

CLASSROOM MANAGEMENT

The development and evaluation of a ~~resource~~ PROGRAMME ON EFFECTIVE

CLASSROOM MANAGEMENT **suitable for use in teacher education**

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ABSTRACT

The theme of this research project is classroom management. The purview adopted throughout the work is broader than that implied in more old-fashioned terms like "discipline" or "control." The focus within the work is on the range of teacher behaviours aimed at eliciting and maintaining pupil learning and coöperation. The project is teacher focused and the model of management is preventive. The concern is not so much with what teachers do to curtail disruption when it manifests itself, but rather with what teachers do to create classroom conditions that are conducive to high levels of pupil on-task behaviours and minimal levels, or indeed total absence of pupil disruption.

The project is situated in Ireland, and was prompted by the researcher's perception of the development of a malaise among the teaching force there. The theme of classroom management seemed to be an appropriate research topic, as it touched on many of the areas referred to by teachers as typically neglected in teacher education. The project aimed to develop a practical resource and this too seemed a fitting way to respond to the needs articulated by the teachers of Ireland.

The modern data base on classroom management was examined, and certain key research findings were translated into a range of teacher behaviours associated with effective classroom management. The research base owes its origins to the seminal work of Kounin (1970) and to subsequent research in this field, carried out at the Research and Development Centre for Teacher Education at the University of Texas, at Austin. The approach adopted to classroom management in the work is cognitive-behavioural in orientation. This perspective to a topic of considerable importance in the research literature, combines the current trend in teacher education with its emphasis on the reflective practitioner and the more traditional emphasis on the craft knowledge of a skilled professional.

An examination of the research base culminated in a programme called "Effective Classroom Management." Resources in the form of a training video and manual were developed and incorporated into the overall programme. The programme was evaluated on two separate occasions when piloted during an Inservice Course in Ireland. A disciplined eclectic research design was used to evaluate the programme. The design is in line with recent trends in the evaluation of programmes and it owes its origins to both the classical positivistic paradigm and to the recently popular naturalistic paradigm.

Evaluation results show that positive outcomes of both a cognitive and behavioural nature followed programme participation. While some limitations inhere in the work, there is evidence to suggest that classroom management is a research theme that has practical applications. It is a topical and relevant theme, and is very powerful and influential in many aspects of teaching. As such it warrants systematic treatment in teacher education programmes.

DEDICATION

This research project is dedicated to my late parents, who as competent and influential teachers, aroused in me a curiosity about the art and craft of teaching.

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CHAPTER ONE

Situating The Project

1.1 INTRODUCTION

The central theme of this research project is classroom management. Within this introductory chapter, the background to the work will be sketched, a rationale for using the term classroom management will be presented, the model of management adopted will be introduced, the general purpose of the project will be outlined, and the chapter will finish with an overview of the document.

1.2 THE BACKGROUND TO THE PROJECT

The project is set in Ireland. It was undertaken in response to a tangible sense of malaise that was creeping into Irish education. The sources of the malaise were twofold, viz.,

- (i) swinging economic cut-backs that appeared to be dismantling an education system that was already spartan in the provision of resources for teachers,
- (ii) a range of social ills in Irish society, that were hitherto unfamiliar to previous generations of teachers.

Against this background, teachers began to register their concerns. These centred on the increasing complexity of their rôle, and on the inadequacy of provision to help them in its discharge. These rumblings on the ground were manifested by an increase in the number of pupil referrals to outside agencies for professional help. Teachers felt under siege, and they articulated their anxieties loudly and clearly.

As a teacher educator, the researcher was close to these pervasive concerns. Prompted by the expressions of unease, the project was undertaken in an effort

to produce something tangible and practical for Irish teachers. The theme of classroom management suggested itself as an appropriate research topic, because of its broad base. There is a sense in which it embraces all that is involved in being a teacher. Traditionally, classroom management issues had been dealt with in a diffuse manner in teacher education programmes. In many instances the theme received scant attention. The research project was motivated by a wish to make good this position. It represents an attempt to produce a systematic, comprehensive approach to an important topic.

1.3 THE TERM "CLASSROOM MANAGEMENT"

The concept of classroom management is broader in scope than that implied in more old fashioned terms like discipline" or "control". It includes all the things a teacher must do to foster pupil involvement and coöperation in classroom activities and to establish a learning environment. The concept spans a very broad range of activities, encompassing such things as arranging the physical setting, establishing and maintaining classroom procedures, monitoring pupil behaviours, dealing with deviant behaviour, keeping pupils accountable for work, and conducting lessons that keep pupils on task (Emmer, 1987; Sanford, Emmer & Clements, 1983). The characteristics of a well managed class that are supported by research include:

1. high levels of learner engagement;
2. clear expectations of behaviour for all classroom inhabitants, i.e. teacher and pupils;
3. minimal levels of disruption, time-wasting or confusion;
4. a work-oriented but pleasant and relaxed climate.

In short, a well-managed classroom is a task oriented, predictable environment where students know what is expected of them and how to succeed. Research shows that in a class such as this, a majority of pupils will attain well (Brophy, 1979; Brophy & Good, 1986; Good, 1982; 1983; Medley, 1987). Research

findings also converge on the conclusion that teachers who approach classroom management as a process of establishing and maintaining effective learning environments tend to be more successful than teachers who place more emphasis on their rôle as authority figures or disciplinarians (Brophy, 1988).

Thus the purview adopted throughout this work goes beyond the notion of an authoritarian handing down of rules. It conceptualises the classroom as a workplace inhabited by a teacher and a large number of pupils, some of whom are ready, willing and capable of learning, others of whom are not. These inhabitants jointly evolve a classroom ethos that is conducive to, or obstructive of, the teaching/learning enterprise. Classroom management offers the potential to create and to maintain an environment that is not only productive, but safe and caring. It goes beyond reprimanding and disciplining with their focus on instilling respect for authority and eliciting obedience, to the broader range of teacher behaviours that support instruction.

Before moving off the justification for using the term "classroom management", some linkages with the world of industry make interesting comparisons. "Management" was not a word that was in common currency in education until recently. Consequently, there is a less clear concept of what it means or implies than is the case in industry. Indeed, it can have pejorative connotations, posing a threat to autonomy and values and conjuring up ideas of authoritarian, power seekers who lack compassion. But this is a false view of management. It does not and should not imply the naked exercise of power, nor the subservience of anyone managed. In well-managed organisations, the ends do not justify the means. The ends must have quality - they must feel good, and the means must allow people to take pride in their work.

An industrialist would expect a manager to:

- know what he wants to happen and cause it to happen;
- exercise responsible stewardship over resources and turn them to purposeful account;

- promote effectiveness in work done, and search for continual improvement;
- be accountable for the performance of the unit he is managing, of which he is a part;
- set a climate or tone conducive to enabling people to give of their best (Bush, 1986; Desforges, 1988; Everard, 1986).

The range of activities just cited have direct applicability to the world of the classroom. For "unit manager," substitute "classroom teacher" and the analogy with industry holds. This project is not simply about issues of reprimanding or rule enforcement. It is about the acquisition of the requisite expertise, that enables teachers to perform an effective management rôle, comparable to the one outlined above.

1.4 THE APPROACH OF CHOICE TO CLASSROOM MANAGEMENT

The review of the literature will examine a variety of approaches to classroom management. The approach of choice for purposes of this project can be described as cognitive-behavioural in orientation. This approach has been chosen for the following reasons. Firstly, it is compatible with the current focus in teacher education of producing teachers who are reflective practitioners (Calderhead, 1987; Gore, 1987; Greene, 1986a; Harris, 1986; siston & Zeichner, 1987; Pollard, 1987; Roth, 1989; Schon, 1983, 1987; Shulman, 1987; Smyth, 1989; Tom, 1985; Zeichner, 1983). The cognitive-behavioural model portrays teaching as both an intellectual and practical activity. Secondly, the model recognises the importance of training teachers in the craft knowledge of skilled professionals. Knowledge alone is not sufficient to guarantee success in negotiating the many and varied demands of a busy classroom. Teachers must know how to translate this knowledge into practical behaviours.

Thirdly, the approach is representative of the modern era of research on classroom mangement. This era owes its origins to the seminal work of Kounin (1970) at Wayne State University, and to later work carried out at the Research and Development Centre of the University of Texas, at Austin, by researchers like Clements, Doyle (now at Arizona), Emmer, Evertson, Sanford

et al. This later work in the 1980s, took the Kounin work, which had lain dormant, and elaborated it and integrated it into a corpus of knowledge that is influential to-day in the literature on classroom management. The research findings, pioneered by the Texas group, have made heavy claims on slim data. One of the underlying motives for adopting this cognitive-behavioural approach to classroom management was, of course, a fascination with the work, but also a curiosity to examine how well the findings would travel.

Description of the Model

The model is two-pronged. It situates itself in an information-processing framework and extrapolates from this cognitive domain the routines and behaviours that the teacher uses to solve problems posed by the special demands of the classroom environment. From an information-processing perspective, classroom knowledge is the product of basic cognitive mechanisms by means of which experience is transformed into semantic representation. Through such concept formation processes as chunking and differentiating, discrete elements of the classroom environment are grouped into units, and units are categorised and labelled. Grouping and classifying encompass not only people but also events and objects within, and impinging upon, the classroom. At the same time, these units of environmental experience are ordered by means of a network or schema that reflects the activity structure of the classroom.

A schema is an ordered representation of objects, episodes, actions or situations which contains slots or variables into which specific instances of experience in a particular context can be fitted. A schema provides a framework for structuring and interpreting experience and for making inferences to complete the picture of association and causality among events or episodes. From this perspective, teachers' knowledge of classrooms consists of schemata or scripts that permit them to interpret instances of behaviour and predict the likely configuration of events in a particular classroom.

These intellectually rooted abilities, or, cognitive representations of action-situation relationships are central to the cognitive behavioural model. The schemata are built gradually through direct instruction, practical experience, and systematic reflection on experience (Doyle, 1985).

The other element or prong in the cognitive-behavioural approach to classroom management focuses on the behavioural. This aspect owes its origins to the behaviourist school of thought and caters for the overt range of behaviours engaged in by the teacher to implement an effective classroom management system. It translates the interpretation, decisions and promptings of the information-processing into a set of routines and automatic behaviours that are consistent with the teachers' schemata.

Teachers who are competent in a cognitive behavioural approach to management not only have knowledge of why, but also of how and when to act. If successfully operated, the model is preventive in orientation, i.e. it precludes the manifestation of disruption by engaging the pupils' interest and coöperation in socially acceptable behaviours. These socially acceptable behaviours constitute the main vector of action (Doyle, 1986) within the classroom. The teacher's task is to provide a vector of action that is sufficiently attractive and powerful to harness and to hold the pupils' attention. Where this does not occur, pupils are pulled into competing vectors, and classroom order is jeopardised. From this perspective, a task approach to classroom management is appropriate. Teachers perceive their day's teaching in terms of a series of tasks to be accomplished. These may be referred to as "lessons" or "activities," but they have common characteristics. Doyle (1987) describes an academic task in terms of the following components:

1. a goal state or end product to be achieved;
2. a problem space or set of conditions and resources available to accomplish the task;

3. the operations involved in assembling and using resources to reach the goal state or generate the product;
4. the importance of the task in the overall work system of the class.

The cognitive behavioural approach to management adopted in this work lends itself to incorporation within this task framework. It is the tasks that drive the day and protect the system of order which their accomplishment requires. This bidirectionality and interdependence of task and order are recurring themes within this work. It seemed logical to introduce them at an early stage.

1.5 THE GENERAL PURPOSE OF THE PROJECT

This research project has as a general purpose the provision of a resource on classroom management suitable for use in teacher education. In this context, the word resource is loosely interpreted. It refers to a systematic packaging of the key research findings on classroom management. The effort is aimed at the integration of a wide data base into modular form flexible enough to suit the characteristics of the teacher education enterprise for which the module is required, e.g. preservice, inservice, short term courses, long term courses etc.

Within this overarching purpose, the project has the following aims:

- to gain insight into the concerns of Irish teachers;
- to select certain findings from the modern data base on classroom management and to translate these into precepts for teacher behaviours;
- to incorporate these operationalised research findings into a programme on Effective Classroom Management;
- to evaluate the programme in an Irish context;
- to use an eclectic research design in the evaluation of the programme;
- to develop links between theory and practice and practice and theory.
- to stimulate interest in the development of a case literature for use in teacher education.

Many of these aims are nested within each other. Taken as a whole they provided the impetus for this work, and determined its conception and the course of its subsequent development.

This introductory chapter finishes with an overview of the presentation of the project within this document.

1.6 THE ORGANISATION OF THE DOCUMENT

In all there are eight chapters that contribute to the total account of the work. Chapter One has aimed to introduce the topic, to trace its background, to justify the approach taken and to describe the aspirations of the work. Chapter Two examines two bodies of literature, viz., (i) that pertaining to classroom management, and (ii) that pertaining to the sharing of classroom management findings with teachers. Chapter Three focuses on the Irish context in which the project is set. It (a) touches on current issues in Irish education and (b) reports on a survey carried out with a sample of Irish teachers on matters relevant to the research theme. Chapter Four describes the development of a training video and accompanying manual, on effective classroom management, based on the available data base. Chapter Five raises theoretical issues related to evaluation and situates these amid the current literature in the area. Chapter Six describes two pilot runs with the programme "Effective Classroom Management" that developed from close involvement with the research literature. Chapter Seven presents the results that followed the evaluation of the pilot runs. Chapter Eight reflects on the programme as a whole, and teases out the implications of the work.

CHAPTER 2

Review of the Literature

2.1 OVERVIEW

This research project has been influenced by three main bodies of literature, viz.,

- (i) the literature on classroom management;
- (ii) the literature on staff development;
- (iii) the literature on the theoretical issues that pertain to evaluation.

The programme and its evaluation reflect these data bases. The literature on classroom management is extensive, continues to grow and is characterised by its repetitiveness. The literature on staff development is likewise extensive, continuing to grow and also extremely repetitive. The result is that despite lengthy, close involvement with these bodies of literature, the yield is finite. Study after study produces findings that are similar to previous studies in the area. But despite this limitation, the positive outcome in terms of this project, with its practical orientation, is that the findings are amenable to translation into practice.

The literature on evaluation paradigms is characterised by an often acrimonious debate, and it is exciting and intriguing. This aspect of the literature review is presented here but chapter five is devoted to a consideration of theoretical issues related to the project evaluation.

2.2 CLASSROOM MANAGEMENT LITERATURE

Introduction

The study of classroom management has always lurked in the shadows of research on teaching, despite a widespread concern for management among teachers and the public (Coates and Thoresen, 1976; Elton, 1989; Fuller, 1969; Gallup, 1983; Kyriacou, 1987; Veenman, 1984; Wragg, 1981). Research conducted in the past twenty years has moved the topic from relative obscurity to a prominent place in the research literature on teaching (Brophy, 1988; Doyle, 1986). In his review "Classroom Organisation and Management" in the Handbook of Research on Teaching, Doyle (1986) attributes this to three factors:

1. the increased public concern about discipline that warranted attention from researchers;
2. the linkages between classroom management and pupil attainment that were emerging in the teaching effectiveness literature;
3. the impetus for qualitative work on classrooms following the pioneering work of Jackson (1968) and Smith and Geoffrey (1968).

There are recurring themes that permeate the corpus of literature on classroom management. These are:

1. the influence of the work of Kounin (1970);
2. the focus on the Beginning of the School Year;
3. the emphasis on planning and the rôle of rules and procedures.

This literature review is built around these recurring themes. The themes are used as an organising framework to examine a literature that is vast and unwieldy.

2.3 THE KOUNIN WORK

Research literature on classroom management invariably refers to the seminal work of Kounin (1970) at Wayne State University. The widely influential study of eighty first and second grade classes (each containing at least one emotionally disturbed child) involved the use of a videotape recording. Two types of classrooms were video recorded. One type reflected smoothly functioning activities with little or no disruption and high levels of pupil engagement with allocated tasks. In contrast, teachers in the comparison classrooms were fighting to maintain order. Activities suffered from poor attention and frequent disruption, transitions were lengthy and often chaotic, and much time was spent dealing with misconduct.

Kounin began by analysing the teachers' methods of dealing with misconduct and disruption. This focus of attention reflected the interest in discipline or control that was popular at the time. Considering the great differences in management success displayed by the two groups of teachers, the Kounin team expected major differences in methods of dealing with misconduct. To their surprise, they found no systematic differences at all. Good classroom managers were not notably different from poor ones when responding to student misconduct. What makes this Kounin work pivotal in the classroom management research literature is not the result on teacher approaches to dealing with disruption which prompted the investigation, but the subsequent analyses of the video recordings which contributed valuable information on the distinguishing characteristics of effective and ineffective classroom managers. The Kounin team was surprised by the findings on their specific research question of the day. This prompted them to look further, and the fall out from the subsequent analyses of the tapes has been the cornerstone of effective management recommendations ever since. Writing in 1988, Brophy attributes the turning point, or coming of age of classroom management research, to "the landmark research of Kounin" (p.5).

It is his view that, apart from making a worthwhile contribution to the knowledge base on effective management, Kounin also established a paradigm for collecting fine grained data in the naturalistic setting of the classroom that has been "remarkably effective" (p.5).

It appears that while pursuing a specific research question, Kounin and his collaborators stumbled on a rich and powerful data source. It also appears that however dramatic this research discovery may have been, it lay dormant for some years until interest in it was renewed by the team of workers at Texas, e.g. Everson, Emmer, Doyle et al. Their efforts replicated, expanded and elaborated the Kounin work and the knowledge base, which he had accidentally unearthed, became both more integrated and differentiated. To-day the evolved work represents an internally consistent and mutually supportive set of concepts and strategies that can be taught and learned as a single integrated system. (Brophy, 1988).

2.4 THE KOUNIN/TEXAS CONTRIBUTION

Kounin (1970) identified a set of teacher behaviours that research showed correlated positively with effective management. These behaviours are now presented:

Withitness

This teacher characteristic is used to describe the degree to which a teacher is aware of what is happening in all parts of the classroom, at all times, and the degree to which this awareness is communicated to the class. Its most obvious manifestation is when a teacher accurately and promptly intervenes to stop misbehaviour. It is a very powerful variable and taken in conjunction with overlap, it strengthens the teacher's capacity to maintain a smooth-functioning, task-engaged class of pupils. This withitness is akin to the "vigilance" dimension commended by Wragg (1981), as central to maintaining an orderly

environment.

Overlap

This Kounin concept refers to the teacher's ability to attend to more than one event or issue at a time. Simultaneous events are handled smoothly while the "overlapping" teacher is neither totally diverted by deviancy nor interruption, nor "glued" to any one activity. Routine housekeeping tasks are handled and individual student needs are met without disrupting the ongoing activities of the class as a whole.

Signal Continuity and Momentum

This twofold Kounin concept refers to:

- (a) the focus on academic work communicated to the students by the teacher and
- (b) aspects of the teacher's pace and movement through different activities.

Lessons are conducted smoothly and at a brisk pace while students are provided with a continuous signal on which to focus attention.

Challenge and Variety in Seatwork

This other twofold Kounin concept refers to:

- (a) the level of difficulty of the task and
- (b) variety, to stimulate student interest.

The concept recognises that students spend a lot of their classroom time working independently rather than under the direct supervision of the teacher. In order to have students meaningfully engaged, their activities should offer challenge

(easy enough to allow successful completion but difficult or different enough from previous work to provide a degree of challenge to each student) and dispel a sense of what Kounin called "satiation," i.e. absence of progress.

Added to the above Kounin behaviours, there is another feature of teachers' management style, identified by him, that enhances performance - that is, group alerting and accountability. This involves keeping the class on its toes and involving students in a way that suggests they may be called on at any moment to respond. Table 2.1 identifies the major Kounin behaviours that have come to be associated with effective classroom management.

TABLE 2.1

TEACHER BEHAVIOURS

ASSOCIATED WITH

EFFECTIVE CLASSROOM MANAGEMENT

WITHITNESS

OVERLAP

SIGNAL CONTINUITY AND MOMENTUM

CHALLENGE AND VARIETY IN SEATWORK

Based on Kounin et al (1970)

Subsequent research has supported most of Kounin's observations (Brophy, 1982a). In a correlational study at the second and third grade level (Brophy & Evertson, 1976), and in an experimental study of instruction in first grade reading groups (Anderson, Evertson & Brophy, 1979), indicators of withitness, overlappingness, and smoothness of lesson pacing and transitions were associated both with better group management and with better student learning. Irving and Martin (1982) reported a failure to replicate Kounin's findings for withitness and raised questions about the definition and measurement of the variable. Other investigators, however, have found that withitness is positively associated with student achievement (Brophy & Evertson, 1976), that situational awareness and overlap capabilities predict the acquisition of classroom management skills (Copeland, 1983), and that eye contact and group scanning increase work involvement and order, especially at the beginning of the year (Brooks, 1985; Emmer et al, 1980; Evertson & Emmer, 1982).

In addition to staying aware of classroom events and their momentum, teachers must also communicate this awareness to students. Kounin (1970) emphasized that teachers demonstrated awareness through the timeliness and accuracy of reprimands. Catching the real culprit early impresses on the students that the teacher is aware of what is going on in the room. Moreover, Kounin's (1970) work suggests that communicating awareness prevents the initiation and spread of off-task and disruptive behaviour and this reduces the need for reprimands. Emmer and his colleagues (Emmer et al, 1980; Evertson & Emmer, 1982) found that successful managers were concrete, explicit and thorough in their description of rules and procedures, and they commented frequently and accurately on the appropriateness of students' behaviour. Finally, Doyle's (1984) analysis of junior high school English classes indicated that teachers communicated situational awareness by commenting frequently on events as they were occurring in the class. They used a multiplicity of contextualization cues to establish and maintain classroom events. The image here is clearly one of teacher as "ringmaster" (Smith & Geoffrey, 1968).

There are some studies which cast doubt on the value of group alerting and accountability techniques, especially the notion of being random and unpredictable in calling on students to recite (Brophy & Evertson, 1976; Anderson, Evertson & Brophy, 1979). Good & Grouws (1977), in a study of fourth grade mathematics instruction, found that group alerting was positively related to student learning but accountability was related curvilinearly. These various findings are all compatible with the interpretation that group alerting and accountability devices are appropriate for occasional use within classroom management contexts established by the apparently more fundamental and important variables of withitness, overlapping, signal continuity and momentum in lessons, and variety and appropriate level of challenge in seatwork activities. Group alerting and accountability devices do stimulate student attention in the short run, but if they have to be used too often, it is likely that the teacher is failing to implement some of the more fundamental classroom management strategies sufficiently.

The Texas Contribution

Greatly influenced by the Kounin (1970) work, the Texas researchers developed and refined it. Their contribution led to a clarification of the goals of management and to a focus on the Beginning of the School Year as an important milestone in the life of a class. The work of Ball (1980) in this country on the establishment process at the beginning of the year also emphasises the importance of this critical time.

Evertson & Emmer (1982a) identified the following three goals for management:

1. to establish a climate for learning;
2. to socialise children into the routine of classroom and school life;
3. to organise the instruction and activities of a large group of children.

In similar vein, Doyle (1987) describes the task of teaching as twofold

- (a) to solve the problem of order in classrooms;
- (b) to represent and enact the curriculum.

This perspective on management and teaching suggests that management and teaching co-occur. It is a false dichotomy to separate them. Effective management of itself does not guarantee successful teaching, but in its absence successful teaching is unlikely to occur. In this regard Dunkin and Biddle (1974) comment:

".....it seems to us that adequate management of the classroom environment also forms a necessary condition for cognitive learnings: and if the teacher cannot solve problems in this sphere, we can give the rest of teaching away." (p.135).

Emmer (1987) summarises the findings of a number of studies and concludes that:

1. good management has three distinguishable phases:
 - (a) planning before the school year begins;
 - (b) implementation;
 - (c) maintenance.
2. The components of good management include:
 - (a) the identification of clear expectations for student behaviour in a wide array of classroom activities;
 - (b) establishment of procedures and rules;
 - (c) consequences;
 - (d) monitoring;
 - (e) prompt handling of inappropriate behaviour;
 - (f) student accountability for assignments;
 - (g) maintaining lesson or activity flow.

Doyle and Carter (1987) suggest that successful managers are able to:

1. Construct lessons that fit the externally-paced schedule of the school day.
2. Use activities that have a clear programme of action for participants.
3. Explicitly mark the boundaries of activities and the transitions between activities.
4. Demonstrate situational awareness by attending to details and commenting on events taking place in the room.
5. Protect activities until they are established by actively ushering them along, focusing public attention on work, and ignoring misbehaviour that disrupts the rhythm and flow of classroom events.
6. Push students through the curriculum even when misbehaviour is prevalent in the class.

These researchers also speculate that successful classroom managers tend to think about classrooms in terms of activities and movement, whereas, less successful managers tend to concentrate on individual student contacts. The thrust of their work makes a strong case for the importance of the knowledge structures and comprehension processes a teacher uses to interpret classroom scenes, rather than a set of skills per se in determining how the problem of order is solved in a classroom. Because order is a property of a social system, the language of management must be addressed to group dimensions of the classroom environment and to the contexts within which order is defined and achieved. Management is a complex enterprise because order is jointly accomplished by teachers and students and because a large number of immediate circumstances affect the nature of orderliness, the need for intervention, and the consequences of particular teacher and student actions.

2.5 THE BEGINNING OF THE SCHOOL YEAR

There is a neat but burgeoning literature available on classroom practices, that pertain to the beginning of the school year (Anderson, Evertson & Emmer,

1980; Ball, 1980; Biles, Billups & Veitch, 1983; Brooks, 1985; Doyle, 1980; Emmer, 1987; Evertson & Emmer 1982, Wragg & Wood 1984.) This research emphasises the importance of first encounters with classes and its impact in determining the pattern and quality of management that ensues. Doyle (1979b) suggests that there is a rhythm to the beginning of the school year. Students may begin by being passive, even hesitant, in their initial meetings with their teachers. However, before long, some students begin to test the rules and the teacher's management skills. If the teacher is successful in handling the testing at the beginning of the year, then incidents of misbehaviour decrease until they reach a stable level. Testing is typically initiated by only a few students, but given the public character of classrooms, the outcomes of these tests are visible to all students and evaluated by them. In Ball's (1980) terms, the process of establishment has been successful.

The Texas research has culminated in two manuals - one for use by teachers at primary level and one for use at secondary level (Evertson, Emmer, Clements, Sanford & Worsham, 1984; Emmer, Evertson, Sanford, Clements, & Worsham 1984). These manuals provide detailed accounts for teachers who wish to establish and maintain an effective classroom management system. The manuals each include a chapter on the Beginning of the School Year. Guidelines are provided to ensure that this milestone is successfully negotiated. These guidelines are as follows:

1. Resolve Student Uncertainties.
2. Help students Be Successful by planning uncomplicated lessons.
3. Keep a whole class focus.
4. Be available, visible and in charge.

The Doyle (1986a) review of classroom organisation and management examines the beginning of the year studies. The results converge on the following. Effective managers integrated their rules and procedures into a workable system

and deliberately taught this system to the students. Rules and procedures were concrete, explicit, and functional, that is, they contributed to order and work accomplishment. In addition, items were clearly explained to students, signals were used to indicate when actions were to be carried out or stopped, and time was spent rehearsing procedures. Effective managers avoided information overload by focusing initially on immediate concerns and then introducing more procedures as they were needed. At the same time, they appear to have anticipated possible interruptions or problems and had procedures readily available to handle these situations. The more effective managers also continued to remind students of the rules and procedures for the first weeks of school. The studies reviewed (Emmer, 1981; Evertson & Emmer, 1982; Sanford & Evertson, 1981) contrast the behaviours of effective managers with those of less effective managers. The latter group were characterised by their unpreparedness for the beginning of the school year and by the absence of the strategies referred to as typical of the effective managers.

2.6 PLANNING RULES AND PROCEDURES

The classroom management literature stresses the importance of planning. The development of an effective management system involves designing the system before the year begins, implementing it at the beginning of the school year, and monitoring it throughout the remainder of the year (Evertson & Emmer, 1982).

Emmer (1984) suggests that the key concepts and principles involved in successfully accomplishing this tripartite task are:

1. identification of desirable student behaviour;
2. clear communication of expectations to the students;
3. monitoring;
4. prompt handling of non-trivial inappropriate behaviour;
5. designing activities that promote student learning.

Within this framework the teacher plans, and these plans become the "scripts" the teacher uses for carrying out interactive teaching. These scripts exert a strong influence and research has shown that planning decisions influence context, subject-matter, social climate and the instructional process (Shavelson, 1987). The planning phase of classroom management has three major steps:

- A. determining expected behaviours;
- B. translating expectations into procedures and rules;
- C. identifying consequences.

STEP A - Determining Expected Student Behaviours

With regard to step A, this critical management task is far more complex than simply stating several rules about conduct. It is true that rules can be useful, but establishing clear expectations requires more time and effort because desirable behaviours frequently vary according to the classroom activity. These must be clearly represented in the teacher's cognitive map of classroom life, if they are to accurately mirror real life situations. This underscores the relevance of the cognitive-behavioural model adopted in this research project. Management practices are deeply embedded in the knowledge structures and comprehension processes a teacher uses to interpret classroom scenes. It is how a teacher understands action - situation relationships in classrooms rather than what skills he or she possesses that determines how the problem of order will be solved in the classroom (Doyle and Carter, 1987). Once the behaviour needed in a particular setting has been identified, the teacher can then decide whether a procedure or routine should be established to help bring about the behaviour. Eventually, the routine or procedure will be used to guide a class of pupils, in a confined space through a series of disparate activities. One of the major characteristics of effective classroom managers is their ability to communicate a clear set of expectations about appropriate behaviour to their students. This task is fundamental and should receive due attention in teacher education programmes.

STEP B – Translating Expectations into Procedures and Rules

The process of identifying expectations is accompanied by the formulation of classroom procedures and routines to promote behaviour in accordance with the expectations. Sometimes the process may be very direct, while other procedures may be more complex. The point of these rules and procedures (dealt with in some detail in Chapter 4) is to allow large numbers of students to coexist, move about, and do what is needed in order to preserve time and energy for accomplishing schools' primary goals. Failure to develop a workable set of procedures and routines will result in poor conditions for constructive use of time, and may cause students' attention and interest to wane.

The formulation of classroom procedures should parallel the functional analysis of classroom behaviour referred to in Step A. Important areas for consideration include:

whole class, small group, and individual seatwork, transitions, opening and closing routines, room and materials use, and accountability systems.

Rules function as general guidelines for behaviour rather than directions for accomplishing specific classroom tasks. They should, of course, be consistent with the procedures the teacher plans to use. A clearly articulated set of rules and procedures is introduced by effective classroom managers early in the year, and is painstakingly implemented, so that the students become "grooved" in acceptable patterns of behaviour. The research literature suggests that during this implementation phase the teacher is "front and centre" in classroom activities, avoiding loss of contact with individual students or groups (Evertson, Emmer, Sanford & Clements, 1983). Life in classrooms begins with the creation of a work system and the setting of rules and procedures to hold the system in place.

Monitoring student behaviour is also important in this phase, along with prompt, clear feedback to students. Once in place, the management system

takes hold and may require only periodic injections to sustain it throughout the year. Kounin & Gump (1977) claim that settings have "holding power." Holding power consists of a setting's capacity to sustain participation. This implies that the length of time a pupil will be actively involved is more likely attributable to an activity's holding power than to pupil attention span. The rules and procedures protect the activity, and for this reason alone, they warrant consideration in teachers' planning towards effective management.

Doyle (1986) points out that rule-setting forms part of classroom life each year even though pupils in the upper grades may already be well versed in the going-to-school rules. He makes the point that the quality of the rule setting not only determines the degree of order that prevails in a class, but brings with it significant messages about the importance of order and an indication of the level of vigilance and accountability that will prevail in the class. By setting rules, a teacher communicates to pupils an awareness of what can happen in a classroom and demonstrates a degree of commitment to work (Ball, 1980; Brooks, 1985). In this way, a class of students is introduced to valuable information early in the year. This communication by the teacher, taken in conjunction with the reputation the teacher has within the particular school system, serves to indicate the teacher's approach and expectations for behaviour. The more explicit the rules and the more clearly they are communicated, the more likely the teacher will care about maintaining order and not tolerate inappropriate and disruptive behaviour. Stating the rules in itself is not sufficient. A teacher must also demonstrate a willingness and an ability to act when rules are broken. For this reason, reprimands and consequences play a central rôle in the rule-setting process. Pollock, Thorpe and Freshwater (1977) in a large scale survey of pupil opinion found that about two thirds of the pupils (N = 1049) thought their school rules were acceptable, 10% found the rules too lenient, 32% too strict.

STEP C – Identifying Consequences

This step suggests that not only do effective classroom managers identify and

operationalise norms for acceptable classroom behaviour but they go one step further and identify the consequences of student compliance with, or violation of, the rules and procedures (Emmer 1987, Evertson & Emmer, 1982). Ideally, the natural consequences of appropriate behaviour should be reinforcing of themselves and in need of no external rewards, (Dreikurs et al, 1982). However, it is refreshing to think of a management system that is so thorough as to dwell on the consequences of behaviour. Traditionally the linkages are blurred and fuzzy, despite frequent references to the important influence of reinforcers. By planning consequences ahead of time, teachers increase the likelihood that they will be reasonable, and they avoid the inconsistencies that occur when confronted by events for which they have no immediate response. Incentive systems need not be elaborate but they are important, especially for young children, in acquiring appropriate "going-to-school" behaviours.

Careful attention must also be paid to what will happen when students behave inappropriately. The teacher's response can range from imposing a penalty to ignoring an unobtrusive and innocuous violation. Handling inappropriate behaviour well, and minimising its recurrence, depends on careful consideration of what responses are available to the teacher and what is reasonable in the context in which the inappropriate behaviour occurs. A logical connection between the inappropriate behaviour and its consequence helps students learn to avoid the inappropriate behaviour. Emmer et al (1984) recommend that penalties should be used sparingly and serve mainly as deterrents. It is preferable to rely on rewards and personal encouragement to maintain good behaviour. This recommendation is in line with a preventive approach to classroom management.

The dictum "Be consistent" is common advice to the new teacher. Unfortunately, its meaning is not usually clear to the novice. What appears to be important is that the teacher has a clear idea of what behavioural expectations and consequences are appropriate. This implies that the planning stages described earlier are crucial. The orientation here is towards preventive

classroom management and not ad hoc management. Next, the students must have clearly understood what penalties are to be used and under what conditions. Then, the teacher must follow through when necessary. This is what being consistent is all about. Teacher education needs to develop this approach with beginning teachers.

2.7 RESERVATIONS

While acknowledging that the Kounin work in conjunction with the Texas extensions to it have made an impressive contribution to the classroom management area, some reservations must be aired. In many instances the research samples were small and in a number of instances reports constitute little more than in-depth Case Studies. Most of the work occurred in very specific settings, so problems of generalisability come immediately to mind. The research message coming from this body of research is clear. Plan, design, communicate, implement and monitor, and smooth functioning classrooms will follow. It is difficult to know whether this is naïve or arrogant as a message. It is true that in certain circumstances the Kounin/Texas work will be successful, and may be described as preventive. But this is not true for all settings. It is not anything as powerful as the proponents seem to suggest. Reservations must also be expressed concerning the Kounin language. His research is hailed as the beginning of a new era on classroom management that got away from fuzzy concepts! Terms like "withitness," "overlap" and "signal continuity" are not exactly terms of great clarity. They require a lot of elucidation to become meaningful. But despite the questionable validity of the work under review, it has something to offer. What is important is that what it offers be kept in perspective.

2.8 CLASSROOM CONTEXTS

Introduction

An important feature of the classroom management literature is the emphasis it puts on contexts. This emphasis on contexts represented a new focus for the researcher and prompted an examination of the relevant literature in the area. This is now examined and its inclusion is justified by the recurring theme in the management literature about the complexities of the classroom as a workplace. A focus on contexts leads to research in a wide variety of disciplines, viz, ethnography, sociology, linguistics, psychology and curriculum. All fields contribute to an understanding of the dynamic work environment – the classroom.

Ecological psychology gives us a clear sense of the classroom as a tangible context that people inhabit. Research in this field owes its origins to the parent disciplines and intellectual traditions of anthropology, sociology and linguistics. This family of research lacks the orientation of the more traditional process-product paradigm which emphasised the rôle of achievement outcomes, the relative decontextualization of analyses and the objectification of data in the search for positive laws (Shulman, 1986a). For researchers concerned with translating principles for policy or maxims for practice, based on the aggregation and accumulation of usable knowledge, the yield of research in the ecological framework may be questionable (Shulman, 1986a). But the modern era of research on classroom management, dating from Kounin's work (1970s) and the broader field of teacher effectiveness research, attest to the importance of the ecological approach to classroom research.

The classroom is now acknowledged and recognised as a behaviour setting (Gump, 1967, 1969, 1982), or

"an ecobehavioural unit composed of segments that surround and regulate behaviour."
(Doyle, p.397, 1986a).

Gump, (1982) describes the classroom as being made up of subsections or segments. The segments have the following characteristics:

- (i) an action structure;
- (ii) a physical milieu;
- (iii) a fit between the action structure and the milieu;
- (iv) a set of spatial and temporal boundaries.

These mini-environments or segments function as contexts for more particular aspects of teacher and learner action. A segment framework provides a structured vision of a classroom in operation. Events in the classroom occur in one segment or another, or in transitions between them. The students and the teacher are physically located in one or other of the segments. The action structure dimension of the segment is of great importance as it drives the classroom day. Once segments have been identified they are commonly labelled and various dimensions, such as time, focal concern, type of pacing, number of participants and level of involvement are coded for analysis (Grannis,1978; Gump,1967; Stodolsky et al, (1981). Doyle (1986) suggests that there are at least four structural levels in classrooms:

1. The class session, or the unit of time defined by the signal for students to assemble into the room and the signal for them to leave for recess, lunch, or home.
2. The lesson, or the set of activities bounded together by a common focal content.
3. The activity, or the distinctive pattern for organising students for working for a unit of time within a lesson.
4. The routine, or the supplementary programme of action for handling housekeeping matters in a classroom.

The levels are embedded in content and event structures for a week, a term, and a year (Yinger, 1980).

In terms of classroom management the key facet of segments is the action structure. Order is defined by the programmes of action embedded in classroom activities. Apart from providing slots and segments for participants' behaviour, these programmes of action have direction, momentum and energy (Arlin, 1979, 1982; Erickson, 1982a; Kounin, 1970). They constitute the classroom timetable and move rhythmically towards the attainment of academic and social-interactional goals. In Merritt's (1982) language, classroom activities contain "vectors" that, once entered into, pull events and participants along their course. Doyle (1979a, 1983, 1987) has utilised the concept of "academic task" to account for the substance of classroom events. It is academic work which provides a context that guides student attention and information processing as well as student attitudes towards participation and coöperation.

The significance of the classroom as an ecological system in which students build their understandings, attitudes and feelings about themselves and their social world is now very much to the forefront in the educational literature (Ball, 1980; Chazan & Galton, 1984; Davies 1982; Doyle, 1977a, 1981; Fenstermacher, 1978; Hargreaves et.al. 1975; Harré & Secord, 1979; Pollard, 1984, 1985, 1986; Woods, 1983). The ecological framework is particularly useful for illuminating the intrinsic properties of the classroom system. Its contribution enhances a necessary conceptual base for research on teaching and for informing teacher education. The findings of research in this perspective capture the fine grain and richness of classroom life and they serve to counterbalance the practice of the process-product paradigm of extracting units of behaviour from the classroom context, and imposing interpretations based primarily on the investigator's theory or on some theory influenced by psychological research (Delamont & Galton, 1986).

Because of the acknowledged importance of this mode of enquiry into classroom research it seems appropriate to focus on the distinctive features of the ecological research approach. Firstly, this orientation is vigorously

naturalistic. This is to suggest that the research places primary emphasis on detailed, finely grained descriptions formulated on the basis of extensive unstructured experience in classrooms. The reality of the classroom impinges on the researcher's subjectivity until categories for description are determined by the phenomena of the classroom itself. During this process of formulating descriptions, an attempt is made to account for the meaning of events and actions from the perspective of the participants in the situation under investigation. The database for ecological studies is typically a set of chronicles (Gump, 1967; Ross, 1984) or narrative records of classroom meetings on videotape (Kounin, 1970). These provide a reasonably complete description of the behaviour stream and contain information about what Burnett (1973, pg.193) calls the "scene coördinates" i.e. the temporal boundaries, the physical milieu, the site, the number and types of participants, the use of available space, the props, the programme of action for participants etc. This kind of data gathering has the advantage of capturing variables that simply do not occur in laboratory settings or are not included in standard category systems of observation. The result of this may be that naturalistic studies are characterised by unexpected phenomena and a language may evolve to reflect the special feature under observation. Kounin's (1970) term "*withitness*" is just such an example. From a researcher's perspective - even for a researcher in the naturalistic mould, it is difficult to focus exclusively on the unstructured experiences or views of classroom life. Becker (1971) cautions that when observing classrooms, it demands great willpower and imagination to see other than what everyone knows to be already there. This mental set makes it difficult for the researcher to come up with anything new.

A second feature of the ecological approach is a concern with *environment-behaviour relationships*. This orientation postulates that environments establish limits on the range of behavioural options and that observed behaviour is in large measure a response to the demand characteristics of a given setting. The texture of the classroom setting thus becomes a powerful influence, according to this model, on the behaviour of teachers and

students. Their behaviour is viewed in terms of the classroom environment which plays a major rôle in determining behaviour. An analysis of behaviour in this perspective is a two-tier process. One tier involves defining the dimensions of the classroom environment, while the other tier concentrates on the strategies employed by students and teachers in their efforts to function successfully in that environment. The classroom setting has distinctive properties that affect participants, and these important elements are in position, irrespective of the kind of teacher or students allocated to these settings (Doyle, 1986). These intrinsic features create constant pressures that influence and shape the behaviour of the classroom inhabitants as a class moves through time. The studies by Weinstein (1981) and Smith & Connally (1980) show the relationship between such matters as amount of space, seating arrangements or kind and amount of physical resources to student behaviour.

In his review of the research in this area, Weinstein (1979) pointed up the effects of physical features of the classroom environment on student behaviour. The findings on classroom design and furniture arrangements suggest that different patterns of spatial organisation have little effect on achievement or verbal interaction but some effect on attitudes and conduct. In particular, it seems to be important to clearly designate and separate areas in the room serving different purposes and to pay careful attention to traffic avenues. The work on density indicates that this factor increases dissatisfaction and aggression and decreases attentiveness. Students are apt to be distracted by the actions of others and the more work-oriented may seek to be seated away from students who talk or persistently interrupt.

The work of Adams (1969) and Adams and Biddle (1970) focuses on the relationship between students' location and participation. Students seated in the "action zone" (i.e. in the front, centre rows in a traditional room arrangement) interact most frequently with the teacher. Brooks, Silvern & Wooten (1978) report that post primary students in the social-consultive zone (also front and centre) are involved in a more permissive and interactive style of communication

from the teacher, while students in the public zone (middle and back of the room) receive more lecturing and one-way communication. The work of Sommer (1969) bears out an association between location and participation and argues that the degree of visual contact with the instructor is positively related to amount of participation. Research conducted by Totusek & Staton-Spicer (1982) suggests that these may be special characteristics typifying students who prefer to sit in the action zone, while findings from the research work of Schwebel and Cherlin (1972) seem to indicate that it is the location that is the influencing factor rather than the learner's characteristics, that determines attention rates. On balance, the research evidence suggests that location in the classroom influences access to classroom events, and when a choice is given, some students opt for locations that enable them to participate actively in these events.

Another aspect of the physical features of the classroom environment, explored in the Weinstein (1979) research review, is the differences between traditional enclosed classrooms and open-plan. The findings suggest that students in open-plan classrooms spend more time working together, initiating their own tasks, and working without teacher attention than is the case in enclosed classrooms. Students in enclosed classrooms spend more time in whole-class activities and are more structured and closely monitored. Moreover, the research indicates that there is more informality and spontaneity and more simultaneous activities in open-plan than in traditional rooms. The teachers in traditional rooms spend more time lecturing and disciplining students, whereas open-plan classroom teachers spend more time interacting with individuals and small groups. The work of Gump (1975) and Denscombe (1980b) concerning noise in open-plan situations, suggests that noise levels bother teachers more than students, and the disruptive effect of noise is linked to the nature of the activity, the content of the message, and the density of the setting. The research cited carries with it implications for the management system operating in a classroom. It forms part of an understanding of the workplace scaffolding and is relevant to any serious consideration of the classroom management issue.

A third feature of the ecological enquiry relates to its *organising question*. This is fundamentally diagnostic, in that it seeks to find answers to why the inhabitants of a setting behave as they do. The focus is on the functional value or adaptive significance of behaviours in an environment. This investigative thrust contrasts with the more traditional orientation in teaching research where the question typically is "How can teachers be changed to become more effective?" The answer often reflects the researcher's preconceived notions of what constitutes effective teaching style or effective management style. These notions may be derived from studies conducted in settings other than classrooms. By contrast, the ecological approach guides an analysis of the meanings participants attribute to their behaviour in particular settings. Consequently a more accurate and sensitive understanding of what is at play, is developed. The constraints of the setting are accounted for and the implications in human terms, of altering physical or behavioural dimensions, are appreciated.

An ecological analysis of classroom processes results in the acquisition of some interpretive propositions. These interpretations are valid for their contributors. They represent an honest effort to get at the real meaning and intentionality of the behaviour stream of individuals in collective life. As such, they cannot be ignored by those who seek to build accurate schemata of classroom life. The data in this area constitute a very fertile and important contribution to teacher education programmes.

Having dealt with the features of the ecological research paradigm, it now seems in order to tie in the implications of this research paradigm for classroom management studies. The work of Hamilton (1983) in this area, examining the criteria for ecological research spells out the pertinent issues. Hamilton (1983) argues that the criteria are:

- (a) Attention to the interaction between persons and their environments, especially in reciprocal terms rather than in terms of simple directional causality from teachers to students.

- (b) Treating teaching and learning as continuously interactive processes rather than isolating a few factors in the system and labelling them as "cause" and "effect."
- (c) Seeing the classroom context as nested within other contexts - the school, the community, the family, the culture - all of which influence what can be observed in the classroom.
- (d) Treating unobservable processes, such as thoughts, attitudes, feelings, or perceptions of the participants, as important sources of data.

Using the same kind of language, Green (1983) in a review of the linguistic perspective in research on teaching writes:

"..... classroom events are dynamic activities constructed by teachers and students as they process, build on, and work with both their own and others' messages and behaviours.....(pg.355)."

Geertz (1973) sums up the thrust of the ecological paradigm when he writes that research in this vein is

rather than "an interpretive one in search of meaning"

"an experimental science in search of law."

An accurate understanding of the meaning of classroom life for both teachers and students is crucial to the establishment and maintenance of effective management.

A cognitive-behavioural model of classroom management needs such a perspective on classroom life to inform its intellectual data base. A teacher functioning in a complex environment must appreciate the many strands that go to make up the strategies employed by students as they negotiate the classroom.

The ecological model is sensitive to the molar impact of the many contexts simultaneously inhabited by classroom participants. It recognises that students bring to school unique life histories and inevitably their school life is influenced by the forces operating not only within the school, but also operating within the

broader cultures they inhabit. The concern of the model with contextualising behaviours is important and must be taken into account by those seeking to come to terms with the classroom management issue.

When compared with more traditional process-product researchers whose parent discipline is psychology, the ecologically oriented researchers tend to hold a different perspective on the concept of "effectiveness" (Shulman, 1986a). Process-product researches focus primarily on criteria of effectiveness lying outside the immediate classroom setting under observation, that is, achievement measured by end-of-year standardised achievement tests or end-of-unit norm-referenced performance tests. Classroom ecology researchers tend to look for criteria of effectiveness *within* the situation. These include equality of opportunities to participate, indicators of clear communications of meaning between teacher and students, smoothness of interchanges, transitions, or other commonplace classroom events, or what students do to convey the appearance of understanding or correct performance. The ecologists seek to tap the underpinnings of the presentation of self to others in the classroom setting. The research paradigm is sensitive to the delicate interplay of hidden and manifest curriculum and brings with it important implications for teachers and teacher educators alike. If a student learns to "look smart" and "talk smart" then he/she is more likely to be placed in a higher reading or mathematics group, to have more opportunity to respond in that more teacher questions will be directed to him/her, to produce higher achievement rates and to develop more positive self-esteem. All of these knock-on effects are of considerable importance and should be taken into account in any comprehensive study of classroom life. The effort to "make sense" of individual students' behaviour as it occurs in the context of collective life has narrowed the traditional divide between the hidden and manifest curriculum in classrooms.

In the opening chapter in the third handbook of Research on Teaching (Wittrock, ed., 1986), Shulman highlights the contribution of Walter Doyle in seeking to do justice concurrently to the dual streams of social and intellectual

mediational processes undertaken by the learner in the classroom. Prior to the work of Doyle (1983) these new process streams were investigated separately by research teams (Shulman, 1986a). Doyle in his essay on academic work (1983) bridged the gap between the two domains, i.e. social mediation and cognitive mediation, employed by the student in response to the teacher's teaching. The diagram below represents the simultaneity of the two processes in the learner.

TEACHING >> social mediation >> cognitive mediation >> LEARNING
(taken from Shulman, 1986a)

The teaching-learning processes traversing between teacher and learner involve two simultaneous streams of mediation. The social mediation script embraces the social context of the classroom situation - the distribution of turns, the usage of praise or criticism, the standards set for performance, accountability and completion of tasks, the cues employed to indicate opportunities to participate or to suggest transition to a new segment. Parallel to active interpretation of this social reality, there coexists the cognitive demands and characteristics of the curriculum content being taught. The academic task drives the classroom day and it is for this reason that the management issue must be seen as an integral part of a larger framework comprising curriculum and instruction. Cognitive mediation involves adding new concepts to old; accommodating to new material; directing and monitoring intellectual skills to come to terms with new principles or perspectives. These two aspects of functioning are occurring simultaneously in the behaviours of both teacher and students and they have a bidirectionality. The management issue is not something apart from these considerations, but is intricately bound up with them. Docking (1980) in his oft cited work, Control and Discipline in Schools, points out that how a teacher teaches may have as much influence on the pupils, in terms of the hidden curriculum as what is being taught. To be successful, a management system must be sensitive to, not only the more overt or obvious dimensions of context, but to the equally important covert or subtle dimensions. They both constitute webs of significance in which teacher and students are suspended.

The ethnographers in the ecological research mould focus on the group or setting within which the individual functions, as the important reality. They concern themselves with rule establishment which enables the group members to interact. The rules determine the legitimate and illegitimate; the activities that are allowed and forbidden by group members. From this perspective, an analysis of classroom behaviour involves stripping the behaviour to get to the rules which enable the participants to successfully manoeuvre within their world of reality. The context of each classroom segment makes different interactional demands on the participants (Shultz & Florio 1979). Rules of functioning vary according to context, as the Hargreaves et. al. (1975) study shows. Differing contexts or phases of a class lesson call for varying implementation of the rules governing behaviour. These phases include entry, settling down or preparation, lesson proper, clearing up, and exit.

The work of Denscombe (1985) and Barr & Dreeben (1983) would suggest that the classroom rules and expectations of behaviour as determined by the predominantly middle class adults who administer and teach in schools, are at variance with the dominant culture of many of the students who constitute the major participants in classroom life. They represent a counterculture and their behaviour is often misconstrued by their teachers and those in positions of authority. This clash of cultures can be at the root of many classroom problems, but a close analysis of the behaviours involved which takes due account of the perspective and viewpoints of all participants can be of immense value in illuminating what exactly is at play. Pupil perceptions on the causes of disruption in classrooms include boredom, irrelevance of school work, fear of failure, personal difficulties with a teacher and some "positive" reasons for misbehaviour, that is as a distraction or entertainment – having a laugh (Woods, 1976). Hargreaves et al (1975) suggest that the definition of the classroom as a place for teaching and learning, run by the teacher, must be made clear to the pupils. Doyle (1986) considers that four of the most popular explanations for pupil misbehaviour are ideological in flavour:

- (a) school tasks are trivial and boring, so students opt out;
- (b) schools are governed by the authoritarian imposition of ideas and rules, so students naturally rebel against these restrictions;
- (c) school staff are weak or muddleheaded and thus unwilling or unable to assert their rightful authority to police student conduct; and
- (d) students act out to satisfy their need for adult and peer attention.

A later part of this literature review will comment on what schools as a whole can do to curtail pupil alienation. An analysis of the participants' perceptions is congruent with the mode of enquiry of the phenomenologists and the ethnographers. "Provinces of meaning" (Schutz 1967) are examined and there is a recognition of the validity of each individual with his or her own biography and location in the community, sharing a commonsense reality, mediated by a cultural vernacular. This vernacular, along with shared conventions, allow individuals to assume that the world they inhabit is the "real" world, the normal world for everyone (Greene, 1986b); Woods, 1980a; Woods, 1980b. Classrooms may not form an extension or continuation of many students' "real" worlds. If teachers are more sensitive to this reality and accommodate more flexibly to the "natural attitude" (Husserl, 1962) of students, then conflict between teachers and students may be at least, more fully understood, and at best, accompanied by change on the part of all involved. Traditionally, in Ireland, this approach to conflict resolution has not been typical. "Teacher is always right" has been the standpoint and the result has been the alienation of many learners. Consideration of these subtle contextual realities adds a new dimension to the classroom as a work setting. This line of enquiry seems fundamental to any teacher education programme which purports to accurately depict the complexities of that work environment. A static picture of an empty room containing desks, chairs, tables and display areas seems pathetically simplistic in the light of more recent research on the ecobehavioural unit of the classroom.

Interpretive researchers presume that microcultures differ from one classroom to the next, no matter what degree of similarity in general demographic features obtains between two rooms located alongside each other. What is it that accounts for difference in patterns of pupil attainment or pupil adjustment across various classrooms? The differences in organisation may be quite small and radically local – little differences in everyday classroom life that make a big difference for pupil learning and adjustment, subtly different meaning – perspectives in which it makes sense to pupils to learn or adapt in one classroom and does not make sense to learn or adapt in another. Meanings – in – action are assumed by some interpretive researchers to carry with them a locality of moment – to – moment enactment of social action in real time. Thus a teacher pupil interaction is inclined all the time with a meaning that is specific to the interaction that is then occurring. Life is continually being lived anew, even in the most recurrent of customary events (Erickson, 1986).

In his earlier work Doyle (1977, 1980) pinpointed a number of features of the classroom environment that are linked with the manifestation of certain teaching behaviours. It is Doyle's view that certain teacher skills may only emerge or become usable after teachers have first mastered classroom demands. He stresses the significance of the environment and its demands in shaping teaching behaviour. This tacit knowledge gained from the experience of being a teacher seems worthy of inclusion in teacher education programmes in that it forms part of the scaffolding of classroom schemata. According to Doyle the elements of the classroom environment that influence the task of teaching are:

1. multidimensionality
2. simultaneity
3. immediacy
4. unpredictability
5. publicness
6. history.

These are intrinsic features of classroom life and they constantly operate as

pressure points of varying intensity, as a class moves through time. Familiarity with these aspects of the classroom environment helps the teacher to acquire adaptive strategies to reduce the complexity of the classroom and to behave more competently in his/her professional rôle. The internalisation of the classroom properties provides an intellectual framework that guides behaviour. This cognitive map of classroom life reflects a different but significant perspective on the workplace from that taken by the phenomenologists or sociologists. It suggests that a teacher's behaviour is coerced by the structures that operate intrinsically in all classrooms.

The rationale for including a component on classroom ecology in this teacher education programme dealing with classroom management is that an examination of the topic points up that:

- (i) management occurs in an extraordinarily complex setting;
- (ii) meaning is context specific i.e. not all instances of a behaviour are functionally equivalent;
- (iii) there is a bidirectionality or reciprocity governing teacher-student interactions;
- (iv) frames of reference are developed over time and guide individual participation;
- (v) classrooms have universal features but each one is a unique ecosystem;
- (vi) classroom effects are multiple and operate at a molar rather than a molecular level;
- (vii) a management system should accommodate to the diversity of classroom life.



2.9 ALTERNATIVE APPROACHES TO CLASSROOMS AND CLASSROOM MANAGEMENT

This literature review continues with an examination of alternative approaches to both classrooms and management. This is offered in the interests of establishing perspective. A justification for the choice of a cognitive-behavioural approach to management has already been made in the introductory chapter. Brophy (1988) argues that it is preferable to introduce students to one approach in some detail, rather than to expose them to superficial treatment of a variety of approaches. It is his view that there is a greater chance of implementation if teachers are confidently grounded in one method rather than shakily familiar with a variety of methods. But the cognitive behavioural approach cannot adequately cater for all management situations, so if time and resources permit, it is fitting to introduce teachers to other approaches. This element of the literature is presented with this option in mind.

This section of the literature review seeks to give an overview of the various management methods that have been popularised during the past decade. An overview has the advantage of highlighting the issues surrounding classroom management and often significantly reduces confusion created by the highly theoretical or narrow approaches teachers may have previously encountered (Jones, 1982).

TABLE 2.2

Continuum of classroom management strategies

| Interpersonal relationships | Classroom Organization and management | Instruction | Problem solving | Behavioristic | School-wide discipline |
|--|--|---|--|--|--|
| Jack Canfield and Harold Wells Tom Gordon William Purkey Richard and Pat Schmuck | Jere Brophy Ed Emmer Carolyn Evertson Tom Good Madeline Hunter Jacob Kounin Jane Stallings | Walter Doyle Rita Dunn Tom Good Madeline Hunter David and Roger Johnson Bruce Joyce Robert Slavin Bob Soar Jane Stallings | Rudolf Dreikurs William Glasser Tom Gordon Frank Maple William Morse Robert Spaulding | Wesley Becker Lee Canter Frank Hewett Daniel O'Leary Hill Walker | Lee Canter Daniel Duke William Glasser William Wayson |

Taken from Jones & Jones 1986

Table 2.2 helps to situate the recent proliferation of approaches to the classroom management issue. By becoming familiar with the various approaches and their associated theoretical underpinnings, teachers can begin to clarify their own goals and values concerning classroom management. It is likely that they will soon realise that one approach cannot answer all their problems and that the sequence of methods they employ will be influenced by their own personal values and professional beliefs, and their knowledge of related issues like human development, motivation and learning.

Alternative Perspectives on Classrooms

However, before delving into the plethora of approaches to dealing with classroom management issues, it seems in order to pause and focus on alternative perspectives on classrooms or schools. The orientation of psychology has predisposed the researcher to think of classrooms in terms of individuals, or groups to be taught and managed. Sociologists inevitably view the classroom through compatible, but different lenses. The early work of Dreeben (1973) and more recently Barr & Dreeben (1983) has established the notion of school as a workplace. The word *workplace* may conjure up images of factories and shop floors but Dreeben (1973) makes the point that the study of workplaces can contribute to our knowledge about what is possible and how things work in schools. The classroom as a work context poses certain problems for teachers and students. In the past decade there has been a growing body of literature (Denscombe 1980, 1985; Doyle, 1977, 1981; Erickson & Schultz 1981; Gump, 1969; Hamilton, 1981; Jackson, 1968; Smith & Geoffrey, 1968; Westbury, 1973; Willis, 1977; Woods, 1979) that has concentrated on the demand structure of the classroom environment and the consequences of this structure for understanding the nature of the teaching task. Doyle (1987) suggests that the classroom tasks provide a window into the cognitive world of teaching. Focusing on tasks leads to three dimensions of action-situation relationships:

- (a) a goal state or end product to be achieved;
- (b) a problem space, that is, a set of instructions, conditions, and resources available to reach the goal state.
- (c) the operations involved in assembling and using available resources.

This kind of knowledge is event structured and offers the potential to enrich the core curriculum of teacher education programmes. From this perspective the thoughts and actions of teachers are understood as attempts to assemble and use resources to accomplish the task of achieving educational ends in a complex social setting. This conceptualisation of the classroom as a work context suggests that there are concepts and perspectives derived from other areas of the world of work that, when applied to schools, make them more understandable. Schools are organisations, which means that they are settings where a variety of occupations are brought together to create some product or provide some service.

Dreeben (1973) argues cogently that there are certain organisational properties of schools and classrooms that have implications for the character of teachers' work. These pertain to the relationships of authority and the spatial characteristics of classrooms. Teachers' work may be construed in terms of adaptive responses to these factors. Students come to school on a daily basis for extended periods of time. In a sense their attendance there is mandatory rather than voluntary. Teachers prepare tasks for them that may not necessarily coincide with their immediate interests. Willis (1977) suggests that many working-class students have spotted the discontinuity between the goals of the school and the real outcome for many from working-class backgrounds. The notional goal of "equal opportunity for all" seems not to translate into practice for many students. Such students become disillusioned and adopt a position of "schooling is not for me" (Watkins & Wagner, 1987). Hargreaves (1979) argues that such alienated students do not necessarily constitute a group of maladjusted students. Rather they are collectively headed towards manual labour and their school response may form an effective transition to their first

job. Denscombe (1985) depicts the school setting as blatantly hostile to the liberties and identity of many students. He stresses the importance of a classroom control system that is context sensitive, and states that classroom control, while not guaranteeing competence, certainly precludes competence if it is not there.

This sociological perspective on the school as an organisation and as a workplace constitutes an important but different view on classrooms. It is appropriate to consider it, because in a fundamental sense classroom management is about classrooms. Lieberman & Miller (1984) treat this theme extensively in their book, *Teachers, Their World and Their Work*.

There is a sociolinguistic perspective on classrooms that is now receiving a lot of attention. In recent years, research has revealed an increasingly intricate picture of the classroom as a complex yet differentiated communication environment (Weade and Evertson, 1988). Classroom activities and instructional arrangements are continually shifting (Cazden, 1986; Doyle, 1986; Green, 1983; Gump, 1967). The work of Stodolsky (1984) has identified subject matter (e.g. maths v religion) as an overriding factor influencing variation in instruction. These perspectives and findings suggest a need for close examination of the situational dynamics of teaching/learning events as they occur naturally (Shavelson, Webb and Burstein, 1986). This view of classrooms as communication environments not only carries implications for how instruction is defined, sampled, and observed but also for how teaching style is explored. Effective instruction may involve systematic variations in arrangements, materials, and purposes in response to perceived needs of students and in relation to the topical demands of subject matter.

It is now time to return to the psychological focus which is more person-oriented, and to examine the sprawling literature on the variety of approaches to dealing with individuals and groups who pose a threat to the establishment and maintenance of an orderly learning environment. This next

section summarises the theoretical perspectives which have prompted the approaches outlined in Table 2.2 and looks at the main features of these orientations.

Most of the writing on classroom management derives from three major lines of enquiry:

1. a functional perspective;
2. a humanist-interactive perspective;
3. a behaviour modification perspective.

CHARACTERISTICS

- (1) Functional approaches focus on criteria for management, searching eclectically for teacher behaviours that help accomplish these outcomes. These approaches are frequently atheoretical and use concepts derived from many different theories or disciplines, including common sense or "naive" viewpoints. Jones (1982, 1986) has suggested that the widespread concern about disruptive student behaviour and the desire of education authorities or school districts to help their staffs to deal with the problem, has led to a proliferation of consultants and programmes espousing solutions to the problem. However, Jones (1986) stresses that the vast majority of these programmes have stressed simplistic, sometimes gimmicky cure-alls. Even the programmes based on solid research and theory have focused on a limited number of the factors that influence student behaviour. Student behaviour and school discipline are best viewed as environmental management issues. Any attempt to assist teachers in creating more productive learning environments must focus on a wide range of factors that influence the quality of life in classrooms and schools. Teachers must be provided with an understanding of the factors influencing individual and group behaviour in school settings, methods for diagnosing school and classroom factors that may be giving rise to the problem, and options available for influencing student behaviours. A simplistic, functional

approach may close off this broader canvas to teachers.

A second inherent risk in simplistic approaches to management is that they focus on methods of controlling or disciplining children (Jones, 1982). This emphasis is not only questionable in terms of student developmental needs but also ignores important teacher behaviours and school organisational matters that may contribute to unproductive student behaviour.

A third although potentially less harmful problem is found in programmes that focus on instructional or communication methods as the key to management. While these programmes do focus on important skills, they often fail to provide teachers with methods of coping with the few students who will, at least initially, fail to respond to less control-oriented methods. Teachers' frustration at this limitation detracts from their ability to obtain the valuable skills contained in these programmes.

- (2) The humanist-interactionist approach to management has been described as having a psychotherapeutic base (Brophy & Putnam, 1979). This approach mainly based on Rogerian principles, places a positive value on particular types of teacher behaviour, such as acceptance of student feelings or active listening, because they are believed to promote growth of students' self-concept, personal adjustment, or responsibility. Teacher behaviours advocated by this perspective may indeed promote pupil growth in affective areas. However, there is little classroom research supporting the use of these techniques as good management practices. Thus their use as models of classroom management depends on the assumption that they produce changes in student affective characteristics that then result in better classroom management outcomes.

In 1981, Goldstein and Weber conducted a series of three studies in a total of 69 elementary classrooms to examine the relationship between approaches to discipline and student on-task behaviour. These researchers identified seven

approaches to classroom management by grouping the various discipline models and systems in the literature. The seven approaches were as follows:

authoritarian, behaviour modification, commonsense or cookbook, group process, instructional, permissive, and socioemotional climate setting.

They added an eighth approach called intimidation, following observations conducted in the first study of the series of three. Classroom observations focused on desist incidents and samples of students' on-task behaviour. Following the observation sessions, which lasted for two full mornings in the first study, and one full morning in the second and third studies, teacher behaviour was coded and categorised into one of the eight management approaches, and profiles for each teacher were constructed. The findings of this research show, that across the three studies, behaviours characteristic of two approaches, group process and socioemotional climate setting, were positively related to on-task behaviour, and behaviours associated with the authoritarian approach were negatively related to On-task behaviour. Results for the other approaches did not reach statistical significance. These results lend support for models of discipline based on the works of Dreikurs 1968; Dreikurs & Cassel 1972; Glasser, 1969; Kounin 1970; and Schmuck and Schmuck 1979.

Group relationships

Recent research has produced a great deal of information useful to teachers concerned about establishing good interpersonal relationships and group dynamics in their classrooms, including information about how to overcome the social barriers that are often associated with differences in sex, race, social class, or achievement level. The research makes it clear that merely bringing antagonistic or voluntarily segregated groups together for frequent contact will not by itself promote prosocial, integrated activities. In fact it may even increase the level of group conflict. Prosocial outcomes can be expected, however, when students from different groups are involved in coöperative

activities - especially interdependent participation of all group members to ensure successful accomplishment of the group mission (Aronson, 1978; Johnson & Johnson, 1975; Sharan, 1980; Slavin, 1980).

An example is the Jigsaw approach (Aronson et al, 1978) in which group activities are arranged so that each member of the group possesses at least one key item of unique information that is essential to the group's success. This requires the brighter and more assertive students who might ordinarily dominate group interaction to the exclusion of their peers (Webb, 1980) to encourage the active participation of everyone and to value everyone's contribution. It also encourages the slower and more reticent students who might otherwise contribute little or nothing, to participate actively in group activities and consider themselves as true group members and important contributors.

The Teams-Games-Tournaments (TGT) approach accomplishes similar goals in a different way (Slavin, 1980). Here, students are divided into teams (in which members vary in sex, race, achievement level etc.) who compete for prizes awarded for academic excellence. This approach has been shown to improve the quality and quantity of contact among team members inside and outside of the classroom, and it sometimes leads to improved achievement in addition to improved interpersonal relationships (Slavin, 1980).

Other approaches in which group members coöperate to pursue common goals have been successful in promoting good group dynamics (Stanford, 1977) and approaches that allow individuals to display unique knowledge or skills have been successful in enhancing the social status or peer acceptance of the individuals involved. In general, successful techniques have in common the fact that they do not merely bring together individuals who do not often interact, but bring them together in ways that require them to coöperate prosocially or allow them to see positive attributes in one another that they might not have become aware of otherwise. In addition to these group-based approaches, there is a variety of social skills training approaches that teachers can use to coach

socially isolated or rejected students in such skills as initiating interactions with their peers, reinforcing prosocial contact, and the like (Cartledge & Milburn, 1978).

These procedures based on developing self-control in students have potential advantages over earlier procedures that depended on external control by the teacher. Firstly, reinforcement-oriented approaches to classroom management that depend on the teacher as the dispenser of reinforcement are impractical in the typical classroom where a single teacher must deal with thirty students. Even the most skillful and determined teacher cannot continuously monitor all of the students and reinforce all of them appropriately. Shifting this responsibility from teacher to student improves the situation. Secondly, to the extent that teachers are successful in using behaviour modification methods to shape student behaviour, the effects depend on the presence and activity of the teacher and thus do not generalise to other settings nor persist beyond the term or school year. Again, to the extent that students can learn to monitor and control their own behaviour in school, they may also be able to generalise and apply these self-control skills in other classrooms or even in nonschool settings.

Self-control skills are typically taught to students using a variety of procedures that Meichenbaum (1977) has called "cognitive behaviour modification." One such technique combines modeling with verbalised self-instructions.

Meichenbaum (1977) describes five stages to this approach:

- (a) an adult models a task while speaking aloud (cognitive modeling);
- (b) the child performs the task under the model's instruction (overt, external guidance);
- (c) the child performs the task while verbalising self-instructions aloud (overt self-guidance);
- (d) the child whispers self-instructions while doing the task (faded overt self-guidance).
- (e) the child performs the task under self-guidance via private speech (covert self-instruction)

Variations of this approach have been used:

- (i) to teach cognitively impulsive children to approach tasks effectively;
- (ii) to help social isolates learn to initiate activities with their peers;
- (iii) to teach students to be more creative in problem solving;
- (iv) to help aggressive students learn to control their anger and respond more effectively to frustration;
- (v) to help frustrated and defected students learn to cope with failure and respond to mistakes with problem-solving efforts rather than withdrawal or resignation.

Recent applications of this approach include the "turtle" technique of Robin et al (1976) and the "Think Aloud" programme of Camp & Bash (1981). In general, although generalisation of skills taught through cognitive interventions has not yet been demonstrated convincingly (Pressley, 1979), approaches featuring modeling, verbalised self-instruction and other aspects of self-monitoring and self-control training appear to be promising for use in classrooms, both as instructional techniques for students and as remediation techniques for students with emotional or behavioural problems (McLaughlin, 1976; O'Leary & Dubey, 1979; Rosenbaum & Drabman, 1979).

The next section of this review looks at some therapeutic approaches to intervention with individual students who may be withholding coöperation in the classroom processes. A comprehensive examination of classroom management should include such a component, because many teachers are frequently at a loss when dealing with individual students who are persistently disruptive. The cognitive-behavioural approach is group focused and may not equip a teacher adequately to deal with a chronically disruptive individual student. It is for this reason, that a brief overview of some counselling approaches is undertaken here.

Individual Counselling and Therapy

There is now available a variety of techniques developed by counselors and psychotherapists that have been recommended for use by teachers with students who have chronic personal or behavioural problems. These therapy-based suggestions to teachers have shifted concern from unconscious motivations to overt behaviours, from long-term general treatment toward briefer crisis intervention, and from viewing disturbed students as "sick" towards viewing them as needing information or insight that will allow them to understand themselves better and achieve better control over their emotions and behaviour.

As a result, these therapy-based notions have become more compatible with one another and with the cognitive behaviour modification approaches described in this section. Suggestions from different sources are mostly complementary rather than contradictory. Taken together they provide the basis for systematic approaches to counselling problem students. A brief look at some of the approaches now follows. For a more detailed account Charles (1981) is recommended.

Dreikurs (1968) sees disturbed students as reacting to their own feelings of discouragement or inferiority by developing defense mechanisms designed to protect self-esteem. He believes that students who do not work out satisfactory personal and group adjustments at school will display symptoms related to seeking after one of the following goals:

- (i) attention,
- (ii) power,
- (iii) revenge,
- (iv) display of inferiority.

He then suggests how teachers can determine the purpose of students' symptoms by analysing the goals the students seem to be pursuing and the effects the students' behaviour seems to be having on the teacher. He also

suggests ways teachers can use this information to help students eliminate their need to continue such behaviour.

Morse (1971) describes the "life space interview," in which the teachers work together with students until each understands troublesome incidents and their meanings to the student, and until ways to prevent repetition of the problem are identified. During these interviews, the teacher lets the students get things off their chest and makes an effort to appreciate their perceptions and beliefs. At the same time, the teacher forces the students to confront unpleasant realities, helps them develop new or deeper insights, and, following emotional catharsis and problem analysis, seeks to find mutually agreed upon solutions.

Good & Brophy (1980, 1987) present similar advice about maintaining a neutral but solution-oriented stance in dealing with student conflict, conducting investigations in ways that are likely to obtain the desired information and avoid escalating the conflict, negotiating agreements about proposed solutions, obtaining commitment, and promoting growth through modeling and communication of positive expectations.

Gordon (1974) discusses the need to analyse the degree to which parties to a conflict "own" the problem. He recommends an "active listening" and "I" messages approach to achieve shared rational views of problems, and to assume a coöperative, problem-solving attitude. The six steps in the process are:

1. define the problem;
2. generate possible solutions;
3. evaluate those solutions;
4. decide which is best;
5. determine how to implement this decision;
6. assess how well the solution is working later.

A study by Brophy and Rohrkemper (1981) using a Gordon type framework for analysis of teacher data on how to deal with chronic student behaviours, supports the general thrust of Gordon's approach.

Glasser (1969, 1977) has suggested applications of what he calls "reality therapy" to teachers, providing guidelines for both general classroom management and problem solving with individual students. His book, *Schools Without Failure* (Glasser, 1969) illustrates his interest in a facilitative atmosphere in the school at large, and not just in individual teacher-student relationships. More recently Glasser (1977) has advanced what he calls his "ten steps to good discipline," which he describes as a constructive and non-punitive but no-nonsense approach. It is predicated on the belief that - students are and will be held responsible for their in-school behaviour; rules are reasonable and fairly administered; and teachers maintain a positive problem-solving stance in dealing with students.

Survey data reported by Glasser (1977) indicate that implementation of his programme has been associated with reductions in referral to the office, fighting and suspension.

This brief survey of individual counselling and therapy techniques, suggests that there is a growing interest in understanding how teachers perceive and cope with chronic student behaviours. In the main, the approaches focus on working individually with students outside of the classroom setting itself. Less emphasis, in turn is being placed on converting teachers into therapists or classrooms into treatment centres. In view of the specialised focus of classrooms and the complex processes that operate in these environments, such a shift in attention would seem to be quite appropriate.

BEHAVIOUR MODIFICATION

3. The behaviour modification perspective, which focuses on the use of

reinforcement and punishment to establish, maintain or eliminate specific behaviours, is narrower than the functional approaches in its selection of predictor variables. Because the dependent variables in behaviour modification research are often related to management outcomes, such as time-on-task, and amounts of disruptive or deviant behaviour, this body of research, augmented by its recent concern for cognition, provides sources of evidence for good management.

Kyriacou (1986) refers to the growing interest in behaviour modification in Britain. This interest may increase with the coincidence of the publication of the Elton report (1989) on Discipline in Schools and the aspirations of the Wheldall and Merrett (1989) positive products to cope with some problems akin to those highlighted in the report. Ward (1976) supplies an overview of the approach and examines the criticisms that surround it. He concludes that imparting advice to teachers and parents concerning change is the most problematic area associated with the approach. He is also of the view that the approach may be of most value to a young enthusiastic teacher with poor class control.

Several useful studies, reviews, and collections on behaviour modification techniques have recently appeared (Brophy, 1981, 1983; Elardo, 1978; Emmer, 1984; Lahey & Rubinoff, 1981; McLaughlin, 1976; O'Leary & O'Leary, 1977; Thompson et al 1974; Workman & Hector, 1978; Merrett & Wheldall, 1978, 1986). The weight of the evidence suggests that most of the early recommendations for elaborate and complex systems of token economies, systematic contingency management, and ignoring undesirable behaviour while praising desired behaviour, were impractical for individual classroom teachers. Moreover, using rewards for desired behaviour or academic performance can have deleterious effects on intrinsic motivation (Leeper & Greene, 1978). Attention has recently turned to systems for teaching students social skills (Cartledge & Milburn, 1978), coping strategies (Spaulding, 1983), participation skills (Cohen, 1979), and self-monitoring and

self-control strategies (Anderson & Prawat, 1983; Brophy, 1983; McLaughlin, 1976). The emphasis is, in other words, moving towards helping students learn to cope with classroom processes rather than having teachers implement behaviour modification programmes in the classroom.

Knowing *about* theoretical approaches to classroom management is not sufficient. Teachers should also be skilled in how to apply the various approaches in varying contexts (Berger, 1980). In the absence of skills-based training, teaching about can be useful, but can never be a substitute for teaching how, as Merrett & Wheldall (1982) have shown. Their study revealed that there were no significant differences in tutors' ratings of key teaching behaviours between student teachers who had, and those who had not, previously experienced a lecture course on the behavioural approach to teaching (Merrett & Wheldall, 1982).

Since that study, the researchers in question have developed (1983) and subsequently refined (1984,1985) a programme on classroom management that is not simply theoretic in orientation, but is markedly skills-based. The behavioural approach to Teaching Package or BATPACK is an in-service training package which is taught on-site, on a contract basis, to the whole staff of a school. This package represents an original attempt in Britain to train practising primary and middle school teachers in a number of behavioural skills.

As a package, it pulls together various influences and refinements (Becker & Carnine 1980). The BATPACK course consists of six one-hour sessions called units, taught at weekly intervals. For each unit there are five behavioural objectives. Every unit is divided into five elements so that each corresponds to an objective. The first objective is always a review item, giving the opportunity for students to ask questions and for the tutor to review aspects of the earlier units. The last objective of each unit is concerned with the practical assignments for the following week. These always include some reading and time for the student to observe and record his/her own behaviour in responding to the class. The three other elements are used to explore practical problems, to

develop skills and to explain techniques.

Every unit has an accompanying "Takehome" in which an attempt is made to supply some of the theoretical material which will inform the practical skills learned in the unit and which provides the reading assignment for the week. In the last unit an attempt is made to review all the skills and techniques which have been covered and to present some successful classroom strategies tried out by teachers in a similar school.

From the outset, teachers who have attended BATPACK courses have been required as part of the contract, to contribute to the evaluation of the package. The results of such participative evaluation have been used to develop later versions, so that from the prototype package (Mark 1) grew subsequent versions, culminating in BATPACK Mark 1V, 1985. A new secondary version of BATPACK entitled BATSAC is now available in an experimental condition.

The BATPACK programme, concerned as it is with behavioural classroom management seeks to embody the critical features which a successful model of training for teachers should have. The developers of the package (Wheldall & Merrett) are honest and open about the programme limitations. They state (1985) that they are not attempting to provide training in behaviour therapy, but aim only to train teachers in a limited series of key behavioural teaching skills and techniques. The programme is attractive in that it is a self-contained package of short duration. It adopts a "whole school" approach to delivery, is concerned with pointing up skills already contained in the teachers' management repertoire and aims to help them develop a common language of behaviour management and foster mutual support. The programme was developed to tackle the issues identified by teachers themselves (Merrett & Wheldall, 1984), that is, how to deal with the high frequency, low intensity, annoying behaviours that influence teacher performance and classroom climate. An evaluation of the programme usage suggests promising results. Teachers in an

experimental group, following BATPACK training, when compared with a control group who received two handouts and a seminar on the behavioural approach were displaying significantly changed behaviour. They were shown to be more positive and less negative in their responses to their pupils while their classes spent more time on task (Wheldall, Merrett & Borg, 1985).

While in the main, reactions to BATPACK are favourable among teachers, predictably there are areas of dissatisfaction. While the contract notion is compatible with the behavioural approach, it may not be entirely suitable as a feature in adult learning. Close adherence to the contract, apart from its potential for alienating teachers in principle, means that discussion among BATPACK trainees may need to be curtailed because of the terms regarding punctuality specified in the contract, between tutor and students. To curtail discussion among colleagues seems to close off a valuable resource in an in-service programme.

There is also the issue of programme maintenance. This is recognised as a highly complex issue (Woods & Cullen, 1983) and some follow-up arrangements may need to be built in to sustain initial gains. The BATPACK booster for use on a staff-room bulletin board may not be sufficient. As has already been mentioned the programme has a "whole school" focus, and this is commendable. But, inevitably some members of the staff may be lukewarm in their motivation to participate. These members of staff may include the principal or head-teacher, and the knock on effect of reluctance on the part of some staff is considerable. Programme success is likely to be linked to motivational levels of participants. To harness the commitment of a staff going to engage in a BATPACK programme, the preliminary "sell" of the enterprise must be effective, and ideally should win the support of the head-teacher/school principal. If this does not occur, there may be down the line consequences of a negative nature. Many teachers are already over-stretched and it may be too optimistic to expect a complete staff to stay on site after school hours, to engage in in-service training. In Ireland teacher motivation for staff development is

low, as the experience is rarely affirmed or prized by school administrators or the government Department of Education. Teacher morale is low and teacher concerns do not really revolve around issues of professional development. So the BATPACK mode of on-site delivery for a complete staff, while grounded in valid research guidelines, may not be practicable across a variety of schools, especially in the Irish context.

With regard to the resources of the programme itself, the video may not be an accurate reflection of an average classroom. There are too few children on screen to mirror a teacher's real work situation, and so early in the programme, teachers feel a lack of identity with the classrooms on screen. This reduces credibility and may raise questions about the efficacy of the approach for dealing with large numbers of pupils or for dealing with really troublesome children. In fairness to the programme, it does not overtly aspire to intervening successfully with chronically disruptive pupils, either at an individual or group level. Course participants, may also have reservations about the "Takehomes" or homework. Their schedule may be already overcrowded and the added pressure caused by the allocated course work may cause some resentment among some of the people involved. It must be acknowledged that some course participants may quite enjoy the surrounding course material and may be inspired to take their interest in the topic to a stage beyond the training provided by a BATPACK experience.

With the behavioural approach there are the perennial questions of the ethics of the approach and the generalisability of outcomes across behavioural settings. An effective management system needs to take account of student developmental needs and of important teacher behaviours that may contribute to unproductive student behaviours. School organisational matters may also influence student behaviour positively or negatively. A control-oriented approach may be myopic and mechanistic and its outcome may not enable students to respond appropriately in a variety of settings. When the controls are not present, misbehaviour may reappear or even intensify (O'Leary & O'Leary, 1976;

Walker & Buckley, 1974). But these reservations apart, the BATPACK package is a very useful and welcome resource in inservice teacher education. It has been warmly received and has produced positive change in a great number of schools. It cannot be easily dismissed. For this reason, it seemed fitting to deal with it in some detail. To date most of the references have been to American sources, and it may be that culturally the U.S. work is too far removed to fit comfortably in an Irish context. The BATPACK programme has the advantage of coming from a culture more akin to the Irish situation. However, it must be pointed out that there is something in the Irish psyche which makes us rather stingy with praise and rather self-conscious when doling it out. For this reason alone, the BATPACK programme may not be enthusiastically adopted by Irish teachers. The strategies it advocates may run counter to the national inclination regarding interpersonal relationships. This reservation helps us appreciate the concern expressed in the literature about finding a fit between classroom management style and personal stance. Teachers must be encouraged to subtly alter packaged programmes to adapt to their own circumstances and personalities.

Despite the plethora of data on classroom management approaches, teacher educators have failed to integrate research and theory into a well-conceptualised, practical approach to classroom management. Even when a wealth of resources has combined to address this issue, teachers have continued to feel confused, frustrated, and inadequate about their ability to create positive, well-managed learning environments (Jones, 1986). What seems clear is that approaches which include:

- (i) respect for student individuality and tolerance for individual differences;
- (ii) willingness to try to understand and assist students with special needs or problems;
- (iii) reliance on instruction and persuasion rather than power assertion;
- (iv) humanistic values;

generally are superior to approaches which are punitive, rejecting and controlling. These principles are not incompatible with the cognitive-behavioural model which is the focus of this research project. They mesh satisfactorily with the evolving rôle of the teacher as a professional with particular expertise and specific but limited responsibilities to students and their parents, and with certain rights as the instructional leaders and authority figures in the classroom. The principles cited recognise that students have responsibilities along with their rights, and that they will have to suffer the consequences if they persist in failing to deliver on those responsibilities. The cognitive behavioural model can easily accommodate that orientation. A comprehensive approach to the classroom management issue should strive to take account of the subtleties and implications of the various approaches and critically evaluate the many orientations discussed in this section of the literature review.

2.10 SHARING CLASSROOM MANAGEMENT RESEARCH DATA WITH PRACTITIONERS

Introduction

By now it will be clear that the literature on classroom management was examined with a view to extracting from it certain findings and translating these into a programme aimed at sharing the research findings in teacher education programmes. Towards this end, the literature on implications for practice of staff development was examined. It played an influential rôle in the planning of the programme. The findings from this examination have been greatly distilled, and the focus is on those findings that really influenced the final shape and conduct of the programme "Effective Classroom Management."

Studies which have sought to train teachers in principles of effective classroom management derived from research are rare (Borg & Ascione, 1982; Emmer, Sanford, Clements & Martin, 1981; Evertson, Emmer, Sanford & Clements, 1983; Evertson, 1985). Those that have been conducted indicate that

recommendations and suggestions for teachers aimed at planning rules and procedures ahead of time, presenting these to students along with expectations for appropriate behaviour, maintaining a systematic approach through monitoring student academic work and behaviour and providing feedback to students among other things, can result in improved student task engagement, less inappropriate student behaviour, and smoother instructional activities when compared with a control group without such training.

GENERAL CONSIDERATIONS OF STAFF DEVELOPMENT PROGRAMMES

There is a vast literature in the general area of staff development that is beyond the scope of this section of the present literature review. However, the more salient features of this body of literature will be summarised, because they influenced the development of the programme which grew out of the classroom management research base. Griffin (1983a) reviewed several studies that he felt were relevant to the planning, conduct and evaluation of staff development programmes. These studies examined staff development from the perspective of:

- (a) the context in which it takes place (Bentzen, 1974; Berman & McLaughlin, 1975; Little, 1981);
- (b) the assessment of needs that support a staff development programme (Hall, 1979; Hall & Loucks, 1981; Stallings, 1981);
- (c) the content or body of knowledge, skills, or attitudes that should be introduced in the school setting (Barnes, 1981; Good, 1982);
- (d) the process by which the content is conveyed to the participants through planning, implementation and evaluation (Berman & McLaughlin, 1975; Evertson et al, 1983; Griffin, Hughes & Martin, 1982; Tikunoff, Ward & Griffin, 1979).

From these and other studies he extracted a set of principles that can be used to guide staff development. Table 2.3. provides a summary of these findings.

TABLE 2.3

**Recommendations for Research Based Guidance
for Staff Development Programmes**

1. Derived as a consequence of systematic problem identification by those most directly related to the programme.
2. Interactive : Participants establish a shared language to discuss issues and changes.
3. Mitigate to some degree status differences between administrators and teachers.
4. Depend less on consultants and more on teachers and administrators for substantive and procedural guidance.
5. Formulated and monitored largely according to the perceptions of the participants.
6. Formulated, in part, from careful analyses of the organisation and participants.
7. Flexible and responsible to changes in participants and the setting.
8. Situation-specific within reasonable limits. Griffin, 1983.

Taken from Griffin 1983

The Griffin work is important but there are other findings from the staff development literature that warrant consideration in developing teacher education modules on classroom management. A synopsis of these findings now follows:

- Teachers learn and grow when they focus on a "technical core" of activity, the stuff of which teaching is made (Williams, 1983).
- Teachers change more readily as a consequence of interacting with one another around common problems than when they are told to change by administrators or "experts" (Bentzen, 1974).
- Change is a process, not an event. It is a learning process that is developmental, often difficult, and primarily experientially based (Guskey, 1986).
- When teachers believe, on the basis of real evidence, that they are primary decision makers in professional activity, they are more responsive to change, experimentation, and taking chances (Tikinoff et al, 1981).
- Teacher growth is enhanced by the provision of continued support and follow-up after the initial training (Guskey, 1986).
- The complexities of teaching often prevent teachers from seeing their real problems: they focus on the symptom rather than the problem (Griffin & Barnes, 1986).
- Teachers are seldom asked to think analytically about what they do. When they do so, they are often surprised at their actions and at the array of options that are open to them (Tikunoff et al, 1980).
- Teachers assess the world through their daily activities rather than through systematic examination and analysis (Lieberman & Miller, 1984).

PROCESS OF STAFF DEVELOPMENT PROGRAMMES

The synopsis above, which succinctly documents some of the major findings of the staff development literature constitutes broad guidelines or principles to be borne in mind when translating research findings into staff development programmes. But there are more precise details available from the research literature on the process of delivery (Doyle & Ponder, 1977; Fullan, 1985; Hall and Loucks, 1978; Joyce and Showers, 1981; Mazzarella, 1980; Mohlman

Sparks, 1983; Stallings, 1982; Ward & Tikinoff, 1982). These findings regarding process stress the following:

- Content should be presented in a clear and explicit way. It should be explained in concrete, rather than abstract or theoretical terms, and should be aimed at specific rather than global teaching skills (Mazzarella, 1980).
- The personal concerns of teachers must be addressed in a direct and sensitive manner. If teachers are to focus attention on how a new programme or innovation might benefit their students, they must first resolve their concerns about how the new practices will affect them personally (Doyle & Ponder, 1977; Hall & Loucks, 1978).
- The purveyor of the new practices must be seen as a credible person by those responsible for implementation. This person must be articulate and charismatic and must emphasize the practicality and cost effectiveness of the new practices (Crandall, 1983).
- Conduct training sessions two or three weeks apart (Anderson, Evertson & Brophy, 1979; Stallings, Needels & Stayrook, 1979). The implication here is that teachers need to be given the research content in small "chunks" spaced over time so that changing concerns can be addressed and only a few changes at a time are being attempted (Fullan, 1985).
- Include presentation, demonstration, practice and feedback as workshop activities. Some teachers may only require "fine tuning" of existing skills or competence, while others may wish to extend their skills repertoire. A variety of methods enhances the learning process (Joyce & Showers, 1980).
- For teaching practices that require very complex thinking skills, allow time, provide practice and consider activities that develop conceptual flexibility. Teachers' knowledge of teaching is validated very pragmatically, and without verification from the classroom, attitude change among teachers with regard to any new programme or innovation is very unlikely. Ideas and principles about teaching are believed to be true by teachers only "when they give rise to actions that 'work'" (Bolster, 1983 p.298). The new kind of teacher no longer relies on a bag-of-tricks orientation to guide his/her work but rather is a reflective, analytic practitioner (Zeichner, 1983; Zumwalt, 1982). Oja (1980) suggests that teachers need to be taught how to think about their teaching with greater cognitive complexity.

CONTENT OF STAFF DEVELOPMENT PROGRAMME ON CLASSROOM MANAGEMENT

It was these research findings from the literature on staff development that influenced the compilation and ultimate shape of the programme to be described in chapter four. The data base which formed the content of the programme came from the research findings of Doyle, 1979, 1985, 1986; Doyle and Carter, 1987; Emmer, 1987; Emmer, Evertson, Sanford, Clements & Worsham, 1984; Evertson, Emmer, Clements, Sanford and Worsham, 1984; Kounin, 1970. The research literature in this area is quite specific about the content of a programme based on a cognitive behavioural model (Doyle, 1979, 1985; Evertson, 1987). Teacher education programmes offering a broader perspective on the topic of classroom management can locate relevant data in Charles, 1981. At present the classroom management topic is so topical that there now is a proliferation of publications available to interested readers or scholars.

A COGNITIVE-BEHAVIOURAL PROGRAMME ON CLASSROOM MANAGEMENT

Because of the particular stance adopted in this research project, some attention is now given to the elements of a cognitive-behavioural programme dealing with classroom management. The guiding principle coming from the research literature is that management must be presented as an intellectual framework for understanding classroom events and consequences rather than simply as a collection of tricks and specific reactions to behaviour (Doyle, 1985). Successful management depends fundamentally on a teacher's skill in recognising and interpreting events within a complex classroom scene. These intellectual abilities are rooted in a teacher's classroom knowledge on schemata, that is, integrated cognitive representations of action-situation relationships in classroom environments. Such schemata are developed gradually through direct instruction, practical experience and systematic reflection on experience.

This conceptualisation of management can be operationalised by providing teachers with:

1. propositional knowledge about classrooms;
2. procedures for representing classroom demands realistically;
3. opportunities for real-time reasoning, and
4. opportunities for guided clinical experience with feedback and analysis.

It is a central premise of cognitive science that comprehension is a *constructive* process (Bransford & Franks, 1976). Meaning does not result from reception or rehearsal of information. Rather, understanding involves an active construction of a cognitive representation of events or concepts and their relationship in a specific context (Carter & Doyle, 1987).

Evertson (1987) has formulated a content outline for developing a classroom management system. Table 2.4 summarises the elements of such a system. the categories identified represent the behavioural dimension of the broad areas of the management task. They could well form the theme of a programme on classroom management that would appeal to teachers for reasons of practicality, credibility and scope.

TABLE 2.4**Content outline for a programme on Classroom Management**

1. Planning before the year begins
 - A. Arranging classroom space and supplies.
 - B. Choosing classroom rules and procedures.
 - C. Developing procedures for managing student work (accountability).
 - D. Establishing consequences and incentives.
 - E. Choosing activities for the beginning of school.
2. Implementing plans at the beginning of the year
 - A. Teaching rules and procedures.
 - B. Establishing a content focus.
 - C. Communicating expectations, directions and explanations clearly.
3. Maintaining the management system throughout the year.
 - A. Monitoring student behaviour and academic work.
 - B. Modeling and reinforcing appropriate behaviour consistencies.
 - C. Managing special classroom groups.
 - D. Intervening to restore order when necessary

(Evertson, 1987)

A great deal of management is learned through actual clinical experience in solving the problem of order in a classroom environment. For such clinical experience to be fruitful in developing appropriate knowledge structures, a teacher must receive descriptive, analytical feedback about performance, and this feedback must be organised by propositional knowledge about classroom management (Doyle, 1985). The programme, in other words must include experience and an opportunity to reflect upon the meaning of the experience. For pre-service or beginning teachers, whose knowledge of classrooms is not yet clearly articulated, the task is not an easy one. In the absence of propositional knowledge about classrooms, they may not be able to discuss profitably with more experienced or "master" teachers. However, the propositional knowledge that leads to a capacity for critical enquiry about teaching may be obtained from recent classroom research data (Doyle, 1977, 1980, 1986; Duke, 1979, 1982; Gump, 1982, 1987) and from the social and behavioural sciences. Within this framework, research and theory produce not rules or prescriptions for classroom application, but rather knowledge and methods of enquiry useful in deliberating about teaching problems and practice. Experienced teachers should have the opportunity to reflect, discuss with peers, develop a vocabulary, use knowledge to examine local situations, and develop a plan that is sensitive to their own context (Holly. 1982). A staff development programme with an enquiry-based orientation rather than a prescriptive orientation, gives teachers a framework for guiding experimentation, observation and adoption in ways that allow them to make their own discoveries and decisions and thus become empowered in their work. The key to making this happen is in using research data to provide generalisations that form a global or composite model of effective classroom management. This serves as a framework within which teachers can explore research-based variables within their own classroom and school and in so doing, unpack their own perceptions on management.

Teacher Education Materials

Reference has already been made to the manuals developed at the Research and Development Centre for Teacher Education at the University of Texas at Austin (Emmer, Evertson, Sanford, Clements & Worsham, 1984; Evertson, Emmer, Clements, Sanford & Worsham, 1984). These manuals provide a solid foundation for direct instruction in the knowledge structures that underlie classroom management effectiveness. This side of the Atlantic, there is Wragg's (1981) skills workbook on classroom management which may be culturally more in tune with local practice than the Texas manuals. The general intention of the workbook is to open up to the teacher a set of experiences that may result in a positive working classroom climate. In his workbook, *Class Management and Control*, Wragg (1981) is not so much concerned with peddling a single style of class management, but rather he aims:

1. to bring some of the possibilities to the teacher's attention;
2. to help the teacher use his eyes and ears, analyze situations and make judgements about his actions;
3. to involve others such as fellow students, teachers and tutors in the training process (pg.5).

For teacher educators who wish to adopt a whole-school approach to discipline, rather than being restricted to classroom management per se, there is a recent publication by Watkins & Wagner (1987). The work sets out to offer a practical approach to understanding patterns of behaviour in school and it identifies a rôle for pastoral care. The work has three foci:

1. the whole school;
2. the classroom and
3. the individual student.

This recent text must be an attractive foil to the narrower approach which

confines itself to the classroom and appears to ignore the important influential realities outside its boundaries.

Copeland (1983) has developed microcomputer software for representing the demands of the classroom environment. Apart from offering vignettes that depict the issues involved in classroom management, this programme gives teacher education participants an opportunity for "real time" reasoning in a controlled laboratory situation. Such experiences provide opportunity for informed clinical analysis and feedback and for a meaningful exchange of views on approaches to the classroom demands represented in the vignettes. The use of such triggers in programmes on classroom management include opportunities for rôle play and simulation, and a collegial critique of strategies adopted.

Recent literature (Carter, 1988; Carter and Unklesbay (1988); Shulman (1986b) explores the rôle that could be played by Cases in the presentation of information on classroom management. While Cases are not typically used at present in teacher preparation materials, their introduction as a valuable adjunct appears to be close at hand (Shulman, 1986).

This brief review of staff development literature represents a major influence on the programme to be described in Chapter 4.

2.11 CLASSROOM MANAGEMENT AND THE PROCESS – PRODUCT TRADITION

Classroom management has found its niche within the teacher effectiveness domain of educational research. This seems entirely appropriate as the management issue is so interwoven with the act of teaching. Traditionally, research in this genre has been conducted within the ambit of the two-factor process-product paradigm. This original version of the process-product paradigm formulated the effectiveness question in terms of relationships between measures of teacher classroom behaviours (processes), and measures

of student learning outcomes (products). Despite the vigour of the paradigm and its significant contributions in the field of teaching, the process-product paradigm came under some scrutiny and critics (Doyle, 1977b; Durkin and Biddle, 1974; Gage, 1964) began to question the adequacy of the paradigm to study something as intricate as teaching. A decade later, these early rumblings were being clearly articulated by major proponents in the field (Brophy and Good, 1986; Good and Brophy, 1986; Good, Grouns and Ebmeier, 1983; Rosenshine and Stevens, 1986). In the hands of Doyle (1977b) some fundamental shifts occurred within the original rubric, and the resultant paradigm was more akin to what is currently described as "naturalistic" rather than "positivistic," as had been the case with the parent format.

The reasons for the disenchantment with the original two-factor model are well documented (Bolster, 1983; Cronbach, 1982; Doyle, 1977b, 1986; Gage, 1977, 1985; Shulman, 1986a) and they may be summarised as follows:

1. Concern with the absence of explanatory theory to illumine the intervening ground between teacher teaching and student learning i.e. a preoccupation with the empirical to the exclusion of theoretical explanations for why behaviours worked.
2. An assumption that the causal influence always flows from teacher to student, despite knowledge that influence is bidirectional.
3. A preference for examining teacher behaviours in terms of frequency and stability over contexts, when these may not be the crucial factors in determining student learning.
4. A realisation that aggregating individual behavioural elements into a composite did not always produce positive gains.
5. The molecular focus of many research programmes carried out in this genre.

The reasons just cited contributed to the erosion of a paradigm that had served teaching very well, and insight into the paradigm's shortcomings gave clues to the shifts that were to occur within its framework.

In the hands of Doyle (1977b), the original two-factor process-product paradigm was to undergo some radical transformations. Doyle (1977b) argued that the original paradigm was "context-proof, teacher-proof and even student proof." Into the original framework, he incorporated features that were both mediational and ecological in nature. This extended paradigm now offered scope for a more illuminative and sensitive examination of the act of teaching. With the insertion of a mediating variable, the crowded mid-ground between teacher and student could more easily be accessed. This opened up the way to examine not only the product of teaching, but also the process. Overt and covert behaviours now became the foci of attention, and the information-processing capacities of research subjects achieved appropriate prominence in research programmes conducted in this genre. The addition of the ecological dimension enabled investigators to attend to the relationships between environmental demands and the human responses that occur in natural settings. Clearly the scope of the paradigm was greatly extended, but in extending a paradigm embedded in a positivistic tradition in a way that leaned towards anthropology or ethnography, Doyle (1977b), sowed the seeds of a controversy that was to erupt in research circles. Protagonists from both parent disciplines were skeptical about a fusion of approaches that had hitherto belonged to separate research domains. This controversy has been the subject of a heated debate conducted in the pages of the research-oriented journals over the last decade. The debate is worthy of consideration, and is now examined.

THE QUALITATIVE-QUANTITATIVE CONTROVERSY

The debate is designated the quantitative versus qualitative debate. It has engendered both acrimony and conciliation, and a cynical view is that it has generated more heat than light. The heat has been generated in the American research literature, while the British stance seems to be one of acknowledgement that a form of eclecticism is not only possible but has been around for some time. The outcome of the debate is best characterised as a plea for compromise with open acknowledgement of the merits of each research tradition. The

proponents of this debate include a catalogue of distinguished scholars. Among them are Atkinson, Delamont and Hammersley, 1988; Bolster, 1983; Bryman, 1984; Campbell, 1975, 1979; Croll, 1986; Cronbach, 1975, 1982; Delamont, 1983, 1987; Delamont and Hamilton, 1984; Fetterman, 1984, 1987, 1988; Fetterman and Pitman, 1986; Firestone, 1988; Gage, 1978, 1985; Guba and Lincoln, 1981, 1987, 1988; Hamilton, 1983; Hammersley, 1984, 1985, 1987; Howe, 1988; Jacob, 1987, 1988; Miles and Huberman, 1984; Patton, 1988; Reichardt and Cook, 1979; Shulman, 1986a; Smith, 1983; Smith and Heshusuns, 1986; Taft, 1987; Wolcott, 1980. With an array of distinguished scholars, why has the debate been something of a wet squib? The British research literature seems to suggest that there was no real reason for the proponents of the two major research traditions, i.e. the scientific or positivist, as represented by the quantitative, on the one hand, and the naturalistic, phenomenologist, anthropological, ethnographic, sociolinguistic, as represented by the qualitative on the other hand, to be at loggerheads, because imperceptibly they had happily coexisted within the framework of many research programmes. In a sense it has been a non-debate, because the entrenched positions reflected in the accounts of the debate, are not reflected in the real world of conducting a research enquiry. Other reasons for disillusionment with the heat of the debate is that:

1. The protagonists often shuttle uneasily between epistemological and technical spheres of discourse.
2. The protagonists miss the point that there is no clear symmetry or one to one correspondence between epistemological positions e.g. phenomenology, positivism, and associated techniques of social research e.g. participant observation and social survey.
3. The protagonists in the controversy fail to acknowledge that their adopted positions may reflect their training or competence in a particular research mould rather than their convictions concerning the merits of a particular paradigm.
4. Much of the debate has been "ethnocentric" in character and has failed to take account of research traditions outside of a particular culture.

5. The debate's descriptions, i.e. qualitative and quantitative, fail to represent the clusters of commitments for which they are presumed to stand. The presence or absence of quantitative data is but a superficial manifestation of the underlying epistemological issues. The terminological focus does not represent the intellectual undercurrents.

Having introduced the debate and having accounted for the origins of disenchantment with it, it is now in order to give the flavour of the debate. It has taken the form of a polemic, but it has been tempered by insightful and well argued perspectives from researchers who have adopted a mid-ground position. The thrust of the debate's content is now presented.

At one end of the polemic is the position occupied by Guba and Lincoln (1988) which suggests that the methodologies from the conventional or positivistic paradigm are incompatible with the methodologies from the qualitative or naturalistic paradigm. In their view, this nonmiscibility is attributable to the fundamentally root axioms or assumptions that underlie each of the theoretical approaches. Guba and Lincoln (1988) make their stance very clear indeed. Writing of the incompatibility of the methodologies associated with each research tradition they say

"Like water and oil, they will not mix; indeed, to put them together is to adulterate each with the other. Like similar magnetic poles, they repel one another; to hold them in contact requires force, and when the force is released, the methodologies fly apart."
(p.111 in Fetterman, [ed].1988).

At the other end of the qualitative spectrum stands Patton (1988), a pragmatic qualitative evaluator. In marked contrast to Guba and Lincoln, he adopts the position that the differing axioms of the scientific and naturalistic paradigms, which he acknowledges exist, do not necessarily imply incompatible and irreconcilable methodologies. He states

".....a particular group of people can arrive at agreement on an evaluation design that includes both qualitative and quantitative data without resolving ultimate paradigmatic issues. Such agreement is not likely, however, if the evaluator begins with the premise that the paradigms are incompatible, and the evaluation must be conducted within the framework of either one or the other paradigm." (p.127 in Fetterman, [Ed], 1988)

Patton (1988) argues that the practicalities of conducting evaluation involves perspectives from both the quantitative and qualitative domains. Data coming from one angle can supplement or illumine data coming from another. In reality there is a weaving back and forth among methods. The practicality issue determines that research techniques are chosen because they fit the problems at hand. Researchers in this genre are Miles and Huberman (1984) who contend that epistemological and methodological issues are separate, and that allegiance to a given research tradition, does not necessarily imply total fidelity to the research techniques commonly associated with that tradition.

Within the debate which is being conducted in the American research literature, and commented on in the British literature, the calls for compromise come from respected scholars like Gage (1978, 1985) and Shulman (1986). As representatives of the quantitative or positivistic school, they have been persuaded of the merits of combining traditions. Using the language of Cronbach (1982), Shulman (1986a), speaks of "disciplined eclecticism." He warns against the evils of incompetent research practices conducted in the name of disciplined eclecticism. He writes

"One of the strategies more frequently encountered these days could best be called the 'goulash' or 'garbage can' approach. It is a form of eclecticism run wild, with little or no discipline to regulate the decisions. In these studies, many forms of research are incorporated and thrown together with little thought for the differences in their purposes, assumptions, or perspectives." (p.32 in Wittrock [Ed], 1986).

Sloppy research of the kind deplored by Shulman (1986) contributes little to the field of scholarship and brings the research endeavour into justifiable disrepute.

Like Shulman, Gage (1979, 1985) advocates a betrothal of paradigms. He acknowledges the potential of the ethnographic approach to contribute thorough and subtle descriptions of classroom process. In an eclectic endeavour, involving a pursuit of process-product and ethnographic type research, there is the possibility of contributing in a real sense to the data base of teacher education and classroom research. Gage (1985) advocates a rapprochement with this outcome in mind. He writes

"....continued effort should be based on a marriage of ethnographic-sociolinguistic observational approaches and the process-product paradigms' observational-correlational-experimental loop. Such effort could lead in a decade or two to a basic strengthening of what goes on in teacher education and in classrooms." (p.58).

The invitation in the research literature to merge numbers and narratives is compelling. The debate does not lose sight of the complexities involved in this nexus. Apart from the demands imposed on a researcher in conducting a disciplined enquiry in the spirit of eclecticism, there is the risk of discrepant data emerging from the varying approaches. (Campbell (1979) anticipated this and wrote -

"where such (qualitative) evaluations are contrary to the quantitative result, the quantitative results should be regarded as suspect until the reasons for the discrepancy are well understood." (p.53).

The qualitative input allows the discrepancy to be teased out while the quantitative findings beg the questions to be asked. It was a realisation of the limitations on its own, of the hitherto, dominant positivistic paradigm, that led giants of this tradition like Campbell (1979) and Crombach (1975) to examine the real contribution of the conventional paradigm. They set the stage for the debate which in the words of Fetterman (1988)....."is like a quiet

storm"....."a storm that threatens to tear through the intellectual landscape like a tornado." (p.277).

In Britain, there has been no storm or no tornado. The commentators on this side of the Atlantic (Bryman, 1984; Croll, 1986; Delamont, 1983, 1987; Delamont and Hamilton, 1984; Hammersley, 1984, 1985, 1987) have suggested that paradigms have had eclectic features for a long time, but may not have been designated ethnographic or positivistic. There has long been a complementarity of theoretical approaches, but like other vogues that come and go in research circles, the paradigm debate has enjoyed popularity in the last decade. It is not that the issue did not previously exist, but it grabbed the imagination of researchers in the United States in recent years. The British attitude is characterised by"so what".... quantitative versus qualitative. Taken together, the perspectives make intriguing reading. The polemic may not have been entirely fruitless. The underlying axiomatic differences of the paradigms may not have been reconciled but progress has been made on the methodological front.

In response to the exhortations of people like Cronbach (1982), Gage (1985) and Shulman (1986a) researchers are leaving their paradigmatic ghettos, are learning to speak each other's languages, and are understanding the terms in which each other's research questions are couched. Methodological parochialism is receding and systematic, disciplined eclecticism is advancing.

The hybrid nature of this emerging eclectic paradigm should provide increased understandings and meaningful findings for those who adopt this theoretical approach. The yield should produce a combination of *Erklären* and *Verstehen* from future research programmes.

Inspired by the controversy and fascinated by the challenge of the mind shifts, suggested in the literature as necessary for the successful conduct of a piece of disciplined eclectic enquiry, this researcher opted for an approach that involved a

combination of research methodologies. The debate has been aired in order to establish context for this choice of paradigm. The literature in which the debate is conducted constituted the third body of literature contributing to the overall development of this research project.

2.12 CONCLUSION

The literature review constituted a very important element of this project. This is largely attributable to the main purpose of the work, viz., the translation of research findings into practice. It entailed constant reference to the literature in order to be faithful to both its letter and spirit. The literature review is dominated by findings coming from North America. This is not to suggest a dismissive attitude to British literature. Wherever possible, the researcher tried to incorporate findings from sources other than American journals, but inevitably references took her back to the American sources. This concentration on American findings to the apparent exclusion of others caused the researcher concern, but at all points an earnest effort was made by the researcher not to be too ethnocentric. The reality is that the main thrust of the classroom management movement originated in America and continues to flourish there.

CHAPTER 3

Current Issues in Irish Education **Pertaining to Classroom Management**

SECTION A

3.1 INTRODUCTION

This chapter has two distinct sections. The first section is aimed at presenting an account of the issues in Irish education which have contributed to the disenchantment among teachers which prompted this research endeavour. The second section gives an account of a survey carried out among teachers on the classroom management theme.

Taken as a whole, the chapter brings together the context of this piece of work.

Many of the issues discussed here have not been the subject or focus of scientific research and so hard data are not available to bolster arguments. The sources of the material for this chapter are:

1. the journals of the teachers' unions i.e. An Múinteoir,* Tuarascáil* and The Secondary Teacher;
2. accounts and analyses of teacher union congresses;
3. information gleaned by the researcher from easy access to a wide variety of teachers in the course of her work.

These sources provide a rich and accurate data base on the current issues in Irish education.

* An Múinteoir and Tuarascáil are publications of the Irish National Teachers Organisation

3.2 THE NATIONAL SITUATION

It seems appropriate to begin this discussion with broad brush strokes, and then to proceed to the particular issues with which this chapter is concerned. A general malaise has taken hold in educational circles in Ireland to-day and there is a fear abroad that strides and progress made in the last twenty five years will be either truncated or reversed (Coolahan 1987a, 1987b). During the last two decades the Irish education system has shown a lot of dynamism and a great capacity for change. The developments were rapid and commendable and the landmark associated with this new impetus coincides with the introduction of free education by a then education minister of the time, Donagh O'Malley. As a result of O'Malley's vision and energy, legislation was pushed through and second level education became available to all the children of the nation (1967), and was no longer the prerogative of the more privileged classes. This educational milestone was consonant with aspirations to cherish all the children of the nation equally and to provide equality of educational opportunity across the board. This major breakthrough occurred in a system that prior to the mid 1960s had been remarkably static. It may be that the transition from the old era to the idealistic new era occurred too rapidly, and that many of to-day's ills are attributable to too hasty implementation of an ambitious education policy that impacted on schools, teachers, families, Colleges of Education and Education Departments of Universities, and the country's centralised department of Education. But those involved rose to the challenge and for the first time in Irish history, a complete generation of Irish children was participating in post-primary schooling. Educational advances of this magnitude were greeted with great enthusiasm and there was a general buoyancy in the system despite the complexities of the problems that inevitably stemmed from this government decision. To-day, the scene is totally altered and Irish education is characterised by despondency and gloom. Teacher-morale is low and parents are disillusioned because they feel cheated in many ways by an education system that seems only to graduate their children for either emigration or unemployment.

The malaise is attributable to the inroads being made into this fledgling education system by a government intent on pursuing a policy of fiscal rectitude. It is true that Ireland is in a deep recession with an overwhelming national debt, and to its credit, the present government has tackled the economic issue head on, and recent economic reports and forecasts suggest that commendable progress is being made with regard to these debilitating problems. However, at grass roots level, the feeling is one of alarm and disenchantment. It is the opinion of many that some of the swinging cuts being made in big-spending departments like Health and Education, are occurring in the wrong areas. There are those who feel that government is going after the wrong issues, and while acknowledging that the days of expansion and largesse are over, they feel that a more prudent approach would preserve the fabric of a system that had a lot to offer.

It is in this climate of frustration and almost hopelessness that many Irish teachers work. The national ethos impinges on the citizens of the state and the effects of the disruption of orderly progress and competent management, at an administrative level, filters down through the system. It is this researcher's belief that if there is noise of this magnitude in the educational system as a whole, the impact must be felt at classroom level. The frissons of tension from the larger universe of education must be dealt with satisfactorily in the more intimate, closed environs of the classroom. The fall out from attempts to dismantle the educational system make classroom management a vital issue of the day. Classrooms are not immune to the influences of disruption occurring in the broader universe of the country as a whole.

The argument here is that the fabric of the educational system in Ireland is being shaken because of

1. a national financial crisis and
2. inadequate and inept planning at central level.

But Ireland, as a country, is suffering from an even more devastating cancer.

There is a spiral of violence, like a plague upon the land, emanating from "the troubles" in the North. While most of the island feels far removed from this intractable problem, it is an Irish reality and permeates society at a variety of levels. One cannot live in such a small island state and be immune to the horrors being perpetrated in the name of nationalism. The Ireland-Britain problem has been around in its present guise for twenty years now, and it represents an indirect but insidious influence in the undermining of Irish society as a whole. The linkages with classroom management may not be totally obvious, but the view expressed here, is that the impact of the northern troubles has far-reaching effects that make for a nervous, unstable society, and this condition may find expression in places far removed from the North. Classrooms are peopled by students and teachers who live close to the unremitting cycle of violence and hatred, and the subtle influences of it all must impact on the stability of the learning environment. Reference to the tragedies of the north cannot justifiably be omitted from any serious discussion of the malaise which is tangible in Irish society to-day.

Until now this chapter has focused on the mood or climate of the country and the possible implications for the classroom. But the society itself in Ireland has undergone very fundamental changes in the course of one generation. The shift has been from a rural farming population to an urban, technological society. This has brought with it a trend toward large urban schools, especially in the ribbon areas of the cities, and a diminishing number of one, two, or three-teacher country schools. A lot of housing in the dormitory areas of the city development is located in districts without a green belt. High-rise apartment blocks and dense housing estates represent the housing facilities of a great number of Irish students. Such a milieu seems to be a breeding ground for social problems and high levels of unemployment, over-crowding and family problems are prevalent in these surroundings. For students coming from a troubled environment, adaptation to a smooth-running, purposeful classroom, often poses problems. Great skill, on the part of the teacher, is required to ensure the maintenance of an orderly environment while retaining

sensitivity to the needs of the learners. Classroom management has a rôle to play in catering for cohorts of students who differ markedly in their behaviour and attitude from their rural counterparts, or more obviously, from their counterparts of a generation ago. The contexts of Irish society have changed dramatically and the new generation of students is challenging the authority of both parents and teachers in an unprecedented way. Many parents are at a loss to cope because, in a sense, there is no precedent for this kind of challenge. Traditionally students in school displayed compliance and parents seemed more in control of their families and their life situations than they do to-day. There is a certain feeling that the traditional value system has broken down and that the modern learner is more demanding, more challenging, than was the case one generation ago. For many classroom teachers, this development in society is quite threatening. Its influence is pervasive and undermines the stability of the school. Teachers to-day do not automatically assume that they will successfully establish and maintain an environment that is free from disruption and is work-oriented. For many, the reality is that such a classroom is a pipe dream, and contending with chronic problems of disruption is a constant pressure. For such teachers, classroom management is a live issue. For those teachers, who are not currently experiencing problems, the spectre of a breakdown in their classroom control is very real. The same sense of borrowed time is prevalent in many families. Social ills so abound that no family or no classroom feels immune. For reasons like this, an approach to preventive classroom management seems a relevant and worthwhile research topic.

Allied to the economic recession and its consequent ills of high unemployment and mass emigration, the family unit in Ireland is experiencing threat to its stability. Unemployment figures are at 18.3 per cent of the workforce for a country with a population of three and a half million. Emigration is running at 40,000 - 45,000 per year - the highest number since famine times (Central Statistics' Office. Personal Communication Nov.'1989). The impact of unemployment and forced emigration is real for many families. Increasingly teachers are teaching pupils who come from homes in which there is

considerable upheaval. Child abuse is now the most prevalent problem in referrals to child guidance clinics, a situation that was not so five years ago. Although in a recent referendum (1987) the electorate voted against divorce, marriages do come asunder and families split up. The Catholic church seems to be less influential than it was, and the socialisation process of the young is much more fraught than in a previous generation. The break up of the family is a national phenomenon and not confined to the urban areas. Teachers from all ends of the country report on the growth of domestic problems in their neighbourhood and the consequences in school of dealing with children where these problems exist. In a previous generation of learners, the family and the church were very influential agents in promoting prosocial behaviour in the young. In the majority of cases this is still the situation, but for an increasing number of pupils, authority figures no longer command the respect they once did, and this tendency to flaunt authority is often carried over to the classroom arena. Teachers often work against the prevailing tide to sustain the coöperation of some individual pupils in their class. For these teachers, classroom management is of considerable importance. Increasingly, in Ireland, the school is becoming a pivotal agent of socialisation for the young. Previously, there would have been a lot of continuity between value systems espoused at home and in school. This continuity can no longer be taken for granted, and so there is an added burden on the school, not only to push through the curriculum, but to tackle a hidden curriculum and help learners internalise acceptable codes of conduct and behaviour. Teaching is becoming more complex and more demanding as a profession. These issues are of a generalised nature, but the focus now turns to issues of more immediate concern to the teacher.

3.3 CLASS SIZE

One of the on-going bones of contention among teachers, and indeed parents in Ireland, is the large size of classes. This issue raised its ugly head in 1987 when a circular (120/87) was issued from government, proposing to raise class

size still further. The class size debate has been around since 1958 when at that time, the government accepted that teacher-pupil ratios were too high and efforts have been made since then to improve the situation. A figure of 35 pupils was adopted as the maximum acceptable and despite increased enrolments in schools, efforts have been made to hold that figure as an upper limit for class size. The Irish National Teachers Union, (the INTO) however, claim that 35 may be a misleading statistic because their figures show that the real situation on the ground is as follows. (cf. Table 3.1).

TABLE 3.1
Primary School Class Size — Academic Year 1985/1986

| | Class Size | Number of Classes |
|-----|-------------------|------------------------------|
| (a) | 20 pupils or less | 1,441 |
| (b) | 21 to 30 pupils | 6,999 |
| (c) | 31 to 35 pupils | 5,901 |
| (d) | 36 to 40 pupils | 3,633 |
| (e) | over 40 pupils | 361 |

The figures in Table 3.1 suggest that 150,000 children are in classes of 35 or over. The Minister's proposal in circular 20/87 increased the number of pupils in classes of 35 or over to c.250,000. The INTO advised its members that this revised staffing level formula meant that every parish in the country would lose at least one teacher, and that every school with eleven teachers or more would lose at least two teachers, and schools with twenty teachers or more would lose up to four teachers. (Tuarascáil, 1987). The loss of teachers would result in tens of thousands of children being placed in classes well in excess of 40 pupils. Primary school classes would be larger than they were 20 years ago. Under the new arrangements, the existing provision for administrative principals was removed with consequent absence of overall supervision. It is interesting to compare class size figures in Ireland with other European Community countries: (see Table 3.2)

TABLE 3.2
Pupil—Teacher Ratios in Western Europe

| <u>Country</u> | <u>P/T Ratio</u> |
|---------------------------|------------------|
| Belgium (Dutch Speaking) | 18.2 : 1 |
| Belgium (French Speaking) | 21.9 : 1 |
| Denmark | 10.6 : 1 |
| England | 22.1 : 1 |
| France (Public) | 22.4 : 1 |
| France (Private) | 25.3 : 1 |
| West Germany | 21.9 : 1 |
| Ireland | 27.1 : 1 |
| Italy | 15.2 : 1 |
| Luxembourg | 15.8 : 1 |

The realisation of the consequences of implementation of circular 20/87 resulted in a massive campaign orchestrated by the INTO and involving their new ally, the National Parents' Council. The government did not back down. The effects of the revised figures have been felt since September 1988 when the circular became operative.

There are obvious linkages between class size and the demands made on a teacher's classroom management system. Teachers often comment on how their task is eased on a day when three or four pupils are absent. The classroom management issue is pertinent to class size for the following reasons:

1. The primary school curriculum in Ireland is child-centred and based on discovery-learning principles. Its effective implementation is curtailed where numbers are too big. Effective curriculum implementation in an ideal teacher-pupil ratio setting requires a high degree of classroom management skills. This requirement is all the more pressing where numbers are large.
2. The vast majority of Irish children go to school on the 1st of September following their fourth birthday. Teachers of infant classes are coping with anything up to forty four year olds in classrooms that may or may not be suitable for these numbers. The need for competence in classroom management in such a situation is of paramount importance. Many infant classes are allocated to inexperienced teachers who have just graduated from College. To enable them in their work, a good pre-service grounding in classroom management is advisable.
3. In 1974 the training requirement for primary teachers in Ireland changed from a two year skills based programme to a three year B. Ed. programme, with an increased emphasis on the academic component of the pre-service preparation. It is received wisdom that the new crop of B.Ed's lack the excellent pedagogic skills which were the hallmark of the two-year trained people. If this is so, then a case must be made for paying more attention to the skills of teaching. Teaching skills cannot be divorced from classroom management, so the time may now be ripe for a re-examination of the preservice curriculum for teacher education. Classroom management should at least form a module in the preservice curriculum. It offers potential as an umbrella approach to classroom processes and methodologies as a whole.

The above issues are entwined, in that they centre on the effective orchestration of academic tasks. Class size influences the teacher's planning and decision making in terms of curriculum conceptualisation, delivery and evaluation. These functions translate into pedagogic skills and numbers management. Different schemata operate for different class sizes, so the management issue takes on an increased significance where large numbers of pupils threaten the successful implementation of the task structure that drives the school day. In the absence of classroom management skills that empower the teacher to deal competently with large classes, the level and structure of the academic tasks may be in jeopardy. In extreme cases some curriculum areas may be dropped altogether, because the logistics of setting them up in a cramped classroom with 40 young children is perceived by some teachers to be impossible. A well developed classroom management system would go a long way to helping harassed teachers deal with the implications of large class sizes.

3.4 CURRICULUM

Passing reference has been made to the possible threats to curriculum implementation at primary school level, but a real problem with regard to curriculum exists in the post-primary sector. Once more the curriculum issue here bears in on the classroom management question. The massive expansion in participation at post-primary schooling, following the introduction of free education, was not matched with curriculum reform or adaptation to meet the needs of the varied clientèle now in the system. Teachers find themselves pushing through a curriculum that is often meaningless for the students in their class, or in cases where the curriculum has been adapted, the teachers have no basic preparation in the delivery of this "new" curriculum. In September 1989 a completely new junior cycle curriculum in seven subject areas was introduced. Its introduction was not accompanied by any kind of Inservice provision. Teachers are bereft of back-up support, but traditionally they have adapted. Past experience suggests that this latest curriculum innovation will be implemented without undue protestation.

In the current situation in Ireland this curriculum problem is further exacerbated because schools are increasingly operating a selective system of enrolments. Consequently many schools end up with the "rejects" or misfits from schools in the same catchment area where the more amenable and brighter intake have been creamed off. (Hannan & Boyle 1987). So it is, that many teachers find themselves working with a class full of reluctant students, in a school that is poorly equipped, because the socio economic status of the parents does not allow for any financial subvention to improve the school's resources. The curriculum may have minimal appeal for the students, the teacher may be ill prepared in terms of its delivery, and consequently order is threatened. Classroom management has a rôle to play in these challenging situations, because it enables the teacher to accurately map the classroom demands and make the necessary responses to meet these demands, to the extent that this is possible, given all the limitations that militate against success. Classroom management skill must be a useful tool in the armoury of a teacher working in such taxing situations.

3.5 IN-SERVICE PROVISION

Despite the well documented need for improving inservice provision in Ireland, only .0004 of the education budget is allocated to Inservice. However, during the summer vacation, a lot of self-funding courses are organised at a local level and recently there has been a drift away from the straightforward curricular areas to more generalised topics. The survey conducted as part of this research project attests to the perceived desirability on the part of teachers for provision on classroom management as an Inset theme.

3.6 ABSENCE OF RESOURCES

A teacher in Ireland works in great isolation. By "isolation" the researcher means that the teacher has not got access to a wide variety of paraprofessionals or members of interdisciplinary teams to confer with when problems related to

the classroom arise. The inspectorate is grossly understaffed and it is quite possible that as a secondary school teacher one could spend one's total teaching career and never be visited by an inspector. At primary level no school psychological service exists at present, so teachers find themselves alone, or certainly limited in the range of services they can call on when problems that warrant intervention arise. Plans are in the pipeline to introduce a psychological service at primary level on a pilot basis, in two districts. The case load at post primary level is such as to render the provision grossly inadequate. Because of scarce resources and a lack of back-up services to help teachers, it seems very important that the teacher be as skilled and as competent as possible in preventing problems from arising in the first place. The model of classroom management put forward in this work is sensitive to this.

3.7 REDUNDANCY SCHEME

In an effort to reduce public spending, the government in 1987 made available to public servants a redundancy/early retirement scheme. The pick up on this from the teaching profession has been far in excess of government expectations. Due to the high level of interest in this scheme, it has now had to be suspended (1989) because it cost so much in immediate cash expenditure to implement. In fact, no teacher under the age of 58 years has been granted sanction to avail of this scheme, such was the volume of applicants. It is true that a wide variety of motives may underpin why so many teachers wish to leave the profession, but a major influence, doubtless, is the stress and consequent burn-out that many Irish teachers are now experiencing. Constant reference occurs in the teachers' journals, and at their annual conferences, to the increasing complexity of their rôle and the lack of infrastructures to help them deal with this. The profession is perceived as well-paid, but taxing. It is the unremitting pressure of the classroom and its multifaceted demands that leads to tension, exhaustion and eventual burn-out. Good provision on a consultancy or inservice basis on the classroom management theme should help. In 1977 a disability scheme was negotiated by the teachers' unions with an insurance company. This was a

scheme which enabled teachers suffering from job related stress to leave the profession on a diagnosis of such disability. The following Table 3.3 gives details of the claims statistics in each scheme year since its commencement.

TABLE 3.3**Disability Claims**

| <u>Year</u> | <u>Number of claims</u> |
|-------------|-------------------------|
| 1977 | 1 |
| 1978 | 4 |
| 1979 | 2 |
| 1980 | 5 |
| 1981 | 7 |
| 1982 | 19 |
| 1983 | 19 |
| 1984 | 26 |
| 1985 | 25 |
| 1986 | 26 |
| 1987 | 25 |

Information supplied by the I.N.T.O. 1987

The numbers in themselves seem small, but in percentage increase terms they reflect the sense of helplessness felt by many in the teaching profession. It is likely that among the ranks there will be many more disgruntled people than before - those who applied for and were refused entitlement to the redundancy/early retirement scheme. A reluctant teacher may not fully utilise his/her talents to the full, and this obviously carries with it implications for the learners.

3.8 ABOLITION OF CORPORAL PUNISHMENT

In 1983 the use of corporal punishment was formally abolished in Irish schools. There are some teachers who regret this move. That is not to say that they ever made use of corporal punishment as a method of correction or reprimand when violations of acceptable classroom behaviour occurred. Their stance is that the very possibility of using this approach was in itself a deterrent. Since its abolition a marked increase in lack of discipline is reported. The opening motion of the 1987 Annual Congress of the INTO dealt with the "lack of discipline as a major problem in schools." Speaker after speaker documented the threat to order experienced on a daily basis by teachers. Congress called on the Minister to implement the findings of the Report on Discipline (1985) which had been prepared by a committee, consisting of representatives from the Department of Education, School Management Boards, National Parents' Council and teachers from first and second level schools. Since the publication of the Report a number of bodies have responded to it, but to date, no action has ensued. The teaching profession feels let down and frustrated and they are in a limbo. Corporal punishment has been abolished and no formal structure has been set up to guide teachers in the implementation of sanctions, following pupil infractions. A circular, (8/87), attempted to proffer guidelines for Boards of Management and Teachers but the teachers' unions felt that the guidelines

".....offered nothing to help them deal with the every day problems of indiscipline in their classrooms."
(Tuarascáil, January 1987).

The inaction of the Minister for Education to implement the 1985 Report has angered the teachers and the soft approach adopted in the guidelines which followed has been a source of "dismay and disbelief." In short, the teachers had expectations that their plight would be recognised and that the findings of the Discipline Report would translate into improved conditions following -

1. the appointment of extra teachers in those schools which have a high concentration of disruptive pupils;
2. the provision of inservice courses for principals and teachers to deal with disciplinary problems;
3. sanction for the appointment of extra teachers to facilitate an improvement in home-school liaison;
4. the service of qualified remedial teachers to be provided for all schools;
5. the extension of a school-based psychological service as a matter of urgency;
6. the provision of special day-care units in urban areas to cater for the educational needs of those pupils whose behaviour is so disruptive as to infringe the constitutional right of others to education.

None of these recommendations has been met. There is no commitment to do so, and since the publication of the Report (1985) and the Minister's response in January 1987, the position has deteriorated still further, following the revised staffing levels schedule 20/87. This seems to be another example of an Irish solution to an Irish problem?

Minister's Response

From this researcher's perspective, two sections of the Minister's response and subsequent guidelines are of particular interest. One (referred to as Item 6) in the response, deals with the provision of preservice and inservice training for teachers; the other, offers guidelines to the individual classroom teacher. Had the recommendation alluded to in item 6 been implemented, then classroom management as a topic in teacher education, would have had great prominence.

Item 6 reads:

"The Minister agrees with the emphasis placed by the report on the importance of pre-service and in-service training in enabling teachers to cope with the variety of educational and behavioural problems which they encounter in their work in schools.

The Minister has requested his Department to enter into discussions with the teacher-training institutions with a view to ensuring that the understanding and management of behavioural and discipline-related problems in schools are strengthened as appropriate in the pre-service training of teachers.

Disciplinary matters, in particular the development of teaching strategies so as to minimise disciplinary problems, will in future form a greater part of the in-service education programmes for teachers.

The Minister welcomes the statements in the Report outlining the responsibilities of the principal teacher and undertakes to support the principals in the exercise of these responsibilities by the strengthening of the in-service provisions specifically for principal teachers."

The reality is that these sentiments represent little more than rhetoric and no follow-through has occurred to ease the burden for teachers or to suggest government credibility and commitment. Teachers are left to muddle through, and only at individual school level is the initiative for school discipline policy formulation undertaken. Many schools neglect to formulate such a policy. The Elton Report (1989) will hopefully have a more constructive legacy. The guidelines referred to above contain a section aimed at the classroom teacher. It reads

The individual teacher should:

- present lessons in a stimulating manner and cultivate a happy atmosphere, conducive to learning, within the classroom;
- be familiar with the school's policy document in relation to discipline;
- implement the policy fairly, firmly and with kindness;
- co-operate with colleagues in the implementation of the discipline policy;
- be particularly supportive of new teachers with regard to the supervision and control of pupils.

These are noble sentiments and if translating them into practice was feasible, then all conscientious teachers would do so. A great number of schools in Ireland, have teachers who do as the Minister advocates. But the guidelines fall short of tackling the infrastructures (as per item 6) needed to make these guidelines a reality.

This section of Chapter 3 has explored some issues that make classroom management a relevant research topic in Ireland, to-day. As this research project is teacher-focused, it seemed appropriate to go to the teachers and tap their views on many of the issues touched on to date. Section B of this chapter, gives an account of a survey conducted in connection with this endeavour.

CLASSROOM MANAGEMENT SURVEY

SECTION B

3.2.1 INTRODUCTION

This piece of field work involved the compilation and distribution of a questionnaire based on the classroom management theme. The survey was aimed at clarifying vague impressions that were forming in the researcher's mind about issues related to classroom management. Equally importantly it was conducted to establish perspective on the research project. The survey took the form of a questionnaire which was developed by the researcher in Spring 1987 and field tested with a sample of eight teachers before final completion.

3.2.2. CONSTRUCTION OF THE QUESTIONNAIRE

A copy of the questionnaire is included in Appendix A. The scope of the questionnaire aimed to elicit information from the respondents on the following items:

1. Type of School in which they taught.
2. Description of classes which they taught.
3. Years of teaching experience.
4. Understanding of what classroom management entails.
5. Conceptions of and importance attributed to classroom management.
6. Details of pre-service and in-service preparation for classroom management.
7. Current classroom problems related to management.
8. Vignette of an effective classroom manager.
9. School context variables.

10. Support systems within the school.
11. Preferred mode of INSET.

The items included in the questionnaire reflect the questions which part-motivated the research project. These relate to such issues as

1. Is there any kind of school in which classroom management problems seem more prevalent than in others?
2. Are there teacher characteristics which are associated with incidence of perceived classroom management problems?
3. How do Irish teachers perceive classroom management?
4. In what ways have teacher education programmes prepared teachers for the classroom management task?
5. What resources are currently available for members of the teaching profession in dealing with classroom management problems?
6. Would Irish teachers like some INSET provision on the theme of classroom management, and if so, what format should this take?

The survey was carried out to ascertain what the situation was really like on the ground, and to act as a backdrop for the programme on classroom management which was to stem from the research literature on the topic.

3.2.3. FORMAT OF THE QUESTIONNAIRE

The questionnaire consisted of twenty four items. The first nine items on the questionnaire simply involved ticking or filling in a box that matched characteristics of the respondent's work context and experience. Some of the data is not reportable. The remaining fifteen items required the respondent to expand on responses made on a four point scale ranging from Definitely Yes to Definitely No. These items tapped the respondent's perceptions and attitudes in relation to the issues under investigation. The questions were open-ended and left the respondent free to comment in a reflective and non-prejudicial manner. The data obtained from the questionnaire resulted in a composite profile of an individual teacher's experience. In terms of item generation, the questionnaire

may have lacked validity, but it served the purposes already outlined.

3.2.4 SURVEY SUBJECTS

In the Irish Republic there are ten Teachers' Centres distributed all over the country. These Centres are used by teachers at all levels of the profession in the catchment area in which they are situated. The researcher mailed ten questionnaires to the Director of each Centre and asked for coöperation in their distribution to a cross section of teachers attending the Centre. Each questionnaire was accompanied by a cover letter from the researcher, explaining in broad terms the nature of the research project, of which the questionnaire formed part. The researcher also telephoned the Teachers' Centres in an effort to personalise the request for coöperation. This particular mode of distribution of questionnaires and selection of subjects was chosen in an effort to ensure as wide and representative a sample of Irish teachers as possible. The response rate obtained was 90 per cent. Details of the analyses and results now follow.

3.2.5 ANALYSES OF THE SURVEY DATA

Introduction

The data from the survey were analysed in both a quantitative and interpretive method. Some of the items lent themselves to both forms of analyses while others did not lend themselves to this approach. A summary of the quantitative data frequency counts is presented in Table 3.4. The items from the questionnaire which lent themselves to qualitative analysis are presented in Table 3.5. The results are discussed following their presentation.

3.2.6 QUANTITATIVE DATA ANALYSIS

For purposes of this analysis, the SPSS* programme was used. A frequency count of the questionnaire's twenty four items yielded the following results.

TABLE 3.4

Quantitative Data Frequency Counts

| No. | Questionnaire Item | | | | | | | Total | |
|-----|---|---------------------------------------|-----------------|-----------------|------------------------|--------------------|--------------|-------|----|
| 1 | Type of School | Primary 50 | Secondary 17 | Vocational 2 | Community 14 | Comprehensive 0 | Special 7 | 90 | |
| 2 | School Location | Urban 71 | Rural 19 | | | | | | 90 |
| 3 | Class Type | Mixed 55 | Boys 12 | Girls 23 | | | | | 90 |
| 4 | Student Ability Levels | Mixed 74 | Streamed 16 | | | | | | 90 |
| 5 | Class Size | 1-9 Stds. 3 | 10-19 10 | 20-29 32 | 30-39 45 | | | | 90 |
| 6 | Length of Teaching Experience | 1-5 Yrs. 13 | 6-10 26 | 11-15 23 | 16-20 12 | 20< 16 | | | 90 |
| 7 | Sex of Teacher | Male 26 | Female 64 | | | | | | 90 |
| 8 | Length of Time in present school | 1-5 Yrs. 33 | 6-10 36 | 11-15 12 | 16-20 8 | 20< 1 | | | 90 |
| 9 | Experience in teaching same age group | Yes 29 | No 61 | | | | | | 90 |
| 10 | Understanding of Classroom Management Issue | Findings reported in the next section | | | | | | | |
| 11 | Classroom Management an issue of concern | Definitely Yes 45 | Yes 43 | No 2 | Definitely No 0 | | | | 90 |
| 12 | Classroom Management Classroom Instruction | Data reported in the next section | | | | | | | |
| 13 | Preservice Preparation for Classroom Management | Definitely Yes 7 | Yes 24 | No 36 | Definitely No 23 | | | | 90 |
| 14 | Inservice Provision in Classroom Management | | | Yes 17 | No 73 | | | | 90 |
| 15 | Experiencing difficulty in managing class at present | Definitely Yes 3 | Yes 35 | No 35 | Definitely No 17 | | | | 90 |
| 16 | Vignette of an effective Classroom Manager | Data reported in the next section | | | | | | | |
| 17 | Teaching task becoming more difficult | Definitely Yes 34 | Yes 42 | No 11 | Definitely No 3 | | | | 90 |

TABLE 3.4 (continued)

| No. Questionnaire Item | | | | | | | | | | | Total | | | |
|------------------------|---|---------------------|----|------------------------------|----|-------------------|----|---------------------|----|-----------|-------|------------------------|----|----|
| 18 | Details of Students' family background | One Parent families | | Both Parents working | | Father unemployed | | Mother only working | | | 90 | | | |
| | | Yes | No | Yes | No | Yes | No | Yes | No | | | | | |
| | | 72 | 18 | 82 | 8 | 89 | 1 | 79 | 11 | | | | | |
| 19 | Teaching in a disadvantaged neighbourhood | Yes | | No | | | | | | | 90 | | | |
| | | 35 | | 55 | | | | | | | | | | |
| 20 | Experienced in teaching both Old and New Curriculum | Yes | | No | | | | | | | 90 | | | |
| | | 35 | | 55 | | | | | | | | | | |
| 21 | Is there a school policy for dealing with disruption | Yes | | No | | | | | | | 90 | | | |
| | | 66 | | 24 | | | | | | | | | | |
| 22 | Support for staff members experiencing difficulty with disruption | Yes | | No | | | | | | | 90 | | | |
| | | 54 | | 36 | | | | | | | | | | |
| 23 | Beginning of the school year importance | Definitely | | | | | | Definitely | | | 90 | | | |
| | | Yes | | Yes | | No | | No | | | | | | |
| | | 48 | | 37 | | 3 | | 2 | | | | | | |
| 24 | Interested in Inset provision on classroom management | Definitely | | | | | | Definitely | | | 90 | | | |
| | | Yes | | Yes | | No | | No | | | | | | |
| | | 37 | | 38 | | 11 | | 4 | | | | | | |
| 24 | Inset | School Based | | Spaced over a period of time | | Lecture | | Seminar | | Workshop | | 90 | | |
| | | 57 | 33 | 37 | 53 | 12 | 78 | 67 | 23 | 30 | 60 | | | |
| 24 | Inset | During Term | | One Week | | 3 Day | | With Pupils | | Rôle play | | Combination of Methods | | 90 |
| | | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | Yes | No | |
| | | 88 | 2 | 19 | 71 | 17 | 73 | 11 | 79 | 19 | 71 | 56 | 34 | |
| | | | | | | | | | | | | | | |

3.2.7 CROSSTABULATIONS

Following the frequency counts on the raw data, the SPSS* programme was used to carry out certain cross tabulations on the data. The researcher was interested in exploring certain linkages between items on the questionnaire.

These were as follows:

1. Were teachers in an urban area experiencing more difficulty in managing their classes than teachers in a rural area? No significant difference was revealed.
2. Were female teachers experiencing more difficulty in managing their classes than male teachers? No significant difference was revealed.
3. Were teachers coping with large classes experiencing more difficulty than teachers dealing with average class size? No significant difference was revealed.
4. Were teachers with long experience having more difficulty than teachers with little experience? No significant difference was revealed.
5. Were teachers working in disadvantaged neighbourhoods experiencing more difficulty than teachers working in advantaged neighbourhoods? No significant difference was revealed.
6. Were teachers teaching in certain kinds of schools experiencing more difficulty than teachers in other kinds of school? The Chi square was significant at the $p < 0.5$ level. It revealed that teachers working in the post primary and special education sectors were experiencing more difficulty than their colleagues in the primary school sector. This result is in line with expectations.
7. Were teachers who had some preparation for classroom management in their teacher education programmes, at either preservice or inservice levels, experiencing less difficulty than teachers who had no such preparation? No significant difference was revealed.
8. Was teacher length of service related to attendance at inservice courses on classroom management? This crosstabulation revealed a significance and showed that teachers with less than fifteen years experience were more likely to have attended such courses than teachers serving longer in the profession.
9. Finally, the relationship between perception of task complexity and difficulty in classroom management was explored. No significant difference was revealed.

3.2.8 QUALITATIVE DATA ANALYSIS

This section of Chapter 3 deals with the items on the survey questionnaire which lent themselves to qualitative analysis. Where appropriate, reference will be made to the quantitative findings already reported. The qualitative items under consideration are summarised in Table 3.5 and are taken from the original questionnaire (cf. Appendix 1). The format adopted here is to take each item separately and to briefly summarise its findings. The summary account will be supplemented by actual extracts from individual questionnaires and attributed to the teacher respondent. Following this exercise, there is a general discussion on the central themes emerging from the composite survey data.

RESULTS

Most of the crosstabulations were not significant. This outcome underscores the complexity of the classroom management issue. It is not possible to make direct links between the issue and variables like class size, neighbourhood, sex of teacher, age of teacher or teacher preparation programmes. The frequency data point up the importance of the topic and the cinderella rôle it has played in teacher education circles. However, implicit in the findings is the fact that teachers, through experience, develop a classroom management system that enables them to survive in the relentless busy-ness of the classroom. The qualitative data explore this further.

TABLE 3.5**Survey Items for Qualitative Analysis****Item No.**

10. Understanding of Classroom Management.
11. Classroom Management as an Issue of Concern.
12. Difference between Classroom Management and Classroom Instruction.
13. Preservice preparation for Classroom Management.
14. Inset preparation for Classroom management.
15. Current difficulty in class management.
16. Vignette of an Effective Classroom Manager.
17. Level of demand associated with teaching rôle.
18. Details of pupils' background.
19. School neighbourhood factors.
20. Curriculum experience.
21. School policy for dealing with disruption.
22. Support system for school staff in dealing with disruption.
23. The beginning of the school year as a milestone.
24. Inset provision preferences.

DETAILED FINDINGS

Item 10

This item asked teachers what they understood by classroom management. A majority of respondents understood classroom management to be an essential condition for the twin activities of teaching and learning. It centred on planning, organisation, housekeeping procedures and the establishment of routines. Many respondents focused on relationship building with the learners and on the importance of a healthy classroom climate for successful classroom management. A minority of respondents linked management to disruption or issues of discipline. The concept was linked to task orientation and to curriculum delivery. Representative responses included:

- (i) "Classroom organisation which facilitates the learning process whereby all the pupils are effectively engaged." T.23.
- (ii) "Everything which contributes to a good learning atmosphere." T.61.
- (iii) "Organising the classroom correctly to ensure a creative, stable work environment." T.74.

The findings on this item suggest that classroom management is perceived as an essential condition for successful teaching and learning.

Item 11

This item asked teachers if classroom management was an issue of concern. As already reported, ninety eight per cent of the respondents deemed classroom management to be an issue of concern. The researcher regrets the usage of the word "concern," because as used in the questionnaire it may have been open to at least two interpretations i.e. "importance" and "stress." However, whatever ambivalence the item may have caused, the teachers attributed their concern to the following reasons:-(i) classroom management was perceived as being

central to effective teaching and (ii) it minimised the risk of undue teacher stress in an occupation that was becoming increasingly demanding and open to threats posed by growing levels of disruption. The following extracts reflect typical answers:

1. "It is part and parcel of the teaching process." T.18
2. "It is continuously the most difficult area of my teaching. It is a source of constant stress to manage the classroom successfully....." T.44.

This item showed very convincingly that classroom management is a topical and central issue to practising teachers.

Item 12

This item asked how classroom management differed from classroom instruction. The findings show a general consensus that classroom management refers to the organisation of the learning environment and to issues of control, while classroom instruction is linked to the imparting of knowledge and skills. A number of respondents suggested that the two issues are interlinked. Typical of responses to this item were the following:

- (i) "The instruction is the imparting of knowledge, whereas the management is the other factors pertaining to this i.e. seating arrangements, discipline, and resources." T.4.
- (ii) "Both are interrelated. Good classroom instruction depends on good classroom management." T.37.

The responses to this item were congruent with the responses to Item 10, which explored the understanding of classroom management.

Item 13

This item addressed the question of preparation for classroom management during preservice teacher training. As reported earlier, a majority of

respondents had received no such preparation for this important aspect of their profession. Those who had, commented on the unrealistic presentation of information on this topic. The responses suggested that competence in classroom management was developed experientially by dint of trial and error on their feet as teachers. Typical responses for this item were:

- (i) "Classroom management is something experience has taught me." T52.
- (ii) "I didn't learn anything about classroom management during teacher training, but you soon devise coping skills as a matter of survival." T.86.

Item 14

This item sought information in Inservice provision on the classroom management theme. Some eighty per cent of the respondents had never had such provision, and those who had, were teachers working in the special education sector. Details of course coverage were scant, but the general impression was one of enthusiasm for the theme and an appreciation of its relevance. Typical of the responses to this item were:

- (i) "Why is an important topic like this neglected in Inservice teacher training?" T.68.
- (ii) "Would that I could have learned in my teacher training days what I gleaned while attending an Inservice course that included a module on classroom management." T.83.

The findings from this item show that classroom management has been a neglected topic in Inservice teacher education. However, for those teachers who have attended courses dealing with the theme, the response has been positive.

Item 15

This item sought information on whether the respondents were experiencing

difficulty in present class management. Interestingly enough, over fifty per cent of the teachers were not experiencing difficulty. It is worth comparing the data from this item with those coming from item 11 - the item tapping concern with the classroom management issue. Sources of difficulty cited by those teachers who were experiencing problems included:

1. large class size;
2. absence of parental support;
3. domestic problems influencing pupils' classroom behaviour;
4. meeting pupils' individual needs and
5. the lack of a support system within the school for dealing with disruption.

Some of the following comments serve to illustrate the range of responses in this area:

- (i) "Greatest difficulty is 39 in a class - this is made worse when another teacher is out and we get extra children." T.20.
- (ii) "My class of forty infants is too big to manage successfully all day, every day." T.55.
- (iii) "No actual policy or support. I have no back-up. There is nothing I can really do, apart from trying to cope." T43.

This item showed the kind of difficulties experienced by Irish teachers.

However, they evolved their own coping strategies and instanced:

- and
1. good organisation and pre-planning,
 2. years of experience

as the keys to their success.

Item 16

This item sought a description of an effective classroom manager. The teachers who responded focused on the following attributes:

1. being well organised;
2. establishing a good relationship with the pupils;
3. being sensitive to pupil needs;
4. having a good self-image;
5. exercising control and
6. keeping pupils on task.

The extracts cited below capture the essence of the respondents' views:

- (i) "The effective classroom manager is the person who has planned a schedule of activities involving individuals and groups, and has effectively communicated desired outcomes." T.59.
- (ii) "Such a person must be a well integrated person with a strong self-image." T.7.

The effective classroom manager as described by the sample, combined both organisational skills and skills in establishing healthy interpersonal relationships with the learners.

Item 17

This item looked at the respondents' perception of the increasing demands associated with being a teacher. As the quantitative analysis showed, seventy per cent felt that their rôle was becoming increasingly demanding and they advanced the following factors to explain their view:

1. pupils of to-day are more demanding than their counterparts of a decade ago;
2. many rôles to fulfil as a teacher - social worker, counsellor, therapist, surrogate parent;
3. curriculum demands and meeting standards set by the inspectorate;
4. unrealistic goals set by parents for their children;
5. unacceptable levels of class size.

In support of this list of influencing factors, the following quotes are taken from the questionnaires:

- (i) "Each year I feel that more is demanded of me in my rôle as teacher. The community seems to expect me to fulfil multiple rôles. It is expected that we be teacher, mother-figure, psychologist, social-worker, confidante, nurse - to both children and their parents." T.17.
- (ii) "Children have always had personal problems but more and more they seem to need counselling and help. This places greater demands on the teacher." T.60.
- (iii) "Parents expect more and want their children to excel, but are not prepared to put the work in themselves that is necessary to achieve these kinds of results. They shift the full responsibility on to the school." T.82.

This item was very comprehensively dealt with by the respondents. There was general agreement that teaching is a task that is increasing in complexity, and the respondents seemed to welcome an opportunity to focus on this.

Item 18

This item sought information on the background factors in the students' homes that teachers might feel were linked to the classroom management issue. Results from this item were mixed. Some respondents felt that home factors did not make any real difference in students' classroom behaviour, while others felt that attention-seeking, low morale and poor self-image on the part of students could be traced to family patterns. Some of the comments below serve to illustrate the diversity of opinion generated by this item:

- (i) "I don't think that parental working patterns are as important as the parents' own attitude and life style." T.22.
- (ii) "Classroom behaviour can be adversely affected by parental working patterns, especially where parents are working at night." T.70.

The sociological dimensions of classroom behaviour warrant much more adequate exploration than item 18 allowed. However, even at a superficial level of enquiry, one can deduct from this survey, that teachers do not discern any real pattern emerging that links parental working arrangements and student classroom behaviour.

Item 19

This item asked respondents to give their views on neighbourhood factors and their possible influence on classroom behaviour. The previous analysis of the data shows that sixty one per cent of the teachers sampled, work in advantaged neighbourhoods. As with the previous item, respondents felt that neighbourhood was a potentially influencing factor, but direct linkages to classroom behaviour were not traceable. Respondents focused on the powerful influence of individual families and there was an opinion expressed that broad generalisations associated with neighbourhood were impossible and misleading.

The following extracts illustrate typical findings for this item:

- (i) "Some of the children from the disadvantaged neighbourhood are very well brought up and very socialised, while some of those who have every advantage do have behavioural problems. Parental factors influence most." T.33.
- (ii) "It is self-evident that neighbourhood factors influence classroom behaviour. Peer group culture is important, but so also is parental attitude." T.51.

While there is no conclusive picture emerging from the data on this item, the findings endorse the literature view that it is naïve to make direct relationships between neighbourhood factors and student classroom performance.

Item 20

This item aimed to tap teachers' perceptions of the linkages between curriculum and classroom management. Respondents felt that in order to implement the

"new" curriculum (1971), a certain competence in classroom management was essential. Reference was made to related issues like class size, resources, groupings and the intrinsic demands associated with genuinely faithful implementation of a child centred curriculum. A curriculum made relevant to the learners' world was frequently suggested as an important aspect in facilitating classroom management success. Here are some representative responses to this item.

- (i) "The curriculum, to be implemented properly, needs a lot of group work, individual work, preparation and recording - in other words, very careful, well planned classroom management." T.28.
- (ii) "The more relevant the curriculum, the less difficulty in setting up a working management system." T.41.

The general thrust of the responses suggest that teachers do perceive a relationship between curriculum and classroom management.

Item 21

This item tried to ascertain the existence of a school policy for dealing with disruption. Seventy three per cent of the respondents worked in schools which had a policy. Where one existed, it took the form of a continuum of sanctions depending on the gravity or frequency of infractions. Where no policy existed, respondents bemoaned its absence and felt isolated in their efforts to contain or deal with disruption. The following examples represent the trend of responses to this item.

- (i) "Detention >>>>>> On Report >>>>>> Suspension from class >>>>>> Suspension from school >>>>>> Expulsion". T69.
- (ii) "In theory the school has a policy but basically the principal doesn't want to deal with any disruptive behaviour and usually he is ineffective anyway. He hates to depart from the "nice" image. T90.

The findings for this item suggest that either a clearly defined system is in operation or else an ill defined ad hoc system exists. The latter situation is perceived by teachers as unsatisfactory.

Item 22

This item asked for information on the availability and type of support for teachers experiencing classroom management problems. Sixty per cent of the respondents felt that their school offered support. This support was along informal lines, at staffroom level, and largely collegial in nature. Its main feature was the quality of the interpersonal relations among colleagues and the strength derived from exchange of ideas and views among staff members. No reference was made to the availability of professional or consultant services. This form of support is unknown in an Irish context. The following extracts catch the flavour of responses to this item.

- (i) "What support there is, is unstructured - usually depending on the goodwill of friendly colleagues - the principal himself being quite unsupportive." T23.
- (ii) "There is virtually no support for teachers experiencing classroom management problems - no back-up system from administration or from fellow staff members." T72.

The data from this item suggest that while many teachers feel collegial support in their efforts to tackle disruption, there are those who feel bereft of any kind of help. The implications of this latter situation could be quite serious.

Item 23

This item asked teachers to comment on the significance they attributed to the beginning of the school year in terms of classroom management. Ninety two per cent of respondents attributed great importance to this time of year. They saw it as a time when teachers

1. set up procedures and routines that would be operative right through the remainder of the year;
2. communicated to students their expectations about acceptable standards of work and behaviour;
3. established themselves as being in control.

Typical of responses for this item were:

- (i) "Norms and standards and goals are set up at the beginning of the school year. Once students know what is expected of them, they usually make an effort to measure up." T14.
- (ii) "I find that if I start off very firmly with the children for about a month, things run smoothly then, as they know what they can and can't do." T63

There was a sameness about the responses to this item that clearly acknowledged the importance of the beginning of the school year for establishing effective classroom management.

Item 24

The final item in the survey sought information on teachers' interest in inservice provision on the theme of classroom management. Earlier analysis of the quantitative data suggests that over eighty per cent of respondents would favour such provision, and they expressed their preferences for the format of such provision. Teachers advanced the following reasons for Inset provision on this topic:

1. a desire to acquire skills and knowledge in this important area of professional expertise;
2. a wish to share experiences and views with other teachers on this subject;
3. a possible opportunity to get help with many of the practical problems of classroom life.

Here are some of the comments made by teachers in response to this item:

- (i) "A sharing of problems - a feeling of solidarity, and of not being alone in dealing with management problems." T33.

- (ii) "We have no training in this area. We need to be able to manage in order to teach. Inservice training in this area is vital." T89

The findings from this item stressed the relevance and importance of the classroom management theme as a content area for inservice provision. A discussion of the survey data brings Chapter 3 to a conclusion.

3.2.9 DISCUSSION

For purposes of this discussion, the survey items will not be treated separately, but rather combined, in order to allow for thematic cohesion. Some clear data that are of considerable interest to teacher educators in Ireland emerge from the collective responses. These may be summarised as follows:

1. The classroom management theme is of importance to Irish teachers.
2. These teachers report that teacher education programmes have traditionally neglected to pay due attention to the classroom management aspect of professional development.
3. Inset provision on classroom management would be of great interest to the teachers in the survey sample.

These findings coincide with the researcher's perceptions as described in the introductory chapter of this piece of work.

It must be acknowledged that a sample of ninety teachers is small and so caution is required in making generalisations about the findings. The results are distilled from responses that displayed no ambivalence about the issues under investigation. There was a distinct impression of conviction in the answering and the questionnaire seemed to open up an area of immediate concern for the respondents. Taken as a whole, the survey data suggest that the research topic is relevant and worthwhile in an Irish context. The survey validates the research enquiry into the classroom management theme.

Many of the respondents tied the management issue in with instruction and curriculum issues. Responses focused on its importance for successful delivery of the curriculum. No effort was made to separate out management from teaching, though in the minds of the teachers the two concepts were allied, but distinct. (cf. Item 12). Knowledge of management has been acquired by teachers through experiential learning. It may constitute tacit knowledge, but it informs teacher behaviour. The researcher wishes to argue that such knowledge, about management, should be presented as an integrated part of teacher education programmes, and should not be a neglected area that is picked up in the course of professional development. Of course the knowledge and skills may be constantly evaluated and altered until a teacher finds a comfortable fit between classroom context and teaching variables, but the area is too important to delay its acquisition. Teacher educators must make good the omission of classroom management in their programmes and respond to the well articulated need in this respect among the teaching cohort.

Added to the perceived linkages with curriculum and pedagogic skills, respondents focused at many points in the survey, on the growing complexity of their teaching rôle, and the implications of this for an effective classroom management system. As indicated in the earlier section of this chapter, large class sizes are a reality in Ireland. Support systems for teachers are largely unstructured and a sizeable number of schools limp along without a clearly articulated policy for dealing with disruption. Many teachers in the survey sample seemed to feel that they were on their own in terms of dealing with disruption, and that in order to survive and respond to the mounting pressures of the job, they needed a robust management system.

When asked about their perceptions of an effective classroom manager, the responses matched those of the research literature in this area (Evertson & Emmer, 1982), with a notable variation. Many of the teachers made reference to the importance of the quality of their interpersonal relationships with their

pupils. The American literature tends to focus more exclusively on planning and organisation and clear communication of expectations. Irish teachers also included these dimensions in their vignettes, but they included an affective aspect alongside the more obvious management behaviours. Implicit in the answering on this item was a criticism that teacher education programmes had not stressed sufficiently the importance of teacher-pupil interaction. Once more the rôle of experiential learning was frequently mentioned, and one can conclude that, with time, a goodly number of Irish teachers work out a comfortable fit between their management system and classroom climate. The survey data point up important omissions in teacher education programmes in Ireland. They deserve to be heeded.

No convincing picture emerged from the findings concerning neighbourhood or family factors, and their linkages to the classroom management issue. This result helps to make the point that it is both risky and inaccurate to establish direct causative links between background and locality factors and classroom behaviour. The teachers in the sample obviously recognised the uniqueness of each classroom and the idiosyncratic nature of the workplace context. This kind of information is relevant to teacher education programmes. Student teachers may tend to focus on the sameness of classrooms and miss the importance of their dynamism and uniqueness. Case study material can be developed from survey data and used in a very influential way to illustrate the realities of classroom life. A detailed exploration of the survey responses could form the agenda for a worthwhile module on both preservice and inservice teacher education programmes.

In conclusion, the survey data helped to convince the researcher that the line of enquiry being pursued for purposes of this project was both topical and important. The research literature suggested that the teacher behaviours associated with the Kounin and Texas work could be operationalised. Taken together, these two sets of information inspired the development of the programme on classroom management that is to be described in Chapter 4.

CHAPTER 4

The Development of a Programme on Effective Classroom Management

4.1. INTRODUCTION

The focus within this chapter is on the development of the programme "Effective Classroom Management." It represents a practical appreciation of the literature findings, and its possible utility was endorsed by the survey results just reported. The emphasis within the chapter is on the details of the programme, its goals and objectives, and on the rationale for developing it in the particular way in which it evolved.

4.2 THE GOALS OF THE PROGRAMME

The programme on Effective Classroom Management has a variety of goals. Some of these goals belong to the cognitive domain, while others are more behaviourally oriented. This coupling of goals matches the cognitive-behavioural model of classroom management adopted in the programme. The goals owe their origins to the literature review which examined the related areas of classroom management, classroom contexts, teacher behaviours and staff development. Consequently, the goals of the programme emerge from the literature field which first suggested them. Some of the goals are expressed in terms of behavioural outcomes, while others are expressed in terms of dispositional attitudes to discrete issues of classroom management. As outlined here, the goals are not hierarchically listed, but rather conceptually so. As with the literature review, the themes they represent

are disparate, but interlinked. The goals will be treated in categories which, correspond to the literature section which prompted them.

CLASSROOM MANAGEMENT GOALS

1. To tease out what participants understand by classroom management. (cognitive)
2. To sensitize participants to the importance of the classroom management issue. (cognitive)
3. To reframe existing perceptions of classroom management. (cognitive)
4. To locate the classroom management issue alongside instruction and curriculum issues. (cognitive)
5. To encourage participants to become reflective and evaluative about their professional rôle. (cognitive)

CLASSROOM CONTEXT GOALS

1. To develop among participants an ecological perspective on classrooms which takes due account of context as well as of process. (cognitive)
2. To appreciate the interactive nature of the teaching-learning situation. (cognitive)
3. To develop a concept of reciprocal causality in classroom relationships. (cognitive)
4. To use the ecological model as an analytical framework for understanding how classrooms work. (cognitive)
5. To develop a set of rules and procedures conducive to a healthy learning environment. (cognitive)

TEACHER BEHAVIOUR GOALS

1. To examine a range of teacher behaviours which modern research links with effective classroom management. (cognitive/behavioural)
2. To suggest the value of rôle play and simulation exercises in acquiring the behaviours under discussion. (cognitive)

3. To stress the importance of the beginning of the school year. (cognitive)
4. To stress the importance of preplanning. (cognitive)
5. To enhance the participants' capacity to establish a classroom climate conducive to learning. (behavioural)

STAFF DEVELOPMENT GOALS

1. To appreciate that the teacher as course participant is a valuable resource and an authentic authority on his/her own workplace. (cognitive)
2. To encourage open and frank discussion among participants on strengths and weaknesses in existing management practices. (behavioural)
3. To involve course participants, where possible, in planning the topics and mode of presentation for an in-service course. (cognitive-behavioural).
4. To include a variety of teaching/learning processes while examining the topic of classroom management. (behavioural)

This account refers to the major goals of the programme development. The focus now turns to the objectives that influenced the final shape of the programme.

4.3 THE OBJECTIVES OF THE PROGRAMME

The objectives of the programme are presented in a format similar to that used for outlining the goals of the programme i.e. the objectives are categorised in accordance with the literature domain which prompted them and they are designated cognitive or behavioural in line with the classroom management model that forms the focus of this research project.

CLASSROOM MANAGEMENT OBJECTIVES

The objectives of the programme in this area aim to enable teachers

1. To promote high levels of student work involvement. (behavioural)
2. To achieve low levels of student disruption. (behavioural)
3. To develop a conceptual map of classroom life. (cognitive)
4. To identify a range of strategies for monitoring and guiding a complex classroom system. (cognitive)
5. To appreciate the value of preplanning. (cognitive)
6. To evaluate their classroom management system at regular intervals. (cognitive)

CLASSROOM CONTEXT OBJECTIVES

Physical Arrangement of the Classroom

On completion of this section of the programme participants should appreciate that it is important for smooth management and efficient housekeeping.

1. To keep high traffic areas free of congestion. (behavioural)
2. To ensure that students can easily see and be seen by the teacher. (behavioural)
3. To keep frequently used teaching materials and student supplies easily accessible. (behavioural)
4. To ensure that students can easily see instructional presentations and displays. (behavioural)
5. To ensure that equipment like the overhead projector, record player, tape recorder and pencil sharpener are in working order. (behavioural)
6. To ensure that the space is organised to allow for a variety of activities, e.g. group work, independent work, subject centres etc. (behavioural)
7. To ensure that the classroom is attractive and interesting in its general appearance. (behavioural)

SOCIAL EMOTIONAL ASPECTS

On completion of this section of the programme, participants should have a heightened awareness of the importance of a range of behaviours conducive to the establishment of an atmosphere of mutual trust and respect between teacher and students. Towards this end **the teacher** should try:-

- (i) To be in the classroom or hallway when students arrive. (behavioural)
- (ii) To greet each student by name. (behavioural)
- (iii) To take time regularly to speak to and listen to each student. (behavioural)
- (iv) To provide positive recognition of each student's efforts regularly and in a genuine way. (behavioural)
- (v) To recognise the baseline competence of each student. (cognitive)
- (vi) To take account of each student's previous learning experiences. (cognitive)
- (vii) To respect each student's cultural background. (cognitive/behavioural)
- (viii) To serve as a rôle model in courtesy, tolerance and fairness. (behavioural)

The **students** should:-

- (i) Understand that they must respect the person and property of others. (cognitive)
- (ii) Have some opportunities to discuss personal problems with the class teacher or other staff members. (behavioural)
- (iii) Have opportunities to discuss their misbehaviour and possible approaches to dealing with it. (behavioural)
- (iv) Realise that the teacher retains ultimate control and responsibility in the management of the classroom. (cognitive)
- (v) Develop a sense of accountability for their life in school. (behavioural)

RULES AND PROCEDURES

This section of the programme aims to clarify the difference between rules and procedures (cf. Appendix 11) and to stress their central importance in the establishment and maintenance of a well-managed classroom environment. On completion of this section of the programme participants should be familiar with guidelines for rule development. These guidelines include:

- (i) Developing a set of rules which is sufficiently comprehensive to ensure the smooth functioning of the classroom.
- (ii) Confining the set of rules to 5-8 in number.
- (iii) Stating the rules, where possible, in positive language.
- (iv) Discussing the rationale of the rules with students while making clear expectations for student behaviour.
- (v) Stressing the positive aspects of the rules rather than their negative counterparts.
- (vi) Ensuring that the students fully understand the rules. Supplying concrete examples of acceptable and unacceptable behaviour may be necessary.
- (vii) Displaying the rules in a focal position in the classroom.
- (viii) Providing each student with a copy of the rules.
- (ix) Inviting student participation in rule setting where appropriate.
- (x) Developing a set of rewards and penalties for rule compliance and rule violation.
- (xi) Enforcing consistently the rules and their consequences.

Examples of some commonly used rules are contained in Appendix 11.

PROCEDURES

The programme section dealing with rules is followed by discussion and consideration of procedures for classroom management. Once again there is a

clarification on the difference between rules and procedures. (cf. Appendix 11). Participants are invited to suggest a range of procedures to cover important facets of classroom life, and in suggesting procedures, to take account of the contextual features of their workplace. The overlapping nature of rules and procedures is examined and gradually participants should appreciate that, taken together, these form the lynchpin of a teacher's classroom management system. Both are directed at ensuring high levels of student engagement and low levels of disruption. In Appendix 11, some aspects of classroom life and the locations in the classroom where various activities occur, are listed. These areas may be used in a classroom management programme to focus participants' attention on the procedures governing them. This topic may be best dealt with in a workshop format.

TEACHER BEHAVIOUR OBJECTIVES

The section of the programme designated *Teacher Behaviours* seeks to introduce teachers to the Kounin (1970) concepts of withitness, overlap, signal continuity and momentum, and challenge and variety in seatwork. At the end of this section, participants should have enhanced capacity:

1. To develop the skill of monitoring. (behavioural)
2. To develop the skill of scanning. (behavioural)
3. To engage in effective use of eye-contact with students. (behavioural)
4. To effectively use classroom territory. (behavioural)
5. To handle transitions from one activity to another. (behavioural)
6. To intervene promptly and accurately when misbehaviour occurs. (behavioural)
7. To deal with two competing events simultaneously. (behavioural)
8. To provide brief helping contacts for students. (behavioural)
9. To pace lessons appropriately. (behavioural)

10. To present lessons which stimulate interest. (behavioural)
11. To teach lessons which are varied in presentation and context. (behavioural)
12. To ensure that lessons have a continuous flow. (behavioural)
13. To send academic signals to the students at appropriate intervals. (behavioural)
14. To develop a satisfactory grading system. (behavioural)
15. To develop a system for maintaining student records. (behavioural)
16. To develop a satisfactory system for giving feedback on work and progress to students. (behavioural)
17. To appreciate the value of clarity in communicating with students. (cognitive)

THE BEGINNING OF THE SCHOOL YEAR

On completion of this section of the programme, participants should appreciate the importance of this milestone. To ensure success at this time participants may be disposed:

1. To plan carefully for the beginning of the school year. (behavioural)
2. To ensure that the classroom and materials are ready for use. (desks, name-tags, text books, teacher editions of texts, A.V. equipment, resource materials, specialist equipment, class list, etc.) (behavioural)
3. To decide in advance (where appropriate) on class procedures, rules and associated consequences. (cognitive)
4. To have the first day's plan of activities prepared. (behavioural)
5. To have time-filler activities prepared. (behavioural)
6. To be familiar with the procedure for the arrival and departure of students on the first day. (cognitive)
7. To have a letter ready for sending to parents (if appropriate) with information on what materials students will need to bring to school. (behavioural)
8. To be aware of the baseline competence of the new class of students (where possible). (cognitive)

9. To become aware of any handicapping conditions or special circumstances of students that should be accommodated for in room arrangement or instruction. (cognitive)

STAFF DEVELOPMENT OBJECTIVES

While the training video and manual which form resources for the programme on effective classroom management, do not include a section devoted to staff development per se, nonetheless, the programme's underlying objectives seek to allow participants:

1. To reflect. (cognitive)
2. To discuss with peers. (behavioural)
3. To develop a vocabulary relevant to the classroom management issue. (behavioural)
4. To engage in rôle play and simulation exercises. (behavioural)
5. To use new knowledge to examine local situations. (behavioural)
6. To develop an approach that is sensitive to local contexts. (behavioural)
7. To devise a method of on-going evaluation. (behavioural)

4.4 THE TRAINING MATERIALS

INTRODUCTION

The training materials comprise a video and an accompanying manual. Their content reflects the saliences in the classroom management literature. The format of their presentation represents the influence of the staff development literature on adult learning and the translation of research findings into ways that promote implementation. Throughout their production, there was a constant interaction between the goals and objectives of the programme on the one hand, and the data base and principles of "best practice" for staff development on the

other. In short, the programme content and shape are grounded in the literature.

The video and manual are consequently organised in a way that allows selected literature saliences to become designated foci within the overall programme framework. The areas pinpointed for consideration were:

1. The classroom as a work context.
2. A set of teacher behaviours associated with effective classroom management.
3. The Beginning of the School Year.
4. Reflection on and Analysis of Current Practices.

The research findings were translated into propositions for practice. They were presented in a way that allowed programme participants to interpret the propositions in terms of their own circumstances, and to bring their own comprehension models to bear on them.

The details of the resources and the rationale for their constituent elements, and methods used are now presented.

Training Video

The video is divided into four discrete sections. Each section stands independent of the others but the unifying theme is classroom management. The researcher presents the programme, and the theme music is a Mozart minuet, played by the Vienna Mozart Ensemble, conducted by Willie Boskovsky. The music marks the transition from one programme segment to the next. The duration of the video is 43 minutes, 15 seconds. However, it is not envisaged that the video be viewed from start to finish in any one sitting, but rather that individual segments be used as a resource to supplement a teaching module on classroom management.

The programme opens with a brief description of its format. Viewers are invited to participate throughout, and the rôle of discussion, rôle play and simulation exercises is highlighted. Reference is made to keen observation of the classrooms recorded in the video, and hope is expressed that the classrooms in some way reflect the kind of classroom in which the viewers work. There follows an outline of the goals of the video. These are:

1. to explore facets of classrooms as workplaces i.e. the ecological perspective;
2. to introduce the key concepts of teacher behaviour which modern research associates with effective classroom management i.e. the Kounin work;
3. to consider the importance of the Beginning of the Year as a crucial milestone in the life cycle of a classroom;
4. to encourage viewers to locate difficulties in existing management practices;
5. to explore ways of overcoming these difficulties.

This opening section ends with a pause for discussion of the issues raised in the video up to that point. The theme music is used to herald the discussion pause.

The next section of the video which lasts approximately ten minutes, examines the features of the classroom as a workplace. The universal features of classroom life are explored, while on screen a biology teacher conducts a science lesson with a group of senior boys in a secondary school.

The features examined relate to Doyle's work of 1977, 1980, 1986a and are:

1. Immediacy
2. publicness
3. multidimensionality
4. history
5. unpredictability
6. simultaneity.

This section endeavours to convey to viewers the complexity of the classroom as a workplace and in so doing develop a conceptual map of classroom life. The discussion pause which follows allows the group of viewers to elaborate on their own workplace and to tease out its contextual properties.

The next section of the training video introduces the Kounin work. This is the longest section of the video and lasts about twenty two minutes. Reference is made to the data base supporting the importance of teacher behaviours like withitness, overlap, signal continuity and momentum, challenge and variety in seatwork. These concepts are explained and their subskills are suggested. Links are established between the video and the manual. Viewers are invited to rate the teachers in the film on the behaviours under discussion. The examination of the teacher behaviours is punctuated with pauses for discussion and simulation exercises.

The next section in the training video deals with the Beginning of the School Year. It lasts approximately five minutes and is presented by the researcher, with no shots of classroom life in support of this section. The section opens with a recapitulation of the issues addressed up to that point and launches in straight away to stress the importance of the beginning of the school year i.e. of initial encounters with students. The findings of research on this important milestone are cited and a comparison is made between more and less effective classroom managers as they go about their task at this time of year. There is opportunity for discussion and the section ends with reference to a cluster of behaviours which characterises an effective classroom manager at this time.

The next section in the training video deals with goals 4 and 5 simultaneously. This is a section which invites viewers to reflect on their current classroom management practices and to locate trouble spots within their system. It is hoped that an accurate diagnosis of difficulties will suggest a remedy or strategy for dealing with them. Some common areas of difficulty are mentioned and appropriate measures for overcoming these are suggested by the programme

presenter. There is opportunity for discussion following this three minute section. The programme video ends with a profile of an effective classroom manager and the presenter makes a few concluding remarks.

The Programme Manual

The manual which forms part of the programme is a volume of c.20 pages. It is presented as Appendix 111 of this research project. It aims to supplement the training video and in many respects it mirrors the classroom management issues touched on in the video. The manual is written to facilitate a group of teachers as course participants on an in-service course on classroom management. The manual can be used quite apart from the video.

In the introductory section, reference is made to the objectives of the classroom management course, to the orientation of the course and to the mode of presentation.

The following section is entitled *Classroom Ecology*. It focuses on the embedded issues of instruction, curriculum and management. It raises the interactive nature of the teacher-student relationships and in its totality, this section helps to build propositional knowledge about classrooms and their context.

The following section, entitled *Teacher Behaviours*, deals with the Kounin work. This section links up with the training video and teachers using both video and manual as resources, are invited to observe the teachers on film and rate them on the Kounin behaviours under examination. Their views are sought on the cognitive - behavioural model, and it is hoped that enough material has been presented to stimulate lively discussion.

The next section is entitled *The Beginning of the School Year*. This section draws on the research literature in this area. It invites those involved to

contribute their views on this theme, and the section ends with reference to the reading list dealing with all aspects of classroom management found at the end of the manual.

The final section of the manual is a brief account of alternative approaches to the cognitive-behavioural model to classroom management. It is not a serious attempt to examine these approaches, but rather an acknowledgement that other approaches exist. This section is included to cater for course participants who might find the cognitive-behavioural model unacceptable as an approach.

The manual ends with a short reading list. The list is chosen with brevity and relevance in mind on the assumption that busy teachers are unlikely to delve into the management topic in an in-depth fashion.

4.5 RATIONALE FOR THE CONSTITUENT ELEMENTS WITHIN THE PROGRAMME

Classroom Ecology

The decision to allocate a discrete section of the programme to a consideration of the classroom as a workplace, was based on the persuasive findings of the research literature in this area (Cazden, 1986; Doyle, 1977, 1980, 1986; Gump, 1982; Hargreaves, 1975, 1982; Woods 1980a, 1980b). The classroom seemed an appropriate starting point to introduce the management theme, as it is within classrooms that management occurs. Teachers can relate easily to the classroom milieu, but they may not always appreciate the complexities that characterise it. The inclusion of this ecological element in the programme seeks to make amends for the traditional omission of this topic in teacher education programmes.

The ecological section of the programme occurs after the opening sequence of the video. Its early introduction provides an opportunity for viewers to tease

out the importance of context; to appreciate the uniqueness and commonalities of each workplace; to appreciate the importance of a fit between management practices and context, and to recognise the reciprocal causality in classroom relationships. Throughout the programme, the context theme recurs, and it is the researcher's opinion that as the programme progresses, and as the participants reflect and discuss, that the crucial importance of the many facets of context becomes clear. On a superficial examination, the notion of context appears straightforward and even obvious, but a closer, more incisive look reveals that there are many layers to context and that singly and cumulatively they warrant attention. An ecological perspective provides a framework for classifying the intrinsic properties of the classroom system. Each individual teacher is the expert or authentic authority on his/her own classroom. Early concentration on classrooms eases course participants into discussion as they contribute freely from their classroom phenomenology. This, if successful, sets a positive note for the remainder of the programme, and allows the participants to comfortably identify with the programme content.

In brief, the rationale for including a section on classroom ecology in the programme is based on the following reasons:

- (i) it is an important perspective on any serious consideration of classroom management;
- (ii) it is an area that has been traditionally neglected in teacher education programmes;
- (iii) it acts as a trigger to uninhibited discussion and exchange of views among programme participants;
- (iv) it provokes a reflective, evaluative stance on the part of the participants;
- (v) it helps to develop a cognitive map of classroom life and situates the management function in an intellectual framework;
- (vi) it is supported by a rich data base.

TEACHER BEHAVIOURS

The section of the programme designated "*Teacher Behaviours*" reflects largely the seminal work of Jacob Kounin (1970). There is nothing particularly startling about the Kounin findings and many experienced teachers may have been using Kounin type behaviours intuitively or as a consequence of bag-of-tricks lore picked up incidentally, or as part of a teacher education programme. However, exposure to the Kounin work, as part of the training video and manual, situates the research findings in an empirical and respectable data base. As stated earlier, the Kounin work has given the impetus to the modern era on classroom management - (Biles, Billups and Veitch, 1983; Brophy, 1986, 1988; Brophy and Putnam, 1979; Emmer, Evertson et al at the R. & D. Centre at Austin, Texas, 1980s; Good, 1983; Kyriacou, 1986; Wragg, 1984) - and the literature base represents it as the starting point in the evolution of the classroom management theme in educational research. This and the fact that the Kounin work seemed to lend itself to translation into practice, seem appropriate reasons for including it as a constituent element in the programme.

Other reasons for devoting a section to teacher behaviours are:

- (i) it helps to build a common vocabulary among programme participants and thereby enables discussion to develop;
- (ii) it helps to identify critical management tasks and the technical skills associated with them;
- (iii) it helps those responsible for dealing with less experienced teachers, or teachers having a management problem, to communicate with clarity and in an analytic way on the global task of teaching;
- (iv) it helps as confirmation for many teachers' own personal observations and intuitions about effective management practices;
- (v) it enables teachers to unpack concepts that influence their classroom routine behaviours.

BEGINNING OF THE SCHOOL YEAR

The decision to include a programme section on The Beginning of the School Year is based on the conviction shared by many teachers that this time of year is most important for the classroom management system that is to typify management practices for the remainder of the year. The way in which teachers structure the first part of the year or their initial encounters with students, brings with it implications for their classroom management system throughout the year.

The research literature on the beginning of the year is not extensive, but existing studies attest to its importance (Ball, 1980; Borg & Ascione, 1982; Brooks, 1985; Doyle, 1980; Emmer et al, 1980; Emmer et al 1982; Emmer, Sandford & Clements, 1983; Evertson & Emmer, 1982; Wragg, 1981, 1984).

The message from the research literature stresses the importance of extensive preparation and planning before the year begins and a diligent application of this preplanning phase at the commencement of the year. The quality of the implementation is as important as the detail of its preparation. Teachers may not fully appreciate this, and many students may get into trouble in school because the rules of the game have not been clearly communicated to them. The expectations for acceptable behaviour are often implicit when they need to be made explicit. Likewise, what constitutes violation of acceptable behaviour may not be clear in the minds of all students. Thus, it is, that a lot of painstaking work needs to be done in the early encounters between students and teachers to anchor an effective management system that will carry over through the year and require only occasional top-up from the teacher. Smith and Geoffrey (1968) have outlined four aspects of the process of establishing a classroom system. They are as follows:

- (a) "grooving the children," i.e. having them rehearse rules and procedures;
- (b) communicating a sense of seriousness ("I mean it");
- (c) following-through when incidents occur that involve the rules and procedures; and

- (d) softening the tone of the management system by using humour and drama.

Additional analyses on the functions of humour and friendliness in the classroom can be found in Denscombe (1980a); Pittman (1985); Stebbins, 1980; and Woods, 1979.

Doyle (1980) suggests that there is a predictable rhythm to The Beginning of the School Year and he advocates that teachers apply themselves to successfully coping with the testing processes which students will engage in at this time. If teachers meet the challenges of the early testing, then disruption diminishes and stabilises at a tolerable level. If this is not the case, then misbehaviour escalates to unmanageable proportions and the teacher may be unable to regain control of the class. Practical knowledge of this kind finds favour with teachers and because of its relevance, teachers are willing to share their views and aspirations for this critical milestone in the life cycle of a class. The first day of class is a unique instructional event that occurs in the history of every classroom. Within this context, students form their first impressions about a teacher and may even make judgements about that teacher's competence. Veteran teachers believe that teacher behaviours during this session set the tone for subsequent sessions. Inexperienced first year teachers often report that this is the day for which they feel the least prepared and the day for which they have received little, if any, prescription or training.

Research in social psychology on impression formation provides evidence for the immediacy and power of first impressions (Goffman, 1959; Schneider, Hastorf & Ellsworth, 1979). They can result in snap judgements as well as forming the basis of more enduring attitudes. Non-verbal behaviours are considered an important component of first impressions and teachers can be helped by information on the importance of body language in their interaction with students. Influence and coöperation can be seriously affected when participants in a communication setting perceive incompetence, a lack of composure and/or an absence of credibility, character, or sociability (Collins and

Raven, 1968). The context for these important first perceptions is the beginning of the school year.

The communication literature considers axiomatic the dynamic, irreversible, interactive and contextual nature of communication events (Hanneman & McEwen, 1975; Mortensen, 1972). The sociolinguistic tradition highlights the importance of considering context with its temporal, physical, and interpersonal parameters in interpreting the meaning of verbal and nonverbal behaviours (Hynes, 1974; Cazden, 1986). Behaviours take on their meaning when we consider when, where, and with whom they occur.

The beginning of the school year is just such a temporal, physical, and interpersonal context. The verbal and nonverbal behaviours selected and expressed by the teacher have the potential for communicating competence or incompetence (Brooks, 1985). It seems important that the classroom teacher should begin the year with a plan well grounded in research information. An agenda for the day's activities should be clearly formulated in advance by the teacher. In the absence of this clear cut, carefully planned, well articulated agenda, the students will supply their own agenda for the initial proceedings, and the consequences for the year's management system may be serious (Wragg, 1984). Ball (1980) refers to the "process of establishment" and to the exploratory interaction processes involving teacher and pupils that shape subsequent patterns. The Beginning of the School Year is not just any old time in terms of management significance. The behaviours of both teachers and students have the potential to create impressions that affect subsequent perceptions. As such they deserve consideration and it seems fitting to dwell on them in the training video and manual.

While the training video and manual deal briefly with The Beginning of the Year, they stress its fundamental importance and draw on the research base to offer guidelines for successful management at this time. As with other components of the programme, the contributions of the participants on this

theme constitute an important resource. Teachers of junior infants or of a young reception class may have very different views on priorities for this time of year when compared with colleagues teaching senior stream students. Bearing in mind the importance of initial impressions, a sensitive approach rather than a dogmatic approach to this theme during programme presentation, is important. The work context with all its facets must be a guiding influence in determining effective management practices for this important milestone.

In summary, the rationale for including a component in the programme on The Beginning of the School Year is that:

- (i) It is of central importance to the implementation and establishment of an effective classroom management system.
- (ii) There is a tight research base to inform practitioners in a practical way on how to deal successfully with it.
- (iii) It focuses attention on the value of pre-planning and preparation.
- (iv) Teachers can relate to it and are well equipped to express views and share ideas on it.

TEACHER SELF-EVALUATION AND REFLECTION

The final section of the programme gives participants an opportunity to reflect on and analyse their own management system. Modern research (Berliner, 1986; Calderhead, 1987; Clark & Peterson, 1986; Doyle, 1979b; Kyriacou 1986; Leinhardt & Greeno, 1986; Peterson & Comeaux, 1987; Wragg, 1984; Zumwalt, 1986) stresses the importance of teachers becoming students of their own teaching. This section of the programme is so packaged as to allow the viewers or readers to consider their own management practices and to suggest modifications where indicated. It is hoped that the programme introduces viewers to a data base that enables them to unpack their concerns about management issues and to use a vocabulary to describe strengths and weaknesses in their existing systems. The model espoused throughout the

programme does not require faithful implementation or rigid adherence, but rather it invites the teacher to adjudicate for himself/herself the efficacy of their current behaviours and the sensitivity of these to local contexts.

The programme model is two-pronged -

- (i) cognitive
- (ii) behavioural.

By the end of the programme participants may have reframed their perspective on classroom management and they may consider translating their schemata into overt behaviours. This is likely to be a gradual process rather than an instant conversion. Teachers' information-processing is influenced by a plethora of variables and the programme respects the individualised responses that it may provoke among its users. Many teachers may lack the motivation to alter behaviours or to tinker with their established views of classroom life and their professional rôle. Failure to take on board the research findings is not to be equated with programme failure. Lack of fidelity to a cognitive - behavioural model of classroom management is indicative of other successful approaches to the management function. Constructive criticism of the programme orientation, is a healthy outcome. Criticism is invited in an effort to sharpen awareness and to focus attention on the complex nature of the classroom management issue. This final section directed at goals four and five (cf. Goals section p.130) simultaneously, is included because:

- (i) It allows programme users to situate classroom management in an intellectual framework by encouraging analysis, reflection, evaluation of existing practices and accommodation to research findings.
- (ii) It acknowledges the right of participants to maintain their management status quo or to experiment with new approaches.
- (iii) It casts the viewers as the decision makers in their own classroom context.
- (iv) It seeks to pull together the recurring themes of earlier programme sections

4.6 RATIONALE FOR THE METHODS USED IN THE PROGRAMME

As previously stated, the rationale for the varied programme format is grounded in the literature. This varied format includes theory presentation, discussion, observation, small-group sessions, rôle play, simulation and peer evaluation. The overriding consideration throughout the programme presentation was a commitment to work **with** the participants rather than **on** the participants. The programme was designed to allow participants to have a lot of opportunity for involvement in the programme. This was based on the assumption that experienced teachers have a wealth of knowledge on classrooms and teaching and are the ultimate authority on their own workplace and practice. Inexperienced teachers, and student teachers are also rich sources of data on classrooms and practice. At all points the programme provided for collegial exchanges and contributions.

In view of the fact that the programme aimed to achieve two major objectives, viz.,

- (i) the enrichment of classroom management schemata,
- (ii) the acquisition or fine-tuning of skills,

the facets of the programme were designed with this in mind. The theoretical presentations and discussion were aimed at the cognitive component, while the rôle play, simulation, observation exercises were aimed at the skills component. Involvement in rôle play, simulation exercises was built in, but to be applied on a voluntary basis. Irish teachers are notoriously reluctant to perform in the presence of other colleagues, so it was not envisaged that the "hands on" exercises become obligatory.

The Facilitator

The open-ended, but structured format of the programme calls for a facilitator who is credible and resourceful. Because the programme is constructed in a

way that promotes the contributions of the participants, it means that the facilitator must be capable of

- and (i) responding on-the-spot,
- (ii) weaving disparate elements into a coherent and meaningful whole.

While at one level, the programme presenter works to close the status differences between him/her and the participants, there is another level operating within the programme, where he/she is pivotal. This is not confined to the theoretical presentations alone, but equally importantly, to the occasions in the programme where random data are pulled together and transformed to valuable knowledge. This question of the programme facilitator is of particular relevance within this work, especially in terms of the interpretation and generalisability of the results.

The details of how the materials were developed are now described.

4.7 THE PROGRAMME DATA GATHERING

During the Spring term of 1987 the researcher made contact with a variety of schools in south Dublin. The schools were approached with a view to allowing the researcher and a camera man film some teachers as they went about their work of teaching. Initially, the researcher made contact with the school principals who in turn discussed the request with staff. Subsequently the principals notified the researcher about individual teachers who were willing to be filmed in their classrooms. No specific details were given to the teachers about the range of behaviours under investigation. The teachers were told that the researcher wished to develop a training programme on classroom management and that a video would form a component of the programme. Teachers expressed interest in the project and in all cases were coöperative and enthusiastic.

Eventually five schools were selected on the basis of physical accessibility. Three schools represent the primary sector and two schools the post primary sector. Thus, the schools reflect the demographic patterns found in Irish schools. One primary school is in the inner city catering for a disadvantaged population; another one is in an affluent Dublin suburb while the third primary school is situated in a mixed neighbourhood. The number of pupils in the classes recorded represents the pattern in many Irish schools of 35-40 pupils. The age range of the teachers on screen is varied. The two schools in the post primary sector are located in quite different neighbourhoods. One is a large secondary school, (grammar type), for boys in a predominantly middle class locality while the other school is a mixed comprehensive school in a lower socio economic locality.

Before going into the classrooms to film, the researcher met with the individual teachers and simply asked them to go about their task in their normal fashion. The teachers were not invited to demonstrate any particular behaviours nor were they asked if they were familiar with the work of Jacob Kounin. The students in their classes were told that some visitors wished to film the class at work and after an initial giddy period during recording, they settled into their normal routine. None of the teachers seemed in any way apprehensive and all seemed confident of their classroom management competence. In conversation with the researcher, the principals of the schools indicated that no teacher on their staff experiencing classroom management difficulties had volunteered to be recorded. As a result, all teachers filmed were functioning in smooth running, trouble-free classrooms.

The filming lasted a total of thirty hours and featured twenty three teachers. This involved two separate trips to each of the five schools and an approximate three hours filming in a variety of classes while on site. The filming was carried out by the technician from the Audio Visual Resource Centre at Carysfort College of Education where the researcher was a staff member. For recording purposes he used a Camcorder VHS/C. This machine had as its main

advantages its neatness and unobtrusiveness. The camera man was instructed to focus on the teacher, but where possible to get a sweep of teacher and students in interaction.

When the filming was completed the researcher spent many hours in the Resource Centre in College sifting through the material. Then, with the aid of the Resource Centre staff the training video was compiled. Following the completion of the video, the manual was written in the summer term of 1987. The video and manual were required as resources for an In-Service Course on Effective Classroom Management planned by the researcher for July 1987.

Refinement Phases

As part of the summer course in-service week, at Carysfort College, the researcher piloted the programme on Effective Classroom Management. Details of the pilot run follow in chapter 6. In the autumn of 1987 the researcher further piloted the programme in a rural Teachers' Centre north west of Dublin. Details of this are also included in Chapter 6. The programme was subsequently adapted for use for a staff development day at a large secondary school in Dublin, and has been further adapted for a two/three hour workshop on classroom management in a special school. Since then it has been used extensively by the researcher to facilitate staff development days and short workshops.

The next section of this chapter suggests some considerations relevant to the programme usage.

4.8 PROGRAMME PARTICIPANTS

The ideal number of course participants is twelve to fifteen. An important and valuable resource throughout the programme is the contribution on the classroom management issue made by the participants. The climate of the

programme should be such as to allow participants to freely and openly discuss their own management situation with its strengths and weaknesses. These contributions should be considered alongside the research base presented by the programme facilitator. This exchange of ideas and views may gradually influence the subsequent behaviour of the participants and, as such, should be encouraged.. A rigid or totally faithful adoption of the model should not be recommended, but rather the development of a comfortable fit between instructional style, ideological stance and contextual features. Throughout the programme, the participants should be invited to join in rôle play or simulation exercises. An element of peer observation and peer evaluation may be a feature of the programme depending on time availability and the perception of appropriateness or value of this exercise. Participants should be free to opt out of this learning process if it in any way threatens their involvement in the programme. In general terms an interactive approach is desirable, with mitigated status differences between participants and facilitator.

4.9 PROGRAMME FACILITATOR

The programme may be used by any person who is familiar with the theoretical underpinnings of the cognitive-behavioural approach to classroom management. The facilitator needs to be alert and resourceful as the spontaneous contributions of participants may influence the evolution of the programme's direction and focus. The facilitator should be flexible and skilled in the presentation of course material, as the programme may include lectures, workshop, discussion groups, rôle play and simulation exercises. Ideally, the person should possess an integrated knowledge of how classrooms work, and should be familiar with relevant data coming from the fields of psychology and sociology. The facilitator must be credible as an effective group manager and must enjoy the confidence of the participants. He/she should be open, non-defensive, and show respect for the varying viewpoints that may emerge as the course progresses. He/she should elicit data from the participants on their perceptions and make clear to them that they are the ultimate authority on their own

workplaces and practices. Ideally, he/she should be articulate and have good person-to-person skills, and show enthusiasm for the course content. Whether the course facilitator is from within the system or is an external consultant, he/she must be able to relate to the work contexts of the course participants. The success or failure of the programme will be influenced by the skill of the facilitator.

4.10 TIME REQUIRED

The time needed to conduct the programme may be determined by the facilitator and/or the participants, depending on their resources and purposes. The programme may be condensed or expanded in response to local needs.

4.11 RESUMÉ

The programme just described, entitled Effective Classroom Management was compiled in 1987. It represents an outgrowth from the literature review which forms part of this research project. It is intended to use the programme as a resource in teacher education modules on classroom management. The programme seeks to bring research findings to practitioners in a way that encourages them to reflect on their current practices and to consider their situations analytically. It is an effort to bridge research and practice with schemata, rather than with rules or evidence. Faithful implementation or adaptation of the cognitive-behavioural model, put forward in the programme, is not essential as a measure of the success of the programme. Its acid test is whether it enables teachers to reflect on practice and to make informed decisions about their practice (e.g., refine, modify or change practice). This contribution to the professional development of teachers is not so much concerned with rules and their adoption as with appreciating the importance of context and the dynamic, interactive nature of classroom life. The programme has used research to provide teachers with a framework for guiding experimentation, observation and adoption in a way that allows them to make their own

discoveries and evaluations, and thus to become empowered in their work.

Table 4.1 summarises the features of the programme, and Table 4.2 summarises the data base which informed its development.

TABLE 4.1**Features of The Programme Effective Classroom Management**

| | |
|-------------------------|---|
| Intended Usage | As a module in teacher education programmes. |
| Goals | <ol style="list-style-type: none"> 1. To enrich Schemata on Classroom Management. 2. To develop skills. |
| Format | <p>Theoretical presentations;</p> <p>Discussion;</p> <p>Rôle Play;</p> <p>Simulation;</p> <p>Observation;</p> <p>Peer Evaluation;</p> <p>Small-group workshops.</p> |
| Resources | <p>Live theory presentations;</p> <p>Training Video;</p> <p>Training Manual.</p> |
| Duration | Flexible; Adaptable to local requirements. |
| Resources needed | <p>Programme Presenter,</p> <p>Video Recorder,</p> <p>Viewing Room,</p> <p>Facility for small-group/large-group sessions.</p> |

TABLE 4.2**Programme Data Base**

| Theme | Data Base |
|--|--|
| Classroom Management | Doyle, W. 1977, 1980, 1986; Evertson, C. et al, 1981; Kyriacou, C. 1986; Putnam, J. G. 1985; Wheldell, F. and Merrett, K. 1983; Wragg, E.C., 1981 |
| Classroom Ecology | Cazden, C. 1986; Denscombe, M. 1980, 1985; Doyle, W. 1977, 1980; Gump, P. 1967, 1969, 1982; Hargreaves, D.H. 1975, 1982; Schmuck, R.A. and Schmuck, P. 1979. |
| Teacher Behaviours | Kounin, J. 1970; Wragg, E.C. 1981. |
| Beginning of School Year | Ball, S.J. 1980; Brooks, D.M. 1985; Doyle, W. 1980; Emmer, E. et al 1980; Evertson, C. et al 1984; Wragg, E.C. (Ed.) 1984. |
| Alternative Approaches to Classroom Management | Brophy, J. 1982; Charles, C.M. 1981; Doyle, W. 1986; Jones & Jones 1986; Weber, W.A. 1981. |
| Staff Development | Doyle, W. 1985; Evertson, C. 1987; Fenstermacher, G. and Berliner, W. 1985; Griffin, G. 1983; Griffin, G. and Barnes, S. 1986; Guskey, T.R. 1985; Jones, V.F. 1982; Joyce, R.B. and Showers, B. 1980; Korinek, L. et al, 1985; Lieberman and McLaughlin, M.W. 1982; McLaughlin, M.W. and Marsh, D.D. 1978; Mohlman Sparks, G. 1983. |

CHAPTER 5

Theoretical Issues Relevant to Evaluation

5.1 INTRODUCTION

This chapter is devoted to a consideration of the theoretical issues related to evaluation. An integrated design has been adopted on the basis that such a design test accomplished the evaluation task. The design owes its origins to the positivistic and naturalistic approaches to research. Within this framework, pertinent issues regarding the evolution of the design are addressed and both threats to, and measures taken to protect, the rigour of the work are examined.

5.2 THE NOTION OF FIT BETWEEN THE THEORETICAL APPROACH AND THE RESEARCH PROJECT

This research project contains a number of strands within its overall framework. At some points it is verificatory in orientation; at other points it is exploratory and evaluative. These varied dimensions called for a theoretical model that lent itself to meeting the research requirements of particular aspects of the work. At some points numbers were appropriate; at other points narratives were called for. An eclectic approach offered a fit between the design features and the areas of focus within the study. The project comprises the following aspects:

- A. It explores a hunch of the researcher, that there exists in Ireland, an increasing malaise among members of the teaching profession concerning their rôle.
- B. It takes the Kounin work, links it to the Texas work, and develops an educational resource built around these data bases.
- C. It evaluates the resource.

Aspect A of the project is exploratory-verificatory in orientation.

Aspect B is generative in orientation.

Aspect C is verificatory-exploratory-generative.

Table 5.1 illustrates these aspects of the project.

TABLE 5.1

| Research Project Characteristics | |
|---|-------------------------------------|
| A. It investigates a sample of Irish teachers' perception of their rôle. | Exploratory-Verificatory |
| B. It combines the Kounin and Texas work and develops an educational resource based on their research findings. | Generative |
| C. It evaluates the resource in an Irish context. | Verificatory-Exploratory-Generative |

In order to deal effectively with these orientations it was necessary to measure and count, and it was also necessary to get to the sense the protagonists or key actors made of what was happening. The combination of survey, participant observation, structured interviewing, triangulation, stimulated recall and peer debriefing resulted in a data yield that was rich and meaningful. In the absence of combined methodologies, the data would have been more sterile or "softer."

While the research project comprises the three aspects just referred to, its unifying theme is classroom management. The model of classroom management adopted is cognitive-behavioural, as has been made clear right through. Implicit in this, is a requirement for any research methodology examining such a two-faceted model, to do equal justice to both dimensions. An old-fashioned, two-factor process-product design might have taken care of the product of teachers' overt classroom management behaviours, but would not have been sensitive enough to pick up the underlying cognitive processes that informed the overt behaviours. The ethnographic techniques used in this eclectic design allowed the researcher to get to the scripts, to peer beneath the behaviours and ascertain the mediational processes that underpinned the observable behaviours. Data collected in this way were much more likely to persuade the target audience of this research project i.e. teacher educators and teacher practitioners alike. Credibility is enhanced because the real experts on their classrooms have been consulted i.e. the teachers and the students who occupy them. The data coming from the research project can be presented in a way that contributes to teacher education in:

- (i) propositional;
- (ii) case;
- (iii) strategic formats.

The flexibility of a systematic eclectic approach rendered all this possible.

The naturalistic or ecological feature of the approach ensured that the natural setting of the classroom was the research arena. The importance of context is an important consideration within this work. The design is multisite and allows for some degree of generalisability from the findings.

In conclusion, the theoretical approach or research paradigm used in this project, borrows from the traditional process-product design but involves some ethnographic data-gathering techniques. Every effort was taken to ensure that the result was neither "garbage-can" nor "goulash" (Shulman, 1986a) material.

The risk that this can be the outcome when combining elements of the parent designs is a recurring theme in the research literature.

5.3 AXIOMATIC DIFFERENCES BETWEEN THE NATURALISTIC AND POSITIVISTIC PARADIGMS.

INTRODUCTION

The next two sections of this chapter examine the underlying assumptions of the parent paradigms and the methodological practices that have come to be associated with them. Persons concerned with disciplined enquiry have traditionally tended to use what is commonly called the scientific paradigm. However, the emergence on the horizon of the popular ecological paradigm has triggered the heated, and often acrimonious, debate referred to in 2.9 about the relative merits of the classical scientific paradigm and the loosely termed naturalistic approach. There are appeals for paradigmatic ecumenism and a pluralism of theoretical orientations (Cronbach, 1982; Evertson & Green, 1986; Shulman, 1986a). It is argued that there is no basis for choosing one of these paradigms over other paradigms in each and every enquiry situation. Rather, each rests on certain assumptions that must be tested in the context of application. Just as it is proper to select an analytic statistic whose assumptions are best met by a set of data, so it is proper to select a paradigm whose assumptions are best met by the phenomenon being investigated. This has been earlier referred to as the notion of "fit" (cf.5.2). A further factor in the choice of paradigm is the target audience for whom the research results are intended. For purposes of this project, the target audience is likely to be teachers and teacher educators, not all of whom are conversant with quantitative data analyses and the meaning of statistical findings. In that sense, a combined design which offers interpretable findings at a variety of levels is of great appeal. The position adopted by this researcher is not that the scientific is a more rigorous or more prestigious approach to disciplined enquiry than the naturalistic, which is often presented as a soft option, or synonymous with sloppy investigation.

The judgement has been that for purposes of this investigation, the naturalistic paradigm best met the characteristics of the phenomenon under examination, and promised to yield the kind of data that would persuade or provide meaning for the target audiences i.e. students of teaching. The paradigms differ on certain key assumptions. These will now be examined with a view all the time of justifying the choice of an eclectic paradigm for this research project. The ensuing section is influenced greatly by the work of Guba, 1981 and Guba & Lincoln, 1987.

ASSUMPTION 1 — The Nature of Reality

The rationalistic or scientific paradigm asserts that there is a single reality which can be fragmented into independently manipulable parts or variables. These variables can be studied singly or independently by each other. Enquiry can converge until the single reality is ultimately explained. Naturalists, on the other hand, assume that there are multiple realities. These exist in the form of constructions in the minds of others. Enquiry expands rather than converges as more and more realities are considered. Parsimony in the data is achieved by a continual process of fashioning interpretive proportions to account specifically for the intrinsic patterns of events and processes in the setting. The approach is holistic and idiosyncratic in fashion. It focuses on meanings and interpretations of objects, events or processes themselves. Implicit in the approach is an interrelatedness in the facets of realities. Study of one facet influences all others. The naturalists argue that this approach is suited to the study of human behaviour, while the convergent, independent study of discrete variables, is suitable for the study of land and life sciences. The yield from the positivistic enquiry constitutes something akin to an incontrovertible law, while the yield from the naturalistic enquiry takes the form of precise hypotheses about environment-behaviour relationships in a particular setting.

The empirical work carried out as part of this project took classroom management as a pervasive or holistic construct. It sought information on both

the behavioural and the cognitive dimensions. The naturalistic paradigm was essential to get to the constructions of management in the minds of the subjects. Straightforward observation yielded data on the behavioural aspects, but to fully understand what was happening, these data had to be supplemented by access to the intellectual constructions that informed the behaviours.

ASSUMPTION 2 — The Enquirer-Respondent Relationship

A basic tenet of the positivistic approach is that the enquirer retain a discrete and inviolable distance from the object of investigation. The paradigm concedes that when the object of study is a human being, certain safeguards must be built in, in order to prevent reactivity that might diminish the rigour of the work. In the naturalistic paradigm, it is assumed that there will inevitably be reciprocal insider/outsider influences. The potential hazards to the quality of the data are acknowledged, but the mutual influencing is exploited in a way that reduces ambiguities and elicits maximum clarity and rich, interpretable data. The thick descriptions are a product of a robust enquirer-respondent relationships.

Throughout this project, the enquirer-respondent relationship was of crucial importance. The evaluation of the programme constituted an important element of the overall work, and deft handling was required to help respondents unpack their conceptualisation of the management system. This was especially true of the controls who lacked the specialist language to share with the data gatherers their constructions of classroom management. The success of this operation may be attributed largely to the skill of the investigators in shaping the investigator-informant relationships. The interactivity enhanced rather than weakened the trustworthiness/rigour of the undertaking.

ASSUMPTION 3 — The nature of Truth Statements

Positivists work on the assumption that the aim of an enquiry is to develop a body of knowledge that is nomothetic i.e. pertaining to the formulation of

general laws. Hence the work focuses on similarities between objects of enquiry. Similarities are the stuff out of which generalisations are made. Implicit in this assumption is the notion that enquiries that are generalisable are the only kind of enquiries worth doing. Positivists discard differences as intrinsically uninteresting and of no significance. Naturalists seek to develop an idiographic body of knowledge, i.e. focusing on each subject's characteristic traits and the uniqueness of the individual's behaviour and adjustment. Within the paradigm differences are explored with the same, if not more, zeal than similarities. The yield from naturalistic data is in the form of working hypotheses that derive from the single case. The data are context-specific and participant-specific. The implications for limiting or entirely restricting generalisability is admittedly a severe limitation. But is it necessarily so?

The research literature advocates caution in the matter of generalisability from single case work, but points out that there may be similarities between contexts, (Bolster, 1983; Doyle, 1977; Fetterman, 1986; Gage, 1978, 1985; Lincoln & Guba, 1985; Shulman, 1986a). The sending and the receiving contexts may be congruent. While all classrooms have their unique properties, there are universal similarities. Schooling is a concept to which everybody can relate. There are samenesses between grades, and between many of the salient features of classrooms. In Ireland, sameness is more marked than difference. There is a common teacher education programme, a centralised Department of Education, a national curriculum, a homogenous population — all of which contribute to the commonalities in Irish classrooms. An audience evaluating a Case Study report that comes from a single classroom, is skilled and expert enough to select the saliences in the portrayal that apply in other contexts. While the Case Study gives an in-depth account of one cultural system i.e. one classroom, the readers of the report are multicultural in their perspective. They can extrapolate from the data and use it appropriately. The working hypotheses are very powerful in shedding light on the complexities of classroom life in general, even if they are harvested in very specific settings. Case Study literature not only documents typical findings, but it includes material typical of divergent streams of

behaviour. A consideration of the non-convergent, i.e. the divergent, is potentially illuminating for serious students of teaching. It enhances reflection, mental rehearsals, and a thoughtfulness about teaching, that enriches the practitioner's expertise in his deliberations about his craft.

ASSUMPTION 4 — Causality

In the positivist paradigm great importance is attached to the determination of cause-effect relationships. Controlled experiments are carried out to detect the cause-effect chain. Naturalists adopt the position that a disciplined enquiry can only yield plausible inferences. The concept of cause is replaced by the parallel concept of mutual simultaneous shaping. Inferences about the nature of that shaping are purpose dependent and time and context bound. The lens through which an investigator sees a relationship influences his/her interpretation of what is at play. The epistemologists have found flaws in the causation theories proposed. It is the view of the naturalist that the quest for a definitive theory is futile. Only findings that persuade at a given time, in a given setting, are possible. The naturalists argue that their lens is more sensitive and serves to capture details that may be missed by the less fine lens of the classical positivist approach.

ASSUMPTION 5 — Value Free Enquiry?

In the positivist paradigm there is an assumption that enquiry is value free and the objective methodology bears witness to this. The naturalists assert that values infringe on enquiries at a variety of levels. These include:

- (i) the research question itself;
- (ii) the substantive theory that guides the enquiry;
- (iii) instruments and data analysis modes;
- (iv) the paradigm chosen to conduct the enquiry;
- (v) the characteristics of the respondents, community and culture in which the enquiry is carried out.

There may be dissonance arising from any of these issues. What is important is that this dissonance is recognised and is adequately faced up to within the enquiry and the presentation of results.

It would be dishonest to suggest that this project was carried out in a value-free manner. The researcher did not enter the field or the context blind. The cadre of co-workers, while trained to a high level of proficiency as investigators, brought to their task tacit or propositional knowledge on classroom management. The instrumentation used reflected the biases of the researcher in terms of items explored and behaviour observed. The subjects in the enquiry represent a very motivated group of Irish teachers. The classrooms observed all worked reasonably well and this is clearly not the case for all Irish classrooms. There are realities within this project, but their existence need not detract from the overall rigour of the work, provided the researcher recognises them and teases out their implications.

Table 5.2 helps to summarise the axiomatic differences between the paradigms under discussion.

TABLE 5.2

**Axiomatic Differences between
the Positivistic and Naturalistic Paradigms**

| Axiom | Positivistic Paradigm | Naturalistic Paradigm |
|---------------------------------------|---|--|
| Nature of Reality | Objective Singular } Partitionable | Subjective Multiple } Holistic |
| Enquirer — Respondent Relationship | Independent | Interactive |
| Enquiry Outcomes | Generalisations that are context and time independent. Laws leading to prediction and control. | Context and time dependent. "Working hypothesis" leading to understanding |
| Causation | Cause and effect linkages | Mutual simultaneous shaping |
| Rôle of Values | Essentially Value Free | Value Bound |

5.4 **METHODOLOGICAL DIFFERENCES BETWEEN NATURALISTIC AND POSITIVISTIC PARADIGMS**

While Miles and Huberman (1984a, 1984b) take the view that methods of enquiry are independent of paradigms, the naturalists argue that methodology is very much linked to the choice of paradigm adopted by the enquirer. Practitioners from both approaches have been differentiated by their methodological stance on certain key dimensions. These will now be examined, because apart from their intrinsic interest, they set the stage for a discussion of the threats to the rigour of this research project.

- **METHODS**

Practitioners in the positivist mould have tended to prefer quantitative methods while naturalistic practitioners have shown a preference for qualitative methods. The positivists argue that the quantitative approach produces precision and objectivity, and has, of course, the advantage of being mathematically manipulable. The approach presupposes some degree of statistical competence on the part of the researcher. This may not always be the case. The naturalists prefer qualitative methods because in their view, they yield more holistic products and are suited to the use of a human as the prime data collection instrument. The predispositions of practitioners to declare for one method rather than another have erroneously led to the debate surrounding the paradigms being couched as a debate between quantitative and qualitative methods. The conflict is not about method, but about the substantive issues addressed in the previous section.

- **SOURCES OF THEORY**

Adherents of the positivistic paradigm prefer a priori theory, usually of the hypothetico-deductive type. Such theory is indispensable, as the paradigm requires a statement of the hypotheses to be tested, or questions to be answered

in advance. The hypotheses and questions have been generated from theory that existed prior to the enquiry. Adherents of the naturalistic paradigm, by contrast, prefer to have theory emerge from the data themselves. The enquiry problem guides and bounds, and important elements are catered for as they arise in the course of the enquiry. The naturalist does not insist on grounding theory afresh in every enquiry. What is essential, is that at some time in experience, the theory to be used has been grounded.

- KNOWLEDGE TYPES USED

Within the positivistic framework, only propositional knowledge is admitted. This is knowledge that can be stated in language form. This position follows from the predisposition to state research questions in advance. The naturalist deals in the realms of both propositional and tacit knowledge. Tacit knowledge refers to intuitions, apprehensions, or feelings that cannot be stated in the form of language but are somehow "known." Everyone "knows" more than he can communicate. The naturalistic enquirer seeks to render the tacit knowledge into propositional knowledge by skilled use of nudges and probes.

- INSTRUMENTS

The positivist inserts a layer of instrumentation between him/her and the object of enquiry. The assumption is that by removing himself/herself from direct contact, the reliability and objectivity of the study will be enhanced. Instruments can be sharpened and refined to a greater level of sensitivity than can a human observer. Naturalistic enquirers use themselves as instruments willingly trading off some objectivity and reliability (in the positivistic sense) for the opportunity of getting thick descriptions, i.e. critical descriptions full of concrete detail about what participants do and say in the setting, and for utilising their own flexibility and insightfulness to simultaneously acquire and process information in a holistic and responsive manner.

- DESIGN

In a positivistic investigation, the design is preordinately determined. Every step from problem specification through to data collection and analysis reporting is described in advance. No change in treatment is permitted once the study is underway, lest the variances be confounded, thereby disallowing interpretation of the results. For the naturalistic enquirer with his/her beliefs in multiple realities, in the interactivity between respondents and enquirer, and in the grounding of theory, the design is emergent. In a sense the design is never complete until the enquiry is terminated by time or resources or other logistical considerations. Clearly, there is scope for compromise between these two positions. The positivist should keep as many options as possible open, while the naturalistic investigator should specify as much in advance as possible. Some elements of design can always be specified in advance and the wise enquirer will specify all such possible elements while retaining a flexible posture that permits change and emendations as the situation dictates.

- SETTING

The positivists have a preference for conducting studies under laboratory conditions, because this offers the epitome of control. The naturalistic enquirer prefers natural settings, on the basis that there you can tell what does happen rather than what can happen. If natural settings are similar, the studies can be transferred. Findings from laboratory studies can only be generalised to other laboratories.

The features that differentiate the theoretical models under discussion are presented in Table 5.3.

TABLE 5.3

**Methodological Differences
between the Positivist and Naturalistic Paradigms**

| Dimension | Positivist | Naturalistic |
|---------------------|---|------------------------------------|
| Preferred Methods | Quantitative | Qualitative |
| Sources of Theory | A Priori Hypothetico-Deductive | Grounded-emerging from the data |
| Knowledge Type Used | Propositional | Propositional and Tacit |
| Instruments | Instrumentation (pencil and paper tests) | Human-as-Instrument |
| Design | Preordinate | Emergent |
| Setting | Laboratory | Nature-natural settings |

conduct of scientific investigation, the reality seems to be that a preference for any one methodological element requires commitment to counterpart positions as well. This stems from the axiomatic system discussed earlier. This appears to constitute a barrier to compromise, to the disciplined eclecticism advocated by Shulman (1986a). This piece of work has attempted to be eclectic. Scores are supplemented by qualitative data that explicate why the scores were obtained. The scores are used to rank the classroom behaviours under investigation, as they manifest themselves through the actions of the key participants, i.e. teacher and students. The composite data give a rich account of the behaviour stream. The approaches of computing and distilling lie happily together. They have been carefully blended in an effort to advance the boundaries of knowledge on classroom management, while observing the canons of disciplined scientific enquiry. The next section of this chapter concentrates on the methodological issues which arose within this work and describes the steps taken to protect its overall rigour/trustworthiness.

5.5 THREATS TO THE RIGOUR OF THE PROJECT

INTRODUCTION

This section of chapter five has as its focus the threats to the rigour of the enquiry that arose as the project progressed. These are now listed and examined individually.

- The Unit of Analysis.
- The absence of Pre-Programme Data on the Experimental subjects.
- The identity of the Data Gatherers.
- The Settings and Key Informants.
- The use of Human-as-Instrument.
- The non-Human Instrumentation.
- The blend of Theoretical Approaches.

THE UNIT OF ANALYSIS

The motivation to conduct this piece of research had two dimensions. One was related to the tacit knowledge of the researcher concerning the malaise of Irish teachers in the discharge of their rôle. The second strand hinged on an aspiration to make a practical contribution to teacher education in Ireland. The steps taken to transform the tacit knowledge into propositional knowledge have been described in the second half of Chapter 3. The area of immediate concern here is related to the second motivating factor.

The practical contribution ambitioned by the researcher took the form of an educational package. Consequently, the evaluation dimension of this project focuses on the package. The package is the evaluand. But the package is evaluated in terms of its impact on teacher behaviour. Herein lie tricky methodological issues. What exactly does it mean to say that a programme made an impact? Is it the same as saying that a package took hold? The theme of this particular package deals with a pervasive aspect of teacher behaviour and not simply with, for example, something specific like a reading scheme, or guidelines for techniques of questioning. Rather the theme has the potential to influence a wide range of across-the-board teacher behaviours both inside and outside the classroom.

One serious issue revolves around the programme presenter. It is not possible from the stance of this piece of research to say how the programme would impact in the hands of other users. The researcher had a major stakeholding in the programme and her commitment to its success may have created pygmalion effects that would not exist in the hands of a less involved, but competent programme presenter. To paraphrase Yeats, "How can we know the programme from the programmer?"

Another problem concerning the unit of analysis is linked to the programme

goals. The programme model has two important aspects to it. These are:

- (i) the cognitive;
- (ii) the behavioural.

Any comprehensive evaluation of its impact, must take into account these two key dimensions. It is possible that the programme impacted at a cognitive level for some teachers who experienced it; for others at a behavioural level, and for others at a combination of cognitive and behavioural levels. The qualitative approach was used to get the "natives point of view," especially with regard to the cognitive impact. Classroom observations were used to evaluate the behavioural components that were highlighted in the programme presentation. The teachers observed were urged to carry on in typical fashion so that the observers could catch representative streams of behaviour. But not all observers saw the teachers teach the same lessons or cover content related to the same curricular area. The configuration of the class varied from occasion to occasion. While the observations may have caught a teacher's typical performance, the characteristics of the lessons observed may have called for differential teacher behaviours. An art lesson may have evidenced more occasions of withitness or overlap, while an Irish conversation class may have produced more opportunity to comment on momentum or variety. This kind of methodological issue makes it difficult to analyse the data. Like is not being compared with like. Some of the observers were methodology specialists and may have brought a different set of criteria of effectiveness to bear on their observations than those related to the behaviours associated with Kounin, i.e. the real foci of the observation sessions.

To return to the dimensions of the programme and their amenability to evaluation - the cognitive dimension implies that following the programme, the experimental group might experience a change in their perceptions of classroom management. This impact could take the form of, for example:

- (i) enriched ideas on the classroom management issue, or

- (ii) an increased capacity to critically evaluate current practices or
- (iii) the transformation of tacit knowledge into propositional knowledge.

None of these changes need necessarily be reflected in overt behaviours, and yet the programme could have impacted in a meaningful way. The programme may have provided a research imprimatur for existing practices, so the behavioural status quo may be maintained, while teacher confidence increased about the respectability of intuitive, tried and tested processes. Another possibility is that behaviour changes may have been introduced as a direct result of exposure to the programme. Evaluation at these many levels of a holistic concept like classroom management, is obviously an intricate unit for analysis.

A further related problem is linked to the timing of the evaluation. Fullan (1985) has examined how change processes work. He contends that:

- (i) Change occurs over time and is incremental and developmental.
- (ii) The most fundamental breakthrough occurs when people can understand the underlying conception and rationale with respect to "why" the new way works better.
- (iii) Organisational conditions within the school and in relation to the school are important.
- (iv) Successful change involves pressure, but it is pressure through interaction with peers and other technical and administrative leaders.
- (v) The initial stages of any significant change always involve anxiety and uncertainty.
- (vi) Ongoing technical assistance and psychological support are crucial if the anxiety is to be coped with.

It will be remembered that Pilot Run No.1 with the programme occurred in the first week of the summer holidays. A majority of the participants came from disparate schools. It is difficult to imagine that the zeal that accompanied their attendance at the programme was retained through the long summer holiday when the focus of teachers' lives was hardly school related. On return to

school, the kind of support systems implied in Fullan's (1985) work were not likely to be available to the participants. Their observations may have occurred at points in their skill acquisition that were still formative. The programme could not offer back-up support of the kind envisaged by Fullan (1985) to aid adoption. This situation may lead to possible programme "failure" being attributed to the wrong reasons. The second pilot group attended the programme during their school year. Like their summer counterparts, they came from a range of schools and did not benefit from a structured support system to aid programme adoption. The same reservations concerning the timing of the evaluation apply to this cohort as to the other.

Before leaving this knotted issue of the unit of analysis, reference must be made to the practicality ethic raised by Doyle and Ponder (1977). This work suggests that of crucial importance for teachers contemplating adoption of a treatment, is the question "will it work?" If experienced teachers have evolved a system of management practices that work for them, they may resist innovation. Classroom management is so central to the smooth functioning of classrooms, that teachers may be reluctant to tinker with its infrastructure in the interests of programme implementation. Under such circumstances, can a programme be judged to have failed or not to have made an impact? This leads back to the possible confounding of issues of what is implied in terms like "making an impact" or "taking hold." Some of the programmes' fall-out may be elusive and may slip through the evaluator's empirical net.

These niggling issues concerning the unit of analysis are summarised in Table 5.4.

THE ABSENCE OF PRE-PROGRAMME DATA

An obvious threat to the internal validity of the project is the absence of pre-programme data on the course participants. This unavailability of data is attributable to practical reasons. In the case of both pilot runs, the researcher did not know any of the details of course participants or their schools, prior to the pilot runs. There is a limiting factor incurred by the absence of data in specifying the extent of programme impact. However, the experimental groups sampled did supply retrospective reports of change following the programme. While one may quibble with the absence of pre programme data, the advantage which ensues is that there is no expectancy effect at play in the minds of the participants. They brought to the programme no pre-conceived ideas, so, it may be argued, that the trade-off of sacrificing pre-programme data may be off-set against the elimination of expectancy effects (Campbell & Stanley, 1963). The naturalistic approach used to elicit the participants' point of view concerning the impact of the programme is based on the assumption that the contributions of key informants are valid. Their opinions were sought at three points - short term, medium term and long-term. These data, taken at three different times, are consistent and suggest that the participants replied with honesty and integrity at all points. While acknowledging that the absence of pre-programme data is a potential methodological flaw, the researcher is confident that the post programme reports and measures taken from the samples, are accurate and meaningful.

THE IDENTITY OF THE DATA GATHERERS

The human instruments throughout this project were colleagues from the College of Education in which the principal researcher worked. The steps taken to train them as skilled co-workers is described within this chapter. They were coöpted to bolster the reliability of the work and to protect against the researcher's absorption with the project and possible bias that might accompany this absorption.

While the team of workers responded to the detailed training, and developed high levels of expertise in their rôle, they may have been compromised by being perceived by the research subjects as "experts." Irish teachers are self-conscious and "camera shy." There is a traditional reluctance to "perform" in public, and certainly, a marked reluctance to perform under the scrutiny of personnel from a College of Education. While aware of this possibility, there were no negative consequences reported, linked to this question of reactivity. The data gatherers had unequivocal access to the "natives' " real "point of view." All were experienced teachers in their own right, so they admirably straddled the outsider-insider divide. They were conceptually in harmony with the emic data which they gathered. They skilfully helped their subjects to unpack their "silent language." For this group of data gatherers there was really no transition from the rôle of "stranger" to that of "friend." All had some kind of identity for the subjects before entering the field.

While the argument seems to be in favour of the identity and competence of the data gatherers, there is the other side of this issue which has to do with the familiarity trap. On the one hand it is a distinct advantage to have data gatherers who have a good clear working knowledge of the subculture of schools. There is, on the other hand, a risk, that because of their familiarity with the foci of investigation, they may miss, or casually pass over, aspects that an "outsider," or a "stranger" might pursue. Data that are potentially important may slip through the net because of the acculturation of the data gatherers. The element of surprise that aids awareness may be missing. Investigators who are too contextually at home may miss salient data. Having two investigators at two different times serves to reduce the element of threat posed by this.

The training procedures in the workshops stressed the importance of remaining sharp and alert. The possibility of observer drift and of person-to-person reactivity mentioned earlier, is acknowledged. However, every effort was made to ensure that the team remained detached yet involved in their task of

- (i) making accurate and informed assessments during observation,
- and
- (ii) collecting thick descriptions of classroom life.

THE SETTINGS AND KEY INFORMANTS

The settings and key informants are nested issues for purposes of the discussion which follows. One of the salient features of this project was the high calibre of teacher found in both the experimental group and the snowball sample of controls. The research literature suggests that teachers who attend Inset programmes on a voluntary basis are a highly motivated, professional group. Most probably their skills require fine-tuning rather than radical transformation. The experimental groups certainly impressed in their committed approach and articulate ideas about teaching and management. This dimension of high quality subject may limit the generalisability of the findings to teachers who may not match the subjects in their motivation or classroom performance. The model of classroom management trumpeted in the programme aims to be preventative i.e. to create and maintain a coöperative learning environment. The research sample came from classrooms where such an environment was normative. In a real sense, the programme has not been put to the test. The implications of this for the programme and its claims are important. Taken in conjunction with the absence of pre-programme data they make for worrying reservations.

The training video depicts well-run classrooms with smooth functioning management patterns. Any more than the research group, these classrooms may not represent the real world of Irish classrooms as a whole. The naturalistic approach is concerned with multiple realities. This study may have limited the number of realities it accessed.

The control group of subjects was recruited largely by the experimental group i.e. they came mostly from schools in which the experimental group taught. There were design reasons of matching for this. However, qua controls, they

may not have been entirely devoid of treatment effects. As colleagues of the experimental group, they may have expressed curiosity about the programme and the nature of the data gathering exercise. Some anticipatory effects may have been at play that may detract from the purity of the data.

A more representative sample of Irish classrooms and Irish teachers would have added to the rigour. Arranging such a sample is not an easy task for an investigator because of the conspiracy of silence surrounding classroom disruption, and because of a territorial approach to the classroom domain.

HUMAN - AS - INSTRUMENT

The use of humans as instruments, is not a new concept. It owes its origins to the field of anthropology and has been maintained in that branch of modern sociology that relies heavily on field studies. Guba & Lincoln (1981), Lincoln & Guba (1985) assert that the human as instrument of choice in a naturalistic study is uniquely suited because of his/her

- (i) responsiveness, which enables the sensing of situational dimensions and the rendering of them explicit;
- (ii) adaptability, which allows for simultaneous data collection on multiple factors, at multiple levels;
- (iii) holistic emphasis, which permits the grasping of all the buzzing confusion in one view;
- (iv) knowledge base expansion, which allows simultaneous functioning in both the realms of propositional and tacit knowledge (Polanyi, 1966);
- (v) processual immediacy, which allows the instant processing of data, the generation of on-the-spot hypotheses, and the testing of those hypotheses in the context in which they have been created;
- (vi) opportunities for clarification and summarisation, which allows for the feeding back of on-the-spot summaries to respondents for clarification correction and amplification;
- (vii) opportunity to explore atypical and idiosyncratic responses, which enables their coding and inclusion as rich sources of data.

These characteristics well equip the human to discharge the rôle of skilled investigator. The assessment of the human is subjected to the same canons of assessment as the non-human instrument - trustworthiness, plausability, sensitivity. In a way that non-human instruments are capable of refinement, so are humans as instruments. However, the virtues of the human as instrument, outlined by Guba & Lincoln (1981), Lincoln & Guba (1985), are based on notions of "privileged access" with sufficient intensity and duration" or in other terms "prolonged engagement" and "persistent observation."

This study did not involve either privileged access (cf. previous section on settings) or prolonged engagement. The study used ethnographic type methods, but did not set out to be an ethnographic investigation of a classroom culture. The approach was deductive rather than inductive, so the agenda for negotiation was predetermined between human data gatherer and human respondent. The techniques of ethnography were used in an accommodated fashion that met the requirements of the project. Greater validity would have been accomplished had there been more persistent observations followed by more privileged access to the key participants. While triangulation was used in terms of methods and respondents, there are no data from school principals or inspectors or parents on the subjects' performance. These persons constitute important sources of data but are not built into the design. Limited access and data gathering threaten the overall rigour of the work.

THE NON-HUMAN INSTRUMENTATION

Throughout the project, considerable use was made of self-report type documentation. These instruments were used at the initial survey point and throughout the three phases of the evaluation process. Many of the respondents complained about the length of the documents and their comprehensive coverage - especially the mid-term evaluation document (cf. Appendix V). As a general comment, the respondents expressed the view that the issues raised in the questionnaires were important but that they demanded a lot of thought, and were

time-consuming to complete. This may have led to curtailed or incomplete information. However, it is the researcher's view that the teachers who felt discouraged by the length and coverage of the questionnaires did not complete them at all. Those who did respond did so in a thorough and reflective way.

The researcher developed a classroom observation schedule based on the Kounin work to be used during the observation sessions (cf. Appendix V). The instrument was devised to match the concepts which had been examined in the programme. In use, this instrument proved to be too blunt. It is difficult to jointly score "signal continuity and momentum," or "challenge and variety in seatwork." Each of these four factors taken singly, warrants observation and comment. To lump them together into pairs makes for data-overload in the item, and a confounding of behaviours. When operating the schedule, it is also difficult to clearly differentiate between withitness and overlap. Both of these characteristics have common presentations, so some blurring is likely when assessing those concepts.

Despite the shortcomings, mentioned in the instrumentation, the researcher's view is that there were sufficient "checks and stops" to compensate for any shortcomings in the non-human instrumentation. The use of triangulation, observation and interview produced rich data that illuminated the focus of the project.

- THE BLEND OF THEORETICAL APPROACHES

One of the challenges within the project involved the blending of two distinct theoretical approaches to successfully accommodate the eclectic design which seemed to offer the best fit for the research foci. The researcher used a grid approach to look at the elements of the project, and this exercise provided evidence that a combination of approaches within an integrated design was required. The decision to blend approaches is consonant with admonitions in the research literature to do so (Campbell, 1979; Cronbach, 1975; Fetterman,

1988; Gage, 1978, 1985; Howe, 1988; Huberman, 1987; Miles and Huberman, 1984; Patton, 1988; Shulman, 1986a). But while the research literature advocates a rapprochement of methods, the reality is that the same research literature provides very little guidelines that are of practical help to a lone researcher attempting to do so. There are some guidelines on data reduction e.g. Le Compte & Goetz, 1983; Miles & Huberman, 1984, 1984a, but despite a plethora of well-respected textbooks on field methods, there is still an insufficient corpus of reliable, valid or even minimally agreed-on working analysis procedures for qualitative data.

There is a recurring suggestion in the literature that naturalistic methods are too "soft," but there is equally a marked absence of guidelines to enhance their rigour. The criteria used to judge the scientific calibre of a naturalistic design tend to be those same criteria that are applied to the more conventional positivistic paradigm. The fairness and appropriateness of applying these to an ecological paradigm are now being called into question (Guba & Lincoln, 1988; Morgan, 1983). Writings refer repeatedly to the collection of "thick descriptions" (Geertz, 1973), but no explanation of what is entailed in "thick descriptions" is forthcoming. The challenge of trying to do equal justice to disparate strands of an eclectic design is demanding. It requires mind shifts that are considerable and much patience and commitment are required to maintain a balance that is scientific and productive.

In this context, Guba and Lincoln (1988) contend that because of the axiomatic differences (cf.5.3) found in the positivistic and interpretive paradigms, their methodologies are not miscible in any proportion. They write

....."These axioms represent fundamentally different ontological, epistemological and axiological postures; a call to blend or accommodate them is logically equivalent to calling for a compromise between the view that the world is flat and the view that the world is round" (Guba & Lincoln, p.93).

The unsatisfactory state of the art of mixed designs represents a real problem for a lone researcher who may not be equally skilled in the respective modes of data gathering and data analyses. Yet, a pluralism of methods when carefully conducted, yields data that are rich and meaningful. The accomplishment of these data involve processes that may be susceptible to threats to rigour.

5.6 THE EFFORTS TO ESTABLISH THE TRUSTWORTHINESS OF THE ENQUIRY

INTRODUCTION

Following a discussion of the threats to the rigour of the project, as perceived by the researcher, it now seems appropriate to look at the steps taken to deal with these threats. As the evaluation design aims at disciplined eclecticism (Shulman, 1986a), the language used in this section comes from the lexicons of both the traditional positivistic paradigm and the newer naturalistic paradigm. Their language equivalence is presented in Table 5.5

TABLE 5.5**Equivalence of Terms for Positivistic and Naturalistic Paradigms**

| Positivistic Term | Naturalistic Term |
|---------------------------------------|--------------------------|
| Internal Validity | Credibility |
| External Validity Generalisability | Transferability |
| Reliability | Dependability |
| Objectivity | Confirmability |

There now follows an account of the safeguards built into the design to ensure that the final piece of work not only met the criteria of disciplined, scientific enquiry, but also produced findings that were communicable to and persuasive for the target audiences.

In rationalistic language, the steps taken to ensure the quality of the work involved

- (i) control and sampling;
- (ii) replication;
- (iii) insulating the investigator.

The survey data were distributed to a random sample of teachers who availed of their local Teachers' Centres. The groups of participants who came on the pilot runs came from a variety of Irish schools. The subjects were matched, often on a snowball sample, but always bearing in mind the accepted criteria for matched pairs. The controls corresponded to the experimntal group.

The data gathering occurred across sites and was carried out by a number of carefully trained data gatherers. The coöption of other investigators reduced the possibility of bias arising from the principal researcher's stakeholding in the project. The data gatherers used the same instrumentation and were trained to be etic in their approach. These steps were taken in the hope of producing results that were free from contamination, inconsistency and bias.

To move now to the lexicon of the naturalistic paradigm, the following measures were built into the design. At this point the researcher wishes to stress that ethnographic techniques were used in the work, but not ethnography per se. This account of measures adopted is in the context of ethnographic techniques rather than in the context of pure ethnography.

PROLONGED ENGAGEMENT/PERSISTENT OBSERVATION

At all points in the project, sufficient time was taken to collect satisfactory data. A lot of time was taken to learn the school and classroom culture where the filming, and observation and interviewing occurred. It is true that not a lot of time was spent with each subject (maximum two-to-three full days), but the units of analysis, or areas of investigation, were very well known to the data gatherers. Wolcott (1982) makes the point that ethnographic work can be done in a shorter period in schools than in other settings, because researchers are familiar with the characteristics of school life. All the data gatherers were well acculturated in school life and did not jeopardise the quality of the data by inadequate periods of engagement or curtailed observation. The investigators were satisfied that on all occasions they had thick descriptions to contribute to the data collection. Their periods in classrooms were long enough to procure finely grained data but short enough to avoid the dangers of "going native" (Lincoln and Guba, 1985), and thereby missing salient data. The criterion of prolonged engagement and persistent observation was carefully and pragmatically interpreted and applied.

TRIANGULATION

A variety of triangulation methods was used to enhance the credibility of the work. These involved triangulation of informants, investigators, instruments and contexts. No effort was spared to tap ways of enriching the depth and range of primary data. No item of information was included that could not be verified from at least two sources. Perceptions were compared and examined.

PEER DEBRIEFING

Throughout the project the researcher used every opportunity to test the accuracy of the incoming information and also to test the accuracy of the sense being made of this information. Antennae were focused on all possible sources of

illumination. Experienced colleagues and classroom practitioners gave access to the complementary worlds of theory and practice. The researcher welcomed devils' advocates because they helped to:

- (i) clarify issues,
- (ii) explore meanings;
- (iii) alert her to personal biases;
- (iv) give momentum to future steps;
- (v) test hypotheses;
- (vi) and in general terms, to keep the work in focus.

Peer debriefing was used in a way which permitted ideas that had been germinating to come to light and be debated in a way that influenced the overall text of the project. The exposition of one's thinking to a jury of peers proved a very worthwhile experience and contributed to the thrust of the work.

REFERENTIAL ADEQUACY

This measure refers to the sources of "slice-of-life" data that led to the findings and to their interpretations. Schools and classrooms were the settings used for data collection. The key informants were the protagonists in classroom life, i.e. the teachers and the students. The literature that prompted the data collection came from a data base that had been examining the classroom management issue in fine detail. Assertions made in the work are grounded in material that is authentic and informative. At every turn a series of stops and checks was implemented to ensure the accuracy and validity of the data. Verbatim reports and synoptic charts were used to distil data that truly reflected the areas of focus. No hunches or half truths were admitted unless there was referential material to clarify or supplement, and render the data verifiable and interpretable.

MEMBER CHECKS

This strategy involved a continuous testing of data and their interpretations with members of the groups from which they were solicited, and with members of the audiences for whom they were intended. This step was crucial for the credibility of the work and the researcher, realising this, respected the feedback from members and allowed this feedback to guide subsequent data analysis.

NEGATIVE CASE ANALYSIS

There is a human tendency in data processing to attend to data that support or match the position of the researcher vis à vis the object of study. In a naturalistic study, data that conflict are of particular interest. In a rationalistic paradigm the elimination of plausible rival alternatives is a means of establishing internal validity. Within the naturalistic paradigm the negative cases are examined as rich sources that provide alternative perspectives and portray another reality. Their inclusion leads to the production of added "working hypotheses" (Cronbach, 1975), because their interpretation calls for explanations that are plausible and convincing. Their inclusion in the findings allows for greater transferability, because audience members may be able to identify with the negative rather than the convergent or typical cases reported. The thick descriptions that accompany the case enables the audience member to evaluate the worth and the credibility of the portrayals. Throughout this work due attention was paid to all data - data that conflicted and data that harmonised. The measures just described were carried out to insure the overall rigour of the project.

5.7 THE TRAINING WORKSHOPS

INTRODUCTION

In the summer term of 1988 the researcher conducted a series of workshops at

Carysfort College of Education, Dublin. Their aim was to train co-researchers to act as data gatherers for this research project. This dimension to the project was introduced in an effort to enhance the reliability of the work, and to render the task of data gathering feasible. The workshop participants were all colleagues of the researcher's who responded to the researcher's request for help in her research endeavour.

CHARACTERISTICS OF THE GROUP

The group of trainees comprised four women colleagues and two men. Three members of the group had wide experience as primary school teachers before joining the staff in Carysfort College of Education. Two members were secondary school teachers before joining the staff and the sixth member, who was Head of the French Department, had neither primary nor secondary school teaching experience and was recruited into Carysfort on graduation from University. Four of the members belonged to the Education Department in Carysfort, and two belonged to academic departments - one in French, as already stated, and the other in Irish. All six persons had experience in the supervision of student teachers while on teaching practice. This task in itself demands competence as an observer and evaluator of performance. With this experience, the group constituted a fairly sophisticated team and their familiarity with Irish primary schools was a distinct advantage in gaining access to sites in which to record research data. Of course, their association with a College of Education brought with it certain implications for observer effects on the observed. They risked being perceived as "experts" and consequently may have posed a threat to some of the research subjects. Following the first training workshop, the woman colleague from the Irish department opted out as she felt inadequate for the task. Further attrition of a kind was to follow. The Head of Education who attended all sessions and was genuinely enthusiastic about the work, never made it to schools to either observe or interview. The demands on his time in a busy term did not allow him to carry through with the task. Had this been made clear to the researcher early on in the term, an effort would have

been made to replace this team member. However, gradually the term slipped by, and by the time the reality of his unavailability became clear, it was too late to replace him. The loss of this skilled co-worker was regretted by the researcher.

CONTEXT

The recruitment and training of co-workers for a research project was not an entirely easy task for this researcher. The work coincided with the last term of a College of Education destined for closure on the subsequent July 1st. For the previous two and a half years, the staff had lived with the uncertainty surrounding their futures and the realisation that a magnificent educational plant was grinding to a halt. No new intake of students had been admitted into the College for the previous two years, so the campus was lonely and sparsely populated with only 3rd year B.Ed. students in situ. Many colleagues had not really been actively involved in teaching as their subject areas or specialisms belonged to 1st and 2nd year B.Ed. programmes. Morale was low and tension concerning future re-deployment was high. Against this backdrop, the researcher had to deal sensitively in her efforts to convince colleagues whose careers were in extreme jeopardy, about the merits and desirability of research. Even the research theme of classroom management seemed ironic or ill-timed for a staff who might never again be involved in the classroom visitation aspect of their rôle. There were no incentives like research funds to offer the colleagues who coöperated, so all in all, the researcher greatly appreciated the goodwill and generosity of the research team who didn't moan or complain, but rose to the challenge of collecting solid data.

THE TRAINING SESSIONS

The training programme for colleagues consisted of five two hour sessions. These took place in the Resource Centre at Carysfort College. This venue was chosen because of its easy access to participants and because it provided the

kind of facilities required by the trainer in her efforts to develop in the team the requisite skills for successful data gathering. The workshops took place over a two-week period and were arranged to accommodate to the participants' and trainer's time-table at the College. At the commencement of the first session each person was given a folder which included all the data pertaining to the training. This material, which had been prepared and field tested by the researcher, was organised in a sequential fashion to match the order and sequence of the training sessions. Training material corresponded to modules or slots on the workshop time-table. Details of the content of these modules are presented in Appendix 1V.

THE TRAINER/RESEARCHER

As a prelude to carrying out the pilot runs with the programme on Effective Classroom Management, the researcher had familiarised herself with the principles of adult teaching and training. During the training sessions she made a conscious effort to implement these principles, and each session was preceded by a lot of careful preparation and organisation. The result was that the sessions moved along in a predictable manner and the trainer had credibility in the eyes of the participants. It was difficult for the trainer to adapt to the rôle of teacher of colleagues. Initially there was some inevitable self-consciousness but the realities of the task to be accomplished propelled the training sessions and they developed a momentum that was sustained throughout. Throughout the training period and data gathering period, the researcher was available to deal with any queries or problems encountered by individual members of the team. In fact, the participants behaved very independently and appeared not to need the trainer's support outside the workshop sessions.

PARTICIPANTS

The five volunteer trainees brought to the sessions a lot of expertise and a good working knowledge of Irish classrooms. Because of the varying backgrounds

it was difficult to establish baseline knowledge on topics like naturalistic observation, establishment of rapport, Kounin, cognitive-behavioural models, threats to the research task etc. The trainer took a common denominator approach, and worked through the prepared material in a systematic, developmental way. The many opportunities throughout the workshops for discussion and feedback, gave a forum to those who wanted to display familiarity with the topics and allowed at the same time the uninitiated to become conversant with the central issues.

TIME

While more time would have made the training task less arduous, the five two hour sessions were adequate to cover the ground. This may have been so because of the headstart of working with trainees, who had a background in observation as supervisors of student teachers. Apart from the ten hours' formal training, the workshop participants had some home work to do between sessions. Neglect of this homework would have resulted in delaying the progress of the sessions. The trainees realised this and were diligent in their attention to this task.

TRAINING PROCEDURES

The task which the team was recruited to carry out involved:

- (i) observing and recording data in classrooms and
- (ii) interviewing individual teachers and some pupils, and recording the interview data.

These two aspects received separate coverage in the early workshops, but were brought together towards the end. The method adopted for training in observational skills and recording data was as follows:

TRAINING OBSERVERS

1. A brief theoretical introduction to classroom observation with the recommendation that the reading list which formed part of the package of materials be consulted at the trainees' discretion.
2. A detailed examination of the observation schedule in conjunction with the annotations document which clearly defined or described the target behaviours.
3. Ascertaining that the trainees clearly understood what was involved in each item on the schedule, and a focusing on recording procedures.
4. Observing a classroom video which the trainer had coded before the viewing session. This formed the basis of demonstration and discussion.
5. Practice sessions with corrective feedback; firstly in the Resources Centre and later in real classrooms in the primary school attached to Carysfort College.
6. Trainees working in pairs and later independently. On all occasions, precautions were taken not to place the trainees so close together when recording that they could see each others' schedule.

The formula used for computing inter observer agreement was

$$\frac{\text{NUMBER OF AGREEMENTS} \times 100}{\text{Number of Agreements} + \text{Number of Disagreements}}$$

Agreement came at 75% in the early stages and rose to 90% as the practice sessions progressed.

The emphasis was on practice and feedback and these tasks were interspersed with the discussion of the logistics of classroom observation. Trainees were sensitised to the obstacles that typically get in the way of observation in natural settings and they were urged to guard against observer drift and to remain as critically aware as possible throughout their field work. As the training sessions occurred immediately prior to the actual field work, no further inter-observer reliability scores were computed.

INTERVIEWING

With regard to the interviewing dimension of the trainees' task, the procedure adopted was as follows:

1. A briefing by the trainer on the important aspects of interviewing and an attempt by the trainer to resolve any uncertainties which the participants felt.

This theoretical component focused on issues like

- (i) access;
 - (ii) key informants;
 - (iii) context in which the interviews might occur;
 - (iv) rapport building;
 - (v) remaining critically aware;
 - (vi) listening beyond;
 - (vii) tolerating interviewees' ramblings if they made for rich, relevant data;
 - (viii) language - skills.
2. An item by item examination of the interview schedules and a discussion of the probes.
3. A viewing session on the do's and don'ts of good interviewing.
4. Practice interviews undertaken in private by some trainees, and in the training centre by two volunteers. [These practice interviews involved interviewing both teachers and pupils].
5. Peer evaluation and feedback.
6. Discussion.

The general guideline for the team was to seize every opportunity to ascertain how teachers went about establishing and maintaining order in their classrooms. With regard to the pupil interviews, the team recognised the necessity to adapt the schedule to the context in which the pupil interviews occurred and to remain sensitive to the pupil characteristics. There was a general suggestion that where possible the interviewer should connect the interview to observations made

while using the Kounin Observation Schedule in the interviewee's class. The search was for meaning and insight, and the interviewers were urged to go after what the interviewees thought to be important in the classroom management, issue. The teaching methods used during the workshops were varied and included

Trainer-led presentations
Discussions
Rôle Play
Simulation
Peer Evaluation
Critical Feedback
Practice.

Reaction to the training workshops was positive. The team seemed motivated to carry out the task diligently and professionally.

The training workshops just described constituted an important dimension of the project. Statistical analyses were built into the research design to determine the level of agreement that was operating between the observers during their data gathering. The details of these analyses are reported in the final section of this chapter.

5.8 STATISTICAL ANALYSIS ON OBSERVER DATA

The cadre of co-observers was trained to help with the data-gathering and in so doing, to enhance the overall reliability of the project. Some statistical analyses were applied to the quantifiable data to determine the relationship between the scores obtained by the team of data gatherers and those obtained by the principal observer, i.e. the researcher. Concern with reliability necessitated assurance that all data gatherers were attending to the same phenomena and were using the criteria for evaluation in a standardised and reliable fashion. A test was used to examine this factor. No significant difference between the ratings of team members and principal observer was detected on any of the measures under examination. The results from this analysis are presented in Table 5.6.

TABLE 5.6
ANALYSIS OF OBSERVER RELATIONSHIPS

| Variable | Principal Observer | | Co-Observer 1 | | | | | Principal Observer | | Co-Observer 2 | | | | |
|------------------------------|--------------------|------|---------------|------|------|--------------------|------------|--------------------|------|---------------|------|------|--------------------|------------|
| | \bar{X} | S.D. | \bar{X} | S.D. | t | Degrees of freedom | Prob. <.05 | \bar{X} | S.D. | \bar{X} | S.D. | t | Degrees of Freedom | Prob. <.05 |
| Withitness | 1.70 | 0.68 | 1.90 | 1.29 | 0.44 | 18 | n.s. | 1.50 | 0.70 | 2.30 | 1.57 | 1.47 | 18 | n.s. |
| Overlap | 1.70 | 0.67 | 2.30 | 1.16 | 1.41 | 18 | n.s. | 1.70 | 0.82 | 2.40 | 1.58 | 1.24 | 18 | n.s. |
| Signal Continuity & Momentum | 1.50 | 0.70 | 1.90 | 0.74 | 1.24 | 18 | n.s. | 1.90 | 0.88 | 1.80 | 0.79 | 0.27 | 18 | n.s. |
| Challenge & Variety | 1.30 | 0.48 | 1.50 | 0.53 | 0.88 | 18 | n.s. | 1.70 | 0.82 | 1.90 | 0.88 | 0.53 | 18 | n.s. |
| Desist | 1.40 | 0.52 | 1.30 | 0.48 | 0.45 | 18 | n.s. | 1.10 | 0.32 | 1.20 | 0.42 | 0.60 | 18 | n.s. |
| Constant Repetition | 1.33 | 0.52 | 1.29 | 0.49 | 0.17 | 11 | n.s. | 1.22 | 0.44 | 1.38 | 0.52 | 0.66 | 15 | n.s. |
| Clarity | 1.17 | 0.41 | 1.43 | 0.38 | 0.11 | 11 | n.s. | 1.33 | 0.50 | 1.25 | 0.46 | 0.36 | 15 | n.s. |
| Firmness | 1.17 | 0.41 | 1.29 | 0.49 | 0.47 | 11 | n.s. | 1.22 | 0.44 | 1.25 | 0.46 | 0.13 | 15 | n.s. |
| Roughness | 1.67 | 0.51 | 1.58 | 0.54 | 0.33 | 11 | n.s. | 1.78 | 0.44 | 2.00 | 0.00 | 1.42 | 15 | n.s. |
| Ripple | 1.33 | 0.52 | 1.58 | 0.54 | 0.81 | 11 | n.s. | 1.11 | 0.33 | 1.50 | 0.53 | 1.82 | 15 | n.s. |
| Transition | 1.90 | 0.32 | 1.80 | 0.42 | 0.60 | 18 | n.s. | 1.80 | 0.42 | 1.70 | 0.48 | 0.49 | 18 | n.s. |
| On-Task | 1.30 | 0.68 | 1.50 | 0.97 | 0.53 | 18 | n.s. | 1.40 | 0.70 | 1.60 | 0.70 | 0.64 | 18 | n.s. |
| Pupil Disruption | 3.90 | 0.32 | 3.80 | 0.42 | 0.60 | 18 | n.s. | 4.00 | 0.00 | 4.00 | 0.00 | 0.00 | 18 | n.s. |
| Effective Management | 1.70 | 0.82 | 1.80 | 0.92 | 0.26 | 18 | n.s. | 2.20 | 1.23 | 2.30 | 1.63 | 0.15 | 18 | n.s. |
| Variable | Principal Observer | | Co-Observer 3 | | | | | Principal Observer | | Co-Observer 4 | | | | |
| | \bar{X} | S.D. | \bar{X} | S.D. | t | Degrees of freedom | Prob. <.05 | \bar{X} | S.D. | \bar{X} | S.D. | t | Degrees of Freedom | Prob. <.05 |
| Withitness | 1.30 | 0.68 | 1.30 | 0.68 | 0.00 | 18 | n.s. | 1.70 | 0.82 | 2.10 | 1.37 | 0.79 | 18 | n.s. |
| Overlap | 1.70 | 0.82 | 1.30 | 0.68 | 1.19 | 18 | n.s. | 2.10 | 0.88 | 1.80 | 0.91 | 0.75 | 18 | n.s. |
| Signal Continuity & Momentum | 1.60 | 0.70 | 1.30 | 0.68 | 0.98 | 18 | n.s. | 1.80 | 0.79 | 1.90 | 1.37 | 0.20 | 18 | n.s. |
| Challenge & Variety | 1.20 | 0.42 | 1.60 | 1.36 | 0.89 | 18 | n.s. | 1.70 | 0.48 | 1.80 | 0.79 | 0.34 | 18 | n.s. |
| Desist | 1.20 | 0.42 | 1.20 | 0.42 | 0.00 | 18 | n.s. | 1.30 | 0.48 | 1.40 | 0.52 | 0.45 | 18 | n.s. |
| Constant Repetition | 1.13 | 0.35 | 1.13 | 0.35 | 0.00 | 14 | n.s. | 1.14 | 0.38 | 1.50 | 0.55 | 1.39 | 11 | n.s. |
| Clarity | 1.00 | 0.00 | 1.00 | 0.00 | 0.00 | 14 | n.s. | 1.14 | 0.38 | 1.17 | 0.40 | 0.11 | 11 | n.s. |
| Firmness | 1.25 | 0.46 | 1.13 | 0.35 | 0.61 | 14 | n.s. | 1.71 | 0.49 | 1.50 | 0.55 | 0.75 | 11 | n.s. |
| Roughness | 1.75 | 0.46 | 1.88 | 0.35 | 0.61 | 14 | n.s. | 1.71 | 0.49 | 1.67 | 0.52 | 0.17 | 11 | n.s. |
| Ripple | 1.38 | 0.51 | 1.13 | 0.35 | 1.13 | 14 | n.s. | 1.43 | 0.54 | 1.33 | 0.52 | 0.33 | 11 | n.s. |
| Transition | 1.80 | 0.42 | 2.00 | 0.00 | 1.50 | 18 | n.s. | 1.70 | 0.48 | 1.80 | 0.42 | 0.49 | 18 | n.s. |
| On-Task | 1.10 | 0.32 | 1.00 | 0.00 | 1.00 | 18 | n.s. | 1.40 | 0.52 | 1.90 | 1.29 | 1.14 | 18 | n.s. |
| Pupil Disruption | 3.80 | 0.63 | 4.00 | 0.00 | 1.00 | 18 | n.s. | 4.00 | 0.00 | 3.90 | 0.32 | 1.00 | 18 | n.s. |
| Effective Management | 1.10 | 0.32 | 1.50 | 1.27 | 0.97 | 18 | n.s. | 2.10 | 1.60 | 2.10 | 0.74 | 0.00 | 18 | n.s. |

Alteration in the number of ads is attributable to a change in the number of scores recorded for the measure.
Scoring criteria : 1= Definitely Yes; 2 =Yes; 3 = No; 4 = Definitely No; 5 = Not sure.

A Pearson correlation coefficient was used to test the degree of correspondence between the scoring on each variable in the schedules (Appendix V) by each team member and the principal observer. These results are presented in Table 5.7.

TABLE 5.7

Pearson Correlation Coefficients for Principal Observer and Co-Observers

| Variable | Co-Observer 1 | Co-Observer 2 | Co-Observer 3 | Co-Observer 4 |
|---|---------------|---------------|----------------|----------------|
| Withitness | 0.92 *** | 0.60* | 0.85 *** | 1.00*** |
| Overlap | 0.86 *** | 0.41 | 0.79 *** | 0.38 |
| Signal Continuity & Momentum | 0.81 *** | 0.53 * | 0.61 ** | 0.76** |
| Challenge and Variety | 0.41 | 0.65 * | 0.11 | 0.55* |
| Desist | 0.81 *** | 0.80 *** | -0.17 | 1.00*** |
| Constructive Reprimand | 0.45 | 0.25 | 0.73 ** | 75% agreement |
| Clarity | -0.20 | 1.00 *** | 0.30 | 100% agreement |
| Firmness | 0.00 | 0.63 * | 0.30 | 0.65* |
| Roughness | 0.25 | 0.70 ** | 86% agreement | -0.22 |
| Ripple | 0.25 | 0.00 | 0.36 | -0.30 |
| Transitions | 0.76 ** | 0.67 * | 0.76 ** | 80% agreement |
| On-Task | 0.74 ** | 0.93 *** | 0.60 * | 90% agreement |
| Pupil Disruption | 90% agreement | 0.67 * | 100% agreement | 90% agreement |
| Effective Management | 0.75 ** | 0.50 * | 0.52 * | .97 *** |
| <div style="display: flex; justify-content: space-around; margin-bottom: 5px;"> Sig. < 0.05* Sig.< 0.01** Sig.< 0.001*** </div> <p>Where it was not possible to compute a Pearson R because of missing observations, a % agreement between the Principal Observer and Co-Observer is reported. The missing observations are attributable to low frequency in the stream of behaviour. The low correlations occurred only in the cluster relating to desists. Low frequency accounts for the low agreements between observers in this cluster.</p> | | | | |

The low correlation coefficients in some categories are attributable to the narrow range within the scoring scales and to the omission in some instances of more than one score for some subjects on the variable under scrutiny.

Taken as a whole, the statistical analyses carried out on the observers' data offer good reassurance that the team was proficient in the execution of its data gathering task. The training workshops appear to have accomplished their objectives, and these outcomes contribute to the reliability of the project.

5.9 CONCLUSION

The unifying theme of this chapter was the question of evaluation as it pertained to the research project. Inevitably the notion of evaluation led to a consideration of its many aspects. The focus in the next chapter moves away from the theoretical to a description of the field trials with the programme, i.e. the evaluand.

CHAPTER 6

Evaluation Procedures

6.1 INTRODUCTION

The aim within this chapter is to describe the details of the measures taken to evaluate the programme Effective Classroom Management. There were two pilot runs with the programme and their details are presented here. The chapter goes on to give an outline of the evaluation process that formed part of the pilot runs.

6.2 PILOT RUN 1

Setting

The venue for the first pilot run with the programme was Carysfort College of Education. At that time the researcher was a staff member in the education department there, but since then, the College has been closed down as part of the policy of fiscal rectitude being pursued by government. Carysfort College had traditionally been a popular venue for inservice training because of its excellent facilities, central location and high reputation. This venue was an ideal location in which to pilot a programme because it offered many advantages to the researcher.

1. It represented home territory with all the cushioning and familiarity of context that that implied.
2. It made for easy access to first rate back-up facilities.

3. It meant that in the event of a technological hitch with the programme, the Resource Centre staff who had assisted with its development were readily available to intervene and deal with difficulties.
4. It meant that inevitably the researcher knew some of the pilot-run participants, either as former students of the College or as teachers in schools where Carysfort students had carried out their teaching practice.

These factors helped to minimise possible anxiety levels that might accompany a first trial with the programme. The setting was a secure base for the pilot run, and this gave a necessary confidence to the researcher.

Timing

The timing of the first pilot run in July 1987, coincided with a week long Inservice Course provision for teachers. This is a traditional time for teachers in Ireland to engage in Inservice training. For teachers who participate in a week-long course, there comes a privilege of three personal days leave, made available during the ensuing academic year. Courses are vetted in advance by the Department of Education and a daily attendance record is kept by course organisers. The daily timetable of such summer courses corresponds in duration to a school day timetable.

Participants

There were twenty participants enrolled for the course. It was the wish of the researcher that there be a maximum of twelve, but in the interests of making summer courses financially viable at Carysfort, the absolute minimum number on any course was twenty. Selection was on a first come, first served, basis. The course on Effective Classroom Management was the first of the thirteen courses on offer at Carysfort to fill up (cf. Appendix V1). A large number of applicants expressed disappointment at not being offered a place on the course and enquired if other similar courses would be on offer at other times. This level

of interest matches the survey data reported in Chapter 3.

Characteristics of the participants

The twenty teachers comprised seventeen women and three men. This ratio corresponds to the national situation where eighty five per cent of the teaching cohort at primary level is female. There were three school principals, two teachers from special schools, eight teachers from the post primary sector and a mix of urban teachers both young and old. The course on Effective Classroom Management was the only course on the programme that attracted teachers from the post-primary sector. In fairness, it must be pointed out that other courses might not have been targeted at teachers other than those at primary level.

Format

The content of the pilot run is outlined in the programme timetable (Appendix V11). The training video and manual were used to stimulate ideas and to trigger discussion. The main strength of the format was that it allowed for maximum contribution from the course participants. The researcher acted as a resource person and played a facilitating rôle rather than a dominant or teaching rôle. The participants were encouraged to become involved and their views were respected and examined. The programme video and manual served to keep people on course and ensured that the issues that were central to the classroom management theme were analysed and discussed.

A variety of teaching/learning methods was used throughout the programme. The process was influenced by the literature on adult learning and inservice education, and in general terms, the researcher worked very much "with" the group rather than "on" the group. By the end of the week, an excellent group dynamic had evolved and the participants were very willing to consider attending a follow-up workshop planned for the Autumn of 1987.

6.3 PILOT RUN 2

Introduction

In order to be able to make any valid claims concerning the programme, it seemed important to pilot it in a context other than that described in the previous section. Consequently, arrangements were made to pilot the programme in a venue other than Carysfort and at a time of year when the three days personal leave for attendance did not automatically ensue.

Setting

The venue for the second pilot run was a Teachers' Centre forty miles north of Dublin, serving a largely rural catchment area. The Centre has no permanent director or staff and is operated on a voluntary basis by two committed teachers from the neighbourhood. These two women teachers, one a nun, one a single lady, teach full time in their respective schools by day and devote the necessary time to running the Centre in out-of-school hours. The Centre is located in the basement of a barrack-like convent school which is located in an ill-illuminated churchyard. Gaining admission to the Centre proved a long and tedious process, as the order of nuns who own the building are, of necessity, very security conscious, and carefully scrutinise the identity of all entrants before unlocking the heavily bolted doors. The room allocated to act as Teachers' Centre was adequate. It was reasonably well lit and was heated by a free standing gas heater. It had no overhead projector, but offered a blackboard, plenty of chalk, but no duster. A video recorder was borrowed from the local branch of the Legion of Mary who hold meetings in an adjoining room in the building. The setting for pilot run number two was in marked contrast to the splendour and excellence of the facilities which characterised pilot run number one.

Timing

In the Summer of 1987, the researcher made contact with one of the teachers responsible for organising courses at the Centre. She asked to be allowed to run a course on Effective Classroom Management at the Centre during the Autumn term. She requested time to cover a three hour weekly slot, over a six week period. The researcher requested that the number of participants be confined to approximately ten. The Centre organiser willingly undertook this task on behalf of the researcher. She announced the course for 7 p.m. - 10 p.m. on Monday nights to begin the second week of November. Details of the proposed course, similar to the details of the earlier pilot run, were circulated to primary schools in the outlying district (cf. Appendix V1).

Participants

In the nature of the organisation of this Teachers' Centre, it is not necessary to enrol for a course before the commencement date. This meant that on that Monday night in November 1987, the researcher did not know in advance if anybody would turn up to attend the advertised course on Classroom Management. By good fortune twelve women teachers came along. One teacher taught in the post-primary sector in a local town, but the remaining teachers came largely from three teacher rural schools. The group reflected a wide range of ages and included one principal teacher, one lady who was within a year of retirement and one young teacher newly assigned to her first teaching post a few weeks earlier. Some former students of the researcher's were among the group. The work situations of the participants differed greatly from the group of teachers attending pilot run number one. Some of the teachers knew each other prior to coming on the course. The privilege of three days personal leave was not available from the Department of Education for the teachers attending this Inset course.

Format

The content and process of the course resembled very much that of the July pilot run. there were, however, some modifications:

1. The course did not include a slot on "alternative approaches to Classroom Management." The researcher pointed up some reading material in this area and mentioned that the topic was too important and too extensive to touch on and move off in a summary fashion. This lesson had been learned from the previous pilot run.
2. The second programme trial did not include a "hands on" experience involving a teacher working with a class of pupils. It was not practical to engage in this important exercise, which had proved a very worthwhile dimension of the earlier trial. The facilities at the Teachers' Centre were not such as to make the task possible, and also it would have been difficult to organise a class of pupils for the exercise. The omission of this aspect of the programme was greatly regretted by the researcher, but it was not possible to provide class of pupils late in the evening in an uninsured venue.

Apart from the differences outlined, the course unfolded in a manner similar to the Carysfort pilot run. The quality of the video production was poorer in the Teachers' Centre than had been the case in Dublin. Because of this, there may have been a tendency on the part of the researcher to rely more on other teaching/learning modes than was the case in Dublin, where quite extensive use was made of the training video. During pilot run number two, the video played a central but curtailed rôle in the overall format. It served to trigger discussion and open up thematic areas that warranted attention. During the Carysfort trial, the video was permanently in the room in which the course took place, so it was easily accessible as a resource. However, during the second pilot run, access to the video recorder was by arrangement, so use of the training video was restricted. Half of the three hour slot each session catered for use of the video, but the facilitator found it curtailing not to have the video on hand at all points during this pilot run. The manual was used extensively during the second pilot run. It served to remind the participants of what they had seen on the video.

During the earlier pilot run, the video was used as a reminder and there was less reliance on the manual to underscore points being made. Taken together, the two pilot runs balanced the implementation of the resources developed as part of this project.

Features of the Programme Trials

The main characteristics of the two trials are now presented in a synoptic fashion.

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TABLE 6.1

Features of the Trials

| Pilot Run Number One: | Pilot Run Number Two: |
|---|--|
| <ol style="list-style-type: none"> 1. The setting offered excellent facilities and was the programme facilitator's workplace. 2. The programme was piloted in the context of an overall Inset schedule involving other parallel courses. (cf. Appendix V1) 3. The timing of the programme coincided with the end of school year for the participants. 4. Attendance of the course guaranteed the participants three personal days leave during the ensuing school year. 5. Participants came from both the primary and post-primary sector with the majority of teachers coming from urban schools. 6. The group included some men. 7. The content of the programme included a session on "alternative approaches to classroom management." 8. The participants had an opportunity to view a teacher in action with a group of pupils, and to assess the teacher's repertoire of Kounin type characteristics. | <ol style="list-style-type: none"> 1. The setting offered very little resources and was totally unfamiliar to the programme facilitator. 2. The programme was the only course on offer at the Teachers' Centre at that period of time. 3. The timing of the programme coincided with the first term of the school year for the participants. 4. No incentive in the form of three days personal leave was available to participants on the course. 5. Participants came mostly from the primary sector and were teaching in small rural schools. 6. No male teacher was present among the group. 7. No session on "alternative approaches to classroom management" was included. 8. No opportunity for assessing a teacher in interaction with a class was provided. |

This summary points up the contrast in the two pilot runs with the programme. The evaluation dimension attaching to these is presented in the next section of this chapter.

6.4 PROGRAMME ASSESSMENT PROCEDURES

Overview

The field work with the programme was closely evaluated. The previous chapter explored the issues which informed the evaluation process and culminated in its final design. Evaluation occurred at three points, viz., short term, medium term and long term, and was both summative and formative in character. Instrumentation was devised by the researcher to assist the evaluation task. Copies of the instrumentation are included in Appendix V. Table 6.2 displays the characteristics of the programme trials and the evaluation procedures. Results are reported in the next chapter.

TABLE 6.2

**Field Work Schedule
detailing programme trials and assessment procedures**

| Programme Trials | Pilot Run 1 | Pilot Run 2 |
|-------------------------|---|--|
| Date | July 1987 | November 1987 |
| Location | College-based Inservice | Rural Teachers' Centre |
| Duration | 1 week intensive | 6 x 3 hour weekly sessions |
| Number of Participants | 20 | 12 |
| Short-term Evaluation | Formative and Summative Evaluation — (i) Self-report questionnaires (ii) Independent Observer Reports | Formative and Summative Evaluation — (i) Self-report questionnaire (ii) Personal communication with participants |
| Medium Term Evaluation | Follow-up questionnaire Follow-up workshop | Follow-up questionnaire Follow-up workshop |
| Long Term Evaluation | Classroom Observation Teacher Interviews Pupil Interviews | Classroom Observation Teacher Interviews Pupil Interviews |

6.5 SHORT TERM EVALUATION PROCESS

In the introductory session of each pilot run the researcher explained to the participants that the course they were attending represented trial runs with a resource being developed on Effective Classroom Management. Their coöperation was sought in completing the evaluation records which would be issued following every working session. The researcher stressed the importance of honest, accurate feedback and emphasised the contribution that this feedback would make in shaping the final resource. The researcher sought to coöpt the course participants in the overall task of devising a useful resource for teacher education. Their rôle was depicted as collaborative and the participants were given the responsibility of providing meaningful, objective data on the programme. The researcher tried to make it plain that the group dynamic and rapport would not suffer if feedback was negative. A non-defensive stance was adopted in the interest of securing important, informative feedback. The evaluation records were drawn up in a way that concealed the respondents' identity. During their completion, the researcher busied herself with other tasks and allocated the responsibility for collection of the records to some member of the group.

6.6 INDEPENDENT EVALUATOR

The evaluation of pilot run 1 was strengthened by contributions from an independent evaluator. Prior to pilot run 1 the researcher approached an experienced classroom teacher, who was interested in attending the July inservice course, and asked if he would consider the rôle of independent evaluator for the week's course. After some consideration and a discussion of what might be involved, this teacher agreed. He developed a deep interest in his rôle and brought to the task a responsible and painstaking approach.

Pre Course Planning

Three lengthy meetings took place between the researcher and the evaluator. A set of guidelines to enable him in his task were prepared by the researcher (cf. Appendix V111) and these were discussed in detail. The researcher provided some literature on evaluation processes and on the rôle of participant observation. By the time of the course commencement, the evaluator felt confident about his competence for the task, and was clear about the objectives of his function.

During the Course

The evaluator remained vigilant throughout, and noted the details of each unit as it unfolded. Particular attention was paid to the participants' responses and general reactions. At break times, the evaluator moved freely among the group and caught their views on the programme. His peers did not know about the rôle their colleague was discharging. At the end of each day, the independent evaluator wrote a detailed account of the proceedings. When the course was over, he wrote a summative evaluation of the week's work. His findings are incorporated into the formative and summative evaluation reports of pilot run 1.

CHARACTERISTICS OF THE EVALUATOR

1. He was an experienced classroom teacher with experience both at primary and post primary levels.
2. As a member of a religious order he had a lot of time to reflect on his rôle and time to devote to carrying it through in a diligent manner.
3. His social skills were good and he related easily and unobtrusively to the other course participants.
4. He was mature and comfortable enough in himself to offer objective criticism.
5. He had good theoretical knowledge of the canons of research.

Assessment

The rôle played by the independent evaluator represents an important dimension of Pilot Run 1. It was not possible to arrange a similar procedure for Pilot Run 2, because of the late evening course and the out-of-town location. The evaluator was excellent and his contribution was both valuable and insightful.

6.7 MEDIUM TERM EVALUATION

Questionnaire

There were two aspects to the medium term evaluation process, i.e. a questionnaire and a follow-up workshop. The first aspect involved the completion of a lengthy questionnaire (cf. Appendix V) that was mailed to all the participants from the two field trials six months after the completion of the course. Twenty teachers completed these questionnaires. Their identity was made clear on returning the questionnaires, as these teachers indicated their availability/non-availability to attend a follow-up workshop which was also built in to the medium term evaluation design. The questionnaire had been prepared for the first pilot run and was used in an unchanged format for the second pilot run, with clarification supplied where relevant. Eight teachers who had attended the first pilot run had either failed to get teaching posts or were on career breaks by the time the questionnaire was mailed.

Follow-up Workshops

About six to eight months after each pilot run, a follow-up workshop was organised in the original venues. Details of the three-hour, Saturday afternoon session were mailed to all pilot run participants. Attendance was 80% for the summer pilot teachers and 100% for the autumn pilot. Four teachers who had failed to get teaching posts attended the summer follow-up workshop, because

of their level of interest, and their wish to meet up with the other programme participants.

Format

The researcher invited the participants to indicate their then reaction to the programme Effective Classroom Management. A checklist (Appendix 1X) was prepared and introduced gradually to help focus on the major dimensions of the programme. The sessions were informal but structured. They were characterised by frank exchanges and valuable contributions on programme impact. The workshops ended with afternoon tea, which helped to set a relaxing atmosphere for the overall deliberations.

6.8 LONG TERM EVALUATION

Fieldwork Arrangements

While conducting the pilot programmes, the researcher had raised the possibility of visiting some of the teachers in their schools and of interviewing them and some of their pupils. Some teachers welcomed this possibility, while others seemed to feel threatened by it. When the time came to organise the field work, the researcher contacted the pilot programme (INSET) teachers and clarified the possibilities of the researcher and a colleague from Carysfort College visiting his/her classroom and carrying out some observations and some interviews. This occurred eight to ten months after the original pilot run. Coöperation was sought in the locating of a control subject. Reference was made to the importance of not only the teacher being willing to coöperate, but also the school principal. Where a teacher agreed, the researcher then personally contacted the school principal, and asked for access to:

- (i) the teacher who had attended the INSET Programme
- (ii) another teacher in the school who matched the research subject as much as possible.

The majority of principals were willing to help and took only a short period of time to contact the researcher with names and acceptable dates for visitation by the field worker/s. The researcher then liaised with her colleagues and the arrangements were set in place. Where a school failed to provide a control subject, the researcher made alternative arrangements. No hitches were reported in the organisation. Field workers carried out a period of classroom observation ranging from 40-60 minutes and interviewed the teacher and a pupil or pupils from the class in which they had carried out the observation. Some of the team used tape recorders, while others preferred to take notes by hand or to memorise parts and write up immediately afterwards. The data were then organised in line with the directives given in the training sessions (cf. 5.7) and subsequently submitted to the researcher. The general consensus was that the experience had been interesting and well worth any extra work it had created for the observers.

Sample

The research sample constituted twenty teachers who had attended one of the pilot runs with the programme, and twenty control subjects who matched the experimental subjects in terms of sex, age, teaching experience, school characteristics and class being taught. All teachers were from the primary school sector. There were thirty eight female teachers in the sample and two males. Twelve of the experimental group had attended pilot number one, and eight had attended the second pilot run with the programme. The teachers in the sample varied in age and teaching experience, and all were classroom teachers. All of the teachers in the experimental group had returned the medium term evaluation questionnaire. All of the rural experimental group had attended the follow-up workshops. Nine of the twelve urban sample had attended the follow-up workshop. The sample included a mix of teachers from both urban and rural schools. Locating control subjects presented no problem. Control subjects were found within the urban schools, and rural controls were found in neighbouring districts convenient to the experimental subjects' schools.

Data Gathering Details

Each teacher in the sample was visited on two separate occasions. On one occasion the principal researcher visited, and, with at least an interval of a month, a member of the data gathering team, trained by the researcher, also visited the teacher. The sequence of the visits varied, but the format of the visit was similar on both occasions. The data gathering involved three dimensions, viz.,

- (i) classroom observation;
- (ii) a focused interview with the teacher and
- (iii) a focused interview with some pupils from the sample teachers' class.

In the majority of cases the teacher chose the pupils for purposes of interview. They were chosen on the basis of their ability to coöperate with the task. Each school visit was of day long duration.

Instrumentation

The researcher had prepared instruments to help carry out the data gathering. These are included in Appendix V. They are grounded in the literature and had been used extensively during the training workshops. The instruments are three in number and correspond to the three aspects of the data gathering that constituted the long term evaluation. They are:

- (i) The Kounin Classroom Observation Schedule;
- (ii) The Teacher Interview Schedule;
- (iii) The Pupil Interview Schedule.

These instruments were used by the team to collect data relevant to programme impact. A synopsis of the data gathering is presented in Table 6.3.

TABLE 6.3

Long-Term Evaluation Data Gathering Procedure

| Research Subjects | On-Site | Instrumentation | Data Gatherers |
|--|--|--|---|
| <p>12 experimental subjects teaching in Dublin. (11 female, 1 male)</p> <p>12 control subjects teaching in Dublin. (11 female, 1 male)</p> <p>8 experimental subjects teaching out of Dublin. (all female)</p> <p>8 control subjects teaching out of Dublin. (all female)</p> <p>All teachers were working in primary schools.</p> <p>N = 40</p> | <p><u>Duration</u></p> <p>(i) One day- long visit from principal researcher</p> <p>(ii) One day-long visit from team worker.</p> <p>Visits were a minimum of one month apart.</p> <p><u>Process</u></p> <p>(i) Classroom Observation</p> <p>(ii) Structured Interview with Teacher</p> <p>(iii) Structured Interview with Pupil/Pupils.</p> <p>Observers did not necessarily observe the same lessons.</p> | <p>Kounin Classroom Observation Schedule</p> <p>Teacher Interview Schedule</p> <p>Pupil Interview Schedule</p> <p>(cf. Appendix V)</p> | <p>Principal Researcher</p> <p>+</p> <p>Four Trained Colleagues</p> |

6.9 CONCLUSION

The evaluation of the programme yielded a large amount of data. Within the framework of the systematic eclectic design used for the evaluation, these data have been analysed at both a quantitative and qualitative level. The details of these analyses and their findings are reported in the next chapter.

CHAPTER 7

Evaluation Findings

7.1 INTRODUCTION

The evaluation results will be presented in a format that corresponds to the sequence of the evaluation procedures, viz., short term, medium term and long term. In order to carry out the two forms of analyses implied in a combined evaluation design, i.e. quantitative and qualitative, the corpus of data was partitioned and analysed in a way that best matched the guiding research questions. The preparatory steps taken to prepare the data for analyses are now described.

7.2 PREPARATION OF THE DATA FOR QUANTITATIVE ANALYSIS

Statistical analysis occurred following the long term evaluation. The short and medium term evaluation required only frequency counts. For the long term evaluation the source of the quantitative data was the Kounin Classroom Observation Schedule. A decision had been taken to use the SPSS* programme to process the quantitative data. With a view to preparing the data sheets, a coding system and labeling system were prepared by the researcher. Each profile was examined and the quantifiable data were coded. These scores were transferred on to data sheets and were duly formatted in a style compatible with the requirements of the SPSS* programme for data analyses. The statistics used to analyse the data were chosen because they seemed to best fit the research questions and the nature of the raw data.

7.3 CONSIDERATIONS IN DEALING WITH THE QUALITATIVE DATA

The justification for adopting a combined research design to conduct the evaluation component of this project was based on the belief that the findings from the two sources would complement each other. This "hard" aspect of the evaluation was to be supplemented by "softer" data that was being used to illumine certain research questions that were not amenable to statistical analysis. Consequently the guiding consideration in the distillation of the qualitative data was the retention of every scrap of information that informed the overarching research question *How do Teachers set about the establishing and the maintaining of order in their classrooms?*

It seemed legitimate to derive categories that were prompted by the research questions. The research questions themselves owed their origins to the literature base which had inspired the programme development, which was now the focus of evaluation. In this sense, the reduction of the data was cyclical in nature and did not lend itself to a linear format. Categories were constantly being revised in the light of observed patterns or clusters. Certain sub-categories were embedded within the main organisational question. These helped to focus and bound the data. An example of the kind of considerations that influenced category derivation, and that grew out of the master research question, are displayed in Table 7.1.

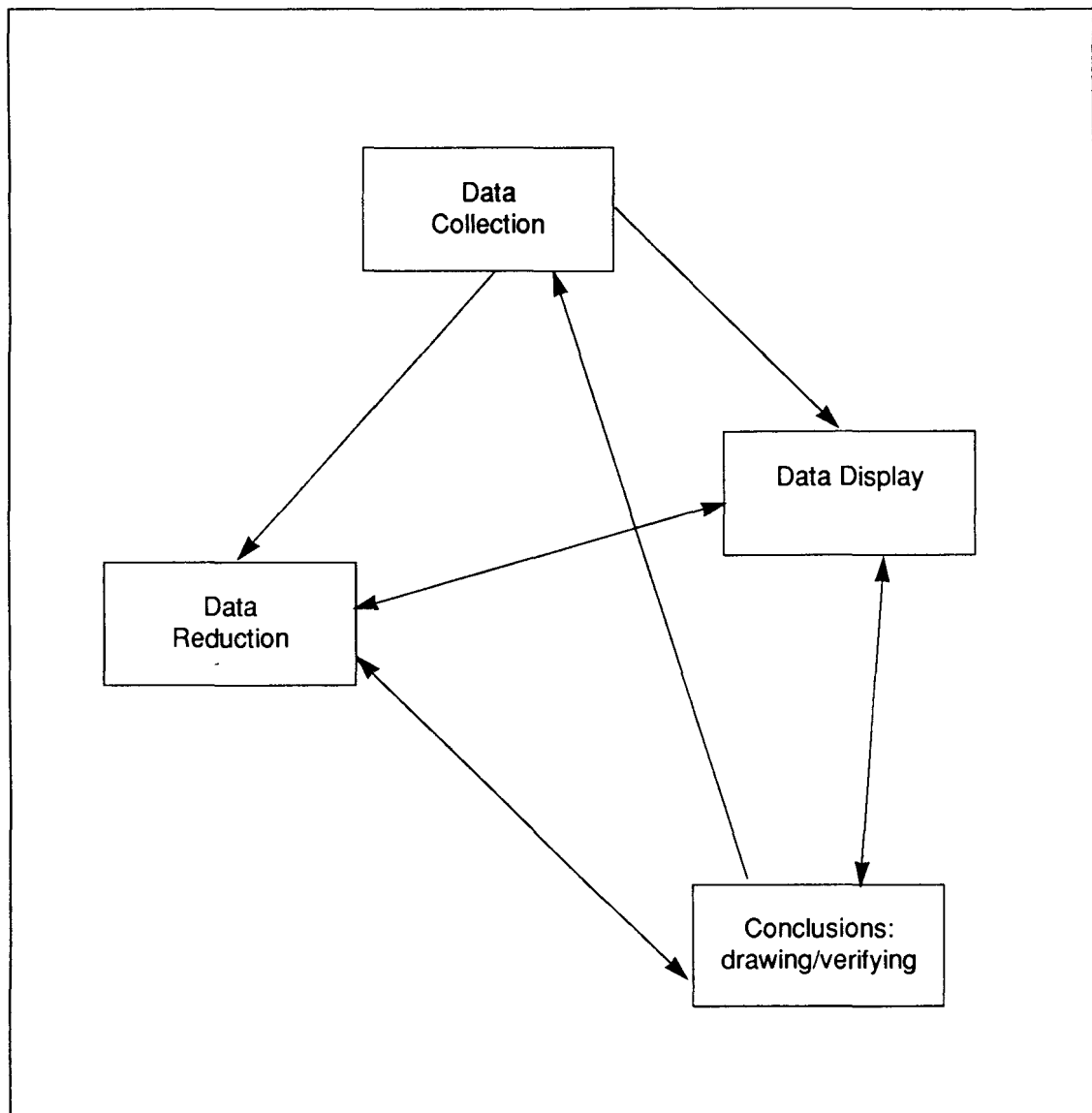
TABLE 7.1
Main Research Question and Related Issues

| | |
|---|--|
| <u>Main Research Question</u> | |
| How do the teachers in the Research Sample set about achieving and maintaining order in their classrooms? | |
| <u>Issues subsumed in the Main Research Question</u> | |
| 1. | Planning/Organisation |
| 2. | Rules |
| 3. | Goals for Pupils |
| 4. | Curriculum Delivery |
| 5. | Repertoire of Behaviours based on the Kounin work. |

7.4 GENERAL APPROACH TO THE TASK

Prior to going into the field, and right through the data reduction and analysis, the researcher consulted the work of Miles and Huberman (1984). In particular she was influenced by their interactive model of the data collection, data reduction, data display and conclusion drawing/verification. (cf. Table 7.2)

TABLE 7.2
Qualitative Data Considerations



Taken from Miles & Huberman, 1984

The training workshops were carried out in a way that was conducive to the dovetailing of data collection and data reduction. They were presented in a way that reflected the researcher's anticipatory framework for the data analyses and eventual interpretation. Following the field work, and the debriefing sessions which were used to exchange relevant information, the researcher worked alone on the data. It was not necessary to subsequently consult the team of data gatherers, as their submitted records were thorough and free from ambiguity. The jotter notes that accompanied their records enabled the researcher to carry out a kind of audit trail on the primary data. Careful examination of the jotter notes together with the completed narrative records allowed for cross-referencing that substantiated the accuracy of the data and verified the conclusions drawn. The researcher did, however, consult the members of her team when she completed the description of some classroom visits based on the collected data. These descriptions are converted into cases and are discussed in Chapter 8. Attention now turns to the means whereby the sizeable amount of qualitative data was reduced to its final reported format.

7.5 ORGANISING THE DATA RECORDS FOR QUALITATIVE ANALYSIS

The following is a description of the steps taken by the researcher to reduce the plethora of data to manageable proportions. Great care was taken to ensure that not only were the prefocused and bounded areas suggested by the conceptual frames of the research questions abstracted and aggregated, but also other volunteered or observed data.

1. The profiles were divided into two groups representing experimental and control subjects.
2. These groups of profiles were in turn divided into bundles representing:-

- (i) observation schedules,
 - (ii) teacher interview records,
 - (iii) pupil interview records.
3. The documents for each sorted bundle were arranged so that principal observer's (i.e. the main researcher) and co-observer's work lay together.
 4. Each document was coded in a focal position on the fly page to make for ease of identity and to access data, for example:-

06 I T A indicated, 06 for case number; 1 for principal observer; T for treatment or experimental group; and A for Autumn - indicating that the teacher in question attended the second pilot run with the programme.
 5. The documents were taken one at a time, and with the use of coloured pens, primary data corresponding to the predetermined categories were coded on the profiles.
 6. Spreadsheets were prepared for each set of documents. They were blocked off in sections and became data dumps as the researcher read each individual document carefully, and transferred jottings from the profiles on to the spreadsheets in buzz word or shorthand fashion.
 7. The blocked off sections on the spreadsheets were used to supply data for the category systems on the matrices that had been prepared to correspond to the three sources of data.
 8. Rules for inclusion within a given category were based on the face validity of the information, with specific reference to the annotations document used with the Kounin observation schedule, and the protocol item number used in the reporting of the data by the data gatherers.
 9. The matrices were examined with a view to detecting common patterns or trends that would allow for a merging of the separate matrices into a meta-matrix.
 10. Common patterns were clustered and data that conceptually hung together were grouped into families and transferred on to a reconstituted matrix, now referred to as a meta matrix.
 11. The meta matrix was closely examined with a view to discriminating where possible, between the experimental and the control groups.
 12. The distilled data were compared with the programme goals, and against this backdrop, important findings emerged that shed light on the research questions.

Table 7.3 displays the categories that eventually influenced the compilation of the meta-matrix. The latter will be discussed in conjunction with the reporting of the long-term evaluation findings.

TABLE 7.3
Categories Derived from Qualitative Data

| Category Number | Description |
|-----------------|--|
| 1. | Conceptualisation of Classroom Management. |
| 2. | Rules. |
| 3. | Organisation. |
| 4. | Features of a Successful Lesson. |
| 5. | Features of an Unsuccessful Lesson. |
| 6. | Teacher Goals. |
| 7. | Curriculum Implementation. |
| 8. | Flexibility in Teaching Style. |
| 9. | Withitness. |
| 10. | Interventions/Reprimands. |
| 11. | Ripple Effect. |
| 12. | Overlap. |
| 13. | Signal Continuity and Momentum. |
| 14. | Challenge and Variety. |
| 15. | Transitions. |
| 16. | Feedback/Accountability Systems. |
| 17. | Task Orientation. |
| 18. | Pupil Disruption. |
| 19. | Effective Classroom Management. |
| 20. | Attendance at a Classroom Management Course. |

7.6 SHORT TERM RESULTS

This section presents the data for the formative evaluation that was conducted during the two pilot runs with the programme. The results presented here pertain to both the pilot runs. The words "course" and "programme" are likely to be used interchangeably, as from the perspective of the programme participants, they attended an Inservice **course** on Effective Classroom Management.

DAY 1 - EVALUATION RECORD

ITEM 1 - Motivation for attending the Course

The opening item on the Day 1 self-report schedule asked the teachers to state their reasons for coming on the course. These are reported in the order of priority in which they appeared on the schedules.

1. An interest in learning about classroom management and a desire to extend existing skills in this area.
2. A desire to attend the course because of the professional reputation of the course facilitator.
3. A wish to interact with other teachers.
4. A wish to be eligible for three days personal leave, in accordance with the Department of Education regulations.
5. A desire to pursue an interest in the classroom management theme that had been stimulated by a series of articles on the topic, written by the researcher/course facilitator, and published in the professional journal of the Irish National Teachers' Organisation.

ITEM 2 - Change

The second item in the evaluation record for Day 1 explored the participants' awareness that the programme might produce change. All of the respondents were aware that change might ensue, as a result of their attendance at the

programme.

Three respondents failed to describe the nature of the envisaged change. An analysis of the responses from the other participants reveal the following data on their conceptualisations of possible change.

Kinds of change that might occur

The kinds of change mentioned by the participants fall into three main categories:

- Category 1 Advance Planning and Organisation
- Category 2 Reduction in Job Related Stress
- Category 3 Fine Tuning and Extending existing practices.

ITEM 3 - Openness to change in behaviour and attitude

This item was presented in a five point scale format. It asked the respondents to indicate their openness to change following their attendance at the course. The results were as follows:

| <u>Very Low</u> | <u>Low</u> | <u>Moderate</u> | <u>High</u> | <u>Very High</u> | <u>No Answer</u> | <u>Total</u> |
|-----------------|------------|-----------------|-------------|------------------|------------------|--------------|
| 0 | 0 | 10 | 10 | 9 | 3 | 32 |

These figures show that the majority of the respondents were open to change as a result of the course. The researcher regrets not asking the respondents what would induce or guarantee change.

ITEM 4 - Satisfaction with Day 1

This item referring to how the teachers liked the programme on Day 1 has both a quantitative and qualitative dimension to it. Firstly the teachers were asked to

rate their liking of the proceedings. This question was on a four point scale ranging from definitely yes to definitely no. The results were as follows:

| <u>Definitely Yes</u> | <u>Yes</u> | <u>No</u> | <u>Definitely No</u> | <u>Total</u> |
|-----------------------|------------|-----------|----------------------|--------------|
| 12 | 19 | 1 | 0 | 32 |

The levels of satisfaction were attributed to:

1. the opportunity to interact with other teachers;
2. the honest interchange of ideas on classroom management;
3. the competence of the course facilitator in steering operations and in showing a clear and accurate understanding of the problems encountered by teachers.

The one respondent who did not like how the day unfolded complained that some teachers discussed their own classroom problems and these were of no interest to him/her. This respondent felt that the course was an unsuitable setting for such an airing of problems. This attitude was in marked contrast to the other respondents who expressed enthusiasm for the opportunity to openly discuss their problems with colleagues.

ITEM 5 - Use of the Programme Video

The evaluation record sought information on the programme resources. Item 5 asked the respondents whether they found the video helpful and looked for spontaneous remarks on it. The quantitative data came from responses to a four point scale ranging from very helpful to very unhelpful. The results were as follows:

Programme Video, Day 1

| <u>Very Helpful</u> | <u>Helpful</u> | <u>Unhelpful</u> | <u>Very Unhelpful</u> | <u>Total</u> |
|---------------------|----------------|------------------|-----------------------|--------------|
| 4 | 18 | 10 | 0 | 32 |

The reasons advanced for these responses include, on the positive side:

1. The video represented a variation in content presentation.
2. It was interesting to establish links between theoretical work and actual practice, through use of the video.
3. The video was credible.
4. The video opened up new dimensions of classroom life.
5. The provision of the video reflected a lot of preparation for the course.

On the negative side, the course participants criticised the video because:

1. It failed to capture really disruptive incidents of classroom life.
2. It was not as interesting or as straightforward as presentations from the course director.

ITEM 6 - Use of Manual

This item looked for information on how helpful the participants found the programme manual. As with the previous item the responses ranged from very helpful to very unhelpful. The results were as follows:

| <u>Very Helpful</u> | <u>Helpful</u> | <u>Unhelpful</u> | <u>Very Unhelpful</u> | <u>Total</u> |
|---------------------|----------------|------------------|-----------------------|--------------|
| 20 | 12 | 0 | 0 | 32 |

The results suggest that those teachers attending the course found the programme manual to be of help. The reasons they gave for this conclusion were as follows:

1. The manual presented the major points discussed during the day's work in attractive summary form.
2. The manual could be used as a reference source long after the course had ended.
3. Both the presentation format and the length of the document were attractive.

4. The manual provided an opportunity to become familiar with the new vocabulary emerging as part of the course.
5. The availability of the manual made note-taking unnecessary.

ITEM 7 - Correspondence between outlined programme and actual programme.

This item sought information on the match between the planned programme and the programme as experienced by the participants on Day 1. There was total unanimity that these two corresponded. No one diverged from this perception.

This result was attributable to the clear plan that the course presenter had for the opening runs with the programme.

ITEM 8 - General Comments on Day 1

This item sought information on the strengths and weaknesses of the first day's proceedings, and it also asked for suggestions on modifications that might help to improve the course. The results from this item are presented under three headings:

Strengths, weaknesses and suggestions.

Strengths

1. The course was informative, stimulating, enjoyable, relevant and lively.
2. The course facilitator showed a real understanding of classroom situations.
3. The course provided a good opportunity for an honest interchange of views.
4. The interactive approach adopted by the facilitator was skilled and effective.

Weaknesses

1. Some of the problems raised by some of the participants were not relevant to all.
2. The course offered no bag of tricks to solve problems.

3. The time available was too short.

Suggestions for Improvement

1. Teachers experiencing similar problems should be grouped together for discussion.
2. The course facilitator should limit discussion and share her expertise at greater length.
3. A list of sanctions for pupil misbehaviour should be made available to participants.

DAY 1 (Pilot 1) - INDEPENDENT EVALUATOR'S ASSESSMENT

Introduction

At the end of the first day of Pilot No.1 the independent evaluator provided the researcher with a detailed assessment of each of the sessions that made up the whole day's work. His account was extremely detailed and contained comments on the content, presentation of, and reaction to the programme. A synthesis of his narrative record highlighted the following:

1. The content appeared relevant and thought-provoking.
2. The presentation was varied and enlivened by the facilitator's humour and meaningful classroom vignettes.
3. The group was enthusiastic about:
 - (a) the theme of the course;
 - (b) its interactive format;
 - (c) the promise of knowledge/skill acquisition.
4. There was a general impression of high levels of satisfaction and motivation.

The independent evaluator's report lent support to the Day 1 records just reported.

Discussion

The programme's success on Day 1 was attributable to the fact that its theme

was of immediate concern and interest to the group. The course director was very motivated to ensure the success of the programme, and consequently invested a lot of effort into the enterprise. The surroundings were attractive and the group caught the sense of being in on the beginnings of something important and relevant.

On the down side, some members felt that certain individuals were taking up too much time in airing their own pet issues. The course facilitator was criticised for not restricting these individuals and cutting them off as they described their situations. This is a matter of perception. A lot of feedback suggested that the skill of the facilitator in using contributions to make important points was one of the day's strengths.

With regard to the absence of the "bag of tricks," the researcher was in no way put out by this criticism. Rather, she was encouraged that no easy solutions to complex issues seemed readily available. A more desirable outcome was the gradual sensitization of participants to their rôle as the key resource in solving context specific management problems.

The reference to the lack of time was an unusual one in summer Inset course Inset evaluation. Usually, the participants are reluctant to be present, so in this instance, this criticism is interpreted as a compliment. It suggested that the group would have liked more time to explore some of the issues under discussion.

The recommendation concerning discussion group formation was adopted for the remainder of the week. It streamlined matters very considerably and enhanced learning. The course facilitator should have foreseen the advantages of so arranging the larger group. She misjudged the difficulties arising from dealing with a number of teachers coming from very different work situations. Valuable time was lost by them in trying to establish common ground. When put right, this organisational matter greatly helped the small group discussion.

DAY 2 - SHORT-TERM EVALUATION (FORMATIVE)

Introduction

As on the first day of the programme pilot run, the candidates were asked to complete a self-report evaluation record. A copy of this is available in Appendix V.

ITEM 1

This item sought reaction to the day's programme. It looked for information on the content, the presentation and the learning outcome. The results are now presented.

Content

There was general consensus that the content was relevant and practical. Recurring adjectives used to describe it were "superb;" "excellent;" "stimulating." In particular, there was praise for the simulation exercise (cf. Item 4) in which a young teacher taught a group of pupils. The course participants observed the session through a one-way screen and discussed it in Kounin terms afterwards. There was no negative feedback on the content of Day 2's programme.

Presentation

The presentation of the programme was received enthusiastically. The participants praised the variety, the clarity and the organisation of the material. Some participants expressed a preference for the facilitator's contributions over the video presentation. They felt that the live presentation caught classroom situations more realistically than did the video.

Learning Outcome

The principal learning outcome mentioned in the evaluation record referred to an increased awareness of the issues. Participants referred to how the programme stimulated reflection and analysis. Some participants found that the programme reinforced their practice, but that now they began to consciously understand the why of their practice. Their ideas on classroom management were enriched and clarified as a result of the day's material.

In general, the results for Item 1 were very positive and encouraging.

ITEM 2 - The use of the Video

This item asked about the helpfulness of the scale ranging from very helpful to very unhelpful. The results are reported below.

| <u>Very Helpful</u> | <u>Helpful</u> | <u>Unhelpful</u> | <u>Very Unhelpful</u> | <u>Total</u> |
|---------------------|----------------|------------------|-----------------------|--------------|
| 10 | 21 | 1 | 0 | 32 |

The results show that with one exception, the participants found the video to be either helpful or very helpful.

ITEM 3 - The Written Material

Like with the above item, this item on a four point scale explored the helpfulness of the written material. The results are reported below:

| <u>Very Helpful</u> | <u>Helpful</u> | <u>Unhelpful</u> | <u>Very Unhelpful</u> | <u>Total</u> |
|---------------------|----------------|------------------|-----------------------|--------------|
| 12 | 20 | 0 | 0 | 32 |

The results show that the participants found the written material either very helpful or helpful.

ITEM 4 - The Simulation Exercise

Like the two previous items, this item on a four point scale explored the helpfulness of the simulation exercise.

| <u>Very Helpful</u> | <u>Helpful</u> | <u>Unhelpful</u> | <u>Very Unhelpful</u> | <u>Total</u> |
|---------------------|----------------|------------------|-----------------------|--------------|
| 12 | 20 | 0 | 0 | 32 |

The results show that the participants found the exercise to be either helpful or very helpful.

ITEM 5 - The Match between the outlined programme and the actual programme.

This item explored the correspondence between the programme as outlined in the timetable and as it unfolded. Participants responded Yes or No to this item.

| <u>Yes</u> | <u>No</u> | <u>Total</u> |
|------------|-----------|--------------|
| 32 | 0 | 32 |

Every participant perceived a match between the two.

ITEM 6

Suggestions towards the final shape of the programme. The participants contributed very little by way of suggestions for the final shape of the programme. A minority of teachers expressed interest in receiving guidelines on the management of groups. Apart from this, there was no other concrete proposal from the participants.

DAY 2 - INDEPENDENT EVALUATOR'S ASSESSMENT

The evaluator's report of Day 2 was positive. The participants were getting to know each other by then and were less inhibited in their comments. They liked the scope of discussion and the opportunity of seeing a teacher in action with a class of pupils. On the negative side, they would have liked if one of themselves had taken on the task of teaching the class, yet acknowledged that no one volunteered to do so when approached. The variety of the content and the skill of the presenter were praised.

Discussion

The overall assessment of Day 2 suggested a high level of satisfaction with the programme. The participants were eased into the content at an appropriate pace. The variety of the format was of appeal and the facilitator seemed credible to the groups. The absence of recommendations suggests that the structure of the programme was acceptable.

DAY 3 - SHORT-TERM EVALUATION (FORMATIVE)

Introduction

The focus of the content for the third day of the programme was The Beginning of the School Year. The record from which the data came is available in Appendix V.

ITEM 1 - General reaction to the programme

The results from both pilot runs suggest that teachers found the theme to be of great and practical interest to them. They judged the day to be the best at that point in the overall programme. Nobody dissented from this viewpoint, and the only negative remarks indicated that participants found the time was passing

too quickly! The positive aspects of Day 3 which were mentioned included:

1. The classroom management issue was beginning to hang together very nicely.
2. The group was developing a common language with which to discuss, and consequently the discussions were more meaningful.
3. The concepts were being internalised and the programme was reinforcing them very neatly.
4. The content was practical and was of great relevance to teachers.
5. The pointing up of relevant reading material was very helpful.
6. There was a realisation that the development of appropriate rules, rewards, and sanctions was not an easy task.

The points just listed summarise the enthusiastic evaluation of Day 3. The remaining items are now presented.

ITEM 2 - Evaluation of the use of the Video

This item asked the groups if they found the video helpful. The results were as follows:

| <u>Very helpful</u> | <u>Helpful</u> | <u>Unhelpful</u> | <u>Very Unhelpful</u> | <u>Total</u> |
|---------------------|----------------|------------------|-----------------------|--------------|
| 15 | 17 | 0 | 0 | 32 |

No further information was sought through this item.

ITEM 3 - Evaluation of the Programme Manual

This item sought information on how helpful the pilot run participants found the Manual. Their responses are reported below:

| <u>Very helpful</u> | <u>Helpful</u> | <u>Unhelpful</u> | <u>Very Unhelpful</u> | <u>Total</u> |
|---------------------|----------------|------------------|-----------------------|--------------|
| 22 | 10 | 0 | 0 | 32 |

No other data were sought from this item.

ITEM 4 - Evaluation of the Small Group Session

Using the format of the previous items, this item sought information on the helpfulness of the small group session.

| <u>Very helpful</u> | <u>Helpful</u> | <u>Unhelpful</u> | <u>Very Unhelpful</u> | <u>Total</u> |
|---------------------|----------------|------------------|-----------------------|--------------|
| 23 | 9 | 0 | 0 | 32 |

No other data were sought from this item.

ITEM 5 - Correspondence between outlined and actual programme

This item asked if the timetable was adhered to? Every participant responded "yes" and no supplementary information was given.

ITEM 6 - Suggested modifications to the Programme

The level of satisfaction with the programme resulted in an absence of suggestions for change. Very few teachers from either pilot run 1 or 2 suggested modifications. An analysis of the evaluation records for Day 3 picked up the following suggestions:

1. Develop a video which deals exclusively with The Beginning of the School Year theme.
2. Continue to designate groups that have similar classes or that experience similar problems.
3. Try to run the programme with school principals.

Apart from the above recommendations, the two groups of teachers attending the pilot runs declared that the programme needed no modifications.

INDEPENDENT EVALUATOR'S ASSESSMENT OF DAY 3

The report from the independent assessor mentioned the same kind of reaction as that previously reported from the groups. He attributed the success of the day to:

1. the appeal of the content for the audience;
2. the facilitator's skill in presenting the material and in punctuating the theory with credible examples from classroom life;
3. the organising of the groups around a shared interest;
4. the variety of the format.

Once more there was an absence of negative feedback on the programme.

SUMMATIVE EVALUATION - Short Term

Introduction

On the completion of the pilot runs in both the urban and rural locations, the participants were asked to give their true evaluations of the programme. The summative evaluation record with its cover note is available for inspection in Appendix V.

ITEM 1

This item asked for feedback on the course in general, the content, the mode of presentation, the course facilitator and the resources. The results are presented using a format which matches these areas of enquiry.

General Reaction to the Course

There was agreement without exception that the course was excellent. Its excellence was attributed to:

- (i) the relevance and importance of the theme;
- (ii) the opportunity it provided to openly discuss with colleagues, a variety of reality-based classroom management issues;
- (iii) the skill of the course facilitator;
- (iv) the variety of methods used in presenting the material.

The comments were extravagant and very enthusiastic. No negative or lukewarm comments were recorded.

Course Content

The participants all agreed that the content was practical, stimulating and of real value. They found it thought provoking and very well organised. The coverage was perceived to be comprehensive and of value in meeting the real needs and concerns of Irish teachers.

Mode of Presentation

The participants liked the variety in presentation. They referred to an absence of boredom and to a sense of making real progress with the issues. The pace was judged to be satisfactory and the participants liked acquiring the language of classroom management. They felt that having a common language enabled them to participate meaningfully in group discussions. Thus, the levels of satisfaction grew as the programme progressed. No negative feedback was recorded for this aspect of Item 1.

The Course Facilitator

There was general enthusiasm for the course facilitator. She was described as a skilled group leader, humorous, dynamic and very helpful. Participants felt at ease in making contributions and commented on the timely, informative in-puts from the facilitator. They regretted not having more opportunity to share, what they perceived as, her expertise.

Resources

The participants judged the resources to be excellent. There was a lot of enthusiasm for the manual and the video was of appeal in that it introduced variety into the teaching process. Some few participants would have liked to see some poorly managed classrooms on screen. This view was shared by the researcher and comments on this have already been presented in Chapter4 on the development of the programme.

ITEM 2 - The Language of Classroom Management

This item asked the programme participants if they had acquired a common language which enabled them to discuss the theme. The results were as follows:

| <u>Definitely Yes</u> | <u>Yes</u> | <u>No</u> | <u>Definitely No</u> | <u>Total</u> |
|-----------------------|------------|-----------|----------------------|--------------|
| 19 | 13 | 0 | 0 | 32 |

ITEM 3 - Course Organisation and Planning

This item asked those who attended if they thought the course was well organised and planned. The results from the records showed the following:

| <u>Definitely Yes</u> | <u>Yes</u> | <u>No</u> | <u>Definitely No</u> | <u>Total</u> |
|-----------------------|------------|-----------|----------------------|--------------|
| 31 | 1 | 0 | 0 | 32 |

ITEM 4 - Reflective Practitioner

This item asked if those who attended were likely to be more reflective practitioners as a result of the course. The results indicated:

| <u>Definitely Yes</u> | <u>Yes</u> | <u>No</u> | <u>Definitely No</u> | <u>Total</u> |
|-----------------------|------------|-----------|----------------------|--------------|
| 27 | 5 | 0 | 0 | 32 |

ITEM 5 - Learning Outcome

This item explored the levels of satisfaction with the learning outcome of the course. The results were as follows:

| <u>Very Satisfactory</u> | <u>Satisfactory</u> | <u>Unsatisfactory</u> | <u>Very Unsatisfactory</u> | <u>Total</u> |
|--------------------------|---------------------|-----------------------|----------------------------|--------------|
| 25 | 7 | 0 | 0 | 32 |

ITEM 6 - Programme Implementation

This item on the record form had two parts. The first asked participants if they intended to implement any of programme material. The second part asked those who indicated a positive response, to give details. The results are now reported.

| <u>Definitely Yes</u> | <u>Yes</u> | <u>No</u> | <u>Definitely No</u> | <u>Total</u> |
|-----------------------|------------|-----------|----------------------|--------------|
| 20 | 12 | 0 | 0 | 32 |

Details of Programme Implementation

There was a high level of agreement among the teachers concerning the details of their intended programme implementation. The areas they singled out were as follows:

1. Greater attention to the Beginning of the School year;

2. More advance planning;
3. The establishment of a climate suitable for learning and for enhancing teacher-pupil rapport;
4. The development of rules and procedures with increased attention to the consequences for compliance and violations;
5. A commitment to self-evaluation;
6. A movement from intuitive knowledge about classroom management to critical awareness;
7. A reappraisal of the physical lay-out of the classroom;
8. Heightened awareness of the range of behaviours associated with Kounin, and their usefulness.
9. An orientation to increase feedback to pupils and to strengthen pupil accountability;
10. A conscious effort to communicate with clarity.

ITEM 7 - Research link with current practice

This item explored the match between existing classroom management patterns and the material unfolded in the programme. Like the previous item, this item had two parts. The first explored the extent of the correspondence between current practices and theoretical expositions in the programme and the second part invited comments. The results were as follows:

- (i) A research imprimatur for existing practice?

| <u>Definitely Yes</u> | <u>Yes</u> | <u>No</u> | <u>Definitely No</u> | <u>Total</u> |
|-----------------------|------------|-----------|----------------------|--------------|
| 9 | 22 | 1 | 0 | 32 |

- (ii) Comments

A majority of the course participants felt that the material presented in the programme matched their existing classroom practices, but not one candidate complained that the programme appeared to offer nothing new. Instead there was much enthusiasm for a research imprimatur to current approaches and a

definite consensus that the programme resulted in enhanced conceptualisation of the issues involved. The range of comments to this item fell within the categories listed below.

1. Intuition was replaced by a clear understanding of the theoretical underpinnings of current practices.
2. The linkages between process and product were clarified.
3. Blind spots in current practices were discovered and possible alternatives explored.
4. The confirmation of the value of an intuitive approach encouraged participants to tackle management issues more effectively and confidently.
5. Candidates who acknowledged that the programme opened up new ideas, expressed commitment to pay more attention to:
 - (i) Practices at the Beginning of the School Year.
 - (ii) The development of a scale of sanctions for rule violations;
 - (iii) A re-examination of the possible impact of existing practices on:
 - (a) Classroom climate,
 - (b) pupil self-image,
 - (c) teacher stress levels.
6. A reappraisal of classroom lay-out.
7. A conscious effort to incorporate more scanning and monitoring into existing teaching repertoires.

In short the programme produced both cognitive and possibly behavioural changes in the participants.

ITEM 8 - What course aspects should be retained?

This item asked the candidates to give their views on what elements of the course should be retained, and why. Their views were as follows:

1. Retention of Course Elements

Without exception every candidate expressed the view that all course elements should be retained.

2. Reasons Why

- (i) The course offered variety.
- (ii) Every aspect of the course had a productive outcome.
- (iii) The elements taken together resulted in a course that was stimulating, enjoyable and constituted a positive learning experience.
- (iv) The course format provided great opportunity for discussion on classroom management issues.
- (v) The course content was of practical significance and relevance to any group of teachers.

The data from this item provided endorsement for the structure and content of the course.

ITEM 9 - What elements of the course should be excluded and why?

As the results from item 8 suggest, the candidates felt that no elements from the course should be excluded. There was a total consensus that the course should remain in its original pilot run format. However, some candidates did express reservations about the rôle play and simulation exercises. A minority of teachers admitted to feeling self-conscious and embarrassed by these facets of the course. However, they did stress their potential value, but found the prospect of engaging in them personally uncomfortable for them. Apart from the reservations of a few teachers on the value of being involved in rôle play, the participants did not suggest the deletion of any element of the course.

INDEPENDENT EVALUATOR'S SUMMATIVE REPORT

The independent evaluator wrote a detailed report when the summer pilot run (1)

ended. He held on to this report for a short while in case some further thoughts on the overall experience occurred to him. His account may be broken down under the following headings: Content, Format, Facilitator, Recommendations.

Content

The evaluator, speaking as a representative of the group judged the content to be of relevance and importance. He judged that the level of interest grew as the week progressed and as the participants gained mastery in their ability to discuss the concepts.

Format

The evaluator found the blend of the elements of the course very attractive. This view represented that of the other participants also. There was praise for the interactive format and the warm, accepting atmosphere that typified the course, especially as the group became more acquainted with each other. The material in the course gave affirmation concerning practice to the more experienced teachers, and they in turn influenced the younger novice teachers on the programme. The sharing of experiences and the mutual exploration of solutions to problems were valued very much.

Facilitator

Speaking for the group the independent evaluator expressed high levels of satisfaction with the course facilitator. She was praised for her

- (i) ability to relate to the group and to remember individual names;
- (ii) ability to accurately identify with and appropriately refer to individual teachers' work situations;
- (iii) skill in answering fully and satisfactorily on-the-spot questions;

- (iv) invitation to the group to contribute and to wield the contributions into the overall framework;
- (v) familiarity with the theme of the course;
- (vi) general approachability;
- (vii) careful planning of the course.

In general terms, the evaluator felt that the opportunity opened up by the facilitator to initiate meaningful dialogue between herself as a researcher, and practising teachers was invaluable. The reflective interaction which ensued was a strength of the course and served to produce a worthwhile and enjoyable learning experience.

Summary

The evaluation unequivocally suggested that:

1. The theme of classroom management lends itself to dissemination in an Inset context.
2. The varied format of the inset courses described, is of great appeal to teachers.
3. The learning outcomes of the pilot runs matched the researcher's goals for the programme, i.e. they resulted in:
 - (i) an enriched conceptualisation of the classroom management issue;
 - (ii) more reflective practitioners;
 - (iii) a commitment to evaluate existing classroom management practices and to adopt others.

These learning outcomes included both a cognitive and a behavioural dimension. They dovetail with the model of classroom management that was put forward in the programme, and suggest that there is value in the approach.

This concludes the findings for the formative and summative dimensions of the short term evaluation of the programme.

Discussion

Taken as a whole, the short term evaluation results are very encouraging. They suggest that the course participants were motivated to extend their knowledge of and competence in classroom management. For many the course merely fine-tuned existing skills or lent a research imprimatur to existing practices. For others, the programme opened up new perspectives and caused them to pause and reflect. The success of the programme seems to have been attributable to the:

- (i) topicality of the theme;
- (ii) the varied format of its presentation;
- (iii) the encouragement derived from the learning process.

The teachers from the first pilot derived great satisfaction from collegial exchanges and discussion with other teachers. The rural sample in the second pilot mostly knew each other in advance, but derived satisfaction from the opportunity to have research findings shared with them in their remote locations. The video and manual were perceived as useful resources within the programme. The video was justifiably criticised for its failure to depict classrooms where classroom management was a problem. The course presenter had credibility for the groups and this seemed to be a major factor in the overall success of the pilot runs. Of itself, it is encouraging, but raises knotty methodological issues in terms of the evaluation. To paraphrase Mr. Yeats "Can we tell the programme from the programmer"?

The real purpose of the evaluation of the programme was to determine whether research findings on classroom management could be translated into practice. The acid question is to what extent did the programme take hold? The short term evaluation, while providing interesting findings, cannot really adequately answer that question. Hence, the decision to evaluate down the road reaction to the programme. But, taking into consideration the limitations of what the short term evaluation could achieve, there is reason to be optimistic about the

programme impact.

7.7 MEDIUM TERM RESULTS

The questionnaire which is the source of the findings for this evaluation aspect is available in Appendix V.

ITEM 1 - asked participants if the aim of the course in extending teacher skills had been accomplished? The item was on a five point scale ranging from Definitely Yes to Uncertain. The data show that participants felt that the course had achieved this aim of extending teacher skills.

| <u>Definitely Yes</u> | <u>Yes</u> | <u>No</u> | <u>Definitely No</u> | <u>Uncertain</u> | <u>Total</u> |
|-----------------------|------------|-----------|----------------------|------------------|--------------|
| 12 | 8 | 0 | 0 | 0 | 20 |

When asked about the course's outcome respondents focused on the following

1. The importance and value of planning and organisation.
2. The rôle of scanning, monitoring, pacing and intervention.
3. The importance of rules.
4. The importance of a healthy teacher-pupil interaction system.
5. The relationship between good management and reduced stress levels for the teacher.
6. The knowledge that existing practices were recommended in the research base.
7. A new dimension of self-evaluation.

ITEM 2 - asked participants how new practices deriving from the course compared with previous practices, i.e. were they better? They answered as follows:

| <u>Definitely Yes</u> | <u>Yes</u> | <u>No</u> | <u>Definitely No</u> | <u>Uncertain</u> | <u>Total</u> |
|-----------------------|------------|-----------|----------------------|------------------|--------------|
| 2 | 16 | 0 | 0 | 2 | 20 |

When asked to account for possible improvements, the participants mentioned that the course resulted in

1. A clearer conceptualisation of the classroom management issue.
2. More detailed planning leading to smoother functioning classrooms.
3. Closer scanning with more prompt and accurate interventions.
4. More efficient procedures for dealing with classroom materials.

ITEM 3 - asked how the course had impacted on teacher skills. The categories explored, ranged from the fine tuning of existing skills to the acquisition of new skills. The results are reported as follows:

| <u>Fine Tuning of Existing Skills</u> | <u>Acquisition of New Skills</u> | <u>Combination</u> | <u>None of these</u> | <u>Total</u> |
|---------------------------------------|----------------------------------|--------------------|----------------------|--------------|
| 4 | 12 | 16 | 0 | 32 |

When asked to describe the process, the participants referred to the clear presentation of the data base during the course. This served as a trigger to enable them to reflect more meaningfully on their existing practices. The clearer conceptualisation of the area and the heightened awareness of separate facets of the classroom management issues, produced confidence. The confidence in turn seemed to facilitate the adoption of recommended practices like scanning, overlap, intervention and pacing. The course content held credibility for the participants and it derived stature from being located in a respectable research base. Frequent mention was made of the value of discussing concrete situations and problems with colleagues. The conspiracy of silence that traditionally surrounds classroom management problems had been ended during the course, and an open exchange of ideas with teachers experiencing similar problems was very beneficial. The response to this part of item 3 may be summarised in the form of a progression:

Data Base > Enhanced Conceptualisation > Confidence >

Experimentation > Positive Results.

The combination of a research imprimatur and the empirical validation by teachers proved to be a very powerful force in determining the impact on skills.

ITEM 4 - asked if the course in any way influenced the teacher-pupil relationship. Results showed the following:

| <u>Definitely Yes</u> | <u>Yes</u> | <u>No</u> | <u>Definitely No</u> | <u>Uncertain</u> | <u>Total</u> |
|-----------------------|------------|-----------|----------------------|------------------|--------------|
| 4 | 13 | 2 | 0 | 1 | 20 |

The reason advanced for this was that following the course, the teachers realised that

1. There is a bidirectionality in teacher-pupil relationships. Not all misbehaviour on the part of pupils is attributable solely to the pupils.
2. Better planning and organisation result in smoother running classrooms with a more relaxed atmosphere which allows for a more positive approach to pupils.
3. It is important to carefully analyse the root cause of problematic behaviour.
4. Increased vigilance on the part of the teacher reduces the tendency of tell-taleing from pupils and enhances accurate intervention.
5. Praise and encouragement make for a healthier classroom climate than do negative teacher remarks.
6. Where behavioural expectations are made clear and where acceptable norms are established, the responsibility for maintaining an orderly environment shifts from the teacher to the pupil.

ITEM 5 - explored a number of areas associated with effective classroom management. Respondents were asked if they now had classrooms in which there was

1. More Time - on - task;
2. improved classroom climate;

3. increased emphasis on rules and consequences;
4. more attention to room arrangement.

The results were as follows:

| | Definitely <u>Yes</u> | <u>Yes</u> | <u>No</u> | Definitely <u>No</u> | <u>Uncertain</u> | <u>Total</u> |
|-------------------------------|--------------------------|------------|-----------|-------------------------|------------------|--------------|
| Time-on-Task | 2 | 15 | 0 | 0 | 3 | 20 |
| Improved Classroom Climate | 3 | 12 | 0 | 0 | 5 | 20 |
| Rules and consequences | 2 | 13 | 2 | 1 | 2 | 20 |
| Room arrangement | 3 | 16 | 0 | 1 | 0 | 20 |

When asked about other post-course effects respondents contributed the following:

1. A marked sense of the teacher as a powerful resource in the solution of problems.
2. A new orientation to self-analysis and reflection.
3. A more democratic pattern of interaction with the pupils in the quest for better ways.
4. A feeling of being more in touch with the pupils because of increased monitoring and scanning.
5. A new realisation that teaching is a craft that one can learn about. There was a dawning that, with increased conceptualisation of the issues, came a potential for constructive action.
6. The enrichment of ideas on classroom management produced a confidence that led to greater mastery and consequent reduction of stress and feelings of helplessness.
7. Pupil productivity seemed to increase.
8. The Beginning of the School Year was much less fraught than on previous occasions.

ITEM 6 - asked the respondents to comment on the factors that supported or inhibited their course outcomes.

SUPPORTING FACTORS

1. The credibility of the course data. It made good sense and it produced results.
2. The interest of colleagues, school principal and parents.
3. The existence of a school policy dealing with disruption.
4. Improved management resulted in happier pupils and a less stressed teacher.
5. Altered room arrangement which facilitated implementation of the recommended teacher behaviours.
6. The positive orientation of the pupils to seek a better way.

INHIBITING FACTORS

1. The acquisition of the focal skills was slow and gradual good rather than instant.
2. The levels of planning and organisation made great in-roads into an already busy schedule.
3. A lack of courage to tinker for with existing practices which were satisfactory.
4. A congested classroom with too many pupils.
5. Tangential teacher-pupil relationships in post-primary school, unlike the primary school situation.
6. Getting off to a bad start at the beginning of the school year because of inadequate planning and preparation.

ITEM 7- asked respondents if their colleagues had -

- (i) expressed an interest in the In-service course;
- (ii) if in their view, there would be interest among them for a classroom management workshop.

The results showed the following:

| | <u>Yes</u> | <u>No</u> | <u>Total</u> |
|---|------------|-----------|--------------|
| Course Interest from colleagues | 17 | 3 | 20 |
| Interest in Classroom Management Workshop | 16 | 4 | 20 |

ITEM 8 - asked if the course participants had put any extra work into planning and preparation for the school year. The results showed:

| <u>Definitely Yes</u> | <u>Yes</u> | <u>No</u> | <u>Definitely No</u> | <u>Uncertain</u> | <u>Total</u> |
|-----------------------|------------|-----------|----------------------|------------------|--------------|
| 17 | 3 | 0 | 0 | 0 | 20 |

When asked to describe the nature of this work, the respondents mentioned:

1. A systematic subject by subject analysis with special reference to potential problem areas.
2. A thematic approach to the preparation of resource materials.
3. Earlier arrival at the classroom to ensure availability and accessibility of required materials.
4. A variety of housekeeping tasks like room re-arrangement, tidying, colour-coding of materials, list-making, labeling and sorting out of equipment
5. The preparation of a range of supplementary and contingency activities to meet the needs of pupils who finished early or who reached satiation.
6. A more in-depth examination of the syllabus as a whole, rather than an earlier approach of looking at segments or using an ad hoc, selecting in and out approach.
7. A detailed consideration of rules and their consequences. Planning entailed consideration of their compilation, introduction, display, implementation and consequences for their compliance and violation.
8. A continuation of the planning both of proactive and reactive levels.

ITEM 9 - asked for information on the Beginning of the School Year or on initial encounters with pupils following exposure to the course. The respondents suggested that this milestone had gone very well and more satisfactorily than in previous years. They referred to the following behaviours as instrumental in determining its success:

1. Enhanced conceptualisation of what classroom management entailed.
2. The advance preparation allowed for a purposeful presentation of self.
3. The advance planning and attention to detail freed the teacher from hitherto diverting activities, and allowed for relationship-building with the pupils.
4. Painstaking effort in the early weeks to establish acceptable norms of behaviour which gradually took hold.

5. The implementation of both the course's guidelines for initial encounters and the range of teacher behaviours associated with effective classroom management.
6. A calmer, less harassed teacher because a lot of advance preparation had been carried out.

ITEM 10 - asked the respondents to pinpoint what it was that contributed to the kind of early encounters they had with their pupils. They focused on the following details:

1. A preoccupation with pupil concerns.
2. A task-orientation in the classroom.
3. An early enforcement of rules and procedures.
4. A rewarding of acceptable behaviour and an ignoring of non-serious deviant behaviour.
5. A whole group focus prior to introducing small groups.
6. An overall goal of making school both enjoyable and challenging.

ITEM 11 - referred to the two aspects of the classroom management model put forward in the course, i.e. (i) the cognitive and (ii) the behavioural. It asked course participants to tell which of these dimensions they had adopted. All of the respondents reported that they had adopted both dimensions of the cognitive-behavioural model.

ITEM 12 - asked respondents if they had increased their competence in analysing or making sense of classroom management issues following their attendance on the course. The results showed:

| <u>Definitely Yes</u> | <u>Yes</u> | <u>No</u> | <u>Definitely No</u> | <u>Uncertain</u> | <u>Total</u> |
|-----------------------|------------|-----------|----------------------|------------------|--------------|
| 12 | 8 | 0 | 0 | 0 | 20 |

The respondents were then asked to suggest the origins of their increased competence, or if relevant, to refer to obstructing factors.

They contributed the following in response to this:

1. The data base on the course sensitised participants to the complexity and inter-relatedness of issues. It provided a means, or way in, to problem analysis, and opened up new perspectives on the centrality of classroom management.
2. The new awareness of the importance of context and of the reciprocal nature of teacher-pupil relationships helped greatly to untangle the web.
3. The course detail enabled one to systematically tackle a problem. The reflective analysis carried clues to the problem solution and highlighted the importance of taking a variety of perspectives into account when considering classroom management issues.
4. The course data seemed to offer a practice to theory orientation that found great favour with practising teachers.

On the down side, respondents reported that they now had increased insights but that there never seemed to be enough time to take on a major restructuring of existing frameworks.

ITEM 13 - asked if the cognitive-behavioural model of classroom management fitted with the teachers' preferred teaching style. the results showed:

| <u>Definitely Yes</u> | <u>Yes</u> | <u>No</u> | <u>Definitely No</u> | <u>Uncertain</u> | <u>Total</u> |
|-----------------------|------------|-----------|----------------------|------------------|--------------|
| 10 | 8 | 0 | 0 | 2 | 20 |

When asked why this match /mismatch was so, the teachers responded that:

1. The model did away with vagueness and replaced it with clear-cut, credible propositions.
2. The model made them feel in control. It empowered them to analyse and to deal successfully with situations, and to maximise their teaching efficacy.
3. The model was sensitive to both teacher and pupil needs and concerns.
4. The model allowed for enjoying teaching and for dramatically reducing teacher levels of stress and frustration.
5. The model situated good practice in a respectable research base.

Observer ratings and Teacher self-ratings on the variable Effective Classroom Management

The quantitative data were analysed using a Pearson correlation coefficient or relationship between the self-ratings of the research subjects on the variable effective classroom management and the ratings for this variable recorded by the team of data gatherers. The results are displayed in Table 7.5.

TABLE 7.5

**Self Ratings and Observer Ratings
for Effective Classroom Management**

| | | | | |
|------------------------------------|-------------------|------------|----------|-----------|
| Self-Rating | time 1 and time 2 | $r = 0.78$ | $n = 40$ | $p < .00$ |
| Principal Observer and Self Rating | time 1 | $r = 0.30$ | $n = 40$ | $p < .01$ |
| Co-Observer and Self Rating | time 2 | $r = 0.48$ | $n = 40$ | $p < .01$ |

The results indicate a high degree of correspondence among the research subjects on their own perception over time ,of their competence in classroom management. While the correlations for the correspondence between the teachers and data gatherers are lower, they may be explained on grounds of excessive modesty on the part of the subjects in their self-assessment of their classroom management skill.

B. QUALITATIVE DATA FINDINGS

Introduction

The narrative records and jotter notes from the team of observers constituted the source of the qualitative data. The method of their distillation has already been described and they are now reported in category form. The category derivation is linked to the literature which originally informed them, and this in turn is linked to the programme goals. The reported categories represent a synthesis of the data from the three aspects of the long-term evaluation procedures, viz.,

- (i) classroom observation;
- (ii) teacher interviews, and
- (ii) pupil interviews.

Table 7.6 presents the meta-matrix which eventually emerged following the clustering of data.

TABLE 7.6**Meta Matrix of Derived Categories**

1. Conceptualisation of Classroom Management
2. Rules
3. Goals for Pupils
4. Curriculum Delivery
5. Behaviours based on Kounin Research
6. Task Orientation
7. Pupil Disruption
8. Effective Classroom Management
9. Familiarity with Research data

CATEGORY 1 - Conceptualisation of Classroom Management

This category revealed marked differences in the expected direction between the experimental and the control groups. The experimental group revealed rich conceptual schemes about management and they easily unpacked their classroom management scripts using the language of the programme. They stressed the importance of planning and organisation, and portrayed management as both an intellectual and behavioural task. Their contributions reflected a task perspective that indicated clear linkages between context, curriculum and instruction. The control group showed a tacit knowledge of management. They used fuzzy concepts and lacked a common language with which to discuss it. They expressed the view that their management system unfolded as the school year progressed, rather than being designed in advance, and communicated at the commencement of the year.

CATEGORY 2 - Rules

Experimental teachers focused more on rules than the control group. Rules were described as an integral part of their management system. Rules were compiled before the year began, or else at the beginning of the year in conjunction with pupils. They were communicated clearly and their relevance was discussed, and situated in the context of the classroom as a jointly inhabited workplace. Consequences for rule compliance and violation were thought through in fourteen out of the twenty subjects. Rules were displayed in fifteen out of the twenty experimental classrooms visited. By contrast, the control group expressed no sense of urgency in the matter of rules. They compiled a rule only if the need arose, e.g. to prevent the further occurrence of some unacceptable piece of behaviour. Control group teachers took the view that the beginning of the school year was a period for relationship building and that an early introduction of rules might have a negative influence on the quality of teacher-pupil relationships for the remainder of the year. Rules were not displayed in any of the control group classrooms.

The pupil data for this category also set the groups apart. Pupils in the experimental classes showed clear familiarity with a set of rules governing both academic and behavioural aspects of classroom life. In most cases the pupils appeared to understand their rationale, and to appreciate linkages with outcomes. These pupils did not appear to find the rules either coercive or repressive. The control group of pupils was vague on rules and their rôle. There was no generic set tripping off their lips. They recognised that certain pupil behaviours could lead to teacher disapproval and possible punishment. But, taken as a whole, the children in the control classes had no sense of rule - governed behaviours.

CATEGORY 3 - Goals for Pupils

There was no discernible difference between the groups on this measure. Both groups of teachers had two complementary categories of aspirations for their pupils, viz., affective and curricular. Data coming from pupils' protocols corroborated the teacher data. All pupils interviewed made the point that their teachers not only wanted them to succeed in school, i.e. to master the curriculum, but also to be happy. A six year old girl in Teacher 23's class volunteered the following, on her perceptions of what her teacher wanted for her:

"to write, to learn to count, to learn our new letters, to read the news, to know money, and to be happy."

This extract represents the data for Category 3.

CATEGORY 4 - Delivery of the Curriculum

The experimental group of teachers felt competent about their ability to faithfully implement the curriculum. In many cases, this competence was attributed to programme impact. In particular teachers instanced -

- (i) increased skills in task analysis, followed by appropriate planning aimed at task accomplishment;
- (ii) enhanced instructional style which resulted in:
 - (a) teaching small groups,
 - (b) engaging and holding pupils' interests,
 - (c) compensating for lack of resources;
- (iii) a keener awareness of the bidirectionability of teaching and learning that operates between teacher and pupils.

Control group teachers expressed the view that they conveyed the curriculum to the best of their ability, but were restricted often by factors like -

- (i) large class-size,
- (ii) inadequate resources,
- (iii) poor advance planning,
- (iv) lack of motivation,
- (v) defective allocation of time to
 - (a) certain curricular areas and
 - (b) individual lessons.

Teachers in the rural neighbourhood from both groups referred to the inadequacy, or absence, of many facilities that would render faithful and imaginative curriculum implementation more feasible.

CATEGORY 5 - Behaviours adapted from the Kounin research

Experimental teachers displayed higher levels of competence in the range of behaviours associated with the work of Kounin, that were addressed in the programme. These are now examined.

Withitness.

Strong emphasis was placed during the programme on this pivotal teacher behaviour. The experimental group spoke enthusiastically about it, and valued it as powerful. Being with-it increased their confidence and made pupil

behaviour much more accessible. They looked with eyes that saw. Their new alertness and vigilance brought them into closer contact with the pupils and resulted in very positive outcomes for them. The control group of teachers was unfamiliar with this Kounin term. While acknowledging the importance of "being - on - the - ball" and of "having eyes in the back of one's head," the teachers in this group reflected no conviction about this. They made no linkages with the implications for interventions, or feedback or pupil perception of teacher. The pupil data showed that those in the experimental classes, were very aware of their teachers' accurate knowledge of what transpired in the classroom at all times, while the control pupils reported variations in the levels of their teachers' alertness.

Overlap

This important teacher behaviour also received a lot of emphasis during the programme. One very visible difference between the experimental and control groups of teachers, was the tendency of the experimental teachers to engage in small group teaching, while the controls tended to keep a whole class focus. Overlap involves the ability to do a number of things simultaneously without losing control of the primary activity. The experimental teachers partly attributed their competence in small group teaching to enhanced overlap skills following course attendance. Control group teachers admitted to opting out of small group teaching because of the difficulties entailed in simultaneously attending to a variety of demands. The pupil data revealed that those in the experimental group thought of their teachers as constantly being "on top of things" while the comments from the control groups suggested that in some instances, teachers became fraught or overwhelmed if too many things co-occurred.

Signal Continuity and Momentum

The qualitative data identified differences between the groups on this composite

measure that had not been statistically significant in the quantitative analysis.

The experimental groups differed from the controls in the following ways:

- (i) they issued clear academic signals that seemed to protect the continued engagement of the pupils;
- (ii) they signalled in a sensitive manner that was neither distracting nor intrusive;
- (iii) their signalling involved lots of positive feedback and suggested positive expectations for work;
- (iv) they moved their lessons along in a way that suited all ability levels;
- (v) they completed lessons within the allocated time.

Both groups taught brisk lessons, but the detail in their unfolding and enactment set the groups apart. Pupils from both samples expressed satisfaction with their teachers' pacing and cueing. In this regard, it is worth remembering that the pupils interviewed were probably among the brightest in the class. Less able pupils might have volunteered information of a different order.

Challenge and Variety

While no significant statistical difference was identified between the groups on this composite measure, the qualitative data revealed differences that are of importance in terms of learning outcomes. Teachers from the experimental groups presented lessons that were more complex and diverse than in the case of the controls. These lessons entailed a lot of pupil involvement and participation, and called on pupils to engage in higher order cognitive functioning. The teaching was pupil-centred. The controls tended to protect their orderly classrooms by presenting teacher-led lessons that were solid and delivered in a predictable manner. They conveyed the curriculum but omitted the trimmings. Pupils from both groups seemed adjusted to their teachers' methods and registered no dissatisfaction. They spoke in terms of content coverage and boredom, rather than in terms of challenge or variety.

Interventions

Teachers from both groups intervened and repaired in a similar fashion. The one distinctive feature that set them apart was the greater use of praise and constructive feedback among the experimental groups. In no classroom was there evidence of open confrontation. Reprimands were void of anger. They were characterised, where they occurred, by clarity and purposefulness, and in many cases, fleeting inattention was ignored altogether. Teachers from both groups used territory, body language, soft reprimands and changes in intonation when intervening. The pupil data support the teachers' and observers' accounts of interventions. Pupils did stress how they liked their teachers to be fair in their interventions.

Transitions

Teachers from the experimental groups conducted their transitions in ways that reflected programme influence. They were well orchestrated, closely monitored and routinised. Pupils responded to their teachers' switch signals and were soon engaged in the next task. Many control group teachers conducted transitions that were ill defined and had no set pattern. Pupils in these classes availed of the transition time to chat quietly and to let off steam. Teachers themselves relaxed momentarily, but on instruction from the teacher, the class was immediately back at work.

CATEGORY 6 - Task Orientation

The qualitative data shed light on the difference between the groups that was statistically significant in the expected direction, in the quantitative analysis. Experimental teachers approached their teaching/management task in a more enlightened and informed fashion than did the controls. They brought to the task a clearer and more comprehensive view of what their teaching rôle entailed. They planned carefully in order to meet the demands of classroom life. They

engaged in teaching that was more complex, more differentiated and characterised by a finer sense of structure and momentum than their control colleagues. They maximised the work involvement of their pupils, established good relationships with them, reduced their own personal stress levels. Order in their classes did not appear to be tenuous, and there was evidence of a hard working, but happy and relaxed atmosphere. The control teachers pushed through the curriculum but did not appear to find their rôle as personally rewarding as the experimental teachers. Their teaching lacked spontaneity and the pupils were compliant rather than enthusiastic. In pedagogic terms, they functioned adequately, but the "texture" of their teaching was different from the experimental group. In the main it lacked a freshness and excitement that was evident in the experimental classes.

The pupil data for this category support these findings. Pupils from the experimental classes spontaneously spoke of their teacher in terms that reflected their satisfaction with somebody who stirred their interests, captured their imaginations and encouraged them in their pursuit of learning. They clearly saw their teachers as good rôle models and their responses were tied in to their affection and respect for somebody significant in their lives. They worked hard in response to somebody who clearly worked hard on their behalf. The pupils from the control classes also had respect and affection for their teachers, but their responses lacked the expansive comments or eagerness that characterised their peers from the other classes. Like their teachers, they were measured and satisfactory, but for them learning was seen as a chore rather than as an exciting activity.

CATEGORY 7 - Pupil Disruption

There was no discernible difference between the groups on this measure. In fact, all classes observed, were marked by a total absence of disruption.

CATEGORY 8 - Effective Classroom Management

Experimental group teachers had significantly higher ratings for effective classroom management than the controls. The qualitative data suggest that the factors which set them apart were as follows:

- (i) they focused on management in both behavioural and cognitive terms;
- (ii) they conveyed the curriculum with flair and in a comprehensive, and stimulating fashion;
- (iii) they viewed management as a collaborative endeavour jointly enacted by both teacher and pupils.

Control group teachers engaged in many behaviours that were functionally equivalent to those of the treatment group, but their knowledge of the topic was tacit and their skills repertoire more limited. Pupils from both samples perceived their teachers as competent managers. It is difficult to be sure if they really understood the global concept. Interestingly, many pupils equated effective classroom management with control.

CATEGORY 9 - Familiarity with the classroom management data base

The experimental group attributed any knowledge they had on the research base to their attendance on the programme. They liked the sense of being in touch with research findings that were of daily relevance to their rôle. They also liked the reassurance which the research base provided for the efficacy of many of their practices. The control group disclaimed all knowledge of the theoretical base and expressed dissatisfaction with the traditional inadequate handling of the area in teacher education programmes.

Table 7.7 summarises the findings from the long term evaluation. Salience for both groups are presented side by side.

A Summary of the Long-term Evaluation Findings

| Category | Experimental Group | Control Group |
|---|---|--|
| Conceptualisation of Management | Clearly articulated using research based language. Spoken of in behavioural and cognitive terms. | Tacit knowledge. No specialist language with which to discuss. Blurred concepts. |
| Rules | Woven into management system. Communicated to and discussed with pupils. Displayed in 75% of classrooms. | Not perceived as important. Developed in response to unacceptable pupil behaviours. Not displayed in any classroom. |
| Goals for Pupils | Combination of affective and curricular. | Similar to experimental group. |
| Implementation of the Curriculum | Perceived all obstacles as surmountable. | Obstacles cited included — (i) large classes; (ii) poor resources; (iii) low motivation; (iv) poor time management; (v) inadequate planning. |
| Behaviours derived from the Kounin Research | *Very "Withit." *Skilled "Overlappers" Used lots of challenge and variety. Taught lessons that were brisk, and punctuated them with appropriate cues. *Smooth transitions. | Aware but not very alert. Reluctant to deal with more than one thing at a time. Taught to the central tendency group in a class. Moved lessons along but used praise and encouragement scantily. Jagged transitions. |
| Task Orientation | Established clear linkages with context, curriculum and teaching. Brought the pupils into the joint enactment of *tasks. Experimented with a variety of approaches which were constantly evaluated. | Relied on a grooved approach that was tried and tested and worked satisfactorily. Little experimentation or motivation to try out new ways. |
| Pupil Disruption | Classes were characterised by high levels of pro-social behaviours and an absence of disruption. | Absence of disruption, but pupils were not very forthcoming or spontaneous. |
| Effective Classroom Management | *Impressive in their — (i) conceptualisation of the task; (ii) their extensive skills repertoire, and (iii) their smoothly functioning classrooms | Competent, hard-working, predictable, missing a certain excitement and stimulation in their teaching. |
| Familiarity with Research Findings on Classroom Management. | Only the findings that were part of the programme. | Totally unfamiliar with any research on this topic. |

* indicates a statistically significant difference

The next chapter discusses these evaluation findings and seeks to draw conclusions arising from them.

CHAPTER 8

Interpretation and Implications

8.1 INTRODUCTION

Now that the quantitative and qualitative data have been reported, the focus turns to their interpretation. In order to do this meaningfully, it seems appropriate to look again at the goals of the programme. The findings will be interpreted in the light of these goals. Following this, the focus will broaden from the goals of the programme to the goals of the project as a whole. Against this backdrop, the research experience will be structured in a way that facilitates the sharing of lessons learned or insights gained in the course of the project.

8.2 PROGRAMME GOALS RESTATED

The programme had the following goals:

- To enhance programme participants' conceptualisation of classroom management;
- to sensitize programme participants to the contextual variables associated with the classroom as workplace;
- to introduce a range of behaviours associated with the work of Kounin, and linked to effective classroom management;
- to focus on the Beginning of the School Year as an important milestone in the life cycle of a class;
- to appreciate the value of planning;
- to appreciate the importance of classroom climate as a factor in pupil learning and coopération.

These disparate goals can be collapsed into two broad categories of goals that match the twin orientation of the classroom management model adopted throughout the work, viz., the cognitive-behavioural. These broadly based goals subsume the list just presented. They are:

1. To enrich teachers' schemata for classroom management i.e. a cognitive goal.
2. To extend or to fine-tune teachers' skills repertoire in the area of classroom management, i.e. a behavioural goal.

The findings are now considered in a way that incorporates these goals. The sequence of this consideration matches the category sequence reported in Chapter 7.

8.3 INTERPRETATION OF THE FINDINGS

CATEGORY 1 - Conceptualisation of Classroom Management

The evidence from the analyses supplies persuasive information that the programme accomplished positive results on this key variable. This claim is justified by the findings from:

- (i) the quantitative data that showed a significant difference operating between the experimental and the control groups in the expected direction;
- (ii) the qualitative data that indicated richer scripts operating for the classroom management issue among experimental subjects than among the control group.

It appears that both on a behavioural and cognitive level, the experimental subjects displayed higher levels of competence for this measure than did their control counterparts. This is an encouraging finding as it pertains to the master construct of the whole project. Throughout the programme presentation, the facilitator situated classroom management within an intellectual framework, but stressed the behavioural correlates. During the training workshops, a similar

orientation was adopted. It is true that a working definition of effective classroom management entailed "low levels of pupil disruption and high levels of task engagement," but for purposes of programme evaluation, the cognitive dimension assumed critical importance in conjunction with the more overt behavioural component. Taken as a composite, the analysed data suggest that the programme did impact and did attain its goals. Because of the diffuse nature of this overarching category, it seems justifiable to suggest that is linked to a number of the programme's substantive goals.

CATEGORY 2 - Rules

In any serious consideration of classroom management, the rôle of rules is important. While there is no quantifiable data dealing specifically with rules, their influence on teacher behaviours like withitness, desists, firmness, clarity, roughness, transitions and task orientation is obvious. Quantitative findings are available for these measures and they show significant levels of difference in the expected direction, between the experimental and the control groups for the variables withitness, transitions and task orientation of the pupils. The qualitative data show that the experimental group valued the rôle of rules and perceived them as central in the early establishment of an orderly classroom. At interview they were clear and articulate in their views on rules, and referred to the desirability of drawing them up democratically, where possible, and of displaying them for easy reference. This information from the qualitative data suggests programme influence. The control group of teachers was casual in the compilation of rules. They perceived no real need to introduce a set of rules early in the year, and addressed the matter only if serious rule violation arose, that ran counter to the accepted social norms for their classes. It must be stated that the control teachers, like the experimental teachers, had routines and procedures in operation that protected the smooth functioning of the classroom, but the two groups were distinguishable by their divergent reliance on rules. One can deduct from this that in the control group classrooms, rules were implicit rather than explicit, while in the experimental group classrooms, the

rules were clearly stated, perhaps taught, and were often displayed.

All of the data were collected in primary schools. Much of the field work was carried out in junior classrooms where the going-to-school rules might not yet be fully assimilated. It seems extraordinary that teachers of junior classes could successfully establish order, as indeed they did, without some introduction of rules. In their absence, efficient routines and heuristics carried the day.

This finding raises interesting possibilities. It may be that some teachers use socialisation processes that are very powerful, like modeling, giving appropriate feed-back, using self-fulfilling prophecy, rewarding positive efforts and pro-social behaviour that make a rôle for rules redundant. It may be that because of the marked absence of rules in some classrooms, life there is more contented than in a rule governed classroom. The pupil interviews do not substantiate this. It may be that despite the survey results (Chapter 3), the vast majority of Irish primary school children are well socialised at home and are compliant and conforming on arrival at school. It may be that teachers do not wish to be the purveyors of rules. They may prefer to operate in a more benign, mutually considerate and respectful milieu that can operate successfully without the connotations implied in rule conveyance and implementation. Such teachers may take the view that classroom climate is more secure and less threatening for young children, where rules are not dominant. Whatever is at the basis of the issue, the findings suggest that experimental group teachers favoured the use of rules, while their control group colleagues did not appear to invoke them. In terms of programme evaluation, the claim can be made that the programme did impact for this aspect, and did touch on goals related to context, Beginning of the School Year, planning and classroom climate.

In defence of the programme, the rules component was presented in a way that depicted rules as constructive, and conducive to a healthy, secure learning environment. Teachers were dealing with large classes and in the infant grades where pupils are aged four and five years, it seemed obvious that the teacher

should take the lead in rule compilation. During the programme module on rules, there was a lot of discussion among participants on the best way to formulate rules, to share them with the pupils, to involve them in their compilation, and to teach them. Teacher warmth or caring were not seen as incompatible with a neat set of well structured rules that were carefully drawn up and consistently implemented. Considerable time was devoted to establishing linkages between rules and outcomes - both positive and negative. Out of the rules component grew the focus on routines and procedures.

CATEGORY 3 - Goals for Pupils

The qualitative data suggest that both experimental and control groups expressed similar goals for their pupils. These goals were both curricular and effective in nature. However, the fine detail of the qualitative data reveals that the experimental group spoke with greater sensitivity and insight about the needs of their pupils than did the control group of subjects. They expressed an increased awareness of the value of positive reinforcement as a dimension of their teaching. At interview, these teachers spoke of a relaxed but hard-working classroom that respected the individual differences found among their pupils. The control groups of teachers were globally concerned about their pupils, wanted only the best for them, but lacked any real appreciation of how they might impact as rôle models in the lives of their pupils.

During the course on Effective Classroom Management, the formative evaluation identified a positive response from participants to the inclusion of and constant reference to the area of pupil needs and individual differences. It seems fair to claim that in a subtle way, the programme impacted on the category for goals under examination.

CATEGORY 4 - Curriculum Coverage

Once more the qualitative data shed interesting light on this measure. The

groups differed in their response to this interview item. The experimental groups were resourceful in overcoming obstacles. In the main, they felt that curriculum implementation was within their grasp. They used existing resources and improvised. By contrast, the control group perceived a range of threats to curriculum implementation viz., class size, timetabling considerations, characteristics of various curriculum tasks. Those who attended the programme seemed better able to carry out a task analysis on what was involved in any curriculum task, and to plan and implement accordingly. The experimental group engaged in small group teaching, despite large classes and often cramped conditions. Their management system appeared to give them the freedom to be confident that lessons would unfold in a manner ordained by them, and would be conducted within the allocated time. In this way, the curriculum was enacted in a diligent and enlightened manner.

The control group interviews suggested that in many instances, certain curricular areas were neglected, because of the hazards they posed for the teacher, in maintaining an orderly environment. In particular teachers instanced P.E., Art, Music and Field Trips. These areas constituted high risk components of the school day, and in many instances they were given lip service treatment by the teachers. One very obvious difference between the two groups was their willingness to teach small group lessons. In the main, control group teachers taught with a whole class focus, while the experimental group catered for small group teaching. While making this claim, the researcher is aware that data were gathered at different times and on different occasions in the school day. This must be borne in mind when interpreting the findings. However, the triangulation of methods used to gather data, suggests that there is evidence to conclude that experimental group teachers -

- engaged in comprehensive coverage of the curriculum;
- taught with a small group focus rather than a whole class focus;
- used allocated lesson time effectively,

while control group teachers tended to -

- select in and out of the curriculum to suit local contexts;
- kept a whole class focus;
- often failed to complete lessons within the allocated time.

This information can be used to make a positive claim for programme impact on the measure "Curriculum Delivery."

Other teachers may have used varied methods, but may not have attended to the pitch of the lesson. Because of this conflicting evidence, data gatherers may have lumped together their evaluation in the allocation of a score. What seems clear is that statistically speaking the groups do not differ, but along certain dimensions differences do occur. Control group teachers appear to be more grooved in their presentation of material, while experimental group teachers are more adventurous.

CATEGORY 5 - Behaviours Associated with the Kounin research

Withitness

This variable is associated with the work of Kounin (1970) and received considerable attention during the programme presentation. The data reveal that all teachers in the sample possessed some competence in this area. Statistical analysis reveals a significant difference between the groups, with the experimental group showing a higher level of expertise. The qualitative data show that the experimental group attributed a lot of power to this dimension in relation to the establishment and maintenance of order in their classes. The control group spoke of the importance of looking at a class, but they lacked familiarity with the subskills of withitness. While the researcher is convinced that withitness is a powerful dimension, it must be acknowledged that it may mean different things in different contexts. There is value in scanning the class.

It leads to closer monitoring and consequently to finer knowledge about pupil performance. Kounin (1970) links the withitness dimension to interventions of an accurate and timely nature. The area of interventions is vexed and needs to be very sensitively handled. There are a variety of ways in which withitness is communicated to pupils, and teachers and pupils evolve a system as a class moves across time. The work of Irving & Martin (1982) attests to the confusing interpretations of withitness. The problem seems to lie in the inconsistent theoretical definitions and varied methodologies used by Kounin for the withitness variable.

What seems important is that teachers of young children be alert and vigilant. Withitness, with its focus on scanning, and processing of information seems a worthwhile focus of teacher education programmes. It may be caught, but the data from this evaluation suggest that it can also be taught. Evidence from both forms of data analyses substantiate a claim for programme impact.

Desists, Interventions, Reprimands

Of the eighty profiles examined, fifty nine reported instances of desists. There was no significant difference reported in the quantitative data between the experimental and control groups on this variable. The qualitative data indicate that teachers in both groups perceived their classes to be desist-free. The data here indicate that experimental group teachers favoured the use of positive interventions where possible, and made a conscious attempt to avoid confrontation with pupils.

There is a cluster of variables associated with the *Desist* measure. These owe their origins to the original Kounin work (1970), and were explored in the evaluation. They include a constructive/reprimanding axis, clarity, firmness, roughness and ripple effect. No significant difference was detected between the experimental and control groups on any of these features.

Constructive Reprimanding

This variable examined desists in terms of their supportive or threatening qualities. Teachers in both groups tended to use reprimands that were constructive or helpful, rather than threatening or angry in quality. While it is fair to presume that constructive reprimands typify the group of teachers in the sample, it is unlikely that in the presence of an observer, a teacher would interact angrily or roughly with a pupil.

Clarity

This refers to the teacher's ability to use clear and unambiguous language when issuing a reprimand. The data indicate a consistent trend towards clarity in both experimental and control groups. Clarity has been widely researched (Cruickshank 1985) and is acknowledged as a powerful feature in teacher competence. It is encouraging that teachers from both groups used clear reprimands. Presumably clarity was a characteristic of their general teaching performances.

Firmness

This refers to an "I mean it, and now" dimension when issuing an instruction or reprimand. It suggests a seriousness and purposefulness about the intervention. Mean scores were not found to be significantly different between groups, but a look at the scores reveals some degree of difference between the summer pilot group and their controls and the autumn pilot group and their controls. Once more the firmness dimension may have been influenced by observer effects. Young children are more likely to comply with teacher instructions when a visitor is in the room, than might be the case otherwise.

Roughness

This refers to the level of anger that is obvious when a teacher intervenes to reprimand a pupil. Mean scores show a trend away from anger. When used, desists tended to be constructive, clearly issued, with purposefulness and without anger.

Ripple Effect

This variable refers to the impact caused by an intervention around the classroom, away from or near the target pupil/s. It manifests itself when a pupil or pupils who has/have not been the subject of a reprimand, react/s in some manner.

Taken as a composite, the family of variables subsumed under the umbrella *Desist*, suggest that the two groups were similar in their reluctance to employ desists, but the experimental group was more articulate in stressing the desirability of having positive exchanges rather than negative exchanges with pupils. The evidence suggests marginal impact for this measure, though the appreciation of a positive orientation on the part of the experimental group must not be underestimated.

Overlap

There is evidence from the two sets of analyses that differences existed in the expected direction between the two groups on this variable.

The qualitative data identified the competence of the experimental group in dealing with a number of issues simultaneously. Reference has already been made to the orientation of the control group towards a whole class focus, thereby reducing the necessity for the skill of overlap. The research literature on classroom management suggests that a combination of withitness and overlap

is a very powerful determinant of competence. The results of the analyses suggest positive programme outcomes, but once more the caveat concerning observations occurring at different times of the day, on different occasions must be borne in mind. The qualitative data allowed for the opportunity to explore both teachers' and pupils' views on this variable. This source of information substantiates the claim that the programme impacted on this dimension.

Signal Continuity and Momentum

This variable owes its inclusion in this project to its position in the Kounin literature. It refers to

- (i) the academic signals that the teacher transmits to a class,
- and
- (ii) the pace of the lesson.

While the statistical analysis revealed no significant difference operating between the groups, the mean scores seem to compare with those for withitness and overlap, that did show a significant difference.

The qualitative data suggest that the experimental group tended to be more competent in delivering their lessons within the allocated time, and their discriminate use of cueing may have been a factor in the difference in task-orientation of the two groups observed. The qualitative data are persuasive concerning the difference in groups concerning signal continuity, but both groups of teachers taught brisk, well-paced lessons. Like with the Kounin variable, Challenge and Variety, this variable suffers from an over-inclusiveness of concepts. Consequently, it is difficult for observers to disentangle the observed phenomena, which are, in any case, very high inference, and difficult too, to partition them into an overall score that does justice to the total construct.

The programme results here are inconclusive. The programme may have sensitised teachers to the value of signalling or cueing, and to the merits of

planning lessons that would satisfactorily unfold in a given period of time. This latter aspect is linked to the planning dimension that is so central to the preventative model of classroom management. However, it is the researcher's view that teacher signalling or cueing can in some instances be obtrusive for pupils. It may be that during programme presentation, the facilitator may have been ambivalent in her stance on signal continuity, and this may have influenced outcome. Momentum of participants may have been fine-tuned, but the data suggest that this attribute may already have been in position before coming on the programme.

Transitions

The research literature on classroom management depicts transition time as a potentially sensitive time for the manifestation of disruption. Consequently, these critical episodes must be planned for and successfully orchestrated in order to prevent disruption. The analyses suggest that the two groups of teachers differed significantly in their handling of transitions. The quantitative data reveal a statistical significance in the expected direction for experimental group teachers.

The qualitative data show that experimental teachers conducted smooth, clearly defined transitions, while the control group teachers were not as clearly punctuated in their switch signals, nor did they monitor the transitions as closely as the experimental group. In this regard the groups were different. However, what is of interest, is that in both sets of classes, the pupils were soon back on-task, and the nature of the transition did not appear to have influenced their readiness to resume work on a new topic area or in a new location. This information suggests that different norms were in operation for different periods of the class day, but the overall pattern was one of attending to the task in hand.

While a claim can be made that the programme produced something like clockwork precision in the handling of transitions, the productivity of the classes may not differ greatly. The case may be made that a little down time

during transitions is not an entirely bad thing. Young children may need to relax at intervals during the school day, and transition periods may provide just such an opportunity. The ideal would appear to be to allow each teacher to determine the rules governing transitions, and to implement these rules in a context-sensitive manner.

Accountability

This dimension may be examined on two levels viz.,

- (i) the structures governing the work system and
- (ii) the structures governing behaviour.

No quantitative data are available for this item. In neither group was there evidence of a system in operation to cater for unsatisfactory work output. The norm seemed to be that pupils responded to the work demands placed upon them, and when there were instances of failure to do so by individuals, these were dealt with on an ad hoc basis. It must be said that the programme did not place any real emphasis on the designing or communicating of a work accountability system, so the pursuit of this line of enquiry in a follow-up evaluation was not very meaningful. This lack of emphasis may be explained by the fact that the researcher was well aware before the programme presentation of the strong work ethic that typifies Irish primary schools, and at a subconscious level omitted to stress this management point. There may also have been a value judgement that this is more a concern of post-primary schools than it is of primary schools.

However, a considerable time was spent during the programme on the rôle of consequences for behavioural norms. The distinction here between work and behaviour is somewhat artificial. The focus during the programme was on rewards and penalties for rule compliance and violation. It comes as no surprise that the experimental and control groups differed in their handling of this facet. It will be remembered that the control group of teachers paid little

attention to the rôle of rules, while the experimental group perceived them as central. The natural consequences of this position determined that the control group had little if any accountability system for dealing with acceptable/unacceptable behaviours, while the experimental group, in many instances, had thoughtfully and painstakingly designed a system of consequences based on rewards and penalties. The qualitative data for this are interesting in that the experimental teachers who engaged in designing an accountability system spoke of -

- (i) how difficult and time-consuming a task it was;
- (ii) how useful it was;
- (iii) how interesting it was to share with colleagues at staff-room level.

The development of a sensitively designed accountability system represents an outgrowth of the programme. It did not materialise in a polished form in any more than eight cases ($N = 20$), but in the remaining cases, the seeds were there awaiting fertilisation. Control subjects seemed ill prepared to produce a structured system for accountability.

CATEGORY 6 - Task Orientation

The analyses suggest that there were differences in the expected direction between the two groups on this measure. The quantitative data revealed a significant difference between the two groups. A look at the mean scores suggests that work orientation was high for both groups, but the qualitative data shed light on the subtle differences that may have contributed to the statistical findings.

These qualitative data suggest that work in the experimental group was qualitatively different from that observed in the control group. This encouraging finding must be interpreted cautiously because of the differences in observation periods referred to earlier in this section. However, taken at its

face value, the finding is important. It suggests that while the control group classes were free from disruption, and were characterised by hard work, the level of work was less complex and less stimulating than that occurring in experimental group classes. The implications of this are quite serious. In Ireland there is a frequent practice of staying with a class in primary schools for 2 - 3 years. In rural areas two and three teacher schools still exist, so inevitably pupils have the same teacher for a number of years. Whether it be for one year, or for a number of years, the cumulative effect of being placed in a class characterised by opportunity for information - processing and higher order functioning, versus placement in a class characterised by low-level demands and repetition and satiation is likely to be considerable.

CATEGORY 7 - Pupil Disruption

This measure is linked to the task orientation variable just discussed. Within the context of this project, disruption includes behaviour on a continuum from mildly irritating behaviours to florid outbursts of unacceptable behaviours. All classes were marked by an almost total absence of unacceptable or inappropriate behaviour. The mean scores illustrate this.

The quantitative data reveal no statistically significant differences between the groups on this measure. The qualitative data suggest that teachers from both groups were not experiencing any problems in maintaining an orderly, disruption-free classroom environment. This seems particularly so for the rural or outside of Dublin sample. Threats to this norm were perceived as attributable to exceptional children with special needs. It is this kind of ideal, trouble-free situation that leads one to conclude that all teachers in the sample were skilled and resourceful. The programme can only be judged when it is used with a less exceptional or less competent group of teachers. On this occasion, one can say that it did not make any impact in terms of reducing disruption levels, because no room existed for impact. Claims concerning the programme would be more valid had the samples included a number of teachers

who were genuinely experiencing problems with disruption before coming on the course. The potential of the programme as a corrective device could then be evaluated. Its capacity to deal with the remedial goal outlined in the training video manual cannot be assessed.

CATEGORY 8 - Effective Classroom Management

Both the quantitative and qualitative findings indicate outcomes in the expected direction for this master variable. In terms of programme goals, the evidence suggests that experimental teachers -

- and (i) did enrich their classroom management schemata;
- (ii) did extend their skills repertoire.

Furthermore their self-perception seems to have been enhanced. The self-ratings of the experimental group on this measure suggest higher levels of perceptions of self-efficacy than in the case of the controls. It is reasonable to assume that this is attributable to success arising from programme implementation (Stein and Wang, 1988). The experimental group designed sensible and context-sensitive work systems for their classes. They communicated these work systems clearly to their pupils and supported them with rules and procedures to facilitate their accomplishment. They remained vigilant throughout the school day and communicated their sense of awareness to their pupils. While it is true that their classes were characterised by a strong work ethic, it is also true that they were characterised by a relaxed, happy atmosphere. Teacher-pupil relations seemed to be mutually respectful and there was no sense of tension or harsh exercise of power. The control group of teachers also worked in tension-free situations, but as reported, there were subtle qualitative differences in their performance that marked them off from the experimental teachers. Their self-ratings indicated low perceptions of self-efficacy for management. The findings must be interpreted cautiously, bearing in mind the tendency of Irish teachers to be somewhat self-effacing, and

the respondents' knowledge that they constituted "controls." Bearing in mind that this variable is the overarching variable for the whole project, the results are very encouraging. They suggest that systematic treatment of classroom management in the context of an in-service programme can produce positive and worthwhile outcomes.

CATEGORY 9 - Familiarity with research data on classroom management

The primary data suggest that only those teachers who participated in the programme pilot runs were familiar with the research base. They attributed this familiarity to the programme. However, the data also reveal that all teachers in the sample showed marked competence in classroom management skills. From this one can deduce that theoretical knowledge is not a prerequisite for behavioural competence. The exigencies of the classroom compel teachers to acquire a set of coping strategies in order to survive. Knowledge may be tacit, but the craft is powerful. A finding like this diminishes the excitement of encouraging findings coming from the programme. It shows that in the absence of familiarity with research, teachers can go about their work in a successful and competent manner. However, they may not be professional in their approach, in that they lack the expertise to reflect on and justify their practices in research terms. Functionally, teachers may be equivalent, but a professional teacher brings to his/her work more than skills. Behavioural competence is accompanied by propositional and conditional knowledge. The research base opens up the possibility to incorporate this and become truly professional.

Having examined the findings in the light of the goals, they are now presented in summary form in Table 8.1.

TABLE 8.1**Programme Impact in terms of stated goals**

| Variable | Programme Impact | Source of Evidence | Goal |
|---|-----------------------------|-----------------------------------|--|
| Conceptualisation of Classroom Management | Yes - Cognitive | Qualitative Data | Enriched Schemata |
| Rules | Yes - Cognitive Behavioural | Quantitative and Qualitative Data | Beginning of School Year. Context Planning |
| Goals for Pupils | Yes - Cognitive Behavioural | Quantitative and Qualitative Data | Context, Climate, Teacher Behaviours |
| Curriculum | Yes - Cognitive Behavioural | Quantitative and Qualitative Data | Context, Planning, Conceptualisation of Management |
| Behaviours linked to Kounin | Yes - Cognitive Behavioural | Quantitative and Qualitative Data | Teacher Behaviours |
| Task Orientation | Yes - Cognitive Behavioural | Quantitative and Qualitative Data | Schemata and Skills |
| Pupil Disruption | No - No room for impact? | Quantitative and Qualitative Data | — |
| Effective Classroom Management | Yes - Cognitive Behavioural | Quantitative and Qualitative Data | Schemata and Skills |
| Familiarity with research base | Yes - Cognitive | Qualitative Data | Schemata and Skills |

8.4. THE PROJECT'S GOALS REVISITED

Introduction

This chapter now moves from a focus on the programme evaluation to the broader context of the project as a whole. In the opening chapter (cf.1.5) the researcher outlined certain aspirations for the project. Now that it has gone full circle, it seems logical to look at these aspirations again and to examine their theoretical and practical outcomes within the broader framework of the project.

The project had the following aims:

1. to gain insight into the concerns of Irish teachers;
2. to select certain findings from the modern data base on classroom management and to translate these into precepts for teacher behaviours;
3. to incorporate these operationalised research findings into a programme on Effective Classroom Management;
4. to evaluate the programme in an Irish context;
5. to use an eclectic research design in the evaluation of the programme;
6. to develop links between theory and practice and practice and theory.
7. to stimulate interest in the development of a Case Literature for use in teacher education.

Each of these aims is now examined and the research experience is structured in a way that links practice with theory.

8.5 EXAMINATION OF THE PROJECT'S AIMS : Lessons learned/Insights gained

1. A TEACHER CONCERNS

In the course of the project the researcher certainly became more attuned to the concerns of Irish teachers. These surfaced not only through the survey which set out to explore them, but during the pilot runs with the programme and in the follow up evaluation exercises. The hunch concerning malaise referred to in Chapter 1, turned out to be well founded. This disenchantment with a teacher's rôle is not confined to Ireland, and is now becoming a widespread phenomenon in Britain and Europe. It warrants attention because of its implications not only for the existing teaching force, but also for the calibre of recruits into the profession. In Ireland the situation is unlikely to receive attention, as the problems described in Chapter 3 have not improved, and do not look like improving. If anything, the situation continues to deteriorate. The implication of this for teacher educators is serious. It calls on them to reappraise the nature of the teacher education programmes on offer and to modify these in the light of the changing rôle of the teacher. Closer linkages need to be established between education departments and teachers in the field. Sensitive planning of a bottom-up nature might result in providing teachers with some kind of support in the form of programmes and consultancy that would make them feel less abandoned and more affirmed in their work. The cost to central government of this need not be high, and its consequences could be quite positive.

1. B WORKING WITH TEACHERS

The research experience of working with teachers throughout the project impressed some matters on the researcher that merit attention. These were gradually borne in on the researcher and with the passage of time clarified as follows:

- Given a climate of trust that encourages non-defensiveness and openness, classroom teachers are well capable of speaking informatively and insightfully on their own work contexts. Many need nudging, but once secure and affirmed, the teachers gradually develop the skill of unpacking their tacit knowledge.
- Through interactive discussion, teachers attending an Inset Course on a core area of teaching, discover that their individual problems and concerns are those of their colleagues. The shared experience provides opportunity for multiple perspectives and with time and reflection teachers start to perceive relationships between seemingly disparate ideas and views.
- As learning becomes integrated and supported by reflection, teachers gradually begin to own the problems they describe. This ownership, if articulated in the context of a group with a common purpose, leads to a consideration of solutions, and to working hypotheses for a plan of action aimed at tackling the problems. The group ceases to look to the Inset facilitator for solutions but rather becomes self-reliant and the primary resource for solving problems under discussion.
- Many teachers are threatened by the prospect of engaging in rôle play and simulation exercises in the presence of peers. For some, the prospect of these activities is so great that it hampers concentration on other elements of a programme. Much sensitivity is called for when conducting a course that involves these components..
- Teachers are wonderfully responsive and appreciative if they perceive that teacher educators are concerned with issues that are of fundamental importance to them. If the focus has been identified by them as central to their professional rôle they seem to respond more positively to expectations for excellence than minimum competence.

The observations above grew out of the researcher's collaborative endeavour with the many teachers she met in the course of the project.

2. A SELECTION AND TRANSLATION OF A DATA BASE ON CLASSROOM MANAGEMENT

The selection of the Kounin and Texas work on classroom management reflects the researcher's personal preference. The choice was motivated by a conviction that this data base really did have something to contribute. There was a fascination about translating the research findings into precepts for teacher behaviours. To proceed in this way seemed not only challenging but also practical. The application of research findings to practice is always attractive to teacher educators and the blossoming body of knowledge on classroom management begged to be noticed. No similar work with this data base had been attempted in the British Isles or in Ireland, and as a topical and important theme (Elton, 1989) it was very compelling. Working with the research findings contributed the following to the researcher's learning.

2. B WORKING WITH THE DATA BASE

- The data base on classroom management, while extensive is very repetitive, and narrowly focused. Most of it begins with Kounin and continues at Texas. Interesting work is also taking place at East Lansing, Michigan, but despite a plethora of studies, the yield is small. There is some noticeable progression in the Doyle work. His collaborations with Carter at Arizona now focus on the tension between curriculum and management, and increasingly researchers in the Doyle Texas-Michigan genre stress the intellectual dimensions of teaching. There is a distinct impression that classroom management has proved to be a very fashionable band wagon for a small band of researchers. They have contributed practical findings, but their applicability may be of limited value in certain

circumstances. In many circumstances the findings are of real value and warrant serious attention by those committed to classroom management as a topic in teacher education programmes. But a sense of perspective must be retained when considering their contribution.

- The data base is so detailed and so systematically presented that it lent itself easily to translation for practice. It is easily interpretable and teachers relate positively to it, probably because it confirms in research terms what many have been doing intuitively. The theme touches on so many aspects of a teacher's professional life, that the spin-off from a focus on management is great. It pulls together areas that are usually dealt with disparately in teacher education, and this broad base is attractive in the reality of the time constraints that bedevil all teacher education programmes.
- The data base lent itself to extrapolation to a culture outside the United States. It is fair to assume that American and Irish schools have many similarities but also many differences. Nonetheless, the research findings were received enthusiastically by Irish teachers and incorporated by the research sample into their teaching, both at a cognitive and behavioural level.

The next goal of the project is linked to the data base, so the outcomes for it are in a sense, a continuation of those just mentioned.

3. A PROGRAMME COMPILATION

The programme Effective Classroom Management eventually took shape and the final format was grounded in the research literature which first prompted it. The literature on "best practices" for staff development was very helpful in determining the programme process. The content was based on the research findings referred to earlier. The making of the video which was to be an

important resource was not an easy exercise. While clear on the content and format of the programme, the researcher lacked the technical expertise needed to produce a video. This was compounded by the fact that the Resource Centre staff at Carysfort College had never made a video before, so production of a video represented a voyage into the unknown. The final product was a source of great disappointment to the researcher, but there was no possibility of improving it or replacing it. As used on the pilot runs it proved useful and was of interest to the course participants. It lent variety to the presentation of the programme, and viewed in short snatches, it was not without some value. The accompanying manual is really a transcript of the video, and this was of great appeal during the pilot runs. As a document, it has proved useful in short staff development sessions on classroom management.

While the video and the manual were used as programme resources, the format also included theoretical presentations, small group discussions, work-shops, simulation, rôle play exercises and peer evaluation. The variety of the presentation and the blend of theory and practice contributed to the programme's overall success. The discussion elements and small group exercises were very popular, while the rôle play and simulation dimensions posed a threat. What is clear is that the programme is flexible enough to be used in its present version or adapted for longer or shorter usage depending on contextual considerations and local needs. The framework is good and in itself represents an application of research findings in practice. The programme results testify to the validity of these findings.

3. B WORKING WITH THE PROGRAMME

As with other goals of the project, there were lessons to be learned from the experiences connected with programme development. These are as follows:

- There is difficulty in gaining access to classrooms where management is troubled. Teachers are reluctant to be observed or filmed in

situations that are chaotic. Consequently, there is the risk that home-produced videos may not be truly representative of all classrooms. Competent classroom managers coöperate with requests to observe or to film, but for the rest there is either a conspiracy of silence surrounding the problem or refusal to allow recording. In these circumstances a series of triggers representing a variety of management issues may be preferable to a long-running video.

- Computerised captions edited into video reel do not last. It is the absence of technical knowledge like this that led to the poor quality of the video that greatly troubled the researcher. For a professional video, it seems that a certain level of technical competence is required. In the absence of this, it is difficult to develop a training video of high quality. In any case, it is not an essential resource for the successful dissemination of research findings.
- A key factor in determining programme success seems to be the credibility of the programme presenter/facilitator. This issue is methodologically important. It suggests that the same programme could produce different results in the hands of a different presenter. Linked to this is the question of the programme participants. It is analogous to the questions that arise in evaluating psychotherapy. Global questions concerning the efficacy of psychotherapy are meaningless. In order to be of value questions need to be differentiated (Goldstein, 1978), e.g. which method for which client with which change agent? Considerations of programme success must not be divorced from consideration of -
 - (a) programme presenter and
 - (b) participants' experience and base line knowledge.

4. A PROGRAMME EVALUATION

One of the project's goals was to evaluate the programme in an Irish context. Results from the evaluation are encouraging but must be heeded with caution because of the limitations associated with the two pilot runs with the programme. Chief among these limitations is the absence of pre-programme data on the participants. It may also be that the teachers in the research sample constitute a cohort of very competent teachers who were really seeking a research imprimatur for existing classroom management practices. In order to make more substantive claims about the programme it needs to be used with:

- (i) pre-service student teachers;
- (ii) induction-group teachers;
- (iii) teachers with genuine classroom management problems;
- (iv) in the hands of a different facilitator;
- (v) using pre-programme measures;
- (vi) in cultures other than Ireland.

4. B WORKING THE EVALUATION

The following learning experiences arose out of the evaluation component of the project.

- Despite being grounded in the research literature, many of the evaluation instruments and records proved to be too blunt for sensitive recording. This was especially true for some of the concepts associated with the Kounin work, e.g. Signal Continuity and Momentum, Challenge and Variety in Seatwork. These concepts were clumsy to operate and were too diffuse to make for accurate evaluation. Items in other of the evaluation documents developed by the researcher were either not valid or not reportable. Where measuring scales were narrow, e.g. 1,2 3 or Yes/No, the tight range

led to problems within the statistical analysis. Further work needs to be done to refine these instruments. The problems with them did not manifest themselves until they were being utilised.

- The use of ethnographic methods, while attractive in an evaluation design, presupposes more resources than those available to a lone researcher, especially if N exceeds 2 or 3. The collection of fine grained thick descriptions presupposes prolonged engagement and this in turn presupposes availability of time. Part-time researchers may find the problems associated with time and other resources incompatible with the procedures involved in an ethnographic approach to research design.
- Coöpting colleagues to help in data gathering was an interesting dimension. They brought to the task the dual perspective of an insider looking out and an outsider looking in. Delicate footwork is required to successfully accomplish the training sessions needed to prepare colleagues for a research data gathering task. There is a very fine balance between, on the one hand, presenting them with information that is needed, and on the other hand, avoiding patronising them. Open, robust collegial relationships are necessary to ensure a smooth passage in this task.
- Determining the evaluand may be difficult in programme evaluation. There is a sense in which a programme may be more than the sum of its parts. Clear parameters are required as blurring at the edges may obfuscate the findings.

5. A WORKING WITH THE ECLECTIC RESEARCH DESIGN

- The findings that emerge from a composite design are meaningful for a wider audience than is the case in a more positivistic or naturalistic

design. The target audience for this research programme is mainly Irish teacher educators. While many among them may have competence in statistical analysis and the interpretations of findings, many more may be more at home with qualitative data. The dual aspects of the evaluation design permit communicating the results at a variety of levels. This is useful and may enhance the chances of the project results becoming influential in the Irish context.

- As suggested in Chapter 5 the demands on the researcher of oscillating between the two paradigms in an eclectic design are considerable. Different mental sets are simultaneously required to handle the data and this can be daunting at times.
- Qualitative data are often presented in case form. The writing of a Case involves a different style from that used in the distillation or reduction of vast amounts of primary data. Like the adaptation required to move with ease from numbers to narratives in an eclectic design, the same adaptation is required to move from data reduction to data inclusion for the uniting of a case. The different stylistic approaches required can be challenging.

6. A LINKS BETWEEN THEORY AND PRACTICE, AND PRACTICE AND THEORY

This whole project represents an effort to dovetail theory and practice. It was motivated by the malaise of practitioners who were earnestly seeking some tangible help to improve their daily practice. The Kounin work originated in practice and made its way into theory. The project which sought to look at this body of theory and apply it to practice constitutes a cyclical type of action. The goals that are now being discussed within this section are anchored in the research experience of applying theory in the practical field. At no point in the project was theory divorced from practice or practice divorced from theory.

The compilation of the programme and its presentation were grounded in a theoretical base. The programme participants were competent practitioners, who by their own admission had little exposure to theory. The learning experience which occurred from this coalition, or juxtapositioning, was enriching for both the researcher as a theorist/practitioner and for the experimental teachers as practitioners with a wealth of tacit theory. The research effort to apply theoretical findings in a new context worked very well. The research literature draws attention to how the teaching profession is traditionally scornful of research and the possibility of its being used in practice (Richardson - Koehler, 1988). In the words of Hargreaves (1984) teachers deem research findings to be "culturally inadmissible." However, if research findings match teachers' beliefs and understandings about how classrooms work, then they are receptive to them. The classroom management theme and the cognitive - behavioural approach to it were in harmony with teachers' cognitions and practices, so they responded positively to it. There was a definite bidirectionality between theory and practice.

In particular, the research experience in connection with the two way relationship between theory and practice goal suggested the following:

6. B THEORY INTO PRACTICE - PRACTICE INTO THEORY

- Experienced classroom teachers are rich sources of data on classroom management. Their experiential learning has taught them a great deal, but they need a lexicon with which to make this knowledge explicit.
- Experienced classroom teachers bring to the classroom management task a richer set of schemata than do inexperienced teachers. They process information differently and so, gains that accrue to them may be of a different order from those that might accrue to a preservice group of teachers who conceptualise management in a way that is less

sophisticated and differentiated than that used by more experienced colleagues. Experienced, competent teachers have their skills fine-tuned or affirmed while novice teachers need time to make sense of, and experiment with, the data base.

- Working alongside teachers as a member of a University department of education is a rewarding experience. The complementarity of knowledge and expertise can be garnered and used in a way that furthers the education of teachers.
- Teachers are responsive and enthusiastic if they perceive that a research theme is of fundamental importance to their professional rôle.
- Classroom management appears to be a reasonably simple, straightforward research topic. In practice it is complex and pervasive. The cognitive-behavioural approach to it calls for systematic, detailed presentation that is simultaneously sensitive to the intellectual and craft knowledge that this approach implies.

7. A A CASE LITERATURE FOR TEACHER EDUCATION

One of the merits of using a combined quantitative and qualitative evaluation design is that the qualitative data have the potential to yield case studies that provide rich insights into how teachers go about their work. In the case of this particular research project, the researcher was keen to stimulate interest in the development of a case Literature that could eventually contribute to teacher education. The writing of a case seems to pull together issues that are at the core of this project, viz.,

- (i) asking teachers to reflect on their practice and
- (ii) pinpointing the elements of effective teaching/management behaviours.

The case has the potential to simultaneously locate theory and practice. In the legal profession, the case method is respected as the best way to teach the most salient skill necessary for law practice, viz., the ability to *think* like a lawyer. The writing of cases opens up the possibility of developing the kind of critical self-awareness that enables a teacher to *think* like a teacher. A teacher is required to be not only a master of procedure but also of content and rationale - one who is capable of explaining why something is done. As a professional, the teacher should be capable of not only practising and understanding his or her craft, but of communicating the reasons for professional decisions and actions to others (Shulman, 1984, 1986b, 1987).

Arising from the project, the researcher has pondered on the whole notion of cases, and the next section highlights some of the issues relating to a case Literature for teacher education with particular reference to:

- (i) their possible contribution and
- (ii) the difficulties involved in their compilation and usage.

7. B THE CASE FOR CASES : Contribution and Problems

A well documented, richly described case that allows one to examine a situation "close-up," brings with it the possibility of moving from the particular to the general. Context-specific scenes have parallels, and the ability to generalise from a particular case lies within the competence of the case user. A case may be representative of, or a departure from, a particular type. Cases provide an open invitation to generalise. They can convey the complexity of teaching, and involve students in a simultaneous consideration of theory and practice. They catch the ambiguity and flexibility in situations. They require a problem solving approach rather than an algorithmic approach. This develops the reflective self-awareness of a skilled professional.

The context of cases can take many forms and can be used in conjunction with

other teaching modes in teacher education, e.g. microteaching, video-triggers, and simulation exercises. Possible topics for cases could be globally subsumed under the general rubric "teachers need to know." As suggested in this project, teachers need to know -

- (i) how to establish and maintain order in the classroom and
- (ii) how to present the curriculum.

Given these two broad categories of tasks that confront teachers, case topics could be used that focus on the elements or aspects of these professional demands. Arising from this piece of research, cases could be derived that focus, for example, on -

- (i) rapport building at the Beginning of the School-Year;
- (ii) rules and procedures for guiding classroom behaviour;
- (iii) the contingencies of teaching;
- (iv) intervening to deal with a mildly/chronically disruptive pupil;
- (v) establishing accountability for work;
- (vi) small-group teaching/whole class teaching;
- (vii) opening routines, transitions, terminating lessons.

Topics like these help students to develop a generator set of solutions that adapt to a shifting situation. They can produce principles of relevance that link facts to theory. "Within the field of teacher education, the knowledge of better ways to teach will be applied more effectively" (Gage, 1978, p.94). The scientific basis of the art of teaching is promoted through skilled use of cases. Professional knowledge becomes embedded within the context of practice. There are both cognitive and behavioural consequences for committed case users. They offer the means for developing strategic understanding, for extending professional judgement and decision-making. Conversations around cases allow teachers to reflect on their practice and build confidence in their

problem-solving skills.

Problems

While Cases seem to provide a powerful resource for teacher education, this innovation is not without its problems. Firstly, there is little empirical evidence coming from legal studies to convince us of the educative power of Cases (Carter & Unklesbay, 1988). It is not clear if the Case method is the best way to educate teachers to *think* like teachers. Given the high calibre of entrants into the teaching profession, especially in Ireland, many may be already "thinking like teachers" before they enter education schools. Cases imply time and funding, and their expense needs to be justified. More evidence in support of their educative power would help persuade educators of their value and lend momentum to the current emergence of interest in a case Literature for teacher education.

Secondly, there is the problem of who should write cases? They require a certain style that portrays teaching in the language of practice. They should represent the realities of teaching, but should convey something of a pedagogical puzzle through which teaching is not only represented in action, but can also be explicated, interpreted, argued, dissected and reassembled. The puzzles portrayed should not lend themselves to right or wrong solutions but rather should trigger educative conversations about teaching. This researcher believes that practising teachers are best equipped to write cases. Getting their minds around their work in written form, while posing a challenge, can also be professionally rewarding.

Thirdly, apart from the writing of cases, there is the question for teacher educators of who should work with or use cases in education programmes? This researcher is of the opinion that experienced classroom teachers are best suited to productively engage in the use of cases. These teachers know the texture of classrooms and have an intuitive but sophisticated feel for the

typicality or exceptionality of events. Their knowledge is event-structured, and accompanied by a rich store of remembered classroom scenes and situations. These have credibility for an audience of student teachers. Experienced, effective classroom teachers are capable of integrating the elements of teaching in a way that may not be natural or comfortable for a non-classroom teacher, or a methodology/discipline specialist in an education department. The unpacking of rich, carefully chosen examples from real life in classrooms is likely to be better handled by a daily practitioner, than by a teacher-educator, who may be either drawing on old, rather than current experience of classrooms, or relying on knowledge gained during fleeting visits to classrooms in the rôle of teaching practice supervisor. Involving classroom teachers in a collaborative endeavour with teacher educators can only be good for the profession. The development of a case literature and its usage opens up the possibility of forging these links, thereby helping to close off the theory-practice divide that has been at the basis of so much criticism in teacher professional developments.

This brings to a conclusion the structuring of the experiences associated with the research project and its goals.

8.6 CASES DERIVED FROM THE QUALITATIVE DATA

Within the appendix section (Appendix X) of this work, six teacher profiles are presented. These have been chosen because, at one level they represent the general corpus of the data collected, and at another level they include saliences which set them apart from the general thrust of the data. Three of the profiles were selected from the experimental set of data, while the other three come from the control groups' data. The sources of the vignettes were the narrative records that formed the qualitative data bank. When they were completed by the researcher, they were shown to the co-observer who had been involved with her on the data gathering for the teachers described. In all instances the co-observer agreed that the portrayals gave an accurate account of each teacher's performance. The cases presented must not be thought of as didactic type

cases. They are presented as they arose within the long-term evaluation data. They represent a first step in the spirit of the development wished for by the researcher concerning a case literature for teacher education.

The cases are written to include the following aspects:

- (a) scene coördinates (Burnett, 1973), i.e. a description of the participants, the physical setting, the activity, the props and the resources used;
- (b) the behaviour stream within the scenes i.e. the transactions and saliences that occurred;
- (c) the ratings for the measure Effective Classroom Management.

8.7 CONCLUSION

The previous sections of this final chapter have sought to bring the work together, firstly at the level of programme evaluation, and secondly at the more global level of the project as a whole. To conclude, this chapter now turns to the implications of the work, and to the further research areas prompted by the work.

IMPLICATIONS

The current educational literature is rich with findings on how to improve teaching (Kyriacou, 1986, Zumwalt, 1986). Classroom management is an important aspect of effective teaching and co-occurs alongside it. Teacher educators should respond to the call to systematically address the theme of classroom management in their programmes (Elton, 1989). Failure to do so is a denial of its importance or a serious professional omission. This project has shown that research findings that originated in another culture have applicability outside their culture of origin. The research findings are amenable to translation in a way that finds favour with teachers - so much favour, that they incorporate them into their skills repertoire. Using a cognitive-behavioural approach to

convey classroom management findings seems to correspond to the current concern in the educational literature to produce teachers who are both reflective and skilled. In this context, the project seems timely and fruitful. Its findings may help to persuade teacher educators about the value of a systematic, research-based approach to the classroom management theme. The cognitive-behavioural approach must be attractive in that it situates teaching as both an intellectual and craft based activity. Thinking and doing are paid equal attention, and in a skills-based profession, the simultaneous presentation of these rôle dimensions through a unifying theme like classroom management, is not only cost-effective, but stimulating and relevant.

Apart from the practical relevance of the research theme, the combined research design in which it was couched has helped to answer a question of fundamental importance in the effectiveness domain, i.e. it confirmed the linkages between classroom management and effective teaching. It also aroused an interest in a case literature for teacher education. Such a literature is sparse at present, and the case method is but at the ideas stage, but rich qualitative data that are laden with verbatim reports from experienced and novice teachers, call to be developed into a case literature. Early steps in this direction may falter, but out of humble beginnings, great things may come. The successful use of an eclectic design combining as it does both qualitative and quantitative aspects should encourage further research in this genre. Hard findings are illumined by information on what is really at play. The interaction of findings coming from a combined design can be woven into cases that are empirically based while simultaneously facilitating educative conversations about a focus of choice.

While the project was a constant source of joy and anguish to the researcher over a long period, and while the results encourage and attest to the value of the undertaking, there are still important research issues that remain. Some of these constitute fertile areas of research in their own right; others are extensions of this work. These are now suggested.

RELATED RESEARCH ISSUES

1. Because generalizability from a detailed study with small samples is not possible, further studies on classroom management need to be conducted. Such studies should focus not only on the range of teacher behaviours associated with effective management, but should seek to examine if these behaviours mean the same thing or are functionally equivalent in different contexts. The findings from these studies should be integrated to build valid conceptual frameworks from which teacher educators could draw when conveying classroom management knowledge to students of teaching.

2. The management focus should shift from placing the teacher at the centre of the research agenda to a detailed, close look at the pupils. Studies should be conducted to get a clear picture of what life is like for pupils in classrooms that are poorly, optimally and over-managed. At present many of the best studies of classroom processes have been conducted in the microethnographic and sociolinguistic traditions. These research approaches could be combined with more traditional process-product methods to provide richly grained, scientific findings on the consequences and experiences for pupils of being placed in classrooms that are variously managed. Until those data are in, the knowledge base on classroom management is lop-sided.

3. Research efforts need to be devoted to an examination of the scene coördinates that influence classroom management. Findings are needed on what are the most influential context variables on management. Possible areas of investigation should include whole group versus small group teaching; subject variables, pupil variables, time-of-day; physical lay-out of classrooms, written work versus oral work, discipline policy within the school, teacher preparation etc. etc.

4. Studies of classroom management must yield information on how effective managers plan. Details are required on the patterns of thinking that influence planning. The scripts used by effective managers could be developed into a Case Literature data base that would make a valuable contribution to this vital area of the management process. Modern approaches to investigation like stimulated recall and/or task modeling should be employed to aid effective managers in the unpacking of the details of their planning and conceptualisation of management.
5. The current emphasis in research programmes on effective management needs to broaden its boundary from the classroom, and extend to the broader context of the whole school. The question of establishing and maintaining order is not simply a classroom relevant issue. It is an issue that pertains to the school as a whole. Valid data on effectively managed schools would strengthen the existing schools' effectiveness literature and would offer badly needed help to those involved in developing context-sensitive policies for dealing with disruption at the general level of the school.
6. In order to be comprehensive, a serious study of classroom management needs to provide more tangible help to teachers dealing on a daily basis with one or more chronically disruptive pupils. For many teachers, their stress levels are activated not by the great majority of their pupils, but by a minority of pupils. A research focus needs to address the particular problems generated by such pupils in an otherwise orderly milieu.
7. Staff development efforts aimed at communicating research-derived principles of management to beginning and experienced teachers should be conducted and evaluated. The knowledge base concerning how best to share management research findings needs to be extended and

validated. Important questions surround the possible different approaches needed to share the research base with pre-service, induction and inservice teachers. Their varying conceptual apparatus and experiential learning may imply important modifications in the presentation of the data base. Until information is available on this, it is unlikely that teacher education programmes will be in line with the richness of the expanding knowledge base on classroom management.

8. There is need for research on the effects and effectiveness of the case Method. Allied to this, research efforts need to be coördinated to evolve a case literature that can be used as a repository for knowledge about teaching. Issues of who should write the cases, work with the cases, and how best to present the cases, all need investigation. Until this whole area is researched, the current enthusiasm for the adoption of cases into teacher education must be kept in perspective. Working with cases is going to be an expensive, labour intensive development in teacher education. It cannot be undertaken lightly in the current financial climate that has already had such devastating consequences for education in many countries. A thorough examination of the Use of Cases in Teacher Education constitutes a pressing research focus.

8.8 FINAL WORD

Studies on classroom management have grown in popularity as a consequence of the shift in emphasis from misbehaviour and discipline to the classroom structures and processes that create and sustain purposeful order. This particular study was undertaken not so much on the tide of change in a dominant research emphasis, as in response to a teaching profession that was vocal about its concerns and committed to their examination and resolution. Properly utilised, the findings from the work have the potential to contribute in a practical way to those teachers for whom it was conducted.

APPENDICES 1 — X

APPENDIX 1

Survey Questionnaire

Please supply the following details by placing a Tick in the appropriate Box

☐

1. Type of school in which you teach:

Primary

☐

Vocational

☐

Secondary

☐

Community

☐

Special

☐

Comprehensive

☐

2. Location:

Urban

☐

Rural

☐

3. Type of Class/es you teach:

Boys

☐

Girls

☐

Mixed

☐

4.

Mixed Ability

☐

Streamed

☐

5. Approximate number of pupils in your Class/es:

Please enter number in Box

6. Length of time you have been teaching:

Please enter in box (years)

7. Sex:

Male

☐

Female

☐

8. How long have you been teaching in this school?

Enter response in this box

Yes

☐

9. Has your teaching experience been with the same age group?

No

☐

10. What do you understand by Classroom Management — briefly describe:

11. Is Classroom Management an issue that concerns you?

Definitely
Yes

Yes

No

Definitely
No

☐
☐
☐
☐

Please state why:

12. How does Classroom Management differ from classroom instruction?

Give your views:

13. Did your teacher training programme prepare you for this aspect of your career?

Definitely
Yes

Yes

No

Definitely
No

☐
☐
☐
☐

Please give details:

14. Have you had any in-service training in Classroom Management?

Yes

☐

No

☐

If the answer is yes, please give details:

15. Do you have difficulty in successfully managing your class/es at present?

Definitely
Yes
☐

Yes

☐

No

☐
Definitely
No
☐

Describe difficulties you are experiencing or suggest why it is you are not experiencing any difficulties:

16. Describe your image of an effective classroom manager:

17. Is your task as a teacher becoming increasingly demanding?

Definitely
Yes
☐

Yes

☐

No

☐
Definitely
No
☐

Suggest reasons why — What evidence supports your view?

18. Do you teach pupils coming from:

(1) One parent families —

☐

(ii) Families in which both parents work outside the home —

☐

(iii) Families in which father is unemployed —

☐

(iv) Families in which mother only works outside the home —

☐

Indicate your views of parental working patterns in relation to pupils' classroom behaviour —

☐

19. Is the school neighbourhood in which you teach considered to be disadvantaged?

Yes

☐

No

☐

In your experience do neighbourhood factors influence classroom behaviour?

Give your views —:

20. Are you experienced in teaching both the **old** and the **new** curriculum?

Yes

☐

No

☐

Indicate any observations related to classroom management issues and curriculum:

21. Has your school a policy for dealing with disruptive pupils?

Yes

☐

No

☐

Give details:

22. Is there support available in your school for members of staff who may be experiencing classroom management problems?

Yes

☐

No

☐

Give details:

23. Do you attach any significance to the beginning of the school year as an important time for establishing classroom management?

Definitely
Yes

☐

Yes

☐

No

☐

Definitely
No

☐

Please state why

24. Would you be interested in some in-service provision in the area of classroom management?

Definitely
Yes

☐

Yes

☐

No

☐

Definitely
No

☐

If definitely yes, or yes, please respond further:

LOCATION

School based

☐

Out of School based

☐

TIMING

During Term

☐

Out of Term

☐

PREFERRED FORMAT

Lecture

☐

Seminar

☐

Workshop

☐

Rôle-play/simulation exercises

☐

"Hands on" (i.e. with pupils present)

☐

Combined methods

☐

PREFERRED DURATION

One week

☐

Three days

☐

One day

☐

Spaced over a period of time

☐

Conducted over a consecutive period of time

☐

THANK YOU FOR YOUR HELP.

Maeve Martin

APPENDIX 11

Rules and Procedures

Rules and procedures each refer to stated expectations regarding behaviour. A rule identifies **general** expectations or standards. A procedure usually refers to a **specific** activity and is usually directed at accomplishing something, rather than at prohibiting some behaviour, or defining a general standard.

SOME COMMONLY USED RULES
GOVERNING STUDENT BEHAVIOUR

RULE 1 - BE CONSIDERATE OF OTHERS

For this rule to have meaning, examples must be given, e.g. -

Listen carefully when others speak; behave courteously at all times.

Don't interrupt others; Don't call students names.....

RULE 2 - RESPECT OTHER PEOPLE'S PROPERTY

This rule includes guidelines like - keep the room clean and tidy. Ask for permission to borrow from another student. Be careful using A.V. equipment.....

RULE 3 - DON'T INTERRUPT THE TEACHER OR OTHER STUDENTS WHEN THEY ARE SPEAKING.

This rule teaches students how to behave during teacher presentation of lessons and class discussions. It allows for the development of teaching students how to comment, contribute or ask a question. It includes behaviours like

"put up your hand, and wait until teacher calls on you".....

RULE 4 - DO NOT HIT, SHOVE OR HURT OTHERS.

For this rule a discussion of hurt is useful. Reference to potentially hurtful behaviours clarifies for students that these will not be tolerated and it allows opportunity for suggesting prosocial behaviours instead.

RULE 5 - OBEY ALL SCHOOL RULES.

While emphasising classroom management and rules for within the classroom, the teacher may need to explain that acceptable behaviour is desirable in all areas of the school, viz., the corridor, the school yard, the lunch room, the hall etc. Teachers may supervise students in these areas, so expectations for behaviour may be made clear in the classroom.

PROCEDURES

A programme on classroom management should address the following aspects of classroom life to enable smooth, trouble-free functioning. Procedures should be drawn up to ensure clarity of expectation for student behaviour in all these areas:

1. Moving in and out of the classroom
2. Room area usage
3. Seatwork and Teacher-led activities
4. Small Group Activities
5. General Procedures.

1. **MOVING INTO AND OUT OF THE CLASSROOM:**

- (a) Entering the classroom at the beginning of the school day/class period
- (b) Beginning the school day/class period
- (c) Attendance check/roll call
- (d) Leaving the classroom
- (e) Returning to the room
- (f) Ending the day/class period.

2. **ROOM AREA USAGE**

- (a) Teacher's desk and storage areas
- (b) Student desks and other student storage areas
- (c) Storage for common materials
- (d) Water fountain, pencil sharpener, waste paper basket
- (e) Toilets
- (f) Learning bays, subject centres, and equipment areas

3. PROCEDURES DURING SEATWORK AND TEACHER-LED ACTIVITIES

- (a) Student attention during teacher presentation.
- (b) Student participation in teacher-led lessons
- (c) Talk among students
- (d) Obtaining help from teacher or other student
- (e) Out-of-seat procedures
- (f) Completion of assignments in class
- (g) Transition from one curriculum area to another

4. PROCEDURES DURING SMALL GROUP ACTIVITIES

- (a) Getting the class ready for an activity
- (b) Student movement into and out of the group
- (c) Expected behaviour of students in the small group
- (d) Expected behaviour of students not in the small group.

5. GENERAL BEHAVIOURS

- (a) Distribution of materials
- (b) Collection of materials
- (c) Interruptions to classroom activities caused by arrival of visitors or intercom message etc.....
- (d) Corridor
- (e) Playground
- (f) Hall
- (g) Fire Drill
- (h) Shop.

APPENDIX 111

EFFECTIVE CLASSROOM MANAGEMENT
COURSE MANUAL

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INTRODUCTION

COURSE OBJECTIVES:

The objectives of this course will be

- (i) to help teachers to become reflective practitioners and
- (ii) to extend their existing management skills.

COURSE MODEL:

The course belongs to a cognitive - behaviourist school of thinking. The theoretical underpinnings are rooted in cognitive psychology but the practical implementation of the behaviours stemming from the course are behaviourally oriented. A conceptual map of classroom life forms the backdrop for a set of behaviours associated with good management practices.

COURSE PRESENTATION:

The course aims to be interactive in nature, i.e. participants and facilitator will jointly contribute to the issues under examination. The basis for this approach is the belief that teachers are rich sources of data on their own management practices and are the best qualified to comment meaningfully on their own ideological stance, their own work context and the management concerns which occupy their minds. Teachers too are best qualified to explore possible routes to dealing with management problems in their own context as they alone can judge the sense of "*fit*" between all the variables involved. The course will provide a forum for airing issues and will provide a common language to discuss pertinent material.

Another aspect of the course is the use of a training video. The video endeavours to comprehensively handle the goals of the programme. The filming has taken place in both primary and post primary schools and the teachers who cooperated had no specific instructions other than to teach in their normal fashion. Some of the concepts addressed in the programme are beautifully illustrated by the teachers, while others are not manifestly apparent. The merit of the video is its credibility. It reflects real teachers in real classroom situations. The commentary aims to promote skills acquisition and to familiarise the course participants with the issues.

This manual which forms part of the programme sets out to supplement the training video. It can be used by teachers as a reference or handbook following their participation in an Effective Classroom Management course. The reading list at the end of the manual may be of interest to anyone wishing to pursue the themes under discussion.

In short this brief course on classroom management aims to provide a research base for both in-service and pre-service teachers. The elements of the course revolve around the contribution of the participants, the viewing of the video and the aid of the manual. The course does not set out to provide a nostrum or panacea for all classroom ills. Rather it is more modest in its ambitions. It aims in a broad sense to sensitise practitioners to the issues involved in classroom management and in so doing, to enable individual teachers to become increasingly competent and effective in this crucial area of their professional rôle.

CLASSROOM ECOLOGY

The rationale behind the model of this course suggests that it is essential for the classroom teacher to be fully au fait with the features of his/her workplace i.e. the classroom. This kind of propositional knowledge about classrooms provides the teacher with a cognitive map of classroom life and so the teacher is unlikely to be caught off-guard when something unanticipated occurs in the course of the workday. Familiarity with the many facets of the classroom equips teachers to read situations accurately and thus avoid being wrong-footed. When you build into the teachers' repertoire a set of behaviours associated with effective management and combine these behaviours with the cognitive map or schemata of classroom life, then, research suggests, problems of disruption are minimised and an effective learning environment is created which frees the teacher to teach. It is for this reason that classroom management and instructional management are intertwined and to separate them seems a pointless issue. Good management practice alone will not ensure the successful implementation of the curriculum. But in the absence of effective management practices, pedagogic skills alone will not guarantee satisfactory learning outcomes. The two aspects of classroom practice seem interdependent and reciprocal in their interaction.

INSTRUCTIONAL SKILLS

MANAGEMENT SKILLS

Walter Doyle (1980) of the University of Texas has contributed to our knowledge of the complex nature of classroom life. He teased out the varied aspects of classroom life in an effort to increase our propositional knowledge about classrooms. In conjunction with other researchers in this area, Doyle postulated that this data base or knowledge gained from research distinguished the professional from the hack. It enabled the professional to reflect and to anticipate and so to lift his craft from the bag-of-tricks level to the thought-out, theory based implementation of research findings. In other contexts (cf. N. Gage 1978) this has been referred to as the scientific basis of the art of teaching.

Research in this area cautions against viewing the classroom as a static entity. Rather Doyle urges us to conceptualise the workplace as a dynamic system in which there is a constant ebb and flow. It is this dynamic feature of classrooms that makes life there so constantly challenging. The features of classroom motion highlighted by Doyle (1980) are as follows:

1. IMMEDIACY

This aspect of classrooms refers to the speed at which things occur there. A busy teacher may have multiple demands made on him/her and effective management often requires dealing with them immediately.

2. PUBLICNESS

The classroom is a public arena. The teacher is constantly on view to the pupils in his/her class and all the time, those pupils learn about the management competence of teacher. Pupils are witnesses and evaluators.

3. MULTIDIMENSIONALITY

This feature of classrooms refers to the many functions of the classroom. Mostly it serves as a learning centre, but it may also be a lunch-room, a P.E. room, a display area or indeed a place of worship. This variety dimension means that many mixed interaction patterns occur among its occupants. The rôles of the participants alter depending on the central task, but the rôles are played out in the same classroom or work environment.

4. UNPREDICTABILITY

It is an accepted fact that the behaviour of human beings is unpredictable. Life in classrooms is no exception to this canon. A teacher may be called on to deal on a daily basis with a number of pupils whose behaviour and response set are totally unpredictable. Taking this facet of classroom life as a given, enables the teacher to deal more competently with the vagaries of the learners.

5. HISTORY

The school archives or chronicles are being compiled daily. Pupils come to a class teacher with a knowledge of that teacher's reputation. This teacher profile is handed down from one cohort of pupils to the next and the details of management or mismanagement are carefully documented. Perceptions may vary but there tends to be a consensus among the observers.

6. SIMULTANEITY

As a teacher teaches there are many foci of attention. This is especially true for the busy teacher dealing with groups who are engaged in a variety of tasks. Alongside this, there may be the intrusion of the intercom or some pupil on tour with lost property. All aspects of life in classrooms warrant teacher attention. It takes a certain skill and experience to selectively attend to them all while maintaining an instructional rôle.

The programme aims to sensitise participants to these dimensions of their workplace. With experience, the classroom teacher develops an implicit or intuitive knowledge of these features. He/she becomes context sensitive and this familiarity with the texture of classroom environment forms the basis of the schema or map of classroom life. Against this backdrop we meet the pupils with their own individual needs and motivations and abilities. They are the dramatis personae in the classroom arena. Life in classrooms must take into account the context and the actors. Both interact, and successful teachers deal sensitively with these key variables in their management practices. They introduce the curriculum to their pupils in a learning environment, in a way which is informed and reflective, and their painstaking, proactive planning pays off.

TEACHER BEHAVIOURS

In this section of the programme we focus on the research findings of Jacob Kounin. His seminal work at Wayne State University c.1970 points up a set of teacher behaviours which correlates with effective management practices. These proactive behaviours distinguish more effective classroom managers from less effective managers. The approach to management espoused here has already been referred to as cognitive behaviourist in orientation. The Kounin data base provides us with the recommended set of behaviours. The assumption is that if a teacher incorporates these behaviours into his/her repertoire of skills then disruption is minimised and pupils spend more time-on-task. The behaviours in question are:

WITHITNESS, OVERLAP, SIGNAL CONTINUITY and MOMENTUM and
CHALLENGE and VARIETY IN SEATWORK.

It may be that intuitively a competent teacher implements these behaviours but classroom research has shown that the behaviours may be operationalised and so presented to teachers for consideration and perhaps ultimate adoption by some teachers. Let us get the flavour of these behaviours. Their designation may be slightly trendy, but their subskills are in fact quite conservative.

WITHITNESS

The key Kounin behaviour is WITHITNESS. This side of the Atlantic, researchers like Professor E. Wragg of University of Exeter, refer to the concept as "vigilance." It involves Being on the Ball, having eyes in the back of your head. It describes the ability of the teacher to communicate to the pupils that he/she knows what they are doing in the classroom at all times. It is teachers' constant awareness of all pupil behaviour. The effective classroom manager indicates this awareness to the pupils. How? The most visible way for a teacher to transmit this vigilance is by stopping misbehaviour in a timely and appropriate manner. This involves:

- and
- (i) nipping potential problems in the bud before they escalate
 - (ii) locating the right culprit.

The research data surrounding this effective mode of early intervention are well substantiated. Consideration should be given to the subskills or ingredients of withitness. These include:

1. Scanning the entire classroom at regular intervals
2. Monitoring pupil activities
3. Early and accurate intervention
4. Communicating firmness (I-mean-it-and-now) and clarity (use of precise, unambiguous language).

5. Giving an impression of face-to-face dominance or executive control i.e. reflecting confidence and calm.
6. Positioning oneself to allow scanning and monitoring to occur without obstacle.

These basic strategies can be developed by a teacher who is motivated to acquire them. Assess the teachers in the training video for this important characteristic.

OVERLAP

The teacher behaviour which Kounin called overlap refers to the teacher's ability to deal successfully with two classroom events at the same time. An effective manager does not become engrossed in one classroom event to the neglect of another competing event. He/she deals with the events simultaneously. While conducting a reading group, the skilled teacher copes with intrusions from an individual pupil or pupils without losing sight of the task in hand. If a teacher displays both withitness and overlap there is a strong chance that pupils will be more involved in their work and as a consequence disruption will be kept to a minimum.

The subskills involved in *OVERLAP* include:

- Eye Contact
- Movement
- Touch/Gesture
- Brief Helping Contacts
- Physical proximity/Use of territory
- Pupil's name
- Actively attending.

How do you rate yourself on this important dimension of classroom management? Watch for overlap or its absence in the teachers filmed for the training video.

SIGNAL CONTINUITY AND MOMENTUM

The skill under discussion here refers to the teacher's ability to teach well prepared lessons at a brisk pace. The signal continuity involves the cues or messages that the teacher transmits to the pupils about the task in hand and the momentum is related to an appropriate moving along of the lesson. The concept presumes an absence of jerkiness in lesson presentation and smooth transition from one segment of activity to another. Kounin found that maintaining momentum throughout a lesson and throughout the day was the single most successful behaviour management technique for promoting work involvement and minimising behaviour disruptions. Movement management was even more significant in controlling behaviour than techniques of deviancy management per se. In short, pupils need a continuous academic signal or task

to focus upon. In its absence, pupils become restive, disruption creeps in and escalates in frequency and intensity.

To develop the skills of *SIGNAL CONTINUITY AND MOMENTUM* :

1. Be thoroughly prepared
2. Give thought to the resource materials
3. Attend to the pace of the presentation.
4. Be sensitive to mixed ability classes.
5. Establish clear signals.
6. Avoid thrusts, dangles, flip flops, slow-downs, false-starts, backtracking, truncations, fragmentations and overdwelling.
7. Ignore fleeting inattention.

As you view the training video, attend to the features just discussed and see if they occur in the teacher behaviours you observe.

CHALLENGE AND VARIETY IN SEATWORK

This feature of teacher behaviour refers to the pitch or level of difficulty of assigned work for pupils. It aims to minimise satiation i.e. to avoid boredom with a task because you have had enough of it. An excess of repetition may lead to off-task behaviour while a feeling of progress produces more on-task behaviour from pupils. The skill refers to the teacher's ability to harness pupil attention and to sustain this involvement throughout the lesson. Ideal seatwork is selected at the right level of difficulty (easy enough to allow successful completion but difficult enough or different enough from previous work to suggest progress) and it includes variety. Older pupils may not need as much variety in their assignments as younger pupils, but a feeling of success seems important for all learners.

To develop this aspect of management:

1. Show enthusiasm for the learning task.
2. Reward and encourage appropriate behaviour.
3. Use variety in voice, movement, gesture, dress.
4. Set goals - both long-range and short-range.
5. Introduce humour.
6. Indicate progress.
7. Avoid overuse of repetition.
8. Prepare a spread of materials.

In the section of the training video which deals with this concept, look out for aspects of the skill. Reflect on your own teaching and ask yourself if it reflects a lot of variety and stimulates challenge?

To recap - modern research on classroom management suggests that there is a range of behaviours which if included in a teacher's repertoire, can reduce disruption and increase work involvement. These behaviours are:

WITHITNESS
OVERLAP
SIGNAL CONTINUITY AND MOMENTUM
CHALLENGE AND VARIETY IN SEATWORK

Is this model too naive or simplistic? Has it anything to say to you? Have you been implementing these behaviours all along without perhaps knowing about their respectable research underpinnings? If you are not implementing some or all of the teacher behaviours here discussed, how willing are you to try some of them out and if successful, adopt them as a constant feature of your teaching? The discussion element of this programme aims to provide an opportunity for participants to give their views. Let's have yours.

THE BEGINNING OF THE SCHOOL YEAR

The initial encounters between teachers and pupils are of critical importance in determining the shape of things to come for the remainder of the school year. A group of researchers at the University of Texas at Austin (Emmer, E.T., Evertson C.M. and Anderson L.M.) have contributed to the research literature in this area. They have identified clusters of behaviour which describe effective managers. These managers typically exhibit.

- Behaviours that convey purposefulness.
- Behaviours that teach pupils appropriate conduct.
- Skills in diagnosing pupils' focus of attention i.e. being sensitive to pupil confusion or pupil inability to cope with a task, or pupil preoccupation with something other than the task in hand.

The research message is clear. An effective classroom manager communicates to pupils a clear agenda. He/she assumes leadership in the classroom from the beginning and inducts the pupils into their new environment by teaching appropriate ways of functioning in that environment. The research suggests that the early days should concentrate on establishing and implementing big rules and that pupils should be in no doubt about teacher expectation or enforcement of these rules. This setting of climate or style carries with it great implications for the remainder of the year. If given due attention at the beginning of the year, then, the literature suggests that maintaining order throughout the year is a relatively undemanding task. It is for this reason that careful planning and detailed communication are of great importance. A review of the concepts in this area seems justified.

1. More effective managers are distinguished from less effective managers by the following teacher practices. More effective managers -

- have good room arrangements;
- establish clear, specific rules governing pupil behaviour and procedures for conducting routine instructional and housekeeping activities;
- teach their rules and procedures to pupils as they would any other new content area;
- consistently enforce their expectations (re rules and procedures) by monitoring pupil behaviour and applying reasonable and appropriate consequences.

2. A good room arrangement is one which -

- eliminates potential pupil distractions;
- minimises opportunities for pupils to disrupt others;
- permits easy flow of traffic;

- avoids congestion in areas like the pencil sharpener, storage areas, exits, reading bays etc.;
 - arranges seating to ensure pupils can easily hear/see instructional displays and presentations;
 - ensures high teacher visibility and enables teacher to monitor all areas of the room;
 - facilitates ready access to storage space and necessary materials.
3. Before school starts, effective classroom managers plan how they want their classrooms to operate and they develop a set of rules and procedures to meet their expectations -
- Rules govern pupil behaviour such as pupil talk, respect for others and their property etc. Effective managers limit their rules to 3 to 6, stating them in generic language which encourages pupils to take responsibility for their behaviour. Some rules may be specific.
 - Procedures apply to specific instructional routines or housekeeping tasks such as: storing personal belongings, going to the toilet, distributing and collecting materials or copy books, getting the teacher's attention, lining up, movement within the classroom or around the school, taking down homework etc.
4. Effective managers re-evaluate their rules and procedures throughout the year. In particular at the beginning of the year, they develop alternative procedures in the event that their tried and true methods do not work with this year's class.
5. Effective managers teach their rules and procedures to pupils just as they would any other content area. This involves -
- presenting rules and procedures as they are needed by pupils
 - carefully explaining the rule or procedure, demonstrating it as necessary
 - leading a discussion of the rationale and application of rules and procedures
 - having pupils practise procedures as necessary
 - providing feedback to pupils
 - reviewing and re-teaching as necessary rules and procedures to the point where they become automatic for pupils - usually about three weeks.
6. Effective managers also develop a reasonable system for consistently reinforcing their rules and procedures which include positive feedback and rewards for good behaviour and fair and appropriate consequences for inappropriate behaviour.

7. Effective managers establish a hierarchy of consequences or sanctions which they feel comfortable in administering. A hierarchy of consequences might range from:
- (a) establishing eye contact, pointing a finger, moving closer to the pupil, to
 - (b) having the pupil restate the broken rule, interviewing the pupil, withholding a privilege, assigning detention, to
 - (c) contacting parents, suspension, expulsion.

There is a neat but burgeoning literature on this sensitive period of the school year. The reading list accompanying this programme introduces the reader to the relevant research.

What importance do you attach to initial encounters with classes? In the discussion element of this programme, let us share our views with one another.

ALTERNATIVE APPROACHES TO CLASSROOM MANAGEMENT

A large body of literature has grown up around the treatment of chronic and serious behaviour problems of elementary and secondary pupils. The main thrust of this literature comes from the psychotherapeutic field and is really beyond the scope of this programme. Descriptions of some alternative approaches to the question of management are available in Charles, 1981. These approaches vary from Teacher Effectiveness Training, Transactional Analysis, Assertive Discipline, Reality Therapy, Social Discipline through to Behaviour Modification. Although, commonly associated with the topic of classroom management, much of the work may not be of practical value to the teacher, because it deals primarily with large scale intervention programmes rather than with classroom structures and the processes of curriculum implementation. Moreover, with the exception of behaviour modification, there is little research available concerning the implementation or the effectiveness of most discipline models.

Several useful studies, reviews, and collections on behaviour modification techniques are now available. The weight of the evidence suggests that most of the early recommendations for elaborate and complex systems of token economies, systematic contingency management, and ignoring undesirable behaviour while praising desired behaviour were impractical for individual classroom teachers. Moreover, using rewards for desired behaviour or academic performance can have deleterious effects on intrinsic motivation.

Attention has turned recently to systems for teaching pupils social skills, coping strategies, participation skills, and self-monitoring and self-control strategies. The emphasis, in other words, is moving toward helping pupils learn to cope with classroom processes rather than having teachers implement behaviour modification programmes in the classroom. This recent work on discipline suggests that there is a growing interest in understanding how teachers perceive and cope with chronic pupil behaviour problems and in the development of behaviour modification strategies that focus on working individually with pupils outside the classroom setting itself. Less emphasis, in turn, is being placed on converting teachers into therapists or classrooms into treatment centres. This latter development may find favour with many teachers who perceive their professional rôle as an instructional one rather than to act as an agent of change.

POSTSCRIPT

Now that you have completed the programme on Effective Classroom Management it is hoped that you will have found it relevant and that in some measure it will have met your needs.

Maeve Martin.

READING LIST

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APPENDIX 1V

Content of Training Workshops

TRAINING WORKSHOP No.1

| <u>Time</u> | <u>Theme</u> | <u>Format</u> |
|--------------------|---|------------------------------|
| 20 mins | Overview of the research project | Trainer-led |
| 20 mins | Discussion of the participants' task | Interactive |
| 20 mins | Overview of training procedures and materials | Demonstration Trainer-led |
| 15 mins | General discussion, Question & Answer session | Interactive |
| 20 mins | Kounin work + Texas extension of this data base | Trainer-led |
| 15 mins | Examination of Kounin Observation Schedule | "Hands-on" |

TRAINING WORKSHOP No.2

| | | |
|---------|--|------------------------------|
| 15 mins | Checking trainees' familiarity with the Kounin Observation Schedule | Interactive |
| 10 mins | Viewing of pre-recorded classroom video in which target behaviours were displayed | Engaged behaviour |
| 10 mins | Checking of Observation Schedule for thorough understanding and coding procedures | Interactive |
| 10 mins | Viewing same classroom as before, while recording target behaviours using schedule | Observation and coding |
| 20 mins | Corrective feedback and discussion | Interactive |
| 10 mins | Replay of same classroom video, observation + recording using Kounin Schedule | Observation and recording |
| 10 mins | Corrective feedback + discussion | Interactive |
| 10 mins | Interval | --- |
| 25 mins | Introduction of Teacher Interview Schedule | Trainer-led |

TRAINING WORKSHOP No.3

| <u>Time</u> | <u>Theme</u> | <u>Format</u> |
|-------------|--|------------------------------|
| 10 mins | Warm up | Interactive |
| 15 mins | Observation + coding using a "new" classroom video | Observation and coding |
| 15 mins | Corrective feedback + discussion | Interactive |
| 15 mins | Observation + coding as above | Observation and coding |
| 15 mins | Comparison of trainees' results | Interactive Participative |
| 10 mins | Interval | --- |
| 15 mins | Checking familiarity with Teacher Interview Schedule | Interaction Trainer-led |
| 15 mins | Viewing of training video on interview skills | Observation |
| 10 mins | Discussion of video, highlighting important features | Trainer-led |

TRAINING WORKSHOP No.4

| | | |
|---------|---|--|
| 10 mins | Warm-up | Discussion |
| 15 mins | Viewing of Interview Technique Video | Engaged Behaviour |
| 15 mins | Teacher Interview Schedule examination in the light of training video | Participative |
| 20 mins | Introduction of the Pupil Interview Schedule | Trainer-led |
| 10 mins | Interval | --- |
| 20 mins | Classroom observation in vivo in College practice primary school | Pairs of observers in 3 separate classrooms |
| 20 mins | Comparison of recordings among pairs (Back in College Resource Centre) | Discussion |
| | Early inter-observer agreement scores | Computational |

TRAINING WORKSHOP No.5

| <u>Time</u> | <u>Theme</u> | <u>Format</u> |
|-------------|--|---|
| 5 mins | Warm-up | Discussion |
| 20 mins | Revision of instruments - Kounin Observation Schedule Teacher Interview Schedule - Pupil Interview Schedule | Interactive |
| 30 mins | Observation in vivo | Different pairs of observers in different classrooms |
| 10 mins | Interval | --- |
| 15 mins | Comparison of codings | Discussion |
| 15 mins | Viewing of classroom video in laboratory setting | Engaged behaviour |
| 10 mins | Coding + establishment of Inter-observer agreements | Discussion |
| 15 mins | Overview of data-gathering task | Trainer-led |

APPENDIX V

Evaluation Records

(Short Term)

As this course constitutes a pilot run of a programme on Effective Classroom Management your comments on both the satisfactory and unsatisfactory aspects of the course will be of great value in helping to streamline the programme and get it to a satisfactory final state. Each day your cooperation in completing an evaluation form will be sought. Please answer openly and comprehensively.

Your contribution will be of immense value in pruning the programme and shaping its final outcome.

Many thanks,

Maeve Martin

July 1987

DAY 1 EVALUATION

1. Please state your reasons for coming on the course

2. Has it occurred to you that the course might produce change?
yes no

If yes, what kind of change had you in mind? Please describe:

3. Indicate your openness to change in behaviour and attitude following an in-service course:

very low low moderate high very high

4. Did you like how the day's proceedings unfolded?
definitely yes yes no definitely no

Indicate for example the stimulating, boring, enjoyable, threatening, relevant, irrelevant aspects of the day's programme:

5. Give your views on the use of the Video. Was it:
very helpful helpful unhelpful very unhelpful

Some spontaneous remarks on the video would be appreciated.

6. Give your views on the written material. Was it:
very helpful helpful unhelpful very unhelpful

Anything you want to add re the written material?

7. Did to-day's programme match the outlined programme plan or time-table?
yes no

If not, what happened instead? Give your views:

8. Please comment openly on the day's programme. Indicate its strengths and weaknesses. Suggest any modifications you think relevant or constructive:

DAY 2 EVALUATION

1. Please indicate your reaction to to-day's programme. Indicate its strengths and weaknesses. Think in terms of content, presentation and learning outcome:

2. Give your views on the use of Video. Was it:
very helpful helpful unhelpful very unhelpful

3. Give your views on the written material. Was it:
very helpful helpful unhelpful very unhelpful

4. Give your views on the simulation exercise session. Was it:
very helpful helpful unhelpful very unhelpful

Suggest ways this aspect of the programme could be improved:

5. Did to-day's programme match the outlined programme plan or time-table?
yes no

If not, what happened instead? Give your views:

6. Suggest any modifications you think relevant or constructive towards the final shape of this programme:

Thank you for your cooperation

Maeve Martin

July 1987

DAY 3 EVALUATION

1. Please indicate your reaction to to-day's programme. Indicate its strengths and weaknesses. Think in terms of content, presentation and learning outcome:

2. Give your views on the use of Video. Was it:
very helpful helpful unhelpful very unhelpful

3. Give your views on the written material. Was it:
very helpful helpful unhelpful very unhelpful

4. Give your views on the Small Group session. Was it:
very helpful helpful unhelpful very unhelpful

5. Did to-day's programme match the outlined programme plan or time-table? yes no

If not, what happened instead? Give your views:

6. Suggest any modifications you think relevant or constructive towards the final shape of this programme:

Thank you for your cooperation

Maeve Martin

July 1987

Now that you have completed the Inservice Course on Effective Classroom Management your true evaluation of the programme will be of great help in shaping future courses in this area of classroom research. Please do not feel inhibited in any way about the remarks you may wish to make about the week's programme. The feedback will be used constructively in modifying the programme to meet teacher needs. Thank you for your in-put and participation throughout the programme.

Maeve Martin

July 3rd, 1987

SUMMATIVE EVALUATION DAY 4

1. In an open-ended fashion give your honest opinion about the inservice course. Comment on the course content, mode of presentation, course facilitator, resources:

2. Did you acquire a language base to discuss the issues involved in classroom management?

definitely yes yes no definitely no

3. Was the course well organised? Did it reflect proactive planning?

definitely yes yes no definitely no

4. As a result of the course are you likely to be a more reflective practitioner?

definitely yes yes no definitely no

5. How do you judge the learning outcome of the course?

very satisfactory satisfactory unsatisfactory very unsatisfactory

6. As a result of the course will your classroom management practices change?

definitely yes yes no definitely no

If definitely yes or yes, indicate how:

7. Suggest what elements of the course should be retained, and why:

8. Suggest what elements of the course should be excluded and why:

PILOT RUN
FOLLOW-UP QUESTIONNAIRE
(Medium Term)

EFFECTIVE CLASSROOM MANAGEMENT
FOLLOW-UP QUESTIONNAIRE ON SUMMER COURSE 1987

Please read the questionnaire through before you start filling it out.

1. The In-Service Course aimed to extend your skills in classroom management. Did the Course accomplish this aim for you?

Definitely Yes Yes No Definitely No Uncertain

Please describe the Course's outcomes for you:

2. If you are implementing new practices as a result of the Course, how do these practices compare with previous practices?

Definitely better Better Definitely worse Worse Uncertain

Please develop the reason for your answer:

3. In your case, did the Summer Course:

- (a) fine-tune existing classroom management skills?
- (b) Introduce new skills?
- (c) Provide a combination of fine-tuning and new skills acquisition?
- (d) None of the above.

(a) (b) (c) (d)

Please describe your perception of the process:

4. Has attendance at the Summer Course in any way influenced your relationship with your pupils?

Definitely Yes Yes No Definitely No Uncertain

Please describe:

5. In your classroom is there:

(a) more time-on-task

Definitely Yes Yes No Definitely No Uncertain

(b) improved classroom climate

Definitely Yes Yes No Definitely No Uncertain

(c) increased emphasis on rules and consequences

Definitely Yes Yes No Definitely No Uncertain

(d) more attention to room arrangement

Definitely Yes Yes No Definitely No Uncertain

Suggest other post-course effects of which you may be aware:

6. Comment on what factors support or inhibit the use of what you learned/discussed on the Summer Course:

Supporting Factors:

Inhibiting Factors:

7. (a) Did any of your colleagues express interest in your In-Service Course?

Yes

No

- (b) In your view, would there be interest at staff-room level for a two hour classroom management workshop?

Yes

No

8. Did you put any extra work this year into planning and preparing for the school year?

Definitely Yes Yes No Definitely No Uncertain

If your answer is Definitely Yes/Yes, please describe the nature of this work:

9. How did the beginning of the school year go for you in terms of classroom management?

Please describe:

10. Please pinpoint what contributed to the kind of initial encounters you had with your pupils:

11. The course tackled two major dimensions of classroom management:

- (i) thinking about/reflecting on/conceptualising the issues i.e. the cognitive dimension.
- (ii) doing something observable about the issues; taking action to implement certain practices i.e. behavioural/skill dimension.

Which of these dimensions did you take on board?

(i) cognitive

(ii) behavioural

(iii) both

(iv) neither

12. Are you now more competent at making sense of, and analysing classroom management issues than you were prior to attending the Course?

Definitely Yes Yes No Definitely No Uncertain

Can you suggest what has led to this increase in competence, or if relevant, what has prevented it?

13. Does the cognitive behavioural model of classroom management fit with your preferred teaching style?

Definitely Yes Yes No Definitely No Uncertain

Please develop your answer:

EVALUATION RECORDS

(Long Term)

**GUIDELINES FOR OBSERVERS USING
THE KOUNIN CLASSROOM OBSERVATION SCHEDULE**

1. Look carefully and closely at the behaviour stream in its natural setting, i.e. the classroom. Try to capture the full range, richness and complexity of the behaviour stream. The schedule will not pick this up, so please supplement the schedule with jotter notes. These notes will:
 - (i) form the basis of your narrative record and will
 - (ii) be vital for the subsequent data analyses
 - (iii) be useful for the teacher and pupil interviews as a point of reference.

2. To facilitate your observation:
 - (a)
 - (i) Be adequately familiar with the Kounin concepts (cf. workshop materials, especially annotations);
 - (ii) Be totally familiar with the observation schedule.
 - (b) Position yourself in the classroom in a location that enables you to focus on the primary participants, i.e. teacher and pupils.
 - (c) Arrange in advance for a table to be provided, so that you can spread out the schedule, accommodate your jotter notes, and so focus on all categories simultaneously, while recording and note-taking.
 - (d) Remain as unobtrusive and inconspicuous as possible.
 - (e) Keep alert. Avoid observer drift.

3. You may wish to hold off actually recording for some minutes after you arrive in the classroom. This will allow you to orientate, to get the feel of the class and the teacher style. This approach may also be less threatening to the class teacher, and may give pupils an opportunity to get back on-task.

4. Your "gut" impressions about the teacher as -
 - (i) user of Kounin behaviours
 - and
 - (ii) as effective/ineffective classroom manager

(cf. workshop definition) are really central to your task. Try to abstract from the totality of what you see, a genuine and justifiable evaluation of these aspects of classroom life.

5. At the end of your observation session ask the teacher if he/she has ever heard of Kounin and his work. If the answer is in the affirmative, pursue this line of enquiry, and try to establish level of familiarity. Include this information in your narrative record.
6. Note your reaction to carrying out naturalistic observation, and in particular to operating the Kounin Classroom Observation Schedule. Your comments both negative and positive will help refine the schedule and will form very useful research data.
7. Try to compile your narrative record as soon as possible following your observation session.
8. The data resulting from the classroom observation should comprise:
 - (i) a completed Kounin Classroom Observation Schedule;
 - (ii) observer's jotter notes;
 - (iii) a narrative record.

**FRAMEWORK TO GUIDE THE COMPILATION OF
THE NARRATIVE RECORD FOLLOWING OBSERVATION SESSION
USING THE KOUNIN CLASSROOM OBSERVATION SCHEDULE.**

CATEGORIES

A. Behaviour Setting:

Describe to the best of your ability the *context* in which your observations occurred. Was there a strong, clear norm for management discernible? Try to assess the emotional climate of life in that class. Was there much evidence of rule governed behaviour etc. etc. Describe the room arrangement. Did it reflect a thought-out lay-out?

B. (i) Teacher Characteristics

Note details of sex, approximate age, experience, attitude to being observed, etc. etc.

(ii) Teacher Management Behavioural Style

Effective/ineffective. Supply evidence in support of your assessment. Look at segments of class activity and refer to:

- (a) handling of opening of the session
- (b) transitions between segments
- (c) ending of segments
- (d) hovering and monitoring behaviour
- (e) ushering and signalling behaviour
- (f) clarity of instructions

- (g) allocation of time
- (h) use of props or resources
- (i) arrangements for pupil accountability etc. etc., sensitivity to individual needs, efforts to repair disruptive moments.

(iii) Evidence of Kounin Behaviours

Comment on the evidence of these behaviours. Cite examples. Note problems of unravelling the behaviours where they seemed to jointly occur etc. etc. Public focus on work? Reprimand privately?

C. (i) Pupil Characteristics

Note details of sex, number, age, class, ability, SES.

(ii) Pupil Behaviour Patterns

Was the class characterised by strong task orientation? Supply evidence. Comment on pupil accountability, level of industry, level of attainment, completion of tasks, reactions to instructions, transitions, desists, patterns of communication etc. etc. Try to judge if the pupils were happy, anxious, tense, hard-working, making progress etc. etc. Assess the quality of the teacher <-----> pupil dynamic.

D. Activity Characteristics

Label the lesson you observed. Comment on the seating/standing arrangements, written work, group work, teacher-led, pupil led, checking, administrative, downtime etc. etc. Think about the pitch and pace of the lesson; the provision for a mixed ability class. Did the lesson hold the class; did it result in learning? What triggered the disruptive moments (if any)? Did the lesson involve spontaneity, processing of pupil cues,

information-processing on the part of the teacher and pupils? - evidence please.

Was a lesson plan clearly unfolding? Did the whole lesson fit into the allocated time? Was the programme of action clear? Were boundaries explicitly marked? Did the teacher focus public attention on work? Ignore fleeting disruption etc. etc.?

ANNOTATIONS FOR USING
THE CLASSROOM OBSERVATION SCHEDULE
BASED ON KOUNIN CONCEPTS

INTRODUCTION

This observation schedule seeks to establish if the classroom management system in operation, owes anything to a set of teacher behaviours, pinpointed by Jacob Kounin (1970) in his analyses of videotaped studies of classrooms. In order to operate the observation schedule, it is essential to be familiar with what Kounin means by the terms he used to describe the teacher behaviours in question. This is a prerequisite for any classroom observation of teachers while using this schedule. To help observers intending to use the schedule, some guidelines on interpretations of the key Kounin concepts are set out as follows:

1. **SUCCESSFUL CLASSROOM MANAGEMENT**

This form of management produces a high rate of work involvement and a low rate of deviancy in academic settings. Carry out a sweep of the class at frequent intervals and determine the on-task/off-task rates of the students.

2. **RIPPLE EFFECT**

This refers to the influence on neighbouring students or on the classroom audience, of a teacher's efforts to deal with an individual student in a disciplinary or controlling action. The teacher intervention affects not only the target student, but also other students in the room. Kounin highlighted certain features that typify a desist. These are:

- (i) clarity;
- (ii) firmness;
- (iii) roughness.

3. DESISTS AND THEIR PROPERTIES:

Clarity refers to the precision of the teacher's communication and is likely to induce the target student and other students to conform.

Firmness refers to the teacher's ability to communicate definiteness of expectation ("*I mean it, and now*") and is likely to result in improved behaviour in the target student and others.

Roughness refers to noisy expression of anger, frustration or control and is likely to produce anxiety and disruptive behaviour in all students.

Using the observation schedule, focus on any attempt by the teacher to get a student back on task and decide if an intervention or desist reflected any of the Kounin desist dimensions described above. In particular attend to:

- (i) the target student's behaviour following the desist;
- (ii) the behaviour of the audience and especially students located nearby;
- (iii) the behaviour of the teacher in the follow-through phase.

4. TRANSITIONS

Transitions or switch signals are points when contexts change. Minor transitions occur between speaking turns, and major transitions occur between activities or phases of a lesson and between lessons. During transitions, large amounts of cueing and interactional negotiation occur to signal the onset of a change, the reorientation of focus, and the beginning of a new segment. The

quality of the transition sets the tone and pace of a subsequent segment. If actively and successfully orchestrated by the teacher, there is no boundary indeterminacy and no loss of momentum. To be accomplished successfully transitions need:

- (i) to have a clearly marked onset;
- (ii) to be prepared for in advance;
- (iii) to be started and ended by the teacher's clear verbal statements and to be supported by unambiguous nonverbal signals;
- (iv) to have instructions issued (during transitions) in logical order and in small discrete units;
- (v) to have the teacher wait for the instructions to be carried out before continuing on to the next segment of work;
- (vi) to have the teacher remain task oriented and not deflected by minor extraneous matters;
- (vii) to have the teacher give the impression of being keenly aware of ongoing student activities.

In general, effective teachers appear to create more, rather than fewer transitions in a given class period. They remain vigilant and actively orchestrate transitions in an effort to protect a task-oriented focus.

Use the observation schedule to describe the transitions that occur during your observation period. A glossary of terms follows to help you to code the transitions you observe:

THRUST

This consists of a teacher's sudden "bursting in" on the students' activities with an order, statement or question. A thrust has a clear element of suddenness as well as an absence of any observable sign of awareness or sensitivity to whether the target audience is in a state of readiness.

DANGLE

This occurs when a teacher who has already started some activity leaves it hanging in mid-air and goes off to another activity. Following such a "fade away," the teacher later resumes the original activity and abandons the other.

TRUNCATION

This is similar to a dangle except that in a truncation the teacher does not resume the initiated, then dropped activity. A truncation is a long-lasting dangle.

FLIP-FLOP

This occurs at transition points when a teacher terminates one activity, starts another and then initiates a return to the activity already terminated.

SLOWDOWN

This consists of behaviours that clearly slow down the rate of movement in a lesson. The result is to have a lesson that drags unnecessarily and lacks forward momentum. The slowdown may be caused by -

- (i) overdwelling and/or
- (ii) fragmentation.

OVERDWELLING

This occurs when a teacher dwells on an issue and engages in a stream of actions or talk that is clearly beyond what is required for most students' understanding or getting on with an activity. In some instances it may involve nagging or preaching beyond what is required to get misbehaviour stopped or to

produce conformity. Overdwelling also occurs when a teacher devotes too much time to an element or aspect of an activity and neglects to deal with the major task. It may also be evidenced when a teacher spends undue time over props (pencils, books, OHP., crayons etc.) used in an activity to the detriment of the real focus of the activity.

FRAGMENTATION

This is a form of slowdown where the teacher breaks down an activity into subparts when the activity could be performed as a single unit. It may occur when a teacher invites individual students to do a task that could be done more productively as a group rather than singly and separately. The result is too much wait time or down time for students, and the forward movement of the activity is impaired.

JERKINESS

This occurs when the teacher behaviours interfere with the smoothness of the flow of activities and they impede the momentum.

STIMULUS BOUNDEDNESS

This occurs when a teacher is drawn to some unplanned, and irrelevant stimulus, and is pulled out of the main activity stream and becomes immersed in the new stimulus, to the point of dropping the focus of the on-going activity.

5. WITHITNESS

This refers to the teacher's "being on the ball" or "having eyes in the back of his/her head." It is the Kounin word used to describe teacher vigilance or awareness of what is going on in all parts of the classroom at any given

moment. An important aspect of withitness is that the teacher communicates this awareness to the students.

As you observe, decide on the withitness capacity of the teacher. There are certain teacher behaviours that indicate withitness in operation. Chief among these are:

- (i) early intervention when disruption or off-task behaviour first presents itself;
- (ii) intervening with the correct target student.

Withitness is not reserved for handling disruptive incidents only. It is a constant feature of some teachers' skills repertoire and is manifest anytime the teacher shows that he/she is fully tuned in to what is happening in the classroom.

6. OVERLAP

This refers to the teacher's capacity to handle two things simultaneously. Used in conjunction with withitness, there is an increased likelihood that students will be on-task and appropriately engaged. Body language may play a rôle in overlap as the busy teacher may use eye-contact, gesture, movement, to usher parallel activities along while continuing to give helping contacts to individuals or small groups. The momentum of the work is protected and down time is kept to a minimum. Check for *overlap* as you observe the teacher.

7. SIGNAL CONTINUITY AND MOMENTUM

This Kounin feature refers to the situational instructions for lesson behaviour. It embraces the cues and messages given by the teacher to the students and ensures that lessons or activities move along at a brisk pace. This Kounin type behaviour, in conjunction with *withitness* and *overlap* ushers the appropriate behaviour along and guards against competing vectors of action. The teacher

may hover over the students until the dominant task-focused activity takes hold, and then give periodic signals, related to the work in hand, to sustain the momentum. Kounin and Gump (1974) suggest that signal systems have three features:

- (i) continuity i.e. the regularity or the flow of information or signals to individual participants.;
- (ii) insulation i.e. the degree to which individual students are isolated from signals for inappropriate behaviour;
- (iii) intrusiveness i.e. the stimuli used (e.g. bells) are sufficiently intense to intrude into the students' attention and thus compete with the appropriate lesson signals.

The work on signal systems and momentum suggests that they promote order in the classroom. Consider the use of this teacher behaviour in the classroom.

8. CHALLENGE AND VARIETY IN SEATWORK

This Kounin concept refers to the level of task difficulty and the varied instructional style used by the teacher. This involves presenting material in an enthusiastic way and suggesting to students that the material has a special positive valence. It minimises satiation and transmits an impression of progress. Challenge and variety help to increase work involvement levels and to reduce deviancy.

Observe the teacher teach and assess this two-pronged behaviour.

For more detailed information on the Kounin concepts, the reader is referred to the original Kounin work, (Kounin, J.S.) Discipline and Group Management in Classrooms. (1970) New York : Holt, Rinehart & Winston.

CLASSROOM OBSERVATION SCHEDULE
USING KOUNIN CONCEPTS

Please supply the following information by placing a √ where appropriate.

BEHAVIOUR SETTING

School: _____

Location: _____

S.E.S. H M L

Class: _____ Mixed Ability Streamed

Number of Pupils: _____ Boys _____ Girls _____

Teacher's Name: _____

Length of Teaching
Experience: _____ Years

Date of Observation: _____

Duration of
Observation: _____

Time: _____ a.m./p.m. a.m./p.m.

Observer's Name: _____

Co-Observer's Name: _____

ACTIVITY CHARACTERISTICS

Lesson being taught: _____

Topic: _____

Teacher Led: All the time Some of the time

Pupil Led: All the time Some of the time

Whole Group focus: Yes No

Small Group focus: Yes No

Individualised
Teaching: Yes No

Discussion: Yes No

Recitation -
i.e. Q. & A. sessions: Yes No

Seatwork -
i.e. written work: Yes No

Props:

WITHITNESS

i. Characteristic of this teacher?

Definitely Yes

Yes

No

Definitely No

Not sure

ii. Comments:

iii. How did the teacher communicate withitness or lack of withitness to the class?

Describe/Give examples:

OVERLAP

- i. Characteristic of this teacher's teaching?

Definitely Yes

Yes

No

Definitely No

Not sure

- ii. Give examples:

[illegible]

SIGNAL CONTINUITY AND MOMENTUM

- i. Characteristic of this teacher's teaching?

Definitely Yes Yes No Definitely No Not sure

- ii. Describe:

- (a) the nature of the cues or signals sent to pupils

- (b) Comment on the pace of the lesson

CHALLENGE AND VARIETY IN SEATWORK

Characteristic of this teacher's teaching?

Definitely Yes Yes No Definitely No Not sure

Comment on:

(a) appropriateness of the level of difficulty or pitch of the work

(b) the varied methods of teacher presentation or instructional style

QUALITY OF DESIST

Did the teacher use desists? Yes No

Were they carried out with:

| | | |
|----------|-----|----|
| Clarity | Yes | No |
| Firmness | Yes | No |
| Roughnes | Yes | No |

Reproduce exact text(s) of desist:

Describe teacher behaviour during follow-through phase:

Would you describe the desists in general as:

Supporting

Threatening

RIPPLE EFFECT

Was there a ripple effect following a desist (reprimand)?

Definitely Yes Yes No Definitely No Not sure

Did it effect:

Individual pupil/s
Group of pupils
Whole Class

General Comment on ripple effect:

TRANSITIONS

- (a) Describe in general terms how transitions were handled by the teacher?

Ragged

Clearly marked

Well orchestrated

- (b) Did the transitions have any of the following characteristics?

Thrusts

Dangles

Truncations

Flip-flop

Slowdowns

Overdwellings

Jerkiness

Ripples

TASK ORIENTATION OF THE CLASS

In general rate the class for on task/off task behaviour:

Estimate the number of pupils academically engaged:

| | | |
|----------|---------|----------|
| Majority | Average | Minority |
|----------|---------|----------|

Note: Majority = 85%

Average = 50%

Minority = 15%

Is pupil involvement level:

| | | | |
|-----------|------|-----|----------|
| Very high | High | Low | Very low |
|-----------|------|-----|----------|

Comment generally on pupil involvement:

Is pupil disruption level:

| | | | |
|-----------|------|-----|----------|
| Very high | High | Low | Very low |
|-----------|------|-----|----------|

In your view is this teacher an effective classroom manager?

| | | | | |
|----------------|-----|----|---------------|----------|
| Definitely Yes | Yes | No | Definitely No | Not sure |
|----------------|-----|----|---------------|----------|

Justify your response:

GUIDELINES FOR CONDUCTING THE TEACHER AND PUPIL INTERVIEW

Introduction

The teacher interview will form a major source of research data, so great care is needed to accomplish it successfully. Please try to ensure that the responding teacher is given every opportunity to answer the many questions on the interview schedule in as comprehensive and open a manner as is possible. Your skill in putting the interviewee at ease, in easing him/her into the interview, and in using the suggested probes sensitively, will all add up to maximising this rich source. It is important that at all times the interviewer remains non-judgemental and reflects no amazement or alarm or disapproval at possible responses. To do so would be to cut off the source of relevant research data. Nudge out the responses if the interviewee is reluctant, and sustain the information flow where the interviewer is articulate and forthcoming. Try to end up with a detailed map of how the teacher establishes and maintains order.

To accomplish your objective here are some suggestions. The suggestions will apply when operating the pupil interview schedule. Appropriate alterations may be necessary in some instances.

1. Become familiar with the interview schedule before you set about using it in an interview situation.
2. Use the suggested probes sensitively, and adapt to suit the language patterns of the interviewee.
3. Organise your jotter pad for note-taking in advance, and your tape-recorder, if using one.
4. Find a quiet place to interview the teacher, where you are unlikely to be interrupted.
5. Set the interviewee at ease. Give the background to your mission and emphasise the researcher's indebtedness to those who coöperate.

Suggested Opening:

My colleague is trying to gather data on some important aspects of classroom life. The best way to get to the core of this is to talk to those involved in classroom life, namely teachers and pupils, so I hope you don't mind if I take you through a series of questions that will provide a rich data base..... Please respond freely and openly. You are the expert on your classroom. Nobody knows it quite like you, and your pupils, so let's go.....

6. Clarify with the interviewee that you will be either note-taking or tape-recording as you proceed. Try not to let this aspect get in the way of the rapport.
7. Listen carefully, not only to what is said, but to what is left unsaid.
8. Pick up signs of defensiveness and/or anxiety, and note them in the final narrative.
9. End the interview in a manner similar to the opening of the session. The way in which the interview is begun and ended is extremely important in setting the tone and in influencing the respondent.
10. Use the interview data to compile a narrative record. This may involve a type script of tape-recorded material, out of which is pulled a descriptive map of the responding teacher's perceptions of the issues raised in interview.
11. Note that some of the questions on the Teacher Interview schedule correspond to categories in the Kounin Classroom Observation Schedule. Note that on the Teacher Interview Schedule:-

Pg. 387 explores: WITHITNESS
 Pg. 387 explores: DESISTS
 Pg. 387 explores: RIPPLE EFFECT
 Pg. 388 explores: OVERLAP
 Pg. 388 explores: SIGNAL CONTINUITY AND MOMENTUM
 Pg. 388 explores: CHALLENGE AND VARIETY IN SEATWORK
 Pg. 388 explores: TRANSITIONS
 Pg. 389 explores: TASK ORIENTATION OF THE CLASS
 Pg. 389 explores: CLASSROOM MANAGEMENT RATING

Use the categories to compare with our classroom observations of the teacher. Remember the data come from two separate sources, so be careful not to confuse them in your separate narrative records - but the different perspectives should prove interesting. The pupils will also supply perspectives on these issues. The three sources of data will provide a CASE STUDY.

TEACHER INTERVIEW SCHEDULE

Teacher's Name:

School:

Length of Teaching Experience:

Did you carry out observation
in this teacher's classroom?

Please tick (✓)

Yes

No

If "YES" give -

Date of observation:

Duration of observation:

Interview Date:

Interviewer's Name:

1. Tell me how you set about achieving and maintaining order in your classroom.

Possible Probes:

- (i) Have you a clearly articulated policy or attitude to management, or is it all part of your teaching/instructional style?
- (ii) Do you think about this before the school year begins?
- (iii) Do you try to implement your plan as of the first day or do you let things ride a little?

2. Are there big rules or a set of rules governing behaviour for your class? Would you like to tell me about them?

Possible Probes:

- (i) How were they drawn up - When?
- (ii) Did the pupils have any part in their compilation or formation?
- (iii) Did you teach them/model them?

3. Is advance organisation a big element in getting together an organised classroom? Any views?

Possible Probes:

- (i) What is the key to your organisation?
- (ii) Try to describe the processes to me.....
- (iii) How does this level of organisation translate into classroom practice?

4. Would you like to give me details of one of your most successful lessons in recent times? Think carefully about it, and take me through it.

Possible Probes:

- (i) What planning did you do for it?
- (ii) Tell me what - (a) you did, (b) the pupils did during this lesson?
- (iii) What evidence did you have that the lesson was a success?

5. Would you like to give me details of your least successful lessons in recent times? Try to remember the details, and take me through it.....

Similar Probes to Question 4 +

N.N.B. Tell me what you did to repair the situation

6. What are your goals for the pupils in your class?

Possible Probes:

- (i) To what extent do you think you are accomplishing these goals?
- (ii) What are the obstacles in your way?
- (iii) Have you tried alternative routes to their attainment?

7. At present are you succeeding in implementing your curriculum, i.e. are you "free" to teach or are you largely taken up with management issues?

Possible Probes:

- (i) Are you enjoying the implementation of the curriculum?
- (ii) Does it match your concerns for your pupils?
- (iii) Are you pushing it through, against the odds?

8. Would you describe yourself as being "grooved" in your teaching style or do you experiment with new routines, new approaches?

Possible Probes:

- (i) Is there ever any innovation that you'd like to try out or adopt, but don't dare? Tell me about that?.....
- (ii) Is a lot of your teaching spontaneous? Tell me when you improvise?
- (iii) What triggers off a change in course?

9. A lot of things are going on in a classroom at any given moment. How do you keep them all in focus, or do you?

Possible Probes:

- (i) Did you always have this facility? (depending on response) -
- (ii) Tell me how you demonstrate situational awareness?
- (iii) Do your pupils know about your awareness or lack of it?

10. When a pupil misbehaves, describe what action you take, if any.

Possible Probes:

- (i) What is the value of prompt and accurate intervention?
- (ii) Would you ever ignore fleeting disruption?
- (iii) Would you ever delay intervening in front of the whole class, and deal with the disrupting pupil(s) in private, after class?

11. Is there ever a knock-on effect on the rest of the class when you deal with troublesome pupils? (Ripple effect).

Possible Probes:

- (i) What does this do for the classroom climate?
- (ii) Is classroom climate of any real interest to you and why?
- (iii) Is the effect on the class different, depending on the method of your intervention?

12. Some teachers do very well in handling a number of situations simultaneously. How do you rate yourself at this?

Possible Probes:

- (i) Has body language (e.g. eye-contact, gesture, use of territory, intonation) any rôle here?
- (ii) Are there problems posed in this domain when teaching in groups, a multigrade classroom or mixed ability classes?
- (iii) How does a competent teacher keep all pupils on-task all the time?

13. Tell me about how you move the lessons along in your class?

Possible Probes:

- (i) Do some lessons drag? Why?
- (ii) Do you give a running commentary as your pupils do written work? Give an example of your messages to them as they work.
- (iii) Do you have any difficulty fitting in your lesson to the overall time-table?

14. What attention do you pay to making your lessons challenging and varied for your pupils?

Possible Probes:

- (i) Are you conscious right through the year about the level of difficulty of the material you prepare, or is this more a beginning of the year concern?
- (ii) What implications has teaching a mixed ability (multigrade) group of pupils for you?
- (iii) How varied is your teaching?

15. What is your procedure/drill for ending one lesson (class topic) and moving to another?

Possible Probes:

- (i) Have the pupils clear expectations for their behaviour at this time?
- (ii) Tell me typically what happens when you make a classroom transition - perhaps within a lesson from exposition type teaching of a whole class, to the formation of smaller groups, and written work. Take me through it.
- (iii) Is this a time for potential disruption?

16. Describe for me the task-orientation of your class this year? As a group, are the children hard-working or mischief makers? (messers, dossers.....)

Possible Probes:

- (i) How do you account for this?
- (ii) Is a typical situation in your class, are most of the pupils on-task? How would you describe it - a majority of pupils, an average number or a minority?
- (iii) By and large, have you a good relationship with them?

17. How about giving feedback?

Possible Probes:

- (i) Do your pupils get a lot of feedback from you?
- (ii) Does this refer exclusively to their academic performance or do you put them in the picture about other areas of classroom life? (e.g. coöperative peer relations, attitude etc. etc.).
- (iii) Do pupils in your class really know if they are making progress?

18. (i) Finally, at any point in your career have you ever heard of Jacob KOUNIN or his research, or have you had course components in classroom management?

Possible Probes:

(If yes - explore more fully. Get details on level of familiarity). Tell me where you learnt of Kounin? Did you take the work seriously and try to incorporate his findings into your repertoire?

- (ii) Did you ever attend a course on Classroom Management? (BATPACK, MM's??) *Establish details.*

19. Tell me.....

would you describe yourself as an effective classroom manager?

Kindly tick (✓):-

Definitely Yes Yes No Definitely No Not Sure

Possible Probes:

- (i) Why do you say this?
- (ii) Is management necessary for successful teaching?
- (iii) Can it ever take over at some cost to the curriculum?

PUPIL INTERVIEW SCHEDULE

1. *I have come to talk to you about life in your classroom - especially about how well your teacher keeps order and manages things in general.....What have you to say about that?*

Probes:

Is the teacher good at keeping order?

How does he/she do this?

Are you all always clear about what you should be doing

2. *What are the big rules your teacher has?*

Probes

Who made them up?

Did teacher explain the rules, or teach them to you?

What happens if somebody breaks a rule?

If the class is good at obeying the rules, does teacher say anything, or do anything special for you all?

3. *Is your teacher an organised person?*

Probes

How do you know?

Do you like this?

Does it mean you learn more, learn less?

4. *Some of the lessons your teacher teaches are "brilliant," some are boring. Tell me about the last "brilliant" lesson your teacher taught.*

Probes:

What made it so good?.....

What did the class do during the lesson? - all through the lesson?

Does teacher always teach brilliant ("brillo") lessons?

5. *Remember the last "bad" lesson your teacher taught? - What made it so bad (yukkie")?*

Probes:

Tell me about it.

What did you all do during the lesson?

How did it differ from the super lesson you have just described?

N.N.B.

What did teacher do to make the lesson go better?

Maybe your teacher never teaches either smashing lessons or awful lessons? How would you describe his/her lessons in general?

6. *What do you think your teacher really wants for his/her pupils? Does he/she want.....?*

Probes:

Every pupil to get on well - I mean to learn and be successful?

or just for every pupil to be happy? - for every pupil to keep quiet and not be a nuisance?

How do you know this?

7. *Is your class held up a lot because your teacher is sorting out the messers - that is, if you have any messers in your class?*

Probes:

Does this annoy you or other pupils?

Is the teacher very keen to work you hard and to cut out any messing or frivolity?

On some days is life less hectic (busy) than on others?

Why is this so?

8. *Does your teacher teach (behave) in a predictable manner all the time - is her teaching always the same, or does she "try out" things?*

Probes:

Never? Think..... always?.....

Maybe you like a routine - is it easier to handle?.....

or Why do you like such variety in your teacher's behaviour?

Is it not more difficult to deal with than a set approach or routine?

9. *Have you got a teacher who knows what is happening in all parts of the room at all times?*

Probes:

Is he/she "on the ball?"

Has he/she eyes in the back of his/her head?

What do you think?

How do you know that teacher does/doesn't know what is happening?

Could you fool him/her?

10. *When somebody in your class is messing or acting the fool, or giving trouble, what does your teacher do?*

Probes:

Does he/she usually spot the "messenger?"

Is he/she on to it fairly quickly?

Does he/she move in fast?

Would teacher ever let it go, and talk to the pupil(s) after class?

Can your teacher correct without really giving out to the pupil?

Tell me how.....

Tell me about how he/she corrects?

Was your teacher like this from Day 1?

Did you all soon "get the message?"

11. *Describe to me what happens when your teacher is cross with some of the people in your class?*

Probes:

Do you all get afraid that you are going to be next?

Does it influence teacher-pupil exchanges in any way?
(Question for older pupils)

Is your teacher so fair, that you really don't mind when he/she reprimands somebody?

Do you wish your teacher would correct more, or in a different way?

12. *Does your teacher get flustered if a couple of things happen together? How does he/she cope?*

Probes:

Does the classroom work fall apart?

- or Does teacher keep the show on the road?

How does he/she manage a number of groups in your room - or deal with some pupils, while others are working?

If teacher steps out of the room to talk to somebody for a few minutes, tell me what happens?.....

Do you all continue on with your work?

- or Does all hell break loose? Neither?

13. *Does your teacher teach lessons that move along nicely?*

Probes:

Are all pupils able to keep up?

For some, are the lessons too slow/too quick?

Does the teacher say/do anything to you that keeps your work going and prevents you from slackening off?

Does teacher really know if the lesson is going ahead or if pupils are getting on with the work set for them?

14. *Are your lessons interesting? Are they different from each other?*

Probes:

Is the work done by teacher - nice, attractive, appealing or interesting; boring, rubbishy, dead....?

Sometimes is the lesson exciting? When?

What does teacher do to make it exciting?

How do you think other pupils feel? Would they agree with you?

15. *When teacher wants to finish one class or topic and begin another one, what happens?*

Probes:

Is it all quite orderly? Is there chaos?

Does everybody know what to do?

Does teacher "hang in" until the new topic is under way?

Is there a lot of talk, or does it happen by teacher looking, pointing, waiting etc.?

Does teacher often burst in on a lesson and finish it up too quickly or before you are ready?

Does teacher signal to you in advance that the lesson will end in 5 mins; when you have taken down from the board etc., etc.?

Did you learn how to change class at the beginning of the year, or when?

16. *Are you a hard-working class, or a crowd of dossers? (idlers).*

Probes:

In the main you are.....? Why?

Has your class always been like this, or is it due to Ms. X, Mr. X?

Do you get on well with Ms. X., Mr. X?

Did you know anything about him/her before you were in his/her class?..

Was it true? Did you find it so? Did everybody?

17. *Does your teacher let you know if you are getting on well in school?*

Probes:

How does he/she do that?

Do his/her remarks always relate to your lessons, or sometimes refer to other aspects of school life?

Is this important for you?

Does teacher give a lot of positive feedback or is it mostly negative criticism, other than praise or encouragement?

Does this bother you.....?

18. *Would you describe your teacher as an effective classroom manager?*

Kindly tick (✓) as appropriate -

Definitely Yes Yes No Definitely No Not Sure

Probes:

Why do you say so?

Does management (keeping order?) have anything to do with teaching?

Do you pupils make life easy/difficult for your teacher?

Is teacher smart enough to work that out?

Can you play the system? Why?

Does teacher cop?

SUGGESTED CATEGORIES FOR WRITING UP
THE TEACHER AND PUPIL INTERVIEW/SCHEDULES

1. Approach to tackling the problem of establishing and maintaining order in the classroom.
2. Rules - their rôle, compilation, consequences for compliance and violation.
3. Organisation - keys to it. Rôle of planning; priority? Translation into classroom practice.
4. Scene co-ordinates of a successful lesson. Extensive details of elements contributing to lesson's success.
5. Scene coördinates of an unsuccessful lesson. Extensive details on why the lesson didn't come off. Information on repair attempts.
6. Goals for the pupils - explore whether predominantly curricular or humanist? Try to get to level of concern for pupils as distinct from concern about management/professional competence.
7. Impediments or otherwise to curriculum implementation. The freedom of the teacher from management issues to get on with teaching.
8. Flexibility of teaching style - 'grooved' or experimentation - oriented. Level of routine operating in the class.
9. Withitness.
10. Intervention skills/ approaches. Quality of desists.
11. Ripple Effect.
12. Overlap.
13. SIGNAL CONTINUITY and MOMENTUM
14. CHALLENGE and VARIETY in SEATWORK.
15. TRANSITIONS.
16. TASK ORIENTATION.
17. FEEDBACK procedures.
18. CLASSROOM MANAGEMENT RATING.

APPENDIX VI

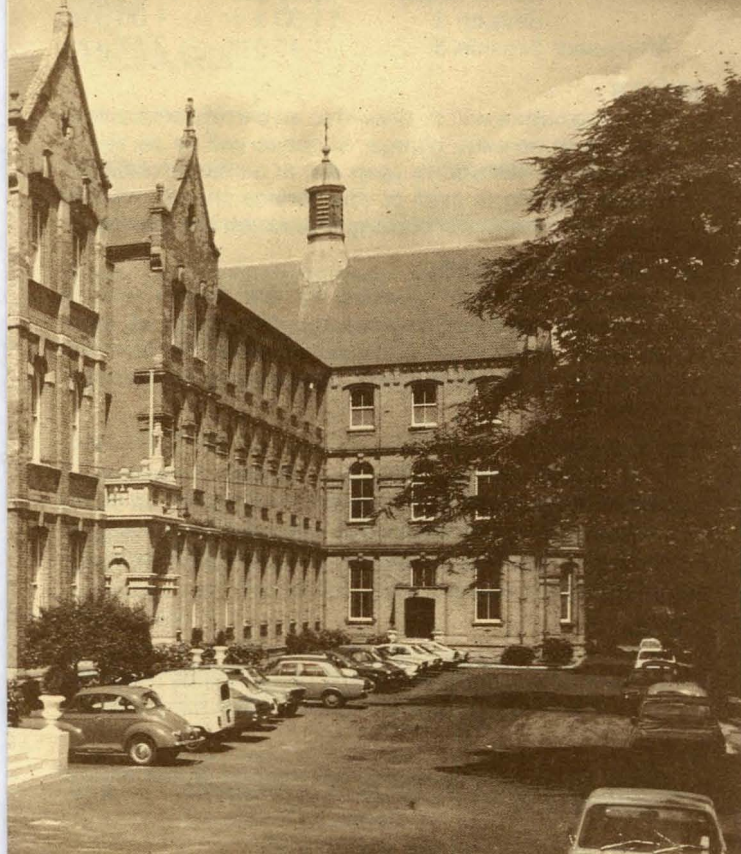
Brochure of Inservice Courses at Carysfort College,

July, 1987

CARYSFORT COLLEGE

SUMMER
INSERVICE
COLLEGE

JUNE 29 — JULY 3, 1987



*In recognition of the
European Year of the Environment (E.Y.E.)
one day's activities will be concerned with
perspectives on the environment in Ireland
and approaches to environmental education.*

APPENDIX V11

Programme Pilot-Run Timetable

EFFECTIVE CLASSROOM MANAGEMENT**June 29th - July 3rd, 1987**

| <u>Time</u> | <u>MONDAY JUNE 29th</u> |
|--------------------|--|
| 9.30 - 10.30 | Participants introduce and situate themselves workwise. Reasons given for coming on the course. Course leader to introduce herself and refer to the origins of her interest in the topic area. Reference to survey/questionnaire. |
| 10.30 - 11.00 | COFFEE |
| 11.00 - 12.00 | Explorations of what is understood by classroom management. How is it different from instructional management? How are the two interlinked? Use of video to clarify course objectives and to stress the importance of discussion/interaction among participants. |
| 12.00 - 1.00 | Classroom ecology - the classroom as workplace and its features. The facets of propositional knowledge. Use of video to look at the Doyle work. Discussion and a ' <i>reframing</i> ' about classroom. |
| 1.00 - 1.45 | LUNCH |
| 1.45 - 2.30 | Course participants to reflect on their own work contexts and to share their observations about their work situation. Discussion on obstacles/facilities to good management processes at base. Notion of ' <i>fit</i> ' between management variables and contextual and ideological issues. Early indicators of where change might occur to enhance the classroom as a learning environment. |
| 2.30 - 2.45 | Formative Evaluation |

TUESDAY June 30th

| | |
|---------------|--|
| 9.30 - 10.30 | Discussions of programme rationale - to extend teacher skills and to make teachers reflective practitioners. Exploration of the cognitive/behavioural model and its underpinnings. Craft/profession dilemma. What is the expert pedagogue/manager? Routines enhance. Reference to the set of behaviours which if incorporated into teachers' repertoire enhance management skills. |
| 10.30 - 11.00 | COFFEE |
| 11.00 - 1.00 | Kounin work is introduced. The key concepts are explored by means of personal presentation and video. A discursive/interactive approach is encouraged. Is this work merely giving a research imprimatur to the intuitive behaviour of competent teachers or has it anything new to offer? Is the approach teacher-focused? Does it help with the chronically disruptive pupil(s)? The model does not offer a panacea or nostrum for all classroom ills. Establish views on Time-on-Task. |
| 1.00 - 1.45 | LUNCH |
| 1.45 - 2.30 | Pupils present for some " <i>hands on</i> " experience. Teaching will aim to reflect elements of with-it-ness, overlap, signal continuity and momentum, and variety and challenge in seatwork. Peer evaluation/coaching. |
| 2.30 - 2.45 | Formative Evaluation |

WEDNESDAY July 1st

| | |
|---------------|--|
| 9.30 - 10.30 | Introduction of the importance of the beginning of the year. Comments from participants on early encounters with classes. Emphasis on proactive planning. Interface of classroom ecology, curriculum, teacher ideology and pupil needs. Use of video to enhance presentation. Reference to relevant research lit. & manual section on this module. |
| 10.30 - 11.00 | COFFEE |
| 11.00 - 12.00 | Discussion on elements of proactive planning - housekeeping and rules. Guidelines for rules. What are the big classroom rules. Contextual "fit". |
| 12.00 - 1.00 | Small groups to work together to develop a set of ground rules for smooth classroom functioning and the creation of a positive learning environment. Tap ideas on teaching rules and the posting of rules. |
| 1.00 - 1.45 | LUNCH |
| 1.45 - 2.30 | Classroom climate or the socio-emotional climate of the classroom. A reflection on pupil needs. - both cognitive and effective. Challenge involved in dealing with mixed ability groups, SES variations, parental expectations etc. The temptation to over/under manage classes. What is the optimal balance? cf. Schmuck & Schmuck. |
| 2.30 - 2.45 | Formative Evaluation |

THURSDAY July 2nd**European Year of the Environment Day****FRIDAY July 3rd**

| | |
|---------------|---|
| 9.30 - 10.30 | Recapitulation of the key elements of the cognitive/behavioural model of classroom management. A synthesising of the key elements - cognitive map, repertoire of behaviours, pupil needs, dynamic system. Strengths and weaknesses of the model. Video and Manual. |
| 10.30 - 11.00 | COFFEE |
| 11.00 - 1.00 | An overview of other approaches to management. An acknowledgement that the Kounin model has its place but is not a total solution to all management issues. A sensitising to the areas of importance and a sharing of experience now using the new language of the programme. An evaluation of one's own stance vis a vis the issues. Reflective professionals. |
| 1.00 - 1.45 | LUNCH |
| 1.45 - 2.45 | Summative Evaluation: Video, discussion, pace, coverage, written materials, course format etc. Key Question: Is the course likely to produce change (in attitude, behaviour)? |

APPENDIX V111

Guidelines for Independent Evaluator.

SUMMER INSERVICE SCHOOL AT CARYSFORT : 1987

EFFECTIVE CLASSROOM MANAGEMENT

(June 29th - July 3rd., 1987)

Guidelines for Course Evaluator:

1. Participate in course while not indicating to other participants your evaluation rôle.
2. Note participants' comments on ALL aspects of the course e.g. content, mode of presentation, relevance to work, meeting of expectations, enjoyability etc. Probe for rationale behind the comments, where appropriate.
3. Give your own views on the efficacy of the programme in terms of:
 - (i) stated objectives;
 - (ii) group integration/participation;
 - (iii) duration;
 - (iv) video;
 - (v) manual;
 - (vi) discussion;
 - (vii) simulation exercises;
 - (viii) facilitator/leader.
4. Indicate areas of improvement for future courses, based on:
 - (i) participants' comments;
 - (ii) your own personal view as an experienced teacher.
[Point up gaps in the course].
5. Indicate the course's strengths in terms of:
 - (i) meeting needs;
 - (ii) relevance for practitioners;
 - (iii) comprehensive coverage;
 - (iv) sensitivity to varying work contexts;
 - (v) level of complexity (pitch);
 - (vi) pace/volume of material;
 - (vii) group cohesion.
6. Evaluate the affective aspects of the course, e.g.:
 - (i) enjoyable;
 - (ii) threatening;
 - (iii) boring/stimulating,
 - (vi) disturbing - creating unease.
[Why? - Probe for reasons...].
7. Evaluate to the best of your ability whether the course will, will not, induce change in the participants' approach to classroom management issues.
8. Open-ended comments on the proceedings.

The object of the evaluation is to provide accurate feedback of an unbiased nature to inform future refinements of the programme.

Ideally, the evaluation should take the form of a daily record (diary form) of the course's proceedings.

At the end of the course please supply a course evaluation report. This should be based on your diary notes and any other sources of relevant information you have found.

Maeve Martin

June, 1987

SUMMER INSERVICE SCHOOL AT CARYSFORT:1987

Effective Classroom Management

June 29th - July 3rd, 1987

Guidelines on Course Evaluation Report:

Using your daily diary notes and any other relevant source of information please furnish a terminal course evaluation report. Ideally this report should include reference to:

1. The setting or context in which the Inservice Course took place.
2. The programme content - its breadth of coverage, relevance, appeal etc.
3. The programme facilitator. Comment on her:-
 - (i) interpersonal communication skills;
 - (ii) technical knowledge of the research base;
 - (iii) efficacy as a course presenter.
4. The resources used:-
video, written material, overhead projector, pupils, class teacher.
5. The teaching/learning mode - lecture presentation of material, viewing of video, discussion and exchange of ideas among participants.
6. The course participants - their characteristics, number, sex, work experience, motivation for coming on the programme, openness to change, participation etc.
7. Catering facilities - restaurant, parking, general ambience.
8. Level of satisfaction with the course:-
Did it meet needs? Trigger reflection? Induce change?
9. Duration of the course:-
too long/too short; too high-powered/too low-key.
10. Level of interest in follow-up.
11. General comments that would be of use in shaping the final outcome of a worthwhile course on Effective Classroom Management.

APPENDIX 1X

Follow-up Workshop Questionnaire/Checklist

CLASSROOM MANAGEMENT CHECKLIST

Following our In-Service course on classroom management it seems appropriate to refresh our memories on the issues we then discussed.

This checklist focuses on the areas addressed in the classroom management programme. You will recall that these areas were:

1. Classroom Ecology
2. Teacher Behaviours,
3. Beginning of the School Year,
4. Locating areas of difficulty in existing classroom management practices and suggesting possible ways of overcoming these.

The checklist is divided into sections which correspond to the programme sections just listed. They are:

1. Context
2. Teacher Behaviours
3. Beginning of School Year
4. Locating areas of difficulty and considering remedies

The key along the checklist margin is interpreted as follows:

Y = Yes; N = No; and NA = Not Applicable.

Let us use the completed checklists to stimulate discussion and to tease out areas central to the classroom management issue. The programme manual may be of some use at a later stage when considering the checklist.

CONTEXT**PHYSICAL ARRANGEMENT OF THE CLASSROOM**

| | | | |
|---|---|----|---|
| Y | N | NA | Are traffic areas free from serious congestion? |
| Y | N | NA | Are lining up procedures clear and effective? |
| Y | N | NA | Are rules governing movement of groups or class from one area to another clear and effective? |
| Y | N | NA | Can you reach all pupils easily? |
| Y | N | NA | Can you see and be seen by all pupils? |
| Y | N | NA | Are instructional materials stored, labelled and easily accessible? |
| Y | N | NA | Are A-V materials pre tested and ready for use? |
| Y | N | NA | Are pupil materials organised, sorted and accessible? |
| Y | N | NA | Are there strong expectations for pupils to be organised? |
| Y | N | NA | Are you a good rôle model for neatness and organisation? |
| Y | N | NA | Is the overall appearance of the room colourful, interesting and uncluttered? |
| Y | N | NA | Are the displays related to current curriculum activities? |
| Y | N | NA | Are there displays of pupils' work? |
| Y | N | NA | In general, is classroom space used effectively? |

CLASSROOM CLIMATE

| | | | |
|---|---|----|--|
| Y | N | NA | Are you in the room or hallway when pupils arrive? |
| Y | N | NA | Do you greet the pupils individually or collectively? |
| Y | N | NA | Do you take time regularly to speak to and listen to each pupil? |
| Y | N | NA | Are you aware of and sensitive to problems or concerns which individual pupils may have? |
| Y | N | NA | Do you provide recognition of each pupil's efforts regularly, and in a genuine way? |
| Y | N | NA | Do you give pupils clear evidence of their gains in academic areas? |
| Y | N | NA | Do you serve as rôle model in courtesy, patience and caring? |
| Y | N | NA | In general, do you reflect a willingness to help pupils resolve difficulties? (academic, peer, personal) |
| Y | N | NA | Is your classroom a happy and secure work environment for both teacher and pupils? |

TEACHER BEHAVIOURS

| | | | |
|---|---|----|---|
| Y | N | NA | Do you feel "with it" during all classroom activities? If not, when does your "with-it-ness" wilt? |
| Y | N | NA | Do you let your pupils know that you are aware of everything that is going on in the classroom? |
| Y | N | NA | Do you always intervene promptly and accurately? |
| Y | N | NA | Do you always stop the more serious of two simultaneous misbehaviours? |
| Y | N | NA | Can you identify a pupil, a group or an area of the room, that needs more specific attention than others during independent activities. |
| Y | N | NA | Do you deal effectively with interruptions while maintaining the flow of your instruction? |
| Y | N | NA | Do you circulate meaningfully among your pupils while remaining vigilant? |
| Y | N | NA | Do you conduct your lessons at a brisk pace, and at a pace suitable to the ability of your pupils? |
| Y | N | NA | Do you provide a continuous academic signal for pupils to focus upon? |
| Y | N | NA | Do you avoid any behaviour which may slow down a lesson or cause pupils to lose interest? |
| Y | N | NA | Do you manage smooth transitions between learning activities? |
| Y | N | NA | Do you give appropriate thought to the pitch of your lessons, bearing in mind the individual differences among your pupils? |
| Y | N | NA | Do you check for pupil understanding? |
| Y | N | NA | Do you transmit clear expectations for work completion? |
| Y | N | NA | Do you provide corrective feedback where and when appropriate? |
| Y | N | NA | Do you present your instruction in a varied manner? |
| Y | N | NA | Have you recently reflected on how you might introduce more variety into life in your classroom? |
| Y | N | NA | Do you show genuine zest or enthusiasm for your activities? |

BEGINNING OF THE SCHOOL YEAR

| | | | |
|---|---|----|--|
| Y | N | NA | Before the school year starts, do you plan how you want your classroom to operate? |
| Y | N | NA | Do you develop a set of rules and procedures to enable this process? |
| Y | N | NA | Are the rules and procedures clearly stated? |
| Y | N | NA | Do you offer the rationale for the rules and procedures to your pupils, or do you encourage the pupils to identify the rationale? |
| Y | N | NA | Do you demonstrate the rules and procedures and teach them, like you teach any other new content area? |
| Y | N | NA | Are pupils given the opportunity to practise or discuss the rules and procedures? |
| Y | N | NA | Are the rules and procedures displayed in your classroom? |
| Y | N | NA | Do you consistently enforce rules and procedures by monitoring pupil behaviour and applying reasonable and appropriate consequences? |
| Y | N | NA | Do you review and evaluate your rules and procedures at intervals? |
| Y | N | NA | Do you try to resolve pupil uncertainties? |
| Y | N | NA | Does your behaviour suggest purposefulness? |
| Y | N | NA | Do you try to establish a healthy learning environment? |
| Y | N | NA | Are you visible, available and in charge? |

LOCATING AREAS OF DIFFICULTY AND CONSIDERING REMEDIES

CONTEXT FACTORS - CONSIDER IF:

| | | | |
|---|---|----|--|
| Y | N | NA | High traffic areas are free of congestion? |
| Y | N | NA | Pupils are always visible to the teacher? |
| Y | N | NA | Storage space and necessary materials are readily accessible? |
| Y | N | NA | Pupils can easily see instructional displays and presentations? |
| Y | N | NA | Sensitivity is shown to the individual differences among pupils? |
| Y | N | NA | Due consideration is given to the inter-related factors of curriculum, classroom management and instructional style? |
| Y | N | NA | Due consideration is given to the school and neighbourhood as important contextual influences? |

TEACHER BEHAVIOURS - CONSIDER IF YOUR TEACHING REFLECTS:

| | | | |
|---|---|----|-----------------------------------|
| Y | N | NA | WITHITNESS |
| Y | N | NA | OVERLAP |
| Y | N | NA | SIGNAL CONTINUITY and MOMENTUM |
| Y | N | NA | CHALLENGE and VARIETY IN SEATWORK |

BEGINNING OF THE SCHOOL YEAR - CONSIDER IF YOU:

| | | | |
|---|---|----|---|
| Y | N | NA | Have a conceptual map of a smoothly functioning classroom. |
| Y | N | NA | Have translated this map into rules and procedures and expectations. |
| Y | N | NA | Make plain your expectations about compliance with rules and procedures and consequences for compliance and violations. |
| Y | N | NA | Learn pupil names quickly and show commitment to a healthy, reciprocal teacher-pupil interaction pattern. |
| Y | N | NA | Provide success experiences for your pupils? |
| Y | N | NA | Keep a whole-group focus before forming smaller groups? |
| Y | N | NA | Give an impression of purposefulness. |
| Y | N | NA | Remain visible, available and in charge. |

APPENDIX X

Case Studies

INTRODUCTION

Six Case Studies culled from the main data bank are presented here. Those marked (E) are from the experimental group, while those marked (C) are from the control group.

CASE STUDY A.M. (E)

This Case Study gives an account of a young woman teacher with six years experience who was a participant in the second pilot run with the programme. She was teaching a class of thirty senior infant boys, aged 5 - 6 years in a village in rural Ireland. The children came from a small-farming background or from the village where the school was located. Some travelled by bus from the outlying catchment area. The teacher came from the village but in recent years had moved to live in a neighbouring town. The class contained pupils of mixed abilities and included some children from travelling families who had recently settled in the area. These children had uneven patterns of school attendance in the past, but since their arrival in this locality they were attending on a regular basis. They appeared to be well integrated into the mainstream of classroom life.

The teacher's classroom was engagingly attractive in an otherwise bleak and dreary school building. There was a wide variety of high quality pupil work displayed, that had a new, fresh appearance about it. This was supplemented by teacher charts which were tastefully and purposefully presented. The room arrangement was organised in a way that allowed free flowing traffic patterns. Rules were posted in a focal position and frequently used materials were readily accessible. The classroom made an impact because of its colourful displays and because of the clever use of its physical lay-out to

maximise efficient usage. The teacher was observed teaching Art, Nature Study, Irish Language and English Reading. She was a willing subject for observation, but confessed to a certain anxiety about the process.

During the classroom observations this teacher displayed strong evidence of Kounin behaviours. She scanned, monitored, signalled, varied her presentation, and challenged the pupils as she moved along appropriately planned lessons. She appeared to give a lot of attention to each of the five groups and did not over dwell at any particular table. This teacher's sense of timing was very fine. She captured pupils' interest and caught dwindling interest very accurately. Her interventions were timely and seemed to be qualitatively and quantitatively very apt. Pupils were work focused and did not seek guidance or reassurances from this teacher as they applied themselves. They were given very clear and explicit instructions concerning their assignments, and they immediately set to their task in a business-like, purposeful manner. There was no down time, no looking around for signals or cues. A striking feature of life in this infant classroom was the quick responsiveness of these very young children to teacher instructions. There was humour, variety and involvement in lessons that were adequate in content and challenging in pitch. The pupils appeared to be secure and happy and earnest in their application to their work. While there was no slacking or coming off task, the overall atmosphere in the classroom was relaxed but purposeful. The teacher taught with energy and displayed a sensitivity to the mixed abilities of her pupils. Exchanges between teacher and pupils were warm and indicated a mutual rapport based on affection and respect.

The interviews with this teacher provided an account of a clearly articulated policy on classroom management. The key to the effective management was attributed to detailed planning that took account of the children's needs and abilities, the programme to be taught, and the properties of the classroom. In this way the schemata concerning the whole teaching enterprise were translated into a real life situation. The teacher stressed that attending the summer course on effective classroom management had equipped her with the skill and know-how to tackle the daunting task of teaching a class of very young children, in a school with poor resources. The course opened up avenues that

made it possible for this teacher to deal separately and jointly with the aspects of teaching. Until her attendance on the course, the teacher said she had "got by," but she never fully understood the underpinnings of her actions. Now she was able to conceptualise in a way that made total sense, and this touched her very centrally. She admitted to increased hours of pre-planning and to considerable modifications of established patterns, but judged that the trade off was very worth while. She now enjoyed teaching, felt fulfilled and had cast aside earlier notions she had of resigning from the profession. She repeated that the growth in skills and enriched ideas coming from the programme had added meaning to her work that was hitherto missing. She also said that the parents of this class had given her very positive feed-back. This was not an experience she had in previous years' teaching.

The pupils interviewed spoke favourably of their teacher and said how they liked the way she taught them. They liked the sense of learning and the enjoyment of being in this teacher's class. It was their view that she knew exactly what was happening at all times and they could not contemplate the presence of any bold boys or messers in Miss X's class. Work was always on hand to be completed and there was no opportunity for acting the cod. The pupils spoke of how they merited gold stars for their work efforts and there was no reference to punishment or negative criticism. The pupils interviewed, appeared independent and mature and not unduly tied in to Miss X. There was obvious admiration and respect, and these pupils, like the class as a whole, conveyed the impression of efficient and autonomous discharge of their rôle. They were detached, perceptive and clear about the programme of action laid out for them. It was inconceivable that anybody should want to fall down on the attainment of the goals that teacher had ordained for them. Their interview data tallied with the crisp, business-like, purposeful air that characterised the classroom observation periods.

The general view of the data gatherers was that this teacher was an extremely competent classroom manager. Her style was understated but very powerful. She had an exquisite sense of timing, and an unobtrusive but pivotal presence in the classroom. Her teaching was pupil-centred and she succeeded in allowing the pupils to arrive at the correct responses, rather than providing them. She had truly created and maintained a

learning environment that was conducive to the attainment of instructional goals. The pupils were gaining mastery in the curriculum but were also socialised and mature.

This teacher's success may be attributed to:

- (i) rich schemata that made for a comfortable fit between context and management aspirations;
- (ii) the requisite application and preparation to translate these scripts into real life,
- and
- (iii) the influence of a bidirectional self-fulfilling prophecy effect operating between teacher and pupils.

This latter dimension was a striking feature of this classroom. It was obvious from the conversations with both teacher and pupils that they had clear perceptions about each other's rôle and its discharge. There was a complementarity of effort that added up to a very impressive performance. Also striking was the fact that these young boys seemed to be self-evaluators of their own work. They did not turn to teacher for affirmation or assessment, but rather displayed self-critical abilities. Their norms for appropriate behaviour seemed to be internalised and the pupils' behaviour had an automaticity about it that reflected genuine rather than simulated responses.

There was something very compelling about discovering this teacher's classroom in the context of the wider school and neighbourhood. It was a kind of oasis in what appeared to the casual visitor, to be pretty barren land. The room was bright and gay, and the teacher was colourful and smiling. Outside her room, it was grey and dank and there was little relief from the monotony of blank walls and peeling paint. All the more credit for going it alone in this ecosystem.

CASE STUDY K.M. (E)

This Case Study portrays the performance of a woman teacher working in a special unit catering for children with emotional problems. The unit is located in Dublin city centre and is attached to a Child Guidance Clinic. There were twelve children, six boys and six girls in the class, aged between 8-10 years of age. The children had all attended regular primary schools but had not fitted into that system. On psychological

assessment, they were deemed suitable for placement in this special unit. These children were not floridly emotionally disturbed, but they reacted in a maladaptive manner to the structures of the primary school system. It was intended that the maximum duration in this unit be two years, following which, the children would be returned to the regular school. The unit is non-residential and is located in a Georgian house in a prestigious Dublin neighbourhood.

The teacher is a social science graduate who worked in the private sector for twelve years, then worked for three years as a cook in a popular restaurant in the west of Ireland before doing a one-year graduate programme to qualify herself as a teacher. On finishing the one year teacher training programme she obtained her current position in this special school. This school is unique on the Irish landscape in:

- (i) its atypical location and style of building;
 - (ii) in its pupil population
- and
- (iii) in the hybrid background of the teaching staff.

The Child Guidance Clinic which is attached to the school and located within the same building is run under the auspices of the Jesuit order - a powerful order of priests within the Roman Catholic church. Admission to the unit is difficult to obtain and there is no other such facility quite like this one available in Ireland.

The teacher was observed conducting a Maths lesson and an English lesson on one occasion, and a month later, conducting an Environmental Studies lesson and a Religion lesson. In the view of the observers, this teacher lacked the pedagogic skills for real teaching to occur. It is true that the pupils were on-task, but they may not have been academically engaged. The teacher was faulted for:

- (i) lacking the ability to break down the content into meaningful segments;
- (ii) poor questioning skills;

- (iii) not providing concrete materials to supplement abstract presentation;
- (iv) failing to take adequate account of the varied base-line competence of the twelve pupils.

The lessons observed failed to provide real learning for the pupils - at least that was the view of the observers.

However, this teacher's classroom management skills were quite adequate. she had a clear lesson plan which she unfolded; she scanned well, monitored pupils' work, reprimanded with discrimination, made good transitions and had minimal disruption levels. Her room was organised in a manner that made for ease of movement and easy access to frequently used materials. Despite adequate housekeeping and organisational skills, the teacher still taught lessons that were uninspiring and mechanical. There was a static quality about the lessons and they lacked the dynamism that accompanies the interaction of teaching and learning. The work was characterised by "more of the same," but no new knowledge was being integrated into existing knowledge, and the whole performance lacked lustre. The momentum of the lesson was even, but in this situation, even momentum may not have been optimal. Challenge and variety were not a feature of this class but one must bear in mind the exceptional characteristics of the pupil population. Perhaps the teacher tailored her presentation to maintain calm and predictability in the situation.

The interview data suggest that this teacher was greatly influenced by the summer course on Effective Classroom Management. She had adopted in a very literal fashion the practical application of the Kounin work. She had systematically planned her work before the school year began and had striven to implement these plans. She had incorporated the guidelines for democratic rule compilation and had carefully worked out the linkages between pupil behaviour and its consequences. She had come to appreciate the value of the positive over the negative, and had concentrated a lot of effort on establishing a healthy learning climate. The teacher assessed her practice on a regular basis and frequently conferred with colleagues - even with the researcher, in an open and critical fashion.

The pupil data for this teacher suggest that they perceived her in a very positive light. They compared her very favourably with their former teachers in their previous schools. They liked the way she gave them individual attention and didn't get upset if they failed to learn something. They perceived their teacher's goals for them in terms of appropriate behaviour rather than in terms of mastery of the curriculum. "Teacher wants us to be good and happy - not so much good at lessons, as well behaved," commented one of the three children interviewed. They expressed a feeling of belonging in this classroom and liked how teacher let them know how they were getting on. Feedback focused on behaviour patterns rather than on progress with curriculum content. The interviewees did not latch on to any shortcomings in their teacher's instructional competence. They presented as content and secure, pupils who were loyal to their teacher.

On the variable Effective Classroom Management, the principal researcher rated this teacher as moderately competent; the co-data gatherer rated her as incompetent, and she herself said she was unsure about her classroom management competence.

The Case just cited is interesting for a variety of reasons. It is an example of how effective classroom management alone is not a substitute for effective teaching. The circumstances of this Case are very special - the context, and the teaching qualifications of the teacher. It requires a high level of expertise to deal on a daily basis with this kind of exceptional population. It is understandable that observers with a particular interest in methodology could pick holes in this teacher's pedagogy, but maybe, their a priori notions of effectiveness led them to evaluate the teacher in the way they did. The pupil data are persuasive. These children have a low tolerance for the academic pressure and inhibiting structures that are part and parcel of the regular school. They liked the more relaxed tempo of life in the unit. Maybe the teacher had made a priority of keeping things going - even if not moving forward. This teacher needed an Inset course on Teaching Skills.

CASE STUDY M.B. (E)

This Case Study presents the profile of a woman teacher who attended the summer pilot run of the programme. She had twenty four years teaching experience across all grades in the primary school system. When observed, she was working in an affluent Dublin suburban, girls' infant school, teaching forty senior infant pupils aged 5 - 6 years of age. The teacher was observed teaching English, Maths and Irish conversation with her class. She had taught her group from their first day of entry into the school, so when observed, the teacher was nearing the end of her second year with the class. The pupils came from middle to upper middle class homes and parental support makes it possible for this school to have lots of equipment and resources. There is an active parent-teacher network in operation in this school, and home-school links are a marked feature of the school.

The classroom was cramped and bursting at the seams with human beings and apparatus. The pupils were arranged around six circular tables. Storage space was at a premium, so a lot of the equipment was located on window ledges and shelves around the room. Display areas were limited as the room contained a lot of glass. The displayed material looked jaded and ragged at the edges. It did not appear to be current or immediately relevant. It belonged to a past era and was not referred to at any point in the observation sessions. Space was so limited that the observer was positioned in the midst of the senior infants, perched on a nursery chair. The room arrangement did not allow for freedom of movement or efficient traffic patterns.

Despite the restricting physical setting, the teacher showed marked competence in eliciting coöperation from her forty pupils. This she accomplished by a delicate combination of management skills, instructional competence and sensitive attention to affective considerations. The most striking feature of the transactions between teacher and pupils was its warmth and good-humour. There was a mutual respect and robustness in their relationship that allowed for open exchanges, spontaneous remarks, mild criticisms and gleeful enthusiasm. The teacher clearly enjoyed being with this

class and they clearly enjoyed being with her. A by-product of their reciprocal affection and respect was high levels of task engagement and pro-social behaviour. There was a constant buzz of chatter in the room and on all occasions pupils did not sit still in their seats. They hung over them or spilled out of them, but all the time, they were part of the teacher's vector of action. Fleeting inattention was ignored, and inevitably the pupils resumed their concentration on the primary activity. The teacher scanned, used variations in voice, moved across the front of the room, and captivated her class with her lively, apt, engaging presentations. Transitions were orchestrated in a way that ensured optimal movement from place to place, or theme to theme, or activity to activity. There were no deviants and the pupils worked in a happy and relaxed atmosphere. Of particular salience, was the teacher's readiness to come off task herself in response to her perception of pupil needs. She temporarily abandoned the primary activity, and attended to individual or small group concerns. This interruption in momentum did not result in a loss of focus, but rather mustered the pupils' attention and enhanced the learning/teaching process. After such a transaction, the teacher would effect a switch by saying "Let's get back to work." At that signal, everybody did. Following the resumption of work, the teacher once more scanned, monitored, signalled, challenged and varied very competently. She combined withitness and overlap very effectively. She managed to write on the board without really turning her back on the class, and as she wrote she picked up stray comments from the pupils that were not really directed at her. While still writing, she processed these comments and communicated her withitness to the group. There was a sense of unison or total harmony between teacher and pupils. In a real sense, they were jointly engaged in the teaching/learning enterprise. The teacher gave a lot of affirmation and support to the pupils, and they gave her a lot in return. They whooped with glee as they revelled in some of the lessons presented to them. It was all very mutually reinforcing and quite emotionally charged.

At intervals, the teacher made subtle reference to the big rules for the class. The pupils were totally familiar with these rules and as they worked, they commented on the rationale for the rules and in their way, explained their importance and relevance. While a lot of the teaching was whole-class focused, the teacher also engaged in some small

group teaching. There was a homogeneity about the group that facilitated whole class teaching. Having had the class for nearly two years, the teacher was au fait with their base-line competence levels and tailored her teaching accordingly. She was particularly competent at allowing the pupils to arrive at solutions to problems on their own. She cued and signalled most effectively. A typical prompt from this teacher was "Elizabeth is very close - can anybody help her?" - or "I bet you don't know this one." All the time she scanned and brought each of the forty children into her line of vision. Her use of body language was very marked. At no point did this teacher scold or use desists, but she indicated her displeasure or disapproval by a frown or an intonation, a movement towards the deviant or even a gentle pat on the bottom. When the concentration of the pupils waned, the teacher clapped her hands and either suggested that everybody sing a little song, or have a little snooze or do a little work-out. These punctuations in the activity flow protected the learning environment and indicated a sensitive information -processing approach to the pupil needs. There was no rigid adherence to each minute detail, but rather the master plan allowed for flexible implementation and interpretation. Learning gains seemed impressive and the "family spirit" which characterised this classroom was quite unique. The curriculum was presented in an imaginative and attractive format. Subject barriers were imperceptible and the blend of sharing and caring was the dominant feature of this classroom.

The interview profiles from this teacher reflected her strong commitment to establish a balance between the hidden and the official curricula. She prized equally the social/emotional development of the pupils and their academic/curricular development. She convincingly argued that the Effective Classroom Management programme enabled her to simultaneously juggle these two goals. Her preparation and enactment were governed by these parallel aspirations. She took the context as her backdrop - physical setting, pupil characteristics and school ethos. Against this she set the curriculum and the content to be covered in accordance with the syllabus for senior infants. Then she mentally rehearsed how to present it in a way that met the intellectual and social/emotional needs of the pupils. The buzz word for her following the course was "fit." She latched on to this as meaning sensitive interpretation and processing of all the variables that intersect with classroom management. Since the course she was

selectively attending to pupil cues - looking with eyes that saw, and adjusting her teaching in line with incoming data. Another consequence of the course pertained to detailed planning. While time consuming it allowed for a more uninterrupted opportunity to scan and to monitor. This teacher's withitness and overlap and signalling and challenging had all been enhanced, because now she was less text-dependent, better organised with resources and materials to-hand, and totally available to convey the curriculum. The teacher admitted how in the past she was apt to allow things to wander and rarely reached closure on her lesson segments. Now she allowed herself to be sidetracked, because this was consonant with responsiveness to pupil needs, but she invariably got back on course again, and reached satisfactory completion of her lessons. In-flight decisions were made, because all the time the teacher wanted teaching and learning to meet. She judged that she had been helped greatly by the programme to accurately construct the learning experience from the perspective of the learner. This brought with it implications for her sense of timing, and amount of challenge and variety. It was more a matter of quality than of quantity. The interview data highlighted the teacher's aspiration to make school a success experience for her children. She did not want any one of her pupils to emerge from her classroom with a sense of failure. She attributed this aspiration as stemming from insights derived on the course. She said with zeal "I want each of them to love learning, to love and succeed at some branch of learning - craft, maths, something - but above all I want them to be excited about learning, and to achieve."

Following the course, the teacher had thought long and hard about developing an accountability system for her pupils and felt she had gradually evolved an effective system for this. When asked about the noise level in her classroom, the teacher stressed that she would never restrict the natural inclination of young children to chat. She valued oral communication skills and tolerated a working buzz provided the central activity was not jeopardised. The pupils understood this stance and reduced their decibel level at teacher's request. The data suggest a teacher who is confident and insightful in her ability to harness and maintain the coöperation of her pupils.

The pupil interview data reveal a strong bond of affection and respect for their teacher. The interviewees spoke in a spontaneous and evaluative way that somehow resembled the register used by their teacher. Their language skills were good and they got the sense of each of the interview items, and answered accordingly, despite their tender age. They reported that they loved being in school and that they learned plenty. Life was never boring, because teacher made it exciting and bright all the time. Yes, their teacher could be cross and they knew this by her voice, or a frown, or when she suddenly stopped. They talked of their teacher's goals for them and of her translation of these goals into practice....." She makes us nice and good and we know our Irish, English, vocabulary, phonics and we are going to be clever when we grow up - not sick, but able to enjoy." They referred to their teacher's willingness to experiment and to try out new things. They used words like "fun," exciting" and "very difficult." The three pupils interviewed were good at turn taking in their responding and there was unanimity in their views. Their attachment to their teacher was touching. "We love her, we want to stay with her for ever - she is the best." For these children, school was a happy chunk of their lives and a place where, by their own admission, they learned plenty. They rated their teacher as a very capable classroom manager. On the variable Effective Classroom Management, the two data gatherers rated this teacher as very definitely competent, while she rated her self as definitely yes on this measure.

The Case just described is quite exceptional. It represents an effort to depict a teacher with a strong sense of vocational rôle, in interaction with forty six-year old pupils in a cramped Irish classroom. There was a qualitative dimension to this classroom that defies description. It had a sense of community and joint sharing that was very impressive. There was little overt manifestation of a hierarchical structure obtaining between teacher and pupils. The style was democratic and benign and the teacher, who is a large lady, was like some kind of earth mother administering to these eager, bright, demanding six-year olds. When it was time to go home, the pupils seemed reluctant to go home and announced their enthusiasm for the morrow. The teacher has set herself the task of presenting the curriculum to her pupils, but inter alia, she wished to develop their self-esteem, to make them feel that they belonged and that they mattered in the universe. She was motivated to develop in them a sense a mastery.

The teacher argued that the course of Effective Classroom Management crystallised for her that this was a tacit inspiration which she had all the time for her pupils, but never pulled together until the summer course. Her schemata were now enriched and she was clearly able to articulate both her plans and their implementation. For her, the course had raised, in a synthesised format, areas that traditionally had their resting place in methodology, child development, parenting, counselling, curriculum, ecology and pedagogy. The course merged these and focused them in a way that enriched this teacher's professional rôle. This teacher had a sense of fulfilment that was new for her, and she talked in extravagant terms about the course - describing it as a "conversion experience," or "St. Paul on the road to Damascus stuff." Even allowing for the excesses of her post-course enthusiasm, what was clear is that this teacher had fashioned for herself a classroom management system that matched her ideological stance. The model of management put forward did not restrict or curtail this teacher, but rather allowed for sufficient manoeuvre to accomplish fit. Expectations were clarified and communicated without ambiguity to the pupils. No other set of data in the collection bank reflected the same degree of correspondence between the teacher and the pupil interviews. The rapport and the communication system was such that the profiles were at one. From the data-gatherers' viewpoint, the experience with this teacher was quite memorable.

CASE STUDY K.F. (C)

The teacher described in this Case Study is a young woman with two years' teaching experience. During the investigation she was working in a girls' primary school in a smart Dublin suburb. Her class was a mixed ability 5th class which comprised thirty six pupils aged 11 - 12 years. All of the pupils came from homes in the immediate neighbourhood, so it is reasonable to assume that they were opulent and advantaged. The school is renowned in Ireland for its focus on attainment, and for the wide variety of extra-curricular activities that it makes available to its pupils. The teacher had acted as a substitute for a permanent staff member who was ill. Eventually the permanent teacher retired through illness, and the teacher, described in the Case Study was appointed to the full-time post.

A number of teachers from this school had attended the summer pilot run with the programme. Consequently, the principal researcher had a lot of contact with the school principal and her staff. On one occasion, the principal asked if the research team would consider using Teacher K.F. as a control. The principal expressed concern about her professional competence and was especially worried, because Teacher K.F. had not been awarded her first diploma as a practising teacher. A number of visits from the Department of Education inspectorate had produced no acceptable results. The diploma is awarded to novice teachers who are on probation. They are examined by the inspectorate, and if satisfactory, they obtain the diploma, and so are eligible to climb the incremental scale. Only in rare cases, do candidates fail to pass their diploma assessment.

The teacher was a former student of the College in which the investigation team worked, but no member could remember this lady during her student days. She came from the same locality as her pupils and should have been very familiar with the ethos of this school. The teacher made no objections to being part of the control sample, and sat relaxedly in the staff room until her observation time came up, after the morning break.

There was utter pandemonium when the teacher and the researcher entered the classroom. All pupils were out of their seats, roaring and screaming, while some danced and others wrote on the blackboard. There was no diminution in the din until quite some time after the teacher arrived. Eventually, after an amalgam of pleading and threatening, order was restored, and the pupils resumed their places. It should be pointed out that in Ireland, there is a set ritual for teacher entrances and exits. This is especially so if they are accompanied by visitors. Rowdy behaviour of the kind described is most atypical under the circumstances. The situation was no better on the occasion of the second visitation to this teacher's room.

The classroom was unremarkable. There was little evidence of recently created work, and what visual displays one could see, were tatty and long out-of-date. The class was taught as a whole group, so the pupils sat in serried rows, while the teacher occupied a perch on the rostrum, near the blackboard. She was observed conducting Maths,

English and Religious Knowledge lessons. During these observation sessions, she neither taught any new material, nor did she appear to consolidate existing skills or knowledge. She engaged in a lot of vague questioning, and distributed her questions very poorly. She neither waited for a reply nor adequately provided one herself. Contact with pupils was very haphazard and more often than not this teacher was operating in a void or in limbo. She failed to look at the class albeit that she was facing in their direction. When she moved off the rostrum, her movement was purposeless and casual. It was distracting because, at no point did she look towards the group as she walked by. She initiated activities, and moved off them before they got under way. The pupils became confused, looked to each other for cues, or sought desperately to pull the teacher into their world. Meanwhile, she rambled on and at no point engaged the pupils in an activity or focal topic. This class had well-established going-to-school norms for behaviour. The pupils were boisterous at break time, but once the programme of action appeared to be launched, they were grooved to attend. But try as they might, they failed to tie in their efforts with any meaningful reaction from the teacher. Eventually, a number of pupils gave up and resorted to day-dreaming or to a discreet reading of their comics or their books. Their off-task behaviour went unnoticed by the teacher, just as their efforts to centrally involve the teacher had gone unrewarded. Their intuitive offer of coöperation was suppressed by the extraordinary behaviour of the teacher. The dynamic was fascinating - a class waiting to please, but having its efforts resisted through teacher incompetence or indifference.

During the interviews, this teacher failed to unpack any semblance of a coherent policy on classroom management. She made some reference to how useful she found the use of a count-down to the restoration of order. She spoke about how unruly and disruptive her class was and attributed this to the sequence of substitute teachers that the class had before she took them over. She explained that any system she had invoked to restore order had soon lost its appeal, so she abandoned all efforts and depicted the situation as now chronic and not amenable to modification. The teacher seemed resigned to this and showed no apparent signs of frustration or stress arising from this. Nor did she register any concern about the implications for her career as a yet-to-be certified probationary teacher. No reference was made to the implicit work orientation

of the school and to her failure to deliver in accordance with expectations. The interviews were characterised by negative criticisms directed at forces outside of the teacher. These included poor base-line knowledge of the pupils, the irrelevance of the curriculum, the unrealistic ambitions of the parents, the preoccupation of her colleagues with standards of excellence, and the innate complexities of the art of teaching. At no point did this teacher express a feeling of inadequacy or of being exceptional in this school milieu, or of not meeting the criteria of effectiveness required by the inspectors to make the grade for incremental posts. The interviews were conducted in a relaxed and open way that in no way smacked of a teacher in trouble with her rôle. There was a detachment in the responses that distanced the respondent from the remarks. The teacher rated herself as moderately competent in her classroom management, but improving all the time. She had heard of Kounin and expressed the view that a lot of what he had to say was quite true. This perception was not explored by the investigators. The main researcher and co-data gatherer gave a definitely no to this teacher on the variable effective classroom management. As suggested above, teacher K.F. did not rate her management competence very highly.

The three pupils who were chosen by the teacher for interview reported that the class very often felt lost. They did not know what course of action they should be pursuing, but this was not true of all lessons. The interviewees were critical of those girls who did not pay attention and who were troublesome. It was their view that their teacher did not stress lessons as much as other teachers in previous classes had done. Instead she wanted them to be honest and to admit to things. They were unable to point to any rule system or accountability system in operation. They felt that frequently their teacher accused the wrong people of misbehaving and this they judged to be unfair. Their teacher could not spot deviants and her pattern of reprimanding was unpredictable. Changing from subject to subject was described as noisy and chaotic and took a long time. When asked to rate their teacher's management skills, the pupils demurred and fudged the issue.

The data presented in this Case Study show how atypical and contextually surprising this teacher is. What is most striking about the Case is the apparent lack of concern or

insight the teacher brought to her situation. She did not react to her principal's admonitions and guidance to improve her teaching strategies. She seemed to be unmoved by the string of parental complaints arriving at the principal's office. She also appeared to be indifferent to her repeated failures to pass the diploma assessment. Her work demonstrated a lack of management skills. She created an unpredictable classroom environment in which there was no engaging vector of action, and where the behavioural contingencies were uncertain. Consequently, the class was not on task and disruption was never far from the surface. In the absence of an agenda for action from the teacher, the pupils resorted to finding their own. In a less socialised milieu, the alternative agenda would be much more disruption-laden than it was in the very protected environs of this show-piece school. The pupils had well-ingrained patterns of task related behaviours, but these got choked off by the teacher muddling through with vague approximations of lessons, interspersed with mini sermons on how to behave nicely. What held the semblance of a functioning classroom together was the residual learning habits of the pupils. Also the class was nested within a broader context of efficient management. The pupils had reference points in the wider culture of the school that steered them towards acceptable behaviour. In a sense, this class came in on the coat tails of the surrounding system, marked as it was by a strong work ethic. Whether the teacher is one of the profession's misfits or whether she could be greatly helped by an Inset course on effective classroom management is an interesting area for speculation.

CASE STUDY N.H. (C)

This Case describes the performance of a female teacher with six year's teaching experience. She was observed working with a class of thirty seven nine year old boys in a small town in rural Ireland. The children came from mixed socio-economic backgrounds and many travelled daily by bus to school from outlying country neighbourhoods. The teacher had been working in this school since she left Carysfort College of Education in 1982. She did not participate in either of the pilot runs of the programme but learned of the research project, and volunteered to be part of the research sample. She welcomed the opportunity of displaying her efficient management skills and took pride in showing off the fruits of her work. She was observed teaching P.E.,

Irish reading and Environmental Studies.

The classroom was large and airy and showed evidence of being tidy and somewhat stark. The boys were arranged two by two at desks that were placed in three parallel rows facing the teacher. There was lots of room to move freely among the pupils and this the teacher did with great impact. The boys were paired at each desk on a criterion of temperament compatability. The pairings were altered once a month or more often if the teacher perceived a need for this. She organised seating arrangements in this way in order:

- (i) to promote the learning of a less able pupil by placing him alongside a brighter boy
- and
- (ii) to break up the trouble makers.

Overriding these considerations was the question of placing a calm boy alongside a more active boy.

The observations in this classroom provided an example of a class in which there was no let up from curricular engagement. The teacher performed with vigour and tremendous energy. She moved with purpose, scanned with eagerness, and spat out curt directions to her thirty seven boys. The lessons had a clear format. Opening routines were sharp. The lesson unfolded in a predictable manner and closed abruptly with adherence to the timetable. Transitions were effected with clockwork precision and all the time teacher was focal and announced. The next lesson began with the same crispness that characterised the previous lesson, and the same format was adopted, i.e. oral recitation , teacher-led presentation of new material, a written assignment, recapitulation, and home-work instructions. There was no humour, no spontaneity, little variety other than the internal transitions within the lessons, and all the time the pupils were being urged to hurry up, to get on with it, to pay attention. No effort to pitch the lesson at varying degrees of complexity was evident, nor was written work allocated in accordance with the mixed ability of the pupils. It is true that while the seatwork was in progress, the teacher did make brief helping contacts with weaker pupils. While doing this, she was scanning like a hawk and intervening in a way that suggested vigilance and alertness.

The pupils worked in a predictable class environment characterised by an unwavering task orientation, and presided over by a teacher who was unremitting in her dominance.

But despite this control driven atmosphere, there was a precariousness about the order, and at varying points some of the pupils clearly could not stand the rigid dictates, or the work pressure, and they momentarily came off task with a sigh or a groan. Instantly, the teacher was in with a reprimand, and all was once more back on course. No fleeting inattention was tolerated. It was head down and get on with it. Content coverage was commendable. The official curriculum was being pushed through with admirable diligence and attention to detail. There was less evidence of the hidden curriculum, or of catering for other instructional goals.

The interview data from this teacher reveal that she perceived herself as "the incarnation of classroom management." She spoke of her love of organisation in every sphere of her life and could not tolerate ambivalence, loose edges, sloppy work or anything, that in her view, was less than perfect. She planned carefully and attributed her management competence to common sense and to trial and error. She claimed that, now that she had evolved a system which was disruption proof, she intended to faithfully adhere to it in its every last detail. Its elements included advance planning, strict implementation and adherence to a set of routines, close monitoring of pupil behaviour and the presentation of solid lessons. Her goals for her pupils were exclusively academic. At both interviews they were expressed as follows:

- (i) That the pupils be able to work in silence and quickly.
- (ii) That they complete homework.
- (iii) That they show homework to parents.
- (iv) That they be able to read a book.
- (v) That they be able to do a project.

No reference was made to affective considerations. When asked about interventions for disruptive incidents should they occur, the teacher favoured sending the deviants to the school principal, or to the class of another colleague. In extreme cases, she notified the parents and called them in to discuss the pupil's misbehaviour. This teacher had carried

out all of these measures.

The pupil interviews revealed that they perceived their teacher as very organised and efficient. They found life in her class boring and lacking in excitement. She was a teacher who could not be fooled and who made it clear from the beginning that she meant business. "We soon got the message" - was a revealing comment from one of the boys. They liked her clear explanations and they all had a feeling of gaining mastery of the curriculum. However, they explained that some boys became anxious because of teacher's striding out and because of her cross voice - even when she wasn't giving out. They felt she didn't praise them a lot, but was quick to point up their inability to answer promptly or correctly. Typical teacher comments they cited were "you're not listening - you're not on the ball." The boys referred to the hectic pace of lessons and gave the sense of a feverish rush to accomplish matters - but not to relax and enjoy some chosen activity on completion of tasks. Rather, the orientation was to find more content to cover and to increase proficiency all round. The boys paid tribute to the teacher's fairness and to her consistency. She worked hard, expected them to work hard and always kept her promises. There were messers in the class, but it was because they couldn't keep up - not because they wanted to give trouble. Implicit in their contributions was that they perceived a trade-off between increments of learning and a relaxed, and enjoyable learning environment. The boys interviewed had adapted to the emphasis on hard work and attainment, but recognised that in other classes, added dimensions to classroom life existed, that simultaneously took care of curricular and extracurricular concerns.

The researcher and her colleague differed in their evaluation of this teacher. On the Effective Classroom Management rating, the researcher attributed a No to this teacher. The co-data gatherer rated her very definitely competent, and on both occasions, the teacher gave herself a self-rating of very definitely yes for effective classroom management. The colleague viewed this teacher as encompassing all the characteristics of effective classroom management viz., advance planning and attention to the minutiae of organisation, a repertoire of Kounin type behaviours, transmission of clear instructions and a classroom characterised by on-task behaviour and absence of overt

disruption. The researcher, on the other hand thought that the class was over-managed.

While admiring many of the attributes of the management system in operation, she regretted the absence of more humanity, more humour, more attention to the affective, more resourcefulness in dealing with minor disruptions, more flexibility. In short, she felt there was a lack of fit between the management system and the context. She also had lingering worries about the impact on individual pupils of being in classes where the momentum never slackened, where the teacher behaved like a sergeant major and where there was a low tolerance for pupil inability to deal successfully with the curriculum. The concept of individual needs, of perceiving the classroom as a social milieu as well as a learning laboratory seemed missing. It is totally conceivable that from the perspective of a school principal, of parents, and perhaps of the inspectorate, this teacher was rated excellent qua teacher. But one wonders was she really creating and sustaining a healthy learning environment? Displays of pupil work took the form of an exercise book with faultless spellings and accurately computed math problems. The creativity and richness that typified other classes were singularly missing in this clinical set-up. It was for reasons like this, that this Case is presented as an illustration of an over-managed class. This is not to deny the commendability of a wholehearted, well motivated input from a young teacher. Less rigidity and more personalised teaching might produce more desirable results. The work ethic would not suffer and in a real sense order would be firmly established. Army precision and a military type ambiance are neither necessary nor appropriate in a primary school classroom. The wide context is not characterised by high levels of disruption, but is relaxed and purposeful. More of the spirit, and less of the letter of effective management, would find greater fit in this setting.

CASE STUDY C.D. (C)

This teacher was a young man in his first appointment, straight from completing his three years B.Ed. degree programme. He was teaching a mixed ability class of thirty seven ten year old boys and girls. The pupils came from a mixed socio-economic urban area, while the teacher came from a farming background in rural Ireland. The classroom was small, brightly lit and attractively decorated. Examples of pupils' art work and charts of current curricular interest adorned the walls. The pupils were

arranged in groups of six around circular tables. The school was an old-fashioned building with little modern facilities. It did have excellent playing fields and the teacher had an opportunity to share his considerable football talents with the boy members of the school. The teacher was observed teaching an Irish class, a Math class and an English class. He was a former student of the investigator's and was most coöperative in agreeing to act as a control subject for purposes of the research project.

During the classroom observation, the teacher presented lessons that had a clearly defined beginning, middle and end. He had assignments prepared at varying levels of difficulty to cater for the mixed ability of his pupils. He devoted considerable amounts of time to giving individual attention to the weaker pupils, while urging the more able to get along with their work on their own. He monitored and scanned and signalled in a way that kept the activity flow moving. His lessons contained a lot of content, so coverage of the curriculum was sound and well prepared. Each lesson resulted in learning or accomplishment and there was a clear task orientation propelling the system.

The atmosphere was hard-working, but allowed for pupil-pupil exchanges, and pupil-teacher exchanges as the work unfolded. The teacher intervened when the noise levels rose beyond an acceptable level. On all occasions, these noise levels were the result of work-oriented discussion or exchanges, and were not attributable to pupil off-task misdemeanours. The teacher desists restored a quieter working atmosphere and the momentum of the lesson was maintained by the teacher cuing the pupils or engaging their attention through unexpected use of the blackboard to demonstrate a point, or to elicit a pupil response. Transitions were ragged but the strong norm of coöperation ensured that the next lesson got underway without undue delay. At these points, the teacher tolerated a certain increase in noise level and a letting off of steam from the pupils.

The pupil interviews indicated that they perceived their teacher as hard-working and organised. There was frequent reference to the focus he maintained on getting things done and in providing clear explanations and expectations. The pupils reported that their teacher was very tuned in to what was happening in the class. They referred to:

- (i) how you couldn't fool him,
- (ii) how well informed he was about each pupil's progress
- and (iii) how well he simultaneously managed the groups.

They were mildly critical of what they perceived as an unevenness in his teaching and of his inconsistent pattern of reprimanding. They spoke of his positive attitude and of his commitment to their curricular progress and adjustment to school. In their view, his management strategies evolved as the year progressed. These were not evident at the beginning of the year, but developed in response to emerging needs. A clear respect for this teacher was implicit in pupil responding and an acknowledgement that the teacher wanted only the best for them.

During interviews, this novice teacher described how he had not really thought out his classroom management plan before the year began, but with his unexpected appointment to this post, he had come to grips with it. The curriculum guided him in determining how he wished to live out his day. The schedule of lessons activities was the driving force in establishing behaviour parameters. To this work norm, the teacher added a dimension of pupil responsibility based on team spirit. He devised a system of having a captain at each table, and gave the captain overall responsibility for the behaviour of his team i.e. the pupils who formed the group at any given table. The rôle of captain rotated each week, so every pupil had the chance of being in charge. Both the teacher and pupils reported that this form of esprit de corp protected the work ethic and fostered high levels of coöperation. As a system it shifted in large measure the focus of control from teacher to pupils. It resulted in a robust sharing of responsibility for classroom life with strong motivation to put in a good performance. The curriculum was conveyed and the learning atmosphere was healthy and trouble free. The teacher had heard of Kounin in his undergraduate studies but was not familiar with his contribution to the world of either theory or practice.

Debriefing and member checking sessions on this teacher led to a consensus that he was succeeding in his classroom management endeavour because of a variety of factors.

These include:

- (i) he thoroughly prepared his work,
- (ii) he intuitively or subconsciously used many Kounin type behaviours,
- (iii) he gained certain cachet by being the only male member of staff,
- (iv) he had a national reputation as a footballer and so was a leadership figure or engaging rôle model for his pupils,
- (v) he wanted very much to protect his appointment to the school staff, which because of precarious teacher-pupil ratios, was in jeopardy.

This combination of factors motivated this young teacher to give of his best to teaching and he spared no effort to impact positively on all who had school-related dealings with him. On the variable Effective Classroom Management, both data-gatherers rated this teacher as definitely competent, while he himself said, on the first occasion that he was unsure, while on the second occasion he felt his competence was developing.

A critical assessment suggests that there is some fine-tuning that could be added to this teacher's performance that would take him into first division classroom management. His general presentation lacks polish. His accent is rural and may appear harsh to urban children. He is so eager to maintain steady work out-put that he does not give time to adequately process pupil cues or contributions. With experience, he may relax into his teaching, and allow for a more participative classroom pattern. He needs to find a surer touch with the pupils, and have the confidence to let the pace vary in the interests of promoting more autonomous pupil learning. At present, the energy is concentrated on delivering clear, meaty lessons, and in keeping pupils on task. This is very commendable, but subtle variations could alter this promising teaching and turn it into a really skilled craft.

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6. The cognitive dimension with its insights and perceptions was very exhilarating.

No negative comments on the model were reported.

Discussion

An analysis of the medium term follow-up questionnaire suggested that the course participants were well satisfied with the course's outcome at that point. The data suggest that the reasons for this relate to the practicality ethic (Doyle & Ponder, 1977) i.e. the course worked. It produced positive outcomes. The data base was of great appeal to teachers in the field. The superficial surface nature of the theme belied a complex infrastructure and the teachers liked the challenge of uncovering the layers, and grappling with issues which are at the heart of their daily lives. For those who bothered, and this seems to be a majority, the effort expended paid good dividends. Reports referred to increases in academically engaged time for pupils and to a reduction in teacher stress levels. Classroom climate had improved and the teachers had a new sense of mastery or control. A bag-of-tricks orientation was cast aside in favour of a reflective, comprehensive perspective that took account of the many strands of management. For teachers already grooved in good practice, the skill of conceptualisation of issues had been extended or introduced, and a research imprimatur stamped on efficient behaviours. Practice had informed theory and this prestigious reinforcement was a powerful incentive. All in all, initial gains reported in the short term evaluation seem to have been maintained and consolidated.

7.8 LONG-TERM RESULTS

A. QUANTITATIVE FINDINGS

A two way analysis of variance was used -

- (i) to determine possible differences between the experimental and control groups, and
- (ii) possible differences between the two experimental groups, i.e. pilot run 1 (summer group), and pilot run 2 (autumn group).

The results from this two way ANOVA show that there were significant differences between the experimental and control groups on the following variables:

Withitness; Overlap; Transitions; Task-Orientation
and Effective Classroom Management.

The experimental or treatment group showed competence in the expected direction over and above the control, or non-treatment group. No significant difference was detected between the two experimental groups. Table 7.4 displays the ANOVA findings.

TABLE 7.4
ANOVA Findings for Experimental and Control Groups

| Variable | Treat Group 1 N = 12 X̄. S.D. | | Control Group 1 N = 12 X̄. S.D. | | Treat Group 2 N = 8 X̄. S.D. | | Control Group 2 N = 8 X̄. S.D. | | F df = | Sig. |
|---------------------------------|--|------|--|------|---------------------------------------|------|---|------|-----------|------|
| Withitness | 1.33 | 0.49 | 1.92 | 0.90 | 1.25 | 0.46 | 1.63 | 0.74 | 5.3 1,39 | * |
| Overlap | 1.50 | 0.67 | 2.08 | 0.79 | 1.38 | 0.52 | 2.25 | 0.89 | 9.14 1,39 | ** |
| Signal Continuity & Momentum | 1.58 | 0.67 | 1.92 | 0.79 | 1.50 | 0.76 | 1.75 | 0.89 | 1.52 1,39 | n.s. |
| Challenges & Variety | 1.33 | 0.49 | 1.58 | 0.52 | 1.38 | 0.74 | 1.63 | 0.74 | 1.69 1,39 | n.s. |
| Desists | 1.25 | 0.45 | 1.33 | 0.49 | 1.25 | 0.46 | 1.13 | 0.35 | 0.00 1,39 | n.s. |
| Constructive/ Programming | 1.11 | 0.33 | 1.25 | 0.46 | 1.17 | 0.41 | 1.29 | 0.49 | 0.71 1,29 | n.s. |
| Clarity | 1.11 | 0.33 | 1.25 | 0.46 | 1.17 | 0.41 | 1.14 | 0.38 | 0.22 1,29 | n.s. |
| Firmness | 1.44 | 0.53 | 1.50 | 0.54 | 1.17 | 0.41 | 1.14 | 0.38 | 0.02 1,29 | n.s. |
| Roughness | 1.89 | 0.33 | 1.63 | 0.52 | 1.67 | 0.52 | 1.71 | 0.49 | 0.59 1,29 | n.s. |
| Ripple | 1.22 | 0.44 | 1.63 | 0.52 | 1.33 | 0.52 | 1.00 | 0.00 | 0.29 1,29 | n.s. |
| Transitions | 1.92 | 0.29 | 1.67 | 0.49 | 2.00 | 0.00 | 1.63 | 0.52 | 5.94 1,39 | * |
| Task Orientation | 1.08 | 0.29 | 1.50 | 0.67 | 1.00 | 0.00 | 1.63 | 0.74 | 9.20 1,39 | ** |
| Pupil Disruption | 3.83 | 0.58 | 3.92 | 0.29 | 4.00 | 0.00 | 4.00 | 0.00 | 0.20 1,39 | n.s. |
| Effective Management | 1.25 | 0.45 | 1.92 | 1.17 | 1.38 | 0.74 | 2.75 | 1.59 | 8.43 1,39 | ** |

Low numbers represent high values e.g.:

1 = Definitely Yes, 2 = Yes, 3 = No, 4 = Definitely No, 5 = Not sure

Sig.<0.05* Sig.<0.01** Sig.<0.001***

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