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Juan-Miguel Fernandez-Balboa
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PHYSICAL EDUCATION STUDENT TEACHERS' REFLECTIONS,
BELIEFS, AND ACTIONS REGARDING PUPIL MISBEHAVIOR

A Dissertation Presented

by

JUAN-MIGUEL FERNANDEZ-BALBOA

Submitted to the Graduate School of the
University of Massachusetts in partial fulfillment
of the requirements for the degree of

DOCTOR OF EDUCATION

February 1989

School of Education

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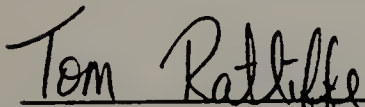
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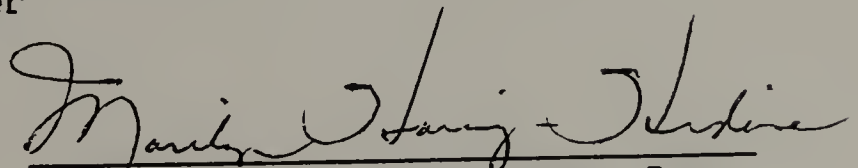
Patt Dodds, Chairperson of Committee



Tom Ratliffe, Member



Harlan Sturm, Member



Dr. Marilyn Haring-Hidore, Dean
of the School of Education

DEDICATION

To the most important people in my life:

My wife, PATRICIA

My parents, CONCEPCION and MIGUEL

My brother, JOSE-RAMON

ACKNOWLEDGEMENTS

I wish to express my sincere thanks to the many people who have provided support and guidance during the undertaking of this dissertation:

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to the other members of my committee, Tom Ratliffe and Harlan Sturm, whose feedback and disposition to help me also made this dissertation possible;

to Larry Locke, who offered invaluable advice and help in critical stages of the process of this dissertation;

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You all made the difference.

A B S T R A C T

PHYSICAL EDUCATION STUDENT TEACHERS' REFLECTIONS,
BELIEFS, AND ACTIONS REGARDING PUPIL MISBEHAVIOR

FEBRUARY 1989

JUAN-MIGUEL FERNANDEZ-BALBOA

M.A., UNIVERSITY OF BARCELONA

Ed.D., UNIVERSITY OF MASSACHUSETTS

Directed by: Associate Professor Patt Dodds

The purposes of this study were to investigate the beliefs held by physical education student teachers concerning pupil misbehavior and how these beliefs influence their thoughts and actions in those instances.

Eight volunteers (four male and four female) were first interviewed about their beliefs and then videotaped while teaching. Immediately after the teaching sessions, a stimulated recall procedure was used to help these student teachers reflect about the thoughts and actions they had concerning pupil misbehaviors encountered in their classes. A total of twenty to twenty-five misbehaviors were analyzed for each student teacher.

The results indicated that these student teachers did not think that misbehaviors could be prevented. As a

consequence, they held pupils responsible for the majority (88%) of the misbehaviors analyzed. Also, their perspective of pupil misbehavior was very limited. They commented almost exclusively on individual misbehaviors and did not differentiate between misbehaviors typical of different grade levels. Furthermore, these student teachers' high school experience, as pupils themselves, was very influential in their expectations for pupils' conduct and in their own actions. They expected their pupils to act as they did back in high school and modeled their action systems after those of their former teachers and coaches. These action systems were often ineffective, which made these student teachers increasingly frustrated with themselves and angrier at culprits. Important individual differences were also evident. Some of these student teachers were more disciplinarian whereas others empathized with culprits and were less strict. Their actions reflected such differences too.

From the data, it became clear that these student teachers needed external help in reflecting about and establishing more effective systems for addressing pupil misbehaviors. Implications for teacher education programs are discussed.

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C H A P T E R I

STATEMENT OF THE PROBLEM

Introduction

The principal objective of teacher education programs is to assist new teachers as they get ready for teaching (Odell, Loughlin, & Ferraro, 1986-1987). Teacher educators have the task of helping preservice teachers build the kind of knowledge base that would facilitate these teachers' acquisition of superior knowledge and skill in teaching their subject matter (Chi & Glaser, 1980). This assistance, however, has to be consistent with these teachers' needs. According to Taylor (1975), addressing these teachers' needs in the earlier stages of preparation would probably increase their feelings of adequacy. On the other hand, ignoring their needs could influence negatively the future capability of these teachers (Kleine & Pereira, 1970; Bell, Barrett, & Allison, 1985). It is generally agreed that one of the most important needs novice teachers have is learning how to manage pupils. Particularly, these teachers need to find a way to prevent, or at least deal effectively with, pupil misbehavior.

Pupil misbehavior is not an uncommon problem for novice teachers. In fact, novice teachers themselves as well as school administrators, cooperating teachers, and

university supervisors report it as being one of the most important barriers these teachers have to overcome (Veenman, 1984). Consequently, it seems reasonable that teacher education programs should devote more attention to helping novice teachers in the early stages of preparation think about, prevent, and solve pupil misbehavior in their classes.

Interestingly, pupil misbehavior is not only something that pupils do, it is also partially something that teachers perceive in their minds (Fernandez-Balboa, 1988). For example, a pupil's action may be considered to be a misbehavior by one teacher whereas to another it may seem perfectly normal and tolerable.

It is the teachers' thinking processes during instances of pupil misbehavior and their subsequent actions that interest this researcher. Since the ways teachers act appear to be guided by the ways they think, it is reasonable to say that one approach teacher educators could use to help novice teachers deal with pupil misbehavior is to study and analyze novice teachers' thoughts and decision-making processes concerning those cases. By doing so, teacher educators might be able to understand at least some of the contexts and causes of these teachers' problems when dealing with pupil misbehavior and, therefore, they might be able to help novice teachers overcome such problems.

Background of the Study

The present study was motivated by (a) the importance of interactive decision making in the role teachers play as managers, (b) an interest in how preservice teachers undertake their decision-making processes, and (c) the desire to assist preservice teachers to become more efficient in using classroom management strategies.

In a pilot study (Fernández-Balboa, 1988), this researcher investigated the thought processes of three (two male and one female) prospective physical education teachers to acquire information about (a) what kinds of cues make prospective teachers aware of pupil misbehaviors, (b) what reasons make these teachers act upon pupil misbehaviors, and (c) what thoughts these teachers had during the process of dealing with such episodes. Data were obtained principally from both the researcher's observations and the reflective testimony (stimulated recall) provided by the three trainees.

The results indicated that particular visual and auditory stimuli made these teachers become aware of pupil misbehaviors. Furthermore, these teachers' primary reasons for acting upon pupil misbehavior were to assert their authority and control or because some pupils were repeat offenders. These teachers had doubts about what action they should take, and even after acting, they were doubtful of the effectiveness of their actions. Important

differences did arise among these teachers depending on the grade level taught, how familiar they felt with the pupils, and how many lessons they had already taught.

From these data, it becomes obvious that by studying novice teachers' thoughts and decision-making processes one may discover important aspects and causes of the problems these teachers have. It seems evident that studying novice teachers' thoughts and decision-making processes is an area worth pursuing.

Significance of the Study

It is hoped that the present study will be significant in several ways. First, there is only limited research on the thought processes of preservice physical education teachers. Borko, Cone, Russo, and Shavelson (1979) and Clark and Yinger (1979) among others have recommended that more research needs to be done in the area of teachers' thinking. This study will add to the small body of knowledge.

Second, studies of physical education teachers' thinking have concentrated on the thoughts and decision-making processes of preservice physical education teachers while planning (Bibik, Chandler, Lane, & Oliver, 1988; Housner & Griffey, 1985; Imwold, Rider, Twardy, Oliver, Griffin, & Arsenault, 1984; Placek, 1984; Sherman, 1983; Sherman, Sipp, & Taheri, 1987; Taheri, 1982). The

present study will analyze preservice physical education teachers' assumptions about pupil misbehavior and the interactive managerial thoughts, decision-making processes, and actions of these teachers while dealing with pupil misbehavior.

Purposes of the Study

The purposes of this study were to (a) explore the beliefs preservice physical education teachers have about pupil misbehavior, (b) investigate these teachers' interactive thoughts and decision-making processes while dealing with pupil misbehavior, and (c) find out how these teachers' own actions toward misbehaving pupils, and the corresponding reactions of such pupils, affect their future beliefs, interactive thoughts and decision-making processes, and actions.

Content of the Proposed Dissertation

The following chapters are included in the dissertation. In Chapter II the author reviews the literature which will provide the reader with background information about teachers' thinking, beginning teachers' problems in dealing with pupil misbehavior, and how teacher trainees conceptualize that part of their work addressing classroom management issues. Chapter III

describes the procedures used for data collection (such as videotaping, stimulated recall, and interview) and data analysis. Chapter IV analyzes and displays the data generated in this study. Finally, Chapter V presents the discussion, conclusions, and recommendations.

C H A P T E R I I

REVIEW OF LITERATURE

Introduction

It appears that the way teachers think affects their actions and the level of success of those actions. It also appears that novice teachers experience acute problems in dealing with pupil misbehaviors. Thus, it is reasonable to assume that the particular ways novice teachers think may affect the way they act in instances of pupil misbehavior, and therefore contribute to their problems. There are two possible factors which seem to affect the way novice teachers think: their human, limited capacity in dealing with the large amounts of information produced by the complexity of classroom characteristics, and their own levels of development and cognition as teachers.

This chapter will explain each one of these arguments and will make the necessary connections among them to help readers understand the importance of further research on preservice teachers' thinking while dealing with pupil misbehavior.

Pupil Misbehavior and Novice Teachers

Pupil misbehavior seems to be the most serious problem beginning teachers have. Pupil misbehavior is

"any behavior by one or more [pupils] that is perceived by the teacher to initiate a vector of action that competes with or threatens the primary vector of action at a particular moment in a classroom activity." (Doyle, 1986; p. 419).

Researchers have found that pupil misbehavior typically includes conduct that interferes with the teacher, other pupils, preestablished rules, and/or work expectations (e.g., pupils talking when they are supposed to be quiet). In addition, misbehavior includes being off-task (e.g., pupils not participating in the learning activities), or using inappropriate or aggressive behaviors (e.g., pupils fighting) (Doyle, 1986; Emmer, 1984). Conversely, appropriate pupil behavior is the degree to which pupils engage in whatever activities the teacher identifies as relevant. Appropriate behavior includes pupil attention (e.g., pupils listening and looking at the teacher when he or she is explaining the rules of a game), pupil participation (e.g., pupils helping one another or asking questions about what they are learning in the class), and on-task behavior (e.g., pupils playing a game suggested by the teacher).

Veenman (1984) reviewed some 83 international studies over the last 25 years about the problems of beginning elementary and secondary teachers and concluded that beginning teachers perceived pupil misbehavior to be their most serious problem. Not only do beginning teachers recognize the existence of such a problem but

administrators also express the same concern over it. Almost three out of four secondary principals and over half of the primary school principals studied by Taylor and Dale (1971) reported that beginning teachers had pupil misbehavior problems. Furthermore, other researchers agreed that principals gave high priority to this problem of beginning teachers (Penrod, 1974; Tisher, Fyfield, & Taylor, 1979).

Although considerable differences in the perceptions of problems between principals and beginning teachers have been reported (Fitzgerald, 1972; Grantham, 1961), other studies (Penrod, 1974; Taylor & Dale, 1971; Tisher, Fyfield, & Taylor, 1979; and Williams, 1976) revealed great similarities between beginning teachers' and principals' perceptions of the problems encountered by beginning teachers.

Such pupil misbehavior problems seem to affect not only novice teachers themselves in both the short and long run, but also the environment where these teachers develop their activities. Student teachers consider their inability to manage pupil behavior problems as a factor contributing to their lack of teaching success (Borko, Lalik, & Tomchin, 1987). In addition, the more problems beginning teachers have with pupil misbehavior, the more likely they are to leave the teaching career (Taylor & Dale, 1971).

From this information it becomes evident that something needs to be done to help novice teachers in the earliest stages of their professional preparation to solve such an important problem.

Why do beginning teachers experience pupil misbehavior problems? This question has not been completely answered yet. What we know according to researchers (Alder, 1984; Tabachnick & Zeichner, 1984) is that the way teachers think seems to influence their actions and whether or not these actions are effective and successful. Therefore, it seems reasonable to believe that studying the mental processes of preservice teachers concerning pupil misbehavior can produce some valuable information which could help teacher educators understand the causes of this problem.

Teachers' Thinking

Teachers' thinking is a very broad term which needs first to be defined in order to understand what is meant by it. The thinking of teachers constitutes a branch of pedagogical research. To date, the research on teachers' thinking has been directed toward three components: (a) teachers' beliefs about teaching, (b) teachers' planning, and (c) teachers' interactive thoughts and decisions.

Teachers' Beliefs About Teaching

There is much documentation about the fact that teachers hold beliefs about their pupils (Bussis, Chittenden, & Amarel, 1976), about the subject matter they teach (Ball, 1986), and about their roles as teachers and the way they should act (Olson, 1981). These beliefs about teaching represent the teachers' knowledge acquired from their own experience throughout their years as pupils themselves at the elementary, Junior, high school, and college levels (Goodlad, 1982; Lortie, 1975); from their own experiences as teachers (Zeichner & Tabachnick, 1985); from the quality of relationships that they maintained as children with important adults (Wright & Tuska, 1968); and from the influences they receive from different groups and communities with which they are involved over the course of their lives (Berlak & Berlak, 1981). In other words, teachers' beliefs about teaching are based on their experiences and perceptions of the realities of their work.

To what extent do teachers' beliefs about teaching influence their daily classroom life in general and their interactive managerial decisions concerning pupil misbehavior in particular? It seems that teachers' beliefs about teaching affect the ways in which they act (Clark, 1988). In contrast, Cone (1978) reported that teachers' beliefs are not related to their decisions for

handling classroom behavior problems. Most available research, however, illustrates the opposite.

Borko (1978) supported the idea that class organization and planning are affected by teachers' beliefs about teaching. In the same vein, Metheny (1980) reported that teachers' conceptions of the subject matter also influence their judgments, decisions, and behavior. There seem to be discrepancies among researchers about whether teachers' beliefs about teaching affect their thoughts, decisions, and actions. Experienced elementary teachers' beliefs did not appear to be significant factors in affecting their decisions (Borko, Cone, Russo, & Shavelson, 1979). This perspective differs from that of other researchers (Clark & Peterson, 1986) who defend the position that "teachers' theories and beliefs" (teachers' beliefs about teaching) do affect not only their decisions but also their actions. In addition, there is evidence indicating that teachers' thoughts and actions are guided by their beliefs (Clark & Yinger, 1979).

Teachers' managerial decisions to choose a particular technique or alternative routine to maintain order or deal with disruptions may be based on factors such as what they know about their pupils' abilities and interests and the constraints of the situation (Taylor & Dale, 1971), what their beliefs about teaching are (Clark & Peterson, 1986), what their goals for lessons or their conceptions about the subject matter are (Doyle, 1986),

or how they estimate the probability that pupils will misbehave (Borko, Cone, Russo, & Shavelson, 1979).

In summary, although there are discrepancies among researchers, there seems to be stronger evidence to believe that teachers' beliefs about teaching do affect both their planning and interactive thoughts and decisions.

Teachers' Planning

This component of teachers' thinking refers to how and what they think about goals, content, materials, activities, and timing of instruction in two different stages of the teaching cycle: before (preactive) and after (postactive) the actual interactions with pupils in the classroom. In general, in the preactive stage teachers visualize the future, consider their goals and the means at their disposal to achieve these goals, and construct a framework to guide future action. In the contrasting postactive stage, teachers analyze and evaluate their teaching and, according to their conclusions, they decide how to operate in the future. Planning is known to serve teachers' personal purposes (reduce anxiety and review lesson content) and instrumental purposes (determining the structure and content of the interaction with pupils) (Carnahan, 1980; Hill, Yinger, & Robbins, 1981). For example, when teachers plan specific strategies for addressing

particular pupil behavior problems, their anxiety about dealing with them may be reduced.

Teachers' Interactive Thoughts and Decisions

The thinking processes of teachers while working with pupils in the classroom (e.g., lecturing, discussing, questioning, etc.) are referred to as interactive. Teachers' interactive thinking seems to be qualitatively different from the thinking they undertake in the preactive and postactive stages (Crist, Marx, & Peterson, 1974). Due to the unexpected, varying, and fast-paced characteristics of classroom life, teachers are often forced to make on-the-spot decisions and adjustments in preconceived plans while interacting with pupils. These decisions are conscious choices between continuing to behave as before or behaving in a different way.

Because of the particular characteristics of classroom life, teachers must also react quickly, with little time for reflection on whatever is happening right then. Shavelson (1985) labeled the thinking and decision making in this stage as "inflight" or "realtime" because teachers do not have the luxury of extended time to reflect or to seek additional information before deciding upon a course of action. On the other hand, during the preactive and postactive stages, teachers do have time for reflection, information gathering, and analysis.

Clark and Peterson (1986) have presented a model to illustrate the relationship between the thought processes of teachers and their actions (see Figure 1). This model can be applied to understand how inexperienced teachers' thoughts and decision-making processes concerning pupil misbehaviors can influence their unsuccessful actions. These teachers' lack of planning skills and their immature interactive thoughts about pupil misbehavior reflect directly on the way they act upon such instances. These teachers' actions are obviously not the appropriate ones, and they result in frustration on the part of the teachers (Borko, Lalik, & Tomchin, 1987) and an increase in pupil misbehaviors (Kounin, 1970).

Aspects of Teachers' Thinking

Teachers' thought processes (beliefs about teaching, planning, and interactive thoughts) are related to the managerial and instructional aspects of teaching. The instructional aspect has to do with giving information in order to help pupils understand and learn the subject matter; and the managerial aspect refers to teachers' intentions to produce and sustain pupil involvement in classroom activities and to prevent disruption so that instruction may occur. Since the main concern of this study is the managerial problems novice teachers experience, the next section will concentrate on the managerial aspect of teacher thinking.

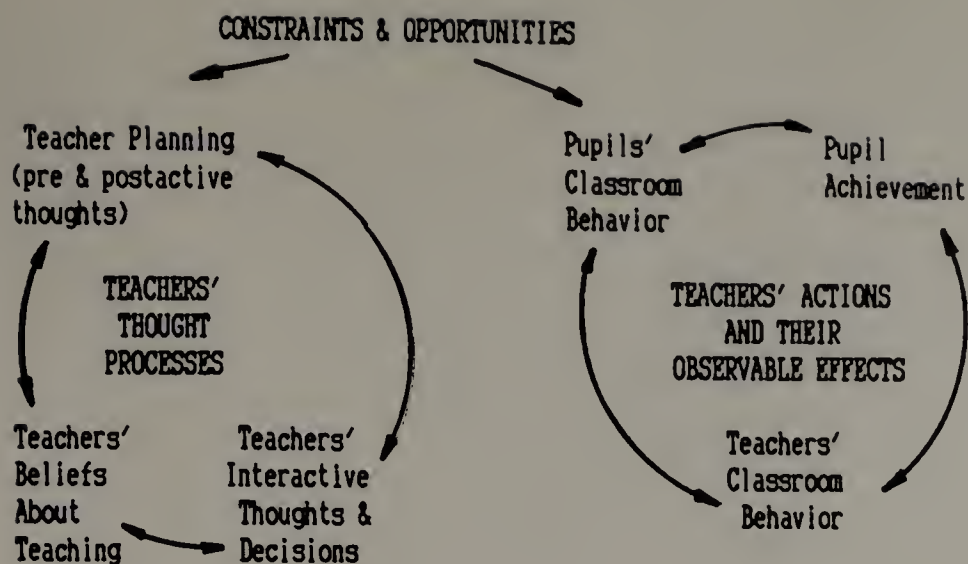


Fig. 1. A Model of Teacher Thought and Action (Clark & Peterson, 1986).

The Managerial Aspect of Teachers' Thinking

Snow (1972) described teachers' managerial thinking during classroom interaction with pupils as a process in which the teacher observes pupil behavior, then judges if pupil behavior is within tolerance limits. This judgment is followed by a decision to continue with the same teaching routine or use an alternative one, if available, depending upon pupils' behavior. Peterson and Clark (1978a) designed a model to illustrate Snow's concept (see Figure 2). One decision teachers make is that there is no need for them to change their classroom behavior if the cue observed is within their tolerance levels. When the observed cue is not within tolerance levels and teachers lack alternatives to cope with observed intolerable cues, they usually decide to continue with the same routine. When, however, they do have alternative

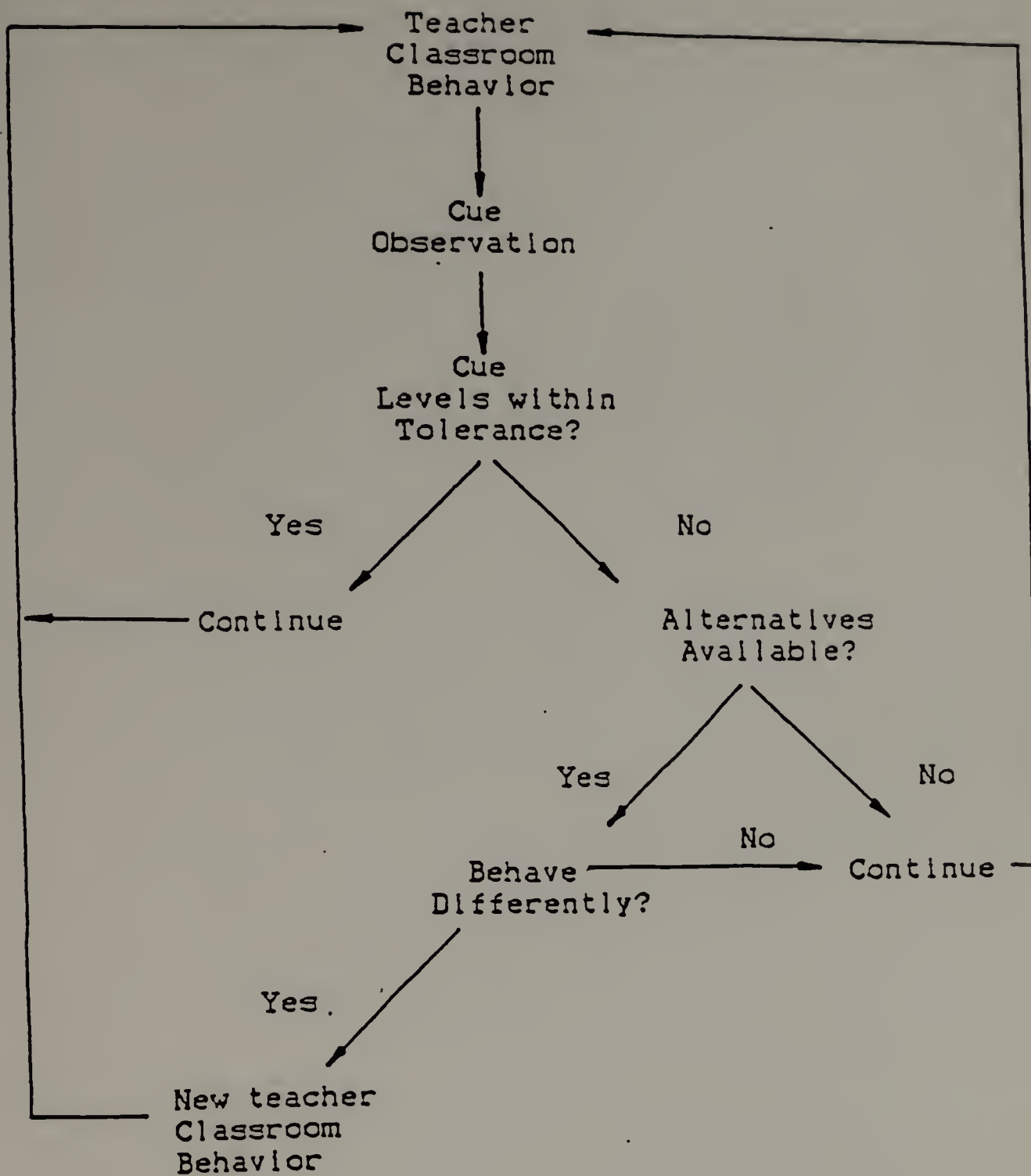


Fig. 2. Model of a Teacher's Cognitive Processes During Teaching. (Peterson & Clark, 1978a. After Snow, 1972).

actions available and the cue is not within tolerance levels, teachers must decide whether to continue with the original behavior or to implement one of the alternatives.

Shavelson and Stern (1981) proposed a new model (see Figure 3) of teacher interactive decision-making as a refinement of Peterson and Clark's (1978a) interpretation. One difference is that Shavelson and Stern's model was based on the belief that teachers' interactive teaching is characterized as carrying out well-established routines. Another difference is that additional decision points are considered. The first new decision point occurs after the teacher has decided that the cue is not within tolerance. The new model asks the question, "is immediate action necessary?". If so, the teacher must decide whether there are alternative routines available or not. If there are, then he or she must decide whether to initiate them, delay them, or continue with the original routine.

In order for their managerial actions to be effective in interaction with pupils, teachers must complete this interactive thinking process in a matter of seconds. This means that a certain readiness to think in order to react quickly and effectively to unexpected managerial demands is necessary. As one can see from Shavelson and Stern's (1981) model, however, the managerial interactive thinking process is a complex one,

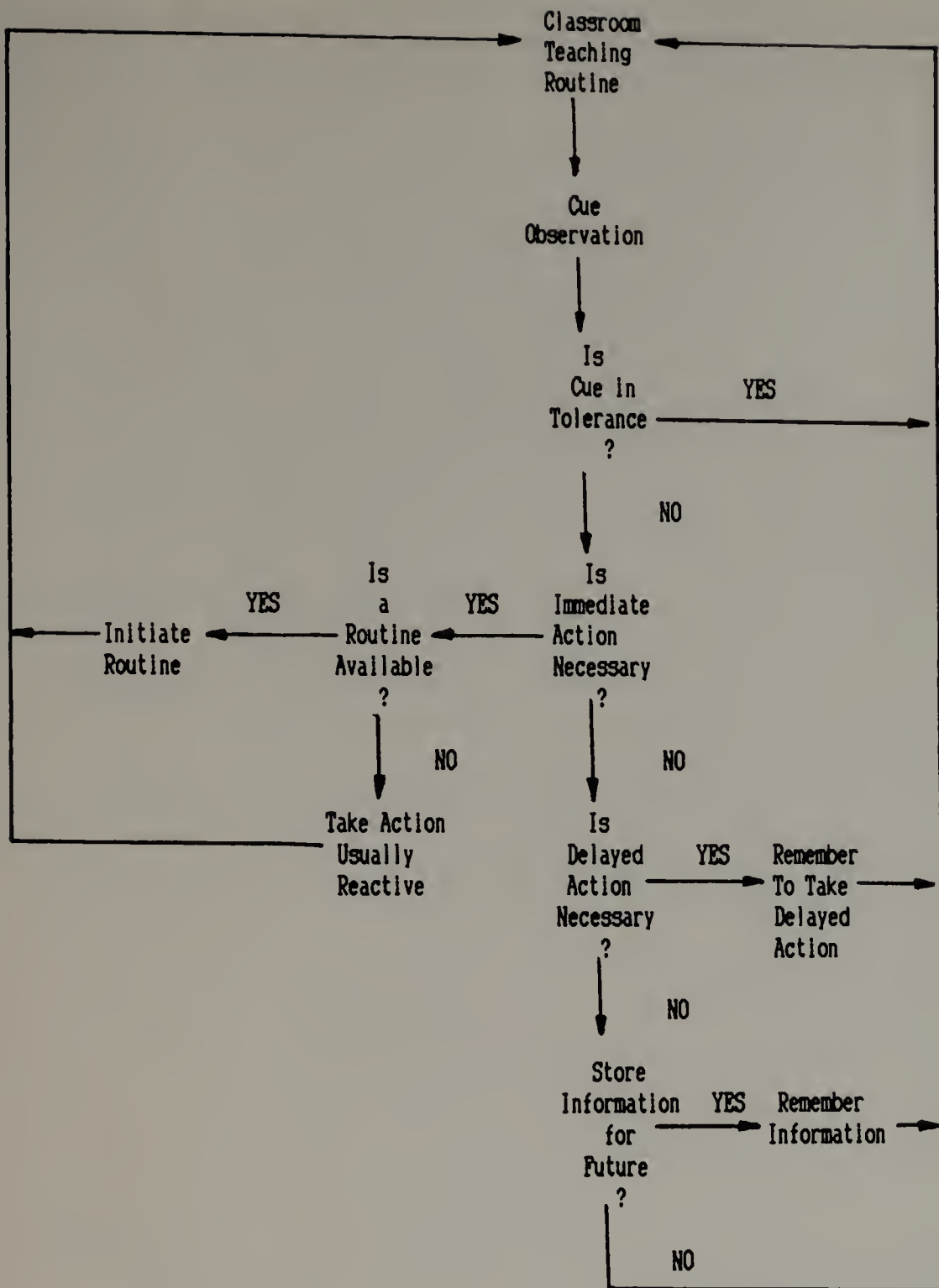


Fig. 3. A Model of Teacher Interactive Decision Making (Shavelson & Stern, 1981).

and therefore not all teachers are able to undertake it successfully. The success of teachers' managerial thinking may be influenced by the way they process information from the complex classroom environment, and their developmental and cognitive levels.

Teachers' Managerial Information-Processing.

If one believes that teachers are active information processors (Hanke & Treutlein, 1983), then one must also assume that the way they gather and use cues from a dynamic environment to select, prepare, and evaluate their managerial routines has direct repercussions for their managerial actions.

Classrooms are complex places which influence teachers' judgments and decisions (Cohen, 1980).

"A classroom is multidimensional in that many events occur over time, many purposes are served, and many people with different styles and desires participate. The sheer quantity of elements, in other words, is large. In addition, many events in a classroom occur simultaneously." (Doyle, 1979, p. 44).

While teaching under these circumstances, teachers interact constantly with pupils. Luce and Hoge (1978) studied the number of teacher-pupil interactions in elementary classrooms in 1-hour periods. During this time pupils created 50 different kinds of interactions (work related, procedural, and self-reference). On their part, the teachers created 88 interactions and averaged 123 responses such as praise, criticism, and feedback to

pupils' actions. Such widely different types of teacher-pupil interactions indicate that teachers must make an inordinately large number of decisions in order to respond most appropriately to each situation. Faced with such tasks, it is small wonder that beginning teachers find it difficult to manage their classes well.

In addition, repeated interruptions make it impossible to predict the course of events at a given time. Due to the simultaneous occurrence of different events, teachers must make decisions on the spot with little time for reflection. In a typical physical education class, for example, the teacher not only has to assist several pupils performing different tasks and motor skills, give feedback to them, and answer their questions, but also has to maintain safety, manage the equipment, organize transitions, and keep an orderly class environment where pupils are mostly on task.

Teachers are seen as constantly (a) preestablishing expectations for pupil behaviors, (b) monitoring the classroom environment and pupil behavior to assess the situation and observe the effects of their own actions, (c) processing information about the events monitored, (d) making decisions about what to do next, and (f) implementing their actions on the basis of their decisions (Clark & Peterson, 1986; Doyle, 1979; Snow, 1972).

From this perspective of teacher-pupil interaction, managing classrooms demands a high degree of efficiency in information processing and an ability to make various kinds of decisions rapidly (Doyle, 1979). Nevertheless, teachers, like everyone else, are limited in the amount of information they can handle at any one time. Due to this limitation in their capacity of processing information related to classroom events, teachers are forced to create personal strategies for dealing with large amounts of information.

It appears that in order to handle the information overload of classroom life, teachers integrate this information into conceptual structures as ways of understanding their environment (Borko et al., 1979; Shavelson, Cadwell, & Izu, 1977). These structures are used in making managerial as well as instructional decisions, and enable teachers to interpret the environment, predict future courses of events, and determine the consequences of their own actions (Shavelson, 1978). Creating these structures, however, is not an easy task since different activities demand different behaviors.

Effective classroom managers create a structure of expectations by identifying a few classroom cues and behavior rules and then deciding how and when to intervene to get pupils' compliance (Emmer, 1984). Also, researchers seem to agree that effective teachers

judge the appropriateness of pupils' behaviors by creating a structure of expectations for pupils' competent work and appropriate behavior. Research on teachers' planning and interactive decision-making shows that teachers have mental images for carrying out teaching (Fernández-Balboa, 1988; Morine-Dersheimer, 1978-1979) which are routinized so that, once begun, they typically are played out much as a computer routine is. These routines seem to minimize conscious decision-making during teaching, and reduce the information-processing load on the teacher.

In order to develop and later choose from particular expectations for pupils, teachers integrate a large amount of information about pupils and the environment from a variety of sources. Several studies have identified some of the main factors considered by teachers when thinking about pupils and their behavior (Borko, 1978; Brophy & Rohrkemper, 1981; MacKay & Marland, 1978). Usually, teachers identify pupil behavior problems based on lack of pupil involvement in the learning tasks (Marx & Peterson, 1975; and Peterson and Clark, 1978b). Also, many experienced teachers base their estimates of the likelihood that a pupil would demonstrate a behavior problem on the previous action of such a pupil in the classroom (Borko et al., 1979).

The general factors which form the basis of standards teachers use to judge the appropriateness of

pupils' behaviors in classes include class management objectives to be attained (e.g., formation of expectations about pupil behavior, amount of productive time, work requirements, etc.), criteria considered relevant to taking action, and the specific action to be taken.

To manage their classrooms effectively, teachers not only must anticipate the requirements of each activity but they must communicate these to their pupils, so everyone can act accordingly. Teachers who have an explicit set of expectations are in a better position to translate these into classroom procedures and behaviors. When they communicate these expectations clearly to pupils, teachers establish a predictable setting; thus, they can increase the predictability of the environment and become more effective in classroom management. In the case of inexperienced teachers, they do not have all of their conceptual structures or expectations for pupils' behaviors in place, nor are they as good at transforming these into clear rules and routines for pupils to follow. This handicap may be an important factor which fosters more pupil misbehaviors. By learning and applying routines for processing information from the classroom and pupils, teachers increase the predictability of the environment and pupil behavior, and their own actions become more effective.

Once their expectations for pupils have been set and communicated to pupils, teachers must monitor their classrooms in order to verify whether pupils' behavior matches those expectations. Monitoring has been defined as "to watch over or to attend to classroom events with particular attention to those categories of behavior that are related to smooth group functioning" (Ingersoll, 1978). Teachers regularly monitor the classroom as a way to evaluate a routine. Sometimes teachers monitor pupil involvement as the primary indication of the smoothness of the instructional process. At other times they monitor both pupil academic work and behavior (Clark & Yinger, 1979; Kounin, 1970).

Yet monitoring, though necessary, is not sufficient for good management--effective teachers do not function as mere observers of classroom events. Instead they must actively create and maintain a productive and orderly classroom environment by making decisions about the course of action to be taken in relation to a particular situation. When monitoring indicates a potential problem, an unexpected event, or a routine that is not going as planned (Clark & Yinger, 1979), teachers' attention switches to focus on pupil behavior. Joyce (1978-1979) noted that the instructional task guides the teachers' attention during instruction until something goes wrong. Pupil misbehavior, for instance, is often signaled by a lack of pupil participation or by unsanctioned behavior

such as being out-of-seat or making excessive noise. If the problem is serious enough, it may interrupt the ongoing class routine and require an explicit alternative action on the part of the teacher.

A decision is required when pupils give unexpected responses (Clark & Yinger, 1979; and Mackay & Marland, 1978). When that happens, teachers must choose among several techniques or routines regarding their interaction with pupils. In a study of experienced junior high school teachers, Peterson and Clark (1978a) showed that teachers only consider alternatives when "something startling" happens, and use one of those alternatives when pupils' behaviors are not within the teachers' tolerance levels. This happens more often as the teachers become familiar with the pupils. But what happens when preservice teachers, who have very little or no experience managing classrooms, face something startling? How do they react in those situations? It seems that teachers' managerial thoughts and actions have different outcomes depending on their pedagogical and cognitive levels of development (Burden, 1986).

Teachers' Developmental Levels.

Another factor which seems to be associated with the managerial problems which beginning teachers have appears to be their own pedagogical and cognitive levels

of development. We know that expert teachers think differently than beginning teachers (Griffey, Hacker, & Housner, 1988; Housner & Griffey, 1985; Sherman, 1979; Sherman, 1983).

Studies of master clinicians in various professions, including education and medicine, suggest that experienced practitioners not only know more than beginners, but are more likely to render more rational judgments, make more intelligent decisions, and solve more complex problems (Shavelson & Stern, 1981). A pilot study of three preservice teachers in physical education showed that these teachers often did not know how to respond to instances of pupil misbehavior (Fernandez-Balboa, 1988), thus supporting the lack of readily available managerial strategies in preservice teachers.

There are also differences in the ways experienced and beginning teachers gather information and make decisions. Experienced teachers have more well-developed knowledge structures than novices which allow the former to recognize and recall more characteristics of situations to which they are exposed (Berliner & Carter, 1986). Sherman, Slipp, and Taheri (1987) found that experienced physical education teachers plan differently than less experienced ones. More experienced teachers request more information, make more decisions, are able to retrieve from memory previously used plans, spend less

time planning, are less anxious, and know what cues to gather in class for the purpose of making interactive adjustment decisions. More experienced teachers also are more aware of critical moments that arise during teaching and have contingency plans in such moments. It is also known that more experienced teachers perceive fewer problems, do not panic at critical moments, and make quick, fine tuning adjustments. These differences between more experienced and less experienced teachers seem to be related to the degree teachers are concerned about themselves and others, and their professional confidence and maturity.

There seem to be three stages of concern that are characteristic of teachers (Fuller & Bown, 1975). These stages might help us understand some of the causes of the problems novice teachers have with classroom management and pupil misbehavior. The first stage represents survival concerns. These are concerns about one's adequacy as a teacher, class control, being liked by pupils, being evaluated, etc. The second stage includes concerns about the teaching situation (e.g., methods and materials, mastery of skills within the teaching learning situation, etc.). The third stage reflects concerns about pupils (e.g., their learning, their social and emotional needs, etc.).

These stages appear to be structured in such a way that further stages cannot be achieved until earlier ones

are resolved. In this developmental process of teachers, once the concerns within one stage have been resolved, the predominant concerns in that stage fade away as other concerns belonging to the next stage become more important. In that sense, teachers' self-concerns seem to decrease in magnitude from student teaching through the fifth year of teaching, while their concerns related to instruction increase with experience (Adams, Hutchinson, & Martray, 1980; Adams & Martray, 1981).

This shift in concerns has logical implications for the managerial behaviors and success of inexperienced teachers. Lack of control, personality clash, immaturity, and lack of confidence are some of the most common causes for failure of beginning teachers in handling pupil misbehavior (Vittetoe, 1977). Inexperienced teachers tend to be anxious and have strong needs for acceptance and certainty (Griffin, 1985; Myers, Kennedy, & Cruickshank, 1979). This means that inexperienced teachers are most likely to fall into the survival stage of concerns, and consequently it is not surprising to see that their handling of pupil misbehaviors is often unsuccessful.

In addition, not only do teachers' developmental stages of concern relate to their managerial behaviors and success, but so do their cognitive levels. In this regard, Sprinthall and Thies-Sprinthall (1983) presented data supporting the relationships between teachers' cognitive stages and different teaching behaviors,

suggesting that teachers at higher cognitive stages of development perform more complex skills, possess a wider range of behavioral skills, perceive problems with a broader perspective, and are more accurate and empathetic to the needs of pupils. Also, experienced teachers seem to be more understanding of individual differences, more tolerant, and more willing to respond in a way that facilitates the academic and personal growth of pupils (Glassberg, 1980). On the other hand, teachers at lower cognitive developmental stages are more likely to view themselves as defensive and unable to motivate pupils.

Assuming that more inexperienced teachers operate at lower cognitive developmental levels, it is reasonable to believe that preservice teachers, due to their lack of experience, limited instructional resources, and unfamiliarity with the environment, are more likely to be anxious and insecure and therefore to encounter more difficulties in managing their classrooms. If most novice teachers have problems with pupil misbehavior, any information on how they think about and act during these instances should be especially useful in understanding their overall managerial strategies in order to help them overcome their problems with pupil misbehaviors.

Unfortunately for teacher educators, there is limited information about teachers' managerial thinking and decision-making that can be used as the basis for helping preservice teachers in such areas as addressing

pupil misbehavior. Most studies concerning teachers' thinking have been undertaken with experienced teachers concerning their planning strategies. Of the few studies of teachers' thinking concerning interactive decision-making, a very small fraction of them deals with novice teachers and their managerial thoughts. For example, of the 32 studies on teachers' thinking reviewed by Shavelson and Stern (1981), only six dealt with interactive decisions in classroom management events regarding pupil behavior. Furthermore, by reading the review it appears that none of the studies was done with novice teachers.

In another analysis of teachers' interactive thoughts and decisions, Clark and Peterson (1986) reviewed twelve studies, finding only three which dealt with preservice or beginning teachers. This review did not specify that managerial thinking and decision-making were included.

From this information, it becomes clear that few researchers have investigated beginning teachers' thinking as related to classroom management or, more particularly, pupil misbehavior. Moreover, given the differences between novice and experienced teachers, the information gathered from studies with experienced teachers offers limited usefulness when applied in teacher preparation programs with novice teachers (Clark, 1988). Therefore, more data are needed about preservice

teachers' thoughts and decision-making processes during managerial interactions dealing with pupil misbehavior. Without knowing how preservice teachers think and act concerning such instances it is quite difficult for teacher educators to help them solve their problems. Once sufficient information is available, teacher educators may be able to make some general statements about the decision-making processes of novice teachers and perhaps suggest systematic and effective strategies to help them deal with their pupil misbehavior problems.

Summary

In this review, the author has attempted to explain how teachers' thinking and their actions are connected. If one thinks of classrooms, it is easy to realize that they are complex settings in which many purposes, interests, and personalities converge over time. This constant convergence of people and their objectives and attitudes forces teachers to perform different managerial classroom functions at the same time (e.g., monitor, answer questions, maintain order, organize tasks, etc.). In addition, the course of events is oftentimes unpredictable. Under these conditions during lessons, teachers must act with little time for thought and reflection, being forced to make quick decisions.

The capacity of the human mind for dealing with complex situations such as those presented in the

classroom is limited. Teachers neither can perceive each single occurrence nor act upon every event they perceive. Consequently, it seems practically impossible to be able to deal effectively with such a large array of possible and unpredictable events. In order to handle the complexity of classroom management, teachers must construct a simplified mental model of the total situation and then act accordingly. From this perspective, teachers' behavior seems to be guided largely by the way they think.

The thinking of teachers constitutes an interesting topic within research about teaching. Three components of teachers' thinking can be established: beliefs about teaching, thoughts concerning plans for instruction and management, and thoughts concerning interactions with pupils. First, beliefs about teaching constitute a set of theories and beliefs teachers have acquired throughout their lives due to the influence of extrinsic factors (e.g., mentors, parents, social values) and intrinsic factors such as personal experience. Second, teachers' planning thoughts are those directed at anticipating events, preparing activities, and providing an orderly sequence of coherent goals and objectives for lessons to be taught. And third, interactive thinking refers to those instances in which the teacher makes decisions relating directly to pupils during the lesson. These

three categories are related and influence one another, but there are qualitative differences among them. When planning, for example, the teacher has a quiet period of time to do the thinking. On the other hand, while interacting with pupils, teachers do not have much time to think or reflect and they are forced to act quickly.

These components of teachers' thinking can be directed to the managerial aspects of teaching. Managerial interactive thinking is a complex process which not all teachers are able to undertake successfully. In this regard, experienced teachers seem to be more successful than novice teachers.

From this review, it appears that the major differences in managerial success between experienced and beginning teachers are due to several factors including the way they process information about pupils and the environment, the developmental levels of teachers, and the variations in their knowledge about specific pedagogical situations.

From this information three premises are obvious: first, less experienced teachers are less successful in handling pupil misbehavior; second, less experienced teachers, due to their survival concerns and their lower cognitive levels, think differently than experienced teachers; and third, less experienced teachers' thoughts and actions contribute to their managerial problems.

Consequently, one can assume that in order to understand the managerial behavior of preservice teachers, one must understand first their thoughts about classroom management and how these thoughts are put into actions. Specifically, if we understand their beliefs, thoughts, and decision-making processes concerning instances of pupil misbehavior, we may find some leads for helping them address such instances and become more competent.

C H A P T E R I I I

METHOD

Introduction

The way teachers act seems to be guided by the way they think. Prospective teachers think frequently about how to manage their pupils and how to cope with discipline problems. It seems reasonable to believe that helping preservice teachers with their thought processes and decision-making should facilitate their becoming more efficient in dealing with classroom management and discipline problems.

Unfortunately for teacher educators, there is limited information about teachers' thinking and decision-making processes during managerial interactions dealing with pupil misbehavior. And without understanding how preservice teachers undertake managerial thinking while dealing with pupil misbehavior it is quite difficult to help them become more competent in such matters.

Future research on teachers' thinking and decision-making in regard to classroom management can be useful for teacher preparation programs. There is especially a need for a greater number and variety of studies with preservice and beginning teachers. Once a sufficient number of such studies is available, teacher educators may be able to understand the decision-making processes of

both preservice and beginning teachers and suggest some systematic and effective strategies to help these teachers deal with classroom management problems.

The present study was designed with that intention. Its purposes were to (a) explore the beliefs preservice physical education teachers have about pupil misbehavior, (b) investigate these teachers' interactive thoughts and decision-making processes while dealing with pupil misbehavior, and (c) find out how these teachers' own actions toward misbehaving pupils, and the corresponding reactions of such pupils, affect their future beliefs, interactive thoughts and decision-making processes, and actions.

Procedures

Selection of Student Teachers

The student teachers in this study were preservice physical education teachers enrolled in the Physical Education Teacher Education Program of a northeastern college. Preservice physical education teachers were defined in this study as undergraduate students majoring in teaching physical education. The researcher, after explaining what the study was about and how it would be done, asked 8-10 volunteers to participate in the study. In order to be included in the study, the student teachers had to be enrolled in the student teaching stage of their

physical education teacher preparation program during their senior year. Each student teacher signed a consent form which informed them of their rights and commitments (see Appendix A).

Entry into the Sites

The following procedures were followed in entering the sites. First the investigator contacted the Department Chairperson and the Student Teaching Coordinator of the selected program to inform them about the project and to ask for their permission and cooperation in contacting potential student teachers. Once permission was granted, a meeting with the prospective student teachers was arranged. In this meeting, the investigator presented the project and answered questions about it.

During this meeting the investigator stressed that his relationship with the student teachers would be based on a shared identity: he was also a student. This shared identity was expected to create the student teachers' empathy with the researcher's situation ("he is on our side") and therefore to facilitate their cooperation (Kleinman, 1980). Another point emphasized in the meeting was the voluntary character of the student teachers. There was no obligation on their part nor pressure to participate. A third important argument the researcher used in the presentation was that those who decided to participate would do so with the understanding that the researcher's relationship with the student teachers was

not that of an evaluator and the information obtained in this study was not to be used in any way as a means to evaluate their academic performance. This factor was expected to create the feeling among the student teachers that the investigator was seeking their ideas, not evaluating them. Following any questions potential student teachers had, the investigator handed out a written consent form to be read and ultimately signed by those who wished to participate in the study.

The next step in the process of entering the site was to get in touch with the schools where the student teachers were teaching. The principals and the cooperating teachers of these schools were informed of the project, and their permission to carry it out in their respective settings was requested. Once both these parties had agreed, data collection began.

Data Collection

Data were obtained through (a) initial audiotaped interviews, (b) videotapes of teaching sessions, (c) stimulated recall interviews using the videotapes of the teaching sessions, and (d) audiotapes of the stimulated recall reviews.

The initial background interviews. Each one of the student teachers answered a structured open-ended interview guide consisting of questions related to their

beliefs about (a) what pupil misbehavior is, (b) what causes pupils to misbehave, (c) what reasons would lead them to act upon pupil misbehaviors, (d) what are the best ways to deal with misbehaving pupils, and (e) what misbehaviors they expected to encounter in their classrooms. Each student teacher was given written directions about this interview (Appendix B). Appendix C presents the main questions which served as a guide for this interview. All interviews were audiotaped for two reasons: to analyze the data collected and to establish the trustworthiness of this phase of data collection.

The teaching sessions. The student teachers were responsible for teaching fifty-minute physical education lessons on the content they have agreed upon with their cooperating teachers. The lessons were implemented in the schools where the student teachers were student teaching. All the teaching sessions were videotaped using wide angle lenses and with the camera operator attempting to keep as many pupils and the student teacher in view for as much of the lesson as possible. A wireless microphone was directed at the student teacher. Immediately after the teaching session, these tapes were replayed for the student teachers in order to help them remember the pupil misbehaviors which occurred during the lessons.

To secure the same amount of data from each student teacher, the number of lessons taught depended on the total number of times he or she identified either personal actions toward pupil misbehaviors while teaching or recognized, while watching the videotape, pupil misbehavior incidents that happened during the lesson but were not acted upon at the time. In other words, each student teacher taught and reviewed with the investigator as many lessons as necessary until a minimum of twenty pupil misbehavior instances had been analyzed (an arbitrary criterion agreed to by the dissertation committee). The student teachers taught between 3-5 lessons to reach the 20-instance criterion.

The stimulated recall interviews. The study of the thought processes and decision making of teachers depends on technical methods of self-report such as thinking aloud, stimulated recall, and journal keeping. These methods are often rounded out with interviews, field notes, and descriptions of situational events and behaviors of the student teachers (Clark & Peterson, 1986). The most common method of obtaining self-report data is stimulated recall (Bloom, 1954; Clark & Peterson, 1976; Clark & Yinger, 1979; Kagan, Krathwohl, Goldberg, & Campbell, 1967; and Shavelson & Stern, 1981). One variation of this technique consists of the researcher videotaping a lesson, and shortly afterwards replaying the tape with the teacher to help him/her remember the

thoughts and decisions which accompanied teaching acts occurring during that specific teaching episode.

Stimulated recall is based on the belief that the student teachers will be able and willing to verbally articulate their thoughts. Also, what student teachers think is based on the belief that, in experiencing events, they refer to a personal perspective. This researcher assumed that many of the thought processes and decisions made by the student teachers follow from their interpretations of their own experience. Consequently, it is important to study how student teachers themselves make sense of their environment when they are engaged in actual teaching experiences with children.

The stimulated recall technique was used in this study to access the student teachers' experience of reality. This required their recall and description of the situations and thoughts, including how they identified the factors taken into account while dealing with misbehaving pupils, and the relative weight given to these factors.

The following guidelines were used in the stimulated recall sessions:

1. Before starting with the videotape review, the student teacher was given written directions for the stimulated recall session (see Appendix D).

2. Then the student teacher watched the videotape and was asked to identify pupil misbehaviors. These misbehaviors could be either those which they acted upon

while teaching or misbehaviors that were overlooked in the teaching session but were identified by watching the tape. For each identified misbehavior, the student teacher verbally answered the series of questions on the interview guide (see Appendix E). This interview guide had a structured but open-ended format and was used in order both to help the student teachers remember the events and to maintain regularity in the kinds of questions asked of all of them.

All student teachers were also asked to recall their thought processes and decisions with regard to their actions in each instance of pupil misbehavior identified in the teaching episode being reviewed. In addition, in the initial directions for the stimulated recall session, they were reminded to identify pupil misbehaviors which were overlooked while teaching. Moreover, the student teachers were asked to share their perceptions of the effects their actions had, or would have had, on the pupils if they had not overlooked the misbehaviors. Finally, they were asked about ways they could have intervened on pupil misbehaviors more effectively.

3. Each stimulated recall session was audio-taped for two reasons. First, so the investigator would be able to review the recall sessions and analyze them to obtain additional data (e.g., comparing the student teacher's answers to the interviews with his/her actions while teaching). Second, to create a permanent record for

documenting the trustworthiness of the study in this particular phase of data collection.

Data analysis

Working with the data. In working with the data attention was paid to three considerations. First, the identity of the student teachers and the institutions was protected by using pseudonyms in the written reports and in the materials produced in the data gathering, reduction, analysis, and interpretation processes.

Second, data obtained from the initial interviews reflected the student teachers' beliefs, definitions, and perceptions about pupil misbehavior, and data obtained from the modified stimulated recall sessions reflected the meanings student teachers made of their own experiences in addressing pupil misbehaviors. Direct quotations from the student teachers were used in data reduction and displays to illustrate their beliefs, thoughts, perceptions, and decision-making processes. Seidman (1985) pointed out that in selecting quotations the researcher should preserve the student teachers' dignity and present an accurate reflection of the student teachers' responses. These two criteria were used in selecting the quotations within this study.

And third, data were analyzed as soon as possible (within 24 hours) after they were collected. Data collection and analysis were interwoven, occurring at

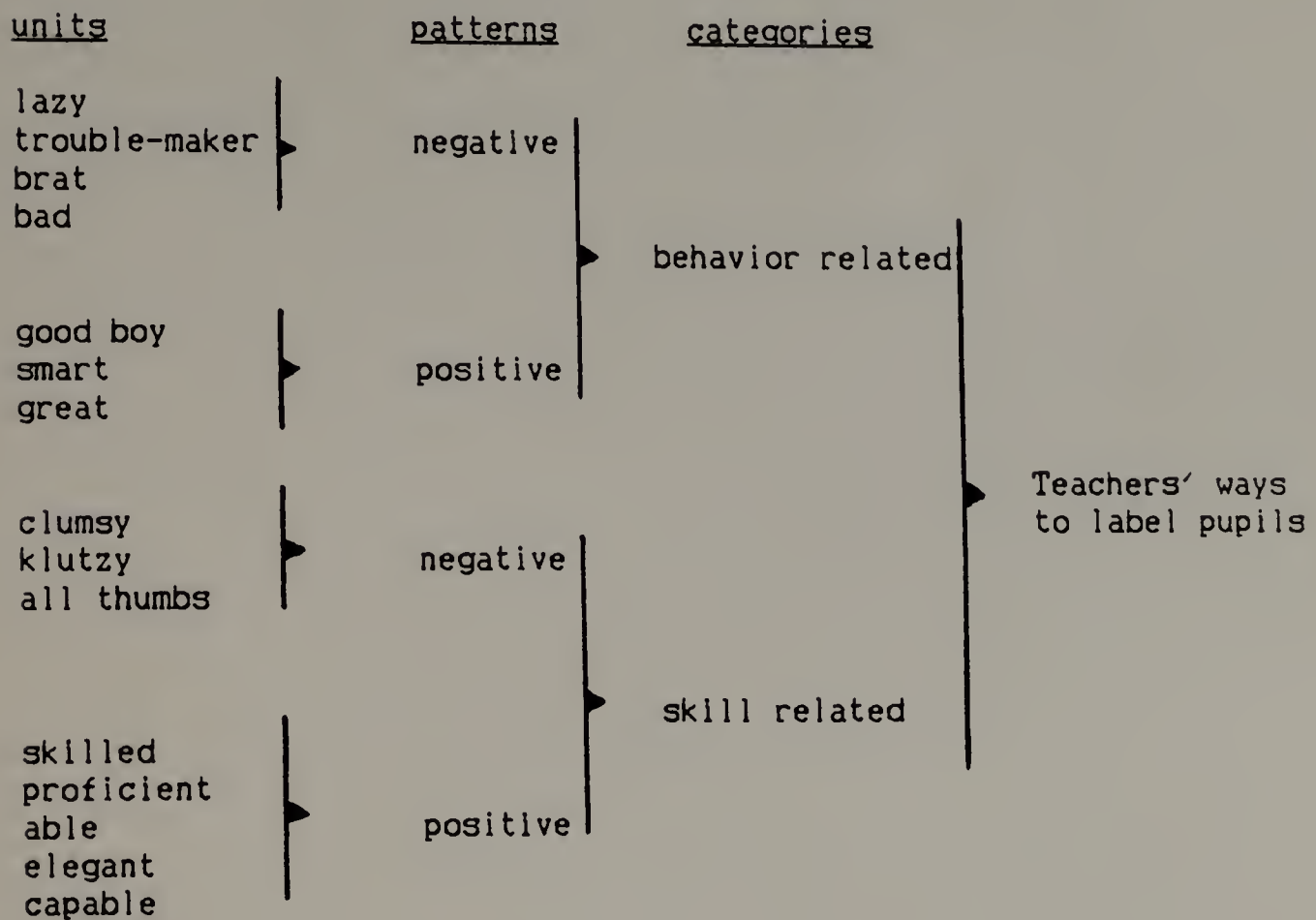
approximately the same time. The purpose of analyzing the data as early as possible was so that data would be fresh in the mind of the investigator, thus enabling him to integrate more efficiently the new data with the information obtained in previous sessions.

Data reduction procedures. Glaser and Strauss (1967) proposed the method of constant comparison as a means to analyze qualitative data and to develop meaningful theory. In this study, the first step was to reduce data by looking for units of information: "the smallest piece of information about something that can stand by itself" (Lincoln & Guba, 1985, p. 345). The investigator then looked for patterns of these units. These patterns were sought for each student teacher and across all student teachers. The investigator also looked for patterns between the data obtained in the initial interviews and in the stimulated recall sessions.

As patterns of events were constantly compared with previous patterns, new dimensions and relationships were discovered. This new information was used by the investigator not only to look for patterns, but also to establish connections among these patterns. Later, groups of patterns were labeled into categories, and relationships among these categories helped develop networks. "A network can be seen as a map of the set of boxes [categories] one has chosen to use, which shows how

they relate to one another." (Bliss, Monk, & Ogborn, 1983, p. 8). In other words, the investigator reduced the information into smaller and more manageable parts by dividing the data into sections which represented sets of common categories (see example in Table 1).

Table 1. Example of a Network.



This process, from unitizing to forming networks, was an ongoing and cyclical one in which the investigator made use of his knowledge and intuition (Lincoln & Guba, 1985) in searching for look-alike and feel-alike patterns. This means that every time, after scanning the data for

units, patterns, and categories, this investigator intuitively attempted to find relationships among these by analyzing the initial cases and then refining them as successive cases were analyzed. This researcher's interpretation of the data, however, may be somehow different from the interpretation other researchers might make, and consequently, any new theory this researcher developed would be flavored by his personal meaning.

During the data reduction and analysis stage some of the units did not fit into any of the tentatively established patterns or categories. In those cases it became necessary to establish subcategories and new relationships. Furthermore, negative cases (those that seem not to follow the patterns) were sought in order to confirm or restrict the original theory.

Three grids were used to help identify units, patterns, categories, and subcategories from the analysis of the audiotapes and videotapes obtained in the first two phases of data collection (initial interviews and stimulated recall sessions). In these grids the researcher wrote key words, common ideas, and similar and opposite answers to questions in order to start establishing units. The information was obtained from the audiotapes and videotapes and was put into the appropriate grid boxes. Appendix F displays the grid used to analyze data from the audiotapes of the initial interviews. Appendix G displays the grid used in the analysis of the videotapes obtained

during the interviews in the stimulated recall sessions. Here the investigator analyzed the words and perspectives of the student teachers. Finally, Appendix H displays the grid used to analyze the student teachers' actions upon pupil misbehaviors, and the subsequent pupils' reactions.

In the process of identifying and displaying relevant information and analyzing the data, and as new ideas and relationships appeared, this researcher wrote memos in a diary. This diary not only helped the investigator recall his analytic process throughout the data analysis stage but also provided both a useful guide for those who might be interested in the researcher's analytic thought processes, and a comprehensive set of materials to demonstrate trustworthiness of data analysis processes. Process notes, diagrams, lists, charts, and frameworks also were generated in the process of coming to final conclusions. All this documentation was dated, numbered, and categorized.

Finally in the data analysis stage, as patterns, categories, and subcategories were repeatedly established and compared within and among themselves, fewer and fewer modifications and new relationships appeared. In other words, as a consequence of such improved articulation and integration of the data, new options were rare, and the units, patterns, categories, and subcategories became very well defined. This was the time at which the researcher

considered the data as "saturated", and proceeded with the writing of the results, final conclusions, and recommendations.

Establishing Trustworthiness

Trustworthiness includes criteria based on transferability, credibility, dependability, and confirmability (Lincoln, 1985).

Transferability

Because of the small number of student teachers, the type of data collected, and the inductive procedures used in this study for interpreting the data, traditional generalization of results was not presumed by the researcher (Patton, 1980). Instead, descriptive data such as those generated here, when displayed appropriately in units, patterns, and categories as interpreted by the investigator allow readers to make their own comparisons with familiar contexts and to look for similarities with their own situations (Lincoln & Guba, 1985).

In this study, the student teachers had limited experience in developing their teaching routines for handling pupil misbehaviors and were guests in someone else's classroom. Also, their situation was a particular one: they were being evaluated by their cooperating teachers and university supervisors. These characteristics and circumstances may suggest to the reader some parallels

with other contexts and scenarios, but the investigator made no attempt to apply the resulting data interpretation to any undergraduate trainees other than the student teachers studied here. Readers are free, however, to judge for themselves the degree to which the procedures and products of this study may apply to other prospective teachers.

Credibility and Dependability

According to Lincoln and Guba (1985) demonstration of credibility is sufficient to establish dependability. To demonstrate this researcher's efforts to make the results credible, "referential adequacy" was used in this study. Referential adequacy refers to the organization of systematic records to provide a "benchmark against which later data analyses and interpretations (the critiques) [can] be tested for adequacy" (p.313). The following records were kept to facilitate an audit of the research process:

1. Data reduction and analysis materials from the audiotapes and videotapes; diary notes in the form of diagrams, lists, and charts; grids; and frameworks generated in the process of coming to final conclusions. All these materials were adequately codified.
2. Data reconstruction and synthesis in the form of quotations from the student teachers.
3. Process notes from the written diaries and observations of the videotapes.

4. Materials related to intentions and dispositions of both the student teachers and the investigator such as the consent forms and the proposal for this dissertation.

5. The audiotapes of the initial interviews and stimulated recall sessions, and the videotapes of the teaching sessions, which are a fair and exact testimony of the student teachers' and researcher's words and actions.

Confirmability

With the purpose of monitoring and confirming that the findings of this study were determined by the student teachers' perspectives and not by the biases, interests, and perspectives of the investigator, regular meetings were held with the dissertation committee. The members of the dissertation committee established the confirmability of the procedures as described in the proposal document. They also reviewed the audio and videotapes obtained in the data collection phase. Furthermore, the dissertation committee reviewed rough drafts, notes, and other materials generated in the process of coming to the final conclusions, as mentioned in the previous section, to assess the accuracy of the descriptions and determine whether the inferences were logical and unbiased. Finally, they provided feedback notes with their comments and reflections to locate new sources of inquiry and facilitate support for decisions.

C H A P T E R I V

RESULTS

Introduction

This chapter will describe the thoughts and actions of the eight student teachers who participated in this study. First, each student teacher will be introduced and the kinds of lessons they taught and the pupils to whom those lessons were taught will be described briefly. Then Chapter IV will evaluate the ways in which these student teachers viewed pupils who misbehave. First, their initial beliefs about "trouble-makers" will be analyzed; and later their perceptions and opinions about those pupils who exhibited the misbehaviors identified in the videotape reviews will be discussed.

Afterwards, this chapter will examine both the definitions of pupil misbehavior given by these student teachers in the initial interviews and the kinds of misbehaviors they expected to have in their classes. These definitions and expectations will be the baselines for understanding the thoughts and actions of these teachers during and after dealing with pupil misbehaviors.

Next, this chapter will present the kinds of misbehaviors these student teachers identified in the videotape reviews of their lessons. The next section will

analyze these student teachers' perceptions concerning the causes of pupil misbehavior.

The following section will deal with these student teachers' actions upon pupil misbehaviors. First, the kinds of actions they expected to take in order to prevent such instances will be reviewed. Second, this section will describe the kinds of actions that, in the initial interviews, these student teachers expected to take when misbehaviors actually occurred. And finally, the real actions they took toward pupil misbehaviors while teaching will be examined. Also this chapter will review the reasons which led these student teachers to act upon the pupil misbehaviors which occurred in the teaching sessions.

On some occasions, these student teachers considered that their actions upon pupil misbehaviors were not effective. One section of this chapter will review the actions they would have taken if given a chance to act upon those same misbehaviors again and the reasons they mentioned for choosing such actions.

Finally, these student teachers' thoughts both during and immediately after acting upon the misbehaviors will be analyzed. A brief summary will close this chapter.

Information About the Student Teachers and Their Context

Eight physical education student teachers participated in this study. This section will describe (a) the student teachers themselves, (b) the kinds and number of lessons each one of them taught, (c) the kinds of schools in which they taught, and (d) the kinds of pupils whom they taught. This information will help the reader to get acquainted with the student teachers and the context in which the data were collected.

Student Teacher A

Student teacher A was a female, the only black among the student teachers. She was from Curaçao and spoke English as a second language. She taught in an urban middle school and was observed in the gym while teaching four coed gymnastics classes to two different groups of pupils. Her lessons had a stationlike structure in which pupils were divided into as many groups as there were stations and would rotate from apparatus to apparatus following the teacher's directions. The classes she taught were coed and averaged 28 pupils, all white. She was observed three times, and 25 misbehaviors were analyzed. The following quote reflects her way of dealing with pupils:

I never scream at [pupils] in front of others or make them do pushups. Once you embarrass them, it can make the situation worse. I would talk personally with [culprits] and make them understand that I don't accept their behavior...If they understand that the misbehavior always comes back to themselves [would

lose grade points], then they are more likely to behave...Most of the time they misbehave to [test] the teacher or to try to be tough in class.

Student Teacher B

Also a female, student teacher B taught in a suburban junior high school and was observed on four occasions teaching three different groups (two 8th grade classes and one high school senior class). One class had floor hockey. Another class had a stationlike lesson in which the boys were split into two groups for batting and bowling and the girls were also divided into two groups which played basketball and ping-pong. Boys switched with boys and girls switched with girls. The third class had an outdoor kickball game, and the fourth a fitness testing session. Her classes averaged 20 pupils, all white. She analyzed 20 misbehaviors which occurred in four classes. Here is how she described herself:

I think I am more of a behaviorist in some aspects because, in my schooling, I was always brought up in a very, very controlled environment (Sisters of XXX, the nuns). I think that has a lot to do with how I teach a class. It [my upbringing] has been carried over to the morals that I uphold for my [pupils], and that's why I feel that I am more strict with [them]. I let them have fun but yet don't let them go off task, or act mean towards someone, or swear, or any kind of immoral behavior....

Student Teacher C

She taught coed classes in a suburban elementary school and was observed three times teaching either first or third graders. The first lesson was divided into two parts: aerobics and a crawling game. The second lesson was

a catching skills lesson with a catching game in the last half. The third lesson was rope climbing and balance (this lesson was divided into two coed groups which spent half of the class time in each activity). Her classes averaged 20 pupils, all white. She identified 21 misbehaviors.

She felt she did not have much experience teaching children. She was looking for solutions: "I need some kind of device, which I haven't found yet, to keep them [pupils] quiet."

Student Teacher D

Student teacher D was also a female. She taught in a suburban coed high school. She was observed teaching one volleyball class and one tennis class to the same group of seniors. Students in the volleyball class were divided into four coed teams which played games in two different indoor courts. In the tennis lesson, pupils were scattered on twelve courts (for the most part, boys played against boys and girls played against girls). Her classes averaged 25 pupils, all white. At the end of the two lessons, 20 misbehaviors were analyzed.

Sometimes she seemed discouraged: "I am fed up with this class. I have been fed up with this class for a week or two now...They don't feel like listening to me".

Student Teacher E

Student teacher E was a male who taught in a suburban coed middle school. E was observed three times (one time

teaching square dance to seniors and two times supervising floor hockey games played by juniors). His classes averaged 22 pupils, all white. At the end of the three lessons, 22 misbehaviors had been analyzed.

He considered student teaching as a learning opportunity:

I think it's important for me, myself, to experience [pupil misbehaviors] first and then see what I would do the second time around. I haven't seen all the possible misbehaviors that there [are] ...I don't know if I could deal with them right now. I think I would have to have some more experience. Obviously, that's why I am here [student teaching].

Student Teacher F

Also a male, he taught in a suburban coed high school. He was observed supervising three waterpolo games (although half of one session was a review for a quiz) to two different groups of juniors. His classes were divided into two coed teams and averaged a total of 20 pupils, all white. At the end of the three lessons, 21 misbehaviors were analyzed.

He referred to himself as follows:

I command a lot of respect out of [pupils], and I think [they] know it. A lot of [them] may not like me too much but they respect me...I am very discipline-oriented...The way I was raised and the schools I've been in...[my coaches] have been always very disciplined, very authoritarian kinds of people. They commanded a lot of respect, and so do I.

Student Teacher G

He taught in a suburban coed elementary school and was observed three times teaching the same group of six

graders. His lessons were one volleyball lesson (the first half dedicated to skills and the second half to playing a game) and two softball lessons (with the same format: half skills, half game). The class was composed of 18 pupils (12 Hispanics, 6 white). At the end of the three lessons, 20 misbehaviors he identified and analyzed 20 misbehaviors.

G was positive with pupils and liked teaching. Here is an example:

Trouble-maker is a bad word because [it means] maker of trouble. I don't think that anybody comes into the class to be a maker of trouble. I think that kids don't get the attention in other places (like home) and they come and [try to] get attention in class by making comments or something like that...kids react differently to different teachers. I am not the kind of teacher who screams at kids...I am an older student (25 years old). I taught since I was 16. I don't like to relate to kids in an authoritarian manner because I think a lot of the kids react not favorably...I let them [go on] as long as everybody is being safe. It's gym and it's fun.

Student Teacher H

He taught in an all-boys' suburban high school. He was observed teaching two gymnastics lessons and one wrestling lesson to the same group of sophomores. In the gymnastics lessons, the class was divided into two groups, one instructed by the student teacher and the other instructed by the cooperating teacher. Each group averaged 15 pupils and spent the whole class period with one instructor on one apparatus (except for the warm-up which would be all together). The wrestling lesson was instructed as a whole by the student teacher. There were

only two black pupils and one Hispanic in the class; the rest were white. At the end of the three lessons, 21 misbehaviors were analyzed.

Here are some of his thoughts:

When I was a [pupil] I used to like to fool around a little bit. You don't want to have a teacher yelling at you right off the bat. You want to let [pupils] know that: hey, I'm here, I'm your friend, I'm here to teach you, and I want to teach things in a friendly atmosphere. But then, if they kept [misbehaving], then you cannot keep on being friendly about it because they are just going to keep right on doing it.

Summary

Eight student teachers (four male and four female) participated in this study. Two of them taught at the elementary level, one taught junior high school, one taught both junior high school and high school, and four taught high school.

The units they taught were varied. Some taught indoor units (gymnastics, wrestling, swimming, etc.) whereas others taught outdoor ones (kickball, tennis). The majority of the classes were coed with almost all white pupils and averaged twenty to twenty-five per class.

As for these student teachers' points of view about pupils and themselves, they also were varied. Some of them believed in being disciplinarian, others empathized with pupils and seemed to be more permissive, yet others did not know exactly where to stand and thought they needed more experience in order to make their decisions.

Perceptions These Student Teachers Had

About Culprits

These student teachers held definite perceptions about those pupils who misbehave. In the initial interviews these student teachers were asked to talk about how they would identify "trouble-makers". This was done to get a sense of these student teachers' beliefs about culprits. Later on in the videotape reviews, while talking about misbehaviors these student teachers often referred to those culprits who antagonized them. (see Appendix I). The following are the analyzed results of both sets of data.

Ways in Which These Student Teachers Would Identify Trouble-Makers

These student teachers had specific ideas about trouble-makers and talked about how they would identify them. These student teachers identified them by different means: (a) their physical appearance, (b) their behavior, and (c) comments from other teachers.

Identification of trouble-makers by their physical appearance. Some student teachers commented that trouble-makers do not have a special physical appearance: "I don't think I can look at somebody and say he is a trouble-maker because trouble-makers come in all different shapes, sizes, and forms" (E), or that appearances may be deceptive in some cases: "I have a couple of kids who look

kind of shy and those are the trouble-makers" (C). In contrast, other student teachers suggested that sometimes trouble-makers could be identified by the way they look: "I don't want to stereotype, but sometimes...[they can be identified by] their clothing (torn uniforms, loud colors) or...by their hair [style]. There is a boy who has the side of his head shaved and he is a trouble-maker. Another kid has his head shaved too, and he is also a trouble-maker" (B).

It is interesting that B mentioned examples of boys only. This may indicate, although she was not specific about it, that she believes boys cause trouble more often than girls. One student teacher was very clear in this respect: "The guys are the ones who act up" (D).

Another way to stereotype trouble-makers was by their skill level. Both B and H believed that the better athletes are the ones who misbehave in physical education classes: "A lot of trouble-makers are the better athletes. That's not the case all the time; but a lot of trouble-makers are good athletes" (H).

Identification of trouble-makers by their behaviors.

The ways trouble-makers behaved helped some student teachers identify them. There were two kinds of behaviors which these student teachers looked for: verbal, such as wise comments and talking out of turn; and actions, such as being aggressive or instigating others.

1. Verbal behaviors. A and G were very clear when they mentioned that they pick trouble-makers out from the rest because of their comments: "A trouble-maker is a kid who has a 'big mouth'" (A), and "[Trouble-makers are those who] talk out of turn" (D). Although verbal behaviors were not often mentioned, the fact that these two student teachers did may indicate that they expected pupils to confront them verbally.

2. Actions. These student teachers also identified trouble-makers by the way they acted in the gym. This was the most common way. For G, trouble-makers were those who showed a lack of effort: "Trouble-makers in my classes are the kids who won't try anything". This may indicate that G was concerned with his pupils' learning. For him, somebody who did not want to learn was a matter of concern.

What concerned others (A, B, & F) was not whether those who cause trouble would learn or not, but what effects such pupils could have on other pupils. For instance, those who were aggressive: "...kids who will be pulling on each other, dunking each other" (F); those who instigated others: "somebody who is out to act up and get other kids going" (H), or those who were sneaky: "...[who] do things and try all the time to show they are innocent of everything" (A).

Identification of trouble-makers by the comments of other teachers. Finally, these student teacher also

Identified trouble-makers by the comments they would hear from other teachers. That novice teachers take into account the opinions of senior teachers is not uncommon. A and B showed this by their remarks: "Trouble-makers have a very famous name from all the other classes, teachers will be talking about them" (A), "I have this particular [pupil]...we just know...every teacher besides myself knows what to expect from him because his behavior never changes" (B).

If student teacher A let other teachers' opinions of pupils influence her points of view about them, E did not let other teachers' comments influence his opinion: "One [pupil] can be a trouble-maker in one class and be fine in [another] class, it depends".

Summary. These student teachers had three ways of identifying trouble-makers. Sometimes some of them identified trouble-makers by their physical appearance (hair, gender, etc.). More often, though, their opinions were based on the pupils' behavior (either verbal behavior or actions). Finally, a few of them relied on other teachers' opinions to identify the trouble-makers in their classes.

Ways in Which These Student Teachers Perceived Culprits

Literature reports that teachers have different rates of approval and disapproval concerning pupils' behaviors

(White, 1975). A perfect example of this can be seen in these student teachers' different ways of thinking of culprits. The different ways these student teachers perceived culprits may be best shown in a continuum.

At one end of the continuum would be those who think negatively of culprits, those who think that they are uncontrollable and undesirable. At the other end of the continuum would be those who see culprits positively, those who are empathetic and believe that misbehaving "is something that children do". Between these two ends, depending on the student teachers' views, would be those who do not hold a completely positive nor a fully negative opinion of culprits.

Student teachers who may be placed near the negative end of the continuum. Although there were not student teachers who epitomized the negative extreme, there were two (D & F) who may be placed near that end. Perhaps due to her frustration, D was the one who was most demeaning in her remarks about culprits. She used very harsh adjectives (asshole, jerk, stupid) to describe them. She was not always that harsh, though; those strong adjectives were directed toward culprits who repeatedly and systematically misbehaved in her class without any regard or respect for her as a teacher. This may simply be a case of mutual dislike. At other times she described culprits as trouble-makers, wise guys, "hyper", destructive,

strange, and disruptive. She even had positive comments toward culprits who were not repeat offenders, "he is a good kid". This positive comment indicates that D could sometimes, for some culprits, separate behavior from child. In general though, she was very unhappy teaching one particular class and she admitted: "this class is terrible". Later she also demonstrated that she was aware that different class group have different personalities, and what works for one may not work for another: "this class is strange...this is the only class I have problems with".

The other student teacher who may be placed near the negative end was F. This student teacher was the only one who had many individual remarks for both boys and girls. Most of those comments related to non-participation misbehaviors ("she is a very lazy girl", "he is a lazy kid"). However, he also commented on culprits' personalities ("he is obnoxious and arrogant", "she is a little snob", "she is a prima donna", "he is one of the trouble-makers in the class"). But not all his labels were negative. He also saw some positive qualities in culprits which he expressed: "she is a good student" or "he is a leader--he is not supposed to be doing that". He also had some comments directed to the group in general ("this class is terrible") and to the girls in particular ("the girls are lazy"). In general he saw culprits as enemies,

people who wanted to confront him and consequently needed to be disciplined.

Still near the negative end, although less strict than the two former ones, was student teacher A. She understood that every class had a different personality. When she talked about one class in particular she said: "This class is different...[the pupils] are known for their misbehaviors". This means that she had heard other teachers talk about this particular class and she might have been influenced by those comments. Talking about individual culprits, she referred to them as noisy, lazy, too disruptive, aggressive, and too active, among other descriptions. She did not mention any positive aspect of culprits.

Student teachers who may be placed in the middle zone of the continuum. In the middle zone of the continuum, one may find three student teachers: B, E, and C. Of these three student teachers, B was the one who was still in the negative side. She saw pupils as "immature", as people who needed to be guided strictly. When talking about culprits, B was individually oriented. She did not have any general comments about the class as a whole, but only about individual pupils. In her labeling of culprits, she seemed to refer to their personalities (strong-willed, belligerent, immature, etc.). She never used a derogatory or insulting label.

E was the most group-oriented of all the student teachers. His comments were almost always directed to the group: "this particular group is not a very well behaved group", "this is, in particular, a bad class", "the boys in this class are much more wild than the girls". This last comment indicates that he was not only aware of the different personalities that classes as groups may have, but also believed that class subgroups act differently according to their gender. His comments toward individual culprits were mild and always descriptive of their personality ("he has quite a bit of a temper", "they are quite 'hyper'", "these three kids in particular don't hold back anything").

The third student teacher in this group was H. He seemed to be both a little empathetic and a little sarcastic at the same time. He showed a sense of humor when he associated a pupil who liked to climb the bleachers with "spiderman" and another pupil who liked to throw kicks with "karate-kid". H used the possessive adjective "my" ("they are my four buffoons") as a sign of close relationship with pupils, although the emphasis was somehow negative. He seemed to have a sense of how pupils act over time ("he is very selfish", "he is a king pin in the class", "he likes to have a little fun in the class", "he likes to mix it up", and "in this class there are a

lot of followers--referring to the group"). Also about one group he said: "they have really bad attitudes".

Student teachers who may be placed near the positive end of the continuum. Perhaps between the middle point and the positive end could be placed student teacher C. She did not focus on the group when she talked about culprits. C tended to describe the culprit's actions with sentences such as "he is the one who starts everything" or "he was being an instigator". She did not use any insulting or derogatory adjectives either, and often tended to empathize with culprits: "He was bored. He didn't want to take his pulse because we do it every time we come into the gym".

Finally, very near the positive end, one could find G. G's labels of pupils showed his acceptance and understanding of children's development. He explained: "he is the kind of kid that, if you discipline, tends to to come more off-task". Yet in another case he added, "It's just his personality, some people are clowns and...he is a clown...it's like having Robin Williams in the class...that's how he makes his friends". G used the possessive adjective "my" ("they are my two 'angels'") which may be a sign of his caring attachment to those pupils. His comments about the group were positive ("they are crazy and off the wall but they are pretty good"). In contrast, he also had some negative comments concerning

one particular student. He referred to him as "a hazard out there--you don't know what he is going to do next", and "he is sneaky... disrespectful...he is my biggest trouble-maker". This way of referring to culprits, however, was unusual for him. For the most part, he tended to empathize with culprits: "They did it [kicked other pupil's volleyball] because they are kids. Kids do things like that".

Summary. In this group of student teachers there were those who understood the nature of children and empathized with the culprits and those who did not know children very well and saw culprits as detrimental to the class. Those who understood children well used labels which merely described the culprits' different personal characteristics and their actions in the gym. They could be located toward the positive end of a continuum. On the other hand, student teachers who saw culprits as enemies and undesirables utilized negative and scathing remarks toward them. These student teachers may be placed at the negative end of the continuum. Between these two ends, one may find another group of student teachers who were neither too positive nor too negative about culprits. These student teachers used descriptive comments about culprits and, depending on the circumstances, could lean more toward either one of the two ends.

There were some student teachers who centered their comments around the group whereas others merely labeled individual pupils. There were also those who realized that different groups (classes, gender groups) have different characteristics, whereas some of them could not understand why the same things that work for one group do not work for another.

Finally, a few student teachers most frequently labeled culprits who misbehaved actively (did something they were not supposed to--e.g., aggressive, disruptive, etc.) while others also labeled pupils who were involved in non-participation misbehaviors (e.g., lazy).

Student Teachers' Definitions and Examples of Pupil Misbehavior

"Misbehavior is not a property of an action but of an 'action in context' (Mehan et al., p. 313) and a considerable amount of interpretation based on what the teacher knows about the likely configuration of events in a classroom is involved in applying a label (Hargreaves et al., 1975)." (Doyle, 1986, p. 419)

This quote indicates that misbehaviors are not only something that pupils do, but something that is perceived by teachers. It is possible that one behavior may be considered to be a misbehavior by one teacher whereas for another teacher it can seem perfectly acceptable. For this reason, it is important to know these student teachers' beliefs about pupil misbehavior.

When asked to define pupil misbehavior, some of these student teachers expressed their ideas better than others. G, for example, said:

[Misbehavior] is a behavior which has nothing to do with the class. That isn't something that is desired by the teacher or which causes other children to become offtask. (G)

This was perhaps the most articulate definition of all. The rest of the student teachers were capable only of giving some examples.

If I am in a volleyball class, I talk about a drill, [I] demonstrate it, [I] give them the ball and tell them to play...I expect them to do exactly what I told them to do, and appropriate behavior would be what is asked of them. (F)

[Misbehavior] is when [pupils] interrupt the class all the time by doing things that are against the rules of the class...or have nothing to do with the exercises we are doing. (A)

Interestingly, these student teachers did not perceive misbehaviors as something in which large groups or the whole class were involved. Instead, they saw misbehaviors as actions undertaken by a few individuals in each class (Doyle, 1986). Despite this belief, they were aware that individual pupils may disrupt other pupils' involvement in the activities and thus affect the dynamics of the class as a group (Kounin, 1970).

These student teachers anticipated having three kinds of misbehaviors: (a) off-task behaviors: instances in which pupils engaged in activities or actions not related to those assigned by the teacher; (b) aggressive

behaviors: instances in which pupils engaged in a quarrelsome practice which may be dangerous or treated or spoke to others with scorn or disrespect; and (c) non-participation: instances in which pupils showed a lack of effort in the activities assigned by the teacher or were not engaged in those activities or in other activities which could be considered off-task.

Examples of off-task behaviors mentioned by these student teachers in the initial interviews were talking when the teacher is talking, "gabbling", doing things their own way, running around when they are supposed to be sitting down, and jumping on the equipment. Five out of eight student teachers expected to have such misbehaviors in their classes.

As for aggressive behaviors, examples ranged from not getting along with others to being disrespectful to the teacher. Doing dangerous things to others and fighting were often mentioned in this category.

Finally, these student teachers mentioned examples of non-participation which varied from not listening or paying attention to escaping class. G pointed out some of the reasons why pupils may not want to participate:

"sometimes [girls] won't do anything because they have a skirt on, other times [pupils] won't do anything because of their religion or because they are afraid of doing gymnastics, or because they don't like gym.

These examples were based on these student teachers' experiences as pupils themselves. They remembered how they used to act when they themselves were pupils: "I used to change rules around when the coach wasn't looking" (H).

Summary

Although these student teachers did not have readily articulated definitions of pupil misbehavior, it was apparent that they had very specific ideas of what constitutes it. They were able to give examples of misbehaviors which may be classified in three categories: (a) off-task, (b) aggressive, and (c) non-participation.

Knowing these student teachers' concepts of pupil misbehavior and the kinds of misbehaviors they expected to encounter in their classes, the next step was to find out what kinds of misbehaviors these student teachers identified in actual lessons. Then these student teachers' beliefs about the kinds of pupil misbehaviors they expected were compared with the actual instances they identified from their teaching sessions to see how closely their descriptions of pupil misbehaviors during the initial interviews matched their observations of their own classes on videotape.

Pupil Misbehaviors Identified in the Videotape Reviews

All 172 misbehaviors identified by these student teachers as they watched the videotapes may be classified

into two main categories: individual misbehaviors (93% of the total misbehaviors analyzed) and group misbehaviors (7% of the total misbehaviors analyzed). Individual misbehaviors were those misbehaviors in which only a very small number of pupils were involved. Group misbehaviors were those in which a large number of pupils participated (see Appendix J).

The fact that there was an overwhelming number of individual misbehaviors versus group misbehaviors may reiterate what researchers have reported: a few "unruly" pupils are the ones who misbehave in classrooms (Doyle, 1986).

Individual Misbehaviors

These misbehaviors may be divided into the same three subcategories explained in the previous section: (a) off-task behaviors (51%), (b) aggressive behaviors (34%), and (c) non-participation (15%).

Off-task behaviors. There were two different kinds of off-task behaviors, those which were related to the equipment pupils use in physical education classes (e.g., mats, balls, sticks, etc.), and those which were not equipment related. Physical education requires the usage of many different kinds of equipment. Some is small and portable (balls, sticks, etc.) and some is large or fixed to the setting (beams, bleachers, etc.). Each kind of equipment may foster different kinds of misbehaviors.

Examples of equipment related misbehaviors were pupils swinging on the ropes, pupils throwing tennis balls at each other, and pupils fencing with floor hockey sticks. Equipment related behaviors were frequent (36% of the total).

In most cases, these student teachers were well aware of the fact that misusing the equipment may create unnecessary risk or increase the possibility of injury which is inherent to its use: "It was something that was dangerous. He [pupil] could have hurt the girl that he hit", said E when analyzing an incident in which a boy slammed down on a girl with his floor hockey stick "for no apparent reason...he did it on the spur of the moment".

As for off-task behaviors not related to the equipment, most of them were actions which broke a specific rule of the classroom (e.g., walking away from assigned area, cheating, coming back into the play while being made to sit out, etc.). In most cases, the student teachers attributed such kinds of misbehaviors to pupil boredom and lack of interest: "He was getting bored" (C). In some cases, though, they recognized that they themselves may have had something to do with it: "[he] did it because I took my eyes off him", commented G about a pupil who climbed the bleachers and started fooling around after being asked to sit out.

Aggressive behaviors. These kinds of misbehaviors were also very common (34% of the total): (a) those directed toward other pupils, (b) those directed toward the student teacher, and (c) those directed toward the general environment (e.g., swearing, mistreating equipment). In turn, these three kinds were either verbal (e.g., insulting) or physical (e.g., tripping, fighting, or pushing others, etc.).

According to some of these student teachers, aggressive behaviors may have been caused by pupils' personal characteristics: "That's the way he deals with things (being belligerent)", expressed B about one particular pupil who played very roughly. At other times, these kind of misbehaviors were attributed to the nature of physical education and sports, or even to the influence television may have on the culprits:

"[he] tried to jump and punch the guy he was working with because he thinks that wrestling class should be just like it is on T.V.(entertainment stuff), and he is infatuated with it". (H)

On other occasions, these misbehaviors were seen as outlets for pupils' frustrations: "He [fought] because nobody likes him" (A), and at other times they were perceived as caused by teachers themselves: "He did it maliciously...to get back at me, to get even", F remembered about a pupil who threw a waterpolo ball at him.

Non-participation. This kind was the least common of the individual misbehaviors (15% of the total misbehaviors analyzed). In contrast, these student teachers mentioned much more frequently in their initial interviews misbehaviors of this kind. Non-participation may be not showing full effort (e.g., walking instead of jogging) or not showing effort at all (e.g., lying on the mats instead of participating in the activities).

Most of these misbehaviors were interpreted by these student teachers to be caused by pupils' lack of interest in the activities: "They hate gymnastics" (H), or the pupils' personal preferences: "she doesn't like to get her hair wet. She doesn't like to be in the pool...[and she] is lazy" (F).

Sometimes student teachers realized that non-participation might have been caused by the way they had presented the activity to pupils or by the way they organized it: "He was bored. He didn't want to take his pulse because we do it every time we come into the gym" (C), or "They [two pupils] weren't doing anything because the station--the horse--was not attractive and they had to wait their turn for the next station" (A). These last two quotes indicate that these student teachers were aware that the nature of the station induced pupils not to participate.

Group Misbehaviors

Student teachers identified a few instances in which pupils misbehaved all together. Group misbehaviors may also be divided into two of the three major subcategories: off-task behaviors (those in which a group of pupils did something that, according to the rules of the class, they were not supposed to be doing) and non-participation behaviors (those in which a group of pupils showed a lack of effort or no effort in the activity at all).

Examples of off-task behaviors were "being too loud" (G), or "tossing balls instead of being in line and listening" (C). These misbehaviors occurred because, "They [the group] were bored. They had to sit and wait...." (G). This indicates that in some cases having a large number of pupils inactive at once may create problems. Also, group misbehaviors may occur because, "...directions weren't given to them right away" (C), or "because kids like to fool around in the locker room" (E).

Group non-participation often was attributed to the presence of members of the other gender: "they [the boys] didn't want to play with the girls in the floor hockey game" (E), or "The girls don't like swimming alone while somebody [the boys] is watching. It bothers them" (F).

Summary

Out of the 172 misbehaviors these student teachers analyzed, 93% were individual. In turn, approximately two out of three of the individual misbehaviors were either

off-task or non-participation related. This may indicate that although in general the activities were interesting to the majority of the group, there were some pupils in each individual class who had other priorities.

Often the equipment was the stimulus for these kinds of misbehaviors. This fact highlights the need for these student teachers to establish clear rules about using the equipment in order to prevent these misbehaviors from happening. More awareness on the part of these student teachers about the diversity of misbehaviors that involve equipment was also needed.

Furthermore, there seemed to be certain relationships between the causes and types of some misbehaviors. A more in-depth analysis of the causes of specific misbehaviors may elicit some interesting information which could help both student teachers and teacher educators understand them better. The following section will examine these student teachers' perceptions of different causes of pupil misbehaviors.

Student Teachers' Perceptions of Causes of Misbehaviors

These student teachers' responses about the factors that influence pupil misbehavior can be grouped into three different categories: (a) pupil related, (b) teacher related, and (c) context related. Pupil related factors

are those perceived by the student teachers to be inherent in pupils. Teacher factors are those considered by the student teachers to be related to teachers' actions (either their own or that of other teachers such as their own former teachers, their cooperating teachers, or other teachers in the school). Finally, context related factors are those which, according to the student teachers' perspectives, are neither related to the teacher nor the pupil but nevertheless affect the pupil's conduct. Examples of factors in this category are the school and the pupil's family (see Appendix K).

Pupil Related Factors

The student teachers attributed to pupils 88% of the misbehaviors analyzed in the videotape reviews. These results agree with Brophy and Rohrkemper (1981) who also indicated that teachers generally perceive pupils rather than themselves to cause misbehavior. There were six factors which these student teachers mentioned consistently in both the initial interviews and the videotape reviews: (a) boredom and lack of interest, (b) pupils' attitudes toward physical education, (c) pupils' personal characteristics, (d) gender related problems, (e) pupils trying to "test" the teacher, and (f) pupils' tendency to socialize with peers.

Boredom and lack of interest. Boredom was the most agreed-upon factor which causes pupil misbehavior. These student teachers mentioned that sometimes pupils misbehave because they are not challenged enough and become bored with the task,

If whatever you are trying to teach them is too easy for them to do, they get bored and want to do something that is more interesting to them at the time. Then they misbehave for that reason. (A)

This last quote brings us to the fact that pupils who become bored may start misbehaving. Boredom may be caused by having pupils repeat routines. Although Yinger (1980) argued that routines help sustain classroom order, sometimes routinization can back-fire. Physical education teachers seem to make pupils repeat the same things over and over (e.g., running laps at the beginning of the class to warm up). Although these routines make things easier for teachers--they do not have to plan a different warmup every time--in the long run use of such routines too frequently provokes problems for them because, after a few times, pupils tend to not to take the task seriously.

I think the main reason why a lot of these misbehaviors are happening [is because] the students are bored. When I was here at the beginning of the year, just observing classes, the gym teacher had them come in, get in their squads, do aerobics (the same exercises every day, the same running around the black line, so when I came in and did the same thing it worked. It was new at first. But then, after a while, they just started to get bored with it. I think that's the main reason why a lot of these misbehaviors occur: the boredom. (C)

Some of these student teachers realized that pupil boredom may be caused by teachers giving inappropriate tasks to students. Others, on the contrary, assumed that is not the teacher's fault, that students become bored because they are not interested in the task. Pupils' expectations for physical education (fun and recreation) may contribute to their getting bored if they have to listen to a lecture, or if they have to sit or be quiet. In those cases, chances are that they will become anxious to move and jump around and will stop paying attention. For these student teachers, given their inexperience, it became difficult to instruct and amuse pupils at the same time.

Boredom may have been fostered by these student teachers' lack of knowledge and skills to motivate their pupils, or perhaps by the lack of creativity necessary to present the task in a way which was attractive to them. Some of these student teachers worked under the constraint of having to teach some sports units with very little equipment, which may have contributed to the misbehaviors. One example was H's case. He found himself having to teach a gymnastics unit (rings) to twenty students, having only one set of rings: "[The pupils] were getting bored, there was a big line there...and a lot of waiting in line". In these circumstances he could not think of much he could do to maintain his pupils' interest.

Another adverse circumstance some of these student teachers encountered was having to teach units which had been designed by their cooperating teachers. The student teachers felt that they did not have the authority to change plans when the task was not working as expected: "...they were bored with the activity, but that's what they are supposed to do. That's what I was told [by the cooperating teacher] to have them do" (D).

Pupils' attitudes toward physical education. Sloane (1976) said that "Good academics compete with disruptive behavior and good academics are the main way to avert poor behavior" (p. 3). According to five of the eight student teachers, pupils perceive physical education to be an unimportant subject matter (not academic). Consequently, pupils feel more free and think they can do whatever they want. They just want to play games, have fun, and fool around because to them physical education is a recreation class.

When they [pupils] think of gym they think that there is a place of fun and games, and when they think of fun and games they think that they can do whatever they want. It's not as structured as it is in a classroom. They think: "game time; I'm gonna do whatever I want to do". (C)

Physical education has different characteristics from other subject matters. Pupils are allowed to talk (sometimes cheer), run, jump, etc., things that are almost absolutely prohibited in math and science classes. This

freedom of expression gives pupils a feeling of freedom and sometimes takes seriousness from physical education. Finally, physical education traditionally has been a subject with little intellectual emphasis and structure; games, sports, and recreation are usually associated with it (Lawson, 1988). Given these circumstances it is no wonder why pupils do not consider physical education an academic subject.

In contrast, these student teachers took physical education very seriously. They were young and still had not been disappointed by the system. They had very high expectations for physical education and wanted to do a good job. They believed that physical education is a subject as important as math and science and expected pupils to behave and follow rules as they do in those classes. These different perceptions of physical education between the student teachers and pupils may have been one of the causes which made participation, cooperation, and order difficult to achieve.

Pupils' characteristics. These student teachers attributed misbehaviors to some individual characteristics of pupils. Some mentioned immaturity, and others said: "Some kids are just trouble-makers...clowns. [They] can't keep their mouths shut, [and] got to show off in front of the class" (F). Hyperactivity and aggressiveness were

other pupil characteristics often mentioned by most of these student teachers as causes of misbehaviors.

Perhaps the fact that these student teachers mentioned so often that pupils misbehave because of their characteristics may be intimately related to their inexperience in teaching children in general. It is not strange that these student teachers had difficulties handling pupils who may exhibit different characteristics from those pupils one could consider the norm. Student teacher D said, for instance: "I don't know what his problem is...this kid is strange". B also commented about one of her pupils: "He has a lot of problems [which] extend far beyond the classroom... that's his way to deal with things, being belligerent".

Another possible explanation for the problems these student teachers encountered with pupils is that they had been in contact with them for a very short period of time. This circumstance did not allow the student teachers to get to know their pupils very well and therefore, lacking previous history about them, the student teachers could not easily anticipate and prevent their pupils' behaviors.

Both pupils' perceptions of physical education as a non-academic subject and their feeling that they can do whatever they want may interact in powerful ways to foster pupils' exhibited behaviors such as hyperactivity and aggressiveness.

Gender related factors. According to these student teachers pupil misbehaviors may be related to the fact that classes are coed. Four of the eight student teachers (two male and two female) reported problems in this respect. Gender problems may have traditional roots. Until a few years ago (and in some places still), boys and girls were separated in physical education classes.

These student teachers often mentioned that the boys were more likely to misbehave. Girls were expected to misbehave by talking in class and avoiding participation, but not to cause major disruptions.

In physical education classes especially, it is easy for pupils to avoid participating by positioning themselves away from the place where main activity is going on (Tousignant & Sledentop, 1982). If teachers are not aware of this fact, chances are that this behavior will proliferate.

Lack of participation, according to some of the student teachers, may be due to two different causes: boys' tendency to take over the class and girls' dislike for being watched by the boys while exercising. Boys' tendency to take over the class has also been reported by Griffin (1985). Here is one student teacher's comments in this sense:

I know a lot of students in my school that try to be cool and a lot of the boys (we have coed classes) try to take over the classes. (B)

Fear of peer criticism may make some pupils reluctant to participate in class activities (Potter, 1977). These student teachers believed this and also assumed that this belief came from their own past. In this regard, D recalled that in her classes, when she was a pupil, the girls were the ones who didn't want to participate due to the presence of boys,

I remember the girls in my gym class. A lot of them didn't want to play floor hockey. They were all bunched up in the corner...gabbling...A lot of the girls don't want to work in front of the guys.

Another origin of gender related misbehaviors could be that pupils in late elementary grades, junior high school, and high school are at ages in which relations with, and appeal for, members of the opposite sex become high priorities in their lives. Thus, both the opportunity for boys and girls to be together in a context more free than the classroom and the psychological need to impress members of the opposite gender may contribute to this cause of pupil misbehavior.

Pupils trying to "test" the teacher. Testing the teacher is nothing new. Pupils tend to do it for various reasons. They sometimes want to show off in front of their peers to gain their admiration and acceptance (Doyle, 1986), and one way of doing so is trying to defy authority.

Logically, it is easier for pupils to test a student teacher than an experienced teacher who has already established his/her reputation as a good manager. It is understandable that, in the beginning, pupils will sometimes defy the student teacher's authority to see what they can get away with because the reputation of the student teacher has not been clearly established yet. Smith and Geoffrey (1968) reported that reputation as a good manager plays an important role in establishing discipline in the class and these student teachers had not been in the school long enough to have a reputation.

Another reason for pupils to test the teacher is that some student teachers look physically very similar to older pupils in high school. Consequently, high schoolers may find it easy to lose respect for student teachers. The label "student teacher" may in itself carry a connotation of less authority. Some pupils may think: "Student teachers are not regular teachers yet, so we can do whatever we want". Secondary school pupils, particularly, know that the status of the student teacher is not like that of a regular teacher.

My cooperating teacher, Mr. X, tells them [pupils] they'll get an "A" in the course if they go to every class and are on their feet. I disagree with that...The way he [the cooperating teacher] does things...is the problem for me. The way he grades. Because I have nothing to back up what I say...if I can't grade them, why are they gonna [do what I say] if I have nothing to do with their grade? (D)

The problem which emerges from this last quote is not D's power to run her class but D's insecurity about herself. Insecurity is, without doubt, a feeling which most student teachers have but are unable to hide. Pupils tend to be very perceptive of such feelings and become encouraged to test student teachers who seem most insecure to see how far they can push the rules (Doyle, 1986).

Relationships with peers. Researchers have reported that pupils tend to "goof-off" and socialize (Allen, 1983; Cusick, 1973). The special characteristics of physical education (competitiveness, desire for victory, physical contact, chance for free expression, games, open settings, etc.) may foster this kind of misbehavior by offering pupils opportunities to relate to each other in different ways than they do in a regular classroom.

It is easy to understand that after being seated for hours in other classes, given the chance to have physical contact in physical education, some pupils may be more inclined to socialize and behave in ways that are perceived by the teacher as not appropriate.

According to these student teachers, pupils' relationships with peers in physical education can have two different aspects: socialization and rivalry. Children, in general, like to be with their peers and socialize with them. Comments like "they like to tease

each other" (A) or "they want to be with their friends" (B) were not unusual among these student teachers.

Another aspect of socialization is that pupils want to be accepted by their peers and sometimes to do so they imitate what their peers do. On some occasions they imitated pupils in the same class: "This kid reacts to peer pressure. He noticed the other kids fooling around [walking on their hands], so he thought he would do something original too and started fooling around himself" (E). Sometimes they imitated older pupils whom they saw at other times during the school day, perhaps as a way to acquire similar status:

"[One eight grader called another 'communist jew' because this insult] has been going around. Some of the students picked up that language from some of the seniors, and they think that using it makes them cooler". (B)

This last quote introduces a different aspect of pupils' relationships with other pupils: they competed with each other or showed dislike for one another: "They pushed one another...because they are rivals, they are in competition with one another" (B). Sometimes rivalry was not based on competition to win a game but on personal dislike: "I have two girls [in one of my classes] who cannot stand to be together" (B).

Summary. These student teachers identified six main pupil related factors that they believe can cause misbehavior: (a) boredom, (b) pupils' perceptions of

physical education as being fun and recreational and not a major academic subject matter; (c) pupils' individual characteristics; (d) gender related problems such as girls' lack of participation and boys' tendency to take over the activities; (e) pupils' propensity to "test" the teacher, and (f) pupils' tendency to socialize with their peers.

Teacher Related Factors

Although not too often, these student teachers indicated that the responsibility for all misbehaviors does not fall solely on the pupils. All student teachers agreed that teachers also may influence pupil misbehavior, mentioning seven teacher related factors: (a) lack of general managerial skills, (b) limited alternatives for addressing pupil misbehaviors, (c) poor communication skills, (d) inadequate expectations for pupils' work and behavior, (e) deficient planning, (f) differences between student teachers' perceptions of the subject matter and those of pupils, and (g) lack of authority. Other teacher related factors mentioned only sporadically were their own personal characteristics, experience level, and cultural background.

Lack of general managerial skills. E tried to explain that in some cases misbehaviors occurred because teachers have too many things to do at once: "When you are out there teaching, [there are] a lot of things you are

thinking about. You don't have time to sit and evaluate exactly what's happening." (G)

This quote reflects a certain degree of fatalism: pupil misbehaviors are going to happen no matter how well a teacher handles the classroom environment. These student teachers felt that there were too many things going on at the same time and they had no chance to deal with everything. They had not yet developed conceptual structures which would help them integrate the class information overload, interpret the environment, and make decisions (Borko et al., 1979; Shavelson, 1978; Shavelson, Cadwell, & Izu, 1977). G's words, however, showed his awareness at beginning levels of the need to find workable ways to address the gym's overlapping and multidimensional events (Copeland, 1983; Doyle, 1986; Kounin, 1970)--issues all teachers face as they manage their classes.

One of the most agreed-upon factors the student teachers mentioned as an important contribution teachers make to pupil misbehavior was not watching pupils. When teachers either turn their back or pay attention to individuals for a prolonged period of time while forgetting the rest of pupils, pupils are likely to misbehave. Turning the teacher's back to pupils has often been reported in the literature (Doyle, 1986; Sleber, 1979; Spencer-Hall, 1981) as a simple but critical mistake teachers make which enhances the possibility for pupils to

misbehave. When asked what misbehaviors he expected to have in his classes, B confessed,

When they [pupils] are not being watched...when the teacher cannot really see them because the teacher is helping a group of students...on the other side, that's usually [when] their misbehavior comes out....[I remember that] when the teacher wasn't looking we always tried something different.

This last quote indicates that these student teachers, due to their recent experience as pupils themselves, remembered what they used to do and in what circumstances, and now as teachers utilized such memories to put themselves in the position of their own pupils as a way of trying to understand what was going on.

Brophy and Rohrkemper (1981) reported that lack of managerial skills make ineffective teachers say that solving discipline problems is not part of their duties as teachers. H buys into this point of view:

If they [pupils] don't want to act the right way in class, then they don't belong there. I am not here to constantly get after them because they're misbehaving. I am here to do my best to teach physical education to students and I don't have to...want to deal with somebody who doesn't want to work.

From the student teachers' words one can conclude that in general they had limited resources to deal with pupil misbehavior. Nevertheless, they showed certain levels of awareness about the consequences their actions might have. Most of this awareness came from their past

experience as pupils themselves. Consequently, these student teachers seemed to be still looking for new alternatives which would allow them to become successful in dealing with pupil misbehavior.

Limited alternatives for addressing pupils' misbehaviors. Some student teachers mentioned also that teachers' inability to control pupils are possible causes of pupil disruption. Due to their inexperience, these student teachers seem to have difficulties identifying ways to act upon pupil misbehavior.

E believed that it was good to do "public punishment" to take advantage of the effect that kind of punishment would have on the rest of the students:

If somebody is not doing what they are told [I would] punish them the second time--do twenty sit-ups or something--right there on the spot, so everybody else can see it and so everybody else knows not to do the same thing because they'll do that punishment as well.

This particular way of dealing with misbehaviors, however, was not one which all the student teachers agreed upon. Some pointed out that punishing pupils in front of the class was not only an ineffective managerial action in preventing further misbehavior, but in itself may be a contributor to further misconduct on the part of pupils. Sometimes, if the teacher overreacts or embarrasses a pupil in front of others, this pupil may turn against the teacher:

Once you try to embarrass them, it can make the situation worse [because they will] refuse to do anything to show they are tougher or cooler than you are. (A)

Interestingly enough, although F realized the possible aftermath of such an action, he seemed not to have any other alternatives to deal with pupil misbehavior. Asking for an answer, he said:

Overall, what else can you do? You can't take a kid and throw him around. You got to pull him over and you have got to talk to him. The tone of voice that you use and the way you do it affects the child.

Conversely, not acting at all can also cause problems for the teacher. E stated,

Not saying anything [when a misbehavior occurs] is not effective. Obviously they [the teachers] have to say something and correct inappropriate behavior. I think it's important to punish them [pupils] for misbehaviors.

Poor communication skills. A third factor mentioned by some of the student teachers which may influence pupil misbehavior was the teachers' own poor communication skills. According to Doyle (1986), order in the classroom depends on the teacher's ability to communicate with pupils. It is not only what the teacher says or does when the misbehavior has already happened, but also what and how something is said before it happens. These student teachers talked about not being clear or loud enough in their instructional explanations as causes of pupil misbehavior.

[In some instances, if the misbehavior happens] it's the teacher's fault [for] not speaking loud enough. In my first waterpolo class, I didn't know they couldn't hear me. I was talking too low, they were in the water and it got out of hand. That was my fault and I knew it so I didn't make them do laps. (F)

Although six of the eight student teachers mentioned that teachers' not giving directions or not giving specific ones might have fostered pupil misbehaviors, each mentioned this item just once. This may demonstrate that these student teachers did not fully realize yet that clear communication with pupils is one important aspect of teaching. If pupils do not understand what they are supposed to do, or if the tasks are not explicitly explained, most probably they will not do what teachers expect of them and teachers may interpret pupils' actions as misbehaviors.

Clarity of explanations is another important factor which distinguishes effective from ineffective managers (Emmer et al., 1980; Emmer, 1981; Sanford & Evertson, 1981). Explanations can be given for both academic and managerial purposes and need to be clear and specific in both cases. These student teachers seemed to direct the majority of their comments toward academic explanations without realizing the important function managerial explanations have. This may indicate that they do not understand that giving managerial instructions (e.g., explaining the rules for the use of the pool) may be an effective measure to prevent misbehaviors, or that by

omitting such explicit directions, confusion may be created and as a consequence misbehaviors may arise.

Only one student teacher understood that teachers must discern whether the pupils understood their instructions, but willfully disobeyed or if pupils really did not understand the task clearly as a way of deciding why they are not acting as expected. In this regard he advised:

You have to use your scope and understand [for example] who is pushing around and shoving around [because they are] not understanding what you are saying...[and] those who understand what you are saying and are just going their own way. Some people won't understand me and...they'll start to throw the ball around. They are not misbehaving, they just didn't understand what I'm saying. (G)

The quotes in this section are particularly useful because they reflect the complexities of communication in the physical education environment which may not be present for teachers or pupils in regular classrooms.

Inadequate teacher expectations for pupils' work and behavior. In an earlier section, boredom was mentioned by the student teachers to be a major cause of pupil misbehavior. But boredom is not something that pupils experience in a vacuum. Boredom sometimes comes as a result of teachers not challenging their pupils enough. On the other hand, if pupils find work too difficult, pupils will get discouraged and bored by their not being able to participate in the task, and therefore will be more likely

to misbehave (Atwood, 1983; Doyle & Carter, 1984; Jorgenson, 1977). This has been reported by F only: "Sometimes I get a little out of hand...[and] I want too much and that makes the kids misbehave". What was more often reported by these student teachers was that pupils would start misbehaving if they found the task to be too easy.

Inadequate teacher expectations for pupil achievement are an important factor which may influence pupil misbehavior. If teachers consider that their pupils are low-skilled and convey that impression to them, pupils may buy into such low expectations and perform accordingly (Martinek, Crowe, & Rejeski, 1982). This same principle may apply to teachers' expectations for pupils' participation. If teachers do not expect pupils to participate it is likely that they will not do it.

Participation and achievement seem to be intimately related. High-achieving pupils usually are perceived to be actively engaged in the tasks whereas low-achieving pupils appear to be more frequently engaged in misbehavior (Levin, Libman, and Amlad, 1980; Silverstein, 1979). This apparently straightforward relationship may not be quite so simple. If teachers have inadequate expectations for high-achieving pupils and provide them with tasks which are below their levels, pupils most likely will become bored and stop participating. Expectations which do not

match pupils' skills and motivation levels may create the background for misbehaviors:

If whatever you are trying to teach them is too easy for them to do, they get bored and want to do something that is more interesting to them at the time. Then they misbehave for that reason. (A)

Sometimes teachers try to achieve order in their classrooms by selecting familiar and easy activities, thus using them as a managerial tool (Woods, 1978). Sometimes, though, this strategy can backfire. In those cases, high-achieving pupils may feel unchallenged and may look for other things to do (Tousignant & Sledentop, 1983). Student teachers in this study reported some instances in which this occurred:

In 7th and 8th grade...we had a lot of good athletes and we weren't challenged enough. That brought us off task, and brought a lot of problems of not paying attention and not giving the full effort into the class...When the teacher wasn't looking we always tried something different. (B)

Sloane (1976) reported that "...many children are still forced to spend endless hours with boring, poorly designed materials that do not make use of their real interests nor of their actual capacities. As a consequence, behavior problems are unavoidable..." (p. 3).

Despite the fact that the student teachers mentioned boredom as a major cause of pupil misbehavior, only two of them (G & H) considered it as a consequence of teacher expectations for pupils. The rest considered it to be the

result of pupils' lack of motivation. Thus, these student teachers in general were not conscious of the implications their own expectations for pupils have for successfully preventing misbehaviors.

From these data, it becomes evident that these student teachers' assumptions about their own expectations are only related to instruction. They did not mention anything about managerial expectations for pupils. Also, they mentioned only low academic expectations for pupils as a cause of misbehavior. They did not comment that if they had expectations too high for their pupils' capabilities this could also cause discouragement and consequently lack of participation. This may be an indication that their expectations for their pupils often were too low.

Deficient planning. Inadequate expectations are reflected in inadequate planning. Teacher planning is consequently another factor to take into account when one puzzles about causes of pupil misbehavior. Deficient planning has been reported as a factor influencing pupil misbehavior (Gump, 1982; Kounin, 1970). According to Doyle (1986) the teacher's managerial function is to design an "effective program of classroom organization and management" which will produce pupils' engagement and reduce pupil misbehavior. Though good planning seems to be a key factor to avoid pupil misbehavior, only three of the

student teachers perceived their planning to influence pupil misbehavior. Many teachers plan for age or grade level of their pupils without realizing that individualization according to developmental levels is necessary. They forget that if pupils are forced to repeat things which have already been learned, they may become bored and thus induced to misbehave (Sloane, 1976).

[One of the causes for pupil misbehavior is] bad planning on the teacher's part, where you eliminate some of the children's fun or [plan for] activities that aren't meant to be planned at different ages. (G)

[I would] try to make the class as fun as possible so kids would be interested. I'd try to plan my lessons and then think them over all the time before I start the class, so I know that I feel confident, that I know what I'm talking about and [that I am] creating an environment that is good for these kids to learn. (H)

Managerial planning is essential for maintaining order and preventing misbehaviors from arising. A few student teachers realized that. Notwithstanding, the majority of them did not realize this fact (perhaps most of them did not even know such a thing exists), and made only use of instructional planning. This may be evidence that these student teachers in general thought that pupils misbehaviors cannot be prevented. They could not see yet that some of the things they do and how they organize the activities and transitions could be planned ahead so pupils' opportunities to misbehave could be reduced.

Differences between student teachers' perceptions of physical education and those held by pupils and cooperating teachers. These student teachers' expectations for physical education were another source of problems with pupils. All felt very strongly about physical education and mentioned their seriousness about being physical educators and their commitment to give physical education the status of any other subject.

I'm teaching physical activity, [but] I also have to prepare lessons, and I also have to do work, and I must see that students do learn what we present to them, and I have to plan out things, and I make my progressions, and make block plans, and I teach them [pupils] the physical aspects of schooling; and that is just as much teaching as math or science...I consider my job very important ...[I] explain [to pupils] the importance of physical education, show them that they have a grade in the class...a regular grade. (B)

In spite of their seriousness and commitment, this quote reflects that B's concept of being a teacher was based fundamentally on the tasks which are associated with the teaching profession (planning for activities and grading pupils). Although mentioned, there seemed to be little emphasis on pupil learning or on the concept that teaching means bringing pupils from a lower to a higher knowledge and skill level.

Furthermore, although these student teachers pointed out that they took physical education seriously and that they consider physical education as important as any other subject matter, they did not give any specific examples of

what physical education ought to be like. G pointed out that "physical education is fun", a concept which is common among physical education teachers (Placek, 1983) and which, besides being vague, does not differ from what pupils would say. In the previous section--student related factors--one could see the student teachers believed that pupils see physical education as a recreation class: a class to play games and have fun.

In some cases these student teachers' views about how to do things contrasted with those of their cooperating teachers. Some student teachers commented that sometimes pupils' perceptions about physical education were fostered by their regular teachers (cooperating teachers). D described her bitterness when she talked about her cooperating teacher's attitude toward physical education, and her own frustration with his grading system:

My cooperating teacher, Mr. X, tells them [pupils] they'll get an "A" in the course if they go to every class and are on their feet. I disagree with that. They have to go to every class, be on their feet working, and have a good attitude. They should be graded on more things than just that... Basically, what he is telling them is that their attitude doesn't matter. And it matters more than anything to me.

If neither cooperating teachers nor pupils consider physical education to be "academic" (as important as math or sciences), it seems legitimate to believe that their expectations for work and behavior will be low and will painfully contrast with higher, more stringent

expectations of those student teachers who do consider physical education to be as academically valuable as other subjects. Consequently, pupils misbehave when they become aware of the contrasting expectations.

Lack of authority. "They might have acted [that] way because they thought: '[she] is [just] a student teacher, a little female...'" (D). These words clearly reflected D's belief that some pupils did not consider her to have authority because she was a young student teacher. It also was an issue (in D's point of view) that she was a female teaching senior high school male pupils. This may be an indication of her lack of self-confidence.

D's lack of authority was inherent in herself. However, lack of authority can also be exacerbated by some actions of cooperating teachers. Three student teachers pointed out that what may have induced their pupils to believe that they did not have authority was the fact that their cooperating teachers interrupted them in front of pupils: "[the cooperating teacher] interrupts a lot, and [pupils] feel that if she doesn't tell them, it doesn't count" (F). G was also interrupted by his cooperating teacher and, although it happened only once, he expressed his resentment: "I was very insulted that Mr. T cut in, because he had never done it before...He was afraid that I was losing my temper because I had never yelled like that. He did it to try to calm me down...." Other cooperating

teachers acted in ways which took authority away from student teachers:

...[With Mr. X's attitude, pupils] are going to act up and there's going to be more problems for me...I was talking to a couple of kids that were hitting the balls over, running like wild pigs... one told me (and he was a good kid, that was the weird part about it), he goes: "I don't mean to be sarcastic but Mr. X told us that all we have to do is show up and be on our feet and we'll get an "A"...Why are they gonna [do what I say] if I have nothing to do with their grade? (D)

In those cases, the pupils' idea that the cooperating teacher is really in charge may be reinforced by the cooperating teachers themselves, and that may cause problems for the student teachers who are trying to establish and exert their own authority and control.

Summary. These student teachers mentioned several teacher related factors which influence pupil misbehavior: (a) using poor managerial skills such as not watching pupils, overreacting to minor misbehaviors, and embarrassing pupils in front of the class, (b) having a limited array of alternative strategies for coping with pupils' misbehaviors, (c) having poor communication skills such as not being clear and loud enough in their instructions, (d) having the wrong expectations for pupils (usually too low), (e) planning inappropriately, (f) having different perceptions of physical education than pupils and cooperating teachers, and (g) experiencing a lack of authority.

Context Related Factors

Although most of the factors that these student teachers believed to cause pupil misbehavior were related to pupils or the teacher, there were also some important factors to take into account which are situated in different sources in the surrounding environment such as (a) home or family problems, (b) the specialized nature of physical education, (c) the particular settings where physical education is conducted and the special equipment used, and (d) in this study, the presence of the camera.

Problems at home. The most important factor the student teachers identified as affecting pupils' behavior in the gym was problems at home. Problems at home seem to create pupils' need for attention in the gym. Parental supervision and attention are generally seen as important ways to help reduce pupil behavior problems at school (Sloane, 1976). Six of these eight student teachers noted problems at home as potential sources of pupil misbehavior in their classes.

Students come from families where they don't get enough attention and they want to come here and get attention--it's a chance to get noticed. (H)

It is very difficult for student teachers, who may have many nonteaching worries themselves (both academic and personal) and who lack experience in dealing with problems more directly related to pedagogy (such as instruction and classroom management), to deal with

pupils' home related problems which are just as complex and far less amenable to teacher intervention. There is little doubt that presented with these kinds of contributory reasons for school misbehaviors, student teachers are overwhelmed and have little chance of success. In this sense these student teachers need counseling and more knowledge.

Characteristics of physical education. According to these student teachers, other factors that influence pupil misbehavior may have to do with the special characteristics of physical education and the way pupils react to it. In physical education, freedom of physical movement and personal contact are allowed. This characteristic is associated with pupil misbehaviors, as indicated when Sherman (1975) reported that movement lessons in which pupils are allowed to laugh, jump, scream, etc., have high off-task levels.

Usually, what students would do is they'll come out from the locker room and they'll run laps just to warm up...When they start running, what they'll try to do is push each other, laugh at each other, hit each other, trip each other. They'll just do little things that are going to aggravate somebody else. (B)

For these inexperienced student teachers, it can be tricky to differentiate between what is an acceptable behavior and what is clearly a misbehavior, for example when pupils committed an infraction playing a game:

If they commit a foul such as high sticking [in floor hockey], I don't consider that a misbehavior

although it's breaking a rule. A misbehavior would be something like hitting somebody with a stick or slashing at the ball and then hitting somebody's foot. Misbehavior is something [done] to disrupt the game. I think it's a distinct difference. (E)

It seems that E has a clear concept about when he would intervene and when he would not. For other student teachers this was not always as clear.

The specialized physical education setting and equipment. In order to perform some activities, special settings and equipment are required. Physical education is conducted in gyms, open fields, pools, tennis courts, etc., and many different kinds of equipment are used (balls, sticks, nets, mats, etc.).

Misbehaviors may arise for such reasons as to be first in line to get the best piece of equipment: "All the kids want the best stick they can possibly get, and I think they just want to get first in line to get their stick" (E).

The environmental characteristics of the physical arrangement of the setting seem also to influence levels of pupil disruptive behavior (Doyle, 1986; Silverstein, 1979). Sommer (1969) suggested that the more spatial freedom allowed pupils, the more teachers are concerned with discipline. These student teachers confirmed that the physical education environment was an issue in the kinds of pupil misbehaviors which occurred.

That's [in the gym] where they get their aggressions out. In a class setting it's more controlled; they are sitting at the desk, they're

In rows, it's more of a disciplined type of setting. In physical education, they are all over the gym so they can get out their aggressions. (B)

My first week here [at the school]...I'd walk into the place, they'd be throwing each other in the pool, hanging on the diving boards...pulling on each other, dunking each other in the water... [Also] when they are in the weight room...[they are] jumping on the equipment. (F)

Physical education is taught in settings that are more spacious and perhaps more attractive to pupils than regular classrooms. Furthermore, most physical education activities demand the use of equipment which may very easily become dangerous when treated inappropriately. These student teachers remembered misusing the equipment themselves when they were pupils, but once they encountered such problems as teachers, they seemed to be surprised and did not know how to act.

The presence of the video camera. Two student teachers (E & G) reported once each that pupils had acted up because of the camera. Show-offs in front of the camera happened indeed, but only on a few occasions. This is just a logical consequence of introducing such equipment in a setting where there are children: "[they misbehaved] because they were on video camera, and these three kids in particular don't hold back anything" (E). According to the majority of the student teachers, this was not a major cause of misbehavior.

Summary. The most often mentioned context related factors were (a) family problems, (b) special characteristics of physical education as a subject matter, (c) the setting and equipment, and (d) the presence of the camera.

Summary and Conclusions

These student teachers mentioned several factors which may have caused pupil misbehaviors. These factors have been divided into three categories: pupil related, teacher related, and context related. Most often mentioned were pupil related factors such as (a) boredom and lack of interest, (b) pupils' attitudes toward physical education, (c) pupils' personal characteristics, (d) gender related problems, (e) pupils trying to "test" the teacher, and (f) pupils' tendency to socialize with peers.

Teacher related factors were less often mentioned. These were (a) using poor managerial skills such as not supervising pupils, (b) having few strategies to cope with pupils' misbehavior such as overreacting to minor misbehaviors and embarrassing pupils in front of the class, (c) having poor communication skills such as not being clear and loud enough in their instructions, (d) having the wrong expectations for pupils (usually too low), (e) planning inappropriately, and (f) having different perceptions of physical education than pupils

and cooperating teachers, and (g) experiencing a lack of authority to make pupils engage in instructional tasks.

Finally, there were only a few context related factors: (a) family problems, (b) special characteristics of physical education, (c) the setting and equipment, and (d) the presence of the camera.

Mostly, these student teachers' beliefs from the initial interviews about the causes of pupil misbehaviors did coincide with the causes they mentioned in the videotape reviews, although in the videotape reviews many new factors emerged.

Individually, these student teachers showed different degrees of accuracy in their predictions. In A's case, for example, only one factor out of the fourteen she mentioned in both the initial interview and the videotape reviews coincided. On the contrary, G agreed with almost half the factors he mentioned in the initial interview. The other student teachers occasionally mentioned the same factors in both stages of the data collection (about 25% of the time as an average).

These data may indicate that these student teachers' beliefs about causes of pupil misbehaviors were realistic but incomplete. Perhaps due to this fact, they were not able to prevent some misbehaviors they had in their classes. The data may also mean that 172 misbehaviors is not a large enough number of misbehaviors to represent the

complete array of these student teachers' beliefs and, if more had been analyzed, more coincidences between predicted and actual perceived causes of pupil misbehaviors might have occurred.

Student Teachers' Actions

The previous sections have analyzed (a) these student teachers' definitions of misbehavior, (b) the kinds of misbehaviors they expected and those they identified in the videotape reviews of the actual teaching sessions, and (c) their opinions about the causes of pupil misbehaviors. The following section will analyze these student teachers' ways of handling pupil misbehaviors. This will be done in four parts. The first part will indicate these student teachers' beliefs about how to prevent pupil misbehaviors before they occur; part two will describe the ways these student teachers assumed they would handle pupil misbehaviors once they have occurred to prevent them from happening again; part three will review the ways in which these student teachers actually acted upon pupil misbehaviors during the lessons; and the last part will talk about the different actions these student teachers would have taken if they had the opportunity to act once again upon the same misbehaviors they had in the lessons.

What These Student Teachers Believed they Would Do to Prevent Pupil Misbehaviors Before they Occur

When asked what they would do to prevent pupil misbehaviors from happening, three of these student teachers either admitted that there was nothing that they could do to prevent them or did not offer any possible actions to prevent misbehaviors before they happen. Most of the actions they suggested were to be taken once the misbehavior had already occurred in order to prevent it from happening again.

I don't think you can really prepare for student misbehaviors because they misbehave in the spur of the moment most of the time...I think you should do whatever is right at that certain situation, depending on what it is,...the severity of the incident,...how you feel at the time, and what you think would be appropriate punishment. (E)

The two student teachers who believed they could prevent pupil misbehaviors before they occur mentioned different possible solutions: (a) planning, (b) reminding oneself of pupils who may misbehave, and (c) explaining class rules to pupils and the consequences of their good or bad actions.

Planning. Planning has been reported to be a preventive factor in reducing pupil misbehavior (Calderhead, 1983; Emmer, 1984; Gump, 1982). Although bad planning was often mentioned by these student teachers as a factor which causes pupil misbehavior, only two of them talked about planning as a preventive measure. These two,

however, only seemed to perceive planning as a tool to improve the instructional and recreational side of teaching. There is nothing in these student teachers' words which indicates that they considered planning to help their class management. For instance, they did not mention that they used planning either to enhance pacing of the lesson or diminish interruptions and waiting time, factors which normally would decrease the number of misbehaviors (Calderhead, 1983; Erickson & Shultz, 1981).

Instead, their words indicated that they used planning mostly to give themselves a sense of confidence and provide pupils with interesting and fun activities (cf. Placek, 1983):

[I would] try to make the class as fun as possible so that kids would be interested. I'd try to plan my lessons and think them over all the time before I start the class so I know that I feel confident, that I know what I am talking about, and [that I am] creating an environment that is good for these kids to learn. (H)

I think that my planning is...my strongest point as a teacher. I am not actually that articulate that kids always understand what I'm saying. I think that I really put a lot of planning into the class, so I don't come in the class expecting misbehavior...if you make a close to perfect lesson plan...there shouldn't be much off-task behavior because they [pupils] should be interested in what they are doing and...if they are interested in what they are doing, and they only have forty-five minutes, they are not going to waste their time misbehaving. (G)

Place Pupils Who May Misbehave Close to the Teacher.

A second strategy these student teachers used to prevent pupils' misbehavior was to stay close to potentially disruptive pupils.

[I] remind myself of what misbehaviors I have to look for from particular students...and I know what kind of trouble they are going to give me...[then, I] make them come up front...where I can see them and they can see me. (B)

This example illustrates that some trainees learn early on things which are well known by more experienced teachers: that a clear presence of the teacher and eye contact do, in many cases, deter students from doing something which they are not supposed to (Sleber, 1979; Spencer-Hall, 1981; Woolfolk & Brooks, 1985). It also indicates that this teacher had particular expectations for some pupils' behavior.

Explain Class Rules to Pupils. The third strategy mentioned by these student teachers as an ingredient in preventive class management was explaining to pupils the rules and expectations for their behavior and performance and letting them know the consequences of their actions. According to researchers, taking time to present rules is one of the most efficient ways to prevent misunderstandings which may lead pupils to misbehave (Emmer, 1981; Sanford & Evertson, 1981; Shultz & Florio, 1979):

[I would prevent misbehaviors by] explaining the rules to them [pupils], and [by letting] them know how important those rules are...and the benefits of good behavior....(A)

The particular importance of consequences to complete the cycle to decrease misbehaviors is illustrated here:

...once you get them [pupils] to understand that [misbehaving] will [affect] their grade...they are more likely not to do it. If they understand that the misbehavior always comes back to themselves, then they are more likely to behave better because no one wants something to go against themselves. (A)

But getting pupils to understand the rules takes time. Successful teachers remind pupils of rules frequently and rehearse them right from the beginning of the year throughout an extended period of time to assure that pupils both understand what is expected of them and start complying with the rules on a regular basis (Emmer et al., 1980; Emmer, 1981; Evertson & Emmer, 1982; Moskowitz & Hayman, 1976). "Programming" pupils early in the year by explaining the consequences of their actions is an effective way to prevent pupil misbehavior (Ball, 1980; Cornbleth and Korth, 1983; Doyle, 1979; and Sieber, 1981).

Yet merely explaining rules and expectations is not enough. In order to establish and maintain low levels of pupil misbehavior, teachers must consistently enforce the rules when these are broken and provide positive consequences when pupils follow rules well. When teachers are reluctant to carry out the consequences for breaking rules, pupils are more likely not to obey them (Buckley & Cooper, 1978; Doyle & Carter, 1984). Student teacher G seemed to understand this entire chain of events, though his consequences were limited to explaining explicit rules and consequences and following through when pupils obeyed or broke rules:

I don't think you can prevent misbehavior [right from the start]. You have to program your kids through five, six, seven, eight weeks about what's right and what's not right...what you expect. And if they do come off task, then they know why, usually, and you can just sit them out or, if that's not working, maybe not [letting them take] the class.

Ways in Which These Student Teachers Thought they Would Handle Pupil Misbehaviors in Order to Prevent Them from Happening Again

It would be unrealistic to assume that all misbehaviors can be prevented. Even the most effective teachers expect pupil misbehavior once in a while. When these student teachers talked about how they would handle pupil misbehaviors once they occurred in order to prevent them from happening again, they distinguished between ways in which they would act upon individual misbehaviors and group misbehaviors (see Appendix L). Only one student teacher mentioned differences between misbehaviors at elementary and high school levels.

Ways these student teachers thought they might handle individual misbehaviors. All student teachers seemed to have a very clear system for handling individual misbehaviors. This system consisted of a series of alternative actions of increasing severity to be applied to, and matched with, misbehaviors according to their degree of importance.

The number of alternatives varied depending on the student teacher. Student teachers A, B, C, and E offered

six alternative actions; D and G offered only three; and H offered four. Only F offered ten different alternatives.

Just because some student teachers had many alternatives, however, does not mean necessarily that they knew exactly how to deal with pupils' misbehaviors. Conversely, it may be that they were insecure about the effectiveness of their actions, and that was why they needed many alternatives as back-ups. Having some alternative actions may mean at least two different things. In D's case, she did not know any other strategies to try. G's small number of alternatives seemed to mean that he was so convinced his actions would achieve the desired results that he did not need any other options.

Independent of the number of alternatives mentioned, these student teachers' actions followed the same pattern of three steps of increasing severity. First, they would have a verbal interaction with the culprits--talk to them, warn them, yell at them. Second they would relocate them--separate culprits, sit them out temporarily, send them out of the gym. And third, they would impose an external disciplinary sanction on the culprits--give them detention, write a disciplinary report, deduct grade points, send them to principal's office, or call parents.

In general, the most common action these student teachers anticipated taking in order to prevent further misbehavior was relocating culprits. Relocation ranged from placing pupils close to the teacher to sending them

out of class and denying them the right to take physical education in the future. Besides relocation, the other two actions most often mentioned were talking to misbehaving pupils privately after class and calling these pupils' parents. F, for example, said:

If a child is misbehaving what you want to do [is to] ...pull him aside and talk to him. I don't think there is much more you can do. If he is a real trouble-maker [and keeps] disrupting the class for weeks or days...I'd have to get him out of class or send him to the office...[and as a last resource I would] call his parents.

Such a well-established system of escalating actions seemed to have been learned by these student teachers when they themselves were pupils. Some of these student teachers showed clear influences from the ways their former teachers and coaches in high school had acted upon misbehaviors. Student teachers A, B, D, E, and F admitted to doing some of the same things their former teachers did.

Amazingly enough, none of the student teachers specifically mentioned any actions they had learned in their teacher preparation program. Although no specific questions were asked in this regard, these data seem to corroborate research findings that novice teachers learn more of their teaching and managerial strategies while being pupils themselves in the years before entering their teacher training programs (Lortie, 1975). It seems that, at least in this particular aspect, these student teachers

were not exceptions. B remembered her physical education teachers:

They would make us sit out, sit on the side lines, take a zero for the day. Basically, just sit and watch the class, and if things got really out of hand detention would occur and we would have to go [and] sit after school. (B)

These were almost exactly the procedures that she herself used to deal with individual misbehaviors. F also remembered:

My physical education teacher in high school just had to turn around and look at you...[also] he would raise his voice and say: "Hey!...come over here", [he would] pull you over, talk to you....(F)

During their years as high school pupils, these student teachers not only learned strategies for handling misbehaviors, but many of them even acquired a keen sense of distinction between those actions taken by their former teachers which were effective and those which were ineffective. They labeled as effective actions such as "looking" at culprits, trying to be positive (e.g, inquire about the motives for misbehaving), sending culprits to a higher authority, and taking disciplinary actions (e.g., writing disciplinary reports, giving detentions, deducting grade points, and calling parents). Those actions which they considered to be ineffective were ignoring the misbehavior, raising the voice and yelling, making an example of a culprit in front of the class, and sitting culprits out temporarily.

I don't think they [my physical education teachers] (at my high school at home) cared that much, to tell you the truth...They tended to ignore [misbehaviors] and just say: "good job, good job"...That was not correct in their doing. (E)

My [physical education] teachers used to yell at you ...which only lasted a couple of seconds, and then the kid was doing the same thing again...They never talked privately [which] would be more effective...I would wait until the end...Yelling at them during the class in front of their friends would only make things worse [because their] friends [would be] laughing at them [and that] would have them act up again because they [would be] mad and miserable. (C)

In spite of such clear distinctions between effective and ineffective actions, two student teachers (A & F) admitted that they would apply some which they had considered ineffective while talking about their former teachers' (sit culprits out temporarily, and make an example of culprits in front of the class respectively). This fact may indicate that they simply did not know any other ways to act.

Taking pupils aside to reprimand them privately has been described as an effective way to deal with misbehaviors (Doyle, 1986). It is important that teachers handle the misbehaviors so the pupils being reprimanded do not feel threatened by the presence of others who may make fun of them, which may cause the misbehaving pupil to feel resentful toward the teacher and to misbehave more often afterwards.

Furthermore, in order to be successful, teachers' actions toward pupil misbehavior need to be inserted into the flow of the activity rather than interrupting it

(Doyle, 1986). In contrast with such accepted wisdom from experienced teachers, these student teachers suggested some actions which were neither private nor non-disruptive to the whole class.

I think it is important to punish them for misbehaviors whether it be 10 pushups, 20 pushups, 20 situps...The punishment would be more severe with more severe misbehaviors. (E)

E's words indicate that he did not realize that his own actions (visible to a significant portion of the class), instead of preventing the culprits from misbehaving, may induce them to misbehave again because they may resent being ridiculed in front of their peers. These kinds of public actions are ineffective because they not only draw the attention of the rest of the class toward the particular culprits but, ironically, may also interrupt the flow of the activity and create new opportunities for disruption.

How punishment is delivered is as critical as what the consequences are. These student teachers also learned from their former teachers' actions that when the teacher's action is not appropriate and fair (e.g., if the teacher overreacts, or if the action is not in accordance with preestablished consequences), the misbehaving pupil may turn against the teacher and the situation may get worse.

When I become upset sometimes I do raise my voice too much and do get very loud at them. Sometimes they'll retaliate back. (F)

I'd never punish students in front of other students...I'd never scream at them in front of others...or [make them] do push-ups. That would make the situation worse...I would talk personally with students and make them understand I don't accept their behavior. (A)

In view of such actions it seems that some of these student teachers talked about acting in ways which ultimately may have negative consequences. Others appeared to anticipate such negative consequences and suggested more effective actions.

Ways in which these student teachers thought they could handle group misbehaviors. Not all the student teachers talked about actions they might use for group misbehaviors. Only A, D, and F mentioned actions in this regard. A assumed that she either would quiet down and wait until pupils would do what they were supposed to do (listen, for example) or would call a timeout and hold a conference with pupils about the misbehavior. F would first squelch (e.g., "Shh", "Quiet!", etc.) or raise his voice to call for pupils' attention and, if that would not cause the desired effects, he would order physical activity as punishment (run or swim laps) which was also D's only strategy for group misbehavior.

The other student teachers did not mention any actions related to group misbehaviors. This may indicate that they either did not consider needing any or that they simply forgot to mention any actions in this respect. That

these student teachers did not think about group misbehaviors could be possible, given that many teachers indicated that only a few individuals misbehaved in their classes (Doyle, 1986).

Only one teacher remembered how a former teacher acted upon group misbehaviors: he would first stop the activity and...

wait until everybody was ready to go...[which] was effective because he got those kids [the culprits] on task... [but] was ineffective [at the same time] because the kids who were good were the ones who suffered. (G)

Differences between actions at the elementary and high school levels. Student teacher (C) was the only one who distinguished between actions with elementary and high school pupils. For misbehaviors at the elementary level she suggested "take away things they like (e.g., recess time)". At the high school level she suggested talking to the culprits and, if they should continue with their attitudes, send them to the principal and call the culprit's parents in for a conference.

Other researchers reported that teachers react differently to similar misbehaviors depending on the age of the culprits. Elementary teachers, for example, use "soft imperatives" such as, "Why don't you be quiet?", "Didn't I tell you not to jump on the mats?" (Borman, Lippincott, Matey, & Obermiller, 1978). It seems that

teachers' interventions become harsher and more public as students get older (Humphrey, 1979).

What These Student Teachers Actually Did When Confronted with Pupil Misbehaviors

These student teachers showed both similarities and differences in the ways they handled misbehaviors (see Appendix M). The following are descriptions of these student teachers' most common actions while teaching which were analyzed in the videotape reviews.

In general, these student teachers' actions were pretty much based on their previously described belief systems. They followed their basic three steps: talking to culprits, (if culprits continued acting up) removing them from the activity, and finally, as a last resort, sending them to a higher authority. The third step, however, was seldom used.

Besides ordering culprits to do the task assigned, these student teachers' most frequent action was to remove culprits from the activity temporarily. This may show that their abilities to persuade pupils to get involved in the task or to keep pupils motivated were not very good.

They recognized, however, that removing pupils from the activity was not a good solution. Pupils seemed not to care about that kind of punishment, and in most cases they even caused more trouble. This suggests that although

these student teachers' belief systems may have seemed solid and logical, they did not work fully. Consequently, these student teachers needed to learn new ways of dealing with pupil misbehaviors.

While their actions upon pupil misbehaviors, as a group, followed certain patterns, there were also important individual differences which are worth mentioning. Each student teacher's ways of acting idiosyncratically were as follows:

Student teacher A. When dealing with individual misbehaviors, A tried to keep the culprit involved in the activity (8 out of 10 times). Upon perceiving a misbehavior, she usually walked up to the pupils and talked to them in a patient and serene manner, yet maintaining a serious expression "to show them that I mean business". She never yelled at them (not even in the worse cases) and always gave them a second chance. She used not only desist commands such as "stop fooling around and go back to your station", but also showed a positive attitude by trying to make pupils understand that physical education is serious. In those cases in which good arguments and words were not enough, she made pupils sit out. This strategy was not successful, since culprits did not stay in the bleachers (place designed for them) but kept coming back and disturbing other pupils. In one instance she had to send one student out of the gym, and

even then the pupil came back. Most of the misbehaviors she had were due to her lack of "withitness" (while teaching she missed almost 50% of the misbehaviors which may have occurred--misbehaviors which she identified later in the videotape reviews) because she tended to concentrate her attention on individual pupils for long periods of time and often had her back to other pupils. Most of the misbehaviors were off-task or non-participation although pushing and shoving also quite frequently occurred. Perhaps the nature of the activity (gymnastics) and the structure of the class (stations with different apparatus in each station) fostered student misbehaviors.

Student teacher B. B's way of acting upon pupil misbehaviors was different from A's. She tended to overreact and become overwhelmed. She seemed not to have a clear scheme and did often become outspokenly frank about it. In the videotape reviews she admitted " I didn't know what to do", and "[at that point] I was so upset that I was ready to scream". Perhaps because of her insecurity and lack of resources, she tended to remove culprits from the activity (1 out of 3 times) and took drastic measures such as giving detention. Her lack of self-confidence was often reflected in her statements about culprits: "they know that I am young...and they think they can do whatever they want". On one occasion, when one pupil ripped up the

detention she had just handled to him, B actually sought help from her cooperating teacher.

Student teacher C. C's most usual way of dealing with pupil misbehavior was to yell out at culprits across the gym and ask them to stop misbehaving. Although she did not have severe misbehaviors (maybe because of the age of pupils--1st and 2nd graders--) she admitted having few resources to deal with them: "I didn't know what else to do", and after acting she wondered "if it was going to work or not". C often used public punishment and peer pressure (taking points off from the culprit's team) to take care of culprits, although admitting that such actions made pupils feel "mad and miserable". Obviously, she did not have an overall effective scheme for how to handle misbehaviors. On two occasions she ignored the misbehavior because she thought her action would not be effective. She often admitted that her actions had only temporary effect and "after a few minutes [culprits would be doing] the same thing again.

Student teacher D. She was without doubt the one who had the most problems in dealing with pupil misconduct. She was also the one who had the fewest strategies to deal with culprits. In her opinion that happened because her pupils were high school seniors, physically much bigger than her and she was shy and lacked self-confidence. It is reasonable to believe that these

two factors did contribute to her problems. On top of that, according to her, some of her pupils were very disrespectful (they would not listen to her and laughed at her when she was talking to them "because they didn't take me seriously. They thought that I didn't have any power to do anything"). She often mentioned that she was desperate, that she did not know what to do with those pupils. She usually warned culprits and sat them out, but these actions had little or no disciplinary effect on the culprits. They may have perceived being sat out not as a punishment because in most cases they fooled around even more.

Student teacher E. E was very clear in his concepts when he talked about his actions: "[pupils] need to know what they are doing wrong". The age of pupils (high school juniors) and the nature of the activity (floor hockey) might have had something to do with the kinds of misbehaviors which occurred. He had to deal with quite a few aggressive behaviors such as pushing and shoving, rough play, and even a couple of fights (kids may perceive these behaviors as natural parts of this "sport" since they see the professional ice hockey players do the same things). In those cases, he opted for removing the culprits from the activity, making them sit out (almost 25% of the times he identified misbehaviors in his videotapes) for a few minutes. Here again, culprits that

were sat out did not take the punishment seriously, and came back to interfere with the game. E confessed: "I don't know what else I could have done". He also admitted being frustrated with some of the culprits because they would keep misbehaving repeatedly.

Student teacher F. On one occasion he was pushed, on another occasion he was sworn at, and on another a pupil threw a ball at him. Perhaps these pupil reactions were the result of his attitude: "I am big on respect...very discipline-oriented". To achieve pupil respect he yelled and presented himself in a way which made pupils not like him. His way of dealing with repeat offenders was to sit them out (1 out of 4 times). He admitted: "Many of the kids don't like me, but they respect me." He was also conscious that the way he was acting was causing problems for him: "I have to calm myself down".

Student teacher G. He was with no doubt the most sophisticated of all the student teachers. He often realized that many of the misbehaviors happened because he had not foreseen them. He was usually very kind to culprits, understanding of their misbehaviors "they are kids...[and] kids do these things". On a few occasions he yelled over at students, but his yelling was motivated by the high level of noise in the gym instead of by his anger. In one case he confronted verbally and publicly one

pupil who had been misbehaving repeatedly class after class. He dared the culprit to tell a joke ("he is a joke-teller, that's how he makes his friends" he said talking about him later on during the review). That was the only time in which he felt as if he were "walking a tight rope". Other than that, he was secure in his actions. Although he had a difficult class to deal with (a sixth grade with two definite ethnic groups--whites and Hispanics who spoke different languages), all pupils liked him and respected him. Fights were among the most usual misbehaviors with which he had to deal. He always separated the culprits immediately and did not make a big deal out of it.

Student teacher H. H. was the only student teacher who had to deal with an all-boys class. Habitual misbehaviors were pushing and shoving and displaying a lack of interest. He admitted that lack of interest was caused by the long periods of waiting time pupils had. Lack of equipment (only one set of parallel bars in one class, and one set of rings in another class), the large number of pupils assigned to him (20), and the nature of some of the activities (wrestling) might have fostered these kinds of misbehaviors. He was patient and had the lowest percentage of removing pupils from the activity (only 1 out of 21 times). He was also the one who confronted students physically by forcing them into position. He also

ridiculed one specific culprit in front of the class--"I wanted to use him as my guinea pig", he explained later in the review. Most times he just told culprits to stop misbehaving. He acted this way for two reasons: he empathized with them ("They are bored because they have to wait", "I was one of these kids who used to fool around") or it would have been unsafe to do anything else while he was spotting the pupil who was working at the rings or bars at the time.

Alternative Actions These Student Teachers Would Have Taken After Seeing the Effects of Their Previous Actions on Culprits

On some occasions, these student teachers' actions upon pupil misbehaviors did not obtain the desired result. Asked about this lack of success and presented with the hypothetical opportunity to act upon such misbehaviors a second time, the student teachers speculated about what they would do which might be more effective. The following is an analysis of (a) what these student teachers might have done instead, (b) why they would have tried a new strategy, and (c) why they would not have tried a new strategy.

What these student teachers would have done if they had had the opportunity to act again. The new actions mentioned by these student teachers may be classified into

two main categories: actions directed toward pupils and actions directed toward themselves (see Appendix N).

1. Actions directed toward pupils. These actions can in turn be divided into two subcategories: more drastic and less drastic than their previous one. Out of the 35 new actions mentioned by these student teachers, 18 were more drastic than the previous ones. Two student teachers in particular (A & B) were the ones who most often chose to escalate their actions (5 and 4 times respectively). From this information it seems that these two student teachers felt they needed to be more forceful and apply harsher punishment to pupils instead of trying more positive methods. On the other hand, D was the only student teacher who chose not to act any harsher.

In general, the two actions these student teachers as a group mentioned most often were sitting culprits down instead of talking to them and sending culprits out instead of sitting them out (four times each). These data are an indication that perhaps these student teachers did not have the verbal ability to convince pupils to behave and thought that sitting them out would be an effective way to deal with them. Sitting pupils out, however, appeared not to be an effective method either. Often times, after seeing that sitting culprits out was not working, these student teachers thought of sending pupils to the office. They, however, seldom did it.

These student teachers opted for less drastic measures only 8 times. Three student teachers (B, C, & F) realized, once each, that yelling was not appropriate and chose either to wait silently until pupils would behave or to talk to pupils and inquire about their motives to misbehave. B decided that it would be a good idea to talk to her class instead of confronting it by making negative remarks. Other options chosen by the student teachers were: letting culprits continue in the activity instead of sitting them down (G), not confronting them physically (F), and talking to them privately instead of in front of the class (D). That the majority of these student teachers (all but E & H) thought of less drastic actions may indicate that they realized that sometimes acting too harshly is not as effective as it may seem.

2. Actions directed toward themselves. It is evident that some of these student teachers have the capability to become more successful teachers. This became apparent when they mentioned actions which were directed toward improving their own ways of dealing with misbehaviors in the long run. All but A and E mentioned actions in this regard. Student teachers D and G mentioned such actions three times each. G mentioned better managerial planning (twice) and not stopping the activity as new ways of acting upon, and even preventing, pupil misbehaviors. D realized that reprimanding culprits

separately would prevent them from backing each other up and would make her more effective. C also learned from her previous actions, and decided that positioning herself closer to culprits and giving more specific rules would be beneficial for her. This last action was also mentioned by B. Other self-correcting actions mentioned by these student teachers were not turning own's back to pupils (H), reacting more quickly (F), and acting from the first day (F).

Reasons these student teachers had for choosing new actions. The reasons these student teachers gave for choosing new actions are several. The most common reason for choosing a different action was that these teachers knew that this second choice was effective because it had already worked in the past. This means that these teachers had the capacity to store information about the degree of effectiveness of their actions and were ready to use those which worked. That they did not do it in the first place may be explained by their desire to experiment with new actions or because they could not think of the effective solution at the time the misbehavior happened: "It happened too fast. I didn't have time to think about what to do". (D)

Another reason they often mentioned was that with the new action pupils would take them seriously. This may mean that these student teachers had an authority problem and

wanted to solve it. In those cases they chose more drastic actions to show pupils that they were in charge. That could be a way to compensate for their lack of self-confidence. Also one must take into account that these student teachers were being evaluated by their cooperating teachers, and having pupils not take them seriously could jeopardize their final grade.

Some of these student teachers' reasons showed that they also took into account the other pupils, those who were not misbehaving. In some cases they saw that their previous action had not been effective enough to prevent culprits from disturbing other pupils (e.g., allowing a culprit to continue in the activity and the culprit disturbed other children). In other cases their own actions disturbed other pupils who were innocent (made the whole class swim laps when only a group of pupils were misbehaving), yet in other cases they felt their action had not been fair to others (e.g., they did not punish a pupil when they did something other pupils had been punished for previously). These reasons showed an honest concern for the wellbeing of the pupils in general. It also demonstrated a higher stage of teacher development (Fuller & Bown, 1975) since their concerns were not only with the self, but were extended to others.

There were other important reasons which took pupils into account. G, for example, decided to act differently so he would not alienate the culprits. He felt the need of

having pupils on his side and did not want to be "someone to hate...an authority figure". He obviously wanted pupils to like him (a typical concern of beginning teachers, Fuller & Bown, 1975).

But these student teachers thought of other pupils not only to protect them from culprits' misbehaviors or to be fair to them, but also to either use them to pressure the culprits to behave (e.g., taking points off from the culprits' team) or to make sure the other pupils would get the same message delivered to the culprit (e.g, using one culprit as an example for all).

Only two student teachers were concerned with the pedagogical aspects of their new action: acting in a way which would allow them to keep on teaching the other pupils, acting so culprits would learn something positive from the experience, or acting so they themselves would learn something and understand why the pupils misbehaved by asking the culprits about their motivation to act in such a way.

Finally, some of these student teachers' reasons suggested that they had reflected about the consequences of their previous actions and had realized what their mistakes were, thus hoping to avoid them in the future. D, for example, realized that reprimanding a group of three pupils together put her at a disadvantage because the pupils backed each other up against her. She decided that, if the same thing happened again, she would talk to them

separately because that way they would not be able to "help each other out" and she would have the advantage. As another example, F decided that in the future he would not try to stop pupils by putting himself in their way with his arm up because this way pupils would not feel they had been pushed by him and a possible fight between him and the culprits would be avoided.

Sometimes, although they admitted that their actions had not been effective, these student teachers admitted that had they had a new opportunity to act they would not have acted differently. The reasons they gave were that they did not know another way ("What else could I have done?" [F]); that the pupil who had misbehaved was not a repeat offender and therefore there was no reason to act differently, and that the misbehavior was not that bad that it needed further action. On a few occasions these student teachers did not mention their reasons for choosing the same response again.

Reasons These Student Teachers Gave for Acting upon Pupil Misbehaviors

Once one has seen these student teachers' actions upon misbehaviors, the next question logically is, What led them to act? The present section will analyze the reasons which motivated these student teachers to act.

There were ten major reasons. From most to least often mentioned, these reasons were (a) to prevent the misbehavior from spreading to, or interfering with, other pupils, (b) to maintain safety, (c) to punish a culprit who was a repeat offender, (d) because the culprits were not doing what they were supposed, (e) because the misbehavior bothered the student teachers personally--they felt confronted, (f) because the student teachers were afraid that if they did not act the misbehavior would get worse and they would lose control of the class, (g) because the student teachers felt that the culprits were wasting class time, (h) to prevent the misbehavior from happening in the future, (i) because the student teachers wanted the culprit to learn, and (j) to protect school equipment (see Table 2).

Prevent the Misbehavior from Spreading to, or Interfering with, Other Pupils

"I had to respond, otherwise everyone else would be doing the same thing" (C). This was the most common reason (1 out of 4 instances) which led these student teachers to act upon pupil misbehaviors. All of them acted for this reason at least twice, although some (B & C) did it 9 times. This result suggest that the student teachers were concerned with maintaining an orderly and calm atmosphere for those pupils who were on-task and were afraid of the "ripple effect".

Table 2. Reasons (in Descending Frequencies) Which Made the Student Teachers Act upon Pupil Misbehaviors.

Reasons	Percentage
Prevent misbehavior from spreading to, or interfering with, ontask pupils.....	24 %
Safety, avoid injury.....	16.7 %
Repeat offender.....	13 %
Culprits were not doing what they were supposed to do.....	12.5 %
Student teachers felt personally confronted....	10.9 %
Student teachers were afraid they would lose control of the class.....	7.3 %
Pupils wasting time.....	5.7 %
Prevent culprit from misbehaving again in the future.....	5.2 %
Student teachers wanted culprits to learn the activities.....	3.1 %
Protect school equipment.....	1 %

This may be explained by the need of these student teachers to be in control. One must remember they were being evaluated by their cooperating teachers, and a disorderly class could jeopardize these student teachers' final grade.

Safety

Safety also ranked very high among these student teachers' reasons to act upon misbehaviors (1 out of 6 times). They were concerned with preventing injuries:

I saw them pushing and shoving trying to knock each other out of position to get the "perfect" stick. [I acted because] somebody could get hurt (knocked down or something). (E)

Due to the special characteristics of physical education involving jumping, physical contact, fast movements, use of equipment, etc., the risk for pupils getting hurt can be great. Sometimes pupils themselves create dangerous situations such as swinging sticks, fighting, tripping one another, and so on. These student teachers showed some concern and dedication to avoiding such instances as a part of their job.

This concern and dedication may be explained by the fact that one important function of physical education teachers is to help pupils move safely. Among the student teachers there was only one (D) who did not act for safety reasons. She seemed not to be aware of the dangerous actions of her pupils.

The Culprit Being a Repeat Offender

That culprits would misbehave again after having been reprimanded previously was something that really discouraged these student teachers. Each one of them had at least one pupil who would misbehave repeatedly and consistently throughout the class. Thus, the student teachers felt obligated to act toward these culprits in increasingly severe ways to try to deter their behaviors: "How many chances can you give a kid? I tried to make an example out of him." (G)

That pupils were repeat offenders could have been for various reasons. One of them could have been that student teachers' previous actions were inappropriate (e.g., not strong enough or too strong). Another cause could have been pupils' continual need for attention. These student teachers seemed to need special help to identify the causes of such pupil actions and to devise more fitting strategies to better address repeat offenders.

Concerning repeat offenders, literature has reported that teachers do take into account the culprit's previous history of misbehaviors when deciding to intervene (Pittman, 1984).

Culprits Not Doing What they Were Supposed To Do

Teachers in general, and these student teachers were not exceptions, have mental images of things they expect pupils to do (Fernández-Balboa, 1988; Morine-Dershimer,

1978-1979). Once these student teachers had given the pertinent instructions, they expected that pupils would do "exactly" what they were told:

[I acted because] they weren't doing what I wanted them to do. [What they were doing] wasn't appropriate. (H)

Sometimes the student teachers' expectations contrasted with pupils' interpretations of their instructions: "[pupils] were a little wound up [today]. they wanted to play; they didn't want to learn" (G). At other times, pupils seemed to have no intention whatsoever to do as told: "He wasn't doing his pushups. He didn't do one. [If I had said something to him], I would have got a response back from him, a remark, an excuse: 'my shoulder hurts'. I know the kid" (D). And in some cases, student teachers' instructions simply were not clear or even given: "[One pupils pushed another pupil down. That happened because] the lessons hadn't started yet and I didn't give them any instructions as to what to do" (C).

From these data, it appears that these student teachers did not understand how children behave, especially when very clear rules and consequences are not laid out and followed. Also it could be that they did not realize that they may not have presented the tasks very clearly. Given these circumstances, there is little wonder that the student teachers often perceived pupils as not doing what they were supposed to be doing.

Student Teachers Felt Personally Confronted or Tested by Pupils

Although not all student teachers acted for such reasons, four of them frequently felt confronted or tested by pupils (principally F & E, who acknowledged such feelings 8 and 5 times respectively--that is, 1/3 and 1/4 of the total times each one of them acted upon misbehaviors): "He cursed at me, so I yelled back" (F).

What this may mean is that these particular student teachers were unusually insecure, interpreting many pupils' misbehaviors as "testing the teacher". They took pupil misbehaviors personally. Student teacher F saw pupils as people who needed to be controlled by an authority figure. This attitude did not sit well among his pupils who on three occasions attacked him either verbally or physically.

Student Teachers Were Afraid they Would Lose Control of the Class

Only four of the student teachers said they acted for this reason. In particular, student teacher A mentioned this reason quite frequently:

[I was thinking], if I don't act now, then I'll have difficulties controlling the class for the rest of the period. (A)

These words may indicate that A had a sense of the consequences the ripple effect could have on pupils. Those student teachers who did not mention this reason may not

have understood that, if not stopped quickly, one pupil's misbehavior may spread to others (Kounin, 1970), or they may have felt secure enough in handling their classes to attribute their reasons for responding to pupil misbehaviors to other causes.

Saving Time

Four of the eight student teachers indicated this reason approximately 3 times each. Experienced teachers seem to have a good sense of time distribution and they are able to pace activities to fit into the lesson schedule. Student teachers, due to their inexperience, have difficulties with pacing and sometimes feel pressure to hurry up in order to complete the lesson as planned. At other times, due to inexperience, student teachers may not realize that pupils need to be pushed along. That might have been the case of the other four student teachers who did not express saving time as a reason for their actions. F did express this awareness: "[I acted] because she does every class. She keeps the class waiting, and that's not right".

Prevent Misbehaviors from Happening in the Future for the Same Pupil

Only C acted consistently for this reason: "[I acted] because if I didn't...they would have kept doing it". What is interesting is that in both the initial interview and throughout the videotape reviews she was also one of the

student teachers who did not think that her actions upon pupil misbehaviors would have a permanent effect. She believed that her actions would deter pupils from misbehaving only temporarily: "[my action] would have worked, I think, but not for a long time", "I was thinking how long [the effects of my action] would last".

Her words seem to indicate that although C realized that in order to avoid misbehaviors from arising one must act, she did not know effective ways to do so. These words may also mean that she had few ideas about how to set up a total management system. In this sense, she needed guidance.

Student Teachers Wanted Culprits To Learn the Activities

"Sometimes [pupils] don't like the activity. [I acted because] I wanted to try to talk them into trying some stuff" (A). This reason was not given frequently. Perhaps the student teachers were not as concerned with culprits' learning as they were with simply keeping them under control while doing something. This may indicate that these student teachers think of acting upon misbehaviors only as getting rid of the problem. They seemed not to realize that their actions upon misbehaviors, instead of being just to stop them, could at the same time be directed toward strengthening academic performance (Ayllon & Roberts, 1974).

Protect School Equipment

"We must preserve the equipment. It's all we have" (B). This is the reason least mentioned by these student teachers (only twice). This does not mean that they had little concern with school equipment, but that there were not that many misbehaviors in this area. As a matter of fact, they responded 2 out of 2 times to such misbehaviors. Another possibility is that these student teachers did not consider certain pupils' actions to be misbehaviors.

Summary and Conclusions

The main reason why these student teachers acted upon misbehaviors was to maintain a controlled and orderly environment and provide safety for pupils (24% of the times). This may be a consequence of their need to appear effective so that their cooperating teachers would evaluate them positively. They were little concerned, however, with the learning of the culprits. Furthermore, they seemed to focus on what they wanted pupils not to be doing, but the opposite (what they wanted pupils to be doing) was not so easy for them to visualize. Therefore, these student teachers had difficulties interpreting the environment, predicting future courses of events, and

determining the consequences of their own actions (Borko et al., 1979; Shavelson, 1978; Shavelson, Cadwell, & Izu, 1977).

Another conclusion from these data may be that the reasons these student teachers gave for acting upon pupil misbehaviors reflect concern with themselves. They express their fears, their lack of confidence, their lack of assertion. This may mean that they are still at a very early stage of their development as teachers (Fuller & Bown, 1975), a very logical place for them to be. It is reasonably expected that these student teachers' concerns with the self will diminish as they acquire more experience (Adams, Hutchinson, & Martray, 1980; Adams & Martray, 1981).

But to assume that experience alone will make these student teachers progress through developmental stages in teaching is naive. Many novice teachers leave teaching early in their teaching careers because they are not able to deal with the problems they encounter (Lanier & Little, 1986). This could be the case for some of these student teachers if help in the form of careful reflective analysis of their pupil misbehavior problems is not given to them promptly.

Thoughts These Student Teachers Had During and
Immediately After Their Interventions upon
Pupil Misbehaviors

A further aspect of this study concerns the thoughts these student teachers had at the exact moments in which they dealt with the misbehavior. In the videotape reviews they were asked to recall what they were thinking about during and immediately after their interventions upon pupil misbehaviors (see Table 3).

In many cases, these student teachers did not report any thoughts either because they were not aware of thinking anything or could not remember what they thought. These results may indicate that they give little importance to their own thought processes or do not realize that it may be useful for them to reflect on their own actions in order to achieve a better level of teaching.

Most of these student teachers' thoughts related to four main topics: (a) personal feelings about the misbehavior, (b) the action taken, including doubts about what to do and the results of such actions, (c) the culprits, concerning their motivations to misbehave and their reactions to the student teachers' intervention, and (d) their general teaching situation, with thoughts related to what to teach next or something else not directly related to the misbehavior itself.

Table 3. Percentage of Thoughts About Pupil Misbehaviors These Student Teachers Had While Teaching

Thoughts	Percentage
NO THOUGHTS.....	... 36.2 %
Didn't have thoughts or didn't remember	
THOUGHTS UNRELATED TO THE MISBEHAVIOR.....	... 5.2 %
Thought of the next academic task	
THOUGHTS ABOUT THEIR OWN ACTIONS.....	... 36.5 %
Didn't know what action to take (3.0 %)	
Tried to decide among several actions to take (2.6 %)	
Had doubts about the action's effectiveness (8.0 %)	
Had negative feelings about the action taken (3.5 %)	

Thought about what they wanted to accomplish (5.8 %)	
Realized what action to take (3.0 %)	
Had positive feelings about the action taken (8.0 %)	
Thought of another action to take in the future (3.5 %)	
STUDENT TEACHERS' THOUGHTS ABOUT CULPRITS.....	... 22.1 %
Personal negative feelings about the culprit (16 %)	
Questioned culprits' motivation to misbehave (4.4 %)	
Wondered about culprits' reaction to their action (1.7 %)	

Personal Feelings About the Misbehavior

The thoughts these student teachers most often reported reflected negative personal feelings (such as anger and frustration) about the misbehavior. Two student teachers reported such feelings most frequently: "I was thinking how mad I was getting when they were saying things to her", "I was angry because I had gone out of my way to help him", and "I was sick and tired of him fooling around" are examples of B's thoughts. As for F, his words were "I was mad because they do it every time", "I couldn't believe he pushed [me]. I was mad. I wanted to hit him".

The difference between B and F was that once the misbehavior instance was over, F tended not to think about it any longer while B felt the effects of her pupils' actions long after they were over: "It [the misbehavior] affected my teaching for the next 15 minutes". With two exceptions (E & H), the rest of the student teachers reported similar thoughts. This may mean that most of these student teachers get very emotionally involved and take pupils' misbehaviors as a serious threat to themselves.

Thoughts About the Actions

Some of these student teachers reported that they did not know what to do when confronted by pupils or that they had difficulty deciding among several alternatives. D

often commented about her inability to come up with appropriate actions to cope with misbehaviors: "[I was thinking] what am I going to say to him?", "I would have spoken to them...[but] as soon as I'd turned my back they would have done it again". Other student teachers also had many doubts about the effectiveness of their actions. C repeated thoughts like "I was thinking if [my action] was going to work or not" or "I was thinking if [the misbehavior] was going to happen again, and if it happened again I would have to do something else".

Only two student teachers mentioned having thoughts about what they wanted to accomplish with their actions. This lack of general awareness about what goals their actions would serve may partially explain why most of these student teachers had difficulty deciding what actions to take or whether those actions would be effective. In order to act effectively, one must know the objectives to be accomplished.

They did not have a frame of reference nor a solid base for their actions. Novice teachers in general, as these student teachers may be characterized, constantly encounter new situations and new misbehaviors, yet their repertoire of actions is still very limited. Consequently, they must act on a trial and error basis and hope many of their actions will be successful.

When their actions were successful, some of these student teachers showed surprise and relief. In this

sense, D related: "I was hoping he...would go get the ball, and he did. I was glad. He could have caused more problems...but he did what I told him". Also, when these student teachers succeeded, they tended to repeat those actions in future similar situations: "[I did it because] it had worked before", said C in one instance.

But they had other thoughts about their own actions which were neither negative nor reflected surprise. Indeed, all student teachers but one (C) expressed some degree of satisfaction about some of their interventions. E self appraised most frequently of all in this sense: "...that was an O.K. way to deal with the situation", "it was the right thing to do", "I was glad I didn't punish them".

Three student teachers showed some sense of anticipating events which may occur in class when they brought up thoughts such as "I have to keep an eye on them", or "next time, they are out" (both A's thoughts) concerning future actions. Thoughts of this sort indicate a certain degree of sophistication which enabled these student teachers to foresee pupils' actions. As already seen in this chapter, these student teachers did not know many strategies to prevent misbehaviors before happening. This sense of anticipation may be a first step toward prevention. G seemed to be the closest when he thought: "Maybe I should make more stricter rules", or "I should keep them off the bleachers".

Thoughts About Culprits

Culprits were also the focus of some of the thoughts of these student teachers. There were two different themes concerning pupils. Some student teachers questioned the motivations of the culprits to misbehave: "[I was wondering] why they did it" (E), or "Why do I have to tell him to get off the side of the pool?" (F), or "I don't understand why [pupils] swear at me" (F). The other thoughts about pupils concerned their reactions to the student teachers' responses to misbehaviors: "I hope other [pupils] will see my action and won't do the same" (A). When G dared a pupil, who often interrupted him by making "funny comments", to tell a joke to the class, he remembered:

I was wondering if he was going to come up with something funny to say ...If he had said something funny, I would have respected him more...[although] I would have looked kind of foolish. Everybody would have been like: ha, ha, right back in his face.

This last quote is a clear example that this student teacher was consciously experimenting with his action. He did it to learn something from the experience: "I had walked a tightrope. I took a good chance, just for future reference", he added.

Thoughts About Their Next Academic Task

Finally, there were other thoughts some of these student teachers had while addressing pupil misbehaviors which were not directly related. Instead, these thoughts

concerned balancing all their teaching activities in the lesson. G and H were mainly the ones who revealed such thoughts: "[I thought] that I got rid of that one problem and was able to concentrate on what I was supposed to be doing [spot the pupil in the rings]" (H), and "I was thinking about the next task: how to move from one activity to another" (G). This quick forgetting of the misbehavior may be due to the great numbers of things student teachers had to think about at once (Doyle, 1979). B's words are a good example of this:

My mind was not fixated on that [pupil] at that time because something distracted me the second I started reprimanding him. So, it was like a split mind, I was thinking one thing while doing another.

Summary and Conclusions

Very often, these student teachers admitted not having thought or not remembering their thoughts during the managerial episodes dealing with pupil misbehaviors which were analyzed in the videotape reviews. On those occasions where the student teachers did report thoughts, they specified four topics: (a) negative personal feelings such as anger and disappointment about the misbehavior; (b) thoughts regarding their own actions--doubt and indecision about the action to take and satisfaction or dissatisfaction about the action taken were the most usual, but in a few instances they reported thinking about what they wanted to accomplish with their actions or they

admitted thinking about future actions; (c) thoughts related to their pupils' motives for misbehaving and their reactions to the student teachers' actions; and finally (d) thoughts about other aspects of their teaching situations.

Again, these student teachers' thoughts seemed to reiterate what has been the clear pattern throughout this chapter: their major concern was with themselves, a clear indication that they were still at a very early stage of development as teachers. But being concerned with themselves was just a consequence of their lack of resources and strategies for dealing with pupil misbehaviors. They were like soldiers who have to fight a battle without ammunition. Their chances of being successful would seem to be very slim.

Due to this lack of resources, these student teachers were often unsuccessful when addressed pupil misbehaviors. This lack of success only reinforced their insecurity and lack of self-confidence, which in turn, made them even more concerned with themselves--a vicious cycle from which it was difficult to come out.

This cycle can only be broken by helping these student teachers externally: giving them specific feedback about their actions, offering them new alternatives, and supporting them consistently throughout their student teaching experience. Additionally, it would be important

to help preservice teachers earlier in the program, so when they get to the student teaching stage they would be more ready both to prevent and address pupil misbehaviors.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The most important conclusion this investigator arrives at from the results is that these student teachers had a fatalistic view concerning pupil misbehaviors. They believed that there is nothing one can do to prevent misbehaviors from happening. This belief may have been fostered by four different factors. First, these student teachers had an internal conflict in deciding what physical education should be like. Is physical education really like the other so-called academic subject matters or is it different? They wanted to believe that physical education should have the same status as math or science but at the same time they perceived physical education as a "fun" subject, "less structured", and "not a lecture class".

It is not strange that these student teachers had mixed ideas about physical education given that (a) some school teachers of other subject matters teach physical education, thus giving the impression that physical education does not have to have a specialist to teach it--anybody can teach it; (b) physical education has low priority in many schools and with boards of education--when the budget is low, sometimes physical education is

cut out; (c) physical education is associated with sports and games--many of these student teachers spent more time refereeing, organizing games, and monitoring than they did teaching; and (d) in physical education, it seems that having "fun" is more important than learning.

Their conflicts about the importance of physical education made it difficult for these student teachers to establish clear expectations for pupils' conduct. Thus, it is not odd that their decisions and actions concerning pupil misbehaviors were not clear either (Emmer, 1984; Metheny, 1980).

Second, these student teachers had a limited view concerning pupil misbehaviors. They were mainly concerned with individual misbehaviors and offered very few suggestions concerning their actions upon group misbehaviors. Except for one student teacher, they did not distinguish between misbehaviors at the elementary level and those at the secondary level. Furthermore, they did not have strategies to prevent misbehaviors from happening and were forced to react once the misbehavior had already happened. Therefore, their actions were remedial instead of preventive (Calderhead, 1983, 1987).

Such a narrow view of pupil misbehaviors seems to be due to their inexperience as teachers (Berliner & Carter 1986). Sentences like "It happened on the spur of the moment", "I didn't have enough time to think", and "I didn't know what to do" were typical comments which

reflected how surprised and overwhelmed these student teachers were when the misbehaviors happened. These words also indicated that the multidimensionality of classroom life made it even more difficult for these student teachers' to deal with misbehaviors. Experienced teachers generally have more complex conceptual structures which enable them to predict pupil behavior problems. They also have many more procedures readily available which allow them to deal effectively with pupil misbehaviors (Shultz & Florio, 1979).

Lack of experience, however, may not be the only limitation these student teachers had. It is also possible that such a narrow view concerning pupil misbehaviors was due to a lack of formal instruction in this regard. This, however, is not clear and more specific data is needed to reach such conclusion.

What is clear is that these student teachers' high school experience had a much stronger influence than their teacher preparation program (not an unusual situation according to Lortie, 1975) on their perspectives about pupil misbehaviors. They remembered that misbehaviors happened then and they assumed that these must happen in their classes, too. This is the third factor which may have fostered these student teachers' belief that there is nothing they could do to prevent pupil misbehaviors.

Their own high school influences were also reflected by the fact that these student teachers based their expectations for pupils' conduct on the ways they themselves used to behave, and also modeled their own action systems after their former high school teachers' systems. The student teachers remembered how they and their peers used to misbehave in high school physical education classes and how their physical education teachers and coaches used to act upon those misbehaviors. Furthermore, they had clear ideas about which of those teachers' actions were effective and which ones were not.

Although in many cases these student teachers adopted actions which they considered effective, in some cases a few of them implemented actions they themselves had considered ineffective, thus showing their sense of desperation at not having enough strategies.

Relying on one's own memories may have both good and bad consequences. Good consequences accrue by enabling student teachers to empathize with their pupils and to understand them better. On the other hand, expecting pupils to behave in the same ways they did may lead these student teachers to respond according to those expectations, and such actions may not be appropriate for some of their current pupils (Martinek, Crowe, & Rejeski, 1982), thus generating negative consequences.

The latter was what happened in these student teachers' case. Once they were in real teaching situations

and encountered misbehaviors, their belief systems turned out to be not as solid as they earlier appeared to be. They felt that their actions (perhaps with the exceptions of G & H) would not achieve the desired results and would fail to prevent culprits from misbehaving again. Their doubts about the effectiveness of their actions is a clear sign that they were not confident enough and that they need more experience with external guidance in addressing pupil misbehaviors.

Finally, the fourth factor which may have influenced these student teachers' fatalism concerning pupil misbehaviors was that their action system was not only ineffective but also very limited. This limitation may be explained by the fact that only a few of their actions had positive connotations for them. These student teachers appeared not to realize the importance of using positive reinforcements for appropriate behavior, of strengthening academic performance (Ayllon & Roberts, 1974), or of establishing work systems for classroom groups (Doyle, 1986) as ways of eliminating discipline problems.

In order to solve misbehavior problems, most of them opted for removing culprits from the activity (as a group they did that almost 1 out of 3 times). But this action was not always appropriate because culprits seemed to have even more fun when they were out of the activity. Besides, removing culprits from the activity a third of the time is

not a pedagogically successful alternative because it reduces their learning opportunities.

As a group, these student teachers considered only 1 or 2 alternatives when deciding to act upon misbehaviors. These results indicate that they had few resources. It is not strange that given the variety of misbehaviors they had to address, the various circumstances in which these misbehaviors occurred, and their lack of practical experience in dealing with misbehaviors, these student teachers felt frustrated and lost. They often had personal negative feelings of being angry and upset at the pupils when misbehaviors occurred. These feelings grew as culprits kept misbehaving.

Also when handling such instances, their thoughts frequently focused on their own actions. In most cases they had doubts about what to do or how effective their actions would be. Little thought was put into what might have caused the misbehavior or how they could have avoided it. This suggests that due to these student teachers' early stage of development they were not able to reflect on causes of misbehaviors and the consequences their actions would have on pupils (Fuller & Bown, 1975). They were concerned with themselves and not with what was going on (more than 50% of the times they did not think about what was happening).

These data highlight the need for helping these student teachers reflect about what is going on while

teaching as a more effective way for them to become better teachers. Even given specific opportunity to rethink their actions, these student teachers' alternatives were still very limited, although some of their responses showed their capability to reflect and improve subsequent performance.

These four factors may have prevented these student teachers from realizing that what they did as teachers and class managers had direct consequences for their pupils. Such lack of awareness may have been the cause which induced them to believe that pupils, not themselves and their own actions, were responsible for the majority (almost 90%) of the misbehaviors they analyzed in their videotapes. These results coincide with Brophy and Rohrkemper (1981) who reported that teachers tend to perceive pupils rather than themselves to be responsible for misbehaviors.

Basically, these student teachers attributed pupils' misbehaviors to boredom and lack of interest in the activities and to the kinds of expectations pupils held for physical education. They believed that pupils see physical education as a recreation class with little intellectual challenge. These student teachers did not realize that pupils' boredom, lack of interest, and low expectations for physical education can be fostered by teachers themselves. Teachers are the ones who must select strategies in order to help pupils reach some goal. Yet if

teachers are unable to plan and organize activities which are both intellectually and physically challenging and attractive to pupils it is no surprise that the latter will lack interest and high expectations.

Only in a few cases did these student teachers acknowledge that if they exhibited poor managerial skills, bad planning, or bad communication skills, chances were that disorganization, lack of pupil supervision, and misunderstandings between pupils and teachers would occur--factors which no doubt may induce pupils to lose interest in the activities. They mentioned, for instance, that if teachers have poor communication skills they may give confusing instructions about what is it that they expect pupils to do, thus creating a clash between teacher expectations and pupil expectations about the task.

In spite of such sporadic comments, it is evident that these student teachers were still looking for a comprehensive system which would allow them to act effectively upon misbehaviors. At any rate, most of them showed that they learned little from experience alone and that they were not able to identify strategies by themselves for addressing pupil misbehaviors.

Given these data, it is easy to question the effectiveness of student teaching, as presently structured, in helping these student teachers deal with misbehaviors. Unfortunately, the student teaching experience for these student teachers seemed to be a

difficult and frustrating one. A big factor influencing such hardship, according to them, was that they received little help from their cooperating teachers. Apparently the majority of cooperating teachers, instead of seeing themselves as people who should help student teachers, instead saw the student teachers as their helpers. In most cases, the student teachers mentioned receiving no feedback whatsoever, much less any directed toward addressing pupil misbehaviors. The standard procedure seemed to be having student teachers observe the cooperating teacher for a few days and then letting them teach on their own for the rest of the time.

But cooperating teachers are not completely to blame for their actions. With few exceptions, they were unable to guide these student teachers effectively for several reasons. First, they were not instructed about how to do so. The cooperating teachers of the student teachers in this study were physical education teachers only, not teacher educators, and they seemed not to be adequately prepared to guide these student teachers through such an emotional and difficult stage like student teaching. Consequently, one may question whether something should be done to prepare cooperating teachers better for the challenge of helping student teachers. Second, they may have believed in the power of experience alone. But experience proved not to be all these student teachers needed. They were in a dead-end situation from which they

did not know how to extricate themselves. In these cases, cooperating teachers perhaps could have realized that.

On their part, student teachers themselves did not seek the cooperating teacher's help either. Despite being aware of their own problems in dealing with pupil misbehaviors, very seldom did these student teachers request help from the cooperating teacher, for either of two reasons. First, they may have sensed that because their cooperating teacher had no other strategies to offer, he or she was unwilling or unable to help them, and therefore these student teachers might have felt uncomfortable asking for help. Second, they may have thought that they should handle their problems by themselves and that both cooperating teachers and teacher educators expected them to demonstrate such independence in their teaching. Since their cooperating teacher was one of their evaluators for final certification as teachers, these student teachers may not have consulted them to avoid giving the impression that they could not handle the situation by themselves.

In summary, these student teachers' fatalistic belief that misbehaviors cannot be prevented may have been fostered by four factors: (a) student teachers' internal conflicts regarding both the nature and multiple purposes of physical education, (b) their limited perspectives on pupil misbehavior, (c) the stronger influence of their

high school experiences overshadowing that of their teacher preparation program, and (d) their impoverished array of strategies for addressing pupil misbehaviors adequately and successfully.

Such a fatalistic outlook forced these student teachers to rely on reactive rather than preventive action systems. These systems, however, were both incomplete and ineffective, and did nothing but make them frustrated with themselves and resentful toward culprits. Their perceived ineffectiveness reinforced their belief that misbehaviors cannot be avoided and, in some cases, even created the feeling that misbehaviors cannot even be prevented from happening again in spite of reasonable actions toward them.

Moreover, the lack of communication between the student teachers and their cooperating teachers increased the reliance on reaction and the belief about fatalistic management of pupil misbehaviors. This lack of communication may have been fostered by a lack of formal preparation on the part of the cooperating teachers, specifically for helping young teachers address managerial problems related to pupil misbehaviors. As a consequence, these student teachers received very little feedback concerning strategies for handling pupil misbehaviors.

Thus, it is hard to avoid the conclusion that experience did not alter these student teachers fatalistic beliefs concerning pupil misbehaviors. Only in a few cases

did these student teachers think they could have acted more effectively, and even less often did they actually decide to do so the next time around, perhaps because they did not know more effective ways of dealing with the misbehaviors .

It is evident that these student teachers needed more experience in dealing with student misbehaviors in order to become more effective in such instances. Yet more experience alone is not enough to solve these teachers' problems. Even some experienced teachers do not realize that they do some things ineffectively until specific behaviors are pointed out to them (Good & Brophy, 1978). These student teachers were no exception. They still needed to become more aware of how teachers' actions influence pupils' behaviors. They also needed to take responsibility for their own actions and realize both the managerial and academic payoffs of anticipating misbehaviors. Finally, they needed to continue developing a comprehensive and effective system for addressing misbehaviors once they occur. It is obvious that they could not arrive at such a system on their own and that their situation called for external guidance. Such guidance would enable them to learn more effective ways both to prevent and address pupil misbehavior with positive actions. This guidance should ideally come from teacher preparation programs.

Implications for Teacher Preparation Programs

Something more needs to be done earlier in teacher training to help these student teachers with their own teaching and classroom management effectiveness with particular attention to pupil misbehaviors. Specifically, their fatalistic view about preventing and dealing with pupil misbehaviors needs to be changed to a more positive one. The student teachers in this study seemed incapable of correcting themselves. In many cases they were not aware of what they were doing wrong (they did not know better), and even if they were aware of doing something ineffectively it was extremely difficult for them to devise more effective solutions by themselves. It is the task of both teacher educators and cooperating teachers to produce this change. This conclusion leads to several implications for these two key figures in teacher preparation programs.

Teacher Educators

From the data in this study it became evident that each student teacher had different perspectives and individual needs. The ideal teacher education program would be the one which would be able to address these student teachers' individual needs separately. But this is seldom possible. There are several things, however, which teacher educators can do to address student teachers' needs in more useful ways than in most current programs.

Since their own beliefs so strongly influenced these student teachers' subsequent thoughts and actions, it becomes critical for teacher educators to understand these beliefs as a starting point for adjusting to individual differences and expectations.

Once initial adjustments have been made, a strong emphasis should be put on teaching prospective physical education teachers a system of effective management strategies drawn from the research base. Suggestions for such a system include the following:

First, given that the setting and equipment used in physical education are intimately related to pupil misbehaviors, teacher educators ought to teach preservice teachers managerial planning procedures intended to help them organize their activities and equipment so misbehaviors are avoided. These procedures can include strategies to establish sets of both rules and consequences for those who do and do not follow such rules, increase pupils' involvement and success in the activities by offering tasks appropriate to pupils' skill and knowledge levels, reduce waiting time, and facilitate transitions between tasks.

Second, since these student teachers seemed to have communication problems, teacher educators should provide preservice teachers with more extensive practice in communication skills. Acting, public speaking, and techniques such as establishing "stop and listen" signals,

bringing pupils close when possible in order to give instructions, giving specific and clear explanations, talking loudly, and using appropriate body language should be an important part of the teacher preparation curriculum.

Third, given that the factors causing pupils misbehaviors are many, teacher educators must present preservice teachers with the opportunity to identify, discuss in detail, and reflect on such factors so they may begin to understand the entire pupil misbehavior cycle, including both pupils' and their own responsibilities in perpetuating this cycle. By understanding the origins and the cycle of pupil misbehaviors, it is reasonable to assume that student teachers will be able to plan better for preventing and addressing misbehaviors in their classes.

Fourth, given that many different kinds of misbehaviors were identified in this study, teacher educators should present preservice teachers with as many examples of potential misbehaviors as possible (through vignettes, videotapes, live observations, early practicum, etc.) in order to help them reflect on such instances and guide them through the process of thinking about possible ways of preventing and addressing them effectively. This way student teachers will be more aware of their own boundaries for appropriate and inappropriate behaviors

and will be better prepared to foresee the causes of, prevent, and more appropriately react to, misbehaviors.

This study seemed to be effective in getting student teachers to think about their actions and the consequences of those actions (see pp. 176 & 177). Questionnaires and videotape reviews such the ones used in this study could be used for this purpose.

And fifth, given that student teaching seemed to be a very difficult experience for some of the student teachers in this study, teacher educators could establish early practicum experiences intended to give preservice teachers first hand experience in dealing with instances of pupil misbehavior. This would make student teaching, rather than the sole opportunity to try misbehavior management strategies for the very first time, a less stressful period dedicated to practicing and refining strategies learned earlier.

Most of the strategies suggested here are already implemented in many teacher preparation programs. They need, however, to be more systematic and more frequent. In those programs where these operations are not already implemented, teacher educators need to consider strongly how to introduce them in their curriculum.

Cooperating Teachers

As mentioned above, the student teachers in this study perceived that their cooperating teachers did not help

them much in dealing with pupil misbehaviors. The cooperating teachers, however, should not be blamed for not guiding the student teachers in this study. Perhaps instead of being blamed, what they need is to be helped so they in turn can become more helpful to their young charges. Teacher educators know how difficult it is for preservice teachers to acquire teaching and managerial skills. They also know how difficult it is to guide preservice teachers in their teacher learning experience and how long it takes to become a good teacher.

Guiding beginning teachers is not an easy task. It requires years of preparation and experience. Cooperating teachers are put in this role but in most cases they have not received formal training to do the job (Berkey, 1987). Therefore, one cannot expect cooperating teachers to be effective, although some are.

In the present system, preservice teachers do student teaching to have first hand experience and to evaluate whether or not they are capable and safe beginning teachers. In contrast, cooperating teachers seldom are provided with similar experiences to help them acquire first hand experience in how to help student teachers. Cooperating teachers do not have to undergo a formal evaluation or much scrutiny to see how good they are as teacher educators in field sites. At best, cooperating teachers are selected by their competency as teachers rather than their skills as teacher helpers.

Being a good teacher, however, is only one characteristic good cooperating teachers must have. A great painter is not necessarily a great master instructor. Sometimes great teachers, as great painters, do teach by instinct but they do not necessarily know how to transmit that knowledge to others. If one wants cooperating teachers to be teacher educators, one needs to provide them with (a) inservice courses in which they learn how to be teacher educators and (b) on-the-job collaboration.

Training courses designed to instruct cooperating teachers on helping student teachers in the area of classroom management in general and pupil misbehavior in particular need to be established. Topics for these courses may include analysis of teaching skills, supervisory skills, and the same points mentioned above for the pre-student teaching stage among other subjects. These courses would also provide the opportunity to coordinate efforts between cooperating teachers and university instructors and supervisors in order to make actions more effective. They would also facilitate communication between these parties in order to come to agree on what student teachers should learn.

Furthermore, cooperating teachers need on-the-job collaboration to help them identify strategies which in turn will be used by them to assist student teachers.

Teacher educators could be of great value in collaborating with cooperating teachers in this regard.

Studies like this one may be useful not only because they provide information about student teachers' beliefs and actions but also because they provide information which may be useful to cooperating teachers and teacher educators in general to improve their own teaching. Cooperating teachers, for instance, may participate in the videotape reviews. This participation would provide them with critical information about the specific problems of their student teachers, and from that information they could design and suggest alternative strategies.

Cooperating teachers could use information and materials yielded from studies like this one, since the use of the questionnaires and the videotape reviews was seen by these student teachers as a very effective way to help them reflect on their interactive thoughts and actions. As they expressed,

[This questionnaire] made us stop and think: "yeah, there might be some other alternatives on what we should do and shouldn't do". I think that it really gives us time to reflect upon how we reacted [toward culprits]. I think it's very important. The first time I was asked I stopped and I thought to myself: "Wow, there are different ways I can react to the situation", and that just made me more aware of what was going on, and think. It's funny, but in my classes, the day after I did the first interview and I had a problem, the first thing I thought to myself was: "Did you handle that right or is there another way you should have handled that?" And I think that every time I have a misbehavior...[Also] in the videotape I can see myself teaching, where I should be on the floor, where I shouldn't be, how I look at [pupils], when I speak to them, when my eyes follow ...I see a lot [that I couldn't see otherwise]. (B)

Watching me [in the videotape penalize somebody] for a misbehavior...I can see how I reacted to them and I can see how I should have reacted...I think each misbehavior could have a variety of ways to be acted upon...I can take a second look at what I did in different situations. [When I am teaching is different] because, first I can't see myself, and second I can't see everything that is going on in the class. (E)

When you are out there teaching, there are a lot of things you are thinking about...You don't have time to sit and evaluate exactly what's happening in the bleachers at the same time. So [the videotape] is helping me see a lot that I can't see because [while teaching, there are] a lot of things I have to do... I would like to do this every year...when I am teaching in real life. It's very useful to see yourself teach...For example, the other day when the kids were on the benches [offtask] I had the feeling that something was not exactly right, but I couldn't put my exact touch on it. So [the videotape] helps out because it points out that little thing you are missing. (G)

These quotes show the utility of the videotape as a tool which could be used to help student teachers get direct feedback about their teaching performance. It also becomes evident that the videotape is an excellent debriefing tool for teacher educators to help cooperating teachers become more effective in their guidance of student teachers. Videotapes provide teacher educators and cooperating teachers with accurate records of their student teachers' performance, and from those records they can develop appropriate strategies to help student teachers become more effective.

Limitations of This Study and Suggestions for Further Studies

This study was an initial step in the inquiry about physical education teachers' beliefs, thoughts, and actions concerning pupil misbehaviors, and as such it has its limitations. Limitations were imposed by time and economic constraints. Only eight student teachers from one particular program were studied. Moreover, each student teacher was only observed three to five times throughout a six-week period. Consequently, given the limited number of student teachers and the times which they were observed, there are some kinds of misbehaviors of which student teachers, cooperating teachers, and teachers educators are aware and did not appear in this study. Further, student teachers from different programs and different backgrounds who teach different grade levels need to be studied in order to develop a more complete taxonomy of typical pupil misbehaviors faced by student teachers and how they think about and respond to them. Also, to develop such taxonomy, one needs to understand how student teachers' beliefs and interactive decision-making processes and behaviors change over time. Consequently, similar studies over greater time periods are necessary. This taxonomy could be used in teacher preparation programs to help preservice teachers acquire more realistic perspectives and exercise skills of prevention, response, and reflection in such situations.

Finally, in any realm of human communication, misunderstandings may occur. In this study, different student teachers may have expressed similar ideas using different words, and viceversa. Due to this facts, interpreting these student teachers' words was not always easy and this investigator may have misinterpreted their words in some instances.

Despite these limitations, this study was worthwhile for several reasons. First because the kinds of misbehaviors which arose provided a valid beginning repertoire which may serve as a benchmark for future research. Moreover, it raised new reseach questions which follow logically from the results. One of these new questions stems from the fact that there seemed to be certain relationships between the causes of some misbehaviors and the particular type of such misbehaviors. For example, aggressive behaviors toward the student teacher were often caused by a previous strong action on the part of the student teacher. Another example was that groups misbehaved (became bolsterous) while they had been waiting inactive for a certain period of time.

Furthermore, it uncovered the fact that the kind of setting and equipment seemed to determine what kinds of misbehaviors would occur. For example, dunking and splashing were typical misbehaviors in the pool whereas climbing the bleachers seemed to be a typical misbehavior in the gym. Fencing with hockey sticks, and jumping on the

mats from the balance beam were other typical misbehaviors related to the equipment. Therefore, a more in-depth analysis of the causes of specific misbehaviors is necessary in order to understand the misbehavior cycle. This information could be used to design specific instructional units in teacher education programs directed at helping preservice teachers understand the cycle and causes of pupil misbehaviors so they can be more effective in preventing and addressing such instances.

Another new research question emerged after studying these student teachers for only a six-week period. More information is needed in relation to what happens to prospective physical education teachers' perspectives about pupils' misbehaviors over longer periods of time, say during all field experiences in the entire program.

Yet another question which emerged in this study was why these student teachers based their action systems on their high school experience instead of on what may have been taught to them in their program. No questions were asked of these student teachers about their training program's instruction in the area of pupil misbehavior. Therefore, a more intensive inquiry into this matter might yield valuable information to explain why that happened.

It seems appropriate to finish this chapter by stating some issues which emerged in this study. These student teachers apparently trusted the investigator

sufficiently so their responses can be presumed to be honest, accurate representations of their beliefs and behavior systems related to pupil misbehaviors. The following reasons support this presumption: (a) all student teachers made personal on record comments about themselves, their pupils, and/or their cooperating teachers which could have compromised them; (b) some student teachers asked the investigator to turn the cassette recorder off on a few occasions because they did not want certain comments to be on record; (c) all the student teachers requested off record advice from the investigator about teaching matters; and (d) all student teachers made positive comments at the end of the data collection stage about their participation in the study (e.g., that they enjoyed and learned from the experience).

In closing, research on student teachers' beliefs, interactive thoughts and decision-making processes, and actions concerning pupil misbehaviors can contribute to the development of an adequate theoretical framework for describing and understanding their classroom management practices. The knowledge acquired in this study combined with past and future knowledge hopefully will provide a research base which teacher educators may choose to use as they prepare teachers to prevent and effectively cope with pupil misbehaviors in their classes.

APPENDIX A
Written Consent Form

Written Consent Form

"Physical Education Student Teachers' Reflections, Beliefs, and
Actions Regarding Pupil Misbehavior"

I. As a doctoral student in the Physical Education Teacher Education Program (PETE) at the University of Massachusetts at Amherst, I am conducting a dissertation study about the thinking processes and decision-making of preservice physical education teachers.

The purposes of my study are (a) to explore the beliefs preservice physical education teachers have about pupil misbehavior, (b) to investigate these teachers' thoughts and decisions while they are dealing with pupil misbehavior, and (c) to find out how these teachers' perceptions of both their actions toward misbehaving pupils and the following reactions of such pupils affect these teachers' beliefs, thoughts, and decisions.

II. I am asking you to participate in this study. I will interview you for an hour about your beliefs about pupil misbehavior. Then, I will videotape you teaching two to five lessons to pupils in your student teaching practicum. After each lesson I will conduct an hour interview with you. In these interviews you will be asked to think about and/or recall your thoughts, decisions, and beliefs regarding pupil misbehavior. All interviews will be audiotaped.

III. The materials from the interviews will be used in presentations for teaching classes, at professional conferences, and in publications. In all written materials and oral presentations, pseudonyms will be substituted for actual names of persons and places that can be associated with your identity as a way of protecting your anonymity. In signing this form, you agree to allow me the use of all materials from your interviews and videotapes for professional uses.

IV. While consenting at this time to participate in this study, you may withdraw at any time during the process up to three days beyond our final interview session.

V. In signing this form, you are also assuring me that you will make no financial claims on me for the use of the material in your interviews and videotapes.

I, _____, have read this statement carefully and thoroughly and agree to participate in this study under the conditions stated above.

Signature of participant

Signature of investigator

Date

APPENDIX B

Directions for the Initial Interview

APPENDIX C

Interview Guide: Student Teachers' Beliefs
About Pupil Misbehavior

Directions for the Initial Interview

Now you are going to be asked to think about pupil misbehavior. I am interested in knowing your beliefs in this matter. But first, let me remind you that, although this interview will be audiotaped, your identity will be protected and you will never be identified by name. Everything you do or say referring to this study will be kept confidential. You are not being evaluated in any form, and this is not a test. What we do here has no connection to any of the grades you may receive in the department. Furthermore, I want you to know that you have the right to ask any questions with regard to the study; I will be delighted to answer them. Finally, if for any reason you do not want to answer a question, you should feel free not to; just say so and we will go on to the next question.

I will read the questions to you, and you should try to be as descriptive and concrete as possible in your answers. Use examples whenever you can.

Thank you very much for your cooperation.

Interview Guide: Student Teachers' Beliefs

About Pupil Misbehavior

1. What might some children do that you would call appropriate behavior? Think of two examples.
2. Define pupil misbehavior.
3. What might some children do that you would call misbehaving? Think of two examples.
4. In what ways would you act upon the misbehaviors you mentioned above?
5. For what reasons would you act that way?
6. What do you think causes pupil misbehaviors?
7. Think of when you were a pupil in physical education classes. What kinds of misbehaviors occurred in those classes?
8. How would the teachers of those classes react to those misbehaviors?
9. In what ways were those teachers' actions effective or ineffective in dealing with the misbehaviors?
10. How would you have prevented pupil misbehaviors from happening in those classes?
11. What misbehaviors do you expect to have in your classes?
12. How would you recognize a "trouble-maker" in your class?
13. What would you do to keep this "troublemaker" out of trouble?
14. Why do you think pupils misbehave in physical education classes?
15. Would you like to add any comments to these questions?

APPENDIX D

Directions for the Stimulated Recall Session

Directions for the Stimulated Recall Session

Now you are going to watch the videotape from your previous teaching session. You will have the remote control, and what you are asked to do is to stop the tape every time that either you see a pupil misbehavior you acted upon while teaching or you identify a pupil misbehavior upon which you did not act. Once you have stopped the tape, you will answer the questions trying to remember what happened in that specific situation. I will ask you some questions, and you should try to be as accurate and concrete as possible in your answers.

If you do not understand a specific question, ask me to clarify it for you. If, for any reason, you do not want to answer a particular question, you should feel free not to. It may also be that you do not remember what happened. Do not worry; just say so, and we will go on to the next question.

Please remember, the information you provide here is used only as research data. Everything you do or say as we review your videotape will be kept confidential.

Thank you very much for your cooperation.

APPENDIX E

Interview Guide: Thoughts, Decisions, and Actions of the
Student Teachers While Dealing with Pupil Misbehaviors

Interview Guide: Thoughts, Decisions, and Actions of
the Student Teachers While Dealing with Pupil Misbehaviors

1. When did you notice this misbehavior for the first time, while teaching or while watching the tape?

Note: If the participant identified the pupil misbehavior while teaching ask questions 2-15, but if the participant identifies it while watching the tape ask questions 16-24).

2. What pupil misbehavior did you notice?
3. Why do you think the misbehavior happened?
4. Did you respond to the misbehavior? (if yes: go to question 5 / if no: Why didn't you respond? Then go to question 14).
5. What reasons led you to respond to the misbehavior?
6. Did you consider one or various alternative actions at the time? (if various: Why did you consider them? / if one: go to question 8).
7. What were these?
8. What was your response to this misbehavior?
9. Why did you act in this way and not in another?
10. What were you thinking while acting upon the misbehavior?
11. What were you thinking after acting upon the misbehavior?
12. If you had been the misbehaving pupil how would you have reacted to your own action as a teacher?
13. Do you think the pupil/s reacted in the way you expected? (if yes: go to question 14 / if no: Why didn't they?).

14. If you had the opportunity to go back in time and act upon this misbehavior again, Would you do the same or would you act differently? (If the same: go to the next instance /if differently: How would you respond this time? Then continue with question 15).

15. In what ways do you think your new action (if any) would be better than the previous one?

16. What pupil misbehavior have you noticed?

17. Why do you think the misbehavior happened?

18. What were you doing at this point in the actual lesson?

19. If you had the opportunity to go back in time and react to the misbehavior, would you have done it? (if yes: Why? Then go to question 20/ if no: Why wouldn't you have acted? Then go to the next instance).

20. What would have been your action?

21. Why would you have acted that way and not another?

23. What effects do you think your action would have had on the misbehaving pupil/s?

APPENDIX F

Grid for the Analysis of the
Student Teachers' Beliefs
(from the Audiotapes)

Grid for the Analysis of the Student Teachers' Beliefs
(from the Audiotapes)

Question 1

Particip.	Key Word	similarities	differences	other

.
.
.

Question 15

Particip.	Key Word	similarities	differences	other

APPENDIX G

Grid for the Analysis of the Student Teachers'
Perspectives on Their Interactive Thoughts and Decisions
(from the Videotapes)

Grid for the Analysis of the Student Teachers'
Perspectives on Their Interactive Thoughts and Decisions
(from the Videotapes)

Student teacher: _____ Date: _____

Session #: _____ Misbehavior #: _____ Tape #: _____

ANSWER TO QUESTION 1
(abstracted from participant's answers)

ANSWER TO QUESTION 2

ANSWER TO QUESTION 3

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. .
.

ANSWER TO QUESTION 24

APPENDIX H

Grid for the Analysis of the Student Teachers' Actions
and Their Perceptions About Their Pupils' Reactions

Grid for the Analysis of the Student Teachers' Actions
and Their Perceptions About Their Pupils' Reactions

Student Teacher:

Misbeh.	Description	St.Tea.'s Action	Pupil's Reaction
1			
2			
3			
4			
5			
6			
7			
8			
.			
.			
.			
24			

APPENDIX I

List of Different Kinds of Labels These Student
Teachers Gave to Culprits in the Videotape Reviews

List of Different Kinds of Labels These Student
Teachers Gave to Culprits in the Videotape Reviews

I. Toward Individuals

A. Negative

1. Toward boys

- pain in the butt
- pain in the tail
- kind of a pain in the ass
- real pain
- sneaky
- snotty little rich kid
- obnoxious
- arrogant
- jerk
- asshole
- instigator
- the one who starts everything
- aggressor
- hazard out there
- nolsy
- mean
- disruptive
- destructive
- bad to his team mates
- king pin in the class
- too active
- has this type of an attitude
- trouble-maker
- strong-willed
- that type of student
- belligerent
- aggressive
- overexcited
- lousy
- hyperactive
- selfish
- likes to mix it up
- likes to have a little fun in class
- strange kid
- that's the way he is
- wise guy
- stupid
- does not hold back anything
- has quite a bit of a temper
- tends to come off task
- joke-teller
- clown
- tries to be funny
- buffoon

2. Toward girls
 - a little snob
 - primadonna
 - immature
 - does it every class

3. Toward either boys or girls
 - "angel"
 - lazy

B. Positive

1. Toward boys
 - he is a leader (he is not supposed to be doing that)
 - he is a good kid
2. Toward girls
 - she is a good student

II. Toward groups

A. Negative:

1. Toward a coed group:
 - not a very well behaved group
 - this is a particularly bad class
 - this class is different, they are known for their misbehaviors
 - in this class, all are known to [misbehave] like that
 - this class is terrible
 - this is a terrible class
 - this class is strange
 - a lot of them are very lazy.
2. Toward boys as a group:
 - the boys in this particular class are much more wild than the girls
 - in this class (all boys) there are a lot of followers
 - they have really bad attitudes
3. Toward girls as a group
 - the girls are lazy

- ### B. Positive (toward coed groups only):
- they are pretty good
 - they are pretty good kids

APPENDIX J

Kinds of Misbehaviors Identified by the Student
Teachers in the Videotape Reviews

Kinds of Misbehaviors Identified by the Student
Teachers in the Videotape Reviews

I. Individual Misbehaviors

A. Off-task Behaviors

1. Equipment Related

- a. Being on the equipment
- d. Climbing the bleachers
- c. Swinging the ropes
- d. Playing with balls instead of returning them
- e. Playing with a ball instead of being in their squads
- f. Running over the mats
- g. Jumping down to the mats from the balance beam
- h. Tossing balls instead of being in line and listening
- i. Throwing bean bags instead of putting them in the bags
- j. Throwing a volleyball up to the ceiling
- k. Kicking a volleyball
- l. Hitting balls over the tennis fence
- m. Throwing tennis balls at each other
- n. Shooting objects at a basket
- o. Going to get a stick while teacher is still giving instructions
- p. Swimming underwater

2. Not Related to Equipment

- a. Talking about things not related to the class
- b. Fooling around
- c. Standing up while supposed to be seated
- d. Chewing gum
- e. Running instead of walking between stations
- f. Walking away from assigned area
- g. Walking on hands
- h. Being out of line
- i. Cheating
- j. Coming back into the activity without the student teacher's permission after having sat out
- k. Fooling around (leaving the seat, talking to other pupils, etc.) while sitting out

B. Aggressive misbehaviors

1. Towards other pupils

a. Verbal

1. Making fun of/laughing at
 - a. Yelling at
 - b. Insulting

b. Physical

1. Pushing & shoving
 - a. Dunking and splashing (in the pool)
 - b. Grabbing
 - c. Tripping
 - d. Punching
 - e. Wrestling
 - f. Playing rough
 - g. Pulling hair
 - h. Fighting

2. Towards the teacher

a. Verbal

1. Swearing at
2. Talking back to

b. Physical

1. Pushing
2. Splashing (in the pool)
3. Throwing ball at
4. Ripping detention form up

3. Other

- a. Swearing
- b. Mistreating equipment

C. Non-participation

1. Not showing full effort

- a. Walking around instead of jogging
- b. Swimming very slowly

2. Showing no effort at all

- a. Sitting instead of running
- b. Lying on the mats instead of working
- c. Not taking pulse
- d. Not stretching
- e. Not doing pushups during warm-up
- f. Not listening
- g. Trying to leave the gym without permission

2. Showing no effort at all (cont.)
 - h. Not playing game and going out to the side
 - i. Standing on the bottom of the pool instead of swimming
 - j. Refusing to get in position (in spite of teacher's request)
 - k. Refusing to participate in a fitness test
 - l. Not spotting

II. Group misbehaviors

A. Off-task

1. Fooling around in the locker room
2. Talking instead of working
3. Being too loud while working
4. Tossing balls instead of being in line and listening

B. Non-participation

1. Not listening
2. Not coming out of the locker room

APPENDIX K

Comparison Between the Causes of Pupil Misbehavior
Mentioned by These Student Teachers During the Initial
Interview and in the Videotape Reviews

Comparison Between the Causes of Pupil Misbehavior
Mentioned by These Student Teachers During the Initial
Interview and in the Videotape Reviews

INITIAL INTERVIEW	VIDEOTAPE REVIEW
<u>PUPIL RELATED</u>	lack of awareness frustration childlike behaviors overmotivation boredom & lack of interest poor attitudes toward PE personal characteristics gender testing the teacher tendency to socialize skill level tiredness
<u>TEACHER RELATED</u>	cooperating teacher gender lack of managerial skills limited alternative actions poor communication skills expectations for pupils deficient planning perceptions of PE lack of authority cultural background experience level
<u>CONTEXT RELATED</u>	weather presence of camera characteristics of PE setting & equipment

APPENDIX L

List of Ways, in Increasing Severity, in Which These
Student Teachers Thought they Would Handle Pupil
Misbehaviors (from the Initial Interviews)

List of Ways, in Increasing Severity, in Which These
Student Teachers Thought they Would Handle Pupil
Misbehaviors (from the Initial Interviews)

- I. When targeting on one pupil or a small group
 - A. "Look" at pupils
 - B. Call out pupil's name
 - C. Raise voice (yell at pupils)
 - D. Take away things they like (elementary level)
 - E. Speak to culprits privately
 1. Try to be positive (inquire about the misbehavior)
 2. Give them a warning
 - F. Speak to pupils in front of others to make an example out of them
 - G. Speak to pupils in front of others to ridicule them
 - H. Make pupils do written work
 - I. Order physical activity as punishment (sit-ups, laps, etc.)
 - J. Relocate pupils
 1. Place misbehaving pupils where they can be seen by the teacher
 2. Separate trouble-makers from each other
 3. Place trouble-makers with "better" pupils
 4. Separate trouble-makers from group but keep them active
 5. Remove pupil from activity temporarily
 6. Send pupil/s to locker room
 7. Send pupil/s to higher authority (cooperating teacher, principal, etc.)
 8. Deny pupil/s taking the class
 - K. Deduct points (grade)
 - L. Write a disciplinary report
 - M. Give a detention
 - N. Make pupil stay after school
 - O. Seek cooperating teacher's advice
 - P. Call parents
- II. When targeting on a large group or the whole class
 - A. Squelch ("Shh", "Quiet", etc.)
 - B. Raise voice
 - C. Take time out for a conference
 - D. Wait until everybody is ready
 - E. Order physical activity as punishment (sit-ups, laps, etc.)

APPENDIX M

What These Student Teachers Actually Did
When Confronted with Pupil Misbehaviors

What These Student Teachers Actually Did
When Confronted with Pupil Misbehaviors

- I. Kept culprits involved in the activity
 - A. Non-verbal actions
 1. Ignored the misbehavior
 2. "Looked" at culprit
 3. Stopped talking & waited for culprit to listen
 - B. Mild reprimands
 1. Called out culprit's name
 2. Asked culprit nicely to behave
 3. Stated physical education as fun but serious
 4. Reminded culprit of task to do
 5. Asked culprit about what he/she did wrong
 6. Ordered culprit to stop misbehaving
 7. Talked to culprit privately after class
 - C. Stronger actions
 1. Gave culprit a warning in private
 2. Yelled at culprit
 3. Verbally reprimanded culprit in front of the class
 4. Verbally confronted culprit in front of the class
 5. Physically confronted culprit in front of the class
 6. Gave culprit a detention
 - D. Other actions
 1. Separated culprits
 2. Relocated culprit next to him/her
 3. Ordered culprit to repeat the action correctly
 4. Took objects away from culprit
 5. Took points away from the culprit's group
 6. Sought help from cooperating teacher
 - E. Accompanying behaviors
 1. Blew whistle and spoke to culprit/s
 2. Adopted a serious expression & waited
 3. Walked over and talked to culprit
- II. Removed culprits from the activity
 - A. Sat culprit out temporarily
 - B. Sent culprit out of the gym (to the locker or hall)
 - C. Sent culprit to the office
 - D. Gave a zero & sent culprit out

APPENDIX N

Kinds of New Actions These Student Teachers Would
Have Taken if they Had Had a Second Opportunity to
Act upon the Same Misbehaviors

Kinds of New Actions These Student Teachers Would
Have Taken if They Had Had a Second Opportunity to
Act upon Misbehaviors a Second Time

I. New actions directed toward pupils

- A. Talk to pupils instead of ignoring the misbehavior
- B. Speak in a sharper tone of voice instead of talking
- C. Sit culprits down instead of talking to them
- D. Send culprits out instead of sitting them down
- E. Send culprit to the office instead of sending them out
- F. Give a detention instead of sitting them out
- G. Make group swim laps instead of yelling at group
- H. Wait silently for pupils to behave instead of yelling
- I. Talk to pupils and inquire instead of yelling
- J. Talk to culprits after class instead of in public
- K. Let culprits continue instead of sitting them down
- L. Choose helpers to pick up equipment
- M. Not confront pupil physically
- N. Have a conversation with group instead of criticizing them

II. New actions directed toward themselves

- A. Plan better
- B. Not turn back to pupils
- C. Position oneself closer to pupils
- D. React more quickly
- E. Be more specific with rules or directions
- F. Act from the first day
- G. Not stop the activity
- H. Reprimand pupils separately instead of together

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