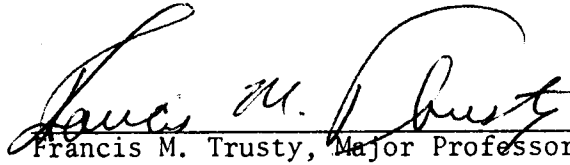
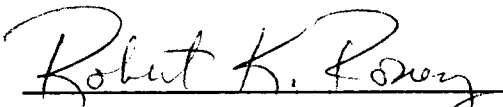


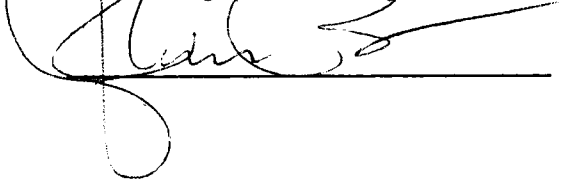
To the Graduate Council:

I am submitting herewith a dissertation written by George Nolen Nerren, Jr., entitled "Attitudes of High School Teachers Perceived as Effective or Ineffective Managers of Student/Teacher Conflicts." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Educational Administration and Supervision.

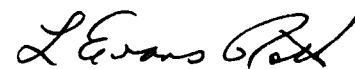

Francis M. Trusty, Major Professor

We have read this dissertation
and recommend its acceptance:





Accepted for the Council:


Vice Chancellor
Graduate Studies and Research

ATTITUDES OF HIGH SCHOOL TEACHERS PERCEIVED AS
EFFECTIVE OR INEFFECTIVE MANAGERS OF
STUDENT/TEACHER CONFLICTS

A Dissertation
Presented for the
Doctor of Education
Degree
The University of Tennessee, Knoxville

George Nolen Nerren, Jr.

December 1980

3046870

ACKNOWLEDGMENTS

Sincere appreciation is extended to the members of my committee: Dr. Francis Trusty, Chairman, and Drs. Dean Champion, John Peters, and Robert Roney for their assistance throughout this study.

To Mr. Dale R. Hughes, I extend my heartfelt thanks for his tremendous assistance by endorsing this project to his fellow administrators and allowing this writer to utilize the facility and equipment at Bradley Central High School.

I am gratified to have had the support of my family. To my parents, Nolen and Elizabeth Nerren, I express my gratitude for their love and guidance. I extend a special thanks to my children Bryan and Rachel for their patience and understanding. More than any other individual, I acknowledge the support and encouragement of my wife, Suzanne. She serves in the role of my wife, mother to my children, and my best friend in such an excellent manner that words cannot truly express my appreciation.

I also acknowledge that the Lord has been the strength of my life. He is my light and my salvation. To Him, I most humbly express my appreciation and thanksgiving for his blessings and leadership in my life.

ABSTRACT

This study was designed to measure the attitudes and perceptions of high school teachers in Tennessee about selected variables related to the management of conflict. Teachers selected for study were those who were considered by their building administrator to be either effective or ineffective managers of student/teacher conflicts. The variables selected for study were as follows: territorial needs; personal identity; communication skills; importance of structure; willingness to trust students; and teacher goals.

A questionnaire containing sixty (60) items was used to determine teacher attitudes and perceptions for each of the variables. A t-test was used to determine if significant differences existed between the two groups with regard to the responses. The level of significance was established at .05.

There were significant differences in the responses to two of the variables: personal identity and trust. With regard to the variable trust, the effective teachers revealed a significantly higher degree of confidence in the skills and abilities of students. With regard to the variable identity, the effective teachers revealed a more positive self-concept than did the ineffective teachers.

A chi square test revealed significant differences in the responses of effective and ineffective teachers and their building administrators. Only four of the 102 teachers classified as ineffective managers of student/teacher conflicts by their building administrators rated their

abilities as ineffective. In all, 88.2 percent of both groups of teachers rated their skills in managing student/teacher conflicts as effective.

The study concludes that trust in students and positive self-concepts by teachers are two of the most important elements required for the successful management of student/teacher conflicts.

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CHAPTER I

INTRODUCTION

I. INTRODUCTION TO THE PROBLEM

For nine of the first ten years that the Gallup Polls of public attitudes toward the public schools have been conducted, discipline has been ranked as the major problem in the schools. In fact, in the 1977 poll, this problem was perceived by the highest percentage of votes since the inception of the Gallup Polls.¹ The eleventh annual Gallup Poll which was conducted in 1978 listed the following items as being the most frequent problem facing schools:²

1. Lack of discipline—24 percent
2. Use of drugs—13 percent
3. Lack of proper financial support—12 percent.

Consequently, the problem of discipline is not only consistently ranked at the top of school problems, but does appear to be widening its margin of support.

Certainly discipline is a multi-dimensional term with various meanings. Sometimes, the word discipline is used with positive

¹George H. Gallup, "The Ninth Annual Gallup Poll of the Public Attitudes toward the Public School," Phi Delta Kappan, (Vol. 59 No. 1 September 1977) p. 34.

²George H. Gallup, "The Eleventh Annual Gallup Poll of the Public Attitudes toward the Public School," Phi Delta Kappan, (Vol. 61 No. 1 September 1979) pp. 33-45.

connotations, while at other times it is utilized with negative connotations. Among the many definitions of this word are: (1) a field of study; (2) training that molds, corrects or perfects the mental faculties or moral character; (3) punishment; (4) control gained by enforcing obedience or order; (5) orderly or prescribed conduct or patterns of behavior; (6) self-control; (7) a rule or a system of rules of governing conduct.³ Curin has defined class discipline as a conflict between the needs of the individual (the student), and the needs of the group (class), or the authority who controls the group (teacher).⁴

It appears that the respondents to the Gallup Poll tend to view discipline as "control gained by enforcing obedience or order." This assumption is based on the responses to the open ended question, "What, if anything, do you think public schools in this community should be doing that they are not doing now?" The nation, as a whole, favored more strict discipline. Pollsters reported that the public was bothered by a lack of respect shown to, or demanded by teachers. Also complaints ranged from the lack of appropriate dress codes to the lack of enforcement of school rules including student truancy without penalties.⁵

³Websters Seventh New Collegiate Dictionary, (Cambridge, Massachusetts: H. D. Houghton & Company, 1961), p. 237.

⁴Richard L. Curin and Allen Mendler, The Discipline Book: A Complete Guide to School and Classroom Management (Reston, Virginia: Reston Publishing Company, 1980) p. 10.

⁵George H. Gallup, "The Tenth Annual Gallup Polls of the Public Attitudes toward the Public School," Phi Delta Kappan, (Vol. 60 No. 1 September 1978) p. 36.

This lack of student control as perceived by the public is also supported by data dealing with youth conduct. Research by Wynne has revealed that within the last twenty-five years, suicide rates of white youths between the ages of 15 and 19 increased 171 percent, while during one period the overall suicide rate increased by only 18 percent. The rate of death by homicide among white males aged 15 to 19 has increased more than 200 percent during the past twenty-six years. Arrests for males under the age of 19 for narcotics law violations increased 1,288 percent between 1960 and 1972. Still more statistics reveal that the use of cigarettes has also increased among the young. A national sample of females aged 13 to 17 revealed that from 1969 to 1975 the portion of respondents who smoked a pack or more of cigarettes a day rose from 10 percent to 39 percent. Between 1956 and 1974, the reported cases of gonorrhea among the young rose more than 200 percent, while syphilis increased 100 percent. Wynne stated, "Our children and adolescents are increasingly engaged in killing, hurting and abusing themselves and others."⁶

The misbehavior of youth mentioned above is also apparent in the public schools. It was estimated that during each month of the 1979-80 school year the following events would occur: (1) one of eight secondary students would be physically attacked; (2) one of nine secondary students would have something stolen; (3) one of two-hundred teachers

⁶Edward A. Wynne, "Behind the Discipline Problem: Youth Suicide as a Measure of Alienation," Phi Delta Kappan, (Vol. 59 No. 5 January 1978) p. 307.

would be assaulted; (4) one of five assaults on a teacher would be severe enough to be considered serious.⁷

School vandalism diverts 600 million dollars from the education budget. This amount would be enough to buy a year's worth of textbooks or pay the salaries of 50,000 more first-year teachers without increasing taxes.⁸

Available statistics reveal that schools in the large cities have been most seriously affected by violence. Fifteen percent of the schools in large cities reported serious problems while 6 percent of the suburban and 4 percent of rural communities reported such problems.⁹ Three-fourths of all fires in school buildings are caused by arson.¹⁰

The reaction to these acts of misbehavior both in the schools and the society has been massive. The number of students who are suspended each year from school is shocking. For example, in 1972-73 New York City reported over 20,000 student suspensions. Houston had over 9,000 suspensions, while Cleveland reported over 11,000 cases of suspensions. These statistics also revealed that secondary students are suspended twice as often as other children. In one Denver census, over 50 percent

⁷Stanley M. Elam, "Discipline and Violence Revisited," Phi Delta Kappan, (Vol. 59 No. 7 March 1978) p. 442.

⁸Willard McGuire, "Violence in the Schools," Today's Education, (Vol. 69 No. 2 April-May 1980) p. 18.

⁹Francis A. J. Ianni and Elizabeth Reuss Ianni, "What Can Schools Do About Violence?" Today's Education, (Vol. 69 No. 2 April-May 1980) pp. 20-23.

¹⁰Michael Berger, Violence in the Schools: Cause and Remedies, (Bloomington: Phi-Delta Kappa Educational Foundation, 1974) p. 7.

of white boys and 31 percent of black girls had been suspended at least once since they had entered the public school system. A Springfield, Massachusetts, report indicated that 57 percent of white school aged boys had been suspended at least once.¹¹

Society's reaction to the problem of youth misbehavior appears to have undergone a change in direction. Modern juvenile justice has long operated on the principle that all youngsters can be rehabilitated. Now, due to increased violent crimes by juveniles, other ideas are making themselves evident. These ideas emphasize certain punishments along with separate treatment of petty offenders and those who commit serious crimes.

For example, New York once considered the nation's most liberal state, has a new law under which 13 year olds can be tried as adults. Massachusetts is about to enact a law requiring juvenile repeaters to be tried as adults. In Illinois they are also cracking down on multiple offenders. California has increased the prison term for youthful murderers and gives prosecutors more leeway in prosecuting juveniles. Even relatively crime-free Iowa has a new criminal code with mandatory sentences for violent criminals that can be applied to juveniles.¹²

These data establish the fact that this county and especially the public schools of this county are facing a problem which is overwhelming

¹¹Thomas J. Cottle, "A Case of Suspension," Principal, (Vol. 55 No. 1 September-October 1975) p. 5.

¹²Dave Goldberg, "Youth Corrections Officials Crack Down," Atlanta Constitution, September 30, 1979, pp. D1-D11.

in its magnitude: DISCIPLINE. In any attempt to resolve a problem, one must direct his attention toward both the causes and the symptoms of the problem. The data previously mentioned have related to the symptoms. The causes of the problem are much more difficult to identify. These causes may be divided into three broad areas: (1) the student; (2) the school; (3) the teacher.

No research design yet devised has adequately controlled all the possible confounding variables such as intelligence, peer influence, academic skills, fulfillment, sense of well being, self image, and attitude that influence a student's behavior. All of these variables can be linked through research to student achievement and discipline.¹³

To a considerable degree, teachers in a Wisconsin survey suggested that discipline problems are an extension of out-of-school problems. It was also interesting to note that students shared these views. Some teachers suggested "We're expected to solve the problems the parents can't solve themselves."¹⁴ This attitude was also reflected by Willard McGuire, President of the National Education Association, who stated, "The problems do not start in the schools, but they wind up there and they must be dealt with there."¹⁵

However, recent research by Skolnick stated child behavior may not be the fault of parental influence. In fact, psychologist Richard Bell

¹³Lawrence E. Bozzomo, "Does Class Size Matter?" Principal, (Vol. 57 No. 2 January 1978) p. 78.

¹⁴Harry S. Lufner "Discipline: A New Look at an Old Problem," Phi Delta Kappan, (Vol. 59 No. 6 February 1978) p. 424.

¹⁵McGuire, loc. cit.

stated, "Many studies claiming to show parents affect children can just as well be interpreted as showing children's effects on parents."¹⁶

Approximately two-hundred children were studied intensively from infancy through adolescence and they were seen after age thirty. The researchers predicted that children from troubled homes would be troubled adults and conversely, that those who had happy, successful childhoods would be happy adults. They were wrong in two-thirds of their predictions. They evidently overestimated traumatic effects or stressful family situations.¹⁷

Few studies are reported in the literature which reveal any definite facts about discipline. Perhaps this is because the behavior of adolescents has always changed from generation to generation. Discipline is different in each generation. Students are louder, more active, busier, and have more responsibilities. Students are also more outspoken, knowledgeable, and aware of their rights.¹⁸

Another element which must be considered a cause of the discipline problem is the school organizational structure and climate. Larger schools have a higher incidence of and more serious crime disruptions than smaller schools. Researchers have stated that this is primarily due to a lack of faculty recognition of students. As a school increases

¹⁶ Arlene Skolnick, "The Myth of the Vulnerable Child," Psychology Today, (Vol. 11 No. 9 February 1978) p. 56.

¹⁷ Ibid.

¹⁸ Kenneth Henson, "A New Concept of Discipline," Clearing House, (Vol. 51 No. 2 October 1977) pp. 89-91.

in size, the opportunity of the teacher to talk to individual students is decreased.¹⁹

The principal's ability to bring about order in the school was also considered important. Recent research findings indicate that a firm and consistent pattern of order is an important determinant of success in many areas of education, from the teaching of reading, to the establishment of a climate conducive to learning. Also important is the principal's responsiveness to teachers' and students' opinion about school policy.²⁰

Organizational situations can lead to teacher frustrations. For example, teachers report that such things as overcrowded classrooms, lack of instructional material, outrageous administrative policies, and external classroom disturbances result in feelings of helplessness.²¹

Students also expressed dissatisfaction with organizational structure and types of governance. In one survey, 74 percent of the students stated they felt a system of arbitrary and inflexible rules and punishment existed. Violence most often originates among people who feel that they have little or no voice in the society in which they fit.²²

Another cause of discipline related to the school organization was the curriculum itself. Pupils frequently viewed the curriculum as

¹⁹Ianni and Ianni, loc. cit.

²⁰Ibid.

²¹Nicholas J. Long, "The Straws that Break the Teachers Back," Conflict in the Classroom, (Belmont, CA: Wadsworth Publishing Co., 1976) p. 284.

²²Berger, loc. cit.

boring. In one survey, 58 percent of the teachers and 57 percent of the students stated that boring classes were a cause of discipline problems.²³ Apple stated, "One of the least attractive complaint's about schools in recent years has been that they are relatively unexciting, boring, or what have you because of mindlessness."²⁴

Certainly teacher behavior and characteristics must be considered as one of the causes of this problem. Despite the critical importance of the problem of discipline and a half century of prodigious research effort, very little is known for certain about the nature and measurement of teacher personality and teacher effectiveness.²⁵ However, the public attitude reflects the sentiment that in order to improve the quality of the school, the quality of teachers must be improved.²⁶

One aspect of teacher behavior which seems to be closely related to the discipline problem is teacher respect for students' rights. Fifty-eight percent of students surveyed felt this factor was a cause of discipline problems.²⁷ Property losses tended to increase in schools where teacher behavior shows a loss of respect for students.²⁸ In a

²³Lufner, op. cit. p. 425.

²⁴Michael W. Apple and Nancy R. King, "What Do Schools Teach?" Humanistic Education, (Berkley: McCutchan Publishing Company, 1977) p. 29.

²⁵J. W. Getzels and P. W. Jackson, "The Teachers Personality and Characteristics," Handbook of Research on Teachers, (Chicago: Rand McNally & Company, 1963) p. 574.

²⁶Gallup, 1979 loc. cit.

²⁷Lufner, op. cit. p. 426.

²⁸Ianni and Ianni, loc. cit.

survey of 815 high school students from three states, 81 percent felt that the most violated right was "teachers lack of respect for students opinions."²⁹ A similar complaint of students toward teachers was a lack of empathy and depersonalized communication.³⁰

Ianni reported that certain teacher characteristics either increase or decrease the intensity and the number of problems. These characteristics are as follows: (1) high self-esteem; (2) job satisfaction; (3) agreement with principal's educational and procedural style; (4) cohesiveness among teachers; (5) sense of identification with students.³¹

Nevertheless, Getzels has suggested a need for research leading to the specific and distinctive features of teachers personalities and of the effective teacher.³² Although considerable work has been done in the etiology of aggressive behavior, Rader has stated, "We still do not have much advice on strategies for dealing with violence in the public schools."³³

The fact that some classroom teachers are better able to manage student behavior than others and thus reduce the number of discipline problems must not be overlooked. Clearly, there is a lack of research pertaining to teacher attitudes and perceptions which influence the number of discipline problems a teacher has within the classroom. Gordon stated, "Like rain and taxes, conflicts between student and

²⁹Henson, loc. cit.

³⁰Berger, loc. cit.

³¹Ianni and Ianni, loc. cit.

³²Getzels and Jackson, loc. cit.

³³Hershel Rader, "The Child as Terrorist: Seven Cases," School Review, (Vol. 84 No. 1 November 1, 1975) p. 5.

teacher needs are inevitable. Not only are they bound to happen, they can happen rather frequently."³⁴

Effective resolution of these conflicts leads to the conclusion that some teachers are better at managing student/teacher conflicts than others. Therefore, there is a need to determine what attitudes and perceptions are possessed by those teachers judged as either effective or ineffective at managing student/teacher conflicts.

Statement of the Problem

The decade of the seventies was often referred to as the age of accountability, especially in educational institutions. It was a time when the classroom teachers and school administrators were criticized by the public for their failure to perform their duties, even though these duties were vague and poorly defined. Certainly, no one blamed the entire discipline problem upon the teachers and administrators of the school systems of this country; nevertheless, these personnel must accept their responsibility to manage student behavior more effectively. The problem, then, was the increased difficulty experienced by teachers and administrators in managing effectively the behavior of students in school.

Statement of the Purpose

This study was conducted in order to determine attitudes and perceptions of teachers who were judged as either effective or

³⁴Charles Galloway, Silent Language in the Classroom, (Bloomington: Phi Delta Educational Foundation, 1976) p. 4.

ineffective managers of student/teacher conflicts. It attempted to determine if teachers and principals would have similar evaluations of the teachers conflict management skills. It was concerned with determining if teachers who were perceived as either effective or ineffective student/teacher conflict managers had common attitudes and perceptions. Selected for study were teacher attitudes and perceptions about potential sources of conflict such as: territorial needs; personal identity; communications skills; importance of structure; willingness to trust students; and teacher goals.

Importance of Study

Since discipline was the major problem in the public schools in 1979 and was considered by the Gallup Poll to rank in that position for ten of the last eleven years, any data which could help reduce that problem would be most welcome by school officials as well as the public in general. As a result of this study, administrators may gain insight to teacher attitudes and perceptions which increase or decrease discipline problems. This information could also be useful in the selection, placement, counseling, and supervising of classroom teachers.

This study could also be helpful to teacher training institutions. First, it could assist in the preparation of future educators so they will be more aware of those teacher perceptions and attitudes which tend to increase the number of dysfunctional conflicts within the classroom between students and teachers. Secondly, it could provide institutions a criterion which along with several others, could be utilized to predict the probability of success in the classroom of future teachers.

Also, the results of this study could be utilized for teacher inservice training programs so that those currently serving in the profession might be more aware of the perceptions and attitudes of teachers who are perceived as either effective or ineffective managers of student/teacher conflicts.

Limitations and Delimitations

This study, like most, was bounded by certain limitations and delimitations. It was limited in its focus to the perceptions and attitudes of classroom teachers who were judged by their building administrators to be either effective or ineffective at managing student/teacher conflicts.

This study was delimited to public school classroom teachers serving in secondary schools within the State of Tennessee. The perceptions and attitudes were delimited to those six areas generally assumed to be sources of conflict. The method of determining teacher perceptions and attitudes was delimited to a self-analysis to be completed by each respondent.

II. ASSUMPTIONS

The following assumptions were made with regard to this study:

1. All schools selected for study had discipline problems.
2. Administrators were able to distinguish between effective and ineffective teachers with regard to the management of student/teacher conflicts.

3. Those teachers selected for study would cooperate and respond honestly to the questionnaire.
4. Those teachers not responding to the questionnaire would not deviate radically from the respondents.

III. DEFINITION OF TERMS

Communications skills: Communication skills are a person's ability to exchange meanings with other individuals through a common system of symbols.

Conflict: Conflict is the expression of incompatible behaviors or attitudes in such a way that accommodation or acceptance between/among individuals is reduced and the incidence of frustration and tension increased.

Discipline: Discipline refers to control being gained by enforcing rules or order.

Effective conflict management: Effective conflict management is the ability successfully to control conflicts so that the end results of such conflicts are functional rather than dysfunctional in nature.

Identity: Identity is a person's self-concept of his/her individual character behaviors, or attitudes.

Ineffective conflict management: Ineffective conflict management is the inability to control conflicts so that the end results of such conflicts are dysfunctional rather than functional in nature.

Goals: Goals refer to the ends or objectives toward which a person's efforts are directed.

Secondary schools: Secondary schools are public educational institutions which contain either grades 9-12 or 10-12.

Structure: Structure refers to a pattern of behavior or a method of operation which may be between the extremes of flexibility and rigidity.

Territory: Territory refers to a physical, emotional, or intellectual area over which a person feels a sense of ownership or control.

Trust: Trust refers to a willingness to place confidence in the actions and abilities of others.

IV. QUESTIONS

The following questions will guide the course of this study:

1. What differences existed between the perceptions of teachers and their principals regarding the teachers' effectiveness in handling student/teacher conflicts?
2. What differences existed between teachers who were perceived as effective in managing student/teacher conflicts and those who are perceived as ineffective with regard to (a) attitudes toward territory, (b) attitudes toward structure, (c) concepts of identity, (d) communications skills, (e) attitudes of trust, and (f) attitudes toward goals?
3. What differences in the combined response to all variables under study existed between teachers who are perceived as effective in managing student/teacher conflicts and those who are perceived as ineffective?

V. PROCEDURES AND METHODS OF RESEARCH

This study was designed to measure the attitudes and perceptions of classroom teachers about selected variables related to the management of conflict. Teachers selected for study were those who were considered by their building administrator to be either effective or ineffective managers of student/teacher conflicts.

Data Collection

The basic research tool used to collect data for this study was the questionnaire. This instrument consisted of sixty questions. Ten questions were utilized to assess perceptions and attitudes about each of the following: identity, structure, communications skills, territory, trust, and goals. This questionnaire is included in Appendix A.

A preliminary questionnaire was administered to ten selected persons (including school administrators, teachers, professors, and graduate students) for criticisms and suggestions for improvement. These suggestions were incorporated in the final questionnaire.

The validity of this questionnaire was established through content validation. That is, a panel of experts were asked to validate the questions as to whether or not they accurately measured the attitude or perception being studied. This three member panel consisted of one certified school psychologist with a doctoral degree knowledgeable in test construction, one school administrator knowledgeable in student/teacher behavior and interactions, also with a doctorate in school administration and supervision, and one classroom teacher considered as a master teacher and knowledgeable in classroom management techniques.

The reliability of this questionnaire was established by test-retest. Identical questionnaires were administered to ten classroom teachers with a ten day interval between questionnaire administrations. The minimum acceptable reliability coefficient was .60.

Letters which explained this study were mailed to the principals of the schools selected for study. This letter to principals is included in Appendix B. Follow-up telephone conversations were conducted with cooperating principals to explain further the purpose and methodology of this study.

The Sample

A random sample of all Tennessee secondary schools was utilized in this study. According to the Annual Statistical Report issued by the Education Department in the scholastic year ending June 30, 1978, there were 15,595 public secondary school teachers in Tennessee. Fifty schools were randomly selected with the use of a random numbers table with each public secondary school in the state given an equal and independent chance of being selected. Each school which indicated a willingness to participate received enough questionnaires to distribute to 20 percent of its faculty. A response of 200 usable questionnaires was the minimal acceptable number needed for the completion of this study.

Teachers were selected in a judgmental fashion by their building principal. Each school administrator was asked to select two groups of teachers. One group consisted of that 10 percent of the total faculty

who were perceived as being the most effective managers of student/teacher conflicts. The second group consisted of that 10 percent of the total faculty who were perceived as being the most ineffective managers of student/teacher conflicts.

Administrators were asked to give each group different colored questionnaires. Teachers receiving the questionnaires were asked to mail them directly to the researcher. It was felt that this method of gathering data would elicit honest and frank responses. Additionally, cover letters were attached to the questionnaires which explained the purpose of the study to the respondents. This cover letter is included in Appendix C.

Treatment of Data

The information collected through this study was tabulated, grouped, and presented through descriptive frequency distributions. The classification of teachers as being effective or ineffective managers of student/teacher conflicts was considered nominal level data consisting of two independent samples. This classification of teachers was treated as the dependent variable while teacher perceptions and attitudes were considered to be independent variables at the interval level of measurement.

One item from the questionnaire was used to compare teacher self-perceptions with the administrators' classifications. This particular item measured the respondents' self-perception of his/her ability to manage student/teacher conflicts. The response to that item

was then compared with the administrator's judgment as to the category (effective or ineffective) into which that teacher had been assigned. A chi square test was used to determine if a significant difference existed between the administrators and teachers.

Scores for each variable area (territory, structure, identity, communication skills, trust, and goals) were computed by combining individual question responses into a composite score. This composite score was then utilized to find if differences existed between the two independent samples. The t test was applied to determine significant differences existed between the two groups for each of the six independent variables under consideration. This test of difference was selected since the independent variables were at the interval level of measurement with equal appearing interval scales. Also the sample was randomly selected and large enough to permit the assumption of a normal distribution of the population being sampled. Each test was a one-tailed measurement and utilized the .05 level of significance.

Finally, a combined score was used to determine if a significant difference existed between the two groups. This score was compiled by adding the combined scores of the six variable scores. The t-test, calculated by computer, was then applied to the combined scores of the groups. This test was a one-tailed measurement and utilized the .05 level of significance.

VI. ORGANIZATION OF STUDY

Chapter I has contained the background of the study, a narrative history of the discipline problem in public schools, a statement and

discussion of the problem, limitations and delimitations of the study, the assumptions underlying the study, definition of terms, questions to be answered, the procedures and methodologies to be employed, and the organization of the study.

Chapter II will contain a review of selected literature and research.

Chapter III will contain the presentation and analysis of the data.

Chapter IV will contain a summary of the study, a list of the findings, list the conclusions, and make recommendations pertaining to the use of information developed in the study.

CHAPTER II

REVIEW OF RELATED LITERATURE

I. OVERVIEW OF STUDENT/TEACHER CONFLICTS

Conflict, either intellectual or normative is seen as a negative attribute in social life.¹ This attitude toward conflict is prevalent in the high school curriculum. Most subjects, especially social studies, treat conflicts with negatives. Students are taught "our side is good—theirs is bad."² Teachers view conflicts with a negative attitude. Almost without exception, teachers think of facing conflicts in terms of winning and losing, therefore, it is not surprising that students see teachers as natural enemies.³

Some have a more positive view of conflict. Roark stated, "Conflict by its nature is not bad; although, obviously, it can be destructive."⁴ Conflict is inevitable, and it may indicate that important changes are in the works; conversely, lack of conflict may mean stagnation. Nevertheless, disruptive, continuous, or pervasive conflict is a sign

¹Michael W. Apple and Nancy R. King, "What do Schools Teach?" Humanistic Education, (Berkeley: McCutchan Publishing Corp., 1977) p. 45.

²Michael W. Apple, "The Hidden Curriculum and the Nature of Conflict," Interchange, (Vol. 2 No. 4 1971) pp. 27-40.

³Albert E. Roark, "Interpersonal Conflict Management," Personnel and Guidance Journal, (Vol. 56 No. 7, March 1978) pp. 400-402.

⁴Thomas Gordon, TET Teacher Effectiveness Training, (New York: Peter Wyden Publisher, 1974) pp. 179-249.

that all is not well within the organization.⁵ Perhaps the most positive outlook of conflict was expressed by Deutsch, who stated:

It prevents stagnation, it stimulates interest and curiosity, it is the medium through which problems can be aired and solutions arrived at; it is the root of personal and social change. Conflict is often the process of testing and assessing oneself and as such, may be highly enjoyable as one experiences the pleasure of full and active use of one's capacities.⁶

Several researchers have attempted to define conflict with neither positive nor negative connotations. For example, Nicholson stated, "a conflict exists when two people wish to carry out acts which are mutually inconsistent."⁷ Diem defines conflict as "active opposition of persons over something. Conflict has a cause, an interaction, and a resolution. It is an unusual phenomenon which may occur in one's mind—between persons and nature—or groups."⁸ Coser stated, "Conflict is a struggle over values and claims scarce status, power and resources in which the aims of the opponents are to neutralize, injure or eliminate their rivals."⁹

⁵Richard A. Gorton, Conflict, Controversy and Crisis in School Administration, (Dubuque: WMC Brown Company, 1972) pp. 282-283.

⁶John P. DeCecco and Arlene K. Richards, "Civil War in the High Schools," Psychology Today, (Vol. 9 No. 6 November 1975) pp. 51-56.

⁷Michael Nicholson, Conflict Analysis, (New York: Barnes and Noble Inc., 1970) p. 7.

⁸Richard A. Diem, "Conflict and Conflict Resolution: Teacher Education to Improve the Teaching Environment," (ERIC Document ED 115 521, 1975) p. 1.

⁹Albert E. Roark and Linda Wilkinson, "Approaches to Conflict Management," Group and Organization Studies, (Vol. 4 No. 4 December 1979) pp. 440-452.

Finally, it should be stated that conflict is an unavoidable, but potentially productive part of human behavior when managed effectively, conflict can lead to satisfaction with goals attained, more creative solutions and or enhanced commitment to relationships. Conversely, when managed ineffectively, it can lead to dissatisfaction and frustration. Basically there are two ways of looking at conflict. One is the Medical method which equates conflict to a disease and reasons that the less there is, the better. The other viewpoint is the Friction model which views conflict as a natural result of interaction and therefore attempts to manage it constructively.¹⁰

Conflict differs from competition and cooperation. Competition is indirect conflict in the sense that any damage done to the adversary is unintentional. It is conflict which consists of parallel efforts by both parties concerning the same prize, a prize not held by either competitor. Cooperation reflects shared agreement on goals and the value of working together for attainment of these goals despite the pressure of some antagonism or disagreement.¹¹

Realistic conflict is not a disease; it is natural since there is a limit to resources and what one party has, limits the other. Conflict may have many positive functions. For example, by venting hostilities, groups are able to protect themselves from sudden disintegration because

¹⁰Ibid.

¹¹Fred E. Jandt and Mark Hare, "Instruction in Conflict Resolution," (ERIC Document ED 125010, July 1976) pl.

of an accumulation of pent up anger and disagreement. Consequently, the absence of conflict is not necessarily good.¹²

There are a multitude of theories relating to student behavior. These theories could be organized on a continuum ranging from one extreme which views the individual as more important than the group to the other extreme which favors strict, authoritarian controls.¹³

A. S. Neill's Summerhill philosophy expresses the view that schools should be made to fit the child and advocates no external control upon students even to the degree of making lessons optional. Carl Rogers philosophy of Client Centered Therapy also advocates individual freedoms. Rogers utilizes listening in a reflective way to a person's thoughts and uses a non-directive approach to counselling.¹⁴

Next on this continuum might appear Haim Ginot and Abraham Maslow who take the position that the essence of discipline is finding effective alternatives to punishment. They feel that to punish a child is to enrage him and make him uneducable. The child becomes a "hostage of hostility, a captive of rancor, a prisoner of vengeance—suffused with rage and absorbed in grudges, a child has no time or mind for studying." These men feel that in discipline, whatever generates hate must be avoided and conversely, whatever generates self-esteem must be fostered.¹⁵

¹²Ibid.

¹³Richard L. Curin and Allen N. Mendler, The Discipline Book: A Complete Guide to School and Classroom Management, (Reston, VA: Reston Publishing Co., 1980) p. 77.

¹⁴Ibid., p. 81.

¹⁵Ibid., p. 83.

Perhaps a more moderate view is supported by Rudolph Driekers who expresses the view that a child's misbehavior occurs when he has developed poor beliefs about himself which led to his having goals which may lead to misbehavior. These goals may be attention, power, revenge, and a display of inadequacy. Driekers suggested using natural and logical consequences for dealing with misbehavior. He states that "educators should make the punishment fit the crime."¹⁶

Thomas Gordon has placed emphasis upon communication skills. His Teacher Effectiveness Training stresses the use of active listening, I-messages, problem ownership, and negotiation as tools for behavior management.¹⁷

Glasser's Reality Therapy states that students misbehave because of a lack of involvement in the decision making process. His view is that a child's self-concept is formed between the ages of five and ten; therefore, schools should provide success experiences.¹⁸

Those theorists which stress the importance of the group and minimizes the importance of the individual generally adopt the behavior modification approach. Psychologists such as Thorndike and Skinner believe that behavior is learned from the outside environment which serves to strengthen or weaken the behavior.¹⁹

The ultimate is complete external control of behavior would involve the use of Drug Therapy. Psychoactive drugs have been prescribed

¹⁶Ibid., p. 86.

¹⁷Ibid., p. 96.

¹⁸Ibid., p. 99.

¹⁹Ibid., p. 106.

to overcome student distractibility, overactivity, inattentiveness, impulsivity, difficulty in disciplining, poor social controls and academic problems. The purpose of drug therapy is to improve the behavior of the child according to the child's environment.²⁰

Perhaps an outgrowth of these theories of behavior has been the proliferation of a number of myths concerning discipline. Kindsvatter has compiled a list of twelve myths dealing with discipline.²¹

1. Good control depends upon finding the right gimmick—Teachers must realize that student behavior is rarely spontaneous. Those factors that condition student misbehavior are quality of student/teacher relationship, clarity, reasonableness of teachers expectations, consistency of teachers behavior, general level of motivators. Teachers must establish a climate of mutual respect, being firm and consistent, and maintaining a dignified but friendly posture even under trying circumstances.

2. Every teacher can become highly competent in creating conditions of good discipline—Discipline is an art. Just as in art, it is possible to teach one about principles of color, balance, composition, and some skill and yet not guarantee one capable of producing a masterpiece, so it is in behavior management.

3. The best teachers are those in whose classes students don't dare misbehave—Actually schools should be developing student self-control and preparing students for citizenship by the use of participatory democracy.

²⁰ Ibid., pp. 81-83.

²¹ Richard Kindsvatter and Mary Ann Levine, "The Myths of Discipline," Phi Delta Kappan, (Vol. 61 No. 10 June 1980) pp. 690-693.

4. The behavior of teachers can be understood only in terms of their instructional role—Teachers often behave in such a way so as to satisfy basic psychological needs such as power, security, and self-esteem.

5. The behavior of students can be understood only in terms of their role as learners—Often student behavior is an attempt to satisfy the basic psychological needs of socializing, security, attention, and obtaining evidence of self-worth rather than being concerned with studying and learning.

6. Punishment is educational—There is virtually no support in the professional literature for harsh punitive practices such as humiliation, abusive language, threats, extra homework, writing a phrase repeatedly, impersonal detention, or striking a student. Most of these actions violate principles of democracy and have negative long-range effects.

7. A teachers response to misbehavior should always be directly related to misbehavior—Many of the punishments teachers regularly use are suppressive but not corrective and thus have little educational value.

8. A teacher shouldn't smile until Thanksgiving—This myth assumes an adversarial relationship that emphasized teacher power and assigns a low priority to respect of student dignity and concern for developing self-discipline.

9. Students do not know how to behave—Student behavior at church, home, social affairs and other events indicate that they know what is

acceptable and unacceptable. Students really need to know that it is in their best interest to conform to the teacher's and the school's expectation.

10. Students deliberately test the teacher to find out what they can get away with—There is no conspiracy to gauge teacher's tolerance. Students do have a psychological need to know the limits of classroom freedom. Usually students must choose between two forces, first, a strong social desire to talk with neighbors and secondly, teacher rules against unsanctioned conversation.

11. Teachers should not look at student's record so as not to obtain prejudicial information—The more a teacher knows about a student, the more likely he can provide for effective learning. Ignorance is unpreparedness.

12. Being consistent should take precedence over all other considerations—Sound judgment should come first.

II. CAUSES AND SOURCES OF CONFLICT

For the past quarter century, conflict in the schools has ranged from high to boiling. Kelley stated that three broad factors appear to lead to an increase in the number and intensity of conflicts experienced by schools. First, there has been an increased interdependence within the schools. For example, team teaching, and specialized personnel have led to an increase in personal interaction which has led to inward conflicts. Secondly, increased pluralism in society has corresponded with an increase in pluralistic values and expectations of the school.

Today, schools have activist groups supporting civil rights, womens rights, teacher rights and student rights. Thirdly, increased conflicts can be attributed to multiple efforts to change the schools.²²

Griffith stated, "Change is synonymous with conflict."²³

When differences in values and/or interests are accompanied by inequitable displays of power and reward, natural conflicts are bound to occur. If injustices occur in the distribution of power and reward, then these natural conflicts are apt to become rancorous and potentially challenging to the social order.²⁴ So it is in society and so it is in the schools.

National and international stress affects school. Trust in government, the tax revolt, and even foreign affairs stimulate conflicts within the schools. In fact schools often reflect issues in the economic or political arenas.²⁵

There seems to be several causes of conflict within the school. Bethel has cited the following three problem areas: (1) inconsistent

²²Edgar A. Kelley, "Principles of Conflict Resolution," NASSP Bulletin, (Vol. 63 No. 426 April 1979) pp. 11-17.

²³Daniel E. Griffiths, "Administrative Theory and Changing Organizations," Innovation in Education edited by Mathew B. Miles, (NY: Teachers College Press Columbus University, 1964) p. 96.

²⁴Bunyan I. Bryant, Mark A. Chesler, James E. Crowleet, "Barometers of Conflict," Educational Leadership, (Vol. 33 No. 1 October 1975) pp. 17-20.

²⁵Ibid.

application of rules; (2) harassment by other students; and (3) indifferent or unfair treatment by teachers.²⁶

In a recent survey Tennessee teachers were asked to identify conditions and influences related to the ten most important discipline problems they had encountered. Teachers listed out-of-school factors in more than 50 percent of the responses. These factors were cited more than twice as frequently as the second-ranked category—classroom conditions. The most frequently cited causes for discipline problems were improper training at home; undesirable effects of television, movies, and other media; parental non-involvement in school activities; and overcrowded classroom.²⁷

A study of home situations of children who become classroom deviants has revealed the following "psychological correlates of misbehavior":²⁸

- (1) The discipline of the father is either lax, overly strict, or erratic.
- (2) Supervision by the mother is at best only fair, or it is inadequate.
- (3) Parents are indifferent or hostile toward the child.
- (4) Family members are scattered in diverse activities.
- (5) Parents find it difficult to talk things over regarding the child.

²⁶Charles A. Bethel, Noel Brennan, Michael Lewis, and Linda Singer, "Conflict Resolution in High School: A Modest Proposal," NASSP Bulletin, (Vol. 62 No. 145 February 18) pp. 22-27.

²⁷"Discipline Problems Due to Improper Training," Cleveland Daily Banner, August 28, 1979, p. 6.

²⁸John Feldhusen, James J. Benning, and John R. Thurston, "Prediction of Delinquency, Adjustment, and Academic Achievement over a 5 Year Period with the Kvaraceus Delinquency Proneness Scale," Education Research, (Vol. 65 No. 4 April 1972) pp. 375-361.

- (6) The husband-wife relationship lacks closeness and equality or partnership.
- (7) Parents find many things to disapprove in the child.
- (8) Mothers are not happy in the communities in which they live.
- (9) Parental control of their temper is a problem.
- (10) Parents believe that they have little influence on child's development.
- (11) Parents believe that other children exert bad influence on their child.
- (12) Parents' leisure time activities lose much of a constructive element.
- (13) Parents report no church membership and if member, their attendance is irregular.

Another study of family background was conducted. Duke has found that there was no significant difference in parental level of schooling or the number of siblings in the families of deviant and nondeviant students. However, Duke's research did discover that problem students scored significantly lower on intelligence tests, and had less scholastic and vocational abilities in junior high schools.²⁹

DeCecco states that there are basically three sources of conflict within the school. One source is difference of status between students and adults. These differences breed conflict whether they are well defined or not. When the differences are perfectly clear and hierarchical, they tend to result in a power struggle and when they are unclear, students and adults tend to clash over the definition of status. Conflicts are also attributed to fear and distrust of students of different backgrounds and conflicting role expectations of the high

²⁹Daniel Duke, "Who Misbehaves? A High School Studies Discipline Problems," Educational Administration Quarterly, (Vol. 12 No. 3, Fall 1976) pp. 65-85.

school. For example, the school is expected to be both custodians and socializers of young people.³⁰

Communication has been identified as another source of conflict.³¹ Each school has barriers to effective communication. One may be a lack of interest. The recipient's interest will depend upon a prior attitude toward the sender, the content or the implications of the message. There may be a lack of knowledge, a genuine failure to understand. The biases of recipients will affect the interpretation of the message. Difference in age, sex, position and subcultures present social barriers to communication. Finally, Gorton states that the situation itself may present a barrier especially with distractions, insufficient time and overloading of communication channels.³²

Reavis has also addressed the problem of communication. He listed language, images, age, anxiety, defensiveness, and contrary purpose as barriers to communication.³³

Some feel that communication between teacher and student has little to do with words spoken. Research has shown that how well a teacher teaches also depends on the mutual communication carried on with students,

³⁰Stephen P. Robbins, Managing Organizational Conflict: A Non-traditional Approach, (Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1974) p. 169.

³¹John P. Dececco and Arlene K. Richards, "Civil War in the High Schools," Psychology Today, (Vol. 9 No. 6 November 1975) pp. 51-56.

³²Gorton, loc. cit.

³³Charles A. Reavis, Teacher Improvement Through Clinical Supervision, (Bloomington: Phi Delta Kappa Educational Foundation, 1978) pp. 17-21.

both individually and collectively. Obviously teachers tell students more than they express with words. Their facial expressions, gestures, postures, vocal pauses, position in the classroom, movement or lack of movement, and dozens of other behaviors express meanings that are accurately received by students. Effective communication is both difficult and complex.³⁴

The structure and governance of the school may also be a source of conflict. In one survey 74 percent of the students indicated they felt that a system of arbitrary and inflexible rules and punishments existed within the school. Students also felt that student governments were far less than democratic when decisions could be vetoed by a teacher or administrator. Violence most often originates among people who feel that they have little or no stake in the society in which they function.³⁵

In another study of behavior in four high schools, the conclusion was reached that large comprehensive high school organizational structures with emphasis on teacher initiated action, batch processing and reliance on maintenance procedures create time when students are required to do little more than be present. In contrast, small schools produced more involvement in school activities, less class cutting, and fewer discipline problems. Large schools seemed to lack the ability to recognize or

³⁴Charles Galloway, Silent Language in the Classroom, (Bloomington: Phi Delta Kappa Education Foundation 1976) pp. 7-33.

³⁵Michael Berger, Violence in the Schools: Causes and Remedies, (Bloomington: Phi Delta Kappa Educational Foundation, 1974) pp. 7-31.

tolerate conflict while smaller schools tolerated conflict with face to face interaction, common sense of purpose, and student freedoms.³⁶

A study by Berlin revealed that teacher confrontations with students were usually due to one of the following:³⁷

1. Legitimate complaints about institutional failure to meet student needs
2. Arbitrary and authoritarian reactions of those in power toward the demands of students
3. Refusal to listen and understand students anger about problems
4. A moral rather than task oriented approach
5. Retaliatory feelings and behavior on the part of challenged administration or faculty member when they feel incompetent either in work or having no techniques for managing challenges
6. Fear of democratic participation in decision making due to the potential loss of power
7. Rigidified institutions which do not change to meet the challenges of technology, population mobility, the new curricular and teaching alterations required for relevance.

Educational practitioners have complained that research is largely irrelevant to them concerning discipline. A few researchers have

³⁶Phillip A. Cusick, "Organizational Structure and Student Behavior in the Secondary School," Students in Educational Administration and Organization, (ERIC Document ED 173 897, 1978) pp. 106-118.

³⁷Irving N. Berlin, "From Confrontation to Collaboration," Student Dissent in the School, edited by Irving G. Heedrule and Reginald L. Jones, (Boston: Houghton-Mifflin Company, 1972) pp. 355-663.

responded directly to these comments by trying to isolate effective disciplinary techniques but many of these efforts have not been successful;³⁸ however, certain teacher behavior and characteristics may be linked to the discipline situation.

Both teachers and students recognize that boring classes were a contributing factor to the discipline problem.³⁹ Chamberlain stated, "A teacher who comes to class poorly prepared, with a bare minimum of correct information, and no thought of its interest level should hardly be surprised when students fail to pay the rapt attention he would like."⁴⁰

Some problems and conflicts develop from the way a teacher implements his teaching. Classwork that is too advanced, too verbal, or in a poorly planned sequence will create difficult situations for both the teacher and student. Many problems of discipline are actually responses to inadvertent behavior.⁴¹

Another form of conflict that teachers face is that of role conflict. This results from what is expected of the teacher by the community and whether or not the teacher is able to attain these

³⁸Dean Tjosvold, "Control, Conflict, and Collaboration in the Classroom," The Educational Forum, (Vol. 49 No. 2 January 1980) pp. 195-204.

³⁹Henry S. Lufner, "Discipline: A New Look at an Old Problem," Phi Delta Kappan, (Vol. 59 No. 6 February 1978) p. 424.

⁴⁰Leslie Chamberlain and Morris Weinberger, "Games Teachers Play," Discipline and Learning, (Washington, DC: National Education Asso., 1975) pp. 97-99.

⁴¹Ibid.

expectations. Findings indicate that teachers with the following characteristics had significantly higher conflict scores: male; one dependent; working part-time job; awareness of restrictions in social lives; coming from a community of similar standards; fewer community friends; feeling that other individuals or groups have more influence with the administration.⁴²

Obviously, there are a multitude of forces which influence teacher actions. Some of these are from internal and external sources. A teacher may be aware of some, but not all of the forces which affect his behavior. For example, a teacher's relationship with a student may be strained because subconsciously that student reminds the teacher of a previous acquaintance that made the teacher's life miserable. Conversely, a teacher may have a favorite because a student reminds him of a pleasant acquaintance.⁴³

A teacher's control of the classroom has also been recognized as a contributing factor to the discipline problem. In one survey, 74 percent of the teachers and 38 percent of the students felt that teachers not controlling their class was a cause of discipline problems.⁴⁴ An interesting aspect of the problem of class control is that either extreme may create dysfunctional conflict.

⁴²J. W. Getzels and E. G. Guba, "The Structure of Roles and Role Conflict: The Teaching Situation," Journal of Educational Sociology, (Vol. 29 No. 1 September 1975) pp. 30-39.

⁴³Nicholas J. Long and Ruth G. Newman, "The Teacher and His Mental Health," The Teachers Handbook of Children in Conflict, (Indiana University: Bulletin of the School of Education, July 1961) pp. 5-26.

⁴⁴Lufler, loc. cit.

A recent study reveals that teachers as a group are preoccupied with the control of students. It was also noted that this control orientation limited students' learning and impaired the social purposes of the school. Many teachers were committed to this control process because they felt the alternative was a "free" or "laissez faire" orientation;⁴⁵ thus, they were choosing the lesser of the two evils.

Researchers have also found that teachers act consistently with control beliefs. Control oriented teachers generally utilized directive teaching method such as lecturing or commands as opposed to indirective methods such as accepting feeling, or questioning. Directive teachers often have students who do not initiate, achieve poorly, and dislike school. It was also found that this control orientation may increase conflicts.⁴⁶

Teachers exercise control over their classrooms because of their power bases. These power bases can be divided into six types of power: (1) Reward power results from power to reward behavior (2) Coercive power results from power to punish students (3) Legitimate power occurs when the internalized values of the student assent that the teacher has a legitimate right to prescribe behavior (4) Referent power results from the fact that students desire to maintain friendly relationships with the teacher (5) Expert power depends upon the students' perception that the teacher has special knowledge or skill (6) Informational power is based on the control of communication from the teacher to the students.⁴⁷

⁴⁵Tjosvold, loc. cit.

⁴⁶Ibid.

⁴⁷David Jamieson and Kenneth W. Thomas, "Power and Conflict in the Student Teacher Relationship," Journal of Applied Behavioral Science, (Vol. 10 No. 3, 1974) pp. 321-336.

Student satisfaction has been correlated with the type of power used by the teacher. It was mentioned that teachers at the high school and undergraduate levels tended to utilize coercive, legitimate and expert power bases while teachers at the graduate level relied upon expert, informational and legitimate power bases. A strong negative correlation resulted from the use of coercive power. It was discovered that although coercion may produce compliance in the classroom, it was relatively ineffective in producing the more private influence which transcends the boundaries of the classroom. In contrast, the use of informational power tended to exert less control over public, classroom behavior, but had a greater influence over private, out of class attitudes.⁴⁸

Gordon has stated that there are two major problems associated with the use of power in the classroom. First, teachers inevitably run out of power. Second, power is destructive to the student.⁴⁹

Another study was conducted to determine the effect of the teacher's personality upon the classroom climate. In this study, thirty-six male physics teachers were administered personality tests before teaching approximately 2,000 students. Findings revealed that teachers with needs for dependence and power, order and change had formal subservient classes with little animosity between class members. Teachers with needs for interaction (aggressive and affiliative) had controlled, goal directed classes. Students felt less personal intimacy with others because the

⁴⁸ Ibid.

⁴⁹ Gordon, loc. cit.

teacher monopolized affective group interaction. The self-centered teacher had a class that was disorganized, constrained, loose in student supervision and lower in group stature.⁵⁰

One result of teachers attempt to control the behavior of students has been an increase in teacher stress. Kyriakon defined stress as "a response syndrome mediated by appraised threat to the teacher's self-esteem or well being and by mechanisms activated to reduce the perceived threat."⁵¹ Surveys of 9,000 educators revealed that 75 percent stated the reason they were absent from school was frequently stress or tension related. In all, 84 percent of those teachers responding stated their belief that there are health hazards in teaching.⁵² If one were to perceive the conflicts between students and teachers as a battle, these data seem to indicate that the students are winning.

III. REACTIONS TO CONFLICT

Teachers and school officials typically respond to children's misbehavior with one of two strategies. Current evidence indicates that most classroom conflicts are avoided and suppressed and that teachers and students lack the skill and procedures needed for effective conflict

⁵⁰Herbert J. Walberg, "Teacher Personality and Classroom Climate," (ERIC Document ED 014 471, 1967) pp. 1-18.

⁵¹Chris Kyriakon and Jon Sutcliffe, "A Model of Teacher Stress," Educational Studies, (Vol. 4 No. 1 March 1978) pp. 1-6.

⁵²William C. Miller, Dealing with Stress: A Challenge for Educators, (Bloomington: Phi Delta Kappa Educational Foundation, 1979) pp. 7-8.

management.⁵³ The avoidance response ignores such factors as absentees, academic failures, classroom disruption, and delinquent conduct while blaming factors such as race, family, social class, political pressures, and other outside variables over which the school has no control.⁵⁴ This position ignores disturbances and denies any professional responsibilities for the behavior of the students.⁵⁵

The strategy of smoothing has also been connected with this avoidance approach. Smoothing includes overlooking, hiding, or discounting issues in order to maintain the appearance of harmony by catering to parties involved rather than facing the issues.⁵⁶

The second strategy in dealing with student misbehavior is the use of force. This authoritarian approach has existed as long as the school. Teacher reflections of methods used by their teachers often report that force or coercion was used to affect student behavior.⁵⁷ Often, too much force is used with minor incidents which intensify these incidents into power struggles between teacher and students. The use of

⁵³David W. Johnson & Roger T. Johnson, "Conflict in the Classroom: Controversy and Learning," Review of Educational Research, (Vol. 49 No. 1 Winter 1979) pp. 5-70.

⁵⁴Robert B. Bloom, "Teachers & Students in Conflict: The CREED Approach," Phi Delta Kappan, (Vol. 61 No. 9 March 1980) pp. 624-626.

⁵⁵John P. Dececco & John K. Roberts, "Negotiating School Conflicts to Prevent Student Delinquency," (ERIC Document ED 155 823, February 1978) p. 20.

⁵⁶Albert E. Roark, "Interpersonal Conflict Management," Personnel and Guidance Journal, (Vol. 56 No. 7 March 1978) pp. 400-402.

⁵⁷Noel Burch, "What You Already Know About Discipline," New Jersey Education Association Review, (Vol. 52 No. 2 December 1978) pp. 21-22.

force generally comes into conflict with the developmental needs of students.⁵⁸ Roark has stated that the use of power to resolve conflicts results in either suppression or escalation and uninvolved, uncommitted compliance. This approach leaves the issue unsettled and submerged so that continued efforts will be required to counteract and resolve the issue.⁵⁹

It is interesting to note that teachers who have reflected on their own use of force are nonplussed to find that their actions toward unacceptable behaviors correspond very closely to those they themselves hated.⁶⁰ The ultimate use of force by a teacher is, of course, corporal punishment. This method continues to be used despite the fact that the National Education Association issued the following recommendations:

1. Teachers and other school personnel should abhor physical violence of persons toward each other, no matter what the form.
2. No teacher should desire to inflict pain, either physical or psychological upon a young person.⁶¹

The NEA task force also reported that teachers and other educators use corporal punishment almost exclusively where conditions for dealing with disruptions are so poor that the school staff has reached a point of total frustration. It was also reported that teachers lack both the opportunity and the support for needed in-service education and

⁵⁸Bloom, loc. cit.

⁵⁹Roark, loc. cit.

⁶⁰Burch, loc. cit.

⁶¹"Report of the Task Force on Corporal Punishment," (Washington, DC: National Education Association, 1972).

growth, identifying, developing, and practicing alternatives to corporal punishment.⁶²

Other researchers have categorized teacher reactions in more divisions than just avoidance and force. An example is Jamieson's five modes of handling conflict. He describes each in terms of assertiveness and cooperation. They are as follows: (1) competing (assertive, uncooperative); (2) collaborating (assertive, cooperative); (3) avoiding (unassertive, uncooperative); (4) accommodating (unassertive, cooperative); (5) compromising (intermediate in cooperativeness and assertiveness).⁶³

Davis reported five different approach methods of handling disruptive behavior.⁶⁴ (1) Teacher-dominant approach: This produces orderly and quiet classrooms, but inhibits student creativity and encourages submission to authority. Teachers who assume an authoritarian role often feel frustrated, inadequate, or inept when confronted with explicit disruptive behavior.

(2) Analytic Approach: This attempts to unravel reasons and explanations for all behavior. The problem in using this approach lies in identifying all the variables affecting student behavior.

(3) Behavioristic Approach: This utilizes the behavior modification techniques. However, there are those who feel the environment should be manipulated to fit the child and not the reverse.

⁶²Ibid.

⁶³Jamieson, loc. cit.

⁶⁴Jean E. Davis, Coping with Disruptive Behavior, (Washington, DC: NEA, 1974) pp. 1-32.

(4) Student Centered Approach: This gives maximum freedom to students with little or no intervention by teachers. One problem with this is that the concept of freedom is difficult to define.

(5) Teacher-Student Interaction Approach: This shows the techniques of both the analytic and behavioristic approach and it advocates that at times the teacher must engage in authoritarian behavior.

Too often educators' reaction to conflicts with students is based on a win-lose philosophy. This adversarial approach should be replaced with a win-win philosophy. Gluckman suggested three routes to implement this approach. (1) Redefine loss to mean only "involuntary" or a forced surrender. If groups voluntarily agree to each others demands, what appears to be a losing situation really could be a win-win situation. (2) Redefine the conflict to arrange a mutually acceptable solution. (3) Determine if there is a chance for "agreeable disagreement" and persuade the sides to tolerate whatever chronic conflicts remain.⁶⁵

Similar to Gluckman's suggestions are those proposed by Alschuler. He advocates the formation of a social literacy group. The group would be composed of faculty members, administrators, substitute teachers, parents, and students. The function of the group would be to create a forum for naming common problems, analyzing the causes of the problems, and reaching a solution by utilizing democratic measures.⁶⁶

⁶⁵ Paul Gluckman, "Everybody Wins, No Losers in Goldabers Approach," Communication: Journalism Education Today, (Vol. 10 Fall 1976) p. 18.

⁶⁶ Alfred Alschuler, "Discipline: A Societies Literate Solution," (ERIC, Document ED 165 330, 1979) pp. 1-19.

The ability to recognize the problem appears to have a critical effect upon the reaction and resolution of a conflict. Roark stated that public recognition was the first step in a successful approach to conflict management. It was followed by the steps of problem definition, commitment, overview, negotiation, contrast and follow-up.⁶⁷

Likewise, Burch has stated that the problems must first be recognized and then defined. However, he cautioned educators to describe behavior factually without judgment, evaluation or making inferences. For example, a student who is late to class is not irresponsible or lazy, he is only late to class.⁶⁸

Many researchers reported the best method of dealing with conflict is to prevent it. Problems are easier prevented than solved; however, the literature is almost void of studies that prove or even suggest the best way to prevent classroom crises.⁶⁹

The Department of Instruction of North Carolina has suggested five methods to help prevent discipline problems.⁷⁰

- (1) Help each student feel worthwhile
- (2) Make school experiences more interesting
- (3) Establish more effective rules which are clear, fair, and flexible
- (4) Involve parents
- (5) Utilize effective security

⁶⁷Roark and Wilkinson, loc. cit.

⁶⁸Burch, loc. cit.

⁶⁹Kenneth Hunson, "A New Concept of Discipline," The Clearing House, (Vol. 51 No. 2 October 1977) pp. 89-91.

⁷⁰Discipline in the Schools: A Source Book, (Raleigh, N.C.: State Department of Instruction, 1977) p. 266.

Other preventative measures are suggested by Curin who states that schools should:⁷¹

- (1) Increase the teachers self-awareness
- (2) Increase the teachers awareness of students
- (3) Express genuine feelings
- (4) Discover and recognize available alternatives
- (5) Establish social contrasts
- (6) Implement social contrasts

The realization that conflicts cannot be prevented was indicated by a significant number of articles in the literature dealing with conflict resolution. One of the most prevailing themes of conflict management deals with structure and governance of the school. Gnagney stated that before students can be expected to behave properly, they must feel that school is a good place, know the school rules, and agree with those rules. Students must participate in rule-making, and know the consequences of breaking the rules.⁷²

Another approach to school organization is suggested by Berger who stated that schools should be democratic. His position is based upon conviction that if schools are to train students in democracy and the peaceful settlement of disputes, the pupils must have a meaningful forum through which to make their views known and power felt.⁷³

Perhaps one of the most common ways to resolve conflict is organization. A traditional mode of resolution utilizes a grievance

⁷¹Curin, loc. cit.

⁷²William J. Gnagney, Maintaining Discipline in Classroom Instruction, (New York: Macmillan, 1975) pp. 30-34.

⁷³Berger, loc. cit.

heard by impartial third parties and a system of appeals. Yet, neither of those methods is commonly used in education resulting in schools handling conflicts in a more destructive manner. Johnson advocates that school should utilize grievance and appeal systems.⁷⁴

Improvement of communications within the school is often suggested as a means of preventing and resolving conflicts. It can be assumed that the more information a person knows about himself and others, the more humanely he will behave. It is well known that teachers invite discipline problems when their behavior is inconsistent with their verbal messages. Silent signals let students know what they think about them; consequently, teachers must realize that their physical proximity, physical touch, and eye contact serve to intensify messages.⁷⁵

Certainly effective communication is a two-way street. Teachers must function effectively as both a sender and receiver of messages; therefore, teachers must develop listening skills. Myers has stated that often the listener is too busy preparing his next remark to listen effectively. In other words, there may be conversation without communication. He suggests that teachers apply creative listening techniques to better communicate with students.⁷⁶

⁷⁴David Johnson, "Students against the School Establishment: Crisis Intervention in School Conflicts & Organizational Change," Journal of School Psychology, (Vol. 19 No. 1, 1971) pp. 84-92.

⁷⁵Galloway, loc. cit.

⁷⁶R. E. Myers & Peter Cawley, "Creative Listening: A Technique to Improve Interpersonal Communication," (ERIC Document ED 149 353, 1977) p. 6.

Reavis has listed six facilitators for effective communication.⁷⁷

(1) Value what other people say. (2) Seek to hear content of what others say and communicate what you hear by rephrasing. (3) Seek to hear intent and communicate what you heard by paraphrasing. (4) Use an open mind to see things from others viewpoints. (5) Practice restraint, share, don't tell. (6) Seek to identify what is not being said by those who say nothing and by those who beat around the bush.

Due to sheer size, larger schools will experience more problems with communications than smaller schools. Berger suggests that large schools be formed into cluster groups, or mini-schools in order to improve interpersonal communications.⁷⁸

Most school officials feel trapped by school boards, conservative faculties, vocal parents, community pressure groups, and unruly students. Their attempts to change the school run into opposition from all sides. They are expected to keep students corralled in classroom, counseling cubicles, cafeteria, libraries, study halls, gymnasiums, and auditoriums and inventory them every 40 or 50 minutes for transit losses. DeCecco has stated that teachers have three options: (1) they can only try to teach the required curriculum in the way they always did, (2) they can let the students do whatever they like, and (3) they can attempt to negotiate with students.⁷⁹

DeCecco proposes that students be allowed to negotiate four aspects of school decision making.

⁷⁷Reavis, loc. cit.

⁷⁸Berger, loc. cit.

⁷⁹DeCecco and Roberts, loc. cit.

- (1) Amount of time and effort spent on various parts of the curriculum
- (2) Requirements of courses, materials, and activities
- (3) Order in which requirements are met
- (4) Method of evaluation to be utilized

The presence of student choice will not always prevent conflict, but the absence of student choice seriously obstructs the negotiation of conflict.⁸⁰

In his model of negotiation, DeCecco has listed six objectives for both parties:⁸¹

- (1) Provide direct verbal expression of anger over specific issues
- (2) Analyze the conflict in terms of issues stated by each side in terms of protection of each side's civil rights and liberties
- (3) Agree to common statements of issues
- (4) Agree to gains and concessions for each side
- (5) Agree to each side's responsibilities for implementing agreements
- (6) Agree to the time and criterion for evaluating the implementation

The two most essential skills for succeeding within such a negotiation framework are clarifying issues and decentering. In clarifying the issues one must realize that two major categories of

⁸⁰ Ibid.

⁸¹ John P. DeCecco and Gary A. Schneffer, "Using Negotiations to Resolve Teacher-Student Conflicts," Journal of Research and Development in Education, (Vol. 11 No. 4 1978) pp. 14-77.

issues should be considered in resolving school conflicts: reality issues and democratic rights. Reality issues pertain to the social and physical environment of the school. The issues may center around the control of resources (time, space, money, power or materials), conflicting values, conflicting interests, conflicting perceptions of facts, and relationships between parties. Democratic rights include such issues as dissent, substantive due process, equality and privacy.⁸²

Decentering requires the ability to view the conflict from both perspectives. The person who decenters accurately perceives the number and status as well as the common and divergent issues of the parties involved.⁸³

DeCecco's view was that school conflict is inevitable, but student delinquency is not. He stated that delinquent behavior results from the way the school deals with the conflict, therefore, the use of negotiations to resolve conflict will benefit all parties concerned.⁸⁴

Another approach toward conflict resolution has been to teach students methods of dealing with conflict. Fogg's research indicated that students can be taught to expand the number of categories they will consider when dealing with a problem. He also detected significant changes in the attitudes of "close minded" students and that students were particularly interested in tension reduction.⁸⁵

⁸²Ibid.

⁸³Ibid.

⁸⁴DeCecco and Roberts, loc. cit.

⁸⁵Richard Fogg, "Some Effects of Teaching Adolescents Some Creative, Peaceful Conflict Resolution Approaches," Theory and Research in Social Education, (Vol. 1 No. 1 1974) pp. 51-68.

In another teaching experiment, 63 students in junior high school participated in an elective course dealing with conflict management. Researchers utilized pretests and posttests to determine changes in attitudes and personality between the experimental and control groups. By utilizing the High School Personality Questionnaire, the Teacher Rating Scale and the Personal Internal and External Conflict Evaluation, researchers found significant behavior changes. It was also noted that students involved in the course were more warm-hearted, deliberate, imaginative and likely to follow internal urges.⁸⁶

A Conflict Management Student Leadership Program (CMSLP) has been developed to assist students in conflict resolution and facilitate personal growth. Three groups of twenty-five students were selected by the high school staffs of three schools in Northern California. Those students selected demonstrated leadership potential and reflected numerical balance on the basis of ethnicity, sex, and grade level. At least one-half of these students had been involved in a school related conflict that resulted in disciplinary action. After a seventy-two hour training program, student comments reflected growth in both personal and interpersonal relations.⁸⁷

There has been a demonstrated need for teacher training in the area of conflict management. Scott stated that "unless progress in

⁸⁶James Vincent Cisek, "The Effects of Teaching Conflict Management and Interpersonal Problem Solving Skills to Junior High Students," Dissertation Abstracts, (Vol. 39 No. 12 Pt. 1, June 1979) p. 7159-A.

⁸⁷Rodney J. Reed and Joan P. Avis, "A Modest Strategy for Reducing School Conflict," NASSP Bulletin, (Vol. 62 No. 145 February 1978) pp. 28-36.

teacher education is improved significantly, the overwhelming majority of urban teachers will continue to be deficit." He also concluded that the needs of the teacher and student would at times conflict and problems would occur; therefore, teachers should be taught to deal with those problems without operating from a position of power.⁸⁸

The traditional role of teachers makes it difficult to see students as being able to contribute to the education process. Faculties are not prepared for the peer intercourse required for compromise or attention to grievances. Also, many are unskilled negotiators and do not understand compromise. Chesler suggests that, "We must create social systems where people can pay attention to conflict and dissent before it gets to open warfare."⁸⁹

One study was conducted in Oregon to determine the effectiveness in establishing a new social system within a high school. Two new high schools of similar size, staff, and student population were about to be opened. One school staff was exposed to two weeks of training dealing with communication skills, problem solving techniques, conflict resolution, group dynamics, and decision making structure. Researchers found that the experimental school had an atmosphere which was both serious and relaxed. It was also noted that interaction between staff and students were more on a person-to-person basis. Very few instances

⁸⁸ Hugh J. Scott, "Teacher Education for Urban Teachers," Journal of Teacher Education, (Vol. 29 No. 5 September-October 1978) pp. 41-441

⁸⁹ Mark A. Chesler, "Dissent and Disruption in Secondary Schools," Student Dissent In the Schools, edited by Irving G. Headrick and Reginald L. Jones, (Boston: Houghton Mifflin Co., 1972) pp. 363-367.

were observed of students responding to staff in ways which connoted disrespect or insensitivity.⁹⁰

Finally, two authors have suggested the use of professionally trained personnel in dealing with student conflicts. Berlin suggests that mental health professionals can be of assistance to school personnel involved with rebelling students.⁹¹ Berger stated that schools should employ professional conflict managers to reduce the level of tension and violence. This person should function as a third party whose sole goal is conflict resolution. He should also assist students, parents and faculty by offering training sessions in conflict management.⁹²

⁹⁰Carolyn Keutzer, "Laboratory Training in a New School System: Evaluation of a Two Week Program for High School Personnel," (ERIC Document ED 046124 1979) p. 52.

⁹¹Berlin, loc. cit.

⁹²Berger, loc. cit.

CHAPTER III

PRESENTATION AND ANALYSIS OF THE DATA

I. INTRODUCTION

The data obtained through the procedures stated in Chapter I are presented in this chapter. The purpose of the study was to determine if significant differences existed between the perceptions of teachers and their principals with regard to the teachers' effectiveness in handling student/teacher conflicts. Also, the study was used to determine if significant differences in attitudes existed between teachers judged as effective or ineffective managers of student/teacher conflicts. The results of the questionnaire and comparisons of the responses are introduced at appropriate points throughout the chapter.

In order to insure anonymity of the schools and individual participants, all names of schools and individuals have been changed to numbers.

II. THE QUESTIONNAIRE

A questionnaire was utilized to determine teacher attitudes and perceptions. This instrument consisted of sixty items. Ten questions were developed to measure each attitude or perception variable under study. Each of these six variables were generally assumed to be sources of conflict. The six variables were: territorial needs; personal identity; communication skills, importance of structure; willingness to

trust students; and teacher goals. A list of the questions pertaining to each variable is located in Appendix D. The sequence of questions appearing on the final instrument was determined by random selection.

A Likert scale was utilized to record responses. This equal-appearing interval scale ranged from strongly agree (1) to strongly disagree (9); therefore, each question contained nine possible responses. Each question was given equal weight so that the scores for each variable could be computed by combining the individual item responses. The composite score for each group was determined by combining the group scores on each of the variables.

The following statements indicate the composition of the questionnaire:

1. The lower the score in territory: the greater the need for territorial possessions
2. The lower the score in structure: the more rigid and rule oriented attitude
3. The lower the score in identity: the more positive the self concept
4. The lower the score in communication skills: the greater the ability to communicate effectively
5. The lower the score in trust: the greater the degree of confidence in students
6. The lower the score in goals: the greater the degree of goal orientation.

Validity of the Questionnaire

Content validity of the questionnaire was determined by asking a group of three experts to rate the extent to which each item appeared to measure some attitude or perception. When all the experts agreed that the items appeared to be measuring certain attributes, then the questionnaire was established as being valid.

One judge was selected for his expertise in test-item construction. He held a doctorate degree in Educational Psychology and was employed as a Director of a Learning Center in an institution of higher education. He had previous experience as a classroom teacher, guidance counselor, school psychologist, and supervisor of special education programs.

Another judge was selected for his expertise in student/teacher behaviors. He held a doctorate degree in Educational Administration and Supervision and was employed as an assistant superintendent. He had previous experience as a classroom teacher, superintendent, state deputy commissioner of education, and executive secretary of the Tennessee School Board Association.

The third judge was selected for her expertise in classroom management techniques. She held a masters degree in English and was employed as a classroom teacher. She had over thirty-five years teaching experience in the public schools. This judge had been recognized by her supervisors, peers, and students as being a master teacher.

These three judges were asked to evaluate the questionnaire with respect to its ability to discriminate among teacher attitudes concerning

territory, communication skills, structure, trust, identity, and goals. Each of the judges made slight modifications in the wording of some of the questions and then unanimously agreed that the questionnaire would indicate differences in attitudes in the areas indicated above.

Reliability of the Questionnaire

The degree to which questionnaire responses would remain consistent was measured by the test-retest method. This method required that the same form of the test be administered to the same group with some intervening time interval. Ten classroom teachers were selected to participate in the reliability study. The first questionnaire was administered on November 9, 1979. A second, identical questionnaire was administered on November 21, 1979, twelve days later. The stability of questionnaire responses obtained on the same form over this time interval was revealed by the Reliability Coefficient Alpha which equaled .7744.

Distribution and Return of the Questionnaires

A random numbers table was used to select fifty secondary schools from the 1979 edition of the Directory of Tennessee Public Schools. These schools were staffed by 2850 faculty members from which a potential sample of 570 teachers could be drawn. A letter was mailed to each school administrator on January 2, 1980. The letter explained the purpose and methodology of the study, as well as requesting participation. Twenty-three schools agreed to participate. Fourteen schools stated that they did not wish to participate while thirteen schools did not respond in either manner.

There were 328 questionnaires mailed to the twenty-three schools which had agreed to participate in the study. There were 212 usable questionnaires returned. This exceeded the minimum number of 200 usable questionnaires which was established in order to complete the study. An individual analysis of each school with regard to congressional district, school size, and rate of return is contained in Table I. Seven of the eight congressional districts in the state of Tennessee were represented in these returns. One district, the Fifth, was not represented even though four schools from that area were included in the original fifty schools selected.

III. THE FINDINGS

In order to present the findings of this study, the questions presented in Chapter I are restated in this section:

1. What difference existed between the perceptions of teachers and their principals regarding the teachers' effectiveness in handling student/teacher conflicts?

The first item of the questionnaire was used to determine the manner in which each teacher perceived his/her effectiveness in managing student/teacher conflicts. The principal's evaluation of the teachers' ability was indicated by the color of the questionnaire. The effective teachers had been issued the green questionnaires while the ineffective teachers had been issued the blue questionnaires. It was revealed that on both the green and the blue questionnaires, 88.2 percent of the responses indicated self perceptions of effectiveness to some degree. The responses to this question are located in Table II.

TABLE I
DISTRIBUTION AND RETURN OF QUESTIONNAIRE

School Number	Congress District	Mailed Blue*	Mailed Green*	Returned Blue	Percent	Returned Green	Percent	Returned Combined	Percent
102	6	5	5	4	80	4	80	8	80
103	1	13	13	6	46	9	69	15	58
104	3	6	6	5	83	4	67	9	75
108	4	10	10	6	60	9	90	15	75
109	8	5	5	2	40	1	20	3	30
110	1	5	5	0	0	0	0	0	0
114	6	5	5	2	40	4	80	6	60
118	4	5	5	3	60	3	60	6	60
120	7	5	5	2	40	3	60	5	50
121	2	7	7	2	29	3	43	5	36
122	2	10	10	8	80	6	60	14	70
124	2	10	10	9	90	8	80	17	85
126	2	5	5	4	80	5	100	9	90
128	2	10	10	7	70	3	30	10	50
129	7	6	6	3	50	3	50	6	50
133	3	5	5	4	80	4	80	8	80
137	1	10	10	8	80	10	100	18	90
138	1	5	5	2	40	4	80	6	60
139	2	7	7	5	71	5	71	10	71
141	1	10	10	8	80	10	100	18	90
144	3	5	5	5	100	5	100	10	100
145	4	5	5	3	60	4	80	7	70
148	8	10	10	4	40	3	30	7	35
23		164	164	102	62	110	67	212	65

*The blue questionnaires were distributed to the teachers judged as ineffective.

*The green questionnaires were distributed to the teachers judged as effective.

TABLE II
TEACHER AGREEMENT AS TO EFFECTIVENESS IN MANAGING
STUDENT/TEACHER CONFLICTS

								Strong Disagree		
	Strong Agree									
Scale	1	2	3	4	5	6	7	8	9	Total
Effective	22	41	30	9	7	1	0	0	0	110
Ineffective	14	31	32	8	13	1	1	2	0	102
Total	36	72	62	17	20	2	1	2	0	212
Effective	± = 2.464					S.D. = 1.303				
Ineffective	± = 2.912					S.D. = 2.080				
t = 2.503	Significance P <.05									

Of the teachers who were judged as effective by their administrators, 92.8 percent concurred with their principal's evaluation by stating that to a certain degree, they were effective in the management of student/teacher conflicts. However, those teachers judged as ineffective did not concur with their principal's evaluation. In fact, 83.3 percent of those judged as ineffective ranked themselves in the effective category with regard to the management of student/teacher conflicts.

Two significant differences emerge from the study of the responses to this question. First, there was a significant difference in the responses between the two groups. The effective group mean score was 2.4545 while the ineffective group mean score was 2.9118. The calculated t-test value revealed that effective teachers rated their conflict management skills significantly higher than did the ineffective teachers.

There was, however, another interesting point to be made from the analysis of the responses to Question 1. That is, of the 102 teachers classified as ineffective managers of student/teacher conflicts by their principals, only four rated themselves in accordance with their principal's classification. One teacher of the 112 teachers classified as effective managers of student/teacher conflicts rated himself as ineffective. Thirteen of the ineffective and seven of the effective group stated that they were undecided as to their abilities while eighty-five of the ineffective group and 102 of the effective group stated that they were effective as managers of student/teacher conflicts. A chi square score revealed that a significant difference existed between the principals' classifications and the teachers self evaluations of effectiveness (see Table III).

TABLE III
COMPARISON OF PRINCIPAL AND TEACHER EVALUATIONS OF
TEACHER EFFECTIVENESS

	Effective Managers	Undecided	Ineffective Managers	Total
Principal	110	0	102	212
Teacher	187	20	5	212
$\chi^2 = 127.9$ $df = 3$ Significance $P < .05$				

2. What differences existed between teachers who were perceived as effective in managing student/teacher conflicts and those who were perceived as ineffective with regard to (a) attitudes toward territory,

- (b) attitudes toward structure, (c) concepts of identity,
- (d) communication skills, (e) attitudes of trust, and
- (f) attitudes toward goals?

In order to report the findings of the study, each of the six variables was examined in this section. Each variable was assessed with ten questions designed to measure that particular attitude or perception. A group mean score for each of the six variables was determined by combining the responses to the ten questions. The group mean scores as well as the standard deviation and t-test values are presented in this section. The level of significance established throughout the study was .05.

Territory

No significant difference existed between the responses of the two groups with regard to the needs for territorial rights. In fact, the group mean scores were very similar differing by only 0.5758. The effective group mean score was 35.8091 while the ineffective group mean score was 35.3333. The t-test value was not significant. An analysis of the group mean score for the variable territory is located in Table IV. The responses to each of the questions designed to measure this variable are located in Appendix E.

Responses to the questions indicated that teachers from both groups felt they should be provided with preferential parking spaces, allowed to discuss personal opinions in class, and remain accessible to students after school hours. In general, the teachers revealed a rather possessive attitude toward both their physical and intellectual "turf."

TABLE IV
GROUP RESPONSES TO THE VARIABLE TERRITORY

Group	Mean Score	Standard Deviation	t-Value	Significance
Effective	35.8091	11.127	-0.30	none
Ineffective	35.3333	11.689		

Structure

No significant difference existed between the responses of the two groups with regard to the variable structure. The effective group mean score was 46.4545 while the ineffective group mean score was 44.4608. The group mean scores for this variable are located in Table V. The responses to the questions designed to measure this variable are located in Appendix F.

TABLE V
GROUP RESPONSES TO THE VARIABLE STRUCTURE

Group	Mean Score	Standard Deviation	t-Value	Significance
Effective	46.4545	11.585	-1.22	none
Ineffective	44.4608	12.274		

Both groups scored between the extremes of flexibility and rigidity with regard to the attitudes and perception of structure. The responses indicated that teachers held moderate views with regard to the

use of seating charts, following prepared lesson plans, allowing students to chew gum, allowing students to interact with other students, and allowing students to move about during class. Both groups strongly agreed that students caught cheating should be disciplined and that student tardiness should be punished. Both groups strongly supported the rights of students to express personal opinions in class.

Responses to the questions designed to measure the variable structure revealed variety of responses, but in general teachers did not possess strong needs for well-defined patterns of behavior or methods of operation.

Identity

A significant difference existed between the responses of the two groups with regard to the variable identity. The effective teachers possessed a higher self-concept than did the ineffective teachers. The group mean score for the effective group was 24.5905 while the ineffective group mean score was 27.4902. The group mean scores for the variable identity are located in Table VI. The responses to the questions designed to measure this variable are located in Appendix G.

These responses reveal that both groups considered themselves to be effective as managers of student/teacher conflicts and effective with regard to their abilities to persuade others. Both groups indicated positive attitudes with regard to self-respect, student respect, and peer respect; however, neither group indicated a feeling of community respect. Both groups stated they were satisfied with their jobs and were capable of improving their teaching skills.

TABLE VI
GROUP RESPONSES TO THE VARIABLE IDENTITY

Group	Mean Score	Standard Deviation	t-Value	Significance
Effective	24.5909	8.574	-2.30	P < .05
Ineffective	27.4902	9.742		

In general, both the effective and ineffective groups expressed positive concepts of themselves; however, the effective group expressed these concepts to a significantly higher degree.

Communication Skills

No significant difference existed between the two groups in response to the variable communication skills. The effective group mean score was 28.1545 while the ineffective group mean score was 29.5588. The group mean scores are located in Table VII. The responses to the questions designed to measure this variable are located in Appendix H.

TABLE VII
GROUP RESPONSES TO THE VARIABLE COMMUNICATION SKILLS

Group	Mean Score	Standard Deviation	t-Value	Significance
Effective	28.1545	9.140	-1.12	None
Ineffective	29.5588	9.021		

Teachers felt they had the skills to both understand and accept others. Both groups revealed they possessed the skills to share their weaknesses, accept criticism, respond creatively to conflicts, and disagree without being disagreeable. Teachers evaluated their skills to express themselves clearly to others in a positive manner.

In general, both the effective and ineffective groups evaluated their communication skills as being effective.

It must be pointed out that Question 2 and Question 20 are identical. This was due to an error in the construction of this questionnaire by this researcher.

Trust

A significant difference existed between the responses of the two groups with regard to the variable trust. The effective group revealed a higher degree of confidence in students' skills and abilities than did the ineffective group. The effective group mean score was 40.5091 while the ineffective group mean score was 44.5588. The group mean scores are located in Table VIII. Responses to the questions designed to measure this variable are located in Appendix I.

Responses to the questions indicated that both groups felt that students were motivated to improve and made sincere efforts to achieve. Both groups also felt that students could work effectively alone and would become productive members of society. Neither group felt that confidential information could be shared with students.

The effective group revealed a greater degree of confidence in the intellectual and academic skills of students, as well as in the honesty and dependability of students.

TABLE VIII
GROUP RESPONSES TO THE VARIABLE TRUST

Group	Mean Score	Standard Deviation	t-Value	Significance
Effective	40.5091	10.763	-2.60	P <.05
Ineffective	44.5588	11.918		

Goals

No significant difference existed between the responses of the two groups with regard to the variable goals. The effective group mean score was 26.5273 while the ineffective group mean score was 26.5980. The group mean scores for this variable are located in Table IX. Responses to the questions designed to measure this variable are located in Appendix J.

TABLE IX
GROUP RESPONSES TO THE VARIABLE GOALS

Group	Mean Score	Standard Deviation	t-Value	Significance
Effective	26.5273	9.926	-0.05	None
Ineffective	26.5980	10.693		

These responses revealed that both groups attempted to develop within their students positive self concepts, self autonomy, cultural appreciation, and effective communication skills. Also, both groups

revealed that they provided career information for the students and served as facilitators to student learning.

In general, both groups possessed similar attitudes and perceptions of the objectives toward which their efforts were directed.

3. What differences in the combined responses to all variables under study existed between teachers who are perceived as effective in managing student/teacher conflicts and those who are perceived as ineffective?

A combined score was calculated for the two groups by combining the six variable scores. The combined mean score for the effective group was 202.0455 while the combined mean score for the ineffective group was 208.0000. The resulting t-value revealed that no significant differences existed between the two groups' combined scores. These scores are located in Table X.

TABLE X
GROUP RESPONSES ON COMBINED SCORES

Group	Mean Score	Standard Deviation	t-Value	Significance
Effective	202.0455	36.080	-1.15	None
Ineffective	208.0000	39.623		

In general, both groups responded similarly to most of the variables with differences existing in the responses to the variables trust and identity.

CHAPTER IV

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

I. SUMMARY

The purpose of this study was to determine whether significant differences of attitudes and perceptions existed between teachers classified as either effective or ineffective managers of student/teacher conflicts. A random sample of all secondary schools in the state of Tennessee was drawn with fifty schools being selected for participation in this study. Of those fifty schools, twenty-three agreed to participate. Questionnaires were mailed to those schools for distribution to 20 percent of the total faculty. The building administrator was to select two groups of teachers each consisting of 10 percent of the total faculty. One group consisted of those teachers considered to be most effective at managing student/teacher conflicts; and, the other group consisted of those teachers considered to be the most ineffective at managing student/teacher conflicts. Each group received identical questionnaires on different colored paper. There were 328 questionnaires distributed to the two groups and a usable rate of return was established at 65 percent when 212 questionnaires were returned.

The primary questions in this study were:

1. What differences existed between the perceptions of teachers and their principals regarding the teachers' effectiveness in handling student/teacher conflicts?

2. What differences exist between teachers who are perceived as effective in managing student/teacher conflicts and those who are perceived as ineffective with regard to (a) attitudes toward territory, (b) attitudes toward structure, (c) concepts of identity, (d) communication skills, (e) attitudes of trust, and (f) attitudes toward goals?
3. What differences in the combined responses to all variables existed between teachers who are perceived as effective in managing student/teacher conflicts and those who are perceived as ineffective?

II. FINDINGS

An analysis of the data was performed using the chi square and t-test as measurements of difference. Also, percentages were used in reporting the responses to individual items on the questionnaire. The major findings of the study were:

1. Most teachers (88.2 percent) judged themselves as effective managers of student/teacher conflicts. A significant difference appeared between the principal's evaluations of the ineffective group and that groups' self evaluation. In fact, 88.3 percent of those teachers judged as ineffective managers, viewed themselves as effective managers.

2. There was no significant difference with regard to the variable territory between the two groups. Neither group appeared to be more possessive or conscious of territory than did the other, although both groups were highly possessive.

3. There was no significant difference with regard to the variable structure. Both groups scored in the moderate range, between the two extremes.

4. There was a significant difference with regard to the variable identity between the two groups. The effective group revealed a more positive self-concept than did the ineffective group.

5. There was no significant difference with regard to the variable communication skills. Neither group appeared to possess greater skill in this area than did the other group; however, both groups rated their skills in a favorable manner.

6. There was a significant difference with regard to the variable trust between the two groups. The effective group revealed a higher degree of confidence in the skills and abilities of students.

7. There was no significant difference between the two groups with regard to the variable goals. In fact, the group mean scores in this area were almost identical.

8. There was no significant difference with regard to the combined scores of all the variables.

III. CONCLUSIONS

The findings of the study were the bases for the following conclusions:

1. The study found that teachers self perceptions of their conflict management skills did not concur with the principals' perceptions of these teachers skills in conflict management. This researcher concludes that teachers and principals use different criteria to assess the effectiveness of managing student/teacher conflicts. For example, teachers and principals may view differently the acceptability

of the outcome of the student/teacher conflict or the process by which these conflicts are managed.

2. The study found that teachers perceived as effective managers of student/teacher conflicts possessed more positive self concepts than did those teachers perceived as ineffective managers of student/teacher conflicts. This researcher concludes that the amount of self concept positively affects student/teacher interactions which lead to successful management of student/teacher conflicts.

3. The study found that teachers perceived as effective managers of student/teacher conflicts had more confidence in the abilities of the students than did the teachers perceived as ineffective managers of student/teacher conflicts. This researcher concludes that this degree of confidence creates an atmosphere of mutuality which makes possible the more effective management of student/teacher conflicts.

4. No conclusions are drawn in this study related to the variables of territory, structure, communication skills, or goals in as much as the findings of the study did not reveal any significant differences with respect to the responses of the effective and ineffective groups.

IV. RECOMMENDATIONS

The findings and conclusions of the study were the bases for the following recommendations:

1. Administrators should receive training in conflict management which would include information as to the proper recognition and development of conflict management skills. This training should enable

the administrators to assist their teachers in becoming more successful managers of student/teacher conflicts.

2. Teachers and administrators should be made aware of the role that identity (positive self concepts) and trust (confidence in students) plays in successful management of student/teacher conflicts. Perhaps inservice training programs should be utilized to emphasize and disseminate this information.

3. Future studies should provide principals with more concrete criteria for determining effective and ineffective managers of student/teacher conflicts. This may be in the form of previous teacher evaluations or the number of students a teacher refers to the office for discipline. A more uniform criterion would verify that teachers were classified into the appropriate groups.

4. Further studies should include certain demographic data (sex, age, subject area, training, etc.). This information would be useful in determining the effects of variables other than attitudes and perceptions upon a teacher's ability to successfully manage conflicts.

5. Further studies should include certain school characteristics (size, location, values, etc.) in order to determine the effects of the school environment upon the perceptions and attitudes of the teachers.

6. Further studies should include attitudes of the principals as a basis for assessing the perceptions of effective and ineffective conflict management behaviors of teachers. This is especially critical since the administrator's attitude greatly affects the attitude of the teachers.

7. Further study in successful and unsuccessful classroom management strategies should be conducted so that practical, sound recommendations may be presented to educators.

8. Further studies related to teacher attitudes should be conducted in order to identify other variables which may be significant factors affecting the teachers' abilities to manage student/teacher conflicts.

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APPENDIXES

APPENDIX A

TEACHER ATTITUDE INVENTORY

PLEASE INDICATE YOUR RESPONSE BY CIRCLING A NUMBER ON THE CONTINUUM.

	<u>STRONGLY AGREE</u>	<u>STRONGLY DISAGREE</u>
1. I am effective as a manager of student/teacher conflicts.	1 2 3 4 5 6 7 8 9	
2. I understand the points of view of others.	1 2 3 4 5 6 7 8 9	
3. Teachers should be provided with separate dining facilities.	1 2 3 4 5 6 7 8 9	
4. I consider myself to be an expert in my subject area.	1 2 3 4 5 6 7 8 9	
5. I have respect for myself as a teacher.	1 2 3 4 5 6 7 8 9	
6. I can effectively persuade others to my points of view.	1 2 3 4 5 6 7 8 9	
7. Classroom seating assignments should be maintained.	1 2 3 4 5 6 7 8 9	
8. I am able to understand the feelings of others.	1 2 3 4 5 6 7 8 9	
9. Students are motivated to improve academic skills.	1 2 3 4 5 6 7 8 9	
10. I share my weaknesses with others.	1 2 3 4 5 6 7 8 9	
11. Each teacher should follow prepared lesson plans.	1 2 3 4 5 6 7 8 9	
12. Students are dependable.	1 2 3 4 5 6 7 8 9	
13. I respond creatively to conflicts.	1 2 3 4 5 6 7 8 9	
14. I help develop more effective communication skills in each of my students.	1 2 3 4 5 6 7 8 9	
15. I attempt to provide sufficient information for students to realize their life goals.	1 2 3 4 5 6 7 8 9	

	<u>STRONGLY AGREE</u>	<u>STRONGLY DISAGREE</u>
34. I feel a sense of emotional security in my position.	1 2 3 4 5 6 7 8 9	
35. Teachers should receive preferential parking spaces.	1 2 3 4 5 6 7 8 9	
36. I express myself clearly to others.	1 2 3 4 5 6 7 8 9	
37. Students have satisfactory intellectual skills.	1 2 3 4 5 6 7 8 9	
38. Teachers should follow system-wide curriculum plans.	1 2 3 4 5 6 7 8 9	
39. I am capable of improving my teaching skills.	1 2 3 4 5 6 7 8 9	
40. Students have satisfactory academic skills.	1 2 3 4 5 6 7 8 9	
41. Student access to teachers should be limited to school hours.	1 2 3 4 5 6 7 8 9	
42. Students caught cheating should be disciplined.	1 2 3 4 5 6 7 8 9	
43. Community members have respect for the teaching profession.	1 2 3 4 5 6 7 8 9	
44. Students have abilities to make sound academic decisions.	1 2 3 4 5 6 7 8 9	
45. I attempt to help students acquire career information.	1 2 3 4 5 6 7 8 9	
46. I have as many genuine friends as the average person.	1 2 3 4 5 6 7 8 9	
47. Students should not chew gum in class.	1 2 3 4 5 6 7 8 9	
48. I accept others for what they are.	1 2 3 4 5 6 7 8 9	
49. I help to develop a sense of autonomy in each of my students.	1 2 3 4 5 6 7 8 9	
50. I attempt to develop student appreciation for culture.	1 2 3 4 5 6 7 8 9	

	<u>STRONGLY AGREE</u>	<u>STRONGLY DISAGREE</u>
51. I disagree with others without being disagreeable.	1 2 3 4 5 6 7 8 9	
52. During class, students should interact more frequently with the teacher than with other students.	1 2 3 4 5 6 7 8 9	
53. I help to develop a positive self concept in students.	1 2 3 4 5 6 7 8 9	
54. I feel that I am respected by my peers.	1 2 3 4 5 6 7 8 9	
55. I feel that students respect me as a teacher.	1 2 3 4 5 6 7 8 9	
56. Confidential information can be shared with students.	1 2 3 4 5 6 7 8 9	
57. Students should not be absent from one class for the sake of another (e.g. class trips, concerts, athletics, etc.).	1 2 3 4 5 6 7 8 9	
58. Teachers should be allowed to express opinions in class.	1 2 3 4 5 6 7 8 9	
59. Students should not move around during class time.	1 2 3 4 5 6 7 8 9	
60. I am satisfied in my position.	1 2 3 4 5 6 7 8 9	

APPENDIX B

LETTER TO ADMINISTRATORS

Dear Principal:

I am conducting a study of the perceptions and attitudes of classroom teachers who are perceived as either effective or ineffective at managing student/teacher conflicts. As a result of this study, I hope to identify certain teacher attitudes and perceptions which tend to affect a teacher's ability to manage such conflicts. Your school was one of several schools randomly selected from within this state to participate in this study. I am therefore writing to you to request not only your permission, but also your assistance in facilitating the completion of this research.

If you agree to participate, I will send you sufficient questionnaires for distribution to 20 percent of your faculty. Please distribute one-half of those to that 10 percent of your faculty that you perceive as being effective at managing student/teacher conflicts. The remaining half should be distributed to that 10 percent of your faculty that you perceive as being ineffective at managing student/teacher conflicts.

Your decision about teacher placement should depend upon your professional judgement and not be restricted to any one individual criterion. For example, the number of students that a teacher refers to the office for disciplinary action is certainly a factor for consideration; however, other factors and observations should be considered.

In order to compare the responses, it is necessary that I know how the questionnaires are distributed. Would you therefore please distribute the green questionnaires to the teachers perceived as most effective at managing student/teacher conflicts and the blue questionnaires to the teachers perceived as most ineffective at managing student/teacher conflicts?

If you agree to participate in this project, please return the enclosed card within seven days. Should you have any questions, please write them also on the card. You are free to withdraw your consent and to discontinue participation in this project at any time without prejudice.

Enclosed you will find a sample of the cover letter and the questionnaire that is to be completed by the teachers.

Thank you for your consideration in this matter.

Sincerely,

George Nerren
Project Director
615/479-5182

APPENDIX C

LETTER TO RESPONDENTS

Dear Teacher,

You have been selected to participate in a research project designed to measure teacher perceptions and attitudes related to the management of student/teacher conflicts through this anonymous questionnaire. This project has the approval of your building administrator. Your assistance in completing and returning the attached questionnaire would be most sincerely appreciated. You are, however, free to withdraw your consent and to discontinue participating in the project at any time without prejudice.

All responses will remain anonymous and confidential. Please do not sign your name to this questionnaire. The numerical code at the top of this questionnaire will be used only in determining frequency distributions by schools included in this study.

The return of the completed questionnaire constitutes fulfillment of "informed consent" regulations which require that each respondent be advised of the purposes of the project and the anonymity of the responses.

Once again, please be assured that the identity of each individual respondent will be anonymous and that the data collected from this study will be primarily utilized in completing dissertation requirements at The University of Tennessee.

Thank you for your assistance in completing this questionnaire.

Sincerely,

George Nerren
Project Director
615/479-5182

APPENDIX D

TEACHER ATTITUDE INVENTORY

(The final questionnaire had the following questions integrated rather than segregated as they appear below, also, items in parentheses did not appear on final document.)

Please indicate your response to each item by circling a number on the continuum.

(TERRITORY)	<u>STRONGLY AGREE</u>	<u>STRONGLY DISAGREE</u>
1. Teachers should be provided with separate dining facilities.	1 2 3 4 5 6 7 8 9	
2. Teachers should receive preferential parking spaces.	1 2 3 4 5 6 7 8 9	
3. Student access to teachers should be limited to school hours.	1 2 3 4 5 6 7 8 9	
4. Teachers should be allowed to express personal opinions in class.	1 2 3 4 5 6 7 8 9	
5. Teachers should not involve students in the preparation of lesson plans.	1 2 3 4 5 6 7 8 9	
6. Students should not be absent from one class for the sake of another (e.g. class trips, concerts, athletics, etc.).	1 2 3 4 5 6 7 8 9	
7. Teachers should be the sole authority within the classroom.	1 2 3 4 5 6 7 8 9	
8. Teacher lounges should be off-limits to students.	1 2 3 4 5 6 7 8 9	
9. Certain areas within the classroom should be identified as off-limits to students.	1 2 3 4 5 6 7 8 9	
10. I consider myself to be an expert in my subject area.	1 2 3 4 5 6 7 8 9	

(COMMUNICATION SKILLS)

1. I understand others points of view.	1 2 3 4 5 6 7 8 9
2. I express myself clearly to others.	1 2 3 4 5 6 7 8 9
3. I share my weaknesses with others.	1 2 3 4 5 6 7 8 9
4. I disagree with others without being disagreeable.	1 2 3 4 5 6 7 8 9
5. I respond creatively to conflicts.	1 2 3 4 5 6 7 8 9
6. I accept others for what they are.	1 2 3 4 5 6 7 8 9

	<u>STRONGLY AGREE</u>	<u>STRONGLY DISAGREE</u>
7. I prefer to confront those with whom I disagree rather than to avoid them.	1 2 3 4 5 6 7 8 9	
8. I am able to understand the feelings of others.	1 2 3 4 5 6 7 8 9	
9. I accept criticism without becoming upset.	1 2 3 4 5 6 7 8 9	
10. I effectively influence other people.	1 2 3 4 5 6 7 8 9	

(STRUCTURE)

1. Students should not chew gum in class.	1 2 3 4 5 6 7 8 9	
2. Classroom seating assignments should be maintained.	1 2 3 4 5 6 7 8 9	
3. Students should not be allowed to discuss personal opinions in class.	1 2 3 4 5 6 7 8 9	
4. Students caught cheating should be disciplined.	1 2 3 4 5 6 7 8 9	
5. Student tardiness to class should be punished.	1 2 3 4 5 6 7 8 9	
6. Students should not move around during class time.	1 2 3 4 5 6 7 8 9	
7. Students should be evaluated in a standardized manner.	1 2 3 4 5 6 7 8 9	
8. Each teacher should follow prepared lesson plans.	1 2 3 4 5 6 7 8 9	
9. Teachers should follow system wide curriculum plans.	1 2 3 4 5 6 7 8 9	
10. During class, students should interact more frequently with the teacher than with other students.	1 2 3 4 5 6 7 8 9	

(TRUST)

1. Students work effectively alone.	1 2 3 4 5 6 7 8 9	
2. Students are motivated to improve academic skills.	1 2 3 4 5 6 7 8 9	
3. Confidential information can be shared with students.	1 2 3 4 5 6 7 8 9	
4. Students are dependable.	1 2 3 4 5 6 7 8 9	
5. Students have abilities to make sound academic decisions.	1 2 3 4 5 6 7 8 9	
6. Students are honest.	1 2 3 4 5 6 7 8 9	
7. Students have satisfactory academic skills.	1 2 3 4 5 6 7 8 9	
8. Students have satisfactory intellectual skills.	1 2 3 4 5 6 7 8 9	

	<u>STRONGLY AGREE</u>	<u>STRONGLY DISAGREE</u>
9. Students will become productive members of society.	1 2 3 4 5 6 7 8 9	
10. Students make sincere efforts to achieve.	1 2 3 4 5 6 7 8 9	

(IDENTITY)

1. I am satisfied in my position.	1 2 3 4 5 6 7 8 9
2. I am capable of improving my teaching skills and abilities.	1 2 3 4 5 6 7 8 9
3. I am effective as a manager of student/teacher conflicts.	1 2 3 4 5 6 7 8 9
4. I can effectively persuade others to my point of view.	1 2 3 4 5 6 7 8 9
5. I feel a sense of emotional security in my position.	1 2 3 4 5 6 7 8 9
6. I have as many genuine friends as the average person.	1 2 3 4 5 6 7 8 9
7. I feel that students respect me as a teacher.	1 2 3 4 5 6 7 8 9
8. I feel that I am respected by my peers.	1 2 3 4 5 6 7 8 9
9. I feel that, in general, community members have respect for the teaching profession.	1 2 3 4 5 6 7 8 9
10. I have respect for myself as a teacher.	1 2 3 4 5 6 7 8 9

(GOALS)

1. I help develop positive self-concepts in each of my students.	1 2 3 4 5 6 7 8 9
2. I help develop more effective communication skills in each of my students.	1 2 3 4 5 6 7 8 9
3. I help to develop a sense of autonomy in each of my students.	1 2 3 4 5 6 7 8 9
4. I help each student feel a sense of achievement as a result of participation in my class.	1 2 3 4 5 6 7 8 9
5. I help my students to become more productive citizens.	1 2 3 4 5 6 7 8 9
6. I attempt to provide sufficient information for students to realize their life goals.	1 2 3 4 5 6 7 8 9
7. I attempt to help students establish and maintain satisfactory relationships with other persons.	1 2 3 4 5 6 7 8 9
8. I attempt to help students acquire career information.	1 2 3 4 5 6 7 8 9
9. I attempt to develop student appreciation for culture.	1 2 3 4 5 6 7 8 9
10. I attempt to serve as a facilitator to students' learning.	1 2 3 4 5 6 7 8 9

APPENDIX E

EFFECTIVE AND INEFFECTIVE GROUP RESPONSES TO VARIABLE TERRITORY

	<u>Question</u>	<u>Group</u>	<u>Mean Score</u>	<u>Agreement*</u>
(3)	Provide separate dining area for teachers	Effective Ineffective	3.4000 3.5784	64.5% 63.7%
(4)	Consider self as expert in subject area	Effective Ineffective	2.7364 2.4510	86.4% 89.2%
(17)	Identify certain class areas as off-limits	Effective Ineffective	3.5273 3.2059	69.1% 69.6%
(22)	No student involvement in lesson preparation	Effective Ineffective	4.5182 4.3922	51.8% 52.0%
(28)	Teacher sole authority in classroom	Effective Ineffective	3.2636 3.1275	70.0% 76.5%
(29)	Teacher lounges off-limits to students	Effective Ineffective	2.2455 1.9412	84.5% 90.2%
(35)	Preferential parking for teachers	Effective Ineffective	2.0182 2.0392	85.5% 89.2%
(41)	No student access to teachers after school	Effective Ineffective	5.3364 5.3592	39.1% 37.3%
(57)	No class absences for school related reasons	Effective Ineffective	5.9727 6.3922	23.6% 20.6%
(58)	Teacher allowed to express opinion in class	Effective Ineffective	5.0091 4.9020	80.9% 81.4%

*A response of 1-4 was considered to indicate agreement with the statement.

APPENDIX F

EFFECTIVE AND INEFFECTIVE GROUP RESPONSES TO VARIABLE STRUCTURE

	<u>Question</u>	<u>Group</u>	<u>Mean Score</u>	<u>Agreement*</u>
(7)	Teachers should make seating assignments	Effective Ineffective	5.0091 4.3922	40.9% 51.0%
(11)	Teachers should follow prepared lesson plans	Effective Ineffective	4.3909 4.0588	51.8% 60.8%
(23)	Students not allowed to discuss opinions in class	Effective Ineffective	7.3636 7.2843	10.0% 12.7%
(30)	Student tardiness should be punished	Effective Ineffective	2.8818 2.5000	80.0% 85.3%
(33)	Students evaluation in standardized manner	Effective Ineffective	5.9273 5.7549	29.1% 33.3%
(38)	Utilize system-wide curriculum plans	Effective Ineffective	4.9909 5.2549	45.5% 36.3%
(42)	Discipline students caught cheating	Effective Ineffective	1.7455 1.8039	95.5% 92.1%
(47)	Students not allowed to chew gum in class	Effective Ineffective	4.7273 4.3627	46.4% 50.0%
(52)	Students should interact more with teachers	Effective Ineffective	4.4091 4.1471	53.6% 57.8%
(59)	Students should not move during class	Effective Ineffective	5.0091 4.9020	40.9% 48.0%

*A response of 1-4 was considered to indicate agreement with the statement.

APPENDIX G

EFFECTIVE AND INEFFECTIVE GROUP RESPONSES TO VARIABLE IDENTITY

	<u>Question</u>	<u>Group</u>	<u>Mean Score</u>	<u>Agreement*</u>
(1)	Effective manager of student/teacher conflict	Effective	2.4545	92.7%
		Ineffective	2.9118	83.3%
(5)	Respect for self as teacher	Effective	1.6455	97.3%
		Ineffective	1.8137	94.1%
(6)	Ability to effectively persuade others	Effective	2.8273	88.2%
		Ineffective	3.0588	85.3%
(34)	Feel a sense of emotional security	Effective	2.4545	90.0%
		Ineffective	3.2255	74.5%
(39)	Capable of improvement of teaching skills	Effective	1.7455	98.2%
		Ineffective	1.8529	94.1%
(43)	Feel sense of community respect	Effective	4.6000	50.9%
		Ineffective	4.6569	49.0%
(46)	Number of genuine friends	Effective	2.3273	88.2%
		Ineffective	2.4118	83.3%
(54)	Feel a sense of peer respect	Effective	1.9727	97.3%
		Ineffective	2.1765	93.1%
(55)	Feel a sense of student respect	Effective	1.9000	98.2%
		Ineffective	2.3725	91.2%
(60)	Job satisfaction	Effective	2.6636	82.7%
		Ineffective	3.0098	77.5%

*A response of 1-4 was considered to indicate agreement with the statement.

APPENDIX H

EFFECTIVE AND INEFFECTIVE GROUP RESPONSES TO VARIABLE COMMUNICATION SKILLS

	<u>Question</u>	<u>Group</u>	<u>Mean Score</u>	<u>Agreement*</u>
(2)	Understand other points of view	Effective Ineffective	2.3727 2.2941	90.9% 96.1%
(8)	Understand feelings of others	Effective Ineffective	2.3000 2.2745	96.4% 95.1%
(10)	Share my weaknesses with others	Effective Ineffective	4.0182 4.0000	65.5% 60.8%
(13)	Creative response to conflicts	Effective Ineffective	3.5455 3.8529	77.3% 67.6%
(20)	Understand other points of view	Effective Ineffective	2.3636 2.4902	95.5% 93.1%
(25)	Accept criticism without becoming upset	Effective Ineffective	3.2545 3.7255	78.2% 69.6%
(31)	Effective influence on others	Effective Ineffective	2.8091 2.9902	87.3% 89.2%
(36)	Express myself clearly to others	Effective Ineffective	2.4182 2.5686	94.5% 96.1%
(48)	Accept others for what they are	Effective Ineffective	2.1636 2.3235	95.5% 92.2%
(51)	Ability to disagree without being disagreeable	Effective Ineffective	2.9091 3.0392	83.6% 79.4%

*A response of 1-4 was considered to indicate agreement with the statement.

APPENDIX I

EFFECTIVE AND INEFFECTIVE GROUP RESPONSES TO VARIABLE TRUST

	<u>Question</u>	<u>Group</u>	<u>Mean Score</u>	<u>Agreement*</u>
(9)	Students motivation for improvement	Effective Ineffective	3.4182 3.4706	75.5% 69.6%
(12)	Students are dependable	Effective Ineffective	4.0455 4.3922	64.5% 48.0%
(16)	Students will become productive adults	Effective Ineffective	2.7545 2.8922	88.2% 82.4%
(19)	Students work effectively alone	Effective Ineffective	3.9364 4.2745	72.7% 53.9%
(21)	Students make efforts to achieve	Effective Ineffective	3.4909 3.9314	75.5% 63.7%
(32)	Students are honest	Effective Ineffective	3.7455 4.5000	68.2% 49.0%
(37)	Student satisfactory intellectual skills	Effective Ineffective	3.8818 4.2843	68.2% 53.9%
(40)	Student satisfactory academic skills	Effective Ineffective	4.4364 5.1471	50.9% 41.2%
(44)	Student ability for academic decisions	Effective Ineffective	4.3091 4.8824	51.8% 45.1%
(56)	Share confidential information with students	Effective Ineffective	6.4909 6.7843	20.9% 22.5%

*A response of 1-4 was considered to indicate agreement with the statement.

APPENDIX J

EFFECTIVE AND INEFFECTIVE GROUP RESPONSES TO VARIABLE GOALS

	<u>Question</u>	<u>Group</u>	<u>Mean Score</u>	<u>Agreement*</u>
(14)	Develop student communication skills	Effective	3.1000	85.5%
		Ineffective	3.4412	73.5%
(15)	Provide information for life goals	Effective	2.8091	87.3%
		Ineffective	2.6275	88.2%
(18)	Help students become Productive citizens	Effective	2.4273	92.7%
		Ineffective	2.5294	91.2%
(24)	Develop student interaction skills	Effective	2.6727	87.3%
		Ineffective	2.4608	91.2%
(26)	Help students feel sense of achievement	Effective	2.3273	97.3%
		Ineffective	2.5098	93.1%
(27)	Serve as facilitator of student learning	Effective	2.0000	97.3%
		Ineffective	2.0000	96.1%
(45)	Help students with career information	Effective	2.9000	80.9%
		Ineffective	2.5784	85.3%
(49)	Develop student self autonomy	Effective	2.9636	84.5%
		Ineffective	3.1471	77.5%
(50)	Develop student cultural appreciation	Effective	2.8818	84.5%
		Ineffective	2.7451	83.3%
(53)	Develop positive self-concepts	Effective	2.4455	94.5%
		Ineffective	2.5588	89.2%

*A response of 1-4 was considered to indicate agreement with the statement.

VITA

George Nolen Nerren, Jr., the son of Mr. and Mrs. George N. Nerren, was born in Lufkin, Texas. At the age of five, he moved with his family to Cleveland, Tennessee, where he attended elementary and secondary schools in both the Cleveland City and Bradley County systems. He was graduated from Bradley Central High School in 1966 and received the Bachelor of Science degree from Middle Tennessee State University in 1970. He received the Masters degree in Educational Administration from The University of Tennessee at Chattanooga in 1974.

He has taught for five years at both the secondary and elementary school levels. In addition he served as principal of an elementary school for four years. He is currently a classroom teacher at Bradley Central High School.

He holds membership in various professional organizations: Phi Delta Kappa, National Education Association, Tennessee Education Association, East Tennessee Education Association, and the Bradley County Education Association. He served as President of the Bradley County Education Association in 1975-76. He also served as chief spokesman for the Bradley County teacher negotiating team in 1979-1980.

He is a member of the First Baptist Church, Cleveland, Tennessee, where he teaches a college/career Sunday School class. He has also served as a member of the deacon board at that church.

He is married to Leah Suzanne London and they are the parents of two children, Rachel Leah and Bryan Keith. His wife is a classroom

teacher who holds a Bachelors degree from Middle Tennessee State University and a Masters degree from The University of Tennessee at Chattanooga.

George Nerren, Jr. received his Doctor of Education degree in Educational Administration and Supervision from The University of Tennessee, Knoxville, in December 1980.