DOCUMENT RESUME

ED 404 738 EA 028 236

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TITLE Attitudes and Beliefs regarding Classroom Management Style: Differences between Male and Female Teachers.
PUB DATE Jan 97
NOTE 16p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (20th, Austin, TX, January 1997).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Attitude Measures; *Classroom Techniques; Discipline; Elementary Secondary Education; Questionnaires; *Sex Differences; Student Behavior; *Teacher Attitudes; Validity

ABSTRACT

Teachers perceive classroom management to be one of the most enduring and widespread problems in education. This paper presents findings of a study that continued efforts to refine the Attitudes and Beliefs on Classroom Control (ABCC) Inventory. Formerly called the Inventory of Classroom Management Style, the ABCC is an instrument designed to measure teachers' perceptions of their classroom-management beliefs and practices. The study sought to investigate differences between the classroom-management style of male and female educators. A second objective was to substantiate the construct validity of the ABCC Inventory. The ABCC and selected subscales of the 16 Personality Factor Questionnaire (16 PF) were administered to 282 teachers in the southwestern United States. Twenty-two percent of the teachers taught at the elementary level and 61 percent taught at the secondary level. Females accounted for about two-thirds of the subject pool. Male teachers scored significantly higher in the interventionist style on two of the three ABCC subscales and significantly higher on "dominance" on the 16 PF. Several correlations with ABCC subscales and selected 16 PF subscales proved significant, were both positive and negative in direction, and were consistent with the construct. Three tables are included. (Contains 21 references.) (LMI)

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Running Head: Classroom Management

Attitudes and Beliefs Regarding Classroom Management Style: Differences Between Male and Female Teachers

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Paper presented at the 20th Annual Conference of the Southwest Educational Research Association, Austin, TX., January, 1997.

EA 028 236

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ABSTRACT

This study represents a continuation of research efforts to further refine the Attitudes & Beliefs on Classroom Control (ABCC) Inventory. Formerly titled the Inventory of Classroom Management Style, the ABCC is an instrument designed to measure teachers' perceptions of their classroom management beliefs and practices. The primary objective of this study was to investigate differences between the classroom management style of male and female educators. A second objective of the study was to further substantiate the construct validity of the ABCC Inventory.

Data were collected utilizing the ABCC, selected sub-scales of the 16 PF, and demographics. The subject pool was composed of 282 certified teachers; 21.6% certified at the elementary level, 61.3% certified at the secondary level. Females accounted for approximately two-thirds of the subject pool.

Males scored significantly more interventionist on two of the three ABCC sub-scales and significantly higher on dimension E (Dominance) of the 16 PF. Several correlations with ABCC sub-scales and selected sub-scales of the 16 PF proved significant, were both positive and negative in direction and in keeping with the construct.

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Attitudes and Beliefs Regarding Classroom Management Style: Differences Between Male and Female Teachers

In the minds of teachers, classroom management is considered one of the most enduring and widespread problems in education (Johns, MacNaughton, & Karabinus, 1989; Long & Frye, 1989; Willower, Eidell, & Hoy, 1967). Although often used interchangeably, the terms *classroom management* and *discipline* are not synonymous. *Discipline* typically refers to the structures and rules for student behavior and efforts to ensure that students comply with those rules. *Classroom management*, on the other hand, is a broader, umbrella term describing teacher efforts to oversee a multitude of activities in the classroom including learning, social interaction, and student behavior. Thus, classroom management includes, but is not limited to, discipline concerns.

Within this study, classroom management was defined as a multi-faceted construct that includes three broad dimensions -- instructional management, people management, and behavior management. Dimension one, instructional management, includes monitoring seatwork, structuring daily routines, and allocating materials. The people management dimension pertains to what teachers believe about students as persons and what teachers do to enable them to develop. The third dimension, behavior management, includes providing feedback, commenting on behavior, and giving directions.

Wolfgang and Glickman (1980, 1986) conceptualized a framework to explain teacher beliefs toward discipline. Based on a combination of psychological interpretations, their continuum illustrates three approaches to classroom interaction--non-interventionist, interventionist, and interactionalist. The non-interventionist presupposes the child has an inner drive that needs to find its expression in the real world. Proponents of transactional analysis or Gordon's (1974) teacher effectiveness training are considered non-interventionists. At the opposite end of the continuum are

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interventionists--those who emphasize what the outer environment of people and objects does to the human organism to cause it to develop in its particular way. Traditional behavior modification provides the theoretical foundation for the interventionist's school of thought. The non-interventionist is the least directive and controlling, while the interventionist is most controlling. Midway between these two extremes, interactionalists focus on what the individual does to modify the external environment, as well as what the environment does to shape the individual. Interactionalists strive to find solutions satisfactory to both teacher and students, employing some of the same techniques as non-interventionists and interventionists. Theories developed by Alfred Adler, Rudolph Dreikurs, and William Glasser provide the framework for interactionalist ideology.

The assumption is that teachers believe and act according to all three models of discipline, but one usually predominates in beliefs and actions (Wolfgang & Glickman, 1980; 1986). Therefore, the application of these various theories emphasizes teacher behaviors that reflect the corresponding degrees of power possessed by student and teacher.

The facets of classroom management may vary as a function of the teacher's gender. Although there are a number of studies that consider how teachers differ in their responses to male and female students, few consider the *teacher's* gender in these interactions (VanOostendorp, 1991). Still, related research indicates that a connection between the teacher's gender and classroom management is likely. Research consistently reveals that males are more likely to take control of conversation by choosing the topic, interrupting more, and speaking for longer duration (Grossman, 1990; Zaremba & Fluck, 1995). Women, on the other hand, are more likely to use helplessness as a way of influencing others (Johnson, 1976; Parsons, 1982). Girls are more polite and less competitive while boys tend to be more assertive, aggressive, and dominant than girls (Grossman, 1990).

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Previous research points to the importance of teacher personality characteristics in the teaching-learning process. Martin and Baldwin's (1993) study revealed significant relationships with classroom management style that were both positive and negative in direction and seemed to be in keeping with expected patterns. Teachers scoring more interventionist (controlling) on the Inventory of Classroom Management Style-Full Scale tended to be inhibited and less venturesome, more practical, and more astute and aware of social conventions as measured by the 16PF. Payne and Manning (1985) reported that student teachers who were judged by their supervising teachers and college supervisors to be more controlling and directive in classroom situations rated themselves as being bossy, assertive, leading, dominant, brave and aggressive on a personality measure. In addition, teachers who are likely to think of themselves as being competent and in control are more likely to be reflective, flexible, open, and empathetic (Richards, Gipe, Levitov, & Speaker, 1989). Research by Lyons (1984) demonstrated that teachers who are task- and management-oriented, organized, and time conscious are self-directed, intuitive, individualistic, and insensitive. Thus, personality characteristics and classroom management behaviors seem to be related in patterns that are understandable.

Research efforts to explore the effects of classroom management on instructional effectiveness and the educational environment are limited by the quality of instruments presently available to measure the construct. Although there are two scales that measure teachers' approaches to discipline (Pupil Control Ideology, Willower, Eidell, & Hoy, 1967; Beliefs on Discipline Inventory, Wolfgang & Glickman, 1980, 1986), there is no instrument that addresses the broader concept of classroom management.

This study is a continuation of previous research regarding the nature of classroom management styles (i.e.: Baldwin & Martin, 1994; Martin, Baldwin, & Yin 1995, Martin & Baldwin, 1994, 1993). The primary objective of this study was to

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investigate differences between the classroom management style of male and female educators. A second objective was to further substantiate the construct validity of the Attitudes and Beliefs on Classroom Control (ABCC) Inventory, formerly titled the Inventory of Classroom Management Style (ICMS).

Summary of Methods & Procedures

Data were collected via the Attitudes and Beliefs on Classroom Control (ABCC) Inventory (formerly titled the Inventory of Classroom Management Style), selected sub-scales of the 16 Personality Factor Questionnaire (16PF), and demographics. The Attitudes and Beliefs on Classroom Control (ABCC) Inventory is designed to measure teachers' perceptions of their classroom management beliefs and practices, consists of 29 Likert format statements and includes three sub-scales: Instructional Management (14 items, reliability = .8220); People Management (9 items, reliability = .7345); Behavior Management (6 items, reliability = .6523). A four category response scale for each item was used. Beliefs were classified on the continuum originally suggested by Wolfgang and Glickman (1980, 1986) that reflects the degree of teacher power over students. High scores indicate a more controlling, interventionist approach while lower scores are indicative of a less controlling ideology.

The 16PF, Form A, consists of 170 forced-choice items designed to measure 16 dimensions of personality. However, not all dimensions were of interest in this study. Data were collected via 67 items regarding the following six factors: Dominance (E), Rule Consciousness (G), Abstractedness (M), Openness to change (Q1), Perfectionism (Q_3), and Impression Management (IM). Each item scores 0, 1, or 2 and contributes to only one factor score (16PF Questionnaire, Administrator's Manual, 1994).

Subjects

Data were collected from 282 certified teachers employed by three public school districts in the southwest. Two were large, urban districts and one was small

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and rural. Approximately two-thirds of the subjects (67%; N = 189) were female. Unlike subject pools previously tapped in this line of research, this one was drawn directly from the public schools and not from university graduate level courses. Participants ranged in age from 21 to 63 with the average age of 40.2 years. Years' experience ranged from zero to 38 with a mean of 13.06 years. The majority of subjects (61%) reported being certified at the secondary level; 22%, at the elementary level and 10% were certified all-level. The subject pool was composed of 7.8% African-American, 0.4% Asian, 59.9% Caucasian. 26.2% Hispanic; 3.5% were of other ethnic origin.

Results

A series of one-way ANOVAs determined differences between male and female teachers regarding attitudes and beliefs on classroom control. (See table 1.) Male teachers scored more interventionist than their female counterparts on all three sub-scales of the ABCC Inventory. However, the gender differences were statistically significant in two of the three: Instructional Management ($F_{1, 261} = 5.57$; $p = .0189$) and Behavior Management ($F_{1, 269} = 12.50$; $p = .0005$). The remaining sub-scale (People Management) approached but did not reach significance ($F_{1, 265} = 3.84$, ns).

Table 1

1-WAY ANOVAs: Males-Females Regarding Attitudes & Beliefs on Classroom Control

	Male	Female	F	p
Instructional Management	M = 42.96 SD = 5.866	M = 40.88 SD = 7.02	5.5782	.0189 *
People Management	M = 24.65 SD = 3.65	M = 23.70 SD = 3.76	3.8363	.0512
Behavior Management	M = 19.73 SD = 2.59	M = 18.46 SD = 2.88	12.5094	.0005 *

* = Significant at the .05 level

Because previous research suggests a relationship between personality characteristics and gender (Amin, 1994; Grossman, 1990; Johnson, 1976; Parsons, 1982; VanOostendorp, 1991; Zaremba & Fluck, 1995), significant differences between

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males and female teachers regarding selected personality variables were expected. However, only one sub-scale yielded significance. (See table 2.) Males scored significantly higher on the Dominance (E) sub-scale than females ($F_{1,244} = 6.78$, $p = .0098$). Significant differences were not revealed when considering any of the remaining five sub-scales -- Rule Consciousness (G): $F_{1,248} = .32$, $p = .57$; Openness to Change (Q_1): $F_{1,243} = .1.26$, $p = .26$; Perfectionism (Q_3): $F_{1,255} = .97$; $p = .32$; Abstractedness (M): $F_{1,254} = .73$, $p = .39$; and Impression Management (IM): $F_{1,255} = .83$; $p = .36$.

Table 2

1-WAY ANOVAs: Males-Females Regarding Selected Sub-scales of the 16PF

	Male	Female	F	p
Rule Consciousness (G)	M = 16.70 SD = 3.93	M = 16.41 SD = 3.73	.3174	.5737
Perfectionism (Q3)	M = 12.28 SD = 5.04	M = 11.61 SD = 5.09	.9764	.3240
Dominance (E)	M = 13.91 SD = 3.84	M = 12.52 SD = 4.03	6.780	.0098 *
Abstractedness (M)	M = 7.31 SD = 4.53	M = 7.83 SD = 4.64	.7309	.3934
Openness to Change (Q1)	M = 16.888 SD = 5.47	M = 17.69 SD = 5.16	1.2683	.2612
Impression Managem't. (IM)	M = 11.91 SD = 5.07	M = 12.50 SD = 4.65	.8373	.3610

* = Significant at the .05 level

To address the second objective of the study, a series of correlations was performed between each of the selected 16 PF sub-scales and the three ABCC sub-scales. All six factors correlated significantly with one or more of the three sub-scale scores. (See Table 3.)

The Instructional Management sub-scale yielded significant positive correlations with sub-scales G (Rule Consciousness), Q3 (Perfectionism), and E (Dominance); and significant negative correlations with sub-scales M (Abstractedness) and Q1 (Openness to change). The People Management sub-scale of the ABCC also revealed significant correlations in both the positive and negative direction. G (Rule

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Consciousness) correlated in a positive direction with People Management while sub-scales M (Abstractedness), Q1 (Openness to change), and IM (Impression Management) revealed significant negative relationships. Behavior Management was found to have a significant, positive relationship with sub-scale Q3 (Perfectionism) as well as a significant, negative relationship with sub-scales M (Abstractedness) and Q1 (Openness to Change).

Table 3

Correlation Coefficients: ABCC Sub-scales With 16 PF Selected Sub-Scales

	Instructional Management	People Management	Behavior Management
Rule Consciousness (G)	r = .26 p = .000 *	r = .16 p = .006 *	r = .09 p = .074
Perfectionism (Q3)	r = .36 p = .000 *	r = .03 p = .29	r = .12 p = .02 *
Dominance (E)	r = .21 p = 000 *	r = -.01 p = .43	r = .04 p = .24
Abstractedness (M)	r = -.22 p = .000 *	r = -.14 p = .011 *	r = -.13 p = .016 *
Openness to Change (Q1)	r = -.31 p = .000 *	r = -.23 p = .000 *	r = -.27 p = .000 *
Impression Managem't. (IM)	r = .05 p = .241	r = -.11 p = .048 *	r = -.07 p = .153

* = Significant at the .05 level

Summary & Discussion

Within this study, classroom management was defined as a multi-faceted construct that includes three broad dimensions -- instructional management, people management, and behavior management. Research efforts to explore the effects of classroom management on instructional effectiveness and the educational environment are limited by the quality of instruments presently available to measure the construct. Although there are scales that measure teachers' approaches to discipline, there is no instrument that addresses the broader concept of classroom management. Therefore, little has been done regarding the broader concept of classroom management.

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This study is a continuation of previous research regarding the nature of classroom management styles (i.e.: Baldwin & Martin, 1994; Martin & Baldwin, 1995, 1994, 1993). The primary objective of this study was to investigate differences between the classroom management style of male and female educators. A second objective was to further substantiate the construct validity of the Attitudes and Beliefs on Classroom Control (ABCC) Inventory, formerly titled the Inventory of Classroom Management Style (ICMS). To that end, several analyses were performed.

A series of 1-way ANOVAs revealed males scored significantly higher (more controlling and interventionist) on both the Instructional Management and Behavior Management sub-scales of the ABCC. The third sub-scale approached but did not reach significance (p = .0512). These results seem to corroborate the literature regarding gender differences (Amin, 1994; Grossman, 1990; Johnson, 1976; Parsons, 1982; VanOostendorp, 1991; Zaremba & Fluck, 1995).

Similarly, males scored significantly higher than women on the Dominance (E) sub-scale of the 16 PF. In interpreting these results it is important to keep in mind the difference between dominance and assertiveness. The assertive individual is one who protects his or her own rights and boundaries while also respecting others. The dominant person, however, ". . . serves to subjugate other's wishes to [his or her] own" (16PF Questionnaire, Administrator's Manual, 1994, p. 45). It is interesting to note that none of the other 16 PF sub-scales revealed significant differences between males and females. It could be that, because all subjects in this study have chosen a helping profession, these two groups are fairly similar in regard to these personality variables.

A second objective of the study was to further substantiate the construct validity of the Attitudes and Beliefs on Classroom Control (ABCC) Inventory, formerly titled the Inventory of Classroom Management Style (ICMS). An important step in this process is to determine the relationship between the construct in question and other variables. All six of the chosen factors proved to be significantly correlated with one or more of

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the three sub-scale scores. Albeit small, significant correlations were both positive and negative in direction and in keeping with the construct.

All three ABCC sub-scales (Instructional Management, People Management, and Behavior Management) yielded significant, negative correlations with 16 PF sub-scales Openness to change (Q1) and Abstractedness (M). This indicates that interventionists prefer conventional ways of perceiving things (Q1) and could be described as pragmatic and matter-of-fact teachers who may not be able to find solutions to new problems as they present themselves (M).

Teachers scoring more interventionist on ABCC's Instructional Management and Person Management sub-scales also tend to be more supportive of traditional cultural customs and beliefs (G, Rule Consciousness). They are likely to consider themselves as rigorous followers of rules and policies and be seen by others as rigid or self-righteous.

Those scoring in a more interventionist direction on the Instructional Management and Behavior Management sub-scales also scored high on Perfectionism (Q3). Interventionists are likely to be comfortable in well organized, predictable environments. They generally have "a place for everything with everything in its place" and do not deal well with ambiguity.

A significant, positive correlation was determined between Instructional Management and sub-scale Dominance (E). Interventionists tend to be dominant and outspoken about their wishes even when not requested to voice their opinions. As a result, they may be considered pushy by others.

A significant, negative correlation was determined between the People Management sub-scale and the Impression Management (IM) sub-scale of the 16 PF. The IM sub-scale is relatively new to the 16 PF and is basically a social-desirability scale. Therefore, those scoring more interventionist on People Management could be described as willing to admit undesirable traits and conduct.

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Construct validity is a complex and on-going process. This study represents a step in the process of establishing the construct of classroom management.

Many questions remain unasked and unanswered. Do ethnic and cultural differences exit? What is the "best" style for managing the classroom? Do teacher perceptions of their classroom management style match their behavior in the classroom?

There can be little doubt that teachers encounter a variety of experiences in the classroom. Their beliefs regarding these experiences and the manner in which they approach them work together to create a unique and individual style of classroom management.

A clearer understanding of the facets of classroom management will hopefully facilitate the process of university level instruction of pre-service and experienced teachers. Because of the lack of an empirically derived body of information, a systematic means of measuring these factors seems to be a fruitful one for future study. The Attitudes and Beliefs on Classroom Control Inventory appears to be a timely and useful tool for additional research in this area.

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