

LIBERTY UNIVERSITY SCHOOL OF MUSIC

The Impact of Classroom and Behavioral Management on the Quality
and Level of Learning in Music Education

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Thesis Project Proposal and Research II

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ABSTRACT

Music classrooms are often larger in class size than other subject areas. Larger class sizes affect discipline, especially in areas where there is only one teacher for the class or where classroom and behavior management is a point of concern. While little research will support the idea that effective classroom and behavior management can impact learning in music education, research does support the idea that lower discipline infractions in a classroom have higher academic achievement results. Classroom management in the band room can be well maintained when there are limited distractions that take the focus off of the instruction. If distractions are minimal, the rehearsal process can be smooth and fulfilling for each musician. While distractions will occur, the band director is tasked with redirecting students to keep the focus on the rehearsal process; when done appropriately, the interruption of the rehearsal process can be avoided. This study will use research to highlight some important tools for classroom and behavior management in the music classroom, as well as good teaching strategies to minimize distractions during a band rehearsal. Based on the findings, information will be used appropriately to advance music education in schools.

CHAPTER 1: INTRODUCTION TO THE STUDY

Introduction

Effective classroom and behavior management can help the learning environment to be more positive and engaging. Classroom management can directly affect a student's ability to learn, a teacher's ability to learn, and a teacher's ability to teach. A well-managed classroom can ultimately impact one's academic success, leading to overall academic achievement.

Achievement in music education is as equally important to academic achievement and can impact student learning across other disciplines. Music education facilitates student academic achievement in various ways.

Participating in music classes can help a student develop unique music abilities and extend learning in other academic areas.¹ Students who participate in music education tend to retain knowledge easier and have less academic and behavioral concerns in other academic subject areas than students who do not participate in music education.² Music not only impacts student achievement, but also creates various teaching styles and assists in developing life skills beyond the classroom.³ Music education can be significant to academic and overall life needs, music educators should understand how to implement and execute effective strategies for successful learning in the music classroom.

¹ S. Cavanagh, "Music and Academic Achievement," *Education Week* 28 no. 23 (2009): 1.

² Y. Ho, M.C. Cheung, and A.S. Chan, "Music Training Improves Verbal but not Visual Memory: Cross-sectional and Longitudinal Explorations in Children," *Neuropsychology*, 17 no. 3 (2003): 444.

³ J. Scott Goble, *What's so Important About Music Education?* (Abingdon: Routledge, Taylor & Francis group, 2003), 88-89.

Classroom and behavior management is considered an integral component of effective teaching and maximized learning.⁴ Class lectures tend to run smoothly and efficiently when they are well-managed and discipline is a minimal concern. Music teachers have unique challenges often due to large class sizes, uncommon pacing requirements, and performance-based outcomes.⁵ Very few studies have been conducted to establish the need for classroom management in music education, though it has been determined that further research is needed.⁶ Therefore, this qualitative descriptive study will examine the effects of classroom and behavioral management on the quality and level of learning in music education among high school band students in Arkansas.

Background of Topic

Music is no stranger to the world of education. While some might view music as an extracurricular activity, others understand the role music plays in education as a curricular subject comparable to that of mathematics and English language arts. Music education can be essential to the learning process and growth in knowledge of all learners. Historically, when planning and teaching is executed well, it results in higher achieving learners. Learning may be more easily accomplished when the class environment is conducive to the learning needs of all; this includes using effective classroom and behavior management strategies to minimize distractions in the classroom. Each component (classroom management and academic

⁴ Debra G. Hedden, "Music Education Preservice Teachers' Confidence in Resolving Behavior Problems." *Update: Applications of Research in Music Education* 34 no. 1, (2014): 40.

⁵ Paul Caldarella, Howard P. Wills, Darlene H. Anderson, and Leslie Williams, "Managing Student Behavior in the Middle Grades Using Class-Wide Function-Related Intervention Teams." *RMLE Online* 42 no. 7, (2019): 10.

⁶ Debra G. Hedden, "Music Education Preservice Teachers' Confidence in Resolving Behavior Problems." *Update: Applications of Research in Music Education* 34 no. 1, (2014): 38.

achievement) is important to effectively meet the standard outlined in recent education reform implemented in the United States.

As a reauthorization of the Elementary and Secondary Education Act (ESEA), the No Child Left Behind Act of 2001 (NCLB) authorized several federal education programs and ensured education met the needs of all students in America. NCLB was a systematic approach to education that used standardized assessments to measure the success and overall academic achievement of all students. Under NCLB, music and the arts were defined as a core subject. Nonetheless, the efforts and overall progression of arts education were often ignored despite the positive results it produced. Similarly, NCLB supports the discipline process for teachers in the use of effective classroom management strategies.⁷

NCLB supports teachers by giving them autonomy and trust to take reasonable disciplinary action upon students without the fear of legal action. NCLB notes the need for establishing and maintain classroom order in order to effectively teach and allow students the opportunity to learn. Beyond the NCLB Act, the U.S. Department of Education equally supports classroom discipline with the implementation of programs such as drug-free schools, safe schools, and funding for character programs.⁸ As administration changed, and education continued to change, a new reform would completely shift how education is approached and how schools are held accountable for the overall academic success of its students.

The Every Student Succeeds Act of 2015 (ESSA), is a bipartisan measure that, similar to NCLB, reauthorized the ESEA to afford each student an equal opportunity and access to a

⁷ Peter Campbell, "Edison Is the Symptom, NCLB Is the Disease." *Phi Delta Kappan* 88, no. 6 (February 2007): 440.

⁸ Richard L. Simpson, Paul G. Lacava, and Patricia Sampson Graner. "The No Child Left Behind Act: Challenges and Implications for Educators," *Intervention in School and Clinic* 40, no. 2 (November 2004): 67.

quality education.⁹ Similar to NCLB, ESSA supports classroom discipline and management, and supports the reasonable decisions of teachers to take appropriate action to maintain a safe and equitable learning environment. ESSA however takes a different approach to how schools and school districts are held accountable for academic achievement and yearly progress. Moreover, ESSA supports music education and recognizes it as a curricular subject as noted by the National Association for Music Education (NAfME).

Now that NCLB was eradicated, music educators and music students can be provided the support they deserve and need for the advancement of both music and academic achievement. NAfME highlights the most recent decisions by Congress, and the importance of the term *well-rounded*.

“The term well-rounded education means courses, activities, and programming in subjects such as English, reading or language arts writing, science technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State of local education agency, with the purpose of providing all students access to an enriched curriculum and educational experience.”¹⁰

This not only supports all aspects of education, but it also assists music educators in the years-long struggle of suggesting and convincing educators and administrators that music may be essential to the educational process and to a student’s process to overall academic achievement.

⁹ U.S. Department of Education. *United States Department of Education FY 2015 annual performance report*. U.S. Department of Education. 2016.

¹⁰ “Everything ESSA.” *NAfME*. <https://nafme.org/advocacy/essa/>. January 5, 2021.

Theoretical Framework

Carl Rogers' Unconditional Positive Regard is a concept that suggests support and acceptance of all, regardless of one's present or past situations or problems. Rogers believed that this classroom management theory is essential for the development of anyone and aids in their personal growth.¹¹ When developing Unconditional Positive Regard, Rogers suggests the following:

1. Educators should address the root cause of a problem
2. Educators must ensure that their classrooms are inclusive
3. Educators should meet the needs of all students, and educators should affirm that all students want to be the best version of themselves.

As a humanist, Rogers focused on ensuring that students know and understand that they are cared for, appreciated, and trusted by their teachers.¹² Furthermore, Rogers seeks for Unconditional Positive Regard to urge educators to always let students know that they are inherently good and do good things when they put their minds to it.¹³

Problem Statement

It is unknown if, and to what degree, classroom and behavior management impacts the quality and level of learning in music education amongst high school band students in Arkansas. Literature supports the impact of effective classroom management on academic achievement.¹⁴

¹¹ McHenry, Lauren Kelly, "A Qualitative Exploration of Unconditional Positive Regard and its Opposite Constructs in Coach-Athlete Relationships. " Master's Thesis, University of Tennessee. https://trace.tennessee.edu/utk_gradthes/5046.

¹² Ibid., 47.

¹³ Ib McHenry, Lauren Kelly, "A Qualitative Exploration of Unconditional Positive Regard and its Opposite Constructs in Coach-Athlete Relationships. " Master's Thesis, University of Tennessee. https://trace.tennessee.edu/utk_gradthes/5046.id., 58.

¹⁴ Carol Weinstein, Mary Curran, and Sandra Tomlinson-Clarke, "Culturally Responsive Classroom Management: Awareness into Action." *Theory into Practice* 42 no. 4 (2003): 269.

When students enter a structured environment that is conducive to their learning needs, they are entering an environment for learning.¹⁵ There is limited research that supports the impact of classroom and behavior management on the quality and level of learning in music education. Therefore, this qualitative study will seek to identify if the learning of music education is positively impacted when effective classroom management practices are in place.

Purpose Statement

The purpose of this proposed qualitative descriptive study is to determine if, and to what degree, the quality and level of learning in music education is impacted by classroom and behavior management. This proposed study will consist of interview results from high school band teachers and high school band students from a central Arkansas high school. The variables that will be used in this proposed study are classroom management, behavior management, and music education. A qualitative analysis will be used to determine findings. Empirical evidence will also be provided from resources related to this proposed study.

Research Questions

This proposed study will begin by interviewing high school band directors and high school band students at or from a central Arkansas high school to determine if, and to what extent, the quality and level of learning in music education is impacted by effective classroom and behavioral management. The following research questions will be used to guide this proposed study:

RQ1: What strategies should be implemented to impact student learning, classroom culture, and classroom climate in the high school band room?

¹⁵ Ibid., 271.

RQ2: What impact does effective classroom and behavioral management have on quality teaching in the high school band room?

Significance of the Study

Classroom management is an important aspect of teaching and should be evident in every classroom. Classroom management is more of a positive and inclusive term that extends far beyond discipline.¹⁶ Classroom management covers areas such as organization, motivation, pacing, consistency, respect, participation, and reinforcement.¹⁷ When classroom and behavior management work together is a proactive approach that helps create positive outcomes and solutions to potential concerns. With a system in place, the music education classroom could have success in this area.

While several studies have been conducted on classroom management and music education, there is little evidence of information regarding classroom and behavior management, or its effects on the way one learns, and the way one teaches music education. Therefore, it is not known what impact effective classroom and behavioral management has on quality teaching in the high school band room. Furthermore, it is not known what impact effective classroom and behavioral management has on the quality of teaching in the high school band room. Since music education can sometimes be considered an extracurricular activity, it is often the first to cut. Good classroom management practices are significantly important for the continuation and longevity of music programs in education. This study will seek to determine how effective classroom management will impact teaching and learning in music, and ultimately, in other disciplines. This information can be beneficial to the continuation of music education programs.

¹⁶ Michon Rozmajzl and Patricia Bourne. "On Classroom Management for the Music Educator." *Journal of Music Teacher Education* 5 no. 2 (1996): 22.

¹⁷ Ibid., 28.

Hypotheses

In relation to the research questions, the following hypotheses will help guide this proposed study:

RQ1: What strategies should be implemented to impact student learning, classroom culture, and classroom climate in the high school band room?

H1: Effective classroom and behavioral management can impact the quality and level of learning of high school band students in terms of academic performance, classroom culture, and classroom climate.

RQ2: What impact does effective classroom and behavioral management have on quality teaching in the high school band room?

H2: Effective classroom and behavioral management can impact the quality of teaching among high school band teachers in terms of lesson planning, content delivery, and teacher efficacy.

The first hypothesis states: Effective classroom and behavioral management can impact the quality and level of learning of high school band students in terms of academic performance, classroom culture, and classroom climate. Here, the author seeks to determine if a student's academic performance, classroom culture, and classroom climate are impacted from effective practice of classroom and behavioral management. Good classroom management helps to provide a positive culture within the classroom, and similarly, a positive classroom culture will minimize behavioral concern and help to keep the focus on academic growth and achievement.¹⁸ Research supports the notion that a school's climate is good when there are systems in place and

¹⁸ M. Lee Manning and Katherine Toth Bucher, "*Classroom Management: Models, Applications, and Cases*" (Boston, MA: 2013, Pearson), https://digitalcommons.odu.edu/teachinglearning_books/11.

all have bought into the system to ensure the vision is shared among all.¹⁹ Authors Weinstein, Curran, and Tomlinson-Clarke, in the article “Culturally Responsive Classroom Management,” examined prerequisite understandings that underlie one’s ability to implement and execute effective classroom and behavior management in a diverse classroom based on culture.²⁰ Findings suggested positive and well-executed strategies of classroom management help to shape the overall culture in the classroom.

The second hypothesis states: Effective classroom and behavioral management can impact the quality of teaching among high school band teachers in terms of lesson planning, content delivery, and teacher efficacy. Here, the author seeks to determine if a teacher’s teaching is better in the following areas, due to effective classroom and behavioral management: lesson planning, content delivery, and teacher efficacy. Research shows that a teacher who has good classroom management can keep control of the classroom, while also increasing performance and overall teacher effectiveness through self-efficacy.²¹ Teaching must be effective in order to not only deliver the content well, but also ensure students receive, internalize, and retain the necessary information to grow in their learning. The delivery of content is important to the teaching and learning process.²² The educational classroom has its own ecology and if time is taken to better understand the diverse backgrounds and cultures in the classroom, the delivery of the content can be more effective.²³

¹⁹ Carol Weinstein, Mary Curran, and Sandra Tomlinson-Clarke. “Culturally Responsive Classroom Management: Awareness into Action.” *Theory into Practice* 42 no.4 (2003): 269.

²⁰ Ibid., 273.

²¹ Waitshega Tefo Smitta Dibapile. "A Review of Literature on Teacher Efficacy and Classroom Management," (Knoxville, TN: 2012, University of Tennessee), https://trace.tennessee.edu/utk_educpubs/31.

²² Linda A. Reddy, and Christopher M. Dudek, “Teacher Progress Monitoring of Instructional and Behavioral Management Practices: An Evidence-Based Approach to Improving Classroom Practices,” *International Journal of School & Educational Psychology* 2 no.2 (2004): 78.

Methodology

This proposed study will use a qualitative methodology with a descriptive design in order to determine if, and to what extent, music education is impacted by effective classroom and behavior management strategies. Using qualitative research, the author will examine problems by way of collecting and analyzing data that is not quantifiable. Qualitative research is descriptive information that can be used for research. Qualitative research seeks to explain trends and patterns based on the participants of the study.²⁴ Qualitative research is not intended to manipulate variables, but instead use the information provided to determine solutions. Since qualitative research is based on the uses of phenomena and philosophy to depict how data should be collected, and does not measure numerical data, it will be appropriate for this proposed study. Furthermore, since the topic requires the opinion of others, and preexisting numerical data does not exist regarding this topic at the chosen setting, qualitative research is appropriate for this proposed study.

Research Plan

This proposed study requires the input of several individuals to determine its outcome. Using a central Arkansas high school band program, selected band teachers and students will be interviewed based on specific research questions. Based on the data collection procedure presented, this proposed study will require IRB review.

²³ Barry Parsonson. "Evidence-based Classroom Behaviour Management Strategies." *Kairaranga* 13 no. 1 (2012): 23.

²⁴ J. R. Fraenkel, N. E. Wallen, and H. H. Hyun. *How to design and evaluate research in education*. (New York: 2012, McGraw-Hill Higher Education), 51.

As it relates to descriptive design in music education, Miksza and Elpus states that this design is the depiction of specific teaching and learning experiences in music that are organized in a way that the information can be used for any setting.²⁵ This type of design is about exploring the topic to determine why it has a significant level of importance. The goal of descriptive research is to describe a phenomenon and the details that explain the phenomenon. To gather such information, a combination of survey tools and observations take place and information is then compiled and analyzed. This is where descriptive research can become confusing for the researcher; descriptive research is often collected and gathered as a qualitative measure but is then analyzed through a quantitative measure by using percentages, averages, or frequencies to determine the outcome of the collected data.²⁶

Once data is collected, personal information such as names, student/employee identification numbers, and/or dates of birth, will be redacted to ensure full confidentiality. If possible, participant information will not be added to any documents. Identification will be acknowledged by placing alpha or numeric identifiers to keep responses separate. Data will be kept in a confidential file that will be locked and access will only be granted to the researcher. This information will remain locked away for a minimum of three years after the study has been completed and approved, then shredded using a confidential shredding system.

²⁵ Peter Miksza, and Kenneth Elpus. "Descriptive Research Design." *Oxford Scholarship Online*. 2018.

²⁶ Hossein Nassaji. "Qualitative and Descriptive Research: Data Type versus Data Analysis." *Language Teaching Research* 19, no. 2 (March 2015): 130.

CHAPTER 2: LITERATURE REVIEW

Introduction and Background

Classroom and behavior management concerns have a high level of importance in new teacher training programs across the United States. Many workshops and professional development sessions have been designed to assist teachers in better classroom and behavior management. When successful in this area, it allows learning to be the focus and effective teaching practices take place.

Darrow and Adamek completed a study of using inclusive education to limit distractions and increase the intentionality of teaching and learning. Inclusive education is not an easy task as the classroom offers varied personalities, behaviors, and distractions.²⁷ Therefore, instructional strategies must be employed in order to be successful in meeting student needs and maintaining a well-managed classroom with limited distractions.²⁸ Inclusive practices values everyone, regardless of their background, disability, race, learning styles, or abilities. The strategies cited in this article contribute to the overall learning environment by keeping teachers and students engaged which helps to limit distractions in the classroom.²⁹

Darrow and Adamek believes that Universal design for instruction (UDI) should be employed in the music classroom.³⁰ UDI is a process in which teaching and learning is a product of inclusive practices that accommodates the difference in learners without excluding anyone or compromising academic standards. Similarly, the authors believe that Differentiated Instruction

²⁷ Darrow, Alice-Ann, and Mary Adamek. 2018. "Instructional Strategies for the Inclusive Music Classroom." *General Music Today* 31 (3): 62.

²⁸ Ibid., 62-63.

²⁹ Ibid., 63.

³⁰ Ibid., 64.

(DI) is another component that should be implemented in the music classroom to limit distractions.³¹ DI individualizes the curriculum to meet the needs of every learner. The following strategies could be used by the teacher and learner to limit distractions and keep the focus on learning:

1. Break down directions into one or two clear steps
2. Use positive reinforcement for completing work or getting along with peers
3. Ensure classroom stimulation is not overwhelming
4. Remove all unnecessary materials and objects from the student's learning space
5. Discuss classroom norms prior to each lesson

Findings support that the use of these strategies, and practicing inclusive education, allows for a well-managed classroom and ultimately assists the rehearsal process in remaining on track with high student engagement.

Harrison and Wojnar completed a study on the relationship between classroom distractions and off-task students. Distractions and disturbances in the classroom can affect one's ability to maintain focus and process information.³² While distractions can occur for many reasons, it is important that a proactive approach is taken to minimize such distractions in the learning environment. The authors highlight specific distractions based on the group that creates them; such as intentional distractions, which are created by students who purposely seek to cause a distraction. Unintentional distractions can oftentimes be avoided if specific measures are taken

³¹ Darrow, Alice-Ann, and Mary Adamek. 2018. "Instructional Strategies for the Inclusive Music Classroom." *General Music Today* 31 (3): 64.

³² Harrison, Ashton and Wojnar, Kathryn E. "The Relationship between Classroom Distractions and Off-Task Students" Honors Theses. 2020: 403.

place by the teacher when planning. In this study, the authors conducted observations and research in a variety of grade levels. Comparing and contrasting information, the authors highlight the importance of limiting distractions and the sources of distractions.³³ When the sources of the distractions are minimized, teachers can more readily improve students' focus, attention, and their overall engagement in learning.³⁴

Mazur completed a study on inclusion in the music classroom. The purpose of this study is to identify strategies that will help all students succeed, including those with physical, intellectual, and/or emotional disabilities.³⁵ Oftentimes students with a wide range of personalities and learning styles (including special needs students) are grouped together in the music classroom. This could be challenging for both teachers and students if proper planning and preparation does not take place prior to the class session. To minimize distractions and keep learning the focus in the classroom, teachers should explore skills and strategies that are inherent in teaching.³⁶ This includes trusting one's intuition and acting as needed based on the situation at hand. Teachers should also adapt their lessons to the learning styles of each student, rather than seeking for all students to adapt their learning styles to the lesson. Strategies that should be employed to help all students learn include

1. Keeping the student's abilities (not the disability) the focus and challenge them to reach their potential based on what they can do, rather than minimizing instruction based on what they cannot do.

³³ Darrow, Alice-Ann, and Mary Adamek. 2018. "Instructional Strategies for the Inclusive Music Classroom." *General Music Today* 31 (3): 65.

³⁴ *Ibid.*, 407.

³⁵ Mazur, K. An Introduction to Inclusion in the Music Classroom. *General Music Today*, 18(1) (2004): 6

³⁶ *Ibid.*, 7.

2. Group students appropriately to include all and avoid drawing attention to students struggling with specific skills.
3. Learn the needs of each student and allow these findings to play a major role in the planning and development of lessons.
4. Anticipate problems when planning a lesson and prepare to address them proactively rather than reactively.

When planning an activity, make a conscious decision on how each student might perceive the lesson and plan it out several ways. The consistent use of these skills will help to maintain a successful learning environment, and avoid potential problems.³⁷ Moreover, to prevent problems and distractions, limit the amount of time between activities. Reducing outside distractions helps to keep easily distracted students focused and on task.³⁸ Most importantly, teachers must remember to use high quality instruction, high quality music, plan their lessons, ask for help when needed, and adapt to the learning styles and needs of every learner. Together, music educators can make the music classroom more inclusive to meet the needs of all students.³⁹

Brophy states that management of the music class differs from management in a talk-based subject area such as mathematics, ELA, or even science.⁴⁰ Brophy argues that music teaching involves teaching attributes and behaviors that are unique to the music classroom.⁴¹ One

³⁷ Mazur, K. An Introduction to Inclusion in the Music Classroom. *General Music Today*, 18(1) 2004. 7-8.

³⁸ *Ibid.*, 9.

³⁹ *Ibid.*, 10.

⁴⁰ Tim Brophy. "Evaluation of Music Educators: Toward Defining an Appropriate Instrument." *ERIC Document No. 375029*. (1993): 200.

⁴¹ *Ibid.*, 202.

must use a distinctive set of skills that often result in a level of awareness to the many things taking place at once. In the band classroom, musical concepts are expressed in sound, and learning outcomes derive from the development of aural perception and motor skills specific to instrumental music. In the band room, work is typically carried out as a whole, therefore it is more collaborative in nature. Musical concepts are made concrete in that they are “realized” through behaviors such as working as one.⁴² In band, it takes all of the parts coming together for the music to work and therefore, the slightest disruption can shift the learning focus.

Emmer and Gerwels researched the effectiveness of classroom management in the middle and high school setting. In this study it was noted that there are two significant differences between the secondary school day and the primary school day.

1. Secondary schools offer class change with students seeing several different teachers throughout the school day for instruction and the secondary’s adolescent population.⁴³

The text highlights the importance of understanding how classroom management must be designed differently based on these two significant factors.

2. Adolescent development has a significant effect on classroom management, teacher personalities, varying emotions in students, and how one thinks.⁴⁴

Findings support the idea that adults must be strategic, unified, and systematic in their approach to classroom management. This includes being proactive and understanding how to approach various situations.

⁴² Ibid., 207.

⁴³ Emmer, E. T., & Gerwels, M. C. 2006. Classroom Management in Middle and High School Classrooms. In C. M. Evertson & C. S. Weinstein (Eds.), *Handbook of classroom management: Research, practice, and contemporary issues* p. 409.

⁴⁴ Ibid., 412-413.

Asayai conducted a research study on effective classroom management technique for secondary schools. The study included research questions and consisted of 300 participants who each answered a questionnaire. It was suggested that good classroom management begins with teaching and learning. When teaching and learning is taking place, other behavioral concerns can be minimized. Other factors such as good operating desks and seats well-spaced out, a well-ventilated room, good lighting, current texts, and minimal distractions affect teaching and learning. When the classroom environment provides students what they need, students have more of an advantage to learn.⁴⁵

Findings revealed that effective classroom management techniques such as effective communication, providing a reward system, use of innovative instructional strategies, constant student engagement, behavior contracts, a stimulating classroom environment, questioning during instruction, collaboration, and teachers keeping learning the focus allows for good classroom management.⁴⁶ By taking the proactive approach and being prepared, other concerns that do not directly relate to teaching and learning can be minimized.

Hedden completed a research study to investigate how preservice teachers felt regarding their confidence level in resolving behavior concerns in the music classroom. Hedden communicates that classroom management is a complex phenomenon that directly impacts the teacher's ability to teach and focus on teaching.⁴⁷ This level of impact also transfers to overall student motivation to learn, work ethic in the classroom, and the student's ability to process and

⁴⁵ Asiyai, RI. 2011. "Effective Classroom Management Techniques for Secondary Schools." *African Research Review* 5 (1), 284.

⁴⁶ Ibid., 287-288.

⁴⁷ Debra G. Hedden, 2014. "Music Education Preservice Teachers' Confidence in Resolving Behavior Problems." *Update: Applications of Research in Music Education* 34 no. 1, 40.

retain information. Research has identified classroom and behavior management as a paramount component to teaching children and is still presented to be a major area of growth for many teachers today. In Hedden's study, it was determined that students are most successful when teachers prepare students to recognize potential problems that could occur in the classroom.⁴⁸ Students then respond adaptively when specific behaviors are encountered with a fair and consistent approach with reasonable consequences.⁴⁹ Hedden's study presents information on teacher burnout and how classroom management affects student learning. Yet, a gap exists in the literature specifically concerning how classroom management impacts learning in the music classroom.⁵⁰

Problem Statement

It is not known if, and to what degree, classroom and behavior management impacts the quality and level of learning in music education amongst high school band students in Arkansas. Literature supports the impact of effective classroom management on academic achievement.⁵¹ When students enter a structured environment that is conducive to their learning needs, they are entering an environment for learning.⁵² There is limited research that supports the impact of classroom and behavior management on the quality and level of learning in music education. Furthermore, there is no research that supports the impact of classroom and behavioral management on the quality and level of learning in Arkansas music education.

⁴⁸ Ibid., 39.

⁴⁹ Ibid., 40.

⁵⁰ Debra G. Hedden, 2014. "Music Education Preservice Teachers' Confidence in Resolving Behavior Problems." *Update: Applications of Research in Music Education* 34 no. 1, 40.

⁵¹ Carol Weinstein, Mary Curran, and Saundra Tomlinson-Clarke, "Culturally Responsive Classroom Management: Awareness into Action." *Theory into Practice* 42 no. 4 (2003): 269.

⁵² Ibid., 271.

In Asayai's study, it is determined that when teaching and learning is taking place, other behavioral concerns are minimized. Effective classroom management techniques such as effective communication, incentives, reinforcement, use of innovative instructional strategies, constant student engagement, behavior contracts, stimulating classroom environment, questioning during instruction, collaboration, and teachers keeping learning the focus, allows for good classroom management.⁵³ Teachers should be proactive in addressing behaviors and keep instruction the focus to yield higher academic results.

Hedden identified classroom and behavior management as a stressful component of teaching children and is still presented to be a major area of growth for many teachers today. In Hedden's study, it was determined that students are most successful when teachers prepare students to recognize potential problems that could occur in the classroom.⁵⁴ Students then respond reasonably when specific behaviors are countered with a fair and consistent approach with reasonable consequences.⁵⁵ Student learning is impacted by many factors and one might suggest that classroom and behavior management is one of these factors.

Core Concepts

The National Association for Music Education (NAfME) is a music association that has an extensive number of resources for music educators. NAfME provides numerous journal articles and much insight on how to grow and retain students in one's music program. NAfME suggests common core standards offer a consistent and clear understanding of what students

⁵³ Asiyai, RI. 2011. "Effective Classroom Management Techniques for Secondary Schools." *African Research Review* 5 (1), 284.

⁵⁴ Debra G. Hedden, 2014. "Music Education Preservice Teachers' Confidence in Resolving Behavior Problems." *Update: Applications of Research in Music Education* 34 no. 1, 40.

⁵⁵ *Ibid.*, 40.

expect to learn in other content areas. While NAFME offers information regarding how students should learn, it cannot substitute for teaching.

Effective Teaching and Learning

Effective teaching can drive student success. When learning is the focus, teachers may be implementing effective teaching strategies to ensure they reach their desired outcome. According to Killion and Hirsh, effective teaching strategies and practices impact students in various facets, such as academic behavior, physical, social, and emotional well-being, and academic achievement.⁵⁶ Research shows that effective learning stems from effective teaching and stakeholder support.⁵⁷ In order to ensure effective teaching is taking place, it is important to provide opportunities for educators to remain current on their teaching practice; this includes professional training, furthering of education, and regular feedback on their individual progress.⁵⁸

Effective teaching does not happen overnight, but rather stems from a clear vision of what teaching and learning should look like. Once there is a vision, it then transforms into an instructional framework that communicates teacher growth and student outcomes. A clear vision should be conveyed to all who have a stake in order to establish buy-in and create a shared vision. This generates communication among stakeholders to determine the learning outcomes they want for students.⁵⁹

⁵⁶ Joellen Killion and Stephanie Hirsh. "The Elements of Effective Teaching" *Learning Forward*, 32 no. 6 (2011): 2.

⁵⁷ *Ibid.*, 2.

⁵⁸ Jackson, C.K. & Bruegmann, E. Teaching students and teaching each other: The importance of peer learning for teachers. *American Economic Journal: Applied Economics*, 1 no. 4, (2009): 97.

⁵⁹ Joellen Killion and Stephanie Hirsh. "The Elements of Effective Teaching" *Learning Forward*, 32 no. 6 (2011): 2.

Classroom Distractions

Classroom distractions can prevent one from being engaged with the instruction that is given by the teacher. Distractions cause a greater challenge by affecting student ability to remain focused and process the content of the instruction given to them.⁶⁰ Classroom distractions remain an inevitable aspect of the learning process, yet still a detrimental aspect of a student's education. Intentional distractions occur when students cause a disturbance with the intent of distracting others. Unintentional distractions can oftentimes be avoided if specific measures are taken place by the teacher when planning. Teachers who know why their students are off-task are better positioned to limit the distractions in the first place, and thereby create learning experiences that hold students' attention for extended periods of time.⁶¹

Classroom Management in the music classroom

Rozmajzl and Patricia in the article, *On Classroom Management for the Music Educator*, conducted a study regarding classroom management for music teachers. Both authors observed and interviewed music educators to gather information regarding positive classroom management strategies. The authors provided clarity on the meaning of effective teaching as it relates to effective and enjoyable learning, strategies for effective communication during and outside of the regular class session, and the impact veteran music educators can have on the novice music educator.⁶²

⁶⁰ Harrison, Ashton and Wojnar, Kathryn E. "The Relationship between Classroom Distractions and Off-Task Students" Honors Theses. 2020: 406.

⁶¹ Ibid., 403-406.

⁶² Michon Rozmajzl and Patricia Bourne. "On Classroom Management for the Music Educator." *Journal of Music Teacher Education* 5 no. 2 (1996): 25.

Potter conducted a similar study for novice and veteran music educators, regarding classroom management, general music, and self-efficacy.⁶³ By surveying music educators from urban, suburban, and rural communities, the author sought to determine if teaching experience influenced classroom management efficacy.

Music Education in Secondary Schools

Music education is suggested to be important to the learning process, as it not only develops, but also improves language skills and abilities among children.⁶⁴ As a stimulant of the brain, music exposes students to other languages, how to communicate both verbally and nonverbally, and strengthens memory skills. Music education students can increase their mental capacity through recalling various elements of music and gaining a greater ability to multi-task. Students can take the memorization skills from the music education classroom and employ these skills in various other disciplines.

As a vital component in education, it is perceived that music education can support students at all levels. Nevertheless, music education programs often suffer due to budget cuts, curriculum alterations, or staffing needs.⁶⁵ Moreover, music education is often misrepresented with inconsistent viewpoints of those who might be unfamiliar with the research that supports the

⁶³ Jennifer L. Potter. "Novice and Experienced Elementary General Music Teachers' Classroom Management Self-Efficacy." *Journal of Music Teacher Education* 30 no. 2 (2020): 65.

⁶⁴ Hallam, Susan. 2017. "The Impact of Making Music on Aural Perception and Language Skills: A Research Synthesis." *London Review of Education*, 388-389.

⁶⁵ L.C. Law and M. Zetner. "Assessing musical abilities objectively: construction and validation of the profile of music perception skills." *Plos One*, 7 no. 12 (2012): 20.

necessity of music education in schools.⁶⁶ Moreover, music education is often supported as a core subject area.

Music education can foster greater work ethic and discipline in children. Music students learn how to multi-task, prioritize, and work diligently. John Dewey, an American philosopher and education theorist, strongly supported the need for music in education. Like NAFME, Dewey believed that music itself is a well-rounded curriculum that educates the whole child.⁶⁷ He believed that before music, education should be embraced in order to see the benefit in student learning, effective teaching practices, and higher academic assessment scores.

Measurement of Achievement

Academic performance in schools can be measured through various methods, including common formative assessments, summative assessments, and standardized academic assessments. Some studies consider standardized testing as the leading factor used to measure academic achievement, and while many assessments have been created for various subject areas, more assessments are developed each year to remain current in measuring not only academic achievement, but also the success of educational organizations across the nation.⁶⁸

According to research, standardized testing is believed to be ineffective and inadequate in truly measuring the achievement levels of students.⁶⁹ While the intent of standardized

⁶⁶ E.H. Orford. "A Place for Music: The Importance of Music Education in the Public School System" (Elementary Grades 1-6). *Canadian Music Educator / Musicien Educateur Au Canada*, 48 no. 4 (2007): 38-41.

⁶⁷ *Ibid.*, 40.

⁶⁸ A. Bielinska-Kwapisz, F. W. Brown, and R. Semenik. "Interpreting standardized assessment test scores and setting performance goals in the context of student characteristics: The case of the Major Field Test in Business." *Journal of Education for Business*, 87 no. 1 (2012): 7-13

⁶⁹ O. Jorgenson. "What we lose in winning the test score race." *Principal*, 91 no. 5 (2012): 12-15.

assessments is to gain an understanding of one's academic standing, it does not adequately support the placement of students in appropriate grade levels based on achievement results. Standardized testing in Arkansas remain in place for several years before being changed. Changes occur after trials of updated materials take effect, in hopes of finding the best possible solution to measure student achievement. The Arkansas Comprehensive Testing, Assessment, and Accountability Program (ACTAAP), as well as the Iowa tests, were the reliable tools to measure student achievement in Arkansas for several years. Currently, the American College Testing (ACT) Aspire is used to measure academic achievement statewide, however in 2023, a new assessment will replace the ACT Aspire. Although the ACT Aspire assesses students in science, history, literacy, and mathematics, Arkansas evaluators found that it lacks substance and could not measure academic achievement as it did in the past.⁷⁰

In 2014 the ACT Aspire was developed to provide more rigor, enhance the quality of the assessment, and better evaluate student knowledge. The difficulty level of the ACT Aspire is much less than the ACT it mirrors and it was designed to effectively evaluate grade-level students (3-10). The ACT Aspire served a one-year trial in 2015, and was adopted from 2016 – 2022. It was considered then to be effective in measuring achievement in mathematics and reading; however, other components were not considered strong enough to effectively measure academic achievement. Therefore, a new exam will be presented in 2023 with the working components of the ACT Aspire implemented.

⁷⁰ ACT Aspire. Retrieved January 16, 2022, from <http://www.arkansased.gov/divisions/learning-services/assessment/act-aspire>

CHAPTER 3: METHODOLOGY

Introduction

The purpose of this qualitative descriptive study is to determine if, and to what degree, the quality and level of learning in music education is impacted by classroom and behavior management. This proposed study will consist of interview results from high school band teachers and high school band students from a central Arkansas high school. Prior research generally showed that consistent appropriate management of the classroom positively impacts learning in the band classroom. In Brophy's study, it is suggested that the music classroom presents different challenges than other classrooms.⁷¹ Music concepts are better realized and understood when proper behavioral practices take place in the band room.⁷²

The findings of this study may create a better understanding of the quality and level of learning among band students when classroom and behavioral management is in practice. Furthermore, these findings may assist music instructors in identifying effective ways to use music instruction as a model to impact the overall planning and structure for effective rehearsal practices. Chapter 3 will focus on the qualitative research method to examine the impact of classroom and behavioral management on the quality and level of learning in music education among band students. Chapter 3 includes the research questions and hypotheses, instrumentation, potential limitations, validity, reliability, ethical considerations, the population and sampling procedures, and data collection and analysis procedures. Using interview results of band students and band teachers, the researcher will be able to determine if, and to what extent, the quality and level of learning in music education is impacted by classroom and behavioral management.

⁷¹ Tim Brophy. "Evaluation of Music Educators: Toward Defining an Appropriate Instrument." *ERIC Document No. 375029*. (1993): 200.

⁷² *Ibid.*, 207.

Research Questions and Hypotheses

The purpose of this proposed qualitative descriptive study is to determine if, and to what degree, the quality and level of learning in music education is impacted by classroom and behavior management. This proposed study will consist of interview results from high school band teachers and high school band students from a central Arkansas high school. This proposed study will be guided by the following research questions and hypotheses:

RQ1: What strategies should be implemented to impact student learning, classroom culture, and classroom climate in the high school band room?

H1: Effective classroom and behavioral management can impact the quality and level of learning of high school band students in terms of academic performance, classroom culture, and classroom climate.

RQ2: What impact does effective classroom and behavioral management have on quality teaching in the high school band room?

H2: Effective classroom and behavioral management can impact the quality of teaching among high school band teachers in terms of lesson planning, content delivery, and teacher efficacy.

In this proposed study, selected students who are enrolled in band at the selected schools will be interviewed separately with the researcher. Similarly, selected teachers who teach band at the selected schools will be interviewed separately with the researcher. The variables that will be used in this proposed study are classroom management, behavior management, and music education. A qualitative analysis will be used to determine findings.

Research Methodology

This proposed study will use a qualitative methodology with a descriptive design in order to determine if, and to what extent, music education is impacted by effective classroom and

behavior management strategies. Using qualitative research, the author will examine problems by way of collecting and analyzing data that is not quantifiable. Since this proposed study will use a descriptive design in which interviews will be conducted to determine the outcome, a quantitative methodology is not appropriate for this study based on the research questions and hypotheses. Because qualitative research is based on an interpretative philosophy, uses phenomena to determine data collection procedures, and does not measure numerical data, it will be the most appropriate for this study. Since this study uses interview result data only, a mixed-method approach will be inappropriate for this study. Furthermore, since the topic requires the opinion of others, and preexisting numerical data does not exist regarding this topic at the chosen setting, qualitative research is appropriate for this proposed study.

Population and Sample Size

The general population of this study will be students and teachers of a secondary school, including middle, junior, and high schools. The target population will be students and teachers in one or more east Arkansas secondary schools. The sample that will be used in this study will be band students and band teachers at several Arkansas secondary schools that are currently enrolled in band or on staff to teach band. The setting of this study will be a small east Arkansas school district. Data collected from student and teacher interviews will be used to conduct this study. The researcher will be seeking permission from the school district, teachers, and parents to conduct interviews and compile information required for this study.

According to the 2021-2022 school district's annual report, the total enrollment was approximately 1,061 students in grades kindergarten through twelve. Of the total student population, 88% were African American students, 8% were Caucasian American students, 3% were Hispanic American students, and 1% were considered other. One hundred percent of the

schools are Title I, with 90% of the students categorized as economically disadvantaged. The school district consists of one high school, one junior high school, one middle school, one elementary school, and one pre-kindergarten school. Each secondary school will be used to conduct this study.

Information gathered from student and teacher interviews will be used to conduct this study. The general population is secondary school students. The target population is beginning choir students at a central Arkansas middle school. An enrollment of approximately 721 students for grades six through twelve were recorded in the 2021-2022 enrollment report of the secondary schools that will be used for this study. Of the student population recorded, 90% were African American students, 5% were Caucasian American students, 2% were Hispanic American students, 1% were Asian students, and 1% of the students were of mixed race.

Instrumentation

One source of data will be used to conduct this study, interview results gathered from band teacher and band student interviews. Students must submit written parental consent prior to participating in interviews. Teachers must give consent prior to participating in interviews. Interview data will be gathered and compiled to determine the results of this study.

Validity

Participants in this study are either enrolled in a band class or teach a band class. The individual experiences of each participant, based on the given interview questions, will assist the reader in determining future outcomes in each category.

Reliability

Information gathered from interview participants will be used in this study. Information will not be altered in any form and will be presented as it was intended based on the questions posed, and answers of each participant.

Data Collection Procedures

Data collection and the analyzing of data is essential in this study in order to measure the details of the interview questions that will be used. To ensure ethical validity, the data collection procedures of this study will consist of multiple steps in accordance with the school district's guidelines, and institutional guidelines.

The first data collection process step was obtaining permission from the school district's Superintendent or Director of Learning Services to conduct student and teacher interviews. This required submission of a request by the researcher for permission to conduct research using participants of the school district. Once the agreement was accepted and approved, an application was submitted to the Liberty University's Institutional Review Board (IRB) requesting approval to conduct research. Once approval was granted by the IRB, interest of participants was obtained by asking secondary band students and teachers if they would like to participate in the study. Consent forms were distributed among potential participants. Once participants were determined, based on the consent obtained, participant information was compiled and organized accordingly. Participant information was made confidential so that participants could not be easily identified. Interviews will then take place and each participant will remain anonymous. Following the interviews, the researcher will store all information in a locked file cabinet in his office, and will keep it there for three years. After three years, the data will be properly disposed of by the researcher to ensure all data remains protected and anonymous.

Ethical Considerations

With laws such as the Family Educational Rights and Privacy Act (FERPA), the privacy of an individual must be kept completely confidential, as this is crucial in any study that is of substance and quality. Since the participants of this study will be interviewed, it is important that no personal information is shared or recorded. In addition, anything that could link the participant to the interview will be changed. The researcher will be responsible for maintaining these records and storing them in a safe location. No one besides the researcher will have access to them.

Consent to interview students and teacher has been obtained from an east Arkansas school district's Superintendent or liaison. The rights and well-being of the participants used in this study will be protected by removing any personal data. The Liberty University's Institutional Review Board (IRB) also approved this research. Dealing with student information requires one to follow certain laws. The privacy of each participant is an essential part of a research study. Participants of this study will remain anonymous. The data collected by the researcher will be put away in a lockbox located in the researcher's office. This data will be kept for a total of three years. After three years, this information will be disposed of by the researcher.

CHAPTER 4: DATA ANALYSIS AND RESULTS

When conducting this study, 19 secondary band students and 3 secondary band teachers participated in the interviews. Based on the ethnic profile of the sample, 13 students were African American, 3 student was Caucasian, and 3 students were Hispanic. There were 11 male students and 8 female students who participated in the interviews. Of the adult participants, 3 African American female adults participated in the interviews. African Americans represented the majority of student and teacher population. In the gender category, male students held the majority and female teachers held the majority.

Data Cleaning

Following the interviews, information was gathered and compiled to determine the results of this study. Consent to conduct this study was attained from an east Arkansas school district and the Liberty University Institutional Review Board. An alpha system was used to preserve the identity of each participant and contain confidential information. Face to face interviews were held with the researcher and the secondary band teachers as well as secondary band students, each on an individual basis. Written permission was granted by parents of each student that participated in the interviews. Personal student information such as student identification numbers, names, dates of birth, etc. was not used by the researcher, instead, each participant was assigned an alpha code to ensure anonymity. Data was then grouped to determine findings.

Data Analysis Procedure

Participants of the secondary band program were selected based on interest and completion of consent paperwork. Of the total population of band students, 20% chose and consented to participate in this study. Of the total population of band teachers, 100% chose and consented to participate in this study.

Research Question 1: Data Evaluation

After gaining consent and teacher interest, each band teacher was interviewed and asked a series of questions to help determine how less distractions in the band classroom impacts the quality and level of learning students receive in the band classroom. More questions were posed that relate to the topic to help understand the teacher's perspective of how they plan instruction in order to minimize distractions and positively impact learning in the band classroom. Below is a summary of responses to some of the questions posed to teachers who were interviewed by the researcher.

Sub Question 1: What strategies do you use to redirect students who might not be following procedures or expectations?

The main purpose of this questions is to gain an understanding of how the teacher redirects behaviors in the class. Understanding that distractions can come in various ways, it is important to see how the teacher would handle a student distraction to keep the class session flowing and continue teaching and learning. After visiting with each teacher in this organization, it was evident that an aligned system is in place. The band teachers are employing envoy strategies in the classroom where they use more nonverbal cues to signal when students should respond to a specific request. Teacher A is the High School band teacher, teacher B is the Jr. High School band teacher, and teacher C is the Middle School band teacher. Teachers A, B, and C all use hand signs to redirect behaviors nonverbally. To gather the attention of all, teachers raise an open hand and wait for all students to follow, before they proceed with speaking. Teacher A takes this a step further and gives students specific numbers to hold up which hold a different meaning. 1 finger means they must use the restroom, 2 fingers mean they need to speak, 3 fingers mean they need to leave their seat, and 4 fingers mean they need to step aside for a few

minutes. Teachers B and C expressed that they tried using the additional methods with students and each had a different experience. Teacher B received a good response in which students followed well and adjusted to the newly implemented procedure. Teacher C did not have the same outcome, instead students struggled to adjust and teacher C decided to not use this method.

The whiteboards are also organized in a way that aligns with the schoolwide goals and students can easily identify what is expected of them each day. Teachers A, B, and C each use a chart with headers such as: bell ringer, objective, activity, exit ticket, and what to do when work is completed. The board organization gives the teacher an opportunity to start class without having to verbally direct the students. Teachers went in depth of specific situations that might occur in the classroom with one common situation of student talking when transitioning between activities during class. Each teacher held up an open hand and demonstrated how they nonverbally redirect students.

Teacher C has concerns about beginners in the program who are not willing yet to comply with the management system. Teachers A and B also spoke about individual interventions they hold in class with students who do not listen and seek to interrupt the rehearsal process. As a part of the aligned structure among the feeder schools, teachers A, B, and C have a behavior management plan in which they follow for each student and seek to keep the student in class, while hoping they will adhere to the terms of the plan and cease the negative behavior.

Sub Question 2: Do you have a reward system in place to promote positive behavior?

Explain why or why not.

The purpose of this question is to determine how proactive the teacher is in seeking positive behaviors and limiting the focus on negative behaviors. According to each teacher, the school district has an implemented Positive Behavior Interventions and Support (PBIS) system in

place. Each teacher keeps up with points based on positive behaviors they might witness from a student. The points are added up at the end of each week and if a student met the threshold, they are eligible for a reward in the classroom. If a student meets the schoolwide threshold, they are now placed on a list for an end of the month schoolwide incentive. Teacher C expressed that this implementation of incentives has created a major shift in behavior at the school. Students are excited about the rewards system and try to make the list for the weekly or end of month incentive. While some students do not quite make it, teachers A, B, and C give a constant push for positive behaviors and remind students daily of the incentives. Teacher B believes that this has helped make management successful for them and has helped tremendously in their classroom.

Sub Question 3: How far in advance do you plan your lessons for class? How has planning helped to minimize distractions and negative behaviors?

The main purpose of this question was to get an understanding of how well the teacher plans their lessons. Understanding the four domains that are heavily emphasized in the Arkansas education system, Domain 1 (Planning and Preparation) directly impacts Domain 3 (Instruction). It is understood that if a teacher is successful with their planning, they might be successful with instruction. Domain 1 and 3 each have an impact on Domain 2 (The Classroom Environment). When teachers successfully plan, and successfully deliver instruction to students, it will minimize interruptions, negative student behavior, and provide consistency in students following procedures.⁷³ According to teacher B, they plan once per week while teachers A and C plan 4-5

⁷³ Danielson, Charlotte. 1996. *Enhancing Professional Practice: A Framework for Teaching*. Association for Supervision and Curriculum Development.

weeks in advance. Teachers stated that the reason for the 4-5 weeks in advance are to prepare for upcoming events that might require a timeline of rehearsing music to be most successful.

Teacher B mentioned that the planning has helped, but they still experience concerns daily with some negative behaviors, while teachers A and C expressed that the planning process is why they experience more positive behaviors than negative. Teacher B is also a first year teacher and this perhaps could be some reasons why behavior management has been such a struggle. Overall, the teachers expressed that if it were not for planning, they might experience more negative behaviors and they would probably spend time on things not as important, which could set them back tremendously as they prepare students for the next level.

Sub Question 4: How many students are in your largest and smallest classes? Do you feel that class size helps with overall classroom and behavior management?

The main purpose of this question was to get the band director's perspective on class enrollment and how that affects classroom management. The classroom sizes varied, but were mostly consistent with approximately 18-23 students in a class. The largest class belonged to teacher A, which consists of 37 advanced students. Teacher A's smallest class is jazz band with only 11 students in the class. Teachers B and C felt that the enrollment size did not affect their classroom and behavioral management, but rather their preparation and structure already in place. Teacher A noted that in previous years, they had approximately 80 students in one class, but that class also had two assistant band directors. They felt that if only one director were there, it would greatly affect how the class is managed because it is so large, but that is not the case in this setting.

Sub Question 5: Do you find fulfillment in teaching band at the secondary level?

The main purpose of this question is to gauge the teacher's personal enjoyment of teaching this course at this level, and the why behind their work. Each teacher expressed their love and enjoyment of the job, even with slight reservations or concerns with seeing the program excel in a specific timeframe. Teacher A stated that they truly enjoy their job and are at peace when directing their students. Teacher B stated that they are still getting a hang of things but feel that they do love what they do each day. Teacher B would like for this question to be posed when they reach year 3 to make an honest assessment. Teacher C absolutely loves the job and would not trade it for the world. The teachers expressed their understanding of how time plays a major role in seeing growth among themselves, students, and the band program as a whole. The team of teachers understand their roles and expressed their commitment to seeing their programs/organization succeed while working together.

Research Question 2: Data Evaluation.

After gaining parental consent and student interest, eligible students were interviewed and asked a series of questions to help determine how less distractions in the band classroom impacts the quality and level of learning students receive in the band classroom. More questions were posed that relate to the topic to help understand the student's perspective of how the teacher plans instruction in order to minimize distractions in the band classroom. Below is a summary of responses to some of the questions posed to students who were interviewed by the researcher.

Sub Question 1: Is there an instructional plan present each class session? Are you made aware of the instructional plan before class, during class, or not made aware at all?

The main purpose of this question was to gain the student's perspective of the teacher's preparation. The idea is that planning and preparation can help minimize distractions and bring

more quality instruction. Students B, C, D, G-M, P, R, and S (each from the High School class) felt that their teacher is always prepared for class. These students expressed that it is evident because the plan is always placed on the board and/or Google classroom. Students are aware of what music will be reviewed for the day and a timeline in which the music should be completed. Student C specifically stated that they believe that their teacher is intentional about informing the class the day before so they understand the expectation prior to entering the classroom the next day. Students A and E from the Jr. High class, and students F, N, O, and Q (from the Middle School class) felt they are only made aware of a plan if they ask. They expressed that each day they show up to class and it takes several minutes to begin working and there are many distractions that take away from their learning.

Sub Question 2: How often do you practice your music outside of the classroom?

The main purpose of this question is to gain a level of understanding of how much rehearsing takes place versus practicing in the band classroom. The idea is that students will practice at home and rehearse as a class. Interview results will show that 65% of the participants of this study (students A-E, G-L, P, R, S) practice music at home at least 3 days or more per week, while 35% (students F, M-O, and Q) do not practice at all. When asked why they do not practice, the 35% all attributed their lack of practice to lack of time. Students M and Q then changed their answers and said they do have the time, but they are too exhausted after homework to do anything else. Students O and N have homework, sports, or other extra curriculums that take away from their time to practice at home. Student F expressed that they are not urged to practice at home by their teacher. Each participant however did agree that they believe their rehearsal process would be much smoother and the overall quality of the band would be much greater if all practiced at home and came more prepared to rehearsals.

Sub Question 3: Are there many distractions that take away from learning in the band classroom? How does the teacher redirect after a distraction?

The main purpose for this question was to determine how much distractions can detract from the learning that occurs. Also, this question helps determine where the focus of the class is; is it on teaching and learning, or are outside factors able to determine outcomes in the classroom? Oftentimes unanticipated distractions occur, but how the teacher responds and redirects the class after an unexpected distraction will make a difference in the learning that is taking place.

Students A, E, G-L, and S expressed distractions happen often, but the teacher redirects students and continues with the lesson. Students B-D, F, and M-Q stated that their director has prepared them for intercom distractions, student outbursts or discipline, or visitors in the classroom by giving them key tasks each time that distraction occurs. For example, if there is an intercom distraction, there should be silence in the classroom and all attention is given to the announcement. If the teacher has to deal with student discipline, section leaders like student A are to work the current spot (or problem spots) in the music seven times with their section. Student C stated that in some cases, the drum major may take the podium and work with the full band. If a visitor enters the room, once acknowledged, the band must continue reading their music and working through notes without actually making sound. Younger students (F, N, O, and Q) stated that they have a plan in place for distractions but students rarely follow them when the time occurs. It became evident that the band program is following the same system from middle school to high school, but the older band students are truly implementing the process while younger band students are still getting used to it.

Sub Question 4: Describe the temperament of your band director during each rehearsal/class session.

The main purpose for this question was to determine how the teacher acts during the class session. Oftentimes, the teacher can be the one to perpetuate problems by yelling, screaming, responding negatively, or even shaming students in front of others. This can hurt classroom culture and become a part of the problem as it relates to classroom and behavioral management. When asked this question, students A-S expressed how much they like their band director. Students J-N described their band director as cool, calm, and collected. Students A, C, F, and G described their band director as patient and nice. Student H, I, and Q described their band director as strict, but fair and consistent. Student P stated that their band director is loud, but understands why. Responses did not suggest any negative feelings toward the band director or the temperament of the band director.

Sub Question 5: Rate your behavior, then rate the overall class behavior on a scale of 1-5 with 5 being the best. Explain why you believe it to be negative or positive behavior.

The main purpose of this question was to get the student's perspective of how their behavior contributes to the classroom environment, and how they view the classroom behavior as a whole. Negative behavior can create many distractions while positive behavior can help eliminate distractions. This also helps to determine how classroom and behavior management is handled by the teacher, and how much instruction is taking place to contribute to the quality and level of learning in the band classroom.

Students A-L and Q-S expressed that they have good behavior each day in the classroom and the class is well behaved. When asked why they believe that was the case, students B-G and I-R gave credit to the band director. They stated that the teacher's expectations were always

high. The level of expectation was set high and each student is expected to meet their standard or there would be consequences. Students A-I, L, P, and S expressed that they like that level of structure because they can learn better in that environment. While students J, K, M, N, O, Q, and R expressed that they have good behavior, only students M, N, and Q honestly stated that they talk a lot and purposely cause distractions. The students did say that overall, the class behavior was very positive, but they sometimes get bored and they seek attention. They understand that it is negative behavior and can take away from learning, but they feel if they are challenged more, they can better control their negative behavior.

Sub Question 6: Do you feel that you are receiving a quality education, and one that challenges you in the band classroom? Why or why not?

The main purpose of this question is to get the student's perspective on the quality of learning they are gaining in their band class. Students A-I, K-P, and R expressed belief that they are receiving a quality education. These students stated that they are able to play their instrument better, they understand how to read music, and they are having an overall good experience in the band program. Students J, Q, and S believe they are not receiving a quality education. Student J expressed that they already know the material being taught and should be challenged with more difficult music. Students Q and S expressed their concern of student distractions. Students Q and S believe that if all students take the class seriously and stop exhibiting negative behavior, they could be a much better band. When asked if that would change how they answer this question, the participants each said yes. Students thought, if classroom behavior was positive by all, then it would not take away from learning of other students and each would have a more positive experience. Overall, it appears that the majority of students are pleased with band and believe they are receiving a quality education.

CHAPTER 5: SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction and Summary of Study

The purpose of this proposed qualitative descriptive study was to determine if, and to what degree, the quality and level of learning in music education is impacted by classroom and behavior management. This study consists of interview results from high school band teachers and high school band students from an east Arkansas high school. The variables that were used in this study are classroom management, behavior management, and music education. A qualitative analysis was used to determine findings. Empirical evidence will also be provided from resources related to this proposed study.

Summary of Findings and Conclusion

This study contains two research questions in which each are supported by a hypothesis.

Hypothesis 1

Research question 1 was “What strategies should be implemented to impact student learning, classroom culture, and classroom climate in the high school band room?” The first hypothesis was “Effective classroom and behavioral management can impact the quality and level of learning of high school band students in terms of academic performance, classroom culture, and classroom climate.” As a result of this analysis, the hypothesis was supported based on the interview responses received. Band teachers suggested the use of envoy (nonverbal) strategies played a major role in the success of their classroom management. While some beginning teachers struggled with employing these strategies initially, the continued use of them helped to build a better managed classroom environment.

Besides the use of envoy strategies, band teachers also suggested effective planning and the implementation of a rewards system assisted in managing their classroom environment.

Proper planning helped to create a viable structure to the lesson which ultimately kept students engaged and minimized distractions. The reward system helped to create a system of incentives that motivated students to follow the procedures in place and ultimately helped to provide the teacher the outlet to deliver instruction to students. Based on the findings, learning for all is being impacted by effective classroom management.

Hypothesis 2

Research question 2 was “What impact does effective classroom and behavioral management have on quality teaching in the high school band room?” The second hypothesis was “Effective classroom and behavioral management can impact the quality of teaching among high school band teachers in terms of lesson planning, content delivery, and teacher efficacy.” As a result of this analysis, the hypothesis was supported. Students expressed the importance of planning on part of the teacher. Based on the interview answers, students believe that the majority of the time, their band teachers are prepared for class, and the lesson is relevant to their specific learning needs.

When it comes to distractions, students expressed that distractions happen often, however their teacher does a great job of not only minimizing the distractions, but also redirecting the class immediately when distractions outside of their control occur. Students expressed that the overall temperament and enthusiasm of their band teacher plays a major role in the climate of the classroom environment. Students expressed that since their teachers often appears as energetic, positive, and encouraging, the students are more apt to want to learn and give effort. Based on the findings, quality instruction can occur when effective classroom management strategies take place.

Implications

Based on the results of this study, several implications were found in the theoretical framework. These implications include:

1. Limiting distractions impacts teaching and learning and keeps students on task
2. Teaching and learning impacts overall classroom management
3. The band class is collaborative and all can succeed when quality teaching takes place; and quality teaching can take place when the classroom environment is well-maintained
4. The teacher and the student each play a major role in the classroom environment

The theoretical framework served as the foundation of this study that examined how the quality and level of learning in music education is impacted by classroom and behavior management.

Practical and future implications can be resourceful for educators and researchers, and they should be considered.

Theoretical Implications

This research study was conducted to examine the degree to which the quality and level of learning in music education is impacted by classroom and behavior management. The results provided an answer to both research questions, revealing some theoretical implications. These results suggested that classroom and behavior management does have a strong impact on both the quality and level of learning, as well as the quality of teaching that is provided. The impact of classroom and behavior management on teaching and learning is supported in prior research, such as Darrow and Adamek's study on inclusive education and increased focus on limiting

distractions to increase the quality of teaching and learning.⁷⁴ This study supports the practice of inclusive education and suggests that it allows for a well-managed classroom, and ultimately maintains the rehearsal process in the band room.

Additionally, Harrison and Wojnar completed a study on the relationship between classroom distractions and off-task students. Distractions and disturbances in the classroom can affect one's ability to maintain focus and process information. Here it suggests that when the sources of the distractions are minimized, teachers can more readily improve students' focus, attention, and their overall engagement in learning which ultimately improves the quality of their overall music education experience.⁷⁵ The findings and theoretical implications of this study may be useful to teachers, administrators, and educational stakeholders in finding effective methods to assisting music teachers and music students in the improvement of teaching and learning in the band (or music) classroom.

Practical Implications

Empirical research states that music teaching involves teaching attributes and behaviors that are unique to the music classroom.⁷⁶ One must use a distinctive set of skills that often result in a level of awareness to the many things taking place at once. Brophy's study suggests that in the band classroom, musical concepts are expressed in sound, and learning outcomes derive from the development of aural perception and motor skills specific to instrumental music. In the band room, work is typically carried out as a whole, therefore it is more collaborative in nature.

⁷⁴ Darrow, Alice-Ann, and Mary Adamek. 2018. "Instructional Strategies for the Inclusive Music Classroom." *General Music Today* 31 (3): 62-64.

⁷⁵ Harrison, Ashton and Wojnar, Kathryn E. "The Relationship between Classroom Distractions and Off-Task Students" Honors Theses. 2020: 406.

⁷⁶ Tim Brophy. "Evaluation of Music Educators: Toward Defining an Appropriate Instrument." *ERIC Document* No. 375029. (1993): 198-202.

Research further states that good classroom management begins with teaching and learning. When teaching and learning is taking place, other behavioral concerns can be minimized, and when the classroom environment provides students what they need (i.e., student desks, current texts, proper lighting, etc.), students have more of an advantage to learn.⁷⁷

Based on the interview results of this study, one can believe that if the classroom environment is well-managed, and the teacher is providing adequate instruction, distractions are limited. This ultimately impacts the quality of teaching, learning, and the overall program. Keeping in mind that the participants interviewed vary from middle school to high school, the answers may vary based on the perspective of different-aged participants. Similarly, adult participants varied in experience from novice to veteran teacher.

Future Implications

Based on the findings of this research, one suggested future implication is that music programs are more successful when there are limited distractions in the classroom.⁷⁸ Limited distractions take place when there is structure and proper planning. With the understanding that arts-related programs are historically cut from schools as a source of saving, having quality programs can assist with the goal of maintaining such programs. It is rational to believe that effective classroom management increases overall teaching and learning in the music classroom, therefore a future implication would be gaining the support of policy makers, school administrators, and school district administrators to continue support of music programs

⁷⁷ Asiyai, RI. 2011. "Effective Classroom Management Techniques for Secondary Schools." *African Research Review* 5 (1), 284.

⁷⁸ Harrison, Ashton and Wojnar, Kathryn E. "The Relationship between Classroom Distractions and Off-Task Students" Honors Theses. 2020: 402.

statewide. Moreover, increasing one's ability to maintain a classroom, enhances the practice of teaching and learning, which has the ability to grow their overall band program beyond measure.

Limitations and Delimitations

Understanding the limitations of this study will allow future researchers to extend this study beyond those limitations. One limitation to this study is that the data was limited to only one school district. Future studies could reflect data of different states and larger regional areas to examine if classroom and behavioral management has a significant impact on the quality and level of learning in music education; however, since other states have different educational systems, the results cannot be generalized to other states. The sample size also plays a major role; this study offered a very small sample size and could be expanded upon.

Some delimitations include that the study was limited to one state. The sample size could be increased to reduce negative consequences associated with the study. Several Arkansas school districts could be used to meet this need.

Recommendations for future research

Debra Hedden completed a study on music education teachers and the resolution of conflicts in the classroom. The study presented information on teacher burnout and how classroom management affects student learning. Yet, a gap existed in the literature specifically concerning how classroom management impacts learning in the music classroom.⁷⁹ The gap displayed that additional research was necessary in order to identify strategies to connect classroom management and learning practices. Moreover, Hedden's research suggested a focus on the role of teaching and how it also impacts student learning.

⁷⁹ Debra G. Hedden, 2014. "Music Education Preservice Teachers' Confidence in Resolving Behavior Problems." *Update: Applications of Research in Music Education* 34 no. 1, 42.

The following are two key recommendations for practice based on the results of this study:

1. Students that participate in band will better understand how their role impacts learning in the band classroom. Students will improve their behavior and help to eliminate distractions rather than cause them.
2. Music educators will improve their teaching methods by focusing on specific practices that assists them in maintaining a well-behaved classroom, creating an environment conducive to learning, and developing systems that keeps students on task and limits distractions. Similarly, band educators will place an emphasis on learning that qualitatively grows the overall program.

Conclusion

This study supports the need for classroom and behavior management in the band classroom. Participant responses further support the notion that effective classroom and behavior management strategies not only minimize classroom distractions, but also aids in effective delivery of instruction. The limitations hold this study to a specific location, however the overarching idea of implementing classroom and behavioral management in the band classroom can be used in any classroom setting. The researcher is a former band director, now school Principal. With the perspective of an administrator who was once a band director, there is an expectation of excellence in teaching and learning in the band classroom. The researcher understands the importance of classroom and behavioral management both as an effective teacher, as well as an administrator. The researcher knows what it takes on both levels to do this job, and how to be successful in this area. With the understanding that distractions can negatively impact teaching and learning, proper preparation can eliminate poor instruction and minimize the

adverse effects of distractions. When taken serious and done correctly, study outcomes are likely to be positive.

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