

## APPENDIX A

### Pupil Control Ideology Form (PCI)

**Directions:** Following are twenty statements about schools, teachers, and pupils. Please indicate your personal opinion about each statement from strongly disagree to strongly agree. Your answers are confidential.

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. It is desirable to require pupils to sit in assigned seats during assemblies.	1	2	3	4	5
2. Pupils are usually not capable of solving their problems through logical reasoning.	1	2	3	4	5
3. Directing sarcastic remarks toward a defiant pupil is a good disciplinary technique.	1	2	3	4	5
4. Beginning teachers are not likely to maintain strict enough control over their pupils.	1	2	3	4	5
5. Teachers should consider revision of their teaching methods if these are criticized by their pupils.	1	2	3	4	5
6. The best principals give unquestioning support to teachers in disciplining pupils.	1	2	3	4	5
7. Pupils should not be permitted to contradict the statements of a teacher in class.	1	2	3	4	5
8. It is justifiable to have pupils learn many facts about a subject even if they have no immediate application.	1	2	3	4	5
9. Too much pupil time is spent on guidance and activities and too little on academic preparation.	1	2	3	4	5
10. Being friendly with pupils often leads them to become too familiar.	1	2	3	4	5
11. It is more important for pupils to learn to obey rules than that they make their own decisions.	1	2	3	4	5
12. Student governments are a good "safety valve" but should not have much influence on school policy.	1	2	3	4	5
13. Pupils can be trusted to work together without supervision.	1	2	3	4	5
14. If a pupil uses obscene or profane language in school, it must be considered a moral offense.	1	2	3	4	5
15. If pupils are allowed to use the lavatory without getting permission, this privilege will be abused.	1	2	3	4	5
16. A few pupils are just young hoodlums and should be treated accordingly.	1	2	3	4	5
17. It is often necessary to remind pupils that their status in school differs from that of teachers.	1	2	3	4	5
18. A pupil who destroys school material or property should be severely punished.	1	2	3	4	5
19. Pupils cannot perceive the difference between democracy and anarchy in the classroom.	1	2	3	4	5
20. Pupils often misbehave in order to make the teacher look bad.	1	2	3	4	5

(© 2000)

## APPENDIX B

### Teachers' Sense of Efficacy Scale (TSES) –Short Form

<b>Teacher Beliefs</b>		<b>How much can you do?</b>								
Directions: This questionnaire is designed to help us gain a better understanding of the kinds of things that create difficulties for teachers in their school activities. Please indicate your opinion about each of the statements below. Your answers are confidential.		Nothing		Very Little		Some Influence		Quite A Bit		A Great Deal
1.	How much can you do to control disruptive behavior in the classroom?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
2.	How much can you do to motivate students who show low interest in school work?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
3.	How much can you do to get students to believe they can do well in school work?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
4.	How much can you do to help your students value learning?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
5.	To what extent can you craft good questions for your students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
6.	How much can you do to get children to follow classroom rules?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
7.	How much can you do to calm a student who is disruptive or noisy?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
8.	How well can you establish a classroom management system with each group of students?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
9.	How much can you use a variety of assessment strategies?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
10.	To what extent can you provide an alternative explanation or example when students are confused?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
11.	How much can you assist families in helping their children do well in school?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
12.	How well can you implement alternative strategies in your classroom?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)

## APPENDIX C

### Decision-making Questionnaire

Dear Sir/Madam,

1. My name is Kenny Cheah Soon Lee (YHA 100006) and I am a PhD candidate with the Institute of Educational Leadership, University of Malaya.
2. I am currently conducting a study on teachers' classroom control through decision-making. I hope you can provide your perceptions pertaining to the subject of my research.
3. I would need your name initially, but it will later be coded so that your name will not appear as a survey statistic. Confidentiality will be maintained throughout the study, and no names will be mentioned in any reports arising from this study. Therefore, by completing this questionnaire and unstructured interview, you will be providing me with your honest opinions and views pertaining to the subject of the study.
4. This questionnaire should best be answered at your own convenience and through your own reflections. There are no right or wrong answers, just mark your answers on the right designated place. Eventually, you will be interviewed for more elaboration on the questions.
5. Your participation in this study is entirely voluntary. Please notify me if you do not wish to participate, or later desire to drop out of this study. Any more questions pertaining to the objective of this exercise can be forwarded to me at [cheahsoonlee@siswa.um.edu.my](mailto:cheahsoonlee@siswa.um.edu.my)

Thank you very much for your time and cooperation.

---

### INTERVIEWEE RESPONSE FORM

*Dear Mr. Kenny Cheah ,*

*I understand the requirements of this research and I will voluntarily participate in this research exercise and allow my data to be analyzed and represented anonymously for research purposes.*

*Signed by the interviewee,*

.....

## DEMOGRAPHIC INFORMATION

1. Name	
2. Age	
3. Job title	
4. Gender	Male/Female
5. Highest academic qualification	Certificate/Diploma/Degree/Master/PhD (If others, please specify)
6. Year of service as a teacher	
7. Year of service in this school	
8. Ethnicity	Malay/Chinese/Indian/Others (please specify):
9. Teaching Level	Form 1/2/3 (Lower Secondary)
	Form 4/5 (Upper Secondary)
10. Position in school	
11. Subject(s) taught	
12. Are you a trained teacher?	Yes/No If your answer is NO, please explain a little about your background:

1. Do you consider yourself strict when you are teaching in class?

( Yes / No )

If your answer is Yes or No, please explain.

.....

2. Do you consider yourself strict when dealing with discipline problems in your classroom?

(Yes / No )

If your answer is Yes or No, please explain.

.....

3. Are you confident when making personal decisions relating to discipline problems in your class?

(Yes / No )

If your answer is Yes or No, please explain.

.....

4. In your opinion, how would you differentiate between a **serious** and a **less serious** discipline problem?

.....

5. From your own experience, please share the most **serious** discipline problem that you have encountered in the classroom.

.....

6. What was your decision to deal with the **serious discipline** problem as mentioned in Question 5?

a. Transfer to other persons in charge	
b. Undecided on what actions to take	
c. Take personal action on the student instantly	
For (c), what would you do for the student(s)?	

7. Generally, how frequently do you personally take action on **serious** discipline problems?

a. Never	
b. Sometimes	
c. Frequently	

8. Generally, how frequently do you feel undecided on what action to take with **serious** discipline problems?

a. Never	
b. Sometimes	
c. Frequently	

9. Generally, how frequently do you transfer serious discipline problems to others?

a. Never	
b. Sometimes	
c. Frequently	

10. From your own experience, please share **a less serious** discipline problem that you have encountered in the classroom.

.....

11. What was your decision to deal with the **less serious discipline** problem as mentioned in Question 10?

a. Transfer to other persons in charge	
b. Undecided on what actions to take	
c. Take personal action on the student instantly	
For (c), what would you do for the student(s)?	

12. Generally, how frequently do you personally take action on **less serious** discipline problems?

a. Never	
b. Sometimes	
c. Frequently	

13. Generally, how frequently do you feel undecided on what action to take with **less serious** discipline problems?

a. Never	
b. Sometimes	
c. Frequently	

14. Generally, how frequently do you transfer less serious discipline problems to others?

a. Never	
b. Sometimes	
c. Frequently	

15. What risks do you foresee if you were to personally take action on a classroom discipline case **compared** to transferring it to other persons-in-charge?

.....

.....

16. Following from Question 15, please indicate the obstacles that you might face if you were empowered by the principal to determine the outcome of discipline problems personally.

<b>Obstacles</b>	<b>Yes</b>	<b>No</b>	<b>Can you explain further?</b>
Pre-existing work culture among teachers			
Custodial bureaucratic structure			
Quality of teacher-student relationship			
Sociocultural differences among students			
Others:			

17. With reference to the “**Yes**” answers in Question 16, how would you practice personal decision-making to overcome the obstacles that you mentioned?

<b>Obstacles</b>	<b>How would you practice decision-making?</b>
Pre-existing work culture	
Custodial bureaucratic structure	
Quality of teacher-student relationship	
Sociocultural differences	
Others:	



18. In your opinion, how would you **improve** your own decision-making skills when it comes to discipline management?

.....  
.....

*I acknowledge that the information provided above is all true and reflective of my own current practice on decision-making. I understand that these data can only be used for the purpose of research. I am aware that my opinions will be voice recorded, coded and the anonymity of my personal details will be protected by the researcher. I also understand that I will be given my own transcript to review once the interview process has been concluded and pseudonyms will be used in writing the dissertation. I confirm again that my participation in this project is entirely voluntary and that withdrawal from being interviewed is my right.*

*Signed and acknowledged by interviewee,*

.....

*Date:*

## APPENDIX D

### Approval Letter from Research Unit, Ministry of Education



BAHAGIAN PERANCANGAN DAN PENYELIDIKAN DASAR PENDIDIKAN  
KEMENTERIAN PELAJARAN MALAYSIA  
ARAS 1-4, BLOK E-8  
KOMPLEKS KERAJAAN PARCEL E  
PUSAT PENTADBIRAN KERAJAAN PERSEKUTUAN  
62604 PUTRAJAYA.

Telefon : 03-88846591  
Faks : 03-88846579

Ruj. Kami : KP(BPPDP)603/5/JLD. 13(50)  
Tarikh : 21 Mac 2013

Kenny Cheah Soon Lee  
3-3-12, Nyaman Court  
Jalan Nyaman 1  
DFF Jalan Kuchai Lama  
58200 Kuala Lumpur

**Kelulusan Khas Untuk Menjalankan Kajian Di Sekolah, Institut Perguruan, Jabatan Pelajaran Negeri Dan Bahagian-bahagian Di Bawah Kementerian Pelajaran Malaysia**

Adalah saya dengan hormatnya diarah memaklumkan bahawa permohonan tuan/puan untuk menjalankan kajian bertajuk :

**"Teachers' Classroom Control Through Decision-Making : A Case Study In a Private Secondary School In Selangor"** diluluskan.

2. Kelulusan ini adalah berdasarkan kepada cadangan penyelidikan dan instrumen kajian yang tuan/puan kemukakan ke Bahagian ini . **Kebenaran bagi menggunakan sampel kajian perlu diperolehi dari Ketua Bahagian/Pengarah Pelajaran Negeri yang berkenaan.**

3. Siiia tuan/puan kemukakan ke Bahagian ini senaskhah laporan akhir kajian/laporan dalam bentuk elektronik berformat Pdf di dalam CD bersama naskhah *hardcopy* setelah selesai kelak. Tuan/Puan juga diingatkan supaya **mendapat kebenaran terlebih dahulu** daripada Bahagian ini sekiranya sebahagian atau sepenuhnya dapatan kajian tersebut hendak dibentangkan di mana-mana forum atau seminar atau diumumkan kepada media massa.

Sekian untuk makluman dan tindakan tuan/puan selanjutnya. Terima kasih.

**"BERKHIDMAT UNTUK NEGARA"**

Saya yang menurut perintah,

**(Dr ZABANI BIN DARUS)**

Ketua Sektor  
Sektor Penyelidikan dan Penilaian  
b.p. Pengarah  
Bahagian Perancangan dan Penyelidikan Dasar Pendidikan  
Kementerian Pelajaran Malaysia

## APPENDIX E

### Purposive Sampling form for the Head of Discipline

Date:

To: Head of Discipline

*Referring to the criteria listed below, I hope you can provide me some names of teachers in this school who can assist me further in this research. You may reflect on your personal experience and encounters as you indicate their names on the empty columns below.*

1.	Identify teachers who are likely to handle discipline cases without relying much on your assistance.	
2.	Identify teachers who are likely to transfer trivial discipline cases to you.	
3.	Identify teachers who are likely to be “hot-tempered” and harsh when discipline students’ misbehaviours	
4.	Identify teachers who are likely to be lenient when dealing with students’ misbehaviours	
5.	Identify teachers who are likely to ignore their responsibilities to deal with students’ misbehaviours	

Thank you for your assistance

Kenny Cheah  
(PhD candidate)  
IKP, University of Malaya



## APPENDIX G

### Inter-coder Reliability Test Form

PERSONAL TRANSCRIPTS (TEACHER CODE: ANONYMOUS)

NAME OF CODER : .....

DATE: .....

TABLE OF CODES (Examples)

Gather evidence during investigation	<b>GE1</b>	1. Being neutral and fair before concrete evidence is found
	<b>GE3</b>	2. Identifying students who are directly and indirectly involved
	<b>GE6</b>	3. To be sure in the investigations
	<b>GE8</b>	4. Finding out if problems are repeated
Tactics for Classroom Control Strategies	<b>T9</b>	5. Do not stereotype students on their past
	<b>T11</b>	6. Rationalize on students' patterns of behaviours
	<b>T26</b>	7. Eagerly investigates
	<b>T32</b>	8. Improve collegiality among teachers
Differentiate discipline problems	<b>DDP1</b>	9. Looking at habits and patterns
	<b>DDP2</b>	10. Looking at personal experience
Serious Discipline Problem (about)	<b>SDP6</b>	11. Potential physical injury
	<b>SDP10</b>	12. Potential emotional harm or hurt
	<b>SDP12</b>	13. Urgency for decision-making
Obstacles to DM (Parental Involvement)	<b>ODM9</b>	14. Parents fed with one-sided story from their children
	<b>ODM13</b>	15. Parents were defensive and overly-protective
	<b>ODM15</b>	16. Teachers were cautious to communicate with parents
Obstacles to DM (SOPs)	<b>ODM26</b>	17. Inconsistency and changing expectations
	<b>ODM33</b>	18. Subjected to biasness when implemented
	<b>ODM30</b>	19. Restricts personal involvement in DM
	<b>ODM34</b>	20. Subjected to miscommunications and misinterpretations
Favorable conditions to Personal Decision-making	<b>FC1</b>	21. To portray personal credibility
	<b>FC9</b>	22. Outcome of decision is likely positive
	<b>FC10</b>	23. To fulfil personal responsibility
	<b>FC18</b>	24. If not empowered by principal
Transfer discipline case to HOD (Head of Discipline)	<b>TF1</b>	25. When beyond personal roles/responsibilities
	<b>TF3</b>	26. Does not mean the inability of teachers to deal with the situation

INSTRUCTIONS: YOU MAY PLACE THE CODES ON THE ITALIZED STATEMENTS MORE THAN ONCE. EXAMPLE: (CODE 1 /CODE 2/ETC)

1	<b>Uncovering the discipline problem</b>	<b>Transcripts</b>	<b>Fill in the codes for the <i>italized</i> statements</b>
a	Do you usually gather evidence before deciding what to do with the student?	<i>(Respondent's transcripts are italicized for coding )</i>	(Respondent's response to be coded by the coder here)
b	Do you usually trace discipline problems to their causes?		
C	Do you usually consider the student's past discipline records before deciding on what to do with him/her?		
2	<b>Differentiation of problem</b>	<b>Transcripts</b>	<b>Codes for <i>italics</i> transcripts</b>
a	Can you distinguish if the problem you encounter is familiar or complex?		
b	Can you categorize discipline problems into serious and less serious ones?		
c	Can you identify which discipline case needs urgent attention and which is not?		
d	Would you involve yourself into determining discipline outcome personally?		
e	Can you tell the difference between severity and seriousness?		
3	<b>Forethoughts of outcome</b>		
a	I am optimistic about making personal decisions to determine the outcome of classroom discipline problem?		
b	I am pessimistic about making personal decisions to determine the outcome of classroom discipline problem?		
c	I am having mixed sentiments about making personal decisions to determine the outcome of classroom discipline problem?		

<b>4</b>	<b>Level of involvement</b>		
	What is your most frequent level of involvement in most discipline cases?		
a	Making personal decisions on most discipline problems.		
b	Collaborating with others on most discipline problems.		
c	Delegation to others on most discipline problems.		
d	Transferring to others on most discipline problems.		
**	Do you have any other opinions to add on about pertaining to the things we discussed all this while?		

SUBMITTED AND SIGNED BY

.....

(CODER NO: )

## APPENDIX H

### LIST OF PUBLICATIONS AND PAPERS PRESENTED

	Title	Name of Journal	Date of Conference
1.	Teachers' Classroom Control through Decision-making: A Case Study of a Private Secondary School in Selangor	<i>Australian Journal of Business and Economic Studies (AJBES).</i>	August 25 - 26, 2014
2.	Proposal of a Decision-making Guide for Classroom Control: A Case Study of a Private Secondary School in Selangor	<i>Journal of Developing Areas (JDA), USA</i>	August 25 - 26, 2014
3.	Processual Analysis on Organizational Decision-making: A Practical Approach to Explore Teachers' Decision-making and Classroom Management in a Private Secondary School in Selangor	<i>Procedia - Social and Behavioral Sciences</i>	December 15-16, 2014
4.	Teachers' Decision-making in Four Directed Strategies of Classroom Control: A Case Study in a Private Secondary School in Subang, Selangor	International Conference on Innovation in Science and Technology (IICIST 2015)	April 20, 2015

(Evidences of publications are attached in the next few unnumbered pages)