5-1-1979

Classroom management techniques of most effective and least effective teachers with implications for the principal

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CLASSROOM MANAGEMENT TECHNIQUES OF MOST EFFECTIVE AND LEAST EFFECTIVE TEACHERS WITH IMPLICATIONS FOR THE PRINCIPAL

AN ABSTRACT
SUBMITTED TO THE FACULTY OF ATLANTA UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF SPECIALIST IN EDUCATION

BY
ROBERT L. TUCKER

SCHOOL OF EDUCATION

ATLANTA, GEORGIA
MAY 1979
ABSTRACT

PURPOSE

The purpose of the study was to ascertain whether or not least effective and most effective teachers use the same skills and techniques in the management of their classes. Classroom teachers responded to a sixty-two statement questionnaire on methods and techniques utilized in the management of their classrooms. Participants responded on a percentage scale of 0%, 25%, 50%, 75% and 100% usage.

METHODS AND PROCEDURES

The study was conducted in three urban DeKalb County public high schools. The population sample numbered sixty-two teachers. Thirty-one of the teachers were classified as least effective and thirty-one teachers were classified as most effective. Principals' selection process of teachers being most effective or least effective was based on the system's "Summary of Teacher Appraisal."

Construction of the sixty-two item questionnaire was accomplished through the writer's extensive review of the literature, consultants, experts and teachers in the field of education.
The method used in analyzing the data was the t-test sub-program version 6 available at Georgia State University Computer Center. The data were compiled to show the amount of use made of each technique within Group A (most effective teachers) and Group B (least effective teachers) and between Groups A and B.

FINDINGS

Based on the analysis of the data from the questionnaires, the teachers revealed significant differences on seven classroom management techniques at the .05 level. The seven techniques were: 1) Periodically scanning one's entire class in order to ascertain what is going on in the room, 2) Supervising the class at all times, 3) Keeping the learning environment attractive and free from disorder, 4) Maintaining accurate records--attendance, current work samples, anecdotal records, etc., 5) Receiving the full attention of all students in the class before starting a lesson, 6) Assigning meaningful seat work, and (7) Using punishment as a method of control in the classroom.

Of the non-significant remaining fifty-five items, forty-eight revealed mean scores that were higher for the teachers classified as most effective; four revealed mean scores that were higher for the teachers classified as least effective.
effective and three items revealed mean scores that were the same for each group.

CONCLUSIONS

The study produced several conclusions. First, teachers classified as most effective were more task-oriented and businesslike in their classroom efforts. Second, teachers classified as most effective put greater emphasis on planning instruction. Third, teachers classified as most effective put greater emphasis on well managed classes. Fourth, all of the teachers implemented instruction and communicated (verbal and non-verbal) at approximately the same level. Finally, the teachers classified as least effective used punishment as a method of control in the classroom.

RECOMMENDATION

That further study be made using a larger population on those items where teachers indicated utilizing a specific technique more than another technique. Local school administrators re-evaluate their thrust in the matter of evaluating teachers in the area of classroom management techniques.

That the principal as the instructional leader of the school develop a continuous monitoring system whereby teachers who encounter difficulties in the area of classroom management be provided programs in helping them to become
more productive within their instructional program.

That teacher training institutions put more direct emphasis on the area of classroom management training.

That state and local school systems encourage continuous research directed toward effective classroom management skills.
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TABLE OF CONTENTS

LIST OF TABLES ........................................ iii
ACKNOWLEDGEMENTS ...................................... iv

Chapter

I. INTRODUCTION ........................................ 1

Rationale ................................................. 3
Purpose ..................................................... 4
Hypothesis ............................................... 4
Scope and Limitations of the Study ................... 4
Definition of Terms ....................................... 6
Methodology .............................................. 7

II. REVIEW OF THE LITERATURE ........................... 10

III. METHODS AND PROCEDURES .......................... 31

IV. ANALYSIS OF DATA .................................... 35

V. SUMMARY, FINDINGS, DISCUSSIONS, CONCLUSIONS,
IMPLICATIONS AND RECOMMENDATIONS .................. 59

Summary ................................................... 59
Findings ................................................... 60
Discussion ............................................... 61
Conclusions .............................................. 63
Implications .............................................. 64
Recommendations ......................................... 64

APPENDIX ................................................. 66

BIBLIOGRAPHY ........................................... 81
# List of Tables

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Analysis of Each of the Sixty-two Management Techniques</td>
<td>37</td>
</tr>
<tr>
<td>2.</td>
<td>Do You Periodically Scan Your Entire Class in Order to Ascertain What is Going on in the Room?</td>
<td>45</td>
</tr>
<tr>
<td>3.</td>
<td>Do you Supervise Your Class at All Times?</td>
<td>47</td>
</tr>
<tr>
<td>4.</td>
<td>Do you Keep the Learning Environment Attractive and Free From Disorder?</td>
<td>49</td>
</tr>
<tr>
<td>5.</td>
<td>Do you Maintain Accurate Records: Attendance, Current Work Samples, Anecdotal, etc.?</td>
<td>51</td>
</tr>
<tr>
<td>6.</td>
<td>Do you Get the Full Attention of all Students Before Starting a Lesson?</td>
<td>53</td>
</tr>
<tr>
<td>7.</td>
<td>Do you Assign Meaningful Seat Work?</td>
<td>55</td>
</tr>
<tr>
<td>8.</td>
<td>Do you use Punishment as a Method of Control in Your Classroom?</td>
<td>57</td>
</tr>
</tbody>
</table>
ACKNOWLEDGEMENTS

The writer wishes to express his sincere appreciation to Dr. Steve Hermann, advisor and thesis chairman, for his help and guidance during the course of this investigation.

To the DeKalb Public School District, Secondary Principals and teachers, the writer expresses his appreciation; without their help and cooperation, this study would not have been possible.

The writer expresses deep appreciation to his mother and his family for their encouragement, help, and understanding during his graduate study.

Finally, the writer expresses sincere appreciation to many others who must remain anonymous, due to the constraints of time and space.
CHAPTER I

INTRODUCTION

Classroom management is of major concern to almost everyone connected with education. (Under classroom management we include the teacher functions variously described as discipline, control, keeping order, motivation, and establishing a positive attitude toward learning among others.) New teachers often fear that they will not be able to control the class or that the class will not respect them, and even experienced teachers tend to say that establishing good control over the class is a major goal in the first few weeks of the year. Principals and other school administrators reinforce this concern tending to give low ratings to teachers who cannot control their classes or who have discipline problems.

Variations in approach to classroom management are very noticeable to observers who get a chance to compare different teachers. Current writings maintain that classrooms are often strikingly different from one another, depending upon each teacher's attitude toward learning and the sort of relationship that he/she has established with the students. Differences in approach to classroom management also depend on the teacher's perception of what to do, when to do, how much to do, and what not to do.
Some teachers just seem to know how to "run" a classroom; on the other hand, some seem to struggle through each school day. In any given school, one will find some classes in continual chaos, some classes noisy but productive, and some classes are managed in such a way that they seem to run by themselves.

Because of mastery of classroom management skills and techniques, some teachers spend most of their time teaching, while teachers who lack classroom management skills spend a great amount of time handling discipline problems. All teachers should spend class time teaching. The academic training of teachers involves some familiarity with classroom management techniques, especially during practice teaching. Yet, some teachers come to the class ill-prepared to take a class of students and productively lead them in the learning process. These teachers have difficulty in getting the class started and keeping it going. Thus, some teachers use classroom management techniques with great success while others do not use classroom management skills effectively. Therefore, the area of concern of this investigation is to examine several classroom management techniques that educators have identified as desirable techniques to use in managing a classroom. In particular, this study focuses on whether least effective teachers will greatly benefit by using classroom management techniques that are used by effective teachers.
Rationale

As one of two assistant principals at an urban high school, it is one of this investigator's duties to assist teachers in solving classroom management problems. It is well known that many beginning teachers, whether male or female, are very concerned about matters of classroom discipline. Clarizio makes the assertion that this problem is by no means limited to the inexperience teacher, "even seasoned teachers can be pushed to their wit's end in coping with deviant behavior." In fact, for the past few years, most of the national polls on secondary education show that discipline in the classroom is one of the biggest problems with which all teachers must contend.

After working with teachers and their classroom management problems for several years, this investigator has observed that many teachers use classroom management skills and techniques effectively while other teachers do not. Some teachers go to the classroom and positively assert their full authority and responsibility for teaching the class--they take full control of the class; they teach the carefully planned lessons and they skillfully handle

problems as they arise. This investigator believes that the teacher is the decisive element in the classroom and it is the teacher who must lead and direct the class in such a manner that learning goals are achieved.

The purpose of this study was to examine classroom management techniques that are used by most effective teachers and least effective teachers. This has implications for the principal since he is the instructional leader of the school. This also could have implications for the academic training of teachers and their training during their probationary period while on the job.

**Purpose**

The purpose of this study is to ascertain whether or not least effective teachers and most effective teachers use the same skills and techniques in the management of their classes.

**Hypothesis**

There exist no significant differences in the way most effective and least effective teachers utilize skills and techniques in managing their classrooms.

**Scope and Limitations of the Study**

The research was exploratory in nature. It was limited to groups of teachers from three urban high schools.
The principal at each school singly selected and classified each group of teachers as most effective and least effective. The principal's selection was based on "Summary of Teacher Appraisal" which is an instrument used by all of the schools in the district. This appraisal instrument is based on Performance Based Certification and Supportive Supervision (PBC/SS) which is presently being field-tested by the Department of Education of the State of Georgia for possible future adoption.

Since the principals were involved in distributing and collecting the questionnaires, it is recognized that this may remotely affect the sincerity of the responses made to each question by the teachers. However, it must be noted that this is only a remote possibility since the anonymity of each teacher was protected as promised in the attached instruction sheet of each questionnaire. After the questionnaires were distributed and returned, no one could identify the individual teacher. A secret code was used to determine whether the returned questionnaires were from the most effective group of teachers or the least effective group of teachers.

No provisions were made for the amount of experience of each teacher, the type of student population served or the subject area taught. All of these quite possibly play a part
in the type control or management a teacher establishes in
his/her classroom.

Definition of Terms

The following terms were defined as used in this study:

1. Classroom Management - The act whereby a teacher creates a learning environment in the classroom by maintaining control, order and motivation among the students

2. Technique - A special method or system used to accomplish something

3. Effective Teacher - One who possesses and gets positive results from using his mental abilities and skills, his understanding of psychological and educational principles, his knowledge of general and special subject matter to be taught, his personality, interest, attitudes and beliefs, and his behavior in working relationships with pupils and other individuals

4. Non-effective Teacher - One who does not get positive results from using his mental abilities and skills in working relationships with pupils and other individuals

(The definitions in items three and four are based on the principal's appraisal instrument.)

5. Response - An observable and measurable behavior. (Used interchangeably with behavior.)

6. Extinction - A procedure in which the reinforcement for a previously reinforced behavior is discontinued

7. Token reinforcer - An object that can be exchanged at a later time for another reinforcing item or activity. The extent to which tokens are reinforcing or take on the properties of a generalized reinforcer is dependent on the individual's experience and on what back-up items are available

8. Multiple baseline design - A single-subject experimental design that involves: 1) Obtaining base rates of several
dependent behaviors; 2) applying the independent variable to one of the independent behaviors until it is substantially changed while the other dependent behaviors changed little, if any; 3) applying the independent variable to a second dependent variable as in 2 above. This procedure is continued until it is demonstrated that each behavior systematically changes when the independent variable is applied to it.

9. Operant behavior - Behavior that is controlled by its consequences

10. Positive reinforcement - The delivery of a positive reinforcer contingent upon a response

11. Contingencies - The relationships between a given response and its environmental consequences. Contingencies may have the effect of strengthening, maintaining, weakening, or eliminating a behavior

12. Behavior modification - Changing behavior through the systematic application of a behavior modification program, reached through agreement between the behavior modifier and client or subject and modifiable by joint agreement

13. Punishment - A procedure in which the contingent presentation of a stimulus reduces the rate of the occurrence of the dependent behavior

Methodology

The population sample consisted of sixty-two teachers from three urban high schools. The principals from two schools selected (on the basis of the principal's annual teacher appraisal instrument) a total of twenty teachers (ten most effective teachers and ten least effective teachers.) The principal from the third school selected twenty-two teachers (eleven most effective teachers and eleven least effective teachers.) The classification of least effective and most effective was not
revealed to the participating teachers. The teachers were divided into two groups. Group A and B. Group A consisted of most effective teachers and Group B consisted of least effective teachers. Twenty secretly coded questionnaires were sent to two principals for distribution to twenty teachers selected as most effective and least effective. Twenty-two secretly coded questionnaires were sent to one principal for distribution to twenty-two teachers selected as most effective and least effective. The coding system was explained to each principal and he was requested to place a questionnaire in the mail box of each teacher selected. The attached instructions requested that the teacher return completed questionnaires to the principal's mail box. The principal, using this procedure, was unable to identify individual teachers; he was able to identify only whether the returned questionnaires belonged to Group A or B (most effective teachers and least effective teachers).

The secret coding system had a twofold purpose: a) since the principal had a great deal of involvement in selecting and classifying the teachers and distributing and returning the questionnaires, the teachers were assured of complete anonymity and could respond in complete sincerity, and b) the coding system enabled the investigator to place returned questionnaires in Group A or B.
The questionnaire consisted of sixty-two statements regarding classroom management techniques. These were selected from educational journals, books, research studies and teachers in the field.

The teachers in Group A (most effective teachers) and Group B (least effective teachers) were asked to rate these techniques according to their actual practice in their classrooms in terms of the approximate amount of use made of each technique.

The data were complied to show the amount of use made of each technique within Group A and B and between Group A and B. Specifically, an overall ratio was sought to help determine if there are significant differences in the way least effective and most effective teachers manage their classrooms. The t-test for significance was the statistical operation upon which this study was based.
CHAPTER II

REVIEW OF RELATED LITERATURE

In reviewing the professional literature, the decision was made to concentrate on reports of research efforts that most closely paralleled this study in both focus and design. This meant that the search should probe investigations dealing with various classroom management skills and techniques utilized by effective and ineffective teachers.

The past twenty years have witnessed a substantial increase in the number of discipline problems in public education. Many factors have contributed to the rising concerns facing classroom discipline, including economic necessity, changed family structure, general concern for the social, cultural and emotional climate surrounding many of today's children.

We are at a state in time where there is great debate and turmoil in regard to the philosophical and practical aspects involved in classroom management. Various techniques differ in kind and in objectives. The ageless problem of finding the most effective methods of classroom management is still present today as educators continue to seek better ways of coping with student behavior management problems.

Howe (1970) reviewed and discussed the findings of
a number of experimental studies in which educational psychologists measured the effects of teachers using various positive reinforcement techniques in elementary school classrooms. All of the studies were conducted in regular classrooms and reinforcement came from the teacher. Deviant behavior was ignored when possible and appropriate behaviors were reinforced with positive statements and/or token reward.

Results of the studies indicated that using appropriate reinforcement strategies permit the teachers to exert powerful control over classroom behavior.

He concluded that classroom control is most effective when the teacher's emphasis is upon giving frequent approval and encouragement to appropriate pupil activities and generally ignoring inappropriate behavior except when that is impossible.²

The purpose of a study by George (1973) was to report on a method of discipline for maintaining control in the classroom called Contingency Management. It was recommended for its immediate practical power for teachers and was commonly called behavior modification. He believed that good teachers had always used the strategies of contingency management, possibly without knowing the psychological terms to describe them. However, for teachers who

²Michael Howe, "Humanizing Approach to Teacher Control," The National Elementary Principal, 49 (April 1970), pp. 31-34.
had not used the strategies or for teachers who needed to revise or strengthen their use of strategies, he discussed the four strategies and the six steps to good discipline through contingency management. The four strategies were:

1. Remember the Law of Association
3. Learn how to shape student behavior
4. Cling to positive reinforcement

The steps to good discipline were:

1. Choose one example of desirable or undesirable behavior displayed by students that you wish to encourage or discourage
2. Try to get some idea of how frequently the behavior is occurring
3. Choose a method of reinforcement
4. Plan how the reward will be administered
5. At first, reward any step in the right direction
6. Evaluate your Contingency Management Plan by recording the rate at which the target behavior is occurring

If you are dissatisfied with the results, take a look at your first five steps.

George concluded that positive educational experiences for students would only be possible when teachers become proficient in the strategies of contingent management. He found that when difficulty occurred with the use of Contingency Management strategies it was due to a fault in the application of the principles of behavioral
psychology, not in the principles themselves.\(^3\)

Thompson, et al. (1974) conducted a study utilizing specific contingency management program developed for use in inner-city classrooms. The emphasis in the program was upon ignoring inappropriate behaviors with teacher praise as a token reinforcement system. The students and teachers from grades one through five in fourteen classes in Toomer Elementary School comprised the study. Students and teachers from grades one through four in eight classes at another school served as control subjects. All students from both schools were black.

All teachers at Toomer received training in behavior management while the control teachers received no training. Eighteen observations were scheduled for each class - nine before training and nine after.

The results of the study indicated that the teachers mastered the essential skills of the Contingency Management Program. Changes in the behavior of the students indicated that at least eleven of the fourteen teachers used the program effectively. At post-test, children in experimental classes were about one-half as disruptive as control classes.

The results indicated that contingency management works well in the majority of classes where it is employed.

Ginott (1972) asserted that statements teachers make affect student self-esteem and self-worth. How a teacher talks tells a student how he feels about him. In order to improve relations with students, teachers must learn a new language of acceptance. When teachers avoid using commands, defiant and hostile student responses are reduced. Hostility can also be reduced by providing children with opportunities to experience independence. Teachers must learn to convey understanding and acceptance. Messages from teachers to students should not be critical but should provide guidance.

Ginott believed that every teacher could acquire competence in communication skills. How a teacher communicates is of vital importance. Teachers must be less abrasive, less aggressive and practice the skills of congruent communication because learning depends on the emotional climate created by empathy and respect for basic human rights.

If life in the classroom is to improve, teachers must evaluate how they respond to children. When a student must be confronted, teachers must focus on the student's situation, not his character and personality.

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4Marion Thompson, et al., "Contingency Management in the Schools, How Often and How Well Does it Work?" American
Ginott states that if praise is to be helpful, it must be appreciative and productive praise. Judgmental or evaluative praise must be avoided by teachers because it creates anxiety and defensiveness. Productive praise recognizes a child's feelings and describes his performance.

Praise has two parts; what we say to the child and what he says to himself. Therefore, a teacher's statement must describe things in a realistic and appreciative manner, then the student's conclusions about himself will be positive and productive.5

Woolfork and Woolfork (1975) conducted a study to determine the relationship between two categories of teacher behavior and student willingness to self-disclose. The two categories of teacher behavior were congruence and positive regard. Positive regard was defined as favorableness of the teacher's verbal and nonverbal evaluative communications to the students.

The subjects for the study were eighty fourth grade students. Ten high self-esteem subjects were assigned to one of four experimental conditions.

The twenty subjects in each group were given a twenty-five minute vocabulary lesson. All subjects were evaluated eight times by the teacher. The type of teacher evaluation varied across the following experimental conditions:

Condition 1: The teacher utilized positive verbal behavior and positive nonverbal behavior

Condition 2: The teacher utilized positive verbal behavior and negative nonverbal behavior

Condition 3: The teacher utilized negative verbal behavior and positive nonverbal behavior

Condition 4: The teacher utilized negative verbal behavior and negative nonverbal behavior

A questionnaire was used to assess the subject's willingness to self-disclose to the teacher. The results indicated that teacher positive regard was related to student willingness to self-disclose for male but not for female subjects. Congruence between verbal and nonverbal behavior was not related to student willingness to self-disclose.  

Amidon and Flanders (1967) developed a manual for understanding and improving teacher classroom behavior. The manual was designed to help teachers, supervisors, and other educators directly concerned with the teaching-learning process, and for use by teachers involved in in-service training programs.

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Amidon and Flanders stated that the behavior of the teacher was very important because teacher behavior was constantly influencing the students and the learning situation in the classroom.

According to the authors, the most important verbal skills needed by the teacher were ability to: (1) accept, clarify, and use ideas; (2) accept and clarify emotional expression; (3) relate emotional expression to ideas; (4) state objectively a point of view; (5) reflect accurately the ideas of others; (6) summarize ideas presented in group discussion; (7) communicate encouragement; (8) question others without causing defensive behavior; and (9) criticism with the least possible harm to the status of the recipient.

The authors recommended a program of in-service training for teachers who wanted to improve their classroom behavior. This type of program provided professional leadership and a climate that was conductive to understanding the changing behavior. They felt the key to developing more effective classroom verbal behavior was the opportunity to experiment with and practice desired communication skills.

Amidon and Flanders presented a system for observation and analysis of teacher behavior in the classroom. They explained how the system could be used to understand and change teacher verbal behavior. The system was called Flanders'
System of Interaction Analysis and was concerned with verbal behavior only. It had three categories, teacher verbal behavior, student verbal behavior and silence, confusion or anything other than teacher or student verbal behavior.

Teacher verbal behavior was divided into indirect and direct teacher talk. Indirect teacher talk was (1) accepting feeling, (2) praising or encouraging, (3) accepting ideas, and (4) asking questions. Direct teacher talk was (1) lecturing, (2) giving directions, and (3) criticizing or justifying authority. Student verbal behavior was divided into (1) responding to the teacher, and (2) initiating talk. All categories are mutually exclusive, yet together they are totally inclusive of all verbal interaction occurring in the classroom.

Dunkin and Biddle (1974) stated that research on teaching was important and crucial to education. They felt that observation of actual classroom events was the best method for conducting research on teaching.

They presented a summary of methods, concepts and findings of research based on systematic observation of teaching in classrooms. They focused on classroom interaction and the effect of teacher behavior or pupil behavior.

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7 J. Amidon and N. Flanders, The Role of The Teacher in the Classroom (Minneapolis: The Association for Productive
Dunkin and Biddle also stated that teachers needed to develop strategies for meeting the problems within the contextual sphere of a school. Schools differ greatly from one another, and children in different schools often pose different and special problems.\(^8\)

Gnagey (1973) presented a summary from research of what he considered to be the most important suggestions for controlling classroom behavior. Some of the suggestions were verbal and some were non-verbal forms of teacher behavior.

The control techniques were presented as suggestions for: (1) strengthening self-control, (2) reducing frustration, and (3) appealing to understanding.

Gnagey stated that when a control technique was used in the classroom, the deviant as well as all witnesses could be affected. He called this the "ripple effect." Since the main reason for using a control technique was to improve the learning situation, he felt teachers must use the right technique at the right time. The following findings resulted from his research:

1. Threats were classified as rough emotional techniques. They controlled a tough class but impaired the total

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learning experience. Therefore, non-threatening techniques should be used whenever possible.

2. Clarity of control communications reduced the chances of witnesses becoming future deviants. Therefore, children should always know the deviant, the deviance and the proper alternative behavior.

3. Increased firmness of a control technique increases the conformance of both the deviants and the witnesses.

4. Task related focus was more effective than approval related focus. Therefore, teachers should focus control techniques on the learning task instead of on teacher approval.

5. It was the teacher's responsibility to stimulate to use acceptable classroom behavior and make it worth their while. Therefore, rewards must be individualized and used to reinforce good behavior, and deviances from good behavior must be ignored because unrewarded deviant behavior disappears.

Gordon (1975) focused on the teacher-student relationship. He felt the quality of that relationship was very important. One of his concerns was communications skills that were needed to establish a good teacher-student relationship.

Gordon presented communication skills that primarily involved talking. He was concerned about the quality of the teacher talk and the teacher's ability to select the most appropriate kind of talk. He emphasized the fact that teachers must learn a language of acceptance of others in order to communicate a sincere desire to help students.

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9William Gnagey, Controlling Classroom Misbehavior—What Research Says to the Teacher, Series No. 32, National
Gordon felt that it was essential for teachers to learn how to demonstrate through words their inner feelings of acceptance toward students. He stated that communicated acceptance fostered constructive change by causing students to open up and share their feelings and problems. He discussed four methods teachers could use to facilitate communication of acceptance: (1) passive listening, (2) acknowledgment responses, (3) door openers or invitations to talk, and (4) active listening or feedback.

He labeled messages that conveyed unacceptance as "roadblocks to communication." Some of those messages were criticism, ordering, moralizing, commanding and directing.

Gordon presented three methods for resolving conflicts that occurred in the classroom. Methods I and II relied on the power of the teacher. They were classified as authoritarian and permissive methods. Method III was called the "no lose" method, and was the process he recommended because it allowed the teacher and student to find a solution together. Both individuals retained their respect for each other and no one lost.  

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Iwata and Bailey (1974) conducted a study on reward and cost token procedures in assessing the social and academic behavior of two groups of elementary special education students. Behavioral observations were of three target subjects. Each group revealed that both procedures were about equally effective in reducing rule violations and off-task behavior. Records kept on the daily arithmetic performance of all subjects showed that output doubled in both groups during the token phases, although accuracy remained unchanged. When students were allowed to choose either contingency, no pattern of preference was established. Small differences were found in teacher behavior; the reward procedure led to an increase in approval comments but cost procedures produced no changes in teacher behavior.\textsuperscript{11}

Although several experiments have reported the successful use of token systems based on response cost in reducing undesirable behavior (Broden Hall, Dunlop and Clark, 1970; Burchard, 1967; Phillips, 1963; Phillips, Phillips, Fixsen and Wolf, 1971; Weisberg, Leiberman and Winter, 1970), others, viewing fines or cost as similar to punishment, have felt that

the use of these techniques may lead to deleterious "side effects," such as increased aggression and escape behavior, which have typically been associated with punishment (Azrin and Holt, 1966).\textsuperscript{12}

According to Robin, Schneider and Dolnick (1976), the turtle technique was implemented to help emotionally disturbed children control their impulsive behavior. It is a self-control behavior modification procedure. The turtle technique makes use of the image of the turtle, which withdraws into its shell when provoked by its external environment. The technique consisted of four components: the "turtle response," relaxation, problem-solving, and peer support. Eleven children drawn from two classrooms were instructed in the use of the turtle technique for the self-control of aggression. The procedure was introduced according to a multiple-baseline design. Results revealed significant decrements in aggressive behavior in both classrooms. Implications for further research were considered.\textsuperscript{13}


Another technique that education utilized throughout various systems can be classified as abrasive punishment.

According to Gnagey (1968), there exists drawbacks to the use of abrasive punishment. They are as follows:

1. Punishment tends to suppress misbehavior but does not facilitate its extinction. When a substitute teacher takes over the class of an autocrat, the poor sub often becomes the target of all the stored-up misbehavior that was regularly suppressed by punishment or the threat of it

2. Punishment doesn't necessarily indicate the preferred alternative behaviors. If a new student is reprimanded for using the hall pass improperly, he still must be instructed in its proper use,

3. Severe punishment often causes students to avoid their academic problems rather than solve them. Since the negative emotions that accompany punishment easily become associated with elements of the surrounding environment, the teacher, the subject and the classroom may soon trigger these unfortunate feelings even when no punishment occurs. The result is often apparent in increased truancy and a higher drop-out rate

4. Fear of punishment inhibits creativity. A student who is continually anxious about his ability to please the teacher in order to avoid punishment will seldom take the risks necessary to create new ways of solving problems. In a school system which purports to prepare future citizens who can cope with a rapidly changing society, restricting creativity could be disastrous.¹⁴

Punishment appears to be more effective when administered by a person with whom the student has a positive attachment (Aronfreed, 1968; Becker, 1964; Hoffman, 1963;

Parke, 1970. A number of reasons have been advanced to explain this. One contends that when a student likes a teacher, punishment is both abrasive and deprivative at the same time. When the teacher scolds (abrasive) he also appears to withhold his affection (deprivation) for the student. This withholding of affection may be anxiety arousing to the student in addition.\(^1\)

According to Cromier and Wahler (1971) the effective use of contingent social reinforcement in the modification of children's behavior in elementary school classrooms have been demonstrated in a number of studies (Becker, Madsen, and Thomas, 1967; Hall, Lund, and Jackson, 1968; Madsen, Becker, and Thomas, 1968; Sibley, Abbott and Cooper, 1969). However, no research has systematically examined these procedures in the secondary school classroom. In fact, most investigations that have used the principles of reinforcement with adolescents have employed tokens or money in changing their behavior. Also, these studies have been conducted either in predominately institutionalized settings or with rather specialized populations (Burchard and Tyler, 1967; Clark, Lachowicz, and Wolf, 1968; Phillips, 1968; Staats, Minke, Goodwin and Landeen, 1967).

\(^1\)Ibid., p. 25.
Classroom investigations that have applied teacher contingent approval or praise have chosen one or two target children to receive praise. Two investigators have reported that their teachers noticed a change in the non-target pupils (other members of the class) as well as in the overall classroom atmosphere (Hall, et al., 1968; Madsen, et al., 1968). No corroborative data were collected to verify these reports. The degree to which contingent teacher praise might generalize to non-target pupils warrants investigation.  

According to Clarizio (1971) the removal of rewards is a technique widely used by teachers to encourage students to forego undesirable behavior.

The removal of rewards differs from extinction in that the latter simply involves discontinuing the reward that ordinarily follows a given misbehavior, whereas in the former punishing consequences are applied through the loss of privileges.

The effectiveness of this form of punishment will depend, in part, on how much the student values the respective rewards (peer approval versus recess). He further states:

If privileges are taken away, we must be sure to specify ways to regain them.  

A study by Schmidt (1969) dealt with the effects of peer pressure on a class of twenty-nine fourth grade students. They were selected because of excessive noise during free study periods. The rewards that were offered were an additional two minutes of gym period, and a two minute break after each ten minute period of unbroken quiet. Peer pressure was very intense and visible in the forms of threatening gestures, arm movement, and facial expressions being directed toward the more noisy members of the class. The results of this study again showed that while the teacher was applying social reinforcement in the forms of rewards and privileges, the students or peers were applying pressure on each other in order to receive them.  

Choice of techniques becomes a major task of educators. Perhaps one of the most comprehensive and legitimate approaches to discipline is the diagnostic approach. This approach assumes that there can exist lasting effects on certain behavior problems. According to Palardy & Mudrey (1975)  


one can establish strategies to prevent discipline problems: They list nine strategies that teachers can and must take to prevent behavior problems.

1. Teachers must feel comfortable with themselves; their pupils, and their subject matter. Regardless of the cause, and regardless of the teachers' years of experience, teachers who are uneasy are going to communicate uneasiness to their pupils. When this happens, the door to restlessness among pupils is wide open.

2. Teachers must believe in their pupils' capacity and propensity for appropriate classroom conduct. For according to sociologist, teachers' beliefs serve as "self-fulfilling prophecies". If teachers believe that pupils can and will act in socially acceptable ways, pupils will do so. But if teachers believe for any number of reasons that pupils neither can nor will behave appropriately, they will in fact misbehave.

3. Teachers must insure that their instructional activities are interesting and relevant. The words interesting and relevant may be overworked in educational literature, but there can be no mistaking their importance. Nor can there be any mistaking the fact that dreary classrooms, monotonous routines, irrelevant, antiquated content, and boring methods of presentation are more characteristic of more educational settings than most care to admit.

4. Teachers must match their instructional activities with pupils' capabilities. Behavior problems are often the result of the teachers' failure to adapt their instruction to their pupils capabilities.

5. Teachers must involve their pupils in setting up "the rules". There are two major reasons for following this practice, one long range and one short term. From the long range perspective, a democracy requires that citizens have the skills to participate actively and intelligently in group decision-making. Schools, in our opinion, are potentially the single best medium through which children can practice and master these skills in a gradual, non-threatening way. From the short-term perspective, when
groups of individuals help make the decisions that affect their lives, they are more likely to live within the framework of these decisions.

6. Teachers must make certain that their pupils know and understand "the routine". No two teachers hold the same set of expectations for pupils. Too frequently, teachers make the mistake of assuming that their standards for proper behavior are the only standards for proper behavior. Given differing routines or contexts, what one teacher perceives as proper behavior another teacher may perceive as misbehavior, and pupils are caught in the middle.

7. Teachers must identify their problem times. When do pupils tend to act up—when they first get to class, or toward the end of the period? Do they act up on the playground, in the lunchroom or in the hall? Knowing when the problem times are is an important first step in planning to prevent them.

8. Teachers must remember that pupils are not "little adults". Rather, in the elementary school, they are children ranging in age from five to six to twelve or thirteen. There is no doubt that teachers would save their pupils much frustration and themselves many headaches, if they refrained from insisting on proper adult conduct from non-adults.

9. Teachers must give evidence that they genuinely respect their pupils. Teachers do not give such evidence when they complain about pupils in the halls and lounges; when they laugh at pupils behind their backs; when they tell pupils in hundreds of ways that their culture is deficient, that their homes are inadequate; when they do not take time to make a home visit or prepare an extra lesson that Johnny and Mary need. The list could go on, but the point is unmistakable. Teachers do not give evidence that they respect pupils by voicing platitudes. Teachers give evidence only through their action, and only through these actions will they succeed in earning pupils' respect. To earn it is probably the most important preventive strategy of all.19

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In summary, many studies and much research have been produced in an effort to find effective classroom management skills and techniques. Many writers in the field of education have forwarded many techniques and methods, some of which have been very useful. Much, much more is needed.

Therefore, it appears that the ageless problem of finding the most effective method of behavior management is still present today and most likely will continue to exist as a major concern of professional educators.
CHAPTER III

METHODS AND PROCEDURES

The purpose of the study was to examine classroom management techniques that are utilized by most effective teachers and least effective teachers. Because of mastery of classroom management skills and techniques, some teachers spend a large percentage of their time in instructional tasks, while those who lack classroom management skills spend a large percentage of their time dealing with discipline problems.

The first task confronting the researcher was that of selecting an appropriate instrument. After thorough investigation of the literature it was decided by the investigator to construct an instrument which would reflect competencies in which teachers were evaluated within the DeKalb Public School System. The questionnaire consisted of sixty-two statements regarding classroom management techniques. The sixty-two statements reflected concerns in the areas of:

1. Planning Instruction
2. Implementing Instruction
3. Communication skills/verbal and non-verbal
4. Evaluation/Classroom Management
A copy of the Instrument is included in the appendix of this study.

On March 10, 1978, a written request to conduct research in DeKalb Public School System was forwarded to assistant Superintendent Donald G. Schultz. Also at this time, a proposal and sample of the evaluation instrument were sent. A copy of the letter is included in the appendix of this study.

On April 27, 1978, Dr. Schultz responded by forwarding a memorandum to three building principals granting approval for the study to be conducted in their schools. A copy of the memorandum sent to principals is included in the appendix of this study.

After receiving endorsements from the building principals the researcher explained individually how they were to aid in the implementation of the study.

Since building principals automatically evaluate their staff personnel, it seemed appropriate to utilize the "System's Summary of Teacher Appraisal" to select least effective and most effective teachers. A copy of the "System's Summary of Teacher Appraisal" is included in the appendix of this study.

On the basis of the principals' annual teacher appraisal instrument a total of twenty teachers (ten most effective and ten least effective) were chosen from two schools. The third school selected twenty-two teachers (eleven most effective and eleven least effective) which
made a total of sixty-two subjects involved in the study.

After the teachers were selected, twenty secretly coded questionnaires were sent to two of the principals. Twenty-two secretly coded questionnaires were sent to the third principal (The coding system was explained to each building principal.)

A memorandum to the teachers indicating the nature of the study was forwarded to the building principal in order that the selected subjects could complete the sixty-two item questionnaire. Teachers in Group A (most effective) and B (least effective) were requested to rate the statements of classroom management techniques according to their actual practice in the classroom in terms of the approximate amount of use made of each technique.

**Characteristic of School and Programs**

The three schools used in the study were from the DeKalb Public School System. The program of these schools were judged to be very similar in nature. There were sixty-two teachers involved in the study.

No provisions are made for the amount of experience of each teacher, the type of student population served or the subject area taught. All of these concerns possibly play a part in the type of control or management maintained by the teacher and can be viewed as limitations.
Treatment and Analysis of the Data

The statistical operation used in analyzing the data was the t-test sub-program SPSS Version 6 available at Georgia State University Computer Center. When there are only two treatments, this method can be used effectively. The t-test sub-program yielded the following information:

1. The number of cases for each group
2. The mean for each group
3. The standard deviation for each group
4. The t-Values
5. The degrees of freedom

The major comparisons for each item on the questionnaire resulted in comparing the means of the scores to see whether or not they differed significantly. The level of significance used was .05.
IV. ANALYSIS OF DATA

The purpose of the study was to examine classroom management techniques that are used by most effective teachers and least effective teachers. Teachers from three DeKalb public high schools were asked to complete a questionnaire responding to the amount of time a classroom management technique was utilized. Sixty-two teachers responded, representing 100 percent returned completed responses to the questionnaire.

This chapter uses the data from the questionnaire to answer the question raised in the statement of the problem. For the purpose of performing the statistical analysis the following null hypothesis was formulated:

There exist no significant differences in the way most effective and least effective teachers utilize skills and techniques in managing their classes.

A summary of the analysis made on sixty-two statements is presented in Table I. A comparison was made between two groups of teachers classified as (A) most effective and (B) least effective. Out of the sixty-two statements responded to, seven were considered statistically significant
at the .05 level.

A detailed analysis of each statement that was found to be significant at the .05 level can be found in Tables 2-8.
TABLE 1
Analysis of Each of the Sixty-Two Classroom Management Techniques

<table>
<thead>
<tr>
<th>Question No.</th>
<th>Question</th>
<th>Mean</th>
<th>S.D.</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Do you address each student by his/her first name?</td>
<td>A 3.5484</td>
<td>0.810</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>B 3.7742</td>
<td>0.425</td>
<td>1.37</td>
</tr>
<tr>
<td>2</td>
<td>Do you convey a feeling of importance to each student?</td>
<td>A 3.0968</td>
<td>0.700</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>B 3.0645</td>
<td>0.727</td>
<td>0.18</td>
</tr>
<tr>
<td>3</td>
<td>Do you make every effort to see that each student feels accepted in your classroom?</td>
<td>A 3.5484</td>
<td>0.506</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>B 3.4194</td>
<td>0.672</td>
<td>0.85</td>
</tr>
<tr>
<td>4</td>
<td>Are you patient with students?</td>
<td>A 2.9677</td>
<td>0.547</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>B 3.1935</td>
<td>0.601</td>
<td>1.55</td>
</tr>
<tr>
<td>5</td>
<td>Do you compliment students on their extra curricula participation?</td>
<td>A 2.0865</td>
<td>1.195</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>B 3.0645</td>
<td>0.998</td>
<td>0.92</td>
</tr>
<tr>
<td>6</td>
<td>Do you pleasantly greet each class as it enters your room?</td>
<td>A 2.6774</td>
<td>1.045</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>B 2.5484</td>
<td>1.234</td>
<td>0.44</td>
</tr>
<tr>
<td>7</td>
<td>Do you really listen to and talk to your students?</td>
<td>A 3.1290</td>
<td>1.045</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>B 3.0645</td>
<td>0.892</td>
<td>0.31</td>
</tr>
<tr>
<td>8</td>
<td>Do you show enthusiasm and excitement for each lesson?</td>
<td>A 3.0968</td>
<td>0.651</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>B 2.8710</td>
<td>0.619</td>
<td>1.40</td>
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<tr>
<td>9</td>
<td>Do you show a sense of humor with your students?</td>
<td>A 3.2258</td>
<td>0.884</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>B 3.1290</td>
<td>0.763</td>
<td>0.46</td>
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<td>Question No.</td>
<td>Question</td>
<td>Mean</td>
<td>S.D.</td>
<td>t-value</td>
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<td>---------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>10</td>
<td>Do you show a high interest in students and class activities?</td>
<td>A 3.4839</td>
<td>0.508</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>B 3.2903</td>
<td>0.653</td>
<td>0.19</td>
</tr>
<tr>
<td>11</td>
<td>Are you impartial and objective in dealing with your students?</td>
<td>A 3.3548</td>
<td>0.709</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>B 3.3226</td>
<td>0.653</td>
<td>0.19</td>
</tr>
<tr>
<td>12</td>
<td>Do you remain poised and self-controlled in various classroom situations?</td>
<td>A 3.1290</td>
<td>0.806</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>B 3.0645</td>
<td>0.629</td>
<td>0.35</td>
</tr>
<tr>
<td>13</td>
<td>Do you discipline students in a quiet, dignified and positive manner?</td>
<td>A 2.8065</td>
<td>0.910</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>B 2.9032</td>
<td>0.746</td>
<td>0.46</td>
</tr>
<tr>
<td>14</td>
<td>Do you show understanding and sympathy in working with students?</td>
<td>A 3.3871</td>
<td>0.558</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>B 3.1935</td>
<td>0.749</td>
<td>1.15</td>
</tr>
<tr>
<td>15</td>
<td>Are you friendly and courteous with students?</td>
<td>A 3.6129</td>
<td>0.558</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>B 3.4194</td>
<td>0.620</td>
<td>1.29</td>
</tr>
<tr>
<td>16</td>
<td>Do you help students with their personal problems as well as their educational problems?</td>
<td>A 2.4516</td>
<td>1.261</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>B 2.6129</td>
<td>0.989</td>
<td>0.56</td>
</tr>
<tr>
<td>17</td>
<td>Do you accept student's effort as sincere?</td>
<td>A 2.9032</td>
<td>0.944</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>B 3.0000</td>
<td>0.816</td>
<td>0.43</td>
</tr>
<tr>
<td>18</td>
<td>Do you praise desired behavior?</td>
<td>A 3.2258</td>
<td>0.717</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>B 3.2903</td>
<td>0.864</td>
<td>0.32</td>
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<tr>
<td>19</td>
<td>Do you stress in a positive manner desirable classroom behavior?</td>
<td>A 3.3226</td>
<td>0.702</td>
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<tr>
<td></td>
<td></td>
<td>B 3.4516</td>
<td>0.810</td>
<td>0.67</td>
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<td>Question No.</td>
<td>Question</td>
<td>Mean 1</td>
<td>Mean 2</td>
<td>S.D. 1</td>
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<td>-------------</td>
<td>--------------------------------------------------------------------------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td>30.</td>
<td>Do you use punishment as a method of control in your classroom?</td>
<td>A 1.4839</td>
<td>B 2.0968</td>
<td>1.029</td>
</tr>
<tr>
<td>31.</td>
<td>Do you confer with the parents of your students?</td>
<td>A 2.0968</td>
<td>B 1.7742</td>
<td>1.136</td>
</tr>
<tr>
<td>32.</td>
<td>Do you request that certain students not be placed in your classroom?</td>
<td>A 0.5806</td>
<td>B 0.3548</td>
<td>1.361</td>
</tr>
<tr>
<td>33.</td>
<td>Do you operate your class under a set of rules cooperatively developed by you and your students?</td>
<td>A 1.3871</td>
<td>B 1.4516</td>
<td>1.564</td>
</tr>
<tr>
<td>34.</td>
<td>Do you move about the room during the class period?</td>
<td>A 3.2903</td>
<td>B 3.0000</td>
<td>0.902</td>
</tr>
<tr>
<td>35.</td>
<td>Do you refer students with discipline problems to the office?</td>
<td>A 1.7097</td>
<td>B 2.1935</td>
<td>1.216</td>
</tr>
<tr>
<td>36.</td>
<td>Do you work individually with your students?</td>
<td>A 2.7742</td>
<td>B 2.6774</td>
<td>0.956</td>
</tr>
<tr>
<td>37.</td>
<td>Do you work in close proximity with your students?</td>
<td>A 3.2581</td>
<td>B 3.1290</td>
<td>0.682</td>
</tr>
<tr>
<td>38.</td>
<td>Do you raise your voice to get attention?</td>
<td>A 2.4516</td>
<td>B 2.3226</td>
<td>1.060</td>
</tr>
<tr>
<td>39.</td>
<td>Do you foresee and attempt to resolve potential difficulties?</td>
<td>A 2.8387</td>
<td>B 2.8387</td>
<td>0.779</td>
</tr>
</tbody>
</table>

*Statistically significant at the .05 level.
TABLE 1-Continued

<table>
<thead>
<tr>
<th>Question No.</th>
<th>Question</th>
<th>Mean</th>
<th>S.D.</th>
<th>t-value</th>
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<tbody>
<tr>
<td>40.</td>
<td>Do you give help to all students willingly?</td>
<td>A 3.6129</td>
<td>0.615</td>
<td>1.18</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B 3.4194</td>
<td>0.672</td>
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<tr>
<td>41.</td>
<td>Do you condone corporal punishment as a means of controlling students?</td>
<td>A 1.9355</td>
<td>1.459</td>
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<td></td>
<td></td>
<td>B 1.6452</td>
<td>1.404</td>
<td>0.80</td>
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<tr>
<td>42.</td>
<td>Do you encourage students to work through their own problems and evaluate their accomplishment?</td>
<td>A 2.9355</td>
<td>0.892</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>B 2.6129</td>
<td>1.022</td>
<td>1.32</td>
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<tr>
<td>43.</td>
<td>Do you help the learner to see himself as other see him?</td>
<td>A 2.4516</td>
<td>1.091</td>
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<td></td>
<td></td>
<td>B 2.1613</td>
<td>1.214</td>
<td>0.99</td>
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<tr>
<td>44.</td>
<td>Do you permit students to move about freely in your classroom (to sharpen pencil, borrow paper, book, etc.)?</td>
<td>A 2.6129</td>
<td>1.407</td>
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<td></td>
<td></td>
<td>B 2.4516</td>
<td>1.338</td>
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<tr>
<td>45.</td>
<td>Do you keep the learning environment attractive and free of disorder?</td>
<td>A 3.1613</td>
<td>0.820</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>B 2.4194</td>
<td>1.089</td>
<td>3.03*</td>
</tr>
<tr>
<td>46.</td>
<td>Do you maintain accurate records: attendance, current work samples, anecdotal, etc.?</td>
<td>A 3.4839</td>
<td>0.851</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>B 3.0645</td>
<td>0.772</td>
<td>2.03*</td>
</tr>
<tr>
<td>47.</td>
<td>Do you prepare and use your lesson plan for each class?</td>
<td>A 3.1613</td>
<td>1.128</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>B 2.5484</td>
<td>1.362</td>
<td>1.93</td>
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*Statistically significant at the .05 level.
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<th>S.D.</th>
<th>t-value</th>
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</thead>
<tbody>
<tr>
<td>48</td>
<td>Do you use &quot;contracts&quot; with some students for task completion?</td>
<td>A 0.9677</td>
<td>1.287</td>
<td>0.13</td>
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<tr>
<td></td>
<td></td>
<td>B 1.0645</td>
<td>1.209</td>
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</tr>
<tr>
<td>49</td>
<td>Do you stimulate students through interesting materials and techniques?</td>
<td>A 3.0000</td>
<td>0.984</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>B 2.5806</td>
<td>0.958</td>
<td>1.78</td>
</tr>
<tr>
<td>50</td>
<td>Do you allow your class to earn a &quot;free day&quot;?</td>
<td>A 0.8387</td>
<td>1.241</td>
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<tr>
<td></td>
<td></td>
<td>B 0.9677</td>
<td>1.016</td>
<td>0.45</td>
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<tr>
<td>51</td>
<td>Do you conduct clear and concise demonstration and explanation of materials?</td>
<td>A 3.6129</td>
<td>0.495</td>
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<td></td>
<td></td>
<td>B 3.2258</td>
<td>0.990</td>
<td>1.59</td>
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<tr>
<td>52</td>
<td>Do you conduct practical demonstration and explanation of materials?</td>
<td>A 3.5484</td>
<td>0.568</td>
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<td></td>
<td></td>
<td>B 3.1935</td>
<td>1.046</td>
<td>1.66</td>
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<tr>
<td>53</td>
<td>Do you explain &quot;why study this subject&quot; to students?</td>
<td>A 3.2258</td>
<td>0.956</td>
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<td></td>
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<td>B 3.1290</td>
<td>1.056</td>
<td>0.38</td>
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<td>54</td>
<td>Do you get full attention of all students before starting a lesson?</td>
<td>A 3.6129</td>
<td>0.495</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>B 3.1613</td>
<td>0.969</td>
<td>2.31*</td>
</tr>
<tr>
<td>55</td>
<td>Do you utilize &quot;guaranteed success&quot; activities for your students?</td>
<td>A 2.2903</td>
<td>1.216</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>B 2.2581</td>
<td>1.210</td>
<td>0.10</td>
</tr>
<tr>
<td>56</td>
<td>Do you utilize experiences of students in instruction?</td>
<td>A 2.4516</td>
<td>1.091</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>B 2.6452</td>
<td>1.170</td>
<td>0.67</td>
</tr>
<tr>
<td>57</td>
<td>Do you explain to your students the expected learning outcome for each lesson?</td>
<td>A 3.0000</td>
<td>0.966</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>B 2.8710</td>
<td>0.885</td>
<td>0.55</td>
</tr>
</tbody>
</table>

*Statistically significant at the .05 level.
TABLE 1-Continued

<table>
<thead>
<tr>
<th>Question No.</th>
<th>Question</th>
<th>Mean</th>
<th>S.D.</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>58.</td>
<td>Do you assign meaningful seatwork?</td>
<td>A 3.5161</td>
<td>0.677</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>B 2.8710</td>
<td>1.056</td>
<td>2.86*</td>
</tr>
<tr>
<td>59.</td>
<td>Do you minimize personal absenteeism and tardiness?</td>
<td>A 3.1290</td>
<td>1.258</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>B 2.8387</td>
<td>1.186</td>
<td>0.93</td>
</tr>
<tr>
<td>60.</td>
<td>Do you recognize and admit your own mistakes?</td>
<td>A 3.5806</td>
<td>0.564</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>B 3.3871</td>
<td>0.761</td>
<td>1.14</td>
</tr>
<tr>
<td>61.</td>
<td>Do you seek advise of co-workers?</td>
<td>A 3.1613</td>
<td>0.969</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>B 3.1290</td>
<td>0.991</td>
<td>0.13</td>
</tr>
<tr>
<td>62.</td>
<td>Do you evaluate your teaching effectiveness?</td>
<td>A 3.1494</td>
<td>0.720</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>B 3.2258</td>
<td>0.884</td>
<td>0.95</td>
</tr>
</tbody>
</table>

*Statistically significant at the .05 level.
In response to statement twenty-six, Table 2 indicates that the mean for Group A was 3.8387 and for Group B the mean was 3.4516. The obtained t-value was 2.52 statistically significant in favor of Group A (most effective teachers).

In Group A, five teachers indicated using the technique 75% of the time which gave a collective percentage of 8.1. Twenty-six teachers used the technique 100% of the time which gave a collective 41.9 percent usage.

Group B, in response to statement twenty-six, indicated that one teacher used the technique 25% of the time which gave a collective percentage of 1.6. Two teachers used the method 50% of the time which yielded a collective percentage of 3.2. Ten teachers used the technique 75% of the time giving a collective score of 16.1. The remaining eighteen teachers used it 100% of the time providing a collective percentage score of 29.0.
**TABLE 2**

Do you Periodically Scan Your Entire Class in Order to Ascertain What is Going on in the Room?

<table>
<thead>
<tr>
<th>Groups</th>
<th>Mean</th>
<th>S.D.</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-Most Effective</td>
<td>3.8387</td>
<td>0.374</td>
<td></td>
</tr>
<tr>
<td>B-Least Effective</td>
<td>3.4516</td>
<td>1.084</td>
<td>2.52*</td>
</tr>
</tbody>
</table>

Group A Responses

<table>
<thead>
<tr>
<th>Number of Responses</th>
<th>0%</th>
<th>25%</th>
<th>50%</th>
<th>75%</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collective Percent</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>8.1</td>
<td>41.9</td>
</tr>
</tbody>
</table>

Group B Responses

<table>
<thead>
<tr>
<th>Number of Responses</th>
<th>0%</th>
<th>25%</th>
<th>50%</th>
<th>75%</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collective Percent</td>
<td>0</td>
<td>1.6</td>
<td>3.2</td>
<td>16.1</td>
<td>29.0</td>
</tr>
</tbody>
</table>

*Statistically Significant at the .05 level,*
In response to statement twenty-seven, Table 3 reveals that the mean for Group A was 3.3710 and the mean for Group B was 3.6129. The obtained t-value was 2.20 statistically significant in favor of Group A (most effective teachers).

In Group A four teachers utilized the technique 75% of the time providing a collective percentage of 6.5. Twenty-seven teachers used the technique 100% of the time which gave a collective percentage of 43.5.

Group B, on statement twenty-seven, indicated that one teacher utilized the method 25% of the time which yielded a collective score of 1.6 percentage usage. Ten teachers used the technique 75% of the time for a collective score of 16.1 percent usage. The remaining twenty teachers indicated using the technique 100% of the time providing a collective percentage of 32.3.
TABLE 3
Do you Supervise Your Class at all Times?

<table>
<thead>
<tr>
<th>Groups</th>
<th>Means</th>
<th>S.D.</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-Most Effective</td>
<td>3.8710</td>
<td>0.341</td>
<td></td>
</tr>
<tr>
<td>B-Least Effective</td>
<td>3.6129</td>
<td>0.558</td>
<td>2.20*</td>
</tr>
</tbody>
</table>

Group A Responses

<table>
<thead>
<tr>
<th>Number of Responses</th>
<th>0%</th>
<th>25%</th>
<th>50%</th>
<th>75%</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collective Percent</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>27</td>
</tr>
</tbody>
</table>

Group B Responses

<table>
<thead>
<tr>
<th>Number of Responses</th>
<th>0%</th>
<th>25%</th>
<th>50%</th>
<th>75%</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collective Percent</td>
<td>0</td>
<td>1.6</td>
<td>0</td>
<td>16.1</td>
<td>32.3</td>
</tr>
</tbody>
</table>

*Statistically Significant at the .05 level.
For statement forty-five, Table 4 reveals that the mean for Group A was 3.1613 and for Group B, the mean was 2.4194. The obtained t-value of 3.03 was statistically significant in favor of Group A (most effective teachers).

In Group A, two teachers used the technique 25% of the time giving a collective percentage of 3.2. Two teachers spent 50% of their time using the technique which provided for a collective percentage of 3.2. Sixteen teachers used the technique 75% of the time yielding a 25.8 percent usage. The remaining eleven teachers indicated using the technique 100% of the time which gave a collective percentage of 17.7.

Group B, on item forty-five, indicated that two teachers did not use the technique which yielded a 3.2 percent non-usage. Four teachers used the technique 25% of the time collectively scoring a 6.5 percent usage. Eight teachers used the technique 50% of the time showing a 12.9 percent usage. Thirteen teachers used the method 75% of the time yielding a collective score of 21.0. Four teachers indicated using the method 100% of the time for a collective score of 6.5.
### TABLE 4

Do You Keep the Learning Environment Attractive and Free of Disorder?

<table>
<thead>
<tr>
<th>Groups</th>
<th>Mean</th>
<th>S.D.</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-Most Effective</td>
<td>3.1613</td>
<td>0.820</td>
<td></td>
</tr>
<tr>
<td>B-Least Effective</td>
<td>2.4194</td>
<td>1.089</td>
<td>3.03*</td>
</tr>
</tbody>
</table>

#### Group A Responses

<table>
<thead>
<tr>
<th>Number of Responses</th>
<th>0%</th>
<th>25%</th>
<th>50%</th>
<th>75%</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collective Percent</td>
<td>0</td>
<td>3.2</td>
<td>3.2</td>
<td>25.8</td>
<td>17.7</td>
</tr>
</tbody>
</table>

#### Group B Responses

<table>
<thead>
<tr>
<th>Number of Responses</th>
<th>2</th>
<th>4</th>
<th>8</th>
<th>13</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collective Percent</td>
<td>3.2</td>
<td>6.5</td>
<td>12.9</td>
<td>21.0</td>
<td>6.5</td>
</tr>
</tbody>
</table>

*Statistically Significant at the .05 level.
In response to statement forty-six, Table 5 indicates that the mean for Group A was 3.4839, and for Group B, the mean was 3.0645. The obtained t-value was 2.03 statistically significant in favor of Group A (most effective teachers).

In Group A, two teachers indicated that they maintained accurate records 25% of the time. Collectively the percentage was 3.2. One teacher indicated usage of maintaining accurate records 50% of the time yielding a composite percentage of 1.6. Eight teachers indicated maintenance of records at the 75% level representing a collective percentage of 12.9. The remaining twenty teachers indicated that they utilized the technique 100% of the time for a collective 32.3% usage.

In Group B, one teacher utilized the technique of maintaining accurate records 25% of the time for a collective 1.6% usage. Five teachers indicated maintaining accurate records 50% of the time, collectively scoring 8.1 percent usage. Sixteen teachers used the technique 75% of the time for a collective 25.8% usage. The remaining nine teachers maintained accurate records 100% of the time for a 14.5 percent usage.
TABLE 5
Do You Maintain Accurate Records: Attendance, Current Work Samples, Anecdotal, etc.?

<table>
<thead>
<tr>
<th>Groups</th>
<th>Mean</th>
<th>S.D.</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-Most Effective</td>
<td>3.4839</td>
<td>0.851</td>
<td></td>
</tr>
<tr>
<td>B-Least Effective</td>
<td>3.0645</td>
<td>0.772</td>
<td>2.03*</td>
</tr>
</tbody>
</table>

Group A Responses

<table>
<thead>
<tr>
<th>Number of Responses</th>
<th>0%</th>
<th>25%</th>
<th>50%</th>
<th>75%</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collective Percent</td>
<td>0</td>
<td>3.2</td>
<td>1.6</td>
<td>12.9</td>
<td>32.3</td>
</tr>
</tbody>
</table>

Group B Responses

<table>
<thead>
<tr>
<th>Number of Responses</th>
<th>0%</th>
<th>25%</th>
<th>50%</th>
<th>75%</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collective Percent</td>
<td>0</td>
<td>1.6</td>
<td>8.1</td>
<td>25.8</td>
<td>14.5</td>
</tr>
</tbody>
</table>

*Statistically Significant at the .05 level.
In response to statement fifty-four Table 6 indicates that the mean score for Group A was 3.6129 and the mean for Group B was 3.1613. The obtained t-value was 2.31 statistically significant in favor of Group A (most effective teachers).

In Group A twelve teachers responded that they received the full attention of students before starting a lesson 75% of the time representing a collective group percentage of 19.4. The remaining nineteen teachers used the technique 100% of the time scoring a 30.6 percent usage.

In Group B one teacher indicated zero usage of the technique representing a 1.6 percent non-usage. One teacher used the technique 25% of the time representing a 1.6 percent usage. Three teachers indicated getting the full attention of students 50% of the time representing a 4.8 percent usage. Thirteen teachers used the technique 75% of the time representing a 21.0 percent usage. The remaining thirteen teachers used the technique 100% of the time representing a 21.0 percent usage.
TABLE 6

Do you get Full Attention of all Students Before Starting a Lesson?

<table>
<thead>
<tr>
<th>Groups</th>
<th>Mean</th>
<th>S.D.</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-Most Effective</td>
<td>3.6129</td>
<td>0.495</td>
<td></td>
</tr>
<tr>
<td>B-Least Effective</td>
<td>3.1613</td>
<td>0.969</td>
<td>2.31*</td>
</tr>
</tbody>
</table>

Group A Responses

<table>
<thead>
<tr>
<th>Number of Responses</th>
<th>0%</th>
<th>25%</th>
<th>50%</th>
<th>75%</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collective Percent</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>12</td>
<td>19</td>
</tr>
</tbody>
</table>

Group B Responses

<table>
<thead>
<tr>
<th>Number of Responses</th>
<th>0%</th>
<th>25%</th>
<th>50%</th>
<th>75%</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collective Percent</td>
<td>1.6</td>
<td>1.6</td>
<td>4.8</td>
<td>21.0</td>
<td>21.0</td>
</tr>
</tbody>
</table>

*Statistically Significant at the .05 level.
In response to statement fifty-eight, Table 7 shows that the mean score for Group A was 3.5161 and for Group B the mean was 2.8710. The obtained t-value was 2.86, statistically significant in favor of Group A (most effective teachers).

In Group A three teachers used the technique of providing meaningful seatwork 50% of the time representing a 4.8 percent usage. Nine teachers assigned meaningful seatwork 75% of the time indicating a 14.5 percent usage. The remaining nineteen teachers in Group A indicated using the technique 100% of the time representing a collective 30.6 percent usage.

In Group B two teachers indicated that they did not assign meaningful seatwork representing a 3.2 percent non-usage of the technique. One teacher used the technique 25% of the time representing a 1.6 percent usage. Four teachers indicated using the technique 50% of the time representing a 6.5 percent usage. Sixteen teachers assigned meaningful seatwork 75% of the time representing a group usage of 25.8 percent. The remaining eight teachers indicated using the technique 100% of the time representing a collective 12.9 percent usage.
TABLE 7
Do you Assign Meaningful Seat Work?

<table>
<thead>
<tr>
<th>Groups</th>
<th>Mean</th>
<th>S.D.</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-Most Effective</td>
<td>3.5161</td>
<td>0.677</td>
<td></td>
</tr>
<tr>
<td>B-Least Effective</td>
<td>2.8710</td>
<td>1.056</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of Responses</th>
<th>0%</th>
<th>25%</th>
<th>50%</th>
<th>75%</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group A Responses</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>9</td>
<td>19</td>
</tr>
<tr>
<td>Collective Percent</td>
<td>0</td>
<td>0</td>
<td>4.8</td>
<td>14.5</td>
<td>30.6</td>
</tr>
<tr>
<td>Group B Responses</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td>16</td>
<td>8</td>
</tr>
<tr>
<td>Collective Percent</td>
<td>3.2</td>
<td>1.6</td>
<td>6.5</td>
<td>25.8</td>
<td>12.9</td>
</tr>
</tbody>
</table>

*Statistically Significant at the .05 level.
In response to statement thirty, Table 8 reveals that the mean for Group A was 1.4839, and the mean for Group B was 2.0968. The obtained t-value of 2.53 existed between the two groups.

In Group A four teachers did not use the technique which collectively provided a 6.5 percent non-usage. Fourteen teachers used the technique 25% of the time providing a collective score of 22.6 percent usage. Nine teachers used the technique 50% of the time, providing a collective score or 14.5 percent usage. Two teachers used the method 75% of the time scoring a 3.2 percent usage. The remaining two teachers indicated using the technique 100% of the time providing a collective percentage of 3.2.

Group B, on statement thirty, indicated that one teacher did not use the technique which collectively provided a 1.6 percent non-usage. Seven teachers used the technique 25% of the time providing a collective percent usage of 11.3. Eleven teachers indicated using the technique 50% of the time providing a collective percent of 17.7. The remaining twelve teachers used the technique 75% of the time providing a collective 19.4 percent usage.
Do you use Punishment as a Method Of Control in your Classroom?

<table>
<thead>
<tr>
<th>Groups</th>
<th>Mean</th>
<th>S.D.</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-Most Effective</td>
<td>1.4839</td>
<td>1.029</td>
<td></td>
</tr>
<tr>
<td>B-Least Effective</td>
<td>2.0968</td>
<td>0.870</td>
<td>2.53*</td>
</tr>
</tbody>
</table>

| Group A Responses        |       |        |         |         |         |
|-------------------------|-------|--------|---------|---------|
| 0%                      | 4     | 6.5    |         | 2.53*   |
| 25%                     | 14    | 22.6   |         |         |
| 50%                     | 9     | 14.5   |         |         |
| 75%                     | 2     | 3.2    |         |         |
| 100%                    | 2     | 3.2    |         |         |

| Group B Responses        |       |        |         |         |         |
|-------------------------|-------|--------|---------|---------|
| 0%                      | 1     | 1.6    |         |         |
| 25%                     | 7     | 11.3   |         |         |
| 50%                     | 11    | 17.7   |         |         |
| 75%                     | 12    | 19.4   |         |         |
| 100%                    | 0     | 0      |         |         |

*Statistically Significant at the .05 level.
In summary there exist significant differences on seven items in reference to the way most effective and least effective teachers utilize skills and techniques in managing their classrooms.

Therefore, the null hypothesis that there exist no significant differences in the way most effective and least teachers manage their classes is rejected.
CHAPTER V

SUMMARY, FINDINGS, DISCUSSION, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

Summary

The purpose of this study was to find out if there was a significant difference in the utilization of classroom management techniques by most effective and least effective teachers. The population consisted of sixty-two teachers from three secondary schools within the DeKalb School System selected by the principals at each school.

The selection process was based on "A Summary of Teacher Appraisal," a teacher appraisal instrument used by all of the schools in the system. Each teacher was asked to respond to a questionnaire related to classroom management techniques on the basis of the amount of use made of each technique listed on the questionnaire. The measuring instrument (questionnaire) used in obtaining the data was developed by the investigator. After intensive review of the literature and consultation with professional educators, sixty-two statements were developed in formulating the questionnaire. A percentage rating scale of 0%, 25%, 50%, 75% and 100% was used to ascertain the teachers' collective viewpoints on each of the sixty-two items in
reference to utilization. The data were treated statistically by computing the means and using the t-test SPSS sub-program Version 6. The statistical significance level was .05. An analysis of the data gathered sought to find out if there were significant differences in the way most effective and least effective teachers managed their classrooms.

**Findings**

Based on the analysis of the data from the questionnaire, the teachers revealed significant differences on the following seven items at the .05 level:

1. Periodically scanning one's entire class in order to ascertain what is going on in the room
2. Supervising the classroom at all times
3. Keeping the learning environment attractive and free from disorder
4. Maintaining accurate records: attendance, current work samples, anecdotal records, etc.
5. Receiving the full attention of all students before starting a lesson
6. Assigning meaningful seat work
Discussion

Based on the requirement that the hypothesis be rejected, the teachers in the study revealed significant differences on seven of the sixty-two techniques they rated. Teachers classified as most effective were more in favor of a clean and orderly learning environment and they believed it was important to maintain constant supervision of the classroom. Also, they required the full attention of all students before starting a lesson and they assigned meaningful seat work. They kept accurate records and they knew what was going on in the classroom at all times. These findings closely paralleled the findings of the following two studies on desirable teacher characteristics. The first study was conducted by B. Rosenshire and N. Furst on The Appraisal of Teaching: Concepts and Process. In this study, the investigators composed a list of twenty-seven ascriptive characteristics thought to be desirable for teachers. They asked respondents to check the eleven characteristics that they correlate with teacher achievement. One of the eleven significant items was task-oriented or businesslike behavior, i.e., the degree to which the teacher is task-oriented, achievement-oriented and/or businesslike. The techniques found to be significant in the present study resulted from
the teacher being task-oriented or businesslike.

The second study, "Evaluating Teacher Performance With Improved Rating Scales", conducted by Richard Manatt, etc., revealed that in the area of organized, structured class management, businesslike or task-oriented behavior of the teachers was very significant. The present study revealed similar findings.

The teachers classified as least effective were more in favor of punishment as a method of control in the classroom. Using punishment as a method of control in the classroom is not supported by educational research. Many research studies state that the method of Contingency Management is a much more positive and successful procedure. It stresses rewarding proper behavior. A study by Paul S. George entitled "Good Discipline Through Contingency Management", revealed that the steps in Contingency Management are practical and can be quickly learned and put into operation by teachers. He goes on to say that positive educational experiences for students will only be possible when teachers become proficient in the strategies of Contingent Management. Therefore, the trend is not to use punishment as the method of control in the classroom.

Teachers classified as least effective did most of the things the most effective group did, however, they did
not do them with the same amount of regularity. They should spend more time doing the things successful teachers do.

Based on the findings of this study, the effective teachers were more task-oriented and businesslike in operating their classes.

The principal as the instructional leader in the school must take every step necessary to insure that pupils are not "losing out" on their learning because teachers are spending more time trying to control the class instead of teaching.

Conclusions

1. Teachers classified as most effective were more task-oriented and businesslike in their classroom management efforts.

2. Teachers classified as most effective put greater emphasis on planning instruction.

3. Teachers classified as most effective put greater emphasis on well-managed classes.

4. All of the teachers implemented instruction and communicated (verbal and non-verbal) at approximately the same level.

5. The teachers classified as least effective used punishment as a method of control in the classroom.
Implications

1. Teacher training institutions should give more attention to student teaching in the area of developing classroom management techniques that are task-oriented or achievement-oriented.

2. Greater efforts should be continued in the area of planning instruction.

3. Teachers with classroom management problems should try modeling after successful teachers.

4. Implementing instruction and communication skills (verbal and non-verbal) should not be considered among the most important factors in the management of the classroom.

5. Punishment should not be used as a classroom management technique.

Recommendations

In light of the findings, conclusions and implications emerging from this study, the following recommendations are made.

1. Further study be made using a larger population on those items where teachers indicated utilizing a specific technique more than another technique.

2. Local school administrators re-evaluate their thrust in the area of evaluating teachers in the area of classroom management techniques.

3. Teacher training institutions put more direct emphasis on the area of classroom management training.

4. Local school administrators seek out better methods of exposing classroom teachers to student behavior management programs.
5. State and local school systems encourage continuous research directed toward effective classroom management skills

6. Teachers develop a repertoire of techniques in the area of classroom management
APPENDIX
Based on the evaluation criteria utilized within the DeKalb Public School System to evaluate teacher effectiveness, the investigator chose the following categories:

A. Planning  
C. Communication Skills/Verbal & Nonverbal  
B. Implementing Instruction  
D. Evaluation/Classroom management  

A. Planning Instruction  

1. Do you show a high interest in students in class activities?  
2. Do you anticipate the individual needs of your students?  
3. Do you provide for the individual needs of your students?  
4. Do you confer with counselor, assistant principal, social worker about your students?  
5. Do you encourage students to work through their own problems and evaluate their accomplishments?  
6. Do you keep the learning environment attractive and free of disorder?  
7. Do you maintain accurate records: attendance, current work samples, anecdotal, etc.?  
8. Do you stimulate students through interesting materials and techniques?  
9. Do you explain "why study this subject" to students?  
10. Do you utilize "guaranteed success" activities for your students?  
11. Do you utilize experiences of students in instruction?  
12. Do you explain to your students the expected learning outcome for each lesson?  
13. Do you assign meaningful seat work?
B. Implementing Instruction

1. Do you encourage students to try to do their best?

2. Do you move about the room during the class period?

3. Do you work individually with your students?

4. Do you work in close proximity with your students?

5. Do you give help to all your students willingly?

6. Do you prepare and use your lesson plan for each class?

7. Do you use "contracts" with some students for task completion?

8. Do you allow your class to earn a "free day?"

9. Do you conduct clear and concise demonstration and explanation of materials?

10. Do you conduct practical demonstration and explanation of materials?

C. Communication Skills/Verbal & Nonverbal

1. Do you address each student by his/her first name?

2. Do you convey a feeling of importance to each student?

3. Do you make every effort to see that each student feels accepted in your classroom?

4. Are you patient with students?

5. Do you compliment students on their extracurricular participation?

6. Do you pleasantly greet each class as it enters your room?

7. Do you really listen to and talk to your students?

8. Do you show a sense of humor with your students?

9. Do you discipline students in a quiet, dignified and positive manner?
10. Do you show understanding and sympathy in working with students?

11. Are you friendly and courteous with students?

12. Do you help students with their personal problems as well as their educational problems?

13. Do you praise desired behavior?

14. Do you stress in a positive manner desirable classroom behavior?

15. Do you demonstrate a warmth and respect for students as individuals?

16. Do you maintain the image of a classroom teacher by dressing in good taste, using proper speech and mannerisms?

17. Do you know and consistently apply all school rules?

18. Do you hold private conferences with students?

19. Do you use punishment as a method of control in your classroom?

20. Do you confer with the parents of your students?

21. Do you operate your class under a set of rules cooperatively developed by you and your students?

22. Do you raise your voice to get attention?

23. Do you help the learner to see himself as others see him?

24. Do you minimize personal absenteeism and tardiness?

25. Do you recognize and admit your own mistakes?

26. Do you seek advice of co-workers?

27. Do you show enthusiasm and excitement for each lesson?
D. Evaluation/Classroom Management

1. Are you impartial and objective in dealing with your students?

2. Do you remain poised and self-controlled in various classroom situations?

3. Do you accept students' efforts as sincere?

4. Do you periodically scan your entire class in order to ascertain what is going on in the room?

5. Do you supervise your class at all times?

6. Do you request that certain students not be placed in your classroom?

7. Do you refer students with discipline problems to the office?

8. Do you foresee and attempt to resolve potential difficulties?

9. Do you condone corporal punishment as a means of controlling students?

10. Do you permit students to move about freely in your classroom (to sharpen pencil, borrow paper, book, etc.)?

11. Do you get full attention of all students before starting a lesson?

12. Do you evaluate your teaching effectiveness?
Dr. Donald G. Schultz  
Assistant Superintendent  
Director of Educational Assessment Unit  
DeKalb County Schools  
3770 North Decatur Road  
Decatur, GA 30032

Dear Dr. Schultz:

I. Robert L. Tucker, am employed by DeKalb County Board of Education as an assistant principal at Cross Keys High School.

I am a graduate student at Atlanta University in the Administration and Supervision Department. In partial fulfillment of requirements for the Education Specialist Degree, I am doing research in an attempt to identify the difference(s) in perception of classroom management techniques between the most effective teachers and the least teachers.

This research will involve three high schools—Gordon, Cross Keys, and Avondale. The principals of these schools will be asked to select on the basis of the annual teacher appraisal ten of their most effective teachers (total of thirty) and ten of their least effective teachers (total of thirty). The sixty teachers will be asked to respond to the enclosed questionnaire. The classification of these teachers will be held strictly confidential.

Sincerely,

Robert L. Tucker
I, Robert L. Tucker, am a graduate student at Atlanta University in the School of Education (Department of Administration and Supervision). In partial fulfillment of requirements for the Education Specialist Degree, I am doing research in the area of classroom management techniques. In particular, I am investigating the teacher's perception of a list of commonly used classroom management techniques. Your help is needed in refining this list.

Place one of the frequency symbols listed at the top of the next page in the blank to the left of each question. Please respond to each question according to "what you actually do"—not what you should do. Add any techniques you have to the list that are not already included. (Use same frequency symbols.) Please return completed questionnaire to your principal; he will send them to me at Cross Keys. DO NOT PUT YOUR NAME ON THIS QUESTIONNAIRE. I am thanking you now in advance for your cooperation and help in this research study.
0 - None
1 - 25% of the time
2 - 50% of the time
3 - 75% of the time
4 - 100% of the time
5 - Not applicable—should not be included.

1. Do you address each student by his/her first name?

2. Do you convey a feeling of importance to each student?

3. Do you make every effort to see that each student feels accepted in your classroom?

4. Are you patient with students?

5. Do you compliment students on their extra curricular participation?

6. Do you pleasantly greet each class as it enters your room?

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10. Do you show a high interest in students and class activities?

11. Are you impartial and objective in dealing with your students?

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44. Do you permit students to move about freely in your classroom (to sharpen pencil, borrow paper, book, etc.)?

45. Do you keep the learning environment attractive and free of disorder?

46. Do you maintain accurate records: attendance, current work samples, anecdotal, etc.?

47. Do you prepare and use your lesson plan for each class?

48. Do you use "contracts" with some students for task completion?

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April 27, 1978

Memo to: Principals at Gordon, Cross Keys, and Avondale High Schools

From: Donald G. Schultz

Reference: Research Study

Mr. Robert L. Tucker, assistant principal at Cross Keys High School, has requested permission to administer a questionnaire on classroom management techniques to 20 teachers in each of your schools. In addition, he is requesting that these teachers be rated in confidence as effective or ineffective in classroom management.

This study is approved subject to the following stipulations:

1. Your willingness, as principal, to participate in this study

2. That the anonymity of teachers will be maintained within the study

3. That response to the questionnaire be optional on the part of the teacher

4. That some technique be devised by Mr. Tucker which would prevent teachers from recognizing that they have been classified as effective or ineffective teachers within the study

Mr. Tucker will meet with you and discuss this study in more detail. If you have any questions please contact my office.

cc: Mr. Robert L. Tucker
SUMMARY OF TEACHER APPRAISAL

Name ___________ School/Dept. ___________ Teaching Assignment _________ Date _________

A. Planning Instruction

01 The teacher conducts preliminary diagnoses: (1) emotional needs, (2) social needs, (3) physical needs, (4) academic needs, and/or (5) learning styles of individual students. ( ) ( )

02 The teacher selects or develops procedures for diagnosing specific: (1) emotional needs, (2) social needs, (3) physical needs, (4) academic needs, and/or (5) learning styles of individual students. ( ) ( )

03 The teacher plans and prescribes objectives appropriate to each student's/group's identified needs. ( ) ( )

04 The teacher develops instructional plans for promoting achievement of the specified objectives. ( ) ( )

B. Implementing Instruction

05 The teacher utilizes resource material. ( ) ( )

06 The teacher uses a variety of methods and techniques. ( ) ( )

07 The teacher utilizes time effectively. ( ) ( )

08 The teacher maintains accurate records, such as anecdotal records, current work samples, report cards, et cetera. ( ) ( )

09 The teacher modifies instruction on the basis of feedback and takes advantage of spontaneous learning opportunities. ( ) ( )

10 The teacher maintains control but not domination of classroom activities. ( ) ( )

11 The teacher maintains a physical environment conducive to learning. ( ) ( )

12 The teacher exhibits enthusiasm for teaching and learning. ( ) ( )
13 The teacher facilitates comfortable feelings, a sense of pleasure and success in learning.

14 The teacher builds harmonious relations among students and between students and teacher.

15 The teacher communicates with students by demonstrating personal and professional behaviors that are conducive to effective classroom instruction.

C. Evaluating Instruction

16 The teacher evaluates pupil progress and effectiveness of teaching methods, techniques, and materials.

D. Knowledge and Skill in subject Area(s)

17 The teacher demonstrates an in-depth knowledge of subject matter taught and the ability to relate this knowledge to a variety of other disciplines and experiences.

18 The teacher demonstrates the skills relative to the subject taught.

E. Professional Traits and Characteristics

19 The teacher communicates effectively with parents, administrators, and other teachers.

20 The teacher demonstrates acceptable professional traits and ethics.

*S - Satisfactory, I - Improvement Needed.
Strengths

Weaknesses

Plans For Continued Improvement

I RECOMMEND that this employee be offered a contract for the ensuing school year.

I DO NOT RECOMMEND that this employee be offered a contract for the ensuing school year.

Signature of Evaluator _________________________

Position _________________________ Date ____________

Teacher Comments
SELECTED BIBLIOGRAPHY

Amidon, J. and Flanders, N. The Role of the Teacher in the Classroom. Minneapolis: The Association for Productive Teaching, 1967.


