

A Culturally Appropriate Classroom Management Practice at the National University of Samoa

Pauline Nafō'i, National University of Samoa

Abstract

Classroom management is a broad and comprehensive topic which covers the entire learning atmosphere and setting in an orderly manner, from start to finish and offers valuable tools for educators to improve practicalities and maintain an effective learning environment. In the context of tertiary education in Samoa, a culturally appropriate classroom management approach offers students an ideal learning space which in turn increases meaningful academic learning and facilitates social and emotional growth. This paper highlights the importance of classroom management and the roles of the teacher in creating and maintaining an effective and efficient learning environment. It also reports on a culturally appropriate classroom management approach and practices applied by the author at the National University of Samoa within the Diploma in Tourism second year programme.

Key words: *Culturally appropriate Classroom Management, Teacher-Student Relationship, Positive Learning Environment, Role of Teacher in Classroom Management*

Introduction

This paper is an attempt to explore, evaluate and document my own professional practice and classroom management practice within the Diploma in Tourism programme at the National University of Samoa. Classroom management arguably plays a key role in the education system and is considered an essential part of every classroom where teacher effectiveness is paramount. The originality of the term 'Classroom Management' is not known but it is understood to have been around for quite some time now. Classroom Management was made known for the first time in a high-profile systematic study conducted by Kounin (1970) that coded the behaviour of students and teachers; and made Classroom Management known for the first time (Marzano, Marzano and Pickering 2003). Equally, Brophy and Everston (1976) echoed the same idea, highlighting teaching behaviour and effective classroom management in determining teaching success.

I had no formal teacher training in Samoa, but my postgraduate studies overseas saw me taking papers in education, psychology, curriculum, and assessment. I remember one local school principal once said, 'the work of teachers would have been very easy if all the students were well behaved'. With such sentiments, it is

safe to say that to be an effective teacher, apart from mastering one's subject matter, one must be able to deliver a lesson factoring in the learners' visual, auditory, or kinesthetic learning styles with some basic understanding of how to manage students' behaviour and attitudes in class.

This paper is divided into five parts. The first part defines classroom management and considers some key findings from the literature. The second part delves into the role of the teacher and the importance of student relationships. The third part will consider my own journey as a tertiary teacher and how I have used a culturally appropriate approach to manage my own classroom in the context of the Diploma in Tourism courses that I taught at the National University of Samoa. The fourth part is evaluating my own professional practice using De Lautour's (2009) Appreciative Inquiry Approach (API). And the last part will conclude with implications for future research and some worthwhile ideas to improve one's professional practice.

Methodology

Two methods were used to compose this paper. Firstly, a review of the literature on classroom management was firstly conducted to understand the core concepts and principles of classroom management. Secondly, I applied two phases of De Lautour's (2009) Appreciative Inquiry (AI) methodology, namely the Discovery and Design phases to evaluate my own teaching experiences and application of classroom management in the context of tertiary education in Samoa.

Appreciative Inquiry (AI) is a positive approach based on the philosophy of focusing and improving what works by identifying good practice, design, processes, and implementation strategies (Cockell and McArthur-Blair 2020, Hammond 1996). Initially, this research methodology was utilised to investigate and empower social organisational structures, but its success has extended the methodology from it being used in organisations to applying it in the field of education (Bushe, 1999; De Lautour, 2009).

Appreciative Inquiry (AI), according to Cooperider and Whitney (2000), focuses on positive aspects to foster and drive organizational change. It outlines the following four phases: Discovery, Dream, Design and Destiny. The Discovery phase identifies strengths and positive aspects of current practices, and the Dream phase involves envisioning possibilities based on the discoveries. Next is the Design phase which involves developing attainable goals aligned with AI principles; while the Destiny phase focuses on realising and strengthening these goals positively.

This paper applies the phases of Discovery and Design to evaluate my application of classroom management in the context of teaching Tourism courses to Samoan students attending the National University of Samoa.

A Review of the Literature

What is Classroom Management?

The concept of “Classroom Management” is defined by several authors in the context of effective teaching and creating a positive learning environment (Brophy 2006; Evertson and Weinstein 2006; Wong, Wong, Rogers & Brooks 2012). This review has highlighted the following three distinct working definitions:

“Classroom Management are the actions teachers take to create an environment that supports and facilitates both academic and social emotional learning” (Evertson and Weinstein 2006:4)

“Classroom management refers to actions taken to create and maintain a learning environment conducive to successful instruction (arranging the physical environment, establishing rules and procedures, maintaining students' attention to lessons and engagement in activities)” (Brophy 2006:17).

“Classroom Management refers to all the things that a teacher does to organize students, space, time, and materials so that student learning can take place” (Wong, Wong, Rogers and Brooks 2012: 61).

The core ideas remain the same from the three definitions of Classroom Management above. For Classroom Management and effective teaching to take place, it requires a supportive and respectful learning environment with a proactive and developmental way to promote growth and cognitive learning (Hue and Li 2008).

The three (3) definitions above show similar understanding of Classroom Management, as a matter of fact, these are the most frequently used in many research publications in the context of producing a positive learning environment as well as meaningful learning space. Considering these working definitions, it seems both focuses more on the teacher in implementing strategies for the students learning. For instance, taking actions for preventive measures rather than reactive classroom management procedures (Lewis and Sugai, 1999 as stated in Korpershoek, Harms, de Boer, van Kuijk, and Doolaard 2014). It doesn't specify any roles that the students should be playing in Classroom Management, instead the bulk of the work is placed on the teachers.

The definitions, however, fall short of showing that both teachers and students play a part in the learning process considering the changes nowadays with the student-centered approach which is slowly making its way into the education system (Korpershoek et al. 2014). In addition, we are living in a world where modern technology greatly assists the learning process while the teacher focuses on his or her responsibilities as the classroom manager, which means the students have control over their learning. There is insufficient amount of research to prove that the

essence of these definitions will consider the many changes in the learning environment, better yet improves student's learning. In fact, no studies have been conducted to explicitly reveal the effectiveness of Classroom Management in a more traditional approach versus the modern classroom approach (Korpershoek et al. 2014). This is the gap in the literature that this paper aims to bridge.

Teacher's Role in Classroom Management

There have been numerous studies investigating classroom management, embedded in a behaviourist understanding, with a focus on student's behaviour and discipline rather than the classroom setting itself (Smith 2020, Parsonson 2012, Berliner 1988; Brophy and Good 1986; Moskowitz and Hayman 1996). As Doyle (1986) states, that Classroom Management are actions and strategies teachers use to solve the problem of order in classrooms. A study by Woolfolk-Hoy and Weinstein (2006) reiterates the same belief that adopts the "traditional" or "custodial" orientation which refers to the teacher as the authority in a strict manner. Wubbels, Brekelmans, denBrok, and van Tartwijk (2006) assert that these teachers have a closer relationship with their students than directive teachers.

Positive classroom management has enormous potential for increasing student's motivation, learning and self-esteem and more specifically, positive disciplinary practices can give students a sense of achievement and control over their classroom behaviour (Gillborn 1993). Therefore, classroom discipline should be embraced as an intrinsic element of the students' academic, personal, and social growth. Conversely, as identified by Bellon, Bellon and Blank (1992) classroom management and discipline can be used simultaneously but bear in mind they are totally two different topics, and it should not be blended as if they were synonymous as cited in Marzano, Marzano and Pickering (2003). According to Marshall (2003) it is important to note that discipline is the student's responsibility on how they behave in the classroom whereas, classroom management refers to the teacher's role with how things are done and organised in the learning environment. The numbers of scholars who have conducted research on classroom management are of the view that it is more about understanding the class as a social system. The process of ensuring that classroom lessons are run smoothly despite students' disruptive behaviour emphasise that effective instruction requires effective classroom management, and that strong management skills are the foundation of strong teaching (Everston & Weinstein 2011; Marshall 2003; Marzano, Marzano and Pickering, 2003).

Consequently, classroom management is clarified as a package of everything that includes planning, preparation, decoration, organisation, the formation and enforcement of rules and procedures, as well as establishing and maintaining good

teacher-student relationships (Jones, Bailey and Jacob 2014; Tan, Parsons, Hinson and Sardo-Brown, 2003). Classroom management therefore involves the teacher, the classroom, and the learning but not behaviour alone. Brophy (1986) reiterates this by explaining classroom management as a teacher's efforts to establish and maintain the classroom as an effective environment for teaching and learning. In practice, the teachers use management to influence and direct it in a constructive manner to set the stage for instruction, but not to control student behaviour (McLeod, Fisher and Hoover 2003).

The Importance of Classroom Management

Classroom Management is well-thought out as one of the critical ingredients of effective teaching. (Marzano, Marzano and Pickering 2003). Managing a classroom is not an easy task to do especially having to grasp the right management skills and having to deal with each student's unique challenges in various educational backgrounds. Evertson & Weinstein (2006) stated that Classroom Management remains a topic of enduring concerns by educators, administrators, and the public, as a matter of fact, it is carefully measured as the major cause of teacher burn-out and job dissatisfaction, resulted in confusion as to where Classroom Managements fits in the teacher's planning and preparations. According to a recent study that was conducted by Dicke, Elling, Schmeck and Leutner (2015) one of the most controversy and of course challenging part of the process are that beginning teachers go through the progress of becoming a teacher and when the chance is given to teach in a real classroom they have been branded by many names, such as "*praxis shock*" (Veenman 1984), "*reality shock*", "*the survival phase*" (Huberman 1989), "*transition shock*" (Corcoran 1981), and even "*shattered dreams*" (Friedman 2000).

However, despite the considerable challenges of Classroom Management, it does not take away the fact that (Marzano, Marzano and Pickering 2003) it is rated first in terms of impact on student's achievements. Similarly, Oliver and Reschly (2007) (Stough 2015) also echoes the same idea that Classroom Management has a great impact on student's learning outcomes. Akin and Yildirim (2016) states that, it is one of the main elements of effective teaching. Student's cooperation on the other hand, through Classroom Management assists the teacher in doing his/her job effectively and at the same time helps to shape the students into fine young citizens. Metzger (2000) suggests that Classroom Management serves as the foundation of better citizens in the future.

Effective teaching strategies are all parts and pieces of the puzzles which considered an important aspect of Classroom Management, current practices in student learning adopted a more student-oriented approach, which students get the

most out of the teaching and the learning process which achieves optimal learning through Classroom Management. The most effective ones were highlighted by Marzano and Marzano (2003); US Peace Corp, 2008; Jones et al. (2014). These include: (1) getting to know your students, (2) creating a learning environment, (3) establishing classroom rules (4) procedures, (5) getting students' cooperation, (6) effectively managing the classroom activities, (7) finding effective management style, (8) managing discipline, etc. In addition, Classroom Management is also regarded as a condition for student's learning, by allowing teachers to accomplish other important instructional goals (Emmer and Stough 2001) Therefore it is a significant skill that teachers should acquire (Stoughton, 2007) that gives students little room for misbehaving (Van Housen, 2013).

Role of a Teacher in Classroom Management

Confidently, one of the most significant roles of the teachers in classroom is a 'Classroom Manager' (Marzano, Marzano and Pickering 2003). Although teachers have numerous roles to fulfill, Marzano and Marzano (2003) emphasizes that effectively managing the classroom is regarded as the most crucial one. The demonstration of effective manager generally requires having an organized learning environment with fewer problems to solve (Evertson, 1985, 1989)

Marzano, Marzano and Pickering (2003) also stated clearly that the teacher is one single factor that improves students learning regardless of how different they are in terms of achievements. In other words, if the teacher is ineffective the student will suffer inadequately in their academic achievements. Although, the motive is clear the dynamics on how the teachers yields such effects is complicated to achieve all the learning outcomes by focusing on one major role to produce teacher effectiveness What makes a good teacher in carrying out his/her roles is the centre of this part of the review.

In addition, three important roles identified by Marzano, Marzano and Pickering (2003) that the teacher must apply in the classroom; (1) making wise choices about the most effective instructional strategies to employ, (2) designing classroom curriculum to facilitate student learning, and (3) making effective use of classroom management techniques.

The teacher should know and understand their students better, hence they should learn to identify kinds of learners their students are in order to make it easier for them to choose the most relevant instructional methods to use. It is important for the teachers to note that not all learners are the same (Brophy 1996; Brophy and McCaslin 1992). Although collaborative learning might be highly effective in other learners, a different approach might be better in others. Designing the curriculum to

fit the needs of the learners to stimulate learning is another way of being an effective manager of the classroom. In addition, catering for the needs of the students accordingly helps to facilitate classroom management techniques for teacher effectiveness in pursuing their roles as classroom managers.

Additionally, Elias and Schwab (2006) reveals that teachers also play an essential role in the cognitive and social-emotional development of children by giving them the opportunity to learn, the autonomy to have control over their learning. Effective classroom management sets the stage for learning to have a more organized classroom settings with a motivating and inspiring learning environment. Alas, it is also interesting and imperative to note that moral curriculum works with the traditional belief to "obey the teacher as the authority" the teachers not only impose the rules but discuss them with the students (Wubbels, Brekelmans, den Brok and van Tartwijk 2006)

Student-Teacher Relationship

Classroom Management is a crucial part of the learning process that is important to both the teacher and the student. Having a student-teacher relationship can be challenging yet it will create a sense of belonging (Deci 1992) and impacted the students' interest and express feelings of working collaboratively as a team to provide meaningful learning, in spite the fact the teacher is the main change agent for effective teaching and creating a positive learning environment. As a result, academic successes will be achieved substantially and an important aspect of classroom management will be met (Wubbels et al. 2006).

A study that was conducted in the Netherlands by Wubbels et al.(2006) reveals that, a majority of teachers described the importance of creating and maintaining a positive student-teacher and peer relationship where students feel appreciated and supported. Teachers need to develop caring, respectful relationships with their students by paying greater attention to their needs, managing routines, rules and regulations in an orderly manner to maintain trustful relationships between the teachers and the students. .

One of the teachers in the Netherlands study said that they don't regard the classes as multicultural groups but instead they are the children from the neighborhood. In other words, they see them all the same in a way to make them feel comfortable and to have a sense of belonging in a positive learning environment. The Dutch teachers present themselves as "colorblind" meaning, despite the diversity of their students, with different ethnic, cultural and social backgrounds as well as different emotional and cognitive characteristics, in their

eyes they are all the same, hence having that strong and positive relationship with their students was all that mattered.

Marzano and Marzano (2003) provides evidence in one of their studies which implies that the teachers who had good relationships with their students had 31 percent fewer discipline problems, rule violations and related problems over a years' time compared to those who didn't. Evidently, having a strong student-teacher bonding helps the teacher in dealing with problems and misbehaviour among the students.

Similarly in the Pacific, a culturally appropriate classroom management approach would include: the building of strong relationships with students, their families and the community which is paramount (Thaman 2000). It would also include elements of respect for cultural values, community involvement, and student-centred teaching methods. One approach is the 'Pacific Pedagogy Framework', which emphasizes the importance of cultural responsiveness and local knowledge in education (Tu'inukuafu 2018). This framework suggests incorporating Pacific cultural practices, such as storytelling, into teaching methods to enhance student engagement and learning (Gaviglio 2016). Additionally, fostering a sense of belonging and inclusion within the classroom through culturally relevant curriculum and collaborative learning activities can contribute to positive classroom management outcomes (Anae et al. 2001).

More closer to home, a culturally appropriate classroom management approach for Samoa would prioritise respect for Samoan cultural values, community involvement, and student-centred learning. One effective approach is the *Fa'a-Samoa* Framework, which emphasizes the importance of traditional Samoan cultural practices in education (Savai'i 2012). This framework advocates for the integration of Samoan cultural values, such as respect for elders and communal learning, into classroom management strategies (Shore et al. 2016). Additionally incorporating Samoan language and cultural references into the curriculum can enhance student engagement and academic success (Moore 2009). Hence, understanding of the cultural context such as *Fa'a-Samoa* (or Samoan culture), cultural norms, values and traditions with an emphasis on respect, communal living and family ties is important. Incorporating local stories, history and examples into the curriculum as a means of not just making learning more relevant but also validating the students' cultural identities. By embracing *Fa'a-Samoa* principles and fostering a culturally inclusive learning environment, educators can promote positive classroom management outcomes and support the academic achievement of Samoan students.

As highlighted above, relationship building between the teacher and students is very important in classroom management both in the Western and Pacific classroom

setting. In the next section, I will share some of my experiences from my Samoan classroom.

My Journey as a Tertiary Teacher

I never thought that I would end up taking up teaching as my career, let alone teaching at university level. As the second youngest daughter from a family of nine siblings, I am the only one following in my father's career path. He was a teacher of the Samoan language and culture. He graduated from the Primary Teachers College in 1962 and started his teaching career in several Savaii schools. He retired in 1994 from the Samoa Teacher's College as a teacher educator. I started teaching at the National University of Samoa in 2013 as a Tourism studies lecturer having graduated with a Bachelor of Arts in Tourism and Management from the University of the South Pacific in Fiji. It was a daunting undertaking at first but with guidance from my father and senior more experienced colleagues, I was able to quickly establish a routine with some good classroom practices. In 2015, a fellow teaching colleague and I were the recipients of scholarships under the Erasmus Mundus Awards funded by the EU to undertake Masterate qualifications at the Vrije Universiteit Brussels in Belgium. It was here that I was exposed to relevant literature on education, psychology as well as curriculum and assessments. I returned in 2017 and re-joined my teaching team at the National University of Samoa. I was able to apply most of the classroom management techniques learnt overseas in my classes in the Diploma in Tourism programme. However, there are additional contextual elements or factors at play that renders most of the classroom management strategies ineffective. These will be articulated in the following sections.

CLASSROOM MANAGEMENT IN ACTION – A Samoan Perspective

In this section, I discuss my application of a culturally appropriate classroom management approach as a lecturer in the Diploma in Tourism Programme and identify central issues to highlight that classroom management is context specific. Hence, central to my culturally appropriate classroom management approach is *Fa'a-Samoa* (or the Samoan culture) which plays a major role in the creation, practice, and evaluation of classroom management. The core elements of *Fa'a-Samoa* (love, respect, faith in God, reciprocity, extended family) are founding principles that guide and influence Samoan student behaviour. *Fa'aaloalo* (respect) is a fundamental element of Samoan culture that plays a huge part in how one Samoan relates, behaves, creates, and maintains relationships with one another. In the classroom, respect as a cultural practice has had positive effects on my classroom management.

Deci (1992), Jones, Bailey and Jacob (2014), Marzano and Marzano (2003) all argued that quality teacher-student relationship is an important aspect of classroom management. This is also evident in the context of classroom management in Samoa with further emphasis that Samoan culture is central to the quality of the teacher-student relationship. In my experience, the teacher-student relationship is another key feature of a culturally appropriate classroom management approach which shares similar characteristics to that of a Samoan traditional parent-child relationship. In Samoa, children are taught right from childhood to show respect and to be respectful of others. In the home, a respectful child is perceived as obedient, accommodating, conforms or submits to household rules, is not rebellious and shows hospitality. These family values and norms were observed in the classroom setting. My students were always respectful, helpful, polite, and cooperative in their behaviour toward me. In effect, the facilitation of my lectures, and the implementation of class activities were trouble-free and easier to manage. Another element of Samoan culture that existed in the teacher-student relationship was that of *alofa* (love). As a mother, my aspirations for my children to succeed and exceed in their studies were transferred across to my students. I wanted all my students to do well in their studies and to help achieve this goal, I regularly adopted a pastoral care approach to further mentor and provide study guidance and motivation.

There are aspects of the teacher-student relationship that were hindered by elements of *fa'aaloalo* (respect). For instance, I experienced that my students seldom initiate class interactions between themselves and myself. It is when I ask questions that they reply, or it is when I propose activities and ideas that they respond. My students hardly ever make open suggestions on ways to improve activities, assessments, and class delivery. Pereira (2016) in her study of student-teacher interactions in primary classrooms in Samoa suggest, student and teacher learning are constructed in and through the *vā* (space relationship), where teachers represent a high status compared to the low status of students. I believe the existence of space relationship defining status between people (parents and their children, village chief and untitled men, church minister and church members) has conditioned behaviour and impacted the way conversations and interactions are initiated in the classroom. I value student feedback and I encourage students to express their opinions and ideas however, it is most likely out of respect for the *vā* that my students choose to remain silent.

Student silence in the classroom however poses limitations in the teacher-student relationship. Lee Hang (2011) contends that student silence is a cultural communication practice and a mark of respect practised in the home. In my experience, students were silent for various reasons. The most common was fear of

being humiliated or mocked for providing the wrong answer. The Lee Hang (2011) study proposed written formative assessment strategies as a culturally appropriate way to assess the learning of students who exhibited student silence in the classroom. While Wubbels, et al.(2006) emphasise the teacher's role as important in maintaining a positive student-teacher relationship, it should be noted, that silence is a cultural tradition mainly practised by children and young adults in different situations (in the presence of visiting guests, in family/village meetings). Student feedback and increased student-teacher interaction remains a challenging task. My experience discards the notion presented by Marzano and Marzano(2003) that teachers who have good relationships with their students have fewer discipline problems. This is not the case in Samoa as the level of discipline was very much driven by the element of *fa'aaloalo* (respect).

Everston(1985, 1989) stressed the importance of having an organised learning environment. Furthermore, the success of classroom management is reflective of a teacher that effectively organises space, materials and creates a positive learning environment (Wong, Wont, Rogers and Brooks2012). In spite of this, there are factors contributing to a positive learning environment that are beyond the teacher's control that should be explored in the wider literature. In my experience, the surrounding atmosphere outside of my classroom (with nearby noisy students) caused a lot of distractions. There were also issues with room availability and classroom sizes to accommodate my large class numbers. Supporting resources such as the quality of the whiteboards also affected the delivery of my presentations. These resources contribute to the overall classroom management experience and require the support and attention of the education provider. The practical nature of the courses I teach also means that my culturally appropriate classroom management approach also applies to outside of the classroom. Field trips and industry visits are also considered in one's classroom management practice. Even though field excursions take place outside of the classroom, they are all part of the students' learning, which makes it an essential part of classroom management as these elements or factors significantly impact classroom management in Samoa. As mentioned earlier, numerous studies have focused on the role of the teacher, primarily on establishing an effective learning environment for the students. However, in my experience, a culturally appropriate classroom management approach focusing on the *Faasamoa* (or Samoan culture) and the key aspects of respect, relationship building and maintaining the *vā* are attributes that ensures, knowing your students well and establishing rules and procedures that students must adhere to in order to avoid disturbances during class is essential for effective classroom management.

Evaluating my Professional Practice

At the end of every semester, our Academic Quality Unit sends out the Course Evaluation Survey forms for students in each course to complete. This is a standard university practice required for all courses offered. It provides the opportunity for students to evaluate the teacher's delivery of the course, preparation of materials and whether the course was generally ok. While the Course Evaluation is useful when preparing for the next time you re-offer the course being evaluated, it is not so useful in terms of informing any remedial actions for the current students as the timing of the evaluation is always at the last week of lectures. Hence, the feedback will be useful to improve the course for the next lot of enrolled students in my course.

As stated earlier in the Methodology Section, two phases of the Appreciative Inquiry method, namely the Discovery and the Design phases, were applied to the evaluation of my own application of classroom management as a Tourism lecturer at the National University of Samoa. Hence in the Discovery phase, I have learnt that by adopting a pastoral care approach with a genuine concern for my student's wellbeing and asking about their family situation and background. I have discovered more about my students and have come to appreciate them and understand their struggles in life. This helps me in directing appropriate learning activities and instructions tailor made to each student's learning needs. In a way, the fact that the teacher now knows the family of the student enhances the student-teacher relationship by establishing a closer cultural bond and understanding where the cultural roles of teachers are similar to that of the parents, and as a consequence the teacher's actions of showing interest and care for the students learning and wellbeing is reciprocated with respect for the teacher resulting in students respectful behaviour in class. Hence, a culturally appropriate classroom management environment is established where learning takes place. With regards to the Designphase, this approach has enabled me to tailor made my teaching by diversifying my lessons and the instructions and activities to cater for the three different learning styles of my students. Most of them are visual learners and so I tend to use PowerPoint presentations with animations and relevant TED talk clips. Others are kinesthetic learners and therefore I use practical hands-on activities as well as field trips to address these learners' learning style. And finally, I often ask our auditory learners to close their eyes while I read to them a passage from a book or handout while the rest of the class read quietly their handouts.

Conclusion

While classroom management is a salient part of the learning process, that contributes to effective teaching which produces a positive learning environment, it seemed to be primarily introduced to manage student's behaviour instead of focusing on the management of the classroom. As noted earlier, classroom management is more than just disciplining the students. Furthermore, this analysis has clearly pointed out the role of a teacher as the main actor in managing the classroom accordingly, by clearly stating the rules and expectations of the teachers especially on the first day of school. Maintaining a good student-teacher relationship with the student has also proven to have an immense impact on good Classroom Management.

In summary, classroom management is a crucial part of the process in which the teacher has a significant role to play, to create a positive learning environment and at the same time try to balance an encouraging student-teacher relationship with the student. The teacher has various roles and responsibilities but the most important one of all these roles is that of a "Classroom Manager". Whilst this analysis helps the teachers to understand their roles as classroom managers, the literature reviewed fell short to show that students also play an important role as an important element of the process yet this was not specified like the role of a teacher. Future research will be recommended specifically on the role of the students. However, it should be noted that my own classroom practice has shown that the students role is imperative and that a culturally appropriate classroom management approach should be adopted.

Implications

This paper has identified and discussed the values and benefits of classroom management. It has also highlighted the core responsibilities and roles of the teacher in classroom management and emphasised the significance of creating and maintaining positive teacher-student relationships. I note from my personal experiences as a Tourism lecturer in Samoa that *Fa'a Samoa* (Samoa culture) plays a huge part in the design and implementation of classroom management. The cultural elements *fa'aaloalo* (respect), *le tautala* (silence), *alofa* (love) has influenced not only my roles and responsibilities as a lecturer, but these same elements also affect teacher-student relationships.

The influence of culture in classroom management implies that the design, implementation, and evaluation of classroom management are context specific. Effective and efficient classroom management practices in the context of tertiary

education in Samoa were not a direct result of positive teacher-student relationships. Instead, their pre-existence in the classroom is largely attributed to the cultural values of *fa'aaloalo* (respect) as previously identified. This suggests, classroom management practices should be considered in light of the cultural contexts it is applied in.

This paper calls for future research to investigate the influence of culture on classroom management design, processes, implementation, and evaluation. An empirical investigation on how classroom management is implemented in different cultural environments and settings would offer a more general view of successful effective and efficient classroom management practices and contribute to the current literature. A good idea to delve more into this phenomenon via an empirical research

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