

behaviourism approaches. The least important seemed to be humanistic approaches as fewer than half mentioned staff-student relationships as being important.

These findings refer to the individual responses from educational psychologists. When split into groups, the educational psychologists went into more detail about their views. The overall consensus of the group of forty-seven educational psychologists, however, remained relatively unchanged, even though they needed to formulate a new ten ideal classroom behaviour management techniques. They had half an hour and other perspectives to formulate this discussion which lead to the group findings and this is why it can be seen to be more in depth.

These findings relate to psychological theory, however, not all of them are related to one specific psychological approach. The classroom behavioural management techniques can apply to one or more theory. It can therefore be argued that the psychological approaches are “mutually interdependent” (Hart 2010:366).

The study conducted by the author, although highlighting the points made in the article, is from a small sample base. This study is qualitative rather than quantitative and so this is not a significant problem in its own respects. However, as the educational psychologists discussed their individual opinions in groups, their opinions may have changed, further reducing the already small sample size. The responses then given by the educational psychologists did not fit into the original seven categories and a further eight were created in order to accommodate unexpected answers. Sixteen individual responses were still not accommodated for, however, and therefore not represented in the study. The original seven categories may have needed to be broader or there may have needed to be some structure to the study to limit the variety in the findings. The author also highlights limitations of the study. Stating that, the educational psychologists may have attended the same training days and so their views may be similar. He also believes that, as behaviour is an important issue, more evidence than this would be needed.