

CLASSROOM SEATING: APPLYING JOHNSON'S DECISION MAKING MODEL

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ABSTRACT

Over a period of three weeks students in an introductory Parks and Recreation course were studied to determine their decision making styles, seating choice and movement. Data were collected on the first day of class to determine student decision making styles using Johnson, Coscarelli and Johnson's (2007) Decision Making Inventory (n=145). Over the next eight class periods student seat choice was also collected (n=129). Evidence was provided that decision making styles are not significantly correlated with seat choice when compared on the first day of class, but did correlate three weeks later on the last day of data collection. Gender and DMI styles do not correlate but significant differences are present between males and females with regard to style. That was evidenced by interactions that occur between gender and style categories. Decision making styles were predominately systematic/internal for males and systematic/external for females. Movement data suggested over a three week period students stabilize their seat choice. Overall by the eighth data collection period student movement diminished, gender became relevant to style and seat choice became consistently characterized by females in the forward rows and males in rear of the classroom.