

PROPOSAL OF A DECISION-MAKING GUIDE FOR CLASSROOM CONTROL: A CASE STUDY OF A PRIVATE SECONDARY SCHOOL IN SUBANG, SELANGOR

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ABSTRACT

This case study was carried to investigate teachers' classroom control and decision-making in a bureaucratic organization. As highlighted by the Head of Discipline (HOD), teachers were prone to transfer discipline cases without much consideration to personal involvement. Through purposive sampling, fourteen teachers were selected in respondents. The *Pupil Control Ideology (PCI)* and *Teachers' Sense of Efficacy Scale (TSES)* were used as an individual profiling test to explain teachers' cognitive and behavioral perceptions in the school. In addition, a *Decision-making questionnaire* was designed to emphasize on qualitative analyses pertaining to the problem stated by the HOD. Results revealed that respondents portrayed different rates of transfer that were dependent on the seriousness of the discipline problems. Comparisons among respondents showed common characteristics in terms of ability to conduct personal investigation, obstacles to personal decision-making and likelihood of transfer for serious discipline cases. In terms of differences, respondents differed in rates of transfer, perception towards the scale of discipline problems, personal tactics and classroom leadership styles. As the outcome of the study, the researcher proposes a decision-making guide to address discipline-related issues within the level of personal involvement.

JEL Classifications: I20, I21, I22

Keywords: Classroom control, Pupil Control Ideology, Teachers' Sense of Efficacy, Classroom Decision-making Guide

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INTRODUCTION

Past researches on organizational decision-making have sparked numerous of interest among school leaders and administrators due to its importance and contribution towards organizational effectiveness. In aspects of classroom control, teachers are confronted with discipline problems that demand a certain level of involvement for decision-making. Where disciplining is concerned, a wrong choice of decision could result in litigation cases towards teachers and schools. In addition to this conundrum, teachers were reported of abdicating their responsibilities to discipline students when it is not an option. Presently, there are no empirical evidences to uncover the instigating factors to such behavior, for the complexity lies in sampling for respondents who are willing to admit to such wrongdoing. This could be due to teachers' wanting to protect their professional image and accountability at work. Nevertheless, the problem is present because the Malaysian Education Ministry has issued a directive to remind teachers that they are disciplinarians of the school (MOEM, 2001).