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Topic: A survey to determine
types of disciplinary methods
used by teachers
in four infant schools
in the Cayo District.

BELIZE TEACHERS' COLLEGE
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Submitted in partial fulfillment of
the requirement for a Trained
Teacher's Certificate to the
Principal of the Belize Teachers'
Training College.

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Level II Program
13th August, 1999

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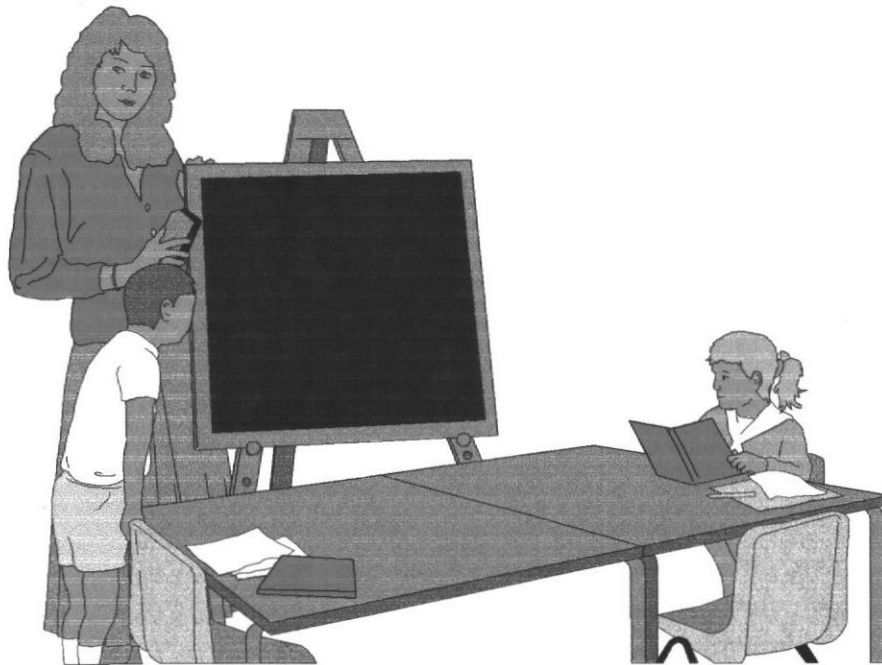
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ACKNOWLEDGMENT



First of all I would like to thank God for seeing me through the rough year at the Belize Teachers' College. I am grateful for this continuous guidance and the strength he gave me to persevere.

I also want to thank my husband and two children for being patient, understanding and for their words of encouragement. I'd like to thank my Mom and Dad for taking full responsibility of my two children. As a result I did not have to worry how they were doing as I knew they were in good hands and well taken care of.

Lastly, I would like to say a big thank you to my supervisor, Mrs. Alma Eiley, for having the patience to lead me in the right direction.

CHAPTER I

INTRODUCTION

The four schools in this study are in the Cayo District. Two of the schools are in the Roaring Creek Village. This village is just outside of Belmopan. The schools that are in this village are the Roaring Creek Nazarene and the Catholic School. One of the other schools is in Ontario Village. This school is the Ontario Christian School. The fourth school is in Central Farm Village. The name of this school is Central Farm Anglican.

The Roaring Creek Nazarene and Catholic schools are approximately twenty five yards apart. There are approximately twelve miles between the other schools.

The Roaring Creek Nazarene and Catholic Schools have eleven teachers each. Ontario Christian has ten teachers and the Central Farm Anglican School, which is a multi-grade school, has four teachers.

The number of children that are enrolled in each of these schools are two hundred and eighty-five at the Nazarene School, two hundred and eighty at the Catholic School, two hundred and ten at the Ontario Christian and one hundred and thirty at the Central Farm Anglican. These total nine hundred and five children.

The children that attend these schools are children that live in the surrounding areas. Some come from the immediate area, and some travel on buses. The Roaring Creek schools have children coming from Camalote, Belmopan and Valley of Peace. The Ontario Christian School has children coming from Camalote, Roaring Creek and Blackman Eddy. The Central Farm Anglican has children coming from Roaring Creek, Unitedville and Camalote.

Background

According to Thorndike Barnhart (1993) disciple is "training, especially training of the mind or character." Pg. 597.

There are many types of disciplinary methods that are used by teachers throughout the country of Belize. You would find that disciplinary measures vary from teacher to teacher. Some are more lenient with students while others go to the extreme. Some teachers can also be described as being inconsistent with their discipline. They would punish a child for a certain behaviour. When another child behaves similarly, he or she would not be punished.

The researcher feels that teachers should make children understand why they are being disciplined. Let them know what is the targeted appropriate behaviour that they should be displaying.

The researcher has observed that some teachers would administer corporal punishment to children. These teachers do not explain to the children why they are being punished. The teachers that are administering corporal punishment are well aware of the fact that the Educational Board Rule states that only the principal should administer corporal punishment. With the revision of the New Education Board Rules, teachers ought to be more aware of other disciplinary methods. You would find that every teacher has his or her beliefs about what is or is not effective discipline. Instead of teachers and students trying to come to an agreement of what is acceptable behaviour and the consequences that will be implemented if the behaviour is not met, you find that teachers would use any form of discipline as the problems arise.

Throughout the researcher's six years of teaching experience, she has heard teachers telling stories of when and how they have used these disciplinary methods, without giving thought to the impact it has on their classroom.

In 1994 Belize signed the Convention on the Rights of the Child. As a result of this more attention is placed on the strategies used by teachers to discipline children.

During the researcher's first year in the level 1 training programme for teachers, she has been exposed to the different ways of disciplining children. These methods have proven to be more effective than those that the researcher has witnessed teachers using in the classroom, although most of these teachers have been through the same programme, and are also aware of better disciplinary methods.

Throughout the researcher's teaching experience, there have never been a workshop or any other programme to facilitate teachers with effective methods to help them in disciplining children, as such teachers do not know which misbehaviour requires which punishment.

J. S. Farrant (1991) stated that for a teacher to be effective, he or she must be firm, confident and consistent.

The researcher has observed that there are many inappropriate behaviours in the four schools in the Cayo District. Often teachers do not know which type of disciplinary method to use to solve the problem.

Some of these problems are caused from the community in which the children live, as the children might come from areas where there are gang members or gangs of boys doing drugs such as crack and marijuana. These children do not receive any form of discipline at home. So you find that they bring it into the classroom.

The researcher has also come to a realization that the schools that are situated closer to the city experience more severe misbehaviour.

The researcher has also observed that some of the teachers are scared to administer disciplinary methods to some children because of the parents' negative attitude.

Problem Statement

As manager of their classrooms teachers must use some type of disciplinary measure in order to keep their classroom in order. Since all teachers use some type of disciplinary methods it is necessary that they reflect on the effects of the type of discipline that they administer.

The problem is that some of the methods that teacher use do not correct or mold the children's behaviour but instead it creates anger and resentment and the unacceptable behaviour continues. The researcher hopes to determine the type of disciplinary methods used by teachers in the infant classes in four schools in the Cayo District.

There are many reasons why children misbehave during a lesson. Some of these reasons are: the lessons might be boring and uninteresting, the lesson might be either above or below the child's level, the teacher may not assess the amount of time each student is actively engaged in the lesson, he or she might not supervise the practice part of a lesson or he or she does not observe the children while they are on task, and he or she might not have enough work to occupy the children's time. As a result of these factors, you'll find that children misbehave in class.

Some ways in which children exhibit inappropriate behaviour during class sessions are: by the child kicking, pinching or punching another child, talking loudly to someone else about something other than the topic being discussed, a child stinging another child or a child would

burst out laughing. This behaviour may cause the teacher to become mad or angry as a result of this it may cause the teacher to ignore the child, scold the child, put him or her to stand in a corner, send him or her outside or even whip the child. Most of the time these disciplinary measures do not change the behaviour. They only cause the child to become afraid of the teacher. While the teacher is present the behaviour would cease but the moment the teacher's back is turned, the child begins to do the same thing he or she was doing before.

In order for disciplinary methods to be effective the teacher needs to sit and talk to the child in order to find out what caused the inappropriate behaviour and together they can find a solution in a nice and calm manner. Doing this will help the child to develop a good rapport with the teacher, and the child will not feel as though he or she had been abused.

Purpose

All teachers use some form of disciplinary method. Through this study the researcher hopes to find out the types of disciplinary method used by teachers in four schools in the Cayo District. Through this the researcher hopes to see if these methods are effective or not. This will be determined by the teacher's responses to the children's change in behaviour. The researcher hopes to conclude that if there has not been an improvement in the behaviour, then the method used was not effective.

The researcher hopes that through this study that teachers will take time to evaluate their ways of disciplining children and realize that not all methods of discipline are effective.

While discussing with the teachers from these four schools in the Cayo District, the researcher has discovered that all of them have used corporal punishment at some time or

another. This punishment has been used for various types of inappropriate behaviour and there is no consistency in using corporal punishment for any one type of inappropriate behaviour.

Therefore the researcher hopes to:

1. Identify the types of discipline used by teachers
2. What other researchers say about these methods.
3. Identify positive ways in which to discipline children.

Significance of the Study

The researcher believes that the result of the study will be beneficial to teachers, principals, school managers, the Curriculum Department and non-governmental organizations such as NOPCA and UNICEF as well as other researchers. Teachers, as it will cause them to realize the need to explore the forms of discipline they are using. They need to explore in order to see whether the forms are effective or ineffective or if they are abusing the children. The principals and manager would be able to sit and plan different workshops that would address disciplinary problems and suggest ways in which to deal with the problems that would be more effective. The Curriculum Department as they would be able to inform teachers of methods which will work in creating a well-disciplined classroom atmosphere, which would be more conducive to learning. The non-governmental organizations such as NOPCA and UNICEF as would be able to educate the teacher on child abuse and they can suggest ways of how to go about dealing with children who have disciplinary problems in a nice but firm manner. The workshop will also enlighten teachers on the trouble they could get into if they are not careful of

how they administer punishment. They can also take this opportunity to tell teachers what is considered to be child abuse.

The Belize Teachers' College and University College of Belize lecturers would be able to help teachers recognize the importance of using good and effective methods in disciplining children. This would be possible when teachers attend these institutions.

Other researchers will also benefit as they could use the thesis as a reference if they would like to continue with the researcher's work, or just use it as a guide so they can follow a pattern.

Definition of Terms

Educational Board Rules – the laws or regulations prescribed by the Educational System which teachers, students and managers of schools must abide by.

NOPCA – National Organization for the Prevention of Child Abuse.

UNICEF – United Nations International Children Education Fund.

CHAPTER II

What is discipline?

According to Thorndike Branhart (1993) "Discipline is the training that molds, corrects the mind and character." (P. 597). There are still those though who describe discipline as punishment or abuse. In this regard then, abuse is to make bad use of, or the breaking down of a person's morale. It is taking advantage, betraying or deceiving another. Although it is true that some teachers do abuse the children that are placed in their care, child abuse can be avoided. This is so because discipline can be carried out in a kind, firm, but effective manner.

According to Dr. Kevin Howse, Dr. Hugh Dunton and Dr. David Marshall (1989) the style of discipline a person uses is influenced by four factors: the way you were brought up; your concept of yourself, that is, whether you like or dislike yourself; your attitude to human nature and your relationship with your children." (Pg. 160).

The researcher agrees with this statement. The researcher finds herself disciplining her children and the children at school the way her parents used to discipline her when she was a child. The researcher observed her sister who is also a teacher, disciplining her students the same way as he does. The researcher has also observed teachers that are familiar to her doing the same things their parents did with them. When having discussions with other teachers on this matter, they often mention they were dealt with in the same fashion (manner); and they are still here; they are not dead.

According to Dr. Kevin Howse, Dr. Hugh Dunton and Dr. David Marshall (1989) "the rules for good discipline are recognizing that some forms of conduct are desirable, others are no; some forms of conduct are morally correct, others are not."

Some people think of discipline as rules or a system that governs the conduct or activity of children. Others see discipline as conducting oneself in a manner that is acceptable to the society or adhering to certain rules or principles.

Although many people have their own opinion or definition of discipline, they all have one thing in common. This is having to do with behavior of a person.

Types of Discipline

According to Lee Canter there are three ways in which a teacher can discipline children. "Non-assertive response" where the teacher just talks and talks and no action is taken, the "assertive teacher" who uses clarity and firmness, she/he gives their expectations and backs up with action and the "hostile teacher" where the teacher shouts and humiliates the child. The teacher would call the child names. Sometimes this would break down the child's self-esteem. They would not want to participate in any class activity. The child becomes withdrawn. Sometimes the child would yell back at the teacher. This causes the teacher to become very abusive.

Instead of teachers finding and using more effective methods of disciplining children, they would use these harsh methods to control the children. This would usually be corporal punishment. Teachers fail to recognize that these methods only make the child feel as though he/she is bad or inadequate. According to NOPCA "corporal punishment is abusing children

physically as well as emotionally." Teachers need to refrain from this form of punishment. A teacher can be taken to court for this.

Gordon (1974) states that "sending eye messages is a form of communication." (Pg. 125) Just the way you look at a child can make them aware of the problems and the way the teacher feels without the teacher telling the children that they are wrong or that teachers don't respect or care for them. An eye message has different elements: "It makes a statement of the conditions or behavior that is problematic, a statement of the effect and feeling that generates within the teacher." (P . 126). Therefore teachers need to be very careful of the way they look at a child, as doing this tells a lot.

The researcher has observed this type of discipline in action. The teacher would just look at a child with a serious look on their face and the child would immediately stop what he/she was doing.

According to B. F. Skinner "when a child's behavior frequently disrupts a class, there might be a lack of information, the lesson might be boring or the child is not understanding the concept that is being taught." (Pg. 194) This may occur when the level of the lesson is too high (above the children's level). It could also be below the children's level. This is why it is very important that teachers develop a good rapport with their students. This can help as it will help to alleviate the discipline problems that are encountered in the classroom. The child can come and talk to the teacher about a problem without feeling scared. This is the reason why the researcher feels that Glasser mentioned that teachers need to have "good communication skills."

By communicating with the children it will help them to become good thinkers and will learn to reason out things for themselves. Another strategy that will help children to become

good thinkers is "time out." Allowing children time out gives them time to compose themselves and to reflect on the action that they were involved in. It also gives them time to think about a remedy to the situation.

Although time out is good some teachers abuse the children. They would allow them to stand in a corner with books in their hands or even kneel down. Doing this humiliates the child and thus makes the action (time out) ineffective. Usually when a child is humiliated he/she continues with the behavior that the teacher had tried to alleviate. Sometimes the child would become emotionally distressed.

The researcher has observed some teachers placing children behind doors for misbehaving. When these children would be removed, they would be sweating like someone had poured water over them. For the rest of the time the children were in class they would not say a word. There was a sad look on their faces. The children were humiliated. They felt so ashamed as the other children were laughing at them.

Rules and consequences

According to Dr. K. Howse, Dr. H. Duncan and Dr. D. Marshall (1989) "rules should be well-chosen and enforced, no means no and your yes means yes. Threats that are not carried out, or promises broken speedily break down discipline and trust." (P. 162) The teacher therefore needs to be firm and consistent.

Glasser also supported B. F. Skinner in this aspect as he gave seven steps that a teacher need to take in order to have "effective discipline." He said that teachers need to:-

1. "Employ effective communication skills."

2. "Ask the student to describe his/her behavior." By doing this the child would become aware of what he/she has been doing. This is an important component in any behavior change program.
3. "Help the children to determine whether or not the behavior is desirable."
4. "Help the child to develop a workable plan for making the change." When doing this the teacher must try to make the plan simple.
5. "Ensure that both the teacher and the student clearly understand the plan and ask the child to make a commitment to the plan."
6. "Follow-up." "It is necessary that teachers designate a time when the two parties will meet to discuss how the plan is working." (Pg. 76)

He goes on to state that "if the plan does not work then the teacher should not be critical, sarcastic or punish the child. At the same time, do not accept excuses. Begin another problem-solving conference."

The researcher feels that the teacher must take the time to explain the rules to the children. Let them be aware of the rewards for obeying the rules and the consequences of breaking the rules. The children will only respect the rules when they understand the reason for the behavior required. This behavior, however, must be within their ability. The teacher must also tell the children what to do rather than what not to do. The teacher needs to set standards for behavior, as this allows the activities in the classroom to run smoothly and it definitely helps to avoid conflicts. In addition to this, rules must be clearly stated using clear, explicit language. They must be positively worded. When making rules there are certain criteria that must be taken

into consideration. The most important of these is that rules should be reasonable and appropriate to the children's ages and their degree of maturity.

The researcher feels that teachers need to have a reason why they discipline children. According to B. F. Skinner "teachers discipline children because they want or need order in their classroom so that their activities can run smoothly." (Pg. 194) Discipline is also needed in the classroom as it contributes to less conflicts within the class. Teachers would discipline because they love and care for the children. They want to see good things happen to them in their lives. If a child is not disciplined he/she might think that everything they do is right. This could lead up to the child's death.

This is the reason why it is very important to have rules in the classroom and having the children contribute to the process. If the children are involved they would want their rules to be obeyed, so they would adhere to them. Once rules have been established they should be placed in an area of the classroom where the students would be able to see them.

Behavior modification

Teachers can use either positive or negative reinforcers to try to alleviate discipline problems. Positive reinforcers may increase the targeted behavior, while punishment makes the situation worse. If a child is misbehaving in class the teacher can call on the child to be their assistant. Let the child distribute papers or pencils. This would be a positive reinforcer as children love to help their teachers with different tasks.

The researcher has observed that although punishment is frequently used by teachers it is the least effective of behavior modification interventions. This does not solve the problem. The

punisher (teacher) might be satisfied with the immediate result (the child would stop the behavior) but the long term effect of the punishment is limited (the teacher leaves the classroom and the behavior reappears).

McDaniel (1980) points out that "punishment tends to suppress the undesirable behavior rather than extinguishing it." (Pg. 169) The researcher agrees with this statement as the example above supports this insight. The suppression is short term and frequently the behavior reoccurs, usually in a more intensive manner. (Pg. 169)

Clarizio and Yelon (1967) and Wood and Lakin (1978) mentioned several reasons why teachers must avoid punishing children. They stated that "punishment does not eliminate but suppresses the behavior, it does not provide a model for the desired acceptable behavior and it also shows aggression on the part of the teacher." They also mention that "punishment can cause emotional changes in children. These changes may manifest themselves as fears, tension, stress or withdrawals in the children." Teachers need to realize that children cannot be productive under these conditions. Some children become more frustrated and it results in more deviant behavior.

Although Wood and Lakin (1978) state that "punishment is not good," they went on to say that "some punishment will remove unacceptable behavior." (Pg. 7).

The researcher feels that punishment is something that is needed in the classroom. There is nothing wrong with punishment, it is just the way teachers go about administering the punishment. Some teachers use punishment to humiliate children rather than trying to alleviate the unacceptable behavior. The researcher also feels that teachers need to plan what they will do on certain occasions, as when a child misbehaves the teachers tend to get mad or angry. The

reason for planning according to Woods and Lakin (1978) is that "some punishment do not sufficiently justify its use as a behavior change agent."

This suggests that teachers need to plan and objectively use and evaluate the relevance of the punishment. It needs to be evaluated as one technique might be effective for a specific behavior and setting but might not be effective for another in the same situation. Teachers must remember that no two children are alike, and what they do, how they do it, and when they do it can be of great importance in the perception of the child. Therefore it is very important that teachers look at a child individually rather than in a setting.

Furthermore, teachers need to develop knowledge, skills and be sensitive, so that their efforts to guide behavior are appropriate for the individual and that it may be supportive of the child's self-esteem.

The researcher feels that this is the reason why teachers need to attend workshops on 'Behavior Management' which will make them aware of this information. Teachers need to know when to punish a child. If a child is punished for telling the truth, then on another occasion he/she will lie. He/she would lie as he/she was previously punished for telling the truth.

As was mentioned, behavior management must be individualized in order for different behaviors to change. The teacher's aim or goal then should be to have children develop self-discipline. Being self-disciplined is a process to attaining control over one's personal behavior in a variety of circumstances.

The researcher feels that teachers could use the behaviorist approach which will enhance with incentives. This makes the children feel proud of themselves and they feel loved. Gradually the teachers could take away the rewards without the children recognizing it. They will only

think about the love they feel. Some children will appreciate being loved by the teacher more than others, and still for others the teacher would be the only adult who would give them a hug or praise them for something good that they have done.

CHAPTER 3

RESEARCH DESIGN

METHOD

The researcher identified the problem in the schools. Discussion was done with the principals to get permission to conduct the research in their schools. The sample was selected, the instrument was developed and a cover letter was prepared. The letter was prepared and attached to the questionnaire and hand-delivered by the researcher to the respondents. The researcher waited for the questionnaires which were completed in about thirty minutes. They were all collected on the same day.

The data was tallied and recorded on a tally table. That data was then presented on tables, graphs and pie charts and analyzed and interpreted, conclusion was drawn and recommendations made.

Graphs were used to show the biographical data. This included age, years of experience and qualifications. The table and chart were used to illustrate the responses of the respondents.

SAMPLE

The total population of teachers at these four schools was thirty six teachers. The Roaring Creek Nazarene School had eleven teachers, the Roman Catholic had eleven teachers, Ontario Christian had 10 and Central Farm Anglican had four.

The sample used for this study comprised of only the infant teachers. The classes included in the Infant Division were Infant I, II and Standard I. The number of teachers that

taught in these schools were twelve females. There were no male teachers.

The teachers from the sample group were from different ethnic backgrounds. Two were Garifuna, nine were Mestizo and one was Creole.

The majority of the teachers were between the ages of 31 and 40. There were seven teachers in this age range or 58.3%. There were four teachers between the ages of 21 and 30 or 33.3%, and one teacher was in the age range of 51 and above. This was 8.3%.

INSTRUMENT

The questionnaire was divided into two sections. The first section dealt with the biographical data. As a part of the biographical data, the researcher included the age range of the respondents. This went from 21 to 50 and above. These were broken down at ten year intervals. The number of years of teaching experience was also included; it was done from 1 year to 20 and above years. These were compiled in 5 year periods.

The next part of the biographical data dealt with the qualifications of the respondents. The qualifications ranged from Second Class to a Bachelor's degree. The questionnaire also had a section that dealt with the gender of the respondents.

The second section had the questions that respondents had to answer. They had to choose either yes or no to each statement. There were 15 questions that dealt with types of discipline.

HOW DATA WAS COLLECTED

The researcher hand-delivered the questionnaires to each of the Infant teachers. The questionnaire was distributed on 2nd June, 1999.

The schools that were under study were visited by the researcher. The researcher talked to the principals about what she was doing and got their permission to visit with these individual teachers.

After explaining the purpose of conducting the research the teachers accepted the questionnaire willingly.

Each of the questionnaires was accompanied by a cover letter explaining that the information collected would be confidential and would be used for the research purpose.

The questionnaires were collected on the 2nd June, 1999 by the researcher.

HOW DATA WAS ANALYZED

The data collected was presented on a bar graph, pie chart and tables.

Bar graphs were used for the biographical data. These means were chosen because one can glance at the information and see how poor or good the results were.

The responses on the questionnaire were shown on pie charts and tables.

The frequency of each response was yes or no. These were calculated to find degree and percentage of each.

Each statement from this section two on the questionnaire was analyzed individually and was followed by a descriptive analysis.

CHAPTER IV

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

The data was presented in two sections. The biographical data was presented on graphs. These showed the distribution of age, education status and number of years teaching experience. The researcher did a descriptive analysis of the graphs.

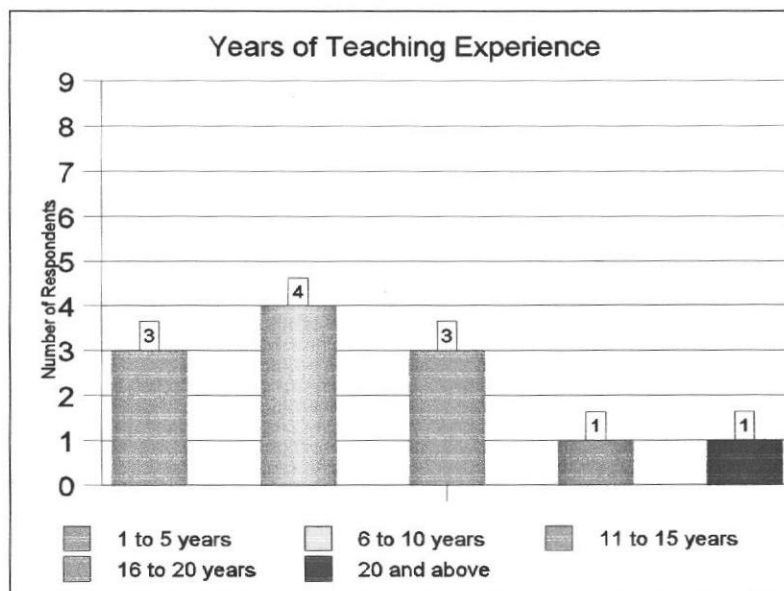
Section II consisted of the statement and responses to the questionnaires. These were done on pie charts and tables.

Questions	Percentage			
	Y	N	Y	N
1. Have you ever kept a child in class during break because of misbehaving?	9	3	75	25
2. Have you ever ignored a child who has misbehaved?	2	10	16.7	83.3
3. Have you ever placed a child in an area away from the class as a means of punishment?	8	4	66.7	33.3
4. Have you ever deprived a child of taking part in a class activity because of misbehaving?	5	7	41.7	58.3
5. Have you ever sent a child home to get materials for class during school time?	5	7	41.7	58.3
6. Have you eve sent a child to the principal to be disciplined?	2	10	16.7	83.3
7. Have you ever praised a child who is behaving when you observe one misbehaving?	8	4	66.7	33.3
8. Have you ever rewarded a child who finds it difficult to behave well when that child succeeds in behaving well?	9	3	75	25
9. Have you ever scolded a child for misbehaving in your class?	10	2	83.3	16.7
10. Do you warn children before punishing them?	7	5	58.3	41.7
11. Have you ever yelled at a child?	8	4	66.7	33.3
12. Have you used discussion as a means of disciplining a child?	9	3	75	25
13. Have you ever administered corporal punishment?	6	6	50	50
14. Do you let children who misbehave clean the yard?	9	3	75	25
15. Have you ever allowed your children to write lines?	4	8	33.3	66.7

Section I

Graph IA

No. of years	No. of respondents
1 to 5 years	3
6 to 10 years	4
11 to 15 years	3
16 to 20 years	1
20 and above	1



Number of years

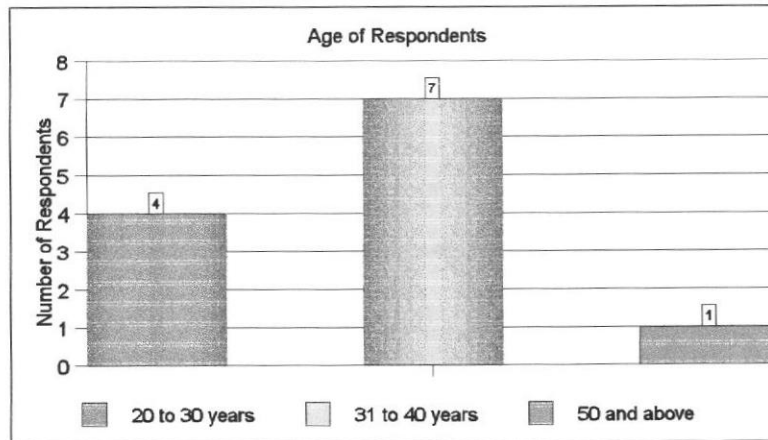
The graph is showing the numbers of years teaching experience the respondents have.

Three of the respondents have between one and five years. Four respondents have between six and ten years. Three of them have between eleven and fifteen years. One respondent has sixteen to twenty years and one respondent has twenty and above years of teaching experience.

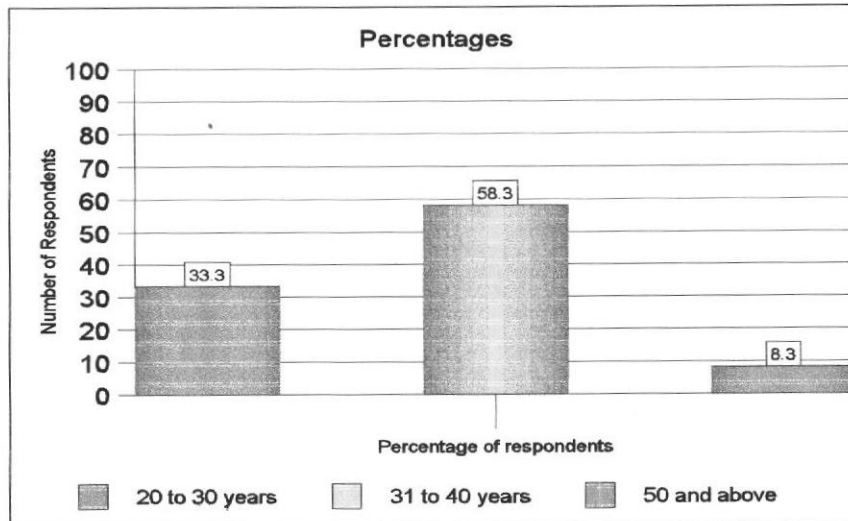
Age Range

Graph IIA

Age	No. of respondents
20 to 30 years	4
31 to 40 years	7
50 and above	1



Age	Percentage of respondents
20 to 30 years	33.3
31 to 40 years	58.3
50 and above	8.3

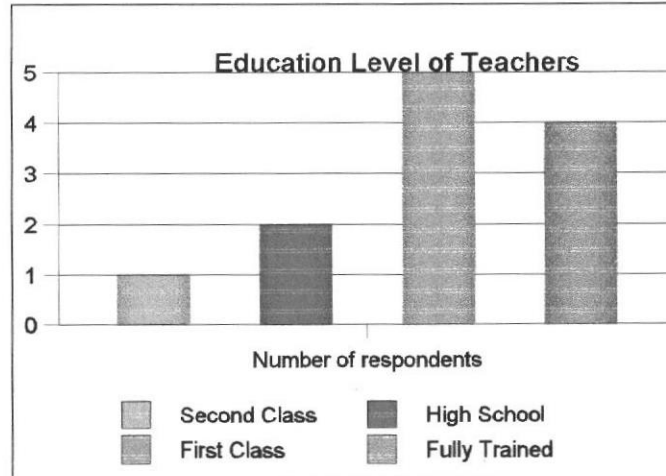


The age range of the respondents was from twenty to fifty and above. Four of the respondents or 33.3% were between the age of twenty and thirty. Seven or 58.3% of them were between the ages of thirty one and forty and only one or 8.3% of the respondents was in the range of fifty and above.

Education Level of Teachers

Graph IIIA

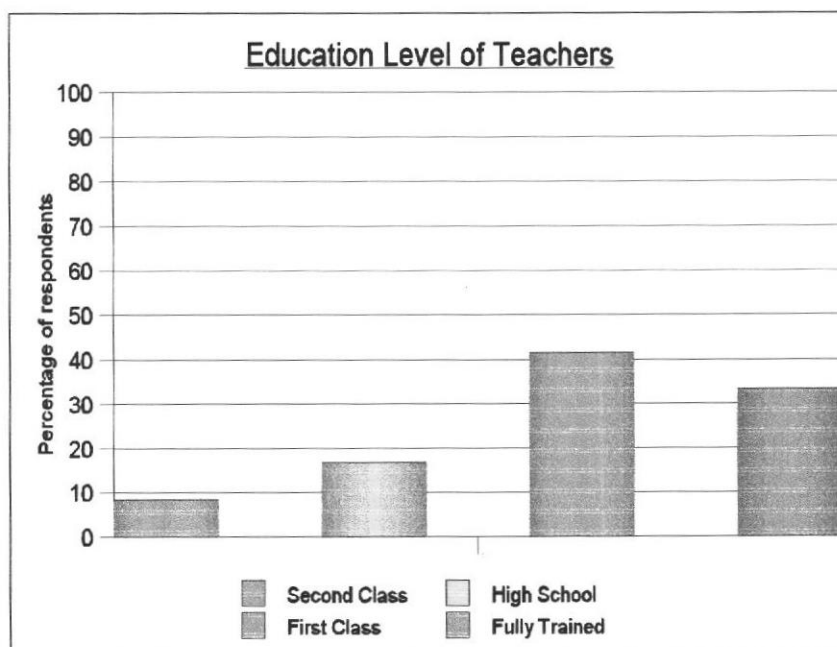
Level	Number of respondents
Second Class	1
High School	2
First Class	5
Fully Trained	4



The qualifications of the respondents to the questionnaires ranged from Second Class Teachers to fully trained. The graph showed that one of the respondents or 8.3% has a Second Class Certificate. Two of them or 16.6% have high school diplomas. Five of the respondents or

41.6% had First Class Certificates, and four of them or 33.3% were fully trained.

Level	Percentage of respondents
Second Class	8.3
High School	16.7
First Class	41.6
Fully Trained	33.3



Section II

Key: ☒ Yes

☐ No

Statement No. 1: Have you ever kept a child in class during break because of misbehaving?

Table 1

	Responses	
	No of respondents	Percentage
Yes	9	75
No	3	25

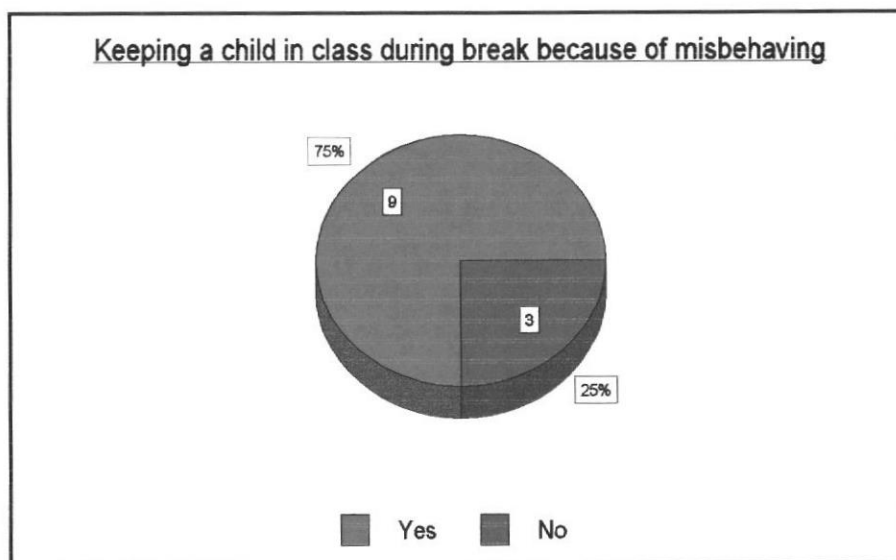


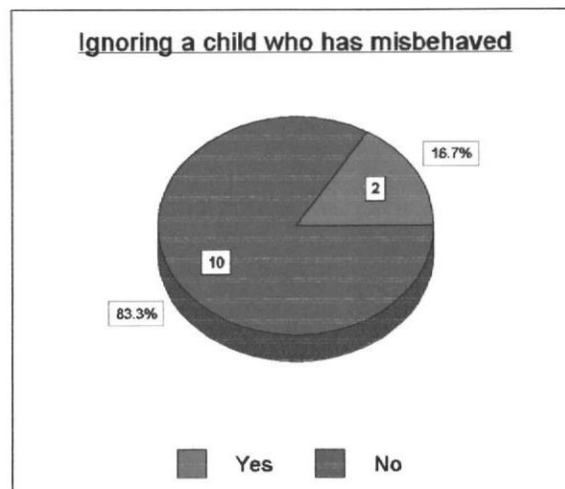
Table 1 showed that 9 respondents or 75% of the total responded yes to this statement. Only three (3) or 25% responded no. Of those who responded yes, three were First Class Teachers between the ages of 31 and 40 years, and their experiences range from 6 to 20 years. Two teachers with high school education and 1 to 10 years of teaching experiences answered yes to the statement. Similarly, three fully trained teachers with 6 to more than 20 years teaching experience responded yes and only one teacher with Second Class education answered no. This

seemed to show that more teachers kept their children in class during break because they misbehaved. It also showed that the number of years of teaching experience or educational background of the respondents did not pay any significant role in whether or not they kept the children in during break because of misbehaviour. Since the majority of the teachers who were all females responded yes to this statement, this was regarded as one method used by teachers to discipline students in these schools. It seemed that this form of discipline does not work on children as they still run around the class during break.

Statement No. 2: Have you ever ignored a child who has misbehaved?

Table 2

	No of respondents	Percentage
Yes	2	16.7
No	10	83.3



According to Table 2, two of the respondents ignored the children when they misbehaved. Of the two respondents one is a First Class teacher and has between 6 and 10 years teaching

experience, while the other is a fully trained teacher who has more than 20 years of teaching experience.

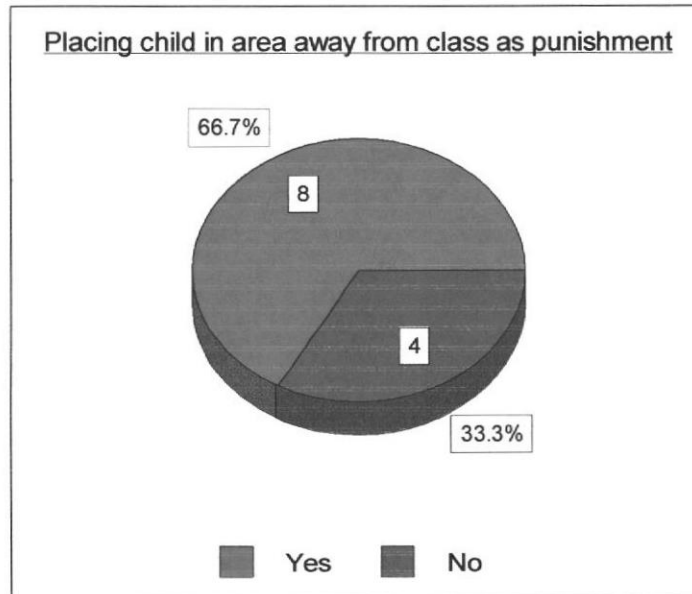
Of the ten respondents that said no, three of them are fully trained and they have been teaching from six to fifteen years. One second class that has between one and five years teaching experience, two high school that have between 1 and 10 years teaching experience and four respondents have a First Class certificate. The years of teaching experience ranged from one to twenty years.

According to (Craig 1990) it is effective to communicate verbally with the whole class because this will help the children identify their action and remind them of the class rules. As was shown in Table 2, these respondents are adhering to what researchers have found out. It seems that these teachers know that ignoring a child will not alleviate the problem.

Statement 3: Have you ever placed a child in an area away from the class as a means of punishment?

Table 3

	No of respondents	Percentage
Yes	8	66.7
No	4	33.3



Eight respondents or 66.7% agreed that children should be placed in an area away from the class when they misbehave. This is known as time out. According to B. F. Skinner and William Glasser, teachers need to give time out. This will help them to compose themselves and reflect on the action that they were involved in. It will also help them to think about a remedy to the situation. It seemed that these teachers have tried this method and it worked.

Four of the respondents or 33.3% do not give their children time out. Of the teachers that said no, one has a Second Class certificate, two have a High School diploma and one has a First Class certificate. This shows that these teachers might not have attended any form of workshop that deals with behavioural modifications. Probably this is the reason why they answered no to the question.

Statement 4: Have you ever deprived a child of taking part in a class activity because of misbehaving?

Table 4

	No of respondents	Percentage
Yes	5	41.7
No	7	58.3

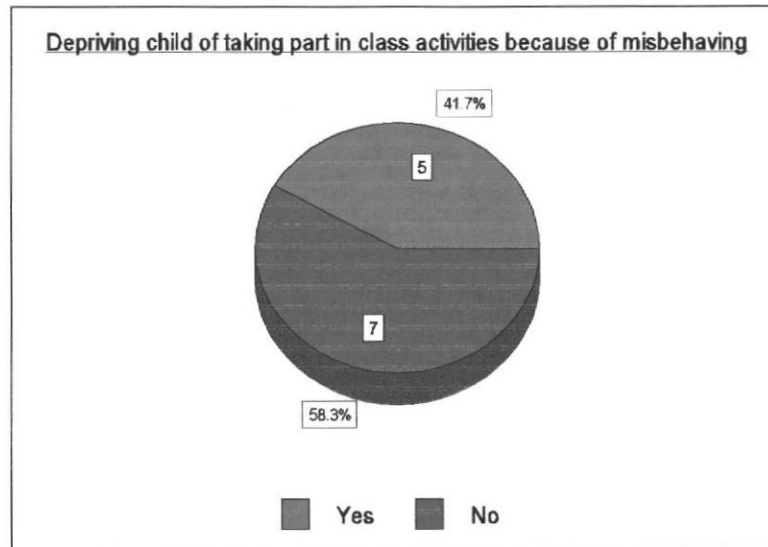


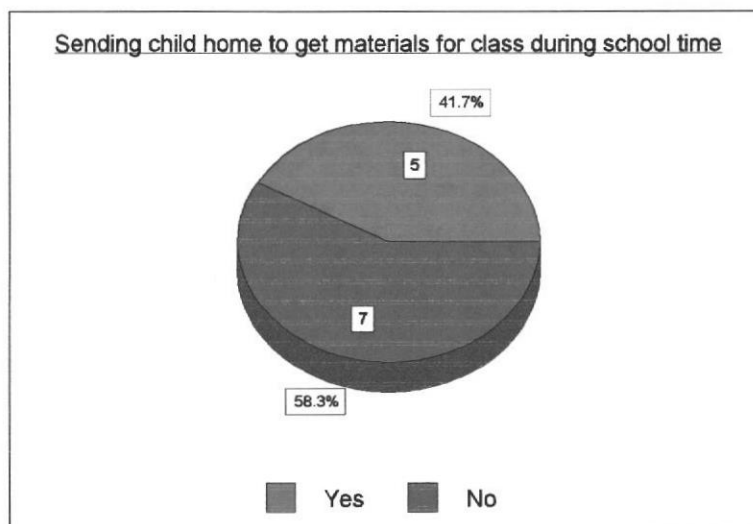
Table 4 indicates that 5 of the 12 respondents (41.7%) said yes to the question and 7 of the 12 or 58.3% said no.

The major part of the respondents said that they do not deprive their students from taking part in class activities because of misbehaving. The chart shows that the minority of respondents do deprive their children from taking part in class when they misbehave. Although the minority is 41.7%, it is very close to the mid-way point.

Statement 5: Have you ever sent a child home to get materials for class during school time?

Table 5

	No of respondents	Percentage
Yes	5	41.7
No	7	58.3

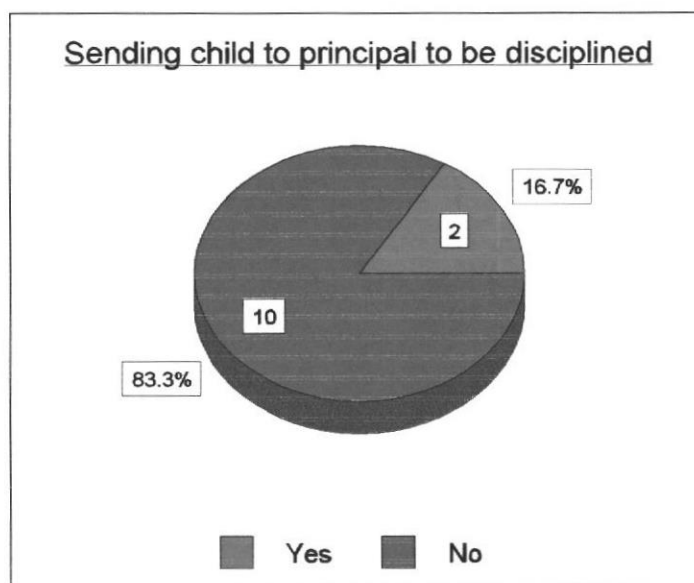


The above tables show that the majority of the respondents does not send their children home to get materials during class time. On the other hand there are 5 or 41.7% of the respondents who does this. These respondents' qualifications are as follows: one Second Class, two High School, one First Class and one fully trained. It seemed as if those respondents are not familiar with the new rules that came out from the Ministry of Education. The rule states that no teacher should send any child home or to buy during school hours, not even if the child lives across the street from the school.

Statement 6: Have you ever sent a child to the principal to be disciplined?

Table 6

	No of respondents	Percentage
Yes	2	16.7
No	10	83.3



The results on the table indicate that ten or 83.3% of the respondents does not send their children to the principal to be disciplined. Only two of the respondents do send their children to the principal. These two teachers' qualifications are as follows: one has a High School diploma and the other is a fully trained teacher. The reason the fully trained teacher agrees with the statement is probably because she is the principal.

It seemed that the ten respondents know that if they send their children to the principal when they misbehave this will not help in alleviating the problem. The child will think that the teacher cannot handle him/her, thus sends him/her to the principal. This might result in the child not respecting the teacher.

Statement 7: Have you ever praised a child who is behaving when you observe one misbehaving?

Table 7

	No of respondents	Percentage
Yes	8	66.7
No	4	33.3

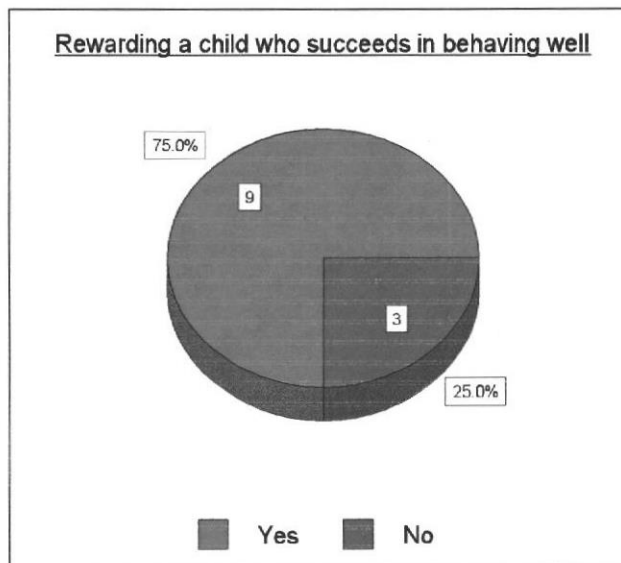


The above chart is illustrating that 66.7% of the respondents do praise other children when they see a child misbehaving. 33.3% do not praise their children in such instances. Probably the teachers who do this feel that by praising another child it will prevent the other child from continuing with misbehavior. So they would do this hoping it is effective. On the other hand, the teachers who do not do it might feel that they are destroying the child's self-esteem, so they refrain.

Statement 8: Have you ever rewarded a child who finds it difficult to behave well when that child succeeds in behaving well?

Table 8

	No of respondents	Percentage
Yes	9	75
No	3	25



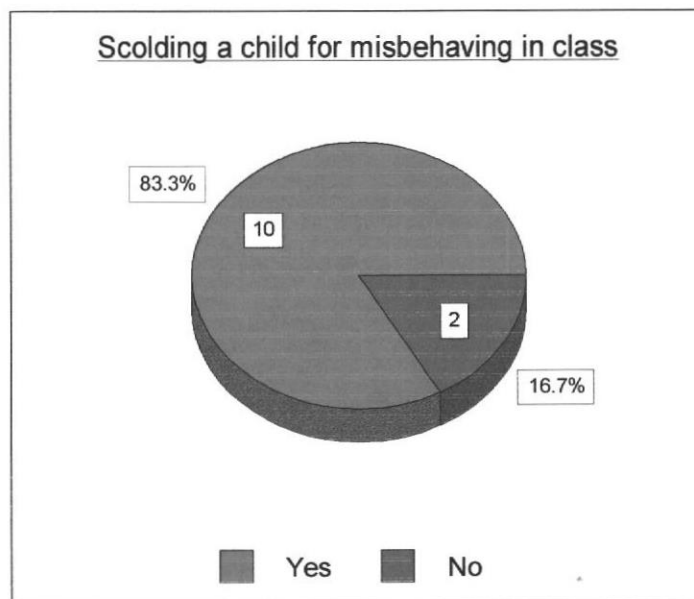
75% of the respondents do reward a child who succeeds in behaving well. According to B. F. Skinner, when a child's behavior frequently disrupts a class the lesson might be boring or the child does not understand the concept that is being taught.

Although these teachers might feel that the praise will help, it might not help the child to continue the desirable behavior. The 25% that said no might have never been to workshop that will assist them in dealing with such behavior or problem.

Statement 9: Have you ever scolded a child for misbehaving in your class?

Table 9

	No of respondents	Percentage
Yes	10	83.3
No	2	16.7



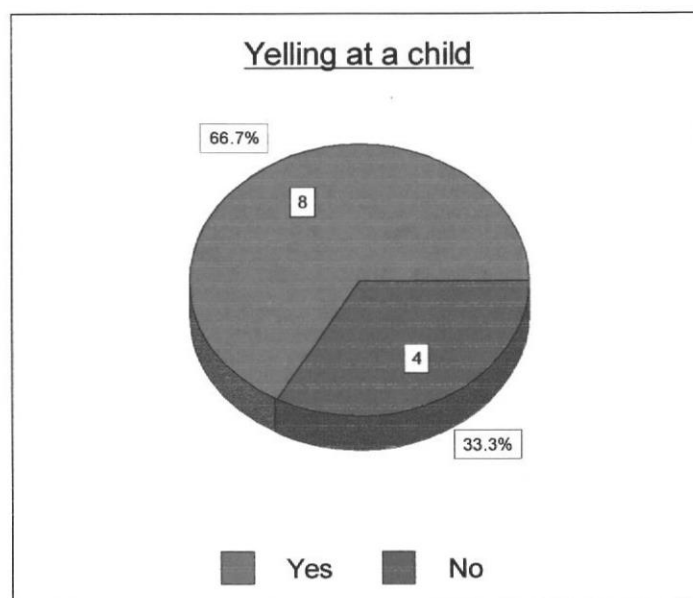
The majority of the respondents who represents 83.3% use scolding as a means of disciplining their children. Although the majority of the respondents scold their children, it seemed that they fail to realize that scolding is a form of verbal abuse. This can and might affect the students' performance in school.

Only a few of the respondents, 16.7%, does not scold their students. These two respondents are fully trained teachers. Probably they have received knowledge in this area while at the Belize Teachers College.

Statement 11: Have you ever yelled at a child?

Table 11

	No of respondents	Percentage
Yes	8	66.7
No	4	33.3



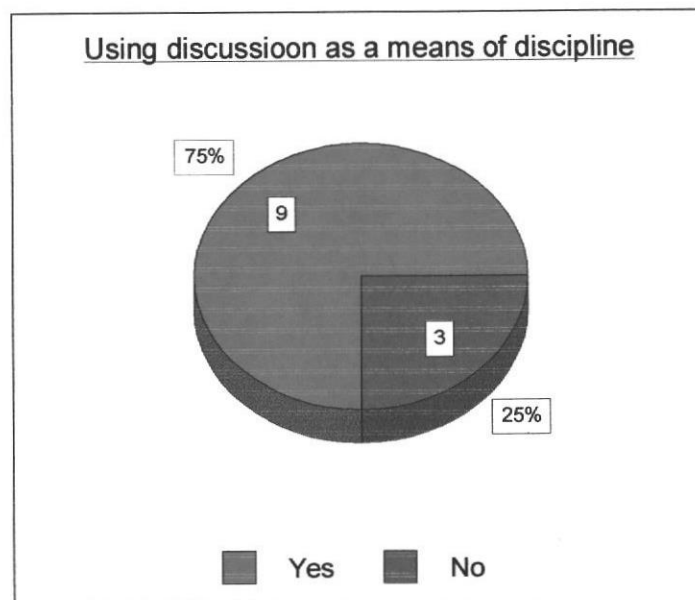
The above chart showed that 66.7% or 8 of the respondents yelled at their children when they misbehaved. 33.3% or 4 of the respondents did not yell at their children.

Of these teachers who did not yell, one is a trained teacher and two are First Class. Of those who yelled at the children three were fully trained, two were high school graduates with no training, four were First Class teachers and one was a Second Class teacher.

Statement 12: Have you used discussion as a means of disciplining a child?

Table 12

	No of respondents	Percentage
Yes	9	75
No	3	25

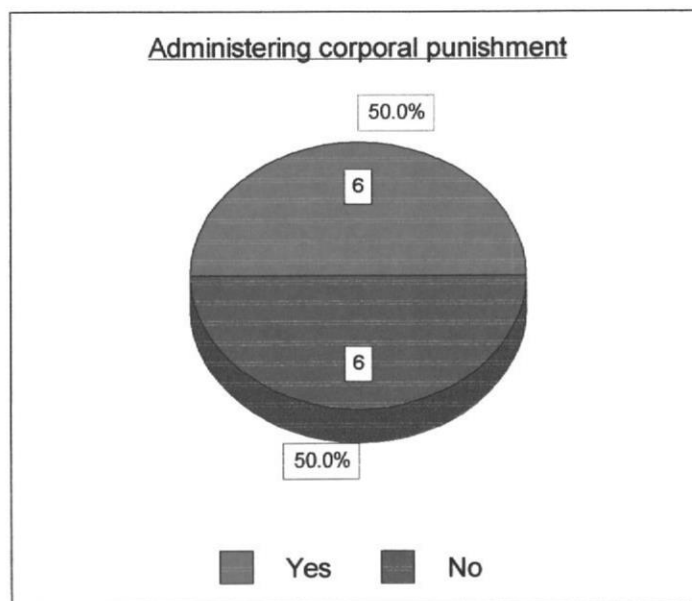


Of the 12 respondents, 9 or 75% said that they use discussion as a means of disciplining children. Only 3 or 25% do not use discussion. According to William Glasser, it is very important for teachers to have good communication skills. This will enable them to speak with a child without having the child being afraid or scared of the teacher. It seemed that the respondents receive better results from children when they would talk to them.

Statement 13: Have you ever administered corporal punishment?

Table 13

	No of respondents	Percentage
Yes	6	50
No	6	50



The above chart illustrates that half the amount of teachers do administer corporal punishment, while half the amount does not.

Of the 6 respondents or 50% that said yes, three of them were fully trained, two had First Class certificates and one had a High School diploma. From the four teachers who were fully trained, only one said that she did not administer corporal punishment. These teachers have been through training so they should be aware that corporal punishment only brings down children's esteem and the child feels bad or inadequate. According to NOPCA, when corporal punishment is administered, it is a form of physical abuse.

Statement 14: Do you let children who misbehave clean the yard?

Table 14

	No of respondents	Percentage
Yes	9	75
No	3	25



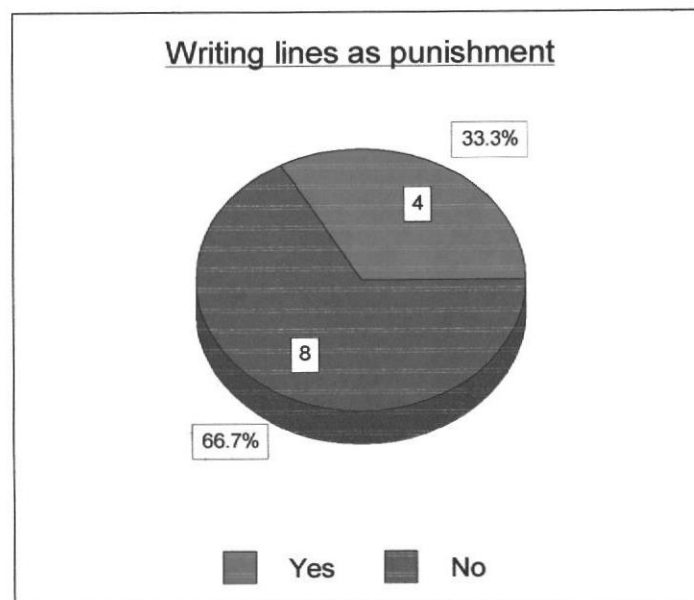
The above chart is showing that the majority of the respondents have the children who misbehave clean the yard. 25% do not allow the children to clean the yard. The three of the teachers who do not allow their children to do this are teachers with First Class qualifications.

It seemed that these teachers realized that cleaning the yard wasn't helping to alleviate the problem. This might work to the children's advantage as they enjoy being outside. The majority of the time they would be playing.

Statement 15: Have you ever allowed your children to write lines?

Table 15

	No of respondents	Percentage
Yes	4	33.3
No	8	66.7



The respondents that answered no to the statement are teachers who have First Class, High School diplomas and fully trained. 33.3% of the respondents said that they allow their children to write lines. The respondents that said yes are teachers who all have First Class certificates. Probably these respondents have never been to a workshop that deals with effective methods of disciplining children.

Summary of Data

From the data presented in statements 1, 2, 11 and 13 it can be observed that all four deal with negative forms of disciplining children.

Some of the respondents that used these forms of disciplinary methods are teachers who have been through training. Some of them have First Class certificates. One would believe that as these respondents have taken psychology they would have refrained from these negative methods. It seems that these respondents have forgotten what was taught. According to Dr. Kevin Howse et al (1989) "The style of discipline a person uses is influenced by four factors:

1. The way you were brought up,
2. Your concept of yourself, that is, whether you like or dislike yourself,
3. Your attitude towards human nature, and
4. Your relationship with your children."

Even so, these teachers need to realize that these forms of disciplinary methods bring down children's self-esteem, for children cannot perform effectively under these conditions.

Four disciplines that the respondents use that are positive are statements 7, 8, 10, and 12.

These statements were rewards, warning and discussion. These types of discipline are what children will need to help develop their self-esteem and make them feel good about themselves.

According to B. F. Skinner and William Glasser "it is very good when teachers develop a good communication or rapport with their children. It will help them to become thinkers."

When a teacher speaks to a child positively, it helps the child to perform well in class. The child will not have any fear in telling the teacher his/her problems when he or she is having a problem, whether it be at school or at home.

Positive methods such as these will/may increase the targeted behavior and will make

CHAPTER V

Conclusion

The objective of the research was done to identify the types of discipline used by teachers in the infant school.

The data collected clearly show that some of our teachers are abusing our children and using harsh methods in disciplining them.

Due to the conclusion that the researcher has arrived at, the researcher thinks it is necessary to make the following recommendations:

Recommendations

The researcher hopes that this study will assist the Ministry of Education, the teaching methods and classroom organization management lecturers at the Belize Teachers College and the lecturers doing the Primary Education programme at the University College of Belize. It is the researcher's dream that teachers and principals and people from the National Organization for the Prevention of Child Abuse would read this research. In doing this they would be aware of the reasons why some young children are scared of going to school.

Ministry of Education

This organization should have workshops on Behavior Modification programmes for teachers and principals to try to alleviate the problem of disciplining children in an unacceptable manner.

Principals and Managers

The principal of a school must have the knowledge so she/he can offer assistance to a new teacher. She/he must have workshops within her/his own school and address these problems.

NOPCA

The manager from this organization should reach out to teachers. This can be done by either sending messages on the radio, television or even having workshops at school. This will make the teachers aware of what the convention on the rights of the child states, and how they are abusing these young children when they are administering these punishments.

Lecturers at the Belize Teachers' College and the University College of Belize

The lecturers at these institutions can spend more time addressing behavioral modification. Get students to do research on this topic. By doing this they will see the effect that abuse has on children's lives. As they will be made aware of this, it will help them to refrain from such forms of discipline.

Limitations:

- Not enough sources for literature review. Materials available in B.T.T.C.'s Library were not as current.
- Lack of knowledge and skills of the researcher in using the Internet.
- It was impossible for me to have allotted all my time in doing this research, as I had other courses to take. Every spare time that I had I spent working on my thesis.

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Schools in the Cayo District

Dear Teachers,

In partial fulfillment of the level II program at Belize Teachers' Training College, I, Sharon Jones, am required to complete a Research Paper. I am studying the types of discipline used by teachers in the infant schools.

Your assistance in completing this questionnaire will be highly appreciated. I assure that your responses will be kept confidential and will be used solely for the purpose of this study.

Thanks in advance for your cooperation.

Sincerely,

Sharon Jones

BIOGRAPHICAL DATA

Please place a check mark beside the item of your choice

Gender: Male ☐

Female ☐

Age Range: 18-20 ☐

21-30 ☐

31-40 ☐

41-50 ☐

51 and above ☐

Class presently teaching: Infant I ☐

Infant II ☐

Standard I ☐

Educational Status: Second Class ☐

High School Diploma ☐

First Class ☐

Sixth Form ☐

Trained level ☐

Fully trained ☐

Bachelor in Education ☐

Teaching Experience: 1-5 years ☐

6-10 years ☐

11-15 years ☐

16-20 years ☐

more than 20 years ☐

Please use the rating scale with a check mark to indicate your opinion on each question.

- | | | |
|--|------------------------------|-----------------------------|
| 1. Have you ever kept a child in class during break because of misbehaving? | yes ☐ | no ☐ |
| 2. Have you ignored a child who has misbehaved? | yes ☐ | no ☐ |
| 3. Have you ever placed a child in an area away from the class as a means of punishment? | yes ☐ | no ☐ |
| 4. Have you ever deprived a child of taking part in a class activity because of misbehavior? | yes ☐ | no ☐ |
| 5. Have you ever sent a child home to get materials for class use during school time? | yes ☐ | no ☐ |
| 6. Have you ever sent a child to the principal to be disciplined? | yes ☐ | no ☐ |
| 7. Have you ever praised a child who is behaving when you observe one misbehaving? | yes ☐ | no ☐ |
| 8. Have you ever rewarded a child who finds it difficult to behave well when that child succeeds in behaving well? | yes ☐ | no ☐ |
| 9. Have you ever scolded a child for misbehaving in your class? | yes ☐ | no ☐ |
| 10. Do you warn children before punishing them? | yes ☐ | no ☐ |
| 11. Have you ever yelled at a child? | yes ☐ | no ☐ |
| 12. Have you used discussion as a means of disciplining a child? | yes ☐ | no ☐ |
| 13. Have you ever administered corporal punishment? | yes ☐ | no ☐ |
| 14. Do you let children who misbehave clean the yard? | yes ☐ | no ☐ |
| 15. Have you ever allowed your children to write lines? | yes ☐ | no ☐ |