

# Faculty in Education: Perception of Control and Alternative Disciplinary Methods



Scholars Week Spring 2023  
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# Why is this Important?

Teachers may enforce strict rules in the classroom and utilize exclusionary disciplinary methods more often to prove their power (Okonofua et al., 2016).

Not only is a student more likely to engage in crime after a suspension, they are also more likely to suffer familial conflicts, less likely to feel a sense of belonging in school, and therefore less likely to participate in class and in extracurriculars, and less likely to reach out to teachers (Rausch & Skiba, 2005).

Punishment negatively impacts students suffering from poverty, discrimination, and low familial support on a greater level (Casella, 2003; Gordon et al., 2000).

Studies support the ineffective nature of these disciplinary methods, yet education systems continue to utilize these techniques and see the same results of growing dropout rates, class failures, and behavioral disruptions (Gerlinger & Wo, 2016; Merrett & Wheldall, 1986; Teasley, 2014).

# Why is this Important?

The data shows that traditional, exclusionary discipline is positively correlated with **absence, class failures, and disengagement**, which impacts students' willingness to further their academic career (Balfanz & Fox, 2014; Mowen et al., 2020; Okilwa & Robert, 2017).

One study of Texas students revealed that **half of those who had received a suspension or expulsion** had received at least **four**, with the average student receiving **eight** suspensions (Mergler et al., 2014).

Social and emotional learning skills implemented into the curriculum had significant improvements, such as a **20% decrease in failing classes** and **28% decrease in disciplinary actions** taken against the student (Mergler et al., 2014).

The implementation of positive behavioral interventions and supports in schools has resulted in **lower rates of suspensions, office discipline referrals, and misbehavior in general** (Bradshaw et al., 2010, 2012; Skiba & Sprague, 2008; Flannery et al., 2014).

# Part One Study

Table 1. *Pearson's Correlation between Traditional and Alternative Disciplinary Methods and Attitudes of Students Regarding School Faculty*

Variable	Elementary Detentions	Middle Detentions	High Detentions	Elementary Alternatives	Middle Alternatives	High Alternatives
Elementary School Detentions	-	-	-	-	-	-
Middle School Detentions	.58***	-	-	-	-	-
High School Detentions	.48***	.73***	-	-	-	-
Elementary Alternatives	-.12	.06	.08	-	-	-
Middle Alternatives	-.04	-.02	.02	.61***	-	-
High Alternatives	-.05	-.19	-.16	.42***	.72***	-
Attitude of Education System	.01	.07	.08	.12	.22*	.26*
Attitude of Administrators	.11	.06	.04	.08	.21*	.25*
Attitude of Counselors	.05	.06	.05	-	.24*	.22*
Attitude of Traditional Disciplinary Methods	.12	.21*	.25*	.24*	.41***	.37***

\*p < .05; \*\*p < .01; \*\*\*p < .001

# First Hypothesis

**H1:** I hypothesize positive correlations among perceived control and decision-making, communication with administrators (as measured by educators' senses of positive and negative agency), and use of alternative disciplinary methods.

## Second Hypothesis

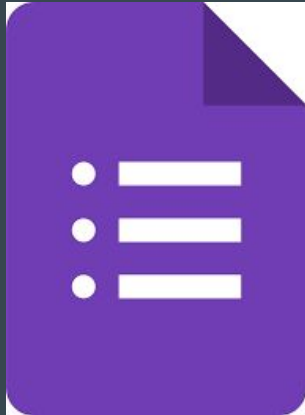
**H2:** I hypothesize that the more authoritarian the participant scores on the survey, the less likely they are to use alternative methods of disciplinary action, whereas authoritative teaching will be positively associated with use of these methods.

## Third Hypothesis

**H3:** I hypothesize that authoritarian participant scores will be positively related to the use of traditional exclusionary disciplinary methods, whereas authoritative teaching will be negatively associated with the use of these methods.

# Participants & Methods

Current teachers, school administrators, and school counselors in a school setting with grades ranging from kindergarten to 12<sup>th</sup> grade.



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# Methods

- Parental Authority Questionnaire (Buri, 1991) 30-items (3 subscales)  $\alpha = .77-.81$ ,  $\alpha = .85-.86$ ,  $\alpha = .78-.92$
- Measuring Authoritative Teaching Questionnaire (Ertesvåg, 2011) 8-items (2 subscales)  $\alpha = .82-.83$ ,  $\alpha = .80-.83$
- Sense of Agency Scale (Tapal et. al, 2017) 13-items (2 subscales)  $\omega = 0.80$ ,  $\omega = 0.75$
- Extra questions regarding demographics as well as their experience with alternative disciplinary methods.

Questions?