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34, Jan. 1985

POWER IN THE CLASSROOM

III: TEACHER COMMUNICATION TECHNIQUES AND MESSAGES

Patricia Kearney
Timothy G. Plax
Virginia P. Richmond
James C. McCroskey

This study is the third in a series designed to explore teachers' use of power in managing students' classroom behavior. Although power is a difficult construct to define, Wheelis, Barrasch and Stewart (1983) maintain that it "may be regarded as the perceived bases of control that a person has over another person's behavior that would not have otherwise occurred" (p. 120). While power refers to the capacity or potential to effect behavioral change, power-based strategies refer to the implementation of those power bases. Such implementation relies primarily on verbal or nonverbal messages through which the particular power base is made known to the target (Wheelis et al., 1983). Thus far in this research program, the focus has been on student perceptions of teachers' power bases for effecting behavioral change. Consistent with the literature on power in a variety of contexts, in the classroom teachers communicate particular bases of power to purposively alter student behavior. In this way, power-based strategies are behavior alteration techniques which teachers use to control or modify student actions. If power strategies are not employed, the teacher's ability to enhance student learning may be significantly reduced. That is, the teacher must be perceived to have power "potentially" and furthermore, must be able to "implement" that potential to consistently obtain student on-task behaviors in learning situations. Thus, power strategies are critical to teaching effectiveness and classroom management.

In sequence, Study I examined whether teachers and students shared perceptions of the frequency and type of power strategies employed in the classroom (McCroskey & Richmond, 1983). Study II focused on the relationship between the teacher's use of power and students' cognitive and affective learning (Richmond & McCroskey, 1984). The present study sought to extend the existing typology of power strategies that teachers use and perceive as effective. The end result of this investigation is a classification of behavior alteration techniques and representative behavior alteration messages which teachers can employ to manage students in the classroom. The research and thinking in the areas of classroom management and power provided directions for this study.

CLASSROOM MANAGEMENT

Classroom management encompasses teacher behaviors which "produce high levels of student involvement in classroom activities, minimal amounts of student behaviors". Patrkria Kearney (Ed.D., West Virginia University, 1979) is an Associate Professor in the Department of Communication Studies at California State University. Timothy G. Plax (Ph.D., University of Southern California, 1974) is Human Resources Advisor at the Space Transportation Systems Division, Rockwell International Corporation, Downey, California. Virginia P. Richmond (Ph.D., University of Nebraska, 1977) is Associate Professor of Speech Communication at West Virginia University. James C. McCroskey (Ed.D., Pennsylvania State University, 1960) is Chairperson and Professor at the University of Maryland.
that interfere with the teacher’s or students’ work, and efficient use of instructional
time” (Emmer & Everson, 1981, p. 342). Teacher behaviors that contribute to the
effectively managed classroom include classroom structure, lesson format and
learning activities, teacher leadership skills, and a variety of behavior alteration
techniques.

In terms of classroom structure, rules and procedures must be specific and clearly
defined (Borg & Ascione, 1979); generated by both students and teachers (Spillman,
1979); and remain sufficiently open to accommodate the needs of all students. Self-management
strategies to rule adoption (Emmer & Everson, 1980; Everson & Anderson, 1979).
Research on lesson format and learning activities indicates that teacher-led group
activities create more on-task behaviors than individual seatwork assignments (Good
& Beckerman, 1978); and student-paced activities employing a highly structured
programmed format ensures greater task persistence (Kounin & Gump, 1974).
Teacher leadership skills that optimize classroom management include prompts
(Krants & Scoth, 1979), positive questioning techniques (Borg & Ascione, 1979),
motivational statements, and structured transitions (Arlin, 1979). While all these
strategies are important in preventing classroom disruptions by maintaining on-task
behaviors, an additional critical variable for classroom management appears to be
these control strategies that teachers employ to change student behaviors. That is,
what messages do teachers use to encourage students to comply with their
demands?

Most relevant to this project is the research on behavior alteration techniques.
These techniques are rooted in operant conditioning or behavior modification
approaches to learning. These include the use of token economy, behavioral contracts
(Harris, 1972), extinction, reinforcement, time-outs (Shrigley, 1979), incentive
systems (Emmer & Everson, 1981), specification of consequences (Breuning, 1978),
and teacher “with-itness” or the ability to immediately identify and desist inappro-
perate student behaviors (Kounin, 1980). Overall, this research indicates that
effective classroom managers should employ behavior alteration techniques that
emphasize primarily positive, rather than aversive teacher-controlled contingencies.

Teachers often experience difficulty employing such techniques. For instance,
implementation of behavior modification techniques requires individual contingency
specifications and teacher “with-iness.” Such identification and scrutiny become
increasingly difficult with large numbers of students.

POWER

In the context of classroom management, power-based strategies contribute to the
teacher’s ability to maximize student on-task behaviors and to minimize student
disruptions that interfere with the learning process. Teacher power differs from
typical classroom management strategies referenced in the instructional literature.
While classroom structure, teacher leadership skills, lesson format/learning activi-
ties, and other classroom variables work in combination to orchestrate optimal
conditions for learning, even the most effectively designed learning environments
may suffer from student disruptions and resistances. These deviances require
concurrent teacher attempts to change student behavior.

McCroskey and Richmond (1983), consistent with French & Raven (1968),
describe five bases of teacher power in the classroom. In overview, teacher’s contro-
veral and independent student behaviors will be threatened by the other

he she fails to conform to the teacher’s influence attempt. A teacher’s reward power
refers to student expectations that he/she will be rewarded for compliance.
Legitimate or assigned power is based on student perceptions that the teacher has the
right to make demands. Referent power is based on the student’s desire to comply in
order to please or identify with the teacher. Finally, expert power is based on the
student’s willingness to comply because of perceptions of teacher competence in
specific areas.

In the previous study in this series cognitive and affective learning were found to
be positively related to perceived use of referent and expert power, negatively related
to perceptions of coercive and legitimate power, and unrelated to perceived use of
reward power (Richmond & McCroskey, 1984).

RESEARCH QUESTIONS

What behavior alteration techniques can teachers reasonably and realistically
employ in the traditional classroom? While the educational literature overwhel-
mingly supports numerous positive strategies of student control, actual teachers often
find these strategies difficult or impractical to implement (Siggens, 1980). Faced with
a classroom which may range in class size from 15 to 40 students, an individual
teacher may require numerous and diverse practical strategies for modifying student
behavior. The present study was designed to extend the existing list of student
behavior alteration techniques available and effective for classroom use. Research
Question 1 reflects this concern:

Research Question 1: What types of behavior alteration techniques do teachers perceive they
frequently use and find effective in controlling student behavior in the classroom?

While the primary concern of this study focused on types, uses, and effectiveness of
student control techniques that are available to teachers in the classroom, additional
issues were addressed. Given that students may be resistant to teacher influence
attempts or demand a sense of shared influence in classroom management, students
may employ similar control behaviors to control techniques on their teachers. Similarly, a transactional
view of communication suggests that influence attempts in transactional relations-
ships are evolutionary and reciprocally controlled by interacting dyad members.
Therefore,

Research Question 2: Do teachers perceive their students employing similar and effective behavior
alteration techniques to affect teacher behavior?

Finally, since it has been shown that teachers do employ control strategies in
classroom management, the types of strategies selected and their perceived effective-
ness may be a function of relevant teacher variables. Therefore,

Research Question 3: Are teachers’ perceived selection and effectiveness of behavior alteration
techniques a function of instructor gender, number of years teaching, grade level taught, or teacher
satisfaction with their profession?

METHODS

A substantial body of previous research on compliance-gaining has yielded several
elements of such techniques (c.f. Cody, McLaughlin, & Jordan, 1980; Marwell &
Miller. Boston: Roloff, & Seibold, 1977; and Schenck-Hamlin,
Wiseman, & Georgacarakos, 1982). Phase I was a partial replication of this work. This phase of the research isolated an open-ended pool of behavior alteration techniques and messages representative of those techniques.

A sample of 177 college students enrolled in various communication classes generated individual lists of messages in response to the following instructions: "People try to get other people to do things they may not want to do. The other person usually thinks and often asks, 'Why should I do this?' Give us the most common answers you'd give to this question, such as, 'It'll be good for you,' or 'You will lose a lot if you don't.'" This open-ended question with the purposeful omission of hypothetical scenarios served to elicit a wide range of responses. Approximately 2,500 messages were generated from this sample.

After individual messages were generated, students were then grouped (group size ranged from 4-7 members; total group N = 39), and asked to discuss and categorize their responses with the following instructions: "The task for your group is to take the statements each individual has come up with and try to put them into categories (i.e., groups of statements that seem to be quite a bit alike). Then, try to give each group of statements a label or name." This procedure allowed subjects to inductively derive categories of control strategies. Approximately 150 categories were generated.

Given the overlap in both messages and categories derived from this sample, the authors of the study, serving as coders, independently and then jointly, derived 18 representative behavior alteration techniques (BATS) or categories. Our coding revealed that each category was best represented by a combination of statements or behavior alteration messages (BAMs). While any individual message alone did not totally represent a given category, messages in configuration provided a meaningful conceptual classification. As expected, the resulting 18 BATS and representative BAMs provided considerable overlap with previously defined compliance-gaining and power strategies, but was not precisely the same as any previous typology (see Table 1).

In Phase 2 an instrument was generated and administered to 204 elementary and secondary teachers enrolled in instructional communication graduate classes. In the first section of the instrument, the behavior alteration techniques (BATS) with numbers rather than names as labels and including representative message groupings (BAMs) were presented for examination. The teachers were asked to indicate on 5-point scales (1 = never, 5 = very often) how often they used each grouping of BAMs to get their students to change their behavior and how effectively such statements were in getting their students to change. Using the same message groupings, the next section requested that the teachers indicate how frequently and how effectively they felt that their students employed such statements in getting their teacher to change his/her behavior. In the final section of the instrument, teachers responded to a 4-item measure of job satisfaction, and indicated the number of years they had been teaching, the grade level they usually teach, and gender. Teacher responses to the entire instrument provided the data for analyses in the present study.

**TABLE 1**

<table>
<thead>
<tr>
<th>BATS</th>
<th>BAMs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Reward</td>
<td>You will enjoy it. You will get a reward if you do. It will make you happy. It will help you. You will benefit if you do.</td>
</tr>
<tr>
<td>from Behavior</td>
<td></td>
</tr>
<tr>
<td>2. Reward</td>
<td>Others will think highly of you if you do. Others will like you if you do. Others will respect you if you do.</td>
</tr>
<tr>
<td>from Others</td>
<td></td>
</tr>
<tr>
<td>3. Punishment</td>
<td>I will punish you if you don't. I will make it miserable for you if you don't. I will continue doing bad things to you if you don't.</td>
</tr>
<tr>
<td>from Source</td>
<td></td>
</tr>
<tr>
<td>4. Referent-</td>
<td>This is the way I always do it. People who are like me do it. People you respect do it.</td>
</tr>
<tr>
<td>Higher Authority</td>
<td></td>
</tr>
<tr>
<td>5. Legitimate</td>
<td>Do it. I'm just telling you what I was told. It is a rule, I have to do it and so do you. I don't know why, you just have to do it.</td>
</tr>
<tr>
<td>from Authority</td>
<td></td>
</tr>
<tr>
<td>6. Guilt</td>
<td>If you don't, others will be hurt. If you don't others will be unhappy. Others will be harmed if you don't.</td>
</tr>
<tr>
<td>from Others</td>
<td></td>
</tr>
<tr>
<td>7. Reward</td>
<td>I will give you a reward if you do. I will make it beneficial to you if you do.</td>
</tr>
<tr>
<td>from Source</td>
<td>I will continue to reward you if you do.</td>
</tr>
<tr>
<td>8. Normative</td>
<td>Everyone else does it. We voted, and the majority rules. Society expects you to do it. All of your friends are doing it.</td>
</tr>
<tr>
<td>Rules</td>
<td></td>
</tr>
<tr>
<td>9. Personal</td>
<td>It is your responsibility. It is your obligation. There is no one else that can do it. People are depending on you.</td>
</tr>
<tr>
<td>Responsibility</td>
<td></td>
</tr>
<tr>
<td>10. Expert</td>
<td>From my experience, it is a good idea. From what I have learned, it is what you should do. This has worked for me, it should work for you too.</td>
</tr>
<tr>
<td>11. Punishment</td>
<td>You will lose if you don't. You will be punished if you don't. You will be unhappy if you don't. You will be hurt if you don't.</td>
</tr>
<tr>
<td>from Behavior</td>
<td></td>
</tr>
<tr>
<td>12. Self-Esteem</td>
<td>You will feel good about yourself if you do. You are the best person to do it.</td>
</tr>
<tr>
<td>13. Debt</td>
<td>You owe me one. It's your turn. You promised to do it. I did it the last time.</td>
</tr>
<tr>
<td>14. Personal</td>
<td>I will dislike you if you don't. I will lose respect for you if you don't.</td>
</tr>
<tr>
<td>Relationship-</td>
<td>I will think less of you if you don't.</td>
</tr>
<tr>
<td>Negative</td>
<td></td>
</tr>
<tr>
<td>15. Altruism</td>
<td>If you do it this will help others. Others will benefit if you do. It will make others happy if you do.</td>
</tr>
<tr>
<td>16. Personal</td>
<td>I will like you better if you do. I will respect you if you do. I will think more highly of you if you do. I will appreciate you more if you do.</td>
</tr>
<tr>
<td>Relationship-</td>
<td></td>
</tr>
<tr>
<td>Positive</td>
<td>Your group needs it done. Our group depends on you. Our group will be hurt if you don't.</td>
</tr>
<tr>
<td>17. Duty</td>
<td></td>
</tr>
<tr>
<td>18. Legitimate-</td>
<td>Because I told you to. Just do it. You have to do it, it's required. You don't have a choice.</td>
</tr>
<tr>
<td>Personal</td>
<td>Authority</td>
</tr>
</tbody>
</table>

configurations instead of individual items for each category, no clear factor solution was expected. In order to substantiate this assumption, each of four sets of data were factored separately: teacher use, teacher effectiveness, student use, and student effectiveness. As expected, no meaningful single or multiple factor solutions were obtained. Correlations among the 18 BATS for each data set in each of these categories, while somewhat related, were best interpreted to be 18 independent dimensions, (average r = .11). Consequently, further tests of the proposed research questions required separate analyses of each BAT.

Question 1 focused on what types of BATS teachers report they use and find effective in controlling student behavior in the classroom. For a BAT to be included as those frequently used by teachers, two criteria were imposed: mean responses must be above 3.0 and frequency of subject score of 4 or 5 must be above 60%. This procedure ensured that the representative categories illustrated at least above occasional use by an overwhelming majority of teachers. Based on these criteria, 7 BATS were obtained: 1) reward from behavior, 2) reward from source, 3) personal responsibility, 4) expert, 5) self-esteem, 6) altruism, and 7) duty (see Table 2).
with the objective of this study, findings suggest that previous strategies need to be recast into classroom-relevant BATs. Teachers self-reported the use and applicability of 7 BATs for classroom management.

1. Reward from Behavior. Based on the configuration of BAMs (see Table 1, Item #1), this BAT promotes teacher attempts to elicit specific student behaviors by suggesting that such behaviors will be inherently rewarding. Employment of this strategy points out to the student that rewarding consequences are derived directly from engaging in the new behavior. This "try it, you'll like it" approach is likely in situations where students are reluctant to engage in innovative behaviors which represent deviations from older ways of doing things. It would seem to be particularly relevant when students are resistant to the "new teacher." or a new learning experience.

2. Reward from Source. The BAMs that reflect this BAT (see Table 1, Item #7) combine into another reward-type appeal. Teachers who use this BAT offer direct rewards for student compliance. It should be noted that this BAT most closely resembles French and Raven's (1968) reward power. That is, the teacher's attempts to be rewarded by the teacher for complying with the specific request or influence attempt. Illustrations of this BAT would be found in learning environments where the teacher promises A marks on assignments and special tokens for "good" behavior.

3. Personal Responsibility. BAMs within this category suggest that compliance is derived from the students' sense of responsibility (see Table 1, Item #9). That is, as members of the class, students must share in assuming the responsibilities of the class. Teachers who employ this BAT directly appeals that emphasize the student's unique abilities to comparison to other class members. By pointing out that "there's no one else who can do it," the student is obliged to comply in order to meet peer expectations and demands.

4. Expert. Like French and Raven's (1968) notion of expert power, the BAMs that reflect this BAT indicate that students perceive the teacher to be knowledgeable in specific areas (see Table 1, Item #10). Compliance requires the perception that the teacher is qualified to request the particular behavior in question. This BAT would probably be directed at students when the teacher dictates the activities in which the students will solve a math problem; outline an oral report; shoot a basket or offers other procedural guidance as a function of his/her expertise.

5. Self-Esteem. Similar to BATs 1 and 2, BAMs that represent this BAT focus on student rewards for compliance (see Table 1, Item #12). In this case, the source of reward is the students' self-esteem. The teacher who employs this BAT appeals to the student's sense of self-worth relative to a given task. The teacher's assertion that "you're good at it" encourages student compliance by positively reinforcing particular student qualities demonstrated through performance.

6. Altruism. Similar to the "personal responsibility" BAT, the BAMs that reflect this BAT increase the student's awareness of commitment to other members of the class (see Table 1, Item #15). Altruism differs from the former BAT, however, by omitting appeal to the student's special performance qualities. Instead, this BAT suggests that others will be happier or that others will benefit through the student's compliance. By appealing to a student's concern for the welfare of others, the teacher discourages egocentrism and encourages an unselfish support for others. This BAT would surface during teacher attempts to motivate students to help each other in the learning process.

**TABLE 2**

<table>
<thead>
<tr>
<th>Category</th>
<th>Item</th>
<th>S.D.</th>
<th>f</th>
<th>% of total</th>
<th>S.D.</th>
<th>f</th>
<th>% of total</th>
<th>Correlation*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reward from Behavior</td>
<td>3.41</td>
<td>94</td>
<td>174</td>
<td>85.30</td>
<td>3.29</td>
<td>.83</td>
<td>179</td>
<td>88.18</td>
</tr>
<tr>
<td>Reward from Source</td>
<td>3.01</td>
<td>1.17</td>
<td>142</td>
<td>69.61</td>
<td>3.26</td>
<td>1.09</td>
<td>165</td>
<td>82.09</td>
</tr>
<tr>
<td>Personal Responsibility</td>
<td>3.53</td>
<td>1.04</td>
<td>178</td>
<td>87.26</td>
<td>3.27</td>
<td>.91</td>
<td>175</td>
<td>86.21</td>
</tr>
<tr>
<td>Expert</td>
<td>3.21</td>
<td>1.12</td>
<td>138</td>
<td>77.45</td>
<td>3.08</td>
<td>1.01</td>
<td>157</td>
<td>77.72</td>
</tr>
<tr>
<td>Self-Esteem</td>
<td>3.95</td>
<td>95</td>
<td>191</td>
<td>93.63</td>
<td>3.88</td>
<td>.85</td>
<td>193</td>
<td>95.07</td>
</tr>
<tr>
<td>Altruism</td>
<td>3.30</td>
<td>1.01</td>
<td>153</td>
<td>75.00</td>
<td>3.18</td>
<td>.89</td>
<td>165</td>
<td>81.64</td>
</tr>
<tr>
<td>Duty</td>
<td>3.06</td>
<td>1.00</td>
<td>153</td>
<td>75.00</td>
<td>3.07</td>
<td>.91</td>
<td>162</td>
<td>80.20</td>
</tr>
</tbody>
</table>

*All correlations are significant at p < .0001.

**DISCUSSION**

The primary goal of this study, a third in a series of programmed research, was to identify behavior alteration techniques (BATs) employed in classroom management. While Study I and II relied on the bases of power from French and Raven's (1968) typology, Study III was designed to explore teachers' perceived use of power by extending the existing list of power strategies applicable to the classroom. Consistent
recognition and commitment to class members represented by both the "personal responsibility" and "altruism" BATs (see Table 1, Item #17). Defining the student as a group member, the student has certain responsibilities to both himself/her and the class. With this/her compliance, the rest of the class cannot achieve. Such group independence requires that each student has a duty to cooperate so that everyone succeeds. The teacher who uses this appeal promotes a team spirit, asserting that "we are all in this together." The "duty" BAT is probably evidenced during the teacher's coordination of group projects and team competitions.

Further interpretation of the 7 BAT's served to illustrate their uniqueness and applicability in classroom management. The BAT's teachers reported that they use and find effective in the classroom do not reflect punishment-oriented techniques nor do they rely exclusively on direct, individual appeals. Our results suggest: (1) Teachers perceive they employ primarily positive reward-type BATs. Despite teachers' "preference" to employ punishing strategies to control student behavior (Siggers, 1980), either teachers are unwilling to report they use punishment or they actually avoid using such strategies; (2) Teachers report they frequently use the student's "audience" to effect change. While teachers report using directed individual appeals (i.e., reward from teacher, reward from source, expert, and self-esteem), they also report reining on mediated appeals or "student audience effects." Personal responsibility, altruism, and duty all gain compliance by calling attention to the student's "public." That is, the student is reminded of a responsibility to and interdependence with the other class members. Thus by implication, the class pressure the student to alter his/her behavior.

Important to our research program, the 7 BATs are consistent with findings on teachers' use of power in the classroom. In Studies I and II, McCrosey and Richmond (1983) and Richmond and McCroskey (1984) reported that both students and teachers perceive that teachers use primarily reward, expert, and referent power in controlling student behavior. Similarly, reward from behavior, reward from source, and self-esteem BATs emphasize positive consequences for compliance, corresponding with the French and Raven (1968) reward power base. However, McCroskey and Richmond (1984) limited the definition of power by identifying the teacher as the only source of reward. Only one of our BATs reflected this confining perspective—reward from source. The other two reward-oriented BATs employed by teachers emphasize the student's behavior as an additional source of reward (e.g., "It will make you happy") and the value of intrinsic reward (e.g., "You'll feel good about yourself if you do it").

The expert BAT teachers reported using and finding effective is similar to the expert BAT's identified in both Studies I and II (McCrosey and Richmond, 1983; Richmond & McCroskey, 1984). Finally referent power closely approximates our altruism, duty, and personal responsibility BATs. While previously defined referent power is direct and teacher-based, these BATs posit a mediated, audience basis for referent power. That is, the student complies as a function of his/her desire to please or identify with peers rather than with teachers.

Efforts to determine whether teachers perceive their students employing similar BATs on their teachers were disappointing, but not altogether surprising. Results indicated that teachers did not perceive their students to frequently use any of the BATs nor were the BATs perceived as effective when students occasionally employed them. Perhaps teachers fail to recognize strategic attempts to control their own behavior or simply disregard such attempts. Additionally, the BATs represent a tive of each BAT may not be applicable to student strategies to manipulate, teachers. Student influence efforts may represent resistance to teacher influence. Such resistance-type BATs may differ in kind from teacher-initiated BATs. Although a group of teacher variables might influence a teacher's selection and perceived effectiveness of BATs employed in the classroom, those examined in this study do not appear to be relevant. Results indicated that instructor gender, years taught, level of instruction and satisfaction with the teaching profession were not meaningful predictors of these particular BATs. Perhaps differential perceptions of BAT use and effectiveness rely on teacher characteristics that are more appropriately related to their ability to assertively communicate control or student concern (e.g., communication apprehension, assertiveness, teacher communication concern, immediacy).

Developmentally, we would expect students to respond differentially to BATs across grade levels. Consistent with this thinking, Brophy (1983) and Brophy and Everest (1978) suggest that the relative emphasis or appropriateness of classroom management techniques should vary as a function of student intellectual or social development. Yet, in this study teachers' self-reported use of BATs in the classroom was constant across the grade level taught. The BATs represented for this study may be strategies that are employed across all grade levels. Certainly the BATs that configure together to represent each BAT reflect this universality in classroom management. Another reason for no differences among grade levels may be found in the wording of each BAM. Teacher recall of the differential use of BATs may require the inclusion of actual messages teachers reported they use in the classroom. This possibility will be explored in subsequent studies in this series.

NOTE

1The items on this measure were: 1) In general, how often do you think things between you and your students are going well? Never; Seldom; Sometimes; Usually; Always 2) Have you ever considered quitting teaching? Never; Seldom; Sometimes; Usually; Always 3) Everything considered, how satisfying has teaching been for you? Very Satisfying; Satisfying; Somewhat Satisfying; Somewhat Dissatisfying; Dissatisfying; Very Dissatisfying; You had better get out of teaching by the time you think you would go into teaching as a profession? Quite sure; Probably Not; Definitely Not. Preliminary analysis indicated item one did not correlate highly with the remaining items. Subsequent analyses were conducted with and without this item separately. Alpha reliability of the 4-item measure is .55, and the 3-item measure is .73. The 3-item results are reported below.

REFERENCES


28—COMMUNICATION EDUCATION


Recent research on how teachers can foster student engagement has been taught through cognitive psychology. The role of how teachers can foster student engagement is a crucial aspect of subsequent instruction. Conducting a study of the effects of seatwork, appropriate cognitive processes designed to achieve understanding, and arbitrary understanding of the subject matter is how to think.