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VERBAL AND NONVERBAL APPROACHES TO CLASSROOM BEHAVIORAL CONTROL IN THE UNITED STATES VIRGIN ISLANDS PUBLIC SECONDARY SCHOOLS

The University of Oklahoma PH.D. 1982

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THE UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

VERBAL AND NONVERBAL APPROACHES TO CLASSROOM BEHAVIORAL CONTROL IN THE UNITED STATES VIRGIN ISLANDS PUBLIC SECONDARY SCHOOLS

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the

degree of

DOCTOR OF PHILOSOPHY

By

JOSEPH CLARENCE BROWN

Norman, Oklahoma

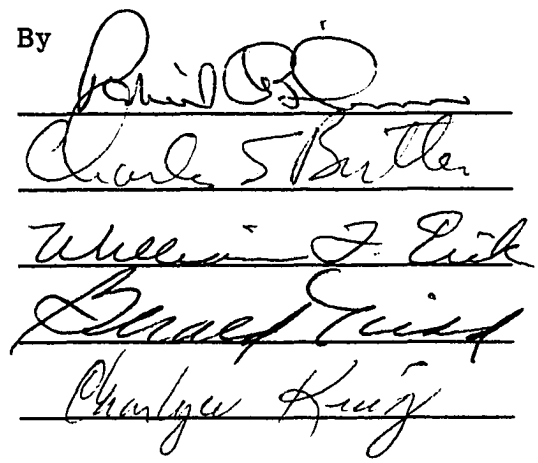
1982

VERBAL AND NONVERBAL APPROACHES TO CLASSROOM BEHAVIORAL CONTROL IN THE UNITED STATES VIRGIN ISLANDS PUBLIC SECONDARY SCHOOLS

A DISSERTATION

APPROVED FOR THE DEPARTMENT OF SECONDARY EDUCATION

By



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VERBAL AND NONVERBAL APPROACHES TO CLASSROOM BEHAVIORAL CONTROL IN THE UNITED STATES VIRGIN ISLANDS PUBLIC SECONDARY SCHOOLS

CHAPTER I

INTRODUCTION

The use of classroom behavioral control techniques has been the concern of a great many secondary educators.[1] Penta wrote:

> Few topics command the attention of teachers as does the problem of classroom discipline. Practicing on the "front lines" of the profession, teachers must grapple with the day-to-day realities of the educational enterprise, and their attention fixates at the level of practicality. Teachers seek techniques and strategies to help them maintain order in their classes. They speak of "discipline problems" and exchange recipes for "running a tight ship" or, in some schools, simply avoiding mayhem. Such expressions of concern exhibit their fears and frustrations as well as the immediacy and concreteness of the problems they face.[2]

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[1]Marjorie L. Hipple, "Classroom Discipline Problems? Fifteen Humane Solutions," Childhood Education, LIV (February, 1978), p. 183.

[2]Gerard C. Penta, "Discipline: A Theoretical Perspective," Educational Theory, XXVII (Spring, 1977), p. 137.

Brown[3] and Hoover[4] also indicated that the problem of classroom control and the use of classroom behavioral control techniques were two of the primary or major concerns of secondary school teachers. They pointed out that these teachers both want and need classroom behavioral control techniques which are effective in the elimination and/or prevention of classroom behavioral control problems.

Frequently, teachers of secondary school pupils indicate that the conduct or behavior of a secondary school pupil in a particular secondary classroom setting seemingly influences the extent to which that pupil will learn.[5] These teachers consistently state that certain pupils fail to achieve academically in secondary school classroom settings because of their disruptive classroom behavior. They also indicate that, in many instances, this kind of classroom behavior results in the general disruption of their entire class.[6] If this is the case, then it becomes incumbent upon the secondary teacher to reduce and/or eliminate the disruptive effects of

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[3]Thomas J. Brown, Student Teaching in a Secondary School (2nd ed.; New York: Harper and Row, 1968), p. 48.

[4]Kenneth H. Hoover, Readings on Learning and Teaching in the Secondary School (Boston: Allyn and Bacon, 1968), p. 509.

[5]Gerald R. Adams, "Classroom Aggression: Determinants, Controlling Mechanism, and Guidelines for the Implementation of a Behavior Modification Program," Psychology in the Schools, X (April, 1973), p. 155.

[6]Ibid.

classroom misconduct on the part of the secondary pupil.[7] La Grand stated:

> . . . teachers do not teach their subject matter alone, but are responsible for learning which can take place in association with it including that resulting from bringing together diverse opinions and personalities under one roof. Teachers then, carry a responsibility for total growth.[8]

Gnagey also expressed this concept of responsibility when he wrote, ". . . schools have the responsibility for teaching good citizenship behaviors as well as good academic behaviors. . . ."[9] He pointed out that teachers must provide classroom experiences which are conducive to both.[10]

The reduction of the undesirable disruptive classroom behavior of secondary pupils, in most instances, is dependent on the effectiveness of the classroom behavioral control techniques used.[11] Teachers bring about changes in classroom environments which are intended to produce changes in the behavior

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[7]William A. Welker, "Discipline-A Reality of Teaching," Education, XCVI (Spring, 1976), p. 238-239.

[8]Louis E. LaGrand, Discipline in the Secondary School (New York: Parker Publishing Company, Inc., 1969), p. 38.

[9]William J. Gnagey, "Discipline, Classroom," The Encyclopedia of Education, (New York: The Macmillan Company, 1971), III, 94-95.

[10]Ibid.

[11]William J. Gnagey, Controlling Classroom Misbehavior, (Washington, D.C.: National Education Association, Department of Classroom Teachers and American Educational Research Association, 1965), p. 13.

of pupils.[12] The behavior of pupils is dependent on the behavior of teachers.[13]

This study was designed to show which of a group of identified verbal and nonverbal classroom behavioral control techniques indicated as being used by secondary classroom teachers in the secondary classroom setting, were indicated by them as being used more or less frequently.

A considerable amount of the published material on classroom behavioral control is centered around approaches to the problems of classroom behavioral control which consist primarily of verbal statements.[14] Nevertheless, secondary pupils tend to rely more on the nonverbal behavior of secondary school teachers for a more accurate interpertation of the actual disciplinary intent of these teachers.[15] Therefore, secondary school teachers should have and utilize a knowledgeable repertoire of both verbal and nonverbal approaches to problems of classroom behavioral control.[16] Too often, many of these teachers do not have or effectively utilize such a repertoire of these approaches.[17] The results of this study may be

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[12]Merle L. Meacham and Allen E. Wiesen, Changing Classroom Behavior: A Manual for Precision Teaching (Scranton: International Textbook Company, 1969), p. 11.

[13]Martha M. McCarthy, "How Can I Best Manage My Classroom?" Education Digest, XLIII (November, 1977), p. 20.

[14]Donald S. Kachur and Bruce W. Sweet, "Nonverbal Discipline," School and Community, LX (April, 1974), p. 31.

[15]Ibid. [16]Ibid. [17]Ibid.

utilized to provide these teachers with a fund of knowledge which may be used to assist them in the elimination of these deficiencies.

Kachur and Sweet indicated that there appears to be a relationship between the personality of the secondary school teacher and the approaches to the problems of classroom behavioral control which are most effective for that particular teacher.[18] According to Anderson:

> . . . studies have shown teacher personality to relate to classroom climate, and as personality is related to sex, further studies may well show some relationship between teacher and classroom climate. Furthermore, it should be emphasized that teacher personality is itself related to course content, as certain personality types are more apt to teach different subject areas.[19]

This study was also designed to provide important information concerning the relationship of sex, subject area taught, and type of secondary school to use of classroom behavioral control techniques. Because of the differences in adolescents and pre-adolescents, differences in the behavioral control problems of the junior high and the senior high school setting exist. Rathbun stated, "'challenging' is the euphemism most often used to describe the task, but let's lay it on the line: putting up every day with 150 or more squirming humans on the

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[18] Ibid.

[19] Gary J. Anderson, "Effects of Course Content and Teacher Sex on the Social Climate of Learning," American Educational Research Journal, VII (November, 1971), p. 661.

brink of puberty is plain hard work."[20] Doyle wrote:

> The present research, although tentative and incomplete, suggests that the process of learning the classroom environment involves learning a set of specific strategies for reducing complexity. The particular nature of the classroom ecology would also appear to restrict the range of response options available for reducing environmental demands. This ecological approach to teacher behavior has a number of implications for teaching research and teacher education design. It is possible, for example, that the classroom environment is a substantially more important factor in shaping teacher behavior than has been conventionally recognized and that some teaching skills only become usable after the teacher has first mastered classroom demands.[21]

This ecological approach may identify some approaches to problems of classroom behavioral control, according to Doyle, "which have received little previous attention but which are a fundamental part of the tacit knowledge gained by the experience of being a teacher."[22]

Statement of the Problem

The problem of this study was to investigate the varying dynamics of verbal and nonverbal approaches to classroom behavioral control which were indicated as being used in the secondary classroom settings of the United States Virgin Islands.

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[20]Dorothy Rathbun, "How to Cope in the Middle School Jungle," Learning, VI (November, 1977), p. 40.

[21]Walter Doyle, "Learning the Classroom Environment: An Ecological Analysis," Journal of Teacher Education, XXVIII (November-December, 1977), p. 55.

[22]Ibid.

Specifically, the study was designed to answer the following questions with respect to sex, subject area taught, school district, type of secondary school, and type of classroom behavioral control techniques:

1a. Do junior high school and senior high school teachers utilize different verbal behavior in their approaches to classroom behavioral control?

1b. Do junior high school and senior high school teachers utilize different nonverbal behavior in their approaches to classroom behavioral control?

2a. Do male and female secondary school teachers utilize different verbal behavior in their approaches to classroom behavioral control?

2b. Do male and female secondary school teachers utilize different nonverbal behavior in their approaches to classroom behavioral control?

3a. Do secondary school teachers of various subject areas utilize different verbal behavior in their approaches to classroom behavioral control?

3b. Do secondary school teachers of various subject areas utilize different nonverbal behavior in their approaches to classroom behavioral control?

Delimitation of the Study

This study was limited to an investigation of the use and frequency of use of identified classroom behavioral control techniques, as indicated and perceived as being used, by those secondary teachers participating in the survey, in the secondary classroom setting of the public secondary schools of the United States Virgin Islands.

Significance of the Study

Increasing concern for the modification of the undesirable disruptive classroom behavior of secondary school pupils during the last decade has led to attempts on the part of secondary administrators and supervisors, and colleges and universities to place more emphasis on the importance and necessity for maintaining learning environments in secondary schools which are both conducive to learning and free of undesirable kinds of disruptive classroom behavior on the part of secondary school pupils. The results of this study may be used to provide information concerning the extent to which certain classroom behavioral control techniques are indicated as being used by secondary teachers in specific secondary school classroom settings, based on their personal classroom experiences. These findings will be useful to secondary administrators and supervisors in general, and to

secondary teachers in particular when confronted with problems of disruptive classroom behavior on the part of secondary pupils.

It is anticipated that each of these three groups of educators will be able to increase their repertory of classroom behavioral control techniques which secondary teachers indicate as using more or less frequently when dealing with these problems of disruptive classroom behavior and which do not require the use, management, and/or design of contingency management systems as is required by behavioral modification techniques. However, this information will be useful to secondary administrators when assisting teachers under their supervision in the elimination and/or control of inappropriate classroom behavior on the part of secondary pupils. It will be useful to secondary teachers when dealing with this inappropriate classroom behavior in the secondary classroom setting for the purpose of eliminating and/or controlling it.

As a result of this study, which was based on descriptive research, other studies could be directed toward experimental approaches to the determination of the use and frequency of use of classroom behavioral control techniques indicated as being used by secondary school teachers in secondary school settings of the United States Virgin Islands.

Definition of Terms

For clarification purposes and to provide uniformity of meaning for this investigation, the following terms were defined as indicated:

Classroom Behavioral Control Techniques

The term "classroom behavioral control techniques" was interpreted as meaning, the methods or measures which are used for the purpose of causing a pupil to desist from his or her classroom misbehavior. Those methods or measures which consist totally or primarily of verbal statements, comments or directives from secondary classroom teachers were construed as being "verbal"; whereas, those which do not consist totally or primarily of verbal statements, comments or directives from these teachers were construed as being "nonverbal."

Dynamics

The term "dynamics" was interpreted as meaning patterns of variations and contrast.

Punishment

The term "punishment" was interpreted as meaning the withdrawal of pleasant reinforcers or the presentation of aversive stimuli which decreases the rate of the response

which it follows.

Reinforcement

The term "reinforcement" was interpreted as meaning the presentation of a stimulus, event or object, which increases the rate of the responses which it follows or the removal of an aversive stimulus which increases the rate of the response which it follows.

Rationale of the Study

Identification of Variables

The independent variables of this study were the groups and categories of secondary school teachers of the public secondary schools of the United States Virgin Islands which participated in the study.

The dependent or criterion variable under study was the use of classroom behavioral control techniques in the secondary classroom settings of the public secondary schools of the United States Virgin Islands.

Hypotheses

The following hypotheses were tested with regard to the basic questions of the study:

1a. There are no statistically significant differences between junior high school and senior high school

teachers with respect to patterns of categorized verbal behavioral control technique usage in the United States Virgin Islands secondary schools.

1b. There are no statistically significant differences between junior high school and senior high school teachers with respect to patterns of categorized nonverbal behavioral control technique usage in the United States Virgin Islands secondary schools.

2a. There are no statistically significant differences between male and female secondary school teachers with respect to patterns of categorized verbal behavioral control technique usage in the United States Virgin Islands secondary schools.

2b. There are no statistically significant differences between male and female secondary school teachers with respect to patterns of categorized nonverbal behavioral control technique usage in the United States Virgin Islands secondary schools.

3a. There are no statistically significant differences among various groups of secondary school teachers with respect to subject area and patterns of categorized verbal behavioral control technique usage in the United States Virgin Islands secondary schools.

3b. There are no statistically significant differences

among various groups of secondary school teachers with respect to subject area and patterns of categorized nonverbal behavioral control technique usage in the United States Virgin Islands secondary schools.

When a hypothesis was rejected for any of the specific verbal or nonverbal behavioral control techniques, it was rejected for the general group of verbal or nonverbal behavioral control techniques, as was appropriate, in each instance. When a hypothesis was not rejected for any of the specific verbal or nonverbal behavioral control techniques, it was not rejected for the general group of verbal or nonverbal behavioral control techniques, as was appropriate, in each instance.

Design of the Study

Population

The population for this study was the public secondary school teachers of the United States Virgin Islands. A random sample of seventy-seven public secondary school teachers was used in this study.

Types of Data Needed

Of primary concern in this study was the use and frequency of use of methods and techniques indicated as being used by secondary teachers in the secondary school classroom

setting to terminate or cause the undesirable disruptive classroom behavior of secondary school pupils to cease. The types of methods and techniques considered in this study were verbal and nonverbal classroom behavioral control techniques.

Method of Collecting the Data

The data were collected by means of a survey administered to teachers of secondary school pupils enrolled in public secondary schools of the United States Virgin Islands. A random sample of seventy-seven secondary school teachers listed and established their priority in terms of use, as requested in each instance, four behavioral control techniques which each of them would use to terminate or cause the undesirable disruptive or inappropriate classroom behavior of typical secondary classroom behavioral problem situations to cease. These teachers were randomly selected using a table of random numbers. To increase the probability of obtaining a random sample consisting of at least ten percent of the total population, a total of ninety secondary school teachers were originally randomly selected for participation in this study. Twelve teachers of each of the junior high and senior high schools were selected for participation in the random sample. Only six secondary teachers from the Julius Sprauve Elementary-Junior High School were selected for the random sample because of the relatively small size of the total population of secondary teachers of this particular school. The questionnaires

used to collect the data for this study were distributed to these teachers by an administrator at each of their respective schools. The random sample population distribution for the questionnaire returns was indicated in Table 1.

The problem situations were related to the following problem areas: (1) pupil's lack of respect for selves and other pupils, (2) fighting, (3) excessive talking, (4) lack of respect for teachers, and (5) destruction of school materials or property. According to King-Stoops and Meier, these problem areas are those whose discipline and control problems are among those experienced most frequently by teachers in their classrooms and schools.[23] They were selected for this study because of their undesirable disruptive nature.

Instrumentation

The instrument used in this investigation was a survey, which consisted of an open or free-response questionnaire, developed by the writer. The sample size, with 2813 teacher responses in terms of approaches to classroom behavioral problem situations, was judged to be large. There was a considerable number of repetitions of responses to each behavioral problem situation. Therefore, no test for reliability was indicated.

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[23]Joyce King-Stoops and Wanda Meier, "Teacher Analysis of the Discipline Problem," Phi Delta Kappan, LIX (January, 1978), p. 354.

TABLE 1

RANDOM SAMPLE POPULATION DISTRIBUTION FOR QUESTIONNAIRE RETURNS

School	Type	No. of Questionnaires Returned	Total Teacher Population
Arthur Richards	Junior High	11	69
Bertha Boschulte	Junior High	9	55
Central	Senior High	11	121
Charlotte Amalie	Senior High	11	134
Elena Christian	Junior High	10	76
Eudora Kean	Senior High	10	60
Julius Sprauve	Elementary-Junior High	5	17*
Wayne Aspinall	Senior High	10	75
	TOTAL	77	607

*17 represents the total number of secondary teachers for the Julius Sprauve Elementary-Junior High School.

The behavioral problems of this study and the instrument were submitted to six members of the graudate faculty of the University of Oklahoma. These faculty members were actively and professionally involved with the area of classroom management and discipline for secondary schools. They reviewed the behavioral problems and the instrument and judged them to be both satisfactory and appropriate for this study.

Treatment of the Data

Data were tabulated according to frequency of teacher use of methods and techniques of classroom behavioral control which were indicated as being used by secondary teachers in the secondary classrooms settings of the United States Virgin Islands and the hypothese were tested at the .05 level of significance, in each instance, using the chi-square test of independence.

The data were separated into categories of verbal and nonverbal classroom behavioral control techniques, junior high and senior high school teachers and the chi-square test of independence used to test the hypothese. The chi-square test was also used for subcategories, male and female, and science, mathematics, foreign language, social studies, English, reading, physical education, driver education, business, special education, fine arts, and vocational secondary school teachers.

Those classroom behavioral control techniques whose frequency of selection for use by secondary teachers in secondary classroom settings was judged to be too low for statistical purposes were not included in the study. These behavrioal control techniques included enforced apology, corporal punishment, physical gesture, teacher circulation around classroom, and changing pupil's seat. This low frequency of selection for use of these techniques was indicated for secondary teachers only with respect to subject area.

Summary

This chapter consisted of the statement of the problem, delimitation of the study, significance of the study, definition of terms, rationale of the study, and the design of the study. The rationale of the study included the identification of the variables and the hypotheses for this study. The design of the study included the population, type of data needed for this study, method of collecting the data, instrumentation, and the treatment of the data.

Chapter II provides a review of selected and related literature on basic determinants of aggression, basic strategies of control, and advance strategies of control. The basic determinants of aggression includes frustration, reinforcement, and the social environment. The basic strategies of control includes differential reinforcement,

precise communication, and immediate aversive intervention. The advance strategies of control includes relational structuring and redirecting the relational process. Chapter II also provides a review of related research studies. Chapter III presents the analysis and interpretation of the data. Chapter IV summarizes the study and presents the findings, conclusions, and recommendations for the study.

CHAPTER II

REVIEW OF SELECTED AND RELATED LITERATURE

Basic Determinants of Aggression

Frustration

A review of selected and related literature for this study revealed that there exists a great deal of literature which pertains to classroom behavioral control and the inappropriate or undesirable disruptive classroom behavior of secondary school pupils. Crispin wrote:

> Much has been written about discipline from the philosophical and psychological viewpoints; articles and books typically suggest "good" and "bad" methods of discipline in terms of the student's personality development.[24]

Research studies related to the problem of this study indicate that frustration leads to aggressive behavior in secondary school pupils. This implies that frustration is a determinant of the aggressive behavior of these pupils.

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[24]David Crispin, "Discipline Behaviors of Different Teacher," Contemporary Education, XXXIX (January, 1968), p. 164.

Batchelder and Schorling pointed out that frustration is often the cause of classroom misbehavior on the part of secondary school pupils.[25] Jacobs and others agreed with Batchelder and Schorling. They stated that, "Frustration typically leads to aggression."[26]

The selected and related literature for this study also revealed that the frustration-aggression hypothesis represents the most influential statement of causation for aggression. The literature indicated that the original frustration-aggression hypothesis implied that the existence of frustration always led to some form of aggressive behavior. However, because it was found that aggression was not the only reaction to frustration, the hypothesis was revised. Adams suggested that the occurrence of aggression was always initiated by some form of frustration and that some children regressed rather than aggressed when placed in frustrating situations.[27] Nevertheless, frustration was indicated as being a determinant of aggression. It was also indicated as being one of the primary reasons for the inappropriate classroom behavior of

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[25]Howard T. Batchelder and Releigh Schorling, Student Teaching in Secondary Schools (3rd ed.; New York: McGraw-Hill, 1956), p. 96.

[26]T. O. Jacobs and Others, Princeton High School: A Need Analysis. Consulting Report, U.S. Educational Resources Information Center, ERIC Document ED 128 915, 1971.

[27]Gerald R. Adams, "Classroom Aggression: Determinants, Controlling Mechanisms, and Guidelines for the Implementation of a Behavior Modification Program," Psychology in the Schools, X (April, 1973), p. 156.

secondary school pupils. Drawbaugh and Schaefer implied that frustration increases deviancy and that the aggressive behavior of secondary school pupils increases after these pupils experience failure or other sources of frustrations.[28]

Research studies on frustration and aggressive behavior have led some educators to conclude that aggressive training was a determinant of aggression. Adams pointed out that, for many, aggression was a product of previous learning and that the recognition of the possibility of a coexistence between learning and instinct by behavioral scientist has led to a revision of the revised version of the frustration-aggression hypothesis which indicated the following three alternations: (1) frustration leads to an emotional response which produces a readiness tendency toward aggressive behavior, (2) the existence of appropriate cues are a necessary condition for this agressive behavior, and (3) a mental association between an object and some former determinant of aggressive behavior determines the appropriate cue property.[29]

Reinforcement

The selected and related literature for this study also

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[28]Charles C. Drawbaugh and Carl J. Schaefer, A One-Day Professional Development Seminar on Student Behavior for In-Service Teachers and Administrators in Selected Vocational Schools in New Jersey. Training Series in Vocational Technical Education. Final Report, U.S. Educational Resources Information Center, ERIC Document ED 118 848, 1975.

[29]Adams, loc. cit.

suggested that the selective reinforcement of aggressive behavior was a significant determinant of aggression. According to the literature, the behavioral patterns of secondary school pupils may be shaped to include either high or low frequencies of aggressive behaviors through the selective use of social reinforcers. Adams stated:

> The research literature repeatedly has verified that selective reinforcement for specific aggressive behaviors increases the occurrence of these behaviors. To use a Hullian framework based on the concept referred to as the "habit-family hierarchy," it may be said that selective reinforcement of behavior that has a low probability of occurrence due to its historically low frequency of reinforcement will increase the probability of occurrence due to the rearrangement of the behavior's relative position in the hierarchy.[30]

This implied that the continued occurrence or non-occurrence of disruptive behavior in a given classroom situation is dependent upon the frequency of reinforcement or non-reinforcement that has occurred, historically, upon the emission of that behavior. Therefore problems of disruptive or inappropriate classroom behavior may persist in secondary classroom settings, in some instances, because of reinforcement. McDonald pointed out that the response of the teacher to this kind of behavior, in some instances, produces the same effect that the behavior was designed to stimulate, and therefore, both rewards and strengthens the deviant behavior.[31]

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[30]Adams, op. cit., p. 157.

[31]Frederick J. McDonald, Educational Psychology (Belmont: Wadsworth, 1959), p. 80.

According to Choy, "teachers usually spend most of their time attending to and not knowingly reinforcing inappropriate behaviors."[32]

Social Environment

According to the selective and related literature for this study, the social nature of the secondary classroom setting is also a determinant of the aggressive classroom behavior of secondary school pupils. This aggressive classroom behavior on the part of these pupils is acquired and maintained primarily through the social interactions which take place in the secondary classroom setting. Adams indicated that the acquisition of aggressive classroom behavior is dependent upon the social environment dispensing positive reinforcement for such behavior and that therefore, by the use of social reinforcers, secondary teachers and peers shape the response repertoires of pupils to include high frequencies of aggressive behaviors.[33] Aversive social interactions in the secondary classroom setting is conducive to the acquisition of aggressive behavior. According to Bradfield, Nordberg and Odell:

The crux of a teacher's knowledge of group control

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[32]Steven Junn-hoy Choy, "A Comparative Analogue Study of Techniques Used to Teach Classroom Management Skills," (Doctoral dissertation, University of Utah, 1977), p. 43-44.

[33]Adams, loc. cit.

> is his classroom in action. The rapport, interaction, and general atmosphere may be pleasant and relaxed or uncheerful and tense. The treatment of individual classroom incidents collectively contributes to the climate that will prevail.[34]

Klausmeier implied that the probable causes of most aggressive or antisocial behavior on the part of secondary school pupils could be found in the curriculum organization, the teacher's direction of learning activities, or his management of interpersonal relationships in the secondary classroom setting.[35]

Basic Strategies of Control

Differential Reinforcement

Literature closely related to the problem of this study suggested that the control and elimination of the inappropriate classroom behavior of secondary pupils in secondary classroom settings can be facilitated with the use of positive reinforcement. However, the successful use of differential reinforcement depends on whether or not immediate reinforcement for useful behavioral responses is provided. Jensen wrote, "The key to successful use of differential reinforcement is to observe

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[34]James M. Bradfield, William C. Odell, and H. Orville Nordberg, Secondary School Teaching (New York: Mac Millian, 1962), p. 219.

[35]Herbert J. Klausmeier, Teaching in the Secondary School (New York: Harper and Brothers, 1958), p. 401.

ongoing behaviors and provide immediate reinforcement for useful acts."[36] He stated:

> Verbal reinforcements are most appropriate to secondary school pupils because of their self sufficiency in securing their tangible needs. Additionally, verbal reinforcement remains readily available and is easy to administer. The general rule is to follow productive behavior with positive verbalizations like "good," "fine," and "thank you."[37]

The literature also indicated that recognition and privileges may also be used as reinforcement for desirable behavioral responses. However, the use of these reinforcers should not imply bribery or unfairness to others. Redl indicated that the disruptive behavior of secondary school pupils is produced by something in the classroom setting acting upon whatever potential inclination to such behavior they may have had in their being, which had a negative effect on them and that this included whatever behavior these pupils may have received from their teachers or peers.[38]

Nevertheless, Gnagey pointed out that ". . . when school learning becomes a way of earning what one wants in life, it becomes more attractive in its own right.[39] According to

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[36]Richard E. Jensen, "Cooperative Relations Between Secondary Teachers and Students" Some Behavioral Strategies," Adolescence, XL (Winter, 1975), p. 473.

[37]Ibid., p. 474.

[38]Fritz Redl, "Disruptive Behavior in the Classroom," School Review, LXXXIII (August, 1975), p. 571.

[39]William J. Gnagey, "Discipline, Classroom," The Encyclopedia of Education, (New York: The Macmillan Company, 1971), III, 99.

Haring:

> The ultimate aim of the teacher who manipulates the contingencies of the classroom is to build and strengthen those child behaviors that are appropriate to the classroom. Among those behaviors there are ones that will eventually give the child the skill to manage his own environment.[40]

Kayden implied that most individuals, including secondary school pupils, both value and seek personal reinforcement.[41]

Precise Communication

The selected and related literature for this study also revealed that the communication which takes place in the secondary classroom setting between secondary teachers and pupils should be both precise and free of ambiguous expressions. If this is not the case, then the verbal or nonverbal communication which takes place in these settings is most likely to create confusion rather than understanding and desirable behavioral changes. According to the literature, precise communication involves specifying what needs to be done in behavioral terms, clarity of expression, and the use of direct statements. However, LaGrand pointed out that through the use of a handshake, a smile, a glance, a wink, or other

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[40]Norris G. Haring, "The Systematic Use of Contingencies in Classes for Children with Academic and Social Response Deficits," Educational Technology, VII (April, 1971), p. 57.

[41]Michele G. Kayden, "Teachers' Pupil Control Ideology and Classroom Management Behavior" (Doctoral dissertation, Pennsylvania State University, 1976), p. 29.

physical gestures, secondary school teachers can communicate quite clearly with secondary school pupils and that these gestures can do much to lift the spirits of these pupils.[42] The literature also indicated that the verbal communication of secondary teachers also has special meaning for secondary pupils. This communication conveys to these pupils, in many instances, the way the teachers feel about them or their behavior. Kindsvatter wrote:

> When the student perceives the teacher as lacking respect for him, or being incompetent, irrelevant, boorish, arrogant, condescending, or unfair, his reaction is understandably one of outrage. Misbehavior can be expected to develop from this source, especially among more aggressive students.[43]

Kindsvatter also pointed out that the inappropriate or disruptive classroom behavior which occur simultaneously among an entire class or several members of a class most often is a byproduct of the negative attitudes of these pupils.[44]

Immediate Aversive Intervention

According to the selective and related literature for this study, direct challenges to the authority of a secondary school teacher may include, routinely coming late to class, doing the exact oppostie of what has been requested, loudly

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[42]Louis E. LaGrand, Discipline in the Secondary School (New York: Parker Publishing Company, Inc., 1969), p. 153.

[43]Richard Kindsvatter, "A New View of the Dynamics of Discipline," Phi Delta Kappan, LIX (January, 1978), p. 232.

[44]Ibid.

slamming a book, and making insulting imputations. Wegmann indicated that when this kind of behavior is executed in a secondary classroom setting with an appropriate expression and tone of voice, it can easily present the teacher with a direct challenge to his or her authority.[45] However, according to the literature, the presence of certain disruptive and inappropriate behaviors on the part of secondary school pupils in secondary classroom setting may threaten the health and safety of other members of the classroom setting and erode its normative structure if permitted to continue. Direct aversive verbal or physical intervention may be discretely used to control and eliminate this kind of behavior.

Ladd suggested that when secondary school teachers revert to aversive classroom behavioral control methods, it would be less damaging to their long range purposes with respect to classroom behavioral control if they use relatively mild methods which may include, verbal reprimands, implied threats, or withdrawal of classroom privileges.[46] Jensen wrote:

> While the behavioral literature has generally opposed punishment, it is important to distinguish between punishment which comes at the end of a behavioral sequence and perhaps long after it and aversive training in which a noxious stimulus is administered

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[45]Robert G. Wegmann, "Classroom Discipline: An Exercise in the Maintenance of Social Reality," Sociology of Education, SLIX (January, 1976), p. 78.

[46]Edward T. Ladd, "Moving to Positive Strategies for Order-Keeping with Kids Accustomed to Restrictions, Threats, and Punishments," Urban Education, VI (January, 1972), p. 346.

> as promptly as possible when a behavioral sequence is started. . . . While aversive control is a usable technique it should be applied with considerable care since the effects of aversive events may be highly complex. The most important issue in the use of adversive events in a social setting is to insure that productive alternative behaviors are available. Hence, as soon as the disruptive behavior is stopped, the student might be moved to a milieu which would provide opportunities for positively reinforceable behaviors.[47]

The literature also indicated the following approach to classroom behavioral control problem situations which involves excessive misconduct on the part of secondary school pupils: (1) first state forcefully and without provocation, that the misbehavior has to stop, (2) then remove those pupils responsible for the misbehavior from the classroom, and (3) finally, the disciplinary process should be terminated and instructional and learning activities continued. This encourages constructive classroom behavior on the part of the pupils which can be rewarded. According to Rudman, "An atmosphere of orderliness and calm invites like behavior."[48]

Advance Strategies of Control

Relational Structuring

Literature related to the problem of this study revealed

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[47]Jensen, op. cit., p. 475.

[48]Masha K. Rudman, "Discipline," Instructor, LXXXVI (September, 1976), p. 67.

that the granting of requests for secondary school pupils by secondary school teachers can create serious problems in the teacher-pupil relationship. It also implied that when these teachers are too lenient in the granting of requests, the number of requests received from the pupils are very likely to be both unreasonable and inappropriate. It pointed out that secondary school teachers should deal with request of secondary pupils in a tactful manner in order to avoid creating frustration, uncooperativeness, and a grudging response on part of secondary school pupils. According to the literature, a determination should be made by the teacher as to whether or not the requests of these pupils are reasonable. It indicated that if suitable conditions which include the significant parameters of behavior exist, most reasonable requests should be granted. In the case of pupils who have asked to visit one of their peers in another classroom, the literature also indicated that suitable conditions might be that they go to the classroom at a time when it would not disrupt or interfere with the operation, management or activity of the class, be unlikely to be able to secure the permission of the teacher, be inappropriate to speak with the members of this particular class, etc. Jensen stated:

> This posture of saying "yes" to all reasonable requests may be seen as highly consistent with the general behavioristic view since it focuses on setting the conditions under which behavior is to occur. But apart from this theoretical consistency, saying "yes" has important practical benefits. Student requests may become an occasion for usefully

> training them to make requests that are readily understandable. The teacher's first response to a request might be, "Is that a reasonable request?" The student's attempts to justify unreasonable requests will help clarify matters for them. When the student becomes familiar with this posture, the teacher may proceed with the next question, "Under what conditions?"[49]

This procedure provides both teachers and pupils with a systematic and rational approach to justifying pupil requests and determining whether or not these requests are reasonable.

Literature related to the problem of this study also suggested that desirable cooperative rational structures, which consist of the agreement, the scheduled agreement, and the contract can be developed by specifying the interests of those individuals involved. According to the literature, the agreement provides for only the basic principle. However, it was indicated as being implicit in many cooperative relationships. Jensen cited the following example:

> . . . the implicit classroom agreement might be that the teacher will teach, keep order, and provide a socialization experience. The student on the other hand, will work responsively, relate congenially, and respond to the classroom milieu.[50]

The literature also implied that specifying interests provides for identifying conflicts and eliminating and negotiating existing differences. This allows those individuals involved to move toward agreement, schedule the events which are to take place, and to formulate a contract.

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[49]Jensen, op. cit., p. 477.

[50]Ibid., p. 478.

According to O'Keefe and Smaby, behavioral agreements may be used in the secondary classroom setting between teacher and pupil, and teacher and pupil group.[51]

Redirecting Relational Process

A review of the selected and related literature for this study revealed that behavioral control techniques which are used in the secondary classroom setting should be conducive to promoting positive and desirable behavioral changes in secondary school pupils. It also suggested that techniques should activate the predisposition of these pupils to response in positive ways. According to Drawbaugh and Schaefer, "control techniques must activate the positive motivation already present within most students."[52] The literature indicated that secondary school teachers can eliminate certain kinds of hostilities which may develop in teacher-pupil relationships in the secondary classroom setting through the use of the pull-up and the confrontation. The pull-up was defined in the literature as a discriminative training device which indicates to an individual that his or her behavior deviates

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[51]Maureen O'Keefe and Marlowe Smaby, "Seven Techniques for Solving Classroom Discipline Problems," The High School Journal, LVI (January, 1973), p. 196.

[52]Charles C. Drawbaugh and Carl J. Schaefer, A One-Day Professional Development Seminar on Student Behavior for In-Service Teachers and Administrators in Selected Vocational Schools in New Jersey. Training Series in Vocational Technical Education. Final Report, U.S. Educational Resources Information Center, ERIC Document ED 118 848, 1975.

from the norm. This implies that the pull-up is an indicator of deviancy which would allow both teacher and pupil to exercise self control. As an example of the pull-up Jensen stated, "a student who enters class late might be told, 'I'd like to make you aware that you are five minutes late.'"[53] This pull-up is both noncritical and informative.

In addition to providing information to an individual, the confrontation also makes certain demands of that individual. Jensen wrote:

> In addition to telling a second person that the speaker is angry, the confrontive communication tells why and provides at least an implicit request that certain behavior be changed. In the case of a student who repeatedly comes to class late, the teacher might approach at an emotionally neutral time . . . with a message like, "I need to confront you about coming to class late. It is happening so frequently that you are becoming a major source of disruption to the rest of the students. You are going to have to be on time." At this point, the student may either volunteer a plan to come on time or to drop the class, or he may say nothing. In any case, the teacher has clarified the situation by explicating the rule and the need to have it followed.[54]

The confrontation provides a constructive approach to the reduction of disruptive classroom behavior on the part of the student and allows the teacher to reduce any personal emotional tension which may have been caused by this behavior.

Related Research Studies

While no research studies were found which dealt with classroom behavioral control techniques in the same manner

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[53]Jensen, op. cit., p. 480. [54]Ibid.

and to the same extent as this investigation, some studies were found which were closely related to the problem of this study. Allen conducted a study to determine the effectiveness of a "positive approach to discipline" system (PAD) for classroom management and found that the concepts and techniques of this approach to discipline was effective for reducing high incidences of suspensions and referrals of secondary pupils to the administration of public secondary schools because of inappropriate classroom behavior.[55] The PAD system was a thirteen step model which consisted of four components. They were (1) teacher responsibilities based on the counseling approach, (2) student responsibilities based on the counseling approach, (3) administrative responsibilities based on the counseling approach, and (4) parent/community responsibility based on the counseling approach.[56]

Kayden investigated the relationship between the pupil control ideology of teachers and their classroom management behavior and found that there was no significant association between their control ideology and management behavior.[57] However, an indication that custodial teachers were better classroom managers than humanistic teachers was found.[58] Choy conducted a study of techniques used to teach classroom management

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[55]Sherwin A. Allen, A Study to Determine the Effectiveness of a Positive Approach to Discipline System for Classroom Management" (Doctoral dissertation, North Texas State University, 1978), p. 75-76.

[56]Ibid., p. 38. [57]Kayden, op. cit., p. 91-93. [58]Ibid.

skills and found that university students who were trained in behavior modification using modeling and role-playing attended more to the appropriate behaviors of pupils than those who were trained in the lecture method.[59] However, there were no significant differences between these two groups of university students.[60]

Summary

This chapter examined literature on basic determinants of aggression, basic strategies of control, and advance strategies of control. It also examined research studies closely related to the problem of this study. This was done in order to provide a conceptual and empirical frame of reference for this study. Some of the causes or reasons for inappropriate classroom behavior on the part of secondary pupils, were indicated in the section on basic determinants of aggression. Verbal and nonverbal behavioral control techniques which may be used to deal with the inappropriate classroom behavior of these pupils were indicated in the sections on basic strategies of control and advance strategies of control. Chapter III presents the analysis and interpretation of the data for this investigation.

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[59]Choy, op. cit., p. 23-24.

[60]Ibid.

CHAPTER III

ANALYSIS AND INTERPRETATION OF THE DATA

The primary purpose of this study was to investigate the patterns of usage of classroom behavioral control techniques on the part of selected groups of secondary teachers in the United States Virgin Islands public secondary schools. Each of the following six hypotheses of this study were tested with the use of the program for the chi-square test of independence which was found in the Statistical Package for Social Sciences, available at the computer center of the University of Oklahoma. According to Minium, this test is appropriate for the analysis of bivariate distributions.[61] The probability of type I error for each of these hypotheses was set at .05.

Hypothesis 1a. There are no statistically significant differences between junior high and senior high school teachers with respect to patterns of categorized verbal behavioral control technique usage in the United States Virgin Islands secondary schools.

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[61]Edward W. Minium, Statistical Reasoning in Psychology and Education (New York: John Wiley & Sons, Inc., 1970), p. 390-391.

The percentage for each verbal approach shown in Table 2 is the percentage of the total number of teacher responses to the behavioral problem situations which were contained in the questionnaire which was used to collect the data for this study. The number indicated for each of the approaches represents the total number of teacher responses to these problem situations which was of that particular type.

This data indicate that while the number of junior high school teacher responses which were verbal reprimands was greater than that of senior high school teacher responses, the percentage of senior high school teachers responses which were verbal reprimands was greater than that of junior high school teachers. Therefore, it indicates that, as a group, senior high school teachers tend to use verbal reprimand more than junior high school teachers. Nevertheless, it also indicates that, as individuals, more junior high school teachers tend to use verbal reprimand more than senior high school teachers. The chi-square test results were significant. The value of chi-square was found to be 20.95 with 1 degree of freedom. The null hypothesis was rejected.

The data also indicate that the number of responses of junior high school teachers which indicated teacher conference was greater than that of senior high school teachers both in terms of frequency and percentage. Thus, junior high school teachers, both as a group and as individuals, used teacher conference more than senior high school teachers when

TABLE 2

FREQUENCY AND PERCENTAGE OF CHOICES OF VERBAL BEHAVIORAL CONTROL TECHNIQUES WITH RESPECT TO LEVEL OF SECONDARY SCHOOL

	VERBAL REPRIMAND	TEACHER CONFERENCE	ENFORCED APOLOGY
JUNIOR HIGH			
F	370	439	7
%	21.9	25.9	0.4
SENIOR HIGH			
F	331	244	10
%	29.6	21.8	0.9

responding to classroom behavioral problem situations. The chi-square test yielded a value of 6.08 with 1 degree of freedom which was significant. The null hypothesis with respect to teacher use of teacher conference was rejected.

Senior high teachers, according to the data, tended to use enforced apology as an approach to classroom behavioral problems more often than junior high school teachers both as individuals and as a group. The senior high school teacher responses which were an enforced apology were greater than those of the junior high school teachers both in terms of frequency and percentage. The chi-square test results were significant. The value of chi-square was found to be 1.84 with 1 degree of freedom. The null hypothesis was rejected. Thus, hypothesis 1a was rejected.

The chi-square test results for choices of verbal behavioral control techniques for junior high and senior high school teachers were presented in Table 3.

Hypothesis 1b. There are no statistically significant differences between junior high school and senior high school teachers with respect to patterns of categorized nonverbal behavioral control technique usage in the United States Virgin Islands secondary schools.

The data for the nonverbal approaches to classroom behavioral control problem situations, expressed in terms of frequency and percentage, of junior and senior high school teachers are reported in Table 4. The data show that the

TABLE 3

CHI-SQUARE TEST RESULTS FOR CHOICES OF VERBAL BEHAVIORAL CONTROL TECHNIQUES FOR JUNIOR HIGH AND SENIOR HIGH SCHOOL TEACHERS

TECHNIQUE	CHI-SQUARE	DF	CRITICAL VALUE
Verbal Reprimand	20.95*	1	0.00
Teacher Conference	6.0*	1	0.01
Enforced Apology	1.84	1	0.1

*Significant at the .05 level.

responses of junior high school teachers which were that of removal from classroom were greater than those of senior high school teachers in terms of frequency. However, the percentages of senior high school teachers responses to classroom behavioral control problem situations which was that of removal from classroom was slightly greater than that of junior high school teachers. Therefore, according to the data, junior high school teachers as individuals tended to use removal from classroom as an approach to classroom behavioral problem situations more than senior high school teachers. As a group, senior high school teachers tended to use this approach to classroom behavioral control problem situations more. As shown in Table 5, the chi-square test results were not significant. The value of chi-square was 0 with 1 degree of freedom. The null hypothesis was not rejected.

The data of Table 4 also indicate that junior high school teachers tend to use the lowering of pupil's grade as an approach to classroom behavioral control problem situations more often than senior high school teachers both as individuals and as a group. The responses of the junior high school teachers which indicated this approach were greater than those of senior high school teachers both in terms of frequency and percentage. The value of chi-square was 0.70 with 1 degree of freedom and was significant. The null hypothesis was rejected.

Junior high school teachers also tend to use completion of extra task as an approach to classroom behavioral control

TABLE 4

FREQUENCY AND PERCENTAGE OF CHOICES OF NONVERBAL BEHAVIORAL CONTROL TECHNIQUES WITH RESPECT TO TYPE OF SECONDARY SCHOOL

	Removal from Classroom	Lower Pupil's Grade	Require Completion of Extra Task	Corporal Punishment	Physical Gesture	Change Pupil's Seating	Silence	Circulation Around Classroom	Loss of Class Privileges	Physical Intervention
Junior High										
f	397	46	184	25	17	12	31	14	109	39
%	23.4	2.7	10.9	1.5	1	0.7	1.8	0.8	6.4	2.3
Senior High										
f	263	24	106	5	7	10	34	8	46	27
%	23.5	2.1	9.5	0.4	0.6	0.9	3	0.7	4.1	2.4

TABLE 5

CHI-SQUARE TEST RESULTS FOR CHOICES OF NONVERBAL BEHAVIORAL CONTROL TECHNIQUES FOR JUNIOR HIGH AND SENIOR HIGH SCHOOL TEACHERS

TECHNIQUE	CHI-SQUARE	DF	CRITICAL VALUE
Removal from Classroom	0.00	1	1.00
Lower Pupil's Grade	0.70*	1	0.41
Require Completion of Extra Task	1.29*	1	0.26
Corporal Punishment	5.84*	1	0.02
Physical Gesture	0.74*	1	0.39
Change Pupil's Seating	0.11	1	0.75
Silence	3.82*	1	0.05
Circulation Around Classroom	0.01	1	0.91
Loss of Class Privileges	6.60*	1	0.01
Physical Intervention	0.00	1	0.96

*Significant at the .05 level.

problem situations more often than senior high school teachers, according to the data, both as individuals and as a group. The responses of junior high school teachers which indicated this approach to these problem situations were also greater than those of senior high school teachers with respect to both percentage and frequency. The value of chi-square was significant. Its value was 1.29 with 1 degree of freedom. The null hypothesis was rejected.

The data reported in Table 4 also show that junior high school teachers use corporal punishment as an approach to classroom behavioral problem situations more often than senior high school teachers both as a group and as individuals. This is indicated both in terms of percentage and number. The chi-square test was significant. The value of chi-square was found to be 5.84 with 1 degree of freedom. Therefore, the null hypothesis was rejected.

Junior high school teachers, as individuals, also indicated the changing of pupil's seating as an approach to classroom behavioral control problem situations more often than senior high school teachers. However, as a group, senior high school teachers indicated this approach as a response to the problem situations more frequently. The number of responses of junior high school teachers which indicated this approach was greater than those of senior high school teachers which indicated this approach. Nevertheless, the percentage of teacher responses which indicated this approach was greater

for senior high school teachers than for junior high school teachers. The value of chi-square, 0.1 with 1 degree of freedom, was not significant. Therefore, the null hypothesis with respect to this approach was not rejected.

According to the data, the teacher responses to the classroom behavioral problem situations which were that of silence were less for junior high school teachers than for senior high school teachers both as individuals and as a group. Both the frequency and the percentage of the responses were less for junior high school teachers than for senior high school teachers. The value of chi-square was found to be 3.82 with 1 degree of freedom. The null hypothesis was rejected.

The responses of junior high school teachers to the classroom behavioral control problem situations which were that of loss of class privileges were greater than those of senior high school teachers both as individuals and as a group. These responses were greater for junior high school teachers than for senior high school teachers both in terms of frequency and percentage. The results of the chi-square were found to be 6.60 with 1 degree of freedom. The null hypothesis was rejected.

The data for the use of physical intervention as an approach to classroom behavioral control indicate that junior high school teachers tend to use this approach to classroom behavioral problem situations more often than senior high

school teachers as individuals. However, as a group, senior high school teachers tended to use this approach slightly more than junior high school teachers. The number of responses which indicated the approach were greater for junior high school teachers than for senior high school teachers. However, the percentage of these responses for senior high school teachers was slightly larger than that for junior high teachers. The value of chi-square, 0 with 1 degree of freedom, was not significant. The null hypothesis was not rejected. Hence, hypothesis 1b was rejected.

Hypothesis 2a. There are no statistically significant differences between male and female secondary school teachers with respect to patterns of categorized verbal behavioral control technique usage in the United States Virgin Islands secondary schools.

The data for the frequency and percentage of approaches to classroom behavioral control for male and female secondary school teachers are shown in Table 6.

This data show that female secondary school teachers tend to use verbal reprimand as an approach to classroom behavioral control problem situations more frequently than male secondary school teachers as individuals. Nevertheless, the data also indicate that, as a group, male secondary school teachers tend to use this approach to these problem situations more than female secondary school teachers. The number of responses of female secondary school teachers which indicated

TABLE 6

FREQUENCY AND PERCENTAGES FOR CHOICES OF VERBAL BEHAVIORAL CONTROL TECHNIQUES WITH RESPECT TO SEX OF SECONDARY SCHOOL TEACHER

		VERBAL REPRIMAND	TEACHER CONFERENCE	ENFORCED APOLOGY
MALE				
	f	343	298	20
	%	26.3	22.9	0.8
FEMALE				
	f	358	385	7
	%	23.7	25.5	0.5

this approach was greater than the number of responses of male secondary school teachers which indicated this particular approach. However, the percentage of responses of male secondary school teachers which was a verbal reprimand was greater than that of female secondary school teachers which was a verbal reprimand. The value of chi-square, 2.49 with 1 degree of freedom, was significant. The null hypothesis was rejected.

The data reported in Table 6 also show that the responses of female secondary school teachers which indicated teacher conference as an approach to classroom behavioral control problem situations were greater than those of male secondary school teachers which indicated this approach as a response to the behavioral problem situations both in terms of frequency and percentage. Hence, female secondary school teachers tend to use this approach to these problem situation, both as individuals and as a group, more often than male secondary school teachers. The chi-square test results were significant. The value of chi-square was 2.42 with 1 degree of freedom. The null hypothesis was rejected.

The teacher responses to behavioral problem situations which were that of enforced apology, according to the data, were greater for male secondary school teachers than for female secondary school teachers both in terms of frequency and percentage. These responses to classroom behavioral control problem situations on the part of male secondary school teachers were greater, both as individuals and as a group, than those

of female secondary school teachers. The value of chi-square, 0.63 with 1 degree of freedom was significant. Therefore, the null hypothesis was rejected. Hence, hypothesis 2a was rejected.

The data for the chi-square test results for verbal behavioral control techniques for male and female secondary school teachers were presented in Table 7.

Hypothesis 2b. There are no statistically significant differences between male and female secondary school teachers with respect to patterns of categorized nonverbal behavioral control technique usage in the United States Virgin Islands secondary schools.

The data for nonverbal behavioral control techniques for male and female secondary school teachers reported in Table 8 show that teacher responses which indicated removal from classroom as an approach to classroom behavioral control problem situations were greater for female secondary school teachers than for male secondary school teachers as individuals. As a group, male secondary school teachers tended to use this approach when dealing or coping with these behavioral problem situations slightly more than female secondary schoool teachers. While the number of responses of female secondary school teachers which indicated this approach was greater for female secondary school teachers, the percentage of male secondary teachers which indicated this approach was slightly greater than that of female secondary school teachers. The chi-square test

TABLE 7

CHI-SQUARE TEST RESULTS FOR CHOICES OF VERBAL BEHAVIORAL CONTROL TECHNIQUES FOR MALE AND FEMALE SECONDARY SCHOOL TEACHERS

TECHNIQUE	CHI-SQUARE	DF	CRITICAL VALUE
Verbal Reprimand	2:49*	1	0.12
Teacher Conference	2.42*	1	0.12
Enforced Apology	0.63*	1	0.43

*Significant at the .05 level.

results, 0 with 1 degree of freedom, were not significant. The null hypothesis was not rejected.

The responses of male secondary school teachers which were that of lowering pupil's grade as an approach to the classroom behavioral problem situations, according to the data, were greater than those of female secondary teachers both in terms of frequency and percentage. Thus, male secondary school teachers, both as individuals and as a group, tended to use this particular approach to the behavioral problem situations more often than female secondary school teachers. The chi-square test results were significant. The value of chi-square was 1.53 with 1 degree of freedom. The null hypothesis was rejected.

The data presented in Table 8 also show that the responses of female secondary school teachers which indicated the completion of extra tasks as an approach to the classroom behavioral problem situations were greater than those of male secondary school teachers both in terms of frequency and percentage. Female secondary school teachers used this approach as a response to the behavioral problem situations more frequently than male secondary school teachers both as individuals and as a group. The chi-square test results, 1.78 with 1 degree of freedom, were significant. The null hypothesis was rejected.

Female secondary school teachers also tended to use

TABLE 8

FREQUENCY AND PERCENTAGE OF CHOICES OF NONVERBAL BEHAVIORAL CONTROL TECHNIQUES WITH RESPECT TO SEX OF SECONDARY SCHOOL TEACHER

	REMOVAL FROM CLASS-ROOM	LOWER PUPIL'S GRADE	REQUIRE COMPLETION OF EXTRA TASK	CORPORAL PUNISH-MENT	PHYSICAL GESTURE	CHANGE PUPIL'S SEATING	SILENCE	CIRCULA-TION AROUND CLASSROOM	LOSS OF CLASS PRIVI-LEGES	PHYSICAL INTER-VENTION
MALE										
f	306	38	123	14	11	9	28	10	73	38
%	23.5	2.9	9.4	1.1	0.8	0.7	2.2	0.8	5.6	2.9
FEMALE										
f	354	32	167	16	13	13	37	12	82	28
%	23.4	2.1	11.1	1.1	0.9	0.9	2.4	0.8	5.4	1.9

corporal punishment as a response to the behavioral problem situations slightly more than male secondary school teachers as individuals. However, the percentage for the group response of the two teacher groups was the same for each of the two groups. Therefore, both male and female secondary school teachers tended to use this approach to the behavioral problem situations, as a group, to the same extent. The value of chi-square, 0 with 1 degree of freedom, was not significant. The null hypothesis was not rejected.

According to the data of Table 8, the responses of female secondary school teachers which were that of physical gesture as an approach to classroom behavioral control problem situations were slightly greater than those of male secondary school teachers both as individuals and as a group. This was true for the two teacher groups both in terms of frequency and percentage. The chi-square test results, 0 with 1 degree of freedom, were not significant. The null hypothesis was not rejected.

The responses of female secondary school teachers which indicated changing pupil's seating as an approach to the behavioral problem situations were also greater than those of male secondary school teachers both in terms of frequency and percentage. Female secondary school teachers tended to use this particular approach to the problem situations, both as individuals and as a group, more than male secondary school teachers. The value of chi-square, 0.09 with 1 degree of

freedom, was not significant. The null hypothesis was not rejected.

The data of Table 8 also indicate that female secondary school teachers also used silence as an approach of the behavioral problem situations more frequently than male secondary school teachers as individuals. However, as a group, both the male and female teachers used this approach to the problem situations to the same extent. The percentage of the responses which indicated this approach was the same for both of the teacher groups. The value of chi-square, 0.16 with 1 degree of freedom, was not significant. The null hypothesis was not rejected.

The responses of female secondary school teachers which indicated teacher circulation around classroom as a response to classroom behavioral problem situations were greater than those of male secondary school teachers in terms of the number of the responses. However, as a group, both the male and female secondary school teachers used this approach to the same extent. The percentage of the responses which indicated this particular approach was the same for both of these teacher groups. The results of the chi-square test, 0 with 1 degree of freedom, were not significant. Therefore, the null hypothesis was not rejected.

The data shown in Table 8 also show that female secondary school teachers used loss of class privileges as a response to behavioral problem situations of secondary classroom settings

more often than male secondary school teachers as individuals. As a group, the percentage of the responses of male secondary school teachers which indicated this particular approach was slightly greater than that of the female secondary school teachers. The results of the chi-square test, 0.02 with 1 degree of freedom, were not significant. The null hypothesis was not rejected.

The teacher responses which indicated physical intervention as an approach to classroom behavioral problem situations were greater for male secondary school teachers than for female secondary school teachers both as individuals and as a group. This was true both in terms of the frequency and the percentage of these responses. The value of chi-square, 3.02 with 1 degree of freedom, was significant. The null hypothesis was rejected. Thus, hypothesis 2b was also rejected.

The data for the chi-square test results of nonverbal behavioral control techniques for male and female secondary school teachers were presented in Table 9.

Hypothesis 3a. There are no statistically significant differences among various groups of secondary school teachers with respect to subject area and patterns of categorized verbal behavioral control technique usage in the United States Virgin Islands secondary schools.

The data presented in Table 10 show the responses of secondary school teachers, with respect to their respective subject area grouping, which indicated verbal reprimand as

TABLE 9

CHI-SQUARE TEST RESULTS FOR CHOICES OF NONVERBAL BEHAVIORAL CONTROL TECHNIQUES FOR MALE AND FEMALE SECONDARY SCHOOL TEACHERS

TECHNIQUE	CHI-SQUARE	DF	CRITICAL VALUE
Removal from Classroom	0.00	1	1.00
Lower Pupil's Grade	1.53*	1	0.22
Require Completion of Extra Work	1.78*	1	0.18
Corporal Punishment	0.00	1	1.00
Physical Gesture	0.00	1	1.00
Change Pupil's Seating	0.09	1	0.77
Silence	0.16	1	0.69
Circulation Around Classroom	0.00	1	1.00
Loss of Class Privileges	0.02	1	0.90
Physical Intervention	3.02*	1	0.08

*Significant at the .05 level.

TABLE 10

FREQUENCY AND PERCENTAGE OF CHOICES OF VERBAL BEHAVIORAL CONTROL TECHNIQUES WITH RESPECT TO SUBJECT AREA OF SECONDARY SCHOOL TEACHERS

		VERBAL REPRIMAND	TEACHER CONFERENCE
Foreign Language	f	66	58
	%	23.9	21
Social Studies	f	84	62
	%	28.9	21.3
Voc. Ed.	f	66	80
	%	21.8	26.4
English	f	77	80
	%	24.4	25.3
Science	f	78	74
	%	26.8	25.5
Math	f	62	63
	%	23.6	24
Reading	f	22	34
	%	18.5	28.6
P.E.	f	87	74
	%	29.6	25.2

TABLE 10
(continued)

	VERBAL REPRIMAND	TEACHER CONFERENCE
Business		
f	38	29
%	27.7	21.2
Fine Arts		
f	54	60
%	21.5	23.9
Special Education		
f	67	69
%	24.7	25.4

an approach to classroom behavioral control problem situations in terms of frequency and percentage. The responses for each of the subject area groups in terms of the percentage of the total responses for those secondary school teachers participating in the study were 23.9% for foreign language, 28.9% for social studies, 21.8% for vocational education, 24.4% for English, 26.8% for science, 23.6% for math, 18.5% for reading, 29.6% for physical education, 27.7% for business, 21.5% for fine arts, and 24.7% for special education.

The frequency of the responses for each of the subject area groups was 66 for foreign language, 84 for social studies, 66 for vocational education, 77 for English, 78 for science, 62 for math, 22 for reading, 87 for physical education, 38 for business, 54 for fine arts, and 67 for special education. There were significant differences among these groups. The

chi-square test results, 13.24 with 10 degrees of freedom, were significant. The null hypothesis was rejected.

The data also show that the percentage of the total responses of these secondary school teachers which indicated teacher conference as a response to the behavioral problem situations, according to the subject area grouping, was 21% with a frequency of 58 for foreign language, 21.3% with a frequency of 62 for social studies, 26.4% with a frequency of 80 for vocational education, 25.3% with a frequency of 80 for English, 25.5% with a frequency of 74 for science, 24% with a frequency of 63 for math, 28.6% with a frequency of 34 for reading, 25.2% with a frequency of 74 for physical education, 21.2% with a frequency of 29 for business, 23.9% with a frequency of 69 for special education. The differences among the subject area groups were significant. The value of chi-square was 6.39 with 10 degrees of freedom. The null hypothesis was rejected. Thus, hypothesis 3a was also rejected.

The data for the chi-square results of verbal behavioral control techniques with respect to subject areas of secondary school teachers were presented in Table 11.

Hypothesis 3b. There are no statistically significant differences among various groups of secondary school teachers with respect to subject area and patterns of categorized non-verbal behavioral control technique usage in the United States Virgin Islands secondary schools.

The data reported in Table 12 show the responses of

TABLE 11

CHI-SQUARE TEST RESULTS FOR CHOICES OF VERBAL BEHAVIORAL CONTROL TECHNIQUES WITH RESPECT TO SUBJECT AREA OF SECONDARY SCHOOL TEACHERS

TECHNIQUE	CHI-SQUARE	DF	CRITICAL VALUE
Verbal Reprimand	13.24*	10	0.21
Teacher Conference	6.39*	10	0.78

*Significant at the .05 level.

secondary school teachers whose approach to the classroom behavioral control problem situations, with respect to their respective subject area groupings, was that of removal from classroom in terms of frequency and percentage. The responses for each of the subject area groups in terms of the percentage of the total number of responses for those secondary school teachers participating in the study were 21% with a frequency of 58 for foreign language, 25.8% with a frequency of 75 for social studies, 23.4% with a frequency of 71 for vocational education, 26.6% with a frequency of 84 for English, 25.1% with a frequency of 73 for science, 27.4% with a frequency of 72 for math, 26.9% with a frequency of 32 for reading, 13.3% with a frequency of 39 for physical education, 19% with a frequency of 26 for business, 27.9% with a frequency of 70 for fine arts, and 22.1% with a frequency of 60 for special education. The differences among the subject area groups were significant. The value of chi-square was 28.54 with 10 degrees of freedom. The null hypothesis was rejected.

The percentage of the total number of responses of these secondary school teachers which indicated the lowering of pupil's grade as an approach to the behavioral problem situations with respect to the subject area groupings was 5.8% for foreign language, 2.1% for social studies, 2.3% for vocational education, 1.3% for English, 1.4% for science, 3.8% for math, 2.5% for reading, 1% for physical education, 2.2% for business, 1.6% for fine arts, and 3.7% for special education.

TABLE 12

FREQUENCY AND PERCENTAGE OF CHOICE OF NONVERBAL BEHAVIORAL CONTROL TECHNIQUES WITH RESPECT TO SUBJECT AREA OF SECONDARY SCHOOL TEACHERS

		REMOVAL FROM CLASS-ROOM	LOWER PUPIL'S GRADE	REQUIRE COMPLE-TION OF EXTRA TASK	SILENCE	LOSS OF CLASS PRIVI-LEGES	PHYSICAL INTER-VENTION
Foreign Language	f	58	16	32	6	18	4
	%	21	5.8	11.6	2.2	6.5	1.4
Social Studies	f	75	6	33	3	11	6
	%	25.8	2.1	11.6	1	3.8	2.1
Voc. Ed.	f	71	7	36	6	17	9
	%	23.4	2.3	11.9	2	5.6	3
English	f	84	4	31	12	18	4
	%	26.6	1.3	9.8	3.8	5.7	1.3
Science	f	73	4	21	6	16	9
	%	25.1	1.4	7.2	2.1	5.5	3.1
Math	f	72	10	30	5	11	4
	%	27.4	3.8	11.4	1.9	4.2	1.5
Reading	f	32	3	14	1	6	1
	%	26.9	2.5	11.8	0.8	5	0.8
P.E.	f	39	3	34	10	19	12
	%	13.3	1	11.6	3.4	6.5	4.1

TABLE 12
(continued)

	REMOVAL FROM CLASS-ROOM	LOWER PUPIL'S GRADE	REQUIRE COMPLE-TION OF EXTRA TASK	SILENCE	LOSS OF CLASS PRIVI-LEGES	PHYSICAL INTER-VENTION
Business						
f	26	3	13	7	6	6
%	19	2.2	9.5	5.1	4.4	4.4
Fine Arts						
f	70	4	21	5	19	5
%	27.9	1.6	8.4	2	7.6	2
Special Education						
f	60	10	25	4	14	6
%	22.1	3.7	9.2	1.5	5.1	2.2

The frequency of the responses for each of the subject area groups was 16 for foreign languages, 6 for social studies, 7 for vocational education, 4 for English, 4 for science, 10 for math, 32 for reading, 39 for physical education, 3 for business, 4 for fine arts, and 10 for special education. There were significant differences among these groups. The chi-square test results, 23.09 with 10 degrees of freedom were significant. The null hypothesis was rejected.

The data of Table 12 also indicate that the percentage of the total number of responses of the secondary school teachers who chose completion of extra task as an approach to the classroom behavioral control problem situations, according to subject area grouping, was 11.6% with a frequency of 32

for foreign language, 11.3% with a frequency of 33 for social studies, 11.9% with a frequency of 36 for vocational education, 9.8% with a frequency of 21 for science, 11.4% with a frequency of 30 for math, 11.8% with a frequency of 14 for reading, 11.6% with a frequency of 34 for physical education, 9.5% with a frequency of 21 for fine arts, 9.2% with a frequency of 25 for special education. The value of chi-square, 7.34 with 10 degrees of freedom, was significant. Therefore the null hypotheses was rejected.

The data of Table 12 also show that the percentage of the total number of the responses of these teachers which were that of silence for each of the subject area groupings was 2.2% with a frequency of 6 for foreign language, 1% with a frequency of 3 for social studies, 2% with a frequency of 6 for vocational education, 3.8% with a frequency of 12 for English, 2.1% with a frequency of 6 for science, 1.9% with a frequency of 5 for math, 0.8% with a frequency of 1 for reading, 3.4% with a frequency of 10 for physical education, 5.1% with a frequency of 7 for business, 2% with a frequency of 5 for fine arts, and 1.5% with a frequency of 4 for special education. The chi-square test results, 14.06 with 10 degrees of freedom, were significant. The null hypothesis was rejected.

The percentage of the total number of the responses of the secondary school teachers whose response to the behavioral problem situations was that of loss of class privileges, according to the subject area groupings, was 6.5% with a

frequency of 18 for foreign language, 3.8% with a frequency of 11 for social studies, 5.6% with a frequency of 17 for vocational education, 5.7% with a frequency of 18 for English, 5.5% with a frequency of 16 for science, 4.2% with a frequency of 11 for math, 5% with a frequency of 6 for reading, 6.5% with a frequency of 19 for physical education, 4.4% with a frequency of 6 for business, 7.6% with a frequency of 19 for fine arts, and 5.1% with a frequency of 14 for special education. The differences among the subject area groups were significant. The chi-square test results, 6.15 with 10 degrees of freedom, was significant. The null hypothesis was rejected.

For those secondary teachers which indicated physical intervention as an approach to the classroom behavioral control problem situations, the percentage of the total response with respect to subject area, was 1.4% with a frequency of 4 for foreign language, 2.1% with a frequency of 6 for social studies, 3% with a frequency of 9 for vocational education, 1.3% with a frequency of 4 for English, 3.1% with a frequency of 9 for science, 1.5% with a frequency of 4 for math, 0.8% with a frequency of 1 for reading, 4.1% with a frequency of 12 for physical education, 4.4% with a frequency of 6 for business, 2% with a frequency of 6 for special education. The chi-square test results, 12.36 with 10 degrees of freedom, were significant. The null hypothesis was rejected. Hence, hypothesis 3b was also rejected.

The data for the chi-square test results of nonverbal behavioral control techniques with respect to subject areas of secondary school teachers are presented in Table 13.

TABLE 13

CHI-SQUARE TEST RESULTS FOR CHOICES OF NONVERBAL BEHAVIORAL CONTROL TECHNIQUES WITH RESPECT TO SUBJECT AREA OF SECONDARY SCHOOL TEACHERS

TECHNIQUE	CHI-SQUARE	DF	CRITICAL VALUE
Removal from Classroom	28.54*	10	0.00
Lower Pupil's Grade	23.09*	10	0.01
Require Completion of Extra Task	7.34*	10	0.69
Silence	14.06*	10	0.17
Loss of Class Privileges	6.15*	10	0.80
Physical Intervention	12.36*	10	0.26

*Significant at the .05 level.

CHAPTER IV

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Summary

This study was designed to investigate the use and frequency of use of verbal and nonverbal approaches to classroom behavioral control problem situations, with respect to sex, subject area taught, and type of secondary school, which were used by secondary teachers in the secondary classroom settings of the public secondary schools of the United States Virgin Islands. The problem of the study was to investigate the varying dynamics of the verbal and nonverbal classroom behavioral control techniques used by these secondary teachers in the secondary classroom settings.

The review of selected and related literature was divided into five major sections: (1) Basic determinants of aggression, (2) Basic strategies of control, (3) Advance strategies of control, (4) Related research studies, and (5) Summary.

A total of seventy-seven secondary school teachers participated in this study. These teachers were randomly selected using a table of random numbers. They listed and established the priority of, in terms of use, four behavioral control techniques which they would use to terminate or cause the undesirable disruptive or inappropriate classroom behavior of typical secondary classroom behavioral problem situations to cease. The problem situations were related to the following problem areas: (1) pupil's lack of respect for selves and other pupils, (2) fighting, (3) excessive talking, (4) lack of respect for teachers, and (5) destruction of school materials or property.

The data collected for this study were analyzed using the chi-square test of independence for statistical purposes. The results were used to reject or retain the six hypotheses of this study which were stated in Chapter I.

Findings

The rejection or retention of the hypotheses of this study was based on the results of the statistical treatment of the data presented in Chapter III. The hypothesis was rejected when the value of the probability level was greater than or equal to .05. Those values of the probability level which were less than .05 were not considered as being significant. This justified the retention of the hypothesis.

The analysis and interpretation of the data indicated

that there were significant differences between junior high and senior high school teachers with respect to patterns of categorized verbal behavioral control technique usage. Junior high school teachers indicated verbal reprimand and teacher conferences as an approach to the classroom behavioral problem situations of this study significantly more than senior high school teachers. However, senior high school teachers used enforced apology as an approach to the behavioral problem situations significantly more than junior high school teachers.

There were significant differences between junior high and senior high school teachers with respect to patterns of categorized nonverbal behavioral control techniques usage. Junior high school teachers indicated lowering of pupil's grade, completion of extra task, corporal punishment, physical gesture, silence, and loss of class privileges as an approach to the behavioral problem situations significantly more than senior high school teachers. There were no significant difference found between junior high and senior high school teachers with respect to the use of removal from classroom, changing pupil's seating, circulation around the classroom, and physical intervention as approaches to these problem situations. Nevertheless, junior high school teachers did tend to use these approaches as a response more than senior high school teachers.

There were also significant differences between male and female secondary school teachers with respect to patterns of categorized verbal behavioral control technique usage.

Female secondary school teachers chose to use verbal reprimand and teacher conference as a response to the classroom behavioral control problem situations significantly more than male secondary school teachers. Male secondary teachers indicated enforced apology as an approach to the problem situations significantly more than the female secondary teachers.

The analysis and interpretations of the data also indicated that there were significant differences between male and female secondary school teachers with respect to patterns of categorized nonverbal behavioral control technique usage. Female secondary school teachers indicated removal from classroom, and completion of extra task as an approach to the behavioral problem situations significantly more than male secondary school teachers. Male secondary school teachers who chose to use lowering of pupil's grade and physical intervention as approaches to the problem situations did so significantly more than female secondary school teachers. There were no signficant differences between male and female secondary teachers who chose to use corporal punishment, physical gesture, changing pupil's seating, silence, circulation around classroom, and loss of class privileges as an approach to the problem situations. However, the female secondary teachers indicated these approaches as a response more than male secondary school teachers.

There were significant differences among the various groups of secondary school teachers with respect to subject

area and patterns of categorized verbal behavioral control technique usage. These differences existed for verbal reprimand, and teacher conference.

There were also significant differences among the subject area groups for patterns of categorized nonverbal behavioral control technique usage. These differences existed for removal from classroom, lowering of pupil's grade, completion of extra task, silence, loss of class privileges, and physical intervention.

Conclusions

The following conclusions were derived as a result of the findings of the study:

1. Junior high school teachers use a larger variety of classroom behavioral control techniques than senior high school teachers.
2. Female secondary school teachers use a larger variety of classroom behavioral control techniques than male secondary school teachers.
3. Secondary school teachers of different subject areas use a variety of classroom behavioral control techniques.

Recommendations

Based on the findings and conclusions of this study, the following recommendations have been made:

1. It is recommended that additional educational research be undertaken which is directed to the careful observation and analysis of typical classroom interaction of secondary teachers and pupils, with respect to classroom behavioral control problem situations, in the secondary school to determine the frequency of use and effectiveness of verbal behavioral control techniques used by junior high and senior high school teachers.
2. It is recommended that additional educational research be undertaken which is directed to the careful observation and analysis of typical classroom interaction of secondary teachers and pupils, with respect to classroom behavioral control problem situations, in secondary schools to determine the frequency of use and effectiveness of nonverbal behavioral control techniques used by junior and senior high school teachers.
3. It is recommended that additional educational research be undertaken which is directed to the careful analysis of typical classroom interaction of secondary teachers and pupils, with respect to classroom

behavioral control problem situations, in the secondary school to determine the frequency of use and effectiveness of verbal behavioral control techniques used by male and female secondary teachers.

4. It is recommended that additional educational research be undertaken which is directed to the careful analysis of typical classroom interaction of secondary teachers and pupils, with respect to classroom behavioral control problem situations, in the secondary school to determine the frequency of use and effectiveness of nonverbal behavioral control techniques used by male and female secondary school teachers.
5. It is recommended that additional educational research be undertaken which is directed to the careful observation and analysis of typical classroom interaction of secondary teachers and pupils, with respect to classroom behavioral control problem situations, in the secondary schools to determine the frequency of use and effectiveness of verbal behavioral control techniques used by different groups of secondary teachers with respect to subject area.
6. It is recommended that additional educational research be undertaken which is directed to the careful observation and analysis of typical classroom

interaction of secondary teachers and pupils, with respect to classroom behavioral control problem situations, in secondary schools to determine the frequency of use and effectiveness of nonverbal behavioral control techniques used by different groups of secondary teachers with respect to subject area.

This additional research would provide important information concerning the extent to which these secondary teachers use, and find effective, classroom behavioral control techniques which they indicated as using in dealing or coping with the undesirable disruptive of inappropriate classroom behavior of secondary school pupils in the secondary classroom settings of the public secondary schools of the United States Virgin Islands.

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APPENDIX

CLASSROOM BEHAVIORAL CONTROL

SURVEY FORM

Classroom Behavioral Control Techniques

School District_____ Type of School_____

Subject area presently teaching_____ Grade level_____

Are you a vocational education teacher?_____ Sex_____

Classroom Behavioral Control Techniques

Assume that each of the following classroom behavioral problem situations is a problem situation which you might encounter in your classroom while actively managing, supervising and/or providing classroom learning experiences for students. List four methods or techniques in the blanks provided which you would most frequently, and/or most likely, use to stop this misbehavior. Assuming that each of the preceding methods, techniques or strategies you used failed to resolve the behavioral problem, list the one you would use first in the first blank, the one you would use second in the second blank, etc.

A. Two students are fighting or hitting each other in the classroom. No weapons or foreign objects are being used.

Methods or Techniques Used

a. _____

b. _____

c. _____

d. _____

B. Several students are tossing papers at each other.

Methods or Techniques Used

a. _____

b. _____

c. _____

d. _____

C. A student openly uses obscene language while talking to another student.

Methods or Techniques Used

a. _____

b. _____

c. _____

d. _____

D. A student is found removing items from the bulletin board which were placed there by the teacher.

Methods or Techniques Used

a. _____

b. _____

c. _____

d. _____

E. The class is too noisy. Students are talking excessively.

Methods or Techniques Used

a. _____

b. _____

c. _____

d. _____

F. A student is talking out in class during an examination in violation of class rules and regulations.

Methods or Techniques Used

a. _____

b. _____

c. _____

d. _____

G. A student leaves the room without the teacher's knowledge or having obtained permission from the teacher to do so. He is seen by the teacher as he re-enters or returns to the classroom.

Methods or Techniques Used

a. _____

b. _____

c. _____

d. _____

H. Two students are found walking around the classroom without having obtained permission to do so from the teacher and after the teacher has recently stated that all students should remain in their seat.

Methods or Techniques Used

a. _____

b. _____

c. _____

d. _____

I. A student removes the textbooks and other personal items from the desk of another student and hides them. These items do not belong to the student who removed and hid them. They belong to the student from whose desk they were removed. The entire process was observed by the teacher.

Methods or Techniques Used

a. _____

b. _____

c. _____

d. _____

J. A student openly and rudely disputes or disagrees with the teacher in the presence of the entire class.

Methods or Techniques Used

a. _____

b. _____

c. _____

d. _____