A STUDY OF THE RELATIONSHIP BETWEEN MIDDLE SCHOOL AND HIGH SCHOOL TEACHERS INSTRUCTIONAL AND BEHAVIOR MANAGEMENT PRACTICES AND DEMOGRAPHIC VARIABLES

by

Deborah Albright Santiago

Liberty University

A Dissertation Presented in Partial Fulfillment

Of the Requirements for the Degree

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ABSTRACT

Deborah Albright Santiago. A STUDY OF THE RELATIONSHIP BETWEEN MIDDLE SCHOOL AND HIGH SCHOOL TEACHERS INSTRUCTIONAL AND BEHAVIOR MANAGEMENT PRACTICES AND DEMOGRAPHIC VARIABLES. (under the direction of Dr. Casey Reason) School of Education, Liberty University, March, 2012.

Although teachers implement differentiated instructional techniques to provide students with enriching hands-on activities related to real life experiences, the implementation of instructional techniques has required teachers to rethink and revise their approaches to classroom management (CM). While a gap in research exists on current practices in the field of instructional and behavior management, empirical research is needed to understand the many facets involved with CM. The purpose of this correlational and causal-comparative study is to identify whether relationships exist between the demographic variables (gender, education degree, years of teaching experience, and school assignment) and CM practices used by a group of certified public middle school and high school teachers in more than two rural school districts in Georgia. Using a demographic questionnaire and the *Behavior and Instructional Management Scale*, the target population for this study includes 220 full time certified middle school and high school teachers. The responses of the participants will be analyzed using the Statistical Package for the Social Sciences (SPSS) 16.0 and Microsoft Excel. A correlational and causal-comparative research design will be employed.

Descriptors: Behavioral and Instructional Management Scale, Behavioral Management, Instructional Management, High School Teachers, and Middle School Teachers.

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Dedication

I would like to dedicate this dissertation in memory of my father, William Arthur Albright, Sr., an extraordinarily wise man that touched the lives of many students and people in all walks of life. Throughout his life, my father was a teacher, a Baptist Minister of Music, general contractor, retail manager, store owner, and so much more. He explored and challenged himself in all walks of life and inspired many to follow in his footsteps. Daddy never gave up on anything or anyone. He was the apple of my eye and I will always carry his love in my heart.

My strength and determination were learned from my Dad. I watched him work, teach, and support those around him when he literally and physically had nothing to give. I know in my heart that God walked with my dad everyday – even to the end of his journey in this life. I, along with family and friends continue to live by his epiphany throughout life:

Don't Give Up….. Keep Trying, Keep Smiling, Keep Fighting!

1 Corinthians 13:13

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CHAPTER ONE: INTRODUCTION

As the educational system in the United States has developed and changed over the past century due to governmental influences, the way in which teachers have managed classrooms has changed as well (No Child Left Behind Act [NCLB], 2001; National Commission on Excellence in Education [NCEE], 1983; Individuals with Disabilities Education Improvement Act, [IDEIA] 2004). Classroom management has been a concern for many years and was not publicly addressed until the NCEE released *A Nation at Risk* in 1983. The NCEE believed that learning should be expanded through better classroom management (NCEE, 1983). This belief to improve the classroom management skills of teachers was reiterated in the 2001 Public Law 107–110, better known as NCLB of 2001 (p. 1963). In conjunction with NCLB, the IDEIA of 2004 mandated preparation and training for administrators, teachers, and other school staff in positive behavioral interventions, planning, and classroom management techniques (p. 2786). As a result, classroom management became a high priority for public schools in the United States due to the structural changes within the schools, student mainstreaming, and the passage of new laws.

In the past, classroom management included instructional strategies and techniques such as recitation, note taking, and quiet classrooms with limited student-teacher interaction (Albert, 1989; Canter, 2006; Canter & Canter, 1976, 1992; Sugai & Homer, 2002; Wong & Wong, 2009). Today, accommodations for all students have become a driving force in classrooms across the nation with more emphasis placed on enriching hands-on activities related to real life experiences. This change has forced

teachers to rethink the way they manage classrooms since a one-size fits all approach is no longer feasible. In today's classrooms, all students are expected to learn state and national standards as well as receive passing scores on mandated standardized tests. In response to the changes brought on by NCLB and IDEIA, school systems across the nation implemented training and teacher support on classroom management (US Department of Education, 2007). The primary purpose of this study is to identify whether relationships exist between the classroom management practices used by a group of certified middle school and high school public school teachers in rural school districts in Georgia. Specifically, this study will aim to determine which criteria (gender, education degree, years of teaching experience, and school assignment) will predict the behavior management and instructional management perceptions of teachers and to assess whether differences exist between middle school and high school teacher perceptions of their behavior management and instructional management strategies.

Background

The Elementary and Secondary Education Act (ESEA) of 1965 was the federal government's first attempt at trying to equalize educational opportunities for all public school children. Over the years, several reauthorizations to ESEA have included components such as Head Start and Title I. The most recent reauthorization to ESEA is the NCLB of 2001 that is currently under revision. It tentatively expired on September 30, 2007, but the current law automatically extends it until a new bill is passed (U.S. Department of Education, 2008). As a result, most public school systems across the nation must continue to follow the guidelines set forth in NCLB (U.S. Department of Education, 2008). In response to the changes brought on by NCLB, the Georgia

Department of Education implemented the Response to Intervention (RTI) pyramid in an effort to support teachers and students in inclusive classroom settings (Georgia Student Achievement Pyramid of Interventions, n.d.).

Most recently, President Obama waived the enactments of NCLB for Georgia and nine other states. Presently, Georgia schools are held accountable by the College and Career Ready Performance Index (CCRPI) which has multiple factors to determine a school's performance based on meeting various targets (Barge, 2012). Teacher effectiveness along with several other indicators, such as Response to Intervention and Positive Behavioral Interventions and Supports, will determine CCRPI ratings for each school and district. Georgia schools will be classified as Priority Schools, Focus Schools, or Rewards Schools and will be required to report an alert status as measured using the CCRPI structure. The CCRPI brings about many changes for Georgia. For example, it authorizes districts to provide "Flexible Learning Programs" as a replacement for Supplemental Education Services which will affect students on all learning levels (Barge, 2012). At the end of the 2012-2013 school year, Georgia, along with nine other states, will submit a refined CCRPI report to the United States Department of Education (USDOE). The USDOE will determine whether or not individual states have met CCRPI requirements. States that do not meet the goals of CCRPI will be required to resume complying with NCLB (Barge, 2012).

Presently, many teachers' classroom management techniques are influenced by individual school policy, trends in best practices, research, training, and self-efficacy (Miller & Hall, 2005). In light of the many mandates currently in place, classroom management techniques have changed and encompass two major components:

instructional management (IM) and behavior management (BM). According to Martin and Sass (2010), BM is "similar to, but different from discipline in that it includes pre-planned efforts to prevent misbehavior as well as the teacher's response to it" (p. 1126). It involves the overall maintenance of the classroom and includes the way in which teachers allow student input during instructional time, the type of reward systems established, and the classroom rules (Martin & Sass, 2010). IM involves teaching methodologies and includes "aspects such as monitoring seatwork and structuring daily routines as well as the teacher's use of lecture and student practice versus interactive, participatory approaches to instruction" (Martin & Sass, 2010, p. 1126).

Many of the activities that take place in the classroom today create atmospheres where teachers must consider instructional management and behavior management techniques (Martin & Sass, 2010). As students are engaged in hands-on activities, working in cooperative group settings, and learning as individuals - the instructor has become more of a facilitator in the learning process rather than a lecturer and disciplinarian (Betts, 2004). According to Martin and Sass (2010), "student-focused instruction such as discussion and active inquiry present higher activity and noise levels in the classroom and result in different behavior management challenges" (p. 1125). With the many changes that have transpired, very little research investigates teacher demographic variables that may be related to the instructional management or behavior management styles utilized in the classroom today.

The ability of teachers to organize classrooms and manage the behavior of their students is critical to achieving positive educational outcomes. Although sound behavior management does not guarantee effective instruction, it establishes the environmental

context that makes good instruction possible. Additionally, highly effective instruction reduces, but does not necessarily eliminate, classroom behavior problems (Emmer & Stough, 2001). Vast literature also attests to the fact that instructional management and behavior management competencies significantly influence the persistence of new teachers in teaching careers (Ingresoll & Smith, 2003). New teachers usually express concerns about lacking effective means to handle the significant disruptive behavior of students (Browers & Tomic, 2001). Teachers who have problems with instructional management and behavior management are frequently ineffective in the classroom, and they often report high levels of stress and symptoms of burnout (Espin & Yell, 1994).

The inability of teachers to effectively manage classroom instruction and behavior often contributes to the low achievement of students (Harrell, Leavell, van Tasse, McKee, 2004). Thus, it is of utmost concern that teachers should know instructional management and behavior management strategies that could be implemented. However, it is also important that teachers believe that these strategies are effective enough to reach the goal in increasing student achievement.

The purpose of this study is to identify the demographical variables (teacher gender, years of teaching experience, and highest education degree obtained) that are related to the instructional management (IM) and behavior management (BM) practices of middle school and high school teachers. This research is important since it will help identify teacher perceptions of IM and BM practices, while addressing the gap in literature that fails to expand upon classroom management and the demographic variables (gender, years of teaching experience, and highest degree obtained) that may or may not influence the IM and BM styles of teachers (Stes, Gijbels, & Petegem, 2008; Hobson,

2008; Johnson & Fullwood, 2006; Martin & Sass, 2010). Previous research on measuring IM and BM has focused solely on classroom management and self-efficacy (Martin & Sass, 2010). Many of the instruments used in previous studies have produced significant findings in the field of classroom management. Some of the previous instruments used to analyze classroom management include the Attitudes and Beliefs on Classroom Control Inventory (ABCC) developed by Martin, Yin, and Baldwin (1998) and the Teachers Sense of Efficacy Scale (TSES) developed by Tschannen-Moran and Hoy (2001). Martin and Sass (2010) used both surveys as building blocks in the development of a new instrument to measure classroom management: the Behavior and Instructional Management Scale (BIMS). For the purpose of this study, the BIMS will be adopted as it is the widely validate instrument in measuring classroom management.

Problem Statement

Classroom management is a powerful component of teacher quality and effectiveness. In the past, classroom management included instructional strategies and techniques such as recitation, note taking, and quiet classrooms with limited student-teacher interaction (Canter & Canter, 1976 & 1992; Canter, 2006; Wong & Wong, 2009; Albert, 1989; Sugai & Homer, 2002). Today, accommodations for all students have become a driving force in classrooms across the nation as standards based and common core curriculums lead the way for instruction (Georgia Department of Education, 2007). Teachers respond by implementing differentiated instructional techniques in order to provide students with enriching hands-on activities related to real life experiences. The implementation of instructional techniques has required teachers to rethink and revise their approaches to classroom management. The implications of the No Child Left

Behind Act (2001), Individuals with Disabilities Education Improvement Act (2004), and Georgia's Response to Intervention has brought about many changes that have forced Georgia teachers to reconsider the way they manage classrooms (National Commission of Excellence in Education, 1983; Individuals with Disabilities Education Improvement Act of 2004; Response to Intervention: Georgia Student Achievement Pyramid of Interventions, (n.d.); No Child Left Behind Act of 2001, 2001).

Previous studies in the field of classroom management have investigated various demographic variables associated to this study. For example, some research studies reveal that teachers with 10 plus years of experience have high levels of efficacy and are more confident in employing various classroom management practices (Fives & Buehl, 2010; Wolters & Daughtery, 2007). Shin & Koh's (2007) cross-cultural study revealed that Korean male teachers demonstrated more controlling instructional management techniques than Korean female teachers did. There is a limited research that specifically analyzes the relationship between the highest educational degree obtained by certified teachers, gender, and years of teaching experience and the behavior management and instructional management practices of middle school and high school teachers (El-Hajji, 2010; Bulach & Berry, 2001; Johnson & Fullwood, 2006).

Purpose Statement

The primary purpose of this study is to identify whether relationships exist between the demographic variables (gender, years of experience, and highest obtained degree) and the behavior management and instructional management practices used by a group of certified public middle school and high school teachers in more than two rural school districts in Georgia. This research is important since it seeks to fill the current gap

in research that fails to expand upon the differences between middle school and high school teachers behavior management and instructional management styles (Soodak & Podell, 1993; Chester & Beaudin, 1996; Savran & Cakiroglu, 2003; Daughtry & Finch, 1997; Martin, Yin, & Mayall, 2007; Midgley, Anderman, & Hicks, 1995; Wolters & Daughtery, 2007; Fives & Buehl, 2010). Although previous studies indicate that teachers differ in classroom management styles (Scarlett, Ponte, & Singh, 2008), it is unclear as to why research has failed to explore the relationship between classroom management practices used by public middle school and high school teachers and their demographic characteristics.

Significance of the Study

This research is important for several reasons. First, President Obama's Race to the Top program encourages new teacher pay scales based on student performance on standardized tests and teacher performance that includes classroom management practices versus pay based on education degree and years of teaching experience (Clark, 2010; Ohanian, 2010). Although research in the area of pay for performance has revealed that higher degrees obtained by teachers has no effect on student performance on standardized tests (Hearn, 1999; Dee & Keys, 2004; Bordoff & Furman, 2008), the author suggests that several facets in the area of classroom management, such as instructional management and behavior management, should be considered as a determinant for pay for performance since both are central components of classroom management. This study may aide in the future development of teacher training and evaluation. This study may provide information to aide in the development of school improvement by encouraging teachers to do well in their instructional management and

behavior management strategies and implementation to manage the classroom well, and expect higher educational attainment of students. Finally, this study is important since it may add to the current lack of research available on the relationships between middle school and high school teachers' practices in the classroom.

Research Questions and Null Hypotheses

For the purpose of this study, a correlational and causal-comparative research design will be employed. The questions that will guide this research are:

1. What is the relationship between middle school teacher s' perceptions of their behavior and instructional management strategies and demographic characteristics such as years of experience and highest obtained degree?
2. What is the relationship between middle school teachers' perceptions of their behavior and instructional management strategies and teacher gender?
3. What is the relationship between high school teachers' perceptions of their behavior and instructional management strategies and demographic characteristics such as years of experience and highest obtained degree?
4. What is the relationship between high school teachers' perceptions of their behavior and instructional management strategies and gender?
5. What differences exist [if any] between middle school teachers' perceptions of their behavior and instructional management strategies versus high school teachers' perceptions of their behavior and instructional management strategies in rural schools in Georgia?

The following are the null hypotheses:

$H_0$1a. There will be no statistically significant relationship between middle

school teachers' perceptions of their behavior management strategies (as measured through BIMS) and the years of experience of teachers.

$H_0$1b. There will be no statistically significant relationship between middle school teachers' perceptions of their behavior management strategies (as measured through BIMS) and the highest obtained degree of teachers.

$H_0$1c. There will be no statistically significant relationship between middle school teachers' perceptions of their instructional management strategies (as measured through BIMS) and the years of experience of teachers.

$H_0$1d. There will be no statistically significant relationship between middle school teachers' perceptions of their instructional management strategies (as measured through BIMS) and the highest obtained degree of teachers.

$H_0$2a. There will be no statistically significant difference between middle school teachers' perceptions of their behavior management strategies according to gender.

$H_0$2b. There will be no statistically significant difference between middle school teachers' perceptions of their instructional management strategies according to gender.

$H_0$3a. There will be no statistically significant relationship between high school teachers' perceptions of their behavior management strategies (as measured through BIMS) and the years of experience of teachers.

$H_0$3b. There will be no statistically significant relationship between high school teachers' perceptions of their behavior management strategies (as measured through BIMS) and the highest obtained degree of teachers.

$H_0$3c. There will be no statistically significant relationship between high school teachers' perceptions of their instructional management strategies (as measured through BIMS) and the years of experience of teachers.

$H_0$3d. There will be no statistically significant relationship between high school teacher s' perceptions of their instructional management strategies (as measured through BIMS) and the highest obtained degree of teachers.

$H_0$4a. There will be no statistically significant difference between high school teachers' perceptions of their behavior management strategies according to gender.

$H_0$4b. There will be no statistically significant difference between high school teachers' perceptions of their instructional management strategies according to gender.

$H_0$5a. There will be no statistically significant difference between middle school teachers' perceptions and high school teachers' perceptions of their behavior management strategies at rural schools in Georgia.

$H_0$5b. There will be no statistically significant difference between middle school teachers' perceptions and high school teachers' perceptions of their instructional management strategies at rural schools in Georgia.

Identification of Variables

For the purpose of this correlation and causal-comparative study , the variables of interest and the predictor (independent) variables for the regression analysis will be teacher's gender, education degree, years of teaching experience, and school assignment. The variables of interest for the criterion (dependent) variables will be behavior

management and instructional management as measured on the Behavior and Instructional Management Scale.

Definition of Terms

The definition of terms used in this study are presented as follows:

Behavior Management. According to Martin and Sass (2010), behavior management is "similar to, but different from discipline in that it includes pre-planned efforts to prevent misbehavior as well as the teacher's response to it" (p. 1126). It involves the overall maintenance of the classroom and includes the way in which teachers allow student input during instructional time, the type of reward systems established, and the classroom rules (Martin & Sass, 2010).

Instructional Management. Instructional management involves teaching methodologies and includes "aspects such as monitoring seatwork and structuring daily routines as well as the teacher's use of lecture and student practice versus interactive, participatory approaches to instruction" (Martin & Sass, 2010, p. 1126).

Behavior and Instructional Management Scale (BIMS). The Behavior and Instructional Management Scale (Appendix A) is a 24 item survey instrument used to identify teachers' classroom behaviors to behavioral and instructional management. Twelve items on the survey focus on behavior management and 12 items focus on instructional management.

High School Teachers. High school teachers are certified public school teachers that provide classroom instruction to students in grades nine through twelve (Howley, 2002; Alt & Choy, 2000; Hopkins, 1997).

Middle School Teachers. Middle school teachers are certified public school teachers that provide classroom instruction to students in grades six through eight (Combs, 2008; Howley, 2002; Alt & Choy, 2000; Hopkins, 1997).

Teacher Gender. Teachers will be classified as either male or female.

Highest Education Degree. The highest educational degree obtained by a teacher will be classified into four groups: bachelor's degree, Masters Degree, specialist degree, and doctoral degree (El-Hajji, 2010; Bulach & Berry, 2001; Johnson & Fullwood, 2006).

Years of Teaching Experience. Based on research by Yeo, Ang, Chong, Huan, and Quek (2008), years of teaching experience will be "classified into three groups: novice teachers, experienced teachers, and highly experienced teachers. The three groups have less than five years, 5 to 15 years, and more than 15 years of professional teaching experience" (p. 196).

Summary

Students entering the public school classrooms today have prompted teachers to revisit their classroom management practices since all approaches to classroom management are not suitable for a diversified group of students. This chapter presents an outline of the problem statement, the nature and the purpose of study, its significance and definition of terms. In chapter 2, a review of the literature will support many of the claims made in this introduction. Chapter two will focus on literature specific to the research of theories influencing classroom management, models of classroom management, empirical research in the field of classroom management, and the effects of variables associated to this research study. The literature review will also explain the empirical gap in current research and relate the gap to the purpose of the proposed study.

Chapter 3 will present the research methods used, research design, data collection methods and procedures, and data analysis procedures. Findings based on data collected will be reported in chapter 4. Chapter 5 will present summaries, conclusions, and recommendations for further research.

CHAPTER TWO: LITERATURE REVIEW

Introduction

It is a widely accepted fact that educational training and experience influence teachers' practices and beliefs in the manners in which they individually approach classroom management (Martin and Sass, 2010). The very thought of classroom management brings to mind an array of opinions, ideas, and definitions. However, it cannot be easily defined since classroom management involves a very broad scope of definitions (Martin & Sass, 2010). According to Martin and Sass (2010), classroom management entails an "umbrella of definitions that include learning interactions, learning, and the behavior of students" (p. 1125). I include the self-efficacy, educational training and the experiences of teachers to the umbrella definition of classroom management.

This chapter will present a brief overview of the theories influencing classroom management, models of classroom management, empirical research in the field of classroom management, and the effects of variables associated to this research study. First, behavioral theorist such as John Dewey, B. F. Skinner, William Glasser, Jean Piaget, and Albert Bandura will be discussed since they have played a central role in teachers' classroom management philosophies. Second, classroom management models by Lee Canter, Linda Albert, Harry Wong, and Kame'enui, Sugai, Colvin and Lewis will be discussed. Next, empirical research by Ladner (2009), Baker (2005), Little and Akin-Little (2008), and Martin and Sass (2010) will be presented. In the final section, research on the demographic variables of this study will be discussed.

The past century has brought about many changes in education. As theories have evolved, approaches to classroom management have changed. In the past, teachers focused on controlling students based on Skinnerian ideas. Presently, a broader research agenda to classroom management is on the rise to identify approaches utilized by teachers (Andreou & Rapti, 2010; Morris-Rothschild & Brassard, 2006; Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008; Sunwoo & Koh, 2007). The two major components of classroom management are Instructional Management and Behavior Management. Both components of classroom management have been influenced by behavioral psychologists, models of classroom management, and federal and state mandates (Alderman, 2001; National Commission of Excellence in Education, 1983; National Technical Assistance Center on Positive Behavioral Interventions and Support, 2009). Thus, the present study cannot limit the discussion to a certain behavioral theory but includes other theories that shape the current understanding of classroom management. In this chapter, the author will present *Theoretical Research, Models of Classroom Management, Empirical Research,* and the *Effects of Variables*.

Theoretical Research

This study will use the theories of Glasser (1997) and Bandura (1986, 1997) to determine whether a relationship exists between the demographic factors and the behavior management and instructional management practices used by a group of middle school and high school public school teachers at approximately two rural northwestern school districts in Georgia. These theories shape the understanding of what is known about behavior management and instructional management practices in relation to classroom management. According to the Glasser's (1997) reality and choice theories,

the understanding and redirection of misbehavior through logical consequences conditioning would benefit classroom management techniques used in the classroom. Bandura (1986, 1997) also believed that the way children learn is based on their perceptions and imitations of behaviors displayed by parents, teachers, and other adults. The key idea of these theories is that the environmental factors conditions and the display of behavior that children imitate are key factors that can also be used in managing these behaviors. These theories will be used as a guiding principle of the study. In addition to these theories, the author will also discuss the theories of Piaget (1983), Dewey (1916), and Skinner (1954), which have played pivotal roles on how teachers manage classrooms. These theories only present early perspectives regarding classroom management.

William Glasser. William Glasser devised the reality and choice theories that involve an understanding and redirection of misbehavior through logical consequences conditioning. According to Glasser (1997), "*Choice Theory* teaches that we are all driven by four psychological needs embedded in our genes: the need to belong, the need for power, the need for freedom, and the need for fun" (p. 17). In essence, choice theory provides opportunities for students and teachers to understand the individual behavioral differences of others. Through these opportunities, changes occur in the classroom since teachers become more understanding of how students need to be treated while, at the same time, teachers and students place each other into their own personal worlds. Classroom management becomes much easier since both teachers' and students' take on more optimistic attitudes. As such, Choice theory has become a strategy used as an instructional management and behavior management technique in classrooms today**.** Glasser's reality theory involves the redirection of misbehavior through logical

consequences conditioning, which consists of several factors needed to meet the basic needs of students. Some of the factors include teachers demonstrating to students that they care and have a personal interest, teacher/student conferences, providing students with opportunities to evaluate their own behavior and accept responsibility, and developing and monitoring improvement plans for students (Glasser, 1986 & 1997).

Albert Bandura. Behaviorist Albert Bandura developed the social learning theory based on the theory of personality. One particular view he had in common with Glasser was the belief that people would learn appropriate and inappropriate behaviors from one another. Bandura offered a behavior management technique within his personal belief that an individual's environment would determine their behavior. He believed that as behaviors were demonstrated, individuals would learn from one another (Bandura, 1993). According to Bandura's (1986, 1997) social learning theory, individuals possess a self-efficacy or self-belief system that enables them to apply self-control to their thoughts, motivations, actions, and feelings at various levels throughout life. He defined self-efficacy as the "beliefs in one's capability to organize and execute the courses of action required to manage prospective situations" (Bandura, 1997, p. 2). Self-efficacy is a central component in managing classrooms today.

Bandura (1997) believed that self-efficacy influenced the choices people make and helped develop new knowledge since individual experiences become a building foundation through which each person exhibits his or her behavior. Essentially, in order for a person to achieve a particular goal, different behaviors are demonstrated. The display of behavior is a multidimensional paradigm with many variables to consider. Some of the variables may include surrounding environments, personal beliefs, particular

situational tasks, and personal capabilities. Bandura (1997) evokes a "triadic reciprocal causation" (Bandura, 1997, p. 6) as the identifier in explaining how personal behavior and characteristics, as well as the surrounding environment, interact with one another in a way that makes people both products and producers in their environments. For example, individuals possess feelings that fluctuate in various situations. As these feelings fluctuate, particular behaviors are exhibited. These behaviors can be rationalized utilizing the triadic reciprocal causation. Therefore, the efficacy beliefs that an individual possesses is the knowledge of their skills, which determines their actions in the present and future. Efficacy beliefs are constantly changing as new skills, experiences, knowledge, and surroundings change (Bandura, 1997). Bandura's theory presents a classroom management technique for teachers based on the idea that teachers are capable of shaping students' behavior by persuading and helping them realize that they have the power to change.

Conclusion. Theories of Glasser (1997) and Bandura (1986, 1997) are crucial concepts in understanding the relationship of instructional and behavior management practices and demographical variables between middle school and high school teachers. The theory of Glasser (1997) tackles the need to consider the psychological needs inherit in the genes of an individual, which are critical in understanding the behavioral differences. The theory of Bandura (1997) emphasizes the importance of social influence to learning, which thus influences the behavior of an individual. The use of these theories is justified in the present study because these theories complement each weakness. For instance, while Glasser's (1997) theory of choice explains that all individuals have behavioral differences as a result of varying levels of needs such as

belongingness, power, freedom, and fun, Bandura's (1997) theory emphasizes that social environment influences the behavior of an individual. The present study aims to capture information regarding the influence of individual's psychological needs and the learning adopted within his or her environment in relation to instructional and behavioral management practices of teachers in middle schools and high schools. Therefore, these theories will be used in light of achieving the purpose of the study.

Early Theories of Classroom Management

The works of Glasser and Bandura have been influenced by the early work of John Dewey, B.F. Skinner, and Jean Piaget. These theorists are pioneers in providing theoretical understanding of classroom management in the light of the behaviorist perspective. The subsequent subsection details the differences of each theory.

John Dewey. In the early 1900's, many educational systems were influenced by the philosophy of John Dewey. Dewey believed that classroom management should be guided by democratic practices with consequences and offered the theory of experience through social learning (Dewey, 1916). His theory prompted educators to begin thinking about how experiences transpire in the classroom in relation to social order. Overall, Dewey believed that children were capable of learning, behaving cooperatively, sharing with others, and caring for one another with the teacher as a facilitator. He believed that instructional management included a natural approach involving direction and guidance and that behavior management included the sequential behavior development of students. In Dewey's opinion (1916), behavior management and instructional management involve the "reforming [of] the notion of mind and its training." Many teachers practice this technique today as a central component of classroom management.

B. F. Skinner. The operant learning theory by B.F. Skinner was introduced in the mid-1950's. As a behaviorist, Skinner emphasized various approaches designed to help individuals change their behavior. For the most part, he believed that good behavior should be rewarded in the classroom (Skinner, 1954, p. 91). Nevertheless, Skinner is most recognized for his experiments with positive, negative and no reinforcement as a selection process to help shape behaviors (Staddon, 2006, p. 555). His idea proposed that reoccurring behavior was dependent upon consequences that followed a particular behavior. Therefore, positive reinforcement was motivational to individuals and negative reinforcement created aversiveness. According to Skinner (1954), aversiveness had been a dominant feature in many classrooms for the first half of the 20th century (p. 90). Although he believed that internal events have no scientific significant and that individual behavioral transformation existed due to the reshaping of environmental influences, his theory began reshaping how teachers managed their classrooms. During the 1950's, Skinner's theory became a driving force in education. Teachers began analyzing and changing the types of control demanded of students in the classroom and individual behavior management techniques began to emerge.

Jean Piaget. Jean Piaget was best known for his cognitive development theory (Piaget, 1983). He believed that people constructed their own intelligence based on their environmental surroundings and experiences. To Piaget, cognitive development was a progressive reorganization of knowledge based on experience and maturity. He suggested that there were two main principles through which children should acquire knowledge: assimilation and accommodation (Feldman, 2004). Assimilation was defined as "the process by which people understand and experience in terms of their current stage

of cognitive development and way of thinking" (Feldman, 2004, p. 165). Accommodation was defined as making changes in "our existing way of thinking, understanding, or behaving, in response to encounters with new stimuli or events" (Feldman, 2004, p. 165). Piaget asserted that in order for either of these to take place, students should be presented with a learning environment that allows them to make meaning. In order for either assimilation or accommodation to take place, Piaget (1983) advocated for students to be presented with a learning environment that allows them to make meaning by going through a process of disequilibrium, in which they are confused and usually uncomfortable with the knowledge they have discovered. Due to disequilibrium, students would seek to learn more or make meaning to reach a state of equilibrium once again. This process of learning requires teachers to manage classrooms using a similar technique – to learn by doing. Piaget's cognitive development theory brought newly designed classroom management approaches including cooperative learning, conflict management, discipline with dignity, and several others. Nevertheless, Piaget's theory lacked one important concept – that of socialization in the classroom. As teachers turned away from controlling their classes, behavior management and instructional management techniques began to develop into broader concepts.

Conclusion. The historical implications in classroom management have evolved from several theoretical perspectives within the past century. Although behaviorism and socialism play a vital role in classroom management, there is a common characteristic within the two perspectives. The reoccurring theme espoused by Bandura, Skinner, Glasser, Piaget, and Dewey involve learning from experience and this idea does influence the behavior management and instructional management techniques used by teachers in

classrooms today (Wong & Wong, 2009; Sugai, 2007; Scarlett, Ponte, & Singh, 2008; Hopson, 2008; Canter, 2006).

Models of Classroom Management

Several models of classroom management have evolved over the past five decades. There are four relevant approaches to classroom management that will be explained as it pertains to this study. These approaches are *Assertive Discipline, The First Days of School, Cooperative Discipline,* and *Positive and Behavioral Interventions and Supports.* Many of the classroom management approaches used today involve a mixture of behavior management and instructional management techniques (Wong & Wong, 2009; Sugai, 2007; Scarlett, Ponte, & Singh, 2008; Hopson, 2008; Canter, 2006).

Assertive Discipline. In 1976, Lee and Marlene Canter developed and published the *Assertive Discipline* plan for classroom management. The Canters believe that the key to behavior management is through assertive discipline practice (Canter & Canter, 1976, 1992). The Assertive Discipline method requires teachers to implement a discipline plan in order to prevent behavioral problems by utilizing proactive techniques that foster responsible behavioral choices made by students (Canter & Canter, 1976, 1992).

Later, in *Classroom Management for Academic Success* (2006), Lee Canter presents a new strategy for instructional management in order to create positive learning environments. The new strategy emphasizes the use of methodological approaches such as small group learning and class projects for instructional purposes. Some of the characteristics of this approach include behavior management strategies such as the implementation of rules, procedures, and student expectations. Although Canters

classroom management approach promotes the idea of motivating students beyond their individual potential, he recommends the continued use of the *Assertive Discipline* approach in order to maintain a well-managed class for academic success (Canter, 2006).

Overall, the *Assertive Discipline* model presents an interventionist approach to classroom management that is based on Skinnerian theory. It is very structured, renders a negative connotation since students are rewarded too frequently for expected behavior, and offers a more authoritative approach to behavior management.

The First Days of School. Another significant model to classroom management was presented by Harry and Rosemary Wong. In their book, *How to be an Effective Teacher: The First Days of School* (2009), the Wongs identify four characteristics of a well managed classroom that includes both behavior management and instructional management perspectives:

1. Students are deeply involved with their work, especially with academic, teacher-led instruction.
2. Students know what is expected of them and are generally successful.
3. There is relatively little wasted time, confusion, or disruption.
4. The climate of the classroom is work-oriented but relaxed and pleasant. (p. 86)

Imbedded within the four characteristics are behavior management components such as classroom rules, procedures, and a discipline plan with consequences for positive and negative behaviors. The Wongs believe that teachers should establish and teach procedures by using a three-step approach that involves explaining, practicing and writing classroom procedures, rules, and consequences (Wong & Wong, 2009). The Wong's approach includes instructional management strategies that are a function of

classroom procedures. The entire approach to classroom management is based on directives for procedures and classroom rules (Wong & Wong, 2009).

In addition, the Wongs recommend for teachers to post all classroom management plans in the classroom for the entire school year. This non-interventionist approach to classroom management promotes use of visual cues to redirect behavior while providing students with the opportunities to self-correct unacceptable behavior (Wong & Wong, 2009). This component offers teachers and students a supportive vs. authoritative aspect to behavior management and instructional management. The theory that supports this model is based on Bandura's self-efficacy theory since teachers take a direct role in helping students realize that they can change their behavior and learning environments (Wong & Wong, 2009).

Cooperative Discipline. Linda Albert (1989) developed the *Cooperative Discipline* approach to behavior management. The Cooperative Discipline approach entails interactionists' ideology that brings together the teacher, parent, and student. In Albert's model, everyone plays a role. Overall, Cooperative Discipline is based on a community belief that the needs of all individual students should be met. In order to accomplish this, teachers implement plans that address a code of conduct, conflict resolution, cooperative discipline, helping students connect with teachers and peers, and students and parents as partners. For example, teacher and students connect through acceptance, attention, appreciation, affirmation, and affection. In addition, contributions are encouraged in all aspects from in the class to helping one another. Although the model takes on a proactive approach, it also promotes a democratic atmosphere in the classroom since the teacher's behavior changes toward a more positive approach to

behavior management. The model functions with a socialization aspect since student and teacher collaborate in a democratic environment using logical consequences models. This type of approach to behavior management is a mixture of theories presented by Piaget, Dewey, and Glasser.

Positive Behavioral Interventions and Supports. The *Positive Behavioral Interventions and Supports* (PBIS) approach is a school-wide behavior support system that was first developed in the 1980's by Kame'enui, Sugai, Colvin and Lewis (Sugai & Homer, 2002 & 2006). In the classroom, the general goal of PBIS is focused on preventing problem behaviors by implementing prosocial and intensive interventions for students as problems occur. Some of the interventions include conferring with students, modeling, token systems, praise, and positive reinforcements (Sugai & Horner, 2008). PBIS functions as a behavior management model with the notion that instructional management is intertwined within the foundations of behavior management techniques.

The *Positive Behavioral Interventions and Supports* (PBIS) system incorporates a tier method in behavior management from a school-wide and classroom approach to individualized management plans (Sugai, 2007). A central component of the PBIS program is the teachers classroom management strategies. According to Sugai and Horner (2008), the strategies used by teachers should encompass three basic components that include making the most of instructional time, implementing activities that foster academic achievement, and initiating behavioral management routines by using a proactive approach. This type of approach entails a mixture of integrated theories based on work by Skinner, Glasser, Bandura, Piaget, and Dewey.

Empirical Research

Ongoing research in the field of classroom management has produced several theories and evaluated several classroom management approaches. The empirical research that guides this study is based on findings by several authors (Baker, 2005; Little & Akin-Little, 2008; Ladner, 2009; Yeo, Ang, Chong, Huan, & Quek, 2008; Martin & Sass, 2010). The most pivotal findings that are a driving force behind this study are from Martin and Sass (2010). According to Martin and Sass (2010), classroom management is a "multi-faceted construct that includes two independent constructs: Behavior Management and Instructional Management" (p. 1126).

Martin and Sass (2010) developed the *Behavior and Instructional Management Scale* (BIMS), which is based on the belief that behavior management and instructional management styles are related to teacher efficacy, the environment, and the individuals present in the classroom (p. 1132). The BIMS was developed in five stages to identify teacher – student interactions such as noninterventionist, interactionalist, and interventionist as a function of behavior management and instructional management. The psychometric properties of the *Behavior and Instructional Management Scale* were analyzed in five stages. First, operational definitions were developed. Second, items for the questionnaire were developed based on classroom observations, operational definitions, and research. Third, a field test consisting of 94 graduate students completed the survey and provided feedback. Fourth, items were revised or removed based on feedback and factor analysis. The final stage included retesting the instrument on approximately twenty-three K-12 classroom teachers (Martin & Sass, 2010).

Martin and Sass (2010) conducted three studies on the *Behavior and Instructional Management Scale* (BIMS), which involved 550 certified teachers from the southwestern United States. In the first study, Martin and Sass evaluated a shortened version of the 24-item BIMS through exploratory factor analysis. The correlation factor analysis revealed a reliability factor of .85, respectively. The second study examined the validity and reliability using confirmatory factor analysis in the shortened 12-item version of the BIMS. Both behavior management and instructional management factors showed good internal consistency (α¼ .774) and (α ¼.770). Each indicator correlated to appropriate corresponding factors. However, Martin and Sass believed that discriminate and convergent validity was needed to address between items on the BIMS. This led to the third study involving a comparison between the BIMS and the short version of the *Ohio State Teacher Efficacy Scale* (p. 1126). The results showed an inverse relationship between the two scales and presented a good overall model fit with a significance level of .004. The results of all three studies proved that the *Behavior and Instructional Management Scale* effectively measures teachers' views of their practices in both behavior management and instructional management. Martin and Sass recommend the 24 item BIMS for future studies to include correlations across gender, age, content areas, and grade levels.

Other research presents similar findings. Baker's (2005) study sought to uncover the self-efficacy beliefs of 345 Ohio public school teachers from an array of schools on varying academic levels by utilizing a survey. For the most part, the survey was designed by the author and was a combination of Brouwers and Tomic's (2001) *Teacher Interpersonal Self-Efficacy* and a survey instrument designed by Bullock, Ellis,

and Wilson (1994). Using a Likert scale to determine the self-perceptions of classroom management skills and the use of behavior management techniques used in the classroom, results of the study showed a correlation between teacher's readiness for controlling disruptive behaviors and perceptions of self-efficacy for classroom management.

Research also investigated classroom management practices and identified four major components involved in these practices. These components include classroom rules, enhanced classroom environment, reinforcement strategies, and reductive procedures (Little & Akin-Little, 2008). Little and Akin-Little administered a self-assessment survey on classroom management practices to 149 teachers that incorporated the four major components of classroom management. Results of the survey showed that 19% of the teachers required students to copy the class rules that were read by the teacher, 97% reported verbal praise as a reinforcement for appropriate behavior, 83% reported using verbal reprimands in response to class disruptions, and 63% reported that repeated behavioral problem students privileges were revoked while 10% reported the use of corporal punishment as a response to chronic offenders. The study offered a primary investigation of teacher's use of rules, procedures, and consequences.

Research has also focused on the variables associated to classroom management. Ladner (2009) examined teacher training, teachers' attitudes and beliefs, Response to Intervention, curriculum-based measurements methods, behavioral interventions, and school-wide positive behavior support models of 216 teachers from three public school districts (K-3rd grade). While these variables play a vital role in the way classrooms are managed today, results showed that a low percentage of teachers

demonstrate an interventionist attitude when building relationships with students. In addition, the study found that several teachers believe that establishing rules for students is an essential component of classroom management.

Classroom management practices of approximately 55 teachers were also evaluated by administering the *Teacher Self-Efficacy Scale* (TSES). Yeo, Ang, Chong, Huan, and Quek (2008) identified the relationships between teachers' efficacy beliefs and demographic variables, such as age, years of experience, gender, and the number of levels taught. According to Yeo et al., "The TSES yields scores on three dimensions of teacher efficacy, namely, instructional strategies, classroom management, and student engagement" (2008, p. 198). The *Teacher Self-Efficacy Scale* is comprised of 24 questions using a Likert scale. Reliability and validity were established in previous studies (Tschannen-Moran, Woolfolk Hoy & Hoy, 1998). Results of the study showed no significant differences in teacher gender and the number of levels taught. While teacher efficacy of classroom management in relation to the teacher's age yielded significant differences, the study indicated that older teachers scored higher than younger teachers in classroom management. Significant differences in classroom management and years of teaching experience were higher for teachers with more than five years experience. As such, the years of experience and age are highly correlated to teacher's efficacy beliefs.

While the studies reviewed had provided the relationship between the efficacy of teachers in classroom management and the demographic variables (Baker, 2005; Little & Akin-Little, 2008; Ladner, 2009; Yeo et al., 2008; Martin & Sass, 2010), these studies have failed to evaluate the differences of teachers in middle schools and high schools. As

implicated in the early work of Glasser and Bandura, psychological needs and the social environment of an individual influence the present and future behavior of both teachers and students within and outside the classroom (Bandura, 1986; Glasser, 1986). The environment and teaching preparations of both middle school and high school teachers are different, which are appropriate for the type of students they will be teaching. Thus, there is a reason to believe that a significant difference may exist regarding the behavior management and instructional management practices between teachers of middle school and high school. However, no empirical evidence is available to support the claim of the author.

Demographic Variables

Numerous studies have investigated the effects of the variables associated with this study on several topics in the education field. Each study presents mixed results in regards to the many themes associated to classroom management. In this section, the effects of gender, years teaching experience, academic level, and highest obtained educational degrees will be evaluated.

Gender. The issue of gender difference has been studied by several researchers on array of topics. Stes, Gijbels, and Petegem (2008) surveyed 50 teachers using the *Approaches to Teaching Inventory* (ATI) to determine if a relationship existed between various teacher demographics and student achievement levels, the number of students in the classroom, and teaching discipline (p. 255). Data analysis revealed no statistical difference ($F[1, 45] < .01$, $p=0.99$) between teacher gender and the conceptual/student-focused component of the ATI (p. 262). The lack of statistical difference may be attributed to the small sample size. Chudgar and Sankar (2008) had similar results from

their study that investigated gender differences in the area of classroom management practices of teachers. The study involved 1319 teachers in India that were presented with a set of four open-ended questions to respond to in the area of classroom management practices (Chudgar & Sankar, 2008, p. 631). The study found that male teachers focused more on maintaining authority in the classroom. In addition to the gender variable, several other variables were analyzed such as experience, qualifications, and learning outcomes by using secondary data (Chudgar & Sankar, 2008, p. 635). Overall, no statistical significance was found between gender and classroom management. The major finding of the study as it pertains to classroom management was that 10% of the female teachers in this study reported that they were less likely to view the need for strict discipline in the classroom as compared to their male counterparts (Chudgar & Sankar, 2008, p. 635). Savran and Cakiroglu (2003) used the *Attitudes and Beliefs on Classroom Control* inventory to evaluate 646 preservice teachers and had similar findings. Data analysis revealed no gender differences in the area of instructional management (Savran & Cakiroglu, 2003, p. 18). In a cross-cultural study, Akin-Little, Little, and Laniti (2007), analyzed survey results from 246 American and Greek teachers. They discovered that teachers had similar responses from the two countries. Although the author did not indicate the type or name of the survey administered, the data analysis revealed that male and female teachers used rules and positive reinforcement as the two major components of classroom management (Akin-Little, Little, & Laniti, 2007, p. 59). In a current study by Unal and Unal (2012), no differences between male and female teachers were found. Unal and Unal (2012) administered the *Behavior and Instructional Management Scale* to 268 primary school teachers in Turkey. Overall, the analysis

indicated that both female and male teachers favored behavior management techniques with fewer male and female teachers selecting instructional management techniques as a guide in classroom management (p. 53).

Other factors associated to classroom management present noteworthy findings. Bulach's and Berry's (2001) research revealed that females were more positive than males on climate factors. Further research (Evans, Harkins, & Young, 2008; Lacey & Saleh, 1998; Nevgi, Postareff, & Lindblom- Ylänne, 2004) suggests that more males than females were apt to use teacher-focused approaches to learning that were structured and controlling. Research has investigated other aspects of gender differences including classroom management efficacy, job burnout, and job satisfaction (Ozdemir, 2007; Landers, Alter, & Servilio, 2008). Ozedmir's (2007) study revealed that gender was not a predictor of classroom management efficacy and emotional exhaustion (p. 5). For the purpose of the study, 523 teachers completed the *Maslach Burnout Inventory* and the *Teacher Efficacy in Classroom Management and Discipline Inventory* (Ozedmir, 2007, p. 3). Further investigation of the data collected showed a significant linear combination between classroom management efficacy, gender, martial status, and experience (Ozedmir, 2007, p. 5). In opposition, Landers, Alter, and Servilio (2008) analyzed the data collected from 540 teachers that were administered the *Teacher Job Satisfaction Survey* and discovered that no gender differences were present (p. 29).

Contradictorily, Martin, Yin, and Mayall (2007) discovered gender differences in their study. In their study, the *Attitudes and Beliefs on Classroom Control-Revised* inventory was administered to 489 teachers from several school districts in the southwest. The results indicated that female teachers scored higher in instructional management than

their male counter parts (F (1,487= 8.02, p < .005) (Martin, Yin, & Mayall, 2007, p. 18). In a cross-cultural study, Shin and Koh (2007) administered the *Attitudes and Beliefs on Classroom Control* (ABBC) inventory to 116 American teachers and 167 Korean teachers. The data analysis revealed that gender make-up in the two countries are quite different. In the United States, 70% female and 30% male teachers completed the inventory whereas, 70% male and 30% female teachers completed the inventory in Korea (Shin & Koh, 2007, p. 291). For the most part, Shin and Koh (2007) discovered that male teachers in both countries intervened in student conversations regarding behavior as a means to control situations that arise in the classroom (p. 301). Several other variables and factors were analyzed in the study. According to Shin and Koh (2007), "mean scores of the ABCC inventory regarding teachers' instructional and student management indicated that American teachers were more control oriented and actively involved in their instruction and student management than were Korean teachers" (p. 302). Similarly, a study by Khan, Khan, and Majoka (2011) examined gender differences of rural and urban teacher's use of classroom management strategies. Khan et al. identified the components of classroom management as behavior and instructional management (p. 581). The behavior management component included strategies associated to content management and conduct management (Khan, Khan, & Majoka, 2011, p. 581). The instructional management component included strategies such as covenant management and time management (Khan, Khan, & Majoka, 2011, p. 582). Overall, male teachers outscored females teachers in total classroom management with reported means scores of 186.72 and 173.13 respectively (Khan, Khan, & Majoka, 2011, p. 585). Khan et al. (2011) reported that urban male teachers scored higher than rural teachers in classroom

management however, they do not provide the statistical analysis to support this claim. Overall, no other research has been conducted that centers on gender differences for both behavior management and instructional management as variables.

Years Teaching Experience. Teaching experience, as a variable, has been evaluated in several research studies. Many of the studies focus on self-efficacy, instructional management, people management, and classroom management. For example, some research studies reveal that teachers with 10 plus years of experience have high levels of efficacy and are more confident in employing various classroom management practices (Fives & Buehl, 2010; Wolters & Daughtery, 2007). Cheung (2006) evaluated 725 primary school teacher's utilizing the *Teachers' Sense of Efficacy Scale* and found significant differences on the teaching experience variable analyzed (p. 441). Effect sizes on the independent t-tests showed $t(715)=2.976$, $p<0.01$, $d=0.22$ however, further analysis revealed a low correlation of $r=0.12$ and $p=0.001$ (Cheung, 2006, p. 444). A similar study by Karaca (2008) evaluated 225 teachers from primary schools and high schools to determine their perceived efficacy in regards to measurement and evaluation in education by using the *Teachers' Perception of Efficacy Scale about Measurement and Evaluation in Education* (TPESMEE) and discovered no differences in the number of years of teaching experience. The TPESMEE evaluated teacher's perceptions on instructional planning and evaluation courses (Karaca, 2008, p. 1119). A one-way ANOVA revealed no significant difference among the groups ($df = 224$, $F = 1.064$, $p > .381$) (Karaca, 2008, p. 1118-1119). These findings were reiterated by Brown (2009) that analyzed the efficacy beliefs of 183 high school special education teachers in Alabama using the *Teachers' Sense of Efficacy Scale* (TSES). The majority of the

respondents were from rural areas throughout the state. The results indicated that teachers with 20 or more years of experience had the highest levels of efficacy in classroom management whereas, teachers with less than four years had the lowest level of efficacy in all subscales (Brown, 2009, p. 116). The TSES components include teacher perceptions on student engagement, instructional practices, and classroom management (Brown, 2009, p. 116).

Research studies on instructional management has yielded similar results (Yeo, Ang, Chong, Huan, & Quek, 2008; Martin, Yin, & Mayall, 2007). Yeo et al. (2008) utilized the *Teachers' Sense of Efficacy Scale* scale to evaluate the classroom management practices of teachers. The results indicated that teachers with more than 15 years experience had greater efficacy in instructional management (M=23.38, SD = 3.46) and teachers with more than 5 years experience had a greater sense of classroom management efficacy (Yeo, et al., 2008). This finding was contradicted by Martin et al. (2007) that discovered that teachers with more than 20 years experience scored higher on the instructional management component of the *Attitudes and Beliefs on Classroom Control-Revised*. The results between these two studies present a five-year difference in the effects of teaching experience and classroom management. Frustrating these findings, Ritter's and Hancock's (2007) study revealed that overall experience levels do not influence classroom management as observed from the *Attitudes and Beliefs on Classroom Control* inventory.

Most recently, Unal and Unal (2012) investigated the classroom management approaches used by teachers based on a theoretical framework that espouses three approaches to classroom interaction – Interventionist, Non-Interventionist, and

Interactionalist "ranging from low teacher control to high teacher control" (p. 43). The authors used the *Behavior and Instructional Management Scale* (BIMS) and found a significant difference between behavior management and instructional management in years of teaching experience (Unal & Unal, 2012, p. 47). The results indicated that teachers with 0-5 years experience and teachers with 21 or more years teaching experience had higher scores on both behavior management and instructional management on the BIMS. The authors believe that teachers in both experience groups utilize interventionist (controlling) approaches to teaching and learning (Unal & Unal, 2012, p. 48).

Other factors have been studied in relation to years of teaching experience. Klecker (2008) analyzed the 2007 National Assessment of Educational Progress (NAEP) to determine the effects of teacher's years of experience on eighth grade students NAEP mathematics test results and discovered that students with the highest scale score were taught by teachers with 20 or more years of teaching experience. Data analysis showed an effect size of d=0.37 of students scale score that correlated to teachers with 20+ years of teaching experience (Klecker, 2008, p. 11). Hobson's (2008) research study investigated the effects of years teaching to differentiated instruction and found no positive effect (p. 37). Stes, Gijbels, and Petegem (2008) found very little relationship (n^2 = .06 to .04) between years of experience and the *Approaches to Teaching Inventory*. Further research by El-Hajji (2010) revealed that experience had no significant correlation to teaching strategies; however, Chudgar's and Sankar's (2008) study suggests that male teachers with more than 10 years experience showed greater student achievement gains than female teachers on the same experience levels. In another study,

Martinussen, Tannock, and Chaban (2011) investigated the differences between teachers use of behavior management and instructional management in relation to training received for teaching students with attention-deficit hyperactivity disorder (ADHD). The authors reported a correlation between years of teaching experience and the instructional approaches total score on the *Instructional and Behavior Management Approaches Survey* ($r = .27$, $n = 56$, $p = .04$) however, they did not indicate the total years (0-5, 6-10, 11-15, 20 +, etc.) of teaching experience in the study (p. 202). Ozdemir's (2007) study on teacher burn out showed that an increase in classroom management efficacy and years of teaching experience were accredited to teacher's personal accomplishments while no clear statistical information on years of teaching experience or personal accomplishments were reported (p. 261). Ozedmir's (2007) study concluded that the years of teaching experience contributed to emotional exhaustion of perceived classroom management efficacy (p. 261).

Cross-cultural studies indicate similar mixed results. Andreou and Rapti (2010) studied a group of 249 primary teachers in Greece on the "causal attributions for behavior problems and perceived efficacy for class management" (p. 53). The study included a mixture of three shortened surveys to analyze the causes of student behavioral problems, teacher's reaction to behavioral problems, and the self efficacy of classroom management. Overall, the study revealed that teachers with 10-15 years experience used rewards in order to gain student trust; however, no other significant differences were found between classroom management efficacy and years of teaching experience (Andreou & Rapti, 2010, p. 57). These findings correlate to a similar cross-cultural study

that revealed no differences between American and Korean teachers' years of experience and instructional management (Shin & Koh, 2007, p. 62).

Further research reveals mixed results in the area of years of teaching experience. Most recently, Chingos and Peterson (2011) extracted data from Florida's Education Data Warehouse from 1999 to 2009 to evaluate teacher effectiveness by linking students test results from the *Florida Comprehensive Assessment Test* (FCAT) and the *Stanford Achievement Test* to corresponding teachers based on courses that students had taken over the years (Chingos & Peterson, 2011, p. 452). The observation of data included approximately 1,800,000 students and 36,000 teachers from the state of Florida (Chingos & Peterson, 2011, p. 457). Chingos and Peterson (2011) matched teachers to students in order to determine whether or not years of teaching experience played a pivotal role on students test results. The results indicated little or no difference. For example, the relationship between teachers with 1-2 years experience and student FCAT math scores in grades 4-5 was SD=0.034 and for grades sixth through eight SD=0.023, whereas, teachers with 6 to 12 years experience resulted in SD=0.048 (grades 4-5) and 0.012 (grades 6-8) respectively (Chingos & Peterson, 2011, p. 457). According to Chingos and Peterson, "on-the-job training that teachers receive with each year of experience…may even turn downward at some point later in their careers" (Chingos & Peterson, 2011, p. 464). Limitations of the study include the absence of data in regards to the effects of job training and the amount of teaching experience years.

Educational Degree. The relationship between classroom management and the type of educational degree obtained by a teacher has mixed results. Brown's (2009) research on teacher perceptions of student engagement, instructional practices, and

classroom management revealed high efficacy scores for teachers with a master's degree (*n*=5, 2.7%) and a bachelor's (*n*=1, 0.5%) degree (Brown, 2009, p. 90). Further analysis revealed that the lowest mean score (M=6.06, SD=1.12) in student engagement was from teachers with a bachelors degree. Teachers with a master's degree demonstrated the highest mean in classroom management (M=7.43, SD=1. 07) (Brown, 2009, p. 98). Overall, teachers with higher levels of educational degree had the highest mean in all areas of the *Teachers' Sense of Efficacy Scale* (Brown, 2009, p. 98). Teachers with a specialist's degree out performed teachers with a master's degree in the areas of instructional practices and classroom management (Brown, 2009, p. 111-112). In contrary to Brown's (2009) findings, Cheung's (2006) study revealed no relationship between classroom management and teachers education degrees. Cheung (2006) evaluated 578 Hong Kong primary school teacher's utilizing the *Teachers' Sense of Efficacy Scale.* Approximately 502 teachers held undergraduate degrees and 68 teachers held master's degrees. No data was reported in the research to justify the author's findings that there was no significant relationship between teacher educational degree and teacher efficacy (Cheung, 2006, p. 448). According to Cheung, "teacher efficacy tends to be similar whether teachers have a bachelor's or master's degree as their highest education level" (Cheung, 2006, p. 448).

Other researchers have revealed similar, but mixed results. El-Hajji (2010) studied the academic achievement of students in primary grades and discovered that teachers' educational qualifications were not related to *Approaches to Teaching*. Bulach and Berry (2001) investigated school culture and climate and discovered that teacher degree status was not a factor in determining the levels of school climate; however, the

study did reveal that teachers with a master's degree had the highest score on instructional management. Johnson's and Fullwood's (2006) study of classroom management revealed that the highest degree obtained by teachers correlate to teacher perceptions of disturbing classroom behaviors. The study sought to uncover student behaviors that were least tolerable in the classroom and data analysis revealed that teachers with "bachelors degrees rated scores as more disturbing" than those with a master's degree (m= -.288) in social defiance only (p. 28). Similar results were confirmed by Stormont, Reinke, and Herman (2011) in the area of teachers educational degree and classroom management strategies. Stormont, Reinke and Herman (2011) examined teachers' agreement ratings for non evidence-based and evidence based behavior management approaches to teaching children with behavior and emotional needs. The study included 292 special and general education teachers from Missouri. The teachers completed a survey designed by the authors that included Likert, multiple choice, and open-ended questions. Content validity was established by administering the survey to graduate students. After revisions, five research experts agreed that the survey assessed non evidence-based and evidence based behavior management approaches to teaching children with behavior and emotional needs (Stormont, Reinke, & Herman, 2011, p. 21). Stormont et al. (2011) used Bachelor's Degree and Master's Degree as the two levels of degrees held by teachers involved in the study. The data analysis of non evidence-based practices and teachers with graduate degrees presented significant findings F (1, 325) = 11.93, p = 0.15 (Stormont, Reinke, & Herman, 2011, p. 24). No differences were discovered on the evidence-based practices component of the survey and teachers educational degree (Stormont, Reinke, & Herman, 2011, p. 24). Further

analysis revealed that the effect sizes for both non-evidence-based and evidence- based behavior management approaches to teaching and the educational degree of the teacher was small (d = .28) (Stormont, Reinke, & Herman, 2011, p. 24).

In a meta-analysis of data, Chingos and Peterson (2011) evaluated teacher effectiveness by linking students test results from the *Florida Comprehensive Assessment Test* (FCAT) and the Stanford Achievement Test to corresponding teachers based on courses that students had taken over the years (p. 452). The sample included approximately 1,800,000 students and 36,000 teachers from the state of Florida (Chingos & Peterson, 2011, p. 457). The study showed a significant, but small (0.003 standard deviations) statistical relationship between middle school reading achievement gains on the FCAT and teachers with a master's degree. Overall, a higher educational degree did not indicate a relationship between teacher effectiveness and student performance. The results indicated that teachers with a master's degree and students FCAT math scores in grades 4-5 had a SD=0.002 and in grades 6-8 a SD=0.004. Teachers with a doctorate degree showed a SD= -0.013 for grades 4-5 and a SD= -0.003 for grades 6-8 (Chingos & Peterson, 2011, p. 457). These small findings correlate to research by Klecker (2008). In Klecker's (2008) analysis of the 2007 *National Assessment of Educational Progress,* 8th grade math test showed small effect sizes (d=0.14) between student scores and teachers with a Master's Degree or an Specialist Degree (p. 10).

Although the relationship between classroom management and teachers educational degree presents conflicting results, other variables have been studied that have produced positive effects of higher degrees. Greene, Huerta, and Richards (2007) investigated the impact of a teacher's education degree to student educational goals

beyond high school. The sample consisted of over 300 public schools in New Jersey (p. 54). The authors analyzed scores from the *Grade Eight Proficiency Assessment* and the *High School Proficiency Assessment* in both language arts and mathematics (Greene, Huerta, & Richards, 2007, p. 55). The results indicated a half point rise in student's college aspiration rate for every percentage point increase in a teacher's advanced degree (Greene, Huerta, & Richards, 2007, p. 62). Overall, "a l0% increase in both advanced degree rates is associated with almost a 19% increase in the percentage of students aspiring to a four-year college for the average public comprehensive high school in New Jersey" (Greene, Huerta, & Richards, 2007, p. 62). The study revealed that teachers who realize the significance of a higher degree in education and pursue it are inclined to convey the importance of higher education to their students (Greene, Huerta, & Richards, 2007, p. 62).

Academic Level. The academic grade level (middle school or high school) of teachers and their classroom management efficacy beliefs present conflicting results, too. Some research has indicated that there are no significant differences in the classroom management beliefs of teachers between any grade levels (Soodak and Podell, 1993; Chester and Beaudin, 1996; Savran & Cakiroglu, 2003). Further research reveals higher classroom management efficacy for elementary grade levels as opposed to middle school and high school levels (Martin, Yin, & Mayall, 2007; Midgley, Anderman, & Hicks, 1995). Wolters and Daughtery's (2007) research showed that elementary teachers had higher levels of efficacy in classroom management; however further analysis revealed that middle school and high school teachers were similar in levels of self-efficacy. Most recently, Fives and Buehl (2010) utilized the *Teachers' Sense of Efficacy Scale* to

evaluate the classroom management practices of teachers and discovered that high school teachers scored higher in classroom management (m= 7.62) than middle school teachers (m= 7.35).

Summary

The chapter discussed the relevant theories of Glasser (1986) and Bandura (1986) in the light of understanding the behavior management and instructional management practices in relation to the classroom management practices of middle school and high school teachers. The chapter justified the use of these theories and highlighted the evolution of these theories from the early works of Dewey (1916), Skinner (1954), and Piaget. While the studies reviewed clearly articulated the relationship of behavior management and instructional management practices and demographic variables to classroom management, no empirical research has been found to date that seeks to determine the relationship of behavior management and instructional management to the classroom management strategies between middle school and high school teachers. Most of the primary research focuses on elementary and high school teachers. The chapter presented social and behavioral perspectives to associate the beliefs that environment and demographical variables of the teachers in middle schools and high schools may be so different as to affect classroom management efficacy.

Furthermore, the review of the literature found recent development regarding classroom management. The previous instruments that measure classroom management have focused on efficacy, attitudes, beliefs, and classroom control. Martin and Sass (2010) offer a new instrument to measure behavior management and instructional management as major components to classroom management. However, current research

fails to uncover the effects of the variables associated to this research study and the behavior management and instructional management practices of teachers in middle school and high school classrooms today.

CHAPTER THREE: METHODOLOGY

Introduction

The primary purpose of this study was to identify whether relationships exist between the demographic variables (gender, years of experience, and highest obtained degree) and classroom management practices used by a group of certified middle school and high school teachers in more than two rural school districts in Georgia. This chapter describes the methodology of the research study to support or reject the research questions and hypotheses, the appropriateness of the research design, and the instrumentation that was used. A discussion as to why the research design was used is included. The chapter also provides a discussion of the sample population, the sampling plan and procedure, data collection, and statistical tests and data analysis. Information regarding the participants selected for the study, as well as how data was collected from them is included. The chapter concludes with a summary highlighting the key points in the research methodology used for this study.

Research Design

A correlational and causal-comparative research design will be used to determine which criteria (gender, education degree, years of teaching experience, and school assignment) will predict the behavior management and instructional management perceptions of teachers and to assess whether differences exist between middle school and high school teacher perceptions of their behavior and instructional management strategies. This research design was chosen because it will allow the researcher to identify the variables that are more closely associated with the classroom practices of a

group of middle school and high school certified teachers. Research by Zeintek and Thompson (2009) highlight correlation research as research which seek to assess an association between two variables. On the other hand, a causal-comparative research design seeks to compare groups of independent variables in terms of the dependent variables.

Research Questions

For the purpose of this study, a correlational and causal-comparative research design will be employed. The questions that will guide this research are:

1. What is the relationship between middle school teachers' perceptions of their behavior and instructional management strategies and demographic characteristics such as years of experience and highest obtained degree?
2. What is the relationship between middle school teachers' perceptions of their behavior and instructional management strategies and teacher gender?
3. What is the relationship between high school teachers' perceptions of their behavior and instructional management strategies and demographic characteristics such as years of experience and highest obtained degree?
4. What is the relationship between high school teachers' perceptions of their behavior and instructional management strategies and gender?
5. What differences exist [if any] between middle school teachers' perceptions of their behavior and instructional management strategies versus high school teachers' perceptions of their behavior and instructional management strategies in rural schools in Georgia?

Participants

The target population for this study included certified middle school and high school public school teachers. The sample consisted of a group of approximately 220 full time certified middle school and high school teachers from rural counties in Georgia. The sample was selected because the school districts have met Adequately Yearly Progress for more than five years ("Georgia's Education Scoreboard", 2009) and are located in a rural setting with similar population demographics of other rural school districts in the State of Georgia ("Georgia's Education Scoreboard", 2009). Therefore, the demographic variables of teachers involved in this study are representative of other rural counties in Georgia.

For the purpose of the study, a convenience sample was used. The convenience sample is a form of non-probability sampling where the participants are selected according to their availability, accessibility, and proximity to the researcher (Urdan, 2005). A convenience sample plan is based on the potential respondents' willingness to participate in the study (Urdan, 2005). Willingness to participate in the study was characterized in this case, by the positive response to the electronic invitation. Although the target population is directed towards certified middle school and high school public school teachers, the samples were drawn according to the willingness and the availability of the teachers who qualify as part of this population. The researcher sought to identify middle school and high school teachers that are reflective of the population of teachers in similar Georgia rural counties. According to the Georgia County Guide (2010), during the 2008 school year, the districts selected for this study employed approximately 82 teachers with bachelor's degrees, 95 teachers with master's degrees, 43 teachers with

specialist's degree, and one teacher with a doctoral degree. In addition, approximately 34% of the teachers had more than 21 years teaching experience and 24% had between four to 10 years teaching experience. Further data revealed that approximately 78% of the teachers employed were female and 22% were male (Georgia County Guide, 2010). These findings are consistent with other rural counties in the state.

Setting

The study took place in more than two rural counties in west Georgia. The targeted school systems administer educational and support services for approximately 14,000 students in grades Pre-K through 12. In school system A, there are three elementary schools (Pre-K through 5th grade) that feed into the county's one middle school (6th through 8th grade) and the middle school feeds into the county's one high school. In school system B, there are fourteen elementary schools (Pre-K through 5th grade) that feed into the county's three middle schools (6th through 8th grade) and the three middle schools feed into the county's three high schools. Within this system, there are three districts, one of which are in a rural setting and include three elementary schools, one middle school, and one high school. The current instructional context in both school districts is based on learners' needs, background knowledge, and personal experiences.

In 2009, the Georgia Education Scoreboard reported that 59 % of the students in school system A were economically disadvantaged and 10% of the student population was classified as students with disabilities. Similar findings for school system B were reported with over 51% of the student population classified as economically disadvantaged. For both school districts, student academic performance on state

assessments contributed to the districts achievement in making *Adequately Yearly Progress* for the 2009 school year (Table 1).

Table 1

Student Academic Performance Percentage Range on Selected State Assessments (2009)

Academic Performance	CRCT Math	CRCT Reading & English	Enhanced GHSGT Math	Enhanced GHSGT English
Basic/Does Not Meet	16.4	7.7	23.8	11.1
Proficient/Meets	52.8	65.6	19.8	43.7
Advanced/Exceeds	30.8	26.7	56.3	45.2
Meets + Exceeds	83.6	92.3	76.2	88.9

The racial makeup of the student population coincides with other rural counties and similar populations in the state of Georgia. In 2009, school system A reported total enrollment ethnicities for African American students at 10%, Hispanic at 2%, Caucasian at 85%, and multiracial students at 3%. This coincides with the county African American population of 10.3% in 2006 (Georgia County Guide, 2010). The Hispanic population is comprised of Spanish speaking students from several countries and the population in the county is small; however, it has grown from 0.87% in 1980 to 1.5% in 2006 (Georgia County Guide, 2010). In 2011, school system B reported total enrollment ethnicities for African American students at 39%, Hispanic at 3%, Caucasian at 52%, Asian 2%, and multiracial students at 4% (Georgia County Guide, 2010). The characteristics of the sampled participants are described and presented in Chapter 4.

Instrumentation

The survey involved two components. The first component was the demographic questionnaire (Appendix E). Teachers indicated their gender (male or female), years of teaching experience (less than five years, 5 to 15 years, or more than 15 years), highest education degree obtained (bachelors degree, Masters degree, specialist degree, and doctoral degree), and school assignment (middle school or high school). The questions pertaining to school assignment, highest degree obtained, and gender are similar to the demographic questions employed by Nix (1998), and Carson and Chase (2009). Previous research (Pigge and Marso, 1994; Ghaith and Yaghi, 1997; Yeo, Ang, Chong, Huan, and Quek, 2008) indicated that teachers' years of experience can be classified into three groups: less than five years (novice), five to fifteen years (experienced), and more than fifteen years (highly experienced). The demographic information gathered via the survey served as independent (predictor) variables for this study.

The second component of the survey involved the *Behavior and Instructional Management Scale* (BIMS), developed by Martin and Sass (2010). The BIMS consists of 24 questions with 12 questions pertaining to the behavior management perceptions of teachers and 12 questions pertaining to the instructional management perceptions of teachers (Table 2). The BIMS (Appendix A) scores were considered as the dependent (criterion) variable for this study. The *Behavior and Instructional Management Scale* has been shown to be a valid and reliable instrument to measure behavior management and instructional management (Martin & Sass, 2010). Through a series of studies by Martin and Sass (2010), it was determined that the BIMS has an internal consistency of .774 for the behavior management factor and .770 for the instructional management factor. It was

also determined through the factor analysis that the correlation factor is at .85 which reveals that the items in the questionnaire are valid and reliable in measuring the behavior management and the instructional management variables considered in this study. Summative scores ranged from 12 to 70 for behavior management and 12 to 70 for instructional management. Higher scores indicated a strong degree of teacher preference while lower scores indicated a lesser degree of preference (Martin & Sass, 2010).

Table 2

Question Item Detail of the Behavior and Instructional Management Scale

Management Preference	*Question Number Item*
Behavior Management	1, 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23
Instructional Management	2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24

On the *Behavior and Instructional Management Scale* (BIMS), the participants indicated the extent to which they agree or disagree with 24 questions using a six-point Likert scale. Items were ranked on a scale of 1 to 6 as follows: 1 - *disagree*, 2 – *disagree strongly*, 3 – *slightly disagree*, 4 – *agree*, 5 – *slightly agree*, and 6 - *strongly agree*. Some of the questions on the BIMS include: 1) I nearly always intervene when students talk at inappropriate times during class. 2) I use whole class instruction to ensure a structured classroom. 3) I strongly limit student chatter in the classroom. 4) I nearly always use collaborative learning to explore questions in the classroom. 5) I reward students for good behavior in the classroom. Full descriptions of all test questions from the *Behavior and Instructional Management Scale* are presented in Appendix A.

Validity and Reliability. Overall, three studies on the *Behavior and Instructional Management Scale* (BIMS) were performed to insure validity and reliability (Martin & Sass, 2010). In the first study, Martin and Sass evaluated a shortened version of the 24-item BIMS through exploratory factor analysis. The correlation factor analysis revealed a reliability factor of .85, respectively. The second study examined validity and reliability using confirmatory factor analysis in the shortened 12-item version of the BIMS. Both behavior management and instructional management factors showed good internal consistency ($\alpha = .774$) and ($\alpha = .770$). Each indicator correlated to appropriate corresponding factors on the BIMS. The third study involved a comparison between a shortened version of the BIMS and the *Ohio State Teacher Efficacy Scale* (Martin & Sass, 2010, p. 1126). The results showed an inverse relationship between the two scales and presented a good overall model fit with a significance level of .004 (p. 1130). Additionally, the two components of the BIMS revealed good internal consistency. The results for the six-item Behavior Management subscale showed ($a = .774$), with an average inter-item correlation of .377 ($sd = .091$) (p. 1130). Similar results for the six-item Instructional Management subscale revealed ($\alpha = .770$), with an average inter-item correlation of .365 ($sd = .092$) (p. 1130). The results of all three studies proved that the BIMS effectively measures teachers' views of their practices in both behavior management and instructional management.

Procedures

The implementation of this research study began upon approval from the Liberty University Institutional Review Board (Appendix B). Permission to use the *Behavior and Instructional Management Scale* (BIMS) was obtained through the authors Nancy

Martin and Daniel Sass, the University of Texas at San Antonio (Appendix F). A letter of permission explaining the study and expectations of participants was sent to the Building Administrator's (Appendix C). The researcher also met with administrators at the proposed schools in order to obtain e-mail addresses and gain permission to send letters to teachers (Appendix D). The email letter introduced and explained the study. In the email, teachers were directed to a website to complete the BIMS within a two-week time frame. Anonymity was protected since the BIMS was taken in an on-line format on the World Wide Web and no IP addresses or any identifiable information was collected. In addition, the email provided an overview of the research and the researchers contact information. Teachers were instructed to complete the *Behavior and Instructional Management Scale* without sharing or discussing the survey items with other teachers until after the deadline. In order to improve the likelihood of participation, Dillman's (2000) strategies for Web surveys were implemented. A web survey was used since traditional modes of surveys, such as telephone and mail, have declined over the years (Dillman & Christian, 2003). A one-dollar donation was made to the Salvation Army as an incentive for each completed survey. According to Lesser, Dillman, Carlson, Lorenz, Mason, and Willits (2001), incentives "remain powerful for improving response" rates on web surveys (p. 17).

The following steps were employed:

1. A pre-notice e-mail was sent to the participants. The notice explained the importance of this study with information concerning the follow up e-mails.

2. The second e-mail message was sent two days after the pre-notice e-mail. The message invited participants to complete the online *Behavior and Instructional Management Scale* by clicking a link contained in the message.

3. A third e-mail was sent one week after the second e-mail to remind participants to complete the on line survey.

4. A final e-mail was sent one week later. Participants were thanked for their participation in the study. The link to the survey was included again to offer participants that have not completed the survey another opportunity to respond.

Data Analysis

The data was collected online and processed on a computer using the Statistical Package for the Social Sciences (SPSS) 16.0 and Microsoft Excel. The collection and analysis of data was completed during a period of two months. Overall, the objective of this research seeks to uncover the relationships between middle school and high school teachers' classroom management styles and demographic variables.

In order to explore the first two sets of null hypotheses, a correlational research design was implemented. Meanwhile, a causal-comparative research design was used for the third set of null hypotheses. All variables were dummy-coded and entered into the correlation model. For example, gender has two levels and was coded g-1 = *male* and g-0 = *female.* Summative scores from the *Behavior and Instructional Management Scale* were calculated and entered into SPSS. Preliminary statistics were displayed using frequency tables, histograms, and scatter plots in order to determine the distribution, degree, direction, and relationship of variables. The means and standard deviations were calculated and reported. All data were compiled in a correlation matrix. Canonical

correlation analysis (Hotelling, 1936) was used to calculate the correlation coefficient of the summative scores of behavior management and instructional management to determine the statistical significance of the relationship between these two sets of variables with respect to the demographic variables considered in this study. Instead of the product moment correlation coefficients, canonical correlation analysis considered the use of Eigen values to extract the canonical roots or the correlation coefficient. A significance level of .05 was used to determine whether significant relationships exist between the perceptions of behavioral and instructional management strategies and the demographic characteristics.

In order to control for Type I and Type II errors, the data analysis procedures identified differences between group means and the level of power. A statistical significance level of .05 was applied. The effect size statistics, Cohen's *d*, was used to depict the strength of relationship between the means and allowed the author to reject or retain the research hypotheses. According to Cohen (1998) and Cohen, Cohen, West, and Aiken (2003), an effect size of .20 is small, an effect size of .50 is medium, and an effect size of .80 is large.

Multiple linear regression analysis was conducted to further assess the relationships between the middle school and high school teacher's perception of behavioral and instructional management strategies. This analysis design was selected since it is unclear as to which of the demographic variables created the best prediction equation. The researcher was able to statistically control for other variables while comparing the influences of the independent variables against each other. All variables were entered simultaneously into the regression equation since there was no theoretical

consideration from previous literature that suggests a particular priority for entering the data. The predictor variables were school assignment, gender, years of teaching experience, and highest obtained degree. The predictor variables were evaluated individually in order to determine the beta weights for the raw score and beta weights for the standard equation. The criterion variables were behavior management and instructional management. Each variable was dummy coded and entered simultaneously into the equation at the same time while using the standard entry method. Preliminary data analysis aided in the development of regression equations. Observed *t*-values and standardized and unstandardized regression coefficients were calculated to determine the relationship of each weight. Partial correlations were calculated to determine the relationship between variables when the effects of other variables had been removed from the equation. Prior to conducting multiple regression analyses, it was ensured that assumptions of multicollinearity and normality were met through conducting Pearson's correlation analysis and providing graphical representations of the data. Outliers were removed from the dataset while missing values were replaced with the mean of the associated variable.

In order to explore the third set of null hypotheses, a series of independent samples *t*-test were conducted to test whether there were significant differences in the behavioral and instructional management strategies of middle school and high school teachers. Independent samples *t*-tests were used to compare the mean scores of two independent groups. For the purpose of the study, the independent variable was whether the participant is a middle school or a high school teacher while the dependent variable

were the scores of the participants for the behavior management and instructional management factors of the *Behavior and Instructional Management Scale*.

Summary

Chapter 3 presented detailed information to describe the participants, setting, instrumentation, procedures, research design, and data analysis steps that was used for this study. Several data analysis procedures were discussed to highlight the processes involved in rejecting or retaining the null hypotheses. Chapter 4 details the results of the statistical analyses.

CHAPTER FOUR: RESULTS

Introduction

The purpose of this quantitative study was to identify whether relationships exist between the demographic variables (gender, years of experience, and highest obtained degree) and classroom management practices used by a group of certified teachers in rural school districts in Georgia. This chapter provides a presentation of results generated through statistical analyses. These analyses were conducted to address the following research questions and hypotheses:

RQ1: What is the relationship between middle school teachers' perceptions of their behavior and instructional management strategies and demographic characteristics such as years of experience and highest obtained degree?

$H_0$1a. There will be no statistically significant relationship between middle school teachers' perceptions of their behavior management strategies (as measured through BIMS) and the years of experience of teachers.

$H_0$1b. There will be no statistically significant relationship between middle school teachers' perceptions of their behavior management strategies (as measured through BIMS) and the highest obtained degree of teachers.

$H_0$1c. There will be no statistically significant relationship between middle school teachers' perceptions of their instructional management strategies (as measured through BIMS) and the years of experience of teachers.

$H_0$1d. There will be no statistically significant relationship between middle school teachers' perceptions of their instructional management strategies (as measured through BIMS) and the highest obtained degree of teachers.

RQ2: What is the relationship between middle school teachers' perceptions of their behavior and instructional management strategies and gender?

$H_0$2a. There will be no statistically significant difference between middle school teachers' perceptions of their behavior management strategies according to gender.

$H_0$2b. There will be no statistically significant difference between middle school teachers' perceptions of their instructional management strategies according to gender.

RQ3: What is the relationship between high school teachers' perceptions of their behavior and instructional management strategies and demographic characteristics such as years of experience and highest obtained degree?

$H_0$3a. There will be no statistically significant relationship between high school teachers' perceptions of their behavior management strategies (as measured through BIMS) and the years of experience of teachers.

$H_0$3b. There will be no statistically significant relationship between high school teachers' perceptions of their behavior management strategies (as measured through BIMS) and the highest obtained degree of teachers.

$H_0$3c. There will be no statistically significant relationship between high school teachers' perceptions of their instructional management strategies (as measured through BIMS) and the years of experience of teachers.

$H_0$3d. There will be no statistically significant relationship between high school teachers' perceptions of their instructional management strategies (as measured through BIMS) and the highest obtained degree of teachers.

RQ4: What is the relationship between high school teachers' perceptions of their behavior and instructional management strategies and gender?

$H_0$4a. There will be no statistically significant difference between high school teachers' perceptions of their behavior management strategies according to gender.

$H_0$4b. There will be no statistically significant difference between high school teachers' perceptions of their instructional management strategies according to gender.

RQ5: What differences exist [if any] between middle school teachers' perceptions of their behavior and instructional management strategies versus high school teachers' perceptions of their behavior and instructional management strategies in rural schools in Georgia?

$H_0$5a. There will be no statistically significant difference between middle school teachers' perceptions and high school teachers' perceptions of their behavior management strategies at rural schools in Georgia.

$H_0$5b. There will be no statistically significant difference between middle school teachers' perceptions and high school teachers' perceptions of their instructional management strategies at rural schools in Georgia.

Descriptive Statistics

Two rural middle schools and two rural high schools that employ over 400 certified teachers were asked to voluntarily participate in this study. A total of 230 teachers responded including 133 certified middle school teachers and 97 certified high school teachers. The demographic characteristics of participants are presented in Table 3.

Table 3

Frequency and Percentages of Demographic Characteristics

		Frequency	Percent
Gender	Male	62	27.0
	Female	168	73.0
	Total	230	100.0
Current School Assignment	Middle School	133	57.8
	High School	97	42.2
	Total	230	100.0
Number of Years of Teaching	less than 5 years	42	18.3
	5 to 15 years	102	44.3
	more than 15 years	86	37.4
	Total	230	100.0
Highest Education Degree	BA/BS	80	34.8
	Masters	90	39.1
	Specialists	53	23.0
	Doctoral	7	3.0
	Total	230	100.0

From Table 3, it can be observed that more females (*n* = 168, 73%) than males (*n* = 62, 27%) participated. In terms of the current school assignment, participants were classified according to middle school and high school teachers. There were 133 participants (57.8%) assigned to middle school classes while 97 participants (42.2%) were assigned to high school classes. In terms of number of years of teaching, a majority of the participants have 5 to 15 years of experience as teachers (*n* = 102, 44.3%). Meanwhile, in terms of highest education degree, 90 participants (39.1%) had master's degrees while 80 participants (34.88%) had BA/BS degrees.

The dependent variables considered in this study are the behavioral management and the instructional management scores of middle school and high school teachers. The scores were calculated according to the responses of teacher participants in the 24-item

Behavior and Instructional Management Scale (BIMS), developed by Martin and Sass (2010). The behavioral management scores were calculated as the sum of odd-numbered items of the questionnaire while the instructional management scores were calculated as the sum of even-numbered items of the questionnaire. Table 4 presents the descriptive statistics of behavioral management and instructional management scores according to current school assignments.

Table 4

Descriptive Statistics of Behavioral Management and Instructional Management according to Current School Assignment

	Current School Assignment	N	Mean	Std. Deviation
Behavioral Management	Middle School	123	49.5528	7.50104
	High School	90	48.5222	7.57765
Instructional Management	Middle School	123	50.1220	7.59485
	High School	90	48.9889	7.60026

As observed, in terms of behavioral management, middle school teachers (M = 49.5528, SD = 7.50104) have a higher mean score than high school teachers (M = 48.5222, SD = 7.57765. Likewise, middle school teachers (M = 50.1220, SD = 7.59485) have a higher mean score than high school teachers (M = 48.9889, SD = 7.60026) for instructional management.

In order to determine whether the data gathered followed the data assumptions for statistical analyses, histograms and residual plots were used to graphically present the distribution of data. Histograms were used to determine whether data follows the normal distribution while residual plots were used to determine whether the data satisfied the assumption for linearity and homoscedasticity. Figures 1 to 4 present the histograms

generated for behavioral and instructional management scores of middle school and high school teachers. As observed from Figure 1, the behavioral management scores of middle school teachers follow the normal distribution (K-S test = .927, *p*-value = .357).

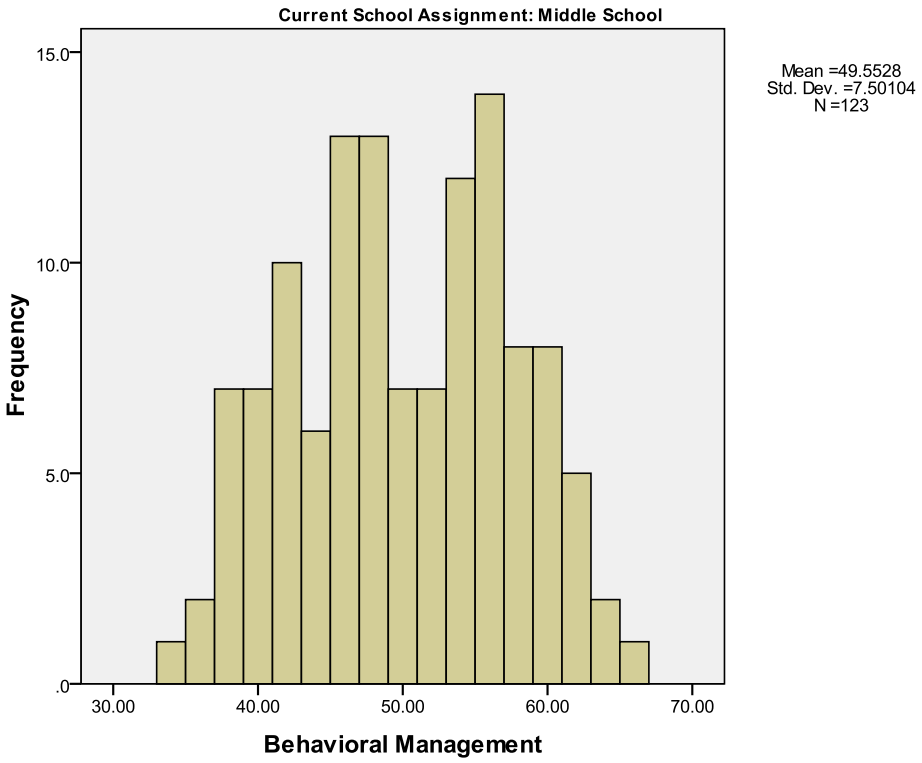

Figure 1. Histogram of Middle School Teachers' Behavioral Management Scores

Note: K-S = .927; *p*-value = .357

Apart from histograms, Kolmogorov-Smirnov tests were conducted to assess whether the distribution of data is significantly different to a normal distribution. As observed in Figure 2, the behavioral management scores of high school teachers also follow a normal distribution (K-S = .816, *p*-value = .519). Therefore, parametric tests

such as linear regression analysis and independent samples *t*-tests were appropriate to analyze the data.

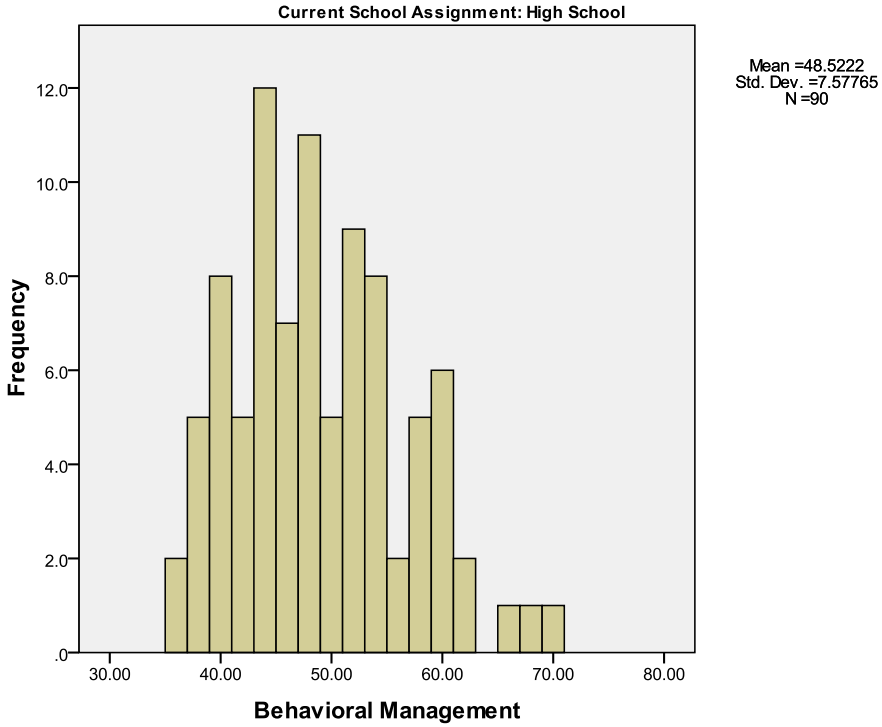

Figure 2. Histogram of High School Teachers' Behavioral Management Scores

Note: K-S = .816; *p*-value = .519

The histograms for instructional management scores are presented in Figures 3 and 4. As observed in Figures 3 and 4, the instructional management scores of middle school teachers (K-S = 1.051, *p*-value = .219) and high school teachers (K-S = 1.014, *p*-value = .255) follow the normal distribution. Therefore, parametric tests such as linear regression analysis and independent samples *t*-tests were appropriate to analyze the data.

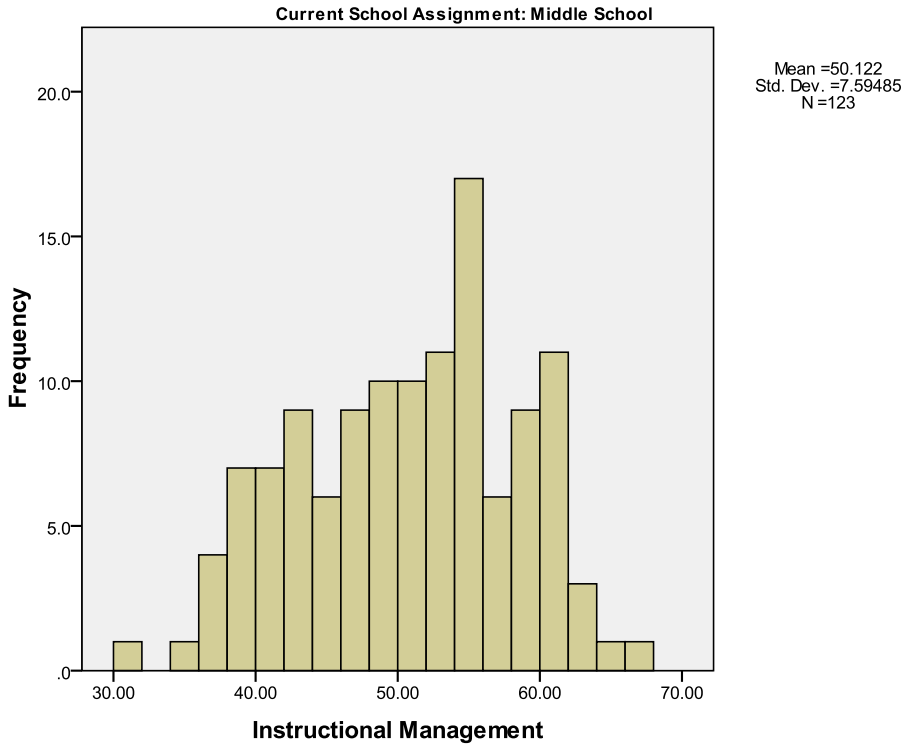

Figure 3. Histogram of Middle School Teachers' Instructional Management Scores

Note: K-S = 1.051; *p*-value = .219

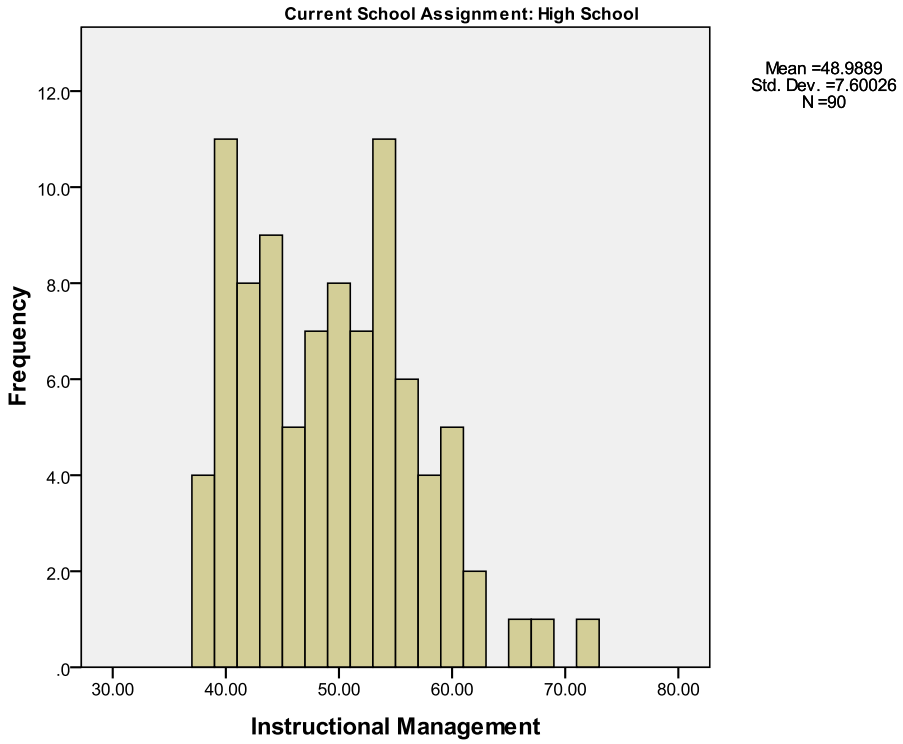

Figure 4. Histogram of High School Teachers' Instructional Management Scores

Note: K-S = 1.014; *p*-value = .255

Residual plots were used to analyze linearity, homoscedasticity, and regression of the differences between the obtained and predicted behavioral management and instructional management scores. Based on residual plots, the data satisfies the assumptions of linearity, homoscedasticity, and regression of the differences between the obtained and predicted values if the data points form an S-shaped curve around the line. Since this curve is observed for all four figures, it can be concluded that the behavioral management and instructional management scores of middle school and high school teachers satisfy the data assumptions considered in this study.

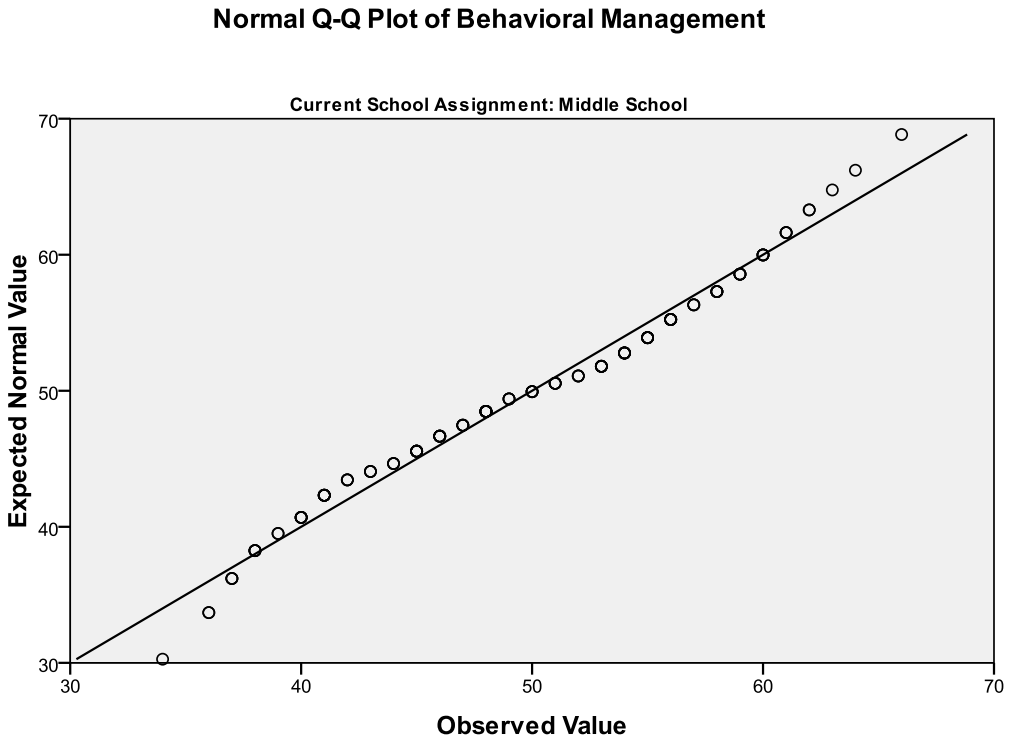

Figure 5. Residual Plot of Middle School Teachers' Behavioral Management Scores

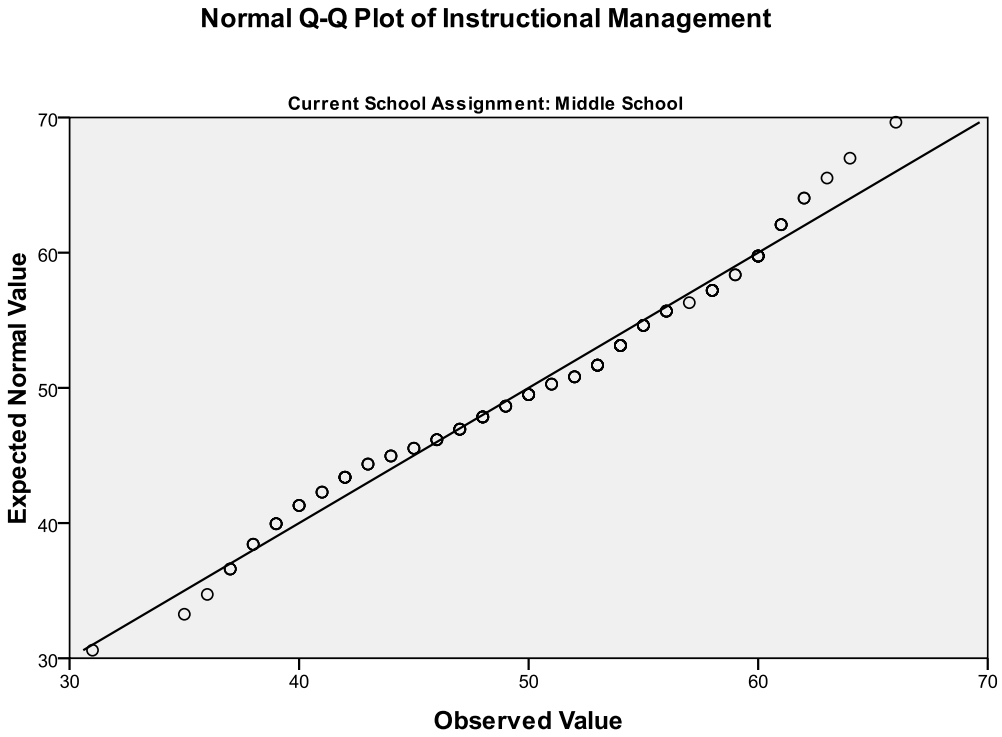

Figure 6. Residual Plot of Middle School Teachers' Instructional Management Scores

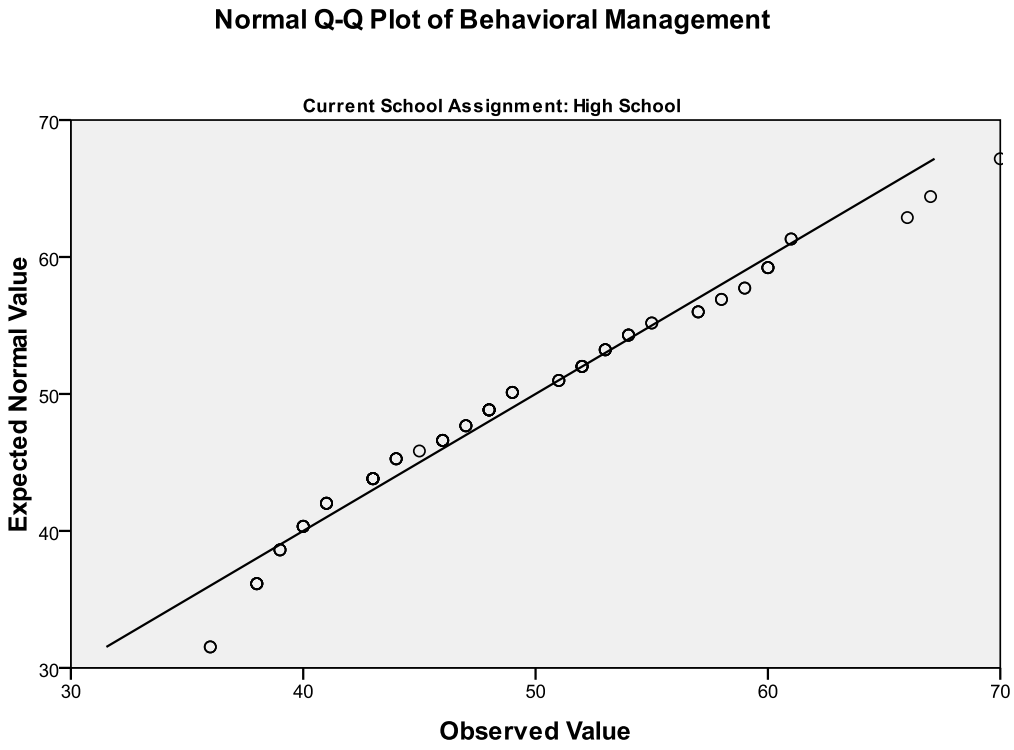

Figure 7. Residual Plot of High School Teachers' Behavioral Management Scores

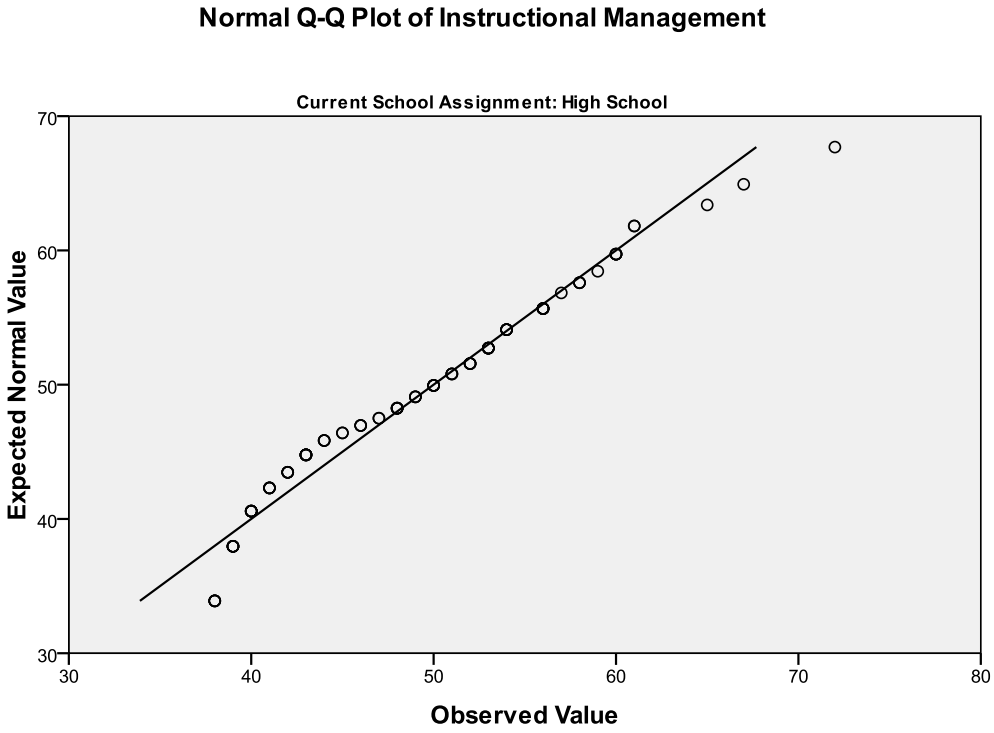

Figure 8. Residual Plot of High School Teachers' Instructional Management Scores

Data Analysis

In order to address the research questions posed for this study, statistical analyses such as canonical correlation analysis, linear regression analysis, and independent samples *t*-tests were conducted. Canonical correlations were used to assess whether the summative scores of behavioral management and instructional management were statistically related to the demographic variables considered in this study. Tables 5 through 8 present the results of the canonical correlation analysis. As examined through the *p*-values, years in teaching and highest educational attainments were not related to behavioral management and instructional management scores of middle school and high school teachers. Therefore, there is insufficient evidence to reject the null hypothesis

which states that “there will be no statistically significant relationship between middle school and high school teachers’ perceptions of their behavior and instructional management strategies and demographic characteristics such as years of experience and highest obtained degree.”

Table 5

Canonical Correlation between Behavioral Management of Middle School Teachers and Demographic Characteristics such as Years in Teaching and Highest Educational Attainment

	Eigenvalue	Canonical Correlation	Sig.
Years in Teaching	.449	.557	.183
Highest Educational Attainment	.337	.502	.384

Table 6

Canonical Correlation between Instructional Management of Middle School Teachers and Demographic Characteristics such as Years in Teaching and Highest Educational Attainment

	Eigenvalue	Canonical Correlation	Sig.
Years in Teaching	.462	.562	.117
Highest Educational Attainment	.713	.536	.224

Table 7

Canonical Correlation between Behavioral Management of High School Teachers and Demographic Characteristics such as Years in Teaching and Highest Educational Attainment

	Eigenvalue	Canonical Correlation	Sig.
Years in Teaching	.506	.580	.241
Highest Educational Attainment	.367	.518	.427

Table 8

Canonical Correlation between Instructional Management of High School Teachers and Demographic Characteristics such as Years in Teaching and Highest Educational Attainment

	Eigenvalue	Canonical Correlation	Sig.
Years in Teaching	.759	.657	.165
Highest Educational Attainment	.229	.431	.882

In considering gender as the independent variable, Tables 9 through 12 present the results of the canonical correlations. As observed in Table 9, behavioral management of middle school teachers is not related to gender. This implies that regardless of the gender of the middle school teacher, the behavioral management scores are statistically equal. Therefore, there is insufficient evidence to reject the null hypothesis which states that "there will be no statistically significant relationship between middle school teachers' perceptions of their behavior management strategies and according to gender."

Table 9

Canonical Correlation between Behavioral Management of Middle School Teachers and Gender

	Eigenvalue	Canonical Correlation	Sig.
Gender	.305	.483	.560

In analyzing the relationship according to gender with the instructional management scores of middle school teachers, the results of the canonical correlation analysis revealed that a significant relationship exists. As observed in Table 10, the *p*-value is less than .05 which implies that gender is related to the instructional management scores of middle school teachers. Therefore, there is sufficient evidence to reject the null

hypothesis which states that “there will be no statistically significant relationship between middle school teachers’ perceptions of their instructional management strategies according to gender.”

Table 10

Canonical Correlation between Instructional Management of Middle School Teachers and Gender

	Eigen-value	Canonical Correlation	Sig.
Gender	.604	.614	.017

However, in terms of the behavioral management scores of high school teachers, Table 11 presents that the scores are not related with the teachers’ genders. This implies that regardless of whether the high school teacher is male or female, behavioral management scores are statistically equal. Therefore, there is insufficient evidence to reject the null hypothesis which states that “there will be no statistically significant relationship between high school teachers’ perceptions of their behavior management strategies according to gender.”

Table 11

Canonical Correlation between Behavioral Management of High School Teachers and Gender

	Eigenvalue	Canonical Correlation	Sig.
Gender	.593	.610	.063

Further, in analyzing the relationship according to gender and the instructional management scores of high school teachers, the results of the canonical correlation analysis revealed that a significant relationship exists. As observed in Table 12, the *p*-

value is equal to .028 which implies that gender is related to the instructional management scores of high school teachers. Therefore, there is sufficient evidence to reject the null hypothesis which states that "there will be no statistically significant relationship between high school teachers' perceptions of their instructional management strategies according to gender."

Table 12

Canonical Correlation between Instructional Management of High School Teachers and Gender

	Eigenvalue	Canonical Correlation	Sig.
Gender	.681	.636	.028

Linear regression analyses were conducted to assess which of the independent variables could significantly predict the behavioral management scores of middle school teachers. As observed in Table 13, none of the demographic characteristics could significantly predict the behavioral management scores of middle school teachers (*p*-values > .05). Therefore, this strengthens the results of the canonical analysis that there is no relationship between behavioral management and demographic characteristics.

Table 13

Linear Regression Analysis for Middle School Teachers' Behavioral Management Scores

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	53.839	3.661		14.704	.000
	Gender	-1.007	1.662	-.056	-.606	.546
	Number of Years of Teaching	-1.436	1.046	-.141	-1.373	.172
	Highest Education Degree	.319	.937	.035	.340	.734

For high school teachers, it was determined that demographic variables of gender, number of years of teaching, and highest educational degree significantly predict the behavioral management scores (p-values < .05). Since the coefficient for gender is negative, this implies that males have higher behavioral management scores. Likewise, since highest education degree variable has a negative coefficient, this implies that teachers with lower educational attainment have higher behavioral management scores. In terms of number of years, the longer the teacher is in teaching, the higher his/her behavioral management scores is.

Table 14

Linear Regression Analysis for High School Teachers' Behavioral Management Scores

		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	54.171	3.596		15.066	.000
	Gender	-4.333	1.560	-.271	-2.777	.007
	Number of Years of Teaching	3.003	1.118	.282	2.686	.009
	Highest Education Degree	-2.506	.912	-.289	-2.748	.007

Linear regression analyses were also conducted to assess which of the independent variables could significantly predict the instructional management scores of middle school teachers. As observed in Table 15, none of the demographic characteristics could significantly predict the instructional management scores of middle school teachers (p-values > .05). Therefore, although gender was determined to be significantly related to instructional management scores of middle school teachers, combined with other

demographic characteristics, gender does not predict the scores of middle school teachers for instructional management.

Table 15

Linear Regression Analysis for Middle School Teachers' Instructional Management Scores

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	54.820	3.686		14.872	.000
	Gender	-2.238	1.673	-.122	-1.338	.184
	Number of Years of Teaching	-1.160	1.053	-.112	-1.102	.273
	Highest Education Degree	.947	.944	.103	1.004	.318

In terms of high school instructional management scores, it could also be determined that demographic variables of gender, number of years of teaching, and highest educational degree significantly predict the instructional management scores (*p*-values < .05). Since the coefficient for gender is negative, this implies that males have higher instructional management scores. Likewise, since highest education degree variable has a negative coefficient, this implies that teachers with lower educational attainment have higher instructional management scores. In terms of number of years, the longer the teacher is in teaching, the higher his/her instructional management scores is.

Table 16

Linear Regression Analysis for High School Teachers' Instructional Management Scores

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	54.044	3.645		14.828	.000
	Gender	-4.158	1.581	-.259	-2.630	.010
	Number of Years of Teaching	2.958	1.133	.277	2.610	.011
	Highest Education Degree	-2.307	.924	-.265	-2.496	.014

To address the fifth research question, independent samples *t*-tests were conducted to determine whether significant differences exist between the behavioral and instructional management scores of middle school and high school teachers. As observed in Table 17, there is no significant difference between the scores of middle school teachers and high school teachers on behavioral management and instructional management. Therefore, there is insufficient evidence to reject the null hypothesis which states that "there will be no statistically significant difference between middle school teachers' perceptions and high school teachers' perceptions of their behavior and instructional management strategies at rural schools in Georgia."

Table 17

Independent Samples t-tests for Difference between Middle School and High School Teachers' Behavioral and Instructional Management Scores

	Levene's Test for Equality of Variances		t-test for Equality of Means						
								95% Confidence Interval of the Difference	
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Behavioral Management	.174	.677	.986	211	.325	1.03062	1.04498	-1.02932	3.09057
Instructional Management	.002	.964	1.075	211	.284	1.13306	1.05382	-.94430	3.21042

Summary

Chapter 4 presents the results of the canonical correlations, regression analyses, and independent samples *t*-tests conducted to assess the research questions and hypotheses posed for this study. A total of 230 teachers participated in this study, of which, only 213 participants completed the questionnaire. The 213 participants consist of 123 middle school teachers and 90 high school teachers. The results of the analyses show that there is insufficient evidence to reject the null hypotheses posed for this study except between the relationship of gender and instructional management scores of middle school and high school teachers. Likewise, it was determined that the perceptions of high school teachers of behavioral and instructional management are significantly predictable by demographic characteristics according to gender, number of years in teaching, and highest educational attainment.

. **CHAPTER FIVE: DISCUSSION, CONCLUSION, AND RECOMMENDATIONS**

This chapter is comprised of the summary and discussion of results, conclusion, and recommendations. The purpose of this correlational and causal-comparative quantitative study was to examine the relationship of demographic characteristics, such as gender, highest educational degree, and years in teaching, and classroom management strategies such as behavioral and instructional management strategies of middle school and high school certified teachers from schools in more than two rural counties in west Georgia. Chapter 5 includes the findings and interpretations, recommendations, and suggestions for further research. A summary and conclusion end the current research. The chapter will provide substance to the results presented in Chapter 4 in relation to the concepts presented in Chapter 1 and in the review of literature in Chapter 2.

Introduction

Classroom management has been a concern for many years and was not publicly addressed until the National Commission on Excellence in Education (NCEE) released *A Nation at Risk* in 1983. The NCEE believed that learning should be expanded through better classroom management (National Commission of Excellence in Education, 1983). Therefore, this applied dissertation focused on the relationship between the demographic variables (gender, years of experience, and highest obtained degree) and classroom management practices used by a group of certified teachers in rural school districts in Georgia. The questionnaire utilized in this study had two components. The first component was comprised of a demographic questionnaire which captures the characteristics of sampled participants in terms of gender (male or female), years of

teaching experience (less than five years, 5 to 15 years, or more than 15 years), highest education degree obtained (bachelor's degree, master's degree, specialist degree, and doctoral degree), and school assignment (middle school or high school). The second component of the survey consisted of the *Behavior and Instructional Management Scale*, developed by Martin and Sass (2010).

A total of 230 participants were sampled for this study. However, only 213 participants completed the survey questionnaire. Thus, the statistical analyses only considered the responses of these 213 participants. Based on the responses of participants on the demographic questionnaire and the *Behavior and Instructional Management Scale*, canonical correlations, regression analyses, and independent samples *t*-tests were conducted to assess the relationship between the demographic variables (gender, years of experience, and highest obtained degree) and perceptions of middle school and high school certified teachers on behavioral and instructional management.

Findings and Implications

The research questions were answered through a correlational casual-comparative research design that explored the responses of 213 participants from schools in more than two rural counties in west Georgia. Data assumptions such as normality, linearity, homoscedasticity, and regression were tested to ensure that parametric statistical analyses were appropriate for the analyses. The purpose of this research study focused to determine whether a relationship existed between demographic characteristics and measures of classroom strategies such as behavioral and instructional management. Five sets of research hypotheses were tested to address the research questions:

1. What is the relationship between middle school teachers' perceptions of their behavior and instructional management strategies and demographic characteristics such as years of experience and highest obtained degree?
2. What is the relationship between middle school teachers' perceptions of their behavior and instructional management strategies and teacher gender?
3. What is the relationship between high school teachers' perceptions of their behavior and instructional management strategies and demographic characteristics such as years of experience and highest obtained degree?
4. What is the relationship between high school teachers' perceptions of their behavior and instructional management strategies and gender?
5. What differences exist [if any] between middle school teachers' perceptions of their behavior and instructional management strategies versus high school teachers' perceptions of their behavior and instructional management strategies in rural schools in Georgia?

The first set of hypotheses stated that there is a statistically significant relationship between middle school teachers' perceptions of their behavior management and instructional management strategies and demographic characteristics such as years of experience and highest obtained degree. The results of the canonical correlation analyses revealed that years in teaching and highest educational attainments are not related to behavioral management and instructional management scores of middle school teachers. Thus, the null hypotheses was accepted based on a 95% confidence interval.

Likewise, for the second set of hypotheses, the relationship between middle school teachers' perceptions on classroom management strategies and gender was

investigated. The second set of hypotheses stated that there is a statistically significant relationship between middle school teachers' perceptions of their behavior management and instructional management strategies according to gender. The results of the canonical correlations analyses presented that perceptions of behavioral management of middle school teachers is not related to gender. However, it was determined that gender is related to the instructional management scores of middle school teachers.

The third set of hypotheses focused on whether relationships exist between high school teachers' perceptions of their behavior management and instructional management strategies and demographic characteristics such as years of experience and highest obtained degree. The results of the canonical correlational analyses revealed that years in teaching and highest educational attainments were not related to behavioral management and instructional management scores of high school teachers. Thus, the null hypotheses were also accepted based on 95% confidence interval.

The fourth set of hypotheses stated that there are statistically significant relationships between high school teachers' perceptions of their behavior management and instructional management strategies and gender. The canonical correlation analyses showed that perceptions of behavioral management of high school teachers is not related to gender. However, based on 95% confidence interval, it was determined that gender is related to the instructional management scores of high school teachers.

On the other hand, the regression analyses revealed that none of the demographic characteristics could significantly predict the behavioral management scores of middle school teachers. It was also determined that none of the demographic variables could significantly predict the instructional management scores of middle school teachers.

However, for high school teachers, the results of the regression analysis showed that demographic variables of gender, number of years of teaching, and highest educational degree significantly predict the behavioral management scores as well as the instructional management scores of high school teachers.

Finally, to address the fifth research question, independent samples *t*-tests were conducted to determine whether significant differences exist between the behavioral and instructional management scores of middle school and high school teachers. There is no significant difference between the scores of middle school teachers and high school teachers on behavioral management and instructional management. Therefore, there is insufficient evidence to reject the null hypotheses.

The results of this study strengthened the conclusion of Shin and Koh's (2007) cross-cultural study which revealed that Korean male teachers demonstrated more controlling instructional management techniques than Korean female teachers did. This conclusion has proved that the claim of Shin and Koh's (2007) cross-cultural study was not only true for instructional management techniques utilized by Koreans but also of middle school teachers in western Georgia. Meanwhile, the results contradicted the study by Chudgar and Sankar (2008) which determined that gender differences do not exist in the area of classroom management practices of teachers. A majority of the studies investigating the relationship of gender with classroom management practices have proven that no relationship exists. However, this study has proven that instructional management strategies are related to gender wherein male teachers have higher instructional management scores. With this, it can be concluded that although classroom management practices could be similar between male and female teachers, breaking

down classroom management practices into components such as behavioral and instructional management strategies could provide a better picture of the relationship between gender and variables of classroom management practices. Further research (Evans, Harkins, & Young, 2008; Lacey & Saleh, 1998; Nevgi, Postareff, & Lindblom-Ylänne, 2004) suggested that more males than females were more apt to use teacher focused approaches to learning that were structured and controlling. Thus, this explains why male high school teachers have higher scores for behavioral and instructional management strategies.

Teaching experience, as a variable, has been evaluated in several research studies. Many of the studies focus on self-efficacy, instructional management, people management, and classroom management. For example, some research studies reveal that teachers with 10 plus years of experience have high levels of efficacy and are more confident in employing various classroom management practices (Fives & Buehl, 2010; Wolters & Daughtery, 2007). Based on this study, the variable years of teaching experience are not related to both perceptions of teachers on behavioral and instructional management strategies. Meanwhile, existing studies have revealed that highest educational degree was significantly related with areas of instructional practices and classroom management (Brown, 2009). This study has proven that no significant relationship exists.

Conclusions Based on Relevant Literature

Previous studies in the field of classroom management have investigated various demographic variables associated to classroom management strategies implemented by middle school and high school teachers. For example, some research studies reveal that

teachers with 10 plus years of experience have high levels of efficacy and are more confident in employing various classroom management practices (Fives & Buehl, 2010; Wolters & Daughtery, 2007). Shin and Koh's (2007) cross-cultural study revealed that Korean male teachers demonstrated more controlling instructional management techniques than Korean female teachers did. However, there is either no research available or very little research that has yet to be discovered that analyzes the relationship between the highest educational degree obtained by certified teachers, gender, and years of teaching experience to the behavioral and instructional management practices of teachers (El-Hajji, 2010; Bulach & Berry, 2001; Johnson & Fullwood, 2006). Moreover, studies have yet to examine whether a difference exists between middle school and high school teachers in terms of their behavioral and instructional management practices.

A total of 230 surveys were collected for this study. However, only 213 participants completed the questionnaire. The 213 participants consist of 123 middle school teachers and 90 high school teachers. The results of the analyses show that there is insufficient evidence to reject the null hypotheses posed for this study except between the relationship of gender and instructional management scores of middle school and high school teachers. Likewise, it was determined that the perceptions of high school teachers on behavioral and instructional management are significantly predictable by demographic characteristics such as gender, number of years in teaching, and highest educational attainment.

Bandura believed that the way children learn is based on their perceptions and imitations of behaviors displayed by parents, teachers and other adults. These environmental factors and conditions influence the behavior of the children. Moreover,

these factors can also be used in managing these behaviors. Therefore, it is essential to examine the classroom management strategies of teachers and relate it with demographic characteristics in order to ensure that teachers could be aligned through training programs regardless of their demographic profile. Since the variables of years of teaching and highest educational degrees were proven to be insignificantly related with behavioral and instructional management strategies, the focus could be moved towards ensuring that male and female teachers have aligned perspectives on both behavioral and instructional management strategies. Through aligning male and female teachers, specifically high school teachers, students could have a clear idea of the strategies implemented within their classrooms. Moreover, the results of Baker's (2005) study showed a correlation between teachers' readiness for controlling disruptive behaviors and perceptions of self-efficacy for classroom management. Thus, teachers with higher scores for behavioral and instructional management strategies could better handle their classes. In which case, female high school teachers should improve on their classroom management skills in order to be at par with their male counterparts.

Delimitations

According to Creswell (2003), "Delimitations addresses how the study can be narrowed in scope" (p. 150). The study had delimitations to include: instruments, sample size, survey collection, and geographic location. The first delimitation would be the instrument. The survey questionnaire utilized in this study is the *Behavior and Instructional Management Scale* developed by Martin and Sass (2010). The delimitation might be the fact that the survey questionnaire may not have captured the entire condition within the schools of the middle school and high school teachers sampled in this study

due to atmosphere, training in classroom management, and school wide behavioral and instructional support systems in use. However, the reliability and the validity of the questionnaire were established to ensure that the questionnaire is reliable in capturing the constructs for the sampled participants.

The second delimitation was the sample size and geographical location. This delimitation involves the sample size of the study and the sources of participants. Although a relatively large sample size was gathered for this study, the middle school teachers and the high school teachers sampled in this study were not equal. There were more middle school teachers that participated than high school teachers. Moreover, the sources of data were from schools in more than two rural counties in west Georgia. Since only 213 participants willingly agreed to participate and completed this study, the results of the study were based on the responses of these participants. The results of this study are also generalizable for this specific geographic location.

The final delimitation was the collection of the surveys. In terms of the collection, online surveys were utilized. There was no direct contact with the participants. Therefore, participants responded to the questionnaire based on how they understood the questions; no clarifications were addressed. The survey responses were collected electronically and then processed by using SPSS. Since the questionnaire was used in a previous study, the questions were deemed clear and easy to understand for the participants.

Recommendations for Further Research

The results of this study revealed that among the demographic characteristics, gender has a significant relationship with perspectives of behavioral and instructional management strategies for high school teachers. Moreover, it was determined that there is

no significant difference in the perspectives of behavioral and instructional management strategies of middle school and high school participants. In line with these results, it is suggested that female high school teachers should focus more on enhancing their behavioral and instructional management strategies as opposed to male high school teachers. Evaluation and training programs should be developed to enhance their behavioral and instructional management strategies. Moreover, this insight could also be used to screen applicants for a teaching position at the high school level.

In terms of future research, more high school teachers could be surveyed to have approximately equal samples with the middle school teachers. The responses of teachers on the classroom management strategies could also be considered in relation to students' academic performance. Since the main purpose of schools is to impart knowledge to their students, the most important measure to quality of classroom management is based on students' academic performance. Therefore, it may also be necessary to gather academic performance and relate to both the classroom management strategies of teachers as well as the demographic characteristics of teachers. Through this, recommendations regarding the gender, experience, and highest educational degree of teachers could be considered during the hiring process. If specific demographic groups reveal significant relationships with demographic characteristics, then human resource managers could have a means to base their decision on these concrete measures.

The study could also be repeated using a broader range of respondents at a longer time frame. Repeating the study will help to determine or capture any changes that may have taken place during the past 5 or 10 year period. For example, the new study would confine any new developments in the field of classroom management strategies, and

possibly any new technology developed to aid classroom management. With the new changes in place, there is a strong probability that the outcome would be very different upon the next survey delivery. Changes often create very different results. Thus, future studies should incorporate changes in conditions in order to determine whether demographic characteristics are critical in realizing the results of developments and changes implemented in classroom management.

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APPENDICES

APPENDIX A

BEHAVIOR & INSTRUCTIONAL MANAGEMENT SCALE (BIMS)

Directions: For each statement below, please mark the response that best describes what you do in the classroom. There are no right or wrong answers, so please respond as honestly as possible.

	Statement	**Strongly Agree**	**Agree Slightly**	**Agree**	**Slightly Disagree**	**Disagree Strongly**	**Disagree**
1	I nearly always intervene when students talk at inappropriate times during class.	6	5	4	3	2	1
2	I use whole class instruction to ensure a structured classroom.	6	5	4	3	2	1
3	I strongly limit student chatter in the classroom.	6	5	4	3	2	1
4	I nearly always use collaborative learning to explore questions in the classroom.	6	5	4	3	2	1
5	I reward students for good behavior in the classroom.	6	5	4	3	2	1
6	I engage students in active discussion about issues related to real world applications.	6	5	4	3	2	1
7	If a student talks to a neighbor, I will move the student away from other students.	6	5	4	3	2	1
8	I establish a teaching daily routine in my classroom and stick to it.	6	5	4	3	2	1

9	I use input from students to create classroom rules.	6	5	4	3	2	1
10	I nearly always use group work in my classroom.	6	5	4	3	2	1
11	I allow students to get out of their seat without permission.	6	5	4	3	2	1
12	I use student input when creating student projects.	6	5	4	3	2	1
13	I am strict when it comes to student compliance in my classroom.	6	5	4	3	2	1
14	I nearly always use inquiry-based learning in the classroom.	6	5	4	3	2	1
15	I firmly redirect students back to the topic when they get off task.	6	5	4	3	2	1
16	I direct the students' transition from one learning activity to another.	6	5	4	3	2	1
17	I insist that students in my classroom follow the rules at all times.	6	5	4	3	2	1
18	I nearly always adjust instruction in response to individual student needs.	6	5	4	3	2	1
19	I closely monitor off task behavior during class.	6	5	4	3	2	1
20	I nearly always use direct instruction when I teach.	6	5	4	3	2	1
21	I strictly enforce classroom rules to control student.	6	5	4	3	2	1

	behavior.						
22	I do not deviate from my pre-planned learning activities.	6	5	4	3	2	1
23	If a student's behavior is defiant, I will demand that they comply with my classroom rules.	6	5	4	3	2	1
24	I nearly always use a teaching approach that encourages interaction among students.	6	5	4	3	2	1

APPENDIX B

LIBERTY UNIVERSITY™

The Graduate School at Liberty University

May 4, 2012

Deborah Albright Santiago
IRB Exemption 1285.050412: A Study of the Relationship between Middle School and High School Teachers' Institutional and Behavior Management Practices and Demographic Variables

Dear Deborah,

The Liberty University Institutional Review Board has reviewed your application in accordance with the Office for Human Research Protections (OHRP) and Food and Drug Administration (FDA) regulations and finds your study to be exempt from further IRB review. This means you may begin your research with the data safeguarding methods mentioned in your approved application, and that no further IRB oversight is required.

Your study falls under exemption category 46.101 (b)(2), which identifies specific situations in which human participants research is exempt from the policy set forth in 45 CFR 46:

> (2) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless:
> (i) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and (ii) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

Please note that this exemption only applies to your current research application, and that any changes to your protocol must be reported to the Liberty IRB for verification of continued exemption status. You may report these changes by submitting a new application to the IRB and referencing the above IRB Exemption number.

If you have any questions about this exemption, or need assistance in determining whether possible changes to your protocol would change your exemption status, please email us at irb@liberty.edu.

Sincerely,

Fernando Garzon, Psy.D.
Professor, IRB Chair
Counseling

(434) 592-4054

LIBERTY UNIVERSITY.

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APPENDIX C

LETTER REQUESTING PERMISSION TO CONDUCT STUDY

April 12, 2012

Dear Building Administrator:

My name is Deborah A. Santiago, and I am a doctoral student at Liberty University. I am conducting research for my dissertation on the techniques and practices involved regarding classroom management of general and special education teachers in sixth through twelfth grades. My focus will be on two dimensions of classroom management: behavioral management and instructional management. I am targeting a rural public school district area for my sample. The school and teachers will remain anonymous.

If granted permission to conduct this study, I will arrange delivery and collection of the survey instruments via e-mail. Therefore, I will need the email addresses of all certified teachers currently employed at your school. I will be distributing a cover letter with a link to the online survey to each general and special education teacher in grades six through twelve. The cover letter to each teacher will clarify the purpose of the survey, which will take approximately 15 minutes to complete. Tentatively, the month of May 2012 are targeted for this purpose.

I am writing to request your permission to conduct my study at your school. Please indicate your permission through letter of acceptance. I look forward to hearing from you soon.

Sincerely,

Deborah A. Santiago

APPENDIX D

INFORMED CONSENT FORM

Liberty University

Consent Document Teacher Questionnaire

Purpose: As certified teachers of students attending public schools in a rural school district selected for this research project, you are being asked to participate in research designed to help us understand teachers' classroom management practices. This research is being conducted by Deborah A. Santiago, a doctoral student (under the direction of Dr. Casey Reason) at Liberty University.

Description of Study: As a participant, you are being asked to complete a questionnaire designed specifically to evaluate your attitudes and beliefs about behavior and instructional management techniques, as well as several demographic questions. Completing the questionnaire should take no longer than 15 minutes. Overall, results of this study will be reported to those interested parties when the study is complete by contacting the researcher using the provided contact information.

Benefits: Although you may receive no direct benefit from your participation in this study, your responses may help us better understand teachers' classroom management practices in light of the No Child Left Behind Law (NCLB) of 2001 and the Individuals with Disabilities Education Improvement Act (IDEIA) of 2004.

Risks: There are no known risks associated with participating in this study. No identifying information will be collected and the results will be reported only in aggregate form so that no individual can be identified. Online questionnaires will be collected by the researcher upon completion and no other identifiable information (IP address) will be obtained in the process.

Confidentiality: Completed questionnaires will be kept secure in the researcher's office. All information gained from individual questionnaires will be kept confidential, seen by no one other than the researcher and Dr. Casey Reason.

Subject's Assurance: Participation in this study is voluntary. You may refuse to participate at any time without penalty. Refusing to participate will in no way affect you or your standing as an educator. If you have questions about this study, you may contact the researcher, Deborah A. Santiago, at dasantiago@liberty.edu, or Dr. Casey Reason at creason@liberty.edu. The results of this study will be available to you after August, 2012 upon request.

This research project has been reviewed and approved by the Institutional Review Board of Liberty University, which ensures that research projects involving human subjects follow federal regulations. Any questions or concerns about rights as a research participant should be directed to the chair of the Institutional Review Board, Dr. Fernando Garzon (fgarzon@liberty.edu), Liberty University, 1971 University Boulevard, Suite 1582, Lynchburg, VA 24502. By completing the online questionnaire, you are indicating your consent to participate. The consent form is yours to keep for future reference. **Thank you**

APPENDIX E

DEMOGRAPHIC INFORMATION FORM

1. Gender:

   Male Female

2. What is your school assignment:

   Middle School High School

3. Number of years teaching:

   lesson than five years 5 to 15 years

   more than 15 years

4. Highest education degree obtained:

   BA/BS Masters

   Specialists Doctoral

APPENDIX F

PERMISSION TO USE BIMS

November 10, 2010

Dear Dr. Martin & Dr. Sass,

I thoroughly enjoyed reading *Construct Validation of the Behavior and Instructional Management Scale*. As a matter of fact, your research persuaded me to change my dissertation plans! I am a teacher with 20 years experience teaching levels ranging from Pre-K to the secondary level. Classroom Management has always been a hot topic for me since it is very dear to my heart.

Therefore, I am writing to request permission to use the BIMS as the instrument for my research study. Currently, I am a student at Liberty University and I am in the process of writing my dissertation. The title of my proposed dissertation is *A Study of the Relationship between Middle School and High School Teachers Instructional and Behavior Management Practices and Demographical Variables.* My research questions are:

1. What is the relationship between middle school teacher perceptions of their behavior and instructional management strategies and demographic characteristics such as years of experience, and highest obtained degree?
2. What is the relationship between middle school teacher perceptions of their behavior and instructional management strategies and gender?
3. What is the relationship between high school teacher perceptions of their behavior and instructional management strategies and demographic characteristics such as years of experience and highest obtained degree?
4. What is the relationship between high school teacher perceptions of their behavior and instructional management strategies and gender?
5. What differences exist [if any] between middle school teacher perceptions of their behavior and instructional management strategies versus high school teachers' perceptions of their behavior and instructional management strategies in rural schools in Georgia?

A correlational-comparative design will be employed. After permission has been granted, approximately 300 middle school and high school teachers will complete the BIMS in an online format. In order to project the effect of variables (teacher gender, education degree, years of teaching experience, and subject area teaching) on behavioral management and instructional management styles, inferential statistical data analysis will include simultaneous multiple regression.

I pray that you will allow me to use and publish the BIMS. If you have any questions, please feel free to contact me. I look forward to hearing from you soon.

Keeping the Faith,
Deborah Albright Santiago
dsantiago@charter.net
dasantiago@liberty.edu

From: Nancy Martin [Nancy.Martin@utsa.edu]
Sent: Wednesday, November 10, 2010 7:10 PM
To: Deborah Santiago
Cc: daniel.sass@utsa.edu
Subject: Re: BIMS Request

You definitely have my permission to use the BIMS
I'm very interested in knowing what you find

Sent from my iPhone

APPENDIX G

TEACHER EMAIL LETTER

May 15, 2012

Dear Teacher:

My name is Deborah A. Santiago, and I am a graduate student at Liberty University. I am conducting research for my dissertation on the two dimensions of classroom management: behavioral management and instructional management. My study focuses on certified teachers in sixth through twelfth grades. I am targeting rural public school districts for my sample. Full details of the study including the dissertation will be available upon request. The district and teachers will remain anonymous.

I am requesting that you complete an online survey by clicking the following link (http://www.surveymonkey.com/s/KHBQKG9). The survey will be available online for two weeks and should take approximately 15 minutes to complete. Please do not share or discuss the questions with other teachers until after the deadline. As an incentive, I will make a one-dollar donation to the Salvation Army for each completed survey.

Participation in this study is voluntary. You may refuse to participate at any time without penalty. Refusing to participate will in no way affect you or your standing as an educator. If you have questions about this study, you may contact the researcher, Deborah A. Santiago, at dasantiago@liberty.edu, or Dr. Casey Reason at creason@liberty.edu. The results of this study will be available to you upon request.

Sincerely,

Deborah A. Santiago
Liberty University