



A study of teaching classroom discipline/management techniques in five physical education teacher preparation programs in Missouri
by David Theodore Oatman

A thesis submitted in partial fulfillment of the requirements for the degree of Doctor of Education
Montana State University
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Abstract:

The primary purpose of this study was to determine the perceptions of the 1985-1986 physical education graduates of the five regional state universities of Missouri with regard to the overall quality of their institution's physical education teacher training programs, the teaching of specific classroom discipline or management techniques and the number of instructional hours used to teach these specific discipline/management methods.

A questionnaire was developed to elicit the previously mentioned information. Validity of the questionnaire was determined by a four member panel of teaching professionals. Reliability of the questionnaire was determined by the test-retest procedure by using the Pearson Product Moment Correlation Formula. Chi Square (Tests of Independence) was used to determine statistical significance of the data.

The findings of the study revealed information for the improvement of the physical education teacher training programs addressed in the study. From these findings, the researcher developed the following six conclusions: 1. The majority of graduates rated their overall preparation in subject matter mastery and effective teaching techniques as excellent or good while their perceptions of their overall preparation in the area of specific discipline and management techniques was significantly lower.

2. The respondents to the questionnaire rated the quality of preparation in effective teaching techniques in a more positive manner than the quality of their preparation in the characteristics of discipline/management skills.

3. Over half of the respondents were vaguely familiar or totally unfamiliar with the key characteristics of the eight methods of classroom discipline and management addressed in the questionnaire.

4. When compared to the responses of the females, there was a significant difference in the way the males perceived the quality of their preparation with regard to the characteristics of the eight discipline/management styles addressed in the questionnaire.

5. The responses of the graduate's with regard to the characteristics of the discipline/management techniques showed a potential trend toward, improvement in instruction between the years of 1985 and 1986.

6. The majority of the graduates' indicated that their perceptions of their overall preparation were excellent or good.

A STUDY OF TEACHING CLASSROOM DISCIPLINE/MANAGEMENT
TECHNIQUES IN FIVE PHYSICAL EDUCATION TEACHER
PREPARATION PROGRAMS IN MISSOURI

by

David Theodore Oatman

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APPROVAL

of a thesis submitted by

David Theodore Oatman

This thesis has been read by each member of the thesis committee and has been found to be satisfactory regarding content, English usage, format, citations, bibliographic style, and consistency, and is ready for submission to the College of Graduate Studies.

Jan. 5, 1989
Date

Donald L. Robson
Chairperson, Graduate Committee

Approved for the Major Department

Jan. 5, 1989
Date

Donald L. Robson
Head, Major Department

Approved for the College of Graduate Studies

January 5, 1989
Date

Henry L. Parsons
Graduate Dean

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ABSTRACT

The primary purpose of this study was to determine the perceptions of the 1985-1986 physical education graduates of the five regional state universities of Missouri with regard to the overall quality of their institution's physical education teacher training programs, the teaching of specific classroom discipline or management techniques and the number of instructional hours used to teach these specific discipline/management methods.

A questionnaire was developed to elicit the previously mentioned information. Validity of the questionnaire was determined by a four member panel of teaching professionals. Reliability of the questionnaire was determined by the test-retest procedure by using the Pearson Product Moment Correlation Formula. Chi Square (Tests of Independence) was used to determine statistical significance of the data.

The findings of the study revealed information for the improvement of the physical education teacher training programs addressed in the study. From these findings, the researcher developed the following six conclusions:

1. The majority of graduates rated their overall preparation in subject matter mastery and effective teaching techniques as excellent or good while their perceptions of their overall preparation in the area of specific discipline and management techniques was significantly lower.
2. The respondents to the questionnaire rated the quality of preparation in effective teaching techniques in a more positive manner than the quality of their preparation in the characteristics of discipline/management skills.
3. Over half of the respondents were vaguely familiar or totally unfamiliar with the key characteristics of the eight methods of classroom discipline and management addressed in the questionnaire.
4. When compared to the responses of the females, there was a significant difference in the way the males perceived the quality of their preparation with regard to the characteristics of the eight discipline/management styles addressed in the questionnaire.
5. The responses of the graduates with regard to the characteristics of the discipline/management techniques showed a potential trend toward improvement in instruction between the years of 1985 and 1986.
6. The majority of the graduates indicated that their perceptions of their overall preparation were excellent or good.

CHAPTER 1

INTRODUCTION

During the last 20 years, the lack of classroom discipline in the public schools has become one of the major areas of concern in the elementary and secondary classrooms of the United States. As a matter of record, for fifteen of the last seventeen years, the public of the United States has rated discipline (or the lack of it) as the number one problem in the public school classrooms (Gallup, 1984). In fact, the problem has grown to such epidemic proportions that educators, parents, students and even the United States Government have become concerned and involved in controlling this major problem in the public schools of America (Bauer, 1985; Canter, 1976 and Hyman, 1984).

In 1984, the President of the United States established the Commission On School Safety. The Commission's primary purpose was to evaluate the status concerning the lack of discipline in the public schools and to formulate a plan for federal action. President Reagan insisted that the time had come for the public schools to regain strength as institutions of learning and teaching. The President believed that students must be held responsible for their

actions and until this sense of responsibility had been restored, the lack of discipline in the public schools would continue to prevent many students from learning (Bauer, 1985).

Teachers, as well, have indicated that the lack of discipline in the public schools creates a poor environment for the teaching and learning process. These teachers believe that they must have decorum from the students in their classrooms in order to achieve their instructional objectives and to provide the students with an atmosphere for learning (Charles, 1985; Canter, 1976; National Commission on Excellence in Education, 1983; Siedentop, 1986; Wolfgang, 1986 and Clarizio, 1980).

There are several major reasons for the increase in school discipline problems during the last 25 years. According to Hyman, fourteen primary factors have contributed to the deterioration of the schools. Second on the list is "ineffective teacher training programs" (1984, p. 42). A review of the literature indicates that this is no surprise among many education professors. Education training programs are inadequate in the area of teaching classroom discipline/management techniques. Jones indicates that few institutions of higher learning offer courses in "Discipline" or "Classroom Management" (1979, p. 26-27). McDaniel and Duke follow up by indicating that the education curriculums of the colleges and universities should include

courses in classroom management/discipline or provide an opportunity for education students to develop their own discipline plans before their student teaching assignments (1980 and 1984). Tenoschok indicates that "a mere awareness of a variety of techniques will increase the teaching skills of any instructor" (1985, p. 29). Many institutions of higher learning are not preparing their students in this important area. It appears that today's education students are properly prepared for teaching in the areas of subject matter mastery and proper teaching styles, however, prospective teachers are not being prepared with regard to effective discipline/management techniques. Duke adds that, "it is still fairly safe to say that most teachers probably have not received systematic training in at least one classroom management model or system for school discipline" (1984, p. 30). The reason for this void in the curriculum stems from an ongoing argument concerning the necessity of teaching discipline/management techniques.

Some educators believe that the teaching of discipline techniques is not necessary. These professionals contend that effective teaching techniques, subject matter mastery and an interesting and exciting curriculum would eliminate most or all discipline problems (Ohanian, 1982 and Nicholson, 1985). On the other hand, recent research has shown that when classroom management/discipline techniques are added to the college curriculum and are taught in the

college classroom, beginning teachers are better able to promote an environment that is more conducive to teaching and learning (Doyle, 1985 and Everston, 1983). Both of these authors, along with others, are quick to point out that classroom management/discipline techniques alone, do not create an excellent learning environment (Doyle, 1985; Charles, 1985 and Wolfgang, 1986). However, discipline techniques added to the professional preparation curriculum do make a significant contribution to the success of a beginning teacher (Nicholson, 1985).

Physical educators are no different than other teachers. They must have excellent classroom control through specific discipline procedures and teaching methods if they are to be efficient in creating a safe and effective teaching and learning environment. Due to the nature of physical education, teachers have been involved in thousands of liability cases throughout the years. In many of these cases, the physical educator has been found to be negligent in providing a safe and effective learning environment. When students are out of control and off task, the chance of unanticipated accidents increases. Effective classroom control and keeping students on task can eliminate some of these unnecessary mishaps (Tenoschok, 1985).

Because of the tremendous increase in liability cases and the increased necessity for teacher accountability, future physical educators must be made aware of specific

discipline/management techniques. If these techniques are used correctly, the instructor can create a better teaching/learning environment, thus enhancing student interest and participation in the learning process and possibly cutting down on liability problems (Henderson, 1985). One method that physical educators can use in developing effective classroom control can be summarized in four words: instruct, warn, demonstrate and supervise (Henderson, 1985). Effective instruction and being able to demonstrate correct techniques for an activity or skill assists not only in the development of correct and competent performance, but in the control of the students' inappropriate actions thus increasing control of on task behavior as well (Gabbard, 1987 and Graham, 1987). Warning students of inappropriate behavior with equipment or apparatus enhances the teachers lesson by setting limitations on the students actions and showing them the possible negative consequences or potential injury in the event of inappropriate behavior. Effective supervision is essential. The physical education teacher must supervise the students with safety in mind and by demanding appropriate behavior in the tasks at all times (Bayless, 1985).

Effective teaching does not occur solely by efficient classroom control. However, one must remember that effective teaching cannot occur without excellent discipline

in the elementary and secondary classrooms. All college and university teacher training programs can improve the professional preparation of their students, thus improving their teaching skills, if they include as part of their courses of study specific discipline/management techniques. There is a strong possibility that physical education graduates of many institutions of higher education have failed to receive this type of instruction, thus the focus of this study.

Statement Of The Problem

The problem of this study was two-fold. First, to determine the perceptions of the 1985-1986 graduates of the five regional state universities of Missouri with regard to the overall quality of the institution's physical education teacher training programs. Second, to determine the graduates' perceptions of their preparation in the physical education teacher training programs with regard to the teaching of specific classroom discipline or management techniques and the number of instructional hours used to teach these specific discipline or management methods with relation to the school from which the student graduated, gender, year of graduation, size of school teaching in and level of teaching certification. In other words, do the graduates believe they were properly prepared to handle classroom discipline problems in the public schools by

specific training that they received in their undergraduate programs?

Contribution Of This Study To The
Education Curriculum

There are two sides to the argument of whether discipline/management techniques should be taught in the education curriculums of colleges and universities. One side of the argument indicates that there is no need to teach classroom discipline techniques while the other side argues that the teaching of such techniques is of prime importance to the over all curriculum. Despite the various sides of the argument, one must remember that research has shown that the teaching of discipline/management techniques to education students has significantly increased the beginning teachers ability to create a better teaching/learning environment (Doyle, 1985 and Everston, 1983).

At the completion of this study, the researcher analyzed the data concerning three distinct areas of the physical education teacher training programs: First, the graduates' level of satisfaction in professional preparation with regard to the overall teacher training program; second, the specific concepts and methods addressed during their professional development with regard to the teaching of specific classroom discipline/management techniques; third, the amount of time that was taken in teaching these

techniques. If the graduates' responses indicate that they were not properly trained in discipline/management techniques or if the amount of time taken to teach these techniques was inadequate, specific and important recommendations would be made to the appropriate teacher training programs on curriculum improvement.

Questions To Be Answered

The following questions were answered at the completion of this study:

1. Are graduates' perceptions of the quality of instruction that they received in their teacher training programs with regard to subject matter mastery independent of gender?
2. Are graduates' perceptions of the quality of instruction that they received in their teacher training programs with regard to subject matter mastery independent of the institution from which they graduated?
3. Are graduates' perceptions of the quality of instruction that they received in their teacher training programs with regard to subject matter mastery independent of the size of school they now teach in?
4. Are graduates' perceptions of the quality of instruction that they received in their teacher training programs with regard to subject matter mastery independent of the grade level of their teaching certification?
5. Are graduates' perceptions of the quality of instruction that they received in their teacher training programs with regard to subject matter mastery independent of the year of graduation?
6. Are the graduates' perceptions concerning the teaching of specific discipline/management techniques independent of gender?

7. Are the graduates' perceptions concerning the teaching of specific discipline/management techniques independent of the institution from which they graduated?
8. Are the graduates' perceptions concerning the teaching of specific discipline/management techniques independent of the size of school they presently teach in?
9. Are the graduates' perceptions concerning the teaching of specific discipline/management techniques independent of the level of teaching certification?
10. Are the graduates' perceptions concerning the teaching of specific discipline/management techniques independent of their year of graduation?
11. Is the length of time taken for the instruction of specific classroom discipline/management techniques independent of the institution in which the teaching took place?
12. Is the length of time taken for the instruction of specific classroom discipline/management techniques independent of the level of teacher certification?
13. Are graduates' perceptions of the overall quality of their physical education teacher training program independent of gender?
14. Are graduates' perceptions of the overall quality of their physical education teacher training program independent of the institution from which they graduated?
15. Are graduates' perceptions of the overall quality of their physical education teacher training program independent of the size of school they presently teach in?
16. Are graduates' perceptions of the overall quality of their physical education teacher training program independent of the level of teaching certification?

17. Are graduates' perceptions of the overall quality of their physical education teacher training program independent of their year of graduation?

General Procedures

The researcher developed a questionnaire that was designed to measure the graduates' level of satisfaction in their professional preparation with regard to the overall teacher training program. In addition, the questionnaire was designed to emphasize the teaching of specific classroom discipline/management techniques and the amount of time that was taken in teaching these techniques. Reliability of the instrument was determined by the test-retest procedure. Validity of the instrument was determined by a panel of teaching professionals in physical education and educational foundations. Specific details of these procedures are addressed in Chapter Three. Results of these procedures are addressed in Chapter Four and Appendix D.

After determining the reliability and validity of the instrument, the questionnaire was administered to the 1985-1986 graduates of the physical education teacher training programs at the five regional state universities of Missouri: Central Missouri State, Northeast Missouri State, Northwest Missouri State, Southeast Missouri State and Southwest Missouri State. The questionnaire was administered during the Fall semester of 1987.

Chi Square (Tests of Independence) was used to analyze the data. Ferguson indicates that it is conventional to adopt levels of significance at .05 or .01. He continues in saying, "For most practical purposes it is sufficient to designate probability of $p \leq .05$ or $p \leq .01$ " (1981, p. 175). He further states that "the investigator adopts, perhaps rather arbitrarily, a particular level of significance" (1981, p. 175). Consequently, for the purpose of this study, the researcher has adopted the .05 level ($p \leq .05$) to establish statistical significance of the data.

Delimitations Of The Study

The study was delimited in the following ways:

1. The population was defined as the graduates of the physical education teacher training programs at the five regional state universities of Missouri of 1985 and 1986.
2. The entire population was used in the survey. Names and addresses of the graduates were obtained from the department heads or alumni offices of each respective university.

Definitions Of Terms And Phrases

Classroom Management- Definite procedures used by the teacher in the creation of a positive learning environment that prevents serious disruptions of the learning process (Gabbard, 1987, p. 119).

Classroom Discipline- Techniques used by the teacher to interrupt inappropriate behaviors and prevent their recurrence (Gabbard, 1987, p. 119).

Classroom Discipline/Management Techniques- The process in which the teacher exerts a variety of motivational techniques in order to influence the students to exert an optimal amount of energy trying to learn what the

instructor wants to teach them instead of wasting time in various counter productive activities (Gnagey, 1981, p. 11).

CHAPTER 2

REVIEW OF LITERATURE

Introduction

The review of literature is presented in three distinct sections. The first section presents the literature that demonstrates there is a problem concerning the lack of discipline in the classrooms of the elementary and secondary public schools in the United States. The problem of discipline in the American classrooms has grown to epidemic proportions since the 1960's. How this problem started and why it was allowed to grow are the two areas that are addressed.

The second section presents the literature that argues the possibility of a void in the college curriculums of teacher training programs. Some authors indicate that there is no need to teach classroom discipline techniques in the college classroom. The professorate that argue this point believe that the presentation of a good curriculum in the area of teaching methods eliminates most or all of the potential discipline problems in the public schools. On the other hand, recent research indicates that when classroom

management techniques and discipline procedures are taught in the teacher training programs at the college and university level, beginning teachers have been able to create a better teaching/learning environment, thus significantly reducing the number of classroom disruptions and discipline problems (Doyle, 1985 and Everston, 1983). Both sides of this argument are presented.

The final section of this chapter presents several methods of proven classroom discipline techniques. Each of the seven methods to be presented allows the college professor to introduce successful methods of discipline techniques in the teacher training programs. After the presentation of this material, the prospective teacher can select one or more of the methods that best reflects his/her personality and teaching style.

The Problem Of A Lack Of Discipline In The Elementary And Secondary Public Schools

The 1960's appear to be the time when most researchers indicate that discipline in the elementary and secondary classrooms became a major problem. Duke indicates that "attention shifted from student unrest and demonstrations in the late '60's to fear of violence and vandalism in the mid-'70's. By the late '70's, the focus of concern had become unproductive, 'off task' behavior in the classroom" (1984, p. 26). During the early 1980's, this concern was addressed again in a national report entitled A Nation At Risk: The

Imperative For Educational Reform (1983). In addition, in 1969, George Gallup began taking opinion polls concerning society's attitude toward the public schools. The results of the past fifteen polls have been quite repetitious. For fifteen of the last seventeen years, the public of the United States has rated discipline (or the lack of it) as the number one problem in the public school classrooms (Bauer, 1985; Duke, 1984 and Gallup, 1984).

How did this dilemma begin? How did the public schools of today transform from places of learning and teaching to institutions where the primary concern is the lack of discipline? According to Hyman, there have been fourteen primary factors that have contributed to the deterioration of the schools, thus leading to increased discipline problems: ". . . inadequate parenting, ineffective teacher training, poor school organization, inadequate administrative leadership, inappropriate curricula, the overuse of suspensions and other punishments, inborn traits of individual students (such as neurological impairments), poor self-esteem and frustration, mass media, racism, lack of employment opportunities, peer pressures and overcrowding of the schools. . ." (1984, p. 42).

It is not surprising that ineffective teacher training is near the top of the list. This is the area in which classroom discipline techniques should be taught, but they're evidently not (Jones, 1979). Granted, during the

early 1960's, the college professorate had very little research or literature on discipline techniques with which they could base their teaching of discipline procedures. Today, however, there is an overwhelming amount of literature and research on the subject and there is no excuse for not teaching proper classroom discipline techniques in the teacher training programs (Charles, 1985 and Wolfgang, 1986). Yet, the problem of not addressing the issue still continues in today's teacher education programs. Jones summarizes the issue:

Avoiding the topic of classroom discipline as though it were taboo is nowhere more evident than in teacher education. It is a sobering exercise to look through the catalogues of teacher training programs at colleges and universities in a vain attempt to find a course entitled 'Discipline' or 'Classroom Management'. Teachers repeatedly express their bitterness at not having been prepared in the course work and student teaching to deal effectively with the frequent student misbehavior that is commonplace in almost any classroom. At best a few simplistic behavioral techniques are covered briefly in some programs, but most teachers report that, when they raised the issue with their professors, they were told they would 'pick it up on the job' (1979, p. 26-27).

Today, parents, teachers and students understand that there is a problem in the schools with regard to a lack of discipline. These people also recognize that good discipline is critical for good schools (Bauer, 1985). Teacher education programs are of prime importance in addressing this major problem. These programs should continue their instruction in teaching methods and subject

matter mastery, but should also emphasize courses in classroom management and discipline. Classroom management courses should emphasize not only the subject matter side of the discipline problem, but the practical strategies that can be used in the classrooms of the public schools (McDaniel, 1980 and Duke, 1984).

Teaching Classroom Discipline And Management
Skills In The College Classroom

There are two trains of thought concerning the teaching of classroom management or discipline techniques. On one side, there is the argument that the only techniques that need to be taught in the teacher training programs are the techniques involved with teaching strategies and curriculum design. These authors contend that behavior changes in the elementary and secondary classrooms are not made through rules, regulations and discipline techniques, but through good teaching techniques and excellent curriculum development (Ohanian, 1982 and Nicholson, 1985). The teachers that have authority in the classroom do not achieve this control from rules, but from the teacher's own savvy and charisma. The teacher has an individual personality which no one discipline technique can match. Consequently, the argument concludes, the teacher must rely on their own inherent skills (Ohanian, 1982).

In addition, in April of 1983, the National Commission of Excellence published a study called A Nation At Risk. In

this publication, the Commission accused the colleges and universities of over emphasizing the educational methods courses. The Commission suggested deleting a few of the methods courses and replacing them with more classes to increase subject matter mastery. In essence, the Commission was saying that the courses emphasizing teaching techniques, and possibly discipline/management styles, should not be addressed as much as they currently are.

Concerning the opposite side of the argument, Doyle (1985) and Everston (1983), have shown when classroom management/discipline techniques are taught in the college classroom or through in-service sessions, beginning teachers are able to promote an environment that is more conducive to teaching and learning.

In her longitudinal, descriptive study, Everston used 27 trained observers to study 27 elementary school classrooms. Several of the teachers being observed were given intensive and concentrated courses of study in specific discipline/management procedures. The remaining teachers were not given this training. Everston found that the teachers who were trained in specific management and discipline procedures had significantly fewer behavior problems from their students. Everston believes this difference was due to the teacher manual that was used in the study. The manual was used to discuss and teach 11 broad prescriptions to assist teachers in their

organization, teaching techniques, rules development and enforcement and specific techniques for handling inappropriate behavior. With the results of her study, Everston has made strong recommendations to teacher education programs with regard to the necessity of teaching classroom management/discipline techniques in the professional preparation programs (1983).

These same professionals are quick to point out that proper discipline in the classroom does not, by itself, create an excellent learning environment (Doyle, 1985; Charles, 1985; Ohanian, 1982 and Wolfgang, 1986). However, it does make a significant contribution to the total learning situation. Without proper discipline in the classroom, true learning cannot occur (Bauer, 1985). With the belief that elementary and secondary children learn from the behavior of their peers (Baker, 1985), teachers must be prepared to effectively handle the crises of classroom interruptions. When teachers are prepared, children respond favorably, thus creating the better teaching and learning environment. The ideal environment for learning could be developed with a cooperative combination of proper subject matter, innovative teaching styles and proper methods of classroom discipline (Charles, 1985).

Physical education classes are no exception. Instructors at the elementary and secondary levels must have effective classroom control in order to enhance the teaching

and learning environment (Bucher, 1975; Dauer, 1986; Gabbard, 1987; Graham, 1987; Nichols, 1986 and Siedentop, 1986). As indicated in Chapter One, proper classroom control can be enhanced by proper instruction and direction, giving the students proper warnings concerning the dangers and hazards of certain activities, demonstrating the correct techniques of an activity or skill and supervising the class with safety in mind. Proper execution of these four simple phrases can drastically decrease the chances of litigation, increase classroom control and greatly increase the enjoyment of the class for the teacher and the students (Tenoschok, 1985 and Henderson, 1985). However, these are not the only methods of classroom discipline/management that can be used in the elementary or secondary physical education classroom.

The use of classroom rules and positive reinforcement, ignoring inappropriate behavior, the proper use of classroom meetings, proper classroom organization, fair and appropriate punishment and emphasizing the punishment of the student's behavior and not the individual student are some key points that can be emphasized as effective management/discipline policies in the physical education classroom (Dauer, 1986; Gabbard, 1987; Graham, 1987; Nichols, 1986 and Siedentop, 1986). Each of these methods or techniques enhance the teaching and learning environment of the physical education classroom and each can be taught

in the college and university teacher preparation program. However, in the past, the beginning teacher has had to learn these vital concepts while on the job (Jones, 1979). Today, all education majors can be taught proper and effective classroom discipline techniques in the college classroom.

What Types Of Discipline Procedures Should Be Taught?

In section two, the literature established that the teaching of discipline techniques made a significant contribution in developing the teaching/learning environment. With the great number of discipline models and theories available today, prospective teachers have at their access a gold mine of options. There is no one method of discipline or management that is best suited for all teachers or all problems. Duke indicates that this may be one of the causes for not teaching discipline or management techniques in the past: "Currently, widespread agreement does not exist concerning the most effective ways to manage classrooms, prevent behavior problems or coordinate school discipline" (1984, p. 28-29). Consequently, teachers must choose what method is best for their individual style and personality (Charles, 1985).

Section three of this chapter was designed to present detailed descriptions of seven models of discipline and management techniques. These models have been proven successful in the elementary and secondary classrooms in

assisting the development of an improved teaching/learning environment. The methods are presented in outline form, thus enabling the reader to quickly identify the characteristics, key words and phrases that are distinctive of each particular model. The models that are reviewed have been designed and/or developed by the following authors: Jacob Kounin, B. F. Skinner, William Glasser, James Dobson, Haim Ginott, Frederic Jones and Lee Canter.

Jacob Kounin

1. Five Key Concepts Of Kounin's Ideas:

- A. The ripple effect
- B. Withitness
- C. Overlapping
- D. Movement Management
- E. Student Boredom

A. The Ripple Effect - The process involved when a teacher corrects a student. The correction of that one student quite often affects and corrects the behavior of the students who witnessed the correction. This phenomenon works more efficiently at the elementary level than at the high school level.

B. Withitness - Kounin invented this term for teachers who seemingly have "eyes in back of their heads". Withitness has two primary parts:

- 1. Selecting the correct student in correction.
- 2. Selecting the more serious of two simultaneous problems.

Both of these elements, if properly used will give the students more of a concrete knowledge that the teacher knows what's going on.

How do you do these two things? Kounin suggests four keys: (Wolfgang, 1986, p. 305)

1. Keep constantly alert to sights and sounds around the classroom.
2. Arrange yourself and the students so that the students are within sight at all times.
3. Whenever attending an individual or small group session, scan the entire room every now and then.
4. At the first sign of a problem, make a statement indicating to the class that you are aware of the problem.

C. Overlapping - The ability to be able to attend two problems at once. Kounin feels that any teacher who is good at overlapping will be able to see the entire classroom more efficiently.

D. Movement Management - Teachers who are able to make smooth transitions from one activity to another and keep the pace of the lesson smooth, will have fewer classroom disruptions.

Kounin found two distinct problems that created discipline problems:

1. Jerkiness - In order to avoid jerkiness, the lesson must be organized, effective and flow smoothly. There are four causes of jerkiness:
 - a. Thrusts - The teacher suddenly moves into a new activity without proper introduction.
 - b. Dangles - The teacher changes from one activity to another without warning.
 - c. Truncations - Same as dangles, but the teacher doesn't return to the first train of thought.

- d. Flip-Flops - When the teacher begins an activity, moves to another, and then returns to the first activity.
2. Slowdowns - These are described as delays and unnecessary waste of time between activities. These delays have two sources:
 - a. Overdwelling - Where the teacher spends too much time giving directions.
 - b. Fragmentation - Occurs when teachers break down a teaching concept into too many sections. The concept could be brought across to the students more effectively as a whole rather than many parts.
- ***In concluding the movement management section, Kounin believes that the "teachers ability to manage smooth transitions and maintain momentum is more important to work involvement and classroom control than any other behavior management technique" (Charles, 1985).
- E. Student Boredom - When too much repetition is involved, students tend to get bored. Boredom creates careless work and increased errors. The teacher must incorporate various teaching/learning activities, methods or styles.

(Charles, 1985 and Wolfgang, 1986)

B. F. Skinner

1. Skinner's main contribution to education has been in the area of reinforcement and how it is used to control and motivate student behavior. The concept of behavior modification was coined by educators who took Skinner's basic ideas and proposed them into ideas for school discipline.

A. There are twelve key concepts behind behavior modification:

1. Behavior is shaped by its consequences.
2. Behavior is strengthened if followed immediately by reinforcers.
3. Strengthened behaviors are those that have become more likely to be repeated.
4. Behavior is weakened if it is not followed by reinforcement.
5. Weakened behaviors are less likely to be repeated.
6. Behavior is also weakened if followed by punishment.
7. Systematic use of reinforcement (rewards) can shape an individual's behavior in desired directions.
8. In the early stages of learning, constant reinforcement produces the best results.
9. Once learning has reached the desired level, it is best maintained through intermittent reinforcement.
10. When applied to classroom learning and discipline, this process of behavior shaping through reinforcement is called behavior modification.
11. Behavior modification is applied in these two ways:
 - A. The teacher observes the student performing a desired act, rewards the student and the student tends to repeat the act.
 - B. The teacher observes the student perform an undesired act, the teacher either ignores the act or punishes the student.
12. Behavior modification successfully uses various kinds of reinforcers (Charles, 1985).

B. In using behavior modification, the teacher must be aware of three crucial items:

1. The beneficial aspects of behavior modification.
2. The dangers of punishment.
3. The types of reinforcers that can be used.

1. Benefits of Behavior Modification

- a. It allows the teacher to work in a warm, positive environment of reinforcement rather than the cold, harsh environment of punishment.
- b. It enables students to develop their own personal self-esteem.

2. The Dangers of Punishment - Although there are times that punishment is necessary (i.e. for fighting, destroying school property, etc.), the teacher must be aware that if punishment is given, but unwarranted, bad feelings may result between the student and the teacher.

3. Types of Reinforcers - There are basically four types:

- a. Social - Words, gestures, facial expressions that are used by the teacher toward the student.
- b. Graphic - Stickers, happy faces, happy-grams, rubber stamps and ink or charts, etc.
- c. Activity - Caring for the class pet, having extra recess time, being excused from a test.
- d. Tangible - Popcorn parties, pens, pencils, stamp books, certificates, etc.

C. There are five systems of behavior modification that have been developed. All five have been used successfully by teachers in the elementary and secondary classrooms. The five systems are:

1. Informal "catch 'em being good"
2. Rules-Ignore-Praise (RIP)
3. Rules-Reward-Punishment (RRP)
4. Contingency Management
5. Contracting

1. "Catch 'em Being Good" - This method is especially effective in primary grades. In junior high and high school levels, other methods must be used.
2. Rules-Ignore-Praise (RIP) - Five to six class rules are established. Those who follow the rules are praised, those who don't are ignored. This method works fairly well at the elementary level, but not at the secondary level.
3. Rules-Reward-Punishment (RRP) - This system is extremely effective with both secondary and elementary students. Rules are established by the class or the teacher. The students then choose to obey the rules (rewards) or disobey the rules (punishment).
4. Contingency - There is an agreement between the students and the teacher that proper behavior will result in "earning" a marble, chip, penny, etc. After a pre-determined number of objects are earned, the class earns something special (again, predetermined by the class and teacher). This system works well with behavior problem students, mentally retarded and elementary level children.

5. Contracting - This system involves communication between the teacher and the student. When a contract is drawn up between the two, the student must meet the requirements of the pact in order to receive the reinforcement (grade). This method is very effective for students in the secondary and junior high levels.

(Charles, 1985 and Wolfgang, 1986)

William Glasser

1. Glasser's contribution to the area of classroom discipline comes in the concept of Reality Therapy. This concept has seven basic key points: (Charles, 1985).

- A. Students are rational beings. They can control their behavior.
- B. Good choices produce good behavior. Bad choices produce bad behavior.
- C. Teachers must forever try to help students make good choices.
- D. Teachers who truly care about their students accept no excuses for bad behavior.
- E. Reasonable consequences should always follow student behavior, good or bad.
- F. Class rules are essential. They must be enforced.
- G. Classroom meetings are effective vehicles for attending to matters of class rules, behavior and discipline.

The basic premise behind these key components is that the student has the ability to make good choices or bad choices. However, it is the student's responsibility to make good choices. The teacher's job is to assist the student in making the proper choice.

2. Glasser has established eight guidelines that teachers should follow in leading the students to good decisions. (Charles, 1985).
- A. Continually stress the student's responsibilities.
 - B. Establish rules that lead to class and individual success.

- C. Accept no excuses for bad behavior.
- D. Identify suitable alternatives to bad behavior.
- E. Make sure that reasonable consequences follow whatever behavior the student chooses.
- F. Be consistent in your behavior toward the students.
- G. Consistently hold class meetings. There are three types: social problem solving, educational diagnostic and open ended.

(Charles, 1985 and Wolfgang, 1986)

James Dobson

1. James Dobson advocates the use of corporal punishment in the classroom to solve some discipline problems. Dobson indicates that he approves of its use up to the ages of 8-10 years. After that age, he feels that the process of spanking is humiliating and does not accomplish the goal of behavior change. Dobson continues by saying:

Not only must we reinstate discipline at home (the first obligation), but the authority of the school must also be reconstructed. Parents have the primary responsibility in both objectives, since the school is largely responsive to their wishes. They should let the teachers and administrators know that they favor reasonable control in the classroom, even if it requires an occasional application of corporal punishment. (1970, p. 107)

2. In order to achieve proper behavior, Dobson believes in five alternatives or steps:

- A. Silently Looking On
- B. Directive Statements
- C. Modeling
- D. Reinforcement
- E. Physical Intervention and Isolation

A. Silently Looking On - This method or step is used as an information gathering process concerning the child's behavior. When the teacher knows the reason why the student is behaving improperly, the teacher then moves in with step two.

- B. Directive Statements - Dobson says that this is the step where the teacher "lays down the law". After the teacher finishes talking, there should be no question as to how the students should behave. Basically, this is a presentation or re-presentation of the rules of the classroom. Breaking of these rules will lead to a predescribed punishment.
- C. Modeling - Dobson firmly believes that the way a teacher acts has a direct effect on the students behavior.
- D. Reinforcement - Dobson believes in the reinforcement techniques already discussed in behavior modification. He recommends that, without question, reinforcement techniques should be used first. Corporal punishment should be used as a last resort.
- E. Physical Intervention and Isolation - When an isolation room is used, it should be an unpleasant place. It should provide an atmosphere that is less enjoyable than that of the classroom. Isolation should be used for a student who is constantly a disruption to the proper teaching/learning environment. Dobson concludes that when a child willfully destroys or challenges the authority of the teacher, corporal punishment could be used. If a student is to be spanked, Dobson suggests five guidelines that must be followed:
1. The child should be taken away from the eyes of the other children.
 2. The teacher should tell the child why the punishment is being given.
 3. Spank the child once (he indicated with the hand or a paddle).
 4. After the punishment has been administered, the child should be loved and told how to avoid this punishment again.
 5. The teacher must not be angry, upset or mad when administering the punishment.

Haim G. Ginott

1. Haim Ginott has developed a distinctive method of discipline in which his basis of thinking revolves around avoiding attacks on the child's character. His method includes twelve key statements: (Charles, 1985, p. 48-49).
 - A. Discipline is a series of little victories.
 - B. The most important ingredient in discipline is the teacher's own self-discipline.
 - C. The teacher should use sane messages. These messages do not attack the character of the child.
 - D. Teachers at their best use communication that is harmonious with the students' own feelings.
 - E. Teachers at their worst attack and label student's character.
 - F. Teachers should model the behavior they hope to see in the students.
 - G. Inviting cooperation from students is better than demanding it.
 - H. Teachers should express anger, but in sane ways.
 - I. Labeling students discourages them.
 - J. Sarcasm is dangerous. Praise is often dangerous. Use both with great care.
 - K. Apologies from students should be accepted with the understanding that they intend to improve.
 - L. The best teachers help students to build their own self-esteem.

2. Ginott continues by saying that teachers are the key to good discipline. He indicates that there are specific traits that describe a good teacher.
 - A. The characteristics of teachers who are at their best are: (Charles, 1985)
 1. Messages that are sent to the student do not attack their character, but the situation at hand.
 2. They do not express their anger toward the student.
 3. They invite cooperation from the student.
 4. They accept and acknowledge the feeling of the student.
 5. They do not label the student.
 6. They correct students by guiding them in the appropriate direction.

7. They do not praise their students.
8. They are brief when correcting students.
9. They are models of humane behavior.

Ginott concluded by saying that teachers who are at their worst will do just the opposite in the nine categories listed above.

3. An interesting argument comes from Ginott's theory. Whereas behavior modification, assertive discipline and Dobson's concept encourage praise, Ginott discourages the use of praise with children. He feels that too much praise creates a detrimental effect on the situation. Ginott feels that praise should be directed toward specific acts that the child has done and not toward the child's personality.

(Charles, 1985).

Frederic Jones

1. There are three keys to Jones' method of classroom discipline. (Some of these are considered background information, but vital criteria with regard to the overall concept.) (Charles, 1985, p. 88).
 - A. Teachers in the typical classroom lose approximately 50% of their instructional time because students are off task or otherwise disturbing the teacher or other class members.
 - B. Practically all of this lost time results from two kinds of student misbehavior--talking without permission (80%) and generally goofing off (19%).
 - C. Most of this lost teaching time can be salvaged if teachers systematically employ three kinds of techniques: effective body language, incentive systems and efficient individual assistance.

2. Jones feels that many of the situations that create lost teaching time can be effectively halted if the teacher will apply the following techniques in a systematic fashion:

- A. Body Language - Jones feels that good discipline involves proper use of body language 90% of the time. Effective teachers will learn to use eye contact, physical proximity, bodily carriage, facial expression and gestures to their advantage. Effective teachers will know the meaning of specific body positions with regard to being passive or assertive.
- B. Incentive Systems - This is very similar to the reinforcers used in behavior modification. These rewards can be tangible or intangible. Jones indicated that an incentive system is "an organized means of making available something that students like so much that in order to obtain it, they will work diligently through the period or the day." (Charles, 1985, p. 93). These incentives can be developed to reward all of the class or only members of the class who achieve the goal.
- C. Providing Efficient Help - The key here is that the teacher must develop quick and efficient ways of working with students on an individual basis. Jones feels that cutting out unnecessary talking will assist in the teacher's ability to work with all the students who need help. In other words, instead of spending four minutes with each student, develop a responsive interaction with the student that will take approximately 20 seconds.

(Charles, 1985)

Lee Canter

Basic Premise of Assertive Discipline -- The teacher must have the conviction to say, "I care enough about all of my students to give them the opportunity to learn". The key motivating factor is the positive reinforcement that is given from the teacher to the student.

1. Five Statements That The Assertive Teacher Must Believe:

- A. I will not tolerate any student in this classroom from keeping me from teaching.
- B. I will not tolerate any student keeping another student from learning.
- C. I will not tolerate any student engaging in an activity that is not in his/her best interest or in the best interest of the other students.
- D. Whenever appropriate behavior is seen, reinforce it with positive statements, gestures, etc.
- E. Assertive teachers do what works. They use what is comfortable for them.

2. Assertive Discipline Has Five Basic Competencies:

- A. All children (deprived, minorities, etc.), except the ones with organic problems, can behave in the classroom. Show them you mean business in the classroom by backing up what you say.
- B. You must, at all times, know exactly what you want the students to do. The teacher is responsible for making observable classroom rules. Examples of observable rules are raising your hand before talking, not touching, following directions, etc.
- C. Have a set plan of what you as the teacher will do when one of your rules are broken. The students must be aware of these rules and the consequences for not following the rules.
- D. Be ready and willing to use positive reinforcement techniques whenever the students do what you want them to do.
- E. Be ready, willing and able to work with parents and principals. They must also be aware of your classroom rules, negative and positive consequences.

3. Assertive Discipline seems to be a complete plan of classroom discipline techniques. It involves a complete list of classroom rules and negative and positive reinforcement techniques that are presented to the students, principals and the parents. The key in this plan of discipline is that the teacher is willing and able to back up what they say with the correct actions.

(Canter, 1976; Charles, 1985 and Wolfgang, 1986)

Conclusions

All seven of the classroom discipline techniques discussed in this section have two major points in common. First, each method contains some form of positive and negative reinforcement. Second, every technique refers to some method of obtaining classroom rules.

Positive reinforcement appears to be of prime importance to most of the methods. Some of the programs emphasize the use of verbal techniques and gestures (Glasser, Skinner and Jones), while others would rather emphasize tangible reinforcement techniques (Canter). Still another cautions the use of praise and positive reinforcement given directly to the children (Ginott).

Negative reinforcement or punishment comes in several forms also. One of the authors suggest ignoring improper behavior (Skinner), while others suggest meeting poor behavior head on. In discussing the process of how to handle improper behavior, the authors seem to have different beliefs. Glasser believes that verbal analysis through classroom discussions and one on one conferences with the

students solves the problem. Kounin believes that poor behavior is curtailed if the teacher has a good curriculum and smooth teaching style. Dobson, Jones and Canter agree that the problem of poor classroom behavior should be met head on with the teacher laying down the law. These three continue by indicating specific, predetermined punishments that are carried out if the poor behavior is not stopped.

The second area that all seven authors seem to have in common is the use of classroom rules. Some of the authors briefly state the importance of rules (Skinner, Kounin and Ginott), while the others indicate that rules play a primary role in their discipline procedures (Canter, Jones, Dobson and Glasser). These rules can be determined by the teacher (Canter and Dobson) or a combined effort from the teacher and the class members (Glasser and Jones). Whichever way is used to decide the classroom rules, the use of rules have proven to be successful.

CHAPTER 3

PROCEDURES

The problem of this study was two-fold. First, to determine the perceptions of the 1985-1986 graduates of the five regional state universities of Missouri with regard to the overall quality of their institution's physical education teacher training programs. Second, to determine the graduate's perceptions of their preparation in the physical education teacher training programs with regard to the teaching of specific classroom discipline or management techniques and the number of instructional hours used to teach these specific discipline or management methods in relation to the school from which the student graduated, gender, year of graduation, size of school in which the graduate is teaching and level of teaching certification. In other words, do the graduates believe they were properly prepared to handle classroom discipline problems in the public schools by specific training that they received in their undergraduate programs?

Chapter Three discusses these problems with regard to specific procedures that were used to collect and analyze the data. Specific attention was given to the development

of hypotheses, how the data was obtained and a description of the population that was used in the collecting of the data.

Population Description

The population used for the study was the physical education graduates (n=241) from the five regional state universities in Missouri during the years of 1985 and 1986. The five regional state universities in Missouri are: Central Missouri State University, Northeast Missouri State University, Northwest Missouri State University, Southeast Missouri State University and Southwest Missouri State University.

All of the responses received from the population were utilized in developing the data base. The researcher believed that the most accurate description of the graduates' perceptions concerning their undergraduate professional preparation would be found if the entire population was used. Consequently, there were no specific sampling procedures used during this study.

Method To Be Used In Collecting The Data

The data was collected by means of a mail-out questionnaire. The questionnaire was developed by the researcher to elicit responses from the population with regard to their level of satisfaction in their professional preparation to the teaching of specific classroom

