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Kuenster, Jenna K. *Identifying Students' Perceptions of MASTER Teacher Model Classroom Management Strategies at River Valley Middle School*

Abstract

The purpose of the following research was to identify students' perceptions of the effectiveness of the MASTER Teacher Model behavior management strategies in addressing and reducing the frequency of three common behavior problems at the middle school level. The growing number of discipline referrals related to students talking out of turn during class, being disrespectful toward others, and cheating on academic work prompted this research study. Student perceptions must be considered and understood when discussing behavior management approaches and programs implemented with adolescents in the school setting.

The results of the study show that eighth grade students at River Valley Middle School, on average, perceive most of the MASTER Teacher Model strategies to be effective tools for addressing and reducing problem behaviors at this level. While some strategies are viewed to be less effective, specific management strategies, including teacher proximity and the teacher meeting with the student and his/her parents or guardians to discuss problem behaviors, are perceived by students to be quite effective. The results indicate that middle school teachers should incorporate these strategies as primary classroom management tools and the remaining strategies as secondary approaches in their daily teaching practices.

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Chapter I: Introduction

Teachers in today's classrooms face many demands and challenges. They are expected to differentiate instruction, incorporate a variety of teaching strategies, and have a sound understanding of content and pedagogy. Teachers are not only responsible for educating students through the creation and presentation of engaging lessons that meet the diverse needs of all learners but are also responsible for establishing and managing a positive classroom environment that is conducive to learning. Of all the demands and responsibilities teachers face, the latter of these two expectations is of great concern and interest to educators as student behavior and discipline problems have been and continue to be the leading cause of frustration among teachers (Infantino & Little, 2005; Mark, 2010; Sprick, 2006). According to Sprick (2006), discipline problems and the lack of support from administrators in the area of classroom management and discipline are two of the most common reasons why approximately half of new teachers leave the profession within just a few years.

Wong and Wong (2005) define classroom management as "all of the things that a teacher does to organize students, space, time, and materials so that student learning can take place" (p. 84). They believe that effective teachers are classroom managers who organize productive working environments that foster student involvement, cooperation, and achievement. According to Wong and Wong (2005), classroom management is the single most influential factor of student learning. In a classroom that is not properly managed, violence, disrespect, and disruptive behaviors can negatively impact student learning and achievement. Talking out of turn, using inappropriate language, and cheating on academic work are just a few of the troublesome behaviors teachers face. These types of discipline problems are becoming increasingly prevalent in American public school classrooms and are causing confusion and

concern among teachers who are struggling to create and manage a positive learning environment (Evans, Lester, & Anfara, 2010).

There are a number of classroom management programs used by educators to approach the discipline problems that exist in the educational setting. Specific techniques and strategies are laid out for teachers based upon the philosophies of each program. Evans et al. (2010) list some examples of school-wide discipline programs currently used by educators. Some of these programs include the MASTER Teacher Model, Positive Behavior Support (PBS), Freiberg's Consistency Management and Cooperative Discipline (CMCD), The Child Development Project (CDP), The Responsive Classroom (RC), Peaceable Schools Movement, Positive Discipline in the Classroom, and The Resolving Conflict Creatively Program (RCCP). While some of these programs have a behaviorally oriented approach, others focus more on a democratic approach. Different models of classroom management are based upon different psychological theories and vary from minimal to maximal control by the teacher (Rekabdarkolaei, 2011). Though many schools have adopted specific management programs, this is not the case for all schools.

Teachers have a wide range of perceptions and beliefs when it comes to student behavior and the selection of management techniques. Whether teachers use strategies defined by a school-wide approach or techniques based upon personal management philosophies, they more than likely vary their strategies as they deal with different students and situations (Rekabdarkolaei, 2011). Teachers approach the same types of problems and situations in many different ways. Unfortunately, many teachers feel unprepared when it comes to this selection task. Marks (2010) explains that most teachers feel they do not receive adequate preparation for classroom management in their teacher education program. Most pre-service teachers are required to take only one management course, and those courses tend to focus on lists of "do's"

and "don'ts" instead of on the reality of discipline problems that exist in classrooms today. Sufficient professional development opportunities and teacher preparation courses would better prepare educators for maintaining a positive learning environment where discipline problems are minimal.

Effective classroom management is essential at all grade levels and in all classrooms. Research has found, however, that classroom management at the middle school level is especially critical because adolescents are more likely to experience a decline in self-esteem and motivation (Beaty-O'Ferrall, Green, & Hanna, 2010; Evans et al., 2010). In a study conducted by Baker in 2005 that examined teachers' beliefs on readiness to address difficult behavior problems, middle and high school teachers reported being less able to manage challenging behavior problems in comparison to primary school teachers (Evans et al., 2010). Discipline problems among students at this age level differ from others in that problems often result from the lack of attention given to their diverse developmental needs. Researchers suggest additional reasons as to why negative behaviors increase among middle school students. One theory is that disruptive behaviors increase among adolescents because, in general, adolescence is a stressful period in students' lives. The middle school years are a time of transition for students that result in academic, social, and environmental stressors (Evans et al., 2010; Infantino & Little, 2005). Others link behavior problems to family characteristics and issues, teacher beliefs, school discipline policies and models, effects of failing in certain academic areas, and teacher-student relationships (Beaty-O'Ferrall et al., 2010; Evans et al., 2010).

Despite the reasoning behind negative behaviors becoming more and more prevalent in middle school classrooms, there is a great need for teachers to implement effective classroom management that is reflective of adolescents' unique needs and characteristics (Evans et al., 2010). The consequences of not providing students with appropriate management have a serious

impact on learning. Understanding middle school students and learning what essential components and elements of classroom management work well for students at this level are critical for establishing and maintaining an environment where all students can learn (Beaty-O'Ferrall et al., 2010; Evans et al., 2010).

Statement of the Problem

Teaching is a complex task that requires educators to take on many different roles and responsibilities, including the responsibility of establishing and maintaining a positive learning environment that maximizes student learning and minimizes student misbehavior. Classroom behavior and effective management strategies remain topics of concern and interest among teachers due to an increasing amount of discipline problems in the classroom environment. Much of the research on student behavior and effective management strategies addresses teachers' and secondary students' beliefs and perceptions, which is clearly important for understanding these important issues; however, little is known about middle school students' perceptions. Consequently, this study focused on the beliefs and opinions of middle school students who experience diverse management techniques included in the MASTER Teacher Model.

Purpose of the Study

The purpose of this study was to identify middle school students' perceptions regarding the effectiveness of specific MASTER Teacher Model classroom management strategies. More specifically, the study addressed the following questions:

1. How do middle school students perceive the effectiveness of MASTER Teacher Model classroom management strategies that address their need for attention in order to reduce the frequency of talking out of turn?

2. How do middle school students perceive the effectiveness of MASTER Teacher Model classroom management strategies that address their need for attention, power, and self-confidence in order to reduce the frequency of disrespect?

3. How do middle school students perceive the effectiveness of MASTER Teacher Model classroom management strategies that address their need for self-confidence in order to reduce academic cheating?

Assumptions of the Study

It is assumed by the researcher that all participants in the study have, at some point in middle school, experienced the MASTER Teacher Model classroom management techniques addressed within the survey. It is also assumed that the student participants made responsible judgments of each MASTER Teacher Model strategy.

Definition of Terms

The following definitions are presented to provide a comprehensive framework of the key terms used in this study.

Behavior/discipline problem. A behavior that takes time away from and interferes with the learning process, including talking out of turn, being disrespectful, and cheating.

Management strategies/interventions/approaches. An activity implemented by a teacher that addresses a student's specific need with the intention of reducing and changing a behavior.

The MASTER Teacher Model. A classroom management model that focuses on the idea that teachers must properly identify the specific behavior of a student (e.g., the talker, the disrespectful, the cheater) before they can begin to help that student change his/her actions. The strategies in this management model focus on students' specific attitudes and actions, as well as the primary causes of behaviors and primary/secondary needs being revealed. This model can be

used as a classroom management resource that provides teachers with detailed information about behaviors, effects of behaviors, actions to take, and mistakes not to make.

Perceptions of strategies. A scale rating (zero being never works, one being rarely works, two being sometimes works, three being usually works, and four being always works) on the Effectiveness of Strategies Survey that measured students' views on the frequency in which specific management strategies reduce certain behavior problems.

Strategy ranking. A scale rating in which students ordered specific management strategies from most effective (one) to least effective (four) in terms of reducing the frequency of certain problem behaviors.

Talking out of turn. A behavior that takes time away from learning, which includes the actions of speaking without teacher permission, answering questions when others are called upon in class, interrupting others as they are talking, and making comments with the intention of getting the class off task.

Being disrespectful. A behavior that takes time away from learning, which includes the actions of using inappropriate language, sighing, sneering, rolling one's eyes, giving pointed looks and looks of disdain, mumbling under one's breath, acting as if others do not exist, and acting without common courtesy.

Academic cheating. A behavior that takes time away from learning, which includes the actions of copying others' work, turning in others' work and claiming it as one's own, and partnering with others on quiz/test days to share answers.

Limitations of the Study

The researcher has identified two limitations of this study. The first limitation is that the knowledge included in this study is only applicable to the classroom management component of teaching at the middle school level. The second limitation is that the survey results may not

accurately represent all middle school students, grades six through eight, because only a small sample of students in the eighth grade were surveyed.

Methodology

This study was quantitative in nature, and the data required to address the research questions was gathered through a survey methodology. More specifically, the design of the research solicited perceptions that male and female students brought to the study of classroom management at the middle school level.

A survey (Appendix B) was used to gather data regarding students' perceptions of specific MASTER Teacher Model behavior management strategies, currently used by teachers, that are intended to reduce behavior problems that are prevalent among middle school students. The survey included four sections. The first section was designed to capture demographic information including gender. The next three sections referred directly to the MASTER Teacher Model classroom management strategies. The second section of the survey listed a series of management strategies that address the behavior problem of talking out of turn (e.g., teacher proximity, calling on a student when he/she is raising his/her hand, giving a student extra attention when he/she is quiet, giving a student small tasks to complete). Students rated the effectiveness of each strategy for reducing talking out of turn using a five point rating scale with zero being that it never works, one being that it rarely works, two being that it sometimes works, three being that it usually works, and four being that it always works. In addition to rating each strategy on a five point scale, students ranked the strategies from most effective (one) to least effective (four) using a drop down menu. The third section of the survey used this same rating and ranking scales but listed MASTER Teacher Model strategies that address disrespectful behaviors. The fourth section of the survey used the same rating and ranking scales but listed MASTER Teacher Model strategies that address academic cheating.

Chapter II: Literature Review

Introduction

The purpose of this study was to identify students' perceptions regarding classroom behavior and management strategies included in the MASTER Teacher Model. More specifically, it examined middle school students' perceptions on the effectiveness of strategies that address students' specific needs with the intention of reducing and changing behavior problems. The following behaviors and causes of behaviors were examined: talking out of turn and the need for attention, disrespect and the need for revenge, and academic cheating and the need for self-confidence. The following review of literature provides a general overview of managing student behavior and addresses a theory-based approach to classroom management. It will also address the behaviors of talking out of turn, being disrespectful, and academic cheating, as well as management strategies that are currently viewed as effective approaches used by educators to address these behaviors in the school setting.

Managing Student Behavior

It is a teacher's job to establish and maintain a learning environment that is conducive to learning (Wong & Wong, 2005). According to Wong and Wong (2005), students in a well-managed classroom pay attention, work, demonstrate self-discipline, respect their peers, work cooperatively with others, and remain on task. Unfortunately, this environment can be difficult to both create and maintain for teachers at all grade levels. In fact, classroom management and discipline are recognized as two of the biggest, most concerning obstacles faced by individuals working in an educational setting (Kratochwill, n.d.; Tassell, 2004). Disruptive behaviors and other discipline issues result from students' lack of ability to manage their own behavior (Tassell, 2004). Teachers experience frequent behavior problems, such as excessive talking, getting out of seat without permission, disrespect to the teacher, cheating, and absenteeism. In a

classroom where these behaviors occur with lack of effective management, not much will be accomplished academically (Wong & Wong, 2005). Student learning is greatly impacted by classroom management, and teachers are not the only ones sharing their concerns about discipline and management in the school setting. Kratochwill (n.d.) notes that public school students have reported their concern regarding the lack of effective management approaches implemented by teachers.

Currently, there are many available classroom management systems implemented by educators. Despite what specific approach they are using, five key elements should be considered. According to Kratochwill (n.d.), these elements include establishing positive relationships with students, optimizing learning through organization and instruction, encouraging engagement through group methods, promoting self-discipline and social skills, and addressing behaviors through appropriate interventions. Foseid, Foseid, Gaddy, Marzano, and Marano (2008) support these elements and go on to explain the importance of considering students' life circumstances and needs when dealing with behavior. Understanding behavior and knowing when, where, and how to use effective management approaches when dealing with discipline will ultimately lead to the promotion of self-regulation by students, reducing misbehavior, increasing productivity of students, and enhancing students' academic skills (Kratochwill, n. d.).

The MASTER Teacher Model

In every discipline situation, there are three variables—the problem student, the rest of the students in the class, and the teacher (The MASTER Teacher, 2002). The only variable that can be controlled by a teacher is his/her actions in response to a behavior problem. As a result, it is essential that teachers control themselves and approach each situation professionally. The MASTER Teacher (2002) theory suggests that, "Before you can begin trying to change a child's

behavior, you have to properly identify that behavior. The identification must be specific—for example, *The Talker*, *The Cheater*, or *The Bully*" (Behaviors at School section, para. 1). All behaviors have key contributing factors and those factors should be considered when choosing short and long-term interventions that target the root cause of the problem opposed to the behavior itself.

The MASTER Teacher Model provides a clear framework for handling student discipline problems. According to this method, three actions are essential—teachers must teach self-discipline, students must be aware of the standards in classrooms, and the change of behavior must fit the environment and situation (The MASTER Teacher, 2002). Teachers must not assume that criticizing, reprimanding, and punishing students will correct the student's behavior, nor should they assume that the appropriate behavior will be learned by simply pointing out the problem. Teachers must make the effort to implement strategies that reach out to the initial cause of the behavior and students' specific needs. They must also teach appropriate behaviors to students so they will learn to be self-disciplined. Standards and expectations vary from teacher to teacher and, therefore, must be directly taught to students so they have a clear understanding of what is and is not acceptable behavior. Finally, students must be taught that expectations of behavior may vary depending on the occasion and environment.

The MASTER Teacher management model applies to this study because the focus is on managing behavior problems with specific techniques that consider and address the primary causes of different behaviors and the needs of students. The study of student perceptions of management strategies provides educators another perspective on the effectiveness of strategies that address their needs.

Talking out of Turn. A review of literature suggests that talking out of turn has been and continues to be one of the most disruptive classroom behaviors in k-12 classrooms. Infantino and Little (2005) conducted a study to learn more about students' perceptions on classroom behavior problems and the effectiveness of different management approaches. In their study, 350 Australian secondary students completed a survey about behaviors and strategies, and results showed that talking out of turn was perceived to be the most troublesome behavior among students in the classroom setting. Arbuckle and Little (2004) and Infantino and Little (2005) note that even though talking out of turn is not a major infringement or violent behavior, teachers perceive it to be the most problematic, concerning, and stressful behavior because it is a high-frequency, repeated disruption that interferes with students' learning on a daily basis.

According to the MASTER Teacher Model, a student who engages in this behavior is known as "The Blurter" (The MASTER Teacher, 2002). Specific actions for this behavior include speaking without permission in a compulsive manner, interrupting others as they are talking, answering questions for others, and making irrelevant comments to get off topic. Understanding why students choose to act this way is a key factor in successfully managing the problem. Albert (1989) states that students talk out of turn because they are seeking to fulfill a need for attention and power. Their goal may to gain an audience, distract the teacher, and/or be the boss of themselves, the teacher, or the entire class. The MASTER Teacher (2002) agrees with Albert's suggestions of the cause and also mentions that students may even be using this disruptive behavior specifically to attract the attention from and establish a relationship with the opposite sex. Another cause of talking out of turn may be a feeling of anxiousness experienced by students. Whatever the cause may be, it has been noted that classmates can have a strong influence on this behavior; they may help to reduce the problem or may further encourage the negative behavior.

Teachers currently use various management approaches to address and change the behavior of talking out of turn. The MASTER Teacher (2002) suggests using specific strategies that address the root cause of the problem—the need for attention. Some of those strategies include standing close to the student throughout class (teacher proximity), calling on the student when he/she is quiet, giving extra attention to the student when he/she is not talking out of turn, and giving the student a small task to complete. In *A Handbook for Classroom Management that Works* by Foseid et al. (2008), other recommendations are made for both addressing the inappropriate behavior and reinforcing appropriate behavior. These include creating silence by pausing until the behavior has stopped, using eye contact and non-verbal gestures, and using positive verbal affirmations. Infantino and Little's (2005) study on students' perceptions found the strategy of asking parents to come to the school to discuss the problem to be the most effective deterrent for decreasing talking out of turn and free time and positive letters as the most effective incentives for changing the behavior. While a review of literature suggests a wide variety of strategies to address talking out of turn, little is known about how middle school students' perceive the effectiveness of approaches that specifically address their need for attention.

Disrespect. Disrespectful behavior by students can seriously interfere with academic instruction. Those in the teaching profession, along with parents, researchers, and students themselves, "all note with alarm a growing problem of disrespect and a decline in respect for self and others" (Shwalb & Shwalb, 2006, p.1). Disrespectful behaviors continue to be widespread in many schools and, unfortunately, it has been recognized as a leading cause of teacher burnout due to extreme frustration and emotional exhaustion (Beaudoin, 2011; Landers, Servilio, Alter, & Haydon, 2011).

The MASTER Teacher (2002) identifies individuals who engage in disrespectful behavior as "The Disrespectful." Common acts of disrespect include, but are not limited to, mumbling under one's breath, rolling one's eyes, talking back, using inappropriate language, teasing, glaring, sneering, sighing, and humiliating others in public. These actions negatively impact learning and academic settings as they influence contexts, including safety, openness, and reflection, that are crucial for the brain to function effectively (Beaudoin, 2011). According to The MASTER Teacher theory, the primary cause of students engaging in this behavior is revenge (The MASTER Teacher, 2002). If a student has been mistreated in one way or another by another peer or an adult, he/she then mistreats others. Taking time to consider the actions and behaviors of the individuals whom students spend time with can help teachers better understand their actions (Nelsen, Escobar, Ortolano, Duffy, & Owen-Sohocki, 2001).

If the cause of this problem lies in seeking revenge of being mistreated by others, then teachers must implement strategies that address this factor. First, it is essential that teachers show students respect and model what respectful behavior looks like (Linsin, 2009; Nelsen et al., 2001). If students consistently disrespect others, it is likely that they are not treated with respect at home and/or at school and, therefore, do not have a clear understanding of what it is and what it looks like. Responding to students in a caring, calm, and non-confrontational manner will help resolve the problem rather than fuel it (The MASTER Teacher, 2002). Implementing effective strategies, such as approaching students privately for one-on-one meetings, discussing the problem with parents, giving students lessons on respectful behavior, and recognizing students' actions of respect can help change disrespectful actions to respectful actions (Linsin, 2009; Nelsen et al., 2001; The MASTER Teacher, 2002). These approaches for reducing disrespect have been recognized by educators, parents, and researchers; however, little is known about how students feel about these strategies and their effectiveness at the middle school level.

Cheating on Academic Work. Academic dishonesty, also known as cheating, continues to be a significant problem among students of all ages. Desruisseaux (1999) states, "A disturbing and fast-growing problem now plagues education around the world: academic fraud" (p. 1). Previous research shows that as students get older and advance from grade to grade, cheating becomes even more common among students (Finn, 2004). Finn (2004) notes that cheating is a serious problem among middle school students, reporting that over 60% of students recognize it as a problem (as cited in Evans & Craig, 1990). This widespread problem of academic fraud has brought about great concern among educators, and understanding how to prevent and address this problem is of great interest to them.

The student who engages in cheating is referred to as "The Cheater" (The MASTER Teacher, 2002). According to The MASTER Teacher Model, individuals who engage in this behavior may focus and spend more time on figuring out how to cheat rather than just completing work independently. They tend to copy others' work, turn in others' work, and/or partner with others while completing quizzes and tests. Research has found several motives behind why students engage in this type of behavior. First, students tend to feel pressured to succeed in a setting they describe as competitive (Desruisseaux, 1999; Finn, 2004). Students want to be successful in school and earn good grades; however, they often lack self-confidence and self-efficacy (Finn, 2004; The MASTER Teacher, 2002). Those who cheat tend to be afraid of failure, and they believe they cannot be successful without cheating. Finn (2004) recognizes additional factors of cheating, including negative attitudes and perceptions toward school and teachers, inadequate time spent on homework, and heavy workloads. Though there are many motivators behind academic cheating, the primary cause has been recognized as self-confidence— the need to be successful and avoid the pain of failure (The MASTER Teacher, 2002).

As with any discipline issue, teachers must take immediate action to address the problem. According to The MASTER Teacher (2002), teachers must implement management approaches that address students' need of wanting to succeed instead of simply addressing the behavior itself. Strategies such as having a private conversation with the student about academic pressures and the importance of honesty, talking privately with parents, and encouraging student engagement and effort can help solve the problem and change the behavior (Finn, 2004; The MASTER Teacher, 2002). Unfortunately, there is presently a lack of knowledge in terms of understanding students' perceptions on strategies that address the primary cause of this problem—low self-confidence.

Chapter III: Methodology

The purpose of this study was to identify students' perceptions regarding the effectiveness of specific behavior management strategies from the MASTER Teacher Model that are intended to reduce the frequency of problem behaviors as a result of addressing their specific needs. More specifically, it looked at four different management strategies and their effectiveness for reducing talking out of turn, disrespect, and academic cheating. Currently, little is known about the beliefs and opinions of middle school students regarding how they view different specific management approaches. Consequently, there is a need to gather information about their perceptions to help educators better understand what management strategies from the MASTER Teacher Model are most effective for students in this particular age group.

Subject Selection and Description

The subjects that were surveyed in this study were eighth grade students at River Valley Middle School during the spring of the 2011-2012 school year. All participants were 13 or 14 years old.

Instrumentation

A survey (Appendix B) was created and used to gather data regarding the students' perceptions of the effectiveness of certain MASTER Teacher Model behavior management strategies used by teachers to reduce behavior problems that are prevalent among students at the middle school level. The survey included four sections. The first section was designed to capture demographic information including gender. The second section listed a series of management strategies that address the behavior problem of talking out of turn (e.g., teacher proximity, calling on a student when he/she is raising his/her hand, giving a student extra attention when he/she is quiet, giving a student small tasks to complete). Students rated the effectiveness of each strategy for reducing talking out of turn using a five point rating scale with zero being that it never works,

one being that it rarely works, two being that it sometimes works, three being that it usually works, and four being that it always works. In addition to rating each strategy on a five point scale, students ranked the strategies from most effective (one) to least effective (four). The third and fourth sections of the survey used the same rating scale and number rankings for management strategies that address different behaviors. The third section listed a series of strategies that address the behavior of disrespect, and the fourth section of the survey listed a series of management strategies that address the behavior problem of academic cheating.

Data Collection Procedures

The online survey was conducted in the middle school computer lab at the start of their mathematics class. Prior to students accessing the survey via a link in their school email, a brief overview was given about the survey and instructions were given on how to record responses for each component of the survey using SurveyMonkey, an online survey tool. The participants were asked to complete each part of the online survey and could take as much time as needed to complete the survey. When the students finished, they clicked "done" at the bottom of the survey page to submit their results. Students' responses were collected and combined using the SurveyMonkey survey software.

Data analysis. The survey data was collected using the SurveyMonkey software, and simple statistics were used to analyze the data. The survey results and patterns are presented in the form of numbers and percentages in tables. Under each behavior problem (talking out of turn, disrespect, and academic cheating), there are six tables that display the survey results. The first two tables under each behavior section display the male ratings and rankings for each of the MASTER Teacher Model strategies currently used by teachers. The tables show the exact number of male students and how they rated and ranked each strategy, and those numbers were

converted into percents based on the total number of males surveyed. Additionally, both tables show the total average male ratings and rankings for each MASTER Teacher Model strategy.

The third and fourth tables under each behavior section show the female ratings and rankings for each MASTER Teacher Model strategy. The female results are also shown by the exact number of females and how they rated and ranked each strategy. These numbers were then changed to percentages based upon the total number of females surveyed. These two tables also display average female ratings and rankings for each classroom management strategy.

Finally, the last two tables under each behavior section show comparisons between male and female average ratings and rankings for each MASTER Teacher Model strategy for that particular behavior. Male and female ratings and rankings are listed separately, and the differences between those numbers are shown. In these two tables, male and female totals were also combined to show a total average rating and ranking of each MASTER Teacher Model strategy.

Limitation

One limitation of this study was the sample size. Though the results may adequately represent the eighth grade students' perceptions of the MASTER Teacher Model classroom management strategies at River Valley Middle School, a larger sample size of students would allow for more accurate generalizations that could be applied to all middle school students at the sixth through eighth grade levels.

Chapter IV: Results

Introduction

The purpose of the study was to identify students' perceptions regarding the effectiveness of specific behavior management strategies from the MASTER Teacher Model that are intended to reduce the frequency of problem behaviors as a result of addressing their specific needs. More specifically, it looked at the effectiveness of four different management strategies for reducing each of the following behaviors: talking out of turn, disrespect, and academic cheating. The research design included a survey that utilized a five-point rating scale, as well as a one to four ranking scale. This survey was used to gather information about students' perceptions on the effectiveness of specific behavior management strategies included in the MASTER Teacher Model.

Item Analysis

Subjects. The subjects for this study were eighth grade students at River Valley Middle School in Spring Green, Wisconsin. A total of five eighth grade classes were surveyed at the beginning of mathematics class on Monday, February 20th, 2012. A total of 79 students responded voluntarily to the survey. Thirty-four students were male and 45 students were female.

Perceptions of Managing Talking Out of Turn. The first research question in this study was directed toward discovering student perceptions of management strategies intended to reduce the behavior problem of talking out of turn. More specifically, the research question was "How do middle school students perceive the effectiveness of MASTER Teacher Model classroom management strategies that address their need for attention in order to reduce the frequency of talking out of turn?" To answer this question, the researcher asked students to rate four classroom management strategies on a five point rating scale, with zero being that the strategy never works and four being that it always works. In addition, the students ranked the

four classroom management strategies from most effective to least effective in terms of how well they work to reduce the frequency of talking out of turn. The strategies were listed as: 1) Teacher proximity—the teacher moves closer to you or stands by you when you are talking out of turn. 2) The teacher calls on you only when your hand is raised. 3) The teacher gives you extra attention when you are quiet and not talking out of turn. 4) The teacher gives you a small task to complete when you are talking out of turn. The students recorded their answers to the online survey using a computer, and their responses were recorded and counted using the SurveyMonkey software.

Table 1 shows the number and percentages of males and how they perceive each of the four MASTER Teacher Model strategies intended to reduce talking out of turn in the classroom setting. Their perceptions are based upon how often they believe each strategy works when being addressed for the behavior of talking out of turn, and they recorded their beliefs by rating each strategy on a scale from zero (never works) to four (always works). In addition to showing the number of male students and their ratings, a rating average has been included in the table for each classroom management strategy.

Table 1

Ratings of Strategies that Males Perceive to Reduce Talking Out of Turn

Strategy	Never (0)	Rarely (1)	Sometimes (2)	Usually (3)	Always (4)	Average Rating
Teacher Proximity	2(5.9%)	0(0.0%)	7(20.6%)	22(64.7%)	3(8.8%)	2.70
The teacher calls on you only when your hand is raised.	2(5.9%)	8(23.5%)	13(38.2%)	4(11.8%)	7(20.6%)	2.18
The teacher gives you extra attention when you are quiet and not talking out of turn.	2(5.9%)	13(38.2%)	7(20.6%)	7(20.6%)	5(14.7%)	2.00
The teacher gives you a small task to complete when you are talking out of turn.	4(11.8%)	5(14.7%)	6(26.5%)	12(35.3%)	4(11.8%)	2.21

The data in the table show that male students perceive the MASTER Teacher Model classroom management strategies differently. With the highest average rating of 2.70, teacher proximity was recognized as the strategy that works the most often in terms of reducing the problem behavior of talking out of turn. Thirty-two out of 34 males feel that this strategy effectively works sometimes, usually, or always. A high percentage of males who took this survey (64.7%) perceive this strategy as one that usually works. The three other strategies were

given lower ratings as shown by the percentages being more dispersed among ratings from zero to four. The teacher giving students a small task to complete when they are talking out of turn had the second highest average rating. While some students believe this strategy never works, the most common rating for this strategy was that it usually works, with 12 (35.3%) male students rating it a three. The third highest average rating was given to the second strategy listed—calling on students only when they have their hands raised. Students view this strategy diversely in terms of how well it works, but 24 of the 34 males perceive this to be a strategy that sometimes, usually, or always works. Finally, the strategy perceived to work the least often is the strategy of giving students extra attention when they are quiet and not talking out of turn. The most common rating of this strategy was a one, meaning that the strategy is most commonly viewed as one that rarely works.

In the next table, the male rankings of each of the four MASTER Teacher Model strategies are shown. Table 2 lists each classroom management strategy used with the intention of reducing talking out of turn and the results of how male students ranked each strategy, with one being the most effective and four being the least effective. The table also includes an average ranking of each classroom management strategy.

Table 2

Rankings of Strategies that Males Perceive to Reduce Talking Out of Turn

Ranking	Teacher Proximity	The teacher calls on you only when your hand is raised.	The teacher gives you extra attention when you are quiet and not talking out of turn.	The teacher gives you a small task to complete when you are talking out of turn.
1 (most effective)	16(47.1%)	6(17.6%)	6(17.6%)	6(17.6%)
2	6(17.6%)	12(35.3%)	8(23.5%)	8(23.5%)
3	6(17.6%)	8(23.5%)	11(32.4%)	9(26.5%)
4 (least effective)	6(17.6%)	8(23.5%)	9(26.5%)	11(32.4%)
Average Ranking	2.06	2.53	2.68	2.74

Nearly 50% of the male students ranked teacher proximity as the most effective MASTER Teacher Model strategy for reducing talking out of turn in the classroom setting. This data matches the rating results displayed previously in Table 1. The other strategies, however, are inconsistent with the average ratings given by male students. As shown in Table 2, the majority of students ranked the management techniques in the following order from most effective to least: teacher proximity, calling on a student only when their hands are raised, giving students extra attention when they are quiet and not talking out of turn, giving students a small task to complete when they are talking out of turn.

Table 3 shows the number and percentages of females and how they perceive each of the four MASTER Teacher Model strategies intended to reduce talking out of turn in the classroom setting. Their perceptions are based upon how often they believe each strategy works when being addressed for the behavior of talking out of turn, and they recorded their perceptions by rating each strategy on a scale from zero (never works) to four (always works). In addition to showing

the number of female students and their ratings, an average rating has been included in the table

for each classroom management strategy.

Table 3

Ratings of Strategies that Females Perceive to Reduce Talking Out of Turn

Strategy	Never (0)	Rarely (1)	Sometimes (2)	Usually (3)	Always (4)	Average Rating
Teacher Proximity	0(0.0%)	1(2.2%)	16(35.6%)	23(51.1%)	5(11.1%)	2.71
The teacher calls on you only when your hand is raised.	4(8.9%)	7(15.6%)	15(33.3%)	13(28.9%)	6(13.3%)	2.22
The teacher gives you extra attention when you are quiet and not talking out of turn.	3(6.7%)	8(17.8%)	20(44.4%)	10(22.2%)	4(8.9%)	2.09
The teacher gives you a small task to complete when you are talking out of turn.	2(4.4%)	7(15.6%)	21(46.7%)	11(24.4%)	4(8.9%)	2.18

The data in the table show that female students also perceive the MASTER Teacher

Model classroom management strategies differently. Teacher proximity was recognized by

female students as the strategy that works the most often in terms of reducing the problem

behavior of talking out of turn. Forty-four out of 45 females feel that this strategy effectively

works sometimes, usually, or always. The teacher calling on students only when their hands are

raised was rated the second highest by females even though there were some students who rated this strategy as one that never or rarely works. The third highest average ranking was given to the fourth strategy listed—giving students a small task to complete when they are talking out of turn. The majority of females, nearly 50%, view this as a strategy as one that only sometimes works. Finally, the MASTER Teacher Model strategy viewed by females to work least often is giving them extra attention when they are quiet and not talking out of turn.

In Table 4, the female rankings of each of the four MASTER Teacher Model strategies are shown. This table lists each classroom management strategy used with the intention of reducing talking out of turn and the results of how female students ranked the management strategies, with one being the most effective and four being the least effective. The table also includes an average ranking for each strategy.

Table 4

Rankings of Strategies that Females Perceive to Reduce Talking Out of Turn

Ranking	Teacher Proximity	The teacher calls on you only when your hand is raised.	The teacher gives you extra attention when you are quiet and not talking out of turn.	The teacher gives you a small task to complete when you are talking out of turn.
1 (most effective)	25(55.6%)	11(24.4%)	6(13.3%)	3(6.7%)
2	13(28.9%)	15(33.3%)	7(15.6%)	10(22.2%)
3	5(11.1%)	6(13.3%)	22(48.9%)	12(26.7%)
4 (least effective)	2(4.4%)	13(28.9%)	10(22.2%)	20(44.4%)
Average Ranking	1.64	2.47	2.80	3.09

Over 50% of the female students ranked teacher proximity as the most effective MASTER Teacher Model strategy for reducing talking out of turn in the classroom setting. This data matches the rating results displayed previously in Table 3. Female students also ranked the strategy of the teacher calling on students only when their hands are raised as the second most effective strategy for reducing this behavior problem. The last two strategy rankings are inconsistent with the average rating results previously presented. Based upon the rankings results shown in this table, females generally view getting extra attention when they are quiet and not talking out of turn as the third most effective MASTER Teacher Model strategy while they ranked getting a small task to complete when they are talking out of turn as the least effective strategy. The third and forth rankings are not consistent with the average ratings displayed in Table 3.

In Table 5, the average ratings that were shown in previous tables for males and females are displayed together. The average ratings calculations are based upon the original ratings that students gave each strategy in terms of how often each strategy works to address talking out of turn in class. The ratings from were from zero (never works) up to four (always works). In addition to those ratings, differences between male and female ratings are shown, as well as total average ratings for all 79 students combined.

Table 5

Comparison of Male & Female Ratings of Strategies Perceived to Reduce Talking Out of Turn

	Teacher Proximity	The teacher calls on you only when your hand is raised.	The teacher gives you extra attention when you are quiet and not talking out of turn.	The teacher gives you a small task to complete when you are talking out of turn.
Average Rating: Males	2.70	2.18	2.00	2.21
Average Rating: Females	2.71	2.22	2.09	2.18
Difference in Male and Female Average Ratings	0.01	0.04	0.09	0.03
Total Average Rating: Males and Females	2.71	2.28	2.05	2.27

On average, all the eighth grade students surveyed perceive all four MASTER Teacher Model strategies to work at least sometimes. This is shown by all of the average ratings being at least a rating of a two. Teacher proximity is noted by students to be the strategy that addresses talking out of turn most often, as it was given the highest average rating. The lowest average was given to the teacher giving students extra attention when quiet and not talking out of turn. The teacher calling on students only when their hands are raised and the teacher giving students a small task to complete were given very similar ratings, putting them in the number two and three spots in terms of how often they work to address this common behavior problem. Only very slight differences, less than one tenth for all the ratings, exist between male and female perceptions of the effectiveness of the strategies.

In Table 6, the average rankings of each strategy by males and females are shown. These numbers were previously shown in separate tables. The strategies were ordered by students from number one (most effective) to number four (least effective). The average rankings are based upon the original rankings that students gave each MASTER Teacher Model strategy in terms of their effectiveness for reducing talking out of turn. Also shown in this table are differences that have been calculated between male and female average rankings and average rankings that were calculated for all students, males and females combined, who took the survey.

Table 6

Comparison of Male & Female Rankings of Strategies Perceived to Reduce Talking Out of Turn

	Teacher Proximity	The teacher calls on you only when your hand is raised.	The teacher gives you extra attention when you are quiet and not talking out of turn.	The teacher gives you a small task to complete when you are talking out of turn.
Average Ranking: Males	2.06	2.53	2.68	2.74
Average Ranking: Females	1.64	2.47	2.80	3.09
Difference in Male and Female Average Rankings	0.42	0.06	0.12	0.35
Total Average Ranking: Males and Females	1.82	2.49	2.75	2.94

Again, student beliefs about teacher proximity being the most effective strategy are shown in this table by the highest average rankings. Based upon the remaining three average rankings, the results differ from how students originally rated each strategy. They ordered the remaining three from second most effective to least effective in this order: the teacher calls on a

student only when his/her hand is raised, the teacher gives a student extra attention when quiet and not talking out of turn, and the teacher gives a student a small task to complete when talking out of turn. The last two strategies ranked are in opposite order compared to the student ratings shown in Table 5. The average rankings between males and males have greater differences; however, the order in which both genders ranked the strategies was the exact same.

In summary, both male and female students perceive teacher proximity as the most effective MASTER Teacher Model strategy that addresses the problem behavior of talking out of turn. The average ratings show slight differences between male and female perceptions of the effectiveness of how often the three remaining strategies work; however, both genders ended up ranking the same strategies from most to least effective. In general, all four management strategies are perceived to be effective at least some of the time by the average eighth grade student.

Perceptions of Managing Disrespect. The second research question identified in this study was directed toward discovering middle school students' perceptions on the effectiveness of management strategies that address the problem behavior of disrespect. The exact research question was "How do middle school students perceive the effectiveness of MASTER Teacher Model classroom management strategies that address their need for attention, power, and self-confidence in order to reduce the frequency of disrespect?" The researcher asked students to rate four classroom management strategies using the same five point rating scale and number rankings mentioned in the previous section in order to answer this question . The strategies for managing disrespect were listed as: 1) The teacher meets with you one-on-one to discuss your disrespectful actions. 2) The teacher meets with you and your parents/guardians to discuss your disrespectful actions. 3) The teacher models respectful behaviors and teaches and guides discussions about respect versus disrespect. 4) The teacher gives you extra attention and

recognizes you when he/she sees you being respectful towards others. The students recorded their answers to this section using the online survey software, and their responses were recorded and counted using the SurveyMonkey tool.

Table 7 shows the number and percentages of males and how they perceive each of the four MASTER Teacher Model strategies intended to reduce disrespectful behaviors in the classroom setting. Some disrespectful behaviors include actions such as mumbling under one's breath, rolling one's eyes, talking back, using inappropriate language, teasing, glaring, sneering, sighing, and humiliating others. Their perceptions are based upon how often they believe each strategy works when being addressed for actions of disrespect, and they recorded their beliefs by rating each strategy on a scale from zero (never works) to four (always works). In addition to showing the number of male students and their ratings, a rating average has been included in the table for each classroom management strategy.

Table 7

Ratings of Strategies that Males Perceive to Reduce Disrespect

Strategy The	Never (0)	Rarely (1)	Sometimes (2)	Usually (3)	Always (4)	Average Rating
teacher meets with you one-on-one to discuss your disrespectful actions.	1(2.9%)	2(5.9%)	4(11.8%)	20(58.8%)	7(20.6%)	2.88
The teacher meets with you and your parents to discuss your disrespectful actions.	2(5.9%)	0(0.0%)	4(11.8%)	15(44.1%)	13(38.2%)	3.09
The teacher models respectful behaviors and teaches and guides discussions about respect and disrespect.	2(5.9%)	7(20.6%)	17(50.0%)	3(8.8%)	5(14.7%)	2.06
The teacher gives you extra attention and recognizes you when he/she sees you being respectful.	1(2.9%)	10(29.4%)	5(14.7%)	10(29.4%)	8(23.5%)	2.41

Based upon the data in this table, male perceptions differ in terms of how often the MASTER Teacher Model classroom management strategies effectively address disrespect. There seems to be, however, a large number of males who agree on the strategy that work most often. With the highest average rating of 3.09, the teacher meeting with the student and his/her parents or guardians to discuss the student's actions of disrespect was recognized as the strategy that works the most often in terms of effectively addressing this type of behavior. Fifteen male students rated this strategy a three while 13 students rated it a four. With those numbers combined, approximately 82% of the males surveyed feel that meeting with the teacher and his parents/guardians to discuss the problem behavior usually or always works.

The strategy perceived to be the second best in terms of how often it works is the teacher meeting with the student one-on-one to discuss disrespectful actions. The majority of male students, 20 of 34 rated this strategy a three, meaning they feel it usually works to address disrespect. The third highest average rating was the fourth strategy listed—the teacher gives the student extra attention and recognition with he/she sees the student being respectful toward others. The ratings for this strategy were more dispersed, with the highest percentage of males (29.4%) perceiving it to be a strategy that rarely and usually works. Finally, the strategy perceived to work the least often is the strategy of the teacher modeling respectful behaviors and teaching and guiding discussions about disrespect versus respect. The most common rating for this strategy was a two, with 50% of the students perceiving it to be one that only works sometimes.

In Table 8, the male rankings of each of the four MASTER Teacher Model strategies are shown. This table lists each classroom management strategy used with the intention of reducing disrespectful behaviors and the results of how male students ranked each strategy, with one being

the most effective and four being the least effective. Again, the table includes an average ranking of each classroom management strategy as well.

Table 8

Rankings of Strategies that Males Perceive to Reduce Disrespect

Ranking	The teacher meets with you one-on-one to discuss your disrespectful actions.	The teacher meets with you and your parents to discuss your disrespectful actions.	The teacher models respectful behaviors and teaches and guides discussions about respect and disrespect.	The teacher gives you extra attention and recognizes you when he/she sees you being respectful.
1 (most effective)	6(17.6%)	25(73.5%)	0(0.0%)	3(8.8%)
2	22(64.7%)	5(14.7%)	6(17.6%)	1(2.9%)
3	4(11.8%)	2(5.9%)	15(44.1%)	13(38.2%)
4 (least effective)	2(5.9%)	2(5.9%)	13(38.2%)	17(50.0%)
Average Ranking	2.06	1.44	3.21	3.29

Nearly 75% of the male students ranked meeting with the teacher and parents to discuss disrespect as the most effective MASTER Teacher Model strategy for reducing disrespect in the classroom setting. This data matches the rating results displayed previously in Table 7. The strategy ranked the second most effective was the teacher meeting with the student one-on-one. Both the first and second rankings are consistent with the ratings displayed in the previous data. As shown in Table 8, students, on average, perceive the teacher modeling/teaching/discussing respect versus disrespect to be the third most effective strategy while getting extra attention and recognition for respectful actions was recognized as the least effective strategy. The data for these two rankings is inconsistent with how the male students originally rated these strategies.

Table 9 shows the number and percentages of females and how they perceive each of the four MASTER Teacher Model strategies intended to reduce disrespectful behaviors in the classroom setting. Their perceptions are shown by a rating of zero (never works) to four (always works), which are based upon how often they believe each strategy works when being addressed for disrespectful actions in the school setting. An average female rating has also been included in the table for each classroom management strategy.

Table 9

Ratings of Strategies that Females Perceive to Reduce Disrespect

Strategy The	Never (0)	Rarely (1)	Sometimes (2)	Usually (3)	Always (4)	Average Rating
teacher meets with you one-on-one to discuss your disrespectful actions.	3(6.7%)	5(11.1%)	10(22.2%)	23(51.1%)	4(8.9%)	2.44
The teacher meets with you and your parents to discuss your disrespectful actions.	0(0.0%)	2(4.4%)	6(13.3%)	24(53.3%)	13(28.9%)	3.07
The teacher models respectful behaviors and teaches and guides discussions about respect and disrespect.	4(8.9%)	9(20.0%)	22(48.9%)	9(20.0%)	1(2.2%)	1.87
The teacher gives you extra attention and recognizes you when he/she sees you being respectful.	1(2.2%)	5(11.1%)	22(48.9%)	15(33.3%)	2(4.4%)	2.27

The data in the table show that female students also perceive the effectiveness of the MASTER Teacher Model classroom management strategies differently but with some common agreement in the effectiveness of specific strategies. The teacher meeting with the student and his/her parents was recognized by female students as the strategy that works the most often in terms of reducing the problem behavior of disrespect. Forty-three out of 45 females feel that this strategy effectively works sometimes, usually, or always. The teacher meeting with the student for a one-on-one meeting to discuss his/her behavior was rated the second highest strategy even though some students (17.8%) view it as a strategy that never or rarely works.

Female students, on average, ranked the strategy of giving students extra attention and recognizing them when they are being respectful toward others as the third most effective strategy in terms of how often it adequately addresses disrespect. Nearly 50% of students perceive this to work only sometimes. The MASTER Teacher Model strategy of the teacher modeling respectful behaviors and teaching/guiding students through discussions about respect and disrespect was viewed by female students as the strategy that works the least often. In fact, almost 30% of the female students surveyed believe it never or rarely works.

In Table 10, the female rankings of each of the four MASTER Teacher Model strategies are shown. This table lists each classroom management strategy used with the intention of reducing disrespectful behaviors and how female students ranked the management strategies, with one being the most effective and four being the least effective. The table also includes an average ranking for each strategy.

Table 10

Rankings of Strategies that Females Perceive to Reduce Disrespect

Ranking	The teacher meets with you one-on-one to discuss your disrespectful actions.	The teacher meets with you and your parents to discuss your disrespectful actions.	The teacher models respectful behaviors and teaches and guides discussions about respect and disrespect.	The teacher gives you extra attention and recognizes you when he/she sees you being respectful.
1 (most effective)	9(20.0%)	31(68.9%)	2(4.4%)	3(6.7%)
2	31(68.9%)	8(17.8%)	3(6.7%)	3(6.7%)
3	3(6.7%)	3(6.7%)	15(33.3%)	24(53.3%)
4 (least effective)	2(4.4%)	3(6.7%)	25(55.6%)	15(33.3%)
Average Ranking	1.96	1.51	3.40	3.13

Nearly 70% of the female students ranked the teacher meeting with the student and his/her parents as the most effective MASTER Teacher Model strategy for reducing actions of disrespect in the classroom setting. This data matches the rating results displayed previously in Table 9. As shown by the average rankings of each of the three remaining strategies, the results are consistent with the ratings data shown in the previous table. The second most effective strategy is perceived to be the teacher meeting with the student for a one-on-one meeting. The third most effective strategy recognized by students was the teacher giving students extra attention and recognition for actions of respect. Finally, the strategy perceived to be the least effective is the teacher modeling respectful behaviors and teaching/guiding about disrespect versus respect through discussion.

In Table 11, the average ratings for males and females that were shown in previous tables are displayed together. The average ratings calculations are based upon the original ratings that students gave each strategy in terms of how often each strategy works to address disrespect. The ratings from were from zero (never works) up to four (always works). This table also includes the differences between male and female ratings, along with a total average rating for both males and females combined.

Table 11

Comparison of Male & Female Ratings of Strategies Perceived to Reduce Disrespect

	The teacher meets with you one-on-one to discuss your disrespectful actions.	The teacher meets with you and your parents to discuss your disrespectful actions.	The teacher models respectful behaviors and teaches and guides discussions about respect and disrespect.	The teacher gives you extra attention and recognizes you when he/she sees you being respectful.
Average Rating: Males	2.88	3.09	2.06	2.41
Average Rating: Females	2.44	3.07	1.87	2.27
Difference in Male and Female Average Ratings	0.44	0.02	0.19	0.14
Total Average Rating: Males and Females	2.63	3.08	1.95	2.33

On average, all the eighth grade students surveyed perceive three of the four MASTER Teacher Model strategies to work at least sometimes, usually, or always. This is based upon average ratings being over a two. Again, the strategy of meeting with the teacher, student, and parents/guardians was noted by students to be the strategy that works most often to address

disrespect, followed by the one-one-one meeting with the student and giving students extra attention for respectful actions. As shown in previous tables as well, students, on average, do not view the strategy of the teacher modeling respectful actions and teaching about respect and disrespect as an obvious strategy that works often to address this behavior problem at the middle school level. The biggest difference between male and female average rankings was with the strategy of meeting with the teacher one-on-one; however, both genders rated it the second best.

In Table 12, the average rankings of each strategy by males and females from previous tables are shown together. The strategies were ordered by students from number one (most effective) to number four (least effective). The average rankings are based upon the original rankings that students gave each MASTER Teacher Model strategy in terms of their effectiveness for addressing disrespect. Additionally, the differences between male and female average rankings are shown, as well as total average rankings that were calculated by combining the male and female results.

Table 12

Comparison of Male & Female Rankings of Strategies Perceived to Reduce Disrespect

	The teacher meets with you one-on-one to discuss your disrespectful actions.	The teacher meets with you and your parents to discuss your disrespectful actions.	The teacher models respectful behaviors and teaches and guides discussions about respect and disrespect.	The teacher gives you extra attention and recognizes you when he/she sees you being respectful.
Average Rating: Males	2.06	1.44	3.21	3.29
Average Rating: Females	1.96	1.51	3.40	3.13
Difference in Male and Female Average Ratings	0.10	0.07	0.19	0.16
Total Average Rating: Males and Females	2.00	1.48	3.32	3.20

Again, student beliefs about the effectiveness of the MASTER Teacher Model strategy of meeting with his/her parents and the teacher to discuss disrespectful actions are shown in this table by the highest average rankings. The majority of students rated this to be the number one strategy for addressing this specific behavior problem at the middle school level. The one-on-one meeting with the teacher was ranked by the majority of students as the second best strategy. While the male rankings show a different order for the last two remaining strategies compared to females and the average as a total group, the average rankings are very similar based upon the numbers. In general, based upon the entire group surveyed, the teacher giving extra attention to the student received a slightly higher ranking than the teacher modeling respect and teaching about it in the school setting.

In comparing the data from both genders, both male and female students agree that the most effective MASTER Teacher Model strategy that effectively addresses the problem of disrespect is the teacher meeting with the student and his/her parents/guardians to discuss the disrespectful actions that are taking place in school. The average strategy ratings of both genders show that males and females have similar perceptions about each classroom management strategy. Male and female students ranked the four strategies slightly different; however, both genders ranked the first and second most effective strategies the same but were in slight disagreement about the third and fourth most effective strategies—giving extra attention for respect versus modeling and teaching it.

Perceptions of Managing Academic Cheating. The third research question identified in this study was directed toward discovering middle school students' perceptions of the effectiveness of management strategies that address academic cheating. Specifically, the research question was "How do middle school students perceive the effectiveness of MASTER Teacher Model classroom management strategies that address their need for self-confidence in order to reduce academic cheating?" Again, in order to answer this question, students rated four classroom management strategies on a five point rating scale and ranked them from most to least effective in terms of how well the strategies work to reduce the frequency of cheating. The strategies were listed as: 1) The teacher meets with you one-on-one to discuss academic pressures and honesty. 2) The teacher meets with you and your parents/guardians to discuss academic pressures and honesty. 3) The teacher focuses more on student effort than on grades, and he/she teaches and guides discussions about learning from mistakes, setting academic goals, and honesty. 4) The teacher individually recognizes you for your hard work and effort through feedback on academic work. Once again, SurveyMonkey online software was used to gather students' results as they submitted them on a computer.

Table 13 shows the number and percentages of males and how they perceive each of the four MASTER Teacher Model strategies intended to effectively address academic cheating in the classroom setting. Academic cheating includes actions such copying others' work, turning in others' work, and/or partnering with others while completing quizzes and tests. Students' perceptions are based upon how often they believe each strategy works when being addressed for these types of dishonest behaviors, and they recorded their beliefs by rating each strategy on a scale from zero (never works) to four (always works). Additionally, a rating average has been included in the table for each classroom management strategy.

Table 13

Ratings of Strategies that Males Perceive to Reduce Academic Cheating

Strategy The	Never (0)	Rarely (1)	Sometimes (2)	Usually (3)	Always (4)	Average Rating
teacher meets with you one-on-one to discuss academic pressures and honesty.	2(5.9%)	1(2.9%)	12(35.3%)	16(47.1%)	3(8.8%)	2.85
The teacher meets with you and your parents to discuss academic pressures and honesty.	0(0.0%)	3(8.8%)	7(20.6%)	13(38.2%)	11(32.3%)	2.94
The teacher focuses more on effort than grades and teaches/ guides discussions about goals and honesty.	0(0.0%)	4(11.8%)	13(38.2%)	14(41.2%)	3(8.8%)	2.47
The teacher individually recognizes you for your hard work and effort through feedback on academic work.	1(2.9%)	3(8.8%)	14(41.2%)	7(20.6%)	9(26.5%)	2.58

As shown by the average ratings in this table, male students perceive the effectiveness of the MASTER Teacher Model classroom management strategies that address academic cheating only slightly differently. The average ratings between the different strategies vary only a little. Male students rated the strategy of the teacher meeting with the student and his/her parents to discuss academic pressures and honesty as the management technique that works the most often. Just over 70% of the male students surveyed believe this to be a strategy that usually or always works to address cheating that takes place in the classroom setting.

The strategy perceived to be the second best in terms of how often it works is the teacher meeting with the student one-on-one to discuss academic pressures and honesty. The majority of male students, 16 out of 34, rated this strategy a three, meaning that they believe it usually works to effectively address academic cheating. The third highest average rating was the strategy of individually recognizing students for their hard work and effort through feedback on academic work. A high percentage of students, approximately 83%, believe this strategy sometimes, usually, or always works. Finally, the strategy given the lowest average rating by male students was the strategy of the teacher focusing more on student effort than on grades, and the teacher teaching/guiding discussions about learning from mistakes, setting goals, and honesty.

In Table 14, the male rankings of each of the four MASTER Teacher Model strategies are shown. This table lists each classroom management strategy used with the intention of addressing and reducing academic cheating. The results of how male students ranked each strategy are displayed in the table, with one being the most effective and four being the least effective. Again, the table includes an average ranking of each classroom management strategy as well.

Table 14

Rankings of Strategies that Males Perceive to Reduce Academic Cheating

Ranking	The teacher meets with you one-on-one to discuss academic pressures and honesty.	The teacher meets with you and your parents to discuss academic pressures and honesty.	The teacher focuses more on effort than grades and teaches/guides discussions about goals and honesty.	The teacher individually recognizes you for your hard work and effort through feedback on academic work.
1 (most effective)	6(17.6%)	22(64.7%)	2(5.9%)	4(11.8%)
2	19(55.9%)	7(20.6%)	5(14.7%)	3(8.8%)
3	5(14.7%)	1(2.9%)	15(44.1%)	13(38.2%)
4 (least effective)	4(11.8%)	4(11.8%)	12(35.3%)	14(41.2%)
Average Ranking	2.21	1.61	3.08	3.09

Nearly 65% of the male students ranked meeting with the teacher and parents to discuss academic pressures and honesty as the most effective MASTER Teacher Model strategy for reducing academic cheating in the classroom setting. This data matches the rating results displayed previously in Table 13. The strategy ranked the second most effective was the teacher meeting with the student one-on-one. Both the first and second rankings are consistent with the ratings displayed by the previous data. As shown in Table 14, male students, on average, perceive the teacher focusing more on effort than on grades and teaching about and guiding discussions on goals and honesty to be the third most effective strategy while the teacher individually recognizing students for hard work and effort through feedback on academic work was recognized as the least effective strategy. The data for these two rankings is inconsistent with how the male students originally rated these last two strategies.

Table 15 shows the number and percentages of females and how they perceive each of the four MASTER Teacher Model strategies intended to address and reduce actions of academic cheating that take place in the classroom. Female students' perceptions are shown by a rating of zero (never works) to four (always works), which are based upon how often they believe each strategy works when being addressed for cheating in the school setting. An average female rating has also been included in the table for each classroom management strategy.

Table 15

Ratings of Strategies that Females Perceive to Reduce Academic Cheating

Strategy The	Never (0)	Rarely (1)	Sometimes (2)	Usually (3)	Always (4)	Average Rating
teacher meets with you one-on-one to discuss academic pressures and honesty.	1(2.2%)	4(8.9%)	18(40.0%)	17(37.8%)	5(11.1%)	2.47
The teacher meets with you and your parents to discuss academic pressures and honesty.	0(0.0%)	1(2.2%)	7(15.6%)	28(62.2%)	9(20.0%)	3.00
The teacher focuses more on effort than grades and teaches/ guides discussions about goals and honesty.	0(0.0%)	7(15.6%)	18(40.0%)	14(31.1%)	6(13.3%)	2.42
The teacher individually recognizes you for your hard work and effort through feedback on academic work.	0(0.0%)	2(4.4%)	21(46.7%)	15(33.3%)	7(15.6%)	2.60

The data in the table show that female students also perceive the effectiveness of the MASTER Teacher Model classroom management strategies diversely in terms of how often they are believed to work. The teacher meeting with the student and his/her parents to discuss honesty and academic pressures was recognized by female students as the strategy that works the most often in terms of addressing students' actions of copying others' work, turning in others' work, and/or partnering with others while completing quizzes and tests. Over 80% of the females surveyed feel that this strategy effectively works either usually or always. The teacher individually recognizes students for their hard work and effort through feedback was rated the second highest strategy, with nearly 50% of the females indicating that this strategy usually or always works.

On average, the females ranked the MASTER Teacher Model strategy of the teacher meeting one-on-one with the student to discuss his/her dishonest actions as the third most effective strategy in terms of how often it adequately addresses academic cheating. Though five out of the 45 female students perceive it to be a strategy that never or rarely works, the remaining 40 students indicated that it sometimes, usually, or always works. Finally, the teacher focusing more on student effort than on grades, along with the teacher teaching and guiding discussions about goal setting, honesty, and learning from mistakes was rated the least effective strategy.

In Table 16, the female rankings of each of the four MASTER Teacher Model strategies are shown. This table lists each classroom management strategy used with the intention of addressing and reducing academic cheating and how female students ranked the four different classroom management strategies, with one being the most effective and four being the least effective. The table also includes an average ranking for each strategy.

Table 16

Rankings of Strategies that Females Perceive to Reduce Academic Cheating

	The teacher meets with you one-on-one to discuss academic pressures and honesty.	The teacher meets with you and your parents to discuss academic pressures and honesty.	The teacher focuses more on effort than grades and teaches/guides discussions about goals and honesty.	The teacher individually recognizes you for your hard work and effort through feedback on academic work.
Ranking				
1 (most effective)	9(20.0%)	26(57.8%)	6(13.6%)	4(8.9%)
2	24(53.3%)	12(26.7%)	4(8.9%)	5(11.1%)
3	7(15.6%)	5(11.1%)	16(35.6%)	17(37.8%)
4 (least effective)	5(11.1%)	2(4.4%)	19(42.2%)	19(42.2%)
Average Ranking	2.18	1.62	3.07	3.13

The the most effective MASTER Teacher Model strategy for reducing actions of academic cheating in the classroom setting appears to be the strategy of meeting with the teacher, student, and parents/guardians to discuss academic pressures and honesty. This data matches the rating results displayed previously in Table 15. The remaining three strategies show inconsistent results with the ratings in the previous table. As shown in this table, female students ranked the strategies in terms of effectiveness in a different order. They ranked the strategy of the teacher meeting one-on-one with the student as the second most effective strategy. The third most effective strategy is listed as the teacher focusing more on effort than on grades, along with teaching and guiding students about honesty, goals, and learning from mistakes. Finally, based upon the data, female students ranked the teacher individually recognizing students for their hard

work and effort through feedback on academic work as the least effective strategy in terms of addressing academic cheating.

In Table 17, the average ratings for males and females shown in previous tables are displayed together. The average ratings calculations are based upon the original ratings that students gave each strategy in terms of how often each strategy works to address academic dishonesty. The ratings from were from zero (never works) up to four (always works). In addition, this table shows the differences between male and female average ratings and total average ratings for males and females combined.

Table 17

Comparison of Male & Female Ratings of Strategies Perceived to Reduce Academic Cheating

	The teacher meets with you one-on-one to discuss academic pressures and honesty.	The teacher meets with you and your parents to discuss academic pressures and honesty.	The teacher focuses more on effort than grades and teaches/guides discussions about goals and honesty.	The teacher individually recognizes you for your hard work and effort through feedback on academic work.
Average Rating: Males	2.85	2.94	2.47	2.58
Average Rating: Females	2.47	3.00	2.42	2.60
Difference in Male and Female Average Ratings	0.38	0.06	0.05	0.02
Total Average Rating: Males and Females	2.48	2.97	2.44	2.59

On average, the eighth grade students surveyed perceive all four of the MASTER Teacher Model strategies to work at least sometimes, usually, or always. This is based upon all of the average ratings being over a two. Again, the strategy of the teacher meeting with the

student and his/her parents was noted by students, with the highest average ratings, to be the strategy that works most often to effectively address academic cheating. The second highest rating, as a total, was given to the teacher individually recognizing students for their hard work and effort. This differs from how the male group of students perceives this strategy as they rated it the third highest instead of the second. Instead, males rated meeting with the teacher for a one-on-one meeting the second highest while female and total group data show this to be the third best strategy. All students agreed that the strategy of the teacher focusing more on student effort than on grades, along with teaching about and modeling honesty works the least often to adequately address the problem of cheating at the middle school level.

In Table 18, the average rankings of each strategy by males and females have been taken from previous tables and are shown together. The strategies were ordered by students from number one (most effective) to number four (least effective). The average rankings are based upon the original rankings that students gave each MASTER Teacher Model strategy in terms of their effectiveness for addressing dishonesty on academic school work. In addition to this data, the differences are shown between male and female average rankings and average rankings are shown for male and females combined.

Table 18

Comparison of Male & Female Rankings of Strategies Perceived to Reduce Academic Cheating

	The teacher meets with you one-on-one to discuss academic pressures and honesty.	The teacher meets with you and your parents to discuss academic pressures and honesty.	The teacher focuses more on effort than grades and teaches/guides discussions about goals and honesty.	The teacher individually recognizes you for your hard work and effort through feedback on academic work.
Average Rating: Males	2.21	1.61	3.08	3.09
Average Rating: Females	2.18	1.62	3.07	3.15
Difference in Male and Female Average Ratings	0.03	0.01	0.01	0.06
Total Average Rating: Males and Females	2.19	1.62	3.08	3.11

Once again, student beliefs about the effectiveness of the MASTER Teacher Model strategy of meeting with the student's parents and the teacher to discuss dishonest actions are shown in this table by the highest average rankings. On average, the students surveyed rated this to be the number one strategy for addressing this specific behavior problem at the middle school level. The one-on-one meeting with the teacher was ranked, on average, by students as the second best strategy for effectively addressing and reducing academic cheating. All of the average rankings in this table show the same results in terms of the order of the remaining two strategies based upon effectiveness. The third most effective is perceived by students to be the teacher focusing more on effort than on grades, along with teaching and discussing honesty. The fourth most effective strategy ranked was the teacher individually recognizing students for hard

work and honest efforts. The ranking results to do not accurately match the average ratings results shown in the previous table.

Overall, in comparing the two genders based on the data shown in previous tables, both male and female students agree that the most effective MASTER Teacher Model strategy for addressing actions of academic cheating is having a meeting with the teacher, the student, and his/her parents/guardians to discuss the dishonest actions that are taking place at school. According to the data showing the perception ratings, males and females also agreed upon the strategy that works the least often—the teacher focuses more on student effort than on grades, and he/she teaches about setting goals, honesty, learning from mistakes. The second and third highest ratings did not match-up between genders. While males viewed the teacher meeting with the student one-on-one for a meeting as the second best strategy, females rated it the third best strategy. Males rated the third best strategy as the teacher recognizing the student for his/her hard work and effort through feedback while females rated this second best. Though the rating results were not exactly the same for both genders, both male and females ranked the MASTER Teacher Model strategies in the exact same order from most to least effective.

Chapter V: Discussion

The purpose of this study was to identify middle school students' perceptions regarding the effectiveness of specific MASTER Teacher Model classroom management strategies. More specifically, the researcher sought to identify the effectiveness of strategies that address students' specific needs. The following research questions were addressed in the study:

1. How do middle school students perceive the effectiveness of MASTER Teacher Model classroom management strategies that address their need for attention in order to reduce the frequency of talking out of turn?

2. How do middle school students perceive the effectiveness of MASTER Teacher Model classroom management strategies that address their need for attention, power, and self-confidence in order to reduce the frequency of disrespect?

3. How do middle school students perceive the effectiveness of MASTER Teacher Model classroom management strategies that address their need for self-confidence in order to reduce academic cheating?

The study used a survey methodology to collect data on student perceptions regarding the effectiveness of the management strategies. The subjects for this study were 79 eighth grade students who attend River Valley Middle School in the small community of Spring Green, Wisconsin. Thirty-four students were male and 45 were female. The study was conducted on Monday, February 20th, 2012 at the beginning of each mathematics class in the middle school computer lab.

The volunteer subjects were asked to complete an online survey featuring four different sections. In the first section, students recorded demographic information including their gender. In the remaining sections, students rated and ranked four specific MASTER Teacher Model classroom management strategies currently used by middle school teachers to address three

different problem behaviors—talking out of turn, being disrespectful, and cheating on academic work. Students rated the strategies on a five point scale in terms of how often each strategy works to reduce the frequency of the behavior. The scale included the following ratings: never (zero), rarely (one), sometimes (two), usually (three), and always (four). Students then ranked the four strategies that address each behavior from most effective (one) to least effective (four). The researcher used the online survey software to collect students' responses and to analyze the data. The results of the survey were used to identify the strategies students perceive to be the most effective for addressing behavior problems that currently exist at the middle school level.

Limitations

The researcher has identified three limitations of this study. The first limitation is that the knowledge included in this study is only applicable to the classroom management component of teaching at the middle school level. The second limitation is that the survey results may not accurately represent all middle school students, grades six through eight, because only a small sample of students in the eighth grade were surveyed. The third limitation of this study is that sometimes students responded differently to the second part of the survey under each behavior problem, ranking the MASTER Teacher Model strategies from most to least effective, in comparison to the first survey component, rating the different management strategies based on how often they work effectively. It is difficult to determine exactly why some of the student responses were inconsistent, and it also makes it difficult to make specific conclusions about the effectiveness of some of the strategies that address problem behaviors.

Discussion

The findings of this inquiry were consistent with previous literature that suggests students' need for attention should be addressed by educators when implementing classroom management strategies that are intended to reduce the frequency of talking out of turn, such as

teacher proximity and calling on students' only when they raise their hand (Albert, 1989; The MASTER Teacher, 2002). More specifically, the findings supported the MASTER Teacher Model theory that suggests key contributing factors of behaviors, such as seeking attention and power from others, should be considered when choosing short and long-term interventions that target the root cause of a behavior problem instead of the behavior itself. This can be confirmed by the fact that nearly 70% of the students surveyed indicated that the strategy of teacher proximity, which involves the teacher giving immediate non-verbal attention to students, usually or always works to reduce the frequency of talking out of turn. The data show that both males and females perceive this to be an effective classroom management approach. Students ranked this strategy as the most effective strategy for addressing a behavior that previous literature notes as one of the most disruptive behaviors recognized by teachers (Arbuckle & Little, 2004; Infantino & Little, 2005).

The theory that students' need for attention should be addressed is further validated by the fact that just over 70% of the students surveyed indicated that getting called on only when their hands are raised either sometimes, usually, or always works in terms of reducing talking out of turn. Giving students this positive attention only when their hands are raised is perceived to be a useful strategy by most students as both males and females ranked it the second most effective strategy for addressing the problem of talking out of turn. Lastly, giving students extra attention when they are quiet/following the rules and giving students small tasks and responsibilities to complete are both recognized by The MASTER Teacher model as effective approaches for reaching the root cause of "The Blurter's" behavior (The MASTER Teacher, 2002). The data, however, surprisingly suggests that students perceive these strategies to be less effective in preventing students from disrupting the class by talking out of turn. Approximately 50% of the students ranked the strategy of giving students extra attention when not talking out of turn the

third most effective, while over 65% of the total students surveyed ranked giving students an extra task to complete when talking out of turn the least effective of all four Master Teacher Model approaches. Average ratings of two or higher given for strategies by both genders, however, do indicate that all four strategies do work at least some of the time to address this disruptive behavior problem at the middle school level.

Findings from this study also indicate that student perceptions are consistent with previous literature in terms of how educators should effectively approach students engaging in disrespectful behaviors. As the literature suggests, management strategies that address students' need for revenge and that consider the actions and behaviors of individuals whom students spend a great deal of time with effectively reduce actions of disrespect (Nelsen et al., 2001; The MASTER Teacher, 2002). Students agree with the MASTER Teacher Model (2002) in that the following strategies work well to address and reduce disrespectful actions: the teacher meeting with the student and parents/guardians and the teacher meeting one-one-one with the student to discuss disrespectful actions work well to reduce disrespectful actions. The former of the two is recognized as the most effective strategy as it was ranked the number one strategy by both genders, and over 80% of all the students surveyed indicated that this technique either usually or always works to address disrespect in the school setting. Nearly 70% of the students indicated that the one-on-one meeting with the teacher strategy either usually or always works. These approaches are ways in which teachers can approach students in a caring, calm, and non-confrontation manner, which is critical in terms of resolving the problem instead of refueling it (The MASTER Teacher, 2002).

Two strategies recognized by students to be less effective for addressing disrespect are the teacher modeling/teaching about respect versus disrespect and giving students extra attention for engaging in respectful behaviors. These strategies have been recognized in previous literature as

useful approaches to this specific problem behavior; however, the majority of students gave these two strategies lower ratings and rankings (Linsin, 2009; Nelson et al., 2001; The MASTER Teacher, 2002). Students at the eighth grade level do not seem to perceive these management approaches to work as well for decreasing actions such as talking back, rolling one's eyes, using inappropriate language, and mumbling under one's breath even though, on average, both male and females indicated that these strategies do sometimes work effectively.

The findings of the final inquiry were also consistent with previous literature that suggests using classroom management strategies and techniques that address students' need of wanting success instead of failure in order to reduce the frequency of academic cheating (The MASTER Teacher, 2002). Nearly 70% of the males and 80% of the females surveyed indicated that the strategy of meeting with the teacher and their parents/guardians to discuss honesty and academic pressures works either usually or always to reduce the frequency in which cheating occurs. Being able to privately discuss factors of cheating, such as negative attitudes, inadequate time spent on homework, workloads, self-confidence, and being afraid to fail, is noted to be a key component for changing this problem behavior (Finn, 2004; The MASTER Teacher, 2002). Students themselves seem to recognize the importance of and effect on having these private discussions.

Prior research suggests implementing private one-on-one conversations with students, focusing more on effort than on grades/teaching students about learning from mistakes and setting goals, as well as individually recognizing students for hard work and effort through feedback (The MASTER Teacher, 2002). Inconsistent rating and ranking results make it difficult to determine exactly what strategy students perceive to be the second most effective for reducing academic dishonesty. Though males and females rated them differently, both genders, on average, did rank meeting one-on-one with the teacher as the second most effective strategy for this specific behavior problem. In generalizing the remaining results, which were somewhat

inconsistent between the ratings and rankings of the genders, both males and females perceive the strategy of the teacher focusing more on effort than on grades and teaching/guiding discussions about learning from mistakes and honesty and the strategy of the teacher recognizing students for their hard work and effort through feedback as somewhat less effective classroom management strategies. Previous literature suggests using all three of these strategies often because they have been previously recognized as being successful; however, students do not perceive them as equally effective approaches at the middle school level.

Conclusions

Based on the findings of this research study, the following conclusions have been drawn:

1. Teacher proximity and calling on students only when their hands are raised are two classroom management strategies that address a student's need for attention. They are the most effective approaches at the middle school level in terms of reducing the frequency in which students disrupt instructional time by talking out of turn.

2. Though previous literature suggests that giving students extra attention when they are quiet/not talking out of turn and giving them extra tasks to complete will work effectively to reduce talking out of turn, these strategies are less effective approaches to correcting this specific behavior problem at the middle school level.

3. The two most effective strategies for addressing the common behavior problem of disrespect at the middle school include the non-confrontational, calm approaches of having private meetings with the teacher, student, and parents/guardians and the student meeting one-on-one with the teacher to discuss disrespectful actions. These strategies are usually successful in reducing actions of disrespect.

4. Modeling/teaching respectful versus disrespectful behavior and giving students extra attention for engaging in actions of respect are less effective approaches for addressing

disrespect at the middle school level even though previous literature recognizes both strategies as successful approaches to the problem.

5. Holding a private meeting with a student and his/her parents to discuss academic pressures and honesty is the most effective strategy for reducing the frequency in which a student cheats on academic work at the middle school level.

6. Though previous research suggests a high success rate for the strategies of meeting one-on-one with a student to discuss honesty and academic pressures, focusing more on grades than effort/teaching about learning from mistakes, goal setting, and honesty, and individually recognizing students for hard work and effort through feedback, it can be concluded that these strategies are less effective in terms of reducing academic cheating.

Recommendations

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

1. To more effectively address the common classroom disruption of talking out of turn, educators at the middle school level should focus more time and attention on implementing the simple strategy of teacher proximity, as well as the strategy of calling on students only when their hands are raised.

2. It is advised that middle educators utilize the management strategies of giving students extra attention when they are not talking out of turn and giving them small tasks to complete as secondary approaches for reducing the frequency in which students talk out of turn. They should continue to be used by educators in the classroom; however, they should not be recognized as primary strategies for changing and addressing this behavior.

3. To successfully reduce actions of disrespect at the middle school level, it is recommended that teachers focus more time and effort on meeting with students in a calm, private setting, either with the students' parents/guardians or individually for a one-on-one meeting to discuss disrespect versus respect.

4. It is suggested that the classroom management strategies of modeling/teaching disrespect versus respect and giving students extra attention for respectful actions continue be implemented; however, they should not be recognized by teachers to be the primary approaches for reducing disrespectful actions at the middle school level.

5. To more effectively address academic dishonesty, teachers should use non-confrontational private meetings to discuss honesty and academic pressures with a student and his/her parents as a primary strategy for addressing this problem at the middle school level.

6. It is advised that teachers continue to use the strategies of meeting with the student one-on-one for a private discussion about honesty and academic pressures, focusing more on student effort than on grades/teaching students about learning from mistakes, honesty, and setting goals, and recognizing students for their hard work and effort through feedback. These strategies, however, should be recognized by teachers as secondary approaches in terms of how well they reduce academic dishonesty.

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

1. In order to produce results from this type of research on classroom management strategies with greater external validity, the sample size of students studied must be significantly increased so that the research results can be more accurately generalized. Future research should include students in a variety of grade levels, grades six through

eight, within the larger sample to ensure accurate representation of middle school students' perceptions.

2. It is recommended that future research examine large sample sizes of middle school students, grades six through eight, in both rural and urban schools to determine if differences exist among perceptions of students in different school environments. This would also produce results with greater external validity.

3. For future researchers who are interested in further examining classroom management techniques, it is recommended that they study and research a variety of classroom management approaches within behavior management programs at the middle school level other than the strategies included in the MASTER Teacher Model. This would provide educators comparisons between a variety of behavior approaches and the necessary literature to make effective management decisions.

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Appendix A: Student Survey Implementation Protocol

Preparation:
I created this survey using SurveyMonkey, an online survey tool, and I will send it to all eighth grade students at River Valley Middle School via an email to their school accounts that will include the survey web link. I will send the email to each class of students prior to the beginning of each class to avoid students receiving the email and viewing the survey prior to math class. In addition, I will make sure all computers are available in the middle school computer lab.

Introduction:
Say to students at the beginning of each class:
As a graduate student at the University of Wisconsin-Stout, I am studying how effective specific management strategies are in addressing and reducing certain behavior problems that are common among students here at River Valley Middle School. Your knowledge and opinions on what you think works well for reducing behavior problems are critical to my work as a teacher. The purpose of conducting this survey is to learn more about your perceptions on strategies and their effectiveness so that teachers, like myself, can better understand what strategies work well for reducing problems among middle school students. Understanding this information helps us create a positive learning environment with fewer discipline problems that take time away from learning.

Completing this survey is voluntary and your responses will be kept confidential. You will soon have access to an online survey through a web link in your school email. The survey you will complete has been created using an online survey tool called SurveyMonkey. *(Explain and model the following directions using a computer and multimedia).* Once you click on the web link, a survey page will appear on your computer screen. There are four parts to the survey and you will have as much time as you need to complete it. The first part of the survey simply asks you to indicate your gender. You indicate this by clicking on the appropriate box so that a check-mark appears. You will then begin the second part by clicking "next." The second part lists a series of management strategies that address the behavior problem of talking out of turn during class, including teacher proximity, calling on a student only when he/she is raising his/her hand, giving a student extra attention when he/she is quiet, and giving a student small tasks to complete. You will rate how effective you think each strategy is for reducing the problem of talking out of turn in class. You will do this by selecting one option that addresses how often you feel each strategy works. Your options include never, rarely, sometimes, usually, and always. Again, you will select the choice you feel is most appropriate and a check-mark will appear. You will then rank each strategy from most effective (1) to least effective (4). To do this, you will select strategies from the drop-down menu. The third and fourth sections of the survey use the same rating scale and rankings for management strategies that address different behaviors. The third section lists a series of strategies that address the behavior of disrespect, and the fourth section of the survey lists a series of management strategies that address the behavior problem of academic cheating. When you have completed all four sections of the survey, you must click "done" at the bottom of the survey to submit your results. Remember that there is no time limit.

Before you get started, I want to clarify what I mean by talking out of turn, being disrespectful, and cheating on academic work. First, talking out of turn includes actions such as speaking without permission in a compulsive manner, interrupting others as they are talking, answering

questions for others, and making irrelevant comments to get off topic. Being disrespectful includes actions such as mumbling under one's breath, rolling one's eyes, talking back, using inappropriate language, teasing, glaring, sneering, sighing, and humiliating others in public. Finally, academic cheating includes copying others' work, turning in others' work, and/or partnering with others while completing quizzes and tests. These behaviors and actions will be listed on the survey just in case you forget.

Does anyone have any questions?

You can access and begin the survey now. When you are done, please sit quietly until everyone has finished.

Appendix B: Effectiveness of Strategies Survey

(Format appeared slightly different on SurveyMonkey)

This research has been approved by the UW-Stout IRB as required by the Code of Federal regulations Title 45 Part 46.

PART I:

Please indicate your gender.

☐ Male ☐ Female

PART II:

Talking out of turn is a disruptive behavior that includes actions such as speaking without permission in a compulsive manner, interrupting others as they are talking, answering questions for others, and making irrelevant comments to get off topic. Select the best answer for how often the following management strategies reduce the actions of talking out of turn.

1.) Teacher proximity - The teacher moves closer to you or stands by you when you are talking out of turn. This strategy _____ works in terms of reducing the frequency of talking out of turn.

☐ Never ☐ Rarely ☐ Sometimes ☐ Usually ☐ Always

2.) The teacher calls on you only when your hand is raised. This strategy _____ works in terms of reducing the frequency of talking out of turn.

☐ Never ☐ Rarely ☐ Sometimes ☐ Usually ☐ Always

3.) The teacher gives you extra attention when you are quiet and not talking out of turn. This strategy _____ works in terms of reducing the frequency of talking out of turn.

☐ Never ☐ Rarely ☐ Sometimes ☐ Usually ☐ Always

4.) The teacher gives you a small responsibility or task to complete when you are talking out of turn. This strategy _____ works in terms of reducing the frequency of talking out of turn.

    □ Never   □ Rarely   □ Sometimes   □ Usually   □ Always

Please rank the following strategies from most effective (1) to least effective (4) in terms of reducing the number of times that you talk out of turn during class.

1. (Most effective)   (Select from the drop-down menu: teacher proximity, being called on only when your hand is raised, being given extra attention when you are quiet and not talking out of turn, being given a small task to complete)

2.   (Select from the drop-down menu: teacher proximity, being called on only when your hand is raised, being given extra attention when you are quiet and not talking out of turn, being given a small task to complete)

3.   (Select from the drop-down menu: teacher proximity, being called on only when your hand is raised, being given extra attention when you are quiet and not talking out of turn, being given a small task to complete)

4. (Least effective)   (Select from the drop-down menu: teacher proximity, being called on only when your hand is raised, being given extra attention when you are quiet and not talking out of turn, being given a small task to complete)

PART III:

Disrespectful behavior towards adults includes actions such as mumbling under one's breath, rolling one's eyes, talking back, using inappropriate language, teasing, glaring, sneering, sighing, and humiliating others. Select the best answer for how often the following management strategies reduce the frequency in which you are disrespectful towards adults.

1.) The teacher meets with you one-on-one to discuss your disrespectful actions. This strategy _____ works in terms of reducing the frequency of disrespect.

    □ Never   □ Rarely   □ Sometimes   □ Usually   □ Always

2.) The teacher meets with you and your parents/guardians to discuss your disrespectful actions. This strategy _____ works in terms of reducing the frequency of disrespect.

    □ Never   □ Rarely   □ Sometimes   □ Usually   □ Always

3.) The teacher models respectful behaviors and teaches and guides discussions about respect versus disrespect. This strategy _____ works in terms of reducing the frequency of disrespect.

    □ Never   □ Rarely   □ Sometimes   □ Usually   □ Always

4.) The teacher gives you extra attention and recognizes you when he/she sees you being respectful towards others. This strategy _____ works in terms of reducing the frequency of disrespect.

    □ Never   □ Rarely   □ Sometimes   □ Usually   □ Always

Please rank the following strategies from most effective (1) to least effective (4) in terms of reducing the frequency of disrespectful behavior towards adults.

1. (Most effective)   (Select from the drop-down menu: meeting one-one-one with the teacher, meeting with parents/guardians and the teacher, teacher modeling of respect and specific lessons and discussions about disrespect versus respect, being given extra attention and recognition for respectful actions)

2.   (Select from the drop-down menu: meeting one-one-one with the teacher, meeting with parents/guardians and the teacher, teacher modeling of respect and specific lessons and discussions about disrespect versus respect, being given extra attention and recognition for respectful actions)

3.   (Select from the drop-down menu: meeting one-one-one with the teacher, meeting with parents/guardians and the teacher, teacher modeling of respect and specific lessons and discussions about disrespect versus respect, being given extra attention and recognition for respectful actions)

4. (Least effective)   (Select from the drop-down menu: meeting one-one-one with the teacher, meeting with parents/guardians and the teacher, teacher modeling of respect and specific lessons and discussions about

disrespect versus respect, being given extra attention and
recognition for respectful actions)

PART IV:

**Academic cheating includes actions such as copying others' work, turning in others' work
and/or partnering with others while completing quizzes and tests. Select the best answer for
how often following management strategies reduce the frequency in which you cheat on
academic work.**

1.) The teacher meets with you one-on-one to discuss academic pressures and honesty. This
strategy _____ works in terms of reducing the frequency of cheating.

  □ Never   □ Rarely   □ Sometimes   □ Usually   □ Always

2.) The teacher meets with you and your parents/guardians to discuss academic pressures and
honesty. This strategy _____ works in terms of reducing the frequency of cheating.

  □ Never   □ Rarely   □ Sometimes   □ Usually   □ Always

3.) The teacher focuses more on student effort than on grades, and he/she teaches and guides
discussions about learning from mistakes, setting academic goals, and honesty. This strategy
_____ works in terms of reducing the frequency of cheating.

  □ Never   □ Rarely   □ Sometimes   □ Usually   □ Always

4.) The teacher individually recognizes you for your hard work and effort through feedback on
academic work. This strategy _____ works in terms of reducing the frequency of
cheating.

  □ Never   □ Rarely   □ Sometimes   □ Usually   □ Always

**Please rank the following strategies from most effective (1) to least effective (4) in
terms of reducing the frequency of cheating on academic work.**

1. (Most effective)   (Select from the drop-down menu: meeting one-one-one with the
                                   teacher, meeting with parents/guardians and the teacher, teacher
                                   modeling of honesty/focusing on effort rather than grades/specific
                                   lessons and discussions, being given recognition for hard work
                                   and effort through teacher feedback)

2.   (Select from the drop-down menu: meeting one-one-one with the teacher, meeting with parents/guardians and the teacher, teacher modeling of honesty/focusing on effort rather than grades/specific lessons and discussions, being given recognition for hard work and effort through teacher feedback)

3.   (Select from the drop-down menu: meeting one-one-one with the teacher, meeting with parents/guardians and the teacher, teacher modeling of honesty/focusing on effort rather than grades/specific lessons and discussions, being given recognition for hard work and effort through teacher feedback)

4. (Least effective)   (Select from the drop-down menu: meeting one-one-one with the teacher, meeting with parents/guardians and the teacher, teacher modeling of honesty/focusing on effort rather than grades/specific lessons and discussions, being given recognition for hard work and effort through teacher feedback)