CANADIAN THESES ON MICROFICHE

THÈSES CANADIENNES SUR MICROFICHE

NOTICE

The quality of this microfiche is heavily dependent upon the quality of the original thesis submitted for microfilming. Every effort has been made to ensure the highest quality of reproduction possible.

If pages are missing, contact the university which granted the degree.

Some pages may have indistinct print especially if the original pages were typed with a poor typewriter ribbon or if the university sent us an inferior photocopy.

Previously copyrighted materials (journal articles, published tests, etc.) are not filmed.

AVIS

La qualité de cette microfiche dépend grandement de la qualité de la thèse soumise au microfilmage. Nous avons tout fait pour assurer une qualité supérieure de reproduction.

S'il manque des pages, veuillez communiquer avec l'université qui a conféré le grade.

La qualité d'impression de certaines pages peut laisser à désirer, surtout si les pages originales ont été dactylographiées à l'aide d'un ruban usé ou si l'université nous a fait parvenir une photocopie de qualité inférieure.

Les documents qui font déjà l'objet d'un droit d'auteur (articles de revue, examens publiés, etc.) ne sont pas microfilmés.

THIS DISSERTATION HAS BEEN MICROFILMED EXACTLY AS RECEIVED

LA THÈSE A ÉTÉ MICROFILMÉE TELLE QUE NOUS L'AVONS REÇUE

Canada

THE UNIVERSITY OF ALBERTA

CHILDREN'S PERCEPTIONS OF TEACHERS' DISCIPLINARY METHODS

IN THE CLASSROOM

by

(C)

SUNNY YOO-SUN KIM

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE

OF DOCTOR OF PHILOSOPHY

DEPARTMENT OF ELEMENTARY EDUCATION

EDMONTON, ALBERTA

FALL, 1986

Permission has been granted to the National Library of Canada to microfilm this thesis and to lend or sell copies of the film.

The author (copyright owner) has reserved other publication rights, and neither the thesis nor extensive extracts from it may be printed or otherwise reproduced without his/her written permission.

L'autorisation a été accordée à la Bibliothèque nationale du Canada de microfilmer cette thèse et de prêter ou de vendre des exemplaires du film.

L'auteur (titulaire du droit d'auteur) se réserve les autres droits de publication; ni la thèse ni de longs extraits de celle-ci ne doivent être imprimés ou autrement reproduits sans son autorisation écrite.

THE UNIVERSITY OF ALBERTA

RELEASE FORM

NAME OF AUTHOR   SUNNY YOO-SUN KIM

TITLE OF THESIS   CHILDREN'S PERCEPTIONS OF TEACHERS' DISCIPLINARY METHODS IN THE CLASSROOM

DEGREE FOR WHICH THESIS WAS PRESENTED   DOCTOR OF PHILOSOPHY

YEAR THIS DEGREE GRANTED   FALL, 1986

Permission is hereby granted to THE UNIVERSITY OF ALBERTA LIBRARY to reproduce single copies of this thesis and to lend or sell such copies for private, scholarly or scientific research purposes only.

The author reserves other publication rights, and neither the thesis nor extensive extracts from it may be printed or otherwise reproduced without the author's written permission.

(SIGNED) ....

PERMANENT ADDRESS:

112 Romar Street

Fort McMurray, Alberta

Canada

T9H 2V9

DATED July 8, 1986

THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled CHILDREN'S PERCEPTIONS OF TEACHERS' DISCIPLINARY METHODS IN THE CLASSROOM submitted by SUNNY YOO-SUN KIM in partial fulfilment of the requirements for the degree of DOCTOR OF PHILOSOPHY.

....
Supervisor

....

....

....

....
External Examiner

Date....July 8, 1986..........

ABSTRACT

The major purpose of this study was to investigate how children perceive discipline under authoritarian, permissive and democratic approaches. The children's thoughts and feelings during the disciplinary situation, the impact on children's subsequent behavior, and the perceptions of boys and girls of discipline in general were explored, based on the assumption that looking into the phenomena through the children's perspective might bring a better understanding of children's behavior and their world. The effective use of selected research methodology was also examined.

Stimulated recall and observation-interviews were used to reveal children's thoughts and feelings and to gather their opinions about discipline in general. Thirty-eight boys, thirty-three girls, and four teachers from grade five classes were involved.

The findings from this study indicated that the most common misbehaviors which occurred were talking without permission, disturbing others, and leaving seats. The most frequently-used desist techniques were detaining after school or during recess, calling out the child's name, and warning.

Although there were some unique thoughts, feelings and influencing factors determining the children's subsequent behavior in each class, the children from all three classes also shared some common experiences. The thoughts revealed by some children in all three classes included analyzing one's own behavior, being confused, being preoccupied with one's own thoughts, recognizing the possibility of getting into trouble, and sensing unfairness or irrelevancy. The feelings of anger, disappointment, embarrassment, fear, frustration, indignation, relief, and sadness were expressed as common emotions. Some common factors

contributing to the children's behavior were attempting to avoid embarrassment, and/or teasing, avoiding punishment, being afraid of getting into trouble, being cautious, recognizing possibility of change, and recognizing possible punishment by parents.

The children from all three classes perceived talking back to the teacher as the worst behavior, strapping as the most severe disciplinary method, and conferring between teacher and student as the most effective disciplinary strategy. The children from all three classes also described (with the highest responses) being firm and understanding and being nice and kind as the characteristics of an effective teacher.

In general, misbehavior was defined as behavior by the individual teacher that was deemed to interfere with her teaching. All the teachers used behavior modification techniques, focusing on changing overt deviant behavior based on reward and punishment, regardless of their different approaches to disciplining. There was little difference between the perceptions of male and female children about discipline in general. It seemed that the majority of children preferred the democratic approach to discipline over either the authoritarian or permissive approaches.

This study also revealed that the methodology used proved to be appropriate in a natural setting, providing a rich source of data; the conclusions, implications and recommendations for further research are more fully developed at the end of the dissertation.

ACKNOWLEDGEMENTS

TABLE OF CONTENTS

Chapter	Page

LIST OF TABLES

LIST OF FIGURES

CHAPTER 1

INTRODUCTION AND STATEMENT OF THE PROBLEM

Introduction

In the hallway of Hillside Elementary School, John stands beside the door of his grade 4 class. He has been sent out of the classroom for not doing work at his desk. Soon he is joined by Dennis, a grade 2 student; they make faces at each other and a small object is thrown back and forth between them. They both seem to be enjoying being out of the classroom, and this has become a daily routine for them.

Gregory and Jason (both in grade 6) are standing on either side of the office door like guards or doormen. These familiar faces are blank; they do not know why they are there. Meanwhile, the principal's angry voice can be heard clearly through his office door, berating another student who is in his office for "misbehaving."

School-related incidents of children's "deviant" behavior and the methods used to deal with these situations are among the prime concerns of teachers in today's schools. In school, there is an abundance of defined rules and regulations. Students must act or perform according to this limited set of behavioral guidelines. Students must learn to live within a smaller-scale version of society, while dealing with the constant evaluation of their behavior by teachers or peers. They must also realize the responsibility of fitting into the setting under authority of the teacher.

Each teacher has an idiosyncratic style of operating in the classroom according to his/her philosophy of education, individual beliefs and personality. Therefore, when students come into the classroom with diverse personalities and experiences, conflicts will inevitably arise both among the students and between the students and their teacher. In order to deal with the ineluctable experiences that they will encounter, students must acquire strategies for

1

dealing with dissensions among people, as well as for the conscious struggle evoked by their desires and interests, which often oppose the standards set by the school.

Furthermore, each person has an individual perception of discipline; every teacher defines discipline differently. This creates among them different conceptions of what disruptive behavior is. While one teacher considers children leaving their seats without permission as disruptive or inappropriate behavior, for another the very same behavior is permissible. Nevertheless, discipline must be established for both individuals and groups in order for either to function efficiently. All teachers are concerned with order in their classroom, and they must ensure that students' attention is focused on their learning tasks. Disruptive behavior interferes with learning; it is thus necessary to establish acceptable standards of behavior for students so that they may work effectively together. How, then, can a teacher maintain order in his/her classroom? How do children perceive this phenomenon?

Need for the Study

As Davies (1967:2) describes it:

> If the world view of the child is studied from the child's point of view, a different picture may emerge, than that generally available from the adult's point of view.

As educators, when we are confronted with a situation involving a child, we assume what the child's needs are and what is good for the child. Consequently, we deal with the situation based on our own assumptions and judgement. When undesirable behavior (in the teacher's opinion) occurs, the teacher employs certain techniques or responses to stop that behavior. The circumstances under which the child is disciplined, as well as the teacher's actions themselves,

may have a profound effect on the formation of the child's character as suggested by Watson (1934), Sears (1961), and Coopersmith (1967). Also, studies have been conducted to measure effectiveness of discipline strategies that would eliminate or prevent the reoccurrence of behavior problems, as for example those by Iwata and Baily (1974), Robin, Schneider and Dolnick (1976), Bornstein and Quevillon (1976), Hartwell (1975), Ries (1978), and Pinsker and Geoffroy (1981). However, in the majority of these studies, the focus of research was on the teacher's perception through the interpretation of questionnaires, interviews with the disciplinarian and observation of the disciplinarian's behavior. The studies stressed the outcome of the desist techniques applied to cease misbehavior rather than the inner states of the children who were being disciplined. Only a few studies, such as those conducted by Kounin and Gump (1961), Clarke (1976), and Chaney (1981), focused on children's perceptions of disciplinary methods and problem behaviors.

What more might be learned by exploring children's perceptions of desist techniques? How do the teachers' styles of discipline affect students' behavior? In this study, an attempt was made to examine the disciplinary situation from the children's point of view, through the children's words (expression), focusing on the children's perceptions.

Purpose of the Study

In this study, the concept of discipline is restricted to the procedures and techniques used by a teacher in order to change the child's misbehavior in an attempt to bring order in the classroom. Therefore it is focused on intervention rather than prevention of children's misconduct. This study was intended to investigate how children perceive discipline in the classroom. With this in mind, the study was designed with five major purposes.

The first purpose of the study was to identify common classroom misbehaviors (the behaviors which teachers considered to be disturbing the process of teaching or learning in the classroom) and then to compare the disciplinary methods which teachers applied to deal with problem situations, regardless of their differing disciplinary styles, in elementary classrooms.

The second purpose of the study was to examine the inner states (thoughts and feelings) of children who were the focus of a disciplinary action, other children who observed the action, and the impact of the disciplinary methods on subsequent behavior in the classroom.

The third purpose of the study was to explore children's perceptions of discipline under authoritarian, permissive and democratic disciplinary approaches and the differences (if any) between male and female children's perceptions of discipline. The study was also to explore children's views of effective ways of handling behavior problems in the classroom. It was aimed at studying what disciplinary strategies (in dealing with behavior problems) were considered to be effective by children.

The fourth purpose of the study was to search out children's opinions about the qualities of an effective teacher and describe the characteristics of an ideal teacher, as perceived by the children.

The final purpose of the study was to investigate the feasibility of using stimulated recall methodology to disclose children's mental and emotional responses during disciplinary situations.

Research Problems

This study was guided by the following research questions:

1. What are the most common misbehaviors that occur in an elementary classroom?

2. What types of desist techniques do elementary school teachers use in disciplinary situations?

3. What kind of rationale does a child develop when dealt with according to each of the three disciplinary approaches?

4. What kind of emotional experience results from a child's encounters with different approaches to discipline?

5. How does each approach (authoritarian, permissive and democratic) affect the children's subsequent behavior?

6. How do the children's perceptions of discipline differ as they are exposed to each of the three styles of discipline?

7. What do children perceive as effective disciplinary techniques?

8. Is there any difference between male and female children's perceptions of discipline?

9. What are the characteristics of an effective teacher as perceived by the children?

10. How effective is stimulated recall methodology when it is used to divulge a child's inner states?

Significance of the Study

In spite of an abundance of information and published material such as Dobson (1970), Dreikurs and Cassel (1972), Gordon (1974), Dinkmeyer and McKay (1976), Glasser (1977), O'Leary and O'Leary (1977), regarding discipline in homes and in schools, it is of great concern to teachers and parents to employ effective ways of dealing with children's unacceptable behavior. Views on discipline have changed through the years, from corporal punishment to permissiveness to our modern democratic approach. However, with the "Return to Basics"

movement, a considerable number of educators and parents are in favor of using more strict disciplinary methods to manage disruptive behavior (Reardon and Reynolds, 1979).

In America and in England, studies show that 84%-97% of parents use physical punishment (Blumberg, 1964; Erlanger, 1974; Stark and McEvoy, 1970). According to Straus, Gelles & Steinmetz (1980), not only did very young children (86% of 3-4 year olds) receive physical punishment, but 30% of 15-17 year olds did also. Although the percentage of children receiving some form of physical punishment from their parents decreased as the children grew older, these findings contradict the common belief that American parents are too child-centered and permissive to use physical punishment in child-rearing. It is also evident that some school districts have either restored or have been considering using corporal punishment, within limits.

By exploring and interpreting children's thoughts and feelings when they were being disciplined, some insight could be provided into children's perceptions of discipline in the classroom.

The findings of the study increase the meagre body of knowledge about students' inner states during disciplinary situations. By being more aware of students' inner states, teachers should be able to have a better understanding of children's classroom behavior. The outcome of the study might also provide teachers, administrators and parents with information regarding effective disciplinary strategies and the qualities of an effective teacher, as seen through the eyes of children.

Furthermore, the findings of this research are valuable in determining strategies to reduce problem situations in classroom discipline and may also have potential value for pre-service and in-service teacher education.

Finally, the study demonstrates the effective use of stimulated recall methodology in divulging one's inner states as a pathway to understanding oneself and may be helpful in counselling elementary students.

Assumptions

The findings of this study are based on the following assumptions:

1. Children are able to recall and verbalize their thoughts and feelings.

2. Transcribed reports of stimulated recall interviews illustrate children's inner state of cognitive and emotional responses.

3. Examining children's mental and emotional responses is a valuable medium to investigate what children think and how they feel in disciplinary situations as well as the impact on their behavior.

4. Once a positive relationship is ensured between children and the researcher through a familiarization period, the equipment and researcher's behavior do not hinder children's natural behavior in the classroom.

Limitations

The study had the following limitations, created by the choice of methodology:

The research was largely dependent on students' memories, which may have been incomplete even with the help of questions from the researcher.

In addition, because of their age, the children might not have been able to express some of the more complex emotions and thoughts that came to them during and after the disciplinary situation.

Definition of Terms

Audience student (A.S.) refers to a child who observes the disciplinary situation as a bystander, not as a participant.

Disciplinary method (desist technique) refers to an action taken which is intended to stop misbehavior.

Discipline is defined as restraint placed on an individual for maintaining or attaining a good standard of behavior. Additional purposes for disciplining include the development of adequate internal controls and the fostering of good attitudes toward education.

Group discipline (G.D.) refers to the technique applied when a teacher disciplines the whole class because of a few students' misconduct. For example, the whole class misses an extracurricular activity or stays in for recess because several pupils were making noise.

Misbehavior is defined as a behavior which, in the teacher's opinion, disrupts learning processes or inhibits effective teaching in a classroom situation.

Observation interview refers to the method by which the researcher goes into the field and observes the events as they actually happen. Then the researcher records her observations according to the purpose of the study and interviews the participants.

Perception is the understanding gained as a result of a child's process of thinking and feeling during a disciplinary situation, incident or happening.

Stimulated recall is a technique used to elaborate one's thought processes and feelings by presenting audiotape along with field notes and questions during interviews.

Target student (T.S.) refers to a child whose misbehavior a disciplinarian intends to change.

Organization of the Dissertation

This dissertation consists of six chapters. This chapter has outlined the direction of the study with the need for the study, the purpose of the study, research problems, and the significance of the study, along with the assumptions and limitations. The chapter also defined some major terms used for the study.

In Chapter 2, concepts of discipline, a review of related literature, approaches to discipline, concepts of perception and related research in discipline are presented.

Chapter 3 describes research methodology. This chapter contains the approaches to the study, the pilot study and its results, the sample for the study, validity and reliability of the methodology, the collection of data, and the analysis of data.

Findings of the study are presented in Chapter 4. The misbehavior which occurred, the disciplinary technique used in disciplinary situations, the inner states of children, the impact on their subsequent behavior and the results of general interview questions on the children's perceptions of discipline are all illustrated.

In Chapter 5, the findings from each class are compared and discussed in order to answer the research questions.

In Chapter 6, the conclusions and implications are presented. Some suggestions for further research are also presented in the final chapter.

CHAPTER 2

REVIEW OF RELATED LITERATURE AND RESEARCH

Overview

In our social environment and in the educational system in particular, most human beings strive for autonomy. The notions of individual achievement and responsibility are stressed often at home and in school, but autonomy and freedom must be seen in relation to the actions, rights, and welfare of other individuals. One's enjoyment of freedom becomes possible only within certain constraints and is subject to the order and discipline of a particular society.

We are living in a heterogeneous society which creates numerous social problems and stresses of various kinds among us; thus, the relationships between the child and the parent or teacher, as well as the methods of child-rearing, have become more complex than ever before. We often acknowledge behavior problems through the media and daily conversations. There is also a considerable amount of research and published material regarding effective ways of raising children. Negative issues such as child abuse in conjunction with discipline also capture our attention.

In addition to playing a significant role in the family, the school, and society, discipline also generates significant public discussion because of its principles, methods, implications, and consequences. In this chapter, concepts of discipline, approaches to discipline, concepts of perception and related research in discipline will be reviewed.

Concepts of Discipline

What is discipline, and why is it important enough in our lives that teachers spend a great deal of time in this area and express their concerns over the phenomenon?

The increasing complexity of life requires a person to deal with a variety of situations. Children of diverse backgrounds are frequently exhibiting divergent standards of group and individual conduct, and therefore need rules and guidelines for maintaining order in school. Wilson (1971:79) describes discipline as an educative order unlike control (manipulative order). He declares, "The 'discipline' is not something which one party to the relationship possesses over or manages to impose upon the other." He clearly differentiates "discipline" from "control" by exemplifying a child trying to get his work done correctly in order to get a gold star. The child knows that he/she will receive a gold star from the teacher if he/she gets his/her answers right; thus in this situation the teacher is controlling the child's behavior through a gold star. On the other hand, if the child does his/her work because he/she understands the meaning of getting his/her work done correctly rather than to get a gold star, then the child's behavior is a disciplined one. Therefore, what people have written or said about discipline in schools actually is about control, in Wilson's explanation.

Dettman (1972:7) explains that:

> . . . discipline of a school is the state or condition of order
> or good behavior among the students. The term also refers
> to the procedures by which this state of order is maintained.

It is necessary for a child to learn to adjust his behavior until it is appropriate in each situation.

Agnew (1964:52) relates discipline to inner control and says that:

> . . . discipline is a positive factor in life, — a highly developed
> set of inner controls which safeguard a person by providing
> him with a pattern of behavior that will be acceptable to society
> and will contribute to his own welfare and progress.

Behavioral patterns which students impose upon themselves for their own good and for the benefit of others around them are indicators of growth toward responsible membership in a democratic society.

Gordon (1981:228, 229) defines discipline as one person employing power over another. He also differentiates between self-discipline and externally-imposed discipline. While Gordon elaborates upon establishing self-discipline through effective communication, he criticizes severe externally-imposed discipline, which may involve a heavy reliance on rewards and punishments.

R. Stensrud and K. Stensrud (1981:161) interpret discipline as "an attitude which is learned through the process of responsible decision making." Their studies indicate the possibility that identical behaviors are caused by different motives. They also recognize a difference between obedience (external locus of control) and self-discipline (internal locus of control). Hill (1978:44) explains it thus:

> Internals see themselves as effective actors and as agents
> responsible for their success and failure . . . . Externals, on
> the other hand, are reactors. They see themselves as pawns,
> possibly victims of circumstances beyond their control, and
> feel that success or failure in a job depends primarily on outside
> forces. The internal invests in work, in relationships with
> others, and in political and social involvement. The external
> avoids all personal commitments and drifts toward the contem-
> porary malady of alienation.

Approaches to Discipline

Discipline in the classroom is closely associated with classroom manage-
ment. Behavior problems may well be related to in-class management problems
such as boredom, repeated failure and personality conflicts. Effective classroom
management may prevent some behavior problems, but not all. As with children
of diverse ethnic and cultural backgrounds, teachers' disciplinary techniques
can vary according to personal beliefs and personality. Therefore, sometimes
children find adapting to the teacher's particular style rather difficult. Then,
should the students adjust to the teacher's styles or should the teacher create
strategies to adapt to the students' needs? Barth (1977:491) accurately portrays
the teacher's dilemma:

> [Teachers] cannot afford the tidy luxury of running classrooms
> which comply with an ideology. For them the question is not
> which banner to wave or which model has the most to offer
> children and adults, but rather, "When . . . method A doesn't
> work for Johnny, what can I try next? B? C? or D?"

If the students do not adapt to the teacher's approach, teachers must attempt
to deal with the students' deviant behavior individually. In applying various
strategies to interact successfully with a variety of students and their unaccept-
able behaviors, teachers must acquire new skills and develop perseverance.
These various strategies in dealing with students' deviant behavior can be divided
into three categories: (1) authoritarian approach, (2) permissive approach,
and (3) democratic approach.

Authoritarian Approach

Radical behaviorists who hold the view that human behavior can only
be explained and understood by measuring and evaluating observable behavior

deny the inner feelings in understanding human behavior. They believe human behavior can be controlled and shaped by stimuli or environment. Skinner shares the view of the earlier radical behaviorist in refusing to acknowledge any inner processes that are not describable in behavioral terms. He (1971:214-215) writes:

> An experimental analysis shifts the determination of behavior from autonomous man (free to decide for himself) to the environment — an environment responsible both for the evolution of species and for the repertoire, acquired by each member . . . . It is the autonomous inner man who is abolished and that is a step forward.

According to his Operant Theory, every organism behaves in a given environment conforming to an operant level (entering behavior) whether it is innate or acquired. This overt behavior itself can be modified and controlled by manipulating the discriminatory stimuli and the stimuli serving as reinforcements (rewards). Skinner explains that the teaching or training process is one of "shaping" the behavior by reinforcing (rewarding) any behavior in the desired direction, and eliminating any behavior in the undesired direction by non-reinforcement or non-reward. Skinner believes that in order to alter human behavior, the controller should analyze and change the types of control. In a school environment, the teacher is one of the controllers of the students' behavior, in addition to being responsible for regulating and monitoring the classroom environment. Axelrod (1977:158) describes this point:

> By accepting a position as a teacher, a person has not only a right but an obligation to modify student behavior. Children enter the schools without the necessary social and academic skills to function independently and productively in adult society . . . . Teachers who do not bring about suitable changes in student behavior are failing to live up to the responsibilities of their profession.

This position postulates that teachers can modify students' unsuitable behavior, since behavior is learned or corrected by applying reinforcers. Teachers can use positive reinforcers to strengthen appropriate behavior while using aversive stimuli (ignoring, time-out) to modify or eliminate improper behavior. These reinforcements should be administered immediately after each incident.

The essential task of applying behavior modification in the classroom, conceived in Skinner's Operant Theory, is accomplished by the strengthening of desirable behavior through reinforcement and the systematic weakening of inappropriate behavior by extinction or mild punishment. The use of positive reinforcement and extinction contingencies is a basic strategy in a behavior modification program. When modifying a student's misbehavior, the attention-ignoring strategy is the first to be employed by the controller's attending systematically to on-task behaviors through descriptive praise (Becker, Englemann, and Thomas, 1971). When this method fails to curtail the target behavior, then disapproval and the time-out strategy can be implemented. Prior to the time-out technique a form of mild but effective punishment can be enforced by isolating the excessively disruptive pupil for a short period of time. For the effective use of the time-out method, the classroom in which the undesirable behavior occurred must be a reinforcing element for the child.

There are several positive reinforcements that can be utilized to modify behavior (Blackham and Silberman, 1980:127-133). These are: (1) token reinforcement — tangible items exchangeable for rewards to reinforce desirable behavior; (2) social reinforcement — the disciplinarian's approval, attention, and praise for students' acceptable behavior; (3) primary reinforcement -something that satisfies a biological need, such as distributing food for desirable behavior; and (4) contingency management — reading a favorite book after completing a certain task.

While Axelrod, Blackham, and Silberman use reinforcement to curtail deviance in students, Englemann (1969) and Dobson (1970) rely upon physical intervention to deal with misbehavior. Englemann (1969:77) portrays his discipli- nary methods as follows:

> If the child does not stand up on command, forcefully stand him up. From time to time remind him, "When I say, 'Stand up,' you stand up!" If he turns his head away . . . forcefully turn his head back.

Dobson (1970) emphasizes a similar point; he feels that a teacher should control the students from the beginning by punishing the misbehavior so severely that the students will perceive the teacher as "tough." He believes that once this image of the teacher is established, discipline in the classroom comes into existence; only then can learning take place.

The view of man whose behavior can be explained and shaped by external stimuli can result in people becoming authoritarian since external stimuli have to be administered by a controller in order to change the behavior to appropriate standards. Therefore, in a school environment, the power of control is in the hand of a teacher who deals with the student's overt behavior itself rather than concerning himself/herself with the student's emotional feelings. Teachers should reward good behavior and establish rewards that children will work for. Rewards may vary and may be paired with target behavior to generate motivation to behave appropriately.

Permissive Approach

The emphasis of this approach is placed on child-centered communication and personal interaction in classrooms. Teachers are guides and facilitators who respect children's feelings, beliefs, and thoughts by listening effectively;

providing an environment in which children may express themselves freely is an essential step. This view is explained well in the writings of Moustakas (1967), Rogers (1969), Ginott (1972) and Gordon (1974). Moustakas (1967:33) delineates this approach:

> Personal interaction between teacher and child means that differences in children are recognized and valued .... Relations must be such that the child is free to recognize, express, actualize, and experience his own uniqueness. Teachers help to make this possible when they show they deeply care for the child, respect his individuality, and accept the child's being without qualification.

Rogers (1969), a psychotherapist, regards the role of the teacher as a facilitator of a student's learning and growth. He also stresses the importance of the personal experiences and motivations of the students in the classroom. One reacts not to real or pure reality, but rather reacts to reality as one experiences it. Therefore, in order to understand others, one should be able to comprehend the subjective world of others. Rogers believes that a human being has an inherent tendency toward goodness, both on a personal basis and concerning others. He (1969:157-158) explains:

> Human beings have a natural potential for learning . . . this potentiality and desire for learning, for discovery, for enlargement of knowledge and experience can be released under suitable conditions. It is a tendency which can be trusted, and the whole approach to education . . . builds upon and around the student's natural desire to learn.

It follows that students should be free to explore themselves in relation to their total experiences; as a result, their autonomy is held in high regard. He focuses on the freedom of learning. When students are free from fear and/or threats, true learning is in process. Rogers (1969:164-165) suggests ten principles for facilitators (teachers) to consider: (1) set the classroom

climate; (2) clarify the individual's objectives, as well as the goals of the group; (3) rely upon each student's desire; (4) prepare/organize a wide range of materials and resources; (5) view yourself as a resource person; (6) respond to both intellectual and emotional expression; (7) express your opinion as one of the participants in the group; (8) simply share feelings and thoughts as the others do; (9) understand problems from the student's point of view; and (10) recognize and accept your own limitations and be yourself at all times. In relation to conflict situations, the teacher should try to understand problems from the student's point of view and communicate directly to the student. The teacher should describe the effect of the student's behavior on others through a non-directive and self-structured approach. Teachers share their thoughts and feelings with students concerning their behavior and it is the students' responsibility to take it or leave it.

Gordon (1974), influenced by Roger's principles, developed the programs of Parent Effectiveness Training and Teacher Effectiveness Training, emphasizing effective communication skills. The first step in developing effective communication with children is to listen to them. He (1974:18-19) suggests four types of listening:

1. Silence — a simple way of showing the teacher's attentiveness to what the child is saying.

2. Acknowledgement responses — the teacher uses verbal and non-verbal cues to indicate that he/she is listening.

3. Door openers — when the child is reluctant to express himself/herself, the teacher can encourage the child.

4. Active listening — this step is used to decode what the child is saying to the teacher.

In a conflict situation, Gordon (1974:142-145) recommends sending an "I-message." An I-message is comprised of three elements: (1) a description of the undesirable behavior; (2) a description of how the undesirable behavior affects the teacher; (3) a description of the emotions involved. Usually, I-messages begin with the word "when"; for example, "When you make so much noise (1) I cannot concentrate on my reading (2) and I feel annoyed (3)." After sending the I-message, the teacher uses active listening and allows students to freely express their feelings and thoughts. This method of resolving conflict situations is based on the belief that through this communication, the child finds the way to solve his problems. Gordon's (1974:227-234) "No-Lose" approach to a conflict situation consists of six steps in solving problems: (1) describe the problem; (2) explore the possible solutions; (3) evaluate the possible solutions; (4) choose the best solution; (5) decide on a method of implementing the solution; and (6) evaluate the effectiveness of the solution.

In this approach, the power of controlling a child's behavior is in the hands of the child. Unlike the authoritarian approach, the teacher acts only as a guide or facilitator to help the child express his/her inner feelings in order to change the behavior. In the practical application of this approach, the teacher should treat students with respect and communicate effectively by describing rather than evaluating. Rogers (1969) and Gordon (1974) emphasize communication-skills by reflecting feelings through using "active listening" and "I-messages."

Democratic Approach

In this approach, the relationship between man and his environment is reciprocal. Within this relationship, man has the power of choice. Therefore, one is able to live his/her own life rather than resigning himself to imitating others.

Those who implement the democratic approach believe that the child is constantly growing. Not only is he unfolding from within himself, but he is also developing under the influence of the environment. In other words, a child's behavior is influenced by a combination of forces, both within the child himself and from the outside world. Bruner (1966:6) writes:

> One finds no internal push to growth without a corresponding external pull, for, given the nature of man as species, growth is as dependent upon a link with external amplifiers of man's powers as it is upon those powers themselves.

The emphasis of this approach is placed on specific interaction patterns involving students and teachers. This democratic approach is a power-sharing model (Glickman and Wolfgang, 1979). In conflict situations, neither the teacher nor the student is totally responsible. By sharing responsibility, they seek the best way of solving the problem. Dreikurs (1972:71) acknowledges:

> Conflicts cannot be resolved without shared responsibility, without full participation in decision-making of all the participants in a conflict. Democracy does not mean that everybody can do as he pleases. It requires leadership to integrate and to win mutual consent.

Dreikurs describes a child's unacceptable behavior as the result of a discouraged child trying to find a place to belong. He suggests that a teacher should comprehend the motives and goals of undesirable behavior in order to deal with the problem. According to Dreikurs, children's undesirable behavior can be classified under four goals: attention-getting, power, revenge, and inadequacy. He (1972:41) also explains that a teacher can identify a child's goal of misconduct by how the teacher feels.

> If teacher feels annoyed — indicates Goal 1 — attention getting.
> If teacher feels defeated or threatened — indicates Goal 2

— power. If teacher feels deeply hurt — indicates Goal 3 — revenge. If teacher feels helpless — indicates Goal 4 — display of inadequacy.

When a conflict situation arises, a teacher should observe the child's behavior and identify the mistaken goal, then use the appropriate corrective measures to facilitate the undesirable behavior productively and responsibly. Dreikurs and Cassel (1974) introduce The Four Goal Technique in dealing with the unacceptable behavior of children. The Four Goal Technique involves five steps: (1) observe the child and his goals; (2) observe your own reactions; (3) listen to the child and ask why he behaves the way he does; (4) carefully observe the child's facial expression to see whether teacher's interpretation of the child's undesirable behavior is correct or not; (5) employ the appropriate corrective procedures.

Glasser (1965) stresses the importance of interpersonal involvement in fulfilling one's needs both socially and realistically. He uses Reality Therapy, which is geared toward making the client aware of the reality and the necessity to fulfill one's needs within its framework. Glasser (1965:9) identifies one's basic psychological needs as (1) the need to love and to be loved, and (2) the need to be worthwhile in one's own opinion and in the opinion of others.

Glasser (1977:61-65) elucidates ten steps for teachers to use when dealing with disruptive students in the classroom. These ten steps are arranged in order of increasing difficulty.

1. Make a list of your present reactions to the student's undesirable behavior.

2. Attempt to respond to the student's behavior as if it was his/her first misbehavior.

3. Think about things that will help the student improve his/her behavior through positive reinforcements and encouragement.

4. When the student breaks a rule, calmly help the student correct his mistakes.

5. Help the student become aware of the rules and of his responsibility to act within the guidelines provided. Suggest that the student devise a plan for correcting his behavior.

6. Conference time — emphasize the student's ability and power to make a good plan. A behavior contract may be used at this stage.

7. If all of the above steps fail, then provide a space in the classroom isolated from the group. When the student is ready to return, review the classroom rules with the student and ask the student to make a plan.

8. If the student's disruptive behavior continues, he will be sent to the principal's office. The student must go back to the class with a plan.

9. A tolerance day — when the student's unacceptable behavior cannot be controlled, he is asked to stay at home. The student will return to school with a plan that may help him to follow the rules.

10. If every step fails, the student must stay home or in some other special place in the community. During this period, an occasional tolerance day can be applied for more trials.

Dinkmeyer and McKay (1976) elucidate a democratic approach in disciplining children by combining both Dreikurs' and Gordon's principles. They believe that all behavior has a social purpose, and they also accept Dreikurs' four mistaken goals of behavior. In addition to these goals, Dinkmeyer and McKay (1976:15) stress The Goals of Positive Behavior. These are: (1) attention, involvement, contribution; (2) power, autonomy, responsibility for own behavior; (3) justice, fairness; and (4) withdrawal from conflict, refusal to fight, and acceptance of others' opinions. These positive goals are reinforced by encouragement. They emphasize the child's assets and strengths, rather than his

faults or shortcomings. Dinkmeyer and McKay use natural and logical conse-
quences (which are attributed to Dreikurs) as alternatives to rewards and pun-
ishment when dealing with misbehavior. When natural consequences are insuf-
ficient or dangerous to the child, then logical consequences can be used. Dink-
meyer and McKay explain that punishment refers to past behavior while logical
consequences give children a chance to make a decision in a friendly atmosphere.
Distinguishing the use of logical consequences from punishment is mainly de-
pendent on deciding how to apply these methods in conflict situations. There-
fore, the congruency of verbal and non-verbal expression is a significant element
in the difference between logical consequences and punishment. The punitive
attitude of parents or teachers discourages children from experiencing the
consequences of their decision. The underlying intention of applying natural
and logical consequences is to encourage children to make responsible decisions,
rather than to force them to submit to authority. A non-punishing, objective
view of children's misbehavior and timing are components of utmost importance
in making logical consequences effective.

In the democratic approach, neither the teacher nor the child demonstrates
power over the other in a problem-solving process. The role of a teacher is
"a clarifier, a boundary delineator, and finally as an enforcer" (Wolfgang and
Glickman, 1980:14). Teachers are regarded as guides and helpers of the students.

Concepts of Perception

According to Bruner's (1957:1) description of the process of perception,
one screens and records the variety of information which can be accommodated
in one's memory, so that internalized information can guide one's behavior.

- Ittelson (1962:674) clarifies that:

> . . . perceiving is that part of the process of living by which
> each one of us, from his own particular point of view, creates
> for himself the world within which he has life's experiences
> and through which he strives to gain his satisfactions.

He (1962:701) also indicates that each person has his own unique way of perceiving. Lake (1970:1) states that perception occurs when stimuli from the external world trigger our sensory receptors so that we become aware of that stimuli.

Hargreaves (1975:7) elucidates that one's behavior in a social context is influenced by the meaning of others' acts rather than the acts themselves. In social interaction, persons constantly analyze each other to discern these meanings and to communicate. Thus, one's "self" is produced. Macmurray (1961:6) describes the "self":

> The unit of personal existence is not the individual, but two
> persons in personal relation; and . . . we are persons not by
> individual right, but in virtue of relation to one another. The
> personal is constituted by personal relatedness. The unit of
> the personal is not the "I" but the "you and I."

Glaser (1981) believes that our perception is influenced by our needs, which are unique; consequently, the world we know is not the real world, but only the world as it is perceived by an individual.

One sees oneself through others' attitudes. How others react toward a person provides information about how that person appears to others in social interaction. One interprets and categorizes stimuli from the outside world, including the opinion of others.

Due to the difficulties encountered in an attempt to define perception, many questions are raised in the process, such as: does the word "perception" only refer to conscious and/or unconscious awareness? Which is the main influence on perception, the external stimuli or the psychological field? As Glaser (1981:90) states:

. . . starting with our first cry and continuing for the rest of
our life, we care about what is going on out there only as long
as we are, unable to, change it to be more, like the world in
our head.

In this study, perception is interpreted as the way the child sees the
phenomena — the child's emotional and mental, experience — in a disciplinary
situation.

Everyone has a different perception of phenomena, and each person experi-
ences phenomena subjectively as one interacts with the environment. Through
dialogue, and by attempting to see the world from the perspective of the other
person, one is able to gain insight into others' perceptions, thus promoting
better understanding among people.

Related Research in Discipline

This section is included in order to explore the effectiveness of certain
disciplinary methods in dealing with problem behaviors. Although a great
deal of research has been conducted concerning the administration of discipline
in schools, only selected, representative studies are introduced in this section.
Research done in relation, to children's perceptions of discipline in general
is also presented here.

Williams (1959) conducted a study which ignored unacceptable behavior,
such as a temper tantrum, in order to eliminate that behavior. For instance,
a healthy 21-month-old child cried for an extensive period of time when the
parents left the child alone in the room. The parents were instructed to put
the child in comfortable surroundings and then to leave the room. The child
cried for forty-five minutes, which was substantially lower than the previous
time of two hours. Moreover, this treatment showed no negative side-effects.

They found the child to be friendly, expressive and outgoing at the age of 3.9 years.

Haris, Johnston, Kelly and Wolf (1964) investigated methods of changing strong, regressive behavior in nursery school by applying this behavioral procedure. The teacher was told to ignore the child when he crawled, and to give the child attention for efforts to stand. As a result, the child's crawling behavior decreased. This study clearly illustrates that reinforcement can change a child's behavior.

Iwata and Bailey (1974) compared the cost token program and the reward token program in terms of their effectiveness in reducing inappropriate behavior in the classroom. In the cost token program, each pupil starts with ten tokens. Whenever a child breaks a rule or shows disruptive behavior, he loses a token. In the reward token program, each pupil starts with an empty cup. Each time a student complies with the rules, he receives a token. They discovered that these two programs produced almost identical results. Teachers did favor the reward token program over the cost token program, but the degree of preference was slight.

Bandura and Walters (1963), proponents of the social learning theory, found that when children viewed a film which showed aggressive behavior, they displayed more aggressiveness in their behavior than the children who either did not see the film or saw a non-aggressive film.

Robin, Schneider and Dolnick (1976) conducted a case study on self-control in the classroom. Through their study, they encouraged instructors to teach their students to employ the Turtle Technique when dealing with aggressiveness. When the child gets angry, he closes his eyes, clenches his fists, and places his head on the desk. As the child follows these steps, he delays the immediate

reaction to anger and is able to calm down. Then the child searches for a more appropriate way to deal with anger. This study revealed that the children's aggressive behavior decreased considerably. Also, a child who is emotionally disturbed can learn to control his emotions using the Turtle Technique.

Bornstein and Quevillon (1976) applied Meichenbaum's cognitive theory of self-control to disciplinary problems of pre-school boys in order to change unacceptable behavior. The child instructs himself loudly, then, in a whisper, and finally covertly. The child asks questions, seeks answers, and then evaluates those answers with reinforcement, such as praise for appropriate behavior. They noted that the children showed a 65% increase in their on-task behavior following two hours of training. These treatment gains were maintained when postchecks were instituted ninety days after the baseline.

Hartwell (1975) conducted a study to investigate the impact of Dreikurs' method of dealing with misbehavior in the classroom. Two children with behavior problems and one well-behaved child from each class were selected by teachers. The researcher used a behavior checklist to measure the change in the children's behavior after teachers applied Dreikurs' method. The study documented a positive change in the children who misbehaved. Teachers, responding to questionnaires, stated that the children's undesirable behavior was changed significantly by Dreikurs' method.

Ries (1978) explored the possible applications of Glasserian Reality Therapy in school discipline. The study of a Glasserian school and a non-Glasserian school did not reveal notable discrepancies between the two concerning the issues of failing grades, dropping out, disciplinary problems (suspensions and expulsions) and the self-esteem of the students. However, the Glasserian school's students had better attendance records than those of the non-Glasserian school.

Pinsker and Geoffroy (1981:61-68) conducted a study to compare two different techniques of parenting: Behavior Modification Training (BMT) and Parent Effectiveness Training (PET). They found that BMT techniques made a significant contribution to the decrease of misbehavior, while others (PET and the control group) instigated only minor changes. On the other hand, the PET group exhibited more closeness and positive relationships among family members than the BMT group. The study indicated that PET is not as effective as BMT in eliminating children's misbehavior.

Kounin and Gump (1961) attempted to evaluate "the comparative influence of punitive and non-punitive teachers upon children's concepts of school misconduct." One pair of punitive and non-punitive teachers was selected from each of three elementary schools. The classes of these particular instructors were observed, and teachers were rated from extremely punitive to not punitive. Also, the investigators individually interviewed 174 children from 6 classes. They discovered that aggressiveness was more prominent in the misbehavior of the children with the punitive teachers. These children expressed more negative physical contact with their peers, while the children with the more tolerant teachers exhibited more appreciation of both learning and the unique value of their school and its rules.

Kounin (1970) studied teachers' desist techniques and children's relations at the kindergarten level. He (1970:9) described these techniques in terms of three main areas: clarity, firmness, and roughness. Kounin determined that when the teacher manifested clarity in the desist technique, the audience children displayed more conformity, in addition to a decrease in the frequency of the misbehavior. On the other hand, when the teacher's disciplinary behavior was not distinctly demonstrated, the audience children showed the opposite effects.

When the teacher exhibited firmness in the desist technique, there was an increase in good behavior and a decrease in misbehavior in the audience children. However, the ripple effect was less noticeable among these children when the teacher employed less firmness in his/her intervention methods.

The roughness of the teacher's desist method did not yield any difference in the conformity of the audience children's behavior, but it caused a considerable amount of emotional disturbance in them.

Moser (1975) conducted a study with grade six students to investigate the students' opinions about the fairness and effectiveness of teacher disciplinary techniques, utilizing an opinionnaire. Through this survey, conferring with parents, writing a note to parents, telephoning parents and referring to the principal were considered by the students to be the most effective disciplinary techniques. On the other hand, group discipline (punishing the whole class because of a few students' misbehavior) and letting the class decide on a disciplinary technique for misconduct were perceived to be unfair and ineffective by the students.

Clarke (1976) established through his study that, in secondary schools, the perceptions of discipline by teachers and principals differed radically from that of the students. Teachers and principals believed that the causes of the students' behavior problems originated from outside sources (such as society and the home), rather than from the school. Conversely, the students were of the opinion that the causes of problem behavior were school-related. The students also opposed the teachers' and principals' view that by applying desist techniques, they could eliminate students' negative behavior. While teachers and principals believed that they punished students fairly according to the situation, the students felt that those who were either talented or high academic

achievers received preferential treatment. However, teachers, principals, and students all agreed upon suspensions as a remedy for severe problem behaviors.

Chaney (1981) studied the perceptions of teachers, students and parents regarding serious behavioral problems in junior high school. Teachers and parents disagreed with students on what constituted "severe problem behavior." For example, while students and parents considered the use of drugs or alcohol on school grounds as severe problem behavior, teachers regarded impudence and disrespect toward authority figures as the most troublesome behavior. The students' opinions were uniform in content. In contrast, the teachers' perceptions of severe problem behavior varied.

Kleinstiver. (1981) investigated the relationship between the teacher's disciplinary style and the student's behavior at the elementary school level. He discovered a positive correlation between non-intervention and discipline problems, and a negative correlation between students' behavior problems and both intervention and interaction. Also, the more the disciplinarian displayed power or control over the students, the fewer disciplinary problems arose. This study also revealed that the classroom climate had no effect on disciplinary actions nor students' behavior problems.

Summary

Various aspects of discipline were examined, and its limited meaning, which is relevant to this study, was sought out and also three approaches to discipline based on a particular set of assumptions, ideas, and parameters were introduced in an attempt to examine how different approaches would affect children's perception of discipline and their subsequent behavior.

The authoritarian tends to view discipline as a matter of applying the proper "gimmick" from a repertoire of "gimmicks" (reinforcements in the form of rewards, and aversive stimuli, or punishment) when the necessity for control arises. This method concentrates on the consequences of behavior in order to achieve behavioral change.

The permissive approach, when used to deal with behavior problems, stresses communication and personal interaction in the classroom. In the practical application of this theory, the teacher should treat students with respect and communicate effectively by describing rather than evaluating behaviors.

The democratic approach has been influenced by both the authoritarian and the permissive approaches. Natural or logical consequences are used to deal with students' behavior problems rather than punishment. Everyone shares the responsibility and participates in the decision-making while searching for a solution. This approach places emphasis on encouragement, not criticism, when students make errors.

A few concepts of perception were introduced in conjunction with this study. Also, some of the research done in discipline that utilized various techniques and approaches, along with the research in the area of children's perceptions, were reviewed.

CHAPTER 3

RESEARCH METHODOLOGY

Overview

The methodology employed in a study influences research, albeit indirectly. Here, the definition of methods refers to techniques and procedures used in the process of gathering data. Kaplan (1964:23) defines the goal of methodology as follows:

> to describe and analyze these methods, throwing light on their limitations and resources, clarifying their presuppositions and consequences, relating the potentialities to the twilight zone at the frontiers of knowledge. It is to venture generalizations from the success of particular techniques, suggesting new applications and to unfold the specific bearings of logical and metaphysical principles on concrete problems, suggesting new formulations. It is to invite speculation from science and practicality from philosophy.

Describing the design and the procedures for conducting this research is the purpose of this chapter. It contains a description of and a rationale for the approaches to the study, and the pilot project which was carried out to examine the feasibility of using selected methodologies for the study. The selection of the subjects, the validity and the reliability of the methodology used, the phases of data collection, and the analysis of the data are also described.

Approaches to the Study

This research project was designed to explore and describe how children perceive the phenomena in a natural setting. It was aimed at, as Kerlinger (1973:406) put it, "to discover significant variables in the field situation, to

discover relations among variables, and to lay the groundwork for later, more systematic and rigorous testing of hypotheses."

Stimulated recall and observation interview methods were assumed to be valid means of revealing children's inner states in a disciplinary situation and investigating their perceptions of discipline, and therefore these methods were selected for this study.

Stimulated Recall

This method was piloted by Gaier (1952) and Bloom (1953). Gaier (1952:2) regarded stimulated recall as a research technique that is useful in revealing a person's conscious thoughts. Bloom (1953:161) also stated the merits of stimulated recall as a method of studying one's mental activity: "a subject may be enabled to relive an original situation with vividness and accuracy if he is presented with a large number of cues which occurred during the original situation." Although Bloom considered videotape as a method of recording the actual predicament to support stimulated recall, he (1953:161) valued audiotape over videotape, for "the cues which would seem to be most attended to and which are almost equally available to all in the classroom are the auditory cues."

Kagan, Krathwohl and Miller (1963) employed videotape to provide a wide range of cues while probing interpersonal thought processes in counselling. This technique was called Interpersonal Process Recall (IPR).

Stimulated recall technique has been utilized as a research method in the studies of medicine (Elstein, Kagan, Shulman, Jason and Loupe, 1972), counselling (Kagan, 1972, 1973), and education (Bloom, 1953; Krauskopf, 1963; Siegal, Siegal, Capretta, Jones and Berkowitz, 1963; Marland, 1977; Conners, 1978; King, 1979; Tuckwell, 1980).

Marland (1977) used stimulated recall methodology to study teachers' interactive thoughts. He indicated that precautions should be taken to ensure refined interview techniques, a relevant time period between the event and the stimulated recall interview, the recording of actual events, and the appropriate preparation of the interviewee. He and Conners (1978) regarded these precautions as important components to enhance the degree of accuracy in recall.

Conners (1978) conducted a study to investigate teachers' interactive thought processes during instruction in order to describe their influence on teachers' behavior during the phase of teaching. He used stimulated recall methodology to gather the data. He found from this study that stimulated recall was an effective method of investigating teachers' thought processes and an appropriate technique to obtain rich information which enhanced under- standing of teachers' behavior during the process of teaching in the classroom.

King (1979) also employed stimulated recall methodology to identify students' overt and covert behavior during the process of mathematics lessons. These mathematics lessons were videotaped and later utilized for stimulated recall interviews. He attempted to explore the potential use of stimulated recall methodology as a research technique with Grade Six students. He pointed out certain problems which he encountered in the use of this technique: (1) In some cases students were not able to recall interactive thoughts, (2) Withhold- ing the use of leading questions created some difficulties in recalling children's thoughts.

Tuckwell (1980) investigated the impact of a planned intervention program on the interactive thoughts of teachers using stimulated recall methodology. He indicated that the stimulated recall technique was an effective means of examining teachers' thought processes.

All these studies point out that the use of stimulated recall methodology as a research technique is considered an effective medium to explore one's inner thoughts and feelings. This methodology was chosen as a major research technique for the present study under the assumption that not only can the subjects recall and state thoughts and feelings willingly, but that they will be able to do so as accurately as possible.

Little research was found which used the stimulated recall methodology with elementary students. The researcher, by using a computer and an ERIC search, was unable to locate the reported research utilizing the stimulated recall technique in order to investigate children's perceptions of discipline in an elementary classroom. In this regard, the study was based on exploring the possibility of using stimulated recall technique in research with elementary students in a classroom environment.

Observation-Interview

The observation-interview technique usually involves observation of an individual's behavior, discussion with the individual about the behavior being observed, and an interview with the individual. The use of this method is rather flexible, because observation can be either participant or non-participant observation. In this study, observation of the subjects' behavior in their natural setting served as a tool to initiate a dialogue between the subjects and the researcher. The research was concerned with the children's inner states underlying their behavior rather than their overt behavior itself. During the observations, at times, some clarifying questions were asked and the overt interaction between the teachers and the students was recorded in field notes and/or on audiotapes. These recorded materials were used as bases for the interviews.

Establishing a positive relationship between the interviewer and the student is an important component in using the observation-interview method. Therefore, the interviewer must expend a considerable amount of time and effort in an attempt to gain the student's confidence and trust prior to the interview. Through the familiarization period, the actual observation, the phase of preparing for the interviews, and the conducting of the interviews, constant exertion is needed by the researcher to ensure a good relationship.

In spite of it being time-consuming, with attendant complication of data analysis and interpretation, the observation-interview method was chosen for this study under the assumption that if the purpose of the study was to understand phenomena underlying students' behavior, observation-interview was a valid means of approaching the students' inner states which influenced their overt behavior (King, 1979:93).

Pilot Study

The pilot study was carried out to fulfill the following objectives:

1. to develop strategies for establishing a positive rapport with the subjects in their natural settings,

2. to examine the feasibility of videotaping disciplinary situations in the classroom,

3. to refine operating the equipment, interview techniques and procedures, and transcribing techniques, and

4. to verify the suitability of selected methodologies for this study.

Subjects and Procedure

One Grade Four class of twenty-eight students (fifteen boys and thirteen girls) in an urban elementary school participated in the pilot study. The re-

searcher spent two weeks in the classroom in January, 1985. During the first week, the researcher was able to establish a positive rapport with the subjects, to gain their acceptance of the researcher's behavior and to develop expertise in the use of equipment. Disciplinary situations during these two weeks of observation were recorded on videotape and audiotape. The original situations and the subjects' behavior were observed and described by the researcher. Later that afternoon, both the video and audiotapes were replayed and interview questions were asked. During stimulated recall interviews, there was a tendency to be "sidetracked" when videotape was shown to the subjects. On the other hand, when a description of the situation was accompanied by the audiotape, the subjects seemed able to focus on the thought processes and feelings which occurred during the disciplinary situation. This procedure was repeated the next day. At this time, the subjects' recall of their covert mental and emotional responses seemed accurate to approximately the same degree, with a slight difference in the ways of expressing their emotional experiences.

Results of the Pilot Study

The findings from this pilot study were that:

1. One week was adequate for the familiarization (refer to familiarization under collection of data on p. 42).

2. Stimulated recall and observation-interview methods were effective in divulging students' covert mental and emotional responses.

3. Audiotape, used in conjunction with field notes, promoted better concentration for recalling mental and emotional experiences in sub-jects than did videotapes. Therefore, videotape was considered not to be a practical medium for this study.

4. Conducting stimulated recall interviews within twenty-four hours after the event resulted in a similar degree of accuracy as conducting them on the day of the event. The children were able to recall the incident but expressed their emotional responses in slightly different ways, such as by the tone of their voices.

5. The pilot study revealed that it was possible to assess students' attitudes towards discipline, by first establishing a positive rapport with the subjects and developing interviewing and transcribing techniques.

6. In an interview situation, the previous teacher-student relationship tended to help the students' expression of their thoughts and emotions regarding the desist techniques. Consequently, the teacher-student relationship enhanced the reliability of remembered information.

Sample for the Study

The Subjects

The sample consisted of four teachers of Grade Five (one class had two teachers) of the same gender (female) who used somewhat different approaches to discipline, and the students in their classes. The researcher took the following steps in selecting the sample.

1. The researcher approached the principal and the vice-principal of an elementary school in an urban community for their recommendations, based on observation, of teachers who implemented the authoritarian, permissive, and democratic approaches to discipline. The disciplinary approach each teacher employed was classified according to the teacher's behavior when dealing with a problem situation, in particular the amount of unquestioned authority displayed by the teacher in controlling the situation.

2. The researcher then contacted the teachers for their cooperation in an attempt to gain their trust. The researcher reassured the teachers that they would not be subjected to personal evaluations under any circumstances.

3. Once the researcher gained the teachers' cooperation, the researcher entered the classrooms to observe the teachers' disciplinary styles.

4. The researcher agreed with the other two observers (the administrators) on the teachers' disciplinary styles, and the procedure of data collection was discussed between the teachers and the investigator.

Description of Classes

Three Grade Five classes were selected based on the teachers' disciplinary approaches. The criterion of the selection was focused on the teachers' attitudes and the controlling power over the situation rather than the teachers' methods of discipline. Therefore, the element which determined the type of class was the amount of power displayed by the teacher in disciplinary situations. The teacher in Class A relied on demonstrating power over students and also used punishments that focused on the student's overt behavior itself rather than on the inner states of the student. This class was described as being disciplined using an authoritarian approach. Teachers B1 and B2 tended to ignore some deviance among the students' behavior which was considered as misconduct in other classes. In dealing with behavior problems, teachers B1 and B2 demonstrated the least power and the children were more free to move around. Thus Class B was described as being disciplined by using a permissive approach. The teacher in Class C tended to combine the authoritarian-permissive approaches observed in Class A and Class B. Cooperation and shared responsibility

were stressed through Teacher C's behavior when she was dealing with culprits. The methods, involving cooperation, depended on the students being regarded as equals and as independent individuals. For this reason, this class was identified as being disciplined by using a democratic approach.

None of the teachers displayed solely one approach; the approaches overlapped. In other words, all the teachers used these different approaches, to some extent, when dealing with problem situations. Yet there seemed to be a predominance of one approach in each classroom which resulted in the classifying by the administrators and the researcher.

Two out of the three Grade Five classes had twenty-six children -- thirteen boys and thirteen girls — and one class had thirteen boys and twelve girls. Only those children who participated in these interviews were regarded as members of the class when tabulating the results of the study.

Validity and Reliability

Charters (1968:305-312) writes:

> There is a world out there to know but it is one that can never be known in anything even approximating its totality. The world is a never-ending, never-repeating procession of events, each infinitely complex, each concretely unique, and the events themselves are essentially all of one piece. This undifferentiated flux is so fantastically rich that you and I . . . can never sense but a small fraction of it, let alone comprehend it in toto. Nothing is given except the fantastically variegated flux; anything that is made of it is a creation of the organism noticing and reflecting on it for its own purpose.

Most research procedures include observation, description, the collection and the analysis of what happens in the situation. If the aim of the educational researcher is to understand phenomena and their relationship with each other, then how can one conduct scientific research to achieve this goal? How can

the application of scientific research enable man to comprehend the world around him?

The core element of scientific research is objectivity. This objectivity tends to produce an overly scientific approach and a subsequent withdrawal from human contact. No one can be truly objective, because all of us, including scientists, are influenced by values, motives and preconceived ideas. For this reason, scientific research is focused on procedural objectivity rather than the objectivity of the scientist: the method of scientific research can be made objective, but not the scientist himself. Scientific research is not aimed at providing a universal solution, nor does it direct its practitioners in a specific way. However, it has a definite impact on their perceptions, their ways of thinking, and their decision-making.

Disclosing and describing one's inner states accurately are formidable tasks. Not only does one tend to screen one's thoughts and feelings before verbalizing them, but one also is restricted by language limitations and the lack of ability to describe one's interactive thoughts and emotions. Moreover, there are further complications in revealing the mental and emotional responses of others; a major drawback is that there is no way of knowing if the other person is being truthful in his self-description.

However, by observing the interactive behaviors in the situations, and through stimulated recall interviews, the researcher came to a better understanding of what occurred in the child's mind during a disciplinary situation, and the child's perception of discipline in the classroom. After all, one can only surmise that another person's inner world exists exactly as it has been described, yet one's inferences are often incorrect. Establishing a positive relationship, with cooperation and trust between the subjects and the researcher,

was essential for this study. Once this level of mutual confidence was achieved,
the researcher had no alternative but to believe the subjects' recall. As Marland
(1977:227) stated, "validity and reliability can be assumed but not demonstrated
or guaranteed."

Collection of Data

°The effective use of the methodology for this study required a close
and open relationship between the researcher and the subjects. Therefore,
the initial contact with subjects who would be observed and involved in an
interview situation had tremendous impact on the success of this project.

The duration of data collection for this study was eight weeks, which
commenced October 15, 1985, and concluded during the second week in Decem-
ber, 1985.

Phase 1: Familiarization

Once the researcher established the initial contact with each teacher
through the phases of selecting the subjects, the researcher entered each class
prior to collecting data in order to be introduced to the class. The teacher
introduced the researcher to the class as someone who was very interested
in what it was like to be in a Grade Five class. The researcher explained the
use of equipment and her role in the classroom as an observer, not as a partici-
pant. It was firmly stressed that the researcher had no intention of evaluating
either the teachers or the students under any circumstances. The researcher
also indicated that she would like to have an interview with every student
individually during the period of data collection. That the researcher was
studying the students' behavior in relation to the varying disciplinary techniques

was not revealed to the students for fear of altering the subjects' natural behavior.

The researcher visited each classroom daily for about a week prior to the proper observation. The class timetables and the class lists were obtained, along with the seating plans, so that the researcher could become familiar with the classroom routines and the subjects. The class timetables showed that Language Arts and Math were scheduled in the morning, with the other subjects in the afternoon. The class with team teaching displayed more art activities than the other two classes and also had sections of Language Arts and Math in the afternoon.

During these visits, an attempt was made to establish trust and acceptance between the researcher and the subjects in a natural classroom setting. As a result, a good relationship was established. At the same time, the researcher became familiar with the characteristics of the students and the teacher, the classroom routine, and the curriculum; while the subjects became accustomed to the researcher's behavior and the instruments she used.

The length of this familiarization period was reduced for the second and the third class, as the students and teachers of these classes were familiar with the researcher's behavior in the corridor and on the playground. They expressed enthusiasm at having the researcher in their classroom in the near future by saying, "When are you going to come in our classroom?"

Phase 2: Observations

The researcher visited each classroom for two weeks to collect data. During this period of observation, all interactions and verbal cues in a disciplinary situation were described and audiotaped. The problem behaviors, disciplinary

methods, and the situations themselves were described as objectively as possible.
Later that day, the audiotape recordings and the field notes dealing with situations that brought disciplinary reactions were chosen in order to determine the appropriateness of each disciplinary situation for the stimulated recall interviews.

Transition from familiarization to observation was extremely smooth and pleasant. When the researcher was approached by the students with the question, "When can I come and talk to you?" the researcher assumed this behavior as a sign of the subjects' acceptance of the researcher. The researcher commenced interviewing immediately with the student who volunteered first.

Phase 3: Interviews

In order to avoid the suspicion of the students that the researcher was focusing on the target students and the disciplinary situation only, all students, both target and decoy students, were interviewed. This eliminated the possibility of some students' tendency to act up in order to be interviewed. The allocated time for the interviews was early morning before class began (8:15 - 8:45 a.m.), during the lunch hour, and after school. Occasionally, the children were excused from their art or from viewing a film for the interviews. The students were guided by the interview questions (refer to Appendix B) to initiate the stimulated recall interview along with the selected audiotape recordings and the field notes. Most interviews were conducted with the subjects within twenty-four hours (in some cases within a maximum of forty-eight hours) of the recording of the events. To maximize accuracy in recall, the following procedure was implemented in administering the interview sessions:

1. Distractions were minimized by using a different room than the class-
   room.

2. The equipment was easily accessible so that both the researcher and subjects were able to stop the replay immediately when necessary.

3. The total confidentiality of the session was stressed, and then the nature of this study was explained to the subjects. Their full cooperation was assured.

4. The researcher endeavored to ensure that the subject felt relaxed by instigating casual conversation, thus enabling the subject to easily express his/her thoughts and feelings.

5. The researcher explained the use of field notes and auditory stimuli to relive the disciplinary situation.

6. The researcher made a constant effort to maintain positive rapport by showing interest and respect for the subject during the interview period. Open-ended stimulated recall interview questions, along with some clarifying and confirming questions, were asked.

7. General open-ended questions (refer to Appendix B) were asked to investigate the subject's views about discipline in the class.

8. All interviews were audiotaped and transcribed.

Analysis of Data

Reliability of Data

All audiotape recordings were transcribed and the transcription accuracy was checked independently by two colleagues. A random playing time of a ten-minute sample from the audiotapes from each of six students (one target student and one decoy student from each class) was examined by two judges. No discrepancies that would change the content of the transcribed data were discovered. Interpretation of the observed situations and the subjects' behavior

was also examined by the two judges. Based on the field notes, two judges also interpreted a random sample of six described disciplinary situations and the subjects' behavior (two from each class). Later their interpretation was compared with the interpretation of the researcher. There were no significant differences in interpreting the disciplinary situations, desist techniques and the subjects' overt behavior. Therefore, the reliability of described and transcribed data was considered to be satisfactory for the study.

Content Analysis

Content analysis has been defined by Holsti (1968:601) in a broad sense as ". . . any technique for making inferences by systematically and objectively identifying specified characteristics of messages." He explains that coding is a process of a content analysis technique which transforms qualitative data into quantitative treatment. According to Holsti (1968:644), there are three components (areas) to be considered in the coding of qualitative data:

1. to define categories relevant to the research problem,

2. to divide qualitative data into units which will be categorized, and

3. to decide the way to present these findings quantitatively.

Guetzkow (1950:47) shares Holsti's view. Guetzkow indicates that categorization and unitization are two functions of the coding process. He also states that defining categories and selecting the units are inter-dependent.

In this study, the following criteria were considered when creating categories.

1. Categories were developed directly from the data which consisted of the descriptions of the disciplinary situation, the observed behavior of the subjects, and the transcriptions of the stimulated recall interview.

2. Every unit relevant to the study was classified into a particular category.

3. No unit of analyzed data was categorized more than once.

Although a thought unit or an emotion unit might have involved a single word, a clause, a sentence or a paragraph, only specified qualitative material which was relevant to the study was regarded as a unit.

Frequency was used as a method of presenting the analyzed qualitative data quantitatively under the assumption that:

1. Frequency of misbehavior, as derived from the data, could reveal differences between teachers, students, and methods of disciplining the students.

2. Each unit could be treated as equally important.

Two colleagues of the researcher acted as independent coders in order to check the reliability of coding. The two coders were given thirty-six segments of transcribed data that represented all categories. To calculate the reliability of categorization, for both the intercoder and the intracoder, Scott's formula cited by Holsti (1968) was used.

Scott's formula is:

$$\text{Reliability} = \frac{Po - Pe}{1.00 - Pe}$$

Po represents the percentage of observed agreement between two coders while Pe indicates the percentage of possible agreement on the basis of chance. The results of the coefficient of reliability were:

Investigator and Coder 1   0.90

Investigator and Coder 2   0.83

The established intracoder reliability coefficient was 0.92. This was calculated by using the formula (Holsti, 1969:138):

$$C.R. = \frac{2M}{N1 + N2}$$

M refers to the number of codings on which the two coders agreed, and N1 and N2 indicate the number of codings which both coders made. A reliability coefficient of 0.70 was considered to be an acceptable level of reliability by Marland (1977:85) and Tuckwell (1980:12). Therefore, the results of the inter-coder and intracoder reliability for this study appear to be more than adequate.

The analysis of the data was carried out in four phases.

Phase 1: In each class, the observed misbehavior and the type of desist technique were categorized and tabulated.

Phase 2: In each class, the disciplinary situations were described along with the teacher's desist techniques. The target students' thoughts and feelings as well as their subsequent behavior were also described following each disciplinary situation.

Phase 3: In each class, the results of the general interview were collated and tabulated.

Phase 4: All the above analyzed data were interpreted according to the research questions in an attempt to investigate the following areas:

(1) common misbehavior which occurred in elementary class-rooms and the disciplinary methods used,

(2) the children's mental experiences during disciplinary situa-tions,

(3) the children's emotional experiences during disciplinary situations,

(4) the effect of the three approaches to discipline on children's subsequent behavior,

(5) the children's perceptions of discipline under the three approaches, and

(6) the children's perceptions of the characteristics of an effective teacher.

CHAPTER 4

FINDINGS OF THE RESEARCH

Overview

The results of this study of three classes are presented according to the guidelines created by the statement of research questions in Chapter 1. The findings are divided into three sections, each dealing with one type of approach to discipline: Section One, Class A — Authoritarian Approach; Section Two, Class B — Permissive Approach; and Section Three, Class C — Democratic Approach. In each section, the following categories are presented:

1. misbehavior and disciplinary techniques that were exhibited during the data collection phase,

2. samples of disciplinary situations and the inner states of the children as well as their subsequent behavior, and

3. the outcome of general interviews that were combined and analyzed.

All of the above findings are utilized as a means to examine the research questions in Chapter 5.

In order to maintain anonymity, the students and the teachers have been coded using letters and numerals. The first letter indicates the class and the second letter identifies the gender of the student (B is for boy, G is for girl). The numeral that is shown in between the two letters indicates the identity of the student and the order in which the student was interviewed. For example, student A-1-B indicates that this student was in Class A, was interviewed first, and was a boy. Teacher A indicates the teacher of Class A. The transcriptions of the children's stimulated recall interviews have not been edited in

order to preserve the student's feelings in a strongly personal context, and to facilitate the reader's assessment of the analysis and interpretation of the children's thoughts.

Section One

Class A: Authoritarian Approach

In this class, Teacher A had a distinctive propensity for controlling the students' behavior when problem situations arose; thus, Teacher A's approach was clearly defined as authoritarian.

There were four written rules displayed on the wall above the chalkboard at the front of the classroom and visible from any part of the classroom: (1. "Do Your Work," 2. "Be Prepared," 3. "Be On Time," and 4. "Be Considerate Always . . .") The children were well aware of these rules and 100% of the children clearly indicated that the class rules were made and introduced by the teacher at the beginning of the year.

In this class, twelve girls and thirteen boys participated in the study. The students were seated in rows and the desks of a few particular students were placed near the teacher's desk, toward the back of the classroom. The researcher (R) was sitting in the back of the classroom where she could see the students' overt behavior without interfering with their work. The seating arrangement is shown in Figure 4.1 on page 52.

Figure 4.1

Seating Arrangement in Class A
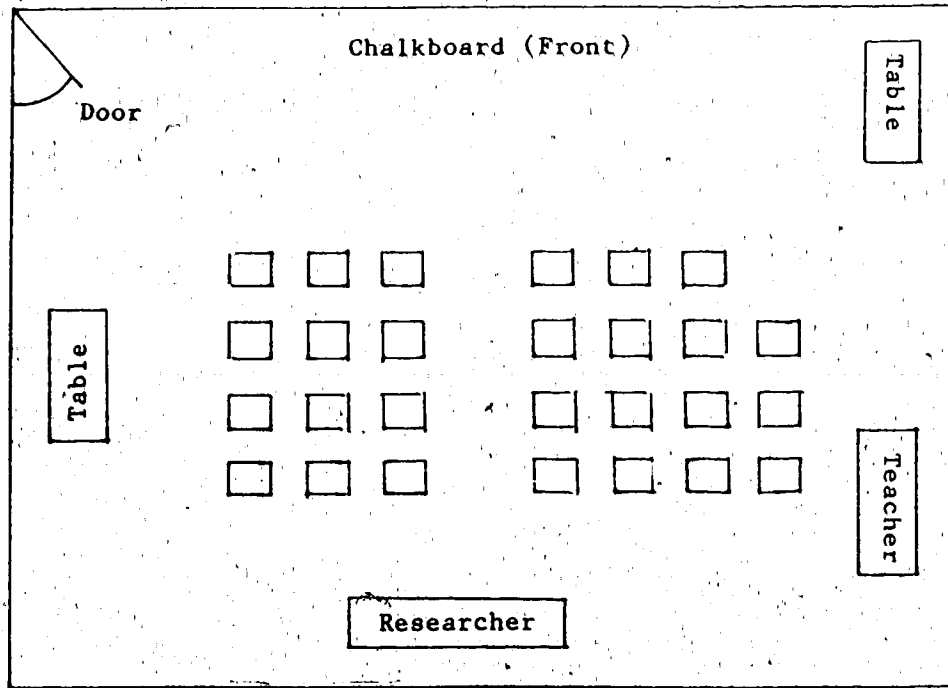
Misbehavior Which Occurred

During the period of observation, the following types of misbehavior — the behavior that provoked the teacher's request to cease or change that behavior — were observed. These are tabled according to the order of frequency and the gender of the students.

TABLE 4.1

Misbehavior Which Occurred in Class A

	FREQUENCY		
MISBEHAVIOR	BOYS (%)	GIRLS (%)	TOTAL (%)
1. Talking without permission	11 (33.3)	3 (9.1)	14 (42.4)
2. Not getting work done properly or not doing homework	5 (15.2)	2 (6.1)	7 (21.2)
3. Leaving seats	4 (12.1)	0	4 (12.1)
4. Disturbing others	2 (6.1)	0	2 (6.1)
5. Fighting	2 (6.1)	0	2 (6.1)
6. Not paying attention	2 (6.1)	0	2 (6.1)
7. Chewing gum	1 (3.0)	0	1 (3.0)
8. Throwing snowball	0	1 (3.0)	1 (3.0)
TOTAL	27 (81.8)	6 (18.2)	33 (100.0)

As seen in Table 4.1, excessive talking was the most frequently observed misbehavior that instigated the teacher's reaction for both genders. The next most common problem situation involved dealing with the students who did not get their work done properly or who had not done their homework. This misbehavior was also noticed as the second most common problem behavior for both genders. While the boys received the attention of the teacher for misbehavior such as leaving seats, fighting, disturbing others, not paying attention, and chewing gum, the occasional occurrence of the same behavior on the girls' part did not result in discipline. Therefore, such an occurrence was not recorded as a misbehavior of disciplinary situation. It is important to note that the students may have recognized and reacted to such a pattern.

Desist Technique Used in Disciplinary Situation

Only the incidents that stimulated the teacher's overt reaction were regarded as disciplinary situations during instruction or other class activities, although at times the very same behavior was observed but was not recorded as misbehavior or a disciplinary situation because it did not incite the teacher's reaction to the behavior at that time.

Even when the teacher was dealing with the same act of misbehavior, the desist techniques used to stop that misbehavior varied from situation to situation. Table 4.2 reveals that warning was the most frequently used desist technique for talking in Class A. Calling a child's name out loud was used as the second most common disciplinary method for talking without permission, and threatening was the third most common desist technique used to curtail this misconduct. Telling a child about his mistake openly and the detention technique were commonly used in dealing with the problem of not getting

TABLE 4.2

Desist Techniques Used in Disciplinary Situations in Class A

MISBEHAVIOR	DESIST TECHNIQUE	FREQUENCY
1. Talking without permission	Warning	4
	Calling out child's name (reprimand)	3
	Threatening	2
	Assigning extra work (G.D.)*	1
	Detaining after school	1
	Isolating child from classmates (Time-out)	1
	Taking away privileges (G.D.)*	1
	Writing lines	1
2. Not getting work done properly	Acknowledging child's mistakes openly	3
	Detaining after school	3
	Refusing to check child's work	1
3. Leaving seats	Investigating	2
	Sending child out of class	1
	Warning	1
4. Disturbing others	Isolating child from classmates	1
	Warning	1
5. Fighting	Detaining after school	1
	Sending child to the office	1
6. Not paying attention	Calling out child's name	1
	Detaining after school	1
7. Chewing gum	Detaining during recess	1
8. Throwing snowball	Sending child to the office	1
TOTAL		33

*G.D. = Group Discipline

TABLE 4.3

Overall Frequency of Observed Teacher A's

Desist Techniques

DESIST TECHNIQUE	FREQUENCY (%)
1. Detaining after school or during recess	7 (21.2)
2. Warning	6 (18.2)
3. Calling out child's name	4 (12.1)
4. Acknowledging child's mistakes openly	3 (9.1)
5. Investigating	2 (6.1)
6. Sending child to office	2 (6.1)
7. Isolating child from classmates	2 (6.1)
8. Threatening	2 (6.1)
9. Assigning extra work (G.D.)*	1 (3.0)
10. Refusing to check child's work	1 (3.0)
11. Sending child out of class	1 (3.0)
12. Taking away privileges (G.D.)*	1 (3.0)
13. Writing lines	1 (3.0)
TOTAL	33 (100.0)

*G.D. = Group Discipline

work done properly. In general, the various disciplinary measures, including group discipline, were sparingly used in handling problem behavior in Class A. The overall frequency of Teacher A's observed disciplinary measures (from most to least frequently used) is presented in Table 4.3.

According to Table 4.3, detention was the most widely used desist technique in this class, followed by warning. While calling out the child's name and acknowledging the child's mistakes openly were used moderately, the other techniques such as investigating, sending the child to the principal's office, isolating the child from his/her classmates, and threatening (a child is told if he/she continues to misbehave, he/she will be in further trouble) appeared in an equal number of incidents. A number of group discipline techniques were also observed, such as assigning more work to the students or taking away their free period as a punishment.

The Inner States of Target Children in Disciplinary Situations and Their Subsequent Behavior

The following are typical excerpts from the stimulated recall interviews, which are attempts to examine what happens in a child's mind when he/she is being disciplined. A child's misbehavior was classified according to frequency of occurrence. The examples which exhibited different desist techniques, situations, children's thoughts, their feelings, and their subsequent behavior are presented here.

Classification 1. Misbehavior: Talking without Permission

Desist Technique: Warning

A-3-B was talking to his friend who was sitting behind him. Teacher A told him, "—— (A-3-B), turn around." The student did turn around and looked

at the teacher. However, he sat in his desk and did not do anything for a while. Teacher A and the student had a contract. If he did not do his work properly or got into trouble a certain number of times, he would lose the privilege of an extra-curricular project. Therefore this desist technique was regarded as a warning in this case.

Student A-3-B divulged that he did not think the teacher's behavior was an appropriate disciplinary measure. He implied that it was unfair and unnecessary, for he was not doing anything that he was not supposed to. He reported, "I was thinking why did she do it? Why did she tell me to turn around? I wasn't copying or anything like that. I finished my work and I was just talking to him."

A-3-B expressed his anger and violent feelings toward the teacher, and he also refused to acknowledge her existence. He disclosed his feelings in this situation:

> I felt angry and I felt like to take her to against the wall and all that. I felt like going up to her and saying stuff I shouldn't have. Sometimes I just feel like if she talks to me when I'm mad at her (laugh) I just feel like not to say anything. I just ignore her.

A fear of losing privileges as a punishment seemed to affect his subsequent behavior. He also manifested his preference for not being yelled at and implied that gently asking students to change their deviant behavior would be more effective when dealing with problem situations.

> R : What your teacher did will help you not to do that in the future?
>
> A-3-B : Yeah, when she said that I felt like I shouldn't do it anymore or look out!

R   : What do you mean?

A-3-B : I don't like her getting mad at me (laugh).

R   : What does she do when she gets mad at you?

A-3-B : She raises her voice and total voice sounds like she is gonna come up and strangle me or something like that.

R   : You feel like she's going to come up and strangle you?

A-3-B : Yeah, come up to me and give me something I don't want her to.

R   : What would you do if you were her in that situation?

A-3-B : Well, when she said that to me she raised her voice and I don't think I would have. I don't think I would have raised my voice. I just would have asked him kindly, "Would you please turn around and don't do it again?" like that. I really don't like people yelling at me, and I think if they'd ask me nicely I would listen. So . . . .

R   : What made you stop looking at your friend's work?

A-3-B : Well, because I didn't want to get more punishment.

R   : What kind of punishment?

A-3-B : Getting more homework or missing out my privileges like gym, art and music.

R   : Does she do that to you?

A-3-B : Yeah, she does. That is what she told the whole class. Some people already have been punished, like ──── (A-1-B) and ──── (A-2-B).

Desist Technique: Calling Out a Child's Name

In some classes, students might interpret calling out a child's name as a warning of punishment to come; in other situations calling out a child's name is a punishment in itself, an attempt to change behavior by focusing attention on and isolating one student from his/her peers.

The students were coloring their maps during Social Studies period. A-2-B needed some coloring pencils. He asked A-7-B, who was sitting behind him, if he could borrow some. Then Teacher A said, "—— (A-2-B), less talk and more work!". The student stopped talking and sat down hesitantly. He was looking at the teacher rather than working.

A-2-B revealed that he did not think the teacher's comment was fair since the work itself had involved talking. He wondered about the purpose of doing his work; and decided that it did not make sense for him to do it.

> I was thinking why should I do this. I was doing my work.
> We were doing Social Studies. It involved talking. I was thinking
> that telling her what happened but I would get in more trouble.

A-2-B expressed his feelings of disappointment, annoyance, and discouragement over his perception of the teacher's unfairness. He even felt the teacher picked on him. He elaborated upon this feeling by indicating that he wished to stay away from school.

A-2-B : I felt like saying, "Oh, brother!" like that. I
was only asking something and I was quiet. I
was only getting something and wished that I
could be away from all this like at home for
a day.

R : Why did you feel that way?

A-2-B : Because . . . uhm . . . sometimes she picks on me.

A-2-B suggested that unfairness in discipline would not have an impact on his subsequent behavior. Rather, it may have caused unpleasant feelings toward the teacher and the circumstances. He elucidated the impact of the desist technique on his future behavior:

I don't know. I didn't do it on purpose, so when she told me
that, I was ready to tell her but I wasn't going to because I
would get in more trouble than I was already in.

Desist Technique: Threatening

The students were doing seat work in their spelling workbooks. A-8-B
was not sure about a question. He looked back to his friend to ask how the
question was supposed to be done, and Teacher A called, "——— (A-8-B), turn
around. I'm sick and tired of telling you. Next time you're gonna get it."
The student looked at the teacher and stopped talking. Then he turned around.

A-8-B knew what would happen to him if he continued talking. On the
other hand, he thought talking was acceptable behavior as long as it was not
too loud. He seemed to understand why the teacher had to do what she did
in that situation. He recalled his thoughts at that time:

R   : What did she mean when she said, "Next time
          you're gonna get it"?

A-8-B : That means I'm gonna get a D.T. [detention].

R   : What were you thinking?

A-8-B : It's OK to talk to people but just don't talk loud.
          But she got mad because I talked too much (smile).

The emotions A-8-B experienced were disappointment and discouragement
for not being able to talk to his friend because of the probability of getting
a detention. Being well aware of his own behavior, student A-8-B described
his feelings in this way: "I felt like I couldn't talk to my friend anymore. I
felt discouraged."

A-8-B explained the rationale for changing his behavior, and the impact
of the teacher's disciplinary technique on his subsequent behavior as to avoid

the possibility of getting into more trouble. "Because if I didn't I probably would have got a D.T. [detention] and I didn't want one."

Desist Technique: Assigning Extra Work (Group Discipline)

The students were asked to do math questions in their workbooks while Teacher A went to the staff room to get something. The instructions for the work were written on the chalkboard. The majority of students were doing their work; only a few were idle. These few students' voices tended to get louder, and by the time the teacher came back, some of them were standing up and looking over at the next person's work. Teacher A gave the whole class an additional page of math for being noisy in class. Everybody settled down and did his/her work.

Several audience students (A.S.) (those students who were in the class but not making noise) were interviewed along with the students who were making noise (target students) (T.S.). The thoughts expressed in the interview were almost identical among these students. They all agreed that the innocent people did not deserve the extra math work. They believed that what Teacher A did, therefore, was not fair treatment for the case. The following are typical comments on that situation:

A.S. : I didn't make noise. Why should I have to do it? It wasn't my fault. It's not fair.

T.S. : Actually they didn't do anything. It's not fair they should get punished. Everybody must be mad at me. What are they gonna think? They are gonna think of me as a bad kid. They have to do more work because of me.

Aside from these thoughts, while the target students shared the same

feeling of guilt and embarrassment, the audience students expressed their anger and resentment toward the target students.

When the target and audience students were asked whether Teacher A's disciplinary method had any influence on their subsequent behavior, they implied that they would be more cautious not to be noisy in the future. However, the audience students pointed out that because the target students were not punished individually, this disciplinary method might not have affected them.

T.S. : Yeah, probably, but the teacher should punish those who caused the trouble.

A.S. : Yeah, but it's not fair that everybody got in trouble because of a few and sometimes those trouble makers might think they can get away with things because the teacher can't watch every single person every minute.

Desist Technique: Detaining After School or During Recess

It was science period. Teacher A was talking about muscles and their function in the human body. The students were viewing the picture of a human body (male) on an overhead projector. Students A-7-B and A-14-B were making funny comments and laughing. The teacher said, "—— (A-7-B), stay after school." He stopped talking and appeared to be paying attention to the teacher. That afternoon, he stayed after school.

Student A-7-B realized that what he did was unacceptable, but at the same time he perceived the teacher's behavior as rather laughable. During the stimulated recall interview, he responded with these thoughts: "Oh, I was thinking I shouldn't have done it. I don't like to stay after school. But I thought she [the teacher] looked funny (laugh)."

When the incident took place, student A-7-B was more interested in the teacher's appearance than his own feelings. He found the situation somewhat amusing. When the teacher intervened, it was obvious that student A-7-B was trying to suppress his laughter. He expanded on his feelings further:

A-7-B : Like me whenever someone hollers at me I start laughing. That's why I tried to hold, not to laugh.

R : Why is that?

A-7-B : I don't know. Just funny how they look in your eyes.

A-7-B voluntarily pointed out that it was his behavior that caused the disciplinary situation. He implied that it was his intention to change the behavior: "I shouldn't have made those comments and made fun of the picture."

Desist Technique: Isolating Child from Classmates (Time-out)

There were three students talking about a fort they were going to make after school. As they got involved in generating their plans, their excited voices were interrupted by the teacher with a reprimand for talking. Teacher A seemed to notice only one student (he was the one who was talking when the teacher looked). He was asked to stay in the corner and was not allowed to talk until recess and lunch. A-25-B walked toward the corner rather slowly and sat down. He appeared to be very upset and put his head between his hands. He sat in that position for approximately three minutes, then lifted his head up slowly and looked out of the window.

A-25-B regarded himself as a "bad kid" who was disturbing class by "fooling around" (talking). It seemed unfair to him when Teacher A sent him to the corner, but when he thought about what he had done, he justified the teacher's

disciplinary method. During the stimulated recall interview, student A-25-B vividly remembered his mental experience in that particular situation:

A-25-B: I was thinking that it wasn't fair. But then I realized what a bad kid I was.

R   : Why were you bad?

A-25-B: Because I was fooling around. I thought it wasn't fair but it really was.

R   : What was going on in your mind when you were sitting in the corner?

A-25-B: I was thinking how stupid I was and why I did that.

Initially, when Teacher A sent him to the corner, A-25-B exhibited some offensiveness in his actions. The tone of his voice during the interview indicated how angry he was at the teacher. He felt he did not deserve that punishment, although his logical side conceded that his behavior was inappropriate in that circumstance. He said, "I was mad. I was mad at the teacher. I was only talking. She didn't have to send me to the corner. I felt it wasn't fair."

It appeared that not only his resentment at being sent to the corner but also the chance he had to think about his behavior contributed to making his decision about his future behavior. When the researcher asked A-25-B the effect of the teacher's disciplinary method on his later behavior, he replied, "Yeah, it gave me a time to think about what I did. Besides I hate to be sent to the corner."

Desist Technique: Taking Away Privileges (Group Discipline)

The students were doing individual reading during reading period. As they were reading the story, they started to get involved and began to exchange

their understanding of the myth involved in the literature. Teacher A found that rather disturbing. Finally the children lost their art period and did extra work instead.

While the target student implied that he was not the only one who was responsible for this punishment, the general consensus among the target and the audience children regarding group discipline was that it was an unfair disciplinary method which should not be used — regardless of the situation. They stated their thoughts at the time of the incident:

> T.S. : I wasn't the only one who was talking, but I still
> don't think she should take art period away.
> It's not fair to the others.
>
> A.S. : It wasn't fair because not everyone was being
> noisy, so why should I lose my art?

Even the target students acknowledged the fact that they were talking; they considered talking was relevant to the subject. Both the target and the audience students exhibited perplexity, frustration and discouragement. However, the feelings of anger and frustration of the audience students were directed to the teacher for taking art period away, rather than toward the target students.

> T.S. : Why? We were just talking about the myth that
> we were reading. We were not just making noise.
> I was mad. I was mad at the teacher because
> she shouldn't take our art period away.
>
> A.S. : I was grouchy and mad. I was upset because
> we had to lose our art period.

They (the target and the audience students) recognized the effect of Teacher A's disciplinary measure of taking away their privileges on their later behavior. It revealed that their concern about the possibility of losing their privileges would discourage the occurrence of similar behavior.

T.S.   : Yeah, I don't want them to lose their art period ,
           or mine. I didn't like it.

A.S.   : Probably it will help because they don't want
           to lose privileges.

Desist Technique: Writing Lines

Student A-2-B was looking at A-1-B's work and talking to A-1-B during Social Studies period. He was told to turn around and stop talking. Then the recess bell rang. Teacher A demanded that A-2-B stay in for recess and write lines. The teacher said, "WRITE LINES (slowly and clearly with full strength in her voice) 'I will not talk' until i come back." And she went out. When the teacher left the class, A-2-B made a face at her back. He sat down in his desk and watched the others leaving the class for recess. He took out several looseleaf pages and began to write.

A-2-B explained that he thought the situation rather unfair since his friend was also involved in talking. He evaluated the teacher's disciplinary measure as an ineffective one and suggested another technique such as a warning. He raised a protest in the interview:

A-2-B : I thought that she was pretty stupid to give me
         lines. Why couldn't she just give me a warning
         like "——— (A-2-B), when you do that once more
         you'll get lines." She could warn me so I wouldn't
         do it anymore.

R   : Any other thoughts?

A-2-B : I was thinking that maybe I should ask ——— (A-1-B)
         if he had to write lines.

Student A-2-B relived the emotional experience which he encountered during the incident. He appeared to be very angry and resentful toward the

teacher. He also displayed his control over his urge to say something rude in retaliation to the teacher's desist technique.

A-2-B : I felt really, really, really mad at her and I was gonna say "Shut up!" because I was only turning to —— (A-1-B) and gave his pencils back. ·Then she went, "Write lines" (imitating the teacher's voice).

R : How many lines did you write until she came back?

A-2-B : I wrote four pages without skipping lines. I was ready to write another line but she came in. She didn't come back until two minutes after the bell.

Student A-2-B obviously disapproved of the desist technique and even suggested an alternative to writing lines. When the researcher asked him why he changed his behavior, he replied, "I didn't want to get in another trouble [meaning getting sent out of class or sent to the office]." He did not consider writing lines an effective desist technique, and he stated the reason: "'Cause she's just making the kids do more work and we hate work. So why can't she just say if you don't do it again you'll get coloring times or something like that."

Classification 2. Misbehavior: Not Getting Work Done Properly to the Satisfaction of the Teacher's Expressed Standard

Desist Technique: Acknowledging Child's Mistakes Openly

The students were working on multiplication in the math workbook. Everybody seemed to know what he/she was supposed to do. A-2-B was doing his work the same as the others, but he wanted to make sure that he was working on the right page. He went up to Teacher A and asked about the page. The teacher told him that he had done the wrong page and said, "It's your problem that you did the wrong page."

As student A-2-B was requested to do the right page in addition to the pages he had done, he looked as though he was inclined to disbelieve what Teacher A had said. He went back, disappointed, to his desk and sat for a while. Then he started to do his work.

Even though the teacher had written the page number on the board, A-2-B neglected to follow the directions, albeit unintentionally, and did other pages. He implied that missing the directions was not only the student's responsibility but the teacher's as well. He had the urge to say that to the teacher, but he did not because he was afraid of causing more trouble. He recalled his thoughts when it happened:

> A-2-B : I forgot that she wrote on the board what pages we had to do. So I figured three more pages straight ahead in our math book but I was thinking if I said, "It's not only my problem that I did the wrong page. It's your problem too," I would get in trouble. So I didn't say that.
>
> R : What kind of trouble might you have got into?
>
> A-2-B : A couple of days D.T. [detention], or a strap.

Student A-2-B indicated his frustration upon realizing that he had done the wrong pages. This frustration increased when he realized that he had more work to do when Teacher A pointed out that he also had to do the page the teacher had assigned. Furthermore, he had an idea regarding how to resolve the problem situation, but it was never revealed to the teacher. A-2-B disclosed his emotional experience:

> I felt like screaming out and saying why do I have to do this? Why can't I do this page now, and next time when the other people do this page, then I can do that other page? Because I felt that was too much work.

When the researcher asked him about what impact the desist technique had on his later behavior, he explained, "I did that page because I didn't want to get in more trouble."

Desist Technique: Detaining After School or During Recess

The students were doing an exercise on decimal multiplication in math period. A-10-B tried to get the answers all right but made several errors. Teacher A then told A-10-B to stay after school to correct the mistakes and complete his assignment for the day. The student stayed after school and finished his assigned work.

A-10-B professed his concern about the teacher's seemingly inconsistent behavior toward the students' misconduct and the perceived unfairness in the process of dealing with the problem in class. As A-10-B revealed his thoughts:

> I was thinking it's only a few mistakes. I've only done this
> once in about a month. Why detention? When ——— (A-5-B)
> did, like a few times, he hasn't got any detention (sic).

Through the interview student A-10-B displayed anger toward the teacher because of his detention. He perceived his teacher as tough, yet showed empathy for the teacher and his understanding of why she had become that way. On the other hand, he implied that the teacher should be able to recognize the fact that they were not the same people as the others whom she had taught before. He explained:

> A-10-B: I was kind of mad at her. She is a tougher teacher.
>
> R : What do you mean when you say she is a tougher teacher?
>
> A-10-B: Oh! She is a tougher teacher (emphasizing). That's because she used to work with handicapped

and sometimes not. Real bad things happened
to her. She has been bitten, scratched, and
pinched. That's why she is tough. It's not fair.
We're not them. We don't bite you [meaning
the teacher], we don't pinch you, we don't pull
your hair. Why'd you have to give us the same
manner as you give them?

Disappointment and some degree of anger were observed in A-10-B's

behavior as Teacher A gave him a detention. When the researcher asked him

if what the teacher did would help him to do his work more properly, he replied,

"Maybe, but I still think she should give us more chance."

Desist Technique: Refusing to Check the Child's Work

Teacher A was distributing the students' math workbooks which had been

checked previously. After the distribution, she summoned student A-21-G

and said, "—— (A-21-G), you didn't hand your workbook in." A-21-G took

her math workbook and gave it to the teacher. The teacher refused to check

the workbook by saying, "It wasn't handed in on time, so I'm not going to check

your book." The student looked rather startled and put her workbook back

in her desk.

Teacher A's remark seemed to take A-21-G by surprise. She was not

aware of the fact that she had had to hand the workbook in. She assumed

that she might have missed the instructions when the teacher asked the students

to turn their work in. She disclosed her thoughts:

I didn't know I had to hand it in. I already finished the work
a long time ago. I just didn't think I had to hand it in. Probably
I didn't hear her.

Student A-21-G appeared to be overwhelmed by despair. It was evident

that the student had her work done on time, but somehow she did not know

that the workbook was supposed to be on the teacher's desk. Disappointment in not having her book checked seemed to make her feel helpless and despondent. She elaborated on her feelings during that incident:

> I felt kind of mad because I didn't really have to hand it in. When she refused to take my workbook and said that it was too late I felt like crying. I had the workbook in my desk all the time.

A-21-G displayed her willingness not to overlook the teacher's directions in the future. She seemed to accept the responsibility for her behavior in this situation.

Classification 3. Misbehavior: Leaving Seats
(The Children Were Out Of Their Seats Without the Teacher's Permission)

Desist Technique: Investigating

Student A-8-B went over to sharpen his pencil during spelling period while other students were working in their workbooks. He was having some difficulty sharpening his pencil. Teacher A inquired loudly, "What are you doing, —— (A-8-B)?". A-8-B replied with frustration, "I'm just trying to put my pencil in." Student A-8-B blushed as Teacher A asked him what he was doing. He rushed to sharpen his pencil and returned to his desk.

A-8-B appeared to perceive Teacher A's desist technique to be inconsiderate. He also implied that the teacher's lack of understanding of the circumstance initiated his negative attitude toward coming to school. He demonstrated his thoughts:

> I would never come back to school again, because I thought nobody would like me. I was only trying to sharpen my pencil and the sharpener didn't work right. So I was trying to put the pencil into the sharpener.

When Teacher A asked student A-8-B about his behavior, he realized that he was receiving all his peers' attention. Being at the center of attention seemed to make A-8-B feel uncomfortable and embarrassed. He expressed his feelings in that situation as follows: "I was too embarrassed, and I didn't feel like to come back to school anymore." He made known his disappointment in his teacher's disciplinary method through this interview.

Not wanting to be embarrassed would seem to be the criterion that would affect his behavior in the future. When the researcher asked A-8-B regarding the impact of the teacher's action in this incident on his later behavior, he responded, "It helped me. It was embarrassing so I wouldn't do it again."

Desist Technique: Sending Child Out of Class (The Students Were Sent Out of the Class for Misbehaving.)

The students were playing a punctuation game. The class was divided by rows, and each row took the position of a punctuation mark, such as a comma, period, question mark or exclamation mark. While Teacher A was making a sentence, each row of students was supposed to stand up where their punctuation mark was applicable. Students A-8-B and A-1-B jumped up on their chair seats when it was their turn. Teacher A ordered them out of the class by saying, "Get out!" Students A-8-B and A-1-B went out of the class as they were asked to do. They sat down in the hallway.

Target students A-8-B and A-1-B both pointed out that Teacher A was unfair for punishing them in that situation; they believed their behavior was appropriate. They did not understand the teacher's motivation for sending them out of the class. Student A-8-B assumed that the teacher might have

done it out of her frustration because everybody was doing it. They also showed

the tendency to withdraw from the classroom situation by stating that they

were going to leave the school. Students A-8-B and A-1-B disclosed their

thoughts at the time of the incident:

R : Why do you think your teacher did that to you?

A-8-B : She probably got mad and discouraged and that
'cause everybody else was doing it. She told
both of us, "Get out!" like that mean and loudly.
I didn't even know she was talking to me . . .

A-1-B : I don't know why she sent us out of the class,
because everybody was doing that. We were
supposed to stand up when it's our turn.

R : What was going through your mind when it happened?

A-8-B : I didn't like her. I thought she was mean. I felt
like I would leave the school . . . .

A-1-B : We went out of the class and then ——— (A-8-B)
and I, we were gonna leave the school.

Although they assumed why they were sent out of the class, not knowing

the reason clearly led them to emotions of anger, disappointment and discour-

agement. The researcher asked both students A-8-B and A-1-B about their

feelings:

A-8-B : I was really mad and discouraged. I felt like
it wasn't actually our fault, because everybody
else was doing it too. . . .

A-1-B : I got mad and sad because I couldn't play that
game.

The researcher asked the target students whether what the teacher did

to them would have any effect on their behavior in the future. They both

indicated that they were not sure. However, they disclosed that they would

be more cautious not to get into trouble next time. Even though they did not

appear to be certain how they should have behaved in that situation, they clearly

exhibited their dislike of being sent out of the class.

Desist Technique: Warning

During art period, student A-8-B was standing up and rocking his chair

(he had a chair which was detached from his desk). At the time, he was looking

over his friend's work. Teacher A intervened and said, "——— (A-8-B), that's

the last time," and she put the chair down firmly. A-8-B turned around and

sat down in his chair properly. He, then, looked at his picture.

Student A-8-B divulged that what he did was a result of circumstances.

He mentioned to Teacher A that he would like to have a desk with a chair

attached, but his request was never met by the teacher. He indicated that

having a detached chair was the cause of his misbehavior. Therefore, getting

a warning for that behavior from the teacher seemed to him unfair, which

made him consider not being in that class. He explained what went on in his

mind:

>   A-8-B : I was gonna tell my mom that I didn't want to
>   be in her class, because that was the first time
>   I ever did that. I had another desk before. I
>   like another desk better [the chair attached
>   to the desk] because then we couldn't do that
>   with the other desk. That's why.
>
>   R   : Did you explain to your teacher that you liked
>   the other desk better?
>
>   A-8-B : Yeah, but she wouldn't give me the other desk.

A-8-B displayed anger that he did not have a desk with an attached chair.

He perceived the teacher's manner of speaking as meanness toward him. As

a result, he developed a feeling of dislike for the teacher. Student A-8-B relived the feelings:

> I was mad, because if I had the other kind of desk then I didn't have to do that. I felt she talked like mean to me, so I felt like I didn't like her at all (emphasizing "at all").

Student A-8-B explained that when he was mad he put the blame on the chair and partially on the teacher for not letting him have a desk with an attached chair. However, as he reflected on his behavior, he seemed to recognize that his behavior was not appropriate in that situation. A-8-B reported, "When she took my chair and said that it was the last time, I was mad. But you shouldn't do that anyways with your chair."

Classification 4: Disturbing Others

Desist Technique: Isolating Child from Classmates

Students A-1-B and A-2-B were showing their work to each other and communicating using body language. Teacher A noticed this and asked A-1-B to move his desk away from A-2-B's. A-1-B grinned at A-2-B and slowly stood up, looking at the teacher. He moved away from A-2-B and settled down for awhile.

Student A-1-B elucidated his concern about being teased by his peers after school which made him consider stopping what he was doing. He showed that he was more conscious of his peers' reactions as the result of this incident. "I thought I'd better not do that anymore because after school everybody's gonna tease me that I got in trouble from the teacher."

A-1-B displayed embarrassment about getting undivided attention from his peers. He appeared to be anxious to withdraw himself from the situation

as quickly as possible. Consequently, he tipped over his desk and his belongings were scattered over the floor. He expressed his feelings by saying, "I felt rather embarrased because everybody was looking at me. They were talking at my desk. I really messed up my desk when I was moving it."

Student A-1-B implied that isolating him from his friend would prevent him from repeating that kind of behavior, because he would not like to be embarrassed again.

Desist Technique: Warning

While the students were working on their math test, students A-1-B and A-10-B were kicking each other with their feet. Teacher A noticed this behavior and said, "Grade five, keep your feet still! It is hard for people working and it is very disturbing." Students A-1-B and A-10-B stopped moving their feet. They looked down at their tests as a means of avoiding eye contact with the teacher.

Even though Teacher A did not call out the names of the students who were kicking each other, student A-1-B believed that the warning was addressed to him and A-10-B personally. He assumed the rationale for the teacher's not calling the students' names directly was that the teacher did not want to embarrass the students. At the same time he anticipated the probability of getting a punishment later on by the teacher individually. Student A-1-B recalled his thoughts:

A-1-B : I was thinking, "Holy cow, she didn't like to embar-
rass us." So I thought she was just saying to
me and ——— (A-10-B). I thought I was gonna
get in trouble. She would call me at recess and
say, "——— (A-1-B), stay after school and write

lines," or "——— (A-1-B), go down to the office,"
like that.

R   : Did she say that?

A-1-B : No.

Student A-1-B seemed to appreciate that the teacher had talked to every-body rather than singled out the persons who were kicking. Not having his name called out brought relief to student A-1-B, who imparted his relieved feelings in this way: "I felt kind of relief because she didn't yell out our names or we didn't get embarrassed."

Being afraid of getting in trouble prompted student A-1-B to stop moving his feet. It also influenced him to think of a sensible way of avoiding a punish-ment.

Classification 5. Fighting

Desist Technique: Detaining After School

Students A-1-B and A-8-B were play-fighting during lunch hour in the classroom. The supervisor came in and saw that they were fighting. She wrote a note saying that A-1-B and A-8-B were fighting. When Teacher A came into the class, she gave A-1-B and A-8-B a detention to stay after school.

Student A-8-B revealed his thoughts at the time of the incident and implied that the teacher who was on inside supervision misunderstood the situation and gave false information to Teacher A. He considered their behavior as a play-fight; therefore, he did not think that they deserved a detention for it. He believed strongly that the detention was totally irrelevant to their behavior, since it was only play-fighting.

Student A-8-B directed attention to their innocence and that they were only playing, not really fighting. He confessed a resentment toward the teacher who had misinformed Teacher A regarding their play-fight (in his words) and showed a feeling of being offended by the detention. A-8-B expressed his emotion by saying, "I felt like not staying. I felt like going, because it wasn't actually our fault that the teacher didn't know what she was saying. We're just play-fighting, not punching each other and that."

Nevertheless, students A-8-B and A-1-B stayed after school, in spite of their innocence (in their opinion). They explained the reason for serving the detention as solely to avoid the possibility of getting another detention. A-8-B and A-1-B agreed that giving students a detention would teach them not to fight in the future.

Desist Technique: Sending Child to the Office

In the playground during the afternoon recess, student A-20-B got involved in fighting with another boy in Grade 6. The teacher who was on supervision sent them to the office. As they were in the principal's office, the principal talked to them about the rules against fighting and reminded them that the rules were there for them to follow.

Student A-20-B explained that whenever the teacher sent students to the office, they had been in some kind of trouble in previous cases. Therefore, it was natural for him to think that he was in trouble. He said, "When she said, 'Go down to the office,' I knew that I was in trouble. I thought I was gonna get a strap."

A-20-B explained that he was scared of not knowing what would happen to him in the office. He also indicated that he was nervous because he was

uncertain about the principal's reaction to what he had done. "I was a little afraid and nervous. I was afraid of getting a strap."

Student A-20-B suggested that sending students to the office would have an effect on their later behavior, which in this case meant not getting into another fight since he did not want to be sent to the office again.

Classification 6. Not Paying Attention

Desist Technique: Calling Out the Child's Name

It was math period and the students were writing a math test. Student A-1-B looked as though he were staring at the picture on the wall or were absorbed in his own world instead of doing his test. Teacher A called, "—— (A-1-B)!" and pointed at his test. A-1-B directed his attention back to his test and went on again after the teacher's interruption.

Writing the test seemed to stimulate student A-1-B to remember what his father would do if he did not do well on the test. Furthermore, he was exploring the ways to be good so he would continue to receive an allowance from his father. All these thoughts were awakened by the teacher when she called A-1-B. His concerns over being teased by his peers and the embarrassment which might follow were apparently overwhelming.

    A-1-B : Well, I was thinking about next year. If I goof
            off all the time he [A-1-B's father] won't give
            me my allowance for a whole year. So I was
            thinking of how I can be good. If I was bad maybe
            he might change his mind or something. So I
            was thinking how I should be good and what to
            do like be polite and that at home.

    R   : When you heard your teacher's voice, what was
            going through your mind?

A-1-B : I thought that was my dad because her voice
was really rough. I thought that my dad was
yelling at me (giggle). I thought that everybody
would be laughing at me at recess. Whenever
you get in trouble people always tease you.
I was thinking how embarrassed I would be.

Student A-1-B was self-conscious about being called, as this attracted
his peers' attention. In addition to that, he was apprehensive about what might
happen during recess. When he was asked about his emotional experience in
that situation, he said, "I was embarrassed. Everybody heard the teacher's
voice and I was worried about being teased at recess."

Student A-1-B supposed the teacher's intention of calling his name as
trying to help him do his work. He implied that what the teacher did would
influence his subsequent behavior mainly because of the possible chance of
getting punished if he continued: "Because probably next time I might get
a detention. I might have to do lines or take more homework."

Desist Technique: Detaining After School

It was math period. The students were working on decimal multiplication.
As they finished their work they were to have it checked by Teacher A. When
Student A-4-B showed his work to the teacher, he was told that he had his
decimal point in the wrong place. The teacher asked student A-4-B to stay
after school to do his work properly. He stayed after school and completed
his assignment.

Wanting to be with his friends, A-4-B was preoccupied with his thoughts
about his friends and what they might be doing, rather than thinking about
the situation. He was anxious to find out whether his friends would be able

to play with him when he got home. If they started to play with someone else, he thought he would lose his friends. This uncertainty made him perspire.

> I was thinking all about my friends, what they were doing and stuff. If my friends play with someone else they're not gonna play with me when I get home. I started swe●ng because all that time I had to stay after school.

The fact that Teacher A detained A-4-B did not seem to bother him. He explained this by recalling that the teacher had called his name as well as A-1-B's. Therefore, he was not the centre of his classmates' attention. However, he was worried about losing his friends, and this caused him to be anxious to get home and evidently made him angry.

> The teacher called me and —— (A-1-B). So, they [the class-mates] didn't all look at me. I didn't feel as bad, but it made me sort of feel bad because of my friends. When my friends play with somebody else I get jealous and mad.

Student A-4-B stated that the desist technique detention would be more effective if students stayed after school until their work was done instead of having them stay for the entire period of assigned time. Nevertheless, he certainly favored detention as a disciplinary measure. He commented on the impact of the desist technique on his later behavior:

A-4-B : I think that's a good idea, 'cause if I was a teacher I'll always give a detention too. But not that long — just until they had their work done. She gives you all that time to stay after school.

R : What do you mean "all that time"?

A-4-B : We finished our work a long time ago. We had lots of time, but we just had to stay the whole hour.

Classification 7. Misbehavior: Chewing Gum

Desist Technique: Detaining During Recess

Student A-2-B was chewing gum when he asked Teacher A a question during spelling lesson. The teacher told A-2-B to get rid of the gum; then she requested that he stay in for recess. Teacher A talked to the student in a matter-of-fact tone of voice. A-2-B threw the gum into the garbage can and went back to his desk.

Staying in for recess did not seem to bother student A-2-B, according to him, since it was only for the morning recess: "I didn't mind because I still have recess left, and I was thinking OK, fine, sure."

He indicated that the way the teacher behaved did not cause any particular feelings on his part. He elaborated further in these words: "I felt I deserved it. I didn't feel mad or sad. I just felt normal."

When the researcher asked him why he threw the gum away, he replied, "'Cause the teacher told me so."

Classification 8. Misbehavior: Throwing a Snowball

Desist Technique: Sending the Child to the Office (In-School Suspension)

During the morning recess, student A-6-G was playing around outside and picked up a snowball. She threw it at someone else. The teacher who was on supervision sent her to the principal's office. Student A-6-G talked to both the principal and the vice-principal. She was given an in-school suspension for the rest of that morning. (The target child goes to a designated area

in the school and is required to do his/her work for a certain period of time.) Student A-6-G served in-school suspension that morning.

Being sent to the office was interpreted as being in trouble by student A-6-G. It meant getting some sort of punishment. She was wondering about the possible punishment she might get as she was perplexed by the situation, implying that nobody was hurt. A-6-G revealed her thoughts:

R   : What was going through your mind when she sent you to the office?

A-6-G : I knew I was in big trouble when the teacher sent me to the office, because whenever you are sent to the office you're in trouble! I thought I was gonna get a detention or a strap.

R   : What were you thinking while the principal and the vice-principal were talking to you?

A-6-G : I didn't mean to hurt anybody, and I didn't hurt that person. It was only a handful of snow and nobody got hurt. But we're not allowed to throw snowballs.

Student A-6-G seemed to be in despair when she was told to spend the rest of the morning in the detention room. Although she anticipated getting a punishment, she did not expect actually to receive it, since it was only a snowball and no one was injured. The fear and anxiety of student A-6-G were vividly displayed:

It was scary. I was really scared. When he [the principal] told me I had to stay in the detention room for in-school suspension to do my work for the rest of the morning, I felt like crying. I wanted to hide.

The influence of that disciplinary method on A-6-G appeared to be significant, because she considered throwing a snowball the worst thing which a student

could do at school. She had no hesitation in saying that sending the child to the office would help him/her to behave appropriately in the future. This technique was regarded effective by student A-6-G.

Summary of the Inner States of Children and the Impact on Their Subsequent Behavior in Class A

The children's thoughts and feelings described above, as well as the effect on the children's subsequent behavior, are summarized and illustrated in Table 4.4.

Thoughts

Among the thoughts of target children as described in Table 4.4, the following thoughts were frequently shared by a large number of target students: (1) thinking about the possibility of getting in trouble, (2) feeling concern about their peers' reaction, (3) assessing unfairness in the teacher's disciplinary technique, and (4) evaluating the effectiveness of the teacher's disciplinary technique. A very small number of students believed that they deserved the punishment for the behavior. Albeit some students acknowledged that their behavior bothered the teacher or disturbed others, they still considered the teacher's discipline strategy rather inappropriate in their cases. As a result of this, they suggested other alternatives, such as warning or rewarding desirable behavior (refer to p. 67).

Feelings

All through the stimulated recall interview, it was not unusual to hear students expressing negative feelings toward the teacher and the desist techniques which were used in the disciplinary situations regardless of the nature

86

TABLE 4.4

The Inner States of Children and the Impact on Subsequent Behavior in Class A

THOUGHTS	FEELINGS	IMPACT ON SUBSEQUENT BEHAVIOR
acknowledging own misbehavior	anger	avoiding consequences
analyzing own behavior	annoyance	avoiding embarrassment and/or teasing
assuming teacher's motivation	anxiety	avoiding punishment
being concerned about what others think of him/her	appreciation for not singling out a person	being afraid of getting in trouble
being concerned about being teased and embarrassed by peers	desire to stay away from school	being cautious)
being confused	despair	being concerned about losing privileges
being conscious of peer's reaction	disappointment	feeling effectiveness if it was fair to the student
being preoccupied with one's own thoughts	discouragement	having a chance to think about one's own behavior
disapproving teacher's *D.T.	dislike of teacher	helpfulness
empathizing with teacher	embarrassment	ignoring teacher
evaluating teacher's *D.T.	empathy for teacher	kindly asking rather than yelling
having urge to say something rude to the teacher	fear	intention to change
judging did not deserve it	frustration	not wanting to upset teacher or parents
judging punishment did not make sense	guilt	recognition *D.T. was not effective (*G.D. -- *T.S. might get away with it)
judging *D.T. as inappropriate	helplessness	recognition of possibility of change

TABLE 4.4 (continued)

The Inner States of Children and the Impact on Subsequent Behavior in Class A

THOUGHTS	FEELINGS	IMPACT ON SUBSEQUENT BEHAVIOR
judging teacher as tough	indignation	recognition of possible punishment by parents
recognizing possiblity of getting in trouble	interest in teacher's appearance	reflection on one's own behavior
reflecting on one's behavior	intimidation	
regarding oneself as bad person	lack of being appreciated	
regretting not saying what one wanted to say	loss of self-image	
restoring the relationship with the teacher	negative attitude toward school	
sensing inconsistency of *D.T.	nervousness	
sensing teacher's lack of understanding	offense	
sensing unfairness, irrelevancy	perceived being treated unequally	
sharing responsibility between teacher and student	perceived teacher disliked student	
talking to student privately more effective	pride in expressing feelings	
thinking about alternatives	puzzlement	
thinking about consequences	relief	
wanting not to be in class	resentment	
wishing not to be bad	scared	
	sadness	
	unconcern	
	upset	
	worry	

*D.T. -- Desist Technique   *G.D. -- Group Discipline   *T.S. -- Target Student

of their behavior. The feelings of anger, disappointment, embarrassment, anxiety and resentment were widely displayed among those students who were involved in the incidents. There were also other feelings such as fear, discouragement, and worry exhibited amongst the target students. In spite of that, there were two students who showed empathy for the teacher.

Subsequent Behavior

All the misbehavior ceased as soon as Teacher A applied a disciplinary technique — at least for the time being. However, the reasons behind the changing behavior of the students were diverse. The majority of target students enucleated the rationale for stopping misbehavior as a way to avoid getting into the same situation again or getting into more trouble in the future. A few students explained that reflecting on their behavior helped them to behave in a proper way later. Only two students demonstrated simple obedience toward the teacher's demand.

The Results of General Interviews with Class A

During the stimulated recall interviews, some open-ended questions were addressed to students in searching for their viewpoints concerning classroom discipline. The outcome of these interviews was collated and is presented below.

Children's Perceptions of the Worst Behavior

A higher number of boys considered talking back to the teacher as the worst behavior, while more girls regarded either swearing at the teacher or at other people as the most severe misconduct which a student could display at school. However, as shown in Table 4.5, the students in Class A viewed

TABLE 4.5

Class A Children's Perceptions of the Worst Behavior

WORST BEHAVIOR	BOYS (%)	GIRLS (%)	TOTAL (%)
		PERCEIVED BY	
1. Swearing	3 (9.4)	7 (21.9)	10 (31.3)
2. "Mouthing off" (talking back to teacher)	5 (15.6)	3 (9.4)	8 (25.0)
3. Throwing snowballs	0	3 (9.4)	3 (9.4)
4. Ignoring what teacher says	0	2 (6.3)	2 (6.3)
5. Physically abusing teacher (hitting the teacher)	2 (6.3)	0	2 (6.3)
6. Beating up someone (hurting a person)	1 (3.1)	0	1 (3.1)
7. Being noisy	0	1 (3.1)	1 (3.1)
8. Fighting	0	1 (3.1)	1 (3.1)
9. Taking drugs	0	1 (3.1)	1 (3.1)
10. Throwing objects at teacher	1 (3.1)	0	1 (3.1)
11. Vandalizing	1 (3.1)	0	1 (3.1)
12. Yelling at teacher	1 (3.1)	0	1 (3.1)
TOTAL	*14 (43.7)	*18 (56.3)	*32 (100.0)

*These numbers exceed the actual number of participants in Class A, for some students indicated more than one behavior.

swearing as the worst behavior. The boys observed that somewhat aggressive behavior such as physically abusing a teacher or someone else was serious misbehavior. On the other hand, throwing snowballs and ignoring what the teacher said was recognized as the worst behavior by some girls in this class.

Children's Perceptions of the Most Severe Disciplinary Technique

As seen in Table 4.6, strapping was believed to be, by the majority of both genders in Class A, the most severe punishment a student could receive from a teacher. Sending a child to the office and detaining a child after school or during recess were also weighed as severe punishments by both genders. At the same time, the children in Class A differed in their opinions regarding other disciplinary measures (embarrassing students, expelling, assigning extra work, suspending and throwing objects at students) as restrictive desist techniques.

Children's Perceptions of the Most Effective Disciplinary Strategies

The students were asked what they believed was the most effective way to deal with problem behavior in the classroom. They suggested various strategies and these are displayed in Table 4.7.

A conference between teacher and student was considered to be one of the most effective strategies and the one which drew the most response from the children. In addition, detaining after school or during recess, warning, and sending the child to the office were mentioned as effective techniques by both genders. Some boys viewed strapping, assigning extra work, suspending in-school and isolating as effective, while some girls indicated that ignoring, taking privileges away, and writing lines were regarded as useful in dealing with misbehavior.

TABLE 4.6

Class A Children's Perceptions of the Most Severe

Disciplinary Technique

DISCIPLINARY TECHNIQUE	PERCEIVED BY		
	BOYS (%)	GIRLS (%)	TOTAL (%)
1. Strapping	12 (35.3)	9 (26.5)	21 (61.8)
2. Sending child to the office	2 (5.9)	2 (5.9)	4 (11.8)
3. Detaining after school or during recess	1 (2.9)	2 (5.9)	3 (8.8)
4. Embarrassing students	0	1 (2.9)	1 (2.9)
5. Expelling students	0	1 (2.9)	1 (2.9)
6. Assigning extra work	0	1 (2.9)	1 (2.9)
7. Suspending (in-school)	1 (2.9)	0	1 (2.9)
8. Suspending (out-of-school)	0	1 (2.9)	1 (2.9)
9. Throwing something at a student	1 (2.9)	0	1 (2.9)
TOTAL	*17 (49.9)	*17 (49.9)	*34 (99.8)

*These numbers exceed the actual number of participants in Class A, for some students indicated more than one technique.

*The sum is less than 100% because of rounding errors.

TABLE 4.7

Class A Children's Perceptions of the Most Effective

Disciplinary Strategies

EFFECTIVE DISCIPLINARY STRATEGIES	PERCEIVED BY		
	BOYS (%)	GIRLS (%)	TOTAL (%)
1. Conferring between teacher and student	3 (7.5)	9 (22.5)	12 (30.0)
2. Detaining after school or during recess	4 (10.0)	6 (15.0)	10 (25.0)
3. Warning	3 (7.5)	2 (5.0)	5 (12.5)
4. Sending child to the office	1 (2.5)	2 (5.0)	3 (7.5)
5. Strapping	3 (7.5)	0	3 (7.5)
6. Assigning extra work	2 (5.0)	0	2 (5.0)
7. Ignoring at first, then discipline	0	1 (2.5)	1 (2.5)
8. Suspending (in-school)	1 (2.5)	0	1 (2.5)
9. Isolating child from classmates	1 (2.5)	0	1 (2.5)
10. Taking away privileges	0	1 (2.5)	1 (2.5)
11. Writing lines	0	1 (2.5)	1 (2.5)
TOTAL	*18 (45.0)	*22 (55.0)	*40 (100.0)

*These numbers exceed the actual number of participants in Class A, for some students indicated more than one disciplinary technique.

TABLE 4.8

Class A Children's Perceptions of the Characteristics

of an Effective Teacher

CHARACTERISTICS OF EFFECTIVE TEACHER	PERCEIVED BY		
	BOYS (%)	GIRLS (%)	TOTAL (%)
1. Being nice and kind	6 (16.2)	4 (10.8)	10 (27.0)
2. Being firm and understanding	2 (5.4)	3 (8.1)	5 (13.5)
3. Not assigning excessive homework	1 (2.7)	2 (5.4)	3 (8.1)
4. Not yelling	1 (2.7)	2 (5.4)	3 (8.1)
5. Doing fun activities	1 (2.7)	2 (5.4)	3 (8.1)
6. Being cheerful and friendly	0	2 (5.4)	2 (5.4)
7. Staying open-minded	1 (2.7)	1 (2.7)	2 (5.4)
8. Being patient	2 (5.4)	0	2 (5.4)
9. Having sense of humor	1 (2.7)	1 (2.7)*	2 (5.4)
10. Being cooperative	1 (2.7)	0	1 (2.7)
11. Enjoying teaching	0	1 (2.7)	1 (2.7)
12. Remaining even-tempered	1 (2.7)	0	1 (2.7)
13. Being hard worker (enthusiastic worker)	0	1 (2.7)	1 (2.7)
14. Making mistakes sometimes	1 (2.7)	0	1 (2.7)
TOTAL	*18 (48.6)	*19 (51.3)	*37 (99.9)

*These numbers exceed the actual number of participants in Class A, for some students indicated more than one characteristic.

*The sum is less than 100% because of rounding errors.

Characteristics of an Effective Teacher

The various students' responses are presented through the following description. Table 4.8 illustrates that being nice and kind was considered to be the prime characteristic of an effective teacher. The boys' view of an effective teacher coincided with the girls' view in the characteristics of firmness and understanding, not assigning excessive work, not yelling, doing fun activities, being open-minded and having a sense of humor. Other characteristics were given infrequently by both genders.

Section Two

Class B: Permissive Approach

The teachers in Class B tended to be more lenient toward the students' behavior than were Teacher A or Teacher C. When disciplinary situations occurred, Class B teachers used very mild reprimanding or lecturing and demonstrated the least authority in handling the situation. Therefore, the disciplinary approach used in Class B was defined as permissive.

This class had two homeroom teachers who seemed to be working very cooperatively, and the children appeared to be well-adjusted to the fact that they had more than one homeroom teacher. Due to the teachers' other job assignments, some periods of Language Arts and Math were taught in the afternoon.

Twelve boys and eight girls were interviewed in Class B. The children of Class B demonstrated split opinions as to their understanding of who constructed the class rules. Of the class, 53% (40% of the boys and 13% of the girls) believed that their teachers made the rules; 47% (20% of the boys and 27% of the girls) of the class understood that both the teachers and the students

cooperated either in the process of making the rules or in the students accepting the teachers' suggested rules.

The seating plan of Class B, as shown in Figure 4.2, was similar to that of Class A's.

Figure 4.2

Seating Arrangement in Class B
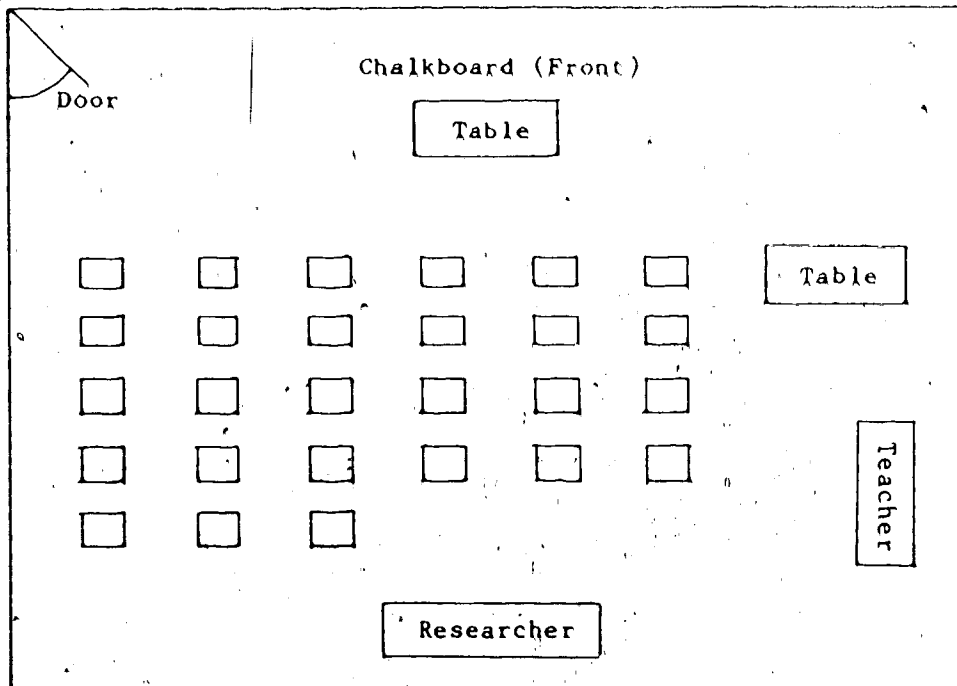
Misbehavior Which Occurred

Table 4.9 is a record of the frequency of occurrence of eight types of misbehavior, and of the distribution according to the gender of the students involved in each form of misconduct.

TABLE 4.9

Misbehavior Which Occurred in Class B

MISBEHAVIOR	FREQUENCY		
	BOYS (%)	GIRLS (%)	TOTAL (%)
1. Leaving seats	4 (33.3)	0	4 (33.3)
2. Not paying attention	1 (8.3)	1 (8.3)	2 (16.6)
3. Chewing gum	1 (8.3)	0	1 (8.3)
4. Fighting	1 (8.3)	0	1 (8.3)
5. Playing with objects	1 (8.3)	0	1 (8.3)
6. Swearing	1 (8.3)	0	1 (8.3)
7. Talking without permission	1 (8.3)	0	1 (8.3)
8. Throwing snowball	1 (8.3)	0	1 (8.3)
TOTAL	11 (91.4)	1 (8.3)	*12 (99.7)

*The sum is less than 100% because of rounding errors.

In Class B, 91,4% of the disciplinary situations involved boys and leaving seats was the most frequent breach. One boy and one girl were disciplined for not paying attention in class. Chewing gum, fighting, playing with objects, swearing, and throwing snowballs were punished only when done by boys; no case of these behaviors involving girls evoked response by the teacher. A considerable number of the occasions of children's misconduct that instigated attention by the teacher in Class A was disregarded as misbehavior in Class B. In addition, reminding the students of appropriate behavior by lecturing, extended speeches about how to behave, was more noticeable in Class B than in the other two classes, as was some degree of partiality toward girls on the part of the teacher.

Desist Technique Used in Disciplinary Situation

Even though the students were allowed occasionally to leave the desks, it was interesting to find out that (as shown in Table 4.9), the most frequently-observed misbehavior was leaving seats.

According to Table 4.10, Teacher B1's and Teacher B2's disciplinary methods varied from one case to another for the same classified behavior. Both teachers of Class B used lecturing to the whole class when some children were not focusing their attention on their tasks. Sometimes the teachers ignored deviant behavior during class activities with the result that in some cases behavior that was identical to that for which punishment had been given (and was given later on) was undisciplined; that is, it was not regarded as misbehavior and did not incite the teachers' specific reaction.

Table 4.11 illustrates the observed disciplinary methods of Teachers B1 and B2. As Table 4.11 indicates, the most frequently-used desist technique

TABLE 4.10

Desist Techniques Used in Disciplinary Situations in Class B

MISBEHAVIOR	DESIST TECHNIQUE	FREQUENCY
1. Leaving seats	Calling out child's name	1
	Detaining during recess (G.D.)*	1
	Requesting children to put their heads down (G.D.)*	1
	Sending child out of class	1
2. Not paying attention	Calling out child's name	2
3. Chewing gum	Calling out child's name	1
4. Fighting	Threatening	1
5. Playing with objects	Investigating	1
6. Swearing	Notifying parents	1
lking without permission	Sending child out of class	1
8. Throwing snowball	Sending child to the office	1
TOTAL		12

*G.D. = Group Discipline

TABLE 4.11

Overall Frequency of Observed Teacher B's

Desist Techniques

DESIST TECHNIQUE	FREQUENCY (%)
1. Calling out child's name	4 (33.3)
2. Threatening	2 (16.6)
3. Detaining during recess (G.D.)*	1 (8.3)
4. Investigating	1 (8.3)
5. Notifying parents	1 (8.3)
6. Requesting children to put their heads down (G.D.)*	1 (8.3)
7. Sending child out of class	1 (8.3)
8. Sending child to the office	1 (8.3)
TOTAL	*12 (99.7)

*G. D. = Group Discipline

*The sum is less than 100% because of rounding errors.

by the teachers in Class B was calling out a child's name. Threatening was utilized more often than other techniques such as investigating, notifying parents, sending a child out of the class or to the office. Detaining during recess and requesting children to put their heads down on their desks were used as a group discipline in Class B.

The Inner States of Target Children in Disciplinary Situations and Their Subsequent Behavior

Some examples of the stimulated recall interviews are given because the interviews enabled the observer to elucidate what was going through a child's mind when he/she was involved in a disciplinary situation. The children's problem behavior has been categorized, followed by the method which the teacher used to cope with the problem. Each problem behavior situation ends with the description of the situation along with the thoughts, feelings and subsequent behavior of the target children.

Classification 1. Misbehavior: Leaving Seats

Desist Technique: Calling Out a Child's Name

The children were asked to do seat work in their spelling workbooks. While some students were working, others left their seats to get something from the shelf, to sharpen their pencils or to put something in the garbage can. Student B-9-B was wandering about and looking at other students' work when Teacher B1 said, "—— (B-9-B), sit down. Everybody sit at your own desk and be quiet!" The children who had left their seats slowly went back to their desks but still did not do their work.

When the researcher asked B-9-B about his thoughts during that incident, he indicated his awareness of his inappropriate behavior and his intention to

do something about it. He demonstrated that in the interview by saying, "I was thinking maybe I should go and sit down and listen to her."

B-9-B displayed disappointment and regret for not getting much of his work done by wandering around the class. He expressed his feelings: "I felt kind of sad because she was right. I was walking around and not getting much work done. So I felt kind of down."

Even though B-9-B went back to his desk as Teacher B1 asked him to, he sat there and seemed to be having difficulty concentrating on his work. Later he explained, in the interview, that he was unsure of whether what the teacher said to him would affect his later behavior. The difficulty in concentration and the doubt in the mind of the student suggest that disappointment and regret may have been tied to a temporary loss of self-esteem. The loss of self-esteem would have interfered with the work of the student, and it suggests that his change in behavior might be very temporary or short-lived.

Desist Technique: Detaining After School or During Recess (Group Discipline)

Student B-13-B was standing on his desk while Teacher B1 was out of the class on some errands. The students were talking and out of their seats rather than working. As the teacher walked in, B-13-B got off his desk quickly and Teacher B1 requested that the class stay in for recess.

The researcher asked an audience student, B-15-B, about his thoughts in that situation. He recalled that the teacher should have made the rules and should punish only those who caused trouble but not the whole class. He suggested alternatives to group discipline and he perceived the teacher's disciplinary measure as being unfair to the rest of the class. The researcher also

asked one of the target students, B-13-B, about his thoughts during that incident. He elucidated the teacher's desist technique as being inappropriate because not everyone made noise or walked around the class. Both students shared the same view that the disciplinary technique was unfair.

A.S.   : Why should we stay in? She should set up the
           rules and whoever does it get punished not the
           whole class.

T.S.   : It was not fair. They [audience students] didn't
           make noise and all that.

While an audience student demonstrated anger toward the teacher and the target students, the target student did not seem to feel responsible for the incident. They (B-13-B and B-15-B) disclosed their feelings at the time of the incident:

A.S.   : I was mad because I missed my recess. I was
           mad at the teacher and the kids who did those.

T.S.   : It was not fair that the whole class had to stay
           in. I felt a little bit embarrassed because my
           friend looked at me but I wasn't the only one
           who was making noise.

The children appeared to settle down for a while. However, B-15-B and B-13-B exhibited uncertainty about the impact of Teacher B1's disciplinary method on their subsequent behavior, since those children who actually caused the noise and disturbance were not punished individually.

Desist Technique: Requesting Children to Put Their Heads Down (Group Discipline)

During a silent reading period, the students were reading books at their desks — except for a few boys who were playing around with objects and exchanging messages through whispering and body language. Teacher B1 requested

the children to put their heads down. Some students who were reading quietly looked surprised but joined the rest of the class and put their heads down on their desks.

Student B-10-B reported that he thought he was being punished for someone else's mischief for which he was not responsible. Thus, the teacher's desist technique was not approved of by B-10-B. One of the target students, B-17-B, indicated that he could not understand why they were punished. He agreed with B-10-B in disapproving of the teacher's behavior.

> B-10-B: I was thinking that maybe she should have asked those people who made noise to put their heads down.

> B-17-B: I didn't know why we're in trouble. We were not making that much noise.

It appeared that this group discipline provoked B-10-B's anger toward the teacher and the students who were doing something else rather than reading. B-17-B also exhibited indignation toward the teacher.

> B-10-B: I felt why she had to do this. I felt kind of mad because we're being quiet.

> B-17-B: I was mad at the teacher for punishing us for something like that.

Nevertheless, both manifested their views on Teacher B1's disciplinary measure as an influence on the children's behavior in the future.

Desist Technique: Sending a Child out of Class

During inside recess, student B-9-B was playing tag with his friend. On her way out of the classroom, Teacher B1 asked them to stop playing that

game and go back to their desks. B-9-B had his desk at the back of the class-room. He went back to his seat but instead of sitting in his chair, he sat on the register. When the teacher came in, she noticed the situation and said, "—— (B-9-B), if you can't listen I'm going to have to send you out in the hall." Student B-9-B went out of the class looking sad.

Student B-9-B explained that he was thinking of not repeating that behavior in the future. He seemed to recognize his behavior as undesirable and accept the teacher's disciplinary measure as appropriate in that case.

He displayed a regret for not sitting in his seat as the teacher requested and showed disappointment in himself in the interview by saying, "I felt angry at myself for getting up and sitting on the thing."

Apparently the disciplinary method which Teacher B1 administered in this case had an effect on student B-9-B's way of thinking about his behaving properly in the future.

Classification 2. Misbehavior: Not Paying Attention

Desist Technique: Calling Out a Child's Name

During math period, while Teacher B1 was explaining rounding off, student B-15-B was working in his spelling workbook. The teacher noticed this and asked him to put his pen down and pay attention to what she was talking about. The student looked at the teacher and slowly put his pen down. As the teacher requested, student B-15-B seemed to pay attention to what the teacher was saying.

Student B-15-B made clear that his dislike of doing homework seemed to be the reason for his trying to finish his spelling work from the previous

period, which resulted in his neglecting the present subject. He indicated that although he pretended to be listening to the teacher, his mind was pre-occupied with his spelling work. He disclosed his thoughts: "I just had to finish this. I wanted to do it because I didn't wanna do homework."

Student B-15-B implied that his frustration for not getting his work done in the previous period and being anxious to get it done, knowing that there was only one more line to finish, overwhelmed him and caused him not to pay attention to the present task. He exhibited confusion about differentiating priorities when doing his work because of ambiguity displayed by the teacher. He explained his feelings in relation to the incident:

R   : How did you feel when she insisted you do it?

B-15-B: I only had to do another line. I felt kind of mad
        at myself 'cause I had to do it.

R   : When your teacher said, "Boy, you sure didn't
        get a good mark on this test," how did it make
        you feel?

B-15-B: I was looking at my math test. I was kind of
        mad at me, 'cause I didn't do well on math prob-
        lems. It's my worst subject. Sometimes she
        asks us to do something and she also reads. I
        don't know what to do — which one is more impor-
        tant.

When he was asked to comment on the influence of the teacher's desist technique on completing his work on time, he did not mention whether the technique would help him to complete his work, but he suggested that avoiding a further punishment was the influential factor in changing his behavior. He replied, "I stopped working and listened to her because I didn't wanna get in more trouble."

Classification 3. Misbehavior: Chewing Gum

Desist Technique: Calling Out a Child's Name

The students were reviewing place value during their math period. Teacher B1 was writing some math questions on the board and asked the students to do them in their math workbooks. When she turned around toward the students she thought student B-9-B was chewing gum. She told the student, "----- (B-9-B), get rid of your gum." The student replied immediately, "I don't have a gum." The teacher continued the lesson.

Student B-9-B recalled the situation as rather unfair since he was not chewing gum. When he was divulging his thoughts, he appeared to be annoyed for having had his name called: "I felt like I was getting a lecture for nothing (laugh). I didn't have any gum. When she told me to get it out, what was I supposed to do?"

He also expressed indignant feelings toward the teacher. "I felt kind of mad because like getting kind of talked or yelled at when there was no reason for it."

In this case, Teacher B1's disciplinary method had no effect on the student's later behavior.

Classification 4. Misbehavior: Fighting

Desist Technique: Threatening

During a morning recess, student B-19-B was engaged in fighting on the playground with one of the boys from another grade five class. Teacher B1

called student B-19-B in and said, "If you don't quit fighting, I will be bringing you both — whoever you are fighting with — down to the office." Then she dismissed him for the rest of the recess.

Realizing the possibility of being sent down to the office, student B-19-B seemed to be preoccupied with hoping that would not happen to him. He illustrated his thoughts: "I thought I was gonna be brought down to the office. So I was saying, 'I hope I don't go down to the office.'"

Fear and the anxiety about going down to the office appeared to dominate his emotions at that time, and these affected his conscious thinking about not fighting in the future.

Classification 5. Misbehavior: Playing with Objects

Desist Technique: Investigating

While Teacher B2 was reading a story in Language Arts, some students were occupied doing other things, such as cutting paper or working on spelling. B-13-B was playing with an elastic band. The teacher said, "—— (B-13-B), what are you doing?" She looked at the student for a minute until B-13-B stopped playing and put the elastic away. Then the teacher continued with her reading.

As Teacher B2 focused undivided attention on B-13-B, he recalled his immediate mental response was to stop playing with the elastic band. During the interview it was sensed that he was aware of his own behavior which was considered not acceptable in that case. He divulged his thought in a simple sentence: "Oh, oh. I'd better stop it."

When the researcher inquired about his emotional experience during the incident, he displayed embarrassment through the interview. The fact that Teacher B2 interrupted her reading a story in order to speak to B-13-B in the presence of his classmates regarding his behavior appeared to make him feel inadequate.

This feeling of embarrassment seemed to contribute to reducing the chance of reoccurrence of that behavior in the future. As he put it, "I don't wanna be embarrassed again."

Classification 6. Misbehavior: Swearing

Desist Technique: Notifying Parents

When student B-18-B was cleaning his desk, several other boys were standing around his desk and teasing him about his belongings. They were making unpleasant remarks, and B-18-B asked them to leave him alone. This interaction continued until B-18-B said a four-letter word to tell them off. He-was reported to the teacher by his classmate for swearing. Teacher B2 confirmed the swearing with B-18-B and then telephoned his parents.

Later, during the stimulated-recall interview, B-18-B revealed his thoughts at the time of the event. He elucidated his concern about the content of the phone call: "Oh my God. What are they gonna say? I was saying to myself I'll never do that again."

He disclosed his emotional experience of fear and anxiety in regard to punishment which he might receive from either the teacher or his parents. When the teacher just talked to him about it and did not punish him, he appeared

to be relieved. However, he showed anxiety about having to face his parents when he got home. He was grounded for a day at home.

Notifying parents about swearing (telephoning in this case) provided an opportunity for the student to reflect on his behavior. This seemed to have some impact on his later behavior.

Classification 7. Misbehavior: Talking Without Permission

Desist Technique: Sending a Child out of Class

The students were solving math problems in their scribblers while Teacher B1 was checking other students' workbooks at her desk when they finished work. Meanwhile, student B-14-B was asking his friend questions about the work B-14-B was doing. The teacher ignored it for some time, then finally said, "—— (B-14-B), obviously you can't stop talking. Go out of the class." The student walked out of the class unwillingly.

During the stimulated recall interview, student B-14-B explained that he knew why he was sent out of the class; he recognized his behavior was unacceptable in the situation, for it was disturbing other classmates. He acknowledged his behavior by saying, "Oh, I knew I was noisy."

On the other hand, when he was asked to disclose his feelings, he exhibited anger toward the teacher for sending him out of the class. He showed resentment to the fact that he had to leave the classroom in spite of his disturbing behavior.

Although student B-14-B was resentful toward the teacher's disciplinary method, it seemed to have an impact on the student's subsequent behavior.

He expressed his willingness to change the improper behavior: "I was thinking that I shouldn't do it again."

Classification 8. Misbehavior: Throwing a Snowball

Desist Technique: Sending a Child to the Office

During recess on the playground, student B-17-B picked up a handful of snow and threw it at the wall. The supervising teacher sent him to the office. The principal talked to him about the school rules and reminded him not to throw snowballs again.

While he was wondering about being sent to the office for throwing snow, he also elucidated his concern about the probability of getting punished by the principal. After the talk with the principal, he still appeared to be confused about this whole situation. He recalled his thoughts at that time:

> Thinking that I was gonna be punished or something like that....
> Well, I only threw a snowball at the wall and that and the teacher
> goes, "Get down to the office!" I wondered why 'cause only
> a few little pieces of snow at the wall.

B-17-B exhibited feelings of indignation when he was sent to the office and seemed to be puzzled about the rule forbidding the throwing of snowballs. He demonstrated further his emotional experiences: "I felt sad. Why did I do that? I also felt mad because it was only a snowball."

- He implied that his reason for not throwing snowballs was to avoid being sent to the office again, but the rationale for forbidding throwing snowballs did not seem justified to him, at least during this moment of perplexity.

Summary of the Inner States of Children
and the Impact on Their Subsequent Behavior in Class B

The summarized inner states of children in Class B and the impact on their later behavior are presented in Table 4.12.

Thoughts

Acknowledging and analyzing their own behavior, evaluating the teacher's disciplinary methods, and thinking about the possibility of getting in trouble were common among these students when they were engaged in a disciplinary situation. Even though some students expressed their disapproval of the desist technique that was administered to deal with the problem behavior, more students explained that they were reflecting on their behavior during the incident.

Feelings

It was the researcher's understanding that the students' emotional experiences during the events were not vivid or explicit. However, during the stimulated recall interviews they showed some degrees of frustration, anxiety, anger, and a fear of getting punished, all of which resulted from the disciplinary situation. There were also some students who regretted their behavior and exhibited anger out of disappointment in themselves for behaving the way they had.

Subsequent Behavior

When Teacher B1 or B2 intervened in a problem situation, the students' undesirable behavior was stopped temporarily. However, there was evidence of a tendency for some of the students to repeat the same behavior later on. According to the students who were involved in the incidents, the chief rationale for stopping their misbehavior or not repeating the same behavior in the future

TABLE 4.12

The Inner States of Children and the Impact on Subsequent Behavior in Class B

THOUGHTS	FEELINGS	IMPACT ON SUBSEQUENT BEHAVIOR
acknowledging own behavior	anger	avoiding embarrassment
analyzing own behavior	annoyance	avoiding punishment
approving disciplinary method	anxiety	being afraid of getting in trouble
as appropriate		
being confused	disappointment	being cautious
being preoccupied with one's	discouragement	intention to behave appropriately
own thoughts		
disapproving teacher's *D.T.	embarrassment	recognition of possibility of
		change
evaluating teacher's *D.T.	fear	recognition of possible punishment
		by parents
hoping not to get in trouble	frustration	
judging *D.T. as inappropriate	inadequacy	
judging that punishment did	indignation	
not make sense		
judging that one did not	puzzlement	
deserve it		
recognizing the possibility	regret	
of getting in trouble		
reflecting on one's	relief	
behavior		
sensing unfairness,	resentment	
irrelevancy		
wanting not to do homework	sadness	
	unhappiness	

*D.T. -- Desist Technique

was to avoid getting punishment. On the other hand, some of the students said that having a chance to think about their own behavior influenced them as to how to behave in the future.

The Results of General Interviews with Class B

The following are the results of general interviews, with open-ended questions regarding discipline in the classroom, which were given to the participants.

Children's Perceptions of the Worst Behavior

While fighting was considered the worst behavior by a higher number of boys, more girls treated talking back to teacher as the worst behavior that could be displayed by a student at school. An equal number of boys rated talking back to the teacher and swearing as the second worst behavior. However, as Table 4.13 reveals, the same number of students in Class B weighed talking back to the teacher and fighting as the worst behavior in this class followed by swearing. Other behaviors such as vandalizing, exposing oneself and setting the school on fire were also mentioned by a few boys and girls as constituting the worst behavior.

Children's Perceptions of the Most Severe Disciplinary Technique

As seen in Table 4.14, half of the students in Class B thought strapping was the most severe disciplinary technique that a teacher could use in dealing with a behavior problem. An equal number of boys and girls believed that out-of-school suspension was the most severe disciplinary technique, next to strapping. Some boys viewed expelling and sending a child to the office as the most severe desist technique, but none of the girls shared that view.

TABLE 4.13

Class B Children's Perceptions of the Worst Behavior

WORST BEHAVIOR	PERCEIVED BY		
	BOYS (%)	GIRLS (%)	TOTAL (%)
1. "Mouthing off" (talking back to teacher)	3 (11.1)	3 (11.1)	6 (22.2)
2. Fighting	5 (18.5)	1 (3.7)	6 (22.2)
3. Swearing	3 (11.1)	1 (3.7)	4 (14.8)
4. Throwing objects and hurting someone	2 (7.4)	1 (3.7)	3 (11.1)
5. Vandalizing	1 (3.7)	2 (7.4)	3 (11.1)
6. Ignoring what teacher says	1 (3.7)	0	1 (3.7)
7. Exposing oneself	0	1 (3.7)	1 (3.7)
8. Not paying attention	1 (3.7)	0	1 (3.7)
9. Setting the school on fire	0	1 (3.7)	1 (3.7)
10. Writing bad things on the board	0	1 (3.7)	1 (3.7)
TOTAL	*16 (39.2)	*11 (40.7)	*27 (99.9)

*These numbers exceed the actual number of participants in Class B, for some students indicated more than one behavior.

*The sum is less than 100% because of rounding errors.

TABLE 4.14

Class B Children's Perceptions of the Most Severe

Disciplinary Technique

		PERCEIVED BY	
DISCIPLINARY TECHNIQUE	BOYS (%))	GIRLS (%)	TOTAL (%)
1. Strapping	7 (26.9)	6 (23.1)	13 (50.0)
2. Suspending (Out-of-School)	2 (7.7)	2 (7.7)	4 (15.3)
3. Detaining after school or during recess	1 (3.8)	2 (7.7)	3 (11.5)
4. Expelling	3 (11.5)	0	3 (11.5)
5. Suspending (In-School)	1 (3.8)	1 (3.8)	2 (7.7)
6. Sending child to the office	1 (3.8)	0	1 (3.8)
TOTAL	*15 (57.5)	*11 (42.3)	*26 (99.8)

*These numbers exceed the actual number of participants in Class B, for some students indicated more than one disciplinary technique.

*The sum is less than 100% because of rounding off errors.

TABLE 4.15

Class B Children's Perceptions of the Most Effective

Disciplinary Strategies

EFFECTIVE DISCIPLINARY STRATEGIES	PERCEIVED BY		
	BOYS (%)	GIRLS (%)	TOTAL (%)
1. Notifying parents	7 (12.7)	5 (9.1)	12 (21.8)
2. Conferring between teacher and student	5 (9.1)	6 (10.9)	11 (20.0)
3. Sending child to the office	4 (7.3)	4 (7.3)	8 (14.5)
4. Detaining after school or during recess	1 (1.8)	4 (7.3)	5 (9.1)
5. Suspending (In-school)	2 (3.6)	3 (5.5)	5 (9.1)
6. Assigning extra work	1 (1.8)	2 (3.6)	3 (5.5)
7. Suspending (Out-of-School)	3 (5.5)	0	3 (5.5)
8. Strapping	3 (5.5)	0	3 (5.5)
9. Warning	2 (3.6)	0	2 (3.6)
10. Ignoring	1 (1.8)	0	1 (1.8)
11. Isolating child from classmates	1 (1.8)	0	1 (1.8)
12. Teaching some manners	1 (1.8)	0	1 (1.8)
TOTAL	*31 (56.3)	*24 (43.7)	*55 (100.0)

*These numbers exceed the actual number of participants in Class B, for some students indicated more than one strategy.

TABLE 4.16

Class B Children's Perceptions of the Characteristics

of an Effective Teacher

CHARACTERISTICS OF EFFECTIVE TEACHER	PERCEIVED BY		
	BOYS (%)	GIRLS (%)	TOTAL (%)
1. Being firm and understanding	5 (9.6)	4 (7.7)	9 (17.3)
2. Being nice and kind	6 (11.5)	2 (3.8)	8 (15.3)
3. Doing fun activities	3 (5.8)	5 (9.6)	8 (15.3)
4. Helping children with their work or problems	5 (9.6)	3 (5.8)	8 (15.3)
5. Not assigning excessive homework	2 (3.8)	2 (3.8)	4 (7.7)
6. Being cheerful and friendly	1 (1.9)	2 (3.8)	3 (5.8)
7. Doing creative activities	1 (1.9)	1 (1.9)	2 (3.8)
8. Explaining things well	2 (3.8)	0	2 (3.8)
9. Not yelling	1 (1.9)	1 (1.9)	2 (3.8)
10. Being fair	0	1 (1.9)	1 (1.9)
11. Being respectful	1 (1.9)	0	1 (1.9)
12. Getting along well with parents	1 (1.9)	0	1 (1.9)
13. Having a sense of humor	1 (1.9)	0	1 (1.9)
14. Knowing children's capabilities	1 (1.9)	0	1 (1.9)
15. Remaining even-tempered	1 (1.9)	0	1 (1.9)
TOTAL	*30 (57.4)	*22 (42.1)	*52 (99.5)

*These numbers exceed the actual number of participants in Class B, for some students indicated more than one characteristic.

*The sum is less than 100% because of rounding errors.

Children's Perceptions of the Most Effective Disciplinary Strategies

As shown in Table 4.15, more children of this class believed that, when the teacher was dealing with behavior problems in the classroom, notifying parents was the most effective disciplinary strategy, followed by conferring between teacher and student. Both genders shared the same views on sending a child to the office, detaining after school or during recess, in-school suspension, and assigning more work as effective desist techniques. On the other hand, other techniques such as out-of-school suspension, strapping, warning, ignoring, isolating and teaching some manners were considered as effective by boys only.

Characteristics of an Effective Teacher

A variety of characteristics of an effective teacher were mentioned by the students of Class B and these are illustrated in Table 4.16. For both boys and girls, being firm and understanding was at the top of the list, with being nice and kind, helping children with their work or problems, and doing fun activities given next place by both genders. Not assigning excessive work, being cheerful and friendly, doing creative activities, explaining things well and not yelling were cited relatively by both the boys and the girls. All the rest of the characteristics on the table were stated by a single gender only.

Section Three

Class C: Democratic Approach

The teacher in Class C displayed cooperation and shared responsibility when dealing with misbehavior. She provided opportunity for the offending

student to explain the situation and to discuss a possible solution for the problem behavior. Most of the time Teacher C explained the rationale of her behavior in handling disciplinary situations and for this reason Class C was defined as using the democratic approach.

Thirteen boys and thirteen girls from Class C participated in the study. Of these, 64% (55% of the boys and 9% of the girls) thought that their class rules were made by the teacher only, while 36% (27% of the boys and 9% of the girls) conceived that the students and the teacher jointly constructed the rules. According to the latter students, sometimes the teacher sought the children's input to solve a problem behavior by asking them what they should do about it. The sense of closeness may have been enhanced by the fact that in this class the students' desks were arranged in an arch shape as shown in Figure 4.3, p. 120.

Misbehavior Which Occurred

Table 4.17 presents the observed behavior that the teacher intended to change in Class C, and the frequency with which boys and girls misbehaved in these fashions.

As shown in Table 4.17, 40% of the boys were involved with acts of misbehavior that involved disturbing others, and that 20% of the boys were dealt with for excessive talking in this class. Overall, 93% of the boys were engaged in disciplinary situations while only one girl (6.6%) was disciplined — for losing a text book. In addition to the most frequent misconduct, other misbehavior such as being rude, not getting work done properly, not paying attention, and throwing a snowball were also observed only among the boys.

Figure 4.3

Seating Arrangement in Class C
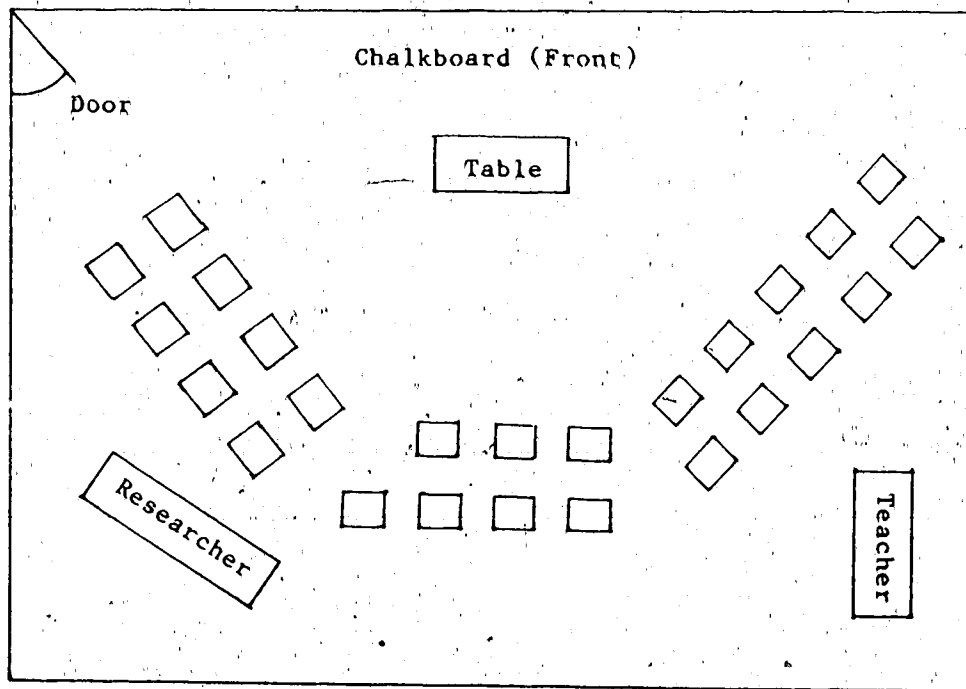
TABLE 4.17

Misbehavior Which Occurred in Class C

MISBEHAVIOR	FREQUENCY		
	BOYS (%)	GIRLS (%)	TOTAL (%)
1. Disturbing others	6 (40.0)	0	6 (40.0)
2. Talking without permission	3 (20.0)	0	3 (20.0)
3. Being rude	2 (13.3)	0	2 (13.3)
4. Losing a text book	0	1 (6.7)	1 (6.7)
5. Not getting work done properly	1 (6.7)	0	1 (6.7)
6. Not paying attention	1 (6.7)	0	1 (6.7)
7. Throwing snowball	1 (6.7)	0	1 (6.7)
TOTAL	14 (93.4)	1 (6.7)	*15 (100.1)

*The sum is more than 100% because of rounding errors.

Desist Technique Used in Disciplinary Situation

Teacher C utilized a variety of disciplinary methods in this class. As shown in Table 4.18, group discipline such as detaining after school -or during recess, taking away privileges, and requesting children to put their heads down were used often in handling situations for disturbing others. All other desist techniques were sparingly applied in accordance with the needs of various situations.

TABLE 4.18

Desist Techniques Used in Disciplinary Situations in Class C

MISBEHAVIOR	DESIST TECHNIQUE	FREQUENCY
1. Disturbing others	Detaining after school or during recess (G.D.)*	2
	Taking away privileges (G.D.)*	2
	Requesting children to put their heads down (G.D.)*	1
	Sending a child out of class	1
2. Talking without permission	Assigning extra work (G.D.)*	1
	Isolating child from classmates	1
	Lecturing	1
3. Being rude	Notifying parents	1
	Warning	1
4. Losing a textbook	Threatening	1
5. Not getting work done properly	Yelling	1
6. Not paying attention	Lecturing	1
7. Throwing snowball	Sending child to the office	1
TOTAL		15

*G.D. = Group Discipline

Overall, according to Table 4.19, the most commonly used desist/techniques in dealing with various behavior problems in Class C were detaining after school or during recess, lecturing, and taking away privileges. It was also noticed that group discipline was favorably used by Teacher C in this class. For example, if the children made noise or were not ready for the next period, which caused the teacher to wait, the teacher would write the number of minutes on the board that she had to wait until the children were settled down. Then the children had to stay in that much longer in order to give her the time that she had lost in waiting. The rationale for this agreement was that since the children wasted the teacher's teaching time, the teacher got her lost time back by taking the same length of time from the students' recess or home time. They considered it a fair arrangement, one which they (the students and the teacher) had reached at the beginning of the school year.

The Inner States of Target Children in Disciplinary Situations and Their Subsequent Behavior

Some samples from the stimulated recall interviews are introduced here in order to investigate what went through a child's mind when he/she was involved with discipline in the classroom. The misbehavior was categorized and presented in the order of most frequent occurrence. Examples of different disciplinary techniques are displayed here along with the descriptions of the situations, the thoughts and the feelings of the children, and their subsequent behavior.

TABLE 4.19

Overall Frequency of Observed Teacher C's

Desist Techniques

DESIST TECHNIQUE	FREQUENCY (%)
1. Detaining after school or during recess (G.D.)*	2 (13.3)
2. Lecturing (G.D.)*	2 (13.3)
3. Taking away privileges (G.D.)*	2 (13.3)
4. Assigning extra work (G.D.)*	1 (6.7)
5. Isolating child from classmates	1 (6.7)
6. Notifying parents	1 (6.7)
7. Requesting children to put their heads down (G.D.)*	1 (6.7)
8. Sending child out of class	1 (6.7)
9. Sending child to the office	1 (6.7)
10. Threatening	1 (6.7)
11. Warning	1 (6.7)
12. Yelling	1 (6.7)
TOTAL	15 (100.2)

*G. D. = Group Discipline

*The sum is more than 100% because of rounding errors.

Classification 1. Misbehavior: Disturbing Others

Desist Technique: Detaining After School or During Recess (G.D.)

When Teacher C was out of the class, some students were talking and disturbing others who were working. When the teacher returned to the class, those students were still out of their seats and talking. Teacher C requested that the whole class stay after school.

A few audience and target students were asked about their thoughts during the incident. Both the audience and the target students shared the same thoughts on the unfairness of the desist technique. They indicated that the teacher should have punished only those who caused the disturbance. When the researcher asked the audience students whether they had had a chance to talk to the teacher about the unfairness of the group discipline, they replied, "Yes, we have a few times. She said she'd sleep on it, but .... ." Meantime, the target students did not seem to accept the responsibility for the incident; as one target student said, "I was not the only one who was talking."

As they disclosed their feelings at the time of the incident, a target student expressed a feeling of relief while an audience student displayed a feeling of indignation.

T.S. : I was relieved because she didn't call my name out. Well, I was not the only one, anyway.

A.S. : I didn't feel too good. I felt kind of mad because it should have been the people who were talking. We shouldn't have gotten punishment because we were not talking, we were doing our work.

When the target and audience students were asked about the effect of group discipline on their later behavior, they agreed that it might help them

to behave properly in the future. However, the audience students showed a concern about the innocent people. As one of them put it, "I think it's good, but it's not fair for the good people."

Desist Technique: Taking Away Privileges (G.D.)

The students were doing seat work during social studies period, drawing maps and coloring them in, when some students needed to borrow pencil crayons from others, which initiated talking. Soon a few students left their seats to get things from their friends and they were talking about each other's work. In spite of Teacher C's warning, this continued, and, as a result, the students lost their free period, which they were to have had if they all behaved.

One of the target students recalled that he thought the disciplining was not fair since he was just borrowing pencil crayons and asking about his work. He stressed the fact that this was work-related interaction, so he could not understand the teacher's reaction. One of the audience students, however, thought differently. He indicated that he had an inner drive to tell the people to stop talking. He remembered:

> I felt like telling them "Come on guys, be quiet and finish your work," because I wanted to get through this school. I was thinking next time those guys should be quiet 'cause we'll lose our privilege again.

The emotional experiences of the target students were somewhat different from those of the audience students. The target students expressed disappointment in Teacher C because they considered their behavior was relevant to the situation. The audience students showed frustration and anger toward the target students, for as one of the audience students stated: "I felt mad at everyone who was making noise and I felt get even."

The impact of Teacher C's group discipline, taking away privileges, on the students' later behavior was perceived positively by both groups of students, although it was implied that there was only a possibility that they could change as a result of being disciplined. At the same time the audience students exhibited disapproval of the group discipline on the basis of unfairness. One of the audience students explained:

A.S. : I think it's not fair 'cause people who have been good they didn't deserve that. Only those who were making noise should have lost their privilege.

R : Will it prevent you from disturbing others?

A.S. : Yeah, but it's not fair. It brings more hard feelings among good people.

Desist Technique: Requesting Children to Put Their Heads Down (G.D.)

It was right after recess and the students were coming in from outside. After the second bell (which indicated that the students should be ready for the next period), some students were still talking, however, and a few of them were running around the classroom, chasing each other. Teacher C walked in and demanded, "Everybody, put your head down!" and she paused. Those who were out of their seats hurried back to their desks and all the students soon had their heads down on their desks.

The researcher interviewed the target and the audience students. The target students divulged regret that they had been running around in the classroom after the second bell. One of the target students explained, "We shouldn't have run around in the classroom anyway." The audience students shared this thought, and they wondered about the teacher's disciplinary measure. As one audience student said, "Why she didn't punish those who were chasing each other? It's not fair."

While feelings of guilt were expressed by the target students toward
the innocent students for causing trouble, the audience students disclosed
feelings of resentment and indignation toward the teacher's desist technique.
One of the audience students revealed his feelings:

> I was upset and mad because if the people were running around
> they should get punished. They shouldn't have run around in
> the classroom.

Requesting children to put their heads down seemed to have affected
the students' way of thinking. They admitted that the behavior of running
around in the classroom was unacceptable, and it needed to be stopped. This
technique also influenced the students to project their future behavior, by
providing the students with an opportunity for reflecting on their own behavior.

Desist Technique: Sending a Child out of Class

The students were asked to do silent reading in their language books
and then they were to do the questions on the sheets. While others were reading
quietly, student C-10-B started to laugh and giggle. He explained later that
he was thinking of a funny joke and then things on the wall looked funny to
him, which made him giggle. He seemed to have difficulty controlling his
giggling and that distracted others from their work. Teacher C asked C-10-B
to do his work in the hallway. The student went out of the class blushing,
and did his work until he was called back in.

Student C-10-B reported his concern regarding the consequences which
he might have to face:

> I was thinking that I was gonna be sent to the office. I thought
> she was gonna tell the class just wait a couple of minutes and

read or do their work and she was gonna call the office and send me down to the office.

He expressed his feelings of self-consciousness about being the center of his peers' attention and discomfort:

C-10-B: I felt embarrassed and all the people who went by looked at me and laughed . . . . I was thinking I wouldn't wanna go back to class because then I had to look at people and I didn't really wanna look at them. Like I just like to hide in a corner and curl up in a ball.

R : How did you feel when you realized that you were not sent to the office?

C-10-B: Relaxed and it was OK for awhile and then when someone called me in I got embarrassed again.

Afterward, the desire to escape the undivided attention of his peers appeared to influence C-10-B's way of thinking about his later behavior. When the researcher interviewed the student about whether being sent out of the class would have any effect on his subsequent behavior, he said, "Yeah, I think so because I didn't wanna get embarrassed again."

Classification 2. Misbehavior: Talking Without Permission

Desist Technique: Assigning Extra Work (Group Discipline)

The students were asked to do their spelling work while Teacher C went out of the room. A few students began to talk with their neighbors and the noise level increased as time passed by. When the teacher came in, those students were still talking, apparently not aware of the teacher's return. The teacher assigned the students two extra pages of spelling work.

During the stimulated recall interviews both the target and the audience students revealed that assigning extra work to everybody because of a few

people who were causing the disturbance was considered unfair. One of the target students explained, "The teacher should have asked only those who were making noise to do extra work, not everyone." This thought was well taken by the other target students as well as the audience students. As one audience student said, "Why should we get the extra work?" The students' perceived unfairness of the group discipline was a common thought which these students experienced during the incident.

The feeling of guilt was observed during the interview among the target students. One target student said, "I felt bad because I was talking and everybody got in trouble to do extra work." On the other hand, the audience students displayed indignation toward the teacher as one of them described it:

> I felt why should we get extra work? We were not even talking.
> I felt mad in a way because there was no reason that we should
> get extra work. Those four people should have.

The feeling of guilt for getting their peers in trouble appeared to be an influential factor on subsequent behavior among the target students. However, the audience students seemed to be more skeptical about the impact of the teacher's disciplinary method on their later behavior. According to one audience student, "It might help, kind of, but still why should we have to be punished?"

Desist Technique: Isolating Child from Classmates

In social studies period the students were doing presentations on their projects. Because student C-11-B was talking to C-1-B rather than paying attention to the presentation, Teacher C separated C-11-B from C-1-B and said, "You guys are no longer sitting together." C-11-B looked surprised and moved his chair to the place where the teacher had C-11-B's desk.

During the stimulated recall interview, student C-11-B stated that his thoughts were confused, and he was unclear about the teacher's behavior. He did not understand why the teacher had had to move his desk. In fact, he wondered, "Did I do something bad?" When she said that they could not sit beside each other, he then realized that he was talking too often with C-1-B.

C-11-B displayed disappointment in the fact that he could no longer sit beside his friend. It seemed to the observer that losing the place next to his favorite friend threatened to overwhelm C-11-B. He described his feeling at being moved as "Sad, because I couldn't be with my friend."

Fear of not being able to sit beside his friend seemed to be the criterion which would affect his later behavior. He justified the teacher's disciplinary method and also implied that he would be more careful not to be talkative in the future. He explained this by saying, "I want to go back to my original seat beside —— (C-1-B)."

Desist Technique: Lecturing

Teacher C was asking questions about Scandinavians and Vikings during social studies period. Student C-9-B volunteered an answer out loud without permission. The teacher said, "—— (C-9-B), only grade oners and twoers do that. Try to raise your hand next time because you are not grade one." C-9-B turned his head toward his book in order to avoid eye-contact with the teacher.

The teacher's remark was interpreted as degrading by C-9-B, and he even suggested a more proper way to handle the situation. He recalled his thoughts:

I was thinking about going up to her and doing something. When everybody was going out she could have come and said, "——— (C-9-B), I want to speak to you for a second," like that, privately.

The feelings of embarrassment and indignation were vividly expressed by the student during the interview. The way the teacher compared the student's behavior to the behavior of lower grades sounded to him as a "put-down." He illustrated his feelings. "I felt mad at her because of her saying coming up to me like that."

Although the desire to avoid being embarrassed in the future could influence the student to change undesirable behavior, talking to the student privately, according to student C-9-B, could be more effective in helping the student behave appropriately. He elucidated this in his words, "Yeah, I don't wanna get embarrassed, but if she speaks to me privately that's better."

Classification 3. Misbehavior: Being Rude

Desist Technique: Notifying Parents

During lunch hour, student C-24-B was making student C-7-B laugh as he was drinking juice. Consequently juice was coming out of C-7-B's mouth and everybody was laughing. Teacher C was doing her work at her desk and did not observe the situation. Other students who were staying for lunch reported to the teacher that C-7-B was spitting juice out of his mouth. The teacher sent a note home with him saying that C-7-B was misbehaving during lunch hour and asked him to bring it back with his parents' signatures.

Student C-7-B thought that the teacher's disciplinary measure in this situation was unfair since he was not misbehaving intentionally. He explained

his behavior as a natural reaction caused by laughing, especially since he had requested C-24-B not to make him laugh when he was drinking juice. He also recalled his concern about the probability of getting in trouble with his parents. He commented on the teacher's disciplinary method:

> She used to give me a warning before about something. A lot of people were telling on me and she thought I did something bad. I never got a chance to tell her what really happened.

C-7-B expressed the frustration and anxiety that he experienced during the incident. He implied that if the teacher had given him a chance to explain his behavior, she would not have given him a note to take home. Not having an opportunity to describe the situation made him disappointed in the teacher.

When the researcher asked C-7-B whether sending a note home would help him to behave better, he replied with his reason: "Yeah, because if I get a whole bunch of notes my parents will really get mad and they might give me a smack."

Desist Technique: Warning

After recess, student C-24-B was running back from the washroom and knocked a few coats down. On returning to the classroom, Teacher C noticed his behavior, and she warned him not to do it again, explaining the consequences he might have to take (which was, in this case, staying after school) if it continued. C-24-B put all the coats back on the hooks.

While Teacher C was talking to student C-24-B regarding his behavior, he was preoccupied with the thoughts (which were not applicable to the situation) of his allowance and his pet dog. He elaborated his thoughts:

> Well . . . maybe I was thinking that I'll have $20 on this Saturday.
> I wondered how I'm gonna deal with it. I was also thinking
> of my pet dog. He should be fed twice a day, not once a day
> like other people think . . . .

However, C-24-B disclosed emotions of uneasiness and worry over the consequences he might have to face. He explained further: "Well, I kept calm when she said that because I never wanted to get to stay in for recess. I felt kind of nervous or something like that."

Although C-24-B had been thinking about matters that were not connected to the school misbehavior, it seemed that the possibility of receiving a detention influenced C-24-B's later behavior as he revealed, "I didn't wanna miss my recess; that's my favorite period at school!"

Classification 4. Misbehavior: Losing a Textbook

Desist Technique: Threatening

Teacher C asked the students to find the right page in their language arts book. They were preparing for the lesson, all except student C-5-G, who was having difficulty finding her book. Finally she looked at the teacher and explained that her book was not in her desk, at which the teacher said, "—— (C-5-G), if you can't find your book you have to pay." C-5-G continued to search for the book but was not able to find it.

Thinking about paying the cost of the book and the method of payment induced unpleasant ideas of working: "I thought I was gonna pay for it and I'd have to earn that money by doing chores. I don't like doing chores."

In addition, fear and anxiety were clearly expressed during the interview by C-5-G's tone of voice. She said, "I was scared because I didn't wanna make

my mom mad. If she found out that I had to pay for the lost book, she might give me trouble."

The impact of this desist technique seemed to be substantial on the student, who became desperate to find the book. Her desire to search for the book seemed to spring from her dislike of doing chores and not wishing to be punished by her parents.

Classification 5. Misbehavior: Not Getting Work Done Properly

Desist Technique: Yelling

It was math period, and while all the students' were submitting their math homework to the teacher, Teacher C was checking and noticed that C-25-B's scribbler was missing. She enquired about it and C-25-B replied that he had forgotten it at home. The teacher said, in a distinct and loud voice, "——— (C-25-B), you'd better bring back your homework at lunch time!" The student sat quietly and kept his eyes on his math book.

The immediate thought which C-25-B had was that he knew he was in trouble. He explained to the researcher that when he had finished his homework the previous night, he had forgotten to put it in his school bag. He recalled thinking: "Oh, my God. I'm in trouble!"

Knowing he had done his homework and was unable to present it to the teacher seemed to frustrate him and left him feeling helpless. He exhibited disappointment in himself for not bringing his homework, but at the same time he appeared to be intimidated by the manner of the teacher's disciplinary method.

The teacher's stern, loud voice seemed in this situation to overwhelm the student who, during the interview, indicated that not yelling was the most important characteristic of an effective teacher. He also implied that he would be more cautious about submitting his assignments on time in the future.

Classification 6. Misbehavior: Not Paying Attention

Desist Technique: Lecturing

In math period Teacher C was explaining estimation. C-2-B, however, was having some difficulty understanding the concept despite all of his effort, and because of his frustration he interrupted the teacher during her explanation by saying, "Huh?" The teacher regarded this type of interruption rather annoying and said, "—— (C-2-B), if you were listening you would know what to do. Asking that kind of question is not acceptable, so pay attention." The student then looked at his book and seemed to be listening.

Talking to student C-2-B elicited the thought that Teacher C's comment was unreasonable, since he had been listening to the teacher's explanation. He had not anticipated receiving that remark and he displayed perplexity: "I thought she said that I was being bad or something because I thought she knew that I was paying attention."

The frustration and indignation because of the unexpected lecture were well-expressed by C-2-B in the stimulated recall interview. He said,

I felt that she didn't like me. I was paying attention but I
just didn't get it because it was kind of hard. I was kind of
sad and mad. I was real shocked.

Even though C-2-B was concentrating on the teacher's instructions, it

was difficult for him to understand the lesson. He indicated, however, that in the future he would try harder to listen.

Classification 7. Misbehavior: Throwing a Snowball

Desist Technique: Sending a Child to the Office

A group of students were throwing snowballs in the parking lot during a morning recess. The supervisor caught the students at the scene and sent them to the principal's office. Student C-1-B was one of those students. After the principal gave the students an opportunity to explain the situation, he then warned the students not to throw snowballs on the school grounds and asked the students to shovel the snow off the sidewalk. The students shoveled snow every recess for the day.

Uncertainty about what might happen in the office and wondering about possible punishment were reported by C-1-B during the interview. He recalled:

> I was thinking, what will happen? Are we gonna get a D.T. [detention] after school or something? And when he [the princi-pal] asked us to shovel the snow, I was thinking it would be harder.

C-1-B expressed the emotions of fear, uneasiness and relief which he encountered during the incident. He elaborated on these feelings:

> I was nervous and kind of scared because I didn't know what's gonna happen to me. But when he [the principal] told us not to throw the snowball and shovel the snow, I felt kind of happy because I thought we might get a D.T. [detention] or something.

Shoveling the snow as a method of dealing with the situation was well-justified and well-received by C-1-B, and it influenced his later behavior. He explained:

It [the method] was pretty good because I thought I had to get a D.T. That was better because it wasn't very hard snow. It wasn't like ice on the sidewalk, anything like that. So I felt that was fair.

Summary of the Inner States of Children and the Impact on Their Subsequent Behavior in Class C

Table 4.20 presents the summary of the above described inner states of children and their impact on the children's subsequent behavior.

Thoughts

The target and the audience students of Class C divulged various thoughts which they experienced during the disciplinary situations, among which thoughts about the possibility of getting into trouble and the seeming unfairness of the techniques were reported most frequently. Other disclosed thoughts concerned the consequences of the misbehavior and the reactions to the disciplinary methods. Evaluating the teacher's desist technique and the characteristics of the teacher were also reported by the children.

Feelings

A wide range of emotions which these students experienced when they were being disciplined was revealed. The most frequently-expressed emotions by the students of this class were anger, sadness, indignation (especially among the target students), nervousness and fear. Other feelings such as embarrassment, disappointment and frustration were also displayed often during the stimulated recall interviews. A few students disclosed the feelings of relief and shock that they were involved in the disciplinary situation.

TABLE 4.20

The Inner States of Children and the Impact on Subsequent Behavior in Class C

THOUGHTS	FEELINGS	IMPACT ON SUBSEQUENT BEHAVIOR
analyzing own behavior	anger	anxiety about possible punishment
being concerned about what others think of him/her	disappointment	avoiding consequences
being confused	embarrassment	avoiding embarrassment
being preoccupied with one's own thoughts	fear	avoiding punishment
being unreasonable	frustration	being afraid of getting in trouble
having difficulty in understanding	get even	being cautious
having urge to do something rude to the teacher	guilt	dislike of doing chores
having urge to tell others to be quiet and finish their work	helpless	feeling of guilt
paying for the loss	indignation	having a chance to think about one's own behavior
perceiving teacher as mean person	intimidation	helpfulness
recognizing the possibility of getting in trouble	loss of self-image	recognition of possibility of change
sensing unfairness, irrelevancy	nervousness	recognition of possible punishment by parents
talking to student privately more effective	relief	reflection on one's own behavior
thinking about chores	rejection	serving fair consequences
thinking about consequences	sadness	wanting to sit beside one's friend
wondering about one's own behavior as bad	shock	

Subsequent Behavior

Teacher 'C's intention to stop the misbehavior seemed to work for the time being. The majority of the target students indicated that being afraid of getting into trouble and avoiding punishment were the main influential elements which affected their later behavior. In addition to that, avoiding consequences, including public embarrassment and being cautious were also mentioned. Some of the students implied that reflecting on their own behavior and after serving fair consequences for misbehaving would have an impact on their behavior in the future.

The Results of General Interviews with Class C

The researcher asked the children some open-ended questions in an attempt to investigate their opinion of discipline in general, and the results of the interview are introduced here.

Children's Perceptions of the Worst Behavior

As seen in Table 4.21, talking back to the teacher was considered the worst behavior by an equal number of boys and girls in this class. A higher number of girls showed throwing objects and hurting someone as the worst behavior, while only a small percentage of boys shared that view. None of the boys supported the ideas of some girls that swearing, hitting the teacher, not getting homework done, or running around in the classroom qualified as the worst behavior. On the other hand, none of the girls agreed with the boys that "playing hooky", playing rotten jokes on the teacher, selling drugs, showing disrespect or turning on the shower without a cap as the worst behavior.

TABLE 4.21

Class C Children's Perceptions of the Worst Behavior

	PERCEIVED BY		
WORST BEHAVIOR	BOYS (%)	GIRLS (%)	TOTAL (%)
1. "Mouthing off" (talking back to the teacher)	3 (9.1)	3 (9.1)	6 (18.2)
2. Throwing objects and hurting someone	1 (3.0)	4 (12.1)	5 (15.2)
3. Fighting	2 (6.1)	2 (6.1)	4 (12.1)
4. Beating up another student	1 (3.0)	2 (6.1)	3 (9.1)
5. Stealing	1 (3.0)	2 (6.1)	3 (9.1)
6. Swearing	0	3 (9.1)	3 (9.1)
7. Hitting the teacher	0	1 (3.0)	1 (3.0)
8. Not getting homework done	0	1 (3.0)	1 (3.0)
9. "Playing hooky" (truancy)	1 (3.0)	0	1 (3.0)
10. Playing rotten jokes on the teacher	1 (3.0)	0	1 (3.0)
11. Running around the classroom	0	1 (3.0)	1 (3.0)
12. Selling drugs	1 (3.0)	0	1 (3.0)
13. Showing disrespect	1 (3.0)	0	1 (3.0)
14. Turning on the shower without a cap	1 (3.0)	0	1 (3.0)
15. Writing on the wall	1 (3.0)	0	1 (3.0)
TOTAL	*13 (42.2)	*20 (57.6)	*33 (99.8)

*These numbers exceed the actual number of participants in Class C, for some students indicated more than one behavior.

*The sum is less than 100% because of rounding errors.

Children's Perceptions of the Most Severe Disciplinary Technique

    According to Table 4.22, strapping was considered by fifty percent of the participants in this class to be the most severe disciplinary technique which a teacher could administer. Expelling, detaining after school or during recess and writing lines were also treated as severe desist techniques by some of the boys and the girls. Only girls mentioned other methods such as out-of-school suspension, assigning excessive homework, embarrassing a student, in-school suspension or sending a child to the office as severe disciplinary measures.

Children's Perceptions of the Most Effective Disciplinary Strategies

    Various ways of dealing with behavior problems which were considered effective in Class C are illustrated in Table 4.23. At the top of the list is conferring between teacher and student, followed by notifying parents. Detaining after school or during recess, sending a child to the office, strapping and suspending (out-of-school) were also regarded as effective in handling behavior problems in the class. Some of the boys thought that sending a child out of class, assigning more work, isolating, cleaning up around school, spanking at home or warning students were useful methods, while some girls cited expelling, requesting children to put their heads down, taking away privileges and writing lines as helpful.

Children's Perceptions of the Characteristics of an Effective Teacher

    The eleven characteristics of an effective teacher which were described by the children of Class C are presented in Table 4.24. Among these character- istics, being firm and understanding was the most frequently cited by these students. Displaying variety in teaching, being nice and kind, doing fun activities

TABLE 4.22

Class C Children's Perceptions of the Most Severe

Disciplinary Technique

	PERCEIVED BY		
DISCIPLINARY TECHNIQUE	BOYS (%)	GIRLS (%)	TOTAL (%)
1. Strapping	8 (22.2)	10 (27.7)	18 (50.0)
2. Expelling	2 (5.5)	3 (8.3)	5 (13.8)
3. Detaining after school or during recess	2 (5.5)	2 (5.5)	4 (11.1)
4. Suspending (Out-of-school)	0	2 (5.5)	2 (5.5)
5. Writing lines	1 (2.7)	1 (2.7)	2 (5.5)
6. Asking the class what they should do about the behavior	1 (2.7)	0	1 (2.7)
7. Assigning excessive homework	0	1 (2.7)	1 (2.7)
8. Embarrassing the student	0	1 (2.7)	1 (2.7)
9. Suspending (In-school)	0	1 (2.7)	1 (2.7)
10. Sending child to the office	0	1 (2.7)	1 (2.7)
TOTAL	*14 (38.6)	*22 (60.5)	*36 (99.4)

*These numbers exceed the actual number of participants in Class C, for some students indicated more than one technique.

*The sum is less than 100% because of rounding errors.

TABLE 4.23

Class C Children's Perceptions of the Most Effective

Disciplinary Strategies

EFFECTIVE DISCIPLINARY TECHNIQUES	PERCEIVED BY		
	BOYS (%)	GIRLS (%)	TOTAL (%)
1. Conferring between teacher and student	6 (8.5)	11 (15.7)	17 (24.2)
2. Notifying parents	5 (7.1)	8 (11.4)	13 (18.5)
3. Detaining after school or during recess	6 (8.5)	2 (2.8)	8 (11.4)
4. Sending child to the office	2 (2.8)	5 (7.1)	7 (10.0)
5. Strapping	3 (4.2)	4 (5.7)	7 (10.0)
6. Suspending (Out-of-school)	3 (4.2)	1 (1.4)	4 (5.7)
7. Sending child out of class	3 (4.2)	0	3 (4.2)
8. Assigning extra work	2 (2.8)	0	2 (2.8)
9. Isolating child from classmates	2 (2.8)	0	2 (2.8)
10. Cleaning up around school	1 (1.4)	0	1 (1.4)
11. Expelling	0	1 (1.4)	1 (1.4)
12. Requesting children to put their heads down	0	1 (1.4)	1 (1.4)
13. Spanking at home	1 (1.4)	0	1 (1.4)
14. Taking away privileges	0	1 (1.4)	1 (1.4)
15. Warning	1 (1.4)	0	1 (1.4)
16. Writing lines	0	1 (1.4)	1 (1.4)
TOTAL	*35 (49.3)	*35 (49.7)	*70 (99.4)

*These numbers exceed the total number of participants in Class C, for some students indicated more than one disciplinary technique.

*The total is less than 100% because of rounding errors.

TABLE 4.24

Class C Children's Perceptions of the Characteristics

of an Effective Teacher

CHARACTERISTICS OF EFFECTIVE TEACHER	PERCEIVED BY		
	BOYS (%)	GIRLS (%)	TOTAL (%)
1. Being firm and understanding	8 (11.8)	5 (7.4)	13 (19.1)
2. Displaying variety in teaching (making work fun and exciting)	3 (4.4)	6 (8.8)	9 (13.2)
3. Being nice and kind	4 (5.9)	4 (5.9)	8 (11.8)
4. Doing fun activities and arts	2 (2.9)	6 (8.8)	8 (11.8)
5. Not assigning excessive homework	4 (5.9)	2 (2.9)	6 (8.8)
6. Having sense of humor	3 (4.4)	2 (2.9)	5 (7.4)
7. Not yelling	2 (2.9)	2 (2.9)	4 (5.9)
8. Knowing and explaining his/her work well	2 (2.9)	2 (2.9)	4 (5.9)
9. Being cheerful and friendly	0	3 (4.4)	3 (4.4)
10. Being patient	2 (2.9)	1 (1.5)	3 (4.4)
11. Helping children with their work or problems	1 (1.5)	2 (2.9)	3 (4.4)
TOTAL	*32 (45.5)	*36 (51.3)	*68 (97.1)

*These numbers exceed the actual number of participants in Class C, for some students indicated more than one characteristic.

*The sum is less than 100% because of rounding errors.

and arts and not assigning excessive homework were also considered to be characteristics of an effective teacher by both genders. Both the boys and the girls held the same viewpoints on the other characteristics that are described in Table 4.24, but only the girls thought of being cheerful and friendly as one of the characteristics of an effective teacher.

CHAPTER 5

SUMMARY AND DISCUSSION OF RESULTS

Overview

The purpose of this chapter is to compare the findings gathered from each class and to discuss the results in relation to the research problems. The research problems are examined under the following categories:

—common misbehaviors which occurred,

—disciplinary methods used,

—inner states of children and the impact on their subsequent behavior,

—children's perceptions of discipline in general,

—children's perceptions of an effective teacher, and

—the effectiveness of stimulated recall methodology.

When is Behavior Misbehavior?

The characteristics of misconduct listed in Table 5.1 were commonly observed in each class, but in only some cases did the teacher seem to feel it was necessary to deal with the deviancy. Therefore, it was not the characteristics of the behavior which defined the behavior as deviant; rather, each individual teacher decided which behaviors were unacceptable at any specific time. As Gnagey (1968:6) states:

> The appropriateness of behavior is much more dependent upon
> the purposes of the teacher than upon any characteristic of
> the behavior itself . . . . We believe that the only realistic
> position one can take is that any behavior is deviant if the
> teacher (principal, school board) deems it so.

When interviewed, one of the teachers defined misbehavior as ". . . anything that disturbs me so I cannot teach the class."

What, then, influences a teacher's definition of deviancy? Why can one teacher ignore "chewing gum" while another cannot? Teachers vary in defining and disciplining students' misbehavior for many reasons; their beliefs, educational philosophies, professional definitions and traditions, and attitudes toward students all influence their judgement of students' misconduct and affect the standard of students' behavior in class. The children perceived a misbehavior as the result of a student breaking a rule which had been set up as a behavioral guideline.

Who Makes Class Rules?

All classes had specific rules, and students and teachers unanimously agreed that rules are necessary in the school system. In Class A, Teacher A constructed the rules at the beginning of the year and asked the students to obey them, although she personally believes in forming class rules with the students' input. The rationale for this procedure was that it would strongly establish her presence among the students. This was important to Teacher A, since she was new to the school. She explained that once the students recognized her as a teacher, perhaps by the following year, she would try to construct class rules with the students, saying "They [the students] are more strict than the teachers." Teachers B and C maintained that class rules should be made by both the teachers and the students, and it was observed that the students of these two classes were involved either in making or approving the rules. Eighty percent of the students of all three classes favored students' participation in the process of constructing class rules. Some of their reasons were:

A-4-B : I don't think the teacher should make all the rules. We [the students] make some rules because that would let the teacher know what we think.

A-22-G: If they [the students] participate they might be more responsible to keep them.

B-10-B: Students may know some other bad things. You know students. We are not smart as the teachers and the teachers know what's right and kids may know some other things that happen in playgrounds that they could fit in there.

B-2-G : Because they [the students] know what goes on and the teachers don't really know what's going on.

C-12-B: Because then we could all talk it out together and nobody will be left out with their opinion.

C-18-G: The teacher and the students because it has to do with both of them.

Why Does Misbehavior Occur?

It seems that behavior becomes misbehavior when children act in a way that indicates to the teacher or observer that they fail to understand the impact of that behavior on others. Krumboltz and Krumboltz (1972) state that it is difficult for young children to discriminate acceptable behavior from deviancy. A-8-B was asking Teacher A about his social studies project because he wanted to make certain that he understood correctly. However, the student's behavior of supposedly asking too many questions was considered bothersome by the teacher and A-8-B received a warning for talking without permission.

Boredom and frustration that result from tasks which are either too easy or too hard, lack of variety in teaching, or an excessive work load can cause behavior problems in class. Center, Dietz and Kaufman (1982:371) conducted a study to investigate the relationship between task difficulty and misconduct. The results of the study were significant, implying that:

. . . when behavior problems arise in the classroom, one of
the first factors to be examined should be instructional proce-
dures and materials and their appropriateness to the offending
student.

To determine the cause of misbehavior is a complicated task, since each

behavior is a unique combination of factors that may be a cause of that particu-

lar behavior as well as the situation in which that behavior occurs. Duke

(1978:415-437) describes these contributing factors of misbehavior, which

include blaming (1) the child, (2) the family background, (3) the peer group,

(4) the teachers, (5) the school system, (6) the society, or (7) the process of

growing up.

Common Misbehaviors Which Occurred

Research Question 1: What are the most common misbehaviors that

occur in an elementary classroom?

Although more cases of talking without permission were observed in

Class B than in either of the other two classes, there was only one incident,

during the observation period, in which a boy was disciplined for talking without

permission in this class. Meanwhile, the same behavior, classified as talking

without permission, was the most frequently-attended undesirable behavior

by the teacher in Class A. The misbehavior of disturbing others was observed

in Classes A and C, but did not elicit the teacher's attention in Class B, where

Teacher B1 dealt mostly with the problem behavior of leaving seats. In this

study, the number of boys who required discipline was disproportionately large

compared to the number of girls who were involved in disciplinary situations.

However, more girls were observed misbehaving in Class A than in Classes

B or C, and the highest number of disciplinary incidents was 33, observed in

Class A, a figure which more than doubled the number of each other class. The total numbers of the students' deviant behaviors observed are recorded in Table 5.1.

Some behaviors were common to all three classes, but not all these observed behaviors were considered deviancy, since some behaviors did not provoke the teachers' reactions. On the other hand, as seen in Table 5.1, there were some behaviors displayed by the students that were regarded as misconduct in all three classes: talking without permission, not paying attention, and throwing snowballs.

Disciplinary Methods Used

Research Question 2: What types of desist techniques do elementary school teachers use in disciplinary situations?

Regardless of the teachers' awareness, behavior modification techniques were widely used in all three classes. Among these desist techniques, as shown in Table 5.2, the disciplinary measures of detaining after school or during recess, threatening, sending the child to the office and sending the child out of class were commonly used by the three teachers. Group discipline was also observed in all three classes. Although each teacher employed similar techniques in dealing with problem behaviors, each showed personal differences in applying disciplinary techniques to the situations.

Teacher A, who described herself as lacking patience, said, "I can run out of it [patience] very quickly with them and it takes me awhile to compose it to bring it back." She displayed more open and direct intervention techniques, which attracted the peers' attention to the target students when dealing with undesirable behavior. Teacher A was well-aware of her disciplinary style,

TABLE 5.1

Compilation of Misbehaviors Which Occurred in the Three Classes

MISBEHAVIOR	FREQUENCY		
	BOYS (%)	GIRLS (%)	TOTAL (%)
1. Talking without permission**	15 (25.0)	3 (5.0)	18 (30.0)
2. Disturbing others	8 (13.3)	0	8 (13.3)
3. Leaving seats	8 (13.3)	0	8 (13.3)
4. Not getting work done properly	6 (10.0)	2 (3.3)	8 (13.3)
5. Not paying attention**	4 (6.7)	1 (1.7)	5 (8.3)
6. Fighting	3 (5.0)	0	3 (5.0)
7. Throwing a snowball**	2 (3.3)	1 (1.7)	3 (5.0)
8. Being rude	2 (3.3)	0	2 (3.3)
9. Chewing gum	2 (3.3)	0	2 (3.3)
10. Losing a textbook	0	1 (1.7)	1 (1.7)
11. Playing with objects	1 (1.7)	0	1 (1.7)
12. Swearing	1 (1.7)	0	1 (1.7)
TOTAL	52 (86.6)	8 (13.4)	60 (100.0)

**These misbehaviors were observed in all three classes.

TABLE 5.2

Compilation of Frequency of Observed Desist Techniques

in the Three Classes

DESIST TECHNIQUE	FREQUENCY (%)
1. Detaining after school or during recess**	10 (16.7)
2. Calling out child's name	8 (13.3)
3. Warning	7 (11.7)
4. Threatening**	5 (8.3)
5. Sending child to the office**	4 (6.7)
6. Acknowledging child's mistake openly	3 (5.0)
7. Investigating	3 (5.0)
8. Isolating child from classmates	3 (5.0)
9. Sending child out of class**	3 (5.0)
10. Taking away privileges (G.D.)*	3 (5.0)
11. Assigning extra work (G.D.)*	2 (3.3)
12. Lecturing	2 (3.3)
13. Notifying parents	2 (3.3)
14. Requesting children to "put heads down" (G.D.)*	2 (3.3)
15. Refusing to check child's work	1 (1.7)
16. Writing lines	1 (1.7)
17. Yelling	1 (1.7)
TOTAL	60 (100.0)

* G.D. = only used as group discipline.

** These desist techniques were observed in all three classrooms.

as she described her approach as authoritarian. He purpose was to establish her teaching status for the first year at school and she appeared to be gaining ground, as her students seemed to accept her as a "tough teacher."

Teacher B1, who believed in consistency in discipline, and Teacher B2, who regarded disciplinary action as a tendency to impose rules, which gradually lessens as another code of discipline takes hold, appeared to be rather lenient when handling problem situations and more permissive about the students' leaving their seats or talking without permission during class time. Teacher B2 displayed a more permissive approach when dealing with the students' deviancy than Teacher B1. Nevertheless, they both used some behavior modification techniques when disciplining students as well as lecturing about appropriate behavior in general (Teacher B2 lectured her students more often).

Teacher C explained her strategies for discipline: using non-verbal cues, consequence discipline, and positive reinforcement. In addition to behavior modification techniques, she frequently used group discipline (G.D.) techniques, (such as the whole class staying in for recess because of a few students' misconduct) which were consistently evaluated by the students, both target and audience, as unfair treatment for the situations. One of the students, C-10-B, expressed the reason thus:

> That's [Group Discipline] what most people hate because I
> think that people who get others in trouble make innocent
> people so mad. Some people are afraid to tell the teacher
> so they just stand there.

When asked whether or not the technique was effective, student C-3-G replied: "Not really because they think she is talking to the whole class so they don't think they're going to get in trouble." However, there was one student, C-15-G, who thought group discipline was rather fair, because most of the time not

just one person caused a disturbance or misbehaved; thus it was difficult for the teacher to isolate the originator of the problem. The unfairness and ineffectiveness of group discipline as perceived by the students from this study coincided with the findings of the study conducted by Mosér (1975). He investigated the "pupils' opinions about fairness and effectiveness of teacher disciplinary techniques" with grade six.

The most frequently-observed disciplinary methods in this study were detaining after school or during recess, calling out child's name, warning, and threatening. Regardless of the teachers' educational philosophies and disciplinary approaches, all the teachers were running their classes on the principles of reward and punishment. Common techniques in handling problem behavior in the three classes were also found in the list of methods for controlling behavior by James (1928:129131). The techniques observed in this research are described in Table 5.3.

Table 5.3

Methods for Handling Problem Behavior

JAMES	PRESENT STUDY
Keep pupil in after school to make up work	Detaining after school or during recess
Report case to parents	Notifying parents
Removal of privileges	Taking away privileges
Public acknowledgement of fault	Acknowledging child's mistake openly
Assignment of extra work	Assigning extra work
Seat pupil apart from the group	Isolating child from others
Oral reproof	Reprimanding, warning

Even though our society is changing rapidly and the children of today are not the same as the children of the past, teachers still use traditional methods to discipline children in the schools. In spite of a revolution in the philosophy of education, in politics, and in our lifestyles, it is still questionable whether or not there have been significant changes in disciplining children in the schools. Method changes might include increasing democratization of discipline and reduction of the imposition of unquestioned authority.

The Inner States of Children and the Impact on Their Subsequent Behavior

Because this study revealed that some students were confused, embarrassed, or otherwise affected by discipline in action situations and of specific types, it is fair to examine the precise nature of the relationship between children's thoughts and feelings, immediately following discipline, and their actions in the future.

Thoughts

<u>Research Question 3</u>: What kind of rationale does a child develop when dealt with according to each of the three disciplinary approaches?

Although the thoughts that occurred to the students were different in the disciplinary situations that took place in classes that were run according to the three approaches, some thoughts were common to all three classes. Following discipline, as seen in Table 5.4, the children reported thoughts of analyzing one's own behavior, being confused, being preoccupied with one's own thoughts, recognizing the possibility of ge ing into trouble, and sensing unfairness or irrelevancy. In this usage "thoughts" are the judgements, attitudes, concerns, and possibilities that occur to children during and after a disciplinary situation.

TABLE 5.4

Compilation of the Inner States of Children

and the Impact on Subsequent Behavior in the Three Classes

THOUGHTS	FEELINGS	IMPACT ON SUBSEQUENT BEHAVIOR
acknowledging own misbehavior	anger**	anxiety about possible punishment
analyzing own behavior**	annoyance	avoiding consequences
approving disciplinary method as appropriate	anxiety	avoiding embarrassment and/or teasing**
assuming teacher's motivation	appreciation for not singling out a person	avoiding punishment**
being concerned about what others think of him/her	desire to stay away from school	being afraid of getting in trouble**
being concerned about being teased and embarrassed by peers	despair	being cautious**
being confused**	disappointment**	being concerned about losing privileges
being conscious of peers' reaction	discouragement	dislike of doing chores
being preoccupied with one's own thoughts**	dislike of teacher	feeling effectiveness if it was fair to the student
disapproving teacher's *D.T.	embarrassment**	feeling of guilt
empathizing with teacher	empathy for teacher	having a chance to think about one's own behavior
evaluating teacher's *D.T.	fear**	helpfulness
having difficulty in understanding	frustration**	ignoring teacher

TABLE 5.4 (Continued)

Compilation of the Inner States of Children

and the Impact on Subsequent Behavior in the Three Classes

THOUGHTS	FEELINGS	IMPACT ON SUBSEQUENT BEHAVIOR
having urge to do or say something rude to the teacher	get even	intention to behave appropriately
having urge to tell others to be quiet and finish their work	guilt	intention to change
hoping not to get in trouble	helplessness	kindly asking rather than yelling
judging that one did not deserve it	indignation**	not wanting to upset teacher or parents
judging that punishment did not make sense	interest in teacher's appearance	recognition *D.T. was not effective (*G.D. -- *T.S. might get away with it)
judging *D.T. as inappropriate	intimidation	recognition of possibility of change**
judging teacher as tough	lack of being appreciated	recognition of possible punishment by parents**
recognizing possibility of getting in trouble**	loss of self-image	reflection on one's own behavior
reflecting on one's behavior	negative attitude toward school	serving fair consequences
regarding oneself as bad person	nervousness	wanting to sit beside one's friend
regretting not saying what one wanted to say	offense	

TABLE 5.4 (Continued)

Compilation of the Inner States of Children and the Impact on Subsequent Behavior in the Three Classes

THOUGHTS	FEELINGS	IMPACT ON SUBSEQUENT BEHAVIOR
restoring the relationship with the teacher	perceived being treated unequally	
sensing inconsistency of *D.T.	perceived teacher disliked student	
sensing teacher's lack of understanding	pride in expressing feelings	
sensing unfairness, irrelevancy**	puzzlement	
sharing responsibility between teacher and student	relief**	
talking to student privately more effective	resentment	
thinking about alternatives	sadness**	
thinking about chores	shock	
thinking about consequences	unconcern	
wanting not to be in the class	unhappiness	
wanting not to do homework	upset	
wishing not to be bad	worry	
wondering about one's own behavior as bad		

* D.T. -- Desist Technique   * G.D. -- Group Discipline   * T.S. -- Target Student

** These were common thoughts, feelings and influencing factors expressed by some children in all three classes.

On the other hand, there were also some differences among their thoughts. The students in Class A (Table 4.4) revealed that they were conscious of their peers' reaction, were judging the teacher as tough, were regarding themselves as bad, were sensing the teacher's lack of understanding, and were wishing responsibility to be shared among the teacher and the students. One student disclosed his desire not to be in that class, while another student showed empathy with the teacher being "tough." By "tough" the child seemed to mean "strict," and he understood the teacher's reaction. When the teacher disapproved of the students' work, the children in Class A tended to meet the teacher's expectations in order to get higher marks. For example, C-10-B drew a picture of a machine gun and a pistol, and Teacher A commented that it was too dull. C-10-B tried to change the picture to meet the teacher's standards, and explained:

> I was afraid that she'd hate it because she said it was too dull.
> So I tried to make it red and yellow all around and thinking
> that it would get a higher mark.

In Class B (Table 4.12), the students thought of approving the disciplinary method as appropriate, hoping not to get into trouble, and wanting not to do homework. The children seemed to regard Teacher B1's intervention as appropriate when problematic situations occurred. As student B-12-G asserts:

> It wouldn't be fair if you're just getting your way all the time
> and then if you go into another class and your teacher is not
> the same as the other one then you just get in trouble for doing
> all that stuff.

The students of Class C (Table 4.20) expressed thoughts about the teacher's disciplinary method being unreasonable, having difficulty in understanding, having the urge to tell others to be quiet and finish their work, thinking about

chores, and wondering about one's own behavior as bad. The children disapproved
of group discipline, yet showed an understanding of the teacher's plight. As
one of the students, C-26-G, said:

> I don't think it's fair. Sometimes she doesn't think it's fair
> either. Everybody gets in trouble because of one person but
> she didn't know who did it.

Feelings

Research Question 4: What kind of emotional experience results from
a child's encounters with different approaches to discipline?

As seen in Table 5.4, the children who were being disciplined shared
common emotions. These were feelings of anger, disappointment, embarrass-
ment, fear, frustration, indignation, relief, and sadness.

Aside from the above feelings, the following emotions were experienced
only by some students in Class A (Table 4.4): desire to stay away from school,
despair, dislike of the teacher, lack of being appreciated, a negative attitude
toward school, unconcern, upset, and worry. The children appeared to be reluc-
tant to ask questions when their understanding of the lesson or assignment
was unclear. Student A-1-B commented:

> When I get in trouble sometimes I don't go up and ask questions
> 'cause sometimes she gets kind of mad at me. So I just stayed
> in my seat and drew the picture.

The feelings that were unique to the children in Class B (Table 4.12)
were inadequacy, regret, and unhappiness; other feelings such as annoyance,
anxiety, discouragement, puzzlement, and resentment were shared with the
children in Class A. Although Teachers B1 and B2 seemed to be more lenient
than either Teacher A or Teacher C, when problem situations arose, Teachers

B1 and B2 tried to control the students' behavior. Therefore, altering problem behavior through communication, by listening to and facilitating the students' emotions, was not evident in this class regardless of the teachers' generally permissive approach to teaching and discipline.

Only in Class C (Table 4.20) did the children express the emotions of rejection, shock, and the desire to get even. The children of Class C and Class A harbored the feelings of guilt, helplessness, intimidation, loss of self-image, and nervousness. When a student did something that Teacher C disapproved of, Teacher C would openly ask the student what should he/she do about it, and if the student could not provide an answer the teacher would then ask the class. This approach created negative feelings such as rejection, intimidation, and loss of self-image among the students.

The Impact on Their Subsequent Behavior

-Research Question 5: How does each approach (authoritarian, permissive and democratic) affect the children's subsequent behavior?

The teachers from each approach responded to problem behavior with varying degrees of strictness. Teacher A exhibited the most authoritarian approach, Teachers B1 and B2 displayed the least power, and Teacher C showed a tendency to resolve the problem situation with the children. However, the basic principle of classroom management, reward and punishment, was put to use by all four teachers. Therefore, when the students were involved in disciplinary situations, the teachers used punishment as a disciplinary measure. When the teachers administered desist techniques, in most cases the misbehaviors subsided. Common contributing factors to their subsequent behaviors (Table 5.4) involved avoiding embarrassment and/or teasing, avoiding punishment, being afraid of getting into trouble, being cautious, recognition of the possibility

of change, and recognition of possible punishment by parents. The students from Class A (Table 4.4) indicated that concern about losing privileges, intention to change, not wanting to upset the teacher or parents, and reflection on one's own behavior affected their later behavior. In Class B (Table 4.12), the students revealed that their intention to behave appropriately influenced their subsequent behavior, while the students of Class C (Table 4.20) explained that anxiety about possible punishment, dislike of doing chores, feelings of guilt, serving fair consequences, and wanting to sit beside one's friend had an effect on their later behavior. The desire to avoid consequences, which was mentioned by the students in Class A, was also an influencing factor.

Even though the teachers used the same or similar desist techniques to curb deviance, the individual disciplinary methods which each teacher employed evoked different responses among the students who were involved in the situation. Therefore, it seemed that it was not the desist technique per se which had impact on the students' subsequent behavior; how the teacher administered the particular technique affected the students' thoughts and feelings. Student B-11-G's opinion reflects this theory:

It's usually the way the teacher gives you the punishment. It's not the punishment. Just the way she talks to you, the way she looks at you and that, not the punishment itself.

Children's Perceptions of Discipline in General

Research Question 6: How do the children's perceptions of discipline differ as they are exposed to each of the three styles of discipline?

Children's Perceptions of the Worst Behavior

As seen in Table 4.5, 31.3% of the responses from the children in Class A indicated that swearing was the worst behavior, while the same behavior

was the third (14.8%) on the list of the worst behavior from Class B (Table 4.13) and the sixth (9%) from Class C (Table 4.21). Talking back to the teacher showed the highest percentage of responses in Class B (22.2% in Table 4.13) and Class C (18.2% in Table 4.21) as the worst behavior, and the same behavior gained the second highest response (25%) from Class A (Table 4.5). Other behaviors like throwing snowballs, ignoring what teacher says and physically abusing the teacher were considered to be the worst behavior by more students in Class A (Table 4.5). Fighting, throwing objects and hurting someone, and vandalizing drew higher responses from the children in Class B (Table 4.13). As shown in Table 4.21, what was perceived as the worst behavior and that received higher responses in Class C were throwing objects and hurting someone, fighting, beating up another student and stealing. Among the rest of the perceived worst behaviors, taking drugs (Class A), setting the school on fire (Class B), and selling drugs (Class C) were also cited.

Aside from the order of severity, there were no significant differences in children's perceptions of the worst behavior among these three approaches. As seen in Table 5.5, talking back to the teacher, swearing, and fighting were considered to be the worst behavior by the children from all three approaches. The children's views on the worst behavior coincided with the teachers'. In their interviews, the teachers indicated that disrespect (talking back, swearing, abusive language) toward the teacher, violent acts (physical violence or hurting people) toward the teacher or others, and dishonesty (lying, stealing and cheating) were the worst behaviors.

Children's Perceptions of the Most Severe Disciplinary Technique

The children from each approach had similar views on the most severe disciplinary method except for a few techniques.

TABLE 5.5

Compilation of Children's Perceptions of the Worst Behavior

		PERCEIVED BY	
WORST BEHAVIOR	BOYS (%)	GIRLS (%)	TOTAL (%)
1. "Mouthing off" (talking back to teacher)**	11 (11.9)	9 (9.8)	20 (21.7)
2. Swearing**	6 (6.5)	11 (11.9)	17 (18.4)
3. Fighting**	7 (7.6)	4 (4.3)	11 (11.9)
4. Throwing objects and hurting someone	4 (4.3)	5 (5.4)	9 (9.7)
5. Beating up someone	2 (2.2)	2 (2.2)	4 (4.4)
6. Vandalizing	2 (2.2)	2 (2.2)	4 (4.4)
7. Hitting the teacher	2 (2.2)	1 (1.1)	3 (3.3)
8. Ignoring what teacher says	1 (1.1)	2 (2.2)	3 (3.3)
9. Stealing	1 (1.1)	2 (2.2)	3 (3.3)
10. Throwing snowballs	0	3 (3.3)	3 (3.3)
11. Showing disrespect (yelling at teacher)	2 (2.2)	0	2 (2.2)
12. Writing "bad things" on the board or wall	0	2 (2.2)	2 (2.2)
13. Being noisy	0	1 (1.1)	1 (1.1)
14. Exposing oneself	0	1 (1.1)	1 (1.1)
15. Not getting homework done	0	1 (1.1)	1 (1.1)
16. Not paying attention	1 (1.1)	0	1 (1.1)
17. "Playing hooky" (truancy)	1 (1.1)	0	1 (1.1)
18. Playing "rotten jokes" on the teacher	1 (1.1)	0	1 (1.1)
19. Running around in the classroom	0	1 (1.1)	1 (1.1)
20. Selling drugs	1 (1.1)	0	1 (1.1)
21. Setting the school on fire	0	1 (1.1)	1 (1.1)
22. Taking drugs	0	1 (1.1)	1 (1.1)
23. Turning on the shower without a cap	1 (1.1)	0	1 (1.1)
TOTAL	*43 (46.8)	*49 (53.4)	*92 (100.2)

These numbers exceed the actual number of participants because some
students indicated more than one behavior.
* The sum is more than 100% because of rounding errors.
** These behaviors were regarded as the worst behavior in all three
classes.

As seen in Table 5.6, 54% of the children (more than 50% of the students from each class) regarded strapping as the most severe disciplinary technique. Detaining after school or during recess, expelling, suspending (in-school or out-of-school) and sending the child to the office were also perceived as the most severe desist technique by the children in all classes.

In Class A, throwing something at a student was mentioned (2.9% in Table 4.6) by one boy as the most severe disciplinary technique while writing lines (5.5% in Table 4.22) and asking the class what should be done about the behavior (2.7% in Table 4.22), which was also found to be an unfair and ineffective disciplinary method in the study of Moser (1975), were viewed by a few children in Class C as the worst disciplinary measures. A few children from Classes A and C viewed assigning extra work as the most severe disciplinary technique, but it was not mentioned in Class B.

The results of various studies done by Martin (1975), Hayman, McDowell and Raines (1975), and Maurer (1976) indicate positive interrelation between crime and physical punishment. In other words, the more parents/teachers use coercive punishment, the more children tend to become violent and aggressive. In spite of controversy over corporal punishment, still more than half of elementary teachers, high schoool teachers, and the public favor corporal punishment.

With parental consent, strapping was still applicable in that school, and whenever students were called into or sent to the office, for whatever reason, the children's immediate reaction was that they were in trouble or would receive the strap. None of the students were supportive of giving the strap as a disciplinary measure; some of their reasons follow:

A-14-B: The way it is not effective is that some kids never get rid of their fear of going down to the office and others they never

TABLE 5.6

Compilation of Children's Perceptions of the

Most Severe Disciplinary Technique

DISCIPLINARY TECHNIQUE	PERCEIVED BY		
	BOYS (%)	GIRLS (%)	TOTAL (%)
1. Strapping**	27 (28.1)	25 (26.0)	52 (54.1)
2. Detaining after school or during recess**	4 (4.2)	6 (6.3)	10 (10.5)
3. Expelling**	5 (5.2)	4 (4.2)	9 (9.4)
4. Suspending (Out-of-school)**	2 (2.1)	5 (5.2)	7 (7.3)
5. Sending child to the office**	3 (3.1)	3 (3.1)	6 (6.2)
6. Suspending (In-school)**	2 (2.1)	2 (2.1)	4 (4.2)
7. Assigning extra work	0	2 (2.1)	2 (2.1)
8. Embarrassing the student	0	2 (2.1)	2 (2.1)
9. Writing lines	1 (1.0)	1 (1.0)	2 (2.1)
10. Asking the class what should be done about the behavior	1 (1.0)	0	1 (1.0)
11. Throwing something at a student	1 (1.0)	0	1 (1.0)
TOTAL	*46 (48.8)	*50 (52.1)	*96 (100.0)

* These numbers exceed the actual number of participants because some students indicated more than one technique.
** These techniques were mentioned by the children in all three classes.

get-the strap even they kept on doing it and doing it. The way it is good is if you give a strap, he [the child] wouldn't ever do it again.

B-6-G : 'Cause when you strap the kids they'll just do it over again. Maybe they think that the teacher just doesn't care about him or something.

C-3-G : Because you shouldn't have to hurt someone to tell him what to do.

C-13-B: It hurts but like once it's done it's over with. If you do it again you're just gonna get another one.

Children's Perceptions of Most Effective Disciplinary Strategies

Research Question 7: What do children perceive as effective disciplinary techniques?

The children were asked for their opinion regarding effective disciplinary strategies that teachers could use to handle problem behavior in the class. In the interviews of the students, 24.2% (as seen in Table 5.7) of both target and audience students felt that conferring between teacher and student was the most effective disciplinary technique. This strategy drew the most positive responses from the children in Class A (30%, refer to Table 4.7) and Class C (24.3%, refer to Table 4.23) and the second-highest number of positive responses from Class B (20%, refer to Table 4.15). Other techniques suggested by the children from all three classes were detaining after-school or during recess, sending the child to the office, strapping, warning, assigning extra work, and isolating. Some techniques were suggested only in one class, such as teaching manners (in Class B) and cleaning up around school, expelling, requesting children to put their heads down, and spanking at home (in Class C).

All students expressed their concern about the ways that their teacher would handle problem situations in their class. Although some students suggested

TABLE 5.7

Compilation of Children's Perceptions of the

Most Effective Disciplinary Strategies

EFFECTIVE DISCIPLINARY STRATEGIES	PERCEIVED BY		
	BOYS (%)	GIRLS (%)	TOTAL (%)
1. Conferring between teacher and student**	14 (8.5)	26 (15.8)	40 (24.2)
2. Notifying parents	12 (7.3)	13 (7.9)	25 (15.2)
3. Detaining after school or during recess**	11 (6.7)	12 (7.3)	23 (14.0)
4. Sending child to the office**	7 (4.2)	11 (6.7)	18 (10.9)
5. Strapping**	9 (5.5)	4 (2.4)	14 (7.9)
6. Warning**	6 (3.6)	2 (1.2)	8 (4.8)
7. Assigning extra work**	5 (3.0)	2 (1.2)	7 (4.2)
8. Suspending (out-of-school)	6 (3.6)	1 (0.6)	7 (4.2)
9. Suspending (in-school)	3 (1.8)	3 (1.8)	6 (3.6)
10. Isolating child from classmates**	4 (2.4)	0	4 (2.4)
11. Sending child out of class	3 (1.8)	0	3 (1.8)
12. Ignoring (at first ... then discipline)	1 (0.6)	1 (0.6)	2 (1.2)
13. Taking away privileges	0	2 (1.2)	2 (1.2)
14. Writing lines	0	2 (1.2)	2 (1.2)
15. Cleaning up around school	1 (0.6)	0	1 (0.6)
16. Expelling	0	1 (0.6)	1 (0.6)
17. Requesting children to put their heads down	0	1 (0.6)	1 (0.6)
18. Spanking at home	1 (0.6)	0	1 (0.6)
19. Teaching manners	1 (0.6)	0	1 (0.6)
TOTAL	*84 (50.8)	*81 (49.1)	*165 (99.9)

* These numbers exceed the actual number of participants because some students indicated more than one strategy.
* The sum is less than 100% because of rounding errors.
** These strategies were mentioned by the children in all three classes.

various techniques that the teacher could use, they all agreed that they would like to have a chance to discuss problem situations with the teacher when they occurred. Conferring between teacher and student and notifying parents were ranked highest as the most effective disciplinary techniques; these were also found to be the most effective teacher disciplinary techniques in the study conducted by Moser (1975). If this conference failed to curtail the students' deviant behavior, the students felt that this indicated a need for more severe techniques. The children also stated that they would like to contribute individually toward discussing disciplinary methods when they were involved in the problem situation. The majority of students disapproved of having the strap at school, but at the same time some students favored having the strap available as a last resort.

Difference Between Male and Female Children's Perceptions of Discipline

Research Question 8: Is there any difference between male and female children's perceptions of discipline?

In this study, the majority of the children of both genders seemed to hold similar views on discipline. They shared the same opinions on the worst behavior, the most severe disciplinary methods, and the most effective disciplinary strategies. The areas which elicited responses from only one gender of children were not regarded as important, since these areas earned the approval of only a few students.

According to Table 5.5, boys and girls did not differ significantly in their opinion that the worst behaviors were talking back to the teacher, swearing, fighting, throwing objects and hurting someone, vandalizing, hitting the teacher, ignoring what teacher says and stealing. However, throwing snowballs, writing

"bad things" on the board or wall, being noisy, exposing oneself, not getting homework done, running around in the classroom, setting the school on fire and taking drugs were considered to be the worst behavior by girls only. On the other hand, only boys considered showing disrespect to the teacher, not paying attention, truancy, playing "rotten jokes" on the teacher, selling drugs and turning on the shower without a cap as the worst behavior. These items (items 10 through 23, except for item 20) are, in general, situations involving flaunting of authority.

As shown in Table 5.6, all the techniques — strapping, detaining after school or during recess, expelling, suspending (both out-of-school and in-school), sending the child to the office and writing lines — were mentioned by both genders of children as the most severe disciplinary techniques. The techniques of assigning extra work and embarrassing the student (singling out the student in front of the class) were mentioned by girls only while asking the class what should be done about the behavior — considered to be an ineffective disciplinary technique also found in the study of Moser (1975) — and throwing something at a student (items 10 and 11) were suggested by boys only. It appears that such disciplining technique particularly bothers boys. Items 7 and 8, assigning extra work and embarrassing the student, probably mean that the offending girl would have to tell her parents of her punishment, and girls seemed worried by that.

Table 5.7 indicates that the strategies of conferring between teacher and student and notifying parents — which were considered to be effective disciplinary techniques by the pupils in the study of Moser (1975) — detaining after school or during recess, sending the child to the office, strapping, warning, assigning extra work, suspending and ignoring were considered to be effective

disciplinary strategies by both genders. Techniques such as isolating the child, sending the child out of the class, cleaning up around the school, spanking at home and teaching manners were viewed as useful by boys only, while taking away privileges, writing lines, expelling and requesting children to put their heads down were indicated as effective disciplinary strategies by girls only. Strapping, warning, suspending (out-of-school), and assigning extra work were more than twice as popular with the boys as with the girls. Conferences with the teacher, detentions, and trips to the office were preferred techniques for girls, with nearly twice as many girls as boys feeling that conferring with the teacher was effective.

Children's Perceptions of an Effective Teacher

Research Question 9: What are the characteristics of an effective teacher as perceived by the children?

Even as the teachers judge the students' behavior in the classroom, the students are constantly evaluating their teachers' behavior, either externally or internally. The children develop some kind of mental mechanism to adapt to the teacher's style of discipline as the process of evaluating the teacher's behavior toward the students continues. In the present study, as seen in Table 5.8, being firm and understanding (top of the list in Classes B and C and second in Class A), being nice and kind (top of the list in Class A, second in Class B and third in Class C), doing fun activities and arts, not assigning excessive homework, having a sense of humor, not yelling, and being cheerful and friendly were cited frequently as positive qualities by the children from all three classes. Helping the children with their work or problems, displaying variety in teaching, knowing and explaining schoolwork well, and being patient were also regarded

TABLE 5.8

Compilation of Children's Perceptions of the

Characteristics of an Effective Teacher

CHARACTERISTICS OF EFFECTIVE TEACHER	PERCEIVED BY		
	BOYS (%)	GIRLS (%)	TOTAL (%)
1. Being firm and understanding**	16 (10.3)	13 (8.3)	29 (18.6)
2. Being nice and kind**	16 (10.3)	10 (6.4)	26 (16.7)
3. Doing fun activities and arts**	6 (3.8)	13 (8.3)	19 (12.1)
4. Not assigning excessive homework**	7 (4.5)	6 (3.8)	13 (8.3)
5. Helping the children with their work and/or other problems	6 (3.8)	5 (3.2)	11 (7.0)
6. Displaying variety in teaching	3 (1.9)	6 (3.8)	9 (5.7)
7. Having a sense of humor**	5 (3.2)	4 (2.6)	9 (5.8)
8. Not yelling**	4 (2.6)	5 (3.2)	9 (5.8)
9. Being cheerful and friendly**	1 (0.6)	7 (4.5)	8 (5.1)
10. Knowing and explaining school work well	4 (2.6)	2 (1.3)	6 (3.9)
11. Being patient	4 (2.6)	1 (0.6)	5 (3.2)
12. Remaining even-tempered	2 (1.3)	0	2 (1.3)
13. Providing creative activities	1 (0.6)	1 (0.6)	2 (1.3)
14. Dispensing free time and rewards	1 (0.6)	1 (0.6)	2 (1.3)
15. Being cooperative	1 (0.6)	0	1 (0.6)
16. Being an enthusiastic worker	0	1 (0.6)	1 (0.6)
17. Being fair	0	1 (0.6)	1 (0.6)
18. Enjoying teaching	0	1 (0.6)	1 (0.6)
19. Getting along well with parents	1 (0.6)	0	1 (0.6)
20. Making mistakes sometimes	1 (0.6)	0	1 (0.6)
TOTAL	*79 (50.5)	*77 (49.0)	*156 (99.5)

* These numbers exceed the actual number of participants because some students indicated more than one characteristic.
* The sum is less than 100% because of rounding errors.
** These characteristics were described by the children in all three classes.

as important attributes. Other characteristics were mentioned sparingly by both genders or by a single gender only.

Some of the characteristics of an effective teacher described by the children in this study were also cited in Highet (1950:12-64). He maintained that the five basic qualities of a good teacher are: 1. knowing the teaching material, 2. enjoying the teaching material, 3. knowing the students, 4. liking the students, and 5. having a sense of humor. Laminack and Long (1985:268) conducted a survey with undergraduate students who were enrolled in teacher education, asking them to recall the qualities of their best elementary school teacher. They categorized the results of several open-ended questions under four headings: 1. classroom management, 2. personality, 3. techniques and strategies, and 4. appearance. Under these headings, most of the characteristics found in this study remarkably corresponded with the descriptions of a good teacher in the present study..

It is not surprising that elementary school children's perceptions of an effective teacher are congruent with the opinions of preservice teachers and other professionals concerning the ideal characteristics of an effective teacher. It is evident that the fundamental characteristics of a good teacher remained unchanged over many decades. The children from the present study described the type of teacher they would like to have in the following interview excerpts:

> A-14-B: Nice but sometimes strict and soft-hearted under that heart, who can get mad when he [the teacher] wants to. . . . fun, sometimes not so fun. The teacher who does it right sometimes, who makes a few mistakes. Teachers make only a few mistakes, we make a lot. Set things through our mind and who makes you listen really well.

> B-10-B: I like the teacher who does other things besides doing work all day. Sometimes if you've been really good, let you play a game or something. They [teachers] are really nice but if you do something really bad they'll do something about it. 'Cause

you don't wanna have a teacher who lets you do whatever you like to do. The teacher gives you not too hard work or not too easy but j-u-s-t right.

B-11-G: Nice and does a lot of creative things. The teacher who is not mean because when you have a mean teacher you don't do very well. You see, when you have a mean teacher, it's hard to please her [the teacher]; but if you have a nice teacher who is really easy to please, then you'll try your best to please her. If you please her, then she'll give you fun and games. See if you have a mean teacher you can't please her and she won't give you fun and games, things like that.

C-20-G: The teacher tries to make work fun and stuff. I like them [teachers] when they help you to solve problems. I like it when they let you play games sometimes if you've finished your work.

The Effectiveness of Stimulated Recall Methodology

Research Question 10: How effective is stimulated recall methodology when it is used to divulge a child's inner states?

By inner states, the study refers to the thoughts and feelings of the students immediately following their disciplining. The true inner states of students are ultimately not knowable, and must fluctuate and evolve quickly and necessarily. Nevertheless, it seems important for those of us involved in education to try to determine as much about students' thoughts and feelings as is possible.

During the interviews the children explicitly stated that having a chance to talk about their thoughts and feelings to the researcher was enjoyable, and they all exhibited their eagerness to try to recall their thoughts and feelings as accurately as possible. Total confidentiality in regard to holding all the contents of the interview until the end of the data collection was reaffirmed between the subjects and the researcher; cooperation was reconfirmed. The duration of the interviews ranged between twenty minutes to forty minutes, and signs of the students' hesitation to leave the room after the interview were noticeable.

The audiotape recordings and field notes of observation were pre-selected by the researcher for stimulus points in order to initiate the conversation when asking the interviewee to recall the incident. Pre-selected information was used to supplement the target students' memories of the disciplinary situations in an attempt to encourage their total recall of inner states.

While conducting interviews an interesting state was observed in relation to the students. When they were encouraged to recall their thoughts and feelings during the incidents, they appeared to be not only recalling but also reflecting on their thoughts and feelings. Thus the information derived from the stimulated recall interview has two levels of information: one is the recalled information which is the initial stage close to the reality, and the other is the reflected information which is the next stage originating from recalling. This finding supports the claim of Sawada and Olson (1986:23) who state, "recursion generates the processes that brings the system to self- and other-awareness (reflection)." In this study, the children's recalled information on their inner states was described under thoughts and feelings, and their reflected information on their inner states was illustrated under the impact on their subsequent behavior. Some of the children seemed to have difficulty in expressing their recalled information; nevertheless, they all appeared to recall their thoughts and feelings during the incidents.

CHAPTER 6

CONCLUSIONS AND IMPLICATIONS

Conclusions

While the problems associated with discipline in schools may vary in intensity and importance across North America, the issue of related school discipline has certainly been the prime concern of educators and parents of children for some time (Gallup, 1978:33-46). Numerous studies (Kounin and Gump, 1961; Hartwell, 1975; Clarke and Hunka, 1977; Kleinstiver, 1981) have been conducted to investigate the phenomenon of discipline in classrooms and to search for better ways to handle problem situations. However, the majority of these studies have dealt with the situations from an adult viewpoint.

In this study, the researcher attempted to look into these phenomena through the eyes of the children. Stimulated recall and observation-interview methodologies were utilized, under the assumption that they were valid means for delving into children's inner states and for discovering how children perceived discipline in classrooms. In addition, the effectiveness of stimulated recall as a research method was examined with elementary children, who were expected to divulge the thoughts and feelings that they experienced during disciplinary situations.

Based on the research findings, the following conclusions, according to the purposes of the study with the guide of the research questions, can be drawn.

Most Common Misbehavior Which Occurred and the Disciplinary Methods Used

Purpose 1: To identify common classroom misbehavior and then to compare the disciplinary methods teachers applied to deal with problem situations (Research Questions 1 and 2).

Most Common Misbehavior Which Occurred

Although the most frequently-observed misbehavior was different in each class, talking without permission (Class A), leaving seats (Class B), and disturbing others (Class C) were the three most frequently-observed misconducts in the three classes. Behaving in the same way was not always judged to be misbehaving: for example talking without permission was treated as misbehavior only in certain situations. In general, a behavior was a misbehavior when the teacher defined it as such. The following conclusions can be drawn.

1. The most frequently occurring misbehaviors in the three classes, regardless of disciplinary style, were talking without permission, disturbing others, leaving seats, not getting work done to the satisfaction of the teacher's expressed standard, not paying attention, and fighting. Most disciplinary situations involved boys. At times, the characteristics of the problem behaviors were the same or similar, yet not all of these observed behaviors were treated as misbehaviors. It was evident that each teacher had her own definition of misbehavior.

2. The study revealed an inverse relation between the teacher's tolerance level and the occurrence of misbehavior: the teacher who exhibited a high tolerance level had fewer perceived discipline problems in the classroom. However, it would be unfair to conclude that the permissive approach had fewer disciplinary problems than the authoritarian or democratic approaches because in this study none of the teachers exhibited solely one approach.

3. Among the teachers and the students, the general consensus about rule-making was that the class rules should be the result of a collaboration of the teachers and the students.

Disciplinary Methods Used

Even though each teacher had different approaches in dealing with problem behavior (somewhat authoritarian, permissive and democratic), it was often observed that all teachers were managing their classrooms based on the principle of reward and punishment. In a disciplinary situation, Teacher A and Teacher C used the desist techniques of detaining after school or during recess, while Teacher B used more of the calling out of the child's name. Teacher C often used lecturing as a disciplinary measure when she encountered undesirable behavior from a child. It was common that all the teachers were focusing on the students' overt behavior rather than the underlying meaning of the behavior. The research findings suggest that:

1. Regardless of disciplinary theories espoused by each of the four teachers, all of them used behavior modification techniques at times when dealing with problem situations. The most frequently-used desist techniques were detaining after school or during recess, calling out the child's name, warning, threatening, sending the child to the office, investigating, isolating the child from classmates, sending the child out of the class, and taking away privileges.

2. The disciplinary methods (e.g. Gordon's, Dreikurs', and Glasser's) of the permissive or democratic approaches were not frequently applied in disciplinary situations; instead, most of the time, desist techniques used to change the deviancy were dispensed in the form of punishment. On several occasions the teachers used group discipline (G.D.), which was considered unfair treat-

ment by all students. It is clear that despite changes in education and in the attitudes of society about disciplining children, teachers still use traditional desist techniques.

3. The teachers seemed to be more concerned about the students' overt behavior than with the effect of punitive actions and reactions; thus, they tended to use the immediate intervention technique to cease that disturbing (in the teacher's opinion) behavior rather than looking beyond the deviancy.

Inner States of Children in Disciplinary Situations and the Impact on their Subsequent Behavior

Purpose 2: To examine the inner states of children in a disciplinary situation and the impact of the disciplinary methods on children's subsequent behavior (Research Questions 3, 4, and 5).

The children from each class often showed unique thoughts, feelings and influencing factors in regard to their later behavior, but they also showed common thoughts, feelings and influencing factors in particular disciplinary situations (refer to Table 5.4). The findings of the study suggest that:

1. The children's descriptions of their experiences varied according to the circumstances giving rise to discipline and according to the desist techniques used by the teacher. Nevertheless, students from all classes shared certain common thoughts and feelings about these matters. Each desist technique affected subsequent behavior in each class in the same way: besides influencing behavior, the techniques evoked particular mental and emotional experiences in children. Regardless of the teacher's approach, when she resorted to a specific disciplinary technique, the students reacted in a similar manner.

2. An overt display of power by the teacher or the use of hostile intervention techniques tended to cause tension, aggressiveness, and negative attitudes

toward the disciplinarian or the school. Conversely, a lack of demonstration of power on the part of the teacher in handling problem situations confused the students, who expected a show of authority from their teachers. While students expressed a desire for democratic procedures, they also desired a clear demonstration of authority, two expectations that may be incompatible.

3. Group discipline appeared to be effective in the short term, but it provoked resentment and indignation among the students. Further research is required into when, why and how it can be used; otherwise, its widespread application seems likely to foster negative attitudes.

4. The children apparently suppressed the feelings of anger, disappointment, embarrassment, fear, frustration, indignation, and sadness that were caused by the desist techniques, and they seemed to be afraid of expressing these feelings and of making explanations when they were engaged in disciplinary situations. Primarily, they feared the possibility of getting into more trouble. This suppression can be sensed in their remarks to the researcher.

Children's Perceptions of Discipline in General

> <u>Purpose 3:</u> / To explore children's perceptions of discipline under authoritarian, permissive and democratic approaches, the relationship between male and female children's perceptions of discipline, and children's views of effective ways of handling behavior problems in the classroom (Research Questions 6, 7, and 8).

<u>Children's Perceptions of the Worst Behavior</u>

From the interview, the following conclusions were drawn regarding what type of behavior was seen as bad behavior in the eyes of the children.

A considerable number of children from all three classes indicated "mouthing off," swearing, fighting, throwing objects and hurting someone, beating

up someone, vandalizing, hitting the teacher, ignoring what the teacher says, and stealing to be the worst behaviors that a student could engage in at school. Their judgements were quite similar to those of the teachers. In the interview, the teachers cited disrespect toward teacher or others, abusive language, violent acts (physical abuse) and dishonesty as the worst behaviors. Therefore, it could be concluded that, between the children and the teachers, there was no significant difference in the perceptions of the worst behavior of a student.

Children's Perceptions of the Most Severe Desist Technique

From the interview, it was found that strapping was considered to be the most severe desist technique by the majority of the students, followed by detaining after school or during recess, expelling, suspending out-of-school, sending the child to the office, and suspending in-school.

Regardless of the various research findings concerning the negative effects of physical punishment (Clarke and McKenzie, 1970), and the N.E.A.'s seventeen reasons why corporal punishment should be abolished (Hart and Lordon, 1978), there is still a considerable number of parents and teachers who support corporal punishment (Clarke and Hunka, 1977). All the students who participated in the interview indicated that they received physical punishment from their parents and some of them had received the strap at school. The children clearly identified the strap as the most severe desist technique. They identified the authority of the teacher with the disciplinary techniques used by their parents.

Children's Perceptions of Effective Disciplinary Strategies

Conferring between the student and the teacher was ranked first as an effective desist technique by the students in this study. During the interviews, the children proposed that if a conference did not improve problem behavior, then other techniques could be utilized, such as notifying parents, detaining

after school or during recess, sending the child to the office, strapping, assigning extra work, suspending out-of-school, suspending in-school, and isolating the child from others. From the findings of the study, it can be concluded that a dialogue between the student and the teacher is what children regard as the most effective disciplinary method, above all other techniques. The children from all classes were implying that communication between the teacher and the student is the basic step toward effective discipline.

Difference Between Male and Female Children's Perceptions of Discipline

Although most disciplinary situations involved boys, the majority of children of both genders held similar views on discipline in general. There was no clear distinction between the perceptions of boys and girls in the ranking of the worst behavior, the most severe method of discipline, and the most effective strategy for disciplining. But the boys' opinions differed from those of the girls in certain areas (see Tables 5.5, 5.6, and 5.7). Nevertheless, the number of dissenting students was very low, so that the differences of opinion did not change the fact that, in most items that were measured, boys and girls perceived things in the same way. It can be concluded that the difference between girls' and boys' perceptions of discipline in general is relatively small. Still, it should be remembered that, as has been pointed out in Chapter 5, page 170-172, some differences exist.

Children's Perceptions of the Characteristics of an Effective Teacher

Purpose 4: To search out children's opinions about the qualities of an effective teacher (Research Question 9).

The children's opinions on the characteristics of an effective teacher were diverse. The top eleven characteristics from the interview were being

firm and understanding, being nice and kind, not assigning excessive work, helping children with their work or problems, displaying variety in teaching, having a sense of humor, not yelling, being cheerful and friendly, knowing and explaining his/her work well, and being patient. It can be concluded that the children were stressing the importance of a teacher's human qualities, and their suggestions for teaching strategies and classroom management skills were expressed in similar terms. In each class, most of the students who participated in the interviews appeared to be adjusting reasonably well to their teacher's disciplinary style, yet there were distinctly different opinions on the qualities of an effective teacher. Nevertheless, the students seemed to accept their teachers as persons who had some faults. Also, across all three approaches to discipline, there was little difference among the children in their perceptions of what an effective teacher was.

It seems reasonable to conclude that the students have clear feelings about injustice, unpredictability and negative expectations. They have concerns about proper punishment; and while the students may not always be correct, they form judgements. In general, they voiced the need for talking over the circumstances involved in particular incidents and the need for discussing the reactions and the teacher's choice of discipline.

The Effectiveness of Stimulated Recall Methodology

> Purpose 5: To investigate the feasibility of using stimulated recall methodology to disclose children's mental and emotional responses during disciplinary situations (Research Question 10).

During a familiarization phase, a positive relationship was established between the subjects and the researcher and they accepted each other's presence

in the classroom setting. This enabled the researcher's interference with the subjects' natural behavior to be minimized during observation, audiotaping and interviewing.

The stimulated recall interviews not only proved to be a rich source of data, but also provided an opportunity for the subjects to express their suppressed thoughts and emotions. This method was found to be very useful, regardless of the time-consuming data analysis. Once mutual trust evolved between the subjects and the researcher, the stimulated recall method proved to be a valid means of revealing the children's inner states during situtations when they were disciplined. This obviously will enhance our understanding of children's behavior.

Implications and Recommendations

The results of this study provide insight into areas of pre-service and in-service teacher education.

Pre-Service Teacher Education

1. The results of this study illustrate the importance of effective discipline as a basic component of classroom life. Exploring various ways of helping children with their needs and problems will promote the development of the whole child and should be part of the curriculum for teacher education.

2. The most important way of enhancing the well-being of a child is through communication, which initiates human relations between the teacher and the student. Consequently, improving effective interpersonal skills through a personal development course designed to help future teachers become aware of their own feelings, thoughts and behavior, could play an important

part in the curriculum of teacher education. Since the teacher is the definer of deviance in the classroom, helping the teacher to become a better person should be the prime element of teacher education. During the interviews, children also expressed the importance and the impact of the human quality of the teacher on their motivation and their behavior.

3. Stimulated recall may be a technique that would prove to be helpful in analyzing the behavior of student teachers. Such a technique may be useful in encouraging the student teacher to be aware of his/her inner states which in turn may lead to introspection and encourage the student teacher to improve his/her behavior.

In-Service Teacher Education

1. The findings of this study suggest that applying specific desist techniques in the form of punishment to cease misbehavior can cause negative feelings in the students and also induce the students merely to avoid the punishment rather than to comprehend why they should stop that particular behavior in the future. In effect, some discipline curtails the students' ability to reflect upon their own behavior. To prevent this stunting of sensitivity, all teachers should have a regular seminar or devote a part of periodic meetings with their colleagues to discussing the need to implement effective discipline in order to promote self-discipline, as well as to sharing their own experiences with disciplinary situations. Short-term aims such as the immediate quieting of a misbehavior situation should not take priority over nor interfere with long-term aims, such as enabling a student or a class to reach the highest potential in terms of motivation and education.

2. The classroom teachers, other special teachers (learning assistance centre or counselor) and administrators should work cooperatively with each other

in order to help the children with their particular needs and potential problems. Prior to this, each teacher should arrange the time to have an individual conference with each child in his/her class in an attempt to promote positive relationships, as well as to enhance better understanding of the child's needs or problems.

3. Effective ways to build good rapport between the teacher and the parents should be sought out, thus ensuring cooperation from both sides that could enhance the development of a "whole child."

For Further Research

1. Research methodology could be further improved by observing and recording (on both audio- and videotape) through a one-sided mirror the interactions between the teachers and the children, in a natural setting. In this arrangement the influence of the researcher's presence and the use of equipment on the natural behavior of students and teachers during disciplinary incidents in the classroom might be reduced to a minimum.

2. Longitudinal studies could be conducted to investigate whether or not any changes occur in the children's perceptions of discipline in the classroom, and if so, to find out if these findings correspond with the children's developmental stages. This could have important ramifications for modifying disciplinary techniques and their application.

3. A study that explores the interactive thoughts and feelings of the teacher and the students in disciplinary situations could be carried out in order to understand how the teacher and the students see the situation in which they were involved. The findings from the preceding study would also provide one with the means of gauging the amount of impact teachers and children have on each others' present and subsequent behavior.

4. Studies could be conducted to analyze the correlation between discipline in the home and the children's perceptions of discipline in the classroom and in the school. In different communities, and at different times, the perception seems likely to change, and teachers from outside a community may find it difficult to know what the students' perceptions of the desist techniques will be.

5. Other methodologies, such as a case study and a phenomenological approach, could be sought out in order to gain a deeper understanding of these phenomena in the classroom.

Concluding Thoughts

Discipline? For Whom?

The techniques by which schools maintain proper behavior involve disciplining the students. While discipline is a critical issue in education and society, creating a healthy and happy learning atmosphere in the classroom is the most important goal of educators everywhere. Since humans are social beings, some kind of disciplining of students will usually be necessary in order to preserve and promote their relationships with each other, and to enable all students to learn. However, in school, discipline should not be applied through the use of coercive control over children, since, according to the results of various studies, punitive disciplinary methods tend to create negative and rebellious feelings towards the controller. These methods also promote abusive and aggressive behavior towards others rather than eliminating undesirable behavior. Besides, traditional authoritarian methods will not encourage children to become responsible for their own behavior; instead, their behavior may remain dependent on another person's judgement. Eventually, they may become conditioned

to obeying authority unquestionably, which is not conducive to democratic group behavior, nor to strong individualism.

Stanley Milgram's (1974) experiment illustrates this blind obedience to authority. The people participating in the study were a teacher and a learner. The learner was seated and strapped into a chair, with an electrode attached to his wrist, while the teacher was watching. He was told that whenever he made an error in learning the task, he would receive an electric shock. Then the teacher was taken into an experimental room where the shock generator was placed in front of him. He was instructed by the experimenter to administer a shock when the learner made an incorrect response, increasing the shock level by fifteen volts each time. A considerable number of the subjects (teachers) obeyed the authority (the experimenter), even when they thought that they were physically hurting the learners. There may be a far-reaching danger to society and the individual from internalizing at an early age blind obedience to the orders of an authority figure. Teachers may take on such a controlling role even without intending to. Milgram (1974:8) emphasizes that: "The disappearance of a sense of responsibility is the most far-reaching consequence of submission to authority."

Gordon (1981) also states that punitive discipline can turn a human into an instrument, conditioned to carry out others' intentions rather than one's own. He uses Milgram's (1974) experiment of obedience to authority to illustrate his theory. Gordon (1981:238) interprets the result of Milgram's experiment thus: "obedience to authority brings about the disappearance of self-control and self-responsibility."

Conversely, permissive methods have a tendency to foster confusion and frustration in children. Ausubel (1961:30) manifests:

In the school situation a laissez-faire policy leads to confusion, insecurity, and competition for power among pupils. Assertive pupils tend to become aggressive and ruthless, whereas retiring pupils tend to withdraw further from classroom participation.

For children to become responsible persons, they should be given opportunities to make their own decisions. In this regard, both the authoritarian and the permissive methods decrease the number of opportunities for making decisions. Neither an authoritarian nor a permissive approach creates a positive teaching-learning atmosphere.

Today's educators (in the researcher's experience and judging from the literature) would acknowledge that discipline must be regarded as an important part of teaching. It is a part of the education process which is necessary to provide an opportunity for learning. There is a close correlation between discipline and learning. Self-discipline ultimately makes a learning environment more pleasant for all, students and teachers alike. Nevertheless, in many instances, when we talk about discipline, we automatically think of authority. This is probably because we are conditioned from childhood to relate discipline to rules and restrictions designed by an authority. Today there still is a tendency even among teachers to judge a well-disciplined child or classroom by whether or not authority is obeyed. This is so in spite of the fact that educators accept the premise that every child is a unique, autonomous human being; and thus, he/she should not be forced to respond to authority through "defiance or submission," although some system of authority is required in all communal living.

The teacher does not select the student; the child is sent to the class to meet the teacher. The teacher is then faced with a real child, not a statistic or a theory; whatever happens in the class involving the child has to be dealt with right there and then. Although a variety of disciplinary methods is available as alternatives to punishment in dealing with misbehavior, most teachers find

that none of these strategies fulfills all their needs to solve discipline problems completely. No one method is consistently reliable in dealing with children's misbehavior. Democratic disciplinary methods need to vary according to the situation and the individuals involved; every situation and every individual person is unique, though certain similarities recur. Buber (1947:143) says of this problem:

> In spite of all similarities, every living situation has, like a new-born child, a new face that has never been before and will never come again. It demands of you a reaction which cannot be prepared beforehand. It demands nothing of what is past. It demands presence, responsibility; it demands you.

He (1947:134) proposes that educating the character of a pupil is possible only through the teacher's involvement as a "whole person.":

> Only in his whole being, in all his spontaneity can the educator truly affect the whole being of his pupil. For educating characters you do not need a moral genius, but you do need a man who is wholly alive and able to communicate himself directly to his fellow beings. His aliveness streams out to them and affects them most strongly and purely when he has no thought of affecting them.

Through this communication, the educator helps the unity of a child to emerge at ever-higher levels (Sawada and Olson, 1986:26). A child's behavior cannot be understood or be dealt with separately from that child, for a child's behavior is only one of the ways a child expresses his/her inner states. Consequently, in order to curtail a child's misbehavior, one has to deal with the whole child.

The fundamental element of the relationship between the child and the teacher is "caring." Noddings (1981:139) describes caring:

> When we care, we consider the other's point of view, his objective needs, and what he expects of us. Our attention, our mental engrossment, is on the cared-for, not on ourselves.

Thus, when the teacher deals with children, he/she must determine their needs if they are to function appropriately in the classroom and in society. Within this context, the teacher should decide to select the methods that are the most compatible to the child's needs and the situation. Then the teacher must act with affection and regard to help the child meet his/her needs and to develop holistically. Discipline is an educative order rather than a manipulative order (Wilson, 1971) in which one party (the teacher in the classroom) controls the other (the students). The teacher can incite his/her students to accept responsibility for their behavior and can help a child to consider himself/herself as an important person, not only as a unique individual but also as an integral part of the group.

Regardless of disciplinary methods, there are fundamental factors to be considered. A child has his/her own life, thoughts, and emotions; thus, he/she is entitled to have control over himself/herself. Neither a parent nor a teacher should impose his/her power upon the child in order to change the child's behavior. Instead, each should influence the child to make his/her own decisions. Ideally, discipline should be internalized by the child, rather than being externally administered by a teacher. If the goal of education is to help children to become responsible and self-disciplined persons who are capable of functioning in this complex society, one must try to treat each child as a holistic, autonomous human being, and to preserve a sense of dignity in the child while promoting self-discipline and, through it, proper behavior within the classroom.

BIBLIOGRAPHY

Adler, A. The Education of Children. London: George Allen and Unwin, 1930.

Agnew, R. "Discipline? Follow the Yellow Brick Road." NEA Journal, 53, No. 7 (1964), 52-54.

Ausubel, D. P. "A New Look at Classroom Discipline." Phi Delta Kappan, 43, No. 1 (October 1961), 25-30.

Axelrod, S. Behavior Modification for the Classroom Teacher. New York: McGraw-Hill, 1977.

Axline, V. M. Play Therapy, 6th ed. New York: Ballantine Books, 1979.

Baer, G. T., R. Goodall, and L. Brown. "Discipline in the Classroom: Perceptions of Middle Grade Teachers." The Clearing House, 57, No. 3 (November 1983), 139-142.

Ban, J. R. "A Lesson Approach for Dealing with School Discipline." The Clearing House, 55, No. 8 (April 1982), 345-348.

Bantock, G. H. Freedom and Authority in Education. London: Faber and Faber, 1952.

Bandura, A., and R. H. Walters. Social Learning and Personality Development. New York: Holt, Rinehart and Winston, 1963.

Barth, R. "Beyond Open Education." Phi Delta Kappan, 58, No. 6 (February 1977), 489-492.

Becker, W. C., S. Englemann, and D. F. Thomas. Teaching: A Course in Applied Psychology. Chicago: Science Research Associates, 1971.

Blackham, G., and A. Silberman. Modification of Child and Adolescent Behavior, 3rd ed. Belmont, California: Wadsworth, 1980.

Bloom, B. S. "Thought Processes in Lectures and Discussions." Journal of General Education, 7, No. 3 (1953), 160-169.

Blumberg, M. "When Parents Hit Out." Twentieth Century, 173, No. 1024 (Winter 1964/65), 39-44.

Bornstein, P. H., and R. P. Quevillon. "The Effects of a Self-Instructional Package on Overactive Preschool Boys." Journal of Applied Behavior Analysis, 9, No. 2 (Summer 1976), 179-188.

Bower, G. H., and E. R. Hilgard. Theories of Learning. Englewood Cliffs, N.J.: Prentice-Hall, 1981.

Bruner, J. S. "Going Beyond the Information Given." In Jesser, et al., eds., A Symposium on Cognition. Cambridge: Harvard University Press, 1957.

Buber, M. Between Man and Man. Trans. Robert Gregor/Smith. London: Collins, 1947.

Canter, L. Assertive Discipline: Competency-Based Resource Materials and Guidelines. Los Angeles: Canter and Associates, 1979.

Carini, P. F. Observation and Description: An Alternative Methodology for the Investigation of Human Phenomena. Grand Forks, N.D.: University of North Dakota, 1975.

Center, D. B., S. M. Deitz, and M. E. Kaufman. "Student Ability, Task Difficulty, and Inappropriate Behavior: A Study of Children with Behavior Disorders." Behavior Modification, 6, No. 3 (1982), 355-374.

Chaney, J. E. "An Examination of Student Teacher and Parent Perceptions of a Junior High School's Most Pressing Discipline Problems." Dissertation Abstracts International, 42 (1981), 3820 (Florida Atlantic University).

Charters, W. W. Jr. "Knowledge and Intelligent Behavior." In J. P. Shaver and H. Berlak, eds. Democracy, Pluralism and the Social Studies. Boston: Houghton Mifflin, 1968, 305-312.

Clarke, A. M., and I. C. McKenzie. "Punishment and its Behavioral Outcomes: Application of Research Evidence to the Modification of Behavior." Australian Journal of Education, 14, No. 1 (1970), 30-48.

Clarke, J. A. "A Study of Perceptions of Discipline Problems in Secondary Schools in North Carolina." Dissertation Abstracts International, 38 (1976), 562. (The University of North Carolina).

Clarke, S. C. T., and S. Hunka. "Comparative Views on School Discipline." The Alberta Journal of Educational Research, 23, No. 4 (December 1977), 305-316.

Combs, A. W. "Humanistic Education. Too Tender for a Tough World?" Phi Delta Kappan, 62, No. 6 (February 1981), 446-449.

Connors, R. D. An Analysis of Teacher Thought Processes, Beliefs and Principles During Instruction, Unpublished Doctoral Dissertation, University of Alberta, 1978.

Cook, T. D., and C. S. Reichardt, eds. Qualitative and Quantitative Methods in Evaluation Research. Beverly Hills, California: Sage Publications, 1979.

Cooper, N. C. Information Processing by Teachers and Pupils During Mathematics Instruction. Unpublished Doctoral Dissertation, University of Alberta, 1979.

Coopersmith, S. The Antecedents of Self-Esteem. San Francisco: Freeman, 1967.

Davies, B. The Culture of the Child Versus the Culture of the Teacher. August 1976 (ERIC Document Reproduction Service No, 141 692),

Denton, D. E., ed. Existentialism and Phenomenology in Education. New York: Teachers College Press, 1974.

Denzin, N. K. The Research Act. New York: McGraw-Hill, 1978.

Dettman, H. W. Discipline in Secondary Schools in Western Australia. Education Department of Western Australia, December 1972.

Dinkmeyer, D., and R. Dreikurs. Encouraging Children to Learn: The Encouragement Process. Englewood Cliffs, N.J.: Prentice-Hall, 1963,

Dinkmeyer, D., and G. McKay. Systematic Training for Effective Parenting. Circle Pines, Minn.: American Guidance Service, 1976.

Dobson, J. Dare to Discipline. Wheaton, Illinois: Tyndale House, 1970.

Douglas, J. Understanding Everyday Life. Chicago: Aldine, 1970.

Dreikurs, R. Psychology in the Classroom, 2nd ed. New York: Harper and Row, 1968.

Dreikurs, R., and P. Cassel. Discipline Without Tears, 2nd ed. New York: Hawthorn Books, 1972.

Dubin, R., and E. R. Dubin. "Children's Social Perceptions: A Review of Research." Child Development, 36 (1965), 809-838.

Duke, D. L. "The Etiology of Student Misbehavior and the Depersonalization of Blame." Review of Educational Research, 48, No. 3 (1978), 415-437.

D'Zurilla, T. J., and M. R. Goldfried. "Problem Solving and Behavior Modification." Journal of Abnormal Psychology, 78, No. 1 (1971), 107-126.

Elstein, A. S., et al., "Methods and Theory in the Study of Medical Inquiry." Journal of Medical Education, 47 (February 1972), 85-92.

Englemann, S., and T. Englemann. Preventing Failure in the Primary Grades. New York: Simon and Schuster, 1969.

Erlwanger, S. Case Studies of Children's Conceptions of Mathematics. Unpublished Doctoral Dissertation, University of Illinois, 1974.

Erickson, F. "Some Approaches to Inquiry in School-Community Ethnography." Anthropology and Education Quarterly, 8, No. 2 (May 1977), 58-69.

Erlanger, H. B. "The Empirical Status of the Subculture of Violence Thesis." Social Problems, 22, No. 2 (December 1974), 280-292.

Fisher, S., and R. Fisher. What We Really Know About Child Rearing. New York: Basic Books, 1976.

FitzHerbert, K. "Parents, Teachers and the 'Whole Child.'" In C. Cullingford, ed. Parents, Teachers and Schools. London: Robert Royce, 1985, 97-115.

Gaier, E. L. "Memory Under Conditions of Stimulated Recall." The Journal of General Psychology, 50 (January 1954), 147-153.

Gallup, G. H. "The Tenth Annual Gallup Poll of the Public's Attitudes Toward the Public Schools." Phi Delta Kappan, 60, No. 1 (1978), 33-46.

Ginott, Haim. Teacher and Child. New York: Macmillan, 1972.

Glaser, B. G., and A. L. Strauss. The Discovery of Grounded Theory: Strategies for Qualitative Research. Chicago: Aldine, 1967.

Glasser, W. Reality Therapy. New York: Harper and Row, 1972.

Glasser, W. Schools Without Failure. New York: Harper and Row, 1965.

Glasser, W. Stations of the Mind: New Directions for Reality Therapy. New York: Harper and Row, 1981.

Glasser, W. "Ten Steps to Good Discipline." Today's Education, 66, No. 4 (1977), 61-63.

Glickman, C. D., and C. H. Wolfgang. "Dealing with Student Misbehavior: An Eclectic Review." Journal of Teacher Education, 30, No. 3 (May-June 1979), 7-13.

Glickman, C. D. Solving Problems: Strategies for Classroom Teachers. Boston: Allyn and Bacon, Inc., 1980.

Goldstein, A. P., S. J. Apter, and B. Harootunian. School Violence. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1984.

Good, T. L., and J. E. Brophy. Looking in Classrooms, 2nd ed. New York: Harper and Row, 1978.

Gordon, T. Teacher Effectiveness Training. New York: Peter H. Wyden, 1974.

Gordon, T. "Crippling our Children with Discipline." Journal of Education, 163, No. 3 (Summer 1981), 228-243.

Gosciewski, F. W. Effective Child Rearing: The Behaviorally Aware Parent. New York: Human Science Press, 1976.

Guetzkow, H. "Unitizing and Categorizing Problems in Coding Qualitative Data." Journal of Clinical Psychology, 6 (January 1950), 47-58.

Hargreaves, D. H. "Deviance: The Interactionist Approach." In B. Gillham, ed. Reconstructing Educational Psychology. London: Croom Helm, 1978, 67-81.

Hargreaves, D. H. Interpersonal Relations and Education. London, England: Routledge & Kegan Paul, 1975.

Haris, F. R., et al., "Effects of Positive Social Reinforcement on Regressed Crawling of a Nursery School Child." Journal of Educational Psychology, 55, No. 1 (1964), 35-41.

Hart, J. E., and J. F. Lordon. "School Discipline: Yesterday, Today, and Tomorrow." The Clearing House, 52, No. 2 (Oct. 1978), 68-71.

Hartwell, M. R. "An Evaluation of an In-Service Program Concerning the Disciplinary Approach of Dr. Rudolf Dreikurs." Dissertation Abstracts International, 36 (1975), 704 (University of Massachusetts).

Hawkes, G. R. "The Child in the Family." Marriage and Family Living, 19, No. 1 (February 1957), 46-51.

Highet, G. The Art of Teaching. New York: Vintage Books, 1950.

Highet, G. The Immortal Profession. New York: Weybright and Talley, 1976.

Hill, R. "Internality: An Educational Imperative." Journal of Humanistic Psychology, 18, No. 3 (1978), 43-57.

Holsti, O. R. "Content Analysis." In G. Lindzey and E. Aronson, eds. The Handbook of Social Psychology, 2nd ed. Vol. 2. Reading, Mass: Addison-Wesley, 1968.

Holsti, O. R. Content Analysis for the Social Sciences and Humanities. Reading, Mass.: Addison-Wesley, 1969.

Horne, S. E. "Classroom Management." British Journal of Teacher Education, 6, No. 3 (1980), 228-235.

Hyman, I. A. et al., "Discipline in American Education: An Overview and Analysis." Journal of Education, 161, No. 2 (Spring 1979), 51-70.

Ittelson, W. H. "Perception and Transactional Psychology." Psychology: A Study of a Science. Biologically Oriented Fields: Their Place in Psychology and in Biological Science, 4 (1962), 660-704.

Iwata, B. A., and J. S. Bailey. "Reward Versus Cost Token Systems: An Analysis of the Effects on Students and Teacher." Journal of Applied Behavior Analysis, 7, No. 4 (Winter 1974), 567-576.

Jones, R. S., and L. N. Tanner. "Classroom Discipline: The Unclaimed Legacy." Phi Delta Kappan, 62, No. 7 (March 1981), 494-497.

Kagan, N. "Can Technology Help Us Toward Reliability in Influencing Human Interaction?" Educational Technology, 13, No. 2 (February 1973), 44-51.

Kagan, N. Influencing Human Interaction. ERIC Microfiche, ED 065 793, 1972.

Kagan, N., D, R. Krathwohl, and R. Miller. "Stimulated Recall in Therapy Using Videotape: A Case Study." Journal of Counselling Psychology, 10, No. 3 (1963), 237-243.

Kaplan, A. The Conduct of Inquiry. San Francisco: Chandler Publishing Company, 1964.

Kerlinger, F. N. Behavioral Research. New York: Holt, Rinehart and Winston, 1973.

Kindsvatter, R., and M. A. Levine. "The Myths of Discipline." Phi Delta Kappan, 61, No. 10 (June 1980), 690-693.

King, L. An Attributional Analysis of Student Achievement-Related Behavior and the Expectancy Effect. Unpublished Doctoral Dissertation, University of Alberta, 1979.

Kleinstiver, L. M. "The Relationships Between Teacher Discipline Style, Student Behavior, and Organizational Climate in Elementary Schools." Dissertation Abstracts International, 42 (1981), 4230 (Northern Arizona University).

Kounin, J. S. Discipline and Group Management in Classrooms. New York: Holt, Rinehart and Winston, 1970.

Kounin, J. S., and P. V. Gump. "The Comparative Influence of Punitive and Non-Punitive Teachers Upon Children's Concepts of School Misconduct." American Psychologist, 52, No. 1 (1961), 44-49.

Krauskopf, C. J. "Use of Written Responses in the Stimulated Recall Method." Journal of Educational Psychology, 54, No. 3 (1963), 172-176.

Krumboltz, J. D., and H. B. Krumboltz. Changing Children's Behavior. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1972.

Lake, D. G. Perceiving and Behaving. New York: Teachers College Press, 1970.

Laminack, L. L., and B. M. Long. "What Makes a Teacher Effective — Insight from Preservice Teachers." The Clearing House, 58, No. 6 (1985), 268-269.

Levine, J. M., and M. C. Wang, eds. Teacher and Student Perceptions: Implications for Learning. Hillsdale, N.J.: Lawrence Erlbaum Associates, Publishers, 1983.

Levine, M. A., and R. H. Kindsvatter. "The Application of Theories of Children to Disciplinary Practice." The Clearing House, 53, No. 6 (February 1980), 261-265.

Levitt, E. "The Results of Psychotherapy with Children: An Evaluation." Journal of Consulting Psychology, 21, No. 3 (1957), 189-196.

Lutz, F., and L. Iannaccone. Understanding Educational Organizations: A
Field Study Approach. Columbus, Ohio: Merrill, 1969.

McCall, G. J., and J. L. Simmons. Issues in Participant Observation: A Text
and Reader. Reading, Mass.: Addison-Wesley, 1969.

Macmurray, J. Persons in Relation. London: Faber & Faber, 1961.

Marland, P. W. A Study of Teachers' Interactive Thoughts. Unpublished Doctoral
Dissertation, University of Alberta, 1977.

Martin, G., and J. Pear. Behavior Modification: What It Is and How To Do
It. Englewood Cliffs, N.J.: Prentice-Hall, 1978.

Martin, W. B., Baksh, I. J., and Singh, A. "Observations from Teachers and
Students on School Discipline." The Clearing House, 54, No. 2 (October
1980), 80-82.

McDaniel, T. R. "Exploring Alternatives to Punishment: The Keys to Effective
Discipline." Phi Delta Kappan, 61, No. 7 (March 1980), 455-458.

Meichenbaum, D. H. Cognitive-Behavior Modification: An Integrative Approach.
New York: Plennum, 1977.

Milgram, S. Obedience to Authority. New York: Harper and Row, 1974.

Moser, C. J. "Pupils Opinions about Fairness and Effectiveness of Teacher
Disciplinary Techniques." Dissertation Abstracts International, 37 (1975),
4100 (The University of Florida).

Moustakas, C. The Authentic Teacher. Cambridge, Mass.: Doyle, 1972.

Moustakas, C. Discipline and Learning: An Inquiry into Student-Teacher Rela-
tionships. Washington, D.C.: National Education Association, 1975.

N. E. A. Discipline and Learning: An Inquiry into Student-Teacher Relation-
ships, rev. ed. Washington, D.C.: National Education Association, 1977.

Noddings, N. "Caring." Journal of Curriculum Theorizing, 3, No. 2 (1981),
139-159.

Nolan, F. M. Composing Processes of Grade Six Able Writers. Unpublished
Doctoral Dissertation, University of Alberta, 1978.

O'Hagan, F. J., and G. Edmunds. "Pupils' Attitudes towards Teachers' Strategies
for Controlling Disruptive Behavior." British Journal of Educational
Psychology, 52 (1982), 331-340.

O'Leary, K. D., and S. G. O'Leary. Classroom Management. The Successful
Use of Behavior Modification, 2nd ed. New York: Pergamon Press, 1977.

Pinsker, M., and K. Geoffroy. "A Comparison of Parent Effectiveness Training and Behavior Modification Parent Training." Family Relations, 30, No. 1 (1981), 61-68.

Pohland, P. "Participant Observation as a Research Methodology." Studies in Art Education, 13, No. 3 (1972), 4-15.

Ries, W. C. "Effects of a Glasserian-Oriented Administrator in a Non-Glasserian School on Discipline Related Problems." Dissertation Abstracts International, 39 (1978), 5855 (Wayne State University).

Reardon, F., and R. Raynolds. "A Survey of Attitudes Toward Corporal Punishment in Pennsylvania Schools." In I. Hyman and J. Wise, eds. Corporal Punishment in American Education. Philadelphia: Temple University Press, 1979.

Robin, A., M. Schneider, and M. Dolnick. "The Turtle Technique: An Extended Case Study of Self-Control in the Classroom." Psychology in the Schools, 13, No. 4 (1976), 449-453.

Rogers, C. R. Freedom to Learn: A View of What Education Might Become. Columbus, Ohio: Merrill, 1969.

Rutherford, Jr. R. B., and E. Edgar. Teachers and Parents: A Guide to Interaction and Cooperation. Boston: Allyn and Bacon, 1979.

Sawada, D., and A. T. Olson. "Reflection and Recursion: A Complementarity." Submitted to Educational Studies in Mathematics. Mimeograph.

Scott, W. R. "Field Methods in the Study of Organizations." In J. E. March, ed. Handbook of Organizations. Chicago: Rand McNally, 1965, 261-304.

Sears, R. "The Relation of Early Socialization Experiences to Aggression in Middle Childhood." Journal of Abnormal and Social Psychology, 63, No. 3 (1961), 466-492.

Siegal, L. et al., "Students' Thoughts During Class: A Criterion for Educational Research." Journal of Educational Psychology, 54, No. 1 (1963), 45-51.

Sjoberg, G., and R. Nett. A Methodology for Social Research. New York: Harper and Row, 1966.

Smith, L. M., and W. Geoffrey. The Complexities of an Urban Classroom. New York: Holt, Rinehart and Winston, 1968.

Stark, R., and J. McEvoy III. "Middle Class Violence." Psychology Today, 4, No. 6 (November 1970), 52-65.

Stensrud, R., and K. Stensrud. "Discipline: An Attitude, Not an Outcome." The Educational Forum, 45, No. 2 (January 1981), 161-167.

Straus, M., R. Gelles, and S. Steinmetz. Behind Closed Doors: Violence in the American Family. New York: Anchor Books, 1980.

Suransky, V. P. The Erosion of Childhood. Chicago: The University of Chicago Press, 1982.

Sussman, S. A Critical Examination of Disciplinary Theories and Practice. The Board of Education for the Borough of York, 1976.

Trotter, R. J. "This is Going to Hurt You More Than it Hurts Me." Science News, 102, No. 2 (November 18, 1972), 332-333.

Tuckwell, N. B. A Study of the Impact of an Intervention Program on Teacher Thought Processes. Unpublished Doctoral Dissertation, University of Alberta, 1980.

Walker, H. M. The Acting-Out Child: Coping With Classroom Discipline. Boston: Allyn and Bacon, 1979.

Watson, G. "A Comparison of the Effects of Lax Versus Strict Home Training." Journal of Social Psychology, 5, No. 1 (1934), 102-105.

Webster, S. W. Discipline in the Classroom. San Francisco: Chandler Publishing Company, 1968.

Williams, C. D. "The Elimination of Temper Tantrum Behavior by Extinction Procedures." Journal of Abnormal and Social Psychology, 59 (1959), 269.

Willis, J., and D. Giles. "Behaviorism in the Twentieth Century: What We Have Here is a Failure to Communicate." Behavior Therapy, 9, No. 1 (January 1978), 15-27.

Wilson, P. S. Interest and Discipline in Education. London: Routledge and Kegan Paul, 1971.

Yarrow, M. R., J. D. Campbell, and R. V. Burton. Child Rearing: An Inquiry into Research and Methods. San Francisco: Jossey-Bass, 1968.

Yelon, S. L., and G. W. Weinstein. A Teacher's World: Psychology in the Class-room. New York: McGraw-Hill, 1977.

Zito, G. V. Methodology and Meanings. New York: Praeger Publishers, 1975.

APPENDIX A

Behavior Observation Sheet

Behavior Observation Sheet

Date:

Time	Misbehavior	Situation	Teacher's Behavior	Target Child's Behavior	Target Child's Subsequent Behavior

APPENDIX B

Interview Guide

Stimulated Recall Interview Questions
(for the Target Students)

1. Why do you think your teacher did that to you?

2. What were you thinking when your teacher did that to you? (What was going through your mind when it happened?)

3. How did you feel when your teacher did that to you?

4. Would what your teacher did to you prevent you from doing it again?

General Interview Questions
(for All Students)

1. What would be the worst thing a student could do at school?

2. What would be the worst disciplinary method a teacher could take?

3. Who should make the class rules?

4. What would be effective ways of dealing with behavior problems in the classroom?

5. What kind of characteristics should an effective teacher have? (How would you like your teacher to be?)

APPENDIX C

Interview Samples

Sample 1. Interview with the Target Student

R : Why do you think your teacher asked you to stay after school and do your work?

A-4-B : Because I made mistakes in my math work and she asked me to correct them.

R : When she said that to you, what were you thinking?

A-4-B : I was thinking all about my friends, what they were doing and stuff. If my friends play with someone else they're not gonna play with me when I get home. I started sweating because all that time I had to stay after school. It made me feel so bad and I started to turn red and sweating.

R : How did you feel?

A-4-B : The teacher called me and ——— (A-1-B). So, they [the classmates] didn't look at me. I didn't feel as bad, but it made me sort of feel bad because of my friend. I want to play with my friends after school. I sort of get mad when my friend plays with somebody else. I get jealous and mad. My friends are not gonna play with me because they're playing with someone else when I get home.

R : Do you think staying after school will help you to get your work done properly in the future?

A-4-B : Well, she just makes us to stay after school and do the stuff that we didn't do and as soon as we're done we just have to put our heads down for the rest of the time.

R : Do you think it is a good way to teach you a lesson?

A-4-B : Yeah, I think that's a good idea, 'cause if I was a teacher I'll always give a detention too. But not that long — just until they had their work done. She gives you all that time to stay after school.

R : Although you finished your work?

A-4-B : We finished our work a long time ago. We had lots of time, but we just had to stay the whole hour.

R : What would be the worst thing a student could do at school?

A-4-B : The worst thing is probably just not listening to the teacher and talk back to her. Like last year XXX, he was new. A couple of days later, the teacher said, "You'd better get your work done, XXX," and he started to say, "I don't care" to the teacher. I think that's the worst thing you could do because sometime I feel like saying that to the teacher because she makes me so mad.

R : Why does she make you so mad?

A-4-B : Because this morning in Math, ——— (A-11-B) did all wrong. I knew that, but she said nothing to him.

R : What would be the worst disciplinary method a teacher could take?

A-4-B : Strap!

R : What do you think of strapping?

A-4-B : I try not to get a strap because my mom said that she got it and it hurt like crazy for hours.

R : What would be an effective way to deal with behavior problems?

A-4-B : If a student brings matches to school or something or cigarettes, probably the teacher should send him down to talk to the principal.

R : The principal talk to the students?

A-4-B : Yeah, then he just might say, "You just gonna smoke up the school," and then he'll probably get mad and give them a strap. So they won't bring cigarettes any more.

R : What was the worst thing that ever happened to you?

A-4-B : Teacher yelled at me.

R : When the teacher yelled at you, how did you feel?

A-4-B : I felt so embarrassed because everybody looks at you just because the teacher's yelling at you.

R : Would it prevent you from doing it again?

A-4-B : Sometimes, it depends. If I think I am right, I almost just sort of think I don't care. I'm just pretending I'm listening, but I won't be listening. But if it's something that I know she's right with, then I'll just think I won't do that again.

R : When you felt what she did to you was unfair, did you have a chance to talk about it to your teacher?

A-4-B : No.

R : Why didn't you?

A-4-B : Because I thought she's gonna get mad and say, "——— (A-4-B), no!"

R   : How would you like your ideal teacher to be?

A-4-B   : I like the teacher who doesn't give us lots of trouble. They just say your work's not done, —— (A-4-B), and do it in your free time.

R   : Is there anything bothering you at school?

A-4-B   : Yeah, this guy named —— (A-3-B) in our class. You know him, right' [to the researcher]? For three years he's been in my class. Every day he picks a fight with me after school: "After school, the red garbage can" (deep voice imitating A-3-B's). But I usually go out of the front door and walk away.

R   : How do your parents deal with the problems at home?

A-4-B   : When I put my elbow on the table they poke it with a fork, and oh, oh yeah (excitedly). We have a social thing, like every day after school like we get to spend some time with my mom. She reads and we're not supposed to talk. If our room is not done, then it takes us about a half an hour to tidy up. If it takes us a half an hour to clean up the room, then the time is gone so we can't do it. And sometimes she is really grouchy and when she gets home she hits us. She doesn't listen to our part of the side like my brother and my sister.

R   : You mean she really hit you?

A-4-B   : Yeah, she gets really mad at work because she is the only one. She owns this space and she has no one working for her, confidential officer.

R   : Are you saying you didn't do anything to be treated that way?

A-4-B   : Yeah, she lets it out on us only we didn't do anything.

R   : How does it make you feel?

A-4-B   : When she yells at me, I go up to my mom and say, "Mom, you had a bad day at work, so you don't have to take it all on us," and then she just says, "Go and clean up your room!" like that.

Sample 2. Interview with the Decoy Student

R   : What would be the worst thing a student could do at school?

B-20-B   : Swearing at the teacher, not listening to her, and not respecting the school.

R   : What is bad behavior?

B-20-B : Going against the rules and like breaking the window and unplugging the cords.

R : What is bad behavior in the classroom?

B-20-B : Staying around ripping everything and stealing from the classroom and from other kids, running around and shouting.

R : What would be an effective way of dealing with the behavior problems?

B-20-B : She [the teacher] should be more polite to them [talk to the students]. If they [students] still don't care, then she should call parents and still doesn't work, she should send them to the principal.

R : What would be the worst disciplinary measure a teacher could take?

B-20-B : Kick a student out of school [expel a student].

R : How do you feel about strapping at school?

B-20-B : I don't think that's a good idea. But you see they [teachers] have to use it because the school is getting . . . , if there is no strap and those kinds of punishment it'll get more and more rough and they'll be more against rules, because they're afraid of the strap if they do something wrong.

R : Would it teach a lesson?

B-20-B : Not really, but you have to use it if they [students] are bad.

R : Who should make the class rules?

B-20-B : The whole class and the teacher all together.

R : Are your class rules made that way?

B-20-B : No, the teachers made them but they are still fair.

R : Why should the teacher and the students make rules?

B-20-B : You see, some students don't like some rules so we could work it out so it'll be fair for the students and the teacher.

R : Do you think students will be more responsible in keeping the rules if they participate in making the rules?

B-20-B : I think so.

R : What about school rules? Who should make them?

B-20-B : All of us. Principal, teachers and students.

R : How can we do that?

B-20-B : Have a meeting with teachers first and teachers ask their students what kind of rules they should have and if some of them go against rules they can work it out again. Somehow there must be some rules that all the school likes.

R : What are rules, anyway?

B-20-B : The rules are the things you have to be responsible for. If you go against rules, you might get some punishment.

R : How would you like your ideal teacher to be?

B-20-B : Nice, and they are not bad-tempered (well, some of them are). Help the people a lot if they don't do well.

R : How would you like to have a teacher who gives you a lot of freedom?

B-20-B : No. If everybody gets freedom, they just don't do anything. You just kind of have freedom every 15 - 30 minutes a day.

R : How about having a strict teacher?

B-20-B : No way!

R : Why not?

B-20-B : If they have a strict teacher, they'll be scared of the teacher and say bad things about the teacher and fooling around, not doing their work. But if they have a nice teacher, they'll like her and they'll just do whatever she says.

R : Have you been in trouble?

B-20-B : At home. Yeah (laugh).

R : How do your parents deal with the problem?

B-20-B : I just say, "Sorry" — what else? Sometimes I do something really, really bad.

R : For example?

B-20-B : When you have chores to do, you just go out and play baseball and you didn't do your chores. That's what you can drive your parents mad and if you do something very, very wrong like you left the water running in the bathtub and went to watch the hockey game (laugh) and you leave TV on when you are gone out somewhere or do some dangerous things.

R : Have you had a spanking from your parents?

B-20-B : Yeah...!

R : How did you like it?

B-20-B : I didn't like it.

R : Have you talked about it?

B-20-B : Yeah..., but they don't have to hurt me.

R : Why do they do that?

B-20-B : They have to because they have to keep me from doing bad things.

R : Is that how you feel?

B-20-B : I think they're doing the right thing to spank me, when I do something bad.

R : Do parents have the right to spank their children?

B-20-B : Yeah, only when they [children] do really bad things.

R : How about the teachers?

B-20-B : No!

R : Why not?

B-20-B : Because see they're not parents, but if you only did something very wrong. I hate getting a spanking at school.

R : No hard feelings toward your parents?

B-20-B : I think not. Sometimes I get barking at the wrong tree. When my brother does something very wrong and I get responsibility because sometimes I have to babysit my brother (five years old) who is in kindergarten — not in kindergarten, in grade one. He has hideous ways. He still doesn't obey me and I don't know how I can babysit him. I got a spanking for my brother, what he did.

R : You got a spanking for what your brother did? How did you feel about it?

B-20-B : I felt, "When is my brother gonna be grown up?" (Laugh)

R : Do you think what your parents did was fair to you?

B-20-B : Yeah, I think so. That makes up for the drives I used to do when I was small. Now we are even (laugh)!

R : Should they spank you all the way?

B-20-B : No, if they spank kids when they're grown up they'll go against their parents. They won't listen to them and they will . . . .

R : When should parents stop spanking their children?

B-20-B : Uh . . . when kids are twelve years old. That's when the childhood goes out.