TEACHERS' CLASSROOM CONTROL THROUGH DECISION-MAKING: A CASE STUDY IN A PRIVATE SECONDARY SCHOOL IN SELANGOR

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ABSTRACT

This case study investigated on teachers' classroom control strategies and decision-making simultaneously. In the private secondary school, teachers were strongly prohibited from disciplining students physically to avoid potential litigation threats and complaints from parents as stakeholders. From researcher's activity as a participant observer, the Head of Discipline (HOD) reported of receiving discipline cases that were considered trivial and unnecessary that could have been rectified at teachers' personal level. Under such restrictions and circumstance, teachers were investigated on their alternative forms of disciplining and their personal involvement in decision-making. Thus, fifteen teachers including the Head of Discipline (HOD) were chosen through purposive sampling to share on their experience in three areas: (a) as decision-makers; (b) their decision-making process; and (c) their unfavorable conditions and obstacle to personal decision-making. An open-ended *Decision-making questionnaire* was used together with a voice-recorded interview to collect information on their strategies, process and obstacles to personal decision-making. In addition, the pupil control ideology (PCI) form and *Teachers' Sense of Efficacy Scale* (TSES) were also used to describe their personal profiles on their styles and confidence in classroom control. Data were subsequently transcribed, codded and analyzed sequentially in the three areas. As a result, teachers' classroom control strategies were categorized into *self-directed*, *student-directed*, *situation-directed* and *organizational-directed* strategies. Each strategy contained tactics to educate, correct and prevent student from causing discipline problems. Secondly, respondents' processes of decision-making were described as a pattern that progressed from personal involvement, to collaboration and finally transfer in relation to the perceived level of seriousness in the discipline problem. In addition, respondents were described in their extent of personal involvement through their frequencies of transfers, their PCI/TSES scores, perceptions

on problem-seriousness, and their personal interventions prior to transfer. Within personal intervention, respondents were able to gather evidence(s), trace discipline problems to cause(s) and differentiate the type(s) of discipline problems. Thirdly, respondents' highlighted a list of unfavorable conditions and six obstacles to personal decision-making; (a) Standard Operating Procedures (SOPs); (b) negative work culture; (c) social-cultural differences; (d) negative teacher-student relationship; (e) managing students with Learning Disabilities (LD); and (f) parental involvement. Eventually, the researcher compiled a list of suggestions from respondents to improve personal involvement and teachers' collaborations in organizational decision-making. As an implication of research, this case study has contributed a contextual evidence for the researched organization to understand respondents' behaviors as classroom leaders and their dilemmas in managing classroom discipline problems. Additionally, the Head of Discipline could rely on data findings to assist respondents in improving their personal decision-making on discipline problems that do not require transfer. Due to the limitations of a case study, no generalization can be made on the findings of this case study to reflect the whole population of teachers in the organization. As a concluding recommendation, respondents who portrayed different styles and levels of confidence through the analyses of the TSES and the PCI form could be paired for peer coaching, or conduct action research individually as a form of organizational learning.

ABSTRAK

Kajian kes ini dilaksanakan untuk mengkaji perilaku guru dalam hal pembuatan keputusan dan strategi pengurusan disiplin kelas. Dari segi konteks kajian yang telah dilakukan di sebuah sekolah menengah swasta, guru-guru dilarang sama sekali menggunakan kekerasan fizikal semasa menguruskan disiplin pelajar. Hal sedemikian berlaku untuk mengelakkan kes saman yang mungkin ditimbulkan oleh ibubapa pelajar susulan daripada tindakan mana-mana guru yang melanggar tatatertib etika perguruan. Hasil pemerhatian penyelidik mengesahkan wujudnya kes-kes disiplin yang kerap dipindahkan daripada guru-guru kepada Ketua Guru Disiplin. Malah, kebanyakan kes yang telah dilaporkan adalah remeh-temeh yang seharusnya dikawal oleh guru secara langsung. Akibat wujudnya kes-kes sedemikian yang dilaporkan oleh Ketua Guru Disiplin, maka penyelidik telah mengambil keputusan untuk mengkaji lima belas responden (termasuk Ketua Guru Disiplin) yang melibatkan tiga aspek eksplorasi utama iaitu: (a) guru sebagai individu yang membuat keputusan; (b) proses pembuatan keputusan; dan (c) halangan peribadi serta keadaan yang tidak memberangsangkan dalam proses pembuatan keputusan. Tiga instrumen kajian digunakan untuk proses pengumpulan data iaitu *Decision-making questionnaire, Pupil Control Ideology Form* (PCI) dan *Teachers' Sense of Efficacy Scale* (TSES). Analisis data melibatkan proses transkripsi rekod perbualan di antara penyelidik dan responden, diikuti dengan pengkodan dan akhirnya analisis kualitatif untuk mengenalpasti dan menerangkan corak pembuatan keputusan peribadi. Hasil kajian kes ini telah mengklasifisikan strategi pengurusan bilik darjah responden sebagai berorientasikan diri, pelajar, situasi dan organisasi. Malah, setiap taktik dalam strategi yang disebutkan bermatlamat mengajar, memperbetul dan mengelakkan pelajar daripada terus menimbulkan masalah disiplin kelas. Dari segi corak pembuatan keputusan, tabiat responden berganjak daripada penglibatan diri secara langsung kepada tidak langsung menerusi kolaborasi dan

akhirnya kepada pemindahan kes kepada Ketua Guru Disiplin. Tindakan peralihan corak ini sejajar dengan tahap persepsi responden apabila masalah disiplin kelas bertambah serius. Selain daripada itu, responden turut dikaji dari aspek kekerapan memindahkan kes disiplin kelas kepada Ketua Guru Disiplin, tahap skor peribadi daripada PCI/TSES, persepsi terhadap masalah disiplin kelas yang serius dan sejauh mana mereka ingin melibatkan diri dalam pembuatan keputusan disiplin pelajar. Hasil kajian juga mendapati responden mampu mengumpulkan bukti, mengenalpasti punca (atau faktor) berlakunya disiplin pelajar dan membezakan antara kes yang serius dengan yang kurang serius. Seterusnya, hasil kajian juga mengenalpasti situasi yang tidak memberangsangkan untuk responden melibatkan diri dalam pembuatan keputusan. Malah, penyelidik telah mengklasifikasikan enam halangan dalam pembuatan keputusan peribadi iaitu: (a) Prosedur Operasi Standard (POS); (b) Budaya kerja yang negatif; (c) Kepelbagaian sosio-budaya; (d) hubungan guru-pelajar yang negatif; (e) wujudnya pelajar yang mempunyai masalah pembelajaran; dan (f) penglibatan ibubapa dalam hal ehwal pengurusan pelajar. Penyelidik telah melaporkan senarai cadangan daripada responden untuk memperbaiki proses pembuatan keputusan guru dalam sistem pengurusan bilik darjah. Sebagai implikasi kajian, penyelidik telah berhujah dan menerangkan perilaku dan dilema guru terutamaya dari segi konteks yang dialami oleh responden di sekolah menegah swasta tersebut. Selain daripada itu, Ketua Guru Disiplin dapat mengambilkira hasil kajian kes ini untuk memperbaiki kebolehan guru dalam pembuatan keputusan dan sekaligus cuba mengurangkan tahap perpindahan kes disiplin yang remeh-temeh. Namun demikian, kajian ini tidak boleh disimpulkan secara langsung sebagai mewakili semua guru yang berkhidmat di sekolah tersebut. Sebagai cadangan, kebolehan dan kepelbagaian stail responden dalam pengurusan bilik darjah seharusnya ditingkatkan melalui kajian tindakan atau perkongsian pengetahuan melalui *peer coaching.*

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TABLE OF CONTENTS

CHAPTER		
1	INTRODUCTION	1
	General Background	1
	Problem Statements	4
	Areas Concerning Teachers as Decision-makers	4
	Areas Concerning Teachers' Process of Decision-making	7
	Areas Concerning Teachers' Unfavorable Conditions and Obstacles to Personal Decision-making	9
	Purpose of Study	12
	Objectives of Research	14
	Research Questions and Speculations	16
	Significance of Study	17
	Theoretical Framework	18
	Conceptual Framework	20
	Preliminary Limitations of Research	22
	Summary	24
	Operational Definitions of Terms	25
2	REVIEW OF LITERATURE	26
	Study of Organizational Behavior	27
	Context, Process and Content of a Changing Organization	28
	Dynamism in a Changing Organization	31
	Study of Decision-making in a Changing Organization	32
	About Decision-making	32
	The Emphasis of Decision-making in a Changing Organization	34
	Assimilating the Study of Decision-making with Pettigrew's (1987) Conceptual Framework	36
	Analyses of Context: The dimension of the decision-maker in the decision-making process.	36
	Analyses of Process: The dimension that describes the process of decision-making.	36
	Analyses of Content: The dimension of conditions and obstacles associated with personal decision-making	37
	Teachers as Decision-makers in the Classroom	38
	Teachers' Strategies for Classroom Control	38
	Beyond Classroom Control Strategies	45
	Study of Pupil Control Ideology and Teachers' Sense of Efficacy	47
	Pupil Control Ideology.	47
	Teachers' Sense of Efficacy.	48
	Outcome expectations	51
	Efficacy expectations	51

Performance accomplishments 52
Vicarious experience 53
Verbal or social persuasion 53
Emotional arousal 53
Implications of self-efficacy and pupil control ideology on teachers. 54
Exploring teachers' pupil control ideology and self-efficacy for organizational improvements 62
The Process of Decision-making 64
The *Classical* or *Traditional* Model 70
The *Satisficing* Model 71
The *Incremental* Model 73
The *Mixed-Scanning* Model 75
The *Garbage Can* Model 77
The *Political* Model 79
The *Ethical* Model 81
Unfavorable Conditions and Obstacles to Personal Decision-making 83
About Malaysian Private Schools 90
Background 90
General Guidelines on Discipline Management 93
Local Evidences Surrounding the Theme of Research 96
Local evidences concerning students' discipline problems 96
Local evidences concerning teachers as decision-makers 98
Local evidences concerning school climates and school leadership 100
Local evidences concerning policies and systems of discipline management 101
About the Researched School 103
Matters Pertaining to Standard Operating Procedures (SOPs) 104
Purpose of SOPs in Discipline Management 105
Personnel in Discipline Management. 107
Inner and Outer Context of the Researched Organization 107
Inner Context 108
Vision and mission of the researched school 108
Organizational Structure 108
School Leadership 110
Teachers 110
Physical structures and a changing school 110
School Climate and Culture 111
Students and class compositions 112
Outer Context 113
Parental involvement 113

Discipline Management System in the Researched Organization 114
Summary 125

3 RESEARCH METHODOLOGY 130
Philosophical Base of Case Studies 130
Purpose of Conducting a Case Study 133
Research Design 134
General preparations and procedures as a participant observer 138
Sampling 142
Observation and data recording 146
Data Analyses 148
Analysis of Pupil Control Ideology (PCI) Form 150
Reliability and validity of the PCI form 151
Analysis of Teachers' Sense of Efficacy Scale (TSES). 153
Reliability and validity of the TSES form. 154
Analysis of Teachers' Decision-making questionnaire. 155
Triangulation and corroboration of data 157
Limitation of Case Studies 158
Threats to validity 162
Threats to reliability 164
Summary 165

4 RESEARCH FINDINGS 166
Chronology of Research 166
Process of Reporting Research 170
Respondents' Collective Analyses 172
Respondents' Demographic Profiles 172
Analyses from Pupil Control Ideology (PCI) form 175
Analyses from Teachers' Sense of Efficacy Scale (TSES) 177
Phase One: Analyses of Context 178
Teachers as Decision-makers 178
Classroom control strategies. 178
Research question 1: What are the classroom control strategies that respondents practice in the organization? 178
Phase Two: Analyses of the Process 184
Process of Decision-making 184
Patterns from data analyses 184
Research question 2: What are the observable patterns of decision-making when respondents manage classroom discipline problems? 184
Research question 3: What is the extent of 186

respondents' personal involvement in decision-making?
Respondents' frequency of transfer 187
Respondents' internal factors related to transfer 188
Respondents' perceptions to differentiate between a serious and a less serious discipline problem 192
Personal interventions prior to transfer 196
Similarities in the process of decision-making 198
Differences in the process of decision-making 200
Phase Three: Analyses of Content 201
Unfavorable Conditions and Obstacles to Personal Decision-making 201
Research Question 4: What are the unfavorable conditions to personal decision-making? 202
Research question 5: What obstacles would respondents perceive if confronted with the need for personal decision-making? 204
Phase Four : Suggestions for Change 209
Suggestions from Respondents to Encourage Personal Involvement and Collaboration in Decision-making 213
Research question 6: What areas can be highlighted to encourage personal involvement and collaboration in organizational decision-making? 210
Respondents' Individual Analyses 212
Respondent 1: Teacher A 212
Analyses of Teacher A 212
Respondent 2: Teacher B 217
Analyses of Teacher B 217
Respondent 3: Teacher C (Head of Discipline) 222
Analyses of Teacher C 222
Respondent 4: Teacher D 226
Analyses of Teacher D 226
Respondent 5: Teacher E 228
Analyses of Teacher E 228
Respondent 6: Teacher F 231
Analyses of Teacher F 231
Respondent 7: Teacher G 234
Analyses of Teacher G 234
Respondent 8: Teacher H 236
Analyses of Teacher H 236
Respondent 9: Teacher I 238
Analyses of Teacher I 238
Respondent 10: Teacher J 240
Analyses of Teacher J 240
Respondent 11: Teacher K 244

Analyses of Teacher K 244
Respondent 12: Teacher L 246
Analyses of Teacher L 246
Respondent 13: Teacher M 247
Analyses of Teacher M 247
Respondent 14: Teacher N 249
Analyses of Teacher N 249
Respondent 15: Teacher O 252
Analyses of Teacher O 252
Summary 255

5 SUMMARY, DISCUSSIONS AND RECOMMENDATIONS 259
Discussions 259
Summary on Organizational Context 259
Discussions on Context: Teachers as Decision-makers 261
Discussions on demographic profiles 261
Discussions on Pupil Control Ideology 262
Discussions on Teachers' Sense of Efficacy 265
Discussions on classroom control strategies 268
Research question 1: What are the classroom control strategies that respondents practice in the organization? 268
Discussions on Four Directed Strategies of Classroom Control 270
Self-directed strategies 270
Organizational-directed strategies 273
Student-directed strategies 275
Situation-directed strategies 278
Discussions on Process: Respondents' Patterns of Decision-making 280
Discussions on respondents' patterns of decision-making 280
Research question 2: What are the observable patterns of decision-making when respondents manage classroom discipline problems? 280
Discussions on respondents' extent of personal involvement 281
Research question 3: What is the extent of respondents' personal involvement in decision-making? 281

Leadership in relation to respondents' process of decision-making 284
Decision-making models in relation to respondents' patterns of decision-making 292
Discussions on Content: Unfavorable conditions and Obstacles to Personal Decision-making 300
Unfavorable conditions to personal decision-making. 300
Research Question 4: What are the unfavorable conditions to personal decision-making? 300
Obstacles to personal decision-making. 303
Research question 5: What obstacles would respondents perceive if confronted with the need for personal decision-making? 303
Discussions on Respondents' Suggestions to Improve Personal and Collaborative Decision-making 306
Research question 6: What areas can be highlighted to encourage personal involvement and collaboration in organizational decision-making? 306
Implications of Research 315
Recommendations for Organizational Change 318
Self-directed change. 321
Organizational-directed and *Student-directed* change 333
Situational-directed change 336
Other recommendations 336
Limitations of Study 339
Multiple Processes in the Research Design 339
Purpose and Scope of Research 341
Limited Respondents 342
Perception and Interpretation of the Researcher 342
Conclusions 345
Change in Personal Willingness 349
Change in Readiness (Or Preparedness) 349
Change in Personal Abilities 351
Change in Information Systems (IS) 353
Concluding Thoughts 355

LIST OF FIGURES

Figure 1	Guide to the core areas of research	2
Figure 2	Four phases in this case study	15
Figure 3	Pettigrew's (1987) Conceptual Framework of Organizational Change	19
Figure 4	Theoretical framework	20
Figure 5	Conceptual framework	21
Figure 6	Subjects of exploration for literature review	26
Figure 7	Pettigrew's (1987) Conceptual Framework	27
Figure 8	Elements within Pettigrew's (1987) Conceptual Framework	29
Figure 9	Pettigrew's (1985) Components of Analysis: Context and Process	30
Figure 10	Triadic reciprocity according to Bandura (1996, 1999)	50
Figure 11	Illustration showing the interaction of bureaucratic and individual	85
Figure 12	Elements within Students' affairs management (Mok, 2008)	93
Figure 13	General organizational chart for public schools in Malaysia	109
Figure 14	The organizational chart of the researched school	109
Figure 15	Organization chart for discipline department	114
Figure 16	Standard Operating Procedures for MDS	120
Figure 17	Disciplinary actions for students as the result of demerit points	122
Figure 18	Flow chart for discipline intervention	123
Figure 19	Pre-inquiry report	124
Figure 20	Theoretical framework highlighting the dimensions of context, content	125
Figure 21	Conceptual framework highlighting elements under investigations in each dimension of context, content and process of decision-making	126
Figure 22	Process before data collection	167
Figure 23	Process during data collection	168
Figure 24	Respondents' Patterns of Decision-making	185
Figure 25	Personal interventions prior to transfer	196
Figure 26	How conditions influence the choice for personal involvement in decision-making	202
Figure 27	Four directed strategies of respondents for improvements	210
Figure 28	Scope for discussions from research findings	260
Figure 29	Expresser and Suppressor spectrum	277
Figure 30	Improvements on the flow chart for discipline intervention	308
Figure 31	Checklist card on personal involvement	311
Figure 32	Four combinations of teachers' profiles as outcomes from PCI and TSES form	311
Figure 33	Checklist to identify obstacles to personal decision-making	314
Figure 34	Core findings as expanded from researcher's initial conceptual framework	316

Figure 35	Recommendations for organization change that would synthesize between reality, theories and applications	319
Figure 36	Improvements of organizational decision-making in the four-directed areas of change	320
Figure 37	Example of self-directed change to manage students who experience negative parenting at home	323
Figure 38	The Exasperation Pathway (Louis, 2012)	325
Figure 39	The integrated performance model (Watkins, 2013)	330
Figure 40	Simple questions to help teachers to reflect when dealing with students' misbehaviors	332
Figure 41	Suggested key areas for action research	336
Figure 42	Summary for all sections written in chapter five	345
Figure 43	Concluding thoughts for the improvements of decision-maker, process and obstacles to personal decision-making	348

LIST OF TABLES

Table 1	Roles and Responsibilities of Discipline Teachers	115
Table 2	Merit Points for Positive Behaviors in the Classroom	116
Table 3	Demerit Points for Negative Behaviors in the Classroom	117
Table 4	Sample Page Taken from the Daily Monitoring Report (DMR) Book	121
Table 5	Reliability Statistics of the Pupil Control Ideology (PCI) Form	152
Table 6	Reliability Item-Total Statistics of the Pupil Control Ideology (PCI) Form	152
Table 7	Items Grouped within each Subscale Scores of the TSES (Short Form)	154
Table 8	Reliability Statistics of the TSES Form	154
Table 9	Reliability Item-Total Statistics of Teachers' Sense of Efficacy Scale (TSES-Short)	154
Table 10	Demographic Profiles of All Fifteen Respondents	173
Table 11	Head of Discipline's (HOD) impression on fifteen respondents who were selected through purposive sampling	174
Table 12	Pupil Control Ideology (PCI) Scores of All Respondents	176
Table 13	Comparative analyses on Teachers' Sense of Efficacy	177
Table 14	Classroom Control Strategies among Fifteen Respondents	180
Table 15	Multipurpose Reasons behind Respondents' Four-directed Strategies for Classroom Control	181
Table 16	Differentiating Enforcing or Supportive Styles among Tactics used by Respondents	183
Table 17	Analyses of Fourteen Respondents on their Frequency of Transfer to the Head of Discipline (HOD)	187
Table 18	Analyses of Respondents Who "Frequently" Transfer Serious Discipline Problems to the Head of Discipline (HOD)	190
Table 19	Analyses of Respondents Who "Sometimes" Transfer Less Serious Discipline Problems to the Head of Discipline (HOD)	190
Table 20	Comparisons between a Serious and Less Serious Discipline Problem from Respondents' Perspectives	193
Table 21	Respondents' Personal Intervention Prior to Transfer	195
Table 22	Favorable and Unfavorable Conditions to Personal Decision-making	203
Table 23	Respondents' Obstacles in Personal Decision-Making	206
Table 24	List of Suggestions from Respondents for Improvements	211
Table 25	Profile of TSES in each Subscale for Teacher A	213
Table 26	Profile of TSES in each Subscale for Teacher B	217
Table 27	Profile of TSES in each Subscale for Teacher C	222
Table 28	Profile of TSES in each Subscale for Teacher D	227
Table 29	Profile of TSES in each Subscale for Teacher E	229
Table 30	Profile of TSES in each Subscale for Teacher F	231
Table 31	Profile of TSES in each Subscale for Teacher G	234

Table 32	Profile of TSES in each Subscale for Teacher H	236
Table 33	Profile of TSES in each Subscale for Teacher I	238
Table 34	Profile of TSES in each Subscale for Teacher J	240
Table 35	Profile of TSES in each Subscale for Teacher K	244
Table 36	Profile of TSES in each Subscale for Teacher L	246
Table 37	Profile of TSES in each Subscale for Teacher M	248
Table 38	Profile of TSES in each Subscale for Teacher N	250
Table 39	Profile of TSES in each Subscale for Teacher O	252
Table 40	Differences between Leadership and Management	291
Table 41	Comparative analyses between PCI and TSES for all fifteen respondents	312

LIST OF SYMBOLS AND ABBREVIATIONS

DMS	Discipline Management System
HOD	Head of Discipline
MDS	Merit-Demerit System
MEB	Malaysian Education Blueprint
MOEM	Ministry of Education, Malaysia
PCI	Pupil Control Ideology
PED	Private Education Department
PISF	Private and International School Fair
SOP(s)	Standard Operating Procedure(s)
TSES	Teacher's Sense of Efficacy Scale
CCA	Co-Curricular Activities

LIST OF APPENDICES

Appendix A	Pupil Control Ideology Form (PCI)	392
Appendix B	Teachers' Sense of Efficacy Scale (TSES) –Short Form	393
Appendix C	Decision-making Questionnaire	394
Appendix D	Approval Letter from Research Unit, Ministry of Education	401
Appendix E	Purposive Sampling form for the Head of Discipline	402
Appendix F	Respondent's Verification Form	403
Appendix G	Inter-coder Reliability Test Form	404
Appendix H	List of Publications and Papers presented	407