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Tittel på masteroppgaven: How do inexperienced and experienced teachers perceive their authoritative teaching style in classroom?

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In August 2008, I started my Master program in Special Needs Education. It was a long and difficult path. The biggest challenge was the language briar. I didn't expect it to be so hard and nerve breaking. Semester after semester, slowly step by step with the help from the teachers and my classmates, I came to the end of my studies.

I would like to thanks all professors, lectures and administration people of the Stavanger University, for letting me learn so many important things through all these years. I have been honored to meet all these bright people, who know how to create inclusive environment and open students' minds.

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Ksenia Sofonova, Stavanger

Summary

In this Master study, my goal is to explore the single teacher's understanding of the concept of authoritative teaching style and single teacher's experience of translating this knowledge into practice. The question of classroom management has been researched and discussed by many educators all over the world.

The research question of the thesis is: **How do inexperience and experienced teachers perceive their authoritative teaching style in classroom?**

The question focuses on interactions between teacher and students in sociocultural system such as school and it also focuses on process in organization of classroom management and thus link to important research literature and theory.

My work demonstrates the conceptual frameworks of Evertson and Weinstein, Hamre and Pianta, Wubbles and Baumrind and others. They helped to uncover and describe the participants' perspectives on events. I also used the Respect program to illustrate the positive influence of authoritative teaching style in everyday realities.

This qualitative study developed greater and deeper understanding about the authoritative teaching style through the in-depth study of five teachers' knowledge about classroom management and difficult situations referring to this subject. The information was collected through interviews. It was recorded, transcribed, categorized, coded and analyzed.

Results and discussion parts of this work were divided by the categories. That was done to help to structure the findings of the thesis. The last part of the research summaries findings and discusses the implications for practice and further research.

If teachers are equipped with knowledge about authoritative teaching from the very beginning and have patience and determination, they will become strong and impregnable in the matter of classroom management.

Table of Contents

Acknowledgements	2
Summary.....	3
1. Introduction	5
1.1 Research question	6
2. Theory	8
2.1 Classroom management	9
2.1.1 Rules and procedures	12
2.1.2 Disciplinary interventions	13
2.1.3 Mental set.....	14
2.1.4 Teacher-student relationship.....	16
2.2 Authoritative teaching style	20
2.2.1. The Respect Program.....	22
2.3. Summery for theoretical part	24
3. Methodology	26
3.1 Design	26
3.2 Sample	27
3.3 Data collection	28
3.3.1. Interview.....	29
3.3.2. Recording data.....	30
3.4. Transcribing data	30
3.5 Analyzing data	31
3.5.1 Coding data.....	32
3.6 Verification	35
3.6.1 Validity	36
3.6.2 Reliability.....	36
3.7. Ethical issues	38
3.7.1 Responsibilities to research participants.....	38
3.7.2 Professional integrity.....	39
4 Results	40
4.1 Classroom management results	40
4.1.1 Challenges of classroom management.....	41
4.1.2 Understanding of classroom leadership.....	44
4.2 Authoritative teaching style	45
4.2.1 Warmth and control	46
4.3 Perspective learning	49
4.3.1 Tips for new teachers from experienced and inexperienced teachers	49
4.3.2 Improvement of classroom management	53
5 Discussion	55
5.1 Classroom management	55
5.2 Authoritative teaching style	57
5.3 Perspective learning	61
5.4 Final thought	64
5.5 Implications for further research and practice	65
5.6 Study limitations	66
Literature	67
Appendix	74

1. Introduction

In this Master thesis I would like to take a closer look at classroom management and authoritative teaching style. Being a young- beginning teacher myself I have already met difficult situations which were connected to my leadership abilities. This brought lots of questions, perplexity and puzzlement. I understood that all the knowledge I have was purely subject related but when it came to classroom management, how to keep for example: twenty eight children in control, interested and motivated for the whole hour, I realized that nobody taught me that. In this thesis I want to gain a deeper understanding of a classroom management for the sake of beginning- inexperienced teachers such as myself. How can they be more prepared for the real school life situations, and how he or she can be able to create safe, supporting, challenging environment in the class, where the students grow socially and emotionally? What do we need to know to succeed?

Numerous studies (for example, Evertson & Weinstein, 2006; Brekelmans & Wubbels, 2005) confirm that both beginning and experienced teachers report to struggle in classroom management. Beginning teachers have to learn things through experience by themselves, though it is unnecessary. But it does not mean that some of experienced teachers' concerns diminish with experience. Among all the numbers of issues important to teacher educators, significant difference was found on the classroom management. Teachers reported, that classroom management, especially discipline and student misbehavior, is the most important problems they have to deal with every day. This is true with beginning teachers, who consistently indicate that classroom management is their highest priority (Evertson & Weinstein, 2006). Evertson & Weinstein, 2006, also argued that managing behavior in classroom is often neglected in teacher preparation programs in many countries. Brekelmans and Wubbels (2005) concluded that inexperienced teachers need approximately six years of practice to find their working style for classroom management. If one looks at this problem from time perspective, the young generation of educators can save so much time on things, which they have to explore themselves or ask advice and help from more experienced colleagues. Why not to show them during their preparation study at higher teacher training institutions, what type of problems future teachers going to meet in practice and give some hints on how to solve them.

Teachers' leadership in the classroom is a highly relevant research topic. Classroom management is a key topic for the Norwegian Directorate for Education and Training. Their focus is

turned to the quality of the learning environment at schools all over the nation. In a recent White Paper, a five-year school based program to improve lower secondary schools (grade 8-10) was decided (Kunnskapsdepartementet, 2011). Classroom management is an important aspect of the initiative. Also, classroom management is an important part of Norwegian Directorate for Education and Training's five years program on strengthening the learning environment in all schools.

I found the theme of authoritative teaching very inspirational and relevant to my work because in this thesis the individual teacher's work experiences will be investigated and the transition from young and newly educated teacher, after the graduation from the universities or teacher training education, to the real school working life will be discussed.

A presentation and discussion of different theories and research articles about classroom management as well as the concept of authoritative teaching will be given. I will draw on the work and theories of educators all over the world and discuss how useful and relevant the material can be for my research question.

As a beginning teacher I find the tension between instruction and acquisition very central in everyday working life, specifically this dilemma touches the teachers' experience of keeping the balance between warmth and control in their relationships with students, their perception of the authoritative teaching style in the classroom, the contents of which are transmitted to children. Interestingly, while searching the literature for the thesis, I found that this dilemma seems to be common challenge for many beginning teachers all over the world.

1.1 Research question

Every day teachers throughout the world meet the same challenges over and over again in their work life. Teachers struggle to handle misbehaved, disruptive students, which mean they struggle to have supportive working environment in the class, to help other students engage in meaningful academic learning, which increases children social and moral growth.

Classroom management is an important key for teacher's success. It is important to investigate the teacher's understanding of this concept and single teacher's experience of translating the knowledge of authoritative teaching into practice. Moreover, it is interesting to investigate differences between experienced teachers and those, who just started their professional career. It is also interesting to see how teachers with different experience implement the knowledge of classroom management into practice and work with it.

The research question of the thesis is: **How do inexperience and experienced teachers perceive their authoritative teaching style in classroom?**

In order to find the answer I interviewed teachers, whose knowledge of authoritative teaching style was an integral part of their work. The teachers had attended a special program, which emphasizes classroom management as an important measure to prevent and reduce problem behavior at school. The Respect program (Ertesvåg & Vaaland, 2007; Ertesvåg, 2009) focuses on adult- leader in the classroom environment, who responsible for positive environment during the learning process.

2. Theory

To begin with I suppose it is weighty to differentiate such concepts as classroom management and authoritative teaching. Both of them are mentioned in the research question of the study.

Not to get confused, I will look at literature from a broader range of researches and theory in the field, which underlines the authoritative teaching style as the safest working style of classroom management.

It is difficult to define the concepts of classroom management, authoritative teaching style and teacher-student relationship; it depends on a researcher and his vision on the subject. Regarding my research, I look at it this way:

Evertson and Weinstein (2006) defined classroom management as the actions teachers take to create an environment that supports and facilitates both academic and social-emotional learning.

Authoritative teaching style according to Ertesvåg (2011) is the style a teacher adopts to be a successful classroom leader.

Both classroom management and authoritative teaching are focused on the relationships between teachers and students. Pianta (1999) describes it as a communication process, through which teacher and student exchange information.

Based on this knowledge, I will draw on to classroom management in general first, although the authoritative teaching style is the purpose of my project. In my view these concepts are interrelated and complete each other, therefore the relevance of looking through classroom management in the beginning of the theoretical part gives better ground for exploration of authoritative teaching style.

2.1 Classroom management

Classroom management is a complex concept (Marzano et al, 2003). Children grow, develop, learn, communicate, change and spend hours of their lives in the school classrooms. Classrooms are the venue for delivery of instructions and the locus of school effects on student learning and behavior. Classrooms are the context in which children relate to adults and peers and engage or disengage from learning transactions. Classrooms provide the context in which students construct either mastery or performance of goals (Burhans & Dweek, 1995; Eccles & Midgley, 1989), experience initiative or boredom (Larson & Verman, 1999) and engage in cooperative or competitive interactions with peers (Slavin, 1983). In classrooms, students experience adults as accepting or rejecting, as supporters or threats to their autonomy, and as expecting either competent or inferior performance (Hughes, 2002). The person who supervises, teaches, helps, controls, supports them is their teacher. Research indicated that the most important factor affecting student learning is the teacher, that no matter how bad and ineffective school system can be, one teacher can produce strong achievements in student learning (Marzano et al, 2003; Pianta, 1999; Hughes, 2002). The foundation of successful management is the effective classroom leader, who uses different types of strategies with different types of children, who possesses special classroom management techniques, and who designs classroom curriculum (Marzano et al, 2003). As we see, individual classroom teacher can have a huge impact on students' lives. Evertson and Weinstein argue that classroom management has two purposes: it is not only seek to establish and sustain an orderly environment so students can engage in meaningful academic learning, it also aims to enhance students' social and moral growth (Evertson & Weinstein, 2006, p.4). Obviously, classroom management is much more complex and multifunctional than just establishing rules, rewards, controlling students' behavior and penalties. The teacher suppose to create caring, supportive relationships with students, encourage children to participate in academic tasks, help and assist students with behavior problems, organize and implement instructions in ways that optimize students' access to learning, promote the development of students' social skills and self-regulation. Many researchers consider management as one of the fundamental organizers of experience of the classroom settings.

Classroom management is under consideration in every country of the world. The recent article by Theo Wubbles (2011) indicates that teachers all over have the same questions towards discipline and student misbehavior. Evertson and Weinstein pointed out that it is especially true

with beginning teachers, who consistently indicate that classroom management is their highest priority. This research contributes to an understanding of what new teachers need in their preparation regarding classroom management, which is an important and relevant point to my research question, because the comparison of the experiences of different teachers towards that subject would be brought into focus. It is relevant as well since, as outlined in section 1.1, I will investigate the individual teacher understanding of the classroom management concept. I will also discuss how they implement the knowledge of classroom management into practice, so it is highly relevant to provide the reader with six strategies for classroom management presented by Evertson and Weinstein (2006). They are: a) external control of behavior, b) internal control, c) classroom ecology, d) discourse, e) curriculum, f) interpersonal relationship.

These strategies as well are useful for my research question because they give a clear explanation of how the effective classroom management should be built how the rules and procedures plus good relationships with students can be perceived. Given this, it provides grounding for understanding teachers' experiences in authoritative teaching.

The concepts are:

- A) The behavioral approach is probably the oldest research-based approach to classroom management (Landrum & Kauffmann, 2006). The educators traced it to five learning principles. 1. Positive reinforcement, when the teacher's attention is focused on desired child's positive behavior by attention, praise, recess time etc. It works for children of all abilities and age levels, any academic and social skill areas. 2. Negative reinforcement, refers to the contingent removal of a stimulus in return for the desired student behavior. 3. Extinction often referred as planned ignoring. It can be a powerful management tool for teachers. 4. Response cost punishment, the key element is that some reinforcement must be present for response cost to occur. 5. Punishment involving presentation of aversive, it should be used only in severe students' misbehavior.
- B) Internal control approach is considered to be more humanistic and it is focused on social emotional learning and on the community. The teachers build caring relationships with students, setting firm boundaries and sharing responsibility with students plus learn children self-control and self-discipline by developing social competence (Wubbels, 2011, p116).
- C) Ecological approach emphasizes the organization of classrooms. According to Doyle (2006) classrooms are characterized by multidimensionality (the large quantity of events and tasks), simultaneity (many things happening at once), immediacy (the rapid pace of events), unpredictability (unexpected turn of events), public-ness (the teacher

being witnessed by many students) and history (the accumulation of common sets of experiences and norms) (Wubbels, 2011, p.116).

- D) Discourse centered classrooms place the emphasis on communication, constructivism and teacher-student relationships (Morine-Dersheimer, 2006). These include active listening, questioning processes, listening to conversations of students to understand the social processes being enacted, and providing students time to understand and practice patterns of interaction appropriate to each new type of learning activity (Wubbels, 2011, p.118).
- E) Curricular approach is the starting point to engage students in academic activities. The content is created in such way that students are motivated to participate, while reducing misbehavior. The aim is based on pure academic interest and as few external rewards as possible.
- F) Interpersonal approach to class management by Lewin, Lippitt and White (1939) is based on three leadership styles: authoritarian(the leader assign tasks and gives step-by-step instructions, praises or blames), democratic (group members decide about tasks in group discussions, responsibility taking is encouraged with input from the leader as a resource person) , or laissez-fair (group members are left on their own to determine what to do and how to do it, with the leader ostensibly participating as little as possible). This approach focuses on creating productive relationships between teachers and students. The authors pointed to the risk that beginning teachers take when they try to be friendly to students without first establishing control. The challenge, of course, is to establish classroom control as well as exhibiting helpful, friendly and understanding behavior (Wubbels, 2011, p. 119).

To sum it up, all the listed approaches are the actions for the teachers to maintain. The teacher needs to show the students that he/she is willing to take control and lead the class but at the same time let the children know that he/she is interested in them as individuals and as a class, and it is important not to suppress children, not to be in opposition or submission, but cooperate and dominate in a healthy way. These strategies can help to create order and peace plus effective time during the lessons, which is one of the most difficult tasks for inexperienced teachers. If the teachers will be able to undertake additional actions to their teaching style they can create a safe and stimulating environment for students (Wubbels, 2011, p.128). Given this information it would be interesting to investigate if inexperienced and experienced teachers are different in their understanding of classroom management and relying on this knowledge to explore teachers' perception of authoritative teaching style. Wubbels also made an accent, that all the approaches are the actions that help the student teachers learn how to use activities appropriate at

a particular time and in a particular classroom. This paragraph gives an overview on Wubbles' studies, the focus of which is on what any teacher can do to become an authoritative leader, which relevant to my research question.

Continuing the theme of strategic approaches towards mastering the authoritative classroom management Robert Marzano (2003), who focused more on practical approaches for teachers, is worth mentioning. His books are valuable guides through the classroom situations. He and colleagues identified 4 components of effective classroom management, relevant to my research question. These components show another angle for the subject of classroom management:

- 1) Rules and procedures
- 2) Disciplinary interventions
- 3) Mental set
- 4) Teacher – student relationships

I will briefly elaborate on each of the four components, because they open a different perspective on the question of classroom management.

2.1.1 Rules and procedures

Rules and procedures is probably the most obvious aspect of every classroom management. They carry the message of what behavior is expected from students. A rule identifies general expectations or standards. A procedure communicates expectations for specific behaviors. (Marzano, 2003) I suppose every good teacher has both rules and procedure during his/her classes. For example, how kids treat each other, when it is appropriate to speak out in class, acceptable levels of noise and movement etc. The best thing the teacher can do is to create rules together with students. This way he/she takes time to explain the reasons behind particular rules and procedures, involving children to participate, when kids are involved, they likely to obey their own rules and procedures. Marzano and his colleagues mentioned six areas for classroom rules. They are: general classroom behavior, beginning and ending the period of the day, transitions and interruptions, use of materials and equipment, group work, seat work and teacher-led activities. Those are mostly for young students, but still would be useful to know. To have con-

trol in the classroom the teachers needs not only the rules and procedures everyone must look up to, but the disciplinary interventions as well.

2.1.2 Disciplinary interventions

A teacher has a right and a responsibility to set up order in classrooms, in order to maintain an effective and efficient learning environment through teaching obedience to authority. The goal of student compliance or obedience is to provide psychological safety, to protect children from performing behavior that they would regret later, and allow individuals to build on their positive skills. To achieve this, the teacher's job is to determine classroom rules and deliver positive consequences for compliant behavior and negative consequences for rules violation. Children want and need clear limits on their behavior, so that they know what they have to do to be successful and feel good when their achievements are acknowledged (Louise Porter, 2006).

Students expect and respect only the fair treatment that they receive from a teacher and value the supportive feedback that they receive for attaining the teacher's standards (Canter & Canter, 1976, 2001). Marzano as well mentioned that human beings do best in the environment of feedback- in this case to distinguish between appropriate and inappropriate behaviors. He also noticed that students have strong sense of "fairness" when it comes to behavioral expectations. If they feel that teacher behaves inappropriately, they will resist efforts to monitor their behavior. By the inappropriate behavior pupils understand: keeping students' overtime, early dismissal, being unprepared or unorganized, being late returning work, sarcasm and put-downs, verbal abuse, unfair grading practices, negative personality, and showing favoritism, etc. The term discipline brings to mind strategies for punishing children. Marzano (2003) makes a strong case that disciplinary interventions should involve balance of both positive and negative consequences. There are five key categories both for reinforcing positive behavior and dealing with disruptive one.

1. Teacher reaction
2. Tangible rewards
3. Direct cost (mild punishment)
4. Group contingency
5. Home contingency.

Robert J. Marzano (2003)

The most important principle for disciplinary interventions is that they should include healthy balance between negative and positive consequences for good or bad behavior. It is also important to find limits and record-keeping system that allows keeping track of students' behavior.

Based on the theoretical knowledge above it would be interesting to investigate the ideas of beginning and experienced teachers about this subject and how they use managing skills on practice.

The paragraphs about rules and disciplinary interventions are important to remember for every teacher. I find it relevant to my work because without practical knowledge of different types of situations the teacher can easily lose control of the class. And control is one of the main parts of the authoritative teaching style, but Marzano and his colleagues did not forget the other components of positive classroom management, which are care, warmth and support. They revealed their experience on this matter in the components of mental set and teacher-student relationships.

2.1.3 Mental set

This element is least familiar to educators. I would say mental set is about any teacher's professional and in control behavior. For example, a teacher has well-crafted rules and procedures with children inside the class, however, suddenly she/he becomes distracted by an accident in her/his private life, and all her efforts and rules become unimportant and the teacher fails to follow those rules her /himself. Mental set deals with the ways a teacher thinks and behaves in the classroom moment to moment. It involves two characteristics: withitness and emotional objectivity. Withitness is the ability to identify and quickly act on potential behavioral problems. Emotional objectivity is the ability to interact with students in a business-like, matter-of-fact manner even though you might be experiencing strong emotions. (Marzano, 2003) Positive thinking, skill to master your own mood and careful way of treating children brings us to a very big part of presentation of the thesis- relationships between teacher and student. Many educators and researchers compel our attention to this matter. It is the factor without which you have no chance to improve any aspect of classroom leadership.

My work is all about teachers, who are the role models for the children. Characteristics of teachers are pretty important factor when it comes to the relationships between a teacher and pupils. A range of psychological processes can play a role in teachers' perceptions of and behavior in relationships with children. Teachers who believe that they have an influence on children tend to interact with them in ways that enhance student investment and achievement (Midgley, Feldlaufer & Eccles, 1989). When teachers hold high expectations for student achievement, students tend to achieve more, plus they experience great feeling of self-esteem and competence as learners, and resist involvement in problem behaviors during both childhood and adolescence (Eccles, 1983, 1993; Rutter, 1987; Roeser et al., 1998; Weinstein, 1989). Teachers' mental health can play a role in relational experiences as well. Pianta and Zeller, 2004, through their study, showed that teachers experiencing depression or loss in their personal lives are more likely to have difficulty establishing emotional or behavioral boundaries for children.

Along these lines, Kesner (2000) gathered data on student teachers' representations of attachment relationships with their parents and showed that beginning teachers who viewed their relationships with their parents as secure were also those who formed relationships with students characterized as secure. Horppu & Ikonen-Varila (2004) showed in their related study that beginning teachers classified as having secure/autonomous relationships with their parents were more likely than those classified insecure to express motives that were child-centered as well as centered on goals for the self. Teachers classified as secure also described as more complex conceptions of a teacher's work (involving social, emotional, and instructional components) and were more likely to view relationships with students as mutually satisfying (Evertson & Weinstein, 2006, p.692).

It was very significant for me to find the result of one of the Pianta and Stuhlman's work, 2001, showing that experience may relate to the qualities of relationships teachers form with children. Evertson & Weinstein pointed out in their research that the results of it showed that the teachers who were more experienced were more likely to have their represented negativity reflected in their behavior than were teachers with fewer than 7 years of experience. The extent to which the less experienced teacher held negative beliefs and experienced negative emotions in their relationship with a specific child was not related to their negative behavior with that child. These data suggest some type of emotional buffering mechanism that may wane with more years in the profession, and that may have implication for how this teacher creates a well-managed

classroom that prevents problem behavior and supports learning through supportive stimulating interactions (Evertson & Weinstein, 2006, p.692).

So it is obvious that teachers' personal, psychological, relational experiences and histories play the huge role in their everyday professional life, the way they behave and shape and develop their classrooms. But Evertson & Weinstein reminds us that we shouldn't forget that all these data is not really well developed or systematic as it should be.

Pianta (2003) described socio emotional and instructional aspects of child-teacher interactions as integrated processes that can be observed in teachers' intentionality in interactions with the child and the classroom as a whole. Intentional teachers have high expectations for their children, skills of management and planning, and a learning orientation in the classroom; they engage children's attention with appropriate activities, use affective feedback in their interactions with children, and convey warmth and acceptance while doing so (Evertson & Weinstein, 2006, p.700)

2.1.4 Teacher-student relationship

Teachers and students gather together 5 days a week, 4 weeks a month, 10 months a year, each with their own personality and beliefs, and from the moment the children enter the classroom, they begin interacting with each other. It is through daily communication, from the teacher welcoming students in the morning to the moment the children run out of the door that relationship develops. The exchange of information between adult and child are processes related to communication, perception, and attention (Pianta, 1999). If a teacher has a good relationship with students, then students more readily accept the rules and procedures and the disciplinary actions that follow their violations. Without the foundation of a good relationship, students commonly resist rules and procedures along with the consequent disciplinary actions. Teacher – student relationship have a profound impact on any student behavior (Marzano, 2003). Wubbles and his colleagues (1999) noted that, teachers should be effective instructors and lecturers, as well as friendly, helpful and congenial. They should be able to empathize with students, understand their world, and listen to them. Good teachers are not uncertain, undecided, or confusing in the way they communicate with students. They are not grouchy, gloomy, dissatisfied, aggressive, sarcastic or quick-tempered. They should be able to set standards and main-

tain control while still allowing students responsibility and freedom to learn. An effective leader of the class will not treat all pupils the same, especially in situations involving behavior problems. Teacher should address the needs of different type of students, some need encouragement, others a gentle reprimand. It would be useful for every teacher to develop his/her own helping skills to deal with different categories of students. The categories of severe problems facing students are the most difficult to deal with, for example: depression, suicide, violent students, eating disorders, alcoholism, attention deficit and hyperactivity disorder, sexual orientation, incarcerated parents, poverty, sexual and physical abuse. School may be the only place where the needs of many of these children facing extreme challenges are addressed. The teachers need to be aware of that type of children (Marzano, 2003). Jere Brophy (1996) and Brenda Freeman (1994) offered five high-need categories of students: 1. Passive, 2. Aggressive, 3. Attention problems, 4. Perfectionist and 5. Socially inept. All children want to know that someone understands them, appreciate them, and recognize their unique qualities, skills, interests, needs and personalities, that there is someone there for them no matter what. A class manager, who knows that and finds the way to demonstrate that, builds better relationships in the classroom. Demonstrating personal interest in students is one of the fundamental rules of good communication. Teacher needs to expect and interact with children as individuals, notice and comment on the important events in their lives, discover and support students' personal interests (Marzano, 2003). Many studies on classroom management emphasize that teachers need to be certain about their leadership qualities and strategies (e.g. McManus, 1989; Munthe, 2001). Another key to effective relationships with students is behaving equitably and responding affirmatively to questions. Marzano (2003) recommended three categories of strategies that teachers can use to convey that:

1. Physical gestures and movements (eye contact, moving around the room, looking and listening),
2. Positive interaction strategies (encourage everyone's participation, provide appropriate "waiting time"),
3. Affirmative reactions to incorrect responses (not to ignore a response, avoid subjective comments about incorrect answers encourage collaboration, give hints and cues).

All these strategies help to prove children with more comfortable and supportive environment. The efficient class manager should never forget that child's characteristics, behavior, and perceptions are associated with the development of their relationships with teachers (Reynolds & Miller, 2003). Teacher-student relationships are more effective when they are warm, engaged,

and responsive, characterized by high demands and high expectations, and provide the class with structure and clear limits (Pianta, 1999).

Brophy (2004) described classroom as a well developmentally supportive, well-managed setting in which children are productively engaged in learning and interactions among peers and with teachers are well regulated. He also summarized the body of research on qualities of teaching showing that children's developmental outcomes are improved when they are exposed to teacher-child interactions that are characterized by warmth, emotional support, and sensitivity in combination with structure, modeling, and direct instructions.

The mentioning of the student-teacher relationship is inevitable. The authoritative teaching style is based on positive relationship between grown-up and child. I believe the explanation above presents a better understanding of why it is so important and how positive the outcome can be. In order to investigate teachers' perception of their authoritative teaching style, first and foremost the description of authoritative relationship must be given. In order to achieve authoritative management in the class, the leader should know the components of authoritative teaching style, which are warmth and control. I would like to write as well about importance and connectedness between teacher and student, and how much these futures can influence many aspects of pupil's every day school life.

Continuing this theme I can say that, a growing number of studies have found that relationship between students and teachers are important predictors of academic and social adjustment in a positive learning environment (Hamre & Pianta, 2005; Huges, 2002; Hui & Sun, 2010; Roland and Galloway, 2002). It is relevant for my project to explore the work of Robert Pianta and Bridget Hamre, because they presented three major domains in classroom interactions between teachers and students: emotional support, classroom organization and instructional support. It is very important to understand that development and changes happen through interactions between skills and capacities of the person and the resources available to him or her in various settings (Hamre & Pianta, 2005). As it has already been mentioned that at least one-quarter of the working hours students spend in schools, most of it in classrooms. Relationship between students and teacher is undeniable. Teachers influence developmental change in children's lives. Since these three aspects are so influential and important for classroom interaction between children and teachers, I find it imperative for my project to describe them.

Emotional support is the key from the researchers' point of view to the effective classroom practice. Teachers' ability to support social and emotional functioning in the classroom is cen-

tral to everything. There were also mentioned two broad theories, such as attachment theory and self-determination theory, by Pianta and Hamre. The first one is based on the parental support. When parents provide their children with safe, stable predictable environment, children become more self-confident and self-reliant to explore things because, they have an adult, who can support and help in case of emergency. As for self-determination theory, here the children most motivated to learn when they feel support from adults in such areas as self-competence, autonomous and positive relatedness to others.

Classroom organization is a critical feature of the environment. Classrooms that use more behavior management strategies that use routine management and use effective strategies for making students active in classroom activities have higher levels of engagement in learning and less bad behavior.

Instructional support is focused on how the teachers implement curriculum and learning activities to full effective support and academic development. Teachers who use strategies, that focus students on higher order thinking skills; give consistent, timely, and process-oriented feedback; and work to extend students' language skills tend to have students who make greater achievement gain (Hamre & Pianta, 2009, p.113).

It would be exciting to see how the beginning and experienced teachers see themselves in this perspective. How do they see their roles in the class? How do they interact with children? The relevance of this topic to my research question is obvious: emotional and instructional support together with classroom organizations is the key to successful classroom management. If the teacher has control of all these three domains, there should be very good classroom relationships not only between teacher and children but students themselves.

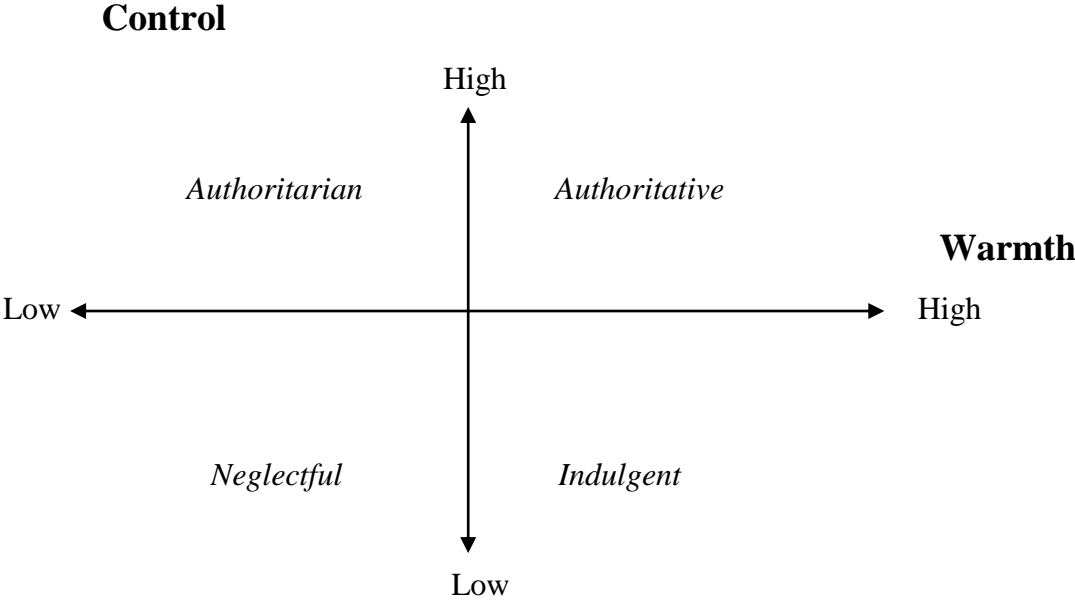
Since I mentioned the student – student relationship, I would like to elaborate on it. It is obvious that children value each other's opinions; often one of the most exciting things for them is to come to school and see their friends. Communication between peers is probably the first opportunity for them to form a relationship independent from their parents' supervision. The ability to solve conflicts with one another without disrupting relationship is a good skill, which can be gained by rules of communication taught by the good teacher (Marzano, 2003). Unresolved conflicts can be very distracting and with the bad ending. Without peer relationship development of social competence can be in danger. Having a friend in class, make it easier to have fun during the day, to get through difficult, stressful times. Children learn from each other and get

influenced by each other without noticing it (Marzano, 2003). The better relationship between teacher and students, the safer is atmosphere in the class. The healthier environment around the students, the stronger is the relationships between them. Authoritative teacher, who has balance between dominance and cooperation, can achieve that.

2.2 Authoritative teaching style

Baumrind's typology of parenting and teaching styles has undeniable influence on the subject of relationship between grownups and children. I consider the theoretical perspectives of Baumrind (1991) and her parenting styles adapted to teaching to be highly relevant for my study. Especially now, when so many research programs had proven that the authoritative teaching style has positive effect. Baumrind used the dimensions of control/ demandingness, and warmth/responsiveness to derive a four-fold classification of parenting styles. The styles are: authoritative, authoritarian, indulgent, neglectful.

Figure 1: Typology of parenting and teaching styles



In the permissive indulgent style, the level of control is low but the level of warmth is high. Usually the parents with this style of raising the child has a lax attitude towards parenting, they might fail to provide the rules for the child's behavior. Children often exhibit low self-control and low self-reliance and often experience frustrated social relationships and academic outcomes.

Permissive neglectful parents have low control and low warmth, they are not supportive, basically, and parents do not care very much about child's life. Children have low self-esteem and high levels of aggression and impulsive behavior.

In the authoritarian style with high control and low warmth, parents value obedience and discipline in their child. For the boys, high level of aggression emerges, and for the girls little independence is the result of such treatment.

The most optimal, best and working parenting style is authoritative. Providing a child with high control and lots of warmth, parents set rules but are willing at the same time to explain the reasons for rules and are open for discussions. Children become self-controlled, achievement oriented, friendly with peers and cooperative with adults.

Baumrind (1967, 1991) found that each style has important consequence for children's social and intellectual development. Children whose parents have an authoritative style have the best outcome on a number of behavioral and psychological measurements. Authoritative parents are involved with their children, providing close supervision and settings and enforcing limits on their behavior. The control orientation is combined with acceptance, respect for autonomy and warmth (Ertesvåg, 2011, p.52).

Projecting this theory on classroom management helps to understand that authoritative teachers work to build relationships of warmth, acceptance, and openness; they establish high standards and have high expectations of socially responsible behavior; they enforce rules and standards in a firm and consistent manner while using reprimands and punitive strategies when necessary; and they promote autonomy by encouraging the pupils' participation in decisions regarding his/her behavior (Bear, 1998; Brophy, 1996; Hughes, 2002; Kounin,1970).

As it was written above good relationship between teacher and student develops safe and trust environment. Pianta (1999) emphases that it is particularly important to build warm relation-

ship with students, who are especially dismissive and repellent, these children need it the most. No matter how long rebellion children reject help and test teachers loyalty, in the end they accept it. Pianta described the concept of building relationships through ‘banking time’. He wrote that in banking time the teacher works with a consultant and implements a daily (if possible) regimen of between five and 15 minutes of individual time with a target child. The intervention is called Banking time because of the metaphor of saving up “positive experiences” (Pianta, 1999, p.140).

For Baumrind, good parenting involved the balance between control and nurturance, or supporting children’s individuality and agency. No matter how easy it sounds the realization of this concept is a difficult process in real working environment. Helping teachers think differently, critically about the structures and processes in the classrooms is an important step. The concept of authoritative teaching style is very useful and right way to show the teachers the complexity of classroom processes. New methods must be developed to help teachers to understand the link between those two dimensions, how the concepts of control and warmth interact with each other.

2.2.1. The Respect Program

Exactly these types of questions the Norwegian program called Respect is trying to figure out. It is a whole school approach to prevent and reduce problem behavior; it provides schools with a frame work for strengthening the adult role. Furthermore, the program builds on the assumption that the teacher is essential for developing and maintaining a positive learning environment (Ertesvåg, 2009). The basic principles of the program are:

1. Authoritative adult builds warm quality relationships with students and takes control in bad situations. Just as I have already described.
2. The program is broad in; it involves everyone in the staff, students and parents as well.
3. Consistency is recognized when the teachers act according to the basic principles regardless of the time, situation and arena, and when all staff support the collective attitude and practice
4. Continuity is considered to be a long-term commitment to the three principles above.

(Ertesvåg, Roland et al., 2010)

As we see the principles of the program shows that leadership is necessary both for inside and outside the classroom. The major focus of the theoretical frame work in the Respect is on the relationship between teachers and pupils and how this manifests itself in teacher support and monitoring. Teachers play a great role when it comes to prevention and reduction of behavior problems. Building positive relationships is absolutely necessary aspect for the teacher's work if he/she wants to influence the class socially and academically. Through many years of researchers and observations of this matter all over the world, the educators found out that good relationship with the teacher benefits students in such ways as : better learning, motivation and achievement (Birch& Ladd, 1997;Chen,2005), better conduct (Hughes, Cavell & Willson, 2001; Pianta, Steinberg & Rollins, 1995), lower aggressiveness (Hughes et al., 1999: Meehan, Hughes, & Cavell, 2003), lower drop-out rates (Croninger & Lee, 2001), better self-esteem, and less depression (Reddy, Rhodes, & Mulhall, 2003), gain confidence in their ability and becoming more motivated to participate in classroom activities (Birch & Ladd, 1997; Hughes & Kwok, 2006; Skinner & Belmont, 1993). Authoritative teachers who monitor students' behavior and learning may 'save' children from negative peer influence or social background (Hughes, 2002); they can also protect children from negative developmental outcomes associated with adverse care-giving experiences (Birch & Ladd, 1998; Croninger & Lee, 2001; Pianta, 1999). Authoritative adults who are consistent across classrooms and over time in their responses to pupils' problem behavior may strengthen intervention efforts (Roland, 1999). When teachers correct problem behavior, they also affect future student behavior. Relationship-based discipline and intervention involve teachers in developing distinct expectations of pupils' behavior (Ertesvåg & Vaaland, 2007). This results in less disobedient behavior and less disturbance of schoolwork when combined with rewards for pro-social behavior and consequences for behavior that diverges from the norm (e.g., Bear, 1998; Hughes, 2002; Kounin, 1970). In other words teachers' academic support, monitoring, and emotional support of students can be seen as three important aspects of competence in classroom leadership (Bru, Stephens & Torsheim, 2002; Roland & Galloway, 2002). That was one of the aims of the Respect program to investigate the effect it makes on students' perception of those three aspects of classroom leadership: teachers' academic support, teachers' emotional support, and teachers' monitoring. Bru, Boyesen, Munthe and Roland stated that lack of academic support could be a risk factor for emotional problems among young adolescents. It helps students to perform well and thereby increases their academic competence, which contributes to decreases in misbehavior and increases in on-task behavior (Roeser, Eccles. & Strobel, 1998; Thuen & Bru, 2000).

Emotional support is a very important aspect of the classroom leadership. There is a strong correlation between teachers' emotional support and students' motivation and concentration, emotional wellbeing and behavior. Careful monitoring of schoolwork and behaviour seems to prevent or reduce behavioral problems (e.g., Good & Brophy, 2007; Thuen, 2007). Teacher has always been seen as a mediator between student learning process and monitor of opportunities to practice the skills or knowledge learned. In order to reduce misbehavior in classroom the teacher has to learn to be an authoritative leader with lots of support for children not only academically, emotionally, and be able to monitor every child individually.

The theoretical framework of the Respect program is based on authoritative teaching style, which is very relevant and inevitable topic in my work. The practical part of my Master is based on the interviews taken from the teachers working in one of the schools participating in Respect project. All teachers are different so as their strategies, and not everyone happened to be authoritative leader of the class. Teachers especially differ in the strategies they employ when faced with behavior (Pianta, 1999; Rydell & Henricsson, 2004). Previous research suggests that changes in teachers' attitude can be accomplished through education and training (Hart, 2000) and that attitude change can have a considerable influence on student's learning (Burke, Guck & Robinson, 2006; Carr & Kurtz-Costes, 1994; Hart, 2000).

2.3. Summary for theoretical part

It is important for the reader not to get lost between three big topics of classroom management, authoritative teaching style and teacher-student relationship. It is not easy to distinguish between them. There are still discussions and debates about the importance and weight of each one of them. They all closely correlated and have a lot in common. The overlap between authoritative teaching style and teacher-student relationship is inevitable. In my opinion, based on the outline above, they both are part of classroom management. Since the research question consists of teachers' understanding of authoritative teaching style in the context of classroom, I chose to present classroom management and authoritative perspective as the main categories of my work, and at the same time present the theory about teacher-student relationship, because it is integral and essential part for both of them.

Frameworks and researches presented above by different scholars have a lot in common, though they were written and discussed in different period of time. The words and expressions

may vary from each other, the scholars apply different concepts and use different terms but the message behind the texts opens our minds towards the undeniable and influential effect of child - grown up relationship, in case of this Master teacher-student relationship, it is important influence on aspects of teacher's work and children's development.

The Respect program emphasizes authoritative teaching style and puts a teacher in control of a class. It mostly makes an accent on responsible adult not only a teacher, which I find relevant to my work. I consider authoritative teaching style described in the Respect program to be part of successful classroom management.

In this thesis I prefer to present authoritative teaching style as the safest working style of classroom management.

3. Methodology

3.1 Design

When considering a research strategy in a study, the choice usually falls between two main approaches: qualitative and quantitative. The qualitative strategy proposes to study research in details. The quantitative strategy focuses on numbers of the research. One of the characteristics of a quantitative research is that it needs a large amount of samples. A qualitative work needs smaller, more focused samples.

Flick (2005) argues that unlike quantitative research, qualitative methods take the researcher's communication with the field and its members as an explicit part of knowledge production instead of excluding it as far as possible as an intervening variable. The subjectivities of the researcher and those being studied are part of the research process. Researchers' reflections on their actions and observations in the field, their impressions, irritations, feelings and so on, become data in their own right, forming part of the interpretation, and are documented in research diaries or context protocols (Flick, 2005, p.6).

After careful consideration, I have decided to use qualitative methodology. The choice of this approach is appeared to be the best way to explore experiences of the beginning and experienced teachers', because qualitative research is a broad approach to the study of social phenomena. It is pragmatic, interpretive, and grounded in the lived experiences of people (Marshall, Rossman, 1999). That is why it can help me to investigate the experiences of my interviewees, how they implement the knowledge of classroom management into practice and work with it. Qualitative methodology is also appeared to be the best way to explore the teachers' perception of the authoritative teaching style in classrooms, because this qualitative research aims to gather an in-depth understanding of human behavior in school environment in my case and the reasons that govern such behavior.

The study will use the qualitative interview design, seeking to describe participants' perceptions, development and experiences, and to understand how they organize themselves in surroundings through social roles.

The procedure for a qualitative study includes discussion of data collection, development of data recording rules, identification of data analysis, specification of verification steps, and delineation of the narrative outcomes of the study (Creswell, 1994).

3.2 Sample

A sample is a representative of the population from which it is selected if the characteristics of the sample approximate to the characteristics in the population (Bloor, Wood, 2006).

Qualitative research typically uses small number of sample compared to quantitative design. According to Johannessen and his colleagues the number of informants depends on the research question and size of the study. Usually 10-15 interviewees are enough to collect the important information. In smaller and quiet narrowly constructed researchers, with limited period of time to finish the work, the amount of samples can decrease till 5-10 participants.

To accomplish the aims of this study and to provide the potentially interesting outcomes, which might appear from the data, it was, decided to employ certain groups with special experience. Since thesis is dealing with classroom management and authoritative teaching style, it was natural to choose two categories of interviewees. The research question plays undeniable role in this decision. Given my research question and the fact that the theoretical outline above showed that there might be differences between experienced and inexperienced teachers, it was natural to choose between these two types of informants with the exact knowledge and skills relevant for this research.

The choice of teachers is based on how many years of working experience at school they have. Based on Brekelmans and Wubbels (2005) findings, the beginning teachers need approximately six years to learn how to manage classroom situations. Due to this timeframe I attributed first group of teachers to inexperienced, those who have six or less years of work at school and the second group of teachers with more than six years of experience.

I purposefully selected participants who have knowledge or experience on the subject, which has been investigated. They provided detailed information that was relevant to the request. The school I interviewed the teachers in, was one of the common schools in the Rogaland area, par-

ticipating in Respect program, which means that as part of this program all the teachers took part in seminars and measures, focused on how to improve classroom management, and therefore they are provided with theoretical and practical knowledge on the topic. Through the guidance of the principle of the school I was kindly helped to find the teachers, who could provide me with the information for the research question.

The age difference between participants was significant. The three beginning teachers were young, freshmen in their profession. Among three young teachers the most experienced one was with three years of work. The experienced teachers were experienced indeed. A wise, strong, confident man of more than twenty years of work in school behind his back and smart, willing to share with experience and energetic lady with fourteen years of employment. To avoid unwilling identification, no further information about the samplings is provided.

3.3 Data collection

In order to gather information researcher uses different methods to collect data. According to Marshall and Rossman (1999) qualitative researchers typically rely on four primary methods: participation on the setting, direct observation, interviewing and analyzing documents and material culture.

Observation is an essential element of the study. I observed the informers during the interviews, the way they behaved and used their body language to express thoughts and wishes. It demands full preparation, attention and participation in a conversation- interview. That way I had an opportunity to learn directly from my own experience of the setting. I saw, heard and experienced reality as the participants did.

I also had the observation record, which is frequently referred to as field notes- detailed, non-judgmental, concrete description of what has been observed. My observations didn't last longer than the interviews themselves, but this method is a fundamental and highly important in all qualitative inquiry. It is used to discover complex interactions in natural social settings. Even in in-depth interview studies, observation plays an important role as the researcher notes the

interviewee's body language and affect in addition to her words (Marshall & Rossman, 1999, p.107)

3.3.1. Interview

Qualitative researchers rely a lot on interviewing. It is a quick and useful way to get large amount of data. Kvale (2007) describes interview as a specific form of conversation where knowledge is produced through interaction between an interviewer and interviewee. Kvale (2007) also explained that a qualitative research interview attempts to understand the world from the subject's points of view, to unfold the meanings of people's experiences, to uncover their lived world prior to scientific explanations

Gall, Gall, and Borg (2007) added that an interview is a way of collecting data about phenomena that are not directly observable. Examples are people's inner experience, opinions, values, interests, etc. The whole process is happening in the oral form: an interviewer asks the questions, an interviewee responds one question at a time, while interviewer records the answers. Both agree on time and place beforehand. According to Patton (1990) the purpose of interviewing is to allow the researcher to enter into the other person's perspective (p.278).

The interviews I performed were semi-structured, in order to get additional information not included in the form. My task was to explore participants' actions, views, beliefs and meanings through flexible use of interview schedule, asking additional and probing questions to gather more in-depth data. While keeping the interview within the boundaries of the research question overall, you can follow up interesting themes and ideas and ask additional questions (Kvale and Brinkmann, 2009, p.171). It gave the freedom for interviewee to speak openly.

In my research I used interviews as a method to collect data. The interview guide had several topical areas and open questions at the end of them, so the participant could answer freely and share thoughts about different situations. Every interview lasted between 35 -45 minutes. All five interviews were recorded to a Dictaphone.

3.3.2. Recording data

There are many ways to record the interview for documentation and later analyses. They are audiotape recording, video tape recording, note-taking and remembering.

I recorded my interviews with audio recorder, which I used only with participants' consent. I also took notes during the interviews in the event that the recording equipment would suddenly fail and to remember the nonverbal aspects of the conversation.

Kvale (2007) is pointing out that this is the best way to perform interview because the researcher can then more concentrate on the topic and dynamics of the interview. The words, tones of the voice, pauses are recorded to permanent form which allows you to re-listen and come back to the same fragments of the speech again and again. The recordings were transferred to data, where they were used for analyses. The basis for the study's analyses is the transcribed interviews.

Kvale (1996) proposed five main approaches to interview analyses: categorization of meaning, condensation of meaning, structuring of meaning through narratives, interpretation of meaning and ad hoc methods for generating meaning. Kvale also wrote that the central task of interview analyses rests, however, with the researcher, with the thematic question he or she has asked from the start of the investigation and followed up through designing, interviewing and transcribing (p.187).

3.4. Transcribing data

Raw data require some sort of organizing and processing before they can actually be analyzed. All the notes taken by researcher can make full notebooks and exercise books with information. This information needs to be edited, made more readable, corrected, even before they can be recognized. Recorded data must be transformed into written text, corrected and edited also before being entered into a computer analysis program (Berg, 2004).

Qualitative data need to be reduced and transformed in order to make them more readily accessible, understandable, and draw out various themes and patterns. Raw data need to be simplified and transformed into more manageable form. Good example can be interviews, when they are completed, hours of audiotapes are created. Data reduction and transformation occurs throughout the span of the research. As the project continues, further elements of reduction will

occur: coding, written summaries, identification of analytic themes, theoretical explanations, etc. (Berg, 2004, p.39)

Transcription is a technical typing procedure for representing spoken discourse in text. Undertaken between the research stages of data collection and data analysis, transcription is a critical step in the production of scientific knowledge as it captures and freezes in time the spoken discourse that is of interest to the researcher (Bloor & Wood, 2006, p.166).

Transcription of the data is a time consuming process. The speed of it depends on quality of the recordings, proficiency of the writer and amount of details included in transcription.

There are different transcription systems, but a standard one has not been established. For example, in language analyses exactness in presenting statements is in focus. In more sociological questions, it seems more reasonable to transcribe as much as a research question requires. One very important feature in the procedure of transcription is the anonymization of data (names, places, references etc.)

Every transcription of social realities is subject to technical and textual structurations and limitations, which make accessible what was transcribed in a specific way. The researcher's personal style of noting things makes the field a presented field (Flick, 2005, p.174).

All five recorded tracks I transcribed into written texts. My intention was to place myself into position of the participant, to be open-minded and not to miss any details. During the process, I tried to reflect on the gathered information. I felt it was very important in order to see a new perspective for things and not to concentrate on what was expected. All interviews were different, and amount of time and the size of pages used for transcribing every one of them were different.

3.5 Analyzing data

Data analysis is the process of bringing order, structure, and interpretation to collected data. It is a messy, ambiguous, time-consuming, creative, and fascinating process. Qualitative data analysis is a search for general statements about relationships among categories of data (Marshall & Rossman, 1999, p.150).

There are six phases of analytic procedures every researcher gets through: organizing the data; dividing data into categories or patterns; coding the data; testing the understanding; searching for alternative explanations; writing the report. Each phase of data analysis includes data reduction, as I mentioned earlier.

To begin with in order to organize data, I read it many times. This way I became familiar with people, events and quotations. I wanted to obtain general meaning. Through reflecting on the conceptual framework and through questioning data, the text seemed to become systematic to me. It was easier to see the patterns connected with each other. The coding procedure was used to reduce the information to themes and categories and to reflect all kinds of nuances in the data, which form the basis for the emerging story to be told by the qualitative researcher.

As categories of meaning emerge, the researcher searches for those that have internal convergence and external divergence (Guba, 1978). That is, the categories should be internally consistent but distinct from one another. The researcher does not search for the exhaustive and mutually exclusive categories of the statistician but, instead, identifies the salient, grounded categories of meaning held by participants in the setting (Marshall & Rossman, 1999, p.154)

3.5.1 Coding data

Coding is the activity where a researcher applies meaning to raw data by assigning key words or phrases. These key words then act as signposts to themes within the data. Indexing is an activity by which data is broken down, conceptualized and then re-formulated (Bloor & Wood, 2006, p.101). Codes may take several forms: numbers, highlighting with color, abbreviations of key words.

I reduced the information by developing a set of categories that reflect major and minor themes in the data. The main theme of the thesis is teachers' perception and understanding of authoritative behavior in classrooms. I formed categories and attached codes to it. These codes and categories form the basis for the emerging story. The story is about experienced and inexperienced teachers' perception of authoritative teaching style. To explore how perception differs from young inexperienced teachers to experienced teachers, division of interviews into two groups: 'beginning teachers' group and 'experienced' once was obtained. Since the main focus of the

research is on difference between experienced and inexperienced teachers, it is natural specifically to point out these two groups in the presentation of analysis and result parts of the thesis.

Tesch (1990) provided some steps of data analysis. After reading all transcriptions carefully, she recommends to make a list of topics, abbreviate them as codes and write the codes next to the appropriate segments of the text. I joined three interviews into the ‘beginning teachers group’, and two others into the group of experienced teachers. In order to analyze the results, as Tesch (1990) recommends, I needed to break texts into meaningful segments and develop categories. In my case three main categories emerged: classroom management, authoritative teaching style and perspective learning. Those were most descriptive and big categories. The first category- classroom management- reflects on learning processes in the class, in spite of disruptive behavior of pupils. The second - authoritative teaching style, which based on the discussion of the theory part, is the safest management style in the classroom. The third – perspective learning- represents innovation in the learning system, which can improve the teacher training education. Then Tesch (1990) describes that researcher needs to assemble the data material belonging to each category in one place and perform a preliminary analysis. Since my main categories were very solid, I added subcategories in order to find more detailed answer to my research question. It was very helpful to highlight each subcategory with color; it was easier to see the most important details representing all groups. It was also easier to see the similarities and differences between groups and words, repetitions and quotes. The category of classroom management I split into two subcategories: challenges and understanding of classroom leadership. The category of authoritative teaching style I divided into subcategories of warmth: teacher-student relationship and control- practical strategies. And the last category of perspective learning was separated into the subcategory of classroom management approval and tips for new teachers.

The categories are presented in figure 1.

How do beginning and experienced teachers perceive their authoritative teaching style in a classroom?

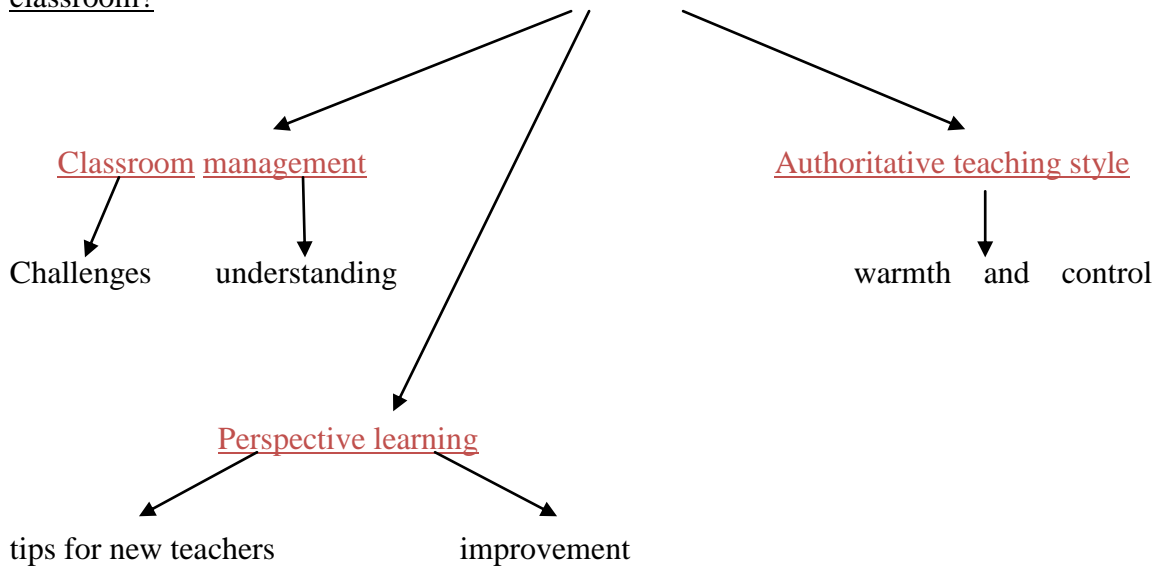


Figure 1: presentation of categories

After the process of categorization and coding I began to evaluate the plausibility of my understanding. I challenged it, tried to find other explanations for the data I searched for negative models. I evaluated usefulness of the findings, tried to connect and relate my assertions to previous researches and how the data was central to my story that is unfolding the social phenomena.

The last step of the analyses process is to write about qualitative data. I needed to give form, shape and meaning to a big amount of raw data and report the results of my findings and research. I believe I present data through gathered interviews through participants' perspectives and I attempt to relate practice to theory.

To sum it up, I used interview guide to collect information. The transcripts of the interviews were read and reread to identify categories in order to structure, organize and provide an overview on the findings. To develop greater understanding about differences in authoritative teaching style related to experience, which is a main focus of my study, I combined the informants' answers according to their years of experience. This process made it possible to investigate the differences and similarities between teachers related to work experience.

3.6 Verification

Scientific research is typically evaluated using measures of rigour such as reliability, validity and generalizability. In comparison with quantitative research, qualitative research has been less concerned with the traditional application of these measures. Reliability is the extent to which research produces the same results when replicated. Validity is the extent to which the research produces an accurate version of the world (Bloor & Wood, 1999, p.148).

Lincoln and Guba (1985) discuss using quality criteria such as trustworthiness, authenticity, credibility, dependability, transferability and confirmability. Qualitative researches have no single stance or consensus on addressing traditional topics such as validity and reliability in qualitative studies (Creswell, 1994).

There is also positivistic way of distinguishing between reliability and validity. It is to think of reliability as a measure of precision (the degree to which a research finding remains the same when data are collected and analyzed several times) and to think of validity as a measure of accuracy (the degree to which a research finding reflects reality) (Bloor & Wood, 1999, p.148).

Verification of data is a stage of the research where the data must be confirmed to assure that they are real and not a fantasy on the part of the researcher and that all the procedures have been clearly articulated (Berg, 2004).

Reliability and validity of the research focuses on whether the study is trustworthy and whether the results are valid in relation to the research question that has being asked. In qualitative research the important role play the answers and experiences of the interviewees.

Data collection and analysis strategies I performed were reported in details. I also provided a clear and accurate picture of the methods used in this study. All phases of this project had been monitored by an auditor who is experienced in qualitative research methods. I seek believability based on reader's acquaintance with the topic, his understanding of it and the consistency of my presentation and connectedness it creates with the reader

3.6.1 Validity

When considering the validity of the conclusions of the qualitative research, two types of it are involved. The internal validity is the degree to which the investigator's conclusions correctly portray the data collected, if it matches the reality. The external validity (also referred to as generalizability) is the degree to which conclusions are appropriate to similar populations and locations outside of the study area (Bloor & Wood, 1999).

As Kvale and Brinkmann (2009) note: 'validity is ascertained by examining the sources of invalidity. The stronger the falsification attempts a proposition has survived, the more valid, the more trustworthy the knowledge' (p.248)

According to Maxwell (1992) validity can be: descriptive, interpretive, theoretical, and evaluative validity. All the information precisely describes actions made by researcher. The participants' interviews were transcribed correctly; every participant had got clear explanation of what to expect and what was going to happen. The proof of interpretive validity is that all the interviews were written word by word since I had recorded them to dictaphone, which allowed me to see better the teachers' reactions to different questions and escape the difficulty of remembering exact words and phrases during transcription. I have heard all recording many times. Some of the quotations were used to justify results. I carefully checked the path to my conclusions. I also had another researcher independently examined my data and draw her comparable conclusion.

Theoretical validity was presented by carefully chosen theories. They were introduced in the first part of the thesis. When it comes to external validity or generalizability, this work doesn't have many participants to generalize the results among population, plus the term 'generalizability' is mostly connected to quantitative research.

3.6.2 Reliability

Reliability is concerned with the extent to which research findings are reproducible, that is whether a different researcher who replicated the study would come to the same or similar conclusions. Strategies to improve reliability include maintaining meticulous records of fieldwork

and documenting the process of analysis so that others can follow the process in the form of an audit trail (Bloor & Wood, 1999).

According to Flick (2005), the explanation of reliability comes to two considerations. 'First, the genesis of the data needs to be explicated in a way that makes it possible to check what a statement of the subject is on the one hand and where the researcher's interpretation begins on the other. Second, procedures in the field or interview and with text need to be made explicit in training and rechecking in order to improve the comparability of different interviewers' or observers' conduct. Finally, the reliability of the whole process will be increased by documenting it' (Flick, 2005, p.221).

Reliability is also rests on empirical material such as: audio recordings, transcripts of interviews, notes, and how all this information has been handled during transcription and later interpretation. To proof the reliability of my master I can assure that the documentation I made during the process of transcribing data is correct and well translated because I consulted two Norwegian native language speaking people: my mentor and my husband. There was no misunderstanding due to language or cultural aspects. I involved another researcher independently examine the display and data of my work to see if she can conclude the same outcome as me. Consultations with my supervisor can be considered to strengthen the reliability factor, because she read my material, retracing various analytic steps that helped me to come to the conclusion. We also discussed analysis strategies, methods and procedures.

The researchers' role in qualitative study is important, his/ her personal relationship towards the subject of study can influence the result. My role was to be an interpreter of the information to the reader. As such, the biases, values, and judgment of the researcher become stated explicitly in the research report (Creswell, 1994, p.147).

To justify my researcher role towards the reliability of the results I can list the actions that I used. Firstly, I provide a detailed view on the focus of the study; secondly, I mentioned about my past and present experiences, which have familiarity with the topic or the informants; thirdly, I presented the basis for informants' selection and I also described the way I have got the permission to study the informants, I complied all ethical issues, such as anonymity, confidentiality etc. and I provided the context from which data was gathered (LeCompte & Goetz, 1984). I viewed and understood data without prejudice, and I collected information and interpreted it objectively.

3.7. Ethical issues

Ethics are guidelines or set of principles for good professional practice, which serve to advise and steer researchers as they conduct their work (Bloor & Wood, 2006, p.64).

There are three main categories of principles: professional integrity (including recognizing professional boundaries, the need to disseminate research results and protecting research from misuse); responsibilities to research participants (including informed consent, protection of identity and the principle of ‘no harm’); and responsibilities to funders and sponsors(including clarifying obligations, guarding privileged information and not accepting restrictions on research outcomes) (Bloor & Wood, 2006, p.65).

3.7.1 Responsibilities to research participants

My project has been recommended by Norwegian Social Science Data Services (NSD). The purpose of NSD is to protect the privacy rights of the informants. All ethical and private matters were linked to the confidentiality of all interviewees.

Information about the master's project was given both orally and written to the principle of the school and the teachers. Before the interviews took place, I have got consent from principal of the school, allowing me to perform interviews, and I also have got consent from the participants about the same matter. I asked for each teacher’s permission to record the interview on tape. I politely asked them to answer all the questions as honest as possible. I also explained that the whole process was absolutely voluntary and they could feel free to leave at any time without giving any reason. Participants were assured that no personally identifying information would be presented in the report of the results. There was no one other than me who had access to the computer. Personal information about informants is not saved, and the interviews cannot be linked to some of the participants directly. Participants’ confidentiality was always remembered and prioritized.

3.7.2 Professional integrity

Since the researcher, with the help of qualitative methods, can have direct contact with informants, one must be aware of ethical guidelines (Thagaard, 2009). It was important for me to keep professional boundaries and be attentive towards informants' values, needs, desires and rights. As a person I have my own values and experiences. I was born and raised in a different culture, my views and attitudes are different from the participant's views and values, but at the same time I can appeal that I have been living in Stavanger for six years, I have years of practice working with Norwegian children of different ages. I have also been getting Norwegian education, which means I can understand school system and relate to it. As a researcher my feelings are not suppose to influence any part of interview. Thagaard also points out the importance of being aware of the connection that occurs between researcher and informant within the interview setting. The researcher is a tool when collecting information or data, and it's important for the researcher to be attentive in the meeting with the informant. I tried to be aware of the fact that ethics are attached to caring for other people as well, because very personal and sensitive information is revealed. During the interviews I felt that the teachers were very open and spoke their minds freely. There were no sense of awkwardness or stiffness; everything went as it should be.

4 Results

The aim of the Master thesis is to shed some light on how beginning and experienced teachers experience their authoritative teaching style in the classroom. In this chapter, I will present the results from the interviews with three inexperienced and two experienced teachers.

According to Steinar Kvale (1996), there are no standard modes to present the results of interview studies. There are standard ways to present quantitative data. Even though there are no comparable standard forms for presenting qualitative interview studies, there are several options available (p.265)

My option to present qualitative interviews was based on the best way to reflect on the research question, which focuses on teachers and their perception of authoritative way of working in the classroom.

The presentation of results are divided into themes related to different aspects of the research question and based on the central questions of the interview guide. The main categories are: classroom management, authoritative teaching style and improvement of classroom management. To get more detailed and in-depth meaning about these main topics, subcategories had been added. I will illustrate the findings of every subcategory with the quotes from my five informers. According to Kvale (1996) quotations are the usual mode of illustrating interview findings. I believe that will reflect on every teacher's individuality and possibly brings out some contradictions or new perspectives, that would be my argue to some risk of losing meaning of the interviews and teachers' personalities by dividing them like that.

4.1 Classroom management results

Classroom management is the broad and important concept, which every teacher experiences and accepts in his own way. It was important for my study to investigate the teacher's understanding of this concept, because it leads to the main question of this research about authoritative teaching style. Most likely there are always challenges related to classroom management.

My purpose was to identify different challenges every teacher experiences and compare the results in the end, making a conclusion in the discussion part of the research.

4.1.1 Challenges of classroom management

Children, who demands different types of messages are the biggest challenge for the young teachers. All three young informants were confused and lost, not knowing how to deal with the classroom situations. One of the teachers described the challenge this way:

“How to take care of the whole class, when there often are challenging students or a student, which needs different levels of attention and demand different types of messages. How to take care of the class when it happens?” (Informer 5)

One of the perceived difficulties was to keep focus on the whole class, when there was someone, who managed to distract a teacher and interrupted educational process for others in a classroom.

To have silence during the teacher’s working space is another challenge, especially when the school day comes to an end. What puzzle a lot are incidents, which disturb the working atmosphere in the classroom.

“Planning every day, have a lot with me home. I need to learn to set boundaries about this, not to take so much work with me home, but it is difficult to work in silence at school” (Informer 3).

Teachers have to take work with them home in order to prepare for the next school day, because it is so much to plan and think about.

It is very complicated when you are new in a school system and you need to remember many things.

“It is a little bit extra work when you are a contact teacher, extra hours to fill. As a rule I have one day a week when I sit longer at school. It was especially too much in the beginning, now it’s a bit less work. It is different from time to time” (Informer 4).

Another interesting challenge for the young teachers is balance between being a kind teacher and strict teacher. Teachers knew from their “Respect program” course that the first two weeks with new class are the most important to set the rules, standards and develop routines for students. It is important to show what the teacher expects of children and that she or he has full control of the situation. But at the same time a teacher needs to build relationship with the pupils, to show interest, care and support. Some of my interviewees reported that they struggle with the ‘being strict’ part; they have, however, friendly relationships with their students. Young teacher definitely knows how to build a positive contact with students, but as far as I understood, when it comes to discipline and rules, the inexperienced teachers describe that there is a risk of losing strength of character.

“The first weeks, remember I learned at school, that if you want to have standards, you must do it the first weeks. Then you have to be strict or kind in order to bland among the students, that is why it is always about the balance” (Informer 5).

Another teacher emphasizes the control part. That is a difficult topic for her in practice.

“It is very good to have control and warmth all the time. Sometimes it is easier for me to take care of students. I need to train my control part. It was especially difficult in the beginning when I was too soft with children” (Informer 4).

All the results are more or less similar among young teachers.

With respect to the more experienced teachers, the result indicates similarity between the teachers. They have more or less the same experience in this field.

Students with behavioral problems can be a challenge for experienced teachers as well:

“Students with behavioral difficulties are always distracting.” (Informer 1)

Informer 2 with all the confidence shares his challenging moments at work:

“Nothing that happens in the classroom distracts me too much, it what happens during the breaks in other places, things that you have to use time on, conflicts or what so ever. Or there can be students, who do not want to take a massage. You have to give a notice minimum four times”

To use time effectively during the day is another challenge. Teachers always want to do as much as possible during the working hours, to give the class a lot of new information and teach children new things.

“First and for most have the children to use the time effectively and that they concentrate on what they will do” (Informer 2).

“Planning, meetings, cooperation with colleagues, paper work. It is never enough time. By the end of the day if you feel that everything went well, you fulfilled your plan, than you know you did a good job” (Informer 1).

Experiences teachers, unlike inexperienced teachers, describe both challenges related to emotional support and behavior difficulties.

For example, in comparison with inexperienced teachers more experienced teachers set not only educational goals for the day but emotional as well. They want to create a positive and good working day for students.

“When the day is over and you go through it and it was good for everyone, you feel that your goal is achieved” (Informer 1).

“There are two things that are very important for me: first, students must learn as much as possible, and the second, they should enjoy best possible. But no other way around, wellbeing is number one” (Informer 2)

More experienced informants also mentioned that it is important to have good routines and rules to have the day to go smoother. Informer 1 said, that she was very picky about routines and that she focused a lot on planning process on finding the way for students to enjoy and feel like studying and coming to school. The teacher pointed out that then she could concentrate most on teaching and creative environment and paid little attention to the discipline problems. It is interesting that experienced teachers, unlike inexperienced teachers, describe challenges related to emotional support, not only behavioral challenges. Inexperienced teachers didn't mention this factor.

4.1.2 Understanding of classroom leadership

Every teacher has his/her own point of view on the concept of classroom leadership. As it has been outlined in the theory section, classroom leadership is the greatest challenges for teachers. Their perception of classroom management influence not only studying atmosphere but personal growth as well. It was also specified in the theoretical part that teachers play major role in determining the value of the classroom environment for student learning and development. It is interesting to see similarities and differences between experienced and inexperienced teachers' description of classroom management. I present the results of investigation of inexperienced teachers' understanding about this topic first:

“Classroom leader has control of the class, students do what they should. Teacher can regulate activities, has control, being academically strong and keep things in their places” (Informer 3).

Informer 5 sees it this way:

“Classroom management is a class where you show care, all students are sure that you have control no matter what, children can count on you socially and academically”

Informer 4 describes classroom leadership by these words:

“The teacher must be very good at control and responsiveness all the time, likes to work with people, especially children. Teacher must be academically competent, see all students, have clear expectations towards pupils, being a leader with wit and humor, and know how to encourage and motivate the class”

Inexperienced teachers talk about a leader of the class, who has different qualities and characteristics. However, they don't emphasize all elements equally; one has stronger opinion about control and discipline, the other shares the importance of both control and support.

For experienced teacher informer 1, on the other hand, the concept of classroom leadership is:

“Classroom leadership is about everything that includes children, no matter where you meet them in a classroom or outside of it, from the moment you see them in the morning till the time you go home. It's about creating learning environment and good relationships. It's about teaching a group of children to live and have nice time together, to give things, to build a platform for them, so they can go further to the next school grade.”

Informer 2 has a short but precise explanation of the concept of classroom management:

“Classroom leadership is about a grown-up, who decides everything in the class. There must be only one leader in a classroom, but he or she needs to have a good mood and humor.”

Although there are similarities between the experienced and inexperienced teachers in their perception of classroom management, for example responsible teacher and good teacher-student relationship; it is also interesting that experienced teachers make an accent on authoritative leader, who has both discipline and support equally important. As it was mentioned in the theoretical part authoritative teaching style is the safest working style of classroom management. According to experienced teachers understanding of the classroom management, it seems that they do use it in practice, when, on the other hand, it seems that less experienced teachers have the knowledge and understanding of the classroom management, but they struggle with its implementation. It is not an easy matter and it's worth discussion. The concepts of classroom management and authoritative teaching style are so correlated, that it seemed that the inexperienced teachers expressed themselves in a similar way about both of them. Teacher-leader and teacher-student relationship were the main key-words to describe the inexperienced teachers' perception of classroom management. In comparison to them the experienced teachers seemed to use the third factor of successful classroom leadership- control, discipline, routine and strategies.

4.2 Authoritative teaching style

The results presented here help to explore the meaning of every teacher's perception of authoritative teaching style, which may shed further light on the research question. Since all the participants had the Respect program course, it was reasonable of me to expect that the teachers knew the application of Baumrind's system of parenting to teaching, which is balance between two dimensions: control and nurturance.

4.2.1 Warmth and control

From the answer about relationships between teacher and his/her students, I discovered that it was very easy for the beginning teachers to find the same language of communication with many children. But the control part of the authoritative teaching style questions was a bit left behind.

The young teachers knew hobbies and interests of their students. They knew how to find the way to learn more about students' personal life, for example, spending time talking to children during the breaks, in the corridors, in the playgrounds, staircases.

“I use a lot of time to chat with students. My class is very emotional; many children come to me after school just to talk. I take it as a complement. I try to give a credit all the time. I also learned a lot about my class for example through practical compositions students write about themselves” (Informer 3)

The teachers hoped that the students know that, they care about them, because they do a lot for their safety and well-being. Compliments and praising are a big deal in teacher's authoritative behavior. It is the best way to motivate and support students.

“I say particular praises all the time to the students. The moments of approval help students to experience positive feelings, and then it is time to give complements. I try to find those moments as much as possible” (Informer 5).

To the questions about practical strategies which help to have control over the class, inexperienced teachers struggled to describe, instead they tended to describe relationships building skills. However they provided some insight:

“Yes, I have some. I focus a lot on eye contact. I don't start the lesson before I have the eye contact with everyone. I also use movements-body language. I speak in a very calm voice. I give many examples from my own life. I help children to develop their own strategies; they need to think for themselves. I am very concerned about relationships...” (Informer 5)

Informer 4 asked for time to elaborate:

“Let me think. I let the students work in their own tempo, especially in the mornings, when they are tired. I work a lot with inclusion and respect in the class. My students often work in groups,

discussing different situations, finding the answers to difficult cases, plus I try to bring some challenge to work. I care a lot for my students”

The third informer’s opinion about control part of the authoritative teaching style was expressed this way:

“Rules: You must greet the teacher when you come inside the class, learn to take messages, if it is noisy in the class, I will stand calmly and wait before every one calms down. But I have difficult situations such as: when students need to bring the books from the shelves; and it takes so much time for them to calm down after. The same with breaks, after breaks I use time to have order in the class. I also noticed that there is a lot of noise after the lunch, when children become tired. I need to do something about it, but don’t know how”

The concept of authoritative teaching was described as follow:

“Authoritative, it is a positive concept, early, determined, and caring, also must have boundaries” (Informer 5).

“I think I am authoritative teacher, I show dedication and involvement, at the same time make demands of students. Balance between control and support is important” (Informer 3).

As shown in the illustration of the beginning teachers’ perception of authoritative teaching seemed to have the theoretical knowledge of authoritative concept, but when they described their practical approach to the concept, it was more about relationships than control. The inexperienced teachers needed time to reflect on the strategy and discipline during the interview, when to the questions about relationship, on the other hand, they had automatic answer with many examples. I will return to this important finding later in the thesis.

The experienced teachers’ point of view on authoritative teaching style was more or less the same in comparison with beginning teachers. Responses of the experience teachers were more detailed and constructive, more exact and correct.

“Teacher – leader, who can his subject, who can keep order and piece, he must have legitimacy and humor and cope with any situations and be in contact with students” (Informer 2)

Informer 1 said:

“It is very important to show from the very beginning that you are strict but in a good way, that you are nice but fair leader”

The experienced teacher emphasizes that both: warmth and control are important. There are many possibilities during the day when she can show children care and support, and also show if she is proud of their work or not. Informer 1 also believes that, there is always a good time to create warm relationships and that it is important to have positive and happy experiences together with pupils. Time at the end of the day for her is a good time to communicate and talk with students.

“I tell students how I feel about them, for example, I can tell class that I miss them, when they are not around, that I enjoy working with them and so on” (Informer 1).

“There are small things you show interest in, and over the time children understand that it was personally very important for them” (Informer 2).

At the same time experienced teachers were very specific and equally persistent about the importance of control part of the authoritative teaching style. They had a simple point of view to this matter, which included instructions to follow the rules either the school rules or the classroom ones.

“Practical strategies help me to keep control in a classroom, students like when it is safe and stable. It needs time for routines to work. We repeat and drill things over and over again, and then the results appear and all the rules and procedures become automatic. Children remember everything themselves without my help. I have lots of rules and routines in the rucksack. I cannot tell you all (She smiled)” (Informer 1).

All in all it seems that for the experienced teachers the meaning of the authoritative leader is described as a grown-up, who makes demands, puts limits and boundaries, can control silence and order, and able to fix any situation. He or she, from experienced teachers' point of view, should also have humor and contact with children, who understand that their teacher wants what is best for them.

One of the experienced teachers made a comment about balance between warmth and control. She found it difficult to maintain the balance between those two requirements of the authoritative concept, but she also added that:

“Balance comes to the picture more and more with time” (Informer 2).

In comparison with inexperienced teachers experienced teachers made an accent on the fact that rules are always valid and that the teacher needs to have particular rules and strategies in

use. However, both experienced and inexperienced teachers elaborated that the first two weeks are important to implant routines, discipline and teacher's expectations for the students, which perhaps is natural, as all of them participated in the Respect program courses.

In conclusion to this part, it seemed to me that the both experienced and inexperienced teachers had skills and experience to support children's individuality and agency. Though inexperienced teachers in comparison to experienced teachers struggle to establish or enforce demands for appropriate behavior.

4.3 Perspective learning

In this part I present all teachers' opinions about improvement of classroom management. This section illustrates teachers' past experiences and observations in the field of classroom leadership in order to propose the possible changes in educational system to escape the hardships and unpleasant surprises which await inexperienced teachers in the future. I also present teachers' advice for new and young generations about expectations and reality at work. Discrepancy between theory and practice are illustrated as well. Mismatch in big proportions can scare inexperienced teachers and lack of knowledge can lead to unsuccessful work.

4.3.1 Tips for new teachers from experienced and inexperienced teachers

All the informants were very eager to give tips and pieces of advice to graduates and new teachers, because looking back, and remembering their own experience as a novice, it was not easy. The gap between teacher training education and real life in school was perceived to be large. The expectations and hopes were too high. They described a range of precautions and warnings from more experienced teachers.

I start with comments from inexperienced, beginning teachers. The biggest concern the interviewees shared was about practice and theory, how huge the difference was between real life work and the idea of it before they started.

“I went from high school right to university and then straight after to work as a teacher. I had lack of strategies, didn’t know how to work with cases and more detailed and precise situations in reality. It could be very good to get a teacher with experience and practical tips and examples, who could teach how to show warmth and control. It is great to have good lessons, but you are not sure if all twenty five students follow you. I can a lot about algebra, but it doesn’t always help me. We have got so much of theory and so little of practice” (Informer 4).

Informer 3 expressed herself like this:

“When I came to school I had to learn things all over again, of course I had pedagogical knowledge as the base, but it didn’t help so much. I just want to have much more practical things, to learn tricks, how to cope with challenging students, more specific tips, how to cope with difficult situations in my working life”

It seemed to be very helpful to get an experience teacher to guide inexperienced teacher through the first year of work; which gives an opportunity to learn practical tricks. The mentor could explain things through practical examples and introduce young teacher to the school system, show new person everything around.

The informers mention beginning teachers’ skills in theoretical-pedagogical area of education, which they learned at the universities, but it doesn’t seem to help so much in classroom management situations. For one of the inexperienced teachers it was absolutely important to know how to deal with children with behavior problems, or how to deal with such situations like bullying, girls’ intrigues, or boys fight, more specific situations. She finds it important to know how to act quick and effective in difficult or unusual situations like that.

“In the university we have got very good knowledge of subjects but very little about behavioral situations” (Informer 4).

One of the teachers mentioned very quick about international students, whose families move to Norway, and that it would be very useful to have some information about multicultural students. Such cases are very common and spread all over Norway.

The informers were agree that beginning teachers must prepare themselves for a very hard work, and that it is normal to have bad days , especially when a teacher just started career.

“It is a lot of work, you get no extra payment for that, but what is good is that the day goes very quick at school and I like my job, and the students are very nice. If you show respect towards children, they care about you” (Informer 3).

Informer 4 shares with her experience:

“This is very hard work, it is not always fun, some hours, even days can go really bad, but it doesn’t mean that you are bad teacher. It is getting better with time. Students see that you are a new person; they test you, they don’t obey the rules and that’s very natural”

Informer 3 gave the piece of advice, which include inexperienced teachers to be on duty all the time, to plan the lesson hours very carefully, so the children know that their teacher is a stable person, has safe environment with good boundaries and gives a lot of himself to create good relationships between students and oneself.

In the beginning it is taught not only for the new teacher but for students as well. The teacher needs to be sure that he or she made the right choice of profession. One of the informers mentioned that the inexperienced teacher needs to think extra if he/ she ready to be a teacher.

Cooperation with parents and collaboration with coworkers is another part of the reality that the beginner teachers were not ready for:

“I feel safe about my classroom management style, but I would like to learn more about cooperation with colleagues” (Informer 5).

“Before I started as a classroom leader, I had a fear to work with parents; it is not a problem anymore” (Informer 3).

But luckily they had a special course through municipality, where the informers had got instructions and practical advice in many different situations. They also were given a special number of a hot telephone line, in case of problems or in case of need of council.

The tips for new beginners from experienced teachers are very precise. They recommend being emotionally ready for any situations even if it not easy.

“There are no similar classes. There are no similar days. There are different ways to work with different children. But it is very smart and important to have good tricks and caning ways to manage things and lead the class” (Informer1).

The most difficult part of the job in the beginning of the career for one of the teachers was to make the day go round. There wasn't enough time for anything.

The advice that experienced teacher shared is:

“New beginners need to be ready for difficult work; do not count on relaxation time; must be smart to say to themselves, that today is not so good, but tomorrow I will find another way; not to be sorry for themselves or unhappy, must learn to deal with stupid things that will happen; very important to have focus on routines and rules from the very beginning and build a relationship with a class as a group, in other words be an authoritative teacher. It is very important to be honest, especially with parents, what I can and what I cannot; and not to give up, when the things get crazy” (Informer 1).

Informer 2 gives very clear and accurate tips for the beginning teacher, informer finds small signals useful in order to get peace in the classroom, he also recommends not competing with children in, who talks the loudest. And this experienced teacher made a huge accent on rules, and meaning of your own word, the teacher should never say something if he/she doesn't mean it.

One of the things that both teachers made an accent was that, beginning teachers must not ever be afraid to ask for help from their colleagues, discuss practical, technical, academical or pedagogical situations with them. Thus, they also indirectly offer their help to less experienced colleagues, it can be argued.

They described the importance of communicating with people around you and ask for help if there is something wrong. It is not always works the way you planned.

4.3.2 Improvement of classroom management

The first very important point the experienced teachers paid attention to was:

“Teach new beginners leadership psychology and how social mechanisms work in classroom”
(Informer 2).

It seemed to be difficult for many teachers to learn how to conduct parents meetings, student meetings, how to plan the day and how long time does it take, what to expect from everyday working live in a classroom, how to handle bullying situations or difficulties with challenging kids, to learn more about different diagnoses.

The best way to feel all the responsibility for the job from experienced teachers’ point of view is to get a couple weeks of practice for inexperienced teachers, totally alone with children, during the practice time in the university, plus get the position of a contact teacher. After such a good reality school at work future teachers should understand the gravity and seriousness of the job.

“All ought to have practice alone to get familiar with that feeling, what would you say, being a contact teacher for one week” (Informer1).

Another interesting suggestion was made by experienced teacher, who said that all teachers in the universities must have their practical work experiences in the field before lecturing. It is not good enough to read about the practice from the books, it is important that they can it.

To improve classroom management experienced teacher suggest that universities must give the students the most accurate and useful information about real school cases and situations. They should look through all possible classroom strategies, routines and discipline cases in details.

One of the experienced teachers also proposed a subject of special needs education as a mandatory subject for all future teachers.

The improvement of classroom management from beginning teacher- informer 4 point of view is:

“Learn from your own experience but have someone who can give you practical advice. Things change all the time. Not always things work, you need to have useful example to every practical situation”

Informer 5 says:

“You need to have different characteristics and qualifications, make yourself aware of what you want and what is important for you. I cannot say so much, I am at the beginning of my career”

Students at the universities get plenty of theoretical knowledge about the subject they will be working with, which is good, teachers need to be professional at what they do, however it is also very important to have the knowledge of specific practical examples with the real solutions to awkward and embarrassing situations. That is a big missing part of the education. It could be very helpful and useful change in the system of education for the future generations of teachers.

One of the inexperienced teachers made a conclusion from her own experience that it is important to improve communication with colleagues, get guidance from them; not to be afraid to take a case and discuss it with others and get the feedbacks from colleagues; ask for constant and refreshing courses with specific practical cases and their solutions.

5 Discussion

In order to shed further light on the research question, beginning and experienced teachers' perception on their authoritative teaching style will be discussed. I will look through the main focus of the study and discuss it in the light of the theory and previous researchers.

The discussion part is divided in subsections. The overview is presented in figure 1 in the methodology section, providing structure to the analysis and presentation of the results, which will be discussed in three main sections.

First, I will discuss classroom management and its challenges; one of the interesting aspects to discuss here is whether teachers have an understanding of the concept of classroom management that is in line with a theoretical understanding of the same concept. Secondly, authoritative teaching style and its two subsections warmth and control will be discussed. Also, differences in experienced and inexperienced teachers' understanding of this concept are addressed. Given that authoritative teaching style is the central theme of the thesis, this section will have main focus. Authoritative teacher is a significant aspect, which creates and controls classroom mechanisms and influences children behavior. Thirdly, perspective learning is discussed. Towards the end of the chapter, I will discuss limitations of the study, as well as implications for further research and practice.

5.1 Classroom management

One experienced teacher described classroom management as everything related to the work with the students, creation of good learning environment and good relationships.

Looking at the experienced teachers' understanding of classroom management reflects the view of the theoretical literature that was given earlier. For example, classroom management by Weinstein and Evertson's definition is the actions, which teacher takes to create supportive environment that promotes as academic so social-emotional learning for students in the class (2006). Kunter, Baumert and Köller (2007) argue that classroom management generally is conceived to entail all actions taken by the teacher to ensure order and effective time use during the lessons (cf. Doyle, 1986)

According to the Respect program (e.g. Ertesvåg, 2009; Roland & Vaaland, 2011), leadership both outside and inside the classroom is important. And the findings from the study reveal that experienced teachers consider that principle of the Respect program very important and ponderable.

It is natural that every teacher experiences classroom management in his/her own way. The informants in this research are not an exception. Both experienced and beginning teachers had their own perception of understanding classroom management, they explained it using different words and phrases but they kept common idea and similar meaning, which was a teacher being in control of actions, being academically strong and has good relationships with students. In comparison with experienced teachers inexperienced teachers have the same understanding of classroom management; however, they feel more pressure and need in guidance to implement their understanding into practice.

Teachers use differently their knowledge of classroom management. A possible reason is that the concept is wide, and it is difficult to give one single explanation. It includes so many aspects, and the description may depend on one person's specific focus or perspective.

The result indicated the same challenges between experienced and beginning teachers: no matter how many years of experience a teacher had, there are some challenges that continue to be challenging. For both groups of teachers behavior problems are the biggest difficulty in the way of performing during the lesson. This is in line with reports of teachers world-wide. According to Veenman, 1984; Pigge & Marso (1997) teachers throughout the world cite classroom management, including discipline and student misbehavior, as one of the most important problems they face. Wubbles (2011), Evertson & Weinstein (2006), are also mentions this problem in their works. The fact that Wubbles and Evertson and Weinstein address this problem in more recent researches may indicate that the problem has not decreased. However, it seems that experienced teachers and inexperienced teachers perceived the challenges somewhat different. The inexperienced teachers perceived behavioral problems as annoying and irritating factor. The experienced teachers, on the other hand, found it to be time consuming. Experienced teachers seem to have patience and solidity, hardness of the spirit and many years of practice and knowledge how to deal with such situations. Young teachers seemed to be confused; nobody taught them what to do. Evertson & Weinstein (2006) argue that classroom management is neglected in teacher education programs in many countries. Likewise Wubbles (2011) asserts

that teacher education programs will thus not just ‘teach’ such a list of actions but will have to help student teachers learn to use actions appropriate at a particular time in a particular classroom. The reports of the inexperienced teachers in this study suggest that they are right.

According to Hughes, 2002 and Roland, 1999, a teacher must develop a caring, supporting relationship with and among pupils. Bru, Murberg, Stephens, 2001, Thuen, 2007 noted that, a teacher must organize and implement instructions in ways that optimize student’ access to learning. According to Doyle, 1986, Good and Brophy, 2007 a teacher must monitor academic and social activities. Adding all these researchers together, we will get a main ingredient of classroom management success, which is teacher-student relationship.

All teachers made an accent on how important the positive teacher student relationship is, without support, respect and trust, no creative learning environment is possible.

It emerged from the study that teachers have their own challenges with classroom management. The difference between them and inexperienced teachers is the attitude. Beginning teachers seem to hustle and stir the difficulties even more. They are very emotional and confused from time to time. Experienced teachers answered the interview guide questions in a calm and confident way, it looked like they have strategic plan for what so ever situation.

Classroom leadership questions for participants were very strongly in tune with authoritative teaching style questions. According to the Respect program authoritative adult build good quality relationships with students and take control when norms are threatened or broken (Ertesvåg, Roland, 2009). One could argue that authoritative teaching style is the best way to manage the classroom.

5.2 Authoritative teaching style

An interesting and quite unexpected issue was raised from the results.

As it has been mentioned earlier in order to be authoritative teacher, you need to be demanding, and responsive (Ertesvåg, 2011; Hughes, 2002). For young beginning teachers it seemed to be very difficult to find balance between those two aspects. How can you build a warm relationship if you have to be strict and in control of every situation? It seems as beginning teachers are confused where to put the boundaries in the relationships with children. When can a teacher

play a role of a grown up, a role of a friend and a role of a person? Of course it is difficult to be strict with children, whom you like and friends with. I believe inexperienced teachers identify strictness with control and discipline, which is difficult to perform.

This finding gives me the opportunity to discuss the fact that inexperienced teachers seems to have no trouble to implement the knowledge about importance of solid teacher- student relationship into practice, but they struggle to create control and discipline. On the other hand, according to Pål Roland's findings in his PhD study (2012), experienced teachers struggled with implementation of relationship into practice. He wrote that many teachers didn't give any concrete examples about relationship building strategies; they concentrated more on importance of actions regarding control. One of the teachers in Roland's study claimed that it was more complicated with relationships, then work on rules and control. The other person argued that increasing control gives the possibility to work more with relationships (Roland, 2012, p.137). Roland does not provide the information about the level of experience of the teachers participating in the study. Personal conversation between Pål Roland and my mentor indicated that the teachers at the school in his study, in general, were very experienced. Perhaps this is the reason for the difference in results from my findings?

The result from Vidar Kjetilstad's Master thesis, 2012 supported my finding. In his quantitative research the findings indicated, that less experienced teachers struggled most in control skills. He also investigated schools participating in the Respect program, but a different cohort of schools in the program than the school where my informants work. The fact that my qualitative research as well as his quantitative one suggest the same result, but different from Roland's (2012), call for further investigation of the subject.

According to Brekelmans, Wubbels, van Tartwijk (2005), most teachers learned to cope with problems in providing structure and maintaining order in classrooms in the first years of their career. Teacher's self-perceptions and students' perceptions of proximity in the teacher-student relationship hardly changed in the first 20 years of the career. The decline in proximity towards the end of the career can be an indication of an older teacher problem in the teacher-student relationship (p.67). They also pointed out that because of the distance, both emotionally and in age, older teachers may be less connected with the students' life style. This can stimulate a negative communicative spiral (Brekelmans et. al; p. 68). An interesting topic of teacher-student relationship in the authoritative teaching style perspective is very relevant and urgent. It gives ground for further consideration.

As discussed in the theoretical part of the thesis Evertson and Weinstein (2006) present six strategies of classroom management. The last “interpersonal approach” addresses puzzlement for the inexperienced informers of my research. It originated from the seminal work of Lewin, Lippitt and White (1939) on social climate and leadership. They use two independent characteristics of teacher behavior in order to build teacher-student relationship: control and affiliation. I cannot but draw the comparison line with Baumrind’s (1991) typology of parenting and teaching style here. As described in Wubbeles, Brekelmans, den Brok and van Tartwijk (2006a), a number of studies conducted over nearly three decades demonstrated that successful teachers exhibit dominant (high control) and cooperative (high affiliation) behavioral patterns.

Wubbles (2011) pointed out that the authors stressed the risk that beginning teachers take when they try to be friendly to students without first establishing control. The research found that the importance of accurate teacher understanding of their relationship with students, based on students’ interpretations of teacher behavior (Wubbles, 2011, p.119). My research findings are in line with this. The inexperienced teachers have the challenge of gaining classroom control while showing friendly, helpful and understanding behavior.

The clear difference between experienced and inexperienced teachers in this matter is that experienced teachers knew their place in class. They could support their words with practical examples. They explained how they manage to keep both control and positive relationships with the class.

Inexperienced teachers seemed to be confused, they reported problems with discipline; some of them admitted that they need to exercise it. Most of them could not give me more than four techniques of handling discipline in the classroom. They all are very strong academically, and, they seemed to know their subjects. According to Marzano (2003) it is important to have classroom routines and classroom effective rules, which indicate expectations for specific behavior. Marzano’s statements make sense that these components are constituent part of effective classroom management, which can help inexperienced teachers to create environment and better terms to transfer knowledge to the students.

According to the results it seemed that the reason for inexperienced teachers to have some insecurities about being in charge and strict, because they need strategies, they need to learn how to behave in different situations, how to react on students’ sudden actions, how to protect themselves and the rest of the class from uncomfortable situations. Beginning teachers invest time in

relationships which is very important, but investing time in rules and routines and everyday classroom strategies is as much important as investing time in relationships. Without these aspects any teacher will struggle with control and lose his/her authoritative position.

To justify my opinion I refer to literature about authoritative teaching. Authoritative teachers work to build relationships of warmth, acceptance and openness; they establish high standards and have high expectations of socially responsible behavior; they enforce rules and standards in a firm and consistent manner while using reprimands and punitive strategies when necessary; and they promote autonomy by encouraging the student's participation in decisions about her/his behavior (Brophy, 1996; Hughes, 2002; Kounin, 1970). Teachers, who contribute to motivation for high achievement, greater school engagement and wellbeing among their pupils, if they are supportive, responsive to their pupils' needs and set and reinforce clearly defined standards for behavior and achievement (Marchant, Paulson & Rothlisberg, 2001; Roeser, Midgley & Urdan, 1996).

Without power to regulate boundaries and discipline, which demands strictness and persistence of character, authoritative teaching style is not authoritative. According to Baumrind (1991) high warmth and low control give us indulgent teaching style. When the young teachers were talking about student-teacher relationship, it seemed to be an easy topic for them, because when I asked to give me practical examples of how do they build the relationships and cooperate with children, they had no problem to prove them right. When I touched the question of control and classroom procedures, the amount of examples faded in comparison with first subject.

On the contrary, experienced teachers perception of authoritative teaching style in a classroom seems to be very positive and strong. The teachers understand how important it is to be an authoritative teacher. Experienced teachers through the years of work developed special techniques for students with special behavior and needs. They feel strong and confident as leaders, and ready to share their experience with others. I also noticed that the teachers are very open for new things. They don't mind to be reminded about old tricks and learn a couple of new ones.

In conclusion I would like to notice that both experienced and inexperienced teachers' perception of authoritative teaching style is more or less the same, both groups have the theoretical knowledge of the Respect program and, accordingly the knowledge of authoritative teaching style, but implementation of it on practice is different. Experienced teachers have already maintained a lot because of their experience. Inexperienced teachers need more knowledge of rou-

tines and disciplinary rules to sustain control and reduce amount of problematic behavior cases. However, it should be noted that both groups of teachers were in-service training on the topic. Given the lack of focus on the topic in teacher education training addressed by several researchers, it is reason to ask what if the teachers; the inexperienced in particular, had not been part of the training, providing them with the knowledge. Moreover, it can be argued, how much more helpful would it be if they, in addition to theoretical knowledge, were provided with practical guidance in their classroom?

5.3 Perspective learning

According to Pianta and Hamre's article, with millions of classroom teachers working each day in public education settings, more than 200,000 new entrants to the profession each year and recent reports indicate that 87% leave the profession before a decade of experience. This article was published in 2009; the number might have been increased by now.

Huberman's (1993) describes several pathways from the start of every teacher's career till the final phase of it. In this study mentioning of the first phase is the most relevant. The first phase is characterized by survival and discovery, so called "reality shock". He describes it as inexperienced teachers experience continuous trial and error, preoccupation with oneself and one's sense of adequacy, wide discrepancies between instructional goals and what one is actually able to do in the classroom, inappropriate instructional materials, wide swings from permissiveness to excessive strictness, concerns with discipline and management that eat away at instructional time, etc. (Huberman 1993, pp.96-97). My research findings are in line with this. Do inexperienced teachers need to get through so called "reality shock"? Are these findings above are good enough reasons for further investigation?

Reason for inexperienced teachers to escape the real work is an interesting topic. In this study I touch only the tip of the iceberg with my findings. According to the findings I presented some issues that are undeniably difficult to overcome for inexperienced teachers.

Findings on the perspective learning indicated that both groups agreed that the distance between the theoretical knowledge and real work is huge. Young generation of teachers is not prepared for challenges that classroom management brings during the day in the picture. The biggest gap is how to implement the theoretical part of knowledge into practice.

The relationship between educational research and practice had been investigated by Vanderlinde and Braak. The aim of their study was to explore the gap between these two subjects. It turned out that very little empirical data are available in this matter. But what was very relevant for this thesis is that, according to Vries and Pieters (2007), there are fundamental and practical gaps, which is useful to differentiate: fundamental gap refers to differences in opinion about the nature of “knowledge” and “theory”, differences in vocabulary, and different reward systems. The practical gap refers to differences in the allocation of time and resources for research projects, authority issues, and the lack of collaboration across organizational boundaries (Vanderlinde and Braak, 2010, p. 301). The practical gap is more suitable and relevant for this work. The findings of my study indicated that the main problem of practical gap is the practitioners- inexperienced teachers, who do not have the skills to use educational research results in their advantage or favor.

The gap between research and practice was strongly perceived by teachers in comparison with other participants in Vanderlinde and Braak’s research. The results of the study indicated that cooperation between researchers and practitioners is the key for school improvement. It can be realized by “design-based research” and by establishing “professional learning communities” (p.312).

Inexperienced teacher needs the skills to find the balance between being a kind teacher and fair one; skills to keep control in the class without being too strict, in other word inexperienced teacher needs skills to be an authoritative leader. Thanks to the Respect program the teachers that had been interviewed knew the main concept of authoritative teaching style, but as this research showed they do struggle with its implementation. They struggle with behavior problems during the lesson, struggle with parents’ collaboration, struggle with time, which is never enough, and struggle with students who don’t really understand or speak Norwegian, who came from another country. It is a hard work, lots of planning and unplanned situations that the teacher has to adapt to. Authoritative teaching perspective needs more attention and inclusion into the usual educational system.

The experienced teachers had very similar start of their careers as well, with difficulties and frustration. They understand young teachers’ confusions and disturbances, that’s why they invoke them to ask for help and be emotionally ready for anything. They also mentioned that

there are things that every teacher must learn through mistakes and experience, which is a natural circle of things.

There were suggestions made how to make an improvement of classroom management. All the informants united in the opinion about this subject. Main idea was that the student needs to spend some time alone with the class and classroom management, even better if he can be a contact teacher for some period of time to feel the pressure and difficulty of real life experience, and decide afterwards if she or he can continue. One of the experienced teachers compared a beginning teacher with the soldier at war; it might be very difficult sometimes. The experienced teacher also argued that there are things that no book can teach, some things come with experience.

The proposal of involving a supervisor for the first year of work, so the young teacher can learn strategies and practical small routines and details that can help him or her to feel safe and comfortable was mutual. This possibility had been discussed in the teacher union conference, which had been presented in the news fifth of November 2012. In the opening speech of the leader of the union, Mimi Bjerkestrand suggested points to strengthen teachers' education¹. Supervision of new teachers was one of the main points, which is in line with my findings.

All in all the most important thing that I conclude from the finding is that the future generations of teachers need to get more knowledge of practical things, to be taught how to lead a class, how to organize parents meeting; how to deal with behavioral situations that coming out of control, how to solve conflicts; how to cooperate with coworkers. They need to have the skills to use their knowledge.

It was experienced teacher idea to suggest special needs education as a subject in every pedagogical faculty of universities.

¹ <http://www.utdanningsforbundet.no/Hovedmeny/Om-Utdanningsforbundet/Organisasjon/Landsmotet/Landsmotet-er-apnet/>

5.4 Final thought

In this study, I investigated the individual teacher's perception of his/her authoritative teaching style in the classroom. The purpose of the work was to explore how teachers, beginning and experienced, understand authoritative teaching style. In order to see the difference or similarities of points of view on this matter, I combined the results.

An important feature that stood out from my findings is that inexperienced teachers struggle in developing control skills. My qualitative research supplemented database of already existed knowledge in the field of authoritative teaching style. The result of the current qualitative study supports the results of many quantitative researchers in this topic.

Because of the unique characteristics of individual teachers, perception of authoritative teaching style was unique as well. Each teacher has good theoretical knowledge about authoritative teaching. The answers of the informants were well-defined, clear and informative. The investigation of the research showed that beginning teachers' experience of translating knowledge of authoritative teaching style into practice was different from more experienced teachers. The point of view on the topic was very similar between the teachers, but implementation section was diverse.

The framework presented earlier justified the importance of a nurturing teacher-student relationship characterized by warmth but also firm correction of behavior. The primary reason for beginning teachers to struggle with students' behavior is because they fail to perform the control part of authoritative teaching style correctly. This may be due to little knowledge of practical strategies of managing the class.

Ertesvåg, 2009, wrote that classroom leadership is one of the greatest challenges teachers face. It includes supporting pupils and also overseeing activities within and outside the classroom such as learning, social interaction, and pupil behavior. She also discussed in one of the researchers (2010) that, training on authoritative teaching has potential in helping teachers develop effective teaching and classroom management practices.

The main findings of this research do indicate that teachers face every day challenges in classroom leadership, especially beginning teachers. But it was very nice to observe, that all informants knew how important the relationship part of authoritative perspective is. It is also important to conclude that beginning teachers miss practical implementation of their understanding of authoritative teaching style as the safest style of classroom management. This brings us to the further implications for research.

5.5 Implications for further research and practice

Wubbles argues (2011) that despite the concern of teachers and in particular beginning teachers with classroom order and difficult student behavior and the importance of classroom management for effective teaching, until recently, the amount of research on classroom management seemed remarkably limited.

It is necessary to explore the field of authoritative teaching, and its relationship with classroom management, so it becomes more visible and available, more approachable and understandable. Findings from the study reveal that the young generation of teachers possesses knowledge in subjects, but authoritative teaching style of managing the class is a bit neglected in their education. This research revealed that individual inexperienced teacher struggle to adapt to the role of a teacher, who has control in the class. At the same time findings also indicate that experienced teachers are very confident in their actions, and probably manage their classes very well, but how can their knowledge help new beginners to step into the world of reality? How can we help inexperienced teachers? What can be done?

Based on my results, it can be suggested to improve student- teacher education, with main focus on practical implementation of theoretical knowledge of how to become a successful authoritative teacher with good environment in the classroom or how to keep the balance between control and warmth parts of the authoritative adult? It is a challenge as any other innovation can be, but the results may exceed any expectations.

It is reasonable to suggest further research for getting more information about the process of implementing the theoretical knowledge of authoritative teaching into practice. Specifically, how teachers translate knowledge on authoritative teacher into practice in their classrooms.

I would like also to refer to the research work of Walker, 2009, who wrote that despite broad recognition that teaching excellence requires meeting students' intellectual and social needs, teachers struggle to manage- and learning theory struggles to explain – the interplay between the academic and social dimensions of classroom life. She argues that we know so little about the specific ways in which teachers influence student engagement and learning. More information and research about this field is necessary.

5.6 Study limitations

To sum this study up, it is necessary to mention its methodological limitations. Limited time and resources are the factors which bring the weakness to the research. As referred to in the methodology section, Johannessen argues that in order to collect important information 10-15 interviewees should be involved. However small projects like this one with limited resources 5 till 10 participants might be enough.

This study is my first research experience. I didn't have a lot of time, which points out to the limited timeframe. In order to be able to handle the collected data thoroughly, and learn as much as possible, I limited the number of informers to 5, which is within the suggestions of Johannessen and his colleagues (2010). Given the limited number of informers in total and in each of the two groups, I cannot generalize the findings. It is also difficult to draw the conclusion. The possibility that the findings of this study are of specific characteristics, including only these five teachers' experience, perception and understanding cannot be ruled out. However the fact that, these findings are in line with previous studies and researchers, and that the results also reflect on hot topics that concern many teachers, make it more discussible and strengthen this study. The results that emerged can help the future quantitative studies to get more information in the subject of teacher training education system improvement, by multiplying the amount of participants, and get in-depth knowledge of practical implementation of authoritative teaching style through extended qualitative observations. The findings of this study suggest and highly recommend that the understanding of inexperience and experienced teachers experience with classroom management and authoritative teaching should be further investigated.

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Vår dato: 25.01.2012

Vår ref:29187 / 3 / KH

Deres dato:

Deres ref:

TILBAKEMELDING PÅ MELDING OM BEHANDLING AV PERSONOPPLYSNINGER

Vi viser til melding om behandling av personopplysninger, mottatt 23.12.2011. Meldingen gjelder prosjektet:

29187

How do beginning and experienced teachers perceive their authoritative teaching style in classroom?

Behandlingsansvarlig

Universitetet i Stavanger, ved institusjonens øverste leder

Daglig ansvarlig

Sigrun Karin Ertesvåg

Student

Ksenia Sofonova

Etter gjennomgang av opplysninger gitt i meldeskjemaet og øvrig dokumentasjon, finner vi at prosjektet ikke medfører meldeplikt eller konsesjonsplikt etter personopplysningslovens §§ 31 og 33.

Dersom prosjektopplegget endres i forhold til de opplysninger som ligger til grunn for vår vurdering, skal prosjektet meldes på nytt. Endringsmeldinger gis via et eget skjema, http://www.nsd.uib.no/personvern/forsk_stud/skjema.html.

Vedlagt følger vår begrunnelse for hvorfor prosjektet ikke er meldepliktig.

Vennlig hilsen

Vigdis Namtvedt Kvalheim

Kjersti Håvardstun

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Vedlegg: Prosjektvurdering

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Ksenia Sofonova
Tors gate 17, 4011 Stavanger

15.01.2010

Til ansatte i Harestad skole
Informasjon og invitasjon til å delta i en mastergradsstudie

Jeg er en student i spesialpedagogikk ved Universitetet i Stavanger. Jeg holder nå på med min avsluttende masteroppgave hvor jeg ønsker jeg å foreta en studie for å undersøke skole ansattes erfaringer med autoritative undervisning.

Prosjekttittelen er: **Hvordan er nyutdannende og erfarne læreres erfaring med en autoritativ undervisningsstil.**

Mitt prosjekt er knyttet til Respektprogrammet og sammen med Senter for atferdsforskning (SAF) ønsker jeg å lære mer om hvordan lærere setter kunnskap om autoritativ undervisning ut i praksis. Mitt mastergradsprosjekt er en del av et større prosjekt der vil utvikle mer kunnskap om hvordan man kan sette forskingsbasert kunnskap om klasseledelse ut i praktisk handling i klasserommet.

Veileder for mitt prosjekt er Førsteamanuensis **Sigrun K. Ertesvåg** ved Universitetet i Stavanger (tlf: 97738776).

I enhver klasse er det mer eller mindre problematferd. Læringsmiljø har en veldig stor betydning i klasseromsledelse. Prosjektets formål er å se på lærernes erfaringer og utfordringer på dette området med fokus på støttende lærer-elev relasjoner.

Jeg vil gjennomføre intervjuer med lærere med ulik erfaring med bakgrunn i at forskning viser at klasseledelse er en utfordring både for nyutdannede og erfarne lærere. Jeg vil bruke båndopptaker og ta notater mens vi snakker sammen. Hvert intervju vil ta omtrent 45 min (eventuelt kan du si omtrent en time) og vil bli enige sammen om tid og sted. .

Det presiseres at det er frivillig å delta i prosjektet. Du kan som informant trekke deg fra studien gjennom hele prosjektperioden uten at særskilt grunn oppgis. Studien vil bli gjennomført i tråd med retningslinjer fra personvernombudet og alt materiale vil bli anonymisert ved avslutning av mitt mastergradsprosjekt.

På forhånd takk for at dere stiller dere til disposisjon for denne undersøkelsen. Dersom dere har spørsmål er det bare å ta kontakt med meg på telefon: 466 82 308 eller e-post: k2404@mail.ru.

Med vennlig hilsen

Ksenia Sofonova

Intervjuguide

Spørsmål for lærere

Klasseromsledelse

1. Hvor lenge har du jobbet som lærer?
2. Hva er utfordringene I daglig klasseromsledelse?
3. Hva distrahere deg mest som et klasserom leder?
4. Hvordan jobber du med «timing»?
5. Hva fokuserer du først og fremst på i din jobb?
6. Har du noe praktiske strategier, som hjelper deg å holde kontroll med hele klassen?
7. Hvilke gode rutiner/ regler etablert du i klasserommet?
8. Hvordan skaper du et positivt læremiljø i klasserommet?
9. Hva er din forståelse av klasseromsledelse?

Autoritativ undervisning stil

10. Hva er ditt syn på autoritative undervisning?
11. Hva gjør du for å være en autoritativ lærer?
12. Har du kjennskap til elevenes hobbyer og interesser?
13. Hvordan roser du elevene?
14. Hva er forskjellen mellom elev- lærer forholdet og autoritative lærestil?
15. Hvilke vanskelige opplevelser har du mestret gjennom karrieren din?
16. Hvordan vet elevene at du bryr deg om dem?
17. Hvilke vanskeligheter tror du at du kunne unnsloppet?

Perspektivet læring

18. Hva ville du likt å få mer kunnskap gjennom kurs som kan hjelp deg i dagligdags klasseromsledelse?
19. Hva var bra og dårlig i karrier din?
20. Hvilken type informasjon tror du ville vart nyttig og viktig å lære for studenter før de starter lærerkarrieren sin?
21. Når du ser tilbake på din egen erfaring hva ville du anbefalt til nyutdannede lærere som er i starten av sin karriere?

22. Forskerne har massevis av kunnskap om emnet, men de vet ikke hvordan kan vi gjennomføre det i praksis. Hvordan synes du kan vi arbeide med forbedring (forbedre) av klasseromsledelse?
23. Er det noe annet du føler du ville likt å snakke om, eller legge til det du tidligere har sagt?