The Impact of Teacher Conflict Styles on Student Discipline Outcomes:

A triangulation study of the symbolic interaction of the teacher as agent within the school organizational structure: A case study of teacher conflict style selection and the discipline outcomes that result from each conflict style.

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Preface

The purpose of this text is to provide you with a conflict resolution perspective to help you better understand the inner turmoil you face as you enter the educational system. The focus of the remainder of the text will provide you with a recount of a teacher's experience relating to her perception of the system and her relationship with her students.

In addition, you will be provided with research results that provided a basis for analyzing the interaction between teachers and students in regards to discipline scenarios. The research presented in this text will also provided a foundation for a feasible explanation of the process this teacher faced while experiencing her first year as a teacher. The research results also summarized the overall trends that surfaced throughout the year as viewed through the conflict resolution lens.

Discipline issues, classroom management, systemic politics and policies are often the center of a great deal of conflict for new teachers. A combination of these factors in addition to other burdens, both job related and personal, that teachers face often lead to teacher burn out and early retirement. Many times, it is the "good teachers" who experience this as they pour their energies and emotions into their job only to be left with feelings of uncertainty and inadequacy. These feelings often become exacerbated by a combination of factors including teacher-performance expectations, lack of parent involvement, social hardships impacting students and families, and lack of student cooperation. This is why it is imperative that teachers read this text so they understand the premise and background factors that impact the source of these feelings of uncertainty and inadequacy.

List of Abbreviations

ADA   Americans with Disabilities Act

ADD   Attention Deficit Disorder

ADHD   Attention Deficit Hyperactivity Disorder

ALC   Alternative center

BIC   Behavior improvement center

B&G   Boys & Girls Club

CST   Child Study Team

EH   Emotionally Handicapped

EMH   Emotionally & Mentally Handicapped

FS   Florida statutes

GR   Guidance referral

OSS   Out of school suspension

PC   Parent conference

PN   Parent notified

SLD   Specific Learning Disorder

SRO   School Resource Officer

Abstract

The following discussion focuses on the interaction between teachers and students from the perspective that the teachers' conflict style selection during the discipline process affects the outcome. Research was centered on "at risk" students enrolled in an Academy that was designed to specifically meet "at risk" student needs. Teacher response styles during the discipline process was the center of the research given that "at risk" students are suspended more frequently than students typically falling into the "regular" student population. Teachers' conflict styles were assessed using the Kilmann conflict assessment. The five conflict styles included: Accommodating, Avoiding, Controlling, Collaborative, and Compromising.

Another key focus was the affect of systemic issues that influence teacher-student interaction that result from cultural influences and social complexities present in capitalist economic system. Social complexity has resulted in the compartmentalization of individual action affecting interaction. Teachers and faculty with assigned duties are expected to follow prescribed discipline procedures as dictated by the school's discipline action plan. These individuals are placed in situations where they must continually second guess their decision making process. Laws, policies, and procedures currently in existence which were originally believed to promote efficiency, restrict and hinder individuality and creativity.

Discipline in the public school system has deteriorated throughout the years. Teacher shortages and student failure continue to rise despite changes in curriculum.

Theorists such as Freire believe this is the result of polarization between teacher and student resulting from the banking concept of education (Freire, 2000). The polarization results from poor family structure, inappropriate adult models, and the loss of individuality within a system designed to serve the masses. Individuality (Thomas, 1963) has been lost as schools have standardized interaction through policy resulting from law. Students are expected to compete uniformly regardless of their life circumstances. Economic models are rarely mentioned by individuals holding positions of power or

influence, as they rather maintain their status, rather than correct social inequities resulting from increased stratification. This is permissible simply because stratification and the constant state of conflict present within individuals serves a purpose as individuals compete in a capitalist system for a better life situation.

Poor discipline is often believed to be the result of family background (Blandford, 1998) while the stress resulting from poverty, such as lack of social support, teenage motherhood, and low birth weight (Baumrind, 1995) are ignored. Regardless the need for a stronger economy that can provide higher paying jobs for families living in poverty is a key element that will strengthen the family. Those who struggle to live a descent life can work less hours and spend more time nurturing their children. The increasing complexity of society has resulted in the transformation of the scientific consciousness of the human race as puppets in the grip of natural or fate in an alienated mode of awareness (Harris, 1995). Social complexity has resulted in an increase in structural violence (Galtung, 1999) as a result of divisions, inequalities, and lack of equilibrium within social order (Foucault, 1976). A close look indicates that the very forces that appear to press people into molds and to force them to follow the herd are interlaced with the crying needs for creativeness, imagination, desire to be venturous, and great diversity of talent (Barnes, *et.al*, 1965). While we cannot transform the economy, we can control our response choices as educators to help "at risk" students achieve their highest potential regardless of their circumstances. This is perhaps why understanding the influence of a teacher's discipline/conflict style is an important key in stifling the cycle of violence "at risk" students encounter on a daily basis.

The research results obtained demonstrated that there were significant differences between each style and consequently, the discipline outcome. The results presented in Chapters five and six show quantitative and qualitative data results providing a detailed description of these events thus providing another possible indicator for school administrators to use prior to the start of the school year.

This research also provides yet another tool for analyzing teacher-student interaction relative to discipline however data indicates and supports evidence that the dilemma also lies in the structural and

cultural realms of society. We continue to treat the symptom and not the disease; namely that the degree of social stratification that exists and continues to grow given our current economic growth patterns thereby supporting system designs that restrict individuality and human exploration.

Chapter 1. Decisions and Conflicts Teachers Deal With During the Discipline Process

1.1 Introduction

The following true story illustrates the choices, both personal and policy driven, which classroom teachers face daily while dealing with discipline. It demonstrates the various dilemmas that arise during the decision making process, as well as the impact that a teacher's conflict resolution style (Katz and Lawyer, 1992) has during the discipline process. To protect the identity of the intended research site, the site will be referred to as Waters Middle School.

One day I confronted one of my male students during my fifth period reading class. As a reading teacher, I always like to model reading in the classroom, so I read various stories about life skills, such as how to deal with conflict, anger management and related topics. The selection I had chosen that day was from Richard Carlton's, book "Don't Sweat the Small Stuff at Work". The chapter I had chosen to read to my class dealt with stress management. I read the chapter to the class and made it a point to describe some examples as to how to deal with stress. After reading the last sentence, I assigned the class their work for the day. They were to write a one-page essay describing how stress affects their lives.

As I expected, everyone quickly grasped paper and pen or pencil and proceeded to do their assignment, except for one of my male students. As I had been reading to the class, I had noticed his body language shift from being open and receptive to what I was reading to a closed, angry position. He crossed his arms, his eyes watered, and his lips pressed together as if someone had slapped his face. As everyone in the class proceeded to work, he placed his head on the desk.

As a teacher, at that moment I felt concern for the student, myself, and concern for the message this student's behavior was sending to the class. My primary concern for the student was his emotional state. I was not sure if he was upset because of what I had read. This may have triggered an emotion within him that caused this reaction. My other concern on the student's behalf was whether he had difficulty with this assignment. Perhaps he did not understand the assignment, or maybe it was too difficult for him. I therefore approached him and asked him if there was anything he would like to talk about. His response was, "Leave me alone".

I then asked him if he needed anything such as supplies, or if he would like some help. His response was, "Leave me alone, bitch". In those few seconds, I was floored. I wondered whether I should follow the prescribed discipline plan. After all he had used profanity toward an adult (teacher), which would earn him a three day suspension and parental contact, according to the school discipline plan (Waters Middle School, 2000).

The whole class witnessed his behavior. My ego wanted to fight back and I certainly was concerned that other students in the class might receive the wrong message if I responded inappropriately. Imagine a class full of drop out prevention students who are already facing boundary challenges witnessing this student's response to me using profanity. How can I educate them using this scenario as a model for proper "educated" interpersonal interaction? The events that followed indicated that my response style during this discipline scenario made a difference in the student's behavior. The outcome obtained was a win/win outcome for all in the room. However, teachers face many problems during the discipline process. New teachers in particular face not only the rigors of teaching, but the fear of feeling inadequate or having administration reprimand them for a mistake due to lack of experience.

1.2 Statement of the Problem

Managing discipline is a major problem facing our schools today. The impact of social complexity on individuality and the stress levels

experienced by individuals squeezed within large systems as is the case with teachers and students have attributed to the increasing trend. Discipline, along with drug abuse, fighting, violence, and gang-related issues continues to be the greatest problems facing local public schools (Elan, Rose & Gallup, 1996). Therefore, the management of discipline in schools is one of the central issues in effective teaching and learning (Blandford, 1998). One of the major obstacles in handling classroom discipline that schools face is preserving individuality during the decision making process. Individuality is lost in the macro-system in its attempt to serve the massiveness resulting from our increasing social complexity. Each student's needs are unique and varied in intensity. How we address the student's needs will either perpetuate the cycle of violence or stifle the cycle for a period of time, hopefully long enough so the student can gain awareness of their circumstances and grow out of it. Then there is another continuum we need to address, teacher job restrictions.

Teachers are paid to teach an array of subjects, but educating a child also involves teaching her or him manners, coping skills, methods for resolving conflict, social skills, and strategies for being successful. When teachers react to discipline challenges based on a policy, regulation, emotion, or ego, rather than reacting to discipline challenges with a student specific objective of educating and enhancing the teacher-student relationship, the relationship between teacher and student becomes increasingly alienated. Social stressors in conjunction with the fact that students are as likely to be carrying weapons as textbooks, means that violence can erupt over incidents as trivial as the way one student looks at another (O'Neil & Willis, 1998). Teachers carry a heavy burden, especially when they interact with students because they are not only potential victims of violence but they too can perpetuate social violence through the messages they teach and reiterate within a student interaction. Classrooms possess a variety of potential deviance (Parsons, 1963) and increased teacher-student frustration. Given the great number of children in a given school the trend has become that students are punished in an assembly line manner rather than being encouraged to learn from the discipline process. From an economics perspective, this may

seen cost effective; the more students that can be taught at once, the lower overhead costs are and it seems more efficient. Overcrowded classrooms that leave little time for teacher-student interaction result in assembly line teaching also referred to as 'banking education' where teachers only have time to teach curriculum and lecture while students receive the information. Any student not in compliance behaviorally is punished according to policy regardless of the student's individual needs. This 'banking' concept of education (Freire, 1997) is an instrument of oppression that often places teachers and students in direct opposition as the interaction of the actors is polarized by social circumstances. Class size reduction has been legislated to continue so that each teacher will handle only 20 students per class period, which is an improvement. Regardless, even 20 students means 20 varied demands and circumstances.

So how can a teacher address the needs of 20 students? Freire, offers a solution to this teacher-student contradiction by reconciling the poles of the contradiction so that both parties are simultaneously teachers and students (Freire, 1997). Evolutionary psychological perspectives accord with Wiggin's theory of dyadic exchanges in several key areas. Wiggins argues that interpersonal transactions entail the exchange of love and status. Surgency and dominance captures exchanges based on status. Agreeableness and quarrelsomeness captures exchanges based on love (Wiggins, 1996). Critical to teaching practices is the relationship between teachers, pupils, parents (Family), senior administrators, government, local support agencies, education experts, and central government (Blandford, 1998).

Many discipline models agree that the relationships between teachers and students must be mended. As the Canters' (1992) state, "Discipline approaches of the past do not work with today's students. Teachers are confronted with students, who talk when asked to be quiet; who dawdle when asked to work; who argue and talk back when asked to follow directions. As a result, invaluable teaching time is lost, student achievement and self-esteem drop, and teacher frustration increases" (Canter and Canter, 1992). Discipline tactics are not working because we are attempting to operationalize human (teacher-student) interaction. Tactics used by parents and other's in

child rearing including discipline, have different results depending on the nature of the child to whom they are applied (Thomas, 1963). This study demonstrates how despite the discipline policies, laws, and regulations governing teacher-student interaction, teachers use various conflict style approaches during the discipline process thus exposing the fact that large entities cannot suppress individuality.

A study on individuality in early childhood stated in its initial theoretical position that the typological view from the time of Hippocrates to the contemporary work of Sheldon sought to find the primary basis for individual differences in some physical or physiologic characteristic of the person. John Locke and Sigmund Freud assumed individuality to be the product of circumstances in developmental experience and so to be a reactive phenomenon (Thomas, 1963). What has been obvious for some time now, are the increasing difficulties, schools are experiencing with respect to discipline.

Part of the problem is that classroom discipline is heavily impacted by the social dilemmas arising from the cultural shift of polarizing American expectations and reality. Individuals experiencing hardship and poverty (including non-material need) are continuously ignored while blame is displaced on the victims themselves. As mentioned earlier, many explanations of undisciplined behavior in schools suggest that the cause lies within the pupil, their family or background (Blandford, 1998). The perceived reality gap of obtaining material goods for families living in poverty results in depression, anger, and stress, among others.

These issues in turn affect their children. The overt traits that can be observed or inferred from behavior shared by many people are referred to as character. Interrelated stresses that result from poverty such as lack of social support, teenage motherhood, and low birth weight suffice to explain poor-care parenting (Baumrind, 1995) often have a negative impact on character. The character exhibited by a large portion of the American population fails to reflect the driven character traditionally exhibited by previous generations. For the most part parents that work in physical labor positions or are too busy making a living are not motivated at the end of the day to obtain higher education. Therefore the parents' skill levels are

limited this reducing their ability to serve as a reference for the child as a student of language or any other educational subject.

Coleman's report states that the greatest influential factors that affect student vocabulary development are peer influence and family background (Coleman, 1980). Children bring issues with them to school, such as pregnancy, the confusion and uncertainty of broken homes, poverty, emotional, and physical neglect and abuse, and the fact that parents are unwilling and/or unable to motivate them to succeed in school (Canter and Canter, 1992). These issues are symptomatic of poverty as economic stress leads to demoralization, which in turn leads to marital conflict (Conger et. al 1992) and divorce (Baumrind, 1995). Teachers routinely deal with students who bring a range of dysfunctional behavior such as depression, aggression, hostility, resentment, victim mentality, self-image problems, guilt, isolation, blaming disorders, obsessive compulsion and substance abuse problems into the classroom (Tomal, 1999). These too are symptomatic of dysfunctional families that lead to a greater tendency for parental physical or psychological abuse. Poverty stricken families tend demonstrate a greater tendency to maltreat difficult children (Baumrind, 1995) thus children with learning disorders are bombarded with a double dose of negative interactions as they are maltreated at home and in school. Poverty stricken parents tend to use a higher rate of negative attributions when dealing with discipline interactions with their children (Baumrind, 1995). In addition teachers also are placed in situations where they experience "functional poverty" in the decision making process as they are squeezed and compartmentalized by standardized regimented processes resulting from public policies. The result, teachers and students are pitted against each other as layers of bureaucracy dictate discipline policy and classroom behavior. Children are capable of adapting to discipline requirements as long as the particular mode of handling the child is compatible with the child's life position (Thomas, 1963). Given these facts, analysts have argued that a school should be central to its local community and thus the school itself becomes a community within the community (Blandford, 1998). This in turn should reduce the negative cycle of violence resulting from social dysfunctional behaviors.

National statistics reported that unmarried teenage pregnancy had increased 12 % between I960 and 1996 (Bennett, 1999). Schools have attempted to address such social issues which impact students by changing school curriculum to contend with the task of educating children in such classes as sex education, health education, and even Aids education. Despite this, public school discipline problems continue to increase, as well as student dissatisfaction.

The majority of individuals living in the poverty level are women. It is estimated that, women earning salaries below the poverty level maintain 3.6 million families. Solely women (Pearce 1990; Pelton, 1985) sustain three quarters of poor Black families (Baumrind, 1995). These families rely on schools to provide essential necessities for their children such as food and a safe environment. The Report of Youth and America's Future, The William T. Grant Foundation Commission on Work, Family, and Citizenship in 1988 reported there was inadequate funding of school lunches, food programs, subsidized medical care, and foster child program (Baumrind, 1995).

Contending views of education have largely influenced societal views on the importance and purpose of education and discipline within public schools. The American government has recognized the need for schools to maintain a disciplined environment that is safe and secure for all pupils and teaches yet discipline is rarely mentioned in the context of student reform (Blandford, 1998). Changes in societal values over generations have left behind many unresolved debates regarding education and the purpose of discipline, which has resulted in an increased alienation between the general public and public school system (Canter and Canter, 1992). The Secretary of Education established the Elton Committee of Inquiry into Discipline in Schools, for Education and Science in March 1988. The committee found that there was no simple remedy because discipline is a complex issue (Blandford, 1998).

Social complexity has resulted in a decline in student interest concerning schoolwork and activities. What started as a simple debate over the purpose of education and school discipline has resulted in an ever growing but silent rebellion from students who feel that their needs are not being met (Wooster, 1994). Students often

complain of their dissatisfaction with the materials being taught and work related education. Historical developments prove that the view of education and its purpose has lost its meaning for students as economic markets have expanded to include jobs demanding highly specialized training, obscuring the purpose of education. Following is a synopsis of historical trends that have influenced the development of the American public school system, its discipline policies and its impact on the relationships of the actors within which are evident the above mentioned story.

1.3 Agency, Structure & Culture Integration

The role of the teacher has changed over time as societal viewpoints have evolved into legislation and the creation of a policy driven society, resulting in multiple layers of bureaucracy within the public school system. Micro-managing teacher behavior through policy and structural limitations continues to impact teacher decision making, especially throughout the interpersonal interaction process polarizing them against their students. Despite the many layers of bureaucracy, teachers act as agents within the system and thus can help create change within the system. Archer's theory of agency vs. culture links both agency and culture while focusing on morphogenesis, which stems from systems theory (Archer in Ritzer, 1996).

Morphogenesis is the process by which complex interchanges lead not only to changes in the structure of the system but also to a product of structural elaboration (Archer in Ritzer, 1996). Teacher-student interactions relating to discipline mark a stress point where the school system is weakest, as both the teacher and the student strive to have their goals met by the system and each other. The stress point occurs when the roles of both are complicated and interaction becomes tainted as pressures from various sources attempting to achieve their private agenda place them in combative stances. On one hand, the teacher serves as both agent and representative of the school system; on the other, the student (customer of the public school system) brings needs and demands that must be served by

the system. Both teacher and student have the ability to act as a dependent or independent agent thus facilitating change within the system. Archer's theory states that once structures have emerged, they react upon, thus altering both action and interaction (Archer in Ritzer, 1996), such as in the case of teachers and their actions relating to discipline. On one hand, a teacher's behaviors and reactions in the classroom are restricted by policy and law as dictated by the system; yet individual teacher input also serves to alter the system as needs arise, due to interactions with the student population and their own emerging needs. The morphogenesis perspective looks at this process over time, seeing endless cycles of structural change, alterations in action and interaction, and structural elaboration (Archer in Ritzer, 1996). Unfortunately, these changes require a degree of conflict. The key point to note here is that the concern lies within the context of how intense the degree of conflict experienced by the parties involved is acceptable.

The pubic school system has reached a point where discipline has become a great concern as teacher morale has decreased, resulting in teacher shortages (Wooster, 1994). Chernow states that discipline is crucial to the kind of day the teacher and the student are going to have because discipline makes or breaks educators (Chernow, 1989). Despite education efforts to reduce anti-social student behavior, minimal progress has been made in reducing discipline problems in schools, largely due to the limitations of the teacher agent within the classroom (Woolfgang, 1999). While many attempts are made to alter student behavior through education, there remains a distinct gap between what is being taught and what is affecting the student on a social level. This gap obscures the perceived meaning and significance of reality for the individual involved in the process of the intended social change, such as in the example provided in chapter one regarding student discipline. It is the quality factor of individuality that must be incorporated within interaction that can intervene and help stifle the cycle of negativity and violence students experience throughout the discipline process.

The five-factor model identifies five traits that mark individuality: Urgency, Agreeableness, Conscientiousness, Emotional Stability, and Intellect-openness (Norman, 1963). The manner in which we

respond to life circumstance along with other factors affecting individual existence result in the culmination of what makes us unique (human). In education, discipline situations involving teachers and students demonstrate the polarization of perceptions and expectations as school discipline declines. This phenomenon as mentioned earlier is the result of social complexities stemming from the stratification produced by a weak American economy and the historical-generational influences that impact families. Differences between the polarized realities between teachers and students that are noticed and talked about, "become encoded within the natural language as trait terms such as aggression, agreeable, and arrogant and enter into everyday life in our communication with others" (Norman, 1963).

Archer's point is clear when we parallel culture, social structure, and the organizations created by society, such as the hierarchies that are replicated within the public school system both informal and formal. These is not surprising, given that educators (agents) are part of the social system and culture, and are agents for both change and for the system; because of the many spheres of authority which exist, changes are slow to occur. From an evolutionary perspective, humans can be considered to be complex collections of integrated mechanisms designed by natural and sexual selection to solve problems (Norman, 1963). To improve discipline in the classroom, teachers must be afforded the necessary professional space to make decisions that facilitate their intellectual and professional faculties without fear of reprisal from a law or administration. Initial teacher training should educate teachers how to obtain ownership of a foundation and knowledge base that can illuminate the complexity of causes and inform the spectrum of decisions relating to discipline (Hoover, 1997). Among the strategies that should be included in teacher, training is the role of teacher-conflict resolution style during the discipline process. It is imperative to note the historical social changes that are reflected within the public school system with respect to discipline and its role within the school system for the purpose of recognizing the methods used to settle large scale and small scale conflicts including changing social perspectives relating to discipline and children. Further discussion if provided

in the following section on the difference between discipline and punishment.

1.4 Discipline vs. Punishment

According to the school-wide discipline policy of the intended research site for this discussion, "Good discipline creates conditions favorable to efficient learning. Its ultimate purpose is the maturing of the learners-accepting responsibility for their actions and self control" (Waters Middle School, 2000). One element that should be added to this description would be, 'The ultimate goal of discipline is to teach and model appropriate social behavior for the purpose of maturing the learner, so they accept responsibility for their actions and learn self-control". To do so, teachers must be afforded leeway in the necessary decision making in the classroom as to what appropriate measures of discipline are needed, while remaining consistent overall in dealing with all their students. Charles categorized five types of misbehavior in schools: aggression (physical or verbal attacks); immorality (cheating, stealing, or lying); defiance (hostility, refusing); class disruptions (talking, clowning); and goofing off (Charles, 1996). The interventions used on students will have varied results depending on the students' traits and home training. Therefore, the same intervention when applied uniformly to different students will result in varied responses, thus supporting the argument that discipline interventions should remain diverse in order to obtain the maximum result. In a sense, it is futile to intervene in extreme cases where the family unit is teaching the latter negative behaviors unless the entire family is also rehabilitated and socialized into a positive social context. This includes economic rehabilitation and skill enhancements training. This in turn can demonstrate to the child that inner discipline has its rewards.

There is a distinct difference between discipline and punishment. Discipline is defined as: a branch of knowledge of learning; training that develops self-control, character; training that tends to mold a specific skill or behavior; to punish in order to reform or train; strict control to enforce obedience (Webster dictionary, 1994).

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True discipline is a teaching tool, not just punishment (Nelson, 2000). Foucault defines punishment as an imposition, a penalty for a fault, offense or violation, a penalty for the commission of an offense in retribution or retaliation (Foucault, 1995). There is a distinct difference between discipline and punishment, namely that discipline educates, while punishment is merely retaliation. Are teachers' conflict resolution styles indicative of their use of discipline as a form of punishment or education? Do certain conflict resolution styles improve teacher-student relationships? Do teachers with certain conflict resolution styles tend to submit more referrals rather than handle discipline within their own classroom? The difference in application is clearly visible in the example provided below.

1.5 Purpose of the Study

The purpose of this study is to investigate the impact a teacher's choice of conflict resolution style has on the symbolic interaction between them and students during the discipline process within the middle school classroom. Teacher-student symbolic interaction is highly regulated and many laws regulate the interactions between them. An analysis of the discipline process from the conflict resolution perspective will provide a clear guideline for analysis for teacher-student interaction as we view the moment where both the teacher and the student arrive at the point of conflict.

Upon data presentation, interpretation, and analysis, suggestions will be made to enhance discipline within the middle school classroom and repair the relationship between the teacher and the student and answer to the following questions will be provided: (1) What were the teacher conflict styles represented? (2)Are referrals common among certain teachers with a specific conflict style? (3) What is the impact of teacher conflict style relating to discipline? (4) Is there a correlation between teacher and student demographics? (S) What is the relationship between teacher conflict style and referral frequency? (6) What is the correlation between teacher conflict style and student behavior? (7) What specific factors affect teacher-student interaction? (8) Is there a disparity between malesand females that

are "at risk" as far as discipline is concerned? Finally, (9) What program designs and suggestions can be made in order to reduce student discipline problems?

Interactions between teachers and students during the discipline process are regulated and policy driven, resulting in a reduction in the quality of attachments between the student and the teacher, as well as the student and the school (Wooster, 1994). The decline in discipline within schools must be balanced by a pro-active classroom discipline (Canter and Canter, 1992). Pro-active discipline means that a teacher must take the initiative to intervene and minimize the occurrence of the discipline problem before its occurrence. This researcher will use a grounded research approach in an effort to allow the data "to speak for itself (Bryman and Burgess, 1994). It will look at teacher-student interaction from both the teachers' and students' perspectives. Inquiries as to the elements and demographic data that influence these interactions will be correlated with the teachers' and students' interactions, in particular regarding the teachers' conflict resolution style assessed using the Kilmann scale. A triangulation research method will be used to correlate the initial quantitative data with the qualitative data.

1.6 Story Conclusion

It is important to note that the conflict style response I could have chosen in my confrontation with the student described in the opening scenario would have resulted in punishment and not discipline. Because of a conscious desire to help him resolve his internal conflict, I selected a response that was specific to the student and the situation. Although I initially was uncomfortable not following school policy, I now know that the way I responded was appropriate. I could have followed the prescribed discipline plan by responding in my typical controlling response style, which basically seeks a win/lose result. Ironically enough, the purpose of the discipline policy is to correct inappropriate behavior. The process is obviously limited in terms of the outcome in that punishing does not achieve its directive with respect to students that fall outside of

the norm. Regardless, I paid attention to the specific interpersonal interaction and chose to address the matter differently because I felt the boy's behavior reflected a deeper concern. I shocked the class and myself with my response. I apologized to him for disrupting what he was feeling and offered him space to cycle his emotions; he placed his head back on the desk and I walked around to see if any students needed assistance.

As a teacher I am expected to have all of the class engaged in work or participation. I was uncomfortable with the thought of an administrator or another teacher could walk into the class and see this student with his head down. I was also concerned that the class might receive the wrong message that it is okay to curse in class or at an adult (teacher).

After a few minutes passed, I noticed the student reaching for supplies from his book bag. He began his assignment. When the bell rang, I collected all of the students' work and dismissed the class for the day.

The following day I began to grade the papers as I read his work, I realized how appropriate my response to this student had been. The assignment had been to write an essay on how stress affected their lives and I had struck a nerve. He wrote, "I have a lot of stress in my life. I am fourteen years old and I have to work to pay child support because I have a one year old child".

The next day he approached me during class and apologized for his behavior. I told him I was concerned about what happened and I accepted his apology. I also asked him to apologize both to the class and to me. With a little effort due to shyness, he apologized and the class resumed with what it was doing.

Because of this scenario and many others like it I realized that research on the impact of teacher conflict resolution styles and classroom discipline is critical to the future of education and the welfare of individual students.

1.7 Summary and Conclusion

The scenario depicted in this chapter demonstrates the inadequacies of discipline policies and procedures when dealing with discipline issues deeply rooted within the social structure. Teachers routinely deal with students such as the one mentioned in this story who are parents; have a drug or alcohol issue; who live in poverty; and/or suffer from a mental illness. Discipline situations arising from such issues require intensive long term education and intervention so that these students can overcome these obstacles and therefore become productive, self-sufficient citizens. The need of the school system to process as many students as possible results in the stratification of roles thus affecting the relationship of all actors within the system. Teachers are often not able to deal with discipline issues given the time restraint on their schedules given the number of students they have in each classroom. Standardized responses to discipline situations are the solution used by the school system in an effort to quickly correct the situation and protect the system, including the teacher from a law suit.

Schools, like most industrial systems have developed standardized policies and procedures in order to shield themselves from litigation. However, one of the downfalls of this phenomenon is that individuality continues to be subdued, thus hindering agency. Teachers are often placed in a dilemma when dealing with student issues as the problems these students are often difficult to deal with or correct given the unique characteristics each case possess.

The following chapter contains a brief overview of the development of American society and its influence on the public school system and legal changes arising from shifts in American culture.

Chapter 2 The Development of American Society and Its Influence on the Public School System

2.1 Introduction

A historical account of the development of the American public school system demonstrates the impact that social changes have had on the public school system, beginning in the 1600's during the beginning of the colonial era. This summary will provide a glimpse of the impact that social influences have had on the development of the public school system, especially its discipline policies and the changes these influences have had on the teacher-student relationship.

The first signs of "American" civilization, according to historians, began with the arrival of European settlers in America, despite the presence of the American Indians who were native to the territory. To preserve the European civilizations from which they came, the colonists tried to copy the educational institutions they knew best (Pulliam, 1991). English philosophies and religion were widespread and accepted in colonial schools, as were practices of social inequality. Children of poor families could only obtain an education through charity from religious institutions and philanthropists who provided funding (Wooster, 1994). Perhaps the most conspicuous aspect of education in the South before the American Revolution was the lack of public interest in schools (Pulliam, 1991). The American population of the colonial era was extremely diverse, due to the vast number of immigrants from various countries. The Middle Colonies had the most diverse population, with the greatest number of national and religious groups, and therefore tended to develop many types of schools (Pulliam, 1991). Both Parliamentary rule and the belief in the Christian duty of educating children began to spark public interest

in schools (Pulliam, 1991). On the down side, the heavy influence of Puritan beliefs and the Calvinistic creed resulted in harsh discipline (Pulliam, 1991).

As the agrarian (farming) economic system of the 1600's stagnated, people turned to occupations such as shipbuilding, manufacturing, and trade, creating a substantial merchant class (Pulliam, 1991). Intellect became a more desired and needed human resource. It became an economic necessity for people to read, write and be able to keep accounts (Pulliam, 1991). Schools became a social tool designed with the intent of educating the masses (Marx, 1906) to do the work of an increasingly complex society (Glasser, 1986). As a result, the Old Deluder Satan Act of 1647, passed by the General Court, required every town to set up a school or pay a sum of money to the next larger town for the support of education (Pulliam, 1991). A growing American economy was great engine of potential financial growth lead by its people therefore more a stronger, better educated population was required to keep its momentum.

Improvements in transportation paved the way to the expanding frontier, which inspired ideals of perseverance, ingenuity, self-control, defiant individualism, and education (Pulliam, 1991). The railroad was the major instigator of corruption, the principal antagonist of farmers. South Pacific was regarding as a huge monopoly which deployed an arsenal of weapons, including bribery, power politics, and economic reprisals (Himmelberg, 1994). The increasing complexity of society resulted in the transformation of the scientific consciousness of the human race as puppets in the grip of natural or fate in an alienated mode of awareness (Harris, 1995). These events resulted in the increase in structural violence (Galtung, 1978) as the development of social order resulted in the creation of divisions, inequalities, and lack of equilibrium within social order (Foucault, 1995). Immediate attempts were made to contradict these trends as the interplay of non-egalitarian and mobile relations continued with the intent to regain power (Foucault, 1995). Arguments relating to dual education, in which the elite enjoyed good schools and the masses were largely ignored, were challenged (Pulliam, 1991).

The struggles between those asserting their newly found economic power, namely the bourgeois (Marx, 1906), and those

who were "puppets of necessity" (Hegel, 1989), the proletarians (Marx, 1906), began to struggle against one another influencing their views on education. Debates also ensued around the role of education within English mercantile capitalism as each side attempted to shift the power equilibrium (Foucault, 1995). Locke's writings influenced societal views concerning man's inalienable rights, which highlighted the abuses that occurred as a result of the newly developed social system (Marx, 1906) which supported the Declaration of Independence. In addition the emergence of a strong middle-class, consisting of lawyers and merchants helped support Locke's ideas. The period of Enlightenment (which was named for the intellectual growth of current societies) that followed gave rise to great advances in science. The view of man as liberated from a self-caused state (Harris, 1995) suggested the ability of man to understand the universe without divine revelation (Pulliam, 1991). This shift in thinking and attitudes about fate (Harris, 1995) increased the general popularity of education as the masses sought to take control of their future.

Advances in transportation supported the newly found social consciousness (Harris, 1995) that was lacking in isolated colonies (Pulliam, 1991). As colonial interests shifted from religion to shipping, commerce and agriculture, civil town government became more important in education, as well as newly found political power (Foucault, 1995). Following the American Revolution, beliefs in free press and freedom of speech called attention to the need for schools (Pulliam, 1991). The rise of democracy required a public system of education for a free and self-governing republic (Pulliam, 1991,). *In loco parentis* gave power of parenthood to schools thus relieving the adult labor force of concern for their children's care while they were at work (Hyman & Snook, 1999). Jefferson supported education and argued that no democratic society is safe without an educated population (Pulliam, 1991).

The rise of nationalism, Jackson's beliefs in democracy, the Industrial Revolution, and the forces of westward expansion, immigration and population growth provided the impetus for universal education (Pulliam, 1991). Belief in humanism (Freire, 1997) resulted in convictions that education was the right of every

common person. Americans sought to fulfill their destinies and the political focus on America's economic needs resulted in support for the equal education opportunity movement. At the time education was believed by the American public to have purpose while businesses remained personable. Of course, the American population was considerably smaller as well.

Criticisms of the public school system surfaced as new philosophical viewpoints emerged. Rousseau was a critic of conventional civilization, rejecting original sin. He held that man is good and that social institutions cause evil (Pulliam, 1991). Discipline was transformed into a humanistic (Freire, 1997) political anatomy of detail (Foucault, 1995).

The Constitution guaranteed the freedom and rights of all men (excluding slaves); however, sectors of the American population applied those rights to a limited few (Foucault, 1995). This gave rise to the contradictory practices known as the Jim Crow laws of the 1880's to ensure utility and domination (Pulliam, 1991) of slaves, resulting in the universal practice of discrimination (Pulliam, 1991), even within public schools. The separate but equal doctrine of Plessy versus Ferguson in 1896 legalized racial segregation until 1954. Exclusionary tactics were openly admitted and legalized thus setting the stage for our current social paying field.

A struggle to obtain and maintain cultural capital (Bourdieu, 1977) ensued as political agendas of opposing viewpoints fought over the unequal distribution of school funding, as schools serving the elite and predominantly white student body received more funding than schools serving children of the poor minority (Pulliam, 1991).

The 1950's were marked by the Black Revolution, which gave rise to the Civil Rights Movement. The Office of the Department of Education would eventually be used by Kennedy as an instrument for implementing what eventually became Lyndon Johnson's great society reform theme (Pulliam, 1991). The social turmoil of the 1960's was reflected in schools as intellectual student rebellions were replaced by increased violent behavior (Wooster, 1994). The explosion of technology and communication that followed brought a complexity of issues that became reflected in the public school system and its discipline practices. Increasing massiveness and

complexity have led in many subtle ways toward a great cultural shift. Individuality tends to be submerged in gigantic organizations in chain-belt production, in monolithic economic enterprise, and the complex cultural interdependencies of our society (Barnes *et. al*, 1965).

Massive amounts of regulatory and legislative tools have been implemented throughout the years as cultural and structural changes occur within the public school system which continue to regulate the teachers' roles. The complex interrelated and compressed world with its social, economic, political, religious, and ideological conflicts seems to raise barriers. A close look indicates that the very forces that appear to press people into molds and to force them to follow the herd are interlaced with the crying needs for creativeness, imagination, desire to be venturous, and great diversity of talent (Barnes et. al, 1965).

2.2 Overview of the Development of the Public School System

While the history of education does not provide the teacher with a blueprint for classroom practices, it may serve to recall previous social influence techniques and concepts with which others have had success or failure (Pulliam, 1991). This will also help establish understanding of the elements that have contributed to the changes in teacher roles within the classroom as they relate to discipline.

American education extends back to ancient Greece and Rome (Pulliam, 1991). Plato and Aristotle formed the first school curriculum and laid the foundation for educational theory (Pullian, 1991). Despite the beliefs and presence of religion in schools, unequal treatment of teachers and students due to their social status (which was directly related to the economic worth of the person) was common. The Quakers demonstrated their beliefs in humanity, offered the first teacher training, and served all teachers equally regardless of their social status (Pulliam, 1991), unlike other religions and schools that provided the finest education for children of the

elite and excluded women from intellectual activities. Historically schools were created because they were the most efficient way to prepare young people to do the work of an increasingly complex society (Glasser, 1986). Public schools were funded for and by the elite, and the poor were served poorly. The poor were thus kept in their place until the economic necessities of the country changed as society grew increasingly complex and education was no longer an option but a necessity. The rising tide of democracy threatened a dual system of education in which the elite enjoyed good schools and the masses were largely ignored (Pulliam, 1991).

Public schools were not particularly popular, especially in New England up until the 1700's, when New England farm lands lost fertility and people turned to other occupations such as shipbuilding, manufacturing, and trade (Pulliam, 1991). Marx states that the purpose of educational institutions is to train the future work force of its country (Marx, 1906). A review of the New England education movement and the shift in its interest in educating the general population certainly illustrates Marx's point. As the New England population's economic needs changed, new jobs open, creating a demand for people who could read, write, and perform mathematical computations. This economic necessity and parallel political agendas gave rise to the American education movement (Pulliam, 1991). As New England's population grew and economic growth prevailed, a strong middle class emerged with large numbers of lawyers and merchants (Pulliam, 1991). New England colonies made laws requiring the education of children, but left details to the local communities, thereby creating the tradition of local autonomy and the district system (Pulliam, 1991) in which schools remained decentralized and each town governed over the school. The first tax on property for local schools was paid in Dedham, Massachusetts in 1648 (Pulliam, 1991). School funding had been greatly influenced by the elite until democracy grew stronger and such practices dwindled.

Religion heavily influenced the behaviors of the colonies and affected the school system regardless of funding. Puritan dogma heavily influenced societal views on school discipline. The religious domination of society and, consequently, schools would end with the

European movement. The European movement impacted American schools with their sense of realism, according to Comenius' advocacy of the power of education in improving human condition, the empiricism of Locke, and the scientific movement in Europe (Pulliam, 1991). Puritan beliefs were eclipsed as society became increasingly complex and the existence of the human being was redefined by one's ability to become educated and employed, thus obtaining new social positions. Kant described the enlightenment as the liberation of man from his self-caused state of minority in relation to a divine being as a protest against authority that insisted upon man's ability to understand the universe without divine revelation (Pulliam, 1991). John Locke's political ideas concerning the inalienable rights of man and the contract relationship between a people and its government heavily influenced politicians seeking power (Pulliam, 1991). Laws were created such as the First Amendment to the Constitution, which protected the religious freedom of all, resulting in the breaking up of sectarian control of education (Pulliam, 1991) as each sought to fulfill their own agenda. Knox and Rush said that a public school system of education is necessary for a free and self-governing republic (Pulliam, 1991).

The Civil War was a time of transition as educational as educational leaders forged the first links in what has evolved into a free public school system supported and controlled by the state.

School historian Wooster points out that the 1850's marked the line of demarcation between private and public education (Wooster, 1994) instead of providing choice within the public school system. Major differences in opinion regarding government spending on public school education ended with the birth of the "common school", known today as the public school (Pulliam, 1991). Whigs served as the major supporters of government spending for supporting public schools (Wooster, 1994). Diverging opinions regarding education continued as religious groups began to pursue their political agendas in an effort to gain control of public schools, resulting in a split between private schools and public schools in lieu of providing choice within the public school (Wooster, 1994).

The concept of the trade school was conceived long before. William Penn had been influential in bringing the idea of trade

training for pauper children in Pennsylvania (Pulliam, 1991). In 1876, trade schools were introduced and were quickly accepted due to the need for industrial workers (Wooster, 1994). Organizations such as NSPIE, the National Society for the Promotion of Industrial Education, provided healthy endowments to support the training of industrial workers (Wooster, 1994).

Shortly after the creation of trade schools, debates shifted as to what the curriculum within public schools should be (Wooster, 1994), resulting in arguments as to the nature and extent of "progressive" or child centered education (Kohn, 2000). Despite these impediments, the public school system has survived. However, opinions vary as to its effectiveness in educating its population. The layers of bureaucracy that formed have hindered the effectiveness of the individuals who work in the system. Caught in this cultural drift, the schools are veering toward impersonal solutions to vital education problems (Baumrind, 1995). Teacher effectiveness in the classroom, especially as it relates to discipline is perhaps the most visibly affected. As a result of the negligence mentioned on page 5, the deterioration of the educational system, children's performance on standardized tests have declined since the 1960's. Poverty related homicide rates have increased while teenage suicide rates and child abuse have tripled (Baumrind, 1995).

School bureaucracies currently act on the premise that teachers are incompetent and need to be governed, restricted and ruled (Wooster, 1994). Mass grouping, standard curriculums, texts, examinations, and standardized institutions are squeezing individuals into a common mold (Baumrind, 1995). A recent example is the FCAT testing and the controversy around the A+ plan, which holds teachers accountable for the performances of students, some of whom could care less about their education. As a result, their salaries and school's funding is impacted according to the school's rating, which is based on student performance regardless of the population served. With an eye to masses rather than to individuality, school systems are departing from their unique character (Baumrind, 1995). School centralization has facilitated the manipulation of public spending and political abuse of the education process as hierarchical control mechanisms that facilitate the manipulation of the actors within the

system. Standard school products are demanded by shortsighted and frightened adults and frequently are accepted by school boards and teachers (Baumrind, 1995). Following is a discussion on school centralization and its impact on teacher-student interaction.

2.3 Public School Centralization

After the centralization of the public school system, a shift occurred in the power continuum between teachers and students (Wooster, 1994). The balance of power between teachers and students began to shift in favor of the student during the progressive education movement (Kohn, 2000). Decisions that teachers make are no longer based primarily on whether or not a student action was incorrect and socially unacceptable but on whether the action violated a federal statue or district regulation (Wooster, 1994). It can be argued that there is a sense of alienation on behalf of the teacher-student relationship as a result of the alienation the teacher feels in relation to their administrators, which in turn moves further up along the spheres of authority (Woolfgang, 1999) discussed below in the following section. Teacher reactions to student behavior are therefore no longer directed to the student but to an abstract entity, namely the government. This implies that the lack of a bond between the agents within the system, primarily the teacher and the student, is a result of school policy and school centralization.

Alder's attachment theory points out that the central motivation of all humans is to belong and to be accepted by the "other" (Mead, 1962). The bond between humans indicates that all behavior, including misbehavior, is orderly, purposeful and directed toward achieving social recognition (Woolfgang, 1999). Research relating to a teacher's conflict style selection as a method of resolving discipline problems will help identify factors that influence why teachers react to discipline according to their conflict style selection. It will also help demonstrate why students react to teachers administering discipline the way they do. Teachers must help students take responsibility for their behavior and transform the discipline process into a more logical and productive one (Woolfgang, 1999). To enhance the

discipline process, teachers must maintain control of their reactions to disciplinary problems as well as controlling the students' reactions to the events leading up to disciplinary action. This study recognizes the need to obtain a greater understanding of the role of the teacher within the frame analysis of conflict resolution style and its impact on the role of discipline, while linking social influences and spheres of authority.

2.4 Spheres of Authority

Many of America's founding fathers feared that leaving education in the hands of private families, churches, local communities or philanthropic societies would not guarantee democracy; thus, schools remained decentralized (Wooster, 1994). The theory that since man has the capacity to make wise free choices he can and should produce a political system deriving its powers from consent of the governed and ensuring liberty and justice for all (Barnes *et. al*, 1965). In 1812, school supervision was nil (Pulliam, 1991). The centralization of schools however, led to the creation of many bureaucratic layers within school systems. The largest office to originate within the public school system's bureaucratic layers was the Department of Education (Hyman, 1997).

The spheres of authority, which are listed below, influence regulations, policies, legislation, and other methods of control that trickle down into the classroom and dictate teacher training, education, and uses of discipline techniques within the classroom. Wolfgang describes the spheres of authority as impacting schools and the classrooms by exercising power over the actors within the classroom setting via funding and political agendas (Hyman, 1997). Wolfgang describes the spheres of authority in terms of the power each institution contains. Each of these spheres influences the symbolic interaction of all actors within the school system at each level. The diagram below lists the spheres of authority in order of decreasing power (Woolfgang, 1999).

Highest Power	Constitution
	Federal Law
	State Law
	State Department of Education
	School Board
	Superintendent
	Principal
Lowest Power	Teacher

Many layers of bureaucracy influence teacher's choices of discipline styles within the public school system. These layers range from Constitutional law, which then impacts Federal law, followed by State law, which dictates to the State Department of Education, which consequently governs the School Board, which governs the Superintendent of the School District, who governs the Principal, who governs the teacher. However, it is important to remember that representatives of the American population vote Constitutional Law into law. In effect, before we socially condemn the legal system or the layers of bureaucracy, we must first realize that we as a society are both responsible and victims of the situations taking place within the classroom, particularly those relating to discipline. As we progress throughout our history, crucial events have lead to changes in our thinking thus changing our perspective on the same definitions that we have created in prior times. However, it is important to note that policies, rules, and consequences within the classroom tend to escalate in order of severity according in order to match the behaviors thus ignoring the root cause behind the behavior. Attempts to shift the traditional discipline consequences using positive rewards in addition or in lieu to negative rewards continue to be used as teachers strive to improve student discipline instead of resolving the core of the problem. Below is a historical overview of discipline.

2.5 Historical Overview of Discipline

Initial discipline beliefs of the public school system stem from Puritan philosophy, which assumed man was by nature evil, having

fallen in the sin of Adam and possessing an active nature that must be controlled. Puritan views are clearly visible in the religious nature of textbooks like the New England Primer of 1690, which included the following rhyme on the following page:

> In Adam's Fall
> We Sinned All
> Thy Life to Mend
> This Book Attend
> The Idle Fool
> Is Whipt at School (Pulliam, 1991).

The problem with discipline in schools is the complexity of social interactions, interpretations, and expectations that result from the diversity of the population. As mentioned previously, laws have been put in place to provide general guidelines in an effort to protect all involved. Teaching social values creates problems because we are a multi-cultural society in which minority and ethnic groups differ in the emphasis they place on traditional values of the majority culture (Pulliam, 1991). Despite the great majority of students from diverse cultures who follow prescribed values, there are those who do not. One of the effects of poverty on children's social emotional functioning is the reliance of power-assertive disciplinary procedures (Baumrind, 1995). Despite the great majority of students from diverse cultures who do follow prescribed values there are those who do not. This results in the perpetuation of the cycle by larger systems that attempt to standardize interaction. Numerous studies document that low-income care-givers tend to use physical discipline, issue commands without explanation, no consult with their children, not reward their children verbally, and not discipline them supportively (Baumrind, 1995).

One of the strategies used to socialize cultures into American society is to educate children (students) about important aspects of the general culture. Baumrind describes two modal types of responses that result in several forms of interaction exchanges. Responsiveness, which generally includes warmth, reciprocity, and attachment, are typical in non-poverty stricken families. Demandingness, which generally includes, coerciveness, confrontation, monitoring,

inconsistent discipline, or corporal punishment (Baumrind, 1995). There seems to be a dangerous social trend emerging as large entities develop where the masses (the American working citizen) are controlled and manipulated. American ideals are forced onto Americans through various forms of media; credit companies and credit bureaus access personal information without individual consent or knowledge; and the American dream of upward mobility remains just that - a dream, for the majority of the nation's citizens.

Similarly, teachers use models that demonstrate acceptable behavior and induce sanctions in order for students to accept and/or internalize values cherished by the leaders of the dominant institutions, as reflected in the dominant culture thus replicating the cycle experienced by children living in poverty. It should be noted that certain social theorists who view them as a form of oppression criticize the previously mentioned practices. (Galtung, 1978). According to Pulliam, some of these values can be traced back to the Puritan heritage (Pulliam, 1991).

Contemporary public school discipline can provide significant information regarding the diverse practices and viewpoints among professionals and educators relating to discipline. Research regarding the expectations of teachers and students during the discipline process from the conflict resolution perspective will provide a reflective mirror of the diverse influences and changes within American society.

Social complexity has resulted in an increase in stress levels that directly impact the individual and ultimately interaction. Families suffering from stress transfer their feelings onto their children either directly or indirectly. These parents tend to use negative parental affect such as hostility, depression, and irritability (Baumrind, 1995).

The shift in American values has resulted in attitudes and beliefs such as: lack respect for authority; postponing immediate gratification; neatness; punctuality; responsibility for one's own work; honesty; patriotism and loyalty; striving for personal achievement competition; repression of aggression and overt sexual expression; respect for the rights and property of others; and obeying rules and regulations (Pulliam, 1991) that have added a new dimension in

the complexity of social development. The sense of entitlement to material goods in the face of society's neglect is likely to generate frustration and rage, depression, and despair in the chronically poor (Baumrind, 1995).

School historians have been documenting discipline problems within the public school system since the early 1900's, and the decline in school discipline can be noted as early as 1919 (Wooster, 1994). Gums chewing, talking during class, and running in the hallways were the major offenses within the public school system during the 1950's but by the 1960's, intellectual rebellion and styles of dress were added to the new set of offenses within the public school system. Many will debate that this was partially due to dissatisfaction with the Vietnam War and other historical and social factors, arousing great controversy that resulted in society questioning the status quo. Discipline problems increased significantly by the 1970's as theft and physical and verbal assault became the new standard. In 1978, a survey from the National Institution of Education reported that 48% of the teachers polled said that students had insulted or made obscene gestures at them during the previous month (Wooster, 1994). By 1980, drag and alcohol abuse, pregnancy, suicide, rape, robbery, and assault became the primary forms of discipline problems. By 1990, the new types of discipline problems that had arisen, although extreme and isolated in nature, rang a wake up call to the greater social arena. Copycat killings, bomb threats, and computer crimes can be added to the list of ever decreasing standards within public school discipline (Vanscotter, 1994). National statistics reported that unmarried teenage pregnancy increased 12 % between 1960 and 1996. Teenage abortion rates have decreased 28% since 1960 (Bennett, 1999). Suicides among black children have increased significantly. The use of alcohol and drugs has increased 13% since 1975-1998 (Prothrow-Stith, 1991). Ritalin consumption has increased 264% between 1990-1996 (Bennett, 1999). Kaplan and Morris report that one out of every six children in America suffers from problems such as autism, aggression, dyslexia, and attention deficit hyperactivity disorder (Kaplan, 1971). They argue that the causes behind these problems are related to chemicals in the environment such as PCB and mercury. These trends indicate a demand for

greater expectations and performances from teacher(s), student(s), parent(s), and community by a society concerned with the future of its children. The social statistics mentioned above serve as proof of the increase in the social complexity (Glasser, 1986) mentioned in the previous section, which ultimately affects the population and consequently affects public school classroom discipline.

Public schools have responded to such social issues by implementing school curricula geared toward educating the student body in classes such as sex education, health education, and even Aids education. Despite this, public school discipline problems continue to increase and student dissatisfaction as well. Changes in societal values throughout generations have left behind many unresolved debates regarding education, discipline, and its purpose, and have resulted in an increased alienation between the public and the public school system. The result of this alienation between society and the school system has been a decline in student interest in schoolwork and activities. What started as a simple debate over the purpose of education and school discipline has resulted in an ever growing but silent rebellion from students who feel that their needs are not being met and complain of their dissatisfaction with the materials being taught and work related education (Wooster, 1994).

As societal issues increase in complexity (Glasser, 1986), classroom teachers and their students battle a double-consciousness (DuBoise, 1973) of shifting personal beliefs with latent policies which were in place to serve prior eras. The result is that students fall into a "state of anomie" (Merton, 1976) that affects student behavior. As concerns over school discipline have shifted from miscellaneous offenses such as gum chewing in the 1950's (Wooster, 1994) into concerns over assault, drug use and school violence throughout the 1970's and into the 1990's (Vanscotter, 1994), this trend has at times escalated into severe acts of violence. The Columbine, Colorado, high school shooting in 1999, was considered by many a wake-up call that there was a problem relating to messages sent to our youth. The 21st century has witnessed a new phenomenon, the student killer. For example, in Lake Worth, Florida, 2000, an honor roll student was sent home on the last day of school for playing with water balloons, only to return and shoot his teacher in the face (Safe

Schools Today, 2000). Statistics indicate that historically, student behavior is worsening and thus classroom discipline must be studied to improve student behavior and long term teacher efficiency when dealing with discipline issues within the classroom.

Many of the discipline models available have limited success because they tend to involve a systematic approach, which fails to address the students' personal needs. What motivates an honor roll student selected to be a peer counselor to return to a school and shoot his teacher? Children have been exposed to many influences which have contributed to desensitizing them, such as media, video games and so forth, and thus discipline models of the past do not work with today's children. The Canters agree that the approaches of the past do not work with today's students. Teachers are confronted with students who talk when asked to be quiet, dawdle when asked to work, and who argue and talk back when asked to follow directions. Invaluable teaching time is lost, student achievement and self-esteem drop, and teacher frustrations increase (Canter and Canter, 1992).

Part of the problem is that classroom discipline is largely impacted by several social dilemmas that are continuously ignored and blame is displaced on the victims themselves. Children are bringing issues such as confusion and uncertainty of broken homes, poverty, emotional and physical neglect and abuse, and concerns about parent(s) who are unwilling and/or unable to motivate them to succeed in school (Canter and Canter, 1992). Inner city children and children who suffer from emotional and economic poverty are chastised, whether intentionally or not, as low achievers whose low achievement is due to poor discipline, which stems from their lack of motivation to strive to succeed. Public officials often then turn against inner city families and blame them for their situation, (Prothrow-Stith, 1991) in lieu of searching for solutions which will address the core problems that most families in poverty face (Galtung, 1978). Instead of approaching discipline problems by involving all community resources, both funded and private, state officials chastise teachers and students as if they were incompetent servants of the state (Lederach, 1995). In addition, resources steadily available are wasted as efforts to dismantle the public school system

continue over Charter schools vs. Academy within the public school system.

A recent example is state testing. The FCAT test is a critical issue in Florida because school ratings, funding, and teachers' salaries, are directly impacted by student scores. Schools serving larger populations of children suffering from emotional and economic poverty are handicapped because students, although capable of performing well academically, don't have the focus and peace of mind needed to succeed on such examinations. As a result, the student loses the little sense of connection with the teacher (who is pressured to ensure academic achievement) who will demonstrate lower tolerance levels regarding discipline (Kohn, 2000). Teachers are then pitted against students' behavior/discipline as academic performance becomes the focal point of concern. The result is teacher-student alienation in which both parties potentially see the other as the enemy (Marx, 1906). Evidence has shown that susceptibility to risk behaviors such as smoking and alcohol abuse, anti-social behaviors are related to the quality of attachments to parents and to the school (Dishion et al., 1991). With pressures arising from state testing, teachers' views of discipline revolve around maintaining order strictly for the purpose of preparing students for FCAT testing while the personal needs of the children are ignored. There are many instances where teachers strive to achieve a balance and help students from inner cities succeed and strive to become better students. One another hand the FCAT does serve a purpose in that it help guide a curriculum that would otherwise be left to chance depending on the quality of the teacher present in the classroom. However, it is socially unfair and limiting to demand the same performance on the FCAT, regardless of ability from students whose circumstances are polarized by life circumstances.

The system design supports the assumption that teachers are only paid to teach subject areas such as Math and Reading. But, educating a child involves teaching manners, coping skills, methods in resolving conflict, social skills, and often life strategies. Once alienation occurs, teachers tend to enforce discipline based on a policy or regulation rather than reacting on a personal case by case basis. The relationship is severed and the label "other" is assigned

to either the teacher or the student, thus opening a Pandora's box of potential deviance (Merton, 1976).

As a result of the progressive education movement (Kohn, 2000) decisions teachers made regarding discipline were no longer based on whether or not a student action was incorrect and socially unacceptable but on whether the action violated a federal statue or district regulation (Wooster, 1994). The relationship between teacher and student is no longer based on intrinsic human social needs but on a policy and regulation, thus increasing the potential for alienation within the teacher-student relationship. This results in a loss of attachments between adolescents and adult role models due to the alienation of these students from teachers and administration.

Attachment theory (Bowlby, 1984) provides a broad framework for understanding personality development and adjustment. Attachment theory postulates that an affectionate bond between two people promotes a sense of psychological security (Cotterell, 1996). When a child feels secure, the child is able to explore and learn. If teachers continue to be concerned with whether they are following policy or teaching for the test rather than "holistically" disciplining children, however, our discipline trends will continue their downward spiral. Awareness relating to teacher's use of conflict resolution style during the discipline process will foster useful information that can be used to remedy discipline problems within the public school system. It is important that researchers investigate those elements that are part of the symbolic interaction of teachers and students.

The contact between the teacher and the student greatly influences the development of the student (a future member of society) and consequently the child's view of himself and society (Canter & Canter, 1992). Children's needs are often neglected unless special interest groups rally for their rights (Proteron-Stith, 1991). Children who live in poverty or are "at risk" do not receive such attention because their parents lack cultural capital and thus are unable to freely access the resources that can fight for their rights. Special populations, such as Specifically Learning Disabled (SLD) and Emotionally Handicapped (EH), often receive preferential treatment with respect to discipline because their parents have the contacts and resources to access legislators and leaders, thus granting them the

ability to demand rights for their children. Schools are also restricted with respect to disciplining special student populations such as those considered SLD, EH, EMH (educable mentally handicapped), or those with physical handicaps, all of whom are regulated by law as to the type of discipline imposed onto these special populations (Americans with Disabilities Act ADA).

The crucial difference between these special populations and the previously mentioned emotionally and/or economically challenged population is that often parents are unwilling or unable to communicate with law makers in order to express their needs. Their social capital, more commonly known as social status, prevents them from reaching individuals with the ability to produce change. Thus their children are trapped in a downward spiral left only to hope that someone with elite contact will stand up for their rights.

The primary objective for schools should be to improve discipline so that the educational process can be improved for all, as well as the absolute need for safety and discipline within society, which results from reduced numbers of out of school suspensions. Juvenile crimes increase when several of them are out of school (Bennett, 1999). Social systems tend to replicate social order by oppressing those who occupy less powerful and significant social positions. Legal systems enable the social system to perpetuate as those typically involved have the time, money, and/or influence to address social issues. Below is a brief overview of legal issues within the Public School System.

2.6 Legal Issues in the Public School System

It is common for educational issues, especially those dealing with discipline to reach the courts (Pulliam, 1991). These include: the removal of religion; corporal punishment; mandatory attendance, truancy and funding; and other laws limiting the teacher-student relationship during the discipline process.

The prevailing view of the founding fathers was that while knowledge was the best guardian of liberty, education did not belong in federal hands (Pulliam, 1991). Knox and Madison argued

over the creation of private schools. However, their arguments were insufficient to motivate the Constitutional Committee and therefore no reference to public education is made in the constitution, although the First and Tenth Amendments assure state control of non-sectarian public schools (Pulliam, 1991). Social injustices continued to prevail but they lost strength as new laws and philosophies emerged. The doctrine of equality for all citizens demanded mass education and made a system of separate schools for the elite social classes unacceptable (Pulliam, 1991). The Northwest Ordinance of 1785 reserved the sixteenth section (one-mile square) in each township in the territory for the support of schools within the township. This act became precedent to land grants to the states for public schools and colleges, and by 1802 Congress established the first of many acts that created special educational institutions with specialized functions (Pulliam, 1991). State efforts to obtain public financial support resulted in various states adopting a constitution requiring that the state pay teacher salaries. Regardless of constitutional provisions ensuring the right of every man to education, states were slow to pass such laws. The history of the early national period clearly indicates that education was a state function even though the states have traditionally permitted a high degree of local control (Pulliam, 1991).

With good-hearted intentions, the aristocracy in America continued to control the development of public education. Thomas Jefferson proposed, in 1779, the Bill for the More General Diffusion of Knowledge, which opened education opportunities to poor but able students (Pulliam, 1991). Due to little support it did not pass and the debates over public education continued. This was further supported by the Merrill Act during the Civil War era (Pulliam, 1991) which was an extension of the Ordinance. Other laws soon followed such as the National Defense Act, the Elementary and Secondary Education Act and Public Law 94-142 which were merely extensions of federal involvement in education reaching back to American historical beginnings (Pulliam, 1991). Responsibility for public school education was assumed by the states in the 1830's (Pulliam, 1991). The increases in the American population was reflected in the public school system and the diversity on views of all represented

groups gave rise to the need for legislation of behavior between the agents and their interactions within the public school domain. Laws were passed to reduce, limit, and/or prohibit certain activities that were considered offensive by tax paying citizens who voiced their views that were, or would become, part of political agendas.

As the American economy grew complex, layers of government and the public school system grew to contend with the growth of the American population. The alienation (Marx, 1906) between organization and humanity resulted in the objectification, legalization, and rationalization (Glidden, 1990) of American thinking. Thus, issues such as taxation and public spending became political tools for those in power as well as those seeking power, resulting in the creation of a new social structure (Coleman, 1980).

One of the most controversial issues in American educational history has been the removal of religion from public schools. The case of Abington School District v. Scamp in 1963 outlawed the 1959 Pennsylvania legislative rule requiring the reading often verses from the Bible every day in school (Pulliam, 1991). Similar cases followed and were overturned. According to Pulliam, arguments regarding the role of religion are centered on two controversial issues, the promotion of religious instruction in public schools, and the use of public tax money to aid non-public schools. Recent trends arising from our social complexity have involved the declaration that mentioning God in the pledge of allegiance is considered unconstitutional. Such a decree would have been considered heresy in prior decades.

Schools began to stray from teaching values in the 1950's, making classes "value-neutral" to avoid lawsuits challenging their right to teach religious values (Mahoney, 2000). According to Scheaffer (1992), the public and parents feel that schools need to do something to change the current state within the public school system. In July 1992, the Josephson Institute of Ethics named six core ethical values or pillars that are believed to transcend culture, religion, and social economical differences: respect, responsibility, trustworthiness, justice and fairness, caring, civic virtue and citizenship (Josephson Institute of Ethics, 1992). This trend differs from previous religious dogmas that certain religions preached, which called for punishment

as a form of discipline in lieu using of using education during the discipline process.

As religious influences dwindled within the public school system, especially Puritan views of past eras, viewpoints regarding discipline have changed and legal parameters have been put in place to assure their enforcement. One of the most significant changes in education has been the implementation of laws governing corporal punishment. The case of Igraham v. Wright in 1954 set the groundwork for corporal punishment laws that continue to influence discipline trends within the classroom.

Corporal punishment law states that any form of punishment of school children, physical or psychological, which results in reviling, holding them up to public obloquy or lowers them in the estimation of the public, is prohibited, providing that punishment of school children shall not be degrading or unduly severe. Op. Attorney General, 057-7, January 14, 1957. Opposition and justification is often sought by opponents to overturn such a law, as in the following example. Teacher empowerment has dwindled as teacher behavior and action are legalized and mandated, thus prohibiting teachers from using personal input and commitment and ultimately reducing their power when interacting with students. The law reads: "this section requires the teacher to keep good order in the classroom necessarily implies power in the teacher to use reasonable physical force, not amounting to corporal punishment, to do so". William v. Cotton, App. I District, 346 So 2d 1039 (1977), certiorari denied 354 So. 2d 988.

The Supreme Court has held that corporal punishment has an impact on student's liberty interests. The court ruled that students' right to sue for damages and/or press criminal charges for assault and battery in state court if the punishment is excessive under state law provides sufficient procedural protection. Id. at. 676-80,1415-17 (Pressman & Weinstein, 1990), as in the case of Ingraham v. Wright, 1976 525 F. 2d 909, certiorari granted 96 S. Court. 2200 425 US 990. Standards for use of reasonable force are set forth by the State Board of Education, which shall adopt recommendations of the Education Standards Commission and the Education Practices Commission, administrative standards for the use of reasonable force by schools personnel to maintain a safe and orderly learning environment. Such

standards shall be distributed to each school in the state and shall provide guidance to school personnel in receiving the limitations on liability specified in S. 232.275. Added by Laws 1996, c. 96-246, 7 effective.

July I, 1996. The case of Hall v. Tawney, 621 F.2d 607, 614 (4th Circuit 1980) states: "the substantive due process inquiry in school corporal punishment cases must be whether the force applied caused injury so severe and disproportionate to the need presented. The injury must be inspired by malice or sadism rather than merely careless or unwise of zeal that it amounted to brutal inhumane abuse of official power literally shocking to the conscience". In this case the corporal punishment caused hospitalization for ten days and permanent physical injuries (Pressman, 1992).

"Liability of a teacher or principal, except in the case of excessive force or cruel and unusual punishment: by a teacher or other member of the instructional staff; a principal or the principal's designated representative; or a bus driver; shall not be civilly or criminally liable for any action carried out in conformity with the state board and district school board rules regarding the control, discipline, suspension and expulsion of students". Amended by Laws 1995, c. 95-147, effective July 10,1995.

According to statute 232.271, a teacher may send a student to the principal's office to maintain effective discipline in the classroom. The principal shall respond by employing appropriate discipline-management techniques consistent with the student code of conduct under s. 230.23. A teacher may remove a student from class whose behavior is so unruly, disruptive, or abusive that it seriously interferes with the teacher's ability to communicate effectively with the students in the class or with the ability of the student's classmates to learn. A teacher may also remove a student from class after repeated documentation of student behavior that prohibits the teacher from communicating effectively with the students in the class, or with the ability of the student's classmates to learn.

This law leaves a lot of room for interpretation on the teacher's behalf regarding the student's behavior, compelling this researcher to investigate the influence of a teacher's conflict resolution style on the teacher-student interaction during the discipline process.

This research is significant given the fact that according to statute 232.272, a teacher who removes more than 25% of his/her total class enrollment shall be required to complete professional development to improve classroom management skills. Instead of reviewing and redirecting student behavior, the teacher is held liable for student behavior, especially given the fact that historically students were not required to attend public school. As stated in the previous section, when the separation of church and state occurred, funding and tax dollars became the tool for legal battles to ensue.

Compulsory attendance means that attendance is required by law, based on the theory that it is for the benefit of the commonwealth to educate all the people (Pulliam, 1991). Thus, by levels of justification, formal conditions for educational policies are based on grounds or conditions that lend legitimacy and efficacy to economical and political forces that produce consensus and shape motives (Habermas, 1979). The growth of the American population in combination with the complexity of society and economic growth, and the need for an educated American labor force, caused education to become required by law. In prior years everyone may have been offered a high school education and we did not weep for those who decided that less was good enough for them (Glasser, 1986). Thus, mandatory attendance laws were passed. Truancy law requires parents and schools to assure that children under the age of 16 attend school regularly. Florida Statute 232.09 states that each parent and legal guardian of a child within the compulsory attendance age is responsible for the child's school attendance as required by law. Dropping out which was greater then than now was not considered by us or them the personal failure that it is today (Glasser, 1986). Law is put into place as a control mechanism to maintain social order thus perpetuating desired cultural capital. Following is a discussion on cultural capital.

2.7 Summary and Conclusion

The American school system has evolved as society's economic and political needs have grown. This has resulted in a multiple

bureaucratic layers and increased legalization of classrooms, which has altered the real and symbolic interaction between teachers and students. These changes have come into question as we raise questions and concerns over increased student violence and failure. Growing concerns over changes in our social climate and student social responsibility continue to influence curriculum and school policy, yet teacher-student interactions continue to be limited by legal restrictions. Policies and standardized procedures are put in place to provide automated responses to discipline situations regardless of the cause of the discipline problem or student need.

The literature review below provides a detailed description of the multiple factors that affect teacher-student interaction from a conflict resolution viewpoint. Discipline problems will be viewed and discussed as a conflict between the teacher and the student and in addition, reference to several variables and legal, social, political, and economical issues impacting discipline will be discussed. The following chapter contains relevant theories applicable to social issues affecting teacher-student interaction and student discipline.

Chapter 3 Literature Review

3.1 Introduction

The following literature review assesses a variety of theories related to the impact of the teacher's conflict resolution style during the discipline process in the middle school classroom. Agency theory provides the theoretical framework from which we can best understand the role of the teacher and the teacher-student relationship as the school system developed and school centralization resulted in the spheres of authority. The decision making process has been altered as multiple layers of bureaucracy increased. Kilmann's conflict resolution styles provide a framework for understanding teacher-student interaction despite the growth of legal issues in our school system that has resulted in complex answers to discipline problems. Historical discipline trends tend to indicate that the influence of the head teacher often affects teacher behavior indicating that the problems may be functional and policy driven. However, contemporary theorists such as Lederach (1997) and other conflict resolution theorists, feel that the answers already exist and that we must implement them.

3.2 Relevance of Agency Theory

Freedom is a stimulant, independence, and self-direction in a democratic climate increase with age as basic human needs (Barnes, *et. al* 1965). Poverty stricken families experience various restrictive experiences in daily life. Individuals working in standardized corporate climates also experience restrictions relative to their behaviors, task and interactions with others in the given environment. The cultural shift of the large corporate industry has paved the way

to a new American culture which has gradually affected our schools as students are treated not as individuals but as part of the mass.

Many points of view exist relative to why student discipline has steadily declined throughout American history. Agency theory provides an agent specific framework which best describes the role of the teacher and the student as they progress through the school system. Different views regarding the role of the agent within agency theory exist. For example, Glidden (1990) views culture, structure, and agency as being analytically distinct, although intertwined in social life (Ritzer, 1996). Theorists such as Glidden view structure as the product of a continuous time phenomenon in which previous generations alter and decide the path of the following generation (Ritzer, 1996). Gidden's structuration theory states, "Men make history, but they do not make it under circumstances chosen by themselves, but under circumstances directly encountered, given, and transmitted from the past" (Glidden, 1990). Glidden views agency and structure as a duality; one cannot exist without the other. Similarly, with the reactions of a teacher and student during conflict style selection in any given scenario where discipline is the focus, both the teacher and the student behave as agents under the influence of the structural system (educational system) in place. As teachers and students are impacted by the larger social picture, they choose responses that are either rebellious or harmonious, with the educational system.

According to Glidden, agents have the ability to make a difference in the social world. An actor ceases to be an agent when he or she loses the capacity to make a difference (Ritzer, 1996). Glidden points out that there is a degree of reflexivity they function within the social structure. When applying Gidden's theory to socially and economically disadvantaged children, it becomes evident that the discipline consequences they encounter in the classroom are the results of the actions and rebellions of children who are dissatisfied with an array of factors, such as parental models or social factors. Rebellion against social systems and its components, such as the educational system, manifest in the form of violating the policies of a system. Students certain policies as useless, when they are unable to collectively voice their opinions. As a result their pleas go

unheard and their perception of the system is that it puts restrictions in place that silence and restrain causing students to rebel against it (Wooster, 1994).

Linney and Seidman (Ritzer, 1996) criticize agency-based approaches because they ignore social links between the child (student) and larger social systems. The agency approach denies the validity of the school as part of the child's social system though it is connected to the community by historical and emotional ties as well as geographic ones (Cotterell, 1996). Despite Archer's views on the agent's ability to override the system and produce change, it is necessary to acknowledge the system constraints on all actors involved in the process of change. Archer ignores the restraints, whether overt or hidden, that replicate social patterns, thus placing the responsibility of producing change on the actor(s) (Archer in Ritzer, 1996).

Theorists such as Bourdieu argue that "objective structures [as] independent of the consciousness and will of agents, are capable of guiding and constraining their practices or their representations" (Ritzer, 1996). Ritzer acknowledges the constraints placed on interaction by structure. However, change is possible through daily struggle, individual, and collective, which may transform or preserve structure. All previously, mentioned theorists argue valid points. However, it can be assumed that a shift in equilibrium in desired outcome is what eventually results in attempted change at the individual level. Once this equilibrium shift reaches a significant portion of society, then individuals act collectively, which in turn initiates a change in momentum. Ritzer's viewpoint serves as the specific framework which this researcher will investigate teacher-student interaction through a conflict resolution viewpoint. Following is a discussion on alienation and objectification theory and its application to teacher-student interaction during the discipline process.

3.3 Alienation & Objectification

Wooster notes that the centralization of schools resulted in a shift in power in the students' favor. Regulations became the status quo when disciplining a student (Wooster, 1994). The interaction between the teacher and the student drifted from disciplining as a form of social correction to disciplining because policy and regulation mandated such action. Marx mentions that with the increase in bureaucracy and jargon, the worker loses touch with the product he/she once built from inception (Marx, 1906). Similarly, the interaction between teachers and students has suffered from alienation.

Teachers in the past taught everything from manners to math. Teachers were also members of a community who served as role models and had the respect of the community. As society grew and populations expanded, school systems became more bureaucratic and communities lost more and more control of what was taught, problems began to arise, from decreasing discipline to decreasing academic performances (Vanscotter, 1994). The role and purpose of education was clear and therefore accepted by society. As the economy grew, schools became holding tanks for the purpose of social control. The result of this rift in the relationship is the objectification of persons. Teachers objectify students and students objectify teachers as they are trapped in a legal bureaucratic cage where they must fight their own battles. Cesaire, Fanon, and Beauvoir, among other theorists, also mention the objectification of persons by the colonizer when there is no middle ground where parties can meet. An ensuing alienation results from a growing society.

A loss of connection occurs when we as individuals can no longer recognize the majority of faces we run into each day. This creates an illusion that we are disconnected from that part of society that does not share our lives. The quality of attachments are thus reduced, and our symbolic interactions lose meaning, resulting in disciplinary behavior problems as schools grow larger and as well as classroom size.

This study explores the interaction between the teacher and the student and conflict style variables that potentially affecting their interaction. Interactions between a person and members within a social network provide the social provisions that create community and confirm identities. Patterns of contact with others in the neighborhood, school, and local groups form over time into social ties that embed each person into a community (Rook, 2001).

Cohen (I960) stressed that deviance is not a property of the acts a person commits but rather is the consequence of a labeling process applied to an 'offender' by certain groups of people. As we study "discipline" we must understand that the actor, whether the teacher or the student, is labeled as such because of the role of schools and the role society has ascribed to them. Labeling deviance is the result of valuing and upholding certain rules of order so that people who do not fit neatly into the rules are labeled as outsiders (Marsh et al., 1978).

As mentioned previously, students lacking emotional and/or economic resources generally tend to fall into situations where they are labeled as having poor discipline. This is partially due to circumstances and partly due to their own behavior patterns. This results in a loss of attachments between adolescents and adult role models due to the alienation of these students from teachers and administration.

From an evolutionary context (Belsky, Steinberg, and Draper, 1991) child maltreatment evolved via natural selection in order to promote reproductive strategic characteristics in individuals exposed to stressful and harsh ecological contexts (Wiggins, 1996). Attachment theory (Bowlby, 1984) provides a broad framework for understanding personality development and adjustment, holding that when a child feels secure, the child is able to explore and learn. Therefore, it is important that researchers investigate the symbolic interaction of teachers and students such as the role of conflict resolution. Child abuse is a part of natural conditioning, it is a responsive, nurturing, care-giving behavior. (Belsky, Steinberg, and Draper posit that females who grow up under stressful conditions develop insecure attachments and adopt the "r" reproductive strategy (producing a higher number of children with poor care)

(Baumrind, 1995). The contact between the teacher and the student greatly influences the development of the student (a future member of society) and consequently the child's view of himself and society. A discussion of the role that conflict style selection plays in the classroom is provided below. The following paragraphs discuss Oman's conflict resolution styles with assumed teacher responses. For detailed descriptions of the conflict styles, please refer to the introduction section and the definition section.

3.4 Kilmann's Conflict Resolution Style

The five conflict resolution styles measured by Kilmann are based on Blake & Mouton's model (1964). The five conflict styles are collaborative, controlling, avoider, accommodator, and compromiser (Katz & Lawyer, 1992).

Comparing teacher response styles with actual teacher behavior reveals that teachers with a collaborative conflict style attempt to view the student relationship with high regard and will work at enhancing the relationship taking a mutual relationship/listening approach to classroom conflict (Thomas & Kilmann, 1974). Teachers with a collaborative conflict style will more than likely handle conflict in-house and exclude administration and school policy except as a last resort in handling discipline problems. On the other end of the continuum, teachers utilizing either a controlling or avoiding approach to discipline tend to use rules/rewards and/or punishment, and more than likely to closely follow the school discipline policy as a way of handling classroom discipline. The teacher using an avoiding style wants to avoid student confrontations and contact with school administration. Accommodators tend to use a relationship/listening and/or a rules/rewards and punishment technique while handling conflict or classroom discipline. Teachers using this technique will try to negotiate the terms of expected behavior while demanding certain behaviors in return.

There is a range of teacher attitudes regarding students' poor discipline. Some teachers believe that student behavior is deliberate and intentional, and that student misbehavior grows from the students'

inability to master classroom skills. If this is true, the current need for increased student performances on the FCAT, students without the necessary ability to master test content will tend to misbehave. The result is an increase in student discipline problems. Several theories view discipline problems as a deeper symptom of a larger picture, attributing discipline problems to biological, psychological and/or cultural theories. For example, there are many children taking medication who need counseling, or are simply socially handicapped; their school work and personal performance are impacted daily. Declining discipline, in combination with high teacher burnout rates, are leading school systems in a downward spiral that will ultimately spill over into the larger social system. Educating educators about their own beliefs, expectations, and reactions to discipline in the classroom may help combat the escalating discipline trends within the American education system.

Teacher discipline styles (Tomal, 1999) are derived from leadership conflict style management styles (Blake & Mouton, 1969; Kilmann & Thomas, 1977) and are based on the degree to which teachers enforce rules and provide support to students. Teacher-student interaction is heavily restricted and legalized and both the teachers' and the students' behaviors are influenced by law. A closer look at some of the laws that affect classroom discipline is provided below to further narrow the focus on classroom discipline and teacher effectiveness in the classroom. Teacher conflict style selection during the discipline process remains varied according to theorists such as Kilmann (1992) and Tomal (1999). A comparison of the two models is demonstrated in table I below.

Table 1
Comparison Between the Kilmann Conflict Styles and Tomal's Discipline Styles

Kilmann's Five Conflict Styles	Tomle's Discipline styles	Conflict Approach
Accommodator	Supporter	Lose-Win
Collaborator	Negotiator	Win-Win
Compromiser	Compromiser	Mini-Win/Mini-Lose
Avoider	Adbicator	Lose-Lose
Controller	Enforcer	Win-Lose

*The conflict approach characteristic of each Kilmann's conflict style and Tomal's discipline styles

Tomal's theory is based on the premise that the interaction between two individuals depends on the level of confidence in self and in others (Tomal, 1999). Further discussion is provided on this model during the discipline model discussion on page 64. The interaction between teachers and students is heavily regulated especially in the area of discipline and economically disadvantaged children may be pushed into a "state of anomie" (Durkhiem in Lemert, 1994). Students are trapped in an oscillating social reality, which is in perpetual motion and never ceases. Students are forced by a system to attend school until a certain age yet a percentage of students feel there is no need to participate in academic activities because they have witnessed their parents, guardians or fellow community members struggling through hardships despite having completed school activities. The few who do attempt to participate are confronted with a variety of obstacles in both academic and social environments, and those few who succeed are socially ostracized by fellow peers (Prothrow-Stith, 1991).

Discipline trends indicate, that dissatisfaction students feel is quite strong. Researchers have worked to uncover factors that influence student discipline (Wooster, 1994). Despite indications of increasing discipline problems related to student discontent very little

has been done to acknowledge the need for change in the discipline within the public school system. Changes within the school system are slow even when demands are high. Discipline trends have historically declined yet nothing has been done beyond theorizing and studying the classes of student rebellion (Wooster, 1994). Any changes attempted continue to come slowly, as the school system itself is slow to produce change; this increases teacher frustration when students do not participate in class or exhibit poor discipline habits. Even more frustrating is the scenario in which teachers attempt to establish parent motivation and the parent expresses little or no interest because they either lack the time, education, or interest in the educational system.

Fanon's theory on the decolonization of the Negro intellectual and national culture describes the process by which the colonizers maintain the status quo by oppressing the colonized (Fanon, 1963). One crucial point Fanon makes is that once establishments are on place, those entering it are forced to adapt to it, taking on the role of the colonized. By definition, colonizers are those who set up the establishment first. It can be argued that students are placed in the role of the colonized and are often thrown into a system not capable of serving their changing needs.

The banking theory of education states that students are educated and teachers teach, therefore excluding any means of mutuality (Freire, 1997). Freire assumes that educational institutions simply teach using a top down model without consideration for the needs of the population. Similarly, students and teachers are controlled because teachers must discipline students according to the school policy regardless of the circumstances motivating student behavior. Ironically, the same population that voted school discipline into law continues to be oppressed by those laws; and so are those who work within the system. Each sphere oppresses those below it, ultimately ending with the teacher-student interaction in which the teacher is placed in a Catch-22. Teachers must follow the rules of discipline because if they do not, they too will be disciplined. Bourdieu states, "The practical world that is constituted in the relationship with the habitus, acting as a system of cognitive and motivating structures, is a world of already realized ends-procedures to follow, paths to

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take and objects endowed with a permanent teleological character" (Bourdieu, 1977). Cesaire also makes a valid argument where he criticizes the parody of education, the hasty manufacture of a few thousand subordinate functionaries for the smooth operation of business (Cesaire, 2000). As mentioned previously, many of the problems schools are facing today are the result of the dissatisfaction. They see no use for education and see no benefit in conforming to the system, despite the obstacles that result when one drops out. If society continues to ignore the issues underlying public school discipline, society will continue to suffer the impact of undisciplined youths and adults.

Prothrow-Stith had looked at the consequences of African American drop out rates. She notes that students who drop out are the number one attendees of the ER rooms due to violence associated with gang related activities. She describes a cycle of free-floating anger which often drives African Americans into paths of self-destruction (Prothrow-Stith, 1991).

Can society change its approach to public school discipline? Bourdieu mentions a dialectical habitus, which is the product of the internalization of structure of the social world (Bourdieu, 1977). He argues that because of the existence of multiple habitus, structures do not impose themselves uniformly on actors; thus, there is opportunity for change. Agency theories argue similar positions reflecting on agents and their interactions with macro-systems. The question is how much motivation will be required from the actor to produce a change. Increasing discipline problems serve as motivating factors for change; classrooms must become safe and productive learning environments.

Maerh's theory of personal investment, which assumes that the level of investment that people make in certain activities depends upon how much those activities mean to them, is derived from three interrelated cognitions; those about self, those about goals, and those about action possibilities (Maehr, 1984). Teacher salaries have fallen below the standard; in one season ball players earn ten times what a teacher earns in a lifetime. Society continues to express dissatisfaction with increasing crime rates and deteriorating discipline within the public school system but has done little to change things. Instead

of accepting social responsibility for the current problems schools battle with everyday, schools and teachers are blamed. Part of the problem is that most people do not witness the events that take place in our schools until these become public events; then everyone throws in a quick fix opinion as to what is needed to correct the problem (Schaffer, 1996). As society has become desensitized and our values have shifted. Examples of the shifts in American social values are: Respect for authority; postponing immediate gratification; neatness; punctuality; responsibility for one's work; honesty; patriotism and loyalty; striving for personal achievement; competition; repression of aggression and overt sexual expression; respect for the rights and property of others; obeying rules and regulations (Pulliam, 1991). A person's character exemplifies and maintains the cultural pattern in which he has been reared. Part of the cultural pattern is its characteristics social arrangements, ideas, and modes of thought (Barnes et. al, 1965). America is leaning toward a dangerous position where the mass of its population lives in poverty while only the few enjoy elite status and refuse to relinquish their position as mentioned previously given the approximate 3.6 million families living in poverty.

Structure and culture dictate a large portion of what we learn since birth, so in every sense we are all to blame for this problem. To what degree will the structure and culture allow the agent (teacher and/ or student) to change him/herself or the system? Below is a discussion on the impact the conflict style of the head teacher has on teacher-student interaction during the discipline process.

3.6 Conflict Style of the Head Teacher and its Impact on the Classroom Teacher's Style

According to Pulliam, there was no school supervision in 1812 (Pulliam, 1991). The centralization of schools, however, lead to the creation of expanding bureaucracy within the school system (Woolfgang, 1996). Since then, studies have been conducted to identify the leadership style approach of leaders and its impact

on subordinates. The Elton Committee of Inquiry into discipline in schools consider that the head teacher's management style was a critical factor in encouraging a sense of collective responsibility among staff and a sense of commitment to the school among pupils and parents (Blandford, 1998)

School leadership also affects teacher conflict resolution style during the discipline process. A recent study measured the relationship between the level of conflict commitment and attributed conflict resolution behavior and teacher empowerment. According to Hornung's research, a teacher's reactions to conflict parallel the reaction of the head teacher/principal (Hornung, 1995). These studies focus on what leaders do in certain situations and how they act. The focus is directly on the behavior of the leader and looks specifically at the leader's ability to handle tasks and relationships. This research was based on Blake & Mouton's two-dimensional theory.

A study conducted by Blake and Mouton (1964) identified five leadership styles using a leadership grid. They identified leadership styles as authority compliance, country club management, impoverished model, middle of the road and team (Northouse, 2000). The leadership styles closely parallel the Kilmann conflict resolution styles (Katz and Lawyer, 1992). The conflict resolution styles are controller, accommodator, avoider, compromiser and collaborator. Kilmann's two-dimensional model of conflict is based on Blake & Mouton's organizational grid (Blake & Mouton, 1964). For more detailed information refer to table 2 below.

Table 2
Comparison of Blake & Mouton's Two Dimensional Model and Kilmann's Five Conflict Styles

Blake & Mouton	Kilmann Conflict Styles
Country club management	Accommodating
Impoverished model	Avoiding
Team	Collaborative
Middle of the Road	Compromising
Authority Compliance	Controlling

Kabanoff acknowledged in 1987 that translating styles into their behavioral equivalents may be difficult. However, theorists such as Blake & Mouton, Wilmot and Kilmann have developed theories connecting behaviors and styles. The two-dimensional model is based on a concern for self-interest, assertiveness and concern for the other party or the relationship (cooperation) (Bergman & Volkeman, 1995). In Hornung's study, teachers demonstrated positive conflict handling positions when the head teacher/principal used cooperative conflict handling modes-confrontation, compromise and smoothing were positively related to their commitment to the organization and negatively related to the level of conflict in their buildings (Hornung, 1995). The higher the level of conflict felt by the teacher, the lower the teachers' empowerment. The study suggests that use of cooperative conflict resolution strategies by the head teachers/principals improved school climates and increased teacher empowerment (Hornung, 1995).

A close look at discipline trends within the American school system show a disparity in the control exercised by teachers, their approaches to classes, and expectations of students. Many discipline models have arisen over the years but none have focused on the impact of a teacher's conflict resolution style during the discipline process. Discipline models developed by Wong, Canter & Canter, and the Champs discuss teacher-student interaction but they lack a more structured research frame and fail to mention other factors affecting the relationship. They also tend to be prescriptive and their effectiveness is dependent on student acceptance. This research addressed this gap by analyzing teacher-student interaction using the Kilmann Conflict Resolution Instrument.

Given the results from Hornung's research, it seems that if the relationship between school leadership and subordinates is impacted, then in theory the same must be true of teachers and students.

Marx argues, that schools replicate social systems, thus future leaders and laborers are trained to take on the future work force. Children of the elite (bourgeois) are taught to lead and given greater amounts of freedom within the classroom while children of the poor (proletariat) are restricted and are trained to take orders (Marx, 1906). Parson's (1963) perspective of the social system defines the

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relationship between actors, interaction, environment, optimization of gratification, and culture as the necessary components needed to produce change. A comparison of Parson's theory with teacher-student interaction and discipline in the classroom reveals a missing link between the objectives of the teacher and the student. Both the teacher and the student, as agents, interact within the controlled classroom environment and conflict results when the expectations between the two are not compatible. Social complexity (Glasser, 1986) has lead to an alienation (Marx, 1906) between the teacher and the student which, as mentioned, results in an increase in discipline problems. The polarity between the teacher's objective and the dissatisfied student's objective is in part due to cultural differences and objectives between the two. Parsons further elaborates in theory on the mutuality that exists as agents interact within the environmental Action Schema theory (Parsons, 1963). The role of actors within the complex system where function and interaction are legalized and scrutinized results in the alienation of individuals within as individuals compete with one another in order to achieve social achievement. Other factors add to the polarity between the two actors, the teacher and the student. See Table 3 below on the following pages for further details.

Table 3
Parson's Action Schema Theory

High information (control)	1. Environment of Action
	2. Ultimate Reality
	3. Cultural System
Hierarchy of Conditioning Factor(s)	4. Social System
	5. Personality System
	6. Behavioral Organism
	7. Environment of Action
High-energy (conditions)	physical-organic environment

*This table describes the schema of action within the environment and larger social systems

Parson's Action Schema theory describes the course of action an individual takes in relation to the environment. The individual initially relates to his/her needs that ultimately lead him/her to interact with others. Through interaction the individual establishes his/her personality. As these individuals interact together in the social system the cultural system is formed. The hierarchy that is created as the cultures establish themselves in the larger system results in ultimate reality where legal, social, and economic elements are established. Those individuals possessing power of influence set the tone for others entering the system. Throughout the recycling of action between the environment, cultural, and social system (Merton, 1976), personality, behavior (for more information and related theories see (Mead, 1962; Dewey, 1957; and Goffman, 1974, in Ritzer, 1996), and the physical organic environment, function is maintained or changed. As we study the interaction between teachers and students, we must assess the impact of the leader's conflict style on the teacher and in turn the teacher's conflict resolution style and its impact on classroom discipline. Decisions made by the teacher affect the student and their discipline.

3.7 Conflict as Functional

The following is a discussion on function theories and the role of the middle school teacher relating to public school discipline. Parson's (1963) structural functionalism theory describes function as "a complexity of activities directed toward meeting the needs of the system" (Rocher, 1975). Idealistically, a teacher's role within the public school system is to educate students in the subject areas of expertise. However, teacher roles are far from simple because the students bring issues such as poverty, abuse, and financial instability into the classroom. This means there is a need for a change in the role and responsibilities of the teacher. The rational end is present in the organism as a "soul". It reveals itself to the observing intelligence through the activity of the organic body. Hence, the problem of observation at this level is to construct the concept of the soul by employing the logical law of expressive identity: The observable

variety of the organism is functioning and behavior expresses the inward unity (Hegel in Harris, 1995).

Regimentation is dulling producing only a type of efficiency, if that (Barnes et. al, 1965). Parson mentions four imperatives necessary for change: system-adaptation, goal attainment, integration, and latency (Ritzer, 1996). System adaptation requires the layers within an organization. Latency theory states that a system must furnish, maintain, and renew both the motivation of individuals, and the cultural patterns that create and sustain the motivation. Given historically declining discipline patterns, it is evident that our school system has failed to recognize the demands of our student population (Ritzer, 1996). Discipline is a political anatomy of detail which requires enclosure (Foucault, 1995). Wooster's analysis of student discipline and school responses to increasing discipline problems reveals that while student motivated behaviors vary, systemic responses are uniform, which ultimately place the teacher and the student in a state of social alienation and replication. Laws, economics, and politics impose on the relationship as they interfere with the interactions between teachers and students. One observable example is that certain students can tell anyone what limitations teachers have with respect to discipline.

For decades, the gap between the functionality of the educational system and students' needs has opened a Pandora's box of declining discipline, resulting from a lack of connection between students and the school. Liska and Reed argue that delinquency results from a reciprocal reinforcing process between weakened attachment to the institution and delinquency (Liska and Reed, 1985). Student dissatisfaction with the educational system results in an increased alienation between the student, the system, and its members, resulting in increased anti-social behaviors. Until we realize that the public school system is not serving its intended purpose in terms of educating the future masses, little or no change will take place. A discussion and summary of the Water's Middle School discipline plan is provided below.

3.8 Discipline Policies of Waters Middle School

The rational end is present in the organism as a "soul". It reveals itself to the observing intelligence through the activity of the organic body. Hence, the problem of Observation at this level is to construct the concept of the soul by employing the logical law of expressive identity: The observable variety of the organism is functioning and behavior expresses the inward unity (Hegel in Harris (1995).

This discussion provides an overview of the discipline policies of the research she. The following information was drawn from the 1999-2000 teacher handbook of Water's Middle School (a pseudonym). For detailed information, see Appendix B.

School administrators feel it is imperative that teachers follow all the steps of the school's discipline plan before referring students to the grade level administrator. They also feel that the classroom teacher is in the best position to administer the most effective discipline and should explore every avenue before referring students to the office. Hence, the role of the discipline policy is to measure and maintain all actors in check in order to ascertain that they are accomplishing their duties. Assigning individual places made possible the supervision of each individual and the simultaneous work of all (Foucault, 1995). For example, school policy states that any teacher who removes more than 25% of the class is subject to mandatory training. In theory, any teacher who teaches students in an Alternative Educational Program such as Drop Out Prevention will experience a significant amount of discipline problems as they teach the 20% of the students which administrators deal with 80% of the time. Once the teacher has exhausted all possible resources, then a referral should be used. Each teacher is expected to have a classroom discipline plan that establishes a safe, orderly, positive classroom environment in which students can learn and teachers can teach (Canter & Canter, 1992).

One of the elements necessary for effective discipline is consistency. Students must know what is expected of them and the teacher must respond consistently. One of the problems students have is that when students attend several classes during the day, they

encounter several teachers who have different ways of dealing with student discipline. The school's discipline plan provides teachers with basic guidelines to create a discipline plan. A theoretical analysis of school discipline as a point of conflict between a teacher and a student which that teachers and students respond with one of five conflict styles as identified by Kilmann (Katz & Lawyer, 1992).

According to the school discipline plan, once the teacher has exhausted all possible attempts for solving student discipline problems within the classroom, they may write a referral. In theory teachers will vary in their response and in action according to their conflict style. A referral is an official document used by educators as a form of documenting discipline situations requiring actions beyond teacher classroom discipline. Referral procedures are based on the premise that either the teacher has exhausted all resources or that the student's behavior is severe enough so that it requires a referral. The referral is sent up to the administrator who calls the student to the office and determines the consequence (discipline action to be taken). Although the administrator is also expected to follow the discipline plan, there is room for interpretation in certain instances.

A referral form contains a significant amount of information regarding the incident and provides insight relating to the teacher's thinking at the time it is written. It is the teacher's responsibility to describe in detail the scenario that leads to the referral. The referral contains information such as student name; number; grade; name of the person handing out the referral, date, and time. In addition, the form contains three choices as to where the referral is sent: administration, guidance, or ESE. The referral also contains information regarding previous teacher action, including: student conference, guidance referral, administrative referral, child study referral, Progress reports, parent contact, student/team conference, detention, parent conference or ESE/Specialist referral. Finally, the referral contains a section to list other forms of intervention. There is a response section for administration action and/or comments; the date and a list of actions are included. The selections available for administrators are: detentions, Saturday school, contact a social worker, referred to conflict mediation, external suspension, internal

suspension, parent/teacher conference, referral to guidance, student conference, parent contact, parent conference, or work detail.

If the student's behavior is considered extreme misbehavior, then other courses of action are taken. In cases of extreme misbehavior teachers are to call the office for an administrator or authorized personnel to remove the student(s). Examples of serious misbehaviors include: theft; forging or altering school documentation; false fire alarm; bomb threats; prank phone calls; arson; extortion; truancy; leaving campus without permission; profanity; physical abuse or assault student to student; physical abuse or assault student to adult; insubordination; inappropriate use of on-line technology and lastly, trespassing and loitering. For further details, please see appendix B.

A closer look at the discipline handbook reveals that school discipline deals only with student behavior and not the cause behind the student's behavior.

Teachers and administrators must consider all of the factors that impact student behavior, especially the reaction of the student before, during and after teacher-student interactions. In theory, the teacher's conflict resolution style has a direct impact on student behavior and visa-versa. The discipline plan is reactive and controlling. Before we attempt to alter any facet within the school system, we must analyze all of the factors that impact student behavior, including the teacher's conflict resolution style. However, this cannot be achieved without the involvement of all individuals and organizations that are a part of the system. Lederach's theory provides a frame of reference from which change can be initiated.

3.9 Lederach Grassroots Movement Theory

Theorists such as Galtung and Lederach would define cultural violence as those aspects of culture the symbolic sphere of our existence exemplified by religion and ideology, language and art, empirical science and formal science (logic, mathematics) that are used to justify or legitimize direct or structural violence (Galtung, 1978). School systems can be manipulated and used as a source of

structural violence should the system fail to meet all of the students' educational expectations and needs. Educational theorists such as Sternberg (1987) and Coleman (1980) continue to conduct research for the purpose of improving services offered to students within the school system. Laws and school standards are put in place in order to ensure the rights of all students. Teachers and students as individuals strive for survival under the influences of structural and cultural violence as they seek to define the self within. The image of self is then projected onto the "other" or larger social unit. As teachers and students interact, they are pitted against one another as they each strive to accomplish their agendas. One of the problems inner city students deal with is that, those who perform well, are excluded by students who do not perform well or do not value the system.

Another example of how groups adopt exclusionary stances is the way government parties and schools debate over performance as they pursue exclusionary agendas. This is caused by identification of the individual as belonging to one group and not the other, and to an extent demonizing the other as wrong or evil, such as is happening to schools with high maintenance populations of "at risk" children and the A+ Plan. The sense of self-produced by the group is that the individual must protect him/herself and the group from the "other" whom is wrong and evil, since they do not agree with the group.

Lederach (1997) demonstrates that actors can approach peace building by taking the micro-levels of social events into consideration. The three criteria for symbolic interaction seem to be at the root of Lederach has recommended approach for sustaining peace. Lederach identifies three levels of actors and their respective approaches to resolving conflict; he identifies the first level as the top leadership, including military, political, religious, and any leader with high visibility. This group is comprised of the least amount of people. Their role in approaching peace is to focus on high level negotiations, advocating cease-fires and a highly visible single mediator. Lederach also mentions that middle range leadership is comprised of respected individuals such as educators, business, agriculture, health, and networking among these groups as well (Lederach, 1997). The grassroots leadership is comprised of local leadership, NGO's, community developers, local health officials,

and refugee camp leaders. This level comprises the largest portion of the population and experiences the daily consequences of decision making at the top level. Although the elite have access to greater amounts of information with which to make decisions, it is the group that is least affected (Lederach, 1997).

Lederach's theory of conflict resolution seems to be an efficient model of long term group conflict resolution (or in this case, correcting the discipline problems within schools) because it takes three major clusters of the overall population at the three crucial levels that tend to reflect the three economic social levels in contemporary society. If teachers are to effectively function within the system and serve the student and serve the student population, we must afford them the professionalism and dignity they deserve. Hoover and Kindsvatter state that discipline-related actions must be informed by democratic principles, thus allowing the teacher to be an informed and empowered decision-maker (Hoover, 1997).

Providing teachers, students, and schools, the sense of connection and community they deserve will increase the efficacy of teacher discipline within the classroom. This is because society is built up on the dependency of one individual or group to another, thus if any one part of the piece involving either of the three major groups is missing, then ultimately the system will not survive. Hoover and Kindsvatter (1997) provide guidelines to educators for the purpose of enhancing their skills and knowledge base regarding discipline. One of their essential points is that discipline techniques used by teachers are unique and largely influenced by the teacher's personal belief system.

Lederach mentions that despite the hierarchical makeup of social structures, change is possible and most effective when the change is initiated at the grassroots level (Lederach, 1997). According To Lederach, there are three levels of social power. The grassroots level, made up of the greatest number of individuals. Despite their lack of monetary influence, as a united group their members can prove significant in attempts to create change within the public school system. The second level is comprised of middle tier elite professionals holding significant financial status (Lederach, 1997). This level has greater access to the upper level, which is comprised

of affluent elite with great political power and therefore has the most influence and ability to create change by influencing the third highest level, those in power. It is important to recognize that in Lederach's theory, all levels influence each other. The difference between them is their level of power. Despite layers of bureaucracy, change is possible, especially when the change emerges from the grassroots level. Although school centralization is administratively an organizational too, it has resulted in a chaotic array of regulation and policy affecting teacher-student interaction. The public's plea for change, although dictated by the higher levels of bureaucracy mentioned above, interrupts the natural process of teacher-student interaction. Since we as a collective society may not be ready or willing to make the necessary changes this research will provide tools with which to improve the crisis currently occurring in the classrooms.

3.10 Current Discipline Models

Current discipline models such as Dare to Discipline (Dobson, 1992) have been based on models such as behavior modification by Skinner. Positive and negative reinforcements both intrinsic (gesture and compliments) and extrinsic (candy, gold stars and certificates) are used in order to curb student behavior (Tomal, 1999). Models such as these do not assume that students are responsible for their behavior and must therefore be manipulated. On the other hand, the Cooperative Discipline Model's philosophy is that students are responsible and when they misbehave, they do so in order to obtain attention, power, or revenge. The critique of this theory is that students who behave may resent misbehaving students receiving attention (Tomal, 1999). Reality theory (Glasser, 1965) focuses on sociological theory whereby the classroom teacher serves in the capacity of the leader who leads the group or "team". This discipline model is based after Demming's Total Quality Management Theory, which places its emphasis on the team and the team contribution. The teacher's role in this model is one of a facilitator unlike Kounin's discipline model where the teacher's role is one of extreme vigilance

or "with-it-ness" (Kounin, 1977). In this model, the teacher must handle many tasks simultaneously.

Jones' Positive Discipline Model uses a three-step approach (praise, promptness (tell the student what to do) and leave (allow the student to complete what was asked). Eliminating minor discipline problems is the key to teacher success (Jones, 1987). Unfortunately most students do not immediately respond to such requests and require further discipline. The Discipline with Dignity Model (Curwin & Mendler, 1980) focuses on the natural occurrence of student misbehavior and thus emphasizes the importance of long term lasting intervention thus promoting student responsibility (Tomal, 1999). Canter and Canter (1992) believe that a teacher's response style has a significant impact on classroom environment and student discipline. While most teachers enter the classroom with the best of intentions, the teacher's response style sets the tone of the classroom, impacting student self-esteem, and their success in school. Canter and Canter suggest that there are three response styles: nonassertive, hostile, and assertive. According to the Canters, the first two styles are reactive, that the teacher is reacting emotionally rather than logically to a student's misbehavior. The latter style is the ideal, for it is intentional and reflects a teacher's commitment to teaching students appropriate behavior. The nonassertive response style portrays an image of the teacher as "wishy-washy" with students and very inconsistent when responding to student behavior (Canter and Canter, 1992). This response style often leaves students confused because they rarely know what to expect and the teacher looks unsure and uncertain of his/her abilities. The classroom lacking structure is a breeding ground for frustration and poor discipline (Canter and Canter, 1992). On the opposite end of the continuum, the hostile response style portrays the teacher as an angry and rigid authoritarian, using discipline to control students rather than to teach students to how to behave (Canter and Canter, 1992). The teacher uses discipline as a form of revenge instead of using discipline as a tool to educate. The assertive response style, however, is one which the teacher clearly, confidently and consistently states his expectations to students and is prepared to back them up with action (Canter and Canter, 1992). Assertion is expressing yourself to stand up for your own human

rights without infringing on the human rights of others (Katz and Lawyer, 1992). One of the characteristics mentioned in Katz and Lawyer regarding assertiveness is the ability to confront with skill. Therefore an assertive teacher will confront behavior and discipline problems by using the professional skills mandated by the school, regardless of personal biases.

As America's values have changed, so have our views on discipline and the role in obtaining good behaviors from children. There is a need for the public existed between conflict styles and the Canters' response styles. The Canters' model suggests disciplining with dignity, a concept that affords students growth opportunities during the discipline process. This also requires reciprocity between teacher and student as they interact with one another, each serving as both educators and the educated.

The Champs discipline model uses strategies closely related to conflict resolution (Coombs, 1994). "Champs" stands for conversation, help, activity, movement, and participation that serve as classroom management guidelines. The model also provides suggestions for teachers when dealing with various types of misbehaviors, including de-escalation strategies (Katz & Lawyer, 1992) during the discipline process (Garrison, Sprick, and Howard 1998).

> **I have come to a frightening conclusion that I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my response that decides whether a crisis will be escalated to de-escalated and a child humanized or de-humanized. (Haim Ginott)**

The model describes seven phases of escalated behavior based on the level of intensity. The phases go from calm, trigger, agitation, acceleration, peak, de-escalation, and recovery. The premise is that if behavior is managed well during the early phases of acting-out behavior then teachers will prevent serious misbehaviors from occurring (Garrison, Sprick, and Howard 1998). The model also suggests that for this model to be efficient, teachers must learn coping skills that, according to this research, are heavily dependent on the teacher's conflict resolution style. The initial and dominant

response style of the teacher will be investigated during teacher-student interactions.

The model provides a conflict cycle worksheet that highlights adult/peer reaction, observable behavior, feelings, and incident. This research will focus specifically on teacher/student interactions using the Oman's five, conflict resolution style instrument.

The Champs model can be developed further, by describing the teacher's response style according to Oman's conflict resolution instrument. The Champs discipline model bases much of its emphasis on the teacher-student interaction. Describing teacher-student interaction using Kilmann's five conflict resolution styles will provide a more specific description and explanation regarding teacher-student interaction.

Wong states that interacting with students on a personal level is an important part of teaching (Wong, 1998). Wong's discipline model provides five suggestions to help teachers manage classroom behavior: define routines; teach students procedures and routines; monitor student behavior; handle inappropriate behavior promptly, consistently; and plan ahead.

These strategies rely heavily on the interaction between teacher and students. The teacher's conflict resolution style contributes to the classroom atmosphere and the relationships within. Kilmann's scale (which is based on Blake & Mouton's bimodal task v. relationship model) may prove indicative of the classroom habits teachers exhibit that impact the interaction between teachers and students and discipline.

Tomal's model of discipline by negotiation focuses on the discipline process through the view that it is a conflict between the teacher and the student and that the response of the teacher is predominantly one out of the five Kilmann styles. The idea of discipline by negotiation is based upon the premise that students like all other human beings, embark on a series of interpersonal interactions throughout the day in an effort to meet some underlying need (Tomal, 1999).

Based on the previous information it is imperative to note that as educators and as members of the human race our greatest power for perseverance is to empower and enhance each other as

individuals. All of the discipline models presented above support the notion that teacher-student interaction is a crucial element in student achievement. However, these models fail to incorporate the socio-economic and political issues that also affect teacher-student interaction as well as the systems issues that arise as a result of these issues. The models presented above merely prescriptive because they fail to demonstrate methods/systems model for dealing with student discipline that is symptomatic of social inequity. Social inequity is referred to as, the students' needs that arise from family and/or economic situation, lack of positive adult role models, and other pending needs that were mentioned in the sections above. The models presented above fail to provide long term and/or specific interventions that help teachers understand the affect that their conflict style has, on student discipline. The tool to do it with lies within each of us in our ability to communicate with one another when we interact with one another. Investigating the impact of a teacher's conflict resolution style during the discipline process using Kilmann's conflict resolution style and Tomal's discipline model provides a distinct framework for discussing and analyzing discipline in schools. Following is a discussion on symbolic interaction as it relates to teacher-student interaction and discipline and the potential implementation of a decision making model that supports teacher discipline style diversity; yet, promotes student achievement through intervention.

3.11 Relationships and Symbolic Interaction

In order to understand the dynamics of interpersonal interaction, it is important to acknowledge the origin of individuality. At the time of birth it is the id that comprises the total personality structure (Blackham, 1967). Through daily interaction with other individuals leads to the development resulting in the division of the id. The argument of nature versus nature originates as arguments as to whether environment versus human contact have the greatest affect individual development. Gradually the individual develops a sense of self, leading to the gradual development of the ego. The ego lies

partially in the unconscious. The self emerges as the result of feelings and sensations that give a sense of "being". This concept develops as the child is referred to as an entity (Blackham, 1967). This is the stress point of individuals living in poverty as the ego attempts to mediate between the demands of the id and reality. The treatment exercised by parents both consciously and unconsciously, affect the child's development of self. This perpetuates as the reactive reality these children experience is perpetuated by standardized systems that ultimately affect their interactions with adults trapped within the systems standardized procedures and processes. Perceptions and images which differentiate the "me" from the "not me" ultimately result in what we consider reality (Blackham, 1967). Thus the reality of poverty stricken children, is polarized from the norm standard dictated by large corporate America's cultural dominator.

From a functional perspective on affect there are two factors that determine individual adaptation: Interest in relevant situations and inter-situational processes (Shaver, 1984). Prior emotional recollection and adaptation to each process affect future interactions. When we compare the role of symbolic interaction between teachers and students during the discipline process, we can argue that students adhering to discipline policies do so because they find value in the system and what it offers. Therefore, the student's views and bonds to the system are stronger, thus reducing the chances that the student will act in a deviant manner. Nominalist, symbolic interactionists believe that the individual will act independently from the constraints altering his/her existence (Ritzer, 1996). Micro-social interactions create social reality. According to Slavison there are four conditions that awaken the ego: Thwarting or frustrating needs and drives; ambivalence and inconsistent relationships; identification with inadequate, unstable parents; and interpersonal relationships that induce fear, guilt and neurotic conflicts (Blackham, 1967). This implies that to have a sustainable peace-like situation, the individual (micro-level) must first analyze and conclude that he/she is well. For this to occur, it is imperative that his/her needs are met, including needs such as those for material possessions, biological needs of the body such as good health and a feeling of safety, and acceptance of self and ability to sustain rejection or adversity from others. When

these basic needs are met, the individual feels secure enough to project a positive self-image to other(s). Individuals who feel their needs are not being met often seek out action by bonding with other individuals with similar feelings. Human needs and student behavior lie at the foundation where we can begin to explain student behavior and motivation (Tomal, 1999). A child may be able to change his maladaptive behavior patterns when a helping person establishes a relationship with him that is accepting, predictable, safe and need-satisfying (Blackham, 1967). Maslow's hierarchy of need theory and Alderfer's ERG model serve as the foundation on which social theories and psychological theories are based upon. Social theory also has identified that individuals join groups in an effort to seek others who fall into the "I am not O.K. and neither are you" category. One example is gang related activities, which often are the result of student bonding due to their lack of connection with positive organizations such as sports teams and school. It is important to note that people flock to groups at times when they have the adverse circumstances facing them. Strong bonds and alliances are created as individuals seek satisfaction for their shared needs, ultimately creating a group. Individuals seek relationships where they feel less threatened; as a result, feelings of anxiety and guilt are reduced and the individual is therefore able to feel greater self esteem (Blackham, 1967). The definition of what those needs are remain personal to the individual and, according to Mead, the individual projects his/her sense of self to the other. The individual adapts the definitions and symbols which best suite their needs (Mead, 1962).

Group symbols are often adopted as the group strengthens its identity throughout its crusade. Symbolic interactionists believe that it is through the innate understanding of symbols and their projections that individuals actively create "reality" and communicate meaning of their interpretation of the world. Students create identities that enhance their purpose and stance regarding education and life. Even the language used within groups is distinguishable. Webber mentions that language has meaning beyond the words we speak. Our language is what determines the breadth and depth of our reality and gives us meaning through the translation of words to symbols (Webber, 1994).

Reality in social interaction is a personal and micro-level event, which varies in degrees of translation from one person to another. Therefore, the most effective method in researching symbolic interaction for this research is an ethnographic inquiry as to the symbolic identifications of what the dynamics of the systems contribute to the conflict, and what they mean to the populations engaged in the dispute. The more information we obtain about the dynamics occurring during teacher-student interaction, the closer we come to finding solutions. Alternative dispute resolution specialists must also analyze the interaction between micro-level (individual) and larger systems mentioned in social cubism theory, such as politics, economics, religion, demographics, psycho-cultural and historical, impacting upon the overall structure (Byrne, 1996). These systems alter both meaning and understanding for the agent (teacher or student). The individual's response to the inner representation of the traditional moral, cultural, and ethical standards of society results in the development of the superego (Blackham, 1967). Alternative dispute resolution specialists who adopt the typical prescriptive "cookie-cutter" methods in resolving conflict will rarely encounter success. Both Galtung's and Byrne's model of research encompasses the most crucial factors when explaining the extenuation of structural violence which results when large enterprises fail to account for the needs and interpretations of the population in need and imposes the ideologies and agendas of the elite. Classrooms, increasingly populated by young people not wanting to be in school but having nowhere else to go, become the sites for increasing levels of frustration, disengagement, and disruption (Slee, 1995); (Habermas (1976); Offe (1984) and Muetzelfeldt and Bates (1992). Severe discipline and excessive demands for conformity weaken the ego (Blackham, 1967) and are often the experience of children living at the poverty level. Crisis displacement conceals the imperative of maintaining the unemployed within the educational system (Slee, 1995).

Democratic ideals at the core of American character are, self-determination; universal opportunities; unity in diversity; participation in shaping the general welfare; pursuit of material progress and individuality and interests; and Americanism-the

national quality (Shaver, 1984). The trends mentioned in the previous sections seem to contradict the expectations of the above mentioned ideals as the gap of material obtainment results in an increase in frustration and stress ultimately affecting individuality and human interaction.

Research must focus on the agent(s), the system(s) and the interpretations) and interaction(s) which ensue, while taking into account the needs and interpretations of the agents. Prescriptive models are often resented because the population believes that because the efforts are imposed onto them, they are then obligated to pit themselves against it. Most of the inner city population is struggling to survive and often demonstrates characteristics of a divided society. Disruptions (discipline problems) are more precisely a political problem, far more difficult to confront acknowledge and respond to in substantive ways (Furlong, 1985, 1991); (Slee, 1995). This is not to say that we exclusively interpret classroom disruption according to functionalist corresponding as human capital theory (Bowles and Gintis, 1976; Willis, 1977, Marginson, 1993). Inner cities are continually threatened by entities with great economic resources competing against one another to maintain control so that they may replicate social habitus and/or maximize their profits.

One of the proposals of the A+ plan is that students attending the public school system scoring below the 25 percentile will receive vouchers so they may attend a Charter school of their choice. Tax dollars, business contributions, and funding removed from the Public school system will be used to support Charter schools, in addition to public schools which are still in existence. The intentions may be an "honorable" attempt to improve education. However, the efficacy, and practical application of such decision making is not financially sound. Why develop more structures requiring maintenance and personnel when one already exists that provides the necessary services? Is there a hidden agenda at play here? Business advisors must step in, and advise leaders at all levels so that budgets are streamlined and resources already in existence are maximized to their fullest capacity. Businesses can in turn-influence the school system and demand certain standards so that they may have a well-trained nature work force. Discipline policies are a reconfiguration

of the regulatory enterprise of complex organizations changing discipline literature and policy will require control for bureaucratic efficiency (Slee, 1995).

Once students feel that the system is not serving their needs, they seek others who feel the same way to satisfy their agenda. According to Mead, identifying with the other helps the individual, develop a sense of self and thus can feel akin to the larger social group. By identifying with other students, the student fulfills a sense of wholeness and acceptance, thus drawing the individual closer to identifying him/herself as a group member identifies. Garner points out that identity politics tends to unite small clusters of people while dividing the larger society (Garner, 1995). He points out that identity politics, whether it be gender, ethnicity or sexual orientation movements, have to devote more time, energy, and resources to calling potential supporters in terms of a specific identity. Tactics often used by leaders to obtain cohesion rely on creating a drifting fear that divides the group from the larger social order and pits it against any "other" who poses a threat to their identity and agenda (Garner, 1995). A clearly defined and immediately present enemy and the perception that the group's survival is at stake inspire uncritical support of the group's leadership. "If we do not dominate, we will be dominated" becomes a leitmotif (Lederach, 1997).

This is one explanation of why student discipline problems are increasing; students oppose or resist an educational system they view as useless. If group identification creates alliances, it is possible that group identification breeds adversity because of the exclusivity of a group's identity, agendas, and activities. One example of this is students who engage in anti-social behaviors such as fighting and threatening both students and teachers. Therefore, decreasing group conflict must be approached at the individual (micro) level of peacemaking. Three key points of symbolic interaction are: focus on the interaction between the actor(s) and the world; a view of both the actor(s) and the world as a dynamic process and not static structures; and the great importance attributed to the actor(s) ability to interpret the social world (Ritzer, 1996). The three points of symbolic interaction provide a frame that conflict resolution professionals must research in more detailed studies.

The above theories provide fragmented pieces of a complex puzzle which holds in its power the answer which is being sought regarding what can be done to improve student discipline. This research will provide a detailed analysis of the teacher conflict style and its impact on student discipline, thus opening an additional avenue for teacher self-awareness. Upon completion and data analysis, suggestions will be made to enhance discipline within the middle school classroom and repair the relationship between the teacher and the student and answers to the following questions will be provided. Why have teacher-student interactions have become increasingly complex? What are the effects of a teacher's conflict resolution style on student discipline? What role does student interest in the subject matter have on student discipline? Are referrals common among certain teachers with a specific conflict style? What specific factors affect teacher-student interaction the most? Should morphogenesis theory prove effective then what changes should be made to improve teacher-student interaction? Given teacher shortages how much of this is directly related to discipline?

3.12 Interpersonal Communication

Interpersonal communication is irreversible and continues onto infinity according to (Holt, Rinehart, and Winston, 1967). Therefore, the process exists, before the originator's existence, in the form of prior communication among other members of the greater collective. In analyzing teacher-student interaction, it is imperative that we acknowledge the five principles of communication. Principle-one states that systems/process nature of relationships also means we depend on knowledge we gain from prior relationships to help define expectations and behaviors in our current and future relationships (Beene, Beene, and Redmond, 1999). Cultural capital theory supports this principle by demonstrating the correlation between an individual's existence and immediate cultural setting. Principle-two states that interpersonal relationships emphasize both message content and personal feelings (Beene, Beene, and Redmond, 1999). Principle-three states that interpersonal relationships are defined

by the roles we assume (Beene, Beene, and Redmond, 1999). Individual adaptation is taxed by the multiple roles the individual must play in varying contexts (Shaver, 1984). Volcan's theory states a similar position in that he believes that trauma in transmitted from generation to generation. This theory is often used as a base upon which social theorists explain why certain cultures prosper while others continually fall into a perpetual cycle of failure. Principle-four states that interpersonal relationships are governed by social rules (Beene, Beene, and Redmond, 1999). The ideal of social mobility seems often to be strong amounting to compulsion yet often resulting as a source of frustration as the American dream becomes a broken promise for those stuck in poverty stricken cycles. Gaining and Byrne postulate that individuals are oppressed by larger social systems that dictate the outcome of the individual's life path. Traits are also present which limit self-determination and thereby impair self-actualization (Shaver, 1984). Agency theories argue that individuals have the power to create change at the micro-level while others believe that agency is limited because of the control and magnitude of the greater social systems. Principle-five states that interpersonal relationships may be complementary, symmetrical, competitive symmetrical, or parallel (Beene, Beene, and Redmond, 1999). This principle can be used as a tool in analyzing interaction between various teacher conflict styles and the student responses they provoke.

3.13 Summary and Conclusion

The theories presented here describe the alienation and objectification that teachers and students experience daily as agents within the school system. Previous history and increasing social complexity mirrored in the form of laws and policies affect the interaction of the actor within the system. The growth of the school board has resulted in multiple layers of power, resource struggles, and multiple objectives. The research presented in the next chapter analyzes teachers and students interactions during the discipline process from both a quantitative and qualitative point of view.

Archer's theory on morphogenesis provides a model for explaining symbolic interaction as the sum total of continuous micro-exchanges between individuals as they interact within various conditions.

To foster individuality, the most fundamental thing is to secure for each child and youth a wholesome climate for growth (Barnes et. al, 1965) and expanding financial opportunities in the future. Social stratification and the continued subtle division among the social classes continues to grow as does our population leaving little room for the realization of upward mobility promised as the American dream. Large corporations employ overseas in an effort to gain larger profits and American Jobs are offered to the lowest bidder. If this trend continues public school discipline will also continue declining as more individuals lose hope for upward mobility, as American jobs become scarce. The quality and quantity of teachers will decrease, as teacher burn out rates continue to increase due to frustration.

This research examined the interaction between teachers and students based on the hypothesis that predictable patterns exist during the discipline interaction as a result of the teacher's conflict style. Agents, teachers, and students, mutually and simultaneously, affect and are affected by larger systems including the school system itself. These theories influenced the design of the study and form the foundation of the theoretical and methodological approach. Referrals were used as the major source of data because they reflect school discipline policy and social expectations and provide a solid historical record.

Analysis of referral data was useful in defining historical patterns in the discipline process, conflict style assessment and classroom observations supplement the comparable data on referrals and provide the bulk of the analytical discussion. This gives focus and validity to the research process by verifying referral patterns of particular teachers with observable social interaction with students in a classroom setting.

Chapter 4 Methodology

4.1 Introduction

This research was designed to involve three phases. The first phase involved three steps. The first step involved the random selection of one hundred referrals from the control group that consisted of 60 eighth grade students enrolled in Water's Middle School Academy (pseudonym). The second step involved coding teachers' and students' names appearing on the referrals and step three, involved analysis of the referral data. The data was sorted and analyzed by teacher codes and student codes. This lead to the implementation of the second phase of the research: analysis of the school's overall referral rates in comparison with the Academy's referral rates for eighth graders for the 2000-2001 school year. Information was gathered from the AS400, the school's discipline database which contained information relating to student grade level, gender, race, number of referrals, the teacher who wrote the referral, referral reason, period, date and time of the incident and prior offenses. This provided comparative data between the 60 Academy students' discipline records and the discipline records of the school's general population. The final qualitative phase involved classroom observations and the assessment of the teachers' Kilmann conflict style. This qualitative data was collected to yield observations of discipline interaction for comparison with patterns in the first two quantitative phases of research. Detailed descriptions of each phase are provided in the sections below following the explanation of research theories that influence the research design.

There are five characteristics of qualitative research, which support the use of field-based participation observation in this type of research (Bogdan and Bilken, 1998). First, qualitative research utilizes the natural setting as the direct source of data and the researcher serves as the filter. This research took place in a

school environment. The classroom observation of teacher-student interactions provides comparative data to compare and contrast with the quantitative analysis of referral records. This study also provides an inside look at conflict resolution styles in action, not just as abstract concepts. Second, qualitative research is descriptive. The researcher described events and language used during teacher-student interactions to enrich the data and enhance the validity of subsequent conclusions.

Thirdly, qualitative researchers are concerned with process rather than simply with outcomes or products. The crux of this research was analysis of existing patterns of teachers' conflict style during discipline related decision-making and students' reactions in conversations, interpretation of meanings, attitudes, and ways students are involved as players in the discipline process. The teachers' actual conflict resolution response when dealing with student discipline is crucial in understanding the impact it has on the student, both short term and long term.

Fourth, qualitative researchers tend to analyze their data inductively. The initial quantitative data was limited to formal records that are subject to rules, regulations, and a variety of unknown extraneous variables. Significant patterns derived from phases one and two raised questions that could best are answered by qualitative data.

Finally, meaning is of essential concern to the qualitative approach. This research focused on how teachers interpret student behavior; the impact the teachers' response styles; and the impact of other factors such as structure, policy, and autonomy in the teachers' decision making. The student's interpretation of the teacher's discipline style, and the affect the teachers' style has on student discipline was of equal concern. Direct observation has been suggested as by far the most ecologically valid means of gaining information about children's classroom behavior (Kratchwill, Elliott, & Rotto, 1990 in Goldstein, 1995). The participant perspective (Erikson 1950) resulting from the classroom observation provided data that upon analysis provided patterns that linking both teachers' conflict style and student discipline. This process enabled the researcher to confirm that the teachers' conflict style did affect the classroom environment

that in turn affected student discipline. Classroom observations provided an opportunity to document those elements contributing to the symbolic interaction through observation, including classroom descriptions of both teacher and student behavior. The four teachers selected for observation were also interviewed in order to provide a description of teacher-student interaction during the discipline process. Organizational elements provided a hierarchical key for diagrammatic aid for analysis. Hierarchical analysis of organizational influence on teacher conflict resolution style-student interaction in relation to discipline provided an invaluable method for mapping out broad patterns explaining the relationship between teacher conflict resolution style and discipline. The strategic discipline decision-making plan developed by the Academy teachers was used to enable analysis classroom observations relating to teacher decision making.

The purpose behind the triangulation of the data was to allow the quantitative component to outline general patterns and the qualitative phase to give clarity and depth to the process of teacher and student discipline (Bryman and Burgess, 1994). The researcher witnessed classroom events firsthand: not as a person who paused while passing by, but as a person who came for a visit; not as a person who knows everything, but as a person who came to learn; not as a person who wanted to be like them; but as a person who wants to know what it is like to be them (Geertz, 1979). This enabled the researcher to understand the emotional and interaction experiences of both teachers and students in the classroom.

A vast amount of research has looked at school discipline and teacher behavior, but has only recently begun to view classroom discipline from a conflict resolution perspective. This research provided insight into different sets of factors that contribute to the discipline process and analyze systemic and cultural factors that influenced teacher-student interaction to assess their impact on teacher-student interaction.

The following questions guided the research: (1) What were the teacher conflict styles represented? (2) Are referrals common among certain teachers with a specific conflict style? (3) What is the impact of teacher conflict style relating to discipline? (4) Is

there a correlation between teacher and student demographics? (S) What is the relationship between teacher conflict style and referral frequency? (6) What is the correlation between teacher conflict style and student behavior? (7) What specific factors affect teacher-student interaction? (8) Is there a disparity between males and females that are "at risk" as far as discipline is concerned? Finally, (9) What program designs and suggestions can be made in order to reduce student discipline problems?

Given these questions and two distinct types of data collection, both formal and informal aspects of school structure and classroom intervention were woven together to form a complete rich picture of conflict styles in action in school classrooms.

4.2 Sample

This research site was chosen for several reasons. First, the school contained a high proportion of "at risk" students. The school served approximately 1,200 free and reduced lunches daily to a total population of 1,800 students during the 2000-2001 academic school year; that entitled the school to receive Title 1 money. Title I money funds after school activities such as tutoring, in addition to other services. Secondly, the school employed a diverse teacher population. Thirdly, the administration and staff of the school was interested in conflict resolution interventions in an effort to improve student services. Administration supported the addition of conflict resolution programs and curriculum and promoted the use of conflict resolution methods throughout the school. The school administration was open to investigation and research of Academy statistics that resulted in a higher level of understanding between teachers and students within the Academy. Lastly, the school employed 78 full time teachers from diverse backgrounds and ethnic groups.

4.3 Academy-2000-2001

The Academy was designed to serve "at risk" students in response to the elimination of funding for drop out prevention programs. The school had already experienced a major shift in terms of the student population, one-year prior the student population was relocated due to the relocation of students transferred from Franklin Park, due to the relocation of students transferred from Franklin Park, a severely impoverished area. Given the state pressures relating to FCAT testing, the school administration felt that additional services were needed in order to enhance and better serve the student's within the Academy. Thus, the Academy was created so that the school could continue to serve its large "at risk" student population.

4.4 Academy Design

The Academy design consisted of three grade levels, sixth, seventh, and eighth. It is composed of six teachers, one serving as the drop out prevention administrator. Two of the teachers were teamed up in order to handle the sixth grade students, one teacher taught seventh grade, and three individual teachers were assigned to eighth grade. The teachers designed the Academy class schedule and decided that they preferred to work as one team; they implemented a looping schedule technique. The looping technique meant that each teacher teaches one subject area. The students rotate through each class. The teachers agreed that the looping technique would cut down on their planning time and allow them to focus on discipline. A description of the schedule implemented by the teacher is discussed below.

4.5 Academy Teacher Selection & Scheduling

The administration surveyed teachers at the beginning of the school year to determine what subject and population/grade level(s) teachers' desired to teach. Teachers were also asked to select which student population they would prefer to teach. The criteria used for selecting teachers were: I.) Certification and subject area expertise; 2.) Willingness to work in an inter-disciplinary team; 3.) Flexibility and desire to use a looping scheduling technique; 4.) Desire to reduce student suspensions through the use of specific interventions; 5.) Willingness to work with community stakeholders in and outside of the school; 6.) Teachers were interviewed by administration during which they were given scenarios they may encounter; 7.) Assessment of teachers' conflict styles; 8.) Discipline style diversity (also known as Conflict style) and willingness to adapt in order to serve student.

Teacher selected for the Academy who were participants in the research were trained in conflict styles and their impact on discipline and the team of teachers collaboratively developed a discipline plan for use within the Academy. The Program Director, who is also a teacher and team member, also participated in this process.

A description of the students' schedules is provided to facilitate understanding of the analysis presented in the following chapter. Each teacher was assigned approximately 20 students. This decision was based on the school's mission to comply with district objectives which state that class size will be reduced to 20 students to provide higher quality instruction and disciplinary intervention. Since the Academy enrolled approximately 131 students throughout each grade level, the largest class contained 24 students. As previously mentioned, the seventh and eighth grade team decided to use a looping schedule technique that meant that two person teams would become one/four-person team. This meant that the teachers would each concentrate on one core subject in which they were certified such as Reading, Mathematics, History, Science, and Language Arts. This was done to reduce planning time so those teachers could focus on teaching instruction and discipline.

The looping technique also affected student self esteem by improving the students' image throughout the school. Students' participation in class changes reduces the stigma associated with remedial (also known as drop our prevention or "boot") classes. Students enrolled in regular classes rotate to six different classes throughout the day. Students enrolled in drop out prevention classes are kept in self-contained classes which means they do not rotate to other classes throughout the day. These students are often ridiculed and stigmatized by other students.

The Academy schedule is designed so students rotate throughout the day meeting with five teachers, four core subject area teachers, and on elective teacher. Based on the schedules Academy students rotate back to their first hour class after their elective for fourth hour. Fourth hour is for Reading and is taught during this period by all team members. The Program director does not teach Reading during fourth hour. Therefore, this class rotates to a sixth teacher for Reading. The Program Director is afforded third and fourth hour during which parent conferences, calling parent/guardians, handling Academy discipline situations, coordinating student interventions, and activities.

4.6 Demographics

The chart below contains a detailed breakdown of the student population at the research site. The size of the student body was approximately 1,796 students. The number of teachers increased from approximately 60 to 75 as of the 2000/2001 Academic year. For detailed student data on ethnicity and grade level, see table 4 below.

Table 4
Ethnic groups by grade level

GRADE	WHITE	BLACK	HISPANIC	ASIA	INDIAN	MULTI
06	209	275	114	10	0	3
07	184	287	134	8	1	4
08	207	255	97	7	0	1

*This provides a demographic description of the school's student population for the academic year presented in this study

The student population of the school was primarily African American (45%) with whites the second largest group (37%). Hispanics followed third (17%) in population size. American Indian population was the smallest group within the school. The demographics were relatively even across the grade levels.

Demographic data on gender revealed that the school had a slightly higher male population. A closer look at Table 4 reveals a declining trend of 4% in attendance for males between sixth grade and eighth grade, while female attendance increases 4% from sixth grade to eighth grade see table 5 below.

Table 5
Enrollment/Gender data of Water's Middle School by grade level

GRADE	MALE	FEMALE	TOTAL
06	346	265	611
07	319	299	618
08	297	270	567
Total	962	834	1,796

*The demographic analysis of students' gender for each grade level.

Information regarding school safety for the 1999/2000 school year revealed 622 reports of violence, weapons violations, vandalism, substance abuse, and harassment on the bus in campus and school-sponsored activities. District statistics showed that 58,059 similar

incidents had been reported and compared to 226, 904 statewide incidents reported.

4.7 Setting

The diversity of both the teacher population and the student population were important factors in selecting the research site. Cultural and racial differences between teachers and students are common and will provide insight into the role of teacher conflict styles and other demographic variables and their influences on symbolic and sometimes stereotyped interactions.

In an effort to service urban students, as well as students with low FC AT scores, the Academy provided smaller class sizes and opportunity for increased teacher interaction. Discipline was a major focus of the Academy teachers, whose objective was to reduce urban, "at risk" student suspensions by providing interventions specifically geared to meet each students' individual need. The Academy consists of six teachers, one male (Program director), and five females. The Academy teachers were divided into two person teams, however the seventh and eighth grade teachers decided it was wise to create a four person team and a looping scheduling technique so each teacher would only have to teach in their area of expertise throughout the day. This also allowed teachers to focus on other student-related matters rather than planning for six different lessons. The Academy has been in place since the year 1999. Research results enabled the Academy teachers to remodel the Academy in an effort to continuously improve services provided to Academy students.

Academy teachers have improved and refined the services offered to its students through research and teacher planning. Two of the teachers within the Academy collected data since the program's inception. Data relating to discipline was analyzed in order to determine patterns in student behavior and possible schedule changes needed in order to improve student discipline and academic achievement. The data gathered in both studies lead to the schedule change of the students' elective classes from fourth period to third period. The schedule change has proven effective in reducing

student absence and disruptive behavior during the elective hour. The elective teachers have also commented that their energy levels when dealing with the "at risk" student is higher during third hour when compared to fourth hour (which is just before lunch). There is one elective teacher, who regardless of the period, feels that "at risk" students are never going to improve, especially behaviorally. This teacher views the students attending the Academy as troublemakers. In conversation, the teacher has mentioned that she just assume ignore the student so long as they are not bothering other students within the class. The students are aware that they can fail their elective and still pass the academic year. This is school board policy and guidance counselors are eager to share the information with students. The 7 and 8 grade teachers were selected for observation, because they have the most contact with the students throughout the day.

The unit of analysis during the first two phases of the research was the written referral. These referrals provided a range of information relating to teacher-student interaction during the classroom discipline process. Following is a description of data collection.

There are five steps used by Academy teachers when dealing with a discipline situation. The first step occurs once the student has displayed inappropriate behavior such as yelling in the classroom, making noise, passing notes, out of seat without permission, or gum chewing. The teacher gives the student a verbal warning. If the behavior does not continue then the student remains with the class. At this point, if the behavior stops, the student remains with the class. If the behavior continues, the student receives a time-out in another team teacher's classroom with a writing assignment. Once the student has reached this point, if the behavior stops the student remains in time-out until the next class. If the behavior persists then the student's parent/guardian is called and a letter is sent home notifying the parent of the behavior and the need to schedule a conference. At this point if the behavior stops the student follows the normal class schedule. If the behavior persists, the student is given a referral. Once the student receives a referral, the student is sent to the Program Director or guidance level counselor. At this point, the student is referred for counseling or other prescribed intervention

based on the student's needs. Each student is handled differently based on the situation causing the behavior. If the student's behavior involves cutting class, fighting, profanity towards an adult, assault or physical abuse on a student or adult, drugs, weapons, possession of a fire arm or theft the student is sent directly to the grade level administrator's office. At this point following the administrator's assigning of a consequence, the student is referred to counseling or other prescribed interventions based on the student's specific needs.

The procedure for referring a student for counseling services involves the following stages. First, the student is monitored daily in the classroom by the teacher in order to assess whether the student has a problem with academics and/or discipline. The teacher uses interventions to assist students with academic and/or discipline problems. If the intervention is successful, the student continues to participate in the class. If the problem persists, the teacher monitors the student's behavior and makes a referral to the Coordinator of the "at risk" program for counseling services. The coordinator then meets with grade level guidance counselors and school psychologists to discuss possible interventions. The guidance counselors then check to see if the student has Medicaid insurance for counseling services. If the student does not then the student's parent is contacted and is told of the teacher's observation and is suggested to obtain another form of counseling service. If the student has Medicaid, the grade level guidance counselor and the program director meet with student in order to determine which counseling approach is best to service students attending the Academy. The parent/guardian is contacted and consent forms are attained. Students who do not have insurance (Medicaid) are referred to the Henderson clinic. Counseling services provided for eligible Academy students are based on the need of the individual student. Students who are assessed as needing therapeutic interventions are referred to the Chrysalis Center or the Friends of Children. Both centers provide school and home based interventions. Students who are experiencing academic difficulty, truancy, behavioral concerns, and/or family difficulties are referred to the Team of Life. The Team of Life is a community-based program where students receive individual counseling relating to their specific

needs. Students who have a drug or alcohol problem are referred to the Alateen program. This is a twelve-step recovery program. Student participation is anonymous. The student remains in counseling while enrolled in Academy classes. Any changes or additional services needed in order to better serve the student is made according to suggestions and observations by psychologists, guidance counselor, teacher, parent, student, and/or program director.

4.8 Data Collection

4.8.1. Phase One

The first step involved the random selection of one hundred referrals from a group of 60, "at risk" eighth graders enrolled in the Academy. The referrals were gathered at the end of the 2000-2001 academic school year. Hard copies of all referrals were filed alphabetically in the administration office. Information extracted from the referrals include teacher name, student name, and number, grade level, date, period, administrative office, previous interventions, present intervention, race gender, consequence, and teacher's description of the discipline problem/incident. The information provided on the referral gives a comprehensive description of the discipline incident in the form of a written summary.

In order to ensure confidentiality, teacher and students names that appeared on the one hundred randomly selected referrals were coded in step two. Fourteen teachers and 29 students were represented in this sample. In step three the 14 teachers whose names appeared on the referral were tested in order to assess their conflict style using the Oman Conflict Resolution Style Survey (Katz and Lawyer, 2000). A frequency distribution was constructed to compare referral frequency and teacher code. Each teacher code was sorted according to referral frequency from highest — to lowest. This was done in order to determine significant differences between teacher conflict style and referral frequency. The data was then sorted by student

code to compare data relating to teacher conflict style and student discipline. The trends that were found lead to the next step of testing teachers' conflict styles. A comparison of the distribution of the conflict styles was done in order to determine the percentage of each conflict style in the sample. Analysis of referrals to teacher conflict style from the student perspective revealed significant patterns. This lead to further investigation in which the referral frequency and the teacher' conflict style was compared to other variables: teacher gender and race; student grade point average; quarter and referral reason. Then, a time series analysis compared teacher conflict style and period of the day when the referral was written.

4.8.2. Phase two

Phase two was designed to compare general trends relating to student referral rates between the 60, eighth grade Academy "at risk" students and the school's general, eighth grade student population. Discipline data was extracted from the AS400 for the 2000-2001 Academic year. The AS400 is the school board's online database that contains all discipline data pertaining to student discipline records. A comparison between the school's population and the Academy's population overall referral and suspension percentages provided valuable information that uncovered several distinguishable differences relating to the discipline outcome between the two groups. A frequency distribution was constructed comparing gender and race of the two previously mentioned groups. This lead to four-four hour classroom observations.

4.8.3. Phase three

Phases three was added in order to cross check and verify the data collected in phases one and two. Field-based participation observation methodology best complimented the analysis of symbolic interactions (Hammersley and Atkinson, 1983, Silverman, 1985). The first step during the third phase of research involved four, four-hour classroom observations. Four of the Academy core teachers were observed as they interacted with one "at risk" seventh grade,

black male student. The teachers were chosen for observation based on the criteria that they were core teachers within Water's Academy. The data collected in phase one showed that core teachers had the highest number of referrals overall when compared to the other ten teachers. Therefore, the observations provided an eyewitness account of the interaction between each teacher and the student selected for observation. The student was selected because he had a poor discipline record. Analysis of the student's discipline record revealed he had the highest number of referrals when compared to other students within the Academy. The researcher is both a teacher and participant observer within Waters Middle School and has access to classrooms to witness student discipline directly. Following the classroom observations each teacher's conflict style was assessed using the Kilmann conflict assessment to analyze patterns in observation notes and the quantitative data gathered in the previous research section. This was done to verify and correlate patterns found during phase one of the research.

4.9 Survey Description

The research design involved the use of the Kilmann conflict resolution survey in Phase 3 to analyze the teachers' preferred conflict management style during discipline interactions. The research design was based on the theoretical perspective that conflict is an 'engine of evolution' that allows teachers and students to learn, progress, and grow (Katz & Lawyer, 1992). As reported in the previous research section, the conflict that occurred between teachers and students typically escalated into a discipline-related situation, that lead to a referral. Conflict is an expressed struggle in which two or more interdependent parties experience strong emotion resulting in a perceived difference in attitudes, beliefs, or values (Katz & Lawyer, 1992).

As discussed in Chapter 2, the five conflict resolution styles presented by Kilmann are based on Blake & Mouton's model. The five conflict styles are collaborative, controlling, avoider, accommodator, and compromiser. The conflict management survey

identifies 12 situations that one is likely to encounter in your personal and professional lives. The survey was designed to make people aware of their preferred style in managing conflict (Katz & Lawyer, 1992). Among teachers originally tested, none were Avoiders. This was expected given that

4.10 Risk to Study Participants

There was a minimal risk to participants in this study. The researcher's presence could have possibly escalated a discipline situation; there were no incidents because as a member of the school community, the researcher was able to blend into the environment.

All teachers participating in this study completed a consent form approved by the Nova Southeastern University Institutional Review Board. Each teacher granted permission and access for classroom observations; the qualitative study also had the approval of the school administration. The student's parent/guardian also signed a consent form to allow the students' to participate. Confidentiality was assured, as were the rights of the participants to withdraw from the study at any given time.

All teachers participating in this study were adults over the age of 21. The student participating in the research received a parent letter to take home and have signed; he was also assured confidentiality and the eligibility to voluntarily withdraw from the study at anytime. All names and identifying information regarding teachers and students were coded in order to ensure confidentiality. Notes and data gathered are stored and filed upon the completion of analysis. Information relating to teachers and students remained confidential and was not shared with anyone including administration. Student consent forms will be kept for seven years.

4.11 Study Limitations

The public school system has many laws and regulations governing both the system and the employees. The greatest expected limitation was the teachers' union, which protects teachers from activities outside the described duties mentioned in the union handbook. However, none of the teachers whose names appeared on the one hundred randomly selected referrals refused to take the Kilmann conflict style assessment and all of the Academy teachers selected for observation cooperated.

Another potential problem is teacher honesty in completing the Kilmann conflict style assessment. Teachers were given both the Kilmann assessment and the consent forms and asked to return them at their earliest convenience. Information gathered from the school database was dependent on the quality of the record keeper and did not always contain complete information on the disciplinary actions. However, the hard copies of referrals were stored and available at the school site, these were used to supplement emerging data segments. The use of e-mail referrals in lieu of the traditional forms could have excluded certain discipline information from the records that were analyzed. However, this problem was minimized because referrals were printed and placed in the students' file. Student information was limited to five years prior because the research site has only been operating for five years.

4.12 Summary and Conclusion

In conclusion, this research design combined quantitative and qualitative methods to add breadth and depth to the data. Research analysis included assessment of teacher-student interaction; structural issues such as school roles and policies, historical and demographic information about each teacher, the purpose and use of discipline, and the influences of administrators on the teacher-student interaction. Information gathered by this research focused on the historical, demographic and interactive elements of discipline

in the classroom. Written records added historical quantitative depth while the qualitative observations gives texture and depth to the highly personal teacher-student discipline interaction.

Chapter 5 Data Analysis

5.1 Introduction

As noted, the first phase of the research followed a quantitative analysis of historical/ordinal records kept by the school on discipline actions. Following the collection of one hundred referrals from the Academy discipline file at the end of the school year, the data was sorted by quarter to analyze the frequency.

5.2 Part One Results

A frequency distribution of referrals by quarter revealed that 47 referrals were handed out during the first quarter, 14 referrals during the second quarter, 11 during the third quarter and, 28 during the fourth quarter. As illustrated in Table 6, there is a considerable difference between the first and third quarters and the second and fourth.

During the first quarter there were three times as many referrals as in the second and third quarter; and two times the fourth quarter. In fact, nearly 50% of all referrals occurred during the first quarter; the third quarter had the least number of referrals.

Table 6
Referral breakdown by Quarter

Quarter	Frequency	Percentage	Cumulative Percentage
1	47	47%	47
2	14	14%	61
3	11	11%	72
4	28	28%	100

*Referral breakdown by quarter of the one-hundred, randomly selected referrals, N=100

Interviews indicate that the high number of referrals during the first quarter is due to the fact that the first quarter is an adjustment period for both teachers and students; 100% of the Academy's core teachers believed that the first quarter was the most difficult with respect to discipline. Core teacher Hanna (CET3) stated, "Students have not adjusted to the teachers and teachers want to prove that they mean business. What better way to prove how strict they are than to write student referrals. Students come back to school with the same old habits from the year before". Classroom routines, expectations, and personal issues are all new and unknown at the beginning of the year. Teacher and student relationships are in the initial stages of development. Procedures and expectations relative to classroom management are also new and lead to student violations.

The slight increase in the second quarter reflects the result of exhaustion on both teachers and students. Mike (CET2) stated that, "The second quarter contains extended school days with few breaks when compared to the first and last quarter. It is easy to get used to the four day week, which is the average week during the first quarter". From January on seems long because there are few breaks and the five day work week is tiresome".

The third quarter climaxes with FC AT testing which is the focus of intensive attention during the second and third quarter. Interviews revealed that Accommodating and Compromising teachers chose to avoid certain discipline behaviors given the extra stress of FCAT testing and middle of the year exhaustion. Accommodating teacher

(ELT 4) states "If by the third quarter students do not know what is expected of them behaviorally then they are just not going to get it. It is frustrating to spend an entire year disciplining the same students. Parents, do not return phone-calls until the fourth quarter, when the student is already failing. Then all of a sudden the student's education is important to them". Mike CET2 also stated that "the frustration level increases for parents, students, and teachers as the year progresses. Administration also gets tired of the same students receiving referrals from the same teachers for the same behaviors. By the third quarter students should know what we expect of them". The number of referrals increases during the fourth quarter, after FCAT testing.

Teachers felt that referral rates increase during the fourth term because students who are failing tend to act out in an effort to compensate for their academic deficiencies. They have given up on the possibility of passing and are looking toward the summer break. Core teachers agreed; teacher Car la (CETl) stated, "Students and their parents know how to work the system. They know that they can fail all year and still attend summer school and be passed, it is policy. These students are often the worst behaved because they play around instead of doing their work and they take the rest of the students down with them".

Given this initial descriptive analysis of referral records, the random sample was coded and prepared for further analysis. Minor components were found and added to the records such as missing information relating to any of the categories needed for analysis. In cases where a referral was a duplicate, a new record was randomly selected to replace the referral.

5.3 Coding

Once the referrals were complete, the teachers' and students' names were coded to ensure confidentiality. Descriptive codes were assigned to teachers based on their duties. Core teachers were coded as CET (core education teacher); elective teacher as ELT (elective teacher); administrative teacher as AT (administrative teacher); regular education teachers as T (teacher); security guard as ST (security guard); and the behavior improvement teacher as BT (behavior improvement teacher). Core teachers (CET) have the most contact year round with the students and taught essential subjects such as Math, Reading, Science, History, and Language Arts. Table 7 shows the referral frequency from highest to lowest occurrence by teacher code.

Table 7
Teacher & referral frequency

Teacher code	Number of referrals	Cumulative percentage
CET3	29	29
CET1	19	48
CET2	10	58
BT8	09	67
AT9	08	75
ST 11	07	82
AT 10	07	89
ELT4	05	94
CET4	01	95
ELT5	01	96
ELT7	01	97
T6	01	98
T15	01	99
AT12	01	100
TOTAL = 14	N=100	100%

*Referrals grouped by teacher name appearing on the referral.

The elective teachers (ELT) had contact with the students only one period per day for 45 days during the year. Administrative teachers, the security guard, and the BIC teacher had random contact with students primarily during the discipline process. The quantitative data presented here shows the teacher code and the number of referrals written.

Core teachers of the Academy account for 58% of the total number of referrals. This is explained by the fact that the core teachers spend extended amounts of time with "at risk" students whose discipline is heavily affected by personal problems and home life. According to teacher Mike (CET2), "The students we serve have personal problems that require intensive long term intervention plans. Neither school rules nor classroom rules are going to change their behavior because their impact is short term. As their teachers we are placed in a difficult position because we have to follow policy, school rules and yet we must continue to build on the relationship with our students".

Teachers who have administrative duties such as Steve (BT8), Alan (AT9), Ben (ST11), and Barbara (AT10), followed closely behind giving out between seven and nine referrals despite the limited time spent with students; these teachers have greater authority within the school as behavior improvement teacher, security, and administrator. The majority of students that misbehave come into contact with these teachers at this point because student behavior was defined as worthy of severe intervention. One of the administrative teachers Alan (AT9) stated the following: "When a teacher sends a referral to my office I have to be considerate of the teachers professional judgement. I simply administer the referral based on the student's behavior. I also take some time to talk to the student relating to the behavior. The degree of the consequence will depend on the student's attitude when they come into my office".

The rest of the teachers listed in Table 7 have minimal contact time with the students and analysis shows they have a minimal number of referrals. Therefore, analysis of referrals suggests that there is a correlation between referral frequency and the amount of time the student and teacher interact as well as the relative authority of the teacher. The greater the amount of time a teacher spends with

a student, the higher the referral rate. This is also indicative of the fact that 'at risk' student discipline may be symptomatic of deeper issues; therefore, discipline interventions must include long term solutions. This is a preliminary finding in support of the research hypothesis that there is a need to better understand teacher-student interaction with respect to the 'at risk' student. Analysis then proceeded to patterns of teacher-student interaction. A sample of 29 students was contained in the one hundred random referrals. Student names appearing on the referrals were coded (SI - S29). Referrals were sorted by student code in order to determine the number of referrals assigned to students, by each teacher. This helped provide a point of reference for subsequent of discussion of teacher conflict style and referral rates.

Table 8 shows the number of referrals received by each student from individual teachers. Some interesting patterns can be seen in the data. First, students receive the highest number of referrals from core teachers which can be directly correlated to the amount of time students spend with these teachers. Second, some students received multiple referrals from the same teacher. For example, Student 2 received five referrals from the same teacher Hanna (CET3). Third, some students received fewer referrals from teachers, yet those teachers handed out referrals to more students. For example, Students I, 3, and 4 did not receive any referrals from one core teacher Hanna (CET3). Fourth, all teachers coded AT, BT, and ST- have high referral rates when compared to the other non-core teachers represented in the sample. Lastly, all students received fewer referrals from ELT teachers; only six out the twenty none students received referrals from an ELT teacher.

Analysis of the data reveals that there are significant patterns between teachers and students during the discipline process. First, the length of time of the interaction is significant in determining whether a student receives a referral as shown in Table 8 (page 101). Core teachers have the highest referral rates & correlate directly to the amount of time spent with the student. Core teachers agreed that this is due to deeply rooted underlying personal problems that "at risk" students contend with on a daily basis. Core teachers handed out the highest number of referrals to Academy students accounting

for 58%, indicating that the interaction between certain teachers and students breed conflict situations and merit further investigation.

Table 8
Frequency of referrals handed for each individual student.

	CET1	CET2	CET3	CET4	ELT4	ELT5	ELT7	AT9	AT10	AT12	BT8	ST11	T6	T15	
S1		1													1
S2			5												5
S3					1			1				1			3
S4	2	1						1	1	4	3				12
S5		1						1							2
S6		1													1
S7	1	2	2										1		6
S8										1					1
S9	1										1				2
S10						1									1
S11		1					1					1			3
S12		1	6		2			1			2				12
S13	1														1
S14	3		2					2			1	1			9
S15									2						2
S16									1						1
S17					1										1
S18		1													1
S19		1													1
S20	1		2												3
S21	2		3		1				1						7
S22			1												1
S23			1												1
S24	2														2
S25	1		4					1	1		1				8
S26	1														1
S27			1									1			2
S28	3			1											4
S29	1		2					1	1			1			6
	19	10	29	1	5	1	1	8	7	1	9	7	1	1	100

* The distributed of referrals to each student by individual teachers.

Second, the teachers' authority results in a high number of referrals. Teachers with codes AT, BT, and ST also have a high number of referrals due to their job function and the timing of the interaction between students and teachers with administrative duties. Thirdly, there are obvious patterns relating to ELT teachers-student interaction which is indicative of a scheduling issue and perception issue as elective teachers spend a limited amount of time with the student population.

En order correlate these findings with the teachers' conflict style the teachers' conflict styles were assessed using the Kilmann Conflict Resolution Survey (Katz & Lawyer, 1992).

5.4 Teacher Conflict Style Results

The following teacher results were tested and are listed by code in Table 9 below. The teachers' conflict style results were as follows: Accommodators -29%; Collaborator - 21%; Compromiser - 21%; Controller - 29%; and Avoider 0%. For detailed information see table 9 below.

Table 9
Teacher Conflict Style Percentage Breakdown

Teacher Conflict Style	Code	Percentage
Accommodator	AT12, ELT4, ELT7, T15	29%
Collaborator	CET1, AT9, T6	21%
Compromiser	AT10, CET2, CET4	21%
Controller	CET3, BT8, ST11, ELT5	29%
Avoider		0%

*Breakdown of the fourteen teachers' conflict styles gathered from the research by percentage.

Analysis of Table 9 shows that teachers who were avoiders did not hand out referrals. The referral process requires pro-active, almost confrontational steps on the teacher's behalf. In theory the 0%, representing teacher referrals reveal that teachers avoiding student confrontations are less likely to use the referral during the discipline process.

A comparison of the data presented in Tables 8 and 9 reveal the following. Accommodating teachers had minimal contact with 'at risk' students yet, they experienced the highest number of referrals when compared to the amount of time spent interacting with the student. This highlights a scheduling issue that is caused by the short time frame allotted for elective teacher-student interaction. Accommodating teachers adopt a yield-lose approach during conflict situations because accommodators have a high regard for the relationship and have a low regard for the task. According to the data gathered from the referrals, ELT teachers accounted for 6/8

99

or 75% of the referrals. Tim (ELT4) accounted for 5/8 or 62.5% of those referrals. The average number of referrals administered by ELT teachers to students was 1.14.

Collaborative teachers accounted for 28 of the total number of referrals, 28% of the total population; N = 100. For example Carla (CET 1) wrote 19 referrals; however, students averaged only one and two referrals which may indicate that students adapt to expectations. Carla was responsible for 19/28 or 68% of the total number of referrals written by collaborative teachers. Teachers with a collaborative style averaged 1.4 referrals per student. Core teacher Carla (CET1) stated the following during an interview: "Students need to learn that following the rules is an important part of our society. I like to establish a strong rapport with my students but at the same time they know that their behavior must fall within the acceptable boundaries as dictated by the classroom rules". Collaborators adopt a win/win approach when handling conflict. Collaborators hold both the relationship and the task on an equal level. Collaborative teachers have a high number of referrals because they have a high regard for the task. The fact that they also hold the relationship in high regard is also a factor in the low number of referral frequency per student.

Compromising teachers accounted for 18 out of the total number of referrals, 18% of the total number of referrals; N = 100. Each teacher had a high average number of referrals on average and had a lower number of referrals per student. For example, Mike (CET2) handed out 10/18 or 56% of the referrals that were experienced by specific students indicating that the teacher deemed certain behaviors inappropriate. Compromising teachers accounted for 1.125 referrals per student. Core teacher Mike (CET2) stated the following during an interview," I follow the class rules that the team established but one of the considerations I take prior to administering a student a consequence for improper behavior is the student's discipline stage. There are certain behaviors that I do not deem appropriate at all but there are some which are student specific". Compromisers adopt a mini-win/mini-lose approach when handling conflict situations and tend to allow certain behaviors relative to the student's discipline; at the same time, they establish rapport with students & minimize student misbehavior.

Controlling teachers had the highest number of referrals overall totaling 46,46% of the total number of referrals written by teachers with a controlling style. Controlling teachers experienced a high frequency per student. For example, Hanna (CET3), handed out 29 referrals of which Students 2,7, 12, 14, 20,21, 25, and 28, received between two and six referrals. Teacher Steve (BT8) averaged 1.8 referrals per student and Ben (ST11) averaged 1.3 referrals per student. The average number of referrals per student was 2.09. The win/lose stance which a controller adopts during a conflict situation is based on the controller's high regard for task and low regard for the relationship. The repeated number of referrals per student indicates that the student behavior is not improving despite the consequence of discipline. Controlling teacher Hanna (CET3) commented the following: " I expect students to do what is expected of them. I think that by eighth grade, the baby stage is over and they should understand what is expected of them. When they come into class they need to get their assignments done and turned in on time, which means that there is no time for foolishness".

Further analysis of the data involved a comparison between teacher conflict style, numbers of referrals written, gender, and race.

5.5 Teacher Demographic Information/Conflict Style/ Referral Rate

Analysis of teachers' conflict resolution style, gender, and race revealed that 4/14 or 29% of the accommodating teachers from the sample were white females. Collaborative teachers accounted for 3/14 or 21%; one white male, one White female and one Hispanic male. Compromising teachers 3/14 or 21% conflict styles were black of which two were male and one was female. Teachers with a controlling style accounted for 4/14 or 28% were two black females, one white male and one white female. There were no teachers with an avoiding style. A closer look at the teachers[1] demographic data reveals that: white female teachers had an Accommodating style;

among the Collaborative teachers were one White male, one White female, and one Hispanic male; among Compromising teachers were two Black males, one Black female. Controlling teachers there were two Black females, one White male, and one White female. Teachers with an avoiding style were not represented. Please refer to the table 10 below.

Table 10
Teacher Conflict Style/Gender/Race

Teacher Style	Black	White	Hispanic	Other	
Gender	M-F	M-F	M-F	M-F	Total
Accommodator	0-0	0-4	0-0	0-0 =	0-4
Collaborator	0-0	1-1	1-0	0-0	2-1
Compromiser	2-1	0-0	0-0	0-0	2-1
Controller	0-2	1-1	0-0	0-0	1-3

*A comparison of teacher conflict style, gender and race.

The teachers' gender distribution shows that 9/14 or 64% were female. The male distribution displayed that 5/14 or 36% of the population. The teachers distribution by race revealed that eight out of fourteen of the teachers were Black while five out of fourteen were White and only one out of fourteen was Hispanic.

A comparison of the teachers' gender and race revealed the following: 36% of the female teachers were black (5/14); 29% of the female teachers were white (4/14); 21% of the male teachers were Black (3/14); 7% of the male teachers were White (1/14); and 7% of the male teachers were Hispanic (1/14).

A comparison between the teacher and student race and gender distribution reveals that of the twenty-nine student referrals, 31% of the referrals were distributed to black female students and 45% of referrals written were given to black male students. White male students received 7% of the total number of referrals followed by Hispanic females who received 3% of the total number of referrals and 14% that were Hispanic males.

The greatest disparity revealed by the data was that Black male students have a referral rate of 45% which is considerably higher than

the Black male teacher percentage at 21%. The overall percentage between White male teachers and white male students were 7%. Hispanic male and female teachers both accounted for 7% of the total population. Hispanic males had the greatest disparity with 7% Hispanic male teachers to 14% Hispanic student referrals.

Analysis of the data suggests Black male students tend to receive referrals more frequently, than other students of racial/ethic populations. Prior studies such as Prothrow-Stith's (1991) research suggests that this is a common occurrence in schools. The ratio relating to teacher and student gender obtained from the referrals is inversely proportionate. This may suggest that teachers are misinterpreting 'at risk' student behavior and issues instead of responding to student discipline with a holistic view of discipline which is more likely to occur with increased familiarity. The only significant correlation observed was that teacher-student gender is inversely proportionate. The crux of this research is based on the desire to learn more about discipline as a means of improving student academic performance. In an effort to further investigate emerging patterns, further analysis was done in order to explore the relationship between teacher conflict style and referrals frequency.

5.6 Teacher Conflict Style and Referral Frequency

Further investigation compared conflict style and teacher code. Table 11 shows teacher codes and the number of referrals written by the individual teacher and percentage of the total it represents. The last column contains the number of referrals written by teacher conflict style.

Table 11
Teacher Conflict Style and Referral Frequency

Teacher Style	Code	#of referrals	% by style	Frequency
Accommodating	T15	01	12.5%	1/8
Accommodating	AT12	01	12.5%	1/8
Accommodating	ELT4	05	62.5% 5/8	
Accommodating	ELT7	01	12.5%	1/8
Controlling	CET3	29	63%	29/46
Controlling	ELT5	01	2%	1/46
Controlling	BT8	09	20%	9/46
Controlling	ST11	07	15%	7/46
Collaborative	CET1	19	68%	19/28
Collaborative	AT9	09	29%	8/28
Collaborative	T6	01	4%	1/28
Compromising	CET2	10	57%	10/18
Compromising	AT10	07	39%	7/18
Compromising	CET4	01	6%	1/18
Total teachers	N= 14	*100	100%	100/100

*The column shows the percentage of distribution of each separate conflict style. Each style totals 100%.

5.6.1. Accommodating

Accommodating teachers tend to have fewer referrals when compared to the total number of referrals in the sample; however, considering the amount of time each teacher spends with each student, accommodating teachers issue a high number of referrals. Two out of the four teachers that had an accommodating style accounted for six out of eight-75% of the referrals given during the fourth hour elective. Given that teachers with codes ELT are elective teachers means that 75% of the referrals are accumulating within the limited time span of one hour per day for forty-five days that elective teachers spend with students. Accommodating teachers accounted

for 8% of the total number of referrals. The remaining two referrals were handed out by a 'regular' teacher and an administrator.

Analysis of the interview data reveals that accommodating teachers have a low-goal and high relationship orientation. The 6/8 referrals written by elective teachers during fourth hour, indicates two factors that are at play. Teacher interviews revealed that student scheduling and teacher exhaustion are inversely proportionate, as elective teachers tire out and interact with these difficult students. Out of the Accommodating teachers, Tim (ELT4), accounted for 5/8 or 62.5% of the referrals. He commented that "By fourth hour I am tired and hungry and so are the kids, regardless of whether they are "at risk" or not. Unfortunately, "at risk" students handle this situation by misbehaving and acting out". The fourth hour elective period is situated before lunch by which time elective teachers are tired. It is also important to note that elective teachers interact with students for a limited amount of time throughout the year (45 days). The elective teachers with an accommodating style adapt to their circumstances typically avoiding behavior problems, which confuses students who interpret this as an open invitation to misbehave. As "at risk" students are unmotivated and/or become tired by fourth hour (which was followed by lunch), they skip class to obtain a few hours of "free-time". Students are also late to class because by fourth hour they have to use the bathrooms and 1,700 students.

The referrals written by accommodating teachers are the result of scheduling issues. First elective classes are only take place throughout 45 school days. Given the Accommodator's stance involving a high regard for the relationship and a low regard for the task contradicts the interpersonal interaction from the teacher's perspective. Elective teachers are limited in terms of the amount of time they spend with students. Given the needs of "at risk" students, elective teachers do not have the time available to learn and establish the needed rapport. Another factor is that the elective class takes place just before lunch. This scheduling issue increases students' irritability and exhaustion as many students experience hunger and exhaustion during this period of the day. Skipping is the most frequent behavior, which is the result of the fact that the elective period is just before lunch thus provoking students to engage in misbehavior.

5.6.2. Collaborative

Collaborative teachers have lower referral rates per student but in the aggregate more students receiving referrals when compared to the CET teacher; however AT teachers have higher referrals per student. Teacher CET I accounted for 19/28, 68%. Teachers coded AT are Assistant Principals and are required to follow the discipline guidelines. Thus, regardless of their position or stance relating to student discipline they tend to have higher referrals rates than the CET teachers who also tested collaborative. Another explanation for this is that by the time the AT teachers interact with the students, student behavior has escalated and deteriorated severely. The collaborative teachers tend to have low number of referral rates per student but high referral numbers.

Analysis, it was found that 75% of the referrals administered by collaborative teachers occurred during third period. Collaborative teachers accounted for 28% of the total referrals. The majority of referral incidents occurred during the second quarter accounting for 32%. Defiance, skipping, and fighting were the most common during the first quarter. Collaborators have a high goal, high relationship orientation as shown previously in Table 2. Defiant behavior indicate that students attempt to contradict the teachers demands and given the high goal expectation, student lacking the ability to complete class work may have used this technique in order to compensate for their inadequacy. Skipping can be labeled as an avoiding behavior tactic. The fighting behaviors which stand out among discipline problems collaborative teachers face can also point to the fact that competition among student may promote bantering behaviors, such as teasing spark confrontations among students while in class. Collaborative teachers have a high regard for both the relationship and task completion. The high number of referrals that occurs initially is the result of the adjustment period. Defiance, skipping, and fighting were the most common during the first quarter The high regard for the relationship enables the teacher to establish rapport and consequently achieve the objective to improve student discipline thus reducing the occurrence of defiance. Analysis of the referrals handed out by collaborative teachers shows that frequency

of the referrals decreases throughout the quarters which indicates that student behavior is improving.

5.6.3. Compromising

Compromising teachers accounted for 18% of the referrals of which 50% were due to fighting. One hundred percent of the referrals occurred during second period that indicates that this perhaps may be brewing throughout the morning. The fourth quarter accounted for 40% of the referrals during fourth period. A breakdown of the consequences revealed that 67% of the incidents involved a suspension and 22% involved BIC. Given the negotiation stance of the compromising teacher favoritism or unresolved, student matters may be the element sparking the fighting. Student perceptions relating to negotiation may be one of a negative viewpoint for lack of modeling or misperceived as a weak quality justifying their more aggressive stance, fighting. Compromising teachers tend to have fewer referrals per student but hand out a greater number of referrals to specific students.

Compromising teachers allow students to interact among themselves and therefore have more contact with one another. This is one of the factors affecting the high percentage of referrals relating to fighting. Another contributing factor to the high occurrence of referrals relating to fighting is the discipline style of compromising teacher. Compromising teachers tend to use student specific interventions relating to discipline which results in inconsistencies in discipline procedures. The classroom observations will provide data that will prove or disprove this theory.

5.6.4. Controlling

Controlling teachers account for the highest percentage of referrals given that controlling styles of handling conflict adopt a win/lose stance valuing goal accomplishment over the relationship. Teachers with this style may tend to use standardized discipline policies and procedures when dealing with discipline situations thus ignoring underlying student discipline related issues. Controlling

teachers had the greatest amount of referrals, accounting for 70% of the total number of referrals. Defiance related referrals accounted for 66% of the first quarter referrals. During second quarter, 100% of the referrals were due to defiance. Both third and fourth quarter revealed that defiance was the highest offense, 64%, and 62%, respectively. Analysis of the data shows that controlling teachers tend to have multiple referrals per student that is indicative that the discipline situation is not being corrected. The student continually repeats the behavior. The controlling teacher perhaps uses discipline methods which students become immune to. For example, if you walk by the same house everyday and a loose dog growls at you everyday. It indicates that it is going to attack. If everyday you walk by the house and the same event occurs, you will eventually stop reacting to the dog. Perhaps controlling teachers respond to student discipline in a manner that desensitizes the student because the student already lacks a connection with the school. Below are the results relating to teacher conflict style referral frequency by quarter.

Controlling teachers tend to have the highest number of referrals overall. A high number of these referrals is due to defiance and fighting which are the result of the low esteem for the relationship and high esteem for the task. Teachers with a controlling style tend to behave in a confrontational manner with students resulting in student defiance.

5.7 Teacher conflict style/referral frequency/quarter

The data in Table 12 shows the number of referrals by teacher conflict style per quarter. All teachers handed out the greatest number of referrals during the first quarter regardless of their conflict style. The frequencies per conflict style revealed that accommodating, 6; compromising, 8; controlling, 19; and collaborative, 14; totaling 47 referrals. The second quarter showed a drop in the number of referrals across all conflict styles represented. The frequencies per conflict style revealed that accommodating, 0; compromising, 4; controlling, 4; and collaborative, 6; totaling 14 referrals. The third quarter showed the least number of referrals overall. The frequencies

per conflict style revealed that accommodating, 1; compromising, 1; controlling, 5; and collaborative, 4; totaling 11 referrals. The fourth quarter showed an increase in the number of referrals by teachers with a controlling style and compromising style while teachers with an accommodating style and collaborative style remained unchanged. The frequencies per conflict style revealed that accommodating, 1; compromising, 5; controlling, 18; and collaborative, 4; totaling 28 referrals. Teachers with a controlling conflict style handed out the greatest number of referrals overall. Please refer to the table below.

Table 12
Teacher conflict style and referral breakdown by quarter

Quarter		Teacher conflict style			
Accommodating	Compromising	Controlling	Avoiding	Collaborative	Total
Q1 6	8	19	0	14 =	47
Q2 0	4	4	0	6 =	14
Q3 1	1	5	0	4 =	11
Q4 1	5	18	0	4 =	28
8	18	46	0	28 =	100

*Overall referral breakdown by quarter/teacher conflict style

Analysis of the data shown in Table 12 indicates that as the year progresses teacher-student interaction improves; referral rates drop from 47 in the first quarter down to 14,11, and slightly increase back up to 28 in the fourth quarter. Teacher interviews mentioned in the previous section revealed that teacher and student exhaustion and irritability account for the increase. The high number of referrals represented during the first quarter indicates that teacher-student interaction is in its initial stage. In order to uncover patterns relating to student behavior, an analysis was done comparing teacher conflict style, referral reason, by quarter. The following paragraphs contain detailed information and analysis relating to the teacher's conflict style, referral reason, and quarter that was gathered from the student referrals.

5.7. 1 Accommodating

Teachers with an accommodating conflict style experienced the majority of the referral incidents during the first quarter accounting for 6/47,13% of the total, of which 50% were due to skipping. A closer look at the information revealed that the elective teachers accounted for 75% of the referrals distributed by accommodating teachers. The majority of the referral reasons involved skipping or disruptive behavior.

Table 13
A comparison of the accommodating conflict style and referral reason

Referral reason	Q1	Q2	Q3	Q4	Frequency
Defiance	1/8	0/8	0/8	0/8	1/8
Skipping	4/8	0/8	0/8	0/8	4/8
Fighting	0/8	0/8	0/8	0/8	0/8
Disruptive	1/8	0/8	0/8	1/8	2/8
Profanity	0/8	0/8	1/8	0/8	1/8
Cheating	0/8	0/8	0/8	0/8	0/8
Weapon	0/8	0/8	0/8	0/8	0/8
Distribution	6/8	0/8	1/8	1/8	8/8
Total %	62.5%	12.5%	12.5%	12.5%	100%

*Breakdown of accommodating teacher conflict style/referral reason

Elective teacher interviews revealed that despite their conflict style, avoiding student behavior was their choice for action as Tim (ELT4) stated, "I started out with a discipline plan I thought would prove effective. I had five class rules: No talking unless instructed by the teacher; stay in your seat at all times; no chewing gum; be courteous at all times; and no foreign objects in your mouth. I also used the three strikes and you are out approach. These measures work well with most students, however, certain populations, especially "at risk" students remain unresponsive. As long as their behavior does

not interrupt the class, I would rather ignore what they are doing rather than bother administration with referrals for the same students and the same behavior issues".

5.7.2 Collaborative

Teachers with a collaborative conflict style generated a 50% referral rate during the first quarter. Fifty percent of the referrals during the first quarter were the result of defiance, skipping, fighting, or disruptive behavior. Disruptive behavior and defiance accounted for 25% and 30% respectively. The referral rates dropped during the second quarter down to 21%. Defiance and skipping were the two primary referral reasons. The third and fourth quarter referral frequency dropped down to 14.5%. Referral written regarding disruptive behavior 3/28, 11%. The fourth quarter referral frequencies for referral reasons dropped to one each for defiance, fighting, cheating, and weapon.

Table 14
A comparison of the collaborative conflict style and referral reason

Referral reason	Q1	Q2	Q3	Q4	Frequency
Defiance	7/28	3/28	0/28	1/28	11/28
Skipping	1/28	3/28	0/28	0/28	4/28
Fighting	2/28	0/28	0/28	1/28	3/28
Disruptive	4/28	0/28	3/28	0/28	7/28
Profanity	0/28	0/28	1/28	0/28	1/28
Cheating	0/28	0/28	0/28 1/28	1/28	
Weapon	0/28	0/28	0/28	1/28	1/28
Distribution	14/28	6/28	4/28	4/28	28/28
Total %	50%	21%	14.5%	14.5%	100%

*Breakdown of collaborative teacher conflict style/referral reason

Analysis of Table 14 indicates that the discipline parameters and rapport established by collaborative teachers improves as the year progresses. The initial frequency of 7/28, 25% of referrals relating to defiance in the first quarter are symptomatic of the fact that the rapport and expectations of both students and teachers has yet to be established as they both acclimate to each other and the system. The increase in skipping during the second quarter demonstrates avoiding behaviors on behalf of students who are unable/unwilling to face up to the challenges set forth by collaborative teachers.

5.7.3 Compromising

Teachers with a compromising conflict style experienced 44% of the referrals during the first quarter of which 30% were due to fighting. The referral rate drops down to 22% during the second quarter and down to 6% during the third quarter.

Table 15
A comparison of the compromising and referral reason

Referral reason	01	02	03	04	Frequency
Defiance	2/18	1/18	0/18	2/18	5/18
Skipping	0/18	1/18	0/18	0/18	1/18
Fighting	6/18	0/18	1/18	2/18	9/18
Disruptive	0/18	1/18	0/18	1/18	1/18
Profanity	0/18	1/18	0/18	0/18	2/18
Cheating	0/18	0/18	0/18	1/18	0/18
Weapon	0/18	0/18	0/18	0/18	0/18
Distribution	8/18	4/18	1/18	5/18	18/18
Total %	44%	22%	6%	28%	100%

*Breakdown of compromising conflict style/referral reason

The referral rates increase by fourth quarter up to 28%. Defiance and fighting were the two highest reasons for referrals experienced by compromising teachers.

Analysis indicates that compromising teachers experience fewer referrals that relate to skipping, disruptive behavior, profanity, cheating, or weapons. Referrals relating to defiance although it is the second overall highest offense are spread out between the first, second, and fourth quarter. The 30% referral frequency that occurs during the first quarter is caused by the fact that the teachers adopting a compromising style tend to select interventions which are student and behavior specific which results in conflict escalation as other students claim favoritism on the teachers' behalf. The qualitative analysis in the phase three supports this assumption. Students get confused about the teachers' reason for writing referrals. Compromising teachers tend to allow students freedom to walk around the room for various reasons, which provides more opportunities for student social interaction. The consequences were broken down as follows: 12/18, 67% involved a suspension; 4/18, 22% involved BIC; and 2/18, 11% involved Saturday School.

5.7.4 Controlling

The controlling teachers experienced the highest number of referrals overall accounting for 46/100 or 46%. Overall, teachers with a controlling style generated the highest number of referrals during the first and fourth quarter, 41%, and 39% respectively. The highest number of referrals involved defiance at 32/46, 70%. The first and fourth quarter accounted for 27/46, 59% of referrals relating to defiance; 15 and 12 respectively. Profanity ranked second at 4/46, 9%.

Table 16
A comparison of the controlling conflict style and referral reason

Referral reason	01	02	03	04	Frequency
Defiance	15/46	4/46	1/46	12/46	2/46
Skipping	0/46	0/46	2/46	0/46	2/46
Fighting	0/46	0/46	1/46	0/46	1/46
Disruptive	2/46	0/46	2/46	4/46	0/46
Profanity	2/46	0/46	1/46	4/46	7/46
Cheating	0/46	0/46	0/46	0/46	0/46
Weapon	0/46	0/46	0/46	0/46	0/46
Distribution	19/46	4/46	5/46	18/46	46/46
Total %	41%	9%	11%	39%	100%

*Breakdown of controlling teacher conflict style/referral reason.

Table 16 shows that the majority of the referrals that occurred during the first quarter involving defiance and indicates that the rapport between teachers and students was being tested. Students often banter back to teachers when instructed to complete a task they are unwilling to. Given the controlling stance of these teachers, these situations result in a confrontation. Another inference made from this data is that the overall distribution of defiance related referrals decreased throughout the academic school year, could be an indication that the referrals occur during introductory period between teachers and students because they lack familiarity or have preconceived notions of one another. The research findings presented in the qualitative discussion of classroom observations present evidence that support these hypotheses. Another important assumption is that other behaviors account for a minimal portion of the overall frequency indicating that teachers with a controlling style experience fewer referrals relating to skipping, fighting, and cheating, which indicate a controlled classroom environment. Further analysis of patterns involved the comparison of teacher conflict style and referral frequency by period is presented above.

There is a noticeable trend in the behaviors students, exhibit throughout the interaction period. Accommodating teachers experience skipping; collaborative teachers experience defiance; Compromising teachers experience fighting; and controlling teachers experience defiance, and profanity the most often.

5.8 Teacher Conflict Style/Referral Frequency/Period

Table 17 shows the referral frequency per period (time of day) of each conflict style. Overall the periods with the highest number of referrals were period five (25/100. 25%), three (18/100,18%), two (15/100,15%), and four (14/100). Accommodating teachers experienced the highest number of referrals during period four 5/8, 62.5%. Collaborative teachers experienced a relatively high number of referrals during periods three (8/28,29%), four (4/28, 14%), five (4/28, 14%), and six (6/28, 21%). Compromising teachers experienced the highest number of referrals during periods two and four each accounting for 4/18, 22%. Controlling teachers experienced the highest number of referrals periods two and five, 10/46, 22% and 17/46,37% respectively. The high number of referrals during period two is attributed to student-student interaction that often brews throughout the morning and escalates as the day progresses. Controlling teachers account for 25% of the total number of referrals written during period five. Previous data presented shows that 32/46 of the number of referrals written by controlling teachers involved defiance. This indicates an inverse relationship between teacher style and student behavior. Collaborative and controlling teachers account for the majority of the 18/100 of the total number of referrals written during period three. Defiance and disruptive behavior were the primary reasons for referrals written by collaborative teachers, the majority of which 50% occurred during the first quarter. Defiance and profanity were the majority of referrals for controlling teachers of which the majority occurred during quarter one and four. Periods two and four have similar percentage ratios 15% and 14% each. Controlling teachers experienced the highest number of referrals period two. Accommodating, Collaborative, and Compromising

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teachers accounted for the bulk of referrals during period four. Please refer to table 17 below for further information.

An analysis of the data by class period (time of the day) and teacher's conflict style reveals that Accommodating teachers experience the highest frequency of referrals during fourth period. The majority of teachers that tested as accommodating were elective teachers. The majority of their referrals were related to skipping. Collaborative teachers experience the highest number of referrals during period three. Disruptive behavior and defiance can be attributed to the lack of interest and focus of students. Compromising teachers tend to experience the highest number of referrals during periods two and four. Controlling teachers displayed 17 referrals during fifth period and 10 during second period. Teacher exhaustion and student irritability may be contributing factors. Teacher conflict style and student objective when in contradiction with one another result in an escalated situation resulting in a referral. The patterns presented in the previous section shows that even systemic issues affect their interaction, such as in the example relating to scheduling and elective teachers.

Another important consideration relating to teacher conflict style and student interaction is the affect the interaction has on discipline but on student academic performance.

Table 17
Comparison of teacher conflict style and period

Period	Accommodating	Collaborative	Compromising	Controlling	Total
Morning	0/8	2/18	2/28	3/46	7/100
One	0/8	3/28	2/18	3/46	8/100
Two	0/8	1/28	4/18	10/46	15/100
Three	2/8	8/28	2/18	6/46	18/100
Four	5/8	4/28	4/18	1/46	14/100
Five	1/8	4/28	3/18	17/46	25/100
Six	0/8	6/28	1/18	6/46	13/100
Total	8/8	28/28	18/18	46/46	100/100

*Overall referral breakdown by period per conflict style

The highest number of referrals occurred during period five of which teachers with a controlling style experienced the highest number of referrals. Collaborative teachers experienced the highest number of referrals during period three and six while teachers with a compromising style experienced the highest number of referrals during periods two and four and accommodating teachers experienced the highest number of referrals during period four. Following is a discussion on teachers' conflict styles and referral frequency and student grade point average.

5.9 Teacher Conflict Style/Referral Frequency/ Students' Grade Point Average

A comparison of the overall referral frequency by quarter and the students' quarterly GPA reveals that despite the 47% occurrence of referrals which occurred during the first quarter the student grade point average was 1.58. The correlation between the number of referrals and the GPA seemed proportionate throughout the quarters despite the teachers' conflict style. The major difference was that the controlling teachers tended to have the highest number of referrals throughout the year. The fourth quarter revealed that the number of referrals increased but so did the average of the students' GPA.

5.10 Conclusion: Phase 1

The following section contains a synopsis of the data analyzed during these phases of research. The research involved three phases. The first phase the selection and analysis of one hundred referrals. The referrals were analyzed by quarter which revealed that the highest number of referrals occur during the first (47%) and third (28%) quarter. The number of referrals dropped to 14% for the second quarter and dropped to 11% in the third. The trends are indicative that the first quarter is an adjustment period for teachers and students when dealing with expectations and discipline. The

drop in referrals during the second and third quarters is symptomatic of the fact that the students who remain in the program have met the standards set forth by Academy teachers. The increase in referral frequency during the fourth quarter is caused by teacher and student exhaustion of the academic year.

To investigate the differences between the teachers' conflict styles, teacher names were coded in order to count the referral frequencies. Analysis of this data showed that the conflict styles were distributed as follows: Accommodating, 8%; Collaborative, 28%; Compromising, 18%; Controlling, 46%; Avoiding, 0%. Core teacher (Carla (CET1), Mike (CET2) and Hanna (CET3) had the highest number of referrals: 29, 19, and 10 respectively. The amount of time spent by core teachers with students and the number of referrals parallel. This indicatives that student discipline concerns are not being addressed by the traditional discipline plan offered by the school. "At risk" students (and others not mentioned in this study) suffer from deep-rooted family and personal problems that contribute to their disruptive behaviors.

The differences between each conflict style and discipline issues were discussed in Tables 7 and 8. Table 8 revealed the most significant information relating to teacher-student interaction. First, students receive the highest number of referrals from core teachers which can be directly correlated to the amount of time students spend with these teachers. Second, some students received multiple referrals from the same teacher. For example, Student 2 received five referrals from the same teacher (CET3), who had a controlling style. Third, some students received fewer referrals from teachers, yet those teachers handed out referrals to more students. For example, many students received referrals from teacher Carla (CET1) yet this teacher had a low number of referrals per student. Fourth, teacher Mike (CET2) had a low frequency of referrals per student during which these students typically did not receive referrals from the other two core teachers, indicating student/behavior specific intervention. Fifth, teachers coded AT, BT, and ST- have high referral rates when compared to the other non-core teachers represented in the sample regardless of their conflict style which indicates a systemic/ functional influence with respect to teacher decision making. Lastly,

all students received fewer referrals from ELT teachers yet 75% of these teachers were elective teachers. Teacher interviews provided supporting evidence that this was a scheduling issue. Teachers in administrative positions had a high number of referrals despite their limited contact time with students.

5.11 Summary and Conclusion

The following summary contains a synopsis of all the data analyzed during the three phases of research. The first phase of research involved the selection and analysis of one hundred randomly selected referrals. Analysis of the referrals by quarter revealed that the highest number of referrals occurred during the first (47%) and third (28%) quarter. The number of referrals dropped to 14% for the second quarter and dropped to 11% in the fourth. The trends are indicative that the first quarter is an adjustment period for teachers and students when dealing with expectations and discipline. Discipline patterns relating to scheduling and systemic issues are also apparent. The drop in referrals during the second and third quarters indicates fact that the students who remain in the program have met the standards set forth by Academy teachers. It is evident that the drop in referrals during the second quarter reflects a reciprocal effort on behalf of both students and teachers to establish middle ground. The increase in referral frequency during the fourth quarter is abetted by teacher and student exhaustion of the academic year.

In an effort to investigate the differences between the teachers' conflict styles, teacher names were coded to count referral frequencies. Analysis of this data showed that the conflict styles were distributed as follows: Accommodating, 8%; Collaborative, 28%; Compromising, 18%; Controlling, 46%; Avoiding, 0%. Core teacher Carla (CET1), Mike (CET2) and Hanna (CET3) had the highest number of referrals: 29,19, and 10 respectively. The amount of time spent with students by core teachers parallels the number of referrals. This data finding contradicts the previously mentioned results relating referral frequency by quarter to teacher conflict style,

as reciprocity and acclamation to teacher-student expectations and standards does not necessarily mean that discipline improves.

Teacher conflict style and the time these teachers interact with students indicate strong trends relating to discipline and student behavior, as demonstrated by the example above in which Carla, a core teacher with a controlling style, has the highest number of referrals. This indicates that student discipline concerns are not being addressed by the traditional discipline plan offered by the school. "At risk" students (and others not mentioned in this study) suffer from deep-rooted family and personal problems that contribute to their disruptive behaviors. In addition, student referral frequency continues to remain high for teachers with a controlling conflict style. Also, teachers' conflict styles are a summation of their attitudes, values, and beliefs that influence the overall character of the discipline. Teacher conflict styles determine the level of comfort and confidence that students feel while in class. It is also important to recognize the subtle messages based in prejudices that are exchanged between teachers and students. These also help determine teachers' conflict style selections, ultimately affecting student behavior.

The differences between each conflict style and discipline issues were discussed in Tables 7 and 8. Table 8 revealed the most significant information relating to teacher-student interaction. First, students receive the highest number of referrals from core teachers, which can be directly correlated to the amount of time students spend with these teachers. Second, some students received multiple referrals from the same teacher. For example, Student 2 received five referrals from the same teacher (CET3), who had a controlling style. Third, some students received fewer referrals from teachers, yet those teachers handed out referrals to more students. For example, many students received referrals from teacher Carla (CETl), yet this teacher had a low number of referrals per student. Fourth, teacher Mike (CET2) had a low frequency of referrals per student. These students typically did not receive referrals from the other two core teachers, indicating student/behavior specific interventions. Fifth, teachers coded AT, BT, and ST had high referral rates when compared to the other non-core teachers represented in the sample regardless of their conflict style, which indicates a systemic/functional influence

with respect to teacher decision making. Lastly, all students received fewer referrals from ELT teachers, yet 75% of these teachers were elective teachers. Teacher interviews provided supporting evidence that this was a scheduling issue. Teachers in administrative positions had a high number of referrals despite their limited contact time with students.

The total number of referrals for the school's population during the academic year encompassed by this study totaled 227. Fighting was the most common student offense, triggering a suspension. "At risk" males accounted for 33/227, 15%, and females accounted for 25/227, 11% of these referrals. Teachers using an accommodating discipline style have a low goal/high relationship conflict stance. Elective teachers accounted for 6/8,75% of the referrals. Skipping and tardy were the most common referrals for Accommodating teachers. The referrals received by "at risk" students from Accommodating teachers occurred during fourth hour. Another factor to consider is that Accommodating teachers in this sample spent considerably less time with the "at risk" students because of scheduling. Therefore, the high relationship stance of the Accommodator is inversely proportionate to the stance of the "at risk" student (who often lacks adult modeling and contact).

Fifty percent of the referrals written by teachers with a compromising discipline style were due to fighting. Compromising teachers have a mini-win/mini-lose stance when dealing with conflict situations; 67% of the referrals written by compromising teachers involved a suspension. This directly relates to school discipline policy, which mandates that certain behaviors must result in a suspension. Compromising teachers experience the highest number of referrals during periods two and four. In addition, compromising teachers tended to have higher numbers of referrals per specific students. This may be indicative that the compromising teacher views certain behaviors as unacceptable, while others are deemed tolerable depending on the student's discipline stage. Another factor to consider is the degree of student autonomy during class that may result in fighting as students interact with one another. Collaborative teachers have a high goal/high relationship stance when dealing

with conflict. Second quarter marked the highest number of their referrals, while 75% of the referrals occurred during third period.

Collaborative teachers experienced skipping, fighting, and defiance as the top referral reasons. Collaborative teachers also had a high number of referrals but had fewer referrals per student. Perhaps collaborative teachers use the discipline process as a learning opportunity rather than a discipline/consequence process, thus producing a change within the student. On the other hand, controlling teachers experienced defiance as the number one referral reason. These teachers tended to have a high number of referrals that occurred several times with the same student. Controlling teachers have a high goal and low relationship stance when dealing with conflict. Controlling teachers therefore get the same negative behaviors from the same students because they view discipline as an intrusion of the learning task.

An "at risk" student encounters daily a variety of discipline styles while attending school. This often results in a negative teacher-student interaction when discipline is used as a consequence/punishment process. School discipline policies have been implemented to adhere to legal requirements mandated by the government. This results in the rationalization of student discipline that leads to a systematic input/output processing of student behavior. The "at risk" student requires multiple opportunities for positive adult interaction and modeling, which can lead to stronger attachments. Many theorists agree that the degree of attachment to student experience while in school dictates the student's social aptitude and likelihood to stay in school. This suggests that "at risk" programs must be designed and implemented in a manner aligned with conflict resolution oriented theories so that students are afforded multiple opportunities and interventions to improve the students' academic or discipline deficiencies. It is also necessary to note that student discipline is a sum total of the students' experiences and expectations relating to all of the influential life factors with which the student comes into contact. If the school system was truly interested in adopting conflict interventions, then long-term interventions geared toward family and other entities the student is a part of must be included in the process of improving student discipline.

Classroom observations were subsequently conducted to gather qualitative data patterns of teacher conflict style and decision making, and their impact on student discipline. The results provided further detailed information relating to teacher conflict style and discipline, as well as the implications of the effect of strategic planning and decision making on teacher-student interaction.

Every teacher observed had identical rules posted on the front wall. This is because one of the objectives of the Academy discipline plan was to eliminate the disparity among teachers' applications of the school's discipline policy. During observations, each teacher handled discipline in very different ways regardless of the rules posted on the front walls. Below is a discussion of each teacher and the observable differences noticed during the classroom observations of Tracy (CETa), Carla (CETb), Mike (CETc), and Hanna (CETd).

Tracy (CETa) demonstrated various consistent patterns relating to structure. The most obvious element noted during observation was the classroom layout. The attempt to arrange seats in a manner replicating that of a science lecture hall, including an aisle down the middle, demonstrates the teacher's willingness to do the best she can with her resources. The most noticeable element was the manner in which the teacher yielded during interaction so as not to direct or draw attention to the individual student. This approach seemed to be a contributing factor in setting students in the classroom at ease, as they did not feel threatened nor feared being put on the spot by the teacher. At the same time, the "other" students in the classroom seemed at ease as they viewed the teacher as in control. Teacher or student irritability did not seem to be a factor during the later periods.

The teacher fluctuated between steps one and two from the strategic discipline plan as she visually cued Boh to get to work. The teacher tended to generalize the verbal warning that eliminates student embarrassment. The teacher, however, would immediately proceed to step four and/or five of the disciplinary plan if the student interaction involved students disrespecting the teacher or one another. During a brief interview, the teacher was asked for which behavior did she have the lowest tolerance. Disrespect was the number one behavior she mentioned.

Teacher Carla (CETb) used various seating arrangements depending on the work the students are engaging in. The teacher used various techniques from day to day, banking in situations to the student's advantage. Students had procedures that they follow throughout the hour, which were consistent. This eliminated any confusion as to what was expected from each student while in class. Student seats were arranged to perfection in rows and the class system and rules were planned out strategically. Three posters indicated the five rules students are to follow: 1) Remain in your seat at all times; 2) Raise your hand before talking; 3) Respect yourself and others at all times; 4) No foreign objects allowed in your mouth; and, 5) Be prepared with school supplies. The seats were arranged in precise rows facing the main board. The teacher's desk was located on the opposite side of the room and faced the room entrance door. The room was decorated with student-made garland that was hung from the ceiling for the Holiday season. The message conveyed to students seems to be that fun is possible while in class but learning is always the objective. Each student's need was met to the teacher's best ability. The teacher fluctuated between discipline steps one and two, correcting certain student behaviors more severely than others, such as students who were out of their seat without permission. The teacher did not mind when students got out of their seat to ask a question relating to the assignment. The teacher stated during an interview that the behavior which she had the lowest tolerance was laziness.

Teacher Mike (CETc) arranged the classroom in groups of four. This teacher often used projects and current event activities as a method for learning. The students were allowed to talk and walk about the room. It seemed that these students became more irritable within this setting. The teacher posted the rules in the front of the room, though there seemed to be discrepancies as to how the teacher applied the rules to students. This teacher tended to address some specific behaviors, such as bantering and disturbing the classroom, more sternly than others. The teacher fluctuated between steps one and four, depending on the student's behavior.

Hanna (CETd) used a layout similar to the previously mentioned teacher. The classroom rules were posted in the front of the room.

During the classroom observation, the teacher repeated various exchanges with the same students. The exchanges between the two did not seem to influence the outcome of the behavior and thus the cycle repeated until the teacher sent the student out of the room. The teacher's tone of voice and choice of words during the exchange was stern, and a few students' comments that indicated that they viewed the teacher's tone as confrontational. The first tactic this teacher used to discipline a student was to call the student's name out and describe the consequence for not being on task. While it is easy to criticize this behavior as mean, it is important to understand the teacher's viewpoint. The teacher felt that students needed to "get with it and stop expecting something for nothing". The teacher's expectations were high and as far as she was concerned, there were no excuses. Despite the tough exterior, it appeared that students were not afraid to voice their views when disciplined. Students often bantered back to the teacher when they felt they had been treated unfairly. The teacher saw this behavior as defiant, which often resulted in a referral.

Classroom observations provided concrete visual examples of the differences in teacher-student interaction between the four conflict styles. This data supported the quantitative results gathered in phase one of the research. According to the results gathered in phased one, accommodating teachers experienced the greatest number of referrals during period four. Observational data supported initial theories drawn from the earlier section.

School systems cannot expect student discipline to change when the overall equation of "at risk" students' experiences support a particular output. If schools do not investigate methods and support systems for the purpose of addressing the familial needs of students (which is the current expectation of society), then student discipline challenges will not change. An equation involving micro and macro relationships that affect student behavior, regardless of complexity, will produce a predictable result (output) in student attitudes, values, and beliefs. No matter how many times we change the answer (output), the equation will support the same expected output. Until an intervention is implemented that changes the input, the output will not change. If interventions continue to target the output, the

output will never change because the input does not change, thus resulting in the predictable output. Teachers who attempt to curb student behavior by using short-term interventions will at times encounter positive results. These interventions work when students have the necessary support from adults and other social systems that have the greatest influence on them.

Chapter 6 A Comparison of Discipline Data of the School and Classroom Observations

6.1 Introduction

The next two sections of this research provide comparative data. The quantitative analysis of school wide discipline data provides a clearer picture of trends relating to teacher discipline action as it relates to school policy and student demographics. Teacher discipline style selection and student grade point average is also presented and demonstrates strong characteristics among each conflict style. The final research section provides qualitative data involving four classroom observations. Each teacher selected for observation represented four out of the five conflict styles. Teachers with an avoiding style were not represented in the sample. The data provided an in-depth look at the dynamics of teacher-student interaction by providing vivid descriptive accounts relating to each interaction.

6.2 Phase two: Quantitative Analysis

The overall breakdown of data relating to the student population shows that 64% of the referrals occurred in the afternoon, of which 83% occurred during fourth hour, the elective period. Elective teachers accounted for 75% of the referrals within the population studied. Classes occurring during periods five and six accounted for 17% of the referrals. During these periods, students attended core classes. A ratio of 1:3 is shown when comparing the morning core class referral breakdown versus the fourth period elective. The lunch period accounts for 27% of referrals for "at risk" students. Overall,

fighting related offenses triggered the most suspensions among 'at risk' students.

The impact of referrals ending in suspensions has resulted in a difference in attendance between 'regular' students and 'at risk' students of three days. A comparison between 'at risk' student suspensions and the general population of the student body is provided below.

The school board policy of zero tolerance has created a paradigm shift in teacher thinking as it relates to discipline. This has resulted in the unfair treatment of the "at risk" student as far as discipline is concerned. Social equity is often threatened by these policies as the social playing field remains uneven, especially for the "at risk" student. "At risk" students, lack support from home, and are stereotyped as having behavioral or discipline problems and are therefore trapped into a cycle of failure. Teacher interaction is crucial for these students, especially as it relates to discipline. Modeling and bonding with positive adult role models is needed and teachers are their number one contact. While the teacher's conflict resolution style, teacher exhaustion and student irritability are factors which will continue to impact referral rates, the allowance for holistic, quality discipline time are essential for the full development of the student. Teacher schedules should allow teachers, on a team, the time to handle student discipline one on one in a private session without interference. This affords the opportunity for student personal growth and discipline correction.

6.2.1. School suspension

The school's overall suspension rate rose proportionately with the school's population throughout the years 1998-2001. The following calculations compare the suspension rate between 'at risk' students and the general school population, in order to show that the majority of times an eighth grade male was suspended the student was from an 'at risk' program. Student referrals ending in an out of school suspension were approximately 262 of which 66% of the suspensions involved males from the 'at risk' program and 71% of the females suspended were from the 'at risk' program. The

following demographic information is provided below in order to provide a description of the population attending the school.

6.2.2. Student Demographic

Provided below is the gender and racial distribution of the student population that attended Water's Middle School. Waters Middle School is located in a struggling urban area that is diverse both racially and economically. There is a large African American and Haitian population that is in constant gridlock with one another. Below is a discussion relating to the gender and racial breakdown of the school's overall population. The gender distribution of the twenty-nine students mentioned in the referrals during the 2000-2001 academic year in question is also included as part of the data. The student population consisted of 10/29 female students. This is roughly 34.5% of the sample and 19/29 male students accounted for approximately 65.5% of the student population. The students' racial demographics were as follows, 22/29, 76% were Black; 2/29, 7% were White and 5/29, 17% were Hispanic. Further analysis of the student demographic information reveals that 7/29 students were black females; 15/29 students were black males; 2/29 were white males; 1/29 of the students was a Hispanic female; and 4/29 of the students were Hispanic males. Please refer to the table below for further detailed information relating to the demographic information of the research sample.

Table 18
Student Race and Gender

Gender	Black	White	Hispanic	Other	Total
Female	9, 31%	- -	1, 3%	- -	10, 34.5%
Male	13, 45%	2, 7%	4, 14%	- -	19, 65.5%
Total	22, 76%	2, 7%	5, 17%	- -	29, 100%

*A comparison of gender/race of the twenty-nine students whose referrals were selected for this research.

Table 18 shows that black females received the highest number of referrals when compared to the other four population samples

represented in the sample. Black males accounted for 45% of the sample population. The next largest group was the Hispanic males who accounted for 14% of the sample population. In order to interpret the skewed representation of referrals a distribution of the school's overall student population is provided below. Table 19 shows the school's overall student demographics.

Table 19
Ethnic data of the research site by grade level

GRADE	WHITE	BLACK	HISPANIC	ASIAN	INDIAN	OTHER
06	209	275	114	10	0	3
07	184	287	134	8	1	4
08	207	255	97	7	0	1

*Ethnic data of the research site/grade level for the academic year 2000-2001

The student population of this school consists primarily of an African American population that accounts for 45% of the total student population. The next largest population representing the school is the white American population that accounts for 33%. Hispanics follow third in population size accounting for 19%. American Indian and other ethnic groups account for less than one percent of the school's population. The demographics seem relatively even across the grade levels.

Table 20
Gender data of the research site/grade level

GRADE	MALE	FEMALE	TOTAL
06	346	265	611
07	319	299	618
08	297	270	567
Total	962	834	1,796

*Student gender/grade level for the academic year 2000-2001

A comparison of the Academy's population and the school's population revealed that Academy has a slightly higher percentage of Black females. The school's overall Black population is approximately 45% and the percentage of females enrolled in the Academy is 31%. Black males account for 45% the Academy, which is equal to the percentage of students represented at the school. The school has a slightly higher male population overall. A closer look at the chart below reveals a declining trend of 4% in attendance for males between sixth grade and eighth grade, while female attendance increases 4% from sixth grade to eighth grade. Discipline is a factor in the decline in Black male student attendance.

6.2.3 Summary of School Suspensions and Demographics

The total number of referrals for the academic year for the school's population in question, totaled 227. Fighting was the most common student offense triggering a suspension. "At risk" males accounted for 33/227, 15%, and females accounted for 25/227, 11% of these referrals. Teachers using an accommodating discipline style have a low goal/high relationship conflict stance. Elective teachers accounted for 6/8,75% of the referrals. Skipping and tardy were most common among Accommodating teachers. The referrals received by "at risk" students from Accommodating teachers occurred during fourth hour. Another factor to consider is that Accommodating teachers in this sample spent considerably less time with the "at risk" student because of scheduling. Therefore, the high relationship stance of the Accommodator is inversely proportionate to the stance of the "at risk" student (who often lacks adult modeling and contact). Fifty percent of the referrals written by teachers with a compromising discipline style were due to fighting. Compromising teachers have a mini win/mini-lose stance when dealing with conflict situations; 67% of the referrals written by compromising teachers involved a suspension. This directly relates to school discipline policy that mandates that certain behaviors must result in a suspension. Compromising teachers experience the highest number of referrals during periods two and four. In addition, compromising teachers tended to have higher number of referrals per specific students. This may be

indicative that the compromising teacher views certain behaviors as unacceptable, while others are deemed tolerable depending on the student's discipline stage. Another factor to consider is the degree of student autonomy during class that may result in fighting as students interact with one another. Collaborative teachers have a high goal/high relationship stance when dealing with conflict. Second quarter marked the highest number of referrals while 75% of the referrals occurred during third period.

Collaborative teachers experienced skipping, fighting, and defiance as the top referral reasons. Collaborative teachers also had a high number of referrals but had fewer referrals per student. Perhaps collaborative teachers use the discipline process as a learning opportunity rather than a discipline/consequence process thus producing a change within the student. On the other hand controlling teachers experienced defiance as the number one referral reason. These teachers tend to have a high number of referrals that occurs several times with the same student. Controlling teachers have a high goal and low relationship stance when dealing with conflict. Controlling teachers therefore get the same negative behaviors from the same students because they view discipline as an intrusion of the learning task.

The variety of discipline styles an "at risk" student encounters daily while attending school often results in a negative teacher-student interaction when discipline is used as a consequence/punishment process. School discipline policies have been implemented in order to adhere to legal requirements mandated by government. This results in the rationalization of student discipline that leads to a systematic input/output processing of student behavior. The "at risk" student requires multiple opportunities for positive adult interaction and modeling which can lead to stronger attachments. Multiple theorists agree that the degree of attachment student experience while in school dictate the student's social aptitude and likely-hood to stay in school. "At risk" programs must be designed and implemented in a manner aligned with conflict resolution oriented theories so that students are afforded multiple opportunities and interventions in order to improve the students' academic or discipline deficiencies.

Classroom observations were subsequently conducted to gather qualitative data patterns of teacher conflict style and decision making and their impact on student discipline. The results provided further detailed information relating to teacher conflict style and discipline and the implications of the affect of strategic planning and decision making have on teacher-student interaction.

6.3 Phase three: Classroom observations

In order to verify the validity of the patterns found in Phases I & II of quantitative analysis, classroom observations were conducted. These were done in order to directly observe interaction between the teachers and their students throughout four core academic classes. The classroom observations followed one Black seventh grade male student throughout a school day. The observations were narrowed down to the four periods during which he engaged with the four core Academy teachers, and focused on the proposed five-step discipline plan implemented by Academy teachers of Water's Middle School.

The first step in this plan, once the student displays inappropriate behavior, is a non-verbal warning. If the behavior persists, the student receives a verbal warning. Step three involves a time-out in another Academy classroom and a write off. Step four involves a parent phone-call/letter. Students reaching the fifth step are given a referral. At this point, the student is sent to either the guidance department, grade-level administrator, or the program director. A second step was added which after the classroom observation, teachers' conflict styles were assessed using the Kilmann conflict survey to phase two in order to verify any possible correlation between teacher. Below is a description of the Academy teachers.

6.4 The Teachers

The teachers selected for observation were the eighth grade teachers within the Academy. The teachers were observed as they

interacted with one student from the Academy, considered as having poor discipline. The teachers were asked to list the name of those students they thought were major discipline problems. All of them listed Boh's name. The teachers have been given nicknames in order to disguise their identity. Below is a brief description of each teacher in the following order, Tracy (CETa), Carla (CETb), Mike (CETc), and Hanna(CETd).

Tracy (CETa), is a soft-spoken, moderately built, black middle-aged female. She is married and has two children, both girls. She has a Bachelor's degree in Science. Tracy (CETa), is the Science teacher for the 7 and 8 grade, she has a stern but soft spoken and motherly demeanor. Upon observing the teacher with her students you can sense that she is patient and easy going, although she strives for continuous improvement. Self-help books are laid out on her desk, which have been highlighted and outlined as she reads along. As you enter the classroom you can clearly see that the numerous desks are aligned as if to replicate a typical lecture hall. There is an isle between the left and right side of the class. Each row of desks is aligned in a semi-circular pattern. Despite the scientific layout of the classroom, the atmosphere is positive and comforting. The ambiance feels homelike and personal. Examples of student work are displayed throughout the classroom. Student activities and projects are laid out on four desks on the far side of the classroom. The assignments are listed on the board. The classroom rules are posted in the front of the room. However, the teacher feels that we as teachers need to yield to some of the student's behaviors depending on where the student is developmentally and academically. Next to them are samples of science-related words and phrases, including the scientific method. It is quite pleasant despite the fact that the room has no windows and two doors.

Carla (CETb) is a white, female in her mid-thirties. She is single and has no children. There is a playful childlike self, underlying beneath her stern appearance. She has a Bachelor's degree in Science and a Master's Degree in Business Administration. She is the 7 and 8 grade Math teacher for the Academy. She has a determined yet soft-spoken demeanor. As you enter the classroom, you can sense the presence of student input right down to the room's

decorations. According to several students, the seating arrangement varies with the activity. Usually, the seats are lined up in five rows of four seats each on Monday (also known as lecture day). Tuesday the seats are paired n groups of two enabling students to work in pairs. Wednesday the seats go back into rows so students can complete their work independently. Thursday the seats are arranged four to a group, for group work. Friday, usually test day, the seats are back in the rows. Four computers are located toward the back of the room and are used for research. The classroom rules are posted in the front of the room along with other motivational posters. Carla's view is that discipline does not have to involve negative interaction. Positive reinforcements help eliminate negative behaviors as students learn to identify with positive elements of behavior and expectations. A wall filled with rewards for students, whose behavior and/or work or has shown improvement is displayed. Students are given tickets for good behavior and academic effort. Every Friday a raffle is held where students receive prizes for good behavior. Carla hands out raffle tickets to students throughout the week displaying positive behavior and academic efforts.

The bookshelf is placed in the back of the room containing all books and workbooks relating to Math and Reading. The teacher's view of the classroom is that it should be functional and practical. The teacher's view of discipline is that 99% of the discipline-related occurrences in the classroom can be used to educate and promote student success. During observation the teacher fluctuated between steps one and two, based on the student's behavior. This teacher also used potentially negative discipline situations and converted them into positive learning opportunities. For example, when the teacher sits by Boh and works with him even when other students approach the teacher for assistance. The situation is used in order to obtain a win/win result.

Mike (CETc), is a tall, large black male in his mid-thirties, he has a Bachelor's degree in Science and a Master's in Arts. Mike is the History teacher for the 7 and 8 grade students. He is actively involved within the community and aspires to climb up the career ladder. He is applying for Assistant Principal positions within the county. He has a strong character and determination to improve the

opportunities afforded to minority students. His belief is that students need to learn the skills and behaviors that will make them successful members of society and we as educators must not only provide those opportunities, but model those behaviors which promote success. His viewpoint is that we must demonstrate the skills since children coming from urban homes do not have appropriate models at home. The classroom layout is demonstrative of group activities. Desks are arranged in-groups of four. Computers are placed in the back of the room. Books are arranged in the bookshelf on the opposite side. History activities involve cooperative learning and often involve students use of the library. The classroom rules are posted in the front of the room. The teacher's view on discipline is that the application of discipline depends on the student's maturity level with respect to discipline. Despite the offense, the consequence depends on the student's developmental stage and previous history. The teacher fluctuates between steps one through five on the decision making model. The teacher responds to students relative to their maturity level and behavior. When Boh insists on continually misbehaving the teacher escalates the consequence accordingly while affording Boh an opportunity to correct his behavior.

Hanna (CETd), is a medium size, 27 year old, single black female. She has a Bachelor of Arts degree. Hanna is the Language Arts teacher for the 7 & 8 grade students, she is stern and to the point when she speaks to the students and colleagues. As you enter her classroom, you can clearly see that everything is in a designated area. Student activities are posted on the board, prior, to them entering the classroom. All assignments, the time frame needed to finish, and instructions are posted in the board. Books are placed on the students' desk before the class-start time. Each student has an assigned seat and group with which they must work with throughout the year. Posters with instructions explaining how to write several forms of literature are posted on the front wall by the board. Six tables in lieu, of desks are used with each containing no more than five seats per table. Next to the four computers in the back of the room is a wall area labeled, Wall of Excellence. Student work having obtained a grade of A or B is displayed. The classroom rules are posted in the front and back wall of the room. The teacher's view of discipline is

that rules are to be followed. The teacher feels that teachers make too many accommodations for students thus rendering them socially handicapped. The teacher's view is that students should be told what is expected and let them do it on their own. If they know what to expect then there are no surprises. The teacher starts of in step two and escalates to step four, at which point the student is removed and sent to another class.

The four teachers introduced in the previous paragraphs have had contact with the student mentioned in the following section. The following information was gathered from observing the student throughout the school day as he interacted with each teacher within the classroom setting. Below, are the edited notes from the classroom observations.

6.5 The Student

The classroom observations of the four core teachers as they interacted with one student are provided below. Data from phase one indicated that core teachers account for high numbers of referrals as they interact more frequently with the teachers. The following section provides a description of the student and his experiences throughout the day as he interacted with his teachers. In order to ensure confidentiality, the following student will be referred to as Boh. The observations were conducted during periods, 1,2,5 &6. Periods 3 & 4 were not observed because the data was deemed irrelevant.

6.5.1 Period one observations

The first bell of the day has rung and the class has entered and sat down awaiting morning announcements. In order to protect the student's identity he will be referred to as 'Boh'. A tall, medium built Haitian male with eyes the size of a coat button. He is approximately 5'8" tall, and weighs approximately ISO lbs. Boh is sitting in his Language Arts class in his assigned seat awaiting the morning

announcements. As they come on, Boh proceeded to talk. The teacher immediately raised her voice and said, "Be quiet or you will get a write off". Boh stopped talking. By 9:05, the announcements were over. The teacher had already written the assignment on the board. The class was on task and working quietly.

Boh was not working and at times started disturbing students around him. At 9:10 am, Boh began to talk during class and raise his voice. This pattern continued and the teacher did not react directly toward him. It was obvious that she was growing annoyed at his talking, because she looked sternly at him while grinding her teeth. However, she said nothing to him. Her breathing seemed to increase and her face was growing flustered. At 9:25 am, the teacher walked over to me, looking as if she had run a marathon and asked me if she should handle the student as she normally would. I replied that she should, at which point she replied: 'Then who will you observe?" Just as we concluded our discussion the teacher turned to Boh and told him to move to the table next to her. There were no students around the immediate area. He bantered back at her stating that she was always picking on him. He eventually moved to the empty table that she pointed to, however, he continued to talk to other students in the next to his table. Boh and the other two students were whispering about how unfair they perceived the teacher to have been. They shared their sentiments as one of the female students recounted how she had simply turned to a peer to ask for paper when she was called on for interrupting class. Another student turned to him and told them to be quiet. The boy was visibly upset because of the disruption. He stated to Boh that if he did not shut up he was going to kick his ass. The teacher looked directly at the boy and called him to her desk. She had been talking to him for three minutes attempting to discuss and resolve the situation. The boy apologized after expressing his frustration. The teacher sympathized and expressed to him that it would be more helpful that he simply kept to himself than to banter and add to the classroom disruption. Three minutes later, 9:28 am after verifying his sentiment, Boh raised his hand to get Miller's attention. She did not respond, as she was busy with the student. Boh started to tap his pencil on the desk. The teacher stated, "You need to stop that noise". Boh was now convinced the teacher was

purposefully ignoring him and by 9:40 am, Boh began to talk out-loud and play with a pair of glasses. Once the teacher was done with the other student at approximately 9:46 am, Boh stated out-loud, "I can't do this!"   Boh had not completed the assignment. The bell marking the end of the period rang and Boh had not completed his work. The rest of the class turned in their assignments in and by 9:50 am some students were attempting to go to their next class. The teacher immediately called out to the class to sit. She stated, "The bell does not dismiss you, I do". The class sat down and was dismissed one student at a time by the teacher.

6.5.2 Period two observations

It is 10:00 am, second period. A daily journal assignment is posted on the board; this is to be done during the first few minutes of class. The science teacher notices that Boh is not working. At 10:01 am, the teacher states: "Alright, you have 10 minutes after which I will be collecting your journals". She looks over to at where Boh is sitting and cues him to get started without drawing any attention to him. It is now 10:06 a.m. and the teacher begins to compliment another student who was working well. At 10:08 am Boh has not begun to work and was beginning to disturb another student near him. The teacher states, "I have given you extra time to complete the work. You should be done no later than 10:10 am". The student reaches for his book bag and takes out paper, then proceeds to move to the front row. The teacher simply watches him as he moves to the new seat.

Within a few minutes, Boh had completed his work. She looked over at him and within seconds, the teacher calls to the class that she is collecting the students' work. Shortly after, Boh begins to play fight with the girl sitting next to him. The teacher notices what is happening and asks the girl to read out-loud. Boh appears to read along. By 10:20 am, the girl and Brandy continue to play fight as Brandy attempts to get paper form her. The teacher does not see what is happening, because she has her back turned to them, as she helps another group complete a short task. Boh continues to play fight. At 10:22 am, Boh asks the girl on his left for paper. The teacher

hears him asking her for paper and does nothing. One minute later, 10:23 am, Brandy taps his pencil on his desk. The teacher makes eye contact and when he does not respond she verbally warns him to stop. "Brandy, please stop tapping your pencil on the desk". He continues to bother the girl on the right because she refused to give him paper. By 10:24 am, the teacher asked Boh to move from his seat. He responded that he wanted to read. The teacher stated that she would allow him to read following another student before him. He read a short paragraph with no corrections needed. When it was another student's turn to read by 10:25 am, Brandy began playing around with his id chain and badge. He was not bothering anyone else. Shortly after, he asked the teacher to allow him to go to the bathroom. By 10:46 am Brandy has not returned and class was dismissed.

6.5.3 Period five observations

As the bell rang indicating the beginning of the period, Boh entered the classroom. Instead of sitting down and getting ready for class, Boh continued to horseplay with another student. The teacher closed the door behind him and asked the entire class to "settle down". There were seven students still walking to their seats at this time. Several isolated conversations came to a halt upon the teacher's request. The class assignment involved a cooperative learning activity where students needed to work, in a group of four. This worked out perfectly as the desks were arranged four to a group. Students were to create a storyboard focusing on the life story of a famous African American female. They were given construction paper, pens, markers, scissors, and glue sticks. The rubric was listed on the board. Boh seemed attentive while the teacher was explaining the assignment. He occasionally looked to his side and made comments that were not easy to hear. Boh was toying around with everything on the table. However, the teacher did not seem to mind as long as he remained somewhat attentive. Once the teacher explained the assignment, the teacher asked if anyone had questions. Everyone seemed to know what was expected and the class noise level increased. The teacher did not seem to mind and

proceeded to sit at his desk. Boh was sharing ideas back and forth with another student in the group, getting louder by the second. The teacher immediately intervened and told them to "keep it down". Boh insisted that the group accept his idea and when they did not he said, "Well then I am going to do my part on this part of the board and you all do what you want". Shortly after, a student from another group walked over to where Boh's group was working and started to make fun of their project. The teacher looked at the dynamics of the situation and kept working at his desk. Boh had noticed that the teacher had looked over and so did the other three boys working with him. Boh walked over to a group table of composed of Haitian girls and stared laughing at their work. One of the girls immediately called out to the teacher. The teacher told Boh to "sit down and get to work". Other students were walking about, but they appeared to be on task. Boh immediately brought that to the teacher's attention. The teacher stated that he was asking him to sit down one last time. The teacher proceeded to call the Boh's mother. Upon hearing this Boh said, "So what she does not care". The next statement Boh made was that the assignment was too difficult and that he needed help. The teacher looked over to where he was and went over to help him. The teacher asked him what was it was about the assignment that he did not understand. Boh responded, "I do not know what we are supposed to do". The teacher showed him how to go about completing the assignment. As the teacher was showing Boh how to complete his work, another student walked over to where Boh was sitting and started to make fun of his inability to complete the assignment. Boh, started to banter and play the "dozens" (a game where one student initiates with a verbal remark such as "your mama is so fat when she sits down the sky in Japan chips off") as the teacher was explaining the assignment. The teacher immediately sent him out of the room after prompting him several times. He was sent to the room next door for a time out until the teacher had additional time to handle his behavior.

6.5.4 Period six observations

Students filtered into the classroom after lunch, Boh stood out above all the rest. He seemed very nervous almost as if time was running out. Amidst the noise at the beginning of class, he stands out like a sore thumb. He moves about the classroom tapping, hitting, and playfully teasing just about every student. Shortly after the late bell rang most of the students in the fifth period Math class settled down. The teacher entered the room as the door slowly closed shut behind her. By this time, the majority of students had settled down, while the designated students were passing out the books & calculators. The assignment was already posted on the board, a review activity requiring independent student work. The teacher began by raising her hand and counting silently as her fingers, fell five, four, three, two, and one. By this time, all of the students except Boh had settled down. Five minutes into the period, all of the students had begun to work except Boh. He was talking to the three students around him. The teacher called out his name. He did not respond. A few minutes later the teacher called out, "Boh get to work, and stop talking". He responded. "I wasn't talking". The teacher nodded her head and proceeded to help a student with one of the problem(s). Boh continued to talk and approximately one minute later the teacher asked Boh to move to a seat next to the teacher's desk. He moved reluctantly while stating, "I was just asking for help", which he was not. Boh slouched into the seat starring straight down at his desk. The teacher approached him and asked him to open the book while she grabbed a swivel chair to sit next to him. A couple of students approached the teacher for help. While she was working with the students, Boh starred at the open book. The teacher began to work one on one with Boh. Almost 20 minutes later and he was just beginning to complete his assignment. The class whiz approached the teacher with his completed assignment. Boh starred straight at him as he walked back to his desk. Several students were apparently having trouble with one of the problems and approached the teacher at the same time.

This time the teacher told Boh to follow along as she showed them all how to solve the problem. One half-hour into the period the

teacher went back to her desk to answer a phone-call. Boh continued to work for a few minutes. Other students requested the teacher's help by raising their hands while some simply approached the teacher's desk. Boh started to stare at his desk and shortly after a few minutes, he started to talk and banter with a female student sitting next to him. Again, the teacher corrected them both by asking them to stop talking and complete their work. The girl complied immediately while Boh replied, "I don't understand this". The teacher sat with him for the next few minutes while he completed his work with minimal assistance. With four minutes until the bell rang for class change, the teacher asked three students to pick up student work, books, and calculators. The class noise increased significantly, especially with Boh's talking. The announcements could not be heard. At 3:45 p.m., the bell rang and the class was dismissed.

In an effort to verify the patterns described above teachers' conflict styles were assessed. A conclusion of the results is presented below.

6.6 Phase three: Conclusion

The following section contains an analysis of the data relating to the interaction between the teachers and the student related to discipline. Every teacher observed had identical rules posted on the front wall. This is because one of the objectives of the Academy discipline plan was to eliminate the disparity among teachers relating to their application of the school's discipline policy. During observation, each teacher handled discipline in very different ways regardless of the rules posted on the front walls. Below is a discussion on each teacher and the observable differences noticed during the classroom observations beginning with Tracy (CETa), Carla (CETb), Mike (CETc), and Hanna (CETd).

Tracy (CETa) demonstrated various consistent patterns relating to structure. Overall, the most obvious element noted during observation was the classroom layout. The attempt to arrange seats in a manner replicating that of a science lecture hall, including and isle down the middle, demonstrates the teacher's willingness to do the best

she can with her resources. The teacher stated during the interview that she wanted to provide an science-like environment. Given the room design, she has created an atmosphere where students could experience a typical lecture hall. The seating arrangement also draws attention to the center front part of the room which is a welcome distraction since there are no windows in the room. Students seem comfortable and relaxed in the science room. Attitudes of the students including the behavior problems seem positive. This may be because the teacher uses indirect/redirecting strategies. For example, in the case where Boh is not completing his work, the teacher glances at Boh and attempts to make eye contact. When she notices that he is still not responding she states, "Alright you have ten minutes after which I will be collecting your journals". This is directed at the class as a whole. She then looks over in Boh's direction, and cues him to get to work. She follows up on him by again indirectly cueing him to get to work by stating: '1 have given you all extra time to complete the work. You should be done no later than 10:10 am". Eventually Boh completes his assignment and hands it in. The teacher has similar encounter with the other three boys. For example, when Lut talked out-loud she responded to the entire group "Gentlemen up front, please be quiet. You have had your chance to speak". The message was sent to the student but not in a manner which caused direct confrontation. In both of these scenarios minor behavior problems were minimized and de-escalated and the teaching process continued with minimal interruption. The teacher's approach was similar with the eighth grade boys. The most noticeable element was the manner in which the teacher yielded during interaction so as not direct or draw attention to the individual student. This approach seemed to be a contributing factor in setting the students in the classroom at ease, as they did not feel threatened nor feared being put on the spot by the teacher. At the same time, the "other" students in the classroom seemed at ease as they viewed the teacher as in control. Teacher or student irritability did not seem to be a factor during the later periods. The teacher fluctuates between steps one and two from the strategic discipline plan as she visually cues Boh to get to work. The teacher tends to generalize the verbal warning that eliminates student embarrassment. The teacher, however, will immediately

result to step four and/or five of the plan if the student interaction involved students disrespecting the teacher or one another. During a brief interview, the teacher was asked which behavior did she have the lowest tolerance. Disrespect was the number one behavior she mentioned.

Teacher Carla (CETb), uses various seating arrangements depending on the work the students are engaging in. The teacher uses various techniques from day to day, banking in situations to the student's advantage. For example, in Boh's case, when he claims he can not complete the assignment and proceeds to bother the other students in the area, the teacher moves him closer to her desk and works next to him. The teacher's attention is still centered on the class as a whole while giving Boh the impression that she is "all his". This creates a positive situation where the class feels successful. The learning environment is one that promotes achievement. Students have procedures that they follow throughout the hour, which are consistent. This eliminates any confusion as to what is expected from each student while in class. Student seats were arranged to perfection in rows and the class' system and rules were planned out strategically. Three posters indicating the five rules students are to follow: 1) Remain in your seat at all times. 2) Raise your hand before talking. 3) Respect yourself and others at all times. 4) No foreign objects allowed in your mouth. S) Be prepared with school supplies. The seats were arranged to perfection in rows facing the main board. The teacher's desk was located on the opposite side of the room and faced the room entrance door. The room was decorated with student made garland, in time for the Holiday season which hung from the ceiling. The message conveyed to students seems to be that fun is possible while in class but learning is always the objective. Each student need is met to the teacher's best ability. The teacher fluctuates between discipline steps one and two corrects certain student behaviors more severely than others such as students who are out of their seat without permission. The teacher does not mind it when the student gets out of their seat to ask a question relating to the assignment. The teacher stated during an interview that the behavior which she had the lowest tolerance was laziness. The teacher felt that students who fail to complete their work

Teacher Mike (CETc) has the classroom arranged in-groups of four. The teacher often uses projects and current event activities as a method for learning.

The students are allowed to talk and walk about the room that enhances the learning process. It seems that students become more either more irritable within this setting. At one point, a student had gotten up from his seat numerous times causing the teacher to notice the behavior. The teacher then proceeded to ask the student to stop walking around and get back on task. The teacher seemed to have responded less sternly with this student than he had during a prior encounter with another student in the same class. The latter student spoke out and questioned why was there a difference in his response to the other student when compared to them. The teacher responded "just get to work". The boys started to eye each other as if to gesture their anger. Shortly after as few minutes had past the boys escalated the situation. The teacher pulled both students aside and mediated the situation during which the teacher explained that other factors were involved in his decision making which neither of them should worry about. The teacher has the rules posted in the front of the room, however, there seems to be a discrepancy as to how the teacher applies the rules to students. For example, in the situation mentioned above with Boh, it seemed that other factors were weighed as he responded to him. The other boy seemed more in control of his actions than Boh so perhaps the teacher may have weighed maturity as a factor when applying the rules. This teacher tends to target specific behaviors more sternly than others such as bantering and disturbing the classroom. The teacher fluctuated between steps one and four depending on the student's behavior and the student. The teacher allowed Boh to continue to interact with the class as long as he did not disturb the other students.

Hanna (CETd) has a similar layout as the previously mentioned teacher. The classroom rules are posted in the front of the room. During the classroom observation, the teacher repeated various exchanges with the same students. The exchanges between the two did not seem to influence the outcome of the behavior and thus the cycle repeated until the student until the teacher sent the student out of the room. The teacher's tone of voice and choice of words during

the exchange was stern and a few students' comments that indicated that they viewed the teacher's tome as confrontational. The first tactic used in disciplining the student was to call the student's name out and describe the consequence for not being on task. While it is easy to criticize this behavior as mean, it is important to understand the teacher's viewpoint. The teacher feels that students need to "get with it" and stop expecting something for nothing". The teacher expectations are high and as far as she is concerned, there are no excuses. Despite the tough exterior, it appears that students are not afraid to voice their views when disciplined. Students often banter back to the teacher when they feel that they have been treated unfairly. The teacher sees this behavior as defiant often resulting in a referral. Boh's tends to display helpless behaviors in an effort to scapegoat out of doing the work. The teacher does not pay any attention to this behavior. The teacher began with a non-verbal warning. As Boh's behavior worsened the teacher used step two. The teacher used various strategies in an effort to curb Boh's behavior such as sitting next to him for short while and incorporating him, in-group discussion. The repeated interaction with Boh relating to the same behavior produces no change in the outcome.

The classroom observations helped provide concrete visual examples of the differences in teacher-student interaction between the four conflict styles. This data supported the results obtained from the quantitative gathered in phase one of the research. According to the results gathered in phased one, accommodating teachers experienced the greatest number of referrals during period four. Observational data support initial theories drawn from the earlier section.

Chapter 7 Conclusions

7.1 Introduction

The role of conflict resolution in schools can only be assured if its principles are rooted in systemic designs which support interpersonal interaction that is geared toward the resolution of existing conflict and including pre-existing conflict. The resolution of conflict, the premise of which lies in satisfying basic human needs should centered around the resolution of conflict at all levels. The multi-dimensional levels of existence whether it be a basic human need, cultural, economic, political, and concrete organizational existence must be aligned in a manner that seeks resolution and problem solution by acknowledging issues, relationships, and emotions. Given the increasing complexity of society and consequently the increasing bureaucracy, in which teachers and students interact, it is crucial to analyze reoccurring patterns relating to student discipline issues. Whether it be a systemic issue or an interpersonal issue, the pattern of conflict that results may be an indication where change can be achieved. The suggestions for implementing discipline interventions within classrooms provided above are consistent with laws already in place. The American school system is constantly bombarded with litigation arising from student discipline largely due to the diversity of views relating to discipline. "At risk" students are often placed in a position of existential disobedience a cycle that unless interrupted perpetuates failure in the "at risk" student's life. The 47% of the referrals that occurred during the first quarter along with interview data support the need for the increased teacher-student bonding and establishment of rapport. This process should begin prior to the school year as teachers can learn of students' backgrounds and establish parent contact. Among the greatest restriction in establishing this step is the contract description based on the teacher's union that establishes the parameters of the days, teachers work and are

paid. This process would cost additional dollars as teachers must and should be paid for the additional working days, unless the one week prior to the start of the academic year that is used for teacher meetings is partially used for this purpose. Data also suggests that core teachers are responsible for writing the majority of the referrals that suggests that discipline issues at times remain unresolved due their complexity. The creation of an Academy designed and based on conflict resolution principles would enhance the classroom interaction between teachers and students as discipline situations can be used for the purpose of improving student discipline and attempting to resolve or resolving discipline issues that are deeply rooted. Analysis of the data relating to referrals, period of the day, and reason suggest that elective classes should be scheduled in between core classes. This should significantly reduce students skipping class. In addition given the short time frame that elective teachers spend with student due to scheduling, core teacher mediation should be used in an effort to improve teacher-student interaction. The final suggestion revolves around community partnerships. Despite the centralization of school administration students and their families still reside within communities that geographically may be distant from school administration. However, the connection between all parties must not be ignored, as we are all part of a complex economic system. The role of community partnerships enhances the educational system not only financially, but interpersonally as students interact with business representatives and with future employers they learn of their role and potential career choices. This also provides these enterprises with the opportunity to give back to the community by providing their services and economic support. Developing customer focused classroom environments through systemic analysis and change enhances the serve level afforded to teachers and students.

The data presented in Chapter four shows patterns between the teacher's conflict style and various variables such as the quarter, period of the day, referral reason, referral frequency, and consequence. These results also reflect the impact of systemic issues relating to school policy and legal issues that are a part of the larger systemic environment. Larger scale research relating to the role of the teacher's conflict style and discipline can significantly clarify

the root cause of student discipline problems and the events that lead to student failure. A look at systemic issues at both the micro and macro level can reveal the inadequacies that currently exist. The American public school system is often criticized for student failure and in some instances it should be however it is important to note that the school system is one of the most efficient in the world given the multitude of cultures it serves. Research should focus simultaneously on the American culture and the future role of our economy as it is these elements which both reflect and influence our values, beliefs, and attitudes. It is ultimately these elements that decide the design and implementation of systems designs and laws that place us in "iron cages" (Durkheim in Lemert, 1994).

    As America's values have changed, so have our views on discipline and the value of obtaining good behaviors from children. Children often reflect their anxieties relating to parent/ adult interaction and their perceptions of the world by acting out. School discipline trends have steadily indicated a rise in student misconduct similarly reflecting the growing tension of the American population. Social change is slow to come and although the school system attempts to correct social injustices it also participates in the perpetuation of social injustice. Discipline policies are the central focus of discussion in this research as it is an obvious indicator of social injustice. This data demonstrates that the public school system needs to take a holistic approach to the discipline process so that all of the child's concerns and needs are addressed. Teacher discipline training should focus on educating the student so that they become successful members of society. Affording teachers the necessary flexibility in applying the discipline plan and respecting their professional judgement in lieu of adhering to standardized discipline polices. Trusting teachers to make their own decisions during the discipline process will alleviate the pressure they often experience when handling a discipline situation. In a legally driven society, everything eventually becomes a policy or law to defend oneself from a lawsuit. However, mediation and alternative forms of intervention should be used to remedy interpersonal problems between teachers and students as well as community, schools, and school boards. Legalized procedures, result in a systematic "dumb"

down creation of rules and regulations requiring almost robot-like responses from anyone who is a part of the system. Teacher-student interaction in discipline situations is heavily regulated by school policy. This was as a result of prior historical issues that have resulted in the creation of laws for the purpose of restricting teachers and administrators in an effort to protect the rights of the diverse population served by the American public school system. The story mentioned in the first chapter demonstrates the courage teachers must have in asserting their professional judgement when dealing with a discipline situation. The story sample demonstrated how the application of school policy would have simply perpetuated a situation which was the result of a deeper symptom; namely the frustration of a teenage father. The teacher's reaction to the student failed to follow the school's discipline policy yet the teacher educated the child and the other students by demonstrating the importance of acknowledging and accepting responsibility for one's behavior and actions. The teacher also demonstrated respect for the student by allowing the student to process the information and emotions the student was going through by allowing his to keep his head down and process the emotions he was dealing with at the time. As conflict resolution experts it is imperative that we stress the importance of issue, emotion, and relationship and the role each plays during a conflict situation.

Most discipline models of the past focus strictly on the teacher's reaction to discipline while ignoring the factors motivating the student to misbehave. Canters' model (1992) describes the assertive response style as a more personal approach to discipline because the teacher is less reactive and more responsive. In this model, the teacher analyzes the student's behavior and, upon determining its origin, responds with the children's needs in mind.

A triangulation research design involving quantitative and qualitative methods was used involving three phases. The first phase involved three steps of data collection that was analyzed using a quantitative research method. The first step involved the random selection of one hundred referrals from the control group that consisted of 60 eighth grade students enrolled in Water's Middle School Academy (pseudonym). The second step involved coding

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teachers' and students' names appearing on the referrals and step three, involved analysis of the referral data. The data was sorted and analyzed by teacher codes and student codes. This lead to the implementation of the second phase of the research which was also involved quantitative research methods: analysis of the school's overall referral rates in comparison with the Academy's referral rates for eighth graders for the 2000-2001 school year. Information was gathered from the AS400, the school's discipline database which contained information relating to student grade level, gender, race, number of referrals, the teacher who wrote the referral, referral reason, period, date and time of the incident and prior offenses. This provided comparative data between the 60 Academy students' discipline records and the discipline records of the school's general population. The final qualitative phase involved classroom observations and the assessment of the teachers' Kilmann conflict style. This qualitative data was collected to yield observations of discipline interaction for comparison with patterns in the first two quantitative phases of research. Detailed descriptions of each phase are provided in the sections below following the explanation of research theories that influence the research design.

7.2 Findings and Implications

The data revealed several distinct trends relative to the teachers' conflict styles and discipline. The trends revealed general patterns based on the degree of importance teachers placed on task versus relationship.

The following questions guided the research: (I) What were the teacher conflict styles represented? Accommodating, Collaborative, Controlling, and Compromising were among the styles represented in the sample. Teachers using an avoiding style were not represented as the tool used for data collection involved pro-active action. This does not by any means indicate that teachers represented in this study did not avoid confrontations with students given a particular discipline situation. This does mean that the manner in which the research was obtained, namely the use of historical discipline records involved

teacher driven disciplinary action. (2) Are referrals common among certain teachers with a specific conflict style? Yes, teachers with a controlling style had the highest number of referrals followed by collaborative, compromising and lastly, accommodating. The reasoning for this is that despite the fact that controlling teachers provided a safer classroom environment due to the restriction of students' autonomy; teachers with a controlling style tended to yield a higher number of altercations that ensued because of the restrictive environments and lack of flexibility. (3) What is the impact of teacher conflict style relating to discipline? The number of referrals written by each style generally corresponded to scheduling (amount of time spent with students), specific behaviors and discipline issues. Teachers with specific styles responded according to the limitations they set forth based on their judgements and expectations relating to their value system regarding student behavior. (4) Is there a correlation between teacher and student demographics? The gender distribution between the two was inversely proportionate, as there were more female teachers than male teachers when compared to the number of male students. The issue of race became apparent in that parallel demographics resulted in a higher number of referrals for minority students. (5) What is the relationship between teacher conflict style and referral frequency? Each conflict style demonstrated referral patterns that indicated teacher interest/bias in relation to specific discipline issues and behaviors. As mentioned previously each teacher conflict style experienced a range of referral frequencies relative to student discipline and behavior. (6) What is the correlation between teacher conflict style and student behavior? Yes, each style experienced certain behaviors more frequency that other conflict styles. (7) What specific factors affect teacher-student interaction? Interviews revealed that the teachers' cultural values, beliefs, and perceptions greatly influenced their conflict style selection as these influenced their views of discipline and student achievement. (8) Is there a disparity between males and females that are "at risk" as far as discipline is concerned? Yes, black males experienced a higher number of referrals that result in a suspension when compared to the entire academy population. Finally, (9) What program designs and suggestions can be made in order to reduce student discipline

problems? A discussion on the Academy model is provided in this Chapter along with several suggestions for improvement.

The research results demonstrated that despite the policies in place the decision making process relating to what is considered a discipline issue varies from teacher to teacher. Elements such as scheduling, time of day, and teacher conflict style were among the most significant factors affecting teacher-student interaction. The fact remains that despite the conflict style teachers use, the root cause of the great number of discipline problems teachers deal with on a daily basis require resources and interventions far beyond the teachers' and schools' reach. Economic stagnation and stratification are among the cultural influences shifting the American standard of living ultimately leaving schools with the duty of promoting a false sense of hope for the disinterested student-America's future work force. Recent terrorist activity on United States soil has caused a shift in American values and perceptions. Another side piece of research that will prove interesting will be the changes that arise out of these events as Americans begin to question corporations that employ non-American citizens while American citizens are among its clients. Given the indication mentioned previously relating to the role of poverty in America and the decline in school discipline perhaps we should wonder how much blame we should place on ourselves for participating and maintaining companies who perpetuate structural violence and the status quo and do so in the name of "surviving" in the economic market. Perhaps we as consumers should remain skeptical and selective and conduct business with companies that employ large numbers of Americans. Given this suggestion perhaps buying American goods would indirectly improve student discipline. Below are several recommendations based on the research that merit further research.

As demonstrated in the vignette in Chapter one, a teacher's conflict style can escalate or de-escalate a potential discipline situation. The data discussed in chapter four supports the following recommendations. 1.) There is a need for increased teacher-student bonding prior to the start of the school year. 2.) An Academy designed with specific discipline goals for the purpose of improving "at risk" student discipline. 3.) Scheduling classes in a strategic manner that

reduces skipping. 4.) Provide opportunities for positive teacher-student interaction through extra-curricular activities. 5.) Increase community partnerships in order to enhance student perceptions of their role in the community.

7.3 Recommendation 1
Study Dyadic Relationships of Students and Parents

Further research is needed on studying the triangular relationship between students and their families; teachers and students; and school and teachers. Among the key focus of such research should be the level of variance arising from interaction resulting from internal and external effects. This study looked at teacher conflict style selection as the assessment tool of the dyadic relationship between teachers and students. However, one cannot ignore other influences such as family, culture (economics), school system, school, and immediate community and the role they played in this research. As mentioned previously the interaction between teachers and students is preceded by previous experiences including multiple interactions that alter the student's perceptions. However, it is the immediate family that has the greatest affect on the student as do peer relationships. It is imperative to analyze the influence and outcome of the dyadic relationship between students and their parents, in order to understand the role of teacher conflict style, and its influence on student discipline.

The role adult modeling and bonding play in student perceptions ultimately affect student discipline. Therefore, the interaction between teachers and students plays a crucial role in promoting student success.

7.4 Recommendation 2
Teacher-Student Bonding Opportunities

The following recommendation is based on the analysis of the referral frequency per quarter presented in Table 6. A Program Designed to Increase Bonding and Interaction Between Teachers and "At Risk" Students Prior to the Beginning of the School Year. The 47% referral rate in the first quarter suggests that teachers and students need opportunities for bonding prior to the beginning of the Academic school year. The school board policy of zero tolerance has created a paradigm shift in teacher thinking as it relates to discipline. This has resulted in the unfair treatment of the "at risk" student related to discipline. These students when confronted with the personal problems they are facing in addition to the negative experiences they have at school often fall into a cycle of failure. The initial high referral rate shown in the first quarter shows the need for acclamation and bonding that is needed for these students so they may decide to continue their education. Social equity is often threatened by these policies as the social playing field remains uneven, especially for the "at risk" student. "At risk" students, lack support from home, and are stereotyped as having behavioral or discipline problems and are therefore trapped into a cycle of failure. The experiences these students have at the beginning if the year set the tone and ultimately their attitude for the rest of the school year. "At risk" programs must provide alternative discipline in an effort to maximize student potential and growth. Teacher interaction is crucial for these students, especially when it comes to discipline. Modeling and bonding with positive adult role models is needed and teachers are their most important contact. While the teacher's conflict resolution style, teacher exhaustion and student irritability are factors which will continue to impact referral rates, the allowance for holistic, quality discipline time are essential for the full development of the student. Teacher schedules should allow teachers on a team the time to handle student discipline one-on-one in a private session without interference. This would afford the

opportunity for increased communication, student personal growth, and discipline correction.

Bonding opportunities should include teachers gathering background information relating to students' discipline, academic ability, and home-life situations that may affect student discipline. This information should be viewed prior to the Academic school year. Alienation and objectification by both teachers and students could be minimized as they interact in their legal bureaucratic setting. Cesaire, Fannon, and Beauvior (1994 in Lemert) state that objectification occurs when there is no middle ground where parties can meet. When teachers bond with students and learn about their circumstances without passing negative judgements, labeling should be minimized. Cohen (2000) stressed that deviance is not a property of the acts a person commits but rather is a consequence of a labeling process applied to an offender by certain groups. Attachment theory supports the notion that children learn and behave better when they are in a comfortable environment. When student feel that their needs are met, the student feels secure enough to project a positive self-image to others. Students who feel that their needs are not being met often seek out action by bonding with other individuals with similar feelings. A classroom can potentially become a circumstance of torture, should the majority of students feel the teacher and/or the system are not meeting their needs.

The vignette that opened Chapter 1 demonstrated how the teacher used the discipline situation as a bonding opportunity with both the student and the other students in the classroom. When the student cursed at the teacher, the teacher chose to put ego and school policy aside by responding to the student in a supportive tone and allowing the student to process his anger. This discipline situation would have escalated had the teacher responded strictly according to the school policy. The student's behavior was symptomatic of a deeper issue, in this case the added responsibility of being a teenage father. In this interaction school policy would have punished the student instead of disciplining the student. Once the student calmed down, he apologized and the teacher expressed her concern for what happened and requested he mend the situation. The student apologized to the class and the teacher. The manner in which this

situation was handled set the tone for the rest of the school year as the students witnessed the teacher's concern for the student's well being and taking ownership of one's actions.

7.5 Recommendation 3
Program Design

The following recommendation is based on information presented in Table 7; the table shows that core academic teachers have the highest number of referrals. The Creation of an Academy and the Alignment of the Academy's Discipline Goals. Core academic teachers spend the greatest amount of time with students. This is indicative of the fact that discipline issues remain unresolved despite the teachers' use of the school's discipline plan. Merely following the school's discipline plan does not resolve the students' behavior problems. Administrative, security, and the behavior improvement teacher experienced the next highest number of referrals. This is a functional issue where these teachers are positioned at the end of the conflict spectrum and must adhere to school policy. Discipline issues that some Academy students contend with are personal and deep-rooted, and require intensive interventions.

The recommendation presented above, supports evidence that the Academy's design enhances the potential for improved student discipline by providing quality teacher-student interaction. This should be a continuous process involving the cooperation of all parties involved. Therefore, one of the considerations taken when drafting the Academy discipline/intervention strategic plan should begin with the assessment of the teacher's conflict styles. This should be done in an effort to increase teacher self-awareness relating to the impact their conflict management style has on student discipline (and consequently teacher-student interaction) and provide education about diverse discipline styles. Creating teacher awareness is crucial in implementing an effective discipline intervention strategy because differences in teacher discipline style result in a variation when applying the Academy discipline

intervention steps. Therefore, the discipline power structure within the academy should be designed in a manner that neutralizes the variations between teachers, while providing an opportunity for holistic discipline. Teacher-student mediation is used as the first step in disciplinary action. This provides both parties an opportunity to discuss and clear up any confusion pertaining to the situation. The mediation serves as an educational technique where students learn social behaviors pertaining to the teacher-adult role model. The head teacher has a designated block of two hours. The time allotted is used for parent conferences (in order to meet with parent that cannot come in during the morning or after school) and student conferences. Decisions relating to interventions are made on a case by case basis. Teachers share their concerns and provide adequate input supporting their recommendations for specific interventions. The intervention deemed most appropriate is then selected and implemented. Student improvement or failure is monitored and further recommendations are made based on a case by case basis. Factors taken into account include family life, academic deficiencies or learning disorders, behavioral or physiological disorders, previous interventions, positive and negative consequences. Students exhibiting exceptional behavior are recognized accordingly. School and teacher based character initiatives are implemented in an effort to enforce pro-social behaviors. School wide character initiatives include the following awards: citizenship awards, kindness coupons, and the kids of character awards. Teacher based awards include raffle/lottery system, certificates, leadership roles and activities, and incentives.

The high percentages of "at risk" eighth graders indicates that additional support and modeling are needed in order to help them acquire the necessary skills to enable them to become better at handling conflict. One crucial element in assisting students who lack parental guidance and support from home is to teach them how to handle conflict and correct their behaviors. One indication is that these students are deprived of social interaction is that fighting is the number one offense among "at risk" students. Students place themselves in deterministic positions by misbehaving and testing boundaries beyond levels that are acceptable.

Teacher-student interaction is crucial in student development. Teacher schedules should be modified in order to allow more quality non-academic time with the student in order to discuss discipline. One teacher out of a team of four to five to have ample time, authority, and training to handle discipline issues. Teacher programs must allow teachers the ability to interact one on one without outside interference frequently, with the child, especially relating to discipline issues. Teacher teams should include one team member whose schedule of classes allows for the necessary, time frame, so they can handle discipline situations one a personal one-one level. This allows the student and the teacher the time to bond and allow for conversation and exchange to occur between them. This also allows the teacher/administrator to gain knowledge regarding each student and their home life situation and other personal related problems. Positive exchanges and rewards must also be provided for students as incentives to improve.

Overall, in 1997-2000, 64% of the behavior that "triggered" suspensions occurred in the afternoon. Student schedules should be changed so they attend elective classes earlier because teacher exhaustion and irritability is lower toward the beginning of the day. In addition, student misbehavior is at its lower end. The reduction in student discipline problems will enable to level the playing field for "at risk" students.

The vignette shed in Chapter One demonstrated how the teacher attempted to intervene with respect to the student's misbehavior. Despite the teacher's conflict style due to self-awareness and knowledge that the student's behavior was symptomatic of a deeply rooted issue; the teacher elected to back off and allow the student time to reflect and cycle through the emotions he was experiencing. This was done in order to allow the situation to de-escalate so she could deal with the immediate issues. Given the teacher's preferred conflict style, the situation could have been a lot worse. In addition, it is important to note the teacher's concern for administrative issues that may have been misinterpreted had an administrator witnessed the situation. The discipline experience provided growth and the opportunity for ownership as the student apologized to the class and the teacher while saving face.

7.6 Recommendation 4
Scheduling Issues

The data presented in Table 8 compares the referral frequency to each conflict style shows the patterns that emerge with respect to the teacher's conflict style and student referrals. Scheduling the Elective Period in Between Core Classes and Core Teacher Mediation. Analysis of the teacher's Data from table 13 showed that the majority of the referrals experienced by teachers with an Accommodating style involved skipping. Further analysis revealed that these were elective teachers. Elective classes were scheduled during fourth period one hour prior to lunch.

Discipline data from the previous year showed that students received 75% of their referrals during the elective period. Approximately 50% of the referrals were due to skipping. The fourth hour elective meant that students were away from the core teacher for approximately an hour and forty minutes. This occurred because their elective was one hour before lunch and lunch is forty minutes long. Elective teachers were interviewed in an effort to gather data supporting the previous findings. Qualitative analysis of the interview data revealed main themes: exhaustion, limited time, and hunger. Elective teachers stated that fourth hour (which was just before lunch) was exhausting because Academy students' had a lot of, academic and discipline needs and because of scheduling, elective teachers had a limited amount of interaction time with students which minimized the time that they had to establish rapport. Elective teachers also mentioned that hunger was an issue that affected both teacher and student. The elective period was before the last lunch shift. An analysis of data relating to referrals and the elective teacher conflict style supported the decision to move the elective period up to third hour so that students had to go back to a core class before going to lunch. The elective teachers' conflict styles were tested using the Kilmann assessment. Accommodating (three elective teachers), and controlling conflict styles (one elective teacher) were represented. Accommodating conflict style has a high relationship/low goal conflict stance.

Another intervention that variable that can help improve elective teacher and student rapport is core teacher mediation between the elective teacher and the student. Teachers that are part of the team serve as mediators between elective teachers and students. When students engage in behaviors that result in a referral one of the core teachers will mediate the situation the following day. The mediation process is used for various reasons. First, the core teacher informs the elective teacher about student history and its role in academic or discipline deficiency. Second, the core teacher serves as a communication bridge between the elective teacher and the student. Short reports and interviews are conducted on a "needs" basis in an effort to closely monitor student behavior and academic achievement. These are documented on a discipline intervention sheet that is kept in the student's file.

Changing student schedules so that they attend their elective period in between two core classes and providing mediation between the core teacher and students will significantly reduce the referral frequency relating to skipping.

7.7 Recommendation 5
Increased Positive Adult Interaction Opportunities

Provide opportunities for positive classroom environments and adult interaction through extra-curricular activities. The following recommendation is based on the data and previous recommendations presented in the previous sections. Classroom environments influence internal stakeholders such as administration, teachers, parents, students, and staff using district driven interventions such as the Character Education initiatives. By creating classes for the purpose of dealing with severe deep rooted discipline issues, administration is relieved from dealing with the habitual offender as Academy teachers take ownership of discipline situations. Statistics show that administrators deal with the same 20% of students with poor discipline 80% of the time.

Opportunities for positive adult interaction create a collaborative, positive school environment for "at risk" students throughout the school and within the Academy. This improves the perception of administration, teachers, staff, parents, and students as they engage in positive activities. In addition, "at risk" students should be encouraged to engage in extra-curricular activities that lead to positive social interaction such as athletics or Reading programs. Teacher to teacher mediation is used in an effort to introduce and inform the teachers' regarding the students' special needs such as elective teacher mediation. Mediation also provides interventions in order to modify the results of varied teacher discipline styles as teachers and students are afforded an opportunity to state their opinions relating to s discipline situation. Increased positive interaction opportunities provide students with exposure to various personalities, attitudes, values, and perceptions. Mediation is used as a negotiation and education tool. This strategy is implemented throughout all phases of the discipline process. Teachers, parents, and students are encouraged to work out their concerns/differences in a constructive collaborative manner. Behavioral intervention plans have been designed in order to improve students' academic and behavioral performance. Both positive and negative consequences are suggested as part of the behavior improvement process. The plan includes parent support and student ownership.

Parents and students must sign the contract and agree with all of the conditions mentioned. Teachers meet biweekly and contact parents when necessary in order to share concerns. The philosophy of this process is the view of the student as a product in need of continuous improvement. Therefore, student progress is closely monitored in an effort to assess whether the interventions have proven effective.

7.8 Recommendation 6
Community Partnerships

Classrooms should adhere closely to conflict resolution models that include community members and organizations as stakeholders of student progress. The school board, the school itself, the community surrounding the school, local businesses, mentors tutors, and counselors. Community partner relationships with organizations such as sports organizations, local industries within the area, that provide instructional learning opportunities for Academy students. The theoretical premise behind the use of community stakeholders as part of the Academy design is based on Lederach's (1994) grassroots movement conflict resolution theory. The communication exchanges between the lower, middle, and upper tier elites is necessary in order to produce effective, permanent change. The viewpoint of Academy teachers is that systems also interact with other systems and all systems impact individual behavior. In this case, the school system is a system that interacts with other systems. Therefore, communication between the systems must be clear. The Academy's design should be aligned with objective ten of the school boards Sterling Initiative for Improvement that states: "by September 2001, the district will fully implement a public engagement model to establish a constructive and collaborative relationship with parents, businesses, universities, and governmental, and community based cultural organizations".

Teachers and students are actors within the system that affect, and are affected by the system. Therefore, teacher-student interaction should provide the output desired by the system through collaborative means. The style in which individuals, groups, and/or systems interact with each other must be one that is adaptable to the specific situation. Therefore, flexibility and collaborative teaming provide the framework that can allow each style to contribute its input (students in need of interventions) from which a decision can be made that is best aligned with the desired output (student improvement in academic or discipline). Student achievement would be aligned with Federal, state, and district objectives relating to student achievement as mentioned prior. By decreasing "at

risk" suspensions the schools could change the perception of the community, school, teachers, staff, parents, and other stakeholders. Increased student success improves both academic and behavioral issues through behavior modification resulting from strategically planned interventions. The purpose of the education is to prepare the student for success in both career and life. Conflict resolution is a necessary skill in any situation; therefore classroom teachers should strive to demonstrate the application of conflict resolution skills in both academic and discipline situations.

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Appendix A Definition of Terms

1) abuse - a corrupt practice or costume; improper or excessive use or treatment.
2) Accommodating Conflict Style - The accomodator's approach to conflict involves maintaining the relationship at all costs with little or no concern for personal goals. This scenario is similar to a yield/lose/win.
3) administrator - a person vested with the right of administration of an estate, i.e. a school.
4) Agency theory - the theories that believe individuals can freely make decisions with little influence from the larger system they are in.
5) agenda - a list or outline of things to be considered or done.
6) agent - one that acts or exerts power.
7) aggression - a forceful action or procedure.
8) agrarian - of or relating to fields or lands or their tenure.
9) alienated - to cause to be withdrawn or diverted.
10) anomie - social instability caused by a breakdown.
11) anti-social - averse to the society of others.
12) aristocracy - government by the best individuals or by a small privileged class.
13) "at risk" - refers to students who are in danger of falling into a cycle of failure resulting in anti-social behaviors.
14) Attachment theory - the theory stating the need of individuals for affectionate regard from one another.
15) attachment - affectionate regard from one another.
16) autonomy - the quality or state of being self governed.
17) Avoider: The avoider's view of conflict is that it should be avoided and shunned at all costs. This is the leave/lose approach. (Katz & Lawyer, 1998) A more detailed discussion on each style and its impact on teacher-student interaction will be included in the literature review. As part of the research design, a correlation between teacher conflict resolution style and discipline application will be investigated using the Canters' discipline model as a foundation.

18) banking education - the theory by Freire that states that schools force students to learn ideologies and behaviors that they oppose in an effort to maximize national economic strength.
19) bureaucracy - a body of non elected government officials.
20) bourgoise - the capitalist class who own the production of wealth in capitalist nations.
21) capital - accumulated wealth or goods.
22) capitalism - economic system characterized by private or corporate ownership of capital goods by investment that are determined by private decision, prices, production and distribution of goods.
23) centralized - consolidate authority; to bring to a center.
24) character - one of the attributes that distinguish one person from another.
25) child - the age parameter distinguishes by society as deemed sacred; the preservation of youth.
26) Collaborator: The collaborator approaches conflict with the intention of managing and maintaining interpersonal relationships while ensuring that both parties in the conflict achieve their personal goals. This is perhaps the ideal win/win scenario.
27) colonized - Fanon description of those individuals who are colonized by the colonizer; being changed by force to accept an invading cultures values.
28) colonizer - Those individuals who colonize foreign lands for profit.
29) communication - an act or instance of transmitting.
30) complex society - the mutli-dimensional levels of human exchanges that resultfrom increasing population and need.
31) Compromiser: The compromiser's approach to conflict is to assume that a win/win solution is not possible and to adopt a negotiating stance resembling a mini-win/mini-lose scenario.
32) compulsory - mandatory or enforced.
33) conflict - a state of impasse in which groups or individuals can proceed toward resolution, remain at impasse, or escalate the level of conflict which potentially could result in violence.
34) conflict resolution - the act or process o resolving a conflict.
35) conflict style - the characteristics and behaviors which predict the manner a person behaves in during a conflict situation.

36) conformity - to adapt to the expected or current circumstance despite one's view.
37) consciousness - the state of being aware.
38) constitution - an established law or custom.
39) Controller: The controller's approach to conflict is to take the necessary steps to ensure his or her personal goals are met regardless of the cost to the relationship. This power - oriented model focuses on a win/lose position.
40) conviction - the state of being convinced of error or stating the truth.
41) corporal punishment - punishment relating to or affecting the body.
42) culture - the integrated pattern of knowledge and behavior.
43) cultural capital - wealth relating to knowledge of a culture's values and beliefs.
44) curriculum - courses offered by an educational institution.
45) decolonization - the process by which colonies once governed now govern themselves.
46) defiance - the act of defying or undermining someone's authority.
47) demarcation - to set apart.
48) democracy - government process in which the people have the power.
49) democratic - relating to or favoring democracy
50) demographic - relating to the dynamic balance of a population especially with regards to density.
51) decentralized - the delegation of power from central authority to regional or local authorities.
52) deviance - behavior or appearance that violates the norm.
53) disciplinary action - actions which are design to correct or punish breaches in discipline behaviors.
54) Discipline codes - jargon established within the educational institution for the purpose of labeling discipline interventions and actions.
55) discipline problem - state or condition in which an individual's behavior directly contradicts those deemed appropriate by society.

56) discipline policy - a method or course of action selected from among alternatives and in light of given conditions to guide and determines present and future decisions relating to discipline.

57) discipline - a branch of knowledge of learning; training that develops self-control and character; training that tends to mold a specific skill or behavior, and to punish in order to reform or train; or strict control to enforce obedience. A correlation between the selection of conflict style and use of discipline during student-teacher interactions will be established via interviews and observation. Views on discipline and the manner in which its use parallels deviance and conformity will be included. A more detailed discussion will be included in the literature review.

58) discipline plan - the school site's unique adaptation of the broader school board guidelines of discipline policies. A copy of the research site's discipline plan is provided in Appendix B. Further discussion of the school's discipline plan will be provided in the literature review.

59) disruption - any behavior or incident interrupting the expected flow of action.

60) District regulation - regulations set by district in an effort to micro-manage large institutions.

61) diverging - different opinions that at times can be polarized.

62) doctrine - a principle or set of principles held and put forward by a religious, political, or other group.

63) dogma - a system of doctrines proclaimed true, as by a religious sect.

64) dominant culture - culture having the most influence or control.

65) domination - to control govern or rule by superior power or strength.

66) drop out - a person who quits school before completing a course of instruction.

67) dysfunctional - a person with a disorder that is either physical or social.

68) elite - the best or superior members of a society or group.

69) empowerment - to give power or personal ownership over a task.

70) endowment - funding provided in support of an activity.

71) enlightenment - the act of enlightening or the condition of being enlightened.
72) equilibrium - a condition of balance between opposites.
73) ESE - this term refers to exceptional student education. Students who are labeled ESE have intelligence levels ranging from extremely intelligent to students with severe handicaps. This is an inclusive label for all students in any type of special education placement.
74) existence - the fact or condition of existing; being.
75) fault - responsibility for a mistake, offense.
76) Federal statute - law or regulation mandated by the Federal government.
77) fertility - rich in materials or resources.
78) formal system - structured according to forms or conventions.
79) free-floating anger - the concept used by Prothrow-Stith to describe the dissatisfaction Black males feel toward themselves often leading toward intra-racial violence.
80) functional - designed for or adapted to a particular purpose.
81) "goofing off" - student misbehavior where students do not complete their work.
82) gratification - satisfaction.
83) Habitus - domestic residence; sanctuary.
84) head teacher - the teacher assigned to lead a group and oversee their work.
85) heritage - something passed down from generation to generation.
86) hierarchy - a group classified or organized according to rank.
87) humanism - philosophy, system of thought, or state of mind that is concerned with human beings.
88) humanity - human beings in general, mankind.
89) identity - the condition of being a certain person or thing and definitely recognizable as such.
90) immorality - behavior considered contrary to what is correct or just; following accepted rules of conduct.
91) imposition - burden placed on someone.
92) inalienable - not capable of being given up or taken away.
93) individualism - assertion of one's own will and personality.
94) industrial - having to do with industry.

95) informal system - performed or made without a set of ceremonies.
96) in loco parentis - the legal right given to teachers to serve in the role of parent while the child is in school.
97) intellectual - of or requiring the use of intellect.
98) intellectual rebellion - rebellion stemming from student intellect.
99) interaction - to act on or affect each other.
100) Kilmann's conflict resolution styles - the theory of the five conflict resolution styles from the Blake and Mouton two-dimensional model of conflict. The five styles are collaborator, compromiser, accommodator, controller, and avoider (Katz and Lawyer, 1992)). Below is description of each.
101) labor - an exertion of physical or mental effort.
102) law - a rule established by a government, organized society, or another source of authority to regulate people's conduct or activities.
103) lawsuit - a question, claim.
104) legislation - the act process or making laws.
105) liability - something that one owes; an obligation.
106) liberty - freedom from confinement or forced labor.
107) majority - greater number of a group.
108) masses - the body of common people.
109) mercantile - relating to merchants or trade.
110) minority - the smaller in a number of two groups forming a whole.
111) morphogenesis - Archer's theory of morphogenesis which focuses on the continuous exchanges that occur in a system through time.
112) movement - the act or process of action, movement.
113) multi-cultural - composed of many cultures.
114) nationalism - devotion to a particular nation.
115) obedience - the action or practice of obeying rules, laws, or requests.
116) objectification - to object to a situation or circumstance.
117) offense - the act o causing anger, resentment, displeasure.
118) oppression - the act of oppressing or the condition of being oppressed.

119) ordinance - mandate of law.
120) organization - the act of organizing.
121) other - being the remaining one of two or more.
122) pauper - a person destitute of means except such as are derived from charity.
123) penalty - suffering in persons, rights, or property that is annexed by law or judicial decision to the commission of a crime or public offense.
124) philanthropist - one who practices philanthropy; one who supports humanitarian efforts through donations.
125) policy - a method or course of action selected from among alternatives and in light of given conditions to guide and determines present and future decisions
126) political agenda - a list or routine of things relating to government and its functions considered needed to be done.
127) political anatomy - the design and make-up of a political entity.
128) power - the power to make arbitrary decisions and compel obedience.
129) pro-active - acting in anticipation of future problems.
130) progressive - making use of or interested in new ideas, findings, or opportunities.
131) proletariat - those considered part of the middle to lower class in capitalist societies who produce wealth for the bourgeois.
132) public school - free tax supported school controlled by a local government authority.
133) punishment - the act of punishment.
134) puppets - one whose acts are controlled by an outside force or influence.
135) Puritan dogma - Something held as an established opinion by individuals of the Puritan faith; code of tenet.
136) reality - the quality or state of being reality.
137) realism - a philosophical approach to understanding reality that emphasizes the important of taking into account not only what can be observed with the senses but what cannot.
138) referral - official documents used by educators as a means for documenting discipline situations requiring actions beyond teacher classroom discipline. Referrals contain significant

amounts of information regarding student behavior, previous teacher actions, and school interventions. Suggestions as to the type of offenses requiring referrals are provided in the teacher handbook and discipline plan.

139) reform - to put or change into an improved form or condition.

140) relationship - the relation connecting or binding participants binding participants in a relationship.

141) religious - relating to or manifesting faithful devotion to an acknowledgement ultimate reality or deity.

142) republic - government having a chief or state who is not a monarch.

143) resolution - the act or process of resolving a situation in order to resolve a situation.

144) response style - The characteristic one uses as an approach relating to conflict.

145) restricted - to confine within bounds.

146) retaliation - to get revenge, to return like for like.

147) retribution - the dispensing or retrieving of reward or punishment.

148) secterian - limited in character or scope.

149) self caused - a condition or state induced by a person's choices.

150) self-control - restraint exercised over one's own impulses, emotions, or desires.

151) situational obedience - the notion that a person can existentially remain in a state of obedience given a specific set of circumstances which parallel their needs.

152) SLD: This refers to children who are specifically learning disabled. Some students have trouble learning, some have trouble in a specific content area, and all are classified under whichever learning disability they possess.

153) social complexity - the theory that indicates that the denser a population grows, the greater the levels of bureaucracy, adding to the complexity of human interaction.

154) social reproduction - the economically based theory that states that western civilizations maintain families in their social level throughout generations thus maintaining their status quo.

155) social status - the economic position or power one holds as a member of society,
156) social turmoil - social unrest and turbulence due to unresolved issues.
157) socio-economic - refers primarily to people's positions in stratification systems as indicated by their occupational prestige and educational achievement.
158) spectrum - referring to a continuum.
159) spheres of authority - the levels of authority overseeing the educational institution.
160) status qou - the condition considered normal relating to a personis position or rank in society.
161) structure - something arranged in a definite pattern of organization.
162) structural violence - the notion that pre-established conditions relating to structure are considered violent.
163) subordinate - belonging to an inferior or lower rank.
164) symbolic - of or expressed by a symbol of symbols.
165) tax - a charge or contribution required of persons or groups within thedomain of a government for the support of that government.
166) technology - the application of scientific knowledge, especially in industry and commerce.
167) teleological - a religious philosophy.
168) trade school - a school that offers training in skilled trades or occupations; vocational school.
169) triangulation - statistical design tying two form of research.
170) utility - the quality of being useful; usefulness.
171) values - a principle, standard, or quality; monetary or material worth.
172) violation - the act of breaking or disregarding a policy or law.
173) violence - physical force exerted, as for causing damage or injury.
174) whigs - a member of a political party (1834-55) formed to oppose the Democratic Party and succeeded by the Republican Party.

175) workforce - worker's engaged in a specific activity or enterprise for a given organization.

Appendix B School Discipline Plan

The following is an overview of the school's discipline plan. Water's middle school discipline plan contains three categories describing discipline. Section one offenses include classroom related behavioral violations such as yelling, talking out of turn, passing notes, misbehavior in the classroom, making noise, out of seat without permission, unexcused tardy, or inappropriate comments or actions. Possible teacher responses are listed for each according to the degree of the offense. A student referral relating to a section one offense to the guidance office will result in parent notification, internal suspension (BIC), parent conference, Saturday school, or out of school suspension. Section two offenses include cutting class, leaving campus without permission, profanity, physical, abuse-student to student or student-adult. These offenses involve an out of school suspension, parent notification, and/or child study team. Section three offenses include the most serious offenses such as forging school documents, theft, misuse of technology, arson, extortion, or possession of a weapon. These offenses involve legal action and possible expulsion.

Analysis of the discipline consequences involving "at risk" students when compared to the student offense typically involved section one and two offenses. Accommodating teachers experienced section one offenses such as student tardiness more frequently. Section two offenses such as skipping followed. Compromising and collaborative teachers experienced level two and three offenses. Controlling teachers experiences all levels. The consequences were aligned with the school's discipline plan. This is indicative that the offenses are being handled systematically. This is in response to legal demands and potential legal threats relating to student discipline. The systematic processing of student discipline is a reactive rationalization of the educational system. "At risk" student behavior requires education through modeling and example because "at risk" student often lack positive role models. Interventions offered by positive teacher/adult-student interaction, and support groups, educates students through experience and modeling. Schools should

design and implement pro-active strategic plans for the purpose of handling and educating "at risk" student discipline.

About the Author

Dr. Borrazzo holds a doctorate in Alternative Dispute Resolution from Nova Southeastern University. She also possess a Master's degree in Business Administration. For the last eight years she has conducted research relating to students discipline. As the department head for drop out prevention, she has successfully taught middle grades mathematics for eight years. Dr. Borrazzo has been certified in middle grades mathematics 5-9 and is currently completing her requirements for national board certification in middle grades mathematics 5-9. In addition, she is a NESS (new educator support system) coach and is GEM (gifted education mathematics) certified.

She is a certified Supreme court mediator which provided the practice and foundation to use mediation skills as the foundation and solution base for handling conflicts between teachers and students (a.k.a. discipline). In addition, she has developed curriculums for graduate schools such as Keller Graduate School of Business in the area of conflict resolution for use within the organization, GM 570 Managing Conflict in the Workplace. Lastly, she serves as the Area Chair for the department of Humanities and Social Sciences for the University of Phoenix.