Contents

A	cknowledgements	vii
	eneral Editor's Preface thilip Taylor	viii
	ntroduction: Behaviour and Motivation Sigel Hastings and Josh Schwieso	1
1	Teachers' Classroom Concerns	7
	Introduction	9
	Problems as Perceived by New Teachers S.A.M. Veenman	11
	What Concerns Teachers about their Pupils? Ron Dawson	23
	Troublesome Classroom Behaviours Frank Merrett and Kevin Wheldall	37
2	Achieving Order in the School and Classroom	49
	Introduction	51
	Classroom Environments and Their Effect on Problem and Non-Problem Children's Classroom Behaviours and Motivations P.S. Fry	55
	How Order is Achieved in Classrooms Walter Doyle and Kathy Carter	77
	What Students Think of Teachers' Classroom Control Techniques $Ramon\ Lewis\ and\ Malcolm\ N.\ Love grove$	93
	Teachers' Use of Approval Josh Schwieso and Nigel Hastings	115

Contents

	School Sanction Systems: Myth and Reality Keith Topping	137
	What is the Behavioural Approach to Teaching? Kevin Wheldall and Frank Merrett	167
3	Understanding and Fostering Motivation in the Classroom	191
	Introduction	193
	Attribution Theory and Motivation in School Colin G. Rogers	195
	Autonomy Support in Education: Creating the Facilitating Environment Wendy S. Grolnick and Richard M. Ryan	213
	Self Efficacy and Motivated Learning Dale H. Schunk	233
	Contexts for Independent Learning Ted Glynn	253
N	Notes on Contributors	
Ir	Index	