

AN EXPLORATORY STUDY OF TEACHERS' PERCEPTIONS OF
PUPIL DISRUPTIVE CLASSROOM BEHAVIOUR IN SOME
ZAMBIAN SECONDARY SCHOOLS.

By

Peter Bernard Phiri

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Zambia in partial fulfilment of the requirements
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LUSAKA.

1983

I, Peter Bernard Phiri, do hereby solemnly
declare that this dissertation represents my
own work and that it has not previously been
submitted for a degree at this or another
University.

Signed:  -----

Date: 27/6/85 -----

This dissertation of Peter Bernard Phiri is
approved as fulfilling the requirements for
the award of the degree of Master of
Education by the University of Zambia.

Signed: Stanley -----

Date: 4/3/84 -----

Signed: Phuthamuyoupa -----

Date: 19/4/84 -----

Signed: -----

Date: -----

ABSTRACT.

This exploratory study was designed to investigate secondary school teachers' perceptions of pupil disruptive behaviour in the classroom, and to classify teachers on the basis of their beliefs on classroom discipline. In order to do so, the study attempted to answer the following questions:

1. To what extent is length of teaching experience a factor in influencing the teachers' perceptions of pupil disruptive classroom behaviour?
2. Is there a correlation between teacher's sex and perception of pupil disruptive classroom behaviour?
3. What kinds of beliefs do secondary school teachers have on classroom discipline?

The study was undertaken out of the need to make known the pupil behaviours which teachers, working in impoverished classroom conditions, perceive as seriously disruptive. Since such behaviours have a bearing on curriculum implementation and if hierarchically conceptualized, they could be of practical and theoretical value to teachers and education policy makers.

The study was also prompted by the need to fill an existing gap in literature as no study of this nature, focusing on classroom discipline problems has been done in Zambia.

A questionnaire was administered through personal contacts to 200 randomly selected teachers. In order to have a representative sample, 25 percent of the teachers in each selected school were chosen for the study using stratified random procedures on the basis of length of teaching experience and sex. Four categories of the 132 respondents were obtained. The perceptions of pupil behaviour were compared among the four categories of teachers. The Kendall Coefficient of Concordance (W) and the Spearman Rank-Order Correlation Coefficient (ρ), were used for this task.

Presented below are the major findings of the study.

1. Teachers perceive pupil behaviours in a similar way despite differences in length of teaching experience and sex.
2. An overwhelming number of teachers hold Interventionist or Authoritarian beliefs on classroom discipline. These are beliefs considered to be educationally undesirable and not in harmony with modern theories of classroom discipline and learning. It was inferred from the first finding above that no specific behaviour is peculiar to one category of teachers. Teachers appear to experience common pupil disruptive behaviours irrespective of their length of teaching experience, sex and beliefs on classroom discipline. Based on the above findings, the following recommendations were made.

1. That In-service training courses for teachers with many years of teaching experience should be instituted so as to expose them (the teachers) to new ideas on discipline and learning.
2. That the Ministry of General Education and Culture should embark on courses for selected teachers in each school, in Counselling and Guidance.

In light of the limitations of the study and based on the nature of the findings, recommendations for further study were made.

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CHAPTER I

INTRODUCTION

It is generally acknowledged that since independence in 1964, Zambia has experienced a great upsurge at all levels of education. For example, great expansion of both primary and secondary levels of education can be seen by looking at the numerical increase of pupil enrolment figures. In 1964 there were 378,413 pupils enrolled in primary schools, this increased to 1,041,938 pupils in 1980. The increase at secondary school level was from 13,853 pupils in 1964 to 94,771 pupils in 1980 (Planning Unit: Ministry of Education, 1980:1; Ministry of Education and Culture Annual Report, 1982:50-60). Because the study at hand has to do with some aspects of secondary school teaching, it may be necessary to provide a brief background to the type of personnel and general conditions prevalent in Zambia's Secondary Schools. It is assumed that such information will bring to light certain factors which seem to have a great bearing on the quality of teaching and learning in Schools.

First, about the personnel. Until very recently, Zambia largely depended upon Non-Zambians for its teaching force. Stannard (1972) cited in Lungu (1978:7) reported that Non-Zambian teachers in secondary schools came from 35 countries in 5 continents constituting 90 percent of the teaching force. Of these 50 percent were British, 15 percent were Indians, 4 percent were from Canada and the remaining percentage came from other friendly countries in Europe, Russia and other African countries.

Thus, the secondary school teaching force has tended to be heterogeneous in its background. In 1980, however, the Ministry of Education and Culture reported a marked improvement in the staffing

of secondary schools. This is particularly so at junior secondary school level which is almost completely Zambianised (Ministry of Education and Culture Annual Report, 1982). According to the report, the total teaching force in all schools excluding the private ones was estimated at 4,127 in 1980 (p.64). Of these nearly 60 percent are Zambians. The Educational Statistics published in 1982 by the Planning Unit of the Ministry of Education and Culture do not indicate the distribution of teachers by sex. For this reason, it is not possible to provide any figures regarding the distribution by sex of both Zambian and Non-Zambian teachers. However, the 1969 Statistics indicated that there were 2,071 teachers in all Schools. Of these, 1,878 were Non-Zambians, consisting of 1,224 males and 654 females. On the other hand only 193 teachers were Zambians, of whom 150 were males and 43 females (Planning Unit: Ministry of Education 1969:58).

Second, the prevailing conditions. Zambia, like any other developing country faces a number of problems in its effort to provide education at all levels. For the purpose of clarity, these problems will be treated in two sections. The first set of problems relate to environmental conditions under which teachers work in schools in general and in secondary schools in particular. These can be briefly stated as follows:

- 1) Heavy teaching loads and large classes due to the shortage of teachers generally. The official optimum class size has been set at 40 pupils for junior level and 35 pupils for senior level. But it is not unusual, due to the shortage of school places, for a teacher to have 45 pupils in class. This makes it difficult for the teacher to give personal attention to pupils; just as marking of pupils' work becomes burdensome.

- 2) Large class sizes result in overcrowding.
- 3) Lack of materials, books, equipment and supplies have had disruptive effects on teachers and pupils (Ministry of Education 1977:64). The problem of lack of materials is so critical that pupils have to make do with old broken desks or resting their books on their knees (Ministry of Education and Culture:1980 Annual Report, 1982:15). Jackman (1977) has observed that it is the Ministry of Education policy that a fair teaching load is thirty forty-minute periods per week per teacher. However, this varies from subject to subject, from school to school and from region to region. Some teachers may have as many as 35 periods while others as low as 20 periods a week. It can not, however, be denied that heavy teaching load is a serious problem facing teachers given that most secondary schools operate a 40 period week time table: eight periods per day, five days a week (Elliot, 1972).

The second set which in the opinion of this researcher is logically connected with the conditions described above deals with pupil disruptive behaviour in the classroom. Given the conditions under which teachers work in secondary schools in Zambia, this researcher became curious to know how teachers cope with the problems arising from pupil behaviour in crowded and insufficiently equipped classrooms? As a general question, how do teachers interpret pupil behaviour in the classroom? It is such general questions which prompted the researcher to explore secondary school teachers' perceptions of pupil behaviour which they consider disruptive in the classroom.

The background to the problem.

For a long time the establishment and maintenance of classroom discipline has been accepted as one of the important roles of a teacher.

Unless and until policy making by educationists concerning problems faced by teachers in the classroom is based on research findings, the teacher's crucial function of bringing about high quality classroom learning may be shaky and ineffective. Teachers have to control pupil disruptive classroom behaviour. Their perceptions of pupil disruptive behaviour and beliefs on classroom discipline may partly become sources of our answers to the problem of classroom discipline. Though classroom problems are common in both developed and developing countries, it would seem that they are worsened in developing countries by the conspicuous existence of a constellation of impoverished environmental and personnel conditions as shown earlier on by examples in Zambian Schools. Teachers' perceptions of pupil disruptive behaviour need to be known so that those concerned with improving the quality of education in Zambian Secondary Schools may begin to base their actions on research findings. The need for an orderly teaching-learning situation can not be over emphasized. Infact, it seems reasonable to argue that the creation of an orderly classroom is a prerequisite to a teacher's effective instructional role. This is strengthened by the view that a teacher who fails to bring about order in the classroom is considered a failure in his teaching task. As Hoyle (1969:43) has observed, a teacher can not

be considered by his colleagues as an effective teacher unless he keeps his classes under control whatever his success may be in generating spontaneity and creativity in his pupils.

Added to this is the general trend among educational administrators to rate a teacher's worth by his ability to make a classroom a quiet and orderly learning place. Despite this concern for teachers to create and maintain a learning atmosphere in classrooms, every teacher

continues to experience pupil disruptive classroom behaviour. Though research on classroom discipline indicates that all teachers experience problems, it is the beginning more than the experienced teachers that face problems (Kindsvatter, 1982). By implication, this may mean that teachers' perceptions of the seriousness of pupil disruptive classroom behaviour may differ due to their differences in length of teaching experience. Research that has been done (Stouffer and Owens, 1955; Stebbins, 1971 and Leach, 1977) has not pinpointed any specific pupil behaviour which beginning and experienced teachers regard as most disruptive. This writer holds the view that mere stating by previous researchers that beginning teachers are more prone to pupil disruptive behaviour than experienced ones (Hargreaves, 1972) without identifying the particular pupil behaviour is of limited value. As stated earlier, unless pupil disruptive classroom behaviours which teachers perceive as seriously impinging on their efforts in bringing about high quality instruction are made known, improved pupil learning and achievement may not occur.

Related to the question of how teachers perceive pupil disruptive behaviours in the classroom are teachers' beliefs on classroom discipline. When a pupil behaviour occurs which a teacher perceives as disruptive, he has to respond so that order is restored and learning activities continue in the classroom. Additionally, a teacher responds to ensure that the pupil disruptive behaviour does not become established. It is assumed that teachers' perceptions of and response to pupil disruptive classroom behaviours are influenced by the predominant beliefs that teachers have. One factor, therefore, that appears important in understanding teachers' responses toward disruptive behaviours in the classroom is teachers' belief systems. That teachers do differ in their beliefs has been shown (Glickman and Tamashiro, 1980; Harvey, White,

Prather, Alter and Haffmeister, 1966; and Hunt and Joyce, 1967).

Teachers' beliefs are postulated into two models: concreteness and abstractness. These beliefs seem respectively consistent with Interventionist and Interactionalist beliefs identified by Glickman and Tamashiro, whose work is discussed in Chapter II of this study. Harvey et al (1966) have shown that teachers' beliefs have differential effect on teachers' behaviour and classroom atmosphere. Teachers with abstract beliefs, which seem consistent with Interactionalist beliefs, were found to elicit behaviours which are believed to be educationally desirable in the classroom, while those with concrete beliefs were not (Coates, Harvey and White, 1970; cited in Broppy and Good, 1974).

Little, however, is known about the beliefs which teachers in Zambian Secondary Schools have.

The problem then was: What perceptions do the teachers hold regarding pupil disruptive behaviour in the classroom? A related question that emerged was: What beliefs do secondary school teachers hold on classroom discipline? It is assumed that the identification of pupil disruptive classroom behaviours which teachers perceive as most serious is vital in any effort aimed at improving the teaching-learning atmosphere in schools. It is further assumed that by measuring teachers' beliefs on classroom discipline, educators may begin to speculate as to whether such beliefs are in harmony or in conflict with classroom learning. The next section discusses the statement of the problem.

The statement of the problem.

The purpose of this study was to explore secondary school teachers' perceptions of pupil disruptive classroom behaviour, and to classify

teachers on the basis of their beliefs on classroom discipline. In order to do so, the study attempted to answer the following questions:

1. To what extent is length of teaching experience a factor in influencing the teachers' perceptions of pupil disruptive classroom behaviour? In other words, do teachers of varying length of teaching experience perceive pupil disruptive behaviour differently?
2. Is there a correlation between teachers' sex and perception of pupil disruptive classroom behaviour? Or more succinctly: Do male and female teachers perceive pupil disruptive classroom behaviour differently?
3. What kinds of beliefs do secondary school teachers have on classroom discipline?

The Hypotheses.

This study was to test the general hypothesis that teachers' perceptions of pupil disruptive classroom behaviour are associated more with the teachers' years of teaching experience than sex; and that teachers are associated more with Interventionist than either Non-Interventionist or Interactionist beliefs on classroom discipline. The general hypothesis was broken down to encompass the following:

1. Length of teaching experience is significantly correlated with teachers perceptions of pupil disruptive classroom behaviour. In other words teachers of different length of teaching experience perceive pupil disruptive classroom behaviour differently.
2. The Sex of the teacher is not significantly correlated with his/her perceptions of pupil disruptive classroom behaviour. That is; Male

and female teachers have similar perceptions of pupil disruptive classroom behaviour.

3. Teachers in Zambian secondary schools hold more of Interventionist than either Non-Interventionist or Interactionalist beliefs on classroom discipline. A brief explanatory statement regarding each of these terms is given in the section dealing with definition of terms.

The Significance of the Study.

It is assumed in the present study that pupil classroom behaviours which teachers perceive as seriously disruptive make it difficult for teachers to implement meaningfully the planned learning tasks. Because of the adverse effects such pupil behaviours have on the teaching-learning process, the likely result is poor academic attainment on the part of the pupil and low teaching standards on the part of the teacher. Such behaviours need to be checked. One way of doing so is by making known the seriously disruptive behaviours of the pupil. The significance of this study may, therefore, lie in the extent to which it may make known the pupil classroom behaviours which teachers perceive as seriously disruptive. A further significance of this study may arise from its attempt to find out whether certain pupil behaviour problems are a peculiarity among male or female teachers. Additionally it was hoped to find out whether there are specific pupil behaviour problems which are faced more by beginning than experienced teachers. It is the conviction of the writer that by isolating particular pupil disruptive classroom behaviours on the lines described above, a clear picture on which to base possible answers on classroom discipline problems teachers face, might arise. It is assumed such a picture might

result in greater understanding and heightened awareness of these behaviour problems. This in turn might enable all those concerned with the amelioration of classroom environments to partly base their solutions on research findings such as those from this study. This may greatly improve life in the classroom for both teachers and pupils.

There is a growing awareness among educationists that classroom activities should not be left to chance. As much as possible activities related to teaching-learning process should be pre-planned. Just as a teacher has to plan in advance on the selection and meaningful organization of relevant teaching aids and methods, he has to plan ways of preventing undesirable pupil behaviour from occurring. As Kelly (1978:41) has written: "preventing classroom discipline problems requires planning..." Such planning may be successfully done if it is based on empirically researched classroom discipline problems. Thus the significance of this study may further be seen from its attempt to make known the seriously disruptive pupil behaviours on which teachers may partly base their planning.

To the best knowledge of this researcher no study of this nature focussing on classroom discipline problems has been done in Zambia. The present study is intended to fill this gap. A few studies that have been done in Africa and Zambia in particular focused on general school offences pupils commit and their causes. (Nwana, 1971, 1975; Shana, 1974; Tiberondwa, 1976; Uganda Ministry of Education, 1967). A survey study by Shana (1974) whose purpose was to identify causes of discipline problems in Lusaka Schools from 1960 to 1970 found that poor diet, racial discrimination, expulsion procedures, among others,

were the root causes of pupil unrest during that time. While such general school discipline problems have a bearing on what goes on in the classroom, there is need to shift the focus of study from school to specific classroom discipline problems. An additional supportive factor is that this study gathered information from teachers of varying backgrounds in Zambia. It is assumed that such information collected from those grappling with classroom discipline problems will be more authentic than that obtained from school administrators as previous studies have focussed on (Amos and Washington, 1960; Duke, 1979; Mendell, 1968). Some studies in Africa which used administrators to obtain information on causes of school strikes and indiscipline are: Nwana (1971, 1975) in Nigeria and Uganda Ministry of Education (1967). In all these studies questionnaires were sent to Heads of Secondary schools and other senior educational administrators. While it is appropriate to ask administrators on general school discipline problems, the researcher felt that information on classroom discipline problems be obtained from teachers. This is because teachers are in a position to weigh the seriousness of pupil disruptive behaviour on the basis of its effect on other pupils' learning activities and teacher's curriculum goals (Hargreaves, 1972).

The preceding pages have tried to show that findings from an exploratory investigation of teachers' perceptions of pupil disruptive classroom behaviours could be of value to teachers and education policy makers. Yet, despite the practical and theoretical significance of such research, the literature on the subject in general and especially on Zambian teachers is extremely limited. The related section on teachers' beliefs on classroom discipline arises out of the need to find out whether or not teachers in Zambia have the type of beliefs

which are related to teacher behaviours that are conducive to pupil creativity and high attraction to classroom learning pursuits.

The Limitations of the Study.

The study was restricted to secondary school teachers. The sample size of 132 (66 percent response rate) out of the intended 200 subjects may be rather small. This may be a limiting factor in the generalizability of the findings. This limitation, however, may be insignificant given that the subjects were drawn from a wide spectrum of schools and involved teachers of varying backgrounds. Therefore, it is assumed that the small group was, nonetheless, representative enough. However, it is hoped ~~that~~ generalizations from the findings will be made only in light of this limitation.

A further limitation of the study is that the paper and pencil responses given by teachers reflect their predominant beliefs on classroom discipline. These, however, may differ in a real and practical classroom setting if teachers are faced with disruptive pupil behaviours, despite the consistency of such beliefs. A number of writers on the subject have stated that while teachers' beliefs may influence their strategies on classroom discipline other factors may out-weigh teachers' beliefs, (Keddie, 1972; Stebbins, 1971; and Waller, 1965). The factors that may lead a teacher into taking actions on classroom discipline which are not in harmony with his dominant beliefs consist of: the nature of pupil's undesirable behaviour, the pupil involved in the misbehaviour, the class in which the discipline problem takes place, to name but a few. This study did not, therefore, use participant observation which could probably have revealed discrepancies between teachers' expressed beliefs obtained from the questionnaire and their responses to actual pupil disruptive behaviours and other

incidents in the classroom. This was not done because of the limited research funds and time allocated in conducting the study.

The definition of terms.

CLASSROOM DISCIPLINE: is the organization and regulation of pupil behaviour so as to establish and maintain order during lessons in a classroom.

ORDER: as Cohen, Intil and Robbins (1979:118) observed: is a "situation where there is a set of clear expectations for all classroom members where people can anticipate how others will behave, where people feel that it is right and proper for everyone to conform to these expectations, and where there is a high degree of conformity to the expectations."

CLASSROOM MANAGEMENT: refers to what Duke (1979) defines as: "the provisions and procedures necessary to establish and maintain an environment in which instruction and learning can occur." (p.vii).

DISRUPTIVE BEHAVIOUR: is any verbal or non-verbal action of a pupil which interferes with the intended learning objectives in a classroom at a specified time of instruction.

PERCEPTION: here refers to conscious rating and interpretation of classroom events.

THE INTERVENTIONISTS: refers to teachers who believe in immediate confrontation with pupils involved in disruptive classroom behaviour so as to restore order.

THE NON-INTERVENTIONISTS: are teachers who believe that pupils involved in disruptive classroom behaviour should be left to stop the behaviour on their own.

CHAPTER II.

REVIEW OF RELATED LITERATURE

In this study two statements guided the selection of the literature. These are:

1. What some writers in general and research reports in particular say about classroom discipline.
2. What studies say about teachers' perceptions of pupil disruptive behaviour and their beliefs on classroom discipline.

It was pointed out in chapter I that the school classroom particularly demands order and discipline. This is because both these factors are vitally necessary to the positive teaching-learning process. It was also mentioned that all those concerned with finding solutions to pupil behaviour problems that teachers face have to base such actions on research findings. Therefore, by indentifying the specific pupil behaviours which teachers of varying length of teaching experience and sex perceive as seriously disruptive in the classroom, educationists in Zambia may become more aware of such problems. This is the conviction which led this researcher to embark on the study. An important assumption that was held was that pupil disruptive classroom behaviour could be hierarchically conceived. That is, pupil behaviour problems could be conceptualized in a hierarchical order according to the gravity of the problem experienced. Thus with such a hierarchy or a set of hierarchies, educationists may begin to see more clearly than before which pupil behaviours adversely and significantly affect the teaching-learning processes in the classroom. While literature on classroom discipline agrees that beginning teachers, face more discipline problems than experienced ones

(Hargreaves, Hester and Mellor, 1975; Kindsvatter, 1982; and Telfer, 1981), it is not clear as to which specific pupil behaviour problems are most disruptive among (a) beginning teachers; (b) experienced teachers; (c) male and (d) female teachers. The present study hopes to answer the above problem.

Classroom Discipline in General.

Writers on classroom discipline say that teachers face problems of behaviour management (Kaplan, 1973; Smyth, 1981). This is particularly so with pupil disruptive behaviour in the classroom which is unanimously acknowledged as being a major problem teachers face (Clarizio, 1976; Merret and Wheldall, 1978; Purkey and Avilla, 1971). Pupil disruptive behaviours are both verbal and non-verbal. They occur in various forms. Examples of verbal behaviours are giggling, whispering and talking out loud, while moving about in the classroom and fighting are non-verbal types of behaviour. However, Tanner (1978) contends that if pupil learning tasks have to be achieved by talking or moving about in the classroom, then these pupil behaviours become purposeful. This is because the behaviours are in line with the learning tasks at hand. It is for this reason that she argues that behaviour is determined by rational demands of specific situations (p.48). The researcher feels that Tanner's views fit well in classrooms where there is a free teacher-pupil and pupil-pupil interaction. In Zambian schools, however, classrooms are assumed to run on traditional lines. In such schools, classroom discipline is aimed at producing a 'model' child who stays glued to his seat during lessons, continually looks at his teacher or text and exercise book, does not talk unless asked to by the teacher and hopefully does not laugh or sing.

This assumption may be partly supported by the findings of Lampi and Krug (1981) who reported that many of the learning activities in Zambian classrooms in History lessons were teacher-centred. Though their study was confined to History, it would be reasonable to argue that other subjects like Geography, Religious Education and Civics which are related to History are taught in a similar way. They advance the following reasons as causes for lack of pupil centred classroom learning activities: lack of resources, a wide syllabus to be covered, large classes, heavy teaching load and

"the problem of traditions of teaching established in the school system and the resulting resistance on the part of both pupils and practising teachers if new teachers tried to bring change" (p.19 emphasis mine).

With such assumed traditional teacher-pupil classroom interaction discipline problems occur. The chalk and talk teaching-learning process is often susceptible to pupil disruptive behaviour. There is also a rigid preoccupation with order and control in such classrooms. Pupils become passive recipients and teachers are the givers of knowledge. In the absence of pupil pursuits that lead to productive learning, disruptive behaviours take place. Research has shown that many classroom discipline problems stem from poor curriculum organization and implementation by the teacher. Redl (1966) has identified the following curriculum issues as contributors to classroom discipline problems:

1. Subject matter much too easy.
2. Subject matter much too difficult.
3. Language of teachers too remote.
4. Load of assignments too heavy.
5. Load of assignments too light.

6. Assignments badly planned, poorly explained and unfairly judged.
7. Type of work and presentation too advanced.
8. Type of work and presentation too infantile.
9. Activities too much on a merely verbal level.
10. Work badly scheduled (pp.287-8).

The later work of Davis (1974) seems consistent with that of Redl. She asserts that classroom environment, curriculum and teaching style have an important bearing on classroom discipline because these may affect pupils in a beneficial or an adverse way. Studies have also shown that disruptive behaviour is a result of pupils' conflicting roles in the classroom. Such conflicts are common in pupil-pupil relationships. This is because pupils' roles in the classroom keep changing while those of pupil-teacher are rather fixed (Chamberlin, 1969; cited in Davis, 1974). The above is not an exhaustive list of possible causes of classroom discipline problems. For instance, disruptive behaviour may arise because a particular pupil may show all the signs that he does not want to learn and does not care what is going on in the classroom.

In spite of the pervasive nature of classroom discipline, experts agree that a well managed classroom is conducive to learning and facilitates pupils desire to learn. Pupils also cultivate a liking for the subject matter. This has led Horne (1980) to conclude that such a classroom climate has a direct effect on the cognitive and psychomotor learning in terms of the on-task time spent in the lesson (p.229). Writers in general and research reports in particular advise teachers to concern themselves with managing the academic task

rather than pupil behaviour in order to minimize classroom discipline problems. Such management of pupil academic pursuits should include clarity of teacher's directions on how to undertake learning tasks, praise and feed back on correctness of pupil responses. These lead to higher levels of pupil learning, an indication of minimal disruption during the teaching-learning process. The need for the teacher to manage the learning tasks as a means of reducing pupil disruptive behaviour has also been noted by Keunin (1970). In a series of research studies which focused on group management, Keunin reported important teacher behaviours associated with successful classroom management. Successfully managed classrooms were characterised by a high incidence of work involvement and minimal disruptive pupil behaviour. Such teacher behaviours were: 'withitness' that is where a teacher is aware of what is taking place throughout the classroom, despite teacher's involvement with a pupil; 'smoothness' - in which a teacher moves a class from one activity to another effectively and orderly; 'group alerting' - ways of keeping pupils on-task and active involvement; and 'over-lappingness' - where a teacher is able to deal with several activities at the same time which are associated with the learner (pp.74-109). Keunin (1977, quoted in Smyth, 1981) has demonstrated further that certain learning settings have holding power. This is where a particular learning activity has the capacity to attract pupils to the classroom task at hand. In that way pupils are less vulnerable to off-task behaviours which lead to disruption of learning activities. An example of such a setting is where pupils are involved in individual seat work.

The main assertion of the literature reviewed so far is that classroom discipline problems may occur in well-planned and efficiently

managed learning situations just as such behaviours take place in poorly planned and inefficiently conducted learning situations.

However, pupil disruptive classroom behaviours are less in the former than in the latter learning situations. As the Utah State (1973) cited in Horne, (1980) has succinctly put it;

"the control of disruptive behaviours generally is rarely needed if the teacher makes smooth transitions between tasks and provides enough relevant work for pupils." (p.232).

For the Zambian classroom teacher it may be a problem to implement these teacher behaviours that Kounin observed as central to successful classroom management. This is because of the numerous problems teachers face as Lampi and Krug have noted and the general working conditions prevailing in secondary schools described in Chapter I. Given that classrooms are generally places where so many events occur simultaneously and so fast (Doyle, 1979; Jackson, 1968) plus the above mentioned environmental conditions, the gravity of classroom discipline problems in Zambia may be known through teachers' perceptions of pupil disruptive behaviour. The next few paragraphs will focus on descriptive studies that have been undertaken on classroom discipline.

It was stated elsewhere in this study that studies on classroom discipline have been done mainly in the Western World. However, those in Africa and Zambia in particular have centred on general school discipline problems. Nwana (1971) carried out a preliminary study on the incidence of major school offences in Nigeria. It was reported that disobedience and truancy were the frequent offences that pupils committed. Stealing, drug offences, strike among others were the infrequent ones. Nwana (1975) conducted a follow-up study to determine

whether or not there were differences in the pattern of school offences in two states one of which (East Central State) was seriously affected by the Civil War and the other (Western State) was remotely affected. Common offences were: Dishonesty and Disobedience. Under dishonesty, it was found that cheating at tests and Examinations was on the increase in Nigerian Secondary Schools. Principals reported that the over all tone of school discipline had become worse, especially in East Central State where there was Civil War. Uganda Ministry of Education (1967) investigated causes of schools strikes and indiscipline. The findings showed that drunkenness untidiness, stealing and careless work were among the pupils' behavioural problems that caused concern to Heads of Schools. A study of student discipline problems conducted by Shana (1974) revealed that peer or insufficient food, racial discrimination, among others, caused students' strikes in Lusaka Secondary Schools. The views of Tiberendwa (1976) in a discussion on student strikes seem consistent with that of Shana.

It can be seen that the few studies cited in Africa did not focus on classroom discipline. Below are studies done in the Western World that specifically looked at classroom discipline problems. One of the earliest studies was by Steuffer and Owens (1955). They made a comparative study of pupil behaviour problems as identified by teachers in the 1950s with those reported by Wickman's (1928) classical study. It was found that the behavioural problems of the pupil which teachers identified in the 1950s were not different at all from those reported in Wickman's study. Teachers were concerned with pupil behaviours which violated classroom rules and eroded teachers authority. This is not surprising since classrooms despite wide differences have rules for

pupil conduct. Such rules also guide classroom activities. It is when violation of classroom rules becomes a regular feature that teachers find it a source of concern. Pupil behaviours like talking aloud, whispering and restlessness, if persistent may interfere with classroom teaching and learning. Using information from a review of studies that have been done on pupil behaviours which teachers regard as disturbing in the classroom; Keel and Schutz (1965) reported eighteen such behaviours. And for an easy conceptualization the behaviours were grouped under five factors which cause the disturbing behaviours to occur. The five factors and the corresponding behaviours are given below;

Factor I: Physical Aggression - fighting, hitting with actual blows; bossing and ridiculing.

Factor II: Peer Affinity - moving without permission, pretesting at the amount of classwork.

Factor III: Attention-seeking-making unnecessary noise.

Factor IV: Challenge of Authority - paying attention to another pupil instead of the work at hand.

Factor V: Critical Dissension - making criticisms or complaints that are unjust or not constructive and asking silly questions (p.38).

Similar behaviour problems were rated as interfering with classroom teaching and learning by a group of teachers who were part of a study whose purpose was to find the influence of teacher's use of attention and praise in reducing classroom behaviour problems (Becker, Madsen, Arnold and Thomas, 1967).

It should be pointed out that the studies cited so far were done in primary school classrooms involving primary school teachers. There appears to be little difference with what secondary school teachers may consider as pupil disruptive classroom behaviour. Mills (quoted in Laslett, 1977) and Clwyd Council (cited in Dunham, 1981) for instance, conducted studies at secondary school level. Both studies investigated pupil disruptive behaviours in schools of their respective Local Education Authority. Mills reported seventeen behaviours which the staff in the secondary schools considered disruptive. Some of the most frequent behaviours in order of seriousness were; deliberate rejecting of school standards in dress, persistent truancy, cutting lessons, refusal to work and co-operate in lessons and individual misbehaviour intended to destroy lessons (p.160). The Clwyd County Council found lateness for lessons, verbal abuse and refusal to co-operate as predominant pupil problems. In studying the above classroom behaviours teachers were lumped together regardless of differences in length of teaching experience and sex.

Teachers' Perceptions.

It is now appropriate to review studies concerned with teachers' perceptions on classroom discipline. It might be interesting to know whether or not years of teaching and sex of a teacher influence the way a pupil disruptive behaviour is perceived.

Teachers' perceptions of classroom discipline may be said to hinge on the way pupils behave when teachers perform their roles as both instructors and disciplinarians. The tendency among teachers is to expect pupils to get absorbed in learning tasks and be quiet. Teachers are aware that for learning tasks to be accomplished they

have to get the pupils involved in the tasks and keep pupils from disturbing others (Keunin, 1970). Thus pupil behaviours will be judged according to their compatibility with learning tasks set in class. These pupil behaviours which teachers perceive as having negative effects on learning will be of great concern. This is because such behaviours challenge the teachers' instructional and disciplinarian roles (Charters, cited in Gage (1963)). It may be argued, therefore, that teachers perceive and interpret pupil behaviour in terms of the instructional and disciplinary objectives to be attained in the classroom. Other factors may influence the teacher's perceptions of classroom discipline problems. For instance, age, length of teaching experience and sex. A study on social and educational variables related to teachers' assessment of school pupils revealed that young teachers tend to emphasize good behaviour from pupils, while older teachers stress attainment (MacIntyre, Morrison, and Sutherland, 1966). They inferred that numerous discipline problems that young teachers face have an influence on their perceptions. On the other hand, older teachers are said to have mastered the discipline problem and therefore may not influence their perceptions so greatly.

In the present study emphasis is on length of teaching experience instead of age as a factor influencing teachers perceptions of classroom discipline problems. It was assumed that beginning teachers should differ with experienced teachers in what they consider as pupil disruptive classroom behaviours. This is because the former group of teachers are in the process of mastering classroom control techniques while the latter are assumed to have mastered such techniques. A related study by Dobson (1966) whose purpose was to determine whether

there are significant differences in the perception and treatment of student behaviour problems by teachers in relation to years of experience reported statistically significant differences. Teachers with more years of teaching experience perceived pupil undesirable acts as being less serious in nature than teachers with less years of teaching experience. Lasley (1981) writing about research perspectives on classroom management asserts that beginning teachers especially tend to define inappropriate behaviour imprecisely. Because of this their classroom rules are often at variance with the learning or behaviour needs of children. He observes that "they expect too much or require too little" (p.15). The above characteristics of beginning teachers may account for the assumed perceptual disparities of pupil disruptive classroom behaviour with teachers of a longer period of teaching. Because the above studies were conducted in areas which are socially and culturally different from the context of this study, there was need to tap information from teachers of varying backgrounds in different schools of the country to see whether findings would be similar.

Sex is another variable which has been used in investigating the determinants of teachers' perceptions of pupil behaviour problems in the classroom. Beilin (1959) in a reappraisal of research findings on teachers' attitudes toward the behaviour problems of children, concluded that women teachers evaluate such behaviour problems as more serious than men. This may be indicative of a classroom situation in which female teachers encounter more disruptive pupil behaviours than male teachers. Research findings on the effect of sex are contradictory. Ryans (1960) cited in West (1978) studied teachers'

characteristics in the classroom and is reported to have found female teachers more friendly and their classrooms more relaxed and were more tolerant of misbehaviour. This tolerance of pupil undesirable behaviours in the classroom on the part of female teachers might be because they perceive such pupil classroom behaviour problems as not seriously disruptive. No such studies have been done in Zambia. This study, however, hypothesized that sex may not have an effect on teachers' perceptions of pupil disruptive behaviour in the classroom because teachers, regardless of sex, have common classroom management concerns.

Other studies have compared teachers' perceptions of pupil disruptive classroom behaviour with those of either school administrators or pupils. It has been observed that these groups of people differ in the way they perceive pupil behaviour problems (Ames and Washington, 1960; Duke, 1979; Mendell, 1968). The explanation given for such differences is that they, each, have distinctive roles in the school. As such their perceptions are bound to differ. As stated elsewhere in this study, focus is on teachers because they are the practitioners grappling with classroom discipline problems. Their perceptions may reflect the gravity of classroom discipline problems more than any other group. This might be so in that teachers weigh the seriousness of a pupil behaviour problem on the basis of its effect on teaching-learning processes. It would seem that the more adverse effects or consequences a pupil behaviour has on the instructional and learning roles of the teacher and pupils respectively, the more serious it becomes. Hargreaves, Hester and Meller (1975) in their study of pupil deviance in the

classroom reported that pupil behaviours differ in their seriousness due to differing effects on work in the classroom. They gave an example of 'loud talk' and 'whispering' by a pupil as behaviours that are disruptive but have different effects. Loud talk does not only prevent the teacher from speaking but prevents only two pupils from listening. This is in line with the views of Stebbins (1971) who, in writing about teacher's meaning of disorderly behaviour in the classroom, observed that pupil behaviour is labelled as disorderly when it is seen as impeding the teacher's instructing effectiveness or the pupil's learning potential (p.223). The researcher felt that previous studies have lumped together all teachers in studying classroom discipline problems they face despite their differences in length of teaching experience, sex and beliefs. The present study controls that weakness by exploring teachers' perceptions on the basis of the above characteristics of teachers.

Teachers' Beliefs.

Finding out and classifying teachers' beliefs on classroom discipline was felt by the researcher as an important and logically connected aspect of teachers' perceptions of pupil disruptive behaviour. This is supported by Hunt and Joyce (1967) who have shown a close relationship between teachers' beliefs and the teaching style. An investigation by Harvey, White, Prather, Alter and Hoffmeister (1966) on teachers' belief systems and classroom atmosphere postulated four stages of teachers' beliefs. These ranged from concreteness, that is, punitiveness to abstractness or integrativeness. It was further found that the more abstract teachers differ from the more concrete teachers in their teaching styles and classroom atmosphere.

Specifically, abstract teachers were superior to the more concrete teachers in the extent to which they produced what are believed by many to be educationally desirable classroom atmospheres. Similar studies have been done and results have substantiated earlier findings (Coates, Harvey, and White, 1970; cited in Brophy and Good, 1974, and Murphy and Brown, 1970). It was assumed in the present study that teachers in their efforts to restore order when pupil disruptive behaviours occur during a lesson make responses or elicit behaviours which are close to their dominant beliefs. Since teachers' beliefs are assumed to influence the way teachers interpret pupil disruptive behaviours, such different beliefs may account for the teachers' differences in their perception of pupil behaviour.

The teachers' beliefs that have been conceptualized along a continuum ranging from concreteness at one end to abstractness at the other, seem consistent with those of Davis (1974) and Horne (1980). These are authoritarian and Integrative or teacher-dominant and student-centred beliefs. Glickman and Tamashire (1980) measured teachers' beliefs and reported that these fall into three categories, namely, Interventionist, Non-Interventionist and Interactionalist. It is assumed that the Concrete - Abstract beliefs described above are consistent with the Interventionist - Interactionalist beliefs. The central assertion on these beliefs that teachers have on classroom discipline is that some teachers subsume pupils' say on classroom discipline (Interventionist), while others collaborate with pupils to resolve classroom discipline problems (Interactionalist).

The Interventionists believe that they must set the standards and go about efficiently and consistently shaping the appropriate pupil

behaviour. Such teachers intervene overtly to control pupil disruptive behaviours. They are characterised by lack of tolerance and strong reaction to deviation. Pupils are expected to show a 'pin-drop' silence during work sessions in the classroom. They are, in short, punitive and authority oriented (Ferren, 1970; Harvey et al, 1966 and 1968). The Non-Interventionists believe that pupils should be allowed to do what they want and that teachers should refrain from imposing predetermined goals and rules upon pupils (Glickman and Tamashiro, 1980). Pupils, it is argued, should be left to control their own classroom behaviours.

Both Interventionist and Non-Interventionist beliefs have limitations. The latter is educationally unrealistic as pupils cannot be left to do what they want whenever they desire. The former, on the other hand, result in a situation where a teacher keeps distance from pupils. Fox, Lippitt, and Schmuck (1964) investigated some relationships of teacher as Social - Emotional affiliate to pupil classroom attitudes and performance. They found that negative teacher behaviours which are assumed to be associated with Interventionist beliefs, create pupil isolation from the teacher and classroom learning activities. This results in pupil's minimal utilization of his academic potential. Furthermore, pupil isolation is associated both with dissatisfaction with the teacher and with self (low self-esteem) (p.112.) Any teacher beliefs and therefore behaviours which lead to low self-esteem on the part of the pupils deter them from effective academic participation in the classroom. And since individuals tend to behave in a manner consistent with their self images (Fox, Lippitt, and Schmuck, 1964), pupils with low self-esteem are likely to become passive and alienated from the teaching-learning processes in the

classroom. Because of partly the teacher's type of beliefs, pupils are not motivated and not creatively involved in classroom pursuits, making the classroom a grim and joyless place.

The third category of teachers' beliefs is the Interactionalist (abstract) one. Teachers in this category cooperate with pupils in finding causes and solutions to classroom discipline problems. This in turn enables the efficient transmission of the classroom learning tasks. Although none of the above teachers' beliefs is the best, the writer is convinced that the Interactionalist is the better one. This is because a teacher with such beliefs places himself in a role of a catalyst and a member of the classroom, ready to learn from the others (pupils). Such positive teacher behaviours heighten pupil motivation and attraction to the activities in the classroom. According to Pecku (1973), in a classroom with such a teacher, there is some give-and-take atmosphere. Pupils are led to higher intellectual flights. Such a classroom may rarely be rigidly preoccupied with order and control.

A related study by Good, Sikes and Brophy (1973) showed that sex is a potent factor in influencing teachers' attitudes in the classroom. They found that female teachers' classes were more tolerant of pupil disruptive behaviour, while male teachers were critical. Mendell's (1968) study on teachers', Counselors' and Deans' perceptions of disruptive student behaviour found that male teachers used heavier penalties for pupil disruptive classroom behaviour than did female teachers. In contrast Marsh and Plenderleith (1949), quoted in West (1978), reported that female teachers were more severe in handling behaviour problems than were male teachers. The relevance of the above

cited studies is that the reported differences in tolerance by teachers on pupil disruptive behaviour may reflect the differences in beliefs, hence perceptions teachers have regarding the gravity of classroom discipline problems.

Summary

This chapter has, shown that pupil disruptive classroom behaviour continues to be a major problem teachers face. Few studies, however, exist in Africa that have specifically looked at disruptive behaviours in the classroom. Those that are there have centred on general school discipline problems. Studies in the Western World have revealed that teachers' perceptions may be studied on the basis of teachers' sex and length of teaching experience. It has also been shown that teachers' beliefs are measurable. These help in understanding teachers' classroom behaviours and possibly for this study understanding teachers' perceptions of disruptive classroom behaviours.

This literature review, therefore, is assumed to be a relevant theoretical basis for the design of this study. It justifies the need for the study on teachers' perceptions of pupil disruptive classroom behaviour in Zambian Secondary Schools. It was, therefore, hoped to uncover what teachers consider to be the grave classroom discipline problems. Additionally, the study on teachers' beliefs would help in knowing whether or not such beliefs are supportive of teacher behaviours considered by many as educationally desirable for the teaching-learning processes in the classroom.

The next chapter outlines the methodology and the procedures of the study.

CHAPTER III

METHODOLOGY AND PROCEDURE

Subjects.

The population for the study were teachers from four provinces in Zambia, namely; Central, Copperbelt, Eastern and Lusaka. The provinces were randomly selected and selection was on the basis of easy reach. This was particularly so considering the delay in releasing the limited research funds and the limited time for the field work. Teachers were preferred for the study because besides peers, they exert great influence on pupil attraction and motivation to classroom learning atmosphere. Additionally, being authority figures and also the ones grappling with classroom teaching-learning problems, they may provide a better picture as to which pupil behaviours are most disruptive than pupils or educational administrators.

In order to have a representative sample, 25 percent of the teachers in each selected school were chosen for the study. Stratified random sampling procedure was used to select the subjects of the study on the basis of their length of teaching experience, that is, $5 \leq$ years and $6 \geq$ years, and sex, that is, Male and Female. This was as a basis for selecting teachers because of the Ministry of General Education and Culture's tendency to regard teachers as being experienced and therefore likely to be considered for promotion only after serving for at least five years. The sample design was for 200 subjects (See table I in Appendix E. The table shows that 200 subjects were selected for the study. Of these half were male and the other female. They were sub-divided further according to their length of teaching experience resulting into four sub-groups of 50 teachers each.

The following steps were used in selecting teachers. First, the total number of teachers in a school was determined. The numbers of teachers in schools varied because of the differences in sizes of the schools. Numbers of teachers were obtained from the School Termly Staff Returns. These are forms supplied to schools by the Inspectorate in the Ministry of General Education and Culture, on which biographical details and statistical information about teachers and the school are recorded. The Heads of schools also supplied information on teachers who might have just arrived in the school and that they were not included on the School Termly Staff returns. Second, 25 percent of the total number of teachers in a school was calculated. Third, the fraction of the total number of teachers in a school was found, as follows:

- a) Male teachers with 0 to 5 years of teaching experience.
- b) Male teachers with 6 or more years of teaching experience.
- c) Female teachers with 0 to 5 years of teaching experience,
and
- d) Female teachers with 6 or more years of teaching experience.

These letters denote teachers' categories and are used to assist the reader in the understanding of information in the later parts of the text.

The fourth step was to find how many of the teachers in the sub-groups of the third step form part of teachers in step two. The fifth and final step was to randomly select teachers for the four sub-groups or categories in step three, on the basis of the proportions in step four (See Note 1).

Research Instrument.

In order to answer the major research questions, a questionnaire was constructed from the review of literature. It consisted of Sections, A, B and C. Section A requested biographical details like age, length of teaching experience, sex, and so on and information about the respondent's school like: pupil composition of the school (girls, boys or co-education), and size of the school (grades 3, 2 or 1, that is, small, medium or large).

Section B of the questionnaire consisted of two categories of pupil disruptive classroom behaviours. Their inclusion into the questionnaire was influenced by sources such as: Aylton and Roberts (1974:74-6); Keel and Schutz (1965:37); Laslett (1977:152-62); Madsen et al (1968:139-50); Ress et al (1965:1013-27); and Thomas et al (1968:35-45). The first category consisted of verbal pupil behaviours. Pupil verbal classroom behaviours are actions in oral or spoken form toward a teacher and/or a peer or feedback to a teacher and/or a peer in response to the latter's actions. A total of 5 behaviours comprised the category. An example of such behaviours is: Item 'A', 'Giggling and making queer noises'. Pupil Non-Verbal classroom behaviours are actions in form of body movement and/or objects without using words. Like in the first category, there were 5 behaviours. For instance, Item 'A' 'Persistent and deliberate late coming in class.

The Scale used to measure teachers' perceptions of both categories above was a continuum ranging from 1, most disruptive to 5 least disruptive pupil classroom behaviour (See Note 2). Subjects

were asked to rank or rate the behaviours on the basis of the above continuum in order to show the extent of interference the rated behaviours have on teaching-learning classroom processes.

Section C tapped information about teachers' beliefs on classroom discipline. This comprised 12 items adapted from Glickman and Tamashire's BELIEFS ON DISCIPLINE INVENTORY (1980: 462). The Inventory has Parts I, II and III. For the purpose of the present study only Parts II and III were used. Modifications to the Inventory were minor, nevertheless, essential. A number of words or phrases in the original Inventory were replaced by those considered appropriate to the context of the study. In Zambia, for example, Secondary School going children are commonly referred to as pupils and not students. As such the word 'student' in the Inventory was replaced by the word 'pupil'. In item number 5 of the Inventory, the phrase "...a classmate's portable 8 track tape player.." had to be replaced by "...a class mate's book case...". The reason is that, in Zambian secondary school classrooms, it is not only extremely rare to find a pupil with a 'portable 8 track tape player' due to prohibitive rules, but also because pupils can ill afford it. As a result the phrase 'bookcase' was felt to be an appropriate and common example to Zambian classroom situations. The words 'educator' and 'school' in item number 11 were replaced by 'teacher' and 'classroom' respectively.

Subjects were asked to choose one of the statements in each item. They were to choose the statement that was closest to how they felt about the incidents in the classroom as described by the statement. Responses on the 12 items by the subjects helped to

classify them into one of the following beliefs on classroom discipline: Interventionist, Non-Interventionist and Interactionalist. A high score on any of the above beliefs reflects the teacher's dominant approach to classroom discipline and probably the subjects' perception of pupil disruptive behaviours. An explanation of how scoring is done is provided under the section on scoring procedures below.

Pre-test.

The rationale for the pilot study was to determine clarity of questionnaire items and instructions. Those items where responses were inappropriate were assumed to be poorly worded and ambiguous. As such, the items were reworded. The pre-planned criteria for retaining or eliminating questionnaire items were: items that generally provided clear and required responses were retained, while those with a number of inappropriate responses and where little or no responses were given had to be eliminated (See Note 3). Results of the pilot study showed that the original list of pupil disruptive behaviours in section B was too long for subjects to make reasonable interpretation or rating. As a consequence of rewording and rephrasing the final questionnaire was constructed (See Appendix A). The Pretesting of the questionnaire was done at Katete and Dominican Convent Secondary Schools found in Eastern and Central Provinces respectively. The former is in a rural Province while the latter is in an urban Province. The two schools were assumed to be representative of the schools selected for the main sample, as they were to be drawn from both rural and urban settings. For names and details of schools involved in the study, See Appendix B.

Administrative Procedures of the Questionnaire.

In a research of this nature whose focus of investigation were teachers, steps had to be taken that would minimize apathy. Such steps included Obtaining letters of introduction from the Dean, School of Education, addressed to Chief Education Officers (C.E.Os) in the Provinces selected for the study (See Appendix C). The C.E.Os, in turn wrote letters of introduction to Heads whose schools were selected for the study (See Appendix D).

After selecting teachers as described in the earlier section of this chapter, the subjects involved were met by the researcher for briefing, except for teachers in Copperbelt schools who were briefed by their respective Heads. The reason is given later under a discussion of problems. Since respondents were not required to give their names so as to maintain confidentiality, but at the same time, be able to show their sub-groups based on their length of teaching experience, questionnaires were labelled. Questionnaires labelled (A) were administered to selected male teachers with 0 to 5 years of teaching experience; those labelled (B) were for male teachers with 6 or more years of teaching experience; those labelled (C) were given to female teachers of 5 or less years of teaching experience and finally female teachers with 6 or more years of teaching experience had questionnaires labelled (D). Thus the questionnaires were administered through personal contacts. Teachers were asked to hand in the completed questionnaires to the Head, who in turn mailed them to the researcher. Because not all teachers handed in questionnaires to the Heads at the same time, it took some time before the researcher started to receive the first batch of completed questionnaires.

The major problem was the timing of the study. It was conducted in the last few months of the third and final term of the school calendar. During this time teachers were often busy with the preparation and later invigilation and marking of the annual Forms III and V Examinations. Since the last schools to be visited were those on the Copperbelt and that during this period teachers were to report at marking centres for the marking of Form III scripts, it became necessary to abandon some of the administrative procedures which were pre-planned. For instance, it became essential to use schools in Kitwe only. It became possible to distribute the questionnaires just on time before teachers left for the marking of Form III Examination Scripts. In order to expedite the work, briefing of selected teachers was explained to school Heads, who later gave teachers the questionnaires. Most teachers in Kitwe were expected to hand in completed questionnaires after marking Examinations. At this stage, the return of questionnaires depended on the good will of the teachers, since they were on holidays as soon as marking was over. It was not surprising, therefore, that after sending telegrams to school Heads, asking them to send whatever number of questionnaires at hand, some schools did not send even a single completed questionnaire.

Scoring Procedures.

With reference to the third hypothesis on teachers' beliefs on classroom discipline, the responses given by subjects in section C of the questionnaire were transferred to tables I, II and III. (See the last page of the questionnaire). The totals in each table were multiplied by a factor of $8\frac{1}{3}$ (Glickman and Tamashiro, 1980:462).

The products are approximate percentages on how often the respondent is influenced by either Interventionist, Non-Interventionist or Interactionalist belief on classroom discipline. The most predominant classroom discipline model is that on which the teacher has the highest percentage.

In section B, each pupil behaviour was ranked-ordered as described elsewhere in this chapter. The mean score of all ranks assigned to each behaviour was determined. The sets of mean scores were used further for ranking the behaviours from most to least disruptive. A behaviour with the lowest mean score in each category, is the most disruptive and vice-versa. The data were for testing the first and second hypotheses.

Data Analysis.

Biographical details and information about respondent's school, numbers, percentages, mean age and other details were found using the computer. The computer was also used to find the mean rank scores on the basis of ratings assigned by subjects on the various behaviours (See Note 4). The statistical tests used in analysing the data were: Kendall Coefficient of Concordance (W), and Spearman Rank Correlation Coefficient (ρ).

The general hypothesis that teachers' perceptions are associated more with the teachers' length of teaching experience than sex was tested using (W). The first hypothesis that teachers of different length of teaching experience perceive pupil disruptive classroom behaviour differently was tested by (ρ). The Spearman test was also used to analyse the second hypothesis that the sex

of the teacher is not significantly correlated with his/her perceptions of pupil disruptive behaviour. The Chi-square test (χ^2) was used to run a post hoc analysis of teachers' proportions in the classroom discipline models with respect to experience and sex. Thus using a hand calculator descriptive statistics on teachers' categories were prepared (Tables 19 and 20 in Appendix E).

Footnotes.

1. For a detailed discussion on stratified random sampling refer to:
B.W. Tuckman, Conducting Educational Research. (New York: Inc, 1978 pp.228-30).
2. The ratings were to be made on a 5 point scale as follows:
 1. for pupil behaviours which are most disruptive.
 2. for pupil behaviours which are quite disruptive.
 3. for pupil behaviours which are of average in disruptiveness.
 4. for pupil behaviours which are relatively undistruptive.
 5. for pupil behaviours which are the least disruptive.
3. It was in Section B of the questionnaire where major modifications were made. Of the 20 pupil behaviours, ten were retained. These were further grouped into Verbal and Non-verbal categories, to help teachers make reasonable judgments
4. The various pupil behaviours in the questionnaire were not labelled. But for the purpose of analysis, letters, A, B, C, D and E have been used in both categories.

CHAPTER IV

RESULTS AND DISCUSSION

As stated in the preceding chapters, the purpose of this study was to explore secondary school teachers' perceptions of pupil disruptive classroom behaviour and to classify teachers according to beliefs they hold on classroom discipline. In order to do this, teachers were grouped into: beginning female teachers, beginning male teachers, experienced female teachers and experienced male teachers. The four categories of teachers were compared on their perceptions on the basis of the ranks assigned to Verbal and Non-Verbal pupil behaviours.

The findings are presented according to the hypotheses, then followed by a discussion on the findings under each hypothesis. Before this is done, below is additional information which was collected on the subjects. Of the expected 200 completed questionnaires, only 132 were returned and used. This constituted a 66 percent response rate of which 60 percent or 79 were male and the rest female teachers (See Table 2 in Appendix E). The table shows that of the expected 200 Completed Questionnaires, only 132 were returned and used. Of these 79 came from male respondents and the rest from females. Teachers with 0 to 5 years of teaching experience were 67 while those with 6 or more years of teaching experience were 65. In the former group of teachers, 41 were male and 26 were female while 38 male and 27 female teachers belonged to the latter group.

The respondents' age ranged from 21 to 54 years, with 31 as the mean age. An overwhelming number of beginning teachers had their ages below the mean. Zambians constituted 74 percent; male teachers were 60 percent; and about the same percentage were

trained non-graduates holding a secondary school teaching Diploma. The length of teaching experience at secondary school level of the teachers ranged from less than three months to eighteen years. The study also revealed that some teachers taught at one school for as long as 15 years. Nearly half of the respondents had major posts of responsibility besides classroom teaching. For example, 47 percent were senior teachers, House masters and Heads of Subject Departments; while 41 percent of the teachers taught school subjects of a practical nature like science and metal work. For information on the schools in which the study was conducted, refer to Appendix B.

The preceding paragraph has presented data from questions 6 to 8 of the questionnaire in descriptive prose. A detailed discussion is not done because the main premise of the study is on teachers' perceptions by their years of experience and sex. Additionally the few responses from the open ended question in the questionnaire tended to be repetitions of the pupil behaviours that were given by the researcher. They are therefore not discussed.

The general Hypothesis.

This hypothesis which encompassed hypotheses one, two and three predicted that teachers' perceptions of pupil disruptive classroom behaviour are associated more with the teachers' years of teaching experience than sex; and that teachers are associated more with Interventionist than either No-Interventionist or Interactionalist beliefs on classroom discipline. Kendall Coefficient of Concordance (W) was performed on the data to test the first part of the above hypothesis. Tables 3 and 4 in Appendix E provide data on Verbal pupils behaviours; while Tables 5 and 6 in Appendix E show the data on Non-verbal pupil behaviours. Table 7 below presents a summary of the findings whose data are derived from Tables 4 and 6. The study found

a high agreement among the four categories of teachers on their perceptions of both Verbal and Non-Verbal pupil disruptive classroom behaviours. The findings contradict the view which is generally held by educationists that agreement is unlikely to arise among teachers of different characteristics as to which specific pupil classroom behaviours are most and least disruptive. Table 8 in Appendix E shows the pupil behaviours on which teachers have perfect agreement. The most striking similarity is on Verbal behaviour 'A' (Giggling and queer noises) in summary form. In the Non-Verbal category, behaviour 'A' (Persistent late coming) is the item on which teachers are unanimous as being the most disruptive. An explanation for this result might be that these are the behaviours which frequently occur or once they take place they create a classroom atmosphere less conducive to teaching and learning. Such may be the behaviours which are commonly encountered by teachers regardless of their length of teaching experience and sex. These may be the behaviours on which teachers spend a substantial amount of time in their day to day efforts of ensuring that teaching-learning activities go uninterrupted. They are the behaviours which may have the greatest negative effects and consequences on learning activities, on the pupils committing them, on the teacher and the classroom as a whole. Since the study involved teachers in large and small schools, teachers in urban and rural schools, teachers in boys schools, girls schools and mixed schools, these may be the behaviours which pupils often indulge in whether it be in classrooms composed of girls only, boys only or mixed. They may be the behaviours which take place in classrooms irrespective of the location and size of the school. In other words they may be the behaviours perceived negatively because of their negative

General Level of relationship among teachers of all categories on their perceptions of pupil disruptive classroom behaviours.

CATEGORIES OF PUPIL DISRUPTIVE BEHAVIOURS

	<u>VERBAL PUPIL BEHAVIOURS</u>	<u>NON-VERBAL PUPIL BEHAVIOURS</u>
Kendall Coefficient of Concordance (\bar{W})	$\bar{W}=0.741$, $k=4$, $N=5$, $P/\underline{\quad}$.05	$\bar{W}=0.588$, $k=4$, $N=5$, $P/\underline{\quad}$.05
index of the extent of agreement among teachers.	Observed $S=118.5$ while critical value of $S=88.4$	Observed $S=94$, critical value of $S=88.4$

RESULT

Significant relationship.

effects on classroom activities. Tables 9 and 10 below show the general rank-ordering by teachers of all categories of Verbal and Non-Verbal pupil behaviours. The behaviours are presented in full statement, unlike in Table 8 where they have been summarized. The discussion that follows begins with explanations and possible extent of the effects that Verbal and then later Non-Verbal behaviours have on teaching and learning. The approach taken to discuss the findings of these two categories of pupil classroom disruptive behaviours is a matter of convenience. It is hoped in that way, the discussion may be clearer. It does not in any way imply that the two groups of behaviours do not occur simultaneously. Additionally, the discussion is made in light of the findings that an overwhelming number of teachers of all categories have Interventionist beliefs on classroom discipline. (See Table 19 below). It was argued in Chapter II that teachers having such beliefs more often than not tend to elicit classroom behaviours which are generally considered educationally undesirable. Examples of such teacher behaviours are: punitiveness and lack of warmth in pupil-teacher relationship. These, it was established, result in pupil isolation from the teacher and learning activities. Furthermore, pupils tend to develop low self esteem. A consequence of a classroom with such an atmosphere is pupils resorting to disruptive behaviours.

The Verbal pupil classroom behaviour interpreted as the most disruptive is Giggling, and making queer noises, while Laughing, whistling and coughing so as to disrupt others for no apparent reason is perceived as quite disruptive by teachers of all categories.

Table 9

General Rank-Ordering by teachers of all categories of VERBAL
Pupil behaviours in some Zambian Secondary Schools.

	Rank	<u>Full statement of the Verbal Pupil</u>
<u>Item.</u>	<u>Order.</u>	<u>disruptive behaviours in the classroom.</u>
A.	First.	Giggling and making queer noises.
B.	Second.	Laughing, whistling and coughing so as to disrupt others for no apparent reason.
C.	Third.	Talking back to the teacher. Argumentativeness and making criticisms or complaints that are unjust, or not constructive.
E.	Fourth.	Talking out loud and shouting.
D.	Fifth.	Making wisecracks, asking silly questions and making silly remarks.

Table 10

General Rank-Ordering by teachers of all categories of
NON-VERBAL pupil behaviours in some Zambian Secondary
Schools.

	Rank	<u>Full Statement of the Non-Verbal</u>
<u>Item.</u>	<u>Order.</u>	<u>pupil disruptive classroom behaviour.</u>
A.	First.	Fighting and hitting with actual blows.
B.	Second.	Persistent and deliberate late coming in class.
D.	Third.	Deliberate inattention to classwork through day dreaming, paying attention to another pupil and doing other things instead of the work at hand.
E.	Fourth.	Disobedience. For example, refusing to move when told.
C.	Fifth.	Making unnecessary noise by dropping books, hitting a pencil on the desk, slamming desk top, shaking, dragging and pulling a desk or a chair thereby making squeaking noise.

This finding may partly be explained by a classroom atmosphere in which pupils suppress their feelings. Additionally, it may be indicative of pupils' lack of interest and rejection of the teacher and whatever he/she stands for. This includes the pupil learning pursuits planned by the teacher. In an inhibitive learning environment where only the teacher's jokes are funny (Hargreaves, 1972:145), pupils resort to giggling and making queer noises. The assertion that classrooms are rather inhibitive, grim and joyless places may partly be supported by the finding in this study that most teachers hold Interventionist - authoritarian beliefs towards classroom discipline. Teachers may often want to show to their pupils, colleagues and supervisors that they are in control of the class by stressing norms of silence and lack of movement. As Winett and Winkler (1972:502) have reported:

" It may be that learning can take place more effectively if it can be accompanied by singing, laughing and whistling and that a quiet, controlled and docile classroom may not only be unnecessary but destructive."

The destructive nature of such classroom environment may be reflected in pupils who lack creativity and worse still, pupils become blind conformists and unquestioningly submit to the teacher. Such learning environments should be discouraged if not eliminated in that theories of learning encourage pupil creativity and a free questioning and inquisitive mind and a teacher is there to heighten such pupil attitudes to classroom activities. Further still, in a Nation which aspires to build a Humanist society based on egalitarian and democratic principles, inhibitive learning environments should be removed.

Teachers rated talking out loud and shouting as relatively undistruptive and the behaviour rated the least disruptive was making wisecracks, asking silly questions and making silly remarks. This may partly be explained by a situation in Zambian Secondary School Classrooms where there may be a rigid preoccupation with order and control. This is consistent with the observations of Duke (1979), Hargreaves (1972) and Hoyle (1969) cited earlier that a teacher's success is measured by his/her ability to keep the class under control by pupils, colleagues and supervisors. This is inspite of a teacher's successes like generating pupil behaviours believed to be educationally desirable. On the other hand, teachers may have interpreted the above pupil behaviours as least disruptive in an effort to hide their weakness and failure. There is, therefore, need to be cautious over these findings as teachers were the labelling agents in an environment, that is, classroom situations, in which their values and attitudes predominated and in situations they controlled (Laslett, 1977).

Turning to Non-Verbal behaviours (Table 10) fighting and hitting with actual blows was rated the most disruptive behaviour, while Item 'B' (Persistent and deliberate late coming in class), was rated the second or quite disruptive behaviour. Late coming in class has also been identified as one of the most disruptive behaviour by Clwyd County Council (1976 cited in Dunham, 1981) reported in Chapter II of this study. The limited research studies so far done in Africa (Nwana 1971 and 1975) are in line with the present findings that behaviour 'E' (Disobedience: For example, refusing to move when told) is a common disruptive one. Deliberate inattention to classwork

through day dreaming, paying attention to another pupil and doing other things instead of the work at hand was rated the third disruptive behaviour. This rating agrees with Mills (quoted in Laslett, 1977) who reported that refusal to work and co-operate in lessons was among the most serious pupil behaviour problems.

As alluded to in chapter I, the Non-Verbal pupil disruptive behaviours rated first and second may partly be explained by the existing adverse working conditions under which secondary school teachers find themselves. Another possible explanation may be the daily pressures on the pupils in their attempts to meet classroom requirements. The teachers' heavy teaching loads, the large class sizes they have to attend to, the lack of teaching aids, such as textbooks and other classroom equipment and supplies and coupled with an examination oriented type of teaching which aims at covering a wide syllabus and drilling pupils to a point of rote-learning, make it practically difficult for them to plan their lessons adequately enough. With inadequate lesson planning most of the disruptive behaviours reported in this study are likely to arise in a classroom. It would appear that with so many pressing classroom problems, teachers resort to traditional or chalk and talk method of teaching. Such a method of teaching is susceptible to pupil disruptive behaviour. This is because pupils are not actively involved in the classroom learning activities. It would not be a gross generalization that in Zambian Schools today, the best teacher is the one who can make most if not all pupils in his class pass an examination irrespective of quality of the teaching style. Although the Examination Council may be

suspicious of such an outcome, the pupils, the parents and indeed even fellow teachers, especially the Head of the school would praise the work of such a teacher. This has become an indicator of a teacher's ability in promoting learning (Hargreaves, 1972:148), especially at both primary and secondary school levels. Lampi and Krug (1980) have warned that in a situation where teaching is mainly aimed at preparing pupils just for the examination, both the quality of teaching and learning are at stake. The crucial instructional roles of a teacher, mainly as a motivator and as a resource person are put aside. Under such classroom situations, the subject content matter may not be well explained, resulting in boring and uninteresting lessons. This in turn may partly undermine the teachers classroom authority resulting in pupil disruptive behaviours as those reported in this study. Research indicates that teachers who explain things well motivate pupils to learn and pupils find the subject interesting, as a result they also feel more like behaving themselves in such classes (Keunin, 1970:42). Therefore, the fact that this study reports that fighting, late coming and day dreaming are the seriously disruptive Non-Verbal pupil behaviours in the classrooms, may reflect the boring, poorly explained and uninteresting subject matter which occur in the classrooms.

A second way of explaining these findings is by looking at them from the pupils' point of view. The Non-Verbal behaviour rated as first and therefore, the most disruptive is 'A' (Fighting and hitting with actual blows). This supports the findings of Kooi and Schutz (1965) who observed that physical aggression between pupils was one of the eighteen behaviours teachers regarded as disturbing

in class. This may partly be explained by a common situation in secondary schools where due to a shortage of teachers, inadequate textbooks, chairs and an arrangement whereby pupils have to move from one subject room to another, pupils often have to rush, at least these exceptional pupils who like getting to a lesson on time, in order to find a seat. Often pupils pick quarrels among themselves over chairs leading to fights. As for other pupils, they will deliberately arrive in the classroom late under the pretext that they were looking for chairs in other classrooms. Fights may also reflect the absence of a teacher in a particular classroom who would rather be with a class preparing for National Examinations. In such a situation the class without a teacher has its period designated 'prep'. This is supposed to be a period for preparation on the part of pupils, a time to do their homework or any class work related to the forthcoming periods. It is not uncommon to find several classes with two or more consecutive periods of 'prep' due to shortage of teachers. The result is that during such periods fights flare up. With regard to late coming, another possible explanation for being rated second disruptive behaviour may be due to the fact that most of the schools in this study are day schools in urban settings. It may be speculated that pupils in urban day schools face numerous problems among which is their transport to and from school. Late coming to class may be attributed to erratic possession of money for transport and to problems arising from lack of reliable transport. It may be speculated further that because pupils come from homes quite far from schools, they are unable to reach their homes for lunch and then return to school for the afternoon lessons. This means that pupils may attend afternoon lessons on an empty stomach. The likely

consequence is day dreaming and doing other things instead of the classroom work at hand, a behaviour rated third by teachers.

The preceding paragraph which tried to explain the findings from the pupil's point of view was purely speculative. The following paragraphs will try to show that the ranks assigned to the pupil classroom behaviours by teachers in some way reflect their feelings. Such feelings build up, crystalize and constitute teachers' perceptions.

The interactive nature of teaching and learning in the classroom exposes teachers to pupil disruptive behaviours. Through the past and present experiences of such pupil behaviours, teachers discriminate the most disruptive from those that are least disruptive. With experience teachers share feelings about certain pupil classroom behaviours with fellow teachers. They may develop bad feelings towards particular pupil behaviours which in turn may influence their perception of such behaviours. The study shows that the Verbal behaviour, Giggling and making Queer noises and the Non-Verbal behaviour, Fighting and hitting with actual blows are perceived as most disruptive pupil behaviours in the classroom. These teachers' judgments of certain classroom pupil behaviours seem consistent with their response to a Questionnaire item which read, "If a pupil interrupts my lesson, ... I will most likely...": An overwhelming number of teachers chose, "move the pupil away from others and continue the lesson; class time should not be wasted on account of one pupil". Such responses may be indicative of teachers' deep concern and difficulty in which they find themselves. The likely consequence is that any pupil who might indulge into such disruptive behaviour may be sent out of the class. Since teachers tend to show negative feelings attitudes and beliefs, towards disruptive behaviours' they may develop similar perceptions towards pupils who interfere with lessons.

Despite the result that teachers of all categories are related in the way they perceive pupil disruptive classroom behaviours, a closer look at Table 8 in Appendix B reveals some disagreements. With regard to the

rating of Verbal behaviour 'C' (Talking back to the teacher. Argumentativeness and making criticisms or complaints that are unjust, or not constructive), all male teachers with 5 or less years of teaching experience under ranked and perceived it as the least disruptive behaviour. This is contrary to the general pattern. This may imply that neither sex nor length of teaching experience influences the way this group of teachers perceives behaviour 'C'. Another factor may be at play. A possible factor that may account for their rating is their beliefs on classroom discipline. Table 19 on page 58 shows that well over half of the teachers in this group, that is, $5 \leq$ hold interventionist or authoritarian beliefs. This implies that they would be less tolerant to such a behaviour. Since teachers holding such beliefs would, more often than not, instantly punish a pupil indulging in the above behaviour, it is likely that such teachers encounter this type of a behaviour. By nipping the behaviour in the bud, its disruptive effects on teaching and learning are minimized.

Turning to Non-Verbal behaviours, the same table shows that experienced female teachers perceive behaviour 'C' (Making unnecessary noise by dropping books, hitting a pencil on the desk, slamming desk top, shaking, dragging and pulling a desk or a chair thereby making squeaking noise) as quite disruptive. This is not in line with other groups of teachers who under ranked the behaviour. This implies that squeaking noise is common in classrooms taught by experienced female teachers. That may be due to the maternal attitudes such teachers may have, and therefore, they may be tolerant to such pupil behaviour. However, it would appear that in situations of this nature the behaviour becomes established to such an extent that teachers later fail to minimize the behaviour's effect on classroom activities.

In order to find out whether or not these observed disagreements are associated with length of teaching or sex, hypotheses one and two are going to be discussed below:

Hypothesis One. Teachers' perceptions by length of teaching experience.

It was predicted that teachers with different length of teaching experience but same sex would not be related in their perception of both Verbal and Non-Verbal behaviours. This was aimed at finding out whether or not length of teaching experience is an important factor in influencing teachers interpretations of disruptive classroom behaviours. This became of practical and theoretical importance considering the emphasis placed by educationists on the importance of experience for effective execution of the teacher's instructional and disciplinary roles. The findings of the Spearman (ρ) test for Verbal behaviours are presented in Tables 11 and 12 in Appendix E. Those for Non-Verbal behaviours are summarized in Tables 13 and 14 in Appendix E. The findings of this study indicate that teachers with different length of teaching experience but same sex are related in the way they perceive Verbal pupil disruptive classroom behaviours. This is also true between beginning and experienced male teachers on Non-Verbal behaviour, with an exception of beginning and experienced female teachers. These are unrelated in their perceptions. Except for the latter group of teachers, the findings do not support the hypothesis that teachers of different length of teaching experience perceive pupil disruptive classroom behaviours differently.

From these findings it would appear that a teacher's long period of teaching is in itself not enough to help the teacher in his/her execution of disciplinary classroom role. The fact that results show a relationship in their perception it may imply that they experience similar disruptive behaviours which may be on a more or less similar extent of interference when teachers are teaching. If the above assumptions, arising from the findings of this study are to be taken as a basis of theorization, it would then be time educationists started questioning their present stand that experience is the best teacher. The results differ with those of Dobson (1966) reported earlier in Chapter II. Additionally, although literature on classroom

discipline agrees that it is the beginning and not the experienced teachers who face more pupil disruptive behaviours (Kindsvatter, 1982; and Telfer, 1981), the findings of the present study do not support the views above. The findings imply that experienced teachers have as much susceptibility to pupil disruptive behaviours as beginning teachers. Therefore, both beginning and experienced teachers need to pay attention to curriculum organization and implementation with a view to minimizing pupil disruptive behaviours. A possible explanation to the present findings, may be due to difficult working conditions in which the teachers in this study are found. The experienced teachers working in overcrowded classrooms and many other problems discussed in Chapter I may become helpless and hopeless too. As a result, it may make no difference in such classrooms who is a beginning and who is an experienced teacher when it comes to the occurrence of pupil disruptive behaviours.

Hypothesis Two. Teachers' perceptions by sex.

It was predicted that teachers with different sex but same length of teaching experience would be related in their perception of pupil disruptive behaviour. Tables 15 and 16 in Appendix E show Spearman (ρ) test on Verbal behaviours, while Tables 17 and 18 in Appendix E present findings on Non-Verbal behaviours. The findings do not show clearly whether or not male and female teachers are related on both Verbal and Non-Verbal behaviours. Appendix E Table 15 shows that male and female beginning teachers are unrelated in their perception of Verbal behaviours, while experienced ones are (Appendix E Table 16). On Non-Verbal behaviours, it is the opposite in that beginning female and male teachers show a perfect positive relationship (Appendix E Table 17), while the experienced ones are not (Appendix E Table 18). The findings may be consistent with those of Beilin (1959) who found

differences in the way male and female teachers evaluate pupil problems in the classroom. The findings may imply that a teacher's length of teaching and sex, are not potent factors in influencing his/her perception of pupil disruptive behaviours, especially when the two factors are analysed separately. It may imply also that a teacher's length of teaching and sex need to be considered together in any effort aimed at understanding the teachers classroom roles.

The apparent lack of relationship between male and female teachers on how they judge pupil disruptive behaviours in the classroom may be explained by their varying paternal and maternal feelings. This may be consistent with the finding that male teachers tend to feel that pupils should not be expected to be fully responsible for their decisions because they are strongly influenced by friends. The female teachers, however, responded that even though pupils are not fully mature, teachers should give them responsibilities and choices. In response to a questionnaire item, male teachers felt that pupils were not always capable of making rational and moral decisions. From such varying judgments on pupils, teachers' perceptions are likely to be unrelated.

Taking into account the teachers' responses to the questionnaire items it would seem that they have a strong feeling about, a Verbal or Non-Verbal pupil behaviour once teachers perceive it as most disruptive.

Hypothesis Three. Teachers' beliefs on classroom discipline.

Another related concern of the study was to find out the beliefs secondary school teachers hold on classroom discipline. It was hypothesized that teachers of all categories in Zambian Secondary Schools hold more of Interventionist than either Non-Interventionist or Interactionalist beliefs. Table 19 presents the nature of

distribution by numbers and percentages of teachers into discipline models which dominate their beliefs. On the basis of the available data, the hypothesis is supported, as 64 percent of the teachers hold Interventionist beliefs on classroom discipline. Those in the Interactionalist model of classroom discipline are 45 percent and the remaining small percentage is Non-Interventionists. This general pattern prompted the researcher to run a post hoc X^2 analysis to find out whether or not the proportions of teachers into the discipline models differ significantly with respect to length of teaching experience and sex. Table 21 in Appendix E shows the data from which Table 20 below was derived. The results were statistically significant, with a tendency of teachers of all categories to belong to the Interventionist model of classroom discipline. Research conducted in the Western World shows that Interventionist beliefs, which most teachers in Zambia hold, are in conflict with modern theories of classroom discipline and learning (Fox et al, 1964; Harvey et al, 1966; Joyce, 1964 and Murphy and Brown, 1970). It would appear that the tendency among teachers in Zambia towards Interventionist beliefs is due to the working conditions in which they find themselves. They appear to be the only and most important available classroom resource. Unfortunately, they are overstretched as they have to attend to so many pupils than is required. As a result, teachers are frustrated. In such a situation teachers may tend to hold beliefs that are at variance with educational principles. While it is educationally desirable that teachers should acquire beliefs on classroom discipline, that have been proved to favour effective learning, like Interactionalist beliefs, it is asserted here that any beliefs with which teachers are comfortable are also educationally desirable. It would thus appear that teachers in Zambia find Interventionist beliefs effective when working in impoverished and overcrowded classrooms.

Numbers and percentages of Teachers of all categories
classified into Discipline Models or Beliefs on
classroom discipline.

CLASSROOM DISCIPLINE MODEL OR BELIEF SYSTEM.	TEACHERS' CATEGORIES									
	Total no. of Subjects	%	$5 \leq F$	%	$5 \leq M$	%	$6 \geq F$	%	$6 \geq M$	%
INTERVENTIONIST	85	64.4	22	84.6	23	56.1	17	63	23	60.53
NON- INTERVENTIONIST	2	1.5	0	0	0	0	1	3.7	1	2.63
INTERACTIONALIST	45	34.1	4	15.4	18	43.9	9	33.3	14	36.84
Totals	132	100	26	100	41	100	27	100	38	100

Table 20. Comparison of Teachers' (all categories) proportion in Classroom Discipline Model or Belief System.

Discipline Model	Teachers' Categories.				Total
	$5 \leq F$	$5 \leq M$	$6 \geq F$	$6 \geq M$	
Interventionist	22 (17)	23 (26)	17 (17)	23 (25)	85
Non-Interventionist	0 (0)	0 (0)	1 (0)	1 (1)	2
Interactionalist	4 (9)	18 (14)	9 (9)	14 (13)	45
Total	26	41	27	38	132

(Expected cell frequency) $\chi^2 = 6.975$, $df = 2$, $P < .05$.

Critical value = 5.99

Result SIGNIFICANT.

It may further be argued that some pupils excel academically when taught by teachers with such beliefs. Research on child rearing practices in African societies reveals that there is a high demand on the child for compliance and obedience. Parents are less tolerant to deviation in conduct (Munroe and Munroe, 1972 and Whiting, 1968 cited in Munroe and Munroe, 1972). This appears consistent with Interventionist beliefs that teachers hold on classroom discipline. It may be argued, therefore, that a similarity in beliefs on discipline between the home, from which pupils come and the teacher may be educationally desirable. Congruency on beliefs between the two helps in that both parents and teachers are likely to exert positive influence on the pupils' attitudes to classroom activities. Positive influence from parents or guardians and teachers lead to pupil motivation toward learning pursuits. With joint emphasis on motivation, this may turn out to be a means of promoting learning and preventing pupil disruptive behaviour in the classroom.

In the present Chapter, relationships among and between teachers of all categories have been statistically tested on their perceptions of pupil disruptive classroom behaviour. The results provide some support for the notion of conceptualizing pupil disruptive behaviours in a hierarchical order. This has been done with most disruptive pupil behaviours having greatest adverse effect on teaching effectiveness and learning. The extent to which the most disruptive behaviours might affect teaching and learning may be illustrated as follows: Given a 40 minutes lesson in Geography, a teacher may plan that the first 5 minutes be spent on distribution of the limited number of Atlases and giving instructions and guidelines on how to go about the learning pursuits. But because of a possible fight between pupils over the limited Atlases, especially on who gets the new looking Atlas or map,

Laughing and queer noises may erupt. Meanwhile, other pupils may come in the classroom late since they were looking for chairs from the next classrooms. Thus, by the time a teacher tries to restore order so that learning activities could go on, more time than expected is lost. Additionally a teacher may, as a matter of necessity wait until all pupils have settled or bar late comers from entering. If it is the former choice, the teacher may need to repeat giving instructions. And because of such disruptive pupil behaviours activities planned to cover 40 minutes may eventually be done in 30 minutes or less. Since the teacher aims at covering the syllabus he may resort to chalk and talk method of teaching. Such a method may fail to keep the class actively attentive to the lesson and therefore susceptible to more pupil disruptive behaviours. The end result of such a classroom situation is ineffective teaching and poor pupil attainment, a situation which Zambia can ill afford given the importance the government places on education for its much needed skilled manpower.

If successful classroom management, which leads to effective teaching and high intellectual attainments, is primarily a matter of preventing problems from emerging and not the ability to deal with them after they occur, then classroom teachers would increase their teaching effectiveness by taking into account the disruptive behaviours in this study in planning lessons.

The next fifth and final chapter briefly deals with summary of the study and conclusions.

CHAPTER V

SUMMARY AND CONCLUSIONS.

This investigation has studied secondary school teachers' perceptions of pupil disruptive classroom behaviour and classified teachers on the basis of their beliefs on classroom discipline.

A questionnaire was administered to two hundred teachers randomly selected on the basis of length of teaching experience and sex. Kendall Coefficient of Concordance (W) and Spearman Rank Correlation Coefficient (ρ) were performed on the data from 132 respondents.

As a whole the results showed that teachers of all categories are related in their perception of pupil disruptive behaviour in the classroom. The following were interpreted as the most disruptive pupil behaviours: First, Verbal behaviours: 'A' Giggling and making queer noises and 'B' Laughing, whistling and coughing so as to disrupt others for no apparent reason. Second, Non-Verbal behaviours: 'A' Fighting and hitting with actual, blows and 'B' Persistent and deliberate late coming in class. The ratings of some behaviours in the present study are consistent with the few studies that have been conducted in Africa and those in the Western World. The findings that teachers of varying length of teaching experience and sex perceive pupil disruptive behaviours in a similar way contradicts the belief commonly held that agreement on which pupil behaviour is disruptive is unlikely among teachers. This implies that teachers, whether they be female/male beginning teachers, or female/male experienced teachers do not differ in their experiences of the extent to which the disruptive behaviour might manifest itself during instructional activities. This

is supported by the results of hypothesis one that despite differences in length of teaching experience, teachers are related in their interpretation of most and least disruptive classroom behaviours of pupils. The results of the present study tend to alter the theory that experience is the best teacher. If experience is such an important factor in a teacher's classroom roles, the result would have shown that beginning and experienced teachers differ markedly in their rating of the pupil behaviours in the present study.

In light of these findings the following recommendations are made:

1. In-service training courses be instituted to cater for those teachers with many years of teaching experience so that they become exposed to new ideas. In that way they may be deliberately influenced in acquiring beliefs on classroom discipline which are in harmony with modern theories of teaching and learning.
2. Both trainee teachers and teachers undergoing in-service courses should be exposed to principles of behaviour modification. Such knowledge would help in their efforts to prevent the disruptive behaviours from emerging, and if such behaviours did emerge, teachers fully equipped with principles of behaviour modification may be in a better position to deal with the cases than presently. Since behaviour modification techniques involve a lot of time and attention between the teacher and the pupil whose behaviour is being modified, and given that teachers may not have such time due to heavy teaching

loads, the Inspectorate section of the Ministry of General Education and Culture should, as a matter of urgency, embark on courses for selected teachers in each school, in Counselling and Guidance.

Such personnel would be in a better position to help both teachers and pupils so that teaching and learning activities take place with minimal disruption. In that way effective teaching and learning may occur.

The following recommendations are made on how teachers might deal with pupil disruptive classroom behaviour, once they have identified it,

1. Teachers should make the pupil aware of how bad, without necessarily bursting into anger, they feel about such a pupil behaviour. They should immediately specify clearly to the pupil the desired behaviour.
2. Teachers should at times ignore through withdrawing of attention when a pupil indulges in a disruptive behaviour. If a pupil shows a desired behaviour, the teacher should strengthen it through praise.
3. Teachers should avoid confratation with the pupil and as much as possible strive to find the causes or things, which encourage the pupil to indulge in disruptive behaviour. If, for instance the disruptive behaviour in making queer noises devise lesson activities that allow group - open discussions.

In light of the limitations indicated in Chapter I, the following areas are suggested for further study.

1. A study involving a large sample size, consisting of teachers from several schools in all provinces of Zambia, may be done so that findings become generalizable.

2. A long term study using participant observation, instead of paper and pencil technique, may be conducted in order to find differences or similarities in teachers' beliefs on classroom discipline.
3. A study similar to the present may be done involving pupils to find out whether or not they perceive fellow pupil classroom behaviours as disruptive.
4. An investigation using participant observation, focussing on one or two of the pupil classroom behaviours identified as most disruptive, may be conducted to find out whether such classroom behaviours are related to pupil's home background variables such as broken homes.

This study has made known the pupil behaviours teachers perceive as interfering with the meaningful implementation of curriculum in the classroom. It has also revealed that no specific pupil behaviour is particularly disruptive among beginning or experienced teachers only and among female or male teachers only.

Limitations on the findings of this exploratory study have been noted. And as a way of improving life in the classroom for both teachers and pupils, a number of recommendations have been made for the attention of education administrators. It is hoped that this would minimize the occurrence and seriousness of pupil disruptive behaviours. Unless such proposals are implemented teachers may continue to encounter pupil disruptive behaviours which render classroom teaching-learning activities ineffective. The heavy teaching load, lack of teaching aids and overcrowded classroom, all make it difficult for the teacher to adequately plan ahead his materials with the hope of

making lessons interesting to the pupils and therefore have a low potential for disruptive behaviours. The classroom teachers, being the only available resource, working under stress may acquire beliefs, and therefore, classroom behaviours which are at variance with modern views on discipline and learning. Thus, instead of the teacher being an instrument of pupil motivation toward classroom activities, he becomes isolated from the pupil resulting in low teaching standards on the part of the teacher and poor academic attainment by the pupil.

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Appendix A.

THE UNIVERSITY OF ZAMBIA

DEPARTMENT OF EDUCATION

M.ED RESEARCH PROJECT

QUESTIONNAIRE ON TEACHERS' PERCEPTIONS OF

PUPIL DISRUPTIVE BEHAVIOUR.

This study is part of the requirements for the MASTER OF EDUCATION DEGREE Programme at the University of Zambia, School of Education in the Department of Education.

Your answers to this questionnaire would help in an effort of knowing pupil behaviours, which are most disruptive in the classroom and to identify beliefs that teachers have on classroom discipline. It is hoped that such information would make some contribution in the understanding of discipline issues as they relate to curriculum implementation in the classroom.

Please fill out Section A and answer each question in Sections B and C of the questionnaire as thoughtfully as you can.

All Information will be treated as strictly confidential.

SECTION A

BACKGROUND INFORMATION OF TEACHERS AND SCHOOLS.

1. Sex; MALE/FEMALE.
2. Age:
3. Nationality:
4. Qualification: Trained Graduate
 Trained Non-Graduate
 Untrained Graduate
 Untrained Non-Graduate. (Please underline)

5. For how long have you been teaching in Zambian Secondary Schools? - - - - -
6. Teaching Subjects - - - - -
7. Which one of the following is your major responsibility in addition to classroom teaching? (Please underline).
- | | |
|---------------------------|---------------------|
| School Head. | Career Master. |
| School Deputy Head. | Sports Master. |
| Senior Teacher. | Head of Department. |
| Boarding Master/Mistress. | |
| House Master/Mistress. | |
8. School where you now teach:
- (a) Name: - - - - -
- (b) How long have you been teaching in this school? - - - -
- (c) Boarding or Day school? (Underline).
- (d) Rural or Urban School (Underline).
- (e) Government or Mission School? (Underline).
- (f) Girls only, Boys only or Co-education (Underline).
- (g) Grade 1, 2 or 3 School? (Circle).

SECTION B.

PUPIL DISRUPTIVE BEHAVIOUR.

Below are some of the behaviours which tend to disrupt or interfere with classroom teaching and learning activities. The pupil behaviours have been placed under two broad categories. The first category consists of VERBAL behaviours while the second category has NON-VERBAL behaviours.

In each category, indicate the seriousness of the behaviours by ranking or rating them 1 to 5. One should indicate the most disruptive behaviour, 2 for the behaviour which is quite disruptive and so on until a 5 for the behaviour which is the least disruptive.

FIRST CATEGORY: VERBAL BEHAVIOURS.

These are behaviours in which pupils employ words in oral or spoken form.

- - - - - (A) Giggling and making queer noises.
- - - - - (B) Laughing, whistling and coughing so as to disrupt others for no apparent reason.
- - - - - (C) Talking back to the teacher. Argumentativeness and making criticisms or complaints that are unjust or not constructive.
- - - - - (D) Making wisecracks, asking silly questions and making silly remarks.
- - - - - (E) Talking out loud and shouting.

SECOND CATEGORY: NON-VERBAL BEHAVIOURS

These are behaviours in which pupils do not use words but movement of the body and/or objects.

- - - - - (A) Fighting and hitting with actual blows.
- - - - - (B) Persistent and deliberate late coming in class.
- - - - - (C) Making unnecessary noise by dropping books, hitting a pencil on the desk, slamming desk top, shaking, dragging and pulling a desk or a chair thereby making squeaking noise.

- - - - - (D) Deliberate inattention to classwork through day dreaming, paying attention to another pupil and doing other things instead of the work at hand.
- - - - - (E) Disobedience. For example, refusing to move when told.

Please state clearly any pupil classroom behaviour you consider as disruptive that was not listed in the above question.

SECTION C

BELIEFS ON DISCIPLINE INVENTORY.

INSTRUCTIONS: For each question below, there are two statements, A and B. Choose the statement that is closest to how you feel. You might not agree with either choice, but you are asked to choose one. Circle either A or B, but NOT both. Please be sure to answer all 12 items.

1. A. Pupils are not always capable of making rational and moral decisions.
- B. Pupils' inner emotions and capacity for decision making must always be considered legitimate and valid.
2. A. Generally, I assign pupils to specific areas or seats in the classroom.
- B. Generally, my seating or working area assignments are open to negotiation.

3. A. Even though pupils are not fully mature, teachers should give them responsibilities and choices.
B. Pupils should not be expected to be fully responsible for their decisions because they are strongly influenced by teachers, parents and friends.
4. When the noise level in the classroom bothers me, I will most likely:
A. Discuss my discomfort with the pupils and attempt to come to compromise with them about noise levels during activity periods.
B. Allow the activity to continue as long as the noise is not disturbing or upsetting any pupil.
5. During class, if a pupil breaks a classmate's bookcase, I as a teacher will most likely:
A. Scold both pupils, one for disrespecting others' property and the other for breaking a rule prohibiting personal bookcases in class.
B. Avoid interfering in something that the pupils and possibly their parents need to resolve themselves.
6. If pupils unanimously agree that a classroom rule is unjust and should be removed but I (the teacher) disagree with them, then:
A. The rule should probably be removed, and replaced by a rule made by the pupils.
B. The pupils and I should jointly decide on a fair rule.
7. When a pupil does not join a group activity:
A. The teacher should explain the value of the activity to the pupil, and encourage the pupil to participate.

- B. The teacher should attempt to identify the pupil's reasons for not joining and create activities that meet the needs of the pupil.
8. During the first week of class, I will most likely:
- A. Allow the pupils to interact freely and initiate any rule making.
 - B. Announce the classroom rules and inform pupils how the rules will be fairly enforced.
9. A. Pupils creativity and self-expression should be encouraged and nurtured as much as possible.
- B. Limits on disruptive behaviours have to be set without denying pupils their sense of choice and decision.
10. If a pupil interrupts my lesson by talking to a neighbour, I will most likely:
- A. Move the pupil away from others and continue the lesson; class time should not be wasted on account of one pupil.
 - B. Tell pupils about my annoyance and conduct a discussion with pupils about how they feel when being interrupted.
11. A. A good teacher is firm but fair in disciplining violators of classroom rules.
- B. A good teacher discusses several alternative disciplinary actions with a pupil who violates a classroom rule.
12. When one of the more conscientious pupils does not complete an assignment on time,
- A. I know the pupil has a legitimate reason and that the pupil on his/her own will turn in the assignment.

B. I tell the pupil that he/she was expected to turn in the assignment when it was due, and then with the pupil, we will jointly decide on the next steps.

END OF QUESTIONNAIRE and Thank you for your
co-operation.

For Official use.

<u>Table I.</u>		<u>Table II.</u>		<u>Table III.</u>	
2A	1A	4B	1B	2B	4A
3B	5A	6A	5B	3A	6B
7A	8B	9A	8A	7B	9B
11A	10A	12A	10B	11B	12B

Details about Schools Selected for the Study.

Name	Region	Location	Agency	Size or Grade	Type	Composition
Bwacha	Central	Urban	Government	Large/Grade 1	Day	Co-education
Chamboli	Copperbelt	Urban	Government	Large/Grade 1	Day	Co-education
Chipata Day	Eastern	Rural	Government	Medium/Grade 2	Day	Co-education
Chizongwe	Eastern	Rural	Government	Medium/Grade 2	Boarding	Boys
Dominican - Convent	Central	Urban	Mission	Small/Grade 3	Boarding	Girls
Highridge	Central	Urban	Government	Small/Grade 3	Day	Co-education
Kabulonga 'B'	Lusaka	Urban	Government	Large/Grade 1	Day	Boys
Kabulonga 'G'	Lusaka	Urban	Government	Large/Grade 1	Day	Girls
Kabwe	Central	Urban	Government	Large/Grade 1	Day	Co-education
Kalonga	Central	Urban	Government	Large/Grade 1	Day	Co-education
Kamwala	Lusaka	Urban	Government	Large/Grade 1	Day	Co-education
Katete	Eastern	Rural	Government	Medium/Grade 2	Boarding	Co-education
Kitwe 'B'	Copperbelt	Urban	Government	Large/Grade 1	Day	Boys
Matero	Lusaka	Urban	Government	Medium/Grade 2	Day	Girls
Mindole	Copperbelt	Urban	Government	Medium/Grade 2	Day	Co-education
Mukuba	Copperbelt	Urban	Government	Large /Grade 1	Day	Boys
Munali	Lusaka	Urban	Government	Large/Grade 1	Boarding	Boys
Ndeke	Copperbelt	Urban	Government	Large/Grade 1	Day	Co-education

3

SCHOOL OF EDUCATION

xxxx 213221

ODE/1020/3180061/10/82

19th October, 1982

Chief Education Officer,
Eastern Region,
CHIPATA.

Dear Sir,

MR. P.B. PHIRI

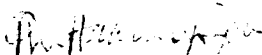
Mr. Phiri is one of our M.Ed. candidates who has successfully completed Part I of the programme.

Mr. Phiri is currently engaged in field work on his dissertation topic, "An Exploratory Study of Teachers Perceptions of pupil disruptive Classroom Behaviour in some Zambian Secondary Schools."

As this work has been approved by this University, I should be grateful for any assistance you may render Mr. Phiri in making his enquiries in your region.

With kind regards,

Yours sincerely,


P. M. Haanuntuwa (Dr.)
DEAN, SCHOOL OF EDUCATION

c.c. Head, Department of Education (MWE)
Assistant Dean (I) Education
File: 4/2
Copy for Mr. Phiri ✓

C.E.O.

Telephone: 216771



in reply please quote
MELR/102/5/6
No.

REPUBLIC OF ZAMBIA

MINISTRY OF EDUCATION AND CULTURE

LUSAKA REGION,
P/B RW. 21E,
LUSAKA.

10th November, 1982.

To Headmasters,

Munali Secondary School,
Kabulonga Boys Secondary School,
Kabulonga Girls Secondary School,
Kamwala Secondary School,
Matero Girls Secondary School.

MR. P. B. PHIRI, MED CANDIDATE - AN EXPLORATORY STUDY OF
TEACHERS' PERCEPTIONS

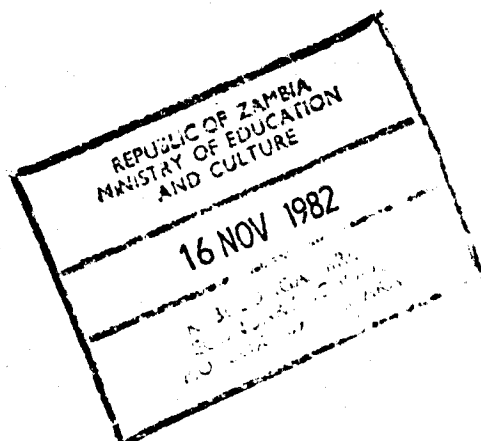
I have the honour to introduce to you Mr. Phiri from UNZA who is currently on field work for "An Exploratory study of Teachers perceptions of pupil disruptive classroom Behaviour in some Zambian Secondary Schools."

2. I shall be grateful for any assistance you may render to him at your school in making his enquiries.

D. A. Kumba
D. A. Kumba,
for/Chief Education Officer,
LUSAKA REGION.

c.c. Head,
Department of Education (UNZA),
Assistant Dean (1) Education,
P.O. Box 32379,
LUSAKA.

/irk.



Appendix E.

Table 1. Sample Design

LENGTH OF TEACHING EXPERIENCE	<u>SEX</u>		Total
	FEMALE	MALE	
	5 \leq Years 50 C	50 A	100
	6 \geq Years 50 D	50 B	100
Total	100	100	N = 200

A = Sub-sample of male teachers of 5 or less years of teaching experience.

Table 2. Sample Distribution.

LENGTH OF TEACHING EXPERIENCE	<u>SEX</u>		Total
	FEMALE	MALE	
	5 \leq Years 26 C	41 A	67
	6 \geq Years 27 D	38 B	65
Total	53	79	N = 132

Appendix E

Table 3.

Teachers' Rank Ordering (Total and Mean Scores)
of VERBAL Pupil disruptive classroom behaviours in some Zambian
Schools by length of teaching experience and Sex.

<u>Pupil</u> <u>Behaviour</u>	<u>THE FOUR CATEGORIES OF TEACHERS.</u>			
	$5 \leq F$	$5 \leq M$	$6 \geq F$	$6 \geq M$
	(c)	(a)	(d)	(b)
	N=26	41	27	38
A.	(63)	(84)	(62)	(95)
	2.423	2.049	2.296	2.5
B.	(80)	(113)	(83)	(100)
	3.077	2.756	3.074	2.632
C.	(76)	(145)	(79)	(111)
	2.923	3.537	2.778	2.921
D.	(92)	(141)	(86)	(131)
	3.538	3.439	3.185	3.447
E.	(84)	(133)	(95)	(131)
	3.231	3.244	3.519	3.447

N = number of teachers in each category.

(63) = Total Scores based on teachers' ratings.

(a) = all male teachers with 5 or less years of teaching.

(b) = all male teachers with 6 or more years of teaching.

(c) = all female teachers with 5 or less years of teaching.

(d) = all female teachers with 6 or more years of teaching.

Appendix E

Table 4.

Comparison of Ranks Assigned to Verbal pupil disruptive behaviours by teachers of all categories.

TEACHERS'		<u>Verbal pupil behaviours.</u>				
<u>CATEGORIES.</u>		A	B	C	D	E
5 ≤ F		1	3	2	5	4
(c)						
5 ≤ M		1	2	5	4	3
(a)						
6 ≥ F		1	3	2	4	5
(d)						
6 ≥ M		1	2	3	4.5	4.5
(b)						
	R _j	4	10	12	17.5	16.5
	\bar{R}_j	12				
	d	- 8	-2	0	5.5	4.5
	d ²	64	4	0	30.25	20.25
	Σd ²	118.5				
W = 0.741 A high agreement in the way teachers						
perceive the disruptive behaviours. Critical						
Value of S = 88.4						
Calculated S = 118.5, k = 4, N = 5; Result: Significant.						
(a) = all male teachers with 5 or less years of teaching.						
(b) = all male teachers with 6 or more years of teaching.						
(c) = all female teachers with 5 or less years of teaching.						
(d) = all female teachers with 6 or more years of teaching.						
R _j = Sum of Ranks						
\bar{R}_j = mean Rank						
d = deviance						
d ² = deviance squared						
Σd ² = Sum of deviance squared						
W = Kendall Coefficient of Concordance.						

Appendix E

Table 5

Teachers' Rank Ordering (Total and Mean Scores) of
NON-VERBAL Pupil disruptive classroom behaviour in some
Zambian Secondary Schools by length of teaching experience
and Sex.

<u>Pupil</u> <u>Behaviour</u>	<u>THE FOUR CATEGORIES OF TEACHERS</u>			
	$5 \leq F$	$5 \leq M$	$6 \geq F$	$6 \geq M$
	(c)	(a)	(d)	(b)
	N=26	41	27	38
A.	(57)	(90)	(52)	(75)
	2.192	2.195	1.926	1.974
B.	(78)	(121)	(91)	(125)
	3	2.951	3.37	3.289
C.	(102)	(150)	(71)	(129)
	3.923	3.659	2.63	3.395
D.	(83)	(142)	(85)	(121)
	3.192	3.463	3.148	3.184
E.	(70)	(114)	(106)	(126)
	2.692	2.78	3.926	3.316

N = number of teachers in each set.

(57) = Total scores based on teachers' ratings.

(a) = all male teachers with 5 or less years of teaching.

(b) = all male teachers with 6 or more years of teaching.

(c) = all female teachers with 5 or less years of teaching.

(d) = all female teachers with 6 or more years of teaching.

Appendix E

Table 6. Comparison of Ranks Assigned to Non-Verbal pupil disruptive behaviours by teachers of all categories.

TEACHERS'

CATEGORIES

Non-Verbal Pupil behaviours.

	A	B	C	D	E
$5 \leq F$ (c)	1	3	5	4	2
$5 \leq M$ (a)	1	3	5	4	2
$6 \geq F$ (d)	1	4	2	3	5
$6 \geq M$ (b)	1	2	5	3	4
R_j	4	12	17	14	13
\bar{R}_j	12				
d	- 8	0	5	2	1
d^2	64	0	25	4	1
$\sum d^2$	94				

$W = 0.588$ A high degree of agreement Calculated Value of $S = 94$; Critical value of $S = 88.4$, with $k = 4$ and $N = 5$, the Result is significant.

- (a) = all male teachers with 5 or less years of teaching.
 (b) = all male teachers with 6 or more years of teaching.
 (c) = all female teachers with 5 or less years of teaching.
 (d) = all female teachers with 6 or more years of teaching.

R_j = Rank Sum.

\bar{R}_j = Rank mean.

d = deviance.

$\sum d^2$ = deviance squared deviance.

W = Kendall Coefficient of Concordance.

Pupil disruptive classroom behaviours by teachers of all categories.

<u>TEACHERS' CATEGORIES.</u>					<u>TEACHERS' CATEGORIES</u>				
VERBAL BEHAVIOUR (Summarized)	5 ≤ F (c) N=26	5 ≤ M (a) 41	6 ≥ F (d) 27	6 ≥ M (b) 38	NON-VERBAL BEHAVIOURS (Summarized)	5 ≤ F (c) N=26	5 ≤ M (a) 41	6 ≥ F (d) 27	6 ≥ M (b) 38
A.	2.423	2.049	2.296	2.5	A.	2.196	2.195	1.926	1.974
Giggling and queer noises	(1)	(1)	(1)	(1)	Fighting	(1)	(1)	(1)	(1)
B.	3.077	2.756	3.074	2.632	B. Late coming in class.	3 (3)	2.951 (3)	3.37 (4)	3.289 (2)
C.	2.923 (2)	3.537 (5)	2.778 (2)	2.921 (3)	C. Squeaking noise by pulling desk or chair	3.923 (5)	3.659 (5)	2.63 (2)	3.395 (5)
D.	3.538 (5)	3.439 (4)	3.185 (4)	3.447 (4.5)	D. In attention to classwork.	3.192 (4)	3.463 (4)	3.148 (3)	3.184 (3)
E.	3.231 (4)	3.244 (3)	3.519 (5)	3.447 (4.5)	E. Disobedience	2.692 (2)	2.78 (2)	3.926 (5)	3.316 (4)

N = number of teachers in each set.
 (1) = Overall rank order based on mean scores.
 (a) = all male teachers with 5 or less years of teaching.
 (b) = all male teachers with 5 or less years of teaching.
 (c) = all female teachers with 5 or less years of teaching.
 (d) = all female teachers with 6 or more years of teaching.

Appendix E

Table 11.

Comparison of Ranks Assigned to Verbal pupil disruptive behaviours by Female teachers with different years of teaching experience.

Pupil behaviour	Rank.			
	$5 \leq F$	$6 \geq F$	d	d^2
A	1	1	0	0
B	3	3	0	0
C	2	2	0	0
D	5	4	1	1
E	4	5	-1	1
				$\sum d^2 = 2$
Spearman Rank Correlation Coefficient (rho)				=0.88
A high positive Correlation.				

Table 12.

Comparison of Ranks Assigned to Verbal pupil disruptive behaviours by Male teachers with different years of teaching experience.

Pupil behaviour	Rank.			
	$5 \leq M$	$6 \geq M$	d	d^2
A	1	1	0	0
B	2	2	0	0
C	5	3	2	4
D	4	4.5	.5	1.25
E	3	4.5	-.5	.25
				$\sum d^2 = 4.5$
Spearman Rank Correlation Coefficient (rho)				=0.73
A high positive Correlation.				

Appendix E

Table 13. Comparison of Ranks Assigned to Non-Verbal pupil disruptive behaviours by Female teachers with different years of teaching experience.

Pupil behaviour	Rank			
	$5 \leq F$	$6 \geq F$	d	d^2
A	1	1	0	0
B	3	4	- 1	1
C	5	2	3	9
D	4	3	1	1
E	2	5	-3	9
				$\Sigma d^2 = 20$

Spearman rank Correlation Coefficient (rho) = - 0.2

There is a low negative Correlation.

Table 14. Comparison of Ranks Assigned to Non-Verbal pupil disruptive behaviours by Male teachers with different years of teaching experience.

Pupil behaviour	Rank			
	$5 \leq M$	$6 \geq M$	d	d^2
A	1	1	0	0
B	3	2	1	1
C	5	5	0	0
D	4	3	1	1
E	2	4	-2	4
				$\Sigma d^2 = 6$

Spearman rank Correlation Coefficient (rho) = 0.64

There is a positive Correlation.

Appendix E

Table 15. Comparison of Ranks Assigned to Verbal pupil disruptive behaviours by all teachers with 5 or less years of teaching experience but different Sex.

Pupil Behaviour.	Rank.			
	5 ≤ F	5 ≤ M	d	d ²
A	1	1	0	0
B	3	2	1	1
C	2	5	-3	9
D	5	4	1	1
E	4	3	1	1
				$\Sigma d^2 = 12$
Spearman Rank Correlation Coefficient (rho)				= 0.28
				No Correlation

Table 16. Comparison of Ranks Assigned to Verbal pupil disruptive behaviours by all teachers with 6 or more years of teaching experience but different Sex.

Pupil Behaviour	Rank.			
	6 ≥ F	6 ≥ M	d	d ²
A	1	1	0	0
B	3	2	1	1
C	2	3	-1	1
D	4	4.5	-.5	0.25
E	5	4.5	.5	0.25
				$\Sigma d^2 = 2.5$
Spearman Rank Correlation Coefficient (rho)				= 0.85
				A high positive correlation.

Appendix E

Table 17. Comparison of Ranks Assigned to Non-Verbal pupil disruptive behaviours by all teachers with 5 or less years of teaching experience but different Sex.

Pupil Behaviour	Rank.			
	$5 \leq F$	$5 \leq M$	d	d^2
A	1	1	0	0
B	3	3	0	0
C	5	5	0	0
D	4	4	0	0
E	2	2	0	0

$$\sum d^2 = 0$$

Spearman Rank Correlation Coefficient (ρ) = 1

There is a Perfect Positive Correlation.

Table 18. Comparison of Ranks Assigned to Non-Verbal pupil disruptive behaviours by all teachers with 6 or more years of teaching experience but different Sex.

Pupil behaviour	Rank.			
	$6 \geq F$	$6 \geq M$	d	d^2
A	1	1	0	0
B	4	2	2	4
C	2	5	-3	9
D	3	3	0	0
E	5	4	1	1

$$\sum d^2 = 14$$

Spearman Rank Correlation Coefficient (ρ) = 0.16

No Correlation.

Table 21. Distribution of Teachers of all categories holding INTERVENTIONIST Beliefs on Classroom Discipline.

5 ≤ F			5 ≤ M			6 ≥ F			6 ≥ M		
X	f	cf	X	f	cf	X	f	cf	X	f	cf
67	1	22	67	0	23	67	2	17	67	1	23
58	9	21	58	6	23	58	5	15	58	4	22
50	8	12	50	8	17	50	8	10	50	15	18
12	4	4	42	9	9	42	2	2	42	3	3

Distribution of Teachers of all Categories holding INTERACTIONALIST Beliefs on Classroom Discipline

5 ≤ F			5 ≤ M			6 ≥ F			6 ≥ M		
X	f	cf	X	f	cf	X	f	cf	X	f	cf
67	0	4	67	0	18	67	0	9	67	0	14
58	1	4	58	3	18	58	1	9	58	2	14
50	3	3	50	10	15	50	5	8	50	7	12
42	0	0	42	5	5	42	3	3	42	5	5

X = Score from Beliefs on Discipline Inventory.
f = frequency.
cf = Cumulative frequency.

22 = Total number of teachers holding a particular Belief in a specific category of teachers.