroom management according to Glasser's model and English learning attitudes for middle school students in Ha'el?

Research questions:

1. What is the nature of middle school students' attitudes towards learning English?
2. Is there a relationship between classroom management according to Glasser's model and English learning attitudes?
3. Is it possible to predict English learning attitudes through classroom management according to Glasser's model?

Importance of Research

The importance of this study lies in the following points:

1. The paucity of research in the Arab world-according to researcher's experience- of Glasser's model in classroom management, and few studies about attitudes towards learning English.
2. This study provides a new theoretical framework for classroom management and its relationship with attitudes towards learning English.
3. To identify classroom management methods and strategies and attitudes towards English learning helps predict students' future behavior, and contributes into forming a clear picture and deeply understand the

problem of the weak level of learning English in Saudi Arabia.

4. The present study results can contribute in conceptualizing Galsser's model-based programs for developing several variables such as English learning attitudes, engagement in learning, motivation, and academic achievement.
5. Findings can draw the learning process authority's attention to the importance of classroom management and positive attitudes towards learning English.

Research Aims

1. To examinethe nature of students' attitudes towards learning English.
2. To identify the nature of the relationship between classroom management and attitudes towards learning English.
3. To explore if it is possible to predict English learning attitudes through classroom management according to Glasser's model.

Terminology

-Classroom management: Classroom management is a process done by a teacher to lead students to achieve teaching and instructional aims by providing an appropriate classroom environment through meeting students' basic needs such as survival, belonging, power, freedom and fun (Glasser, 2000). Here, classroom management is procedurally defined as astudent' s score on classroom management scale based on Glasser model and its five fundamental dimensions developed by the researcher.

- English language attitudes. Attitudes towards learning English is a psychological aptitude to give responses of acceptance or rejection to learning English (Alnorsy, 2013).

Here, it is procedurally defined as a score a student obtains on a measure used here to assess an attitude towards learning English.

Limits: The topic of this study is classroom management according to Galsser's model and its relationship with attitudes towards learning English for a sample of middle schools students in Ha'el during the second term for the school year 1437-1348 H.

Method

A correlational, descriptive method was used here because it was appropriate to the nature of the problem, its tools and field procedures.

Participants

Participants were 107 third middle school students randomly selected from all the middle school population in Ha'aelin the first term during the school year 1437/1438 H.

Instruments:

- **First, Glasser's Model Based-Classroom Management Scale** (developed by the researcher). This tool consists of 30 items of five components: survival, love, power, fun, and freedom needs.

Reliability

Alpha Cronbach: After administering the tool with an exploratory sample of 60 students from the third middle class in Ha'ael town, reliability and the total score for the scale items were calculated using Alpha Cronbach method, and the values reached 0.817, 0.793, 0.815, 0.844, 0.842, and 0.854 respectively.

Internal Consistency: The scale's reliability was calculated using internal consistency method through calculating correlational coefficients between the scores of every component and the total score with a sample of 60 third middle school students in Ha'ael town. Table 1 shows the values of reliability coefficient.

As can be seen in table 1, the values of inter-correlational coefficients for the scale components were all positive and significant at the 0.01 level. The value of correlational coefficient for a sub-component with the total score of the scale (Glasser's model for classroom management) was higher than that of correlational coefficient with the remaining components. All the values of correlational coefficients with the scale total score were relatively high.

Validity

The first version of the scale was presented to a panel of five judges with

doctorate degrees in psychology at King Saud university and Ha'ael university to give their opinions of how much each item belongs to its component, and the linguistic appropriate paraphrasing of the scale items. According to the remarks of the judges, all ambiguous items were modified; two items were reworded, so the scale had 30 items.

Table 1 values of reliability coefficients using internal consistency (n=60)

Dimension	Survival need	Love & belonging need	Power need	Freedom need	Fun need
Survival					
Love & Belonging	0.668**				
Power	0.697**	0.675**			
Freedom	0.591**	0.673**	0.665**		
Fun	0.630**	0.576**	0.423**	0.765**	
Total	0.809**	0.873**	0.858**	0.817**	0.724**

** significant at the 0.01 level

The scale factor validity was established by conducting a factor analysis for the scale aspects after using it with a sample of 50 students by Varimax rotation, and the findings showed that there were five aspects forming one factor with variance of 81.21%.

Also, the correlational coefficient of every dimension with another and the total score was calculated, and these values ranged from 0.719 to 0.840, and all of them were statistically significant at the 0.01 level.

-Second, English Learning Attitudes Scale (Alzahrani, 2008). English Learning Attitudes Scale consists of 16 items. It was presented to a panel of experts and professionals in educational psychology to give their opinions of each item's belonging to its component and the linguistic paraphrasing of the items. No items were modified in the scale. Factor validity for the scale items was computed, and they formed one factor with variance of 69.91% and a latent root of 4.195%.

Reliability: Reliability was established by using correlational coefficients between items and the total score of a sub-test. Correlational values were statistically significant at the 0.01 level. Reliability also was calculated by using Alpha Cronbach whose value reached 0.850, and it was a high value.

Results

Question 1: What is the level of middle school students' attitudes towards learning English in Ha'ael?. To answer this question, means and standard deviations for the sample's responses on English Learning Attitudes Scale (ELAS) were computed, as shown in table 2.

As can be seen in table 2, all ELAS items were high for the participants, the highest means were for the item ("I hope to speak English fluently") whereas the lowest means were for the item "I prefer learning English to other subjects"). This is due to several cognitive and emotional reasons. For cognitive reasons, students perceive and feel the importance of English in their life especially in the prevalence of electronic devices like mobile phones and their different applications used much, and electronic games that require good English to deal with these games which also enable them to compete directly with different national

individuals on the Internet. This explains why the item ("I hope to speak English fluently") obtains the highest mean for the importance of speaking skill in communication with other through different online applications. For emotional reasons, they are represented in teachers' using teaching methods and classroom management strategies which depend on meeting students' human needs as a cognitive aspect plays a great role in forming and crystallizing attitudes. This result is consistent with Ghabras (1995), Alzahrani (2008), Alsweed (2009), and Alzoghbi (2013).

Table 2 Means and standard deviations for responses to all items on English

Learning Attitudes Scale

No.	Order	items	Means	SD
7	1	I hope to speak English fluently	4.87	0.562
8	2	I would like to speak English as if I were British or American	4.71	0.739
10	3	I think learning English is important	4.67	0.747
15	4	I can say that I am really trying to learn English.	4.58	0.847
9	5	I hope to learn English even if it was not necessary for me.	4.52	0.995
14	6	I do English work carefully and ensure my understanding.	4.46	0.910
٢	7	I plan to do my best to learn English.	4.42	1.025
12	8	I think everyone should learn English early in primary school	4.35	1.112
16	9	When I face a problem in learning English, I directly seek my teacher's help.	4.35	1.081
4	10	Learning English is considered wasting time.	4.13	1.284
6	11	English language is the language of progress and civilization	4.10	1.274
55	12	Learning English is a proof of learning quality.	3.93	1.209
11	13	I enjoy much everything related to English lessons.	3.93	1.263
1	14	I enjoy learning English.	3.93	1.459
13	15	I think I am the most persistent student in learning English.	3.81	1.166
3	16	I prefer learning English to other subjects.	3.55	1.06
General mean			4.260	0.601

Question 2: Is there a relationship between Glasser's model for classroom management and middle school students' attitudes towards learning English? To answer this question, the means of correlational coefficients between the scores on Classroom

Management Scale and its components and English Learning Attitudes were computed by using Pearson' correlational coefficient as can be seen in table 3.

Table 3 correlational coefficients between the scores on Classroom Management Scale and its components and English Learning Attitudes Scale

Correlational relationship	Survival need	Belonging need	Power need	Fun need	Freedom need	Total scale
	0.459**	0.574**	0.354*	0.536**	0.437*	0.551**

** significant at the level of 0.01 * significant at the level of 0.05

As can be seen in table 3, there is a statistically positive correlational relationship between the basic need of survival for the middle school learners and their attitudes towards learning English. Correlational coefficients values were 0.459 – 0.574 – 0.354 – 0.536 – 0.437 – 0.551 respectively, and they are statistically significant at the level of 0.01 except the relationship between power need and English Learning Attitudes Scale; the level of significance was 0.05.

This may be explained in that Glasser's model dimensions appreciate a student, his personality, identity and being sympathetic through meeting his psychological needs, thus leading to forming positive attitudes towards learning English as a student enjoys learning and engagement in English, and this is consistent with the results of Almofadda (1427H, p. 324) that an emotional side plays a vital role in forming and crystallizing attitudes. An adolescent may have a positive attitude towards things like a subject matter because his teacher who treats him positively represents this subject matter. Almofadda argues that having attitudes requires providing an emotional atmosphere that helps form these attitudes. This result is consistent with the results of Alzoghbi (2013) and Alyamani (2008), but different from Ma'arouf & Nasser (2010) due to, from the researcher's

perspective, the different ages of the samples in both studies. It can also concluded that the more classroom management is achieved according to Glasser's model for the middle school students, the more it leads to having positive attitudes towards learning English by 0.551%.

Question 3: Is it possible to predict middle school students' attitudes towards learning English through classroom management according to Glasser's model? To answer this question, multiple linear regression analysis was performed as shown in table 4.

Table 4 The predictive ability of English learning attitudes through classroom management according to Glasser's model

Variable entry	predictable	predictive	Non-criterion weights		Criterion weights	t	functions
			B	SE	B		
Stepwise	Attitudes towards learning English	Fixed regression	21.77	6.87		3.156	0.003
		Power	1.061	0.23	0.540	4.608	0.000
		Belonging	1.204	0.353	0.447	3.410	0.000

As can be seen in table 4, both components "power need" and "belonging need" have a predictive ability of attitudes towards learning English; "power need" accounted for 54% and "belonging need" 44.7% of variance in the level of attitudes towards learning English.

The following multiple regression formula can be extracted from the results:

$$\text{Attitudes towards learning English} = 1.06 (\text{power need}) + 1.20$$

Someone can solve their problems, get people's sympathy and can learn from peers in a lovely, competitive, accepting atmosphere, particularly at adolescence stage which is characterized by emotional sensitivity. This has its effect of forming and having positive perceptions and attitudes towards learning a subject matter, thus working hard to learn English and

acquire its skills, and this is consistent with Almofadda (1994) which indicated that human needs play an important role in human behavior which is often directed to all different psychological needs. Additionally, this result is consistent with Glasser (2000, p. 723) that power and belonging needs are the most important and difficult needs for meeting. Consequently, both needs have the greatest ability to direct and predict a behavior.

Results

It was concluded that the level of middle school students' attitudes towards learning English was high and positive. Additionally, there is a statistically significant, positive correlational relationship between Glasser's model for classroom management and its dimensions and English learning attitudes. Moreover, it is possible to predict middle school students' attitudes towards learning English through belonging need.

Recommendations

Some recommendations are offered here. It is necessary to encourage English teachers to manage classrooms according to Glasser's model. It is important to conduct studies with bigger samples of boys and girls from different geographical areas to find more relationships between variables, and to identify their predictive abilities in other variables such as motivation, engagement in learning and academic achievement. It is vital to carry out future research of the factors contributing in emerging differences between males and females in their attitudes towards English. Finally, it is important to develop the measures used in this study in a way to be used in future research.

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