DOCTOR OF PHILOSOPHY

An exploration of strategies used by Malaysian secondary school teachers to promote positive behaviour

professionals' and pupils' perspectives

Awang, Mohd

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AN EXPLORATION OF STRATEGIES USED BY MALAYSIAN SECONDARY SCHOOL TEACHERS TO PROMOTE POSITIVE BEHAVIOUR: PROFESSIONALS' AND PUPILS' PERSPECTIVES

Mohd Mahzan Awang

An Exploration of Strategies Used by Malaysian Secondary School Teachers to Promote Positive Behaviour: Professionals' and Pupils' Perspectives

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Thesis submitted for the degree of PhD in Education

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Declaration

I hereby declare that the candidate, Mohd Mahzan Awang is the author of the thesis presented herein; that, unless otherwise stated, all references cited have been consulted by the candidate; that the work of which the thesis is a record has been done by the candidate, and that it has not been previously accepted for a higher degree.

Signature:

All conditions stated within the Ordinace and Regulations of the University of Dundee have been strictly adhered to and fulfilled by the candidate, Mohd Mahzan Awang.

Supervisor's Signature:

Abstract

This research explores the concept of positive and negative behaviour in a Malaysian context and strategies used by secondary school teachers to promote positive behaviour. It also examines strategies that are perceived to be effective and possible factors that have influenced professionals' attitudes towards positive behaviour. Mixed-method research design was used to complete three different stages. Stage 1 analysed 91 government circulars using content analysis; Stage 2 involved administering a survey to a total of 319 professionals including principals, counsellors and teachers and 494 pupils aged 16 years from 15 selected national secondary schools; Stage 3 focused on two case studies in two selected schools where classroom observations, individual interviews with professionals, and focus groups with pupils were the focal point. Statistical analysis included descriptive and inferential analysis (a chi squared test), while narrative data was analysed by using a thematic approach. Observational data was analysed manually by focusing on the frequency of target behaviour. This study proposes a Socio-ecological Model suggesting that interaction within and between ecological layers constructs the concept of positive and negative behaviour. This study also suggests that bonding and bridging social capital would improve pupil behaviour and develop school community. Findings also suggest that socio-cultural factors and professional experience have influenced professionals' attitudes towards positive behaviour enhancement strategies. Implications for policy making, practitioners, and future research are also discussed. The research also offers recommendations which could inform policy formulation and further longitudinal research activity.

CHAPTER 1

Introduction

This chapter covers the context of the study including a brief explanation of Malaysian geo-politics, the education system, the legal framework and several issues leading to the present research. It aims at providing a rationale and significance for the current study. Detailed research objectives, research framework and the structure of this thesis are also presented in this chapter.

1.1 Geo-politics of Malaysia

Malaysia is a multi-ethnic country ruled by the multi-ethnic coalition parties comprising the United Malays National Organisation (UMNO), United Traditional Bumiputera Party (PBB), Malaysian Chinese Association (MCA), Malaysian Indian Congress (MIC) and other ethnic-based parties. These parties aim at upholding their own ethnic rights, heritage and welfare. This political power suggests the existence of vernacular schools in Malaysia. The vernacular school, also known as national-type school, uses the ethnic native language as a medium of instruction. Two types of vernacular schools in Malaysia are Chinese and Tamil schools. Detailed discussion of the school types is presented in section 1.3.

The Federal Constitution mandates Islam as the state official religion without denying the rights of other religious practices. The Constitution defines Malaysian as two main ethnic groups: Native and non-Native. Native refers to the Malays and

indigenous people such as Bumiputera including Bukitans, Bisayahs, Dusuns, Sea Dayaks, Land Dayaks, Kadayans, Kalabits, Kayans, Muruts, and Penans. Non-Native includes Chinese, Indians and others of foreign origin such as Sikh and Eurasians. The current study was conducted in the West of Malaysia where the majority of Natives were Malays. Most of indigenous people live in the East of Malaysia. The total population of Malaysia in 2010 was 28.3 million of which the majority were Malays (53%). Chinese constituted 26% of the total population, 12% was Bumiputera, 8% was Indian (8%) and 1 % was of foreign origin (Bureau of East Asian and Pacific Affairs, 2011). Malaysia has a high rate of secondary school enrolment where the net enrolment of Natives in the period of 2002 to 2005 was 96% and non-Natives 92% (Human Rights Council, 2009). Most of the professionals and pupils attending national secondary school were Malays (Ministry of Education Malaysia, 2011a). The current study was carried out in some selected national secondary schools from one urban region where teachers and pupils were from various ethnic backgrounds.

1.2 The Malaysian education system

During the British administration in Malaya[1] (1824–1957), the education system was ethnically segregated and separately managed by different ethnic groups i.e. Malays, Chinese and Indians. During that time, the majority of the Malays lived in villages and built *madrasas* (Islamic schools) and *pondok* (hut schools). These schools

[1] The name of Malaya was changed to Malaysia after Sabah and Sarawak (two countries in the Borneo) joined Malaya on the 16th September 1963.

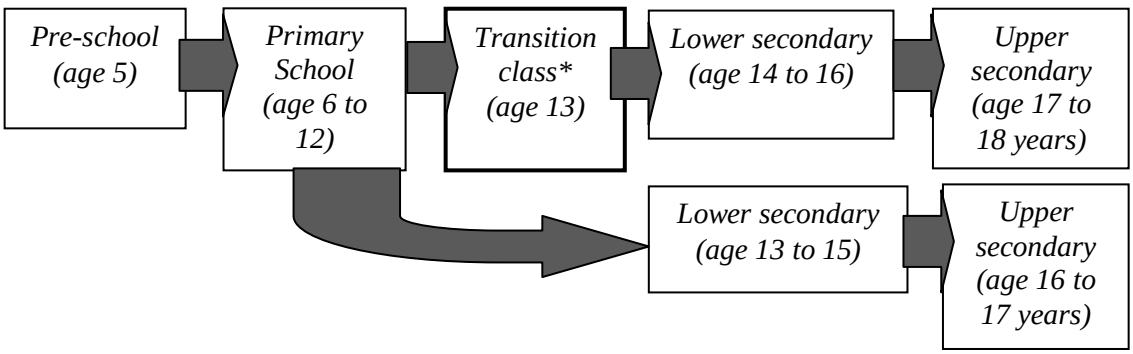
adopted Islamic curricula using teacher-centred teaching techniques. Chinese who lived in industrial areas (tin mining), built Chinese schools using their own resources. Since the majority of Indians were rubber estate labourers, the Tamil schools were built and managed by the rubber estate companies. This historical background informs the formation of the vernacular school system, where each school had different school policy.

Malaya was ruled by the British for more than 100 years (1824–1942, 1946–1957) and this appears to have had a great impact on the education policy and school structure. Before the British administration, there was no clear education policy in Malaya. The Barnes Report (1951) was the first policy introduced in Malaya. The policy recommended the importance of restructuring the vernacular school so that there should be only one type of school. The purpose was to integrate people from different ethnic backgrounds. However, the Chinese community disagreed with this suggestion. In 1952, the Ordinance Report was introduced and again it was strongly recommended that all vernacular schools should be abolished and restructured in order to meet the national goal. After Malayan independence in 1957, education policies were revised several times. In 1996, the Education Act divided schools into three categories: the government school, government-aided school and private school.

The government school is also known as public, or national, school and uses the Malay language as a medium of instruction. The government-aided school is known as national-type school and includes Chinese and Tamil schools. The Chinese school uses Mandarin, whereas Tamil school uses the Tamil language as a medium. The

Malay language is taught as an academic subject in both types of school. Irrespective of school type, all use the same national syllabus where all pupils take the same national examinations i.e. the Lower Secondary Evaluation and Malaysian Certificate of Education. Private schools in Malaysia include independent schools, international schools and expatriate schools. Some of the private schools use different curricula. For instance, the Chinese Independent High Schools[2], which is the largest of the private schools in Malaysia, use their own syllabus where all pupils have to take the Unified Examination Certificate instead of the Malaysian Certificate of Education examination. In 2010, there were 60 Chinese Independent High Schools throughout the country (Schools of Malaysia Directory, 2011).

The Malaysian education system has four cycles of studies: pre-school, primary, lower secondary and upper secondary (Ministry of Education Malaysia, 2011a). Figure 1.1 shows the structure of the education system in Malaysia.



*Is also known as *Remove Class*. It is designed for pupils with limited Malay language but intended to further secondary level of study at national secondary schools

Source: Ministry of Education Malaysia (2011a)

Figure 1.1 The structure of the education system in Malaysia

[2] The schools are fully funded, managed, monitored and standardised by the United Chinese School Committees' Association of Malaysia.

The Malay language is the official medium of instruction in national secondary school. To support pupils who have limited Malay, the government introduced a one year transition class. This means that these pupils will be in secondary school for six years instead of five. As of June 2010, a total of 29,978 pupils were in the transition class (Ministry of Education Malaysia, 2011a). Six years in primary school, not often meeting other pupils from different ethnic backgrounds or interacting with new multi-ethnic friends in the national secondary school, may pose a big challenge to them. Dualism in this schooling system has raised issues of educational transition, adaptation, worldviews, interpersonal relationships (Munusamy, 2009), and varying conceptualisations of positive and negative behaviour (Ismail, Abdullah and Ahmad, 2009). To date, little is known about how pupils from vernacular schools adapt to the national secondary school environment.

At the secondary level, the government-aided schools, including Chinese and Tamil schools, receive a capital grant and full grant-in-aid, but are not maintained by the Ministry of Education Malaysia. The government provides some support including teacher recruitment, teacher exchange, per capita grant, managerial expenses, and utility payments (Ministry of Education Malaysia, 2011c). All maintenance and consumables expenses are funded by the non-governmental organisations and parents. Statistics show that more pupils attended national school rather than Chinese school. According to the Ministry of Education Malaysia (2011a), more than two million pupils attend national primary schools (n=2,184,918) compared to pupils in the Chinese primary schools (n=603,192) and Tamil primary schools (n=104,654). Since there is no Tamil school at secondary level, pupils have to be either in national secondary school, Chinese secondary school, or private school. However, it should

be noted that most of the secondary schools in Malaysia are government or national schools (Ministry of Education Malaysia, 2011a). In 2010, from a total of 2248 secondary schools throughout the country, 43% (n=965) were national schools, 41% (n=922) were government-aided schools, including national-type school (Chinese) and religious school, and 16 % (n=361) were other school types (see Table 1.1).

Table 1.1 Other secondary school types as on 30th June 2010

School category	*Total*
Fully residential (boarding school)	59
Religious	55
Technical	60
Vocational	28
Government-aided religious school	140
Special model	11
Special education	4
Sport	2
Arts	2
Total	361

Source: The Ministry of Education Malaysia (2011a)

As can be seen in Table 1.1, the majority of schools are government-aided religious schools. This mirrors the importance of religious norms among the Malaysian community. Sport schools are designed for pupils talented in sports. Vocational schools are designed for pupils who have an interest in hands-on learning. Irrespective of the school type, all pupils have to take a national examination before moving to lower and upper secondary. Pupils who obtain good academic grades are eligible to enter either boarding school or cluster school. In boarding schools, pupils are placed in hostels and given special allowances. The Malaysian cluster school has more freedom and autonomy in managing school personnel, activities, and finances. This is viewed by Aziah (2011) as a beginning of decentralisation in the Malaysian

education system. All types of schools including national and national-type school are eligible to apply for this scheme.

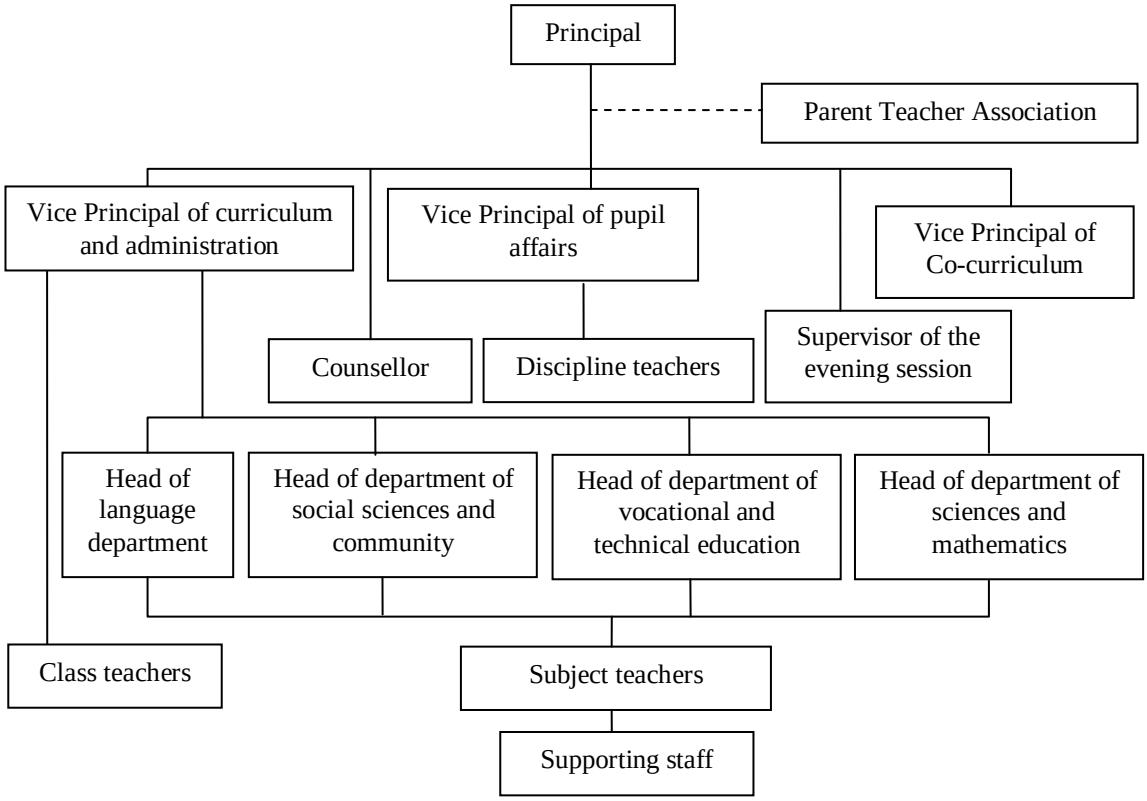
1.3 National secondary school

National secondary schools are designed for all pupils regardless of their academic achievement or physical skills. In order to accommodate the huge numbers of pupils attending this school, there are two learning sessions. If classes are held in the morning, then extracurricular activities are held in the afternoon. A morning session is usually for pupils in transition classes and pupils from Form 1 to Form 2 (aged between 13 to 14 or 15 years), whereas an afternoon session is for Form 3 to Form 5 pupils aged between 15 or 16 to 18 years. A morning session usually starts from 7.30am till 1.45pm. As the Friday prayer is compulsory for Muslims, the morning session ends at 12.30pm on Friday. An afternoon session begins from 1.10pm until 6.40pm (except on Friday when it starts at 2.20pm). In the state of Kedah and Kelantan, the schooldays are from Sunday to Thursday, whereas in the other 12 states of Malaysia, schooldays are Monday to Friday. The current study was conducted in two-session schools in the states that have gazetted Monday to Friday as the schooldays. In these schools, all pupils are required to wear the school uniform including the national attire on Fridays (Ministry of Education Malaysia, 1976). Muslim girls are encouraged, but not compelled, to wear a scarf.

1.4 Teacher recruitment

Malaysian teachers are jointly recruited by 20 public universities, 28 polytechnics and 28 teacher training institutes. In 2010, the majority of teachers in Malaysia were female (68%, n=119,691). Graduate teachers constituted 86% (n=151,389) of the total teacher population, 8% (n=14,035) of teachers had diplomas and the remainder were untrained (n=9,817). Untrained teachers serve temporarily to replace teachers who are on leave or seconded to other agencies. Based on my experience, untrained teachers have limited pedagogical skills, content knowledge and less commitment. However, there is insufficient evidence to show how these teachers interact with pupils in school.

Malaysia has a centralised education system where all national secondary schools have a more or less similar organisational structure. Figure 1.2 shows that teachers are categorised according to specific task such as class teacher, discipline teacher, and subject teacher. This task division suggests that teachers have their own priorities in carrying out their roles in school.



Source: Modified from Ghafar (2004)

Figure 1.2 Organisational structure of the Malaysian national secondary school

1.5 The importance of positive behaviour enhancement

Positive behaviour enhancement is one of the Malaysian government priorities (Education Act, 1996). It is clearly stated in the Malaysian Vision 2020, the National Ideology, the National Education Philosophy, and the One Malaysia agenda.

The Vision 2020 blueprint states that the Malaysian government aims to achieve a fully developed nation status by 2020. The concept of a developed country was not solely dependent on economic indicators and it should consider other elements including the quality of life and humanistic elements.

> *... without being duplicate of any of developed countries including the United Kingdom, Holland, Sweden, Finland and Japan, we can still be developed. ... Malaysia should be fully developed in terms of national unity and social-cohesion, in terms of our economy, social justice ... quality of life, social and spiritual values, national pride and confidence (Mahathir, 1991, p. 1).*

In order to achieve this vision, the Malaysian government outlined nine challenges to be addressed. One of these challenges is to develop positive behaviour among the nationalities.

> *There can be no fully developed Malaysia until we have finally overcome the (fundamental) nine central challenges that have controlled us from the moment of our birth as an independent nation ... The fourth challenge is establishing a fully moral and ethical society, whose citizens are strong in religious and spiritual values and imbued with the highest of ethical standards (Mahathir, 1991, p. 2).*

According to the National Ideology or, as it is known in Malay the *Rukunegara*, positive behaviour is one of the Malaysian government's priorities:

> *Our Nation, Malaysia is dedicated to: achieving a greater unity for all her people; maintaining a democratic way of life; creating a just society in which the wealth of the nation shall be equitably distributed; ensuring a liberal approach to her rich and diverse cultural tradition, and building a progressive society which shall be oriented to modern science and technology. We, the people of Malaysia, pledge our united efforts to attain these ends, guided by these principles: belief in God, loyalty to the King and Country, upholding the Constitution, sovereignty of the law, and good behaviour and morality (Malaysian Administrative Modernisation and Management Planning Unit, 2011, p. 1).*

It emphasises that the people of Malaysia should be guided by five principles including good behaviour and morality. In line with these principles, the Malaysian government has formulated the National Education Philosophy, which emphasises that education in Malaysia is:

> *... an ongoing effort towards further developing the potential of individuals in a holistic and integrated manner so as to produce individuals, who are intellectually, spiritually, emotionally and physically balanced and harmonious, based on a firm belief in and devotion to God. Such an effort is designed to produce Malaysian citizens who are knowledgeable and competent, who possess high moral standards and who are responsible and capable of achieving high levels of personal well-being as well as being able to contribute to the harmony and betterment of the family, the society and the nation at large (Education Act, 1996, p. 11)*

This philosophy emphasises that education in Malaysia should be able to develop positive behaviour throughout the nation. The education in Malaysia should be able to produce individuals who are intellectually, spiritually, emotionally and physically balanced. However, Noordin and Dan (2002) argue that the process of education in Malaysia does not support this philosophy due to an over-emphasis on academic elements. As a result, moderate academic achievers face difficulties in adapting to the school environment (Nor et al., 2007).

In 2009, the Malaysian government introduced the One Malaysia agenda. It aimed at preserving and enhancing the concept of "unity in diversity". This agenda relies on the belief that everyone has freedom to live in their culture and all nations should respect each other. Although the concept of "unity in diversity" is vague and supposed to be well defined for monitoring and evaluating the unity in diversity programmes (Rajan, 2009), it acknowledges the emergence of multi-ethnic society.

1.6 Issues

There might be a link between delinquencies and problem behaviour in school. Statistical reports show that 5,455 juvenile cases occurred in Malaysia in 2003. Of these, 73% were boys and the majority were pupils from secondary schools (Yahaya, Geok and Abdul, 2004). In the same year, 20 pupils had been expelled from a school after they were found guilty of being involved in gangster activities. In February 2009, a 16-year-old Malaysian pupil died after he was beaten by a group of pupils (Suffian, 2009). The Social Welfare Department of Malaysia reported that a total number of 5,319 youths were engaged in juvenile cases in 2002 (Yahaya, et al., 2004). Teachers from a southern region of Malaysia reported that pupils were often involved in unacceptable activities such as truancy, stealing, and gang fighting (Yahaya, Ramli, Hashim, Ibrahim, Roslan, Rahman, et al., 2009). Similar problems also occurr in other countries. For instance, Learner (2008) reported that more than 4,000 children in the United Kingdom were suspended from school due to physical assault, verbal abuse, bullying behaviour, sexual abuse, sexual misconduct, drug trafficking and alcohol-related problems. In the USA, the 2006 national survey reported that 82% of American youth admitted they lied to their parents, 62% said they lied to a teacher, 60% reported they cheated in a test at school, and 20% stated that they stole something from a store (Lumpkin, 2008). Rather than focusing on the issue of problem behaviour, prior research shows that focusing on positive aspects enhances prosocial behaviour of young people (Jindal-Snape, 2005). Further, in a situation where more attention is given to negative behaviour than positive behaviour, it can be questioned whether children are seen to be assets or deficits.

Professionals are concerned by challenging behaviour in pupils (Vincent, Randall, Cartledge, Tobin and Swain-Bradway, 2011), because inappropriate behaviour has been found to be a barrier to effective learning, teaching and positive social relationships (Dunlop et al., 2008). Previous studies demonstrated that a wide range of strategies were used by professionals and parents in order to promote prosocial behaviour in young people such as time-out, explanation of why the behaviour was unacceptable, reprimand or punishment, and interpersonal relationship. Other strategies used in schools were exclusion (Albrecht, 2008; Knipe, Reynolds and Milner, 2007) and punishment (Dupper, 2010; Mamatey, 2010). However, it can be argued that some strategies are more effective than others. In addition, the efficacy of strategies is subjective, making them not applicable in all situations.

Physical punishment is controversial in some countries but seems acceptable in others. In Malaysia, physical punishment is legally permitted in school (Ministry of Education Malaysia, 1972, 1997, 2003). Although corporal punishment has been banned by the United Nations (Committee on the Rights of the Child, 2010), it is supported by the national teachers associations, Parent Teacher Associations, and many non-governmental organisations in Malaysia (Dzulkarnain, 2008).

Table 1.2 Pupils who were punished in Malaysian schools (2006–2008)

No.	*Type of Punishment*	*2006*		*2007*	
		Total	*%*	*Total*	*%*
1.	Caning	1330	77	285	85
2.	Suspension	266	15	47	14
3.	Dismissal	133	8	2	1
Total		1729	100	334	100

Source: Ministry of Education Malaysia (2008)

Table 1.2 shows numbers of young people who have been caned, suspended and expelled. Although the number of pupils caned has decreased from 1330 in 2006 to only 285 in 2007, the percentage has increased from 77% in 2006 to 85% in 2007. There is no current data to show the trend of punishments in Malaysian schools after 2008. It can be summarised that more corporal punishment was carried out as it is considered less serious than suspension and dismissal (Ministry of Education Malaysia, 1972). However, to date there is little evidence showing pupils' perception of the seriousness of these strategies, and this informs the significance of the current study. Further, it should be noted that the above table is based on cases that are recorded by discipline teachers and there might be cases that are not recorded. Although the use of corporal punishment has a link with socio-cultural and religious beliefs (Dupper and Dingus, 2008), empirical research in Australia found that pupils who had been caned were physically and emotionally affected (Saunders and Goddard, 2008).

There is a need to investigate the application of the government's recommended strategies for promoting positive behaviour, as it determines how the country's vision is going to be achieved. However, to date, the literature search revealed that there has been little research on this topic in Malaysia. The most relevant research was the study carried out by Dollah (2007) on how the policy of "moral values across the curriculum" was translated into practice in Malaysia. The study revealed that the teachers unconsciously used strategies as recommended by the Malaysian government (Dollah, 2007). This implies that there is an issue about how the government policy is translated into practice.

The literature search suggests that there is a lack of focus on how positive behaviour enhancement policy is translated into practice in Malaysia. Many studies in Malaysia appeared to focus on disciplinary issues and misbehaviour rather than positive behaviour enhancement (Karuppaya, 2007; Ministry of Education Malaysia, 2004). Yahaya, Boon and Buang (2008) reported several factors associated with pupils' involvement in negative activities rather than explaining why other pupils do not engage in those activities. Based on my experience, teachers tended to delegate pupils with challenging behaviour to a school counsellor and discipline teacher rather than taking their own initiative.

1.7 Terminology

Several terms that will be used in this research are as follows:

1.7.1 Positive and negative behaviour

Positive and negative behaviour are subjective and have different meaning according to context. In a school context, positive behaviour can refer to behaviour that is acceptable by the majority. Some use the term prosocial (Sklar, 2007) and respectful behaviour (Carroll-Lind, 2005) in describing positive behaviour. Negative behaviour is commonly referred to as unacceptable behaviour including disruptive and challenging behaviour (Feldman, Atkinson, Fotl-Gervals and Condillac, 2004; Lines, 2003; Tina and Irvine, 2008). Both concepts have a link with many factors that cannot be easily defined. A documentary analysis of the Malaysian government circulars (detailed discussion on this analysis is presented in Chapter 4) revealed that

the term “positive behaviour” was mentioned in the circular on the appointment of school guidance committees dated 2nd of January 1985 (Ministry of Education Malaysia, 1985). I found that the term “discipline” is often used by the government referring to positive behaviour and it was mentioned for the first time in the Education (School Discipline) Regulations 1959 (Ministry of Education Malaysia, 1972). Instead of defining these terms using secondary data, the current study has explored the concepts of positive and negative behaviour based on the perspectives of government, adults and children.

1.7.2 Positive behaviour enhancement strategies

In this study, positive behaviour enhancement strategies refer to any approach or technique used by professionals to promote positive behaviour in pupils. It includes strategies for encouraging positive behaviour and discouraging negative behaviour. The strategies have two levels: in a school (whole-school strategies) and in a group or classroom.

1.7.3 Bonding and bridging social capital

Putnam (2000) defines bonding social capital as a formation of in-group solidarity, whereas bridging social capital refers to a development of out-group solidarity.

> *Bonding social capital constitutes a kind of sociological superglue whereas bridging social capital provides a sociological WD-40 (lubricants) ... both bonding and bridging social capital has positive social effects (Putnam, 2000, p. 23).*

Putnam (2000) proposes that participation in social activities promotes better interpersonal relationships, obligations, and may develop civic trust among people. According to Harper (2001), bonding social capital refers to social relations between members who have strong ties and share common values, whereas bridging social capital refers to connections with distant friends, organisations, and associations. Harper (2001) equates bonding social capital with the process of promoting a sense of a school belonging. Knudsen and Rousseau (2005) explain that bonding social capital is geared towards enabling survival, whereas "bridging social capital is oriented to moving ahead, development, and growth (p.7)". Past studies suggest that the lack of social networks in/out of school increase negative behaviour in pupils (Drewry, Burge and Driscoll, 2010).

Despite different interpretations, all agree that social networks are valuable and have powerful effects on human behaviour. Strong social networks are essential for a positive learning environment.

> *Many students feel alienated and do not have sense of belonging to their community, neighbourhood, or school. To be successful in school, students must feel that they 'belong' and perceive the work of school as having great value ... students (should) have good relationship with adults (professionals) in the school ... these adults can be advocates for students as they face barriers and problems in and out school (Dunbar, 2004, p. 2).*

Putnam (2000) explains that social connections have two dimensions, formal and informal. Formal social connections include those in the workplace, civic associations, and memberships of government organisations including school. On the other hand, informal social connections include social networks in leisure activities. In this study, bonding social capital refers to social connections within the school

compound, whereas bridging social capital refers to the formal connections between school and outside agencies including families, communities, and government agencies. The current study assumes that both bonding and bridging social capital are beneficial for improving pupils' behaviour in a school context.

1.7.4 Professionals and pupils

In this study, the term professional includes school principals, school counsellors, class teachers, discipline teachers and physical education teachers. Pupils include those who are at the secondary level of study (aged 16 years).

1.7.5 Respondents and participants

Although both terms are interchangeably used in prior studies, this study uses the term "respondent" referring to those who responded to questionnaires (Stage 2), whereas the term "participant" is used for those who participated in the classroom observations, individual interviews with professionals and focus group with pupils (Stage 3).

1.8 Aims and objectives

The study aims to explore strategies used by teachers for promoting positive behaviour in Malaysian national secondary schools from the perspective of professionals and pupils. Specifically, the research explores:

- the conceptualisation of positive and negative behaviour as perceived by professionals and pupils
- strategies used by professionals to promote positive behaviour
- teachers' interaction with pupils who exhibit challenging behaviour
- the effectiveness of positive behaviour enhancement strategies as perceived by professionals and pupils
- factors that seem to influence professionals in carrying out positive behaviour enhancement strategies

1.9 The structure of this thesis

This study has explored three main areas: firstly, the conceptualisation of positive and negative behaviour; secondly, strategies used by professionals (including strategies that are perceived to be effective), and finally, factors that may have influenced professionals' attitudes in carrying out positive behaviour enhancement strategies.

This chapter (Chapter 1) provides a brief explanation of the current study and discusses the background, rationale and the leading relevant issues. Chapter 2 discusses systematic analysis of past studies and international perspectives on positive behaviour. Chapter 3 briefly discusses the research methodology used. This study involved three stages: Stage 1 analysed the Malaysian circulars or directives on positive behaviour. The findings from this documentary analysis plus the literature review were used to design the data collection instruments (questionnaires, interview

schedules, and observation checklist) for the second stage. Then two case studies were conducted (Stage 3). Chapters 4, 5 and 6 report these stages in detail. A general discussion is presented in Chapter 7. Chapter 8 draws together conclusions, recommendations and limitations of the current study.

CHAPTER 2

Literature review

This chapter provides a background into the development of the present research framework. It begins with an overview of the policy on positive behaviour enhancement from the perspective of the United Nations¸ and then of some selected countries including Malaysia. A review on the roles of professionals based on the Canadian and Malaysian model is then presented. This chapter also presents a systematic review of contemporary papers on the subject of promoting positive behaviour published between 2005 and 2011, as well as some grey literature, including a review of some Malaysian research papers on positive behaviour enhancement.

2.1 The Positive Behaviour Enhancement Policy

This section provides a brief overview of the policy on positive behaviour enhancement from the perspective of the United Nations and other selected countries.

2.1.1 The United Nations Convention on the Rights of the Child

The importance of positive behaviour enhancement may be grounded in the United Nations Convention on the Rights of the Child (1990). The convention states that all governments should protect children from harm (Article 36), dangerous drugs (Article 33), sexual abuse (Article 34) and abduction (Article 35). According to this

convention, school pupils should be treated with respect and have the same rights regardless of their ethnic background and their needs (ordinary or disability). Children should be part of the decision-making regarding their rights (Articles 12–15, 17). They should not be imprisoned for breaking the law because they are not mature enough to make their own way in the world, and they should not be treated cruelly (Article 37) as they need more correction than punishment. Although the convention is not part of a binding international law, it provides a general framework and a common standard of human rights for all countries. This means that any educational policy throughout the world should concur with this international framework. However, previous research shows that the convention has not fully influenced educational policy in some countries. For instance, the use of corporal punishment in 22 states in the USA (Owen, 2005) and in Malaysian schools are contrary to Article 37. It is therefore important to understand the rationale behind government policy.

As it is impossible to review all government policies in this study, the Legatum Wealth and Well-being Index (The Legatum Institute, 2011) is worth mentioning. This index is based on the contribution to quality of life of factors such as social capital, personal freedom, good governance, safety and security, health, economics, entrepreneurship and opportunity, and education. The education sub-index measures each country's performance in three main areas: access to education, quality of education, and human capital.

Table 2.1 Regional well-being index ranking in 2011

Region	Top 10 countries
Americas (n=23)	Canada, USA, Uruguay, Chile, Costa Rica, Panama, Argentina, Brazil, Trinidad and Tobago, and Mexico
Europe (n=33)	Norway, Denmark, Sweden, Finland, Switzerland, Netherlands, Ireland, Iceland, United Kingdom, and Austria
Asia Pacific (n=21)	Australia, New Zealand, Singapore, Hong Kong, Taiwan, Japan, South Korea, Malaysia, Thailand, and Kazakhstan
Sub-Saharan Africa (n=18)	Botswana, South Africa, Ghana, Namibia, Mali, Senegal, Tanzania, Rwanda, Cameron, and Uganda
Middle-East and North Africa (n=14)	United Arab Emirates, Kuwait, Israel, Saudi Arabia, Tunisia, Morocco, Turkey, Syria, Lebanon, and Algeria

Source: The Legatum Institute (2011)

Table 2.1 shows the regional ranking on the basis of the well-being index. The Institute included 110 countries from five regions in the assessment. The Institute ranked Malaysia 8th in the top 10 list of nations with the highest level of well-being in the Asia-Pacific Region in 2011. As this section aims to provide a brief account of policies on positive behaviour, only several relevant policies from the USA, the UK, Australia and Malaysia have been reviewed.

2.1.2 The United States of America

In the USA, positive behaviour enhancement is grounded in the No Child Left Behind Act of 2001. The Act aims to provide excellence in education for all children regardless of their ethnic background, disabilities and any other potential disadvantages. The Act mandates the Secretary of Education to award sub-grants to state agencies and local education sectors to establish or improve the treatment of neglected, delinquent or at-risk children. According to the Act, an at-risk child is defined as:

> *... a school-aged individual who has a drug or alcohol problem, is pregnant or is a parent, has come into contact with the juvenile justice system in the past, is at least one year behind the expected grade level for the age of the individual, has limited English proficiency, is a gang member, has dropped out of school in the past, or has a high absenteeism rate at school.*
>
> *("No Child Left Behind Act of 2001," 2002, p. 1591)*

Although the Act provides a framework for positive behaviour enhancement for all states, each district has the freedom to develop its rules (Cantor et al., 2002). In some schools, some predetermined consequences are permitted by law, including detention, suspension, transfer and expulsion. Corporal punishment is permitted in schools in 22 states, mainly the southern states (Cantor, et al., 2002).

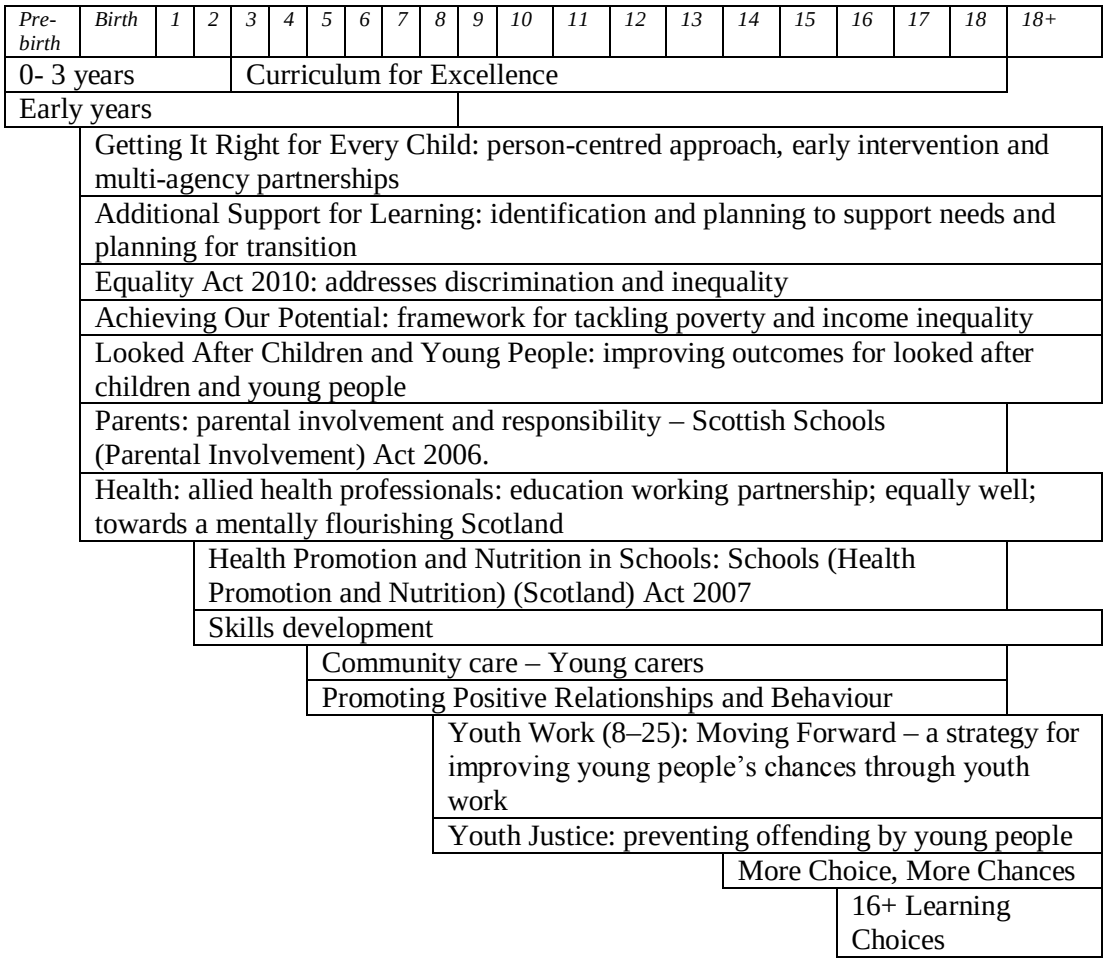
A zero-tolerance policy is practised in the USA as a way to control the behaviour of dangerous pupils. This policy legitimises school expulsion for a pupil who has a weapon in school. Historically, the policy aimed to control drugs, weapons and violent behaviour at a national level. It was then expanded to include non-violent and inappropriate behaviour at a school level. However, much debate regarding the implementation of a zero-tolerance policy has taken place (Dupper, 2010; Fries and DeMitchell, 2007). For instance, focus group interviews with eight experienced educators and six pre-service teachers revealed that factors such as context, intent, history and teacher's judgement had determined the implementation of the policy (Fries and DeMitchell, 2007). The issue of fairness was discussed, as implementation of the policy may result in the loss of a pupil's right to attend school. Therefore, it was concluded that there may be some unfair consequences, although the rationale is to provide fairness (Fries and DeMitchell, 2007).

Many schools in USA employed the School-Wide Positive Behaviour Intervention and Support approach, and have asserted that it is effective (Harms, 2010; Sugai et al., 2000). For instance, Harms (2010) investigated the implementation of an integrated three-tier model of reading and behavioural support in schools that participated in the "Response to Intervention" project for her doctoral research. The "Response to Intervention" project integrates assessment and intervention to maximise pupils' attainments and reduce behavioural problems. The three-tier model of reading contains three levels of reading intervention: (i) the primary level aims to reduce the number of pupils who later become at risk for reading problems; (ii) the secondary level is a group intervention for pupils who are not making adequate progress in their reading; and (iii) the tertiary level is designed for struggling readers. The findings revealed a strong link between the fidelity of implementation and the reading ability of pupils. This suggests that such programmes are effective in improving pupils' behaviour.

2.1.3 The United Kingdom

The Every Child Matters 2003 initiative stated that children have the right to the support they need to be healthy, to stay safe, to enjoy and achieve, to make a positive contribution and to achieve economic well-being irrespective of their background and circumstances. The government emphasised the importance of multi-agency partnerships to achieve these aims. Every Child Matters had been the title of three government papers leading up to the Children Act of 2004. However, Every Child Matters applied to England and Wales only, although in Scotland, positive behaviour enhancement is one of the national frameworks for supporting learners. The Scottish

government has a holistic approach to supporting children and young people to achieve positive destinations. Although each framework has specific aims and strategies (see Figure 2.1), they all emphasise the importance of partnership programmes. For instance, the Scottish School (Parental Involvement) Act 2006 advocates that home–school parental involvement is vital, as it can positively affect children's well-being.



Source: Adapted and modified from Education Scotland (2011)

Figure 2.1 Scottish government frameworks for supporting learners

The Scottish government introduced the Curriculum for Excellence that aims to help every learner to develop knowledge, skills and attributes for learning, life and work,

which are encapsulated in the four capacities (Education Scotland, 2011). The Curriculum for Excellence aims to achieve a transformation in education in Scotland by providing a coherent, more flexible and enriched curriculum from ages 3 to 18 (The Scottish Government, 2011). It stresses the importance of school ethos, and a climate of respect and trust based upon shared values across the school community. The school leader is expected to play a major role in developing a positive school ethos, as the school curriculum in Scotland determines not only by the government. "The government provides the framework for learning and teaching rather than micromanage what goes on in individual schools" (The Scottish Government, 2011, p.1). This means that the school has the freedom to manage pupils in school within the Curriculum of Excellence framework.

The whole-school approach appears to be the preferred strategy of the Scottish government. Within the Curriculum of Excellence, the government has introduced the framework for promoting behaviour, namely the Positive Relationships and Behaviour framework, based on prior empirical research. The government introduced a model for promoting positive relationships and improving behaviour, which emphasises the importance of the following elements: values, rights, and rules and responsibilities, and their relationship to the needs of individuals. It contains three levels of strategies: the institutional or a school level; the group level or in- and out-of-classroom setting; and the individual level. A supportive, inclusive and peaceful learning environment is the foundation for promoting positive relationships and improving behaviour at the school level. At the group level, a positive school environment could be enhanced through the introduction and assimilation of approaches such as restorative approaches, solution-oriented approaches, home–

school partnerships, and so on. In addition, the model recognises that there are small numbers of pupils in school that require extra support. At the individual level, restorative conferences and solution-oriented approaches could be used for improving the behaviour of children and young people. This model is similar to the School-Wide Positive Behaviour Support model (Sugai and Hornet, 2002) and the School-wide approach (Martin and Sugarman, 1993).

2.1.4 Australia

Positive behaviour enhancement in Australia is grounded in the "Australian National Safe School Framework". This framework is based on the vision that all Australian schools are safe, supportive and respectful teaching and learning communities that promote student well-being (The Ministerial Council for Education Early Childhood Development and Youth Affairs, 2011). Acknowledging that being safe and supported positively affect children's well-being and effective learning, all schools in Australia are now required to develop a supportive learning ethos. The government encourages active participation among teachers and pupils from different socio-economic and ethnic backgrounds. Partnerships with parents, communities and agencies are highly encouraged.

In order to promote positive behaviour in pupils, the government emphasises that the strategies used in schools should focus on the development of positive behaviour in pupils, rather than on punishment for misbehaviour. There is a growing adoption of the School-Wide Positive Behaviour Intervention and Support approach in Australia. However, O'Neill and Stephenson (2010) reported that teachers often had a lack of

understanding of the rationale behind the approach that has resulted in an inconsistent implementation of the strategy.

The government suggests that the use of negative strategies such as punishment, including corporal punsihment should be minimised. Corporal punishment is prohibited in the home, although it is permitted in some schools across the country. A recent report shows that corporal punishment is legally permitted in the Northern Territory, in Queensland, in South Australia, and in some schools in Western Australia (Global Initiative to End All Corporal Punishment of Children, 2011). The report states that the government rejected a proposal to remove such punishment from the educational system, although the rationale for this rejection was unclear.

2.1.5 Malaysia

In Malaysia, positive behaviour enhancement is grounded in the National Principles, known in Malay as *Rukunegara*, and the National Education Philosophy. The National Principles state that all Malaysian citizens are required to have a belief in God, be loyal to the King and Country, follow and respect the Constitution and Law and have good behaviour and morality. Furthermore, the National Education Philosophy posits that pupils should be spiritually, emotionally, physically and intellectually balanced. However, Nordin and Dan (2002) argue that the current Malaysian education system is inconsistent with the National Education Philosophy, as more attention is given to intellectual issues rather than other aspects of the policy. The first policy on pupils' behaviour in Malaysia was formulated in 1959 through the directive entitled Education Regulation (School Discipline) 1959 under the

Education Ordinance 1957. According to this directive, pupils must follow school rules and government law. It lists predetermined consequences for pupils who break the school rules, and provides permission to use physical punishment (caning) and expulsion from schools.

Although the Education Ordinance 1957 was amended and replaced by the Education Act 1996, the Education Regulation (School Discipline) 1959 remains valid to this day. The document has become a main reference for the management of positive behaviour in Malaysian schools. In line with these acts and regulations, the Ministry of Education has recommended possible strategies for promoting positive behaviour such as:

- pupil involvement in extracurricular activities;
- pupil participation in motivational programmes;
- improving interpersonal relationship between and within pupils and professionals;
- individual and group counselling for disruptive pupils;
- revising the management of pupil affairs;
- social support systems, including home–school and inter-agency partnerships; and
- punishment, including corporal punishment, out-of-school suspension and dismissal.

Chapter 4 of this thesis presents a detailed analysis of the Malaysian government circulars and directives on positive behaviour enhancement.

2.2 Professionals' roles in positive behaviour enhancement

This subsection will briefly discuss the expectations of professionals' roles in two countries: Canada and Malaysia. These were selected as they are both listed in the top 10 of the well-being index (The Legatum Institute, 2011).

Table 2.2 The Canadian model for effective teaching

Domain	*Teacher's behaviour and characteristics*
Commitment to pupils and pupil learning	Demonstrates a positive rapport with pupils; establishes an environment that maximises learning; promotes polite and respectful pupil interaction; addresses inappropriate pupil behaviour in a positive manner; and promotes pupil self-esteem by reinforcing positive behaviour.
Professional knowledge	Organises instructional time by providing for the needs of all pupils; systematises routine procedures and tasks to engage pupils in varied learning experiences; uses appropriate strategies to manage discipline; and implements the behaviour code with consistency.
Teaching practice	Develops clear and achievable classroom expectations with pupils; establishes and maintains standards for pupil behaviour that support learning and respect the dignity of the pupils; uses a clear and consistent format to present instruction; and gathers accurate data on pupil performance and keeps comprehensive records of pupil achievement.
Community	Works co-operatively with colleagues to solve pupils' problems.
Ongoing professional learning	Observes other teachers; acquires successful practices; and effectively applies new information or techniques to enhance teaching practice.

Source: The Council of Ontario Directors of Education (2007)

According to the Council of Ontario Directors of Education (2004), the school principal and teachers play integral roles in promoting positive behaviour. Table 2.2 shows that effective teachers are those who play their role beyond the classroom context and who are motivated to continuous professional development.

Table 2.3 The Malaysian model for excellent teaching

Key components	*Teacher's behaviour and characteristics*
Personality	Demonstrates good behaviour; an ethical teacher; a role model.
Skills and knowledge	Expert in his/her subject area; expert in teaching and learning; excellent time management; excellent resource management; able to identify pupils' needs and problems; very informative; and excellent information technology skills.
Educational outcome	Able to improve pupil learning in line with the National Educational Philosophy.
Communication	Excellent communicator; competent to deliver ideas; and effective communicator.
Potential	Clear vision, proactive, shows initiative, responsive and innovative.
Contribution to educational development	Competent to generate new ideas in education and happy to share their knowledge and skills.

Source: The Ministry of Education Malaysia (2008)

According to the Malaysian model, an effective teacher may become an excellent teacher if they excel in six key criteria (see Table 2.3). He or she should be able to integrate counselling skills, such as problem-solving techniques, in their daily interactions with pupils.

These models outline the definition of effective (or excellent) teachers from the governments' perspectives. However, it can be argued that the prescribed attributes of effective teachers are too idealised and vague, and seem to be unrealistic.

2.3 A systematic review of positive behaviour enhancement

This section consists of a systematic review of contemporary journal papers (2005–2011) from four main databases, namely the Australian Education Index, British Education Index, ERIC (Educational Research Information Centre) and Scopus. Table 2.4 shows the American and British English keywords that were used in combination to search these databases.

Table 2.4 Keywords search of abstract

Keyword 1	Keyword 2	Keyword 3
positive behavior (or positive behaviour)	enhancement	strategies/school
	support	school
	cultivation	
	development	
	strategies	
	techniques	
	encouragement/encouraging	
	management	
negative behavior (or negative behaviour)	prevention	
	discouraging	
	stopping	
classroom management	school	
discipline/disciplinary strategy		

In order to confine this study to current developments of positive behaviour enhancement strategies, only papers publish between 2005 and 2011 were reviewed. In addition to the aforementioned sources, some grey literature was also included. A total of 1634 relevant papers were published between 2005 and 2011 were obtained from the four databases: 950 papers in the Scopus database; 99 papers in the British Education Index database; 340 papers in the Australian Education Index; and 245 papers in ERIC. All papers that conformed to the following selection criteria were included in the review. Papers had to be written in the English language and had to include participants either from secondary schools or young people aged between 13 and 18 years old. Papers involving participants from both primary and secondary schools were also included in this review. However, the papers were not reviewed if they only included primary school pupils, children from kindergarten or participants aged less than 12 years old. This criterion was used because pupils from primary schools have less challenging behaviour compared to secondary school pupils (Theriot and Dupper, 2010). In order to obtain a greater understanding of this subject, relevant discursive papers (review papers) were also included. Papers were

excluded if they included participants with special needs, such as autism, visual or hearing impairment, or other disabilities, as these pupils may exhibit different behaviours due to their limited abilities in communication and/or physical movement and, therefore, intervention strategies for this group may also differ. Finally, papers were not reviewed if they were written in languages other than English.

A total of 143 relevant papers were identified, including 106 papers from Scopus, nine papers from the British Education Index database, 12 papers from the Australian Education Index, and 16 papers from ERIC. A detailed review of these papers was conducted to investigate: (2.3.1) methodological considerations in researching positive behaviour enhancement strategies; (2.3.2) theoretical considerations; (2.3.3) conceptualisation of positive and negative behaviour; (2.3.4) strategies used for promoting positive behaviour; (2.3.5) strategies currently perceived to be effective; and (2.3.6) the relationships between social interactions and human behaviour.

2.3.1 Methodological considerations

The 143 total papers reviewed include 113 research-based papers and 30 discursive papers. Most of the research-based papers employed quantitative methods (n=62) rather than qualitative methods (n=28), mixed-methods (n=12), longitudinal studies (n=6), or experimental studies (n=5). Whilst quantitative studies provide evidence of relationships between tested variables, they provide limited in-depth descriptions of participants' beliefs and attitudes toward certain positive behaviour enhancement strategies. Further, in-depth descriptions of this topic seem to be biased, as many previous studies have investigated adults' perspectives rather than young people's

views. For instance, from a total of 28 qualitative papers, 64% (n=18) solely included adult participants, including teachers, counsellors, principals and parents. Only six papers investigated pupils' perspectives, and four studies included both adults and children. For instance, Freeman et al. (2009) explored notions on bullying and the support required from pupils from 26 European countries, and found that there is little support for promoting pupils' well-being and preventing bullying in school (Freeman, et al., 2009). However, it could be argued that pupils who participated in that study may have had no experience in obtaining support from professionals. Further, the actual actions used by teachers for promoting pupils' well-being and preventing bullying in that school are unknown. Another paper investigating the connection between religious norms and the concepts of positive and negative behaviour was solely based on pupils' self-reporting, without cross checking with other sources (Hardy and Carlo, 2011), and therefore the validity of the results is questionable. This suggests that gathering from a single group or source may cause bias. Papers that include both professionals' and pupils' perspectives are more convincing. For instance, Schedin (2005) included both teaching professionals and pupils when investigating expectations between clients and career counsellors. Findings from that study revealed that both parties had commonalities and differences that could be used for improving practice.

This review reveals an ambiguity regarding how participants became involved in studies. The majority of papers examined assumed that participants had sufficient knowledge and experience to participate in the studies. However, the small sample sizes used in the papers raises issues of bias and transferability. For instance, in the investigation of pupils self-concept and motivation in England, Mainwaring and

Hallam (2010) included only 25 pupils in the final year of schooling, whereas Lee and Davies (2005) included only 13 pupils in a study of factors associated with the school non-attendance. The small sample sizes of these studies limit the transferability of their results. Therefore, the use of mixed-methods research design and a bigger sample size may be useful for providing a holistic and in-depth understanding of the social phenomena under investigation.

2.3.2 Theoretical considerations

This review found that four theoretical models dominate the studies examined, namely Applied Behavioural Analysis, Social Capital theory, Culturally Responsive Classroom Management, and Ecological Systems theory. This sub-section aims to provide a brief explanation of the methods and lenses used in previous studies to investigate positive behaviour enhancement.

2.3.2.1 Applied Behavioural Analysis

The application of behavioural theory has resulted in the formulation of the School-Wide Positive Behaviour Intervention and Support model (Sugai, 2011), which describes has three levels of prevention: primary, secondary and tertiary. Primary prevention aims to preclude potential problems by letting pupils know about expectations of their behaviour. Secondary prevention aims to provide intensive or targeted interventions to support pupils who are not responding to primary prevention efforts. This level focuses on pupils with more serious problems that

require more support than other pupils. At the tertiary level, individual treatment includes counselling and a behaviour modification programme.

Table 2.5 Selected papers utilising School-Wide Positive Behaviour Intervention and Support model

Authors and year	Research objectives and method	Findings
(Chitiyo and Wheeler, 2009)	This discursive paper explored the challenges faced by school teachers in implementing School-Wide Positive Behaviour Intervention and Support in their school.	Challenges faced by teachers include the use of instructional antecedents, teaching alternative replacement behaviour, time constraints, limited resources and family partnership.
(Filter, Tincani and Fung, 2009)	This study explored 847 professionals' views (inUSA) regarding the concept of positive behaviour intervention/support and behaviour analysis. Data gathered via on-line survey (through an e-mail).	Professionals had different views regarding these two concepts. This was caused by a lack of discussion on the subject between professionals.
(George and Kincaid, 2008)	This discursive paper reviewed the School-Wide Positive Behaviour Support blueprint and described how it was translated into practice.	The blueprint is ideal but more work needs to be done in order to effectively translate it into practice. Some suggestions for improvement are provided.

Table 2.5 shows that although the School-Wide Positive Behaviour Intervention and Support model was found to be effective, the implementation of this model requires further improvements (George and Kincaid, 2008), including teacher education and guidance from experts. Additional support is needed to enhance teachers' skills and commitment, and teachers need sufficient resources and parental engagement (Chitiyo and Wheeler, 2009). The current review shows that the School-Wide Positive Behaviour Intervention and Support model is widely used in the USA and Australia. In the USA, nearly 5,000 schools across 40 states have adopted this approach (George and Kincaid, 2008). A grey literature search carried out using the key phrase "positive behaviour support and intervention" in the ProQuest Education

Journals and the ERIC Plus database yielded 2881 dissertations and theses conducted between October 2001 and March 2011. There is a growing interest in Australian schools towards adopting this approach (O'Neill and Stephenson, 2010). However, discussions of this approach seem to ignore the role of socio-cultural elements that are integral for promoting positive behaviour in multi-ethnic classrooms.

2.3.2.2 Culturally Responsive Classroom Management

This model was introduced by Weinstein, Tomlinson-Clarke and Curran (2004). It proposes that multicultural components have a significant impact on classroom management beliefs and practice, and has five essential elements:

> *... (a) recognition of one's own ethnocentrism, (b) knowledge of students' cultural backgrounds, (c) understanding of the broader social, economic, and political context, (d) ability and willingness to use culturally appropriate management strategies, and (e) commitment to building caring classrooms (Weinstein, et al., 2004, p. 25).*

This model emphasises the importance of a teacher's ability to manage the classroom, to provide more opportunities for pupils to learn new things and to engage them in lessons, regardless of the subject matter being taught (Milner and Tenore, 2010). Milner and Tenore (2010) stated that the centrality of understanding about the cultural backgrounds, equity, equality, relationships with others, and parent–school involvement significantly contributes to effective classroom management. They debate the extent to which pupils should be encouraged to learn about cultural complexity in the classroom. If they are, what strategies should be used in the classroom? Furthermore, are any conflict raised by this diversity and how should teachers overcome this possible conflict? Bucalos and Lingo (2005) reported

that pupils expect teachers to integrate socio-cultural elements into their daily conversations and interactions. However, little is known regarding the ability of teachers to understand other socio-cultural values. In addition, it is illogical for teachers to consider every single aspect of pupils' cultural backgrounds when managing the classroom. Although the issue of practicality in translating this model into practice has been raised, understanding different socio-cultural values are essential in a multi-ethnic classroom.

2.3.2.3 Social Capital theory

The current review found that some papers utilised Social Capital theory to explain positive behaviour enhancement in school. The term "Social Capital" was first time used in 1916 in Hanifan's essay on the school as a community centre. Social Capital theory was developed by Bourdieu (1986) and later expanded and reformulated by Coleman (1988) and Putnam (2000). Although Bourdieu (1986), Coleman (1988) and Putnam (2000) have different priorities in conceptualising social capital, they agree that social networks are valuable for promoting a better life, well-being, civic trust and a sense of obligation.

Extensive research supports the importance of social networks in developing a stable society. One paper included in this review reported that social capital in the workplace is essential for developing skills, adding new knowledge and promoting a supportive working atmosphere (O'Neill and Stephenson, 2010). The paper reported that the majority of participants had benefited from attending training sessions and that they therefore had a positive attitude towards professional training. This was

supported by another study showing that a social capital network in the workplace is beneficial for promoting a feeling of ownership. Midthassel (2006) suggests that a sense of belonging can be promoted via knowledge sharing among school professionals. Other academic papers report that a lack of social capital networks contributes to self-harming behaviour (Hall and Place, 2010) and victimisation (Gottfredson and DiPietro, 2011). On the other hand, wide social capital networks promote prosocial behaviour in pupils (Fredricks and Eccles, 2008). Despite these positive aspects, social capital networks also have negative implications. For example, since social networks are based on a shared common interest, pupils with challenging behaviour may seek friends who have common values and interests, and some social groups influence young people to engage in more negative activities than positive ones. This explains the formation of a gang culture. Therefore, some empirical studies suggest that minimising the radius of social networks is important to keep children safe from criminal activities and violence (Molnar, Browne, Cerda and Buka, 2005; Molnar, Roberts, Browne, Gardener and Buka, 2005). This research implies that the value of social capital networks is dependent on the quality of life and environmental factors.

2.3.2.4 Ecological Systems theory

The Ecological Systems theory (Bronfenbrenner, 1979, 1992) offers a theoretical construct of socio-interactions within and between the following ecological layers: the *Microsystem* (direct interaction with social agents), the *Mesosytem* (connection between contexts such as the relation of school experiences to out of school experiences), the *Exosystem* (indirect interaction with social agents), the

Macrosystem (socio-cultural context and system of belief) and the *Chronosystem* (time dimension).

Table 2.6 shows how the Ecological Systems theory was used to investigate the association between interactions within/between ecological layers and pupils' behaviour. According to the theory, the *Microsystem* includes socio-interactions in school, although some papers use this term to describe interactions within/between teachers and pupils in learning activities. For instance, while many papers show that active participation in sport promotes positive behaviour in pupils (Faber, Kulinna and Darst, 2007; Lumpkin, 2008; Sandford, Duncombe and Armour, 2008), recent studies show contradictory results (Barnett, 2007; Fredricks and Eccles, 2008). One paper reported that active participation in sport activities does not necessarily improve positive behaviour, and that a less favourable experience of sport may negatively affect pupils' emotions, behaviour and relationships with peers and adults (Fredricks and Eccles, 2008). A second study found that sport activities offer both positive and negative effects as engagement in sport promotes prosocial behaviour and develop confident in pupils; however, being defeated in a game may negatively affect pupils' emotions (Barnett, 2007). This research implies that the investigation of social phenomena in the *Microsystem* layer provides more information and a better understanding of factors associated with positive behaviour development.

Table 2.6 Selected papers that utilised the Ecological Systems theory

Authors, year and country	Research objectives and method	Findings
(Fredricks and Eccles, 2008) USA	The study examined the link between participation in sport activities and pupils' adjustment. It included 1,047 youth attending 23 middle schools in Maryland using a quantitative research design.	Adolescent engagement does not necessarily improve positive behaviour.
(Kumar, O'Malley and Johnston, 2008) USA	The study examined the association between physical environment and pupils' behaviour. It analysed data from the annual survey by 8th-, 10th-, and 12th-grade students and narrative data from principals' perspectives.	Good infrastructure promotes satisfaction and positive behaviour in pupils.
(Harel-Fisch et al., 2011) European countries and North America	The study explored the relationship between a negative school experience and involvement in bullying. It was based on data from school-based survey on pupils' behaviour and their psychosocial determinants from 40 countries in Europe and North America.	Being a bully or a victim of bullying is associated with a negative perception towards schooling.
(McMahon, Keys, Berardi and Crouch, 2011) USA	This longitudinal study assessed the link between academic achievement and pupils' behaviour. Participants were teachers and pupils from 16 schools in Midwestern using multiple standard questionnaires. It was carried for over the period of three years.	Good academic achievers have better behaviour than pupils who are academically weak.
(Yoon, Bauman, Choi and Hutchinson, 2011) South Korea	This quantitative study investigated strategies used by 146 teachers to handle incidents of school bullying.	School professionals have different views regarding how cases of bullying should be treated.

The current review found that the physical environment is a significant contributor to human behaviour. One paper reported that a good infrastructure promotes a positive attitude towards schooling (Kumar, et al., 2008). However, as improving the physical infrastructure is costly, financial support from the government is much needed, and this may be an issue for low-income countries. However, promoting positive

behaviour is not solely dependent on the physical environment, as various other factors within/between ecological layers are also associated with positive behaviour enhancement.

2.3.3 Conceptualisation of positive and negative behaviour

This review found that more papers investigated negative behaviour (n=107) than positive behaviour (n=30). Some papers did not specify any behavioural categories as they investigated classroom management techniques (Bucalos and Lingo, 2005; Daniels, 2009), young people's experience of abuse (Ungar, Tutty, McConnell, Barter and Fairholm, 2009), the basic principles of behavioural intervention strategies (Dunlap, Carr, Horner, Zarcone and Schwartz, 2008), and the evaluation of certain intervention programmes (George and Kincaid, 2008; Walker, Cheney and Stage, 2008). Only papers that clearly mentioned behavioural categories were included in the analysis of positive and negative behaviour conceptualisation.

The current review found that the concept of negative behaviour is clearer than that of positive behaviour. Negative behaviour referred to bullying (Pugh and Chitiyo, 2011), substance and tobacco use (Veselska et al., 2009), self-harm (Hall and Place, 2010), disruptive verbal behaviour (Ding, Li, Li and Kulm, 2010) such as overlapping speech and back-talk (Vincent, et al., 2011), aggressive (Lopez, Pereza, Ochoab and Ruiza, 2008), violent (Molnar, Browne, et al., 2005), and antisocial behaviour such as lying, theft, setting fires, truancy and running away (Boles, Biglan and Smolkowski, 2006; Sandford, et al., 2008). Some perspectives refer to school disciplinary problems as negative behaviour (Gregory, Cornell and Fan, 2011;

Maphosa and Shumba, 2010; Munn et al., 2011). Rice, Frederickson and Seymour (2011) conceptualised negative behaviour as consisting of internalised problems, such as depression, anxiety and emotional problems, and externalised problems, including aggressive, violent and disruptive behaviour. According to Infantino and Little (2005), internalised problems can be identified by looking at specific features, including withdrawal and dysphoria (an unpleasant or uncomfortable mood), whereas externalised problems are marked by specific features such as defiance and aggression. Molnar et al. (2005) relate the concept of negative behaviour to perpetration, including attacking others with weapons, gang fighting, and snatching and vandalising other people's property. Another paper uses the term maladaptive behaviour when discussing negative behaviour (Ybrandt, 2008). These perspectives show that negative behaviour is precisely conceptualised in the papers reviewed. However, it is unclear how pupils' regard these definitions as most are derived from the perspective of school professionals. Pupils might have different ideas regarding behaviour categorised as negative by adults.

The terms "negative behaviour" and "disciplinary problems" were used interchangeably in the papers reviewed. Well-disciplined pupils were considered positively, whereas law-breakers were considered negatively (Infantino and Little, 2005; Mainhard, Brekelmans and Wubbels, 2011). Further, the current review shows that behavioural problems have a causal relationship with many factors. For instance, increased rates of depression and reduced levels of interpersonal relationships influence pupils to behave in an unacceptable manner (Boles, et al., 2006). Infantino and Little (2005) examined the characteristics of negative behaviour from children's perspective, and their results indicated that the following behaviour is considered to

be troublesome: talking out of turn, talking back or using inappropriate language, being out of their seat, eating in class, hindering other children, making unnecessary noise, disobedience, physical aggression and unpunctuality.

A relatively small number of studies have comprehensively explored the concept of positive behaviour (n=30). The current review shows that some perspectives considered pupils' commitment to schooling and their motivation to learn certain academic subjects as attributes of positive behaviour (Kunter, Baumert and Koller, 2007). Other papers defined positive behaviour as prosocial behaviour (Booth, Farrell and Varano, 2008; Hardy and Carlo, 2011). However, this perspective did not specify prosocial behaviour elements. It can be proposed that many factors are integrated into the notion of prosocial behaviour, including socio-cultural norms and religious beliefs (Hardy and Carlo, 2011). Hardy and Carlo (2011) relate positive behaviour to kindness, being compliant, being anonymous and prosocial altruistism. In a study of the relationships between negative and positive behaviour in adolescents, Boles et al. (2006) stated that active participation in sport and religious activities, volunteering, completing homework and attaining good school grades were positive. Although previous empirical studies show that focusing on positive behaviour promotes positive behaviour in pupils (Aelterman, Engels, Petegem and Verhaeghe, 2007), a study of negative behaviour provides evidence for intervention, prevention and treatment programmes (Abromaitienė and Jurevičiūtė, 2005; Boles, et al., 2006). This discussion illustrates that conceptualising positive behaviour is at the very most complex, due to the limitations of previous studies on positive behavioural aspect in pupils and also because of various contributory factors.

This review reveals that evidence to illustrate how positive and negative behaviours are constructed is unclear. Inter alia, many papers have provided a list of children's behaviour without looking at adults' and children's perspectives toward these behaviours (Gotzens, Badia, Genovard and Dezcallar, 2010). For instance, pupils are expected to be more physically active in an outdoor setting (Sandford, et al., 2008) compared to an indoor setting (classroom). As positive and negative behaviours are subjective, it is necessary to explore how adults and children conceptualise both positive and negative behaviour. Previous empirical studies suggest that participants of different genders and ethnic backgrounds also have different beliefs towards positive and negative behaviour (Chung, White, Hipwell, Stepp and Loeber, 2010; Tran, Phongsavan, Bauman, Havea and Galea, 2006). In a study of classroom discipline across 41 countries, Chiu and Chow (2011) found that schools with better discipline contained proportionately more girls. Other perspectives suggest that teachers and pupils have different perceptions regarding the prevalence of bullying behaviour in school (Yahaya, Ramli, Hashim, Ibrahim, Roslan and Rahman, 2009). This implies that the concepts of positive and negative behaviour depend on various factors that inform the significance of the current study.

The present review reveals that subjective infractions in pupils' behaviour may contribute to the potential conflict between teachers and pupils. The use of native language, for instance, might be an issue for teachers in a multi-ethnic classroom. Theriot and Dupper (2010) found that class disturbance and insubordination are vague terms, open to different interpretations. For instance, extrovert pupils may be more vocal and noisier compared to introverted pupils. Should they be reprimanded as a consequence of shouting out questions pertaining to the lesson? Since pupils'

behaviour is subjective and dependent on many socio-cultural factors, concepts of positive and negative behaviour vary and require scientific research to obtain a clear definition of each.

2.3.4 Positive behaviour enhancement strategies

Investigations of positive behaviour enhancement strategies were categorised into two groups: (2.3.4.1) promoting positive behaviour, and (2.3.4.2) discouraging negative behaviour.

2.3.4.1 Promoting positive behaviour

This review uses Social Capital theory as a lens through which to examine strategies used to promote positive behaviour. This theory is widely used to investigate social interactions in modern society (Boeck, 2009; Drewry, et al., 2010; Gottfredson and DiPietro, 2011; Putnam, 2000). Indicators of social capital networks include social relations, formal and informal social networks, group membership, civic engagement (Harper, 2001), a sense of belonging, diversity, values and norms, outlook in life, citizen power or pro-activity, participation, reciprocity and trust (Boeck, 2009). Reformulating the Social Capital theory, Boeck (2009) introduced two social network dimensions: static social capital and dynamic social capital. Static social capital refers to social networks such as the networks of family, kin and peers, which involve a small radius of protective trust, immediate reciprocity, restricted outlook in life, restricted sense of belonging, and strong or static networks (Boeck, 2009). Dynamic social capital refers to diverse social networks that include a broad radius

of shared or social trust, generalised reciprocity, diverse or concrete outlook in life and a diverse sense of belonging (Boeck, 2009). Another study suggests that a lack of school social capital, family social capital and community social capital contribute to negative behaviour in pupils (Drewry, et al., 2010).

Social Capital theory was originally proposed by Bourdieu (1986) and was expanded by Coleman (1988) and Putnam (2000). Bourdieu (1986) conjectured the idea of society as a plurality of social fields where economic, cultural and social capital are the core influential factors for human behaviour. Social capital, according to Bourdieu (1986), refers to group membership where institutionalised relationships are developed. He added that the social network is important for establishing or reproducing social relationships that may be useful for group solidarity. Bourdieu (1986) defined cultural capital as non-financial social assets that might promote social mobility, and stated that it exists in three forms: embodied cultural capital, objectified cultural capital and institutionalised cultural capital. Embodied cultural capital refers to an individual's skills, nature and knowledge gained from their *habitus* and life experience. Objectified cultural capital consists of owned physical objects that project an individual's social status and group, whereas institutionalised cultural capital refers to institutional recognition, such as academic qualifications.

According to Coleman (1988), social capital refers to "changes in the relations among persons that facilitate action (p.100)". Coleman (1988) was interested in the concept of human capital that refers to changes in persons due to their skills, knowledge and capabilities. Although the concept of social capital varies depending on the context, most researchers agree that social networks have a significant value

in promoting a better social life, well-being, integrity, civic trust and a sense of obligation (Coburn and Russell, 2008; Harper, 2001; Putnam, 2000). Previous empirical studies found that strengthening social capital networks promotes a productive learning environment (Murray, 2009) and develops supportive interpersonal relationships (Fredricks and Eccles, 2008).

According to Putnam (2000), social capital refers to the importance of social networks for nation-building. He proposed the concepts of bonding and bridging social capital. Bonding social capital refers to an inward-looking network that aims to develop a sense of belonging, whereas bridging social capital refers to the development of out-group solidarity. Bonding involves people who provide logistical and emotional support, such as friendship, and family and community ties; whereas bridging social capital involves reaching out to involve people and organisations that can provide access to different networks.

Table 2.7 Differences between bonding and bridging

Items	*Bonding*	*Bridging*
Structure of networks	Inward-looking networks.	Outward-looking networks.
The purpose	To strengthen specific reciprocity and mobilise solidarity, such as providing crucial social and psychological support for community members.	For linkage to external assets and for information diffusion, such as the formation of different ideologies via internet communication.
Strength	Able to create strong in-group loyalty and support.	Can generate broader identities and reciprocity.
Impact	Able to create strong out-group antagonism and a sense of belonging.	Able to create strong relationships with distant agencies.

Source: Putnam (2000)

Table 2.7 shows that although bonding and bridging have different network structures, both see social networks as valuable for developing causal relationships. Putnam (2000) suggests that

> *... bonding and bridging, are not "either-or" categories into which social networks can be neatly divided, but "more or less" dimensions along which we can compare different forms of social capital ... bonding social, capital, by creating strong in-group loyalty, may also create strong out-group antagonism (p. 23).*

Boeck (2009) and Harper (2001) expand the view that the primary aim of bonding is to develop a sense of belonging to a school. The present study considers bonding as an inward-looking network that includes interpersonal relationships and social networks within a group/classroom/school, which would promote a sense of belonging to the school. Bridging social capital refers to an outward-looking network including a home–school partnership and collaboration with other agencies. However, it is less well known how to strengthen the relationships and networks within/between homes and schools. Starting with a brief explanation of Social Capital theory, the next sub-section discusses how the concept of bonding and bridging social capital was integrated into previous studies.

Bonding social capital

As previously observed, bonding social capital refers to internal social networks that develop a sense of belonging to a school. Empirical studies suggest that bonding pupils to their school prevents potential troublesome behaviour and reduces rule-breaking activities (Gregory, Skiba and Noguera, 2010). Table 2.8 lists detailed strategies for promoting positive behaviour. Although some papers provide evidence

that participation in extracurricular activities promotes confident in pupils (Linver, Roth and Brooks-Gunn, 2009; Sandford, et al., 2008), one paper found that school athletes often had disciplinary problems (Wearmouth, Mckinney and Glynn, 2007). Adolescent engagement in sporting activity does not necessarily improve their behaviour as being defeated in tournament affects their emotions (Fredricks and Eccles, 2008). These studies confirm a link between unhappiness and frustration in sport with externalising behavioural problems. Thus, Ahonen and Rajala (2007) suggest that self-selection of their preferred physical activities may promote happiness among children. Previous research shows that young people had their own preferences in socio-religious activities (Awang, Yousuf and Ghani, 2011). However, there are no papers in this review which investigate the involvement of school children in planning and organising extracurricular activities.

Table 2.8 shows that knowledge-sharing within/between professionals and pupils promotes a sense of belonging to a school (Harel-Fisch, et al., 2011; Holley, Kulis, Marsiglia and Keith, 2006; Jong, 2005; McMahon, et al., 2011; Midthassel, 2006). This includes sharing a school mission, shared positive behaviour strategies, and sharing problems that occur during organised lessons. Jong (2005) found that a positive relationship between teachers and pupils is critical for maximising positive behaviour. Assertive discipline was found to be useful in behavioural support and intervention programmes (Jong, 2005). Midthassel (2006) reported that the role of the principal is vital for creating a shared understanding of classroom management. The study carried out by Midthassel (2006) provides insight into teachers' notions of effective classroom management, including their perceptions on the role of the principal as a school leader. However, the paper did not explore the influence of

principals' beliefs on effective strategies, which raises the issue of how the school mission and school policies are translated into practice.

Table 2.8 Selected papers on bonding social capital in a school context

Strategy		*How it may promote positive behaviour in pupils*	*Author(s), method and country*
Engagement or participation	Extracurricular and sport activities	Active participation in sport develops pupils' confidence, provides opportunities to interact with others, establishes positive interpersonal relationships and promotes pupils happiness.	Longitudinal study with 1711 pupils aged 10–18 from the USA (Linver, et al., 2009) and the evaluation of effectiveness of outdoor programmes among 2136 pupils in the UK (Sandford, et al., 2008)
	Leisure time activity	Pupils' participation in their own preferred activities promotes happiness. Studies show that happiness promotes positive behaviour in children.	A comparative study of psycho-social well-being among 1406 pupils aged 13–15 years from Finland, Sweden, Norway and North-West Russia (Ahonen and Rajala, 2007)
Social and classroom interactions	Interpersonal relationship	Good interpersonal relationship with pupils enables teachers to understand the reasons behind children's problem behaviour. Trust in teachers can be established via a good interpersonal relationship.	A study of socio-relationship and problem behaviour with 50 teachers in Australia using a survey research design (Riley, 2009) and a content analysis of 1099 evaluation forms and interviews with 27 participants regarding disclosing abuse in Canada (Ungar, et al., 2009)
	Incentives	The use of praise and receiving a good mark are among incentives that will promote pupils' satisfaction and happiness.	A study of 350 secondary school pupils' perception of troublesome behaviour in Australia (Infantino and Little, 2005)
	Communication	Teachers who are tolerant and less authoritarian make pupils feel happy in school. This promotes positive well-being in pupils.	A quantitative study of the relationship between pupil characteristics, interpersonal behaviour and achievement among 594 Grade 9 pupils aged 14 years from 13 different secondary schools in Flanders (Petegem, Aelterman, Keer and Rosseel, 2008)
	Co-operative learning	Encouraging pupils' participation in lesson activities promotes positive social interactions because they learn to interrogate issues, share/discuss ideas and construct new understandings.	Interviews with 10 teachers regarding cooperative learning in Brisbane, Australia (Gillies and Boyle, 2010)
	Pedagogical content knowledge	Effective teaching is associated with teachers' competencies in pedagogical content knowledge encompassing lesson planning skills, classroom management skills, lesson implementation skills and rapport with pupils.	An opinion survey of 242 secondary school principals in New York state (Torff and Sessions, 2005)

Continue on the next page.

Strategy		*How it may promote positive behaviour in pupils*	*Author(s), Method and country*
Social and classroom interactions	Assertive discipline	Assertive discipline explains that both teacher and pupils have their rights and responsibilities that govern the nature of social relations in schools. Teachers need to clarify the common rights, rules, regulations and responsibilities at the classroom level, and the general duty-of-care level.	A synthesis of the literature and survey on best practice in addressing pupil behaviour issues in the Australian education context (Jong, 2005)
Support	Guidance and counselling	Internalising problems (anxiety and depression) predict aggressive behaviour. Thus, experts (counsellor or psychologist) should help pupils with these problems.	Two case studies in Hong Kong investigated the link between guidance and counselling (Hue, 2007b); and a quantitative study of the relationship between self-concept and social functioning among 277 adolescents in Sweden (Ybrandt, 2008)
	Teaching assistants	Providing more attention to pupils by both teachers and teaching assistant results in increased pupil engagement, participation in lesson activities and positive classroom interactions. Support staffs assist teachers in managing classroom activities.	A systematic observation on the impact of Teaching Assistants in 27 primary schools and 22 secondary schools in the UK (Blatchford, Bassett, Brown and Webster, 2009)
	Peer support systems	The systems include some basic counselling skills, such as active listening, empathy, problem-solving and providing support actions. The helpers were trained with such skills to help troubled peers. Thus, helpers become a channel for peers to solve their behavioural problems.	A study of bullying behaviour and victimisation of gay and lesbian pupils from the UK using a mixed method research design. A total of 119 responded to a questionnaire and 16 were interviewed (Rivers and Cowie, 2008)
	Mentor–mentee systems	The system helps teachers to improve their teaching and instructional skills. This on-the-job training promotes a co-operative school ethos that contributes to a positive learning environment.	An observation of two mentees and one mentor in Japan (Asada and Uosaki, 2006); and interviews with four novice teachers, regarding the concept of a professional identity, in Australia (Richardson, 2007)

Other empirical constructs highlight the importance of a shared understanding of the school mission and policies for promoting a positive learning environment (Lashley and Tate, 2009; McCarthy, 2006). The papers highlighted that misinterpretation of the school mission and different attitudes towards school policy may negatively affect feelings of attachment among professionals and pupils. Harel-Fisch et al. (2011) found that "the more that a child feels a sense of belongingness, pleasance, liking, and safety, the less chance they will be involved in bullying (p.646)".

Another perspective reports that a school can be a dangerous place for professionals and pupils (Potts, 2006) because negligence in carrying out school duties could lead school professionals into legal action. This implies that the teaching profession has its own risk. Therefore, teachers require specific knowledge and skills for interacting safely with pupils.

Some critical perspectives highlight the importance of social interactions for promoting satisfaction and positive behaviour. Gillies and Hayness (2011) reported that co-operative learning encourages active pupil engagement in lesson activities and develops pupils' critical thinking. However, this teaching technique seems to be more suitable for teaching social sciences subject than technical subjects. Further, a large number of pupils in a class pose a challenge to a teacher. Another paper suggests the use of incentives, such as praising pupils and giving good marks in order to motivate pupils (Infantino and Little, 2005), although it acknowledged that the use of praise is more effective for young children than for adolescents. A study of principals' perceptions of successful teaching found that effective classroom interaction requires teachers' competency in pedagogical content knowledge (Torff

and Sessions, 2005). This includes knowledge in the subject matter, lesson implementation skills, the ability to establish rapport with pupils and classroom-management skills. Principals in the study believed that pedagogical content knowledge is the main element that determines a successful teacher. However, the paper solely included principals' perspectives, which raises issue of bias and the transferability of results, and suggests a need for classroom observation and data triangulation in researching this topic.

The current review proposes the use of incentive for promoting positive behaviour in pupils. The basic principle of rewarding pupils who display appropriate behaviour is to motivate them and others to exhibit the same behaviour. The concept of rewards has a close link with intrinsic and extrinsic motivation. Intrinsic motivation refers to engagement in a task for reasons of the task itself, whereas extrinsic motivation is based on external-driven actions, such as monetary rewards (Kover and Worrell, 2010). Rewards can be in many forms, either tangible or intangible. The praise note system can be considered as a tangible type of praise as it consists of paper. Intangible rewards include positive statements used by teachers in their daily classroom conversations with pupils. The effectiveness of this strategy depends on the quality of praise and on the teacher's capability to use such a strategy. There is a large body of evidence which asserts that the use of praise is likely to increase positive behaviour in pupils. According to Partin et al. (2010), effective praise delivers an explicit message of desired behaviour for all pupils in a classroom. The statement of praise should provide informative feedback on the appropriateness and success of the specific behaviour, as well as providing an opportunity for a positive and meaningful interaction. Furthermore, pupils' diverse skill levels have to be taken

into account when providing praise. However, all forms of praise may be ineffective if pupils lack trust in their teacher (Gregory and Ripski, 2008).

Bridging social capital

Co-operation between school and non-school agencies via collaboration and partnership is a critical pillar for bridging social capital. Collaboration involves less formal co-operation between school and other parties, where both parties share common interests and responsibilities. In essence, collaboration aims to improve outcomes and/or enhances decisions (Kellner, 2007; Noonan, Morningstar and Erickson, 2008). Partnership involves formal relationship between the school and other parties, where both parties share joint rights and legal responsibilities (Anderson, Houser and Howland, 2010; Bartholomew and Sandholtz, 2008). However, both partnership and collaboration are interrelated, as partnerships are formed via collaborative efforts between school and family/community/agency. In addition, both partnership and collaboration aim to develop effective schooling. Thus, instead of distinguishing the concepts of collaboration and partnership, the current review includes all strategies that support collaborative efforts between the school and non-school agencies such as family, local community and the government agency.

Table 2.9 Selected papers on bridging social capital for promoting positive behaviour

Strategy	*How it may promote positive behaviour in pupils*	*Author(s), method, year and country*
Family–school partnership / home–school partnership / parental involvement / parental engagement	Children need support from both teachers and parents to learn social and life skills. Parental aspirations, expectations, support and efforts are associated with improved pupils' behaviour and better learning outcomes.	An investigation of the relationship between social control theory and behaviour among 1366 adolescents in New England using a quantitative research design (Booth, et al., 2008); a discussion on family–school relationship in Australia (Butler, 2010); a qualitative study involved 314 respondents from 20 schools in the UK (Harris and Goodall, 2008); and a study of violence exposure and post-secondary stress among 653 Gambian pupils (O'Donnell, Roberts and Schwab-Stone, 2011)
School–community partnership	School is a socialisation place for children that are not separate from the environment they are living in. A school gathers children from different areas. A school–community partnership provides better understanding between the school and community, useful resources and a shared aim.	An investigation of the relationship between social control theory and behaviour among 1366 adolescents in New England using a quantitative research design (Booth, et al., 2008); telephone interviews with pupils in Philadelphia regarding the impact of a set of educational programmes on pupils' attitudes (Furstenberg and Neumark, 2007); and six youth were interviewed to explore Latina/Latino and Black youths' perspectives on dropout and truancy in USA. (Rodríguez and Conchas, 2009)
School–agency / multi-agency partnership	The partnership offers support from experts to improve children's behavioural problems. Any prevention and intervention strategies require a range of different skills and approaches, as pupil behaviour in school is influenced by multiple factors, including factors within the child, factors related to the school system and family factors.	A study of factors contributing to effective intervention as perceived by 209 head teachers in the UK using a progressive focusing approach (Hartnell, 2010); telephone interviews with 1040 pupils in Philadelphia regarding the impact of a set of educational programmes on pupils' attitudes (Furstenberg and Neumark, 2007)
Restorative justice	The strategy focuses on repairing harm done to relationships by listening to offenders' explanations, facilitating dialogue with them, offering non-judgemental discussion and exploring possible solutions to problems. Parental involvement is required as problem behaviour is assumed to be influenced by socio-cultural norms and values. In certain circumstances, a school requires support from experts, such as police department, psychologist and medical practitioners.	A discursive paper on the multidisciplinary understanding of disruptive behaviour in the UK (Macleod, 2010) and a single case study of the effectiveness of restorative justice in New Zealand. One young boy was interviewed (Wearmouth, et al., 2007).

Table 2.9 shows collaboration and partnership programmes between school and non-school agencies. This review found that parental involvement and home–school partnerships are assumed to be powerful strategies for promoting positive behaviour in pupils, and were likely to have a critical impact on academic achievement. The emphasis on the home–school partnership as an effective schooling strategy stems from the belief that education is a holistic process where learning can happen in school, within the family and in the community. However, full parental participation is an issue for dual-career and low economic families (Harris and Goodall, 2008). Low socio-economic family backgrounds were found to negatively affect pupils' behaviour (Baptiste et al., 2009; Harris and Goodall, 2008). On the other hand, high socio-economic families are more likely to be involved in their children's education (Regt and Weenink, 2006). Regt and Weenink (2006) found that high-income parents provide more educational options for their children than low-income parents. Similarly, some upper-middle-class parents criticised public schools for their failure to discipline pupils. Therefore, they sent their children to private schools, assuming that they provide a better system for promoting good behaviour. However, it is unknown how valid their perceptions are. Poor relationships with parents were found to have affected pupils' attitudes towards schooling and this suggests a need for maximum parental participation. In a restorative justice programme parental participation is very important because the programme requires information and support between pupils' home lives, socio-cultural values and their personality (Macleod, 2010; Wearmouth, et al., 2007). Thus networking with parents is beneficial for improving pupils' behaviour.

The current review found that a school–community partnership had a positive impact on pupils' behaviour. Some community-based activities, such as sport, religion and recreational activities promote prosocial behaviour in pupils (Booth, et al., 2008; Fredricks and Eccles, 2008; Furstenberg and Neumark, 2007; Rodríguez and Conchas, 2009). In addition, co-operation with the local community promotes a better understanding of pupils' socio-cultural norms and values. As safety is a priority when managing outside activities, a school must have strong support from and network with local authorities, professional agencies and other experts. This highlights the importance of inter-agency collaboration and partnerships.

Inter-agency partnerships offer support from experts to improve children's behaviour. Hartnell (2010) suggested that collaboration between schools and support teams could enhance the capacity of schools to promote positive behaviour. He highlights the importance of creating a responsive dialogue with pupils, schools, families and relevant agencies. Mental health problems may be a factor in problem behaviour. Therefore, problem pupils need to be assessed by clinical psychologists and medical practitioners. In a study of the Child Behaviour Intervention Initiative programmes in Leicester, Dawson and Singh-Dhesi (2010) reported that therapeutic approaches used in these programmes are effective for supporting children and young people's psychological well-being. However, as discussed earlier, full parental involvement in such programmes may be problematic for some parents. In addition, the available support structures and systems vary depending on educational policy and government laws. Therefore, understanding educational policy and relevant laws are fundamental to the current study.

2.3.4.2 Discouraging negative behaviour

A search on strategies used for discouraging negative behaviour used an open coding technique. Methods for discouraging negative behaviour in the current study consist of any techniques and approaches used by school professionals to respond to negative behaviour in pupils. The open coding technique involved reading the text, identifying which strategies were used to deal with pupils and categorising them into themes. Two main themes emerged from this review: reinforcement and punitive discipline or punishment.

Reinforcement

Reinforcement consists of two spectra: positive and negative. Positive reinforcement refers to techniques used to encourage positive behaviour in pupils, including the use of praise, encouragement and rewards. The basic objective of positive reinforcement is to encourage repetition of the desired behaviour in pupils. Positive reinforcement has a wide range of applications within a school context, relating to how professionals communicate, interact, manage, deal with and counsel pupils. On the other hand, negative reinforcement refers to strategies used to eliminate or reduce undesired behaviour by removing a negative condition as a consequence of negative behaviour. Explaining this concept, Obenchain and Taylor (2005) used the term “escape conditioning”, referring to the removal of an unpleasant stimulus that may weaken undesirable behaviour. Removal of something that a pupil desires is considered to be punishment rather than negative reinforcement.

Downing, Keating and Bennett (2005) divide reinforcement into two forms: situational reinforcement and the structured reinforcement system. Situational reinforcement describes spontaneous interactions where a teacher uses positive reinforcement to encourage positive behaviour and negative reinforcement to prevent negative behaviour. The structural reinforcement system is a planned communication strategy for interacting with pupils. Effective interaction requires teachers to identify specific reinforcers, such as social reinforcers (for example, smiling at pupils and giving “high fives”), activity reinforcers (for example, free activity time and being a group leader) and tangible reinforcers (reward systems for example a food voucher).

Table 2.10 shows that reinforcement strategies used in previous studies, including strategies for strengthening desirable behaviour (positive reinforcement) and eliminating stimuli that contributed to undesirable behaviour (negative reinforcement). These include the use of praise, guidance and counselling, restorative justice, and student-centred approaches to learning.

Table 2.10 Selected papers on reinforcement

Strategy	Source	Objectives and method	Findings
The use of praise	(Akin-Little, Little and Laniti, 2007) USA and Greece	Quantitative study compares classroom management practices between American (n=149) and Greek teachers (n=97).	This study investigated some predetermined strategies used by American and Greek teachers, where both had different perspectives regarding the most effective strategies. However, both reported that they often use verbal praise to reinforce appropriate behaviour in pupils.
Restorative justice	(Wearmouth, et al., 2007) New Zealand	A single case study reporting the behavioural change of a 15-year-old boy.	Behavioural change may be effective when cultural elements are integrated into the intervention programmes. Restorative justice was asserted to be effective. The boy improved his behaviour after attending this programme.
Student-centred approaches to learning	(Gillies and Haynes, 2011) Australia	31 middle school teachers and 615 pupils from a metropolitan city were included in this quantitative study. The study investigates specific questioning strategies in the classroom.	Pupils in the strategic questioning condition engaged in more elaboration and had better academic attainment.
Guidance and counselling	(Schedin, 2005) Sweden	15 secondary school pupils and 15 career counsellors from 10 different secondary schools completed questionnaires.	Career counsellors who have a better understanding (affirmative) and perceived themselves as more helpful were more satisfied with the counselling session.
	(Ajowi and Simatwa, 2010) Kenya	The study uses ex post facto research design to examine the role of guidance and counselling. Participants included 22 head teachers, 22 deputy head teachers, 22 heads of guidance and counselling and 916 pupils from secondary schools.	Although the government recommended the importance of guidance and counselling in school, these were not common practices in Kenya. Further, the majority of professionals were not aware of the government recommendation.

Some papers found that without sufficient knowledge regarding pupils' cultural backgrounds, the use of praise may not be effective (Akin-Little, et al., 2007; Monroe, 2009). Previous studies reported that "... many authorities no longer view

praise as a stand-alone strategy; rather, they suggest that teachers pair praise with physical proximity and increased opportunities for students to respond correctly" (Gable, Hester, Rock and Hughes, 2009, p. 202). This concurs with another paper suggesting that the use of praise is integrated with many other elements, including psychological and emotional factors (Sutton, Mudrey-Camino and Knight, 2009), the location of the lesson (either indoor or outdoor education) (Akuffo and Hodge, 2007), and the relationship with pupils and their age development (Ding, et al., 2010). In a study of primary–secondary school transition, Ding et al. (2010) found that primary school pupils like to be praised; however secondary school pupils preferred to have private conversation with teachers rather than praise. However, again the findings cannot be translated to the whole population as the study was conducted in suburban China, where the authors stated that participants had strong cultural norms and values. Regardless of the cultural context, dealing with problem behaviour in an unprofessional manner affects teachers' emotions and future actions (Macleod, 2010; Petegem, et al., 2008; Tait, 2008). Although a student-centred approach encourages pupils' participation in learning activities, failure to manage the activities may result in emotional distress. Because of that, another paper suggested that regulating emotions and anger management are essential skills for effective learning and teaching (Sutton, et al., 2009). This indicates that in a classroom context, pupils' and teachers' behaviours are interdependent.

Although guidance and counselling appear to have positive impact on school milieu (Ajowi and Simatwa, 2010; Schedin, 2005), a study carried out by Hue (2007b) reveals that some schools in Hong Kong face challenges to integrating guidance, counselling and discipline. They investigated the effect of education structures on the

professionals' roles and the school milieu, and found that in a school where guidance and discipline are integrated, teachers are encouraged to share "a humanistic and developmental view incorporating issues related to guidance and discipline" (Hue, 2007b, pp. 356-357). On the other hand, teachers in a school where guidance and discipline are compartmentalised play more roles as instructors and put a greater effort into pupils' academic achievement rather than issues related to guidance and discipline. However, it is unknown which school structure is more likely to promote positive behaviour in pupils.

Restorative justice has been found to be an effective strategy for promoting desirable behaviour (Jong, 2005; Wearmouth, et al., 2007). This strategy emphasises a collaborative effort among those who have been involved in or affected by problem behaviour, and focuses on positive reinforcement through a series of meetings, discussions, mediations, restorative conferences and family group conferences. Wearmouth et al. (2007) stated that effective restorative justice require community values and socio-cultural elements. That study reported that a child improved his behaviour after participating in restorative justice intervention through traditional Maori protocols. However, restorative justice is a time-consuming strategy and requires collaborative efforts from many parties, which lead to workforce and resource issues that inform the practicality of the strategy. Thus, seeking instant behavioural change with minimal resources may be a central cause for the use of punitive discipline in schools.

Punitive discipline

The basic principle of punitive discipline is to reduce, prevent and stop inappropriate behaviour instantly. The purpose is to send a clear message that certain behaviour is unacceptable. Predetermined consequences for misbehaviour identified in this review were referral, suspension, physical punishment and exclusion. The goal of punishment is to educate pupils to take responsibility for their own behaviour, and to support the belief that pupils have a choice in their behaviour and that every action has a consequence. These predetermined consequences are pillars of a zero-tolerance policy. In the USA, a zero-tolerance policy in schools was originally based on the Gun Free Schools Act 1994. In other countries, the zero-tolerance perspective underpins a positive behaviour policy. Zero-tolerance reinforces to potential troublemakers that misbehaviour is unacceptable and that certain behaviour will not be tolerated. Although zero-tolerance has a clear and pragmatic message, its implementation is problematic and is questionable. Lashley and Tate (2009) made the criticism that zero-tolerance is sometime applied for subjective offences, which makes pupils feel unhappy and raises issues of fairness.

Table 2.11 Selected papers on punitive discipline and punishment

Strategy	*Author(s), year and country*	*Objectives and method*	*Findings*
Referral, in- and out-of-school suspension	(Theriot and Dupper, 2010) USA	Quantitative study comparing problem behaviour in elementary and middle school pupils. It also compares suspension rates in both schools.	The study shows that there is a dramatic increase of problem behaviour in secondary school compared to elementary school. Therefore, suspension rates in middle schools are higher than in elementary schools.
Referral	(Mainwaring and Hallam, 2010) England	25 final year pupils were interviewed to explore their troubling experiences in school and to understand their self-conception and motivation.	Referral pupils reported having difficulties in their previous schools. They had experienced being rejected from other educational establishments. Adaptation with the school environment is an issue for pupils who have low motivation and self-confidence.
Suspension	(Gregory, et al., 2011) USA	5,035 ninth grade pupils completed online surveys on school climate and suspension rates.	Pupils perceived that schools with the highest suspension rates a lack of social support. It suggests that the school environment should support the developmental needs of adolescents.
Corporal / physical punishment	(Feinstein and Mwahombela, 2010) Tanzania	Mixed-methods research to explore attitudes towards corporal punishment. 194 pupils and 254 teachers responded to questionnaires. 14 teachers and 14 pupils were interviewed.	Corporal punishment is used by teachers in circumstances where teachers and pupils did not realise that the government had placed restrictions on corporal punishment. Pupils dislike corporal punishment and stated that it resulted in emotional distress and physical pain.
	(Maphosa and Shumba, 2010) South Africa	Three experienced educators were interviewed in order to explore educators' perspectives on children's rights issues and corporal punishment.	Teachers felt disempowered when corporal punishment was banned and educators became increasingly worried when corporal punishment was outlawed. They also felt that alternative disciplinary method to corporal punishment were ineffective.
	(Saunders and Goddard, 2008) Australia	31 children were individually interviewed to explore their experience of corporal punishment.	Many children who suffered physical punishment had no opportunity to talk about their experience. Children articulated how harmful the punishment was. Due to their bad life experiences, they had bad feelings towards their parents.
Suspension, expulsion and punishment	(Garegae, 2008) South Africa	20 teachers were interviewed to explore their experiences concerning student discipline regulations.	The study revealed that teachers feel helpless without the authority to control pupils. They articulated that pupils had taken advantage of this system. As a result, teachers seemed to be unhappy in teaching, which also negatively affected the school milieu.

As seen in Table 2.11, pupils are unhappy with punishments used in school (Gregory, et al., 2011; Mainwaring and Hallam, 2010) that induce physical pain and emotional distress (Feinstein and Mwahombela, 2010; Saunders and Goddard, 2008). Conversely, teachers feel helpless and disappointed that corporal punishments have been outlawed (Garegae, 2008; Maphosa and Shumba, 2010).

Although physical punishment is controversial and has been banned by the United Nations, it is still used in a few countries including Malaysia, South Korea and Ghana, as wells as some districts of Australia and 22 states of the USA. The current review suggests that religious beliefs, societal norms and cultural values are supporting factors for the use of physical punishment as a legal disciplinary method (Garegae, 2008; Siu-Ming, 2006). Issues raised regarding physical punishment in school are children's rights (Parker-Jenkins, 2008) and fairness (Güneri and Baker, 2006). However, relatively little research was conducted in the past to explore young people's views on the use corporal punishment in school. The current review reveals that only six papers investigated young people's view regarding punishment of which the majority were against corporal punishment. Children are reported to be confused in understanding whether the punishment should be accepted (because of their culture) or whether it should be changed (Saunders and Goddard, 2008). Although some adult participants in previous studies articulated their rejection of corporal punishment, the majority reported feeling disempowered without corporal punishment in the school system. A study in the post-corporal punishment era revealed that there is no strong evidence to demonstrate an increase in misbehaviour in the absence of corporal punishment (Parker-Jenkins, 2008). Although corporal punishment has been banned in South Africa, confrontation (not negotiation) is still

prevalent (Garegae, 2008). This means that removing this method of punishment from the system does not automatically mean that the school environment becomes more supportive. Indeed, alternatives should be carefully designed and prepared before removing the existing disciplinary methods.

Since physical punishment contrary to the United Nations Convention on the Rights of the Child has raised issues of a child abuse, some countries now implement non-physical punishments. These include office referral, in-/out-of-school suspension, detention and expulsion as common predetermined consequences in many schools. These punishments have negative side-effects, including interrupting pupils' academic progress and promoting anti-social behaviour in pupils. Repeated out-of-school suspensions and expulsions, for instance, become the catalyst for permanent withdrawal (Lashley and Tate, 2009). These non-physical punishments appear significant for developing a safe school environment and promoting responsibility in pupils. However, again, they are punitive not supportive. The extent to which the strategies are effective in improving pupils' behaviour requires further research.

2.3.5 Effective strategies

In this section, a discussion on effective response strategies is based on two categories of source material: first, papers that have investigated strategies perceived to be effective (i.e. the predicted outcome); and second, papers based on the actual behavioural outcome.

The first category explores participants' beliefs in effective strategies using self-report assessments, fixed-response, open-ended questionnaires, individual interviews and focus groups. Listed below are reports that focus on effective strategies, as perceived by either professionals or pupils.

- A study of teachers' perceptions (n=244) regarding coping strategies for classroom misbehaviour in China revealed that talking after class is perceived to be the most effective strategy (Ding, et al., 2010).
- Another paper reported pupils' perceptions (n=2300) towards strategies to motivate learning in mathematics in Germany, where the result shows that rule clarity and teacher monitoring are perceived to be effective motivators (Kunter, et al., 2007).
- Chitiyo and Wheeler (2009) surveyed 40 teachers who had implemented the Positive Behaviour Support model in American schools , where the result shows that they have positive attitudes towards such a model and perceived it to be an effective and suitable model for intervention.
- From principals' perspectives (n=251), deficiencies in components of pedagogical knowledge (such as the ability to establish rapport with pupils and classroom management skills) and the lack of lesson planning skills are contributors to ineffective teaching in the USA (Torff and Sessions, 2005).
- Interviews with two novice teachers and one mentor in Japan revealed that the mentoring system facilitates professional development for teachers who are beginning their careers (Asada and Uosaki, 2006).

The actual behavioural change is the central focus of the second category. Perspectives in this category utilised pre- and post-interventions, experimental design and direct observations.

- Sandford et al. (2008) reported teachers post-evaluation assertions that participation in sport activities is effective. This research (n=6743) was carried out in the UK.
- A longitudinal study of young people in Hong Kong (n=3797) carried out Shek and Yu (2011) found that the PATHS (Positive Adolescent Training through Holistic Social) programme is effective in preventing adolescent problem behaviour.
- A single case study of behavioural change in a boy in New Zealand revealed that restorative justice is effective (Wearmouth, et al., 2007).

In order to obtain more details on strategies used in the past, a grey literature search was carried out on the ProQuest Education and ERIC Plus databases. Table 2.12 shows selected papers reporting outcomes from interventions implemented.

Table 2.12 Selected papers reported the actual outcomes of intervention programmes

Strategy	Target behaviour	Source
Out-of-school suspension	Obedient behaviour	(Schultz, 2007)
Study skill course	Academic engagement	(Swain-Bradway, 2009)
Reading intervention	Reading habit	(Harms, 2010)
Group counselling	Academic and social competence	(Webb, Brigman and Campbell, 2005)
Motivation and incentive	Reading behaviour	(Brinker, 2008)
Check in/Check out	Obedient behaviour	(B. L. McCurdy, Kunsch and Reibstein, 2007)
Peer counselling	Self-confidence	(Kuntze, Molen and Born, 2009)

As seen in Table 2.12, expectations of behaviour are specified for each intervention programme, which indicates that intervention programmes can effectively promote target behaviour. However, they may not be effective in promoting other types of behaviour. For instance, peer counselling may be effective for promoting self-confidence, but may not be effective in encouraging reading behaviour. It is debatable whether behavioural change is due to the strategies implemented or to other factors. This is because many factors are associated with the efficacy of strategies used, such as those surrounding teachers' skills and competency (Hamdan, Ghafar and Li, 2010), school environments (MacCarthy, 2007) and socio-cultural factors (Bucalos and Lingo, 2005). Therefore, because the concept of effectiveness is subjective and can be viewed from various perspectives (Hartnell, 2010), it might be fair to say that that there is no solid answer to confirm that a certain strategy is more effective than any other. Therefore, instead of solely focusing on strategies that are perceived and observed to be effective; it is useful to explore why and how certain strategies are perceived to be effective.

2.3.6 Social interactions and human behaviour

The current review uses Bronfenbrenner's Ecological Systems theory (1992) as a lens to understand the causal relationships between interactions and human behaviour. The basic principles of this theory are that human behaviour is influenced by interactions within and between zones of the social environment. Originally, the theory introduces four terms, namely *Microsystem*, *Mesosystem*, *Exosystem* and *Macrosystem* to explain the complexity of the interactions between a person (the *Microsystem* – the smallest layer) and the outer layers (Bronfenbrenner, 1979). The

theory suggests that a person is surrounded by ecological systems of increasing sizes, from the smallest to the largest. At the *microsystem* level, a person has direct contact with their surroundings, including family, school, neighbourhood and environment. The *Mesosystem* encompasses the connection and relationship between a person's *Microsystem* and other structures, including the connection between the home and non-school agencies such as the family, the local community, and government agencies. Although a person does not function directly at the *Exosystem* level, he or she can feel the effects of the interaction between his or her *Microsystem* (i.e. a child's life at home) and the *Exosystem* (their parents' commitment to their professions). A reformulation of this theory introduces the concept of *Macrosystem* and *Chronosystem* (Bronfenbrenner, 1992). Contextual factors include socio-cultural and belief systems that are characteristics of the *Macrosystem.* In response to the missing part of the original Ecological Systems model, Bronfenbrenner (1992) introduced the *Chronosystem*, which refers to the time dimension that has an impact to a person. The past experiences and physiological changes that occur with age affect a person's behaviour. This theory was utilised in the present study to explore interactions within/between selected ecological layers.

Using an open coding system, Table 2.13 displays themes that emerged from the reviewed papers. It should be noted that the coding process was only carried out by myself due to difficulties in getting other coders to read all the papers included.

Table 2.13 Factors affecting human behaviour based on the Ecological System theory

Layer	Type of interaction	Author(s) and year
Microsystem	Child–home	(Holley, et al., 2006; Lee and Davies, 2005; Lopez, et al., 2008)
	Child–peer group	(Damianaki et al., 2008)
	Child–teachers	(Bucalos and Lingo, 2005; Gibbs and Gardiner, 2008; Jennings and Greenberg, 2007; Mainhard, et al., 2011; Petegem, et al., 2008)
	Teacher–colleagues	(Asada and Uosaki, 2006; Hayes, Hindle and Withington, 2007)
	Teacher–superior	(Torff and Sessions, 2005)
	Teacher–school policy/regulation	(Babcock, 2009; Gibbs and Gardiner, 2008; Hue, 2007b; Lashley and Tate, 2009; McCarthy, 2006; Richardson, 2007; Yoon, et al., 2011)
Mesosytem	Home–school	(Harris and Goodall, 2008)
	Primary–secondary school	(Rice, et al., 2011; Riley, 2009)
	School–agency	(Hartnell, 2010)
	Home–community group	(Ahonen and Rajala, 2007; Rodríguez and Conchas, 2009)
Exosystem	Parent–teacher	(Tait, 2008)
Macrosystem	Child/teacher–cultural/contextual factors	(Chiu and Chow, 2011; Monroe, 2009; Shin and Koh, 2007, 2008; Weinstein, et al., 2004)
Chronosystem	Child/teacher–experience/time dimension	(Bucalos and Lingo, 2005; Molnar, Browne, et al., 2005; O'Donnell, et al., 2011; Obenchain and Taylor, 2005)

2.3.6.1 Microsystem

The current review found that a child's behaviour is significantly influenced by his or her family interactions, social environments, peer group relationships and interaction with teachers; whereas, a teacher's behaviour seems to be influenced by his or her relationship with colleagues, interactions with superiors and actions permitted by school policies/regulations. Early exposure to smoking, for instance, is a major contributor to development of a smoking habit in adolescents (Damianaki, et al., 2008). Demographic factors, such as ethnic background, age, gender, (Holley, et al., 2006), home environment and relationship with parents (Lee and Davies, 2005), are

important variables to take into account when researching human behaviour. Some papers highlighted that pupils' behaviour is affected by and/or can affect teachers' behaviour. This causal relationship has both positive and negative consequences. Supportive teachers are likely to promote enjoyment in the teaching professions and prosocial behaviour in pupils (Jennings and Greenberg, 2007; Mainhard, et al., 2011). On the other hand, negative relationships with pupils could result in legal action. Further, frequent behavioural challenges faced by teacher can negatively affect their personal emotions and behaviour (Richardson, 2007). Therefore, Petegem et al. (2008) suggested that the teacher–pupil relationship should promote enjoyment rather than stressful working environment.

Positive relationships with colleagues help teachers to reduce stress levels, develop professionalism and possibly formulate suitable strategies to encourage learning behaviour in pupils. Peer support via a knowledge sharing programme is beneficial for teaching improvement because it helps teachers to share strategies that might be workable in schools. Despite perceived positive outcomes of the teacher–colleague relationship, dilemmas are faced by teachers regarding how to share their colleague relationship problems with the senior management team (Hayes, et al., 2007).

While provision of law determines school policy, school structure affects teachers' actions and their reactions to pupil behaviour (Hue, 2007b). Empirical studies show that the state-level judicial-legal climate appears to influence administrators' discipline policies (Babcock, 2009). This research has found that the zero-tolerance policy promotes a punitive environment (Lashley and Tate, 2009) where corporal punishment is used because it is permitted by law (McCarthy, 2006). As policy

informs practice, changing the behavioural policy is likely to change teachers' attitudes towards punitive discipline.

2.3.6.2 Mesosystem

The current review found that the home–school interaction, the transition from primary to secondary school, relationships between schools and outside agencies and, finally, the home–community group interaction can influence pupils' and teachers' behaviour. Many papers suggest that good relationships with parents, agencies and communities have a positive impact on teachers' and pupils' behaviour. For instance, one study demonstrated that pupils from affluent families had more opportunities to socialise in multiple leisure activities, which resulted in high confidence levels and improved prosocial behaviour in children (Ahonen and Rajala, 2007). Although parental engagement is beneficial for improving pupils' behaviour, commitment to socio-economic activities has resulted in poor parental participation (Harris and Goodall, 2008). Another paper highlights the importance of the community–school partnership for promoting prosocial behaviour (Rodríguez and Conchas, 2009). The usefulness of the home–school, school–agency and school–community relationships informs the importance of a smooth transition. This is because some pupils exhibit challenging behaviour because they have difficulties in adapting to a formal school environment. Another paper proposes that effective relationships require trustworthiness, respectfulness and responsiveness (Hartnell, 2010).

A smooth transition from primary to secondary school appears to reduce problem behaviour in pupils. As more pupils from secondary level of study are engaged in various disciplinary problems (Rice, et al., 2011), secondary school teachers have higher anxiety levels compared to primary school teachers (Riley, 2009). It is arguable whether the primary school environment is more responsive to a child's development than the secondary school environment, or whether biological changes occurring in adolescent pupils increase problem behaviour.

2.3.6.3 Exosystem

The *exosystem* component posits the side-effects of social relationships. In this layer, a person does not have a direct contact with the situation but is nonetheless affected by it. This review found only one report describing how the exosytem affected a person's life. In a study of the legal implications of teachers' negligence, Tait (2008) reported that a child's behaviour in school resulted in unexpected actions by teachers. As a consequence, all parties included teachers, parents and the child had to be present in court, which affected their psychological well-being, their professional lives and their daily activities.

2.3.6.4 Macrosystem

The dynamics of socio-cultural values affect participants' beliefs towards behavioural issues in school. A comparative study indicates that more American teachers were concerned on punctuality for class, readiness for class and classroom climates, whereas more Korean teachers (because of their traditional values) were

concerned on self-discipline and moral values (Shin and Koh, 2007, 2008). Another study shows that the student–teacher relationship is better in high-income countries compared to low-income countries (Chiu and Chow, 2011). It reveals that high-income countries provide a better quality of service that is more supportive than that of low-income countries. In the classroom context, consideration of socio-cultural values may improve pupils' behaviour. Weinstein et al. (2004) introduced the model of Culturally Responsive Classroom Management (CRCM), which advocates that although professionals are trained using modern curricular and scientific approaches, traditional elements including socio-cultural norms and values still play significant roles (Monroe, 2009). These become important sources for teacher training programme and for improving teaching practice. However, there are insufficient papers in this review to explain how socio-cultural values may be integrated into teacher trainings and professional development programmes.

2.3.6.5 Chronosystem

Traumatic experiences and exposure to violence can negatively influence young people's emotions and behaviour. Empirical studies show that young people exposed to school violence had a higher traumatic stress level compared to those who did not (O'Donnell, et al., 2011). Young girls who living in impoverished, severely violent communities and who had experienced trauma were more likely to act violently (Molnar, Browne, et al., 2005). In the teaching professions, length of experience may determine the techniques and strategies used to promote positive behaviour (Bucalos and Lingo, 2005).

2.3.7 Research on positive behaviour enhancement in Malaysia

Due to the limited number of Malaysian research papers obtained from the systematic analysis, a grey literature search was done to provide a better understanding of how issues of pupil behaviour were researched in a Malaysian context. This review found that the study of pupils with challenging behaviour is a popular research topic in Malaysia. A search in the University of Technology Malaysia Institutional Repository revealed that more papers on disciplinary issues (n=40) and behavioural problems (n=60) were published between 2008 and 2011 than papers on positive behaviour enhancement (n=19). Most papers on positive behaviour enhancement only included adult participants (n=18). For instance, Zanzali and Mei (2011) reported that although the mentoring system helped novice teachers to enhance their teaching skills, the mentors did not provide sufficient written feedback to novice teachers. Another paper reported the importance of a positive teacher–pupil relationship for improving pupils' behaviour (Hehsan and Muhamad, 2010).

Inter alia, many studies in Malaysia focused on negative behaviour rather than positive behaviour (Yahaya, Yusofboon, Hashim, Mustafa and Muhamad, 2008). Most studies interchangeably used the concepts of negative behaviour and disciplinary problems in pupils. Some characteristics of negative behaviour identified in past studies in Malaysia including aggressive, deviant, disruptive, delinquent and truanting behaviour (Yahaya, et al., 2004; Yahaya, Ramli, Hashim, Ibrahim, Roslan, Rahman, et al., 2009).

There is limited information to understand how the concepts of positive and negative behaviour are constructed in school, as much focus is given to the characteristics of such behaviour instead of how the concepts are constructed. However, it might be relevant to highlight that socio-cultural and religious norms are significant contributors to the notion of positive and negative behaviour (Ismail, et al., 2009). In addition, an empirical study argues that ambiguity in positive and negative behaviour conceptualisation has led to an uncertainty in managing at-risk pupils in Malaysia (Bakar, Ghaffar, Hamdan, Yasin and Boon, 2007).

Evidence suggests that punitive discipline is perceived by teachers to be more important than a supportive approach. A previous empirical study in Malaysia revealed that the majority of teachers believe that imposing punitive discipline would strengthen pupils' discipline (Karuppaya, 2007). Furthermore, Bakar and Tawil (2010) and Dzulkarnain (2008) clearly stated that they support the use of corporal punishment in schools. In a study of parents' perceptions, Bakar and Tawil (2010) reported that corporal punishment is acceptable to the majority of parents. How, then, can we promote a positive learning environment if "discipline by fear" dominates the school ethos?

2.3.8 Summary of systematic review section

This systematic review shows that the causes and consequences of poor behaviour has been a topic of public and private concern for many years. However, much focus has been given to negative, rather than positive, behaviour. Many past studies used a quantitative approach to investigate this subject. Four theoretical models were found

to be popular lenses through which to view in the research of positive behaviour enhancement. The use of different lenses has resulted in rich debates, various interpretations and plausible findings. Whilst Applied Behaviour Analysis focuses on prevention and intervention strategies, the Culturally Responsive Classroom Management model highlights the importance of socio-cultural values in designing and implementing intervention strategies. Social Capital theory and Ecological Systems theory emphasise interactions with social agents. While Social Capital theory stresses the need to strengthen internal social capital networks and the value of connections with non-school agencies, the Ecological Systems theory explains social interaction from the smallest radius to the largest and most abstract system.

This empirical review also found that although the term “positive behaviour” is utilised in many of the papers reviewed, they often discusses negative aspects of behaviour rather than positive. The terms “disciplinary problems” and “inappropriate behaviour” are used interchangeably in some papers. Due to imbalance in the focus in previous studies, the concept of negative behaviour is clearer than that of positive behaviour. This review suggests that prosocial behaviour is positive, whereas antisocial behaviour is negative. Although some papers provide descriptions of pupils’ behaviour, the evidence to show how the concepts of positive and negative behaviour are constructed is unclear.

The consistent message from this review is that many theoretical perspectives assert that certain strategies are more effective than others. However, a specific analysis found that there are two dimensions of this assertion. First, some papers reported strategies perceived as effective by the participants. These provided justifications for

and explanations of why certain strategies are used by teachers. The second category reported effective strategies based on actual behavioural outcomes. Findings from the latter appear more robust than those of the former. However, both dimensions contribute to a better understanding of strategies used in the past.

2.4 Conclusions

This systematic review suggests that the concept of negative behaviour is clearer than that of positive behaviour. Behaviour that is considered to be negative includes antisocial, defiant behaviour (causing disciplinary problems) and aggressive behaviour, whereas obedient, positive social behaviour and prosocial behaviour are considered to be positive. Positive social behaviour includes "encouraging and reinforcing peers, resolving conflict, and leadership behaviour" (Balderson and Sharpe, 2004, p. 3), whereas prosocial behaviour is commonly referred to as voluntary actions that benefit other people or society as a whole (Hardy and Carlo, 2011). It has been suggested that several forms of prosocial behaviour exist, such that:

> *... compliant prosocial behaviour is helping when asked, public prosocial behaviour is helping in the presence of others, anonymous prosocial behaviour is helping anonymously, direct prosocial behaviour is helping in emergency situations, emotional prosocial behaviour is helping in emotionally evocative circumstances and altruistic prosocial behaviour is voluntary helping motivated by concern for others rather than anticipation of personal rewards. (Hardy and Carlo, 2011, p. 234)*

However, Baruch, O'Creevy, Hind and Vigoda-Gadot (2004) argued that the concept of prosocial behaviour is complex because some voluntary actions may be organisationally functional, individually functional or dysfunctional. This implies

that prosocial is a contextual concept and should be defined within a specific context. Hue (2007a) and Mamatey (2010) observed that traditional values, ethnicity and religious belief of people in Asian countries are contributors to the concept of positive and negative behaviour. However, the majority of the papers in this review did not comprehensively include socio-cultural factors. For instance, in a comparative study of American and Korean teachers, Shin and Koh (2007) reported that Korean culture emphasises academic achievement rather than other aspects of behaviour; on the other hand, American teachers were concerned to promote and maintain positive classroom climates. This means that definitions of prosocial behaviour are closely linked to social norms. An experimental study carried out by Krupka and Weber (2007) confirmed that there is a direct effect of social norms on prosocial behaviour, which implies that although definitions of positive and negative behaviour share some common attributes, there are no universal definitions. Therefore, both concepts are investigated in the current study.

This systematic review revealed that there is no clear evidence to show the extent to which professionals and pupils are involved in the school behavioural policy. However, there is sufficient data to suggest the lack of a pupil's voice in defining positive and negative behaviours. Therefore, it can be argued that the expectation of pupils' behaviour might be biased. It seems that expectations of pupils' behaviour and school rules are solid and unchallengeable. This contravenes Article 12 of the Convention on the Rights of the Child, which states that when "adults are making decisions that affect children, children have the right to say what they think should happen and have their opinions taken into account" (United Nations International Children's Emergency Fund, 2011, p. 2).

Four theories dominating the reviewed papers are Applied Behaviour Analysis, Culturally Responsive Classroom Management, Social Capital theory and the Ecological Systems theory. These theories provide different lenses through which to investigate positive behaviour enhancement in schools. For instance, whilst most school interventions are based on Applied Behaviour Analysis, Culturally Responsive Classroom Management highlights the need to include socio-cultural factors in planning and organising intervention strategies. Further, Social Capital theory provides a notion of social capital networks via the concept of bonding and bridging, and interactions within and between ecological layers are pillars for the Ecological Systems theory.

The current review found that strategies for promoting positive behaviour can be divided into two dimensions: encouraging positive behaviour and discouraging negative behaviour. In order to promote positive behaviour, empirical evidence suggests bonding and bridging social capital, whereas to discourage negative behaviour, many papers highlighted reinforcement strategies and punitive discipline, including physical and non-physical punishment. In addition to punishment, intervention programmes are considered to be effective strategies for preventing negative behaviour. Some papers asserted that certain strategies are better and more effective than others. However, it is pertinent to question whether the strategies are *truly* effective or whether they are rather *perceived to be* effective. In fact, the effectiveness of certain strategies may be due to other factors.

Assertive and punitive disciplines appear to be acceptable in Australia, Malaysia and some southern states in the USA. The policy in these countries mandates that

corporal punishment and exclusion are legally permitted. A supportive approach seems to underpin positive behaviour policies in the UK. Although governments have suggested many strategies for promoting positive behaviour, less is known about how these were translated into practice. As the recommendations are not obligatory, schools have freedom to plan, manage and reconstruct any strategies that are perceived to be effective.

The review of positive behaviour policy in several countries highlighted two main issues. First, it was argued that the educational policies in some countries are vague and difficult to translate into actual practice. Second, there is a contradiction between National Education Philosophy and the policy. For instance, although the educational philosophy in Australia, USA and Malaysia emphasises the importance of supportive school ethos, punitive discipline and the use of corporal punishment are still used in schools. How can one promote a positive school ethos if “discipline by fear” underpins the school system. Based on the evidence provided in this chapter, the research framework for the current study has been developed (Figure 2.2).

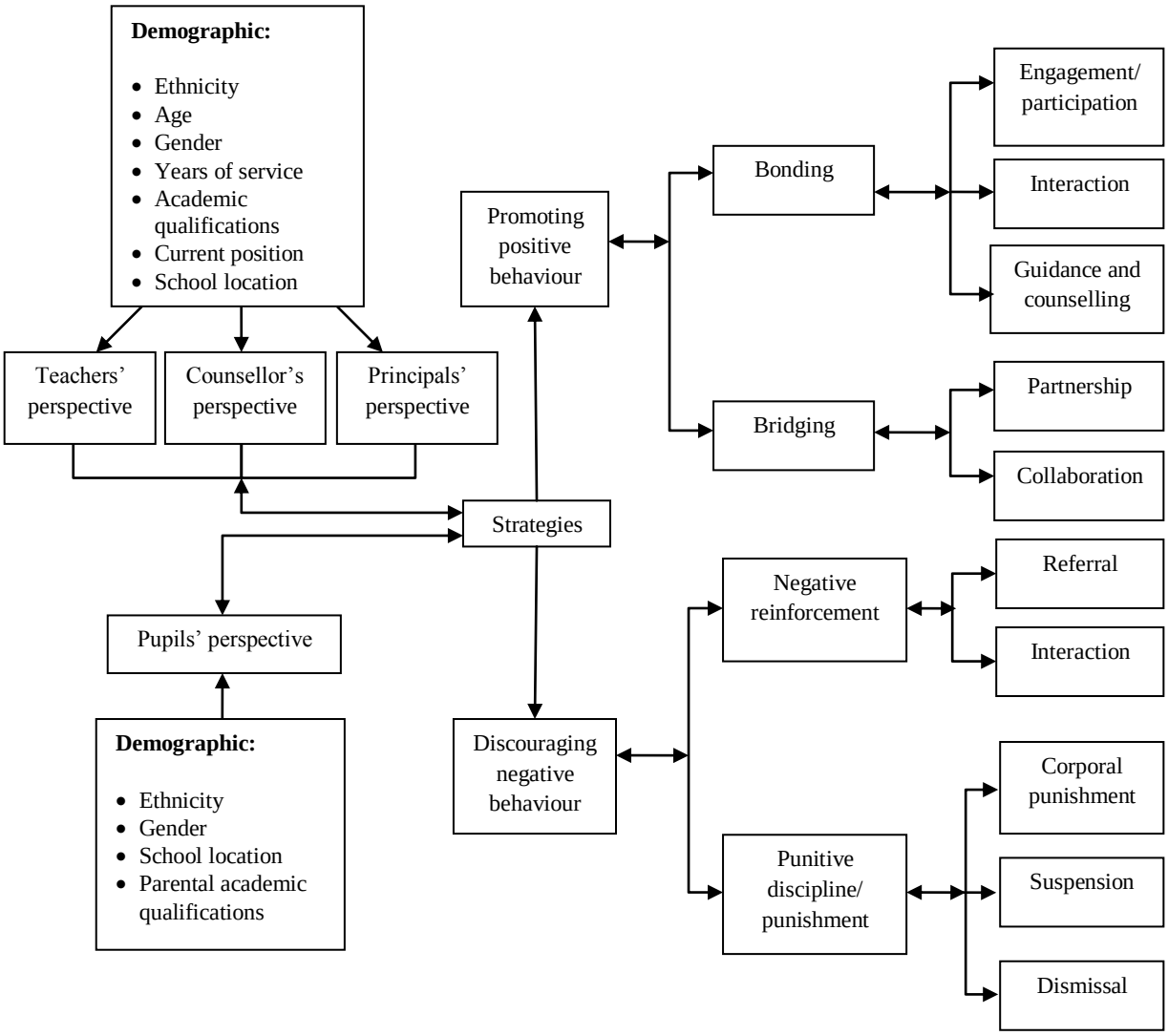


Figure 2.2 Framework for the current study

Figure 2.2 suggests the overall framework of how the current study was structured. It aims to explore the concepts of positive and negative behaviour, positive behaviour enhancement strategies (beliefs and practice), strategies perceived to be effective and some influential factors. A brief consideration of the methodology used in carrying out the current study will be discussed.

CHAPTER 3

Methodology

3.1 Introduction

This chapter briefly discusses the methodology employed in the current study. Details of the methodology at each stage are presented in Chapters 4–6.

3.2 Research design

This is exploratory research, carried out because there is little knowledge so far about positive behaviour enhancement in a Malaysian context. According to Stebbins (2001), exploratory study is suitable where there is little scientific knowledge about the subject under study. Due to an over-emphasis on disciplinary issues rather than positive behaviour enhancement, there is little scientific knowledge about the usefulness of positive behaviour enhancement strategies in the Malaysian education system. Stebbins (2001) expanded the concept of exploration by stating that:

> *...exploration is a broad-ranging, purposive, systematic, prearranged undertaking designed to maximise the discovery of generalisations leading to description and undertaking of an area of social or psychological life. Such exploration is, depending on the standpoint taken, a distinctive way of conducting science – a scientific process – a special methodological approach (as constructed with confirmation), and a pervasive personal orientation of the explorer (p. 3).*

This exploratory study used mixed-method research design to investigate one social phenomenon – promoting positive behaviour in secondary schools. The investigation began with a wider scope (the Malaysian government perspectives) then moved on to

one region (respondent perspectives from 15 schools), then finally two case study schools. This progressive focusing approach involved three stages of study.

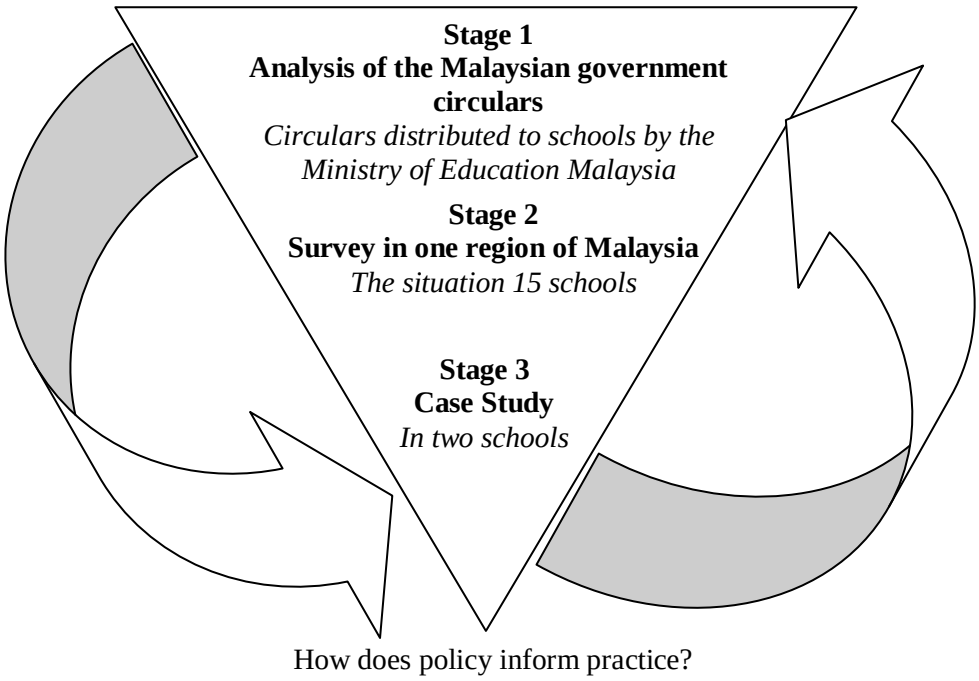


Figure 3.1 Progressive approaches to investigate positive behaviour enhancement

As can be seen in Figure 3.1, this thesis contains three linked studies encompassing documentary analysis, survey and case study.

3.2.1 Documentary analysis

The main concern of Stage 1 was to examine the Malaysian government perspective regarding positive behaviour enhancement. To achieve the above target, 91 relevant circulars on positive behaviour distributed by the Ministry of Education Malaysia to secondary schools from 1969 to 2011 were analysed using a content analysis approach. This was carried out because there is unclear information regarding the government perspective towards positive behaviour enhancement. Furthermore, it

provides insight into the complex nature of human thought and language use. However, content analysis often disregards the context of the content, therefore, the analysis also included some descriptions and explanations relating to the matter discussed. Detailed discussion about this analysis is presented in Chapter 4. Some of the relevant findings from this analysis were used to design data collection instruments for the second stage of study using a survey research method.

3.2.2 Survey

A survey research method was employed to explore: (i) the perspectives of professionals and pupils towards the concept of positive and negative behaviour, (ii) their perceptions about strategies used and the effectiveness of those strategies, and (iii) factors that have influenced them. In gathering data, four sets of paper-based questionnaires were administered to 813 respondents in 15 urban secondary schools in one urban region of Malaysia.

The respondents included principals, counsellors, teachers and Form four pupils (aged 16 years). The questionnaires contained both fixed-response and open-ended sections. Collected data was analysed using Statistical Package for Social Sciences (SPSS), which included descriptive and inferential statistics. Narrative data from the open-ended sections were manually analysed using thematic analysis.

Surveys are useful as they gather data from a large population. Further, standardised multiple questions provide unique data for the study. Despite these advantages, this method has its own limitations. Probable errors identified in the survey research

method are: invalid questions in the questionnaire, favourable sampling selection, no-response errors, coverage errors and data processing errors. Strategies for minimising these errors included the administration of a pilot study, numerous different techniques of data collection, and discussions with experts.

Table 3.1 Minimising errors in survey research methods

Probable errors		Actions taken
Questionnaire	Invalid questions	Pilot study was conducted to validate the questionnaires.
Sampling technique	Favourable	All the school principals, counsellors, class teachers, discipline teachers and physical education teachers (who have agreed to participate in the research) from 15 schools were given the questionnaires.
	Non-response error	Various techniques were employed in distributing and collecting questionnaires such as personally meeting with the respondents, a group meeting, placing a responding box in a school office and closely working with school counsellors.
	Coverage error	Fifteen schools involved in this research represent 25% of the total school population in the studied region.
Data analysis	Data processing error	Data was analysed and processed using SPSS. Initial findings on the conceptualisation of positive/negative behaviour, influential factors, and preferred strategies for promoting positive behaviour had been presented in an academic forum (Awang, 2011b) and conferences (Awang, 2010a, 2010b, 2010d, 2011a).

Although several actions were taken to minimise errors (Table 3.1), “no one can claim that a survey is entirely without error, that is, that it is perfectly accurate or valid” (Lavrakas, 2008, p. xxxvi), further exploration using a case study method was employed. Detailed discussion of this method is presented in Chapter 5.

3.2.3 Case study

The third stage focused on an in-depth investigation of positive behaviour enhancement in two case study schools. It aimed at describing situations in schools.

According to Silverman (2005), the purpose of doing case studies is to have better understanding on certain social phenomena. The selection of case study schools was based on several criteria that are detailed in Chapter 6. Data collection involved individual interviews with professionals and focus groups of pupils using semi-structured interview schedules. Digital audio recordings were made of all individual interviews and focus groups, and were, transcribed and analysed using NVivo software. Twelve lessons were digitally video recorded, observed and analysed. An observation checklist was used to analyse the frequency of targeted behaviour occurring in the lesson. It was manually analysed by two observers. Both case studies are separately discussed in Chapter 6.

3.3 Data collection instruments

The study used four different data collection instruments: documentary analysis coding checklists, questionnaires, interview schedules and observation checklists, see appendices for details. The documentary analysis coding checklist was used to analyse the Malaysian government circulars. It was designed based on the work of Duhaney (1999). Some of the findings from the Malaysian government analysis, plus prior research findings, were used to design questionnaires. These questionnaires were administered to 15 schools. Then, further exploration was made using two data collection instruments, namely interview schedules and observation checklists, both of which were designed based on prior research. Detailed discussions on the research instrument design are presented in Chapters 4–6.

3.4 Pilot study

In order to improve the quality of the data collection instruments, a pilot study was conducted in the Malaysian community school in Glasgow. It included one school principal, six teachers and 15 pupils. Questionnaires were reviewed by a Malaysian counsellor (via internet), three Malaysian teachers who were on study leave in the UK and the supervisory team. Their feedback was taken into account for improvement of the data collection instruments.

3.5 Sampling techniques

The study was conducted in three stages. In Stage 1, a total of 483 circulars were screened of which 91 were identified to be relevant and analysed by two professionals. Stages 2 and 3 employed purposive sampling techniques. Purposive sampling was employed to select respondents from 15 schools and participants from two case study schools. Although the results from the current study may not be generalised over a whole school population, it may provide a clear picture of the situation in that particular context.

3.6 Data collection procedures

In Stage 1, a total of 91 circulars were identified to be relevant. These were then independently analysed by two coders. In Stage 2, four different paper-based questionnaires were administered to school principals, counsellors, teachers and pupils from 15 national schools in one region of Malaysia. In Stage 3, an in-depth

study was carried out in two schools. The participants at this stage included school principals, counsellors, teachers and pupils. Professionals were individually interviewed, whereas pupils were interviewed in a focus group. All interviews were digitally audio recorded. Twelve lessons were digitally video recorded for further analysis. It should be noted that all consent was obtained prior to data collection.

3.7 Data analysis

The Malaysian government's circulars (official documents) were analysed using a content analysis technique. This involved the selection of the relevant circulars and coding process. The relevant data was analysed and coded by two coders. In order to measure the agreement between coders, Cohen's kappa value was calculated using SPSS, and ranges from 0 to 1.0, where large numbers mean better reliability.

In Stage 2, the questionnaire data were analysed using SPSS. It included descriptive and inferential statistics. Narrative data from open-ended section of questionnaire were manually analysed. Stage 3 questionnaire data were analysed using SPSS, whereas narrative data obtained from individual interviews and focus group was analysed using NVivo. Observation data were manually analysed by two observers. Inter-rater reliability was calculated using the formula of number of agreements divided by number agreements plus disagreements, multiplied by one hundred (Jindal-Snape and Topping, 2010).

3.8 Ethical considerations

Prior to the study, approvals were obtained from the Prime Minister's Department of Malaysia on the 28th of April 2009 (see Appendix 1) and the University of Dundee Research Ethics Committee on the 9th of June 2010 (see Appendix 2). In carrying out this study, consideration was given to the privacy and protection of data provided by the respondents/participants. According to Lavrakas (2008):

> *... ethical principles are the standard practices for privacy and confidentiality, protection for human subject participants beginning at the start of study recruitment, through participation and data collection, to dissemination of research findings in a manner that is confidential, private, and respectful (p. 243).*

3.8.1 Negotiating informed consent

This study included adults (school professionals) and children (pupils aged 16 years). To ensure that they had sufficient information regarding this research, all were given a leaflet containing detailed information of the study's objectives, contact information, their rights and responsibilities (see Appendix 3). It was explained that their involvement was important as they had firsthand experience of school. They were informed that their participation was voluntary, and they had freedom to participate or withdraw at any time without any consequences. It was explained that there were no possible disadvantages to taking/not taking part in this research.

A relatively small number of the respondents did not return the consent forms but agreed to participate in this study. These respondents were treated in the same way as those who returned the consent form and questionnaire. Completed questionnaires

without consent forms were considered, as they agreed to be included in this study. As another way of obtaining consent, I also recorded respondents stating that they voluntarily agreed to participate in this research. Permissions from pupils and their parents were obtained before data collection. Those who agreed to participate in this research were asked to complete the consent form and questionnaire and were then asked whether or not they would like to be involved in interviews and classroom observations. I explained that they would not be identifiable in the data provided in this research and subsequent publications. It should be noted that only professionals and pupils who agreed to participate in the study were included.

3.8.2 Handling data

Data were saved in secure computers and lockers at one of the universities in Malaysia before it was carried back to the University of Dundee. At the University of Dundee, the raw data and recordings were saved in secure computers, locked portable hard drives and lockers. The raw data and recordings will be destroyed after the successful completion of the PhD and publication of any papers emerging from it. Further discussion of specific methodology has been included in Chapters 4–6 outlining the three stages.

CHAPTER 4

Stage 1

Analysis of the Malaysian Government Circulars on Positive Behaviour Enhancement

4.1 Introduction

This chapter discusses the Malaysian government recommendations for strategies that can be used to promote positive behaviour. Ninety-one circulars (official documents or directives) distributed by the Ministry of Education Malaysia to secondary schools over a period of 40 years were identified as relevant to describe strategies for promoting positive behaviour. The findings from content analysis of these were used to design the data collection instruments.

4.2 Context

Distribution of circulars has been practised for decades and is the most common method used by the Ministry of Education Malaysia to communicate with schools. These circulars can be considered to be policies, as the Education Act of 1996 gave the Minister of Education authority to make regulations for the purpose of carrying into effect the provisions of this Act. This includes the establishment, organisation, management, control and dissolution of associations of pupils and teachers, or teachers and parents, whether within an educational institution or not. In addition, regulations made under the Act 550-130(2)-(i) paragraph may provide for the association of teachers and parents to include any person other than the teacher or parents of the pupils of the educational institution concerned (Education Act, 1996).

Table 4.1 Circulars distributed 1969–2011

Year	Total	Year	Total	Year	Total	Year	Total
1969	5	1980	2	1991	13	2002	21
1970	4	1981	4	1992	7	2003	11
1971	11	1982	4	1993	8	2004	14
1972	8	1983	8	1994	9	2005	13
1973	Unknown	1984	5	1995	10	2006	17
1974	2	1985	8	1996	4	2007	33
1975	9	1986	6	1997	7	2008	21
1976	12	1987	4	1998	20	2009	38
1977	12	1988	11	1999	12	2010	36
1978	11	1989	14	2000	21	2011	3
1979	4	1990	9	2001	12	Grand Total	483

Source: The Ministry of Education Malaysia (2011b)

Table 4.1 shows that at least 483 circulars on various subjects have been distributed to secondary schools for over the 40-year period 1969–2011. It should be noted that the actual number may be more than this, as the above data were based on open-access circulars published on the official Ministry of Education Malaysia website at www.moe.gov.my.

4.3 Objectives

This documentary analysis had four objectives. These were:

- to explore the concept of positive and negative behaviour as stipulated in the Malaysian government documents;
- to identify recommended strategies;
- to explore the role of professionals as stipulated in the documents; and
- to explore issues or matters relating to the management of pupils affairs.

4.4 Methodology

The analysis involved two stages and was completed by two coders. In the first stage, the circulars were selected based on their relevance to this particular study. The criteria used to select the circulars were: the mention of discipline matters, school activities as a way to promote discipline and positive behaviour, the roles of professionals, management of pupil affairs, and positive learning environments. Of 483 circulars, 91 of them were relevant. The second stage involved detailed analysis of the circulars using pre-designated categories rather than phenomenological themes. This is similar to the work of Duhaney (1999) who analysed United States agencies policies/position statements on inclusion. Four main pre-designated categories used in the current study checklist were: the conceptualisation of positive and negative behaviour, recommended strategies, roles of professionals, and managerial matters. Within the positive behaviour enhancement strategies category, six sub-categories were identified as follows: engagement, partnership, interpersonal relationship, school activity, punishment and exclusion. They were based on prior research as discussed in the literature chapter.

4.4.1 Coding procedure

Using the pre-designated category checklist, the analysis was independently carried out by myself and one other coder. The second coder (Malay education officer, 36-year old male) was briefed on the objectives of the study and the coding procedure and, as an educationist, was familiar with the terminology used in the circulars. The coding process involved the following steps, similar to those of Duhaney (1999):

> *... reading, analysing the documents and categorising the information which is relating to the theme; coding the information; reviewing the coding instruments, and arriving consensus on the correct responses by two coders (p.372)*

Cohen's kappa coefficient was calculated to measure the inter-rater reliability score for the four coded themes. It measures the degree of agreement between two coders using the Statistical Package for Social Sciences (SPSS) software.

Table 4.2 The agreement between two coders

Category	*Sub-category*	*Kappa values*	*Interpretation*
Conceptualisation	Positive behaviour	0.834	Almost perfect agreement
	Negative behaviour	0.898	
Suggested strategies	Involvement in school activities	0.898	
	Partnership	0.787	Substantial agreement
	Interpersonal relationships	0.790	
	Intervention and awareness / motivation programmes	0.728	
	Punishment	0.878	
	Exclusion	0.792	
The roles of professionals	The roles of teachers	0.702	
	The roles of principals	0.679	
	The roles of counsellors	0.729	
Managerial matters	School management	0.731	
	Discipline management	0.736	

As can be seen in Table 4.2, the values for each of the sub-categories range from 0.679 to 0.898, implying that the two coders agreed on most items. The interpretation of kappa values is based on Landis and Koch (1977). The analysis was carried out in the Malay language before being translated into English in order to ensure the accuracy of coding.

4.5 Results and Discussion

Out of 483 circulars distributed, 91 of them were identified as relevant. Detailed results are discussed according to the objectives of this documentary analysis.

4.5.1 Emphasis of behavioural issues

Findings suggest that pupil behaviour has been emphasised by the Malaysian government since the formation of Malaysia in 1969. In order to demonstrate changes in policy making and the government's perspectives over the decades, results are divided into five decades: 1969–1979 (n=78), 1980–1989 (n=75), 1990–1999 (n=123), 2000–2009 (n=207), 2010–2011 (n=3).

Table 4.3 Circulars that are related to pupils' behavioural issues (1969–1979)

Year	*Message in circulars*
1969	Proper teachers' attire
1971	Integration and community service
1972	Education (school discipline) regulation
1975	Guidelines for pupils' discipline management and regulation
1976	Gambling activities are prohibited in schools
1976	School uniform guidelines
1976	School uniform guidelines – revised (i)
1976	Pupils' hair styles
1976	Anti-drugs campaigns
1977	Organising walkathon in schools
1977	School uniform for girls
1978	School uniform guidelines – revised (ii)
1979	Providing support for pupils who may be addicted to drugs
1979	Teachers' roles

Of 78 circulars distributed during this period, 14 were considered to be relevant (Table 4.3). Overall, the Malaysian government seemed to emphasise the implementation of ethical codes for professionals and pupils. This included school

uniform guidelines and school regulations. The first disciplinary guideline during this period was distributed in 1972 and it is used to this date as a main reference. This raises the question of whether a review is required to ensure that the regulations are still valid and relevant to the current situation.

Table 4.4 Circulars related to pupils' behavioural issues (1980–1989)

Year	*Message in circulars*
1980	Prohibition of the use of raw materials from pigs and dogs
1981	Suggestions to improve school cleanliness
1981	Discussion with problem pupils during the free period
1982	Video games are prohibited in schools
1982	Prevention strategies for dengue infections
1982	Additional punishments to control pupil behaviour
1983	Recommendations to prevent dangerous activities by pupils
1983	Guidelines to involve pupils in school donation programmes
1983	No smoking zone guidelines
1984	The importance of civic education
1984	Guidelines for organising cultural activities
1985	Formation of a school guidance committee
1985	Teacher attire guidelines – revised (i)
1985	School uniform guidelines – revised (iii)
1985	Formation of the guidance committee as a way to promote positive behaviour among pupils in school
1985	School as a social institution
1986	Pupil involvement in co-curricular activities
1987	Classroom observation guidelines
1988	The importance of anti-drugs programmes
1988	Pupil safety
1988	Physical activities in school
1988	Pupil involvement in sport activities at national and international level
1989	School cleanliness
1989	Health education planning
1989	Pupil involvement in school activities

Out of 75 circulars distributed during this period, 25 of them can be considered as relating to pupils behavioural issues (Table 4.4). It might be fair to say that the Malaysian government realised the importance of positive behaviour development (although they used the term discipline) in schools when it recommended many guidelines to promote positive behaviour and prevent negative behaviour. For

example, circulars distributed in the 1980s emphasised the importance of the involvement of pupils in sport activities in promoting prosocial behaviour.

Table 4.5 Circulars related to pupils' behavioural issues (1990–1999)

Year	*Message in circulars*
1991	Effective control of pupil behaviour in the mosque
1992	Headscarves for female pupils
1992	Guideline for formation and management of martial arts activities in school as a way to develop positive attitude and self-confidence among pupils
1993	Proper school uniform
1995	Formation of a school adolescent cadet scheme to promote positive behaviour
1995	Overcoming truancy in schools
1995	Guidelines for conducting punishment in schools
1995	Safety in physical education and extracurricular activities
1996	Positive attitudes towards environment (cleanliness)
1996	Proper school attire
1996	School counsellor appointments
1996	Responsibility of principal for school discipline and conducting punishment
1997	Martial arts endorsement in school
1997	Corporal punishment, suspension and expulsion for smokers
1997	Schools are smoke-free zones
1997	Keep the school clean
1998	Healthy life activities and preventive action against gangster activities in school
1998	Prevention of gangster activities
1998	Toleration in punishment
1998	Approval from the Ministry of Education Malaysia for teachers who are willing to participate in Non-Governmental Organisation (NGO)
1999	Priority for motivation programmes
1999	The novel entitled *Shit* is restricted and not to be kept or used in school
1999	Suggestion to form an anti-crimes club
1999	Safety while travelling and back and forth to school

Table 4.5 shows that from a total number of 123 circulars distributed in that period, 24 circulars were identified as relevant to positive behaviour development. The schools were urged to give attention to overcoming the following issues, hygiene, health and safety among pupils; antisocial behaviour, by introducing the term of "gangsterism", the influence of political movements on teachers and pupils, participation in extracurricular activities and the implementation of corporal punishment.

Table 4.6 Circulars related to pupils' behavioural issues (2000–2009)

Year	*Message in circulars*
2000	Be conscious about dangerous activities, drugs and gangster activities in school
2000	Restrictions on using political elements in a school test and examination
2000	Promoting positive behaviour via photography activities
2000	Preventing crimes amongst pupils
2001	Negative influences of cybercafé and video game centres
2001	Strengthening discipline management system
2001	Monitoring negative behaviour among pupils in schools
2001	All teachers are discipline teachers
2003	Be thankful
2003	Authority to carry out corporal punishment in school
2003	Log book to record vandalism
2003	The practice of learning behaviour in school
2004	Education about misuse of drugs in school
2004	Parent Teacher Association Constitution law
2004	A guideline for pupils to participate in activities organised by other agencies
2005	Learning and reading culture
2005	Integration among pupils
2006	Formation of anti-crime clubs
2007	Time allocation for extracurricular activities
2007	Visiting activities guidelines
2008	The implementation of fitness tests
2009	Celebration of the national day at the school level
2009	Restriction of use of mobile phones in school
2009	Education for road safety in the Malay language
2009	Academic visits guidelines

Table 4.6 shows that of the 207 circulars that were distributed to schools within the period, 25 of them were relevant. It can be seen that the Malaysian government had given attention to the influence of globalisation in the 2000s. During this decade, the Malaysian government gave priority to the development of "Multi Media Super Corridor" as a new mechanism for the country's development and it realised that the technology might, in some manner, negatively influence pupils' behaviour. Hence, the Malaysian government suggested that schools should co-operate with cybercafé and video game centres in order to make sure pupils are using this technology in a positive way. The Malaysian government also viewed that the use of cellular phones in schools might be problematic; therefore, pupils were not allowed to use it in

schools. However, in the USA, research has argued that banning use of cellular phones in school may not be the best solution, as this technology could be used for educational and emergency purposes (Kiedrowski, Smale and Gounko, 2009). Another important element that emerged from the analysis was the issue of the misuse of drugs among youth. The first circular on this issue was distributed in 2000.

Table 4.7 Current circulars related to pupils' behavioural issues

Year	*Message in circulars*
2010	One Sport for One Pupil policy
2010	Suggestions for preventing bullying behaviour
2010	Selection of class monitor guidelines

Table 4.7 shows that only three circulars distributed in 2010 were relevant and no relevant circular was published on the Ministry of Education Malaysia website up to December 2011. These documents show that the Malaysian government highlights the importance of student leadership, strategies for bullying prevention, and sport activities.

4.5.2 Conceptualisation of positive and negative behaviour

The concept of positive behaviour from the government perspective is grounded in the Malaysian National Principles, National Education Philosophy, and government directives. The National Principles states that the Malaysian nation must "believe in God, loyal to the King and Country, uphold the Constitution, follow the law, and have good behaviour and morality" (Malaysian Administrative Modernisation and Management Planning Unit, 2011, p. 1). The National Education Philosophy states that the nation should "believe in and devotion to God, possess high moral standards,

and responsible and capable of achieving high levels of personal well-being as well as being able to contribute to the harmony and betterment of the family, the society and the nation at large" (Education Act, 1996, p. 11).

Findings from the documentary analysis suggest that the term "good discipline" was frequently used to describe positive behaviour and nine circulars addressed the link between positive behaviour and good discipline. The Malaysian government expected that pupils obey the school rules and they were advised against being involved in any type of crime. Nine circulars highlighted the issue of proper school attire and pupils' appearance, including hair styles and school uniforms. Pupils were given several options of school uniform, taking into account the pupil's religious beliefs. Muslim female pupils were encouraged, but not compelled, to wear a scarf. Findings suggest that active participation was considered to be positive (n=12). Nine circulars stated that good pupils put a great emphasis on health and safety. The concept of positive behaviour also seemed to have a link with academic achievement as four circulars mentioned the expectation of behaviour of pupils in learning sessions. Studious behaviour was categorised as positive.

The findings revealed that negative behavioural characteristics were clearly defined in the circulars. They can be categorised into three groups namely indiscipline, hostile behaviour and subjective inappropriate behaviour. Thirteen circulars have clearly identified characteristics of indiscipline such as breaching the school rules, playing truant, lack of punctuality, absence, smoking, gambling, and wearing improper school attire. Nineteen circulars stated that hostile behaviour was not acceptable; this included insulting teachers/others, bringing a weapon to school,

beating/threatening teachers/others, vandalising/stealing school property, involvement in gangster activities/illegal associations, and drug trafficking and/or addiction. The Malaysian government uses the term “gangsterism”, which refers to antisocial behaviour. Subjective inappropriate behaviour (n=8) mentioned in the circulars included: rudely arguing with teachers, raising sensitive issues, provoking others, being noisy in a mosque (there was no information regarding the expectation of pupils’ behaviour in other spiritual places), illegally publishing articles in media, reading immoral materials, playing computer/electronic games and using mobile phones in schools.

4.5.3 Positive behaviour enhancement strategies

Findings show that each circular contains several strategies for promoting positive behaviour. Strategies that emerged from this analysis are: pupil involvement (n=25), partnership (n=18), interpersonal relationships (n=21), intervention and awareness / motivation programme (n=8), physical punishment (n=10), exclusion (n=11), and twenty-six circulars included aspects pertaining to positive behaviour enhancement such as disciplinary policy, the role of professionals, official attire, and outdoor education guidelines.

4.5.3.1 Strategy 1: Pupils’ involvement in school activities

At least 25 circulars highlighted the importance of pupil involvement in school activities for improving prosocial behaviour. The Malaysian government believed that pupil involvement in extracurricular activities would also motivate pupils in

learning academic subjects, therefore, it was suggested that all schools should encourage pupils to be involved in sports and recreational activities. The “One Sport for One Pupil” policy advocates the importance of participation in sport and recreational activities and in addition other social activities were suggested including adolescent cadets, martial arts and photography club. The Malay martial art *Silat* was approved by the Ministry of Education Malaysia as one of the extracurricular activities and in response to social problems among youth, the Malaysian government introduced a new “anti-crime club”.

The government stressed that teachers should professionally manage extracurricular activities. They must follow a code of conduct when handling these activities and ensure that they are organised within a stipulated period; pupils are not allowed to use their academic learning time for extracurricular activities. Although the Malaysian government has emphasised the importance of these activities in developing positive behaviour, the perception of these by professionals and pupils is still unclear.

4.5.3.2 Strategy 2: Partnership

Findings suggest that 18 circulars recommended partnership as an effective strategy. These can be divided into two sub-categories namely home-school partnership and inter-agencies partnership. The Malaysian government highlighted that teachers and parents should have a good relationship in order to promote positive behaviour in pupils. Parent Teacher Associations should play proactive roles in supporting school

in organising activities for promoting positive behaviour in pupils. However, there is insufficient information to analyse how Parent Teacher Associations in Malaysia could influence pupil's behaviour. Previous empirical research about this topic carried out by Jennifer et al. (2001) in Malaysia suggested that parental engagement should extend from home-based activities to school-based activities. In other words, there is a gap in understanding how parents and teachers should work together in order to develop positive learning environment in schools. One circular mentioned that parents should be informed if their child skips classes or plays a truant and breaches any school regulations (Ministry of Education Malaysia, 1998). However, less attention was given to how the parents are informed when their child shows appropriate behaviour in school.

The Malaysian government recommended that the schools could work closely with educational experts in designing, planning and conducting attractive school activities. The government stressed that the school should co-operate with excellent teachers in other schools to organise activities that can promote positive behaviour in pupils. At the same time, all the schools should also have good social networks with local authorities including local councils and the Royal Malaysian Police. This aimed at discouraging engagement of pupils in negative and dangerous activities. The government also has suggested that the school organise campaigns and exhibitions relating to crime prevention. In order to promote social responsibility, the government recommended pupils to visit hospice and care centres. It has been stressed that if problem behaviour has a link with poverty, the school should contact welfare departments for further assistance.

4.5.3.3 Strategy 3: Interpersonal relationship

Findings suggest that 21 circulars highlighted the importance of good interpersonal relationships for developing positive learning environments. Integration and ethnic tolerance were found to be essential in Malaysia. The Malaysian government suggested that teachers and pupils from different ethnic backgrounds should have high tolerance and develop good relationships. Schools were encouraged to organise integration programmes to promote social interactions within multi-ethnic societies.

The government emphasises that the school must monitor gang culture in school. It was suggested that the school organise more awareness campaigns about the negative impact of gang culture. Another repeated theme from the circulars regards school cleanliness; it is recommended that pupils should responsible for the school environment, the purpose being to promote a sense of belonging to a school.

4.5.3.4 Strategy 4: Intervention and awareness programmes

Eight circulars suggested that intervention and awareness programmes would improve pupil behaviour. Intervention programmes included guidance and counselling, summer camp and study skills workshops. Awareness programmes included anti-drug and safe school campaigns. The anti-drug campaign aims at developing pupil awareness of the risks of taking substances. Although the Malaysian government believes that such programmes should be able to promote discipline, no suggestions were as to training and workshops for teachers on the development of motivational skills.

4.5.3.5 Strategy 5: Punishment

There is a link between the school referral office and punishment in a Malaysian context as punishment is usually carried out by discipline teachers. The findings revealed that 10 circulars stressed the importance of physical punishment for controlling pupil behaviour. Predetermined consequences for undisciplined pupils included corporal punishment, but only boys can be physically punished. The view was that punishment was there to prevent negative behaviour and not to harm the pupils. Further, it was recommended that information about behavioural problems and the implementation of punishment be recorded accurately by authorised teachers and punishment must be conducted in a closed room with another teacher as a witness.

Another predetermined consequence for lawbreakers includes exclusion (n=11). The Malaysian government mandates that exclusion be applied to pupils who keep breaching school regulations. School exclusion includes suspension and expulsion. The maximum suspension is 14 days and it is applied to pupils who have been referred to school office three times. School expulsion is applied to pupils who have severe problem behaviour. It was stated that pupils who have been (physically) punished more than five times are at risk of being permanently expelled. It can be argued that some pupils may seek this punishment as a technique to get away from school.

4.5.4 Roles of professionals in promoting positive behaviour

The circulars posited that effective roles among school professionals might lead to the development of positive behaviour among pupils. The term "school professionals" in this research refers to principals, teachers and counsellors.

All the circulars stressed the importance of the role of creating a positive learning environment. For example, it was clearly stated that the principal was responsible for monitoring a pupil's involvement in negative activities and he or she also should be aware of any dangerous activities in schools. The Malaysian government also expected that all the school principals enforce the school rules and regulations firmly. As a result, the school principals were given authority to carry out physical punishment and exclusion. They were also advised to take serious action towards teachers who breach the professional code of conduct. In another circular, the Malaysian government expected that the school principals adopt a transformative leadership style (based on the concept of working together) and facilitative leadership (more democratic and interactive in practice). It was suggested that principals should use multiple approaches to develop discipline, such as preventive, educative, corrective and punitive. Any issues pertaining to disciplinary problems have to be reported to the Ministry of Education Malaysia.

Forty-eight circulars reported that all teachers should play an integral role promoting positive behaviour in pupils. In 1979, the Malaysian government distributed a circular outlining 21 roles for teachers, including monitoring pupil involvement in

dangerous activities. The government stated that all teachers are discipline teachers; therefore, pupils' behavioural issues are everyone's concern. It was suggested that all teachers should be able to use multiple approaches to promote positive behaviour in pupils including preventive measures, educative actions, corrective responses and punitive actions. They should have skills in planning, managing and monitoring classroom activities and school extracurricular activities effectively. The Malaysian government anticipates that all teachers should be creative in initiating effective strategies for promoting positive behaviour. The importance of soft skills such as interpersonal and negotiation skills, as well as classroom management was highlighted by the government. These skills would help teachers to interact with pupils, other teachers and parents efficiently. Rather than just making these suggestions about required skills, it may be helpful if the Malaysian government would provide teachers with training in such skills.

Realising that interacting with pupils is not an easy task, the Malaysian government advised teachers to be patient, calm and use constructive words when interacting with problem pupils. Research on teachers' emotions carried out by Grayson and Alvareza (2008) reveals that teachers may feel stressed when interacting with such pupils; therefore it might be better for the Malaysian government to seek mechanisms for helping teachers to manage their emotions, which may reduce stress among teachers.

As a role model for pupils, teachers were expected to abide by professional ethics encompassing formal attire, appropriate teaching content, suitable approach, and ability to deal with pupils effectively. Teachers were expected to not let their

personal political beliefs affect their classroom teaching, they also were not allowed to provoke pupils against the ruling government. This particular circular was distributed as a result of the political movement in 1999 in which the novel entitled *Shit* was published. This novel criticised the ruling government by using symbolic terminologies. Although teachers were expected to support the ruling government, they were also encouraged to be involved in any approved non-governmental organisations.

Three circulars highlighted the role of school counsellor. The appointment of school counsellors was introduced in 1996 and, according to the circular, two school counsellors are appointed to any school that has 750 pupils or more than 21 classes. For smaller schools, the Malaysian government allocates only one school counsellor. This position is open for teachers to apply. School counsellors are expected to play a part in:

- identifying the services that are necessary for pupils;
- planning, monitoring and updating pupils' records and inventories;
- planning, preparing and guiding pupils for their future careers;
- coordinating a mentor–mentee programme;
- planning the counselling programmes; and
- conducting group and individual counselling sessions.

Thus the school counsellor assumes a wide range of tasks, a situation that may lead to the ineffectiveness of counselling session in schools. Since there is a high ratio of pupils per counsellor, the effectiveness of counselling services in Malaysian

secondary schools may require further study. The school counsellor might be able to share his or her counselling knowledge with teachers; however with such a wide range of job specifications this might not be possible. It can be summarised that although professionals' roles have been clearly prescribed, it is unclear whether there is any match in terms of training or consultation with schools.

4.6 Critique

Over the last 40 years, the Malaysian government has placed great emphasis on developing positive behaviour in schools. This research found that most of the circulars are directives to schools, but there is an absence of two-way communication between the Ministry and schools. Most of the government circulars were written in a directive rather than an interactive form. For instance, the government used instructional phrases such as "... this circular reminds the school leaders to take firms actions towards ...", "... please make sure that ...", "... this is to remind that all professionals should ...", and "... the school principal is requested to ..." rather than encouraging feedback from the school. Some socio-cultural factors appear to be associated with the conceptualisation of positive and negative behaviour. Although the Malaysian government suggested many strategies for promoting appropriate behaviour, more focus was frequently given to discipline rather than promoting positive behaviour. Further, as they see the disciplining of pupils as the responsibility of all teachers, the government suggested that all schools should form a disciplinary committee. It could be argued that a disciplinary committee is unnecessary if the current system is effective. In addition, if all teachers are responsible for educating pupils in positive behaviour, why is a committee suggested by the government?

These raise issue regarding efficiency of the strategies implemented in the current school system.

Table 4.8 Recommendations for promoting positive behaviour

Whole-school strategies	Professional's roles and responsibilities	Encouraging positive behaviour / promoting discipline	Bonding and bridging social capital	Involvement in school activities
				Interpersonal relationships
				Responsiveness
				Partnership
		Discouraging negative behaviour	Punitive approach	Corporal punishment
				Suspension
				Dismissal
			Intervention and awareness programme	Guidance and counselling
				Workshop

Source: The Ministry of Education Malaysia circulars (1969–2011)

As seen in Table 4.8, the Malaysian government recommends two main strategies, namely encouraging positive behaviour (perhaps unconsciously, as they use the term "discipline" rather than "positive behaviour") and discouraging negative behaviour (more consciously). Some strategies identified to bond social capital include the encouragement of pupil involvement in school activities, interpersonal relationships, and awareness. Bridging social capital strategies identified are partnerships between school and non-school agencies. The Malaysian government might not be aware of this framework, which might have developed by trial and error over the years. Some of the circulars might have been distributed in response to behavioural issues occurring in schools. Therefore, there has to be a more considered and evidence-based approach to managing behaviour in schools. The findings from this chapter were used for the next stage of study where it may be demonstrated how these circulars are translated into practice.

CHAPTER 5

Stage 2

Overview of Positive Behaviour Enhancement in National Secondary Schools

5.1 Chapter structure

This chapter discusses two main areas: implementation of the survey research method, and a detailed discussion on the findings. Overall, the study included 813 respondents from 15 selected Malaysian national urban secondary schools. Four sets of questionnaires containing fixed-response and open-ended sections were used, and data were analysed using SPSS (numeric data) and thematic analysis (narrative data). This chapter aims to provide a holistic picture of positive behaviour enhancement in one urban region of Malaysia.

5.2 Methodology section

This section presents the survey research method employed in this study. It contains full details of the methods and analysis used in canvassing respondents' perspectives regarding the concept of positive behaviour; their attitudes towards positive behaviour enhancement strategies, including strategies perceived to be effective; the implementation of strategies for promoting positive behaviour at the school and classroom level; and factors that may have influenced the professionals' perspectives.

5.2.1 Questionnaire design

In Chapter 3, a documentary analysis was presented to provide insight into key areas relevant to the development of data collection instruments. It included 91 circulars on pupils' behaviour distributed by the Ministry of Education Malaysia to secondary schools for over a period of 40 years (1969–2011). Some of these were used to design questionnaires. In addition to these sources, prior research findings (Harding, 2007; Lumpkin, 2008; Razak, 2006) and prior international data collection instruments (Brainard, 2001; Cothran and Kulinna, 2007; Sherrod, Getch and Ziomek-Daigle, 2009) were also taken into account. On the basis of such findings, data collection instruments were designed.

Since respondents were not native English speakers, the final version of the questionnaires was written in two languages: English and Malay (See Appendices 4–7). Although respondents included in the study were from different ethnic backgrounds, they could communicate in and understand the Malay language, the medium of instruction in national secondary schools. Table 5.1 provides an overview of documents that were influenced questionnaire design and construction.

Table 5.1 Selected documents utilised for the development of questionnaires

Source	*Details*	*Action*
Malaysian Government circulars	Ninety-one circulars (from 1969 to 2011) were analysed to provide details of the Malaysian government's recommendations for promoting positive behaviour.	Nineteen items included in the questionnaires were based on these sources. Questionnaires used in the study are enclosed in the appendices section (See Appendices 4–7).
(Sherrod, et al., 2009)	This paper discusses discipline problems in schools. A specific behaviour monitoring form was used as a screening process in order to determine a suitable intervention programme.	Five items on pupils' self-declaration of their behaviour were developed based on this document. Scoring used in the original document were the Likert five-point scale (1 = always, to 5 = does not apply) plus the section on "Other Comments". In my questionnaire, the following scoring was used: 1 = yes, 2 = no and 3 = choose not to tell. There was also an open-ended section to gather pupils' point of views regarding negative behaviour.
(Cothran and Kulinna, 2007)	This study explored respondents' perspectives of pupil behaviour. There were a total of 68 questions including the demographic section.	Seven items regarding types of challenging behaviour were developed using a similar pattern to this research, which can be found in the section on the seriousness of behavioural problems in the questionnaire. Scoring used in the original document included 60 Likert scale items (1 = never to 5 = always) and eight multiple choice questions. In my questionnaire, the four response options were: 1 =often, 2 = sometimes, 3 = never and 4 = not applicable.
(Brainard, 2001)	This paper contains 73 suggestions for self-evaluation of effective classroom management strategies for secondary school teachers. The author asserted that these suggestions are effective for developing positive learning environments.	The suggestions are divided into four sections that are interaction with students in a positive manner, preventing student misbehaviour, handling student discipline situations, and providing classroom leadership. Type of scoring used Likert scale items: 1 = almost never, 2 = occasionally, 3 = frequently, 4 = almost always. They were utilised in designing questions to acquire respondents' beliefs of effective strategies, and strategies used in classrooms.

5.2.1.1 Questionnaire structure

The structure of questionnaires was based on the research objectives and included the conceptualisation of positive and negative behaviour, positive behaviour enhancement strategies, and factors that may have influenced professional's attitudes towards positive behaviour enhancement strategies.

The concept of positive and negative behaviour

Respondents were asked to categories six predetermined types of behaviour as positive, negative or neither positive nor negative. These behaviour were based on Malaysian government circulars and previous research (Ollerton, 2004; Razak, 2006). Table 5.2 illustrates the development of statements in the final versions of the questionnaires:

Table 5.2 Source and justification for inclusion in the final versions of questionnaires

Statement	*Justification for inclusion in questionnaires*	*Source*
Raising a hand to ask the teacher a question.	Provides a general picture about the interaction between teachers and pupils in the classroom.	(Ministry of Education Malaysia, 1972; Ollerton, 2004)
Quietly talking with another pupil when there is no teacher in the classroom.	Provides a general picture about the expectations of pupils' behaviour when teachers are absent from the classroom.	(Ministry of Education Malaysia, 1972)
Talking to teachers without using the teacher's title.	Links to the theme of how politeness is perceived in multi-ethnic societies.	(Razak, 2006)
Not greeting a teacher in public.	Links to the theme of interpersonal relationships and respectful behaviour.	(Ministry of Education Malaysia, 2001)
Pupils using their native language in class.	Links to the theme of multiculturalism in school.	(Ministry of Education Malaysia, 2005)
Pupils accepting consequences without discussing blame.	To seek respondents' perspectives about behaviour relating to the acceptance of consequences.	(Ministry of Education Malaysia, 1995)

Ollerton (2004, p. 46) supports the “No hands-up” policy as it “encourages teachers to find alternative ways of gaining information from pupils rather than by asking rhetorical and closed questions”. Further, in certain circumstances, some pupils raised their hand as a way to interrupt pupils giving presentations or speaking with teachers (Ollerton, 2004). Razak (2006) proposed that religious norms underpin the concept of positive behaviour and suggested a religious approach for promoting positive behaviour. However, that study mainly included pupils from the same religion, which has raised issues of bias. This implies that there is a need for further investigation on the concept of positive and negative behaviour from diverse religious groups.

The government proposes that the Malay language should be used by all Malaysian citizens irrespective of their ethnic backgrounds. It assumes that the use of this language would promote a better understanding among Malaysians (Ministry of Education Malaysia, 2005). The Malay language is a compulsory subject in the national curriculum. Therefore, many people, irrespective their ethnic backgrounds, are able to speak Malay. However, based on my experience, it might be fair to say that not many Malays are able to communicate in other languages. This justifies the need for further investigations on professionals’ and pupils’ perspectives regarding the use of native languages in school.

In order to collect more information regarding positive and negative behaviour, the open-ended section was designed and added to the last page of the questionnaires. Education professionals were asked to explain their perspectives on positive behaviour enhancement (refer to Appendices 4–7). Pupils were asked to complete a

self-report on their involvement in truancy, their smoking habits, experiences of being bullied by others, cheating in school examinations and vandalising school property. Using a similar format of investigation adopted by previous empirical studies (Cothran and Kulinna, 2007; Sherrod, et al., 2009), pupils were given options to indicate their involvement in these behaviours as 1 = yes, 2 = no or 3 = choose not to tell. They were also asked to describe their perceptions of positive and negative behaviour in their friends.

The seriousness level of problem behaviour

Respondents were also asked to rank the seriousness level for problem behaviour in school. The rank order was: 1 = most serious to 7 = least serious. Challenging behaviour included smoking in public, playing truant, disruptive behaviour, vandalising school property, not participating in school activities, physical aggression towards other pupils and a lack of punctuality. These challenging behaviour are based on previous studies on pupils' behaviour (Cothran and Kulinna, 2007; Sherrod, et al., 2009; Yahaya, Boon, et al., 2008; Yahaya and Idris, 2009). The rationale for asking this question was to find out whether respondents had different perspectives regarding the seriousness level of these behaviours, which may determine the solutions advocated.

Positive behaviour enhancement strategies

The exploration of positive behaviour enhancement strategies had two main sections. The first section aimed at exploring respondents' beliefs towards strategies that can

be used at a school level and the strategies perceived to be effective. The second section aimed to discover respondents' beliefs towards strategies that can be used at a classroom level and that had been translated into practice.

- **Beliefs**

On the basis of from the documentary analysis, detailed in Chapter 4, strategies for promoting positive behaviour are divided into two categories: strategies at the school level and the classroom level. Strategies at the school level included pupil's engagement, partnerships, relationships, counselling and motivation, physical punishment and exclusion. Respondents were asked to rank strategies they perceived to be effective. The rank order was: 1 (the most effective strategy) to 8 (the least effective strategy).

Table 5.3 Whole-school strategies that are perceived to be effective

Strategy
Pupils involvement/engagement in school activities
Mentor-mentee system
Interpersonal relationships
Parental engagement strategy
Inter-agencies partnership
Referral to discipline unit
Suspension and dismissal
Caning

Table 5.3 provides a breakdown of the strategies at the school level included in the final version of questionnaires. In a different section of questionnaire, the respondents were asked to respond to nine strategies that can be used at the classroom level.

Table 5.4 Strategies that can be used in classrooms

Statements used regarding positive behaviour enhancement strategies	*To explore the respondents' beliefs on:*	*Source*
I should speak the way I expect to be spoken to.	Positive reinforcement	(Brainard, 2001; Lumpkin, 2008)
I should create an environment in which pupils feel comfortable to share their problems with me.	Interpersonal relationship	(Brainard, 2001; Luiselli, Putnam, Handler and Feinberg, 2005)
I believe that a pupil's parent(s) should be engaged in a discussion of any issues related to the behaviour of their child.	Partnership programmes	(Rosenblatt and Peled, 2002)
All teachers should encourage pupils to take leadership roles in the school.	Pupils' engagement or participation	(Brainard, 2001)
All teachers should ask pupils what makes them feel happy in school.	Positive reinforcement	(Bond, 2008)
Teachers and pupils should respect each other in school.	Interaction	(Brainard, 2001; Rogers, 2007)
I believe that pupils need a teacher's assistance to improve their behaviour.	Guidance and counselling	(Brainard, 2001; Ministry of Education Malaysia, 1996)
All teachers should treat pupils who have been punished with respect when they come back to class.	Interaction	(Wearmouth, et al., 2007)
If a pupil returning from suspension fails to meet the school's requirements for acceptable behaviour, continuing suspension is a better solution than expelling him/her from school.	Punishment	(Fries and DeMitchell, 2007; Ministry of Education Malaysia, 1997)
Pupils do not respect teachers who use a cane to control pupils' behaviour.	Punishment	(Agbenyega, 2006; Judkins, 2007)

Table 5.4 lists the statements on the ordinal Likert scale used in the final questionnaires to collect respondents' beliefs towards strategies that can be used in the classroom.

- **Implementation**

The respondents were asked to respond to nine fixed-response statements on a four-point Likert scale regarding strategies used for promoting positive behaviour. The focus was on strategies used at the classroom level. Both professionals and pupils

were asked to indicate the frequency of strategies used by teachers. Professionals were asked to state their own perceptions on their practice using a four-point Likert scale: 1 = always, 2 = sometimes, 3 = never and 4 = not applicable. Pupils were asked to indicate how often class teachers, physical education teachers and discipline teachers implemented their strategies. Having data from different sources will enhance the validity of the study (Guion, 2002). Table 5.5 shows the statements used in the final questionnaires and the reason for their inclusion.

Table 5.5 Strategies that are used in the classrooms

Statement	*To explore the practice of:*	*Source*
I treat pupils with respect.	Interaction	Brainard (2001) and Lumpkin (2008)
I discuss with pupils their feelings towards any issues.	Interpersonal relationship	Luiselli et al., (2005)
I co-operate with government agencies, such as the Royal Malaysian Police, to promote positive behaviour.	Partnership programmes	(Ministry of Education Malaysia, 2000)
I encourage pupils to actively participate in school activities.	Pupils' engagement and participation	(Ministry of Education Malaysia, 1992)
I use more praise than criticism in dealing with pupils.	Positive reinforcement	(Brainard, 2001; Gable, et al., 2009)
I guide pupils to find a solution for modifying their problem behaviour.	Guidance and counselling	(Brainard, 2001; Ministry of Education Malaysia, 1996)
Pupils are able to give their side of the story when blamed for doing something wrong.	Interaction	(Carroll-Lind, 2005; Rogers, 2007)
I systematically record each pupil's behavioural problems in my record book.	Guidance and counselling	(Wearmouth, et al., 2007)
I use a cane or a ruler to control pupils' behaviour.	Punishment	(Ministry of Education Malaysia, 1997)

Influencing factors

School professionals were asked to rank factors that may influence them in promoting positive behaviour. Table 5.6 lists the sources and reasons for inclusion in the final questionnaires.

Table 5.6 Possible influential factors

Influential factors	*Reason for inclusion in questionnaires*	*Source*
Principal's belief of effective strategies	To provide information regarding the influence of school leadership on teachers' instructional strategies.	(Harding, 2007; Torff and Sessions, 2005)
Educational training that I have attended	To provide a general picture of how the teacher training programme has influenced professionals' attitudes.	(Asada and Uosaki, 2006; Gibbs and Gardiner, 2008)
My experience as a teacher	To explore how teaching experience has influenced professionals' attitudes.	(Shin and Koh, 2007)
School discipline guideline	To provide information of the school's expectations of pupil behaviour.	(Teh and Stott, 2006)
Current situation at school	To provide context-based strategies for promoting positive behaviour.	(Üstün and Eres, 2009)
My religious beliefs	To provide a general picture of how socio-cultural elements affect professionals' beliefs in promoting positive behaviour.	(Weinstein, et al., 2004)
What other teachers are doing	To explore how social interactions affect professionals' attitudes.	(Midthassel, 2006)
My personal belief of effective strategies	To provide information on self-initiated strategies derived from their personal beliefs.	(Midthassel, 2006) (Monroe, 2009)

5.2.2 The pilot project

In order to ensure the validity of data collection instruments, questionnaires were piloted on Saturday, 21st of March 2009 at the Malaysian School in Glasgow (a community school managed by the Malaysian students in Glasgow and supported by the Malaysian Student Department in London). One school principal, six teachers

and 15 children ranging in age between 13 and 16 years participated in the pilot project at this school. I explained the purpose of the study and respondents had an opportunity to discuss this project. They were also given a leaflet containing full details about this project. Questionnaires were administered first to pupils, then to professionals. Table 5.7 shows the profile of respondents involved in the pilot project.

Table 5.7 Respondents' profiles in the pilot study

Variables	*Principal*	*Class teacher*	*Discipline teacher*	*Subject teacher*	*Pupils*
Age	Between 36 and 45 years	26–35 years (n=3)	26–35 years	26–35 years (n=2)	13 years (n=4) 14 years (n=5) 15 years (n=4) 16 years (n=2)
Gender	Female	Male (n=2) Female (n=1)	Female	Female (n=2)	Boy (n=5) Girl (n=10)
Ethnicity	Malay	Malay (n=3)	Malay	Malay (n=2)	Malay (n=15)
Highest academic qualification	Diploma	Bachelor degree (n=2) Diploma (n=1)	Diploma	Bachelor degree (n=2)	Not applicable
Teaching experience	10–15 years	Less than 5 years (n=3)	Less than 5 years	5–10 years (n=2)	Not applicable
Total	1	3	1	2	15

In order to get more feedback, the questionnaire was also reviewed by a Malaysian counsellor on the 20th of March 2009 and by three Malaysian teachers on the 24th of March 2009. One of the Malaysian teachers was a qualified bilingual teacher (a native Malay speaker who teaches English in the Malaysian secondary school). Further, the instruments were then reviewed by a supervisory team. Table 5.8 summarises the feedback from this pilot project and detailed actions to improve the quality of the questionnaires. It should be noted that data collected from the pilot project was not included in this study and was used solely to validate the instruments.

Table 5.8 Questionnaires: revisions based on suggestions from the pilot study

Section	*Respondents (pilot) and reviewers comments*	*Justification for improving the statements*	*Action*
Preface	Change the instruction about confidentiality of the questionnaire.	The questionnaire is not confidential but the data provided is confidential.	Edited to: Data provided will be made anonymous and confidential.
	Think about the importance of having school name, time, date, and day information.	This is important for the future management of data.	New columns to acquire information about school name, time, date and day were created in the final questionnaire.
A3	Error: the term "classroom teacher" should be changed.	Grammatical mistake.	The term "classroom teacher" was changed to "class teacher".
A6	The respondents could not differentiate between academic and professional qualification.	Many respondents were confused by these two terms.	The column for professional qualifications was removed; the column for academic qualifications remained unchanged.
B – Instruction	The term positive behaviour in the Malay version was not accurate. It should be replaced using other words.	The term *sahsiah* seemed to be more accurate for describing positive behaviour.	The Malay word *tingkah laku positif* was changed to *sahsiah*.
B(a)1	The statement written in the Malay version was inaccurate.	There was a different meaning in the translated version.	The Malay version was edited to: Saya sepatutnya bertutur kata seperti mana saya harapkan cara percakapan dari orang lain terhadap saya.
B(a)3	The word parent should be changed.	This should be done as respondents may only have one parent.	Edited from parent to parent(s).
C – instruction	How to take into account teachers who do not use the stipulated strategies?	Not all teachers used some of the stipulated strategies, so the option "not applicable" should be considered	A "Not applicable" option was included for teachers who lack experience in these matters.
C(b)5	What about using a ruler rather a cane for carrying out physical punishment?	This should be done because some teachers may use another form of physical punishment.	Edited to: I use a cane or a ruler to control pupils' behaviour.
D, E and F – instruction	Most respondents in the pilot project used the rank numbers more than once.	The instruction in this section may not have been clear.	Inserted the following instruction: Use the rank order once only e.g. 1, 2, 3, ...

Continued on the next page

Section	*Respondents (pilot) and reviewers comments*	*Justification for improving the statements*	*Action*
D – 9	The column for other strategies should be rearranged.	This column may cause problem for data analysis as this section is designed for categorical-based data.	The column of "other strategy" was placed at the end of this section. It is not in the list of strategies.
F – Instruction	Lacks a translated version.	It was necessary to add the Malay language sentence.	Added the sentence in Malay language: Gunakan skala satu (1) hingga tujuh (7) untuk menyusunnya.
F – 1	Should edit the word of "pubic".	Typing error.	Edited to "public".
F – 4	Should edit the words "school properties".	This gives different meaning.	Changed to "school property".
F – 5	Should edit the word of "activity".	Typing error.	Changed to "activities".
G – 6	Who accepted the consequences?	Clarification is necessary.	Sentence rephrased to: Pupils accepting consequences without having a discussion about blame.
H – Instruction	What happen if respondents want to say more about their experiences?	To give respondents freedom to share their experiences.	Inserted "use additional sheets to write more about your strategies".
	Need to consider different types of behaviour when explaining about positive behaviour strategies.	Clarification of the behaviour expected by professionals.	Inserted "please give examples where possible".

Note: Refer to appendices for the final questionnaires used in this study.

5.2.3 Sampling

This study employed purposive sampling, where respondents were selected on the assumption that they were best placed to provide information on this topic. Only respondents who fitted the requirements were included. Professionals were selected based on their roles as principals, counsellors, class teachers, discipline teachers and physical education teachers. Pupils were selected based on their school level, i.e. Form 4, 16 years of age, from one class in each school.

Schools were categorised into inner-city and outer-city schools. Of a total of 55 national secondary schools in that region, 27 were categorised as inner-city schools and 28 as outer-city schools. Only 15 schools were involved in this study: eight schools represented 25% of the total schools in the inner-city category and seven schools represented 25% of the total schools in the outer-city category. Fulwider (2009) averred that pupils who live in different areas display different behaviour in schools.

Table 5.9 Division of schools

Code	*Distance from the city centre (km)*	*Location*
A	3.3	Inner-city schools
B	4.3	
C	4.6	
D	5.2	
E	6.3	
F	6.6	
G	7.0	
H	7.3	
I	9.4	Outer-city schools
J	9.8	
K	10.3	
L	10.9	
M	14.8	
N	15.5	
O	15.7	

The division of schools was based on the distance from the city centre (Table 5.9). The cut-off point was 7.85 kilometres (the mean score of distance). Schools located within 7.85 kilometres from the city centre were categorised as inner-city schools, whereas schools further than 7.86 kilometres from the city centre were categorised as outer-city schools. This division of schools was agreed by the education officer from the district where the study was conducted. A discussion with him was held on the 7th of January 2009.

5.2.4 Respondents

This study included school professionals (including principals, counsellors and teachers) and pupils at secondary education level (Form 4 pupils, 16 years of age) from 15 selected national secondary schools. It is important to state that most pupils in Malaysia attend national schools rather than other types of school (Ministry of Education Malaysia, 2011a), where the majority are moderate academic achievers (Nor, et al., 2007). Other types of schools in Malaysia have been explained in the Chapter 2.

5.2.5 Data collection process

Data was collected from the 1st of July 2009 to 30th of September 2009. I managed to meet 12 school principals in their offices. Three principals (from Schools M, J and E) were not present in school during the data collection process. A discussion was held via phone with the principal of School J. For Schools M and E, the discussions were held with the vice principals. An important matter discussed was the selection of respondents, particularly in identifying a group of pupils. There was a possibility

of a bias, as pupils who participated in the study were recommended by school professionals.

Table 5.10 Data collection time-line

Date	*School*	*Research activity*
06/07/2009	N	Administration of questionnaires by myself
09/07/2009		Collection of questionnaires
07/07/2009	B	Administration and collection of questionnaires by myself
08/07/2009	M	Administration and collection of questionnaires by myself
09/07/2009	J	Administration of questionnaires by the vice principal
31/07/2009		Collection of questionnaires
09/07/2009	O	Administration of questionnaires by the vice principal
10/07/2009		Collection of questionnaires
13/07/2009	I	Administration of questionnaires by myself
05/08/2009		Collection of questionnaires
14/07/2009	A	Administration of questionnaires by the vice principal
31/07/2009		Collection of questionnaires
15/07/2009	L	Administration and collection of questionnaires by myself
16/07/2009	K	Administration of questionnaires by myself assisted by the school counsellor
10/08/2009		Collection of questionnaires
17/07/2009	D	Administration and collection of questionnaires by myself
20/07/2007	E	Administration of questionnaires by the vice principal
04/08/2009		Collection of questionnaires
21/07/2009	G	Administration of questionnaires for professionals by myself
23/07/2009		Administration of questionnaires for pupils by myself
28/07/2009		Collection of questionnaires
30/07/2009		Collection of questionnaires
03/07/2009		Collection of questionnaires
04/08/2009		Collection of questionnaires
22/07/2009	F	Administration of questionnaires by myself
03/08/2009		Collection of questionnaires
23/07/2009	H	Administration of questionnaires by the vice principal
07/08/2009		Collection of questionnaires
24/07/2009	C	Administration of questionnaires by myself
03/08/2009		Collection of questionnaires

Table 5.10 offers a breakdown of the data collection activities in 15 schools. I administered the questionnaires in 10 schools (exceptions were Schools A, E, H, J and O). Data collection in these five schools was carried out by school professionals. To minimise bias and sampling error, a preliminary meeting was held with the

professionals in order to ensure that they clearly understood the purpose of and procedures the research.

5.2.6 Data analysis

This subsection discusses data preparation and handling of missing data; statistical analyses including the use of descriptive and inferential statistics; and a description of how the narrative data was analysed.

5.2.6.1 Data preparation

Before putting the raw data into the SPSS, two different data sets were designed: (1) for professionals and (2) for pupils. This was done because the demographic section for professionals and pupils were designed differently. Moreover, on the last page of the questionnaires, professionals were asked to explain their strategies for promoting positive behaviour, whereas pupils were asked to report both their behaviour and their friends' behaviour. Missing data was coded as "no response".

5.2.6.2 Descriptive statistics

Descriptive statistics were used to describe basic features in this study, such as the response rates to questionnaires, and the frequency and percentage of responses.

5.2.6.3 Inferential statistics

Inferential statistics were used to provide a general picture of a population from the sample. Data were analysed using a chi square test. It was used to analyse differences in categorical data such as gender, school location (inner-city or outer-city schools), groups of professionals, pupils, schools, ethnic groups, academic backgrounds and parental academic qualifications.

5.2.6.4 Narrative data and reliability

As mentioned earlier, questionnaires used in this study contained both fixed-response and open-ended sections. Data from open-ended section was gathered and analysed using a thematic approach. The coding process was carried out in the Malay language by myself and another coder (an education administrator, female, Malay, aged 33 years). This process involved the following steps: reading all the responses; coding the narrative data; translating into English; a review by two Malaysian teachers; and a meeting to reach agreement consensus for any changes. Obtaining agreements between the coders was important for ensuring the reliability of the coding process. As most of the narrative data was written in Malay, translation was based on the meaning rather than direct translation. Translations were then reviewed and verified by another reviewer (a subject teacher specialising in teaching English as Second Language, Malay, female, aged 35 years).

5.3 Results section

This section focuses on the results obtained from 15 schools. These are organised into six subsections: (5.3.1) demographics of the respondents; (5.3.2) the conceptualisation of positive behaviour; (5.3.3) whole school strategies for promoting positive behaviour; (5.3.4) attitudes towards positive behaviour enhancement strategies; (5.3.5) strategies used in the classroom; and (5.3.6) respondents' perspectives on corporal punishment.

5.3.1 Demographics of the respondents

Overall, 813 respondents participated in this study. All were asked to complete a specific questionnaire (see Appendices 5–8).

5.3.1.1 Response rate

Overall, the average return rate of completed questionnaires was high (87%, n=813). Ninety-three per cent (n=28) of discipline teachers (the highest percentage) had returned the completed questionnaires. Conversely, only 69% (n=52) of physical education teachers returned completed questionnaires.

Table 5.11 Overall response rates to questionnaires

Respondents		*Distributed*	*Returned*	*% by position*	*% by group*
Professionals	Principal	15	13	87	39
	Counsellor	30	21	70	
	Class teacher	225	205	91	
	Discipline teacher	30	28	93	
	Physical education teacher	75	52	69	
Pupils		563	494	88	61
Total		938	813	Average: 87	100

Table 5.11 displays the breakdown of response rates by group of respondents where the result shows that more pupils (61%, n=494) than professionals (39%, n=319) participated in the study. Detailed analysis of the respondents participated in the study is presented in Table 5.12.

Table 5.12 Distribution of respondents

School	*Principal*	*Counsellor*	*Class teacher*	*Discipline teacher*	*Physical education teacher*	*Pupil*	*Total*
Inner-city schools (n=8)							
A	1	2	13	2	2	29	49
B	1	1	18	1	2	25	48
C	1	2	12	0	3	29	47
D	1	2	15	2	5	50	75
E	0	0	12	2	4	33	51
F	1	2	16	2	3	17	41
G	1	2	7	2	5	27	44
H	1	1	17	2	5	31	57
Total	7	12	110	13	29	241	412
Outer-city schools (n=7)							
I	1	1	10	1	2	32	47
J	1	2	14	2	5	37	61
K	1	1	12	2	2	53	71
L	1	0	10	4	3	40	58
M	0	2	16	2	4	35	59
N	1	2	17	2	5	18	45
O	1	1	16	2	2	38	60
Total	6	9	95	95	23	253	401

Table 5.12 shows the proportion of respondents from inner-city and outer-city schools is almost equal. Nearly half of all the respondents (49%, n=401) were from outer-city schools, whereas 51% (n=412) were from inner-city schools. Out of a total of 494 pupils, 49% (n=241) were from inner-city schools and 51% (n=253) were from outer-city schools. More professionals responded from inner-city schools (54%, n=171) than from outer-city schools (46%, n=148). The highest response was obtained from School D (n=75), while the lowest response was obtained from School F (n=41). Two principals (from Schools E and M) did not return the questionnaire; neither was in the school during the data collection process.

5.3.1.2 Demographic analysis of respondents

Respondents included school professionals (principals, counsellors, class teachers, discipline teachers and physical education teachers) and pupils. Each of these component cohorts was analysed separately and will be presented separately in this section.

Profile of Principals

Table 5.13 shows that most the principals included in this study were female (92%, n=12) and in the age range of 46–55 years. All were Malays and had been involved in education for more than 21 years. The majority had a bachelor’s degree (85%, n=11).

Table 5.13 Profile of principals

Aspect	*Details*	*n*	*%*
Gender	Male	1	7
	Female	12	92
Ethnicity	Malay	13	100
Age	46–55	12	92
	> 56	1	8
Highest academic qualification	Bachelor	11	85
	Master	2	15
Experience in Education	> 21 years	13	100

Profile of Counsellors

Table 5.14 shows that 60% (n=14) counsellors were female and the majority were Malays (91%, n=19). Most had been in this profession for less than 10 years. Very few of them had a master's degree (10%, n=2).

Table 5.14 Profile of counsellors

Aspect	*Details*	*n*	*%*
Gender	Male	7	33
	Female	14	67
Ethnicity	Malay	19	91
	Chinese	1	5
	Indian	1	5
Age	26–35	14	67
	36–45	6	29
	46–55	1	5
	> 56	0	0
Experience (years)	< 5	5	24
	6–10	7	33
	11–15	3	14
	16–20	4	19
	> 21	2	10
Highest academic qualification	Master	2	10
	Bachelor	19	91

Profile of teachers

As seen in Table 5.15, most teachers were female Malays (75%, n=213) under the age of 45 (88%, n=251). More than half of the teachers had less than 10 years of teaching experience. The majority had a bachelor's degree (83%, n=236).

Table 5.15 Profile of teachers

Aspect	*Details*	*n*	*%*
Gender	Male	71	25
	Female	213	75
	No response	1	0
Ethnicity	Malay	225	79
	Chinese	33	12
	Indian	17	6
	Bumiputera[3]	6	2
	Other	4	1
Age	< 25	19	7
	26–35	137	48
	36–45	95	33
	46–55	32	11
	No response	2	1
Teaching experience (years)	< 5	96	34
	6–10	71	25
	11–15	51	18
	16–20	38	13
	> 21	27	10
	No response	2	1
Highest academic qualification	Master	36	13
	Bachelor	236	83
	Diploma	9	3
	Certificate	2	1
	No response	2	1

[3] Bumiputeras are native people from the east part of Malaysia, and comprise more than 30 sub-groups, such as Dayak, Iban, Bidayuh, Melanau and Orang Ulu. Respondents did not specify their ethnic sub-group.

Profile of Pupils

Table 5.16 shows that more girls than boys responded, and that the majority were Malays (52%, n=256), followed by Chinese (26%, n=126) and Indians (20%, n=99). Only 2% (n=11) of the respondents were Bumiputeras and other ethnic groups.

Table 5.16 Profile of pupils

Aspect	*Details*	*n*	*%*
Gender	Male	225	46
	Female	268	54
	No response	1	0.2
Ethnicity	Malay	256	52
	Chinese	126	26
	Indian	99	20
	Bumiputera	10	2
	Eurasian	1	0.2
	Sikh	1	0.2
	Other	1	0.2

Parents' highest academic qualifications

Table 5.17 provides information of the parents' highest academic qualifications, as reported by pupils. Half of pupils (n=251) reported that both of their parents had the same level of academic qualification. More than one-third (41%, n=204) of pupils stated that their parents had a certificate level academic qualification. Twenty-seven per cent (n=134) did not respond to this question.

Table 5.17 Parents' highest academic qualification as reported by pupils

Variable	*n*	*%*
Both parents had a master's degree or PhD	9	2
Both parents had a bachelor's degree	6	1
Both parents had a diploma	20	4
Both parents had a certificate	204	41
Both parents had no specific qualification	12	2
Only one parent had a master's degree or PhD	27	6
Only one parent had a bachelor's degree	23	4
Only one parent had a diploma	31	6
Only one parent had a certificate	28	6
No response	134	27
Total	494	100

5.3.2 Conceptualisation of positive behaviour

The respondents were asked to categorise six behaviours as: 1 = negative; 2 = positive; or 3 = neither positive nor negative. The analysis began with a comparison of conceptualisation between professionals and pupils. Then, further analysis was carried out in order to examine the discrepancies in detail. A Pearson Chi-Square score was calculated to examine differences between the perspectives of professionals and pupils on the behaviour categories. The Pearson Chi-Square results indicated that apart from *raising a hand to ask the teacher a question* and *quietly talking with other pupils when there is no teacher in the classroom*, most professionals and pupils had different perceptions regarding the other behaviours (see Table 5.18)

Table 5.18 Differences between professionals and pupils in response to behavioural categories

Behaviour	*Roles*	*Category*	*n*	*df*	*Pearson Chi-Square*	
					Value	*Sig. (2-sided)*
Raising a hand to ask the teacher a question	Professionals	Positive	315	1	Not applicable	Not applicable
		Negative	0			
		Neither	2			
	Pupils	Positive	449			
		Negative	0			
		Neither	18			
Quietly talking with other pupils when there is no teacher in the classroom	Professionals	Positive	278	1	Not applicable	Not applicable
		Negative	0			
		Neither	24			
	Pupils	Positive	405			
		Negative	0			
		Neither	56			
Talking to teachers without using a teacher's title	Professionals	Positive	18	2	22.107	0.000
		Negative	286			
		Neither	13			
	Pupils	Positive	53			
		Negative	380			
		Neither	57			
Not greeting a teacher in public	Professionals	Positive	11	2	48.182	0.000
		Negative	262			
		Neither	43			
	Pupils	Positive	30			
		Negative	294			
		Neither	167			
Pupils using their native language when a teacher is in a classroom	Professionals	Positive	13	2	195.401	0.000
		Negative	246			
		Neither	57			
	Pupils	Positive	124			
		Negative	137			
		Neither	228			
Pupils accepting consequences without having a discussion about blame	Professionals	Positive	19	2	12.658	0.002
		Negative	229			
		Neither	69			
	Pupils	Positive	41			
		Negative	294			
		Neither	155			

As there were differences between professionals and pupils regarding four behaviours, a detailed investigation into professionals' and pupils' data was carried out. Due to the nature of the data, the analysis involved descriptive statistics only. Data obtained from professionals is presented first, followed by data obtained from pupils.

5.3.2.1 Professionals

This subsection is mainly based on professionals data (n=319). Overall, most professionals considered the following behaviour to be positive: (1) *quietly talking with other pupils when there is no teacher in the classroom* (87%, n=278), and (2) *raising a hand to ask the teacher a question* (99%, n=315). The remainder were negative:

- *talking to teacher without using the teacher's title* (90%, n=286);
- *not greeting the teacher in public* (82%, n=262);
- *pupils using native language when a teacher is in the classroom* (77%, n=246); and
- *pupils accepting consequences without having a discussion about blame* (72%, n=229).

Chi-square cannot be used for professionals' data because there is a cell with a zero. Therefore, descriptive analysis was used to describe professionals' perceptions on behavioural categories based on several demographic variables.

Table 5.19 Professionals' perceptions of behavioural categories, by ethnicity (in frequency)

Behaviour	*Ethnicity*															*NR*
	Malay			*Chinese*			*Indian*			*Bumiputera*			*Others*			
	PB	*NB*	*N*	*PB*	*NB*	*N*	*PB*	*NB*	*N*	*PB*	*NB*	*N*	*PB*	*NB*	*N*	
Raising a hand to ask the teacher a question	255	0	1	33	0	0	18	0	0	5	0	0	4	0	2	2
Quietly talking with other pupils when there is no teacher in the classroom	229	0	15	27	0	5	13	0	3	5	0	1	4	0	0	17
Talking to teachers without using a teacher's title	14	235	7	2	28	3	0	16	2	0	6	0	2	1	1	2
Not greeting a teacher in public	10	211	34	0	29	4	1	13	4	0	6	0	0	3	1	3
Pupils using their native language when a teacher is in a classroom	10	204	41	1	21	11	2	13	3	0	4	2	0	4	0	3
Pupils accepting consequences without having a discussion about blame	14	189	53	2	24	7	0	12	6	1	3	2	2	1	1	2

Note: The highlighted cell indicates the majority.
PB = Positive behaviour, NB = Negative behaviour, N = Neither, NR=No response

Table 5.19 shows that the majority of respondents categorised the following behaviours to be negative: talking to teacher without using the teacher's title, not greeting the teacher in public, pupils using native language, and pupils accepting consequences without having a discussion about blame. Compared to Malays (16%, n=41) and Indians (16%, n=3), a higher percentage of Chinese (33%, n=11) categorised pupils using native language to be neither positive nor negative. Data show that six out of 18 Indian, seven out of 34 Chinese professionals, and 53 out of 257 Malays categorised pupils accepting consequences without having a discussion about blame to be neither positive nor positive.

Table 5.20 Professionals' perceptions of behavioural categories, by roles (in frequency)

Behaviour	*Roles*															*NR*
	Principal			*Counsellor*			*Class Teacher*			*Discipline Teacher*			*PE Teacher*			
	PB	*NB*	*N*	*PB*	*NB*	*N*	*PB*	*NB*	*N*	*PB*	*NB*	*N*	*PB*	*NB*	*N*	
Raising a hand to ask the teacher a question	12	0	1	21	0	0	204	0	0	26	0	1	52	0	0	2
Quietly talking with other pupils when there is no teacher in the classroom	12	0	1	21	0	0	175	0	16	24	0	2	46	0	5	17
Talking to teachers without using a teacher's title	2	11	0	1	19	1	10	188	6	2	22	3	3	46	3	2
Not greeting a teacher in public	0	13	0	0	17	4	8	170	25	0	24	3	3	38	11	3
Pupils using their native language when a teacher is in a classroom	1	11	1	0	14	7	9	162	33	2	20	5	1	39	11	3
Pupils accepting consequences without having a discussion about blame	0	11	2	0	18	3	13	141	50	3	24	0	6	35	11	2

Note: PE Teacher = Physical Education Teacher, The highlighted cell indicates the majority,
PB = Positive behaviour, NB = Negative behaviour, N = Neither, NR= No response

Although the majority of class teachers categorised the first two behaviours to be positive and the remainder to be negative, some of them reported differently. For instance, 25% class teachers (n=50) categorised *pupils accepting consequences without having a discussion about blame* to be neither positive nor negative (see Table 5.20).

Table 5.21 Professionals' perceptions of behavioural categories, by gender (in frequency)

Behaviour	*Gender*						*NR*
	Male			*Female*			
	PB	*NB*	*N*	*PB*	*NB*	*N*	
Raising a hand to ask the teacher a question	78	0	1	238	0	1	3
Quietly talking with other pupils when there is no teacher in the classroom	68	0	8	209	0	16	18
Talking to teachers without using a teacher's title	6	69	64	12	216	9	3
Not greeting a teacher in public	8	60	11	3	201	32	4
Pupils using their native language when a teacher is in a classroom	2	64	13	11	181	44	4
Pupils accepting consequences without having a discussion about blame	3	57	19	16	171	50	3

Note: The highlighted cell indicates the majority.
PB = Positive behaviour, NB = Negative behaviour, N = Neither, NR=No response

Female professionals were observed to have different perceptions about behaviour categories. Proportionally, more female (91%, n=216) than male (46%, n=64) professionals categorised *talking to teachers without using a teacher's title* to be negative. Although more males have categorised *talking to teachers without using a teacher's title* to be neither positive nor negative (n=64), data show that there is an equal split between those males who considered it to be negative (n=69) and neither (n=64).

Table 5.22 Professionals' perceptions of behavioural categories, by school location (in frequency)

Behaviour	*School location*						*NR*
	Inner-city			*Outer-city*			
	PB	*NB*	*N*	*PB*	*NB*	*N*	
Raising a hand to ask the teacher a question	168	0	2	147	0	0	2
Quietly talking with other pupils when there is no teacher in the classroom	152	0	12	126	0	12	17
Talking to teachers without using a teacher's title	14	148	8	4	138	5	2
Not greeting a teacher in public	11	137	21	0	125	22	3
Pupils using their native language when a teacher is in a classroom	8	132	30	5	114	27	3
Pupils accepting consequences without having a discussion about blame	9	124	37	10	105	32	2

Note: The highlighted cell indicates the majority. PB = Positive behaviour, NB = Negative behaviour, N = Neither, NR= No response

No differences were observed in the data of professionals from inner-city and outer city schools (see Table 5.22).

Table 5.23 Professionals' perceptions of behavioural categories, by age (in frequency)

Behaviour	*Age (years)*												*NR*
	Below 25			*26-35*			*36-45*			*Over 46*			
	PB	*NB*	*N*	*PB*	*NB*	*N*	*PB*	*NB*	*N*	*PB*	*NB*	*N*	
Raising a hand to ask the teacher a question	19	0	0	150	0	0	101	0	0	43	0	0	4
Quietly talking with other pupils when there is no teacher in the classroom	18	0	1	135	0	10	85	0	8	39	0	5	18
Talking to teachers without using a teacher's title	0	17	1	0	138	9	0	87	5	0	43	2	4
Not greeting a teacher in public	0	15	4	3	121	25	7	83	11	1	41	3	5
Pupils using their native language when a teacher is in a classroom	0	18	1	5	117	27	4	75	22	4	34	7	5
Pupils accepting consequences without having a discussion about blame	0	11	8	8	112	30	8	69	24	2	37	6	4

Note: The highlighted cell indicates the majority. PB = Positive behaviour, NB = Negative behaviour, N = Neither, NR=No response

Although most professionals from different age groups agreed *pupils accepting consequences without having a discussion about blame* to be negative, 42% of professionals aged below 25 years (n=8) categorised it as neither positive nor negative (see Table 5.23).

Table 5.24 Professionals' perceptions of behavioural categories, by the length of experience (in frequency)

Behaviour	*Experience (years)*															*NR*
	0-5			*6-10*			*11-15*			*16-20*			*Over 21*			
	PB	*NB*	*N*	*PB*	*NB*	*N*	*PB*	*NB*	*N*	*PB*	*NB*	*N*	*PB*	*NB*	*N*	
Raising a hand to ask the teacher a question	101	0	0	78	0	0	53	0	0	42	0	0	39	0	2	4
Quietly talking with other pupils when there is no teacher in the classroom	90	0	9	72	0	3	40	0	7	39	0	1	35	0	4	19
Talking to teachers without using a teacher's title	5	94	2	4	69	5	4	45	4	2	38	2	2	39	0	4
Not greeting a teacher in public	2	80	18	2	63	13	2	46	5	4	34	4	1	37	3	5
Pupils using their native language when a teacher is in a classroom	1	79	20	4	20	14	2	43	8	1	31	10	5	31	5	5
Pupils accepting consequences without having a discussion about blame	4	71	26	5	52	21	6	37	10	1	34	7	2	34	5	4

Note: The highlighted cell indicates the majority. PB = Positive behaviour, NB = Negative behaviour, N = Neither, NR=No response

Table 5.24 shows that most professionals who had been working for more than 11 years (77%, n=105) considered *pupils accepting consequences without having a discussion about blame* to be negative compared to those who had been working for less than 10 years (69%, n=123). Data showed that professionals who had more than 11 years teaching experience (77%, n=105) considered the use of native language to be negative compared to those who had less teaching experience (72%, n=99).

Table 5.25 Professionals' perceptions of behavioural categories, by academic qualifications (in frequency)

Behaviour	*Highest academic qualification*									*NR*
	Master/PhD.			*Bachelor's degree*			*Certificate/Diploma*			
	PB	*NB*	*N*	*PB*	*NB*	*N*	*PB*	*NB*	*N*	
Raising a hand to ask the teacher a question	39	0	1	263	0	1	11	0	0	4
Quietly talking with other pupils when there is no teacher in the classroom	35	0	4	230	0	20	11	0	0	19
Talking to teachers without using a teacher's title	4	34	2	13	240	11	0	11	0	4
Not greeting a teacher in public	1	35	4	9	216	38	1	9	1	5
Pupils using their native language when a teacher is in a classroom	5	27	8	8	207	48	0	10	1	5
Pupils accepting consequences without having a discussion about blame	2	28	10	15	192	57	1	8	2	4

Note: The highlighted cell indicates the majority.
PB = Positive behaviour, NB = Negative behaviour, N = Neither, NR=No response

One-quarter of professionals who had a Master's degree or PhD (n=10) categorised *pupils accepting consequences without having a discussion about blame* to be neither positive nor negative. Since no professionals who had a certificate or diploma qualification (n=0) categorised *pupils using native language* to be positive, it can be inferred that the use of native language is not acceptable to these professionals (see Table 5.25).

Summary

Overall, the findings suggest that although professionals had similar perceptions regarding behavioural categories, detailed descriptive data shows that some professionals from different ethnic backgrounds, roles, age groups, gender and academic qualifications had different perspectives regarding *pupils using native language* and *pupils accepting consequences without having a discussion about blame* This highlights the importance of professionals' understanding of pupils' cultural background, and knowledge sharing among them. However, there is insufficient narrative data from the open-ended questionnaire section to expand the

professionals' perspectives on predetermined behaviour which highlights the significance of undertaking case studies for more in-depth understanding. The next section will examine pupils' perceptions about behaviour categories.

5.3.2.2 Pupils

The data from this study indicate that the following behaviour is considered to be positive: *raising a hand to ask the teacher a question* (91%, n=448); and *quietly talking with other pupils when there is no teacher in the classroom* (82%, n=405). More than one-third of pupils (46%, n=228) considered pupils *using native language in the classroom* to be neither positive nor negative. Most pupils also considered *not greeting a teacher in public* to be neither positive nor negative. The remainder were categorised as negative: *talking to teacher without using a title of teacher* (77%, n=380); and *pupils accepting consequences without having a discussion about blame* (60%, n=294). The following subsection provides a detailed analysis on the relationship between demographic variables and pupils' perspectives. Due to a small number in some cells, only descriptive analysis can be used in this section.

Table 5.26 Pupils' perceptions of behavioural categories, by ethnicity (in frequency)

Behaviour	*Ethnicity*															*NR*
	Malay			*Chinese*			*Indian*			*Bumiputera*			*Others*			
	PB	*NB*	*N*	*PB*	*NB*	*N*	*PB*	*NB*	*N*	*PB*	*NB*	*N*	*PB*	*NB*	*N*	
Raising a hand to ask the teacher a question	237	0	6	109	0	7	91	0	5	9	0	9	3	0	0	27
Quietly talking with other pupils when there is no teacher in the classroom	219	0	28	97	0	15	79	0	12	8	0	1	2	0	0	33
Talking to teachers without using a teacher's title	16	216	23	23	82	19	12	72	14	1	8	1	1	2	0	4
Not greeting a teacher in public	14	165	77	9	61	54	5	60	33	1	7	2	1	1	1	3
Pupils using their native language when a teacher is in a classroom	80	66	109	27	33	63	15	29	54	1	8	1	1	1	1	5
Pupils accepting consequences without having a discussion about blame	15	150	90	13	76	35	11	61	35	1	6	3	1	1	1	4

Note: The highlighted cell indicates the majority. PB = Positive behaviour, NB=Negative behaviour, N=Neither, NR=No response

Table 5.26 shows that although the majority of pupils (n=378) from different ethnic backgrounds considered *talking to teacher without using a title of teacher* to be negative, a higher percentage of Chinese pupils (19%, n=23) than Malays (7%, n=16) and Indians (13%, n=12) considered such behaviour to be positive. More than 30% of Malays, Chinese and Indian considered *pupils accepting consequences without having a discussion about blame* and *not greeting teacher in public* to be neither positive nor negative. Compared to Malay pupils (45%, n=109), a higher percentage of Chinese (54%, n=63) and Indian pupils (56%, n=54) considered *the use of native language in the classroom* to be neither positive nor negative. There is a mixed perception regarding the categorisation of *pupils using their native language in a classroom*. Although the majority of Malays, Chinese and Indians categorised

such behaviour to be neither positive nor negative, 80 out of 256 Malays, 27 out of 126 Chinese and 15 out of 99 Indians clearly stated that the use of native language is acceptable. Most Bumiputeras (n=8) considered such behaviour to be negative.

Table 5.27 Pupils' perceptions of behavioural categories, by gender (in frequency)

Behaviour	*Gender*						*NR*
	Boys			*Girls*			
	PB	*NB*	*N*	*PB*	*NB*	*N*	
Raising a hand to ask the teacher a question	198	0	9	250	0	9	28
Quietly talking with other pupils when there is no teacher in the classroom	183	0	22	221	0	34	34
Talking to teachers without using a teacher's title	23	163	35	29	217	22	5
Not greeting a teacher in public	16	145	61	13	149	106	4
Pupils using their native language when a teacher is in a classroom	57	66	99	66	71	129	6
Pupils accepting consequences without having a discussion about blame	24	130	68	16	164	87	5

Note: The highlighted cell indicates the majority, PB = Positive, NB = Negative, N = Neither, NR=No response

Pupils of both genders considered *not using a teacher's title* to be negative with a higher percentage of girls (81%, n=217) considering talking to teachers without using a teacher's title to be negative as compared to boys (72%, n=163). However, more boys (16%, n=35) than girls (9%, n=22) considered such behaviour to be neither positive nor negative. A higher percentage of girls (61%, n=164) than boys (59%, n=130) considered *pupils accepting consequences without having a discussion about blame* to be negative. Fifty per cent of girls (n=129) considered the *use of native language* to be neither positive nor negative in comparison with boys (45%, n=99).

Table 5.28 Pupils' perceptions of behavioural categories, by school location (in frequency)

Behaviour	*School location*						*NR*
	Inner-city			*Outer-city*			
	PB	*NB*	*N*	*PB*	*NB*	*N*	
Raising a hand to ask the teacher a question	227	0	4	222	0	14	27
Quietly talking with other pupils when there is no teacher in the classroom	194	0	30	211	0	26	33
Talking to teachers without using a teacher's title	25	194	21	28	186	36	4
Not greeting a teacher in public	12	156	73	18	138	94	3
Pupils using their native language when a teacher is in a classroom	65	63	112	59	74	114	5
Pupils accepting consequences without having a discussion about blame	21	145	75	20	149	80	4

Note: The highlighted cell indicates the majority.
PB = Positive, NB = Negative, N = Neither, NR=No response

More outer-city pupils (78%, n=186) than inner-city pupils (68%, n=194) categorised *talking to teachers without using a teacher's title* to be negative. A higher percentage of inner-city pupils (68%, n=156) than outer-city pupils (58%, n=138) considered not greeting a teacher in public to be negative (see Table 5.28).

Findings showed that pupils from different family academic backgrounds had similar perception regarding the use of native language where most categorised it to be neither positive nor negative (see Table 5.29). A difference occurs for *pupils accepting consequences without having discussion about blame.* Most pupils from a family where both parents had a diploma or bachelors or Master's degree or PhD categorised *pupils accepting consequences without having discussion about blame* to be neither positive nor negative. On the other hand, pupils from a family where both parents had a certificate level of education categorised it to be negative. Similarly, most pupils from a family where one of the parents had a certificate or diploma or bachelors or Master's degree or PhD considered that behaviour to be negative.

Table 5.29 Pupils' perceptions of behaviour categories, by parental academic backgrounds (in frequency)

Behaviour	Parental academic backgrounds																											NR
	Both parents had a Masters/PhD			Both parents had a bachelor's degree			Both parents had a diploma			Both parents had a certificate			Both parents had no qualifications			One parent had a master's degree/PhD			One parent had a bachelor's degree			One parent had a diploma			One parent had a certificate			
	PB	NB	N	PB	NB	N	PB	NB	N	PB	NB	N	PB	NB	N	PB	NB	N	PB	NB	N	PB	NB	N	PB	NB	N	
Raising a hand to ask the teacher a question	8	0	0	4	0	2	18	0	1	190	0	5	11	0	0	25	0	1	21	0	0	28	0	2	26	0	0	152
Quietly talking with other pupils when there is no teacher in the classroom	5	0	4	6	0	0	17	0	1	164	0	28	11	0	0	24	0	2	17	0	2	27	0	2	25	0	0	159
Talking to teachers without using a teacher's title	1	8	0	1	5	0	1	17	11	17	160	26	2	8	2	4	19	4	4	16	3	3	26	2	6	16	6	135
Not greeting a teacher in public	0	5	4	1	3	2	0	12	7	16	117	71	1	7	4	2	18	7	2	13	8	3	18	10	0	21	7	136
Pupils using their native language when a teacher is in a classroom	2	1	6	2	1	3	6	6	7	59	57	88	1	3	8	5	9	13	6	5	11	5	11	15	7	7	14	136
Pupils accepting consequences without having a discussion about blame	0	4	5	0	5	1	2	7	10	18	120	65	2	8	2	1	21	5	1	17	5	2	17	12	3	17	8	136

Note:
The highlighted cell indicates the majority.
PB = Positive, NB = Negative, N = Neither, NR= No response

Summary

Findings from this section suggest that most pupils, irrespective of ethnicity, gender, parental academic background and school location, have similar perceptions regarding the six behavioural categories. A small percentage of pupils (but significant) from different backgrounds have different perceptions regarding the behavioural categories. Detailed analyses and findings based on narrative data from the questionnaires are presented next.

5.3.2.3 Emerging themes for positive behaviour conceptualisation

The open-ended sections of the questionnaires offered respondents an opportunity to outline their concepts of positive and negative behaviour. This narrative data was analysed by two coders. The degree of agreements between them was calculated using the formula:

(number of agreements) ÷ (number of agreements plus disagreements) ×100.

The scores obtained exceeded 87%, which is regarded as satisfactory (Lombard, Snyder-Duch and Bracken, 2010). Detailed findings follow in the next section.

Perspectives of Professionals

From a total of 319 professionals, only 7% (n=22) responded to the narrative sections. The themes that emerged follow.

Table 5.30 Professionals' perspectives on positive behaviour

Attributes to positive behaviour	*Themes emerged*
▪ Ready to help others in any situation (22%, n=49), good discipline, behave in a way that is in line with the school expectations of positive behaviour; ▪ Not breaching school rules and regulations (27%, n=6); ▪ Speaking politely, such as using a teacher's title or a teacher's proper name (23%, n=5).	Following the school norms / obedient behaviour
▪ Showing respect for each other (36%, n=8); ▪ Acting in a way that reflects their positive identity, integrity and dignity (23%, n=5); ▪ Exhibiting prosocial behaviour, such as co-operation with other pupils in schools and being ready to share their problems with teachers (18%, n=4).	Interpersonal relationship
▪ Good self-management, including being ready to accept responsibility for their overt behaviour (9%, n=2); ▪ Punctuality (9%, n=2).	Self-discipline
▪ Active participation in school activities (9%, n=2); ▪ Showing enthusiasm for the teaching and learning process (5%,n=1).	Learning behaviour

According to professionals, positive behaviour consists of behaving obediently and having interpersonal relationships, self-discipline and a desire to learn (learning behaviour). Conversely, the concept of negative behaviour incorporates the following themes.

Table 5.31 Professionals' perspectives of negative behaviour

Attributes to positive behaviour	*Themes emerged*
▪ Talking impolitely, including jeering at teachers and talking loudly (18%, n=4); ▪ Not respecting others (36%, n=8); ▪ Behaving in an unacceptable manners (9%, n=2).	Disrespectful behaviour
▪ Being undisciplined, acting in a way that reflects a negative identity, such as disrupting others and lacking self-confidence (18%, n=4); ▪ Lacking discipline, such as breaching the school regulations and wearing improper school attire (5%, n=1); ▪ Playing truant (9%, n=2); ▪ Behaving aggressively (9%, n=2); ▪ Lacking punctuality, such as late attendance (14%, n=3).	Disciplinary problems
▪ Being unmotivated in lesson (5%, n=1); ▪ Not being involving in school activities (9%, n=2).	Uninterested in schooling

Negative behaviour, according to professionals, refers to pupils who display disrespectful behaviour, disciplinary problems and lack of motivation.

Perspectives of Pupils

Out of a total of 494 pupils, 45% (n=220) responded to the open-ended sections. The following tables (Tables 5.32 and 5.33) illustrate pupils' notions of positive and negative behaviour. Table 5.32 shows that nine themes emerged from the concept of positive behaviour from the pupils' perspectives. According to them, positive pupil behaviour consists of being helpful, respectful, supportive, cheerful, studious, caring, disciplined, good in relationships and charismatic.

Table 5.32 Pupils' perspectives on positive behaviour

Characteristics of positive behaviour	*Themes emerged*
▪ Ready to help others in any situation (22%, n=49); ▪ Assisting pupils in their studies (9%, n=20); ▪ Helping others to solve a problem, regardless of their religious and ethnicity (3%, n=7); ▪ Assisting teachers in schools (3%, n=3); ▪ Helping each other in daily situations (3%, n=3); ▪ Working together to complete a task (0.5%, n=1).	Helpful behaviour
▪ Respecting others (7%, n=14); ▪ Respecting teachers (2%, n=4); ▪ Speaking politely (1%, n=2); ▪ Listening to pupils' problems (1%, n=2); ▪ Pupils being able to share their opinions (0.5%, n=1); ▪ Accepting responsibility for their behaviour (0.5%, n=1).	Respectful behaviour
▪ Sharing problems (5%, n=11); ▪ Sharing knowledge (3%, n=6); ▪ Sharing learning materials (1%, n=2).	Supportive behaviour
▪ Encouraging others to obtain good academic results (1%, n=2); ▪ Giving advice to others when they are doing something wrong (1%, n=2); ▪ Guiding others to achieve their targets (1%, n=2); ▪ Motivating others in their studies (0.5%, n=1).	Leadership behaviour (charismatic)
▪ Making others feel happy in school (3%, n=7); ▪ Showing their happiness in school (1%, n=3).	Cheerful behaviour
▪ Being hardworking (4%, n=9); ▪ Participating in school activities (2%, n=4); ▪ Paying attention while the teacher is teaching (2%, n=4); ▪ Being studious (1%, n=3); ▪ Doing homework (1%, n=2); ▪ Responding to teachers' questions properly (1%, n=2); ▪ Asking the teacher a question in the lesson when other pupils do not understand (0.5%, n=1).	On-task/learning behaviour or studious
▪ Caring about others (3%, n=7); ▪ Being concerned about others (0.5%, n=1).	Caring behaviour
▪ Listening to teachers' advice (2%, n=5); ▪ Obeying the school regulations (0.5%, n=1); ▪ Being disciplined at school (0.5%, n=1).	Obedient behaviour (good discipline)
▪ Making friends with other pupils, regardless of ethnicity (14%, n=31); ▪ Treating others nicely (4%, n=8); ▪ Having good rapport (2%, n=5); ▪ Finding it easy to compromise with others (1%, n=2); ▪ Being humble (1%, n=2); ▪ Cooperating with other pupils at school (1%, n=2).	Behaviour that may have a link with interpersonal relationship

Most pupils said that they need more support and help from friends and teachers. They considered helpful, supportive and respectful behaviour to be positive. According to pupils, respectful behaviour means showing respect to each other, communicating politely and listening to other pupils' problems. In a classroom setting, active participation in school activities and being hardworking are considered positively. The data showed that being cheerful and caring make pupils feel happy in school. It can be summarised that the concept of positive behaviour from pupils' perspectives revolves around behaviour that leads to a supportive environment, and happiness and enjoyment in school.

There is a rich dataset from pupils explaining the concept of negative behaviour compared to the concept of positive behaviour. Table 5.33 shows that 13 negative behaviour themes emerged from the narrative data. Pupils considered being aggressive, disruptive and selective in friendship, and exhibiting antisocial behaviour to be negative. In the classroom context, off-task behaviour including day-dreaming and cheating in school examinations was considered negatively. Other negative behaviour themes emerged, including laziness and undisciplined behaviour, behaviour linked to interpersonal relationship, having learning difficulties, behaviour that may be linked to verbal communication and personality such as being insincere in friendship dishonesty. It can be summarised that behaviour leading to creating an unsafe environment and unhappiness is considered negatively.

Table 5.33 Pupils' perspectives on negative behaviour

Characteristics of negative behaviour	*Themes emerged*
▪ Talking in a loud voice and making noise in the classroom (39%, n=86); ▪ Disrupting others in the classroom (15%, n=32); ▪ Talkative: asking teachers unnecessary questions or irrelevant questions (17%, n=16); ▪ Making unnecessary jokes to get the teacher's attention (3%, n=6).	Disruptive behaviour
▪ Playing truant (5%, n=11); ▪ Missing lessons without the teacher's permission (3%, n=8); ▪ Being alone and not wanting to co-operate with other pupils (3%, n=7); ▪ Persuading other pupils to be involved in illegal activities (1%, n=2).	Behaviour leading to exclusion
▪ Bullying, beating or fighting others (5%, n=10); ▪ Teasing others in school (2%, n=5); ▪ Being rude to others (2%, n=4); ▪ Behaving in a bad-tempered manner (1%, n=2).	Aggressive behaviour
▪ Not completing assignments (2%, n=5); ▪ Not being motivated in their studies (5%, n=10); ▪ Not maintaining their personal hygiene (1%, n=2); ▪ Making excuses and being too lazy to carry out a given task (7%, n=15); ▪ Not cleaning the classroom as scheduled (1%, n=3).	Laziness
▪ Moody behaviour (1%, n=2); ▪ Selfish behaviour (6%, n=13); ▪ Arrogant and snobbish behaviour (2%, n=4); ▪ Being too serious (0.5%, n=1).	Behaviour that may be linked to emotional instability
▪ Not respecting teachers (5%, n=12), friends or other pupils (4%, n=8); ▪ Jeering at teachers or pupils (5%, n=11); ▪ Taunting teaches (2%, n=5); ▪ Being rude to teachers (2%, n=4); ▪ Breaching school rules and regulations (4%, n=9); ▪ Speaking Mandarin or Tamil in the classroom (0.5%, n=1).	Disrespectful behaviour

Continued on the next page

Characteristics of negative behaviour	*Themes emerge*
▪ Copying answers from friends during the school test/examination (10%, n=22); ▪ Eating in the classroom (0.5%, n=1); ▪ Not paying attention to the teacher's explanation (3%, n=7); ▪ Sleeping in the classroom (5%, n=12); ▪ Being playful in class (1%, n=3).	Off-task behaviour
▪ Tending to only make friends with pupils of their own ethnicity (1%, n=2); ▪ Tending to only make friends with certain pupils (3%, n=6).	Group behaviour
▪ Having difficulty in learning academic subjects (1%, n=2); ▪ Being too passive in lessons, which seems to relate with a difficulty in learning (1%, n=2); ▪ Segregating with friends who are weak in their studies (2%, n=4).	Behaviour that may be linked to learning difficulties
▪ Being too offensive when communicating (3%, n=6); ▪ Being too defensive when communicating (3%, n=7); ▪ Using abusive and vulgar words when communicating (4%, n=8); ▪ Being critical (3%, n=6); ▪ Being insincere in friendship (1%, n=3); ▪ Talking out of turn (2%, n=4); ▪ Telling lies about others (3%, n=7); ▪ Forcing other pupils to accept their opinion without considering those pupils' opinions (1%, n=2).	Behaviour that may be linked to verbal communication
▪ Not caring about others (2%, n=5); ▪ Showing an interest in sexual activities (1%, n=3); ▪ Accusing others without evidence (3%, n=6).	Behaviour that may be linked to interpersonal relationship
▪ Vandalising school property (4%, n=9); ▪ Stealing (1%, n=2); ▪ Lacking punctuality (1%, n=3); ▪ Smoking (2% n=4).	Undisciplined behaviour
▪ Showing off (3%, n=6); ▪ Being dishonest and hypocritical (4%, n=8); ▪ Not accepting responsibility for their behaviour (1%, n=2).	Behaviour that may be linked to a person's personality

5.3.2.4 Self-declared behaviour

This section presents pupils' experiences in five challenging situations that are often faced in Malaysian secondary schools (Yahaya, Ramli, Boon, Ghafar and Zakariya, 2009; Yahaya, Ramli, Hashim, Ibrahim, Roslan, Rahman, et al., 2009) including playing truant, smoking, bullying, plagiarism or copying in an examination and vandalism. Pupils were asked to declare their experiences of those situations. Response options were: 1 = yes; 2 = no; or 3 = choose not to tell. A descriptive analysis was calculated on the pupil data.

Table 5.34 Pupils' statement regarding their involvement in negative activities

Problem behaviour	*Yes*	*No*	*Choose not to tell*
I have never missed a class without the teacher's or my parent's permission.	59% (n=291)	27% (n=131)	14% (n=67)
I smoke outside of school.	5% (n=22)	91% (n=451)	4% (n=18)
Pupils in this school have bullied me.	14% (n=71)	79% (n=389)	6% (n=31)
I have cheated in a school test.	37% (n=185)	42% (n=209)	19% (n=96)
I have vandalised school property.	17% (n=84)	75% (n=371)	7% (n=36)

As depicted in Table 5.34, most pupils reported that they did not participate in these negative activities. For instance, 59% of pupils (n=291) reported that they never missed a class without permission. Only 5% (n=22) of pupils reported they have smoked outside of school, but this does not mean that they have never smoked within the school compound. A small percentage of pupils (17%, n=84) reported that they had vandalised school property.

One-third of this cohort reported that they had cheated in a school test (37%, n=185). This might have a link with an overemphasis on academic achievements rather than

holistic achievement in both academic and non-academic aspects. However, there was insufficient narrative data to provide a further explanation regarding this finding, and thus future research is needed.

These results indicate that two situations require prompt action: cheating in school tests and victimisation in school. A total of 185 pupils reported that they had cheated in exams and 71 pupils reported that they had been bullied. However, the forms of bullying are undefined, and it is unknown whether schools realise the extent of this problem. These issues should be addressed in future studies. The next subsection presents a detailed analysis of problem behaviour identified in this study.

Problem behaviour 1: absenteeism

The response of "no" (see Table 5.34) was interpreted as "pupils have missed a class without permission" in this analysis. Thus, 27% (n=131) of pupils had missed a class without permission. These 131 pupils, 57% (n=75) were boys and the majority were Malay (59%, n=77). Pupils from families where both parents had certificate level education (42%, n=55) were more likely to skip a class than pupils from other family backgrounds (Table 5.35).

Table 5.35 Pupils who reported they had missed a class without permission

Variables		*%*	*n*
Gender	Boys	57	75
	Girls	43	56
Ethnicity	Malay	59	77
	Chinese	23	30
	Indian	15	20
	Bumiputera	2	3
	Other	1	1
Parents' academic backgrounds	Both parents had a master's degree or PhD	2	3
	Both parents had a bachelor's degree	2	2
	Both parents had a diploma	5	6
	Both parents had a certificate	42	55
	Both parents had no specific qualifications	2	3
	One parent had a master's degree or PhD	7	9
	One parent had a bachelor's degree	4	5
	One parent had a diploma	5	6
	One parent had a certificate	5	6
	No response	27	36
Total		100	131

Problem behaviour 2: smoking

Of 22 pupils who reported they smoked, the majority were boys (73%, n=16) and over half were Malays (68%, n=15). Thirty-two per cent of smokers (n=7) were from families where both parents had certificate level education.

Problem behaviour 3: bullying

Bullying behaviour includes teasing, taunting, threatening, physically attacking and isolating other pupils through intentional exclusion (Harel-Fisch, et al., 2011; Pugh and Chitiyo, 2011). The findings from this study revealed that of 71 who reported they had been bullied, 15% were boys (n=34) and 14% were girls (n=37). Indians (24%, n=24) were more likely to report being bullied than other ethnic groups

(Bumiputeras, 20%, n=2; Malays, 11%, n=29; Chinese, n=16). Most pupils who reported that they had been bullied were from families where both parents had a certificate level education (40%, n=32).

Problem behaviour 4: cheating

A higher percentage of boys (87%, n=47) than girls (53%, n=98) said they had cheated in a school test, and most of these were Malays (57%, n=105). Over half of pupils from families where parents had a certificate level of education said that they had cheated in a school test (42%, n=77).

Table 5.36 Pupils who reported cheating in a school test

Variables		*%*	*n*
Gender	Boys	47	87
	Girls	53	98
Ethnicity	Malay	57	105
	Chinese	22	41
	Indian	17	32
	Bumiputera	3	5
	Others (Sikh and Eurasian)	1	2
Parental academic backgrounds	Both parents had a master's degree or PhD	3	5
	Both parents had a bachelor's degree	1	2
	Both parents had a diploma	5	9
	Both parents had a certificate	42	77
	Both parents had no specific qualifications	3	6
	One parent had a master's degree or PhD	5	10
	One parent had a bachelor's degree	5	9
	One parent had a diploma	6	11
	One parent had a certificate	5	9
	No response	25	47
Total		100	185

Problem behaviour 5: vandalism

Most pupils who said they had vandalised school property were boys (n=45), and many were from families where both the parents had certificate level education (n=29). In terms of ethnicity, 50 were Malays, followed by Chinese (n=8), Indians (n=3), Bumiputera (n=3) and Sikh (n=1).

Summary

Data on self-declared behaviour indicated that boys were more likely to report that they engaged in more challenging behaviour than girls did. Most pupils who said that they had been involved in negative activities were from families with a low level of academic achievement. Self-reporting of involvement in negative behaviour suggests that pupils may not see their involvement in such activities as problematic. Further, it can be argued they may have different perceptions regarding the seriousness level of such activities. It was decided, therefore, to explore both pupils' and professionals' perceptions regarding the seriousness level of some behavioural problems in schools.

5.3.2.5 Seriousness of problem behaviour

Table 5.37 shows that both professionals and pupils ranked physical aggression to be the most serious problem behaviour. Expanding their views on this problem, some pupils reported feeling unhappy when pupils fought.

> *It was terrible when there was a student fighting with others ... it was shaming as well (Pupil 243, Malay, boy)*
>
> *I know that some of the pupils in this school are too aggressive and it makes me feel horrible (Pupil 477, Chinese, girl)*

Table 5.37 Seriousness level as perceived by professionals and pupils

Problem behaviour	*Professionals*	*Pupils*
Physical aggression towards other pupils	1	1
Truancy	2	3
Vandalising school property	3	4
Smoking	4	2
Disrupting others during lesson	5	5
Not participating in school activities	6	7
Lack of punctuality	7	6

Note: 1 = the most serious, 7 = the least serious

Apart from physical aggression, professionals and pupils had different perceptions regarding other types of problem behaviour. Surprisingly, although reporting that smoking is the second most serious problem behaviour, 22 pupils from this study said that they had smoked. Both professionals and pupils agreed that not participating in school activities and being unpunctual were among the least serious.

Although the term "problem behaviour" is used to describe pupils' involvement in those activities, it does not represent the concept of problem behaviour from the pupils' perspective. Pupils may perceive that their behaviour and their involvement in those activities are acceptable. This informs the need for a more in-depth study.

5.3.2.6 Summary for the section of conceptualisation

From the above analyses, it can be summarised that professionals and pupils have different perspectives regarding positive and negative behaviour. However, statistical analyses indicated that both professionals and pupils agreed with respect to several behaviour categories. Statistical analyses revealed that professionals and pupils from different ethnic backgrounds had different perception regarding *raising a hand to ask the teacher a question* and *the use of a teacher's title*. Irrespective of their role, age,

gender, highest academic qualification, teaching experience and school location, professionals had similar perceptions regarding pupil's behaviour. The analysis also indicated that more girls than boys considered *talking to teachers without using the title of teacher* as negative. However, more boys than girls considered *not greeting a teacher in public* to be negative. Pupils from different family backgrounds, ethnic backgrounds and school locations have different perceptions regarding positive and negative behaviour. However, it should be noted that this result is based on the analysis of only predetermined behaviour.

My overall finding is that respondents had different perspectives in conceptualising positive behaviour. Professionals were more likely to talk about pupils' discipline and respectful behaviour, whereas pupils tended to talk about friendship, cheerful behaviour and happiness. Both may be unaware of these differences. However, the narrative data offered limited opportunity to further define respondents' views. The use of case studies could allow a more comprehensive understanding of their perceptions and attitudes.

5.3.3 Positive behaviour enhancement strategies

The previous section has discussed in detail the concept of positive and negative behaviour. It also presented the self-reporting of pupils' involvements in negative activities. Professionals' perceptions regarding the seriousness level of these problem behaviours may determine which coping strategies should be advocated. Therefore, this section discusses some strategies that can be used at the school and classroom level.

5.3.3.1 Whole-school strategies

Respondents were asked to rank the effectiveness of eight identified positive behaviour enhancement strategies.

Table 5.38 Strategies that are perceived to be effective

Strategies	*Pupils*	*Professionals*
Pupils' involvement in school activities	1	2
Mentor–mentee system	2	4
Interpersonal relationships	3	1
Parental engagement strategy	4	3
Partnership with the government agencies	5	6
Referral to the discipline unit	6	5
Suspension and dismissal	8	8
Caning	7	7

Note: A score of 1 indicates the strategy perceived to be most effective, whereas a score of 8 indicates the strategy perceived to be the least effective.

Table 5.38 ranks the effectiveness of strategies as perceived by both professionals and pupils. Both groups gave same ranking of the least effective strategies to suspension, dismissal and caning. However, the groups had different beliefs about which were the most effective strategies. Professionals ranked *interpersonal relationships* to be the most effective strategy, whereas pupils ranked *their involvement in school activities* to be the most effective strategy. Some professionals reported that positive relationships with pupils are essential to promote positive behaviour.

> *Pupils should be treated like a friend. (Class Teacher 3, Malay, female)*
>
> *[All teachers should] treat pupils like their own child. (Counsellor 10, Malay, female)*
>
> *[Positive relationships with] pupils will make them happy in school. (Class Teacher 67, Malay, female)*
>
> *Developing a close-knit relationship with the students will make them feel at ease in sharing their problems with you. (Class Teacher 4, Malay, female)*

There was insufficient narrative data to explain why pupils ranked *their involvement in school activities* to be the most effective strategy. However, it may be linked to the positive response from pupils to the three close-ended statements in questionnaires. Firstly, most pupils said that teachers should ask pupils what makes them feel happy in school (86%, n=427). Secondly, teachers should also create an environment that makes pupils feel comfortable in sharing their problems (69%, n=338). Thirdly, 82% of pupils (n=404) stated that teachers should encourage pupils to take leadership roles in schools.

Table 5.39 Strategies perceived to be effective, by professionals' roles

Strategies	*Principal*	*Class teacher*	*Physical education teacher*	*Counsellor*	*Discipline teacher*
Pupils' involvement in school activities	1	1	1	3	3
Mentor–mentee system	3	3	3	4	4
Interpersonal relationship	2	2	2	1	1
Parental involvement	4	4	5	2	2
Partnership with government agencies	6	6	8	7	8
Referral to discipline unit	5	5	4	5	5
Suspension and dismissal	8	8	7	8	7
Caning	7	7	6	6	6

Table 5.39 shows that principals, class teachers and physical education teachers had a perfect agreement on the three most effective strategies for encouraging positive behaviour in pupils. Pupils' involvement in school activities was ranked to be the most effective strategy. In contrast, counsellor and discipline teachers had different ideas, and both ranked interpersonal relationships to be the most effective strategy. The narrative data explains why these groups have different views regarding these

rankings. When talking about effective strategy, one principal expounded the view that:

> *... pupils should be encouraged to participate in school activities such as summer camp and motivational programmes. These moral-based activities will develop positive behaviour in young people. (Principal J, Malay, male, aged 46–55)*

Similarly, another principal highlighted the importance of pupils' participation in school activities.

> *... by encouraging pupils to be involved in co-curricular activities, we will be able to have an opportunity to communicate with them ... [at the same time] we will have good relationship with them. (Principal G, Malay, female, aged 46–55)*

Another principal suggested that the school management team should be proactive in searching for suitable activities to promote positive behaviour.

> *In order to encourage pupils to arrive at school on time, we introduced a special programme, the early-bird incentive programme. I noticed that many pupils had breakfast outside the school area. After meeting with teachers, we decided to introduce that programme. The aim is to attract pupils to come school at least 15 minutes before the lesson begins. So, we introduce value meals that are comparatively cheaper and better quality than outside food stalls. We have set up a deejay corner that enables pupils to listen to music and songs. I noticed that pupils start having breakfast in the school canteen; at the same time we are able to reduce behavioural problems. (Principal D, Malay, female, aged 36-45 years)*

Counsellors and discipline teachers have different opinion to school principals, class teachers and physical education teachers. Counsellors and discipline teachers ranked interpersonal relationship to be the most effective strategy for promoting positive behaviour in pupils. A discipline teacher thought that:

> *... although co-curricular activities are considered important for positive behaviour development, this is on paper only. In reality, more focus is given to academic programmes rather than co-curricular activities. (Discipline Teacher 11, Malay, male, aged 36–45)*

There is a discrepancy in the beliefs of different groups of professionals with regard to the least effective strategies for promoting positive behaviour. Principals, class teachers and counsellors have ranked suspension and dismissal to be the least effective strategies, whereas physical education and discipline teachers have ranked partnership with the government agencies to be the least effective strategy. Further analysis will focus on strategies for promoting positive behaviour that can be used in classrooms.

5.3.3.2 Strategies that can be used in the classroom

This subsection discusses respondents' attitudes towards nine strategies that can be used in classrooms. They were asked to indicate their attitudes towards these strategies as: 1 = strongly agree; 2 = agree; 3 = strongly disagree; 4 = disagree; or 5 = do not know. Missing data was coded as no response. Data was analysed using descriptive statistic. Overall results (Table 5.40) show that most respondents have positive attitudes towards strategies that can be used in the classroom.

Table 5.40 Respondents' attitudes towards strategies that can be used in the classroom

	Strategy	*Roles*	*Strongly agree*	*Agree*	*Disagree*	*Strongly disagree*	*Do not know*	*No response*
1	All teachers should speak the way they expect to be spoken to.	Pro.	38% (n=122)	53% (n=170)	5% (n=17)	1% (n=2)	0	3% (n=8)
		Pupil	27% (n=134)	52% (n=256)	5% (n=25)	2% (n=12)	9% (n=45)	5% (n=22)
2	Teachers should create an environment that makes pupils feel comfortable to share their problems.	Pro.	53% (n=170)	46% (n=145)	1% (n=3)	0	0.3% (n=1)	0
		Pupil	22% (n=106)	47% (n=232)	21% (n=104)	3% (n=16)	7% (n=32)	1% (n=4)
3	Pupils' parents should be engaged in discussions regarding their children's behavioural issues.	Pro.	65% (n=208)	34% (n=108)	1% (n=3)	0	0	0
		Pupil	22% (n=110)	52% (n=259)	15% (n=72)	4% (n=21)	5% (n=25)	1% (n=7)
4	All teachers should encourage pupils to take leadership roles in school.	Pro.	46% (n=147)	51% (n=163)	3% (n=8)	0.3% (n=1)	0	0
		Pupil	30% (n=149)	52% (n=255)	9% (n=45)	3% (n=14)	6% (n=27)	1% (n=4)
5	All teachers should ask pupils what makes them feel happy in school.	Pro.	39% (n=124)	54% (n=172)	7% (n=22)	0	0	0.3% (n=1)
		Pupil	45% (n=224)	41% (n=203)	6% (n=30)	1% (n=4)	6% (n=30)	1% (n=3)
6	The teachers and pupils should respect each other in school.	Pro.	71% (n=227)	28% (n=89)	1% (n=2)	0.3% (n=1)	0	0
		Pupil	70% (n=344)	26% (n=129)	2% (n=9)	1% (n=5)	1% (n=5)	0.4% (n=2)
7	When needed, teachers should be ready to help pupils to improve their behaviour.	Pro.	48% (n=153)	50% (n=158)	2% (n=7)	0.3% (n=1)	0	0
		Pupil	45% (n=224)	47% (n=230)	3% (n=14)	1% (n=7)	3% (n=16)	1% (n=3)
8	All teachers should treat pupils who have been punished with respect when they come back to class after suspension, detention or physical punishment.	Pro.	33% (n=105)	60% (n=192)	6% (n=20)	0.3% (n=1)	0.3% (n=1)	0
		Pupil	32% (n=158)	43% (n=213)	13% (n=64)	2% (n=11)	9% (n=45)	1% (n=3)
9	Continuing suspension for recurrent disciplinary problems is better than expelling the pupil from school.	Pro.	9% (n=27)	43% (n=135)	31% (n=100)	16% (n=50)	2% (n=6)	0.3% (n=1)
		Pupil	17% (n=86)	33% (n=162)	20% (n=98)	15% (n=73)	14% (n=70)	1% (n=5)

Note: Pro = professional

Some professionals expanded on their view that positive communication with pupils would promote their positive behaviour.

> *We need to talk to pupils politely and then pupils will respect us. Do not embarrass them. It should be a balance between incentives and punishment. (Principal 10, Malay, female)*

> *As professionals, we should use a positive approach and motivating words in our communication with pupils. (Counsellor 24, Malay, male)*

One school counsellor reported that having good rapport was important for promoting positive behaviour.

> *It is very important to create a situation where pupils feel happy. One of the ways to make them happy is to highlight their strengths. Do not talk about their weaknesses. If this is done, I am sure pupils would be happy to share any problems they have with us. In counselling, building a good rapport with pupils is very important. (Counsellor 15, Malay, female)*

Although most professionals (99%, n=315) and pupils (69%, n=338) had positive attitudes towards listening to pupils' problems, some pupils reported that they were more comfortable to share their problems with friends than with teachers.

> *I would prefer to share my problems with my best friends than with others. (Pupil 130, Malay, girl)*

> *A best friend is someone that can be trusted, so we can share our problems. I am happy to befriend pupils who are willing to share their problem. (Pupil 286, Malay, girl)*

Some professionals proposed parental engagement for improving pupils' behaviour.

> *In order to solve pupils' behavioural problems, a discussion should be held with their parents. (Class Teacher 195, Malay, female)*

> *Having good relationships with pupils' parents or guardians may help pupils in improving their behaviour. (Principal 7, Malay, female)*

One counsellor said that having good relationships with pupils promotes happiness in school.

> *Pupils would be happy if we befriended them and spent more time with them. If possible, visit them at home. At the same time, we should show our parental values in communication with pupils (Counsellor 10, Malay, female)*

Another professional reported that interacting politely would promote mutual respect between teachers and pupils. The use of appropriate titles when talking to teachers was suggested.

> *All pupils should use miss, madam or mister when talking to teachers as it will create a mutual respect between teachers and pupils. (Class Teacher 237, Malay, female)*

One professional described changed attitudes in today's youngsters.

> *Respect means pupils listen to our advice. There is a trend among teenagers these days to have an 'adopted brother or sister'. This was different when I was a kid. Today's teenagers prefer to listen to their 'brother' or 'sister', by which I mean their friend, rather than to our advice. This is worrying me. (Physical Education Teacher 106, Chinese, female)*

The school principal proposed that all teachers should know how to provide support and guidance to pupils.

> *Teachers should be aware that pupils need our guidance. We have to provide useful support for pupils who want to be successful in life. (Principal G, Malay, female)*

A school principal stressed that expulsion is the last resort for those pupils who often break school rules.

> *Before expelling undisciplined pupils from school, we need to issue warning letters informing their parents of their children's misbehaviour. The problem is that the letters are not received by the parents. Their children have destroyed the letters. We face difficulties in contacting parents and guardians because some have provided false telephone number. So, we have no choice. We have to expel the pupil from school. In some cases, parents do not realise that their child has been expelled for several weeks. (Principal D, Malay, female)*

In general, the results suggest no significant difference between professionals' and pupils' attitudes towards the nine strategies for enhancing positive behaviour. In

order to investigate differences among professionals and pupils, a more detailed analysis was carried out.

Professionals' perspectives on strategies that can be used in the classroom

In this subsection, six demographic variables were tested against the professionals' data, including gender, ethnicity, role, highest academic qualification, age group, length of teaching experience and school location. Differences and similarities in professionals' attitudes towards the nine strategies will be examined.

- **Gender**

Results indicated that apart from Strategy 9, most professionals of both genders had positive attitude towards the eight strategies. Female professionals (overall agreement: 52%, n=124) were more positive than male professionals (overall disagreement: 52%, n=41) with regards to Strategy 9 (see Table 5.41).

Table 5.41 Professionals' beliefs about strategies in the classroom, by gender

Strategy	*Gender*										*NR*
	Male					*Female*					
	SA	*A*	*D*	*SD*	*DN*	*SA*	*A*	*D*	*SD*	*DN*	
1	32% n=24	64% n=49	3% n=2	1% n=1	0 0	42% n=98	51% n=121	6% n=15	0 n=1	0 0	n=8
2	52% n=41	47% n=37	1% n=1	0 0	0 0	54% n=129	45% n=107	1% n=2	0 0	0 n=1	n=1
3	61% n=48	38% n=30	1% n=1	0 0	0 0	67% n=159	33% n=78	1% n=2	0 0	0 0	1
4	42% n=33	54% n=43	4% n=3	0 0	0 0	48% n=114	50% n=119	2% n=5	0 n=1	0 0	n=1
5	32% n=25	58% n=46	10% n=8	0 0	0 0	42% n=99	53% n=125	5% n=14	0 0	0 0	n=2
6	62% n=49	35% n=28	1% n=1	1% n=1	0 0	74% n=177	26% n=61	0 n=1	0 0	0 0	n=1
7	43% n=34	53% n=42	3% n=2	1% n=1	0 0	50% n=119	48% n=115	2% n=5	0 0	0 0	n=1
8	32% n=25	62% n=49	6% n=5	0 0	0 0	34% n=80	60% n=142	6% n=15	0 n=1	0 0	n=1
9	4% n=3	44% n=35	37% n=29	15% n=12	0 0	10% n=24	42% n=100	29% n=70	16% n=38	3% n=6	n=2

Note:
SA =Strongly Agree, A=Agree, D = Disagree, SD=Strongly Disagree, DN=Do Not Know, NR= No response
The highlighted cell shows the majority.

- **Ethnicity**

Table 5.42 shows that the majority of professionals from different ethnic backgrounds had positive attitudes towards the nine strategies. A variation in response within the ethnic groups was only observed for Strategy 9 *continuing suspension for recurrent disciplinary problems is better than expelling the pupil from school* where 46% Malays (n=117), 53% Chinese (n=18) and 55% Indians (n=10) reported that they disagreed or strongly disagreed with such a strategy. Two out if six Bumiputeras and three out of four professionals from other ethnic groups also reported they disagreed or strongly disagreed with Strategy 9.

Table 5.42 Professionals' beliefs about strategies in the classroom, by ethnicity

Strategy	*Ethnicity*																									*NR*
	Malay					*Chinese*					*Indian*					*Bumiputera*					*Other*					
	SA	*A*	*D*	*SD*	*DN*	*SA*	*A*	*D*	*SD*	*DN*	*SA*	*A*	*D*	*SD*	*DN*	*SA*	*A*	*D*	*SD*	*DN*	*SA*	*A*	*D*	*SD*	*DN*	
1	41%	52%	6%	1%	0	32%	68%	0	0	0	33%	50%	17%	0	0	17%	83%	0	0	0	25%	75%	0	0	0	n=8
	n=103	n=130	n=14	n=2	0	n=11	n=23	0	0	0	n=6	n=9	n=3	0	0	n=1	n=5	0	0	0	n=1	n=3	0	0	0	
2	55%	44%	1%	0	0	47%	50%	3%	0	0	44%	29%	0	0	0	33%	67%	0	0	0	50%	50%	0	0	0	0
	n=142	n=112	n=2	n=1	0	n=16	n=17	n=1	0	0	n=8	n=10	0	0	0	n=2	n=4	0	0	0	n=2	n=2	0	0	0	
3	67%	33%	0	0	0	62%	35%	3%	0	0	44%	24%	6%	0	0	67%	33%	0	0	0	50%	50%	0	0	0	0
	n=173	n=84	0	0	0	n=21	n=12	n=1	0	0	n=8	n=8	n=2	0	0	n=4	n=2	0	0	0	n=2	n=2	0	0	0	
4	47%	51%	2%	0	0	47%	47%	6%	0	0	50%	24%	3%	0	0	33%	67%	0	0	0	0	100%	0	0	0	0
	n=120	n=131	n=5	n=1	0	n=16	n=16	n=2	0	0	n=9	n=8	n=1	0	0	n=2	n=4	0	0	0	0	n=4	0	0	0	
5	40%	55%	5%	0	0	35%	56%	9%	0	0	44%	44%	12%	0	0	33%	50%	17%	0	0	25%	25%	50%	0	0	n=1
	n=101	n=141	n=14	0	0	n=12	n=19	n=3	0	0	n=8	n=8	n=2	0	0	n=2	n=3	n=1	0	0	n=1	n=1	n=2	0	0	
6	75%	25%	0	0	0	56%	41%	3%	0	0	67%	15%	3%	0	0	67%	33%	0	0	0	0	100%	0	0	0	0
	n=192	n=64	0	0	0	n=19	n=14	n=1	0	0	n=12	n=5	n=1	0	0	n=4	n=2	0	0	0	0	n=4	0	0	0	
7	50%	48%	2%	0	0	38%	59%	3%	0	0	44%	24%	6%	0	0	33%	67%	0	0	0	50%	50%	0	0	0	0
	n=128	n=124	n=4	0	0	n=13	n=20	n=1	0	0	n=8	n=8	n=2	0	0	n=2	n=4	0	0	0	n=2	n=2	0	0	0	
8	34%	60%	5%	0	0	29%	62%	9%	0	0	33%	32%	3%	0	0	33%	33%	33%	0	0	0	100%	0	0	0	0
	n=87	n=154	n=14	n=1	n=1	n=10	n=21	n=3	0	0	n=6	n=11	n=1	0	0	n=2	n=2	n=2	0	0	0	n=4	0	0	0	
9	9%	43%	31%	15%	2%	6%	41%	35%	18 %	0	0	44%	22%	33%	0	17%	50%	33%	0	0	0	25%	50%	25%	0	n=1
	n=24	n=109	n=80	n=37	n=6	n=2	n=14	n=12	n=6	0	0	n=8	n=4	n=6	0	n=1	n=3	n=2	0	0	0	n=1	n=2	n=1	0	

Note:
SA =Strongly Agree, A=Agree, D=Disagree, SD=Strongly Disagree, DN=Do Not Know, NR= No response
The highlighted cell shows the majority.

- **Roles of professionals**

Although the overall findings showed that most professionals from different designations have positive attitudes towards the nine strategies, class teachers were observed to have a variation in response to all strategies. Some class teachers reported that they disagreed/strongly disagreed with all strategies. For instance, more than half of the class teachers (n=103) were in disagreement with Strategy 9 *continuing suspension for recurrent disciplinary problems is better than expelling the pupil from school* if compared to school principals (n=4), counsellors (n=10), discipline teachers (n=13) and physical education teachers (n=20).

Table 5.43 Professionals' beliefs about strategies in the classroom, by roles

Strategy	*Roles*																									*NR*
	Principal					*Counsellor*					*Class Teacher*					*Discipline Teacher*					*Physical Education Teacher*					
	SA	*A*	*D*	*SD*	*DN*	*SA*	*A*	*D*	*SD*	*DN*	*SA*	*A*	*D*	*SD*	*DN*	*SA*	*A*	*D*	*SD*	***DN***	*SA*	*A*	*D*	*SD*	*DN*	
1	46%	46%	8%	0	0	45%	35%	15%	5%	0	36%	58%	5.5%	5.5%	0	52%	48%	0	0	0	40%	56%	4%	0	0	n=8
	n=6	n=6	n=1	0	0	n=9	n=7	n=3	n=1	0	n=73	n=116	n=11	n=1	0	n=14	n=13	0	0	0	n=20	n=28	n=2	0	0	
2	77%	23%	0	0	0	71%	29%	0	0	0	50%	48%	1%	1%	0	55%	45%	0	0	0	52%	48%	0	0	0	0
	n=10	n=3	0	0	0	n=15	n=6	0	0	0	n=103	n=98	n=3	n=1	0	n=15	n=13	0	0	0	n=27	n=25	0	0	0	
3	62%	38%	0	0	0	62%	38%	0	0	0	65%	34%	1%	0	0	71%	29%	0	0	0	65%	35%	0	0	0	0
	n=8	n=5	0	0	0	n=13	n=8	0	0	0	n=133	n=69	n=3	0	0	n=20	n=8	0	0	0	n=34	n=18	0	0	0	
4	77%	23%	0	0	0	38%	62%	0	0	0	43%	54%	3%	0	0	61%	39%	0	0	0	46%	50%	4%	0	0	0
	n=10	n=3	0	0	0	n=8	n=13	0	0	0	n=88	n=110	n=6	n=1	0	n=17	n=11	0	0	0	n=24	n=26	n=2	0	0	
5	77%	23%	0	0	0	67%	33%	0	0	0	34%	61%	5%	0	0	46%	46%	8%	0	0	35%	48%	17%	0	0	n=1
	n=10	n=3	0	0	0	n=14	n=7	0	0	0	n=69	n=124	n=11	0	0	n=13	n=13	n=2	0	0	n=18	n=25	n=9	0	0	
6	85%	15%	0	0	0	86%	14%	0	0	0	71%	28%	1%	0	0	68%	32%	0	0	0	63%	35%	0	2%	0	0
	n=11	n=2	0	0	0	n=18	n=3	0	0	0	n=146	n=57	n=2	0	0	n=19	n=9	0	0	0	n=33	n=18	0	n=1	0	
7	77%	23%	0	0	0	48%	52%	0	0	0	45%	52%	3%	0	0	46%	54%	0	0	0	54%	42%	4%	0	6%	0
	n=10	n=3	0	0	0	n=10	n=11	0	0	0	n=92	n=107	n=5	0	0	n=13	n=15	0	0	0	n=28	n=22	n=2	0	n=3	
8	46%	46%	8%	0	0	52%	43%	5%	0	0	28%	64%	8%	0	0	39%	55%	6%	0	0	37%	60%	4%	0	0	0
	n=6	n=6	n=1	0	0	n=11	n=9	n=1	0	0	n=58	n=131	n=14	n=1	n=1	n=11	n=15	n=2	0	0	n=19	n=31	n=2	0	0	
9	8%	62%	32%	0	0	2%	48%	48%	0	2%	9%	38%	33%	18%	2%	11%	43%	21%	25%	0	8%	51%	25%	14%	12%	n=1
	n=1	n=8	n=4	0	0	n=1	n=10	n=10	0	n=1	n=18	n=78	n=67	n=36	n=5	n=3	n=12	n=6	n=7	0	n=4	n=27	n=13	n=7	n=6	

Note: SA =Strongly Agree, A=Agree, D= Disagree, SD=Strongly Disagree, DN=Do Not Know, NR= No response. The highlighted cell shows the majority

- **Highest academic qualifications**

Although most professionals from different academic backgrounds have positive attitudes towards the nine strategies, some professionals with a bachelor's degree have negative attitudes towards the strategies. For instance, 16 bachelor's degree holders reported that they disagreed or strongly disagreed with Strategy 1 *the teachers should speak the way they expect to be spoken to*, Strategy 5 *all teachers should encourage pupils to take leadership roles in the school* and Strategy 8 *all teachers should treat pupils who have been punished with respect when they come back to class*. Furthermore, a higher percentage of professionals with bachelor's degrees were in disagreement (48%, n=128) with Strategy 9 compared to those with PhD/Master's degree (38%, n=15) and diplomas/certificates (45%, n=5). This comparison should be read with care due to the small sample size for the two groups.

Table 5.44 Professionals' beliefs about strategies in the classroom, by academic qualification

Strategy	*Highest Academic Qualification*															*NR*
	PhD/Master					*Bachelor's degree*					*Diploma/Certificate*					
	SA	*A*	*D*	*SD*	*DN*	*SA*	*A*	*D*	*SD*	*DN*	*SA*	*A*	*D*	*SD*	*DN*	
1	46%	46%	8%	0	0	39%	54%	5%	1%	0	0	100%	0	0	0	n=9
	n=18	n=18	n=3	0	0	n=104	n=141	n=14	n=2	0	0	n=10	0	0	0	
2	53%	47%	0	0	0	54%	46%	1%	1%	0	46%	46%	8%	0	0	n=2
	n=21	n=19	0	0	0	n=144	n=119	n=2	n=1	0	n=5	n=5	n=1	0	0	
3	57%	38%	5%	0	0	67%	32%	1%	0	0	36%	64%	0	0	0	n=2
	n=23	n=15	n=2	0	0	n=180	n=85	n=1	0	0	n=4	n=7	0	0	0	
4	45%	52%	3%	0	0	47%	49%	3%	1%	0	18%	82%	0	0	0	n=2
	n=18	n=21	n=1	0	0	n=127	n=131	n=7	n=1	0	n=2	n=9	0	0	0	
5	33%	58%	9%	0	0	41%	53%	6%	0	0	27%	64%	9%	0	0	n=3
	n=13	n=23	n=4	0	0	n=108	n=141	n=16	0	0	n=3	n=7	n=1	0	0	
6	60%	38%	2%	0	0	72%	25%	1%	1%	0	64%	36%	0	0	0	n=2
	n=24	n=15	n=1	0	0	n=195	n=69	n=1	n=1	0	n=7	n=4	0	0	0	
7	43%	53%	4%	0	0	49%	48%	2%	1%	0	45%	55%	0	0	0	n=2
	n=17	n=21	n=2	0	0	n=131	n=129	n=5	n=1	0	n=5	n=6	0	0	0	
8	22%	65%	9%	3%	0	34%	58%	6%	0	1%	18%	82%	0	0	0	n=2
	n=9	n=26	n=4	n=1	0	n=94	n=155	n=16	0	n=1	n=2	n=9	0	0	0	
9	8%	54%	33%	5%	0	9%	41%	31%	17%	2%	0	55%	27%	18%	0	n=3
	n=3	n=21	n=13	n=2	0	n=24	n=108	n=83	n=45	n=6	0	n=6	n=3	n=2	0	

Note:
SA =Strongly Agree, A=Agree, D=Disagree, SD=Strongly Disagree, DN=Do Not Know, NR= No response
The highlighted cell shows the majority.

- **Age groups and length of teaching experience**

Findings demonstrated that, apart from Strategy 9, most professionals from different age groups have positive attitudes towards the eight strategies. Many professionals from different age groups disagreed (n=100) and disagreed more strongly (n=48) with Strategy 9 *continuing suspension for recurrent disciplinary problems is better than expelling the pupil from school* (see Table 5.45). A variation in response was only observed in data from professionals aged more than 36 years where some of them were in disagreement with regard to all strategies. Talking about this subject, one professional reported that:

> *It may be best to refer pupils with challenging behaviour to psychological experts ... we can have discussion with them but (sending them to the experts) is more effective. (Class Teacher 187, Indian, female, aged 36-45 years)*

Table 5.45 Professionals' beliefs about strategies in the classroom, by age group

Strategy	*Age (years)*																				*NR*
	Below 25					*26-35*					*36-45*					*Over 46*					
	SA	*A*	*D*	*SD*	*DN*	*SA*	*A*	*D*	*SD*	*DN*	*SA*	*A*	*D*	*SD*	*DN*	*SA*	*A*	*D*	*SD*	*DN*	
1	33%	61%	6%	0	0	39%	55%	5%	1%	0	40%	52%	7%	1%	0	41%	54%	4%	0	0	n=10
	n=6	n=11	n=1	0	0	n=58	n=82	n=7	n=1	0	n=39	n=50	n=7	n=1	0	n=19	n=25	n=2	0	0	
2	63%	32%	5%	0	0	58%	41%	1%	0	0	45%	53%	1%	0	1%	57%	43%	0	0	0	n=2
	n=12	n=6	n=1	0	0	n=87	n=63	n=1	0	0	n=45	n=54	n=1	0	n=1	n=26	n=20	0	0	0	
3	79%	21%	0	0	0	71%	29%	0	0	0	59%	39%	2%	0	0	57%	41%	2%	0	0	n=2
	n=15	n=4	0	0	0	n=107	n=44	0	0	0	n=60	n=39	n=2	0	0	n=26	n=19	n=1	0	0	
4	37%	63%	0	0	0	50%	48%	1%	1%	0	37%	58%	5%	0	0	57%	41%	2%	0	0	n=3
	n=7	n=12	0	0	0	n=76	n=72	n=2	n=1	0	n=37	n=59	n=5	0	0	n=26	n=19	n=1	0	0	
5	26%	68%	5%	0	0	40%	53%	7%	0	0	34%	57%	9%	0	0	52%	46%	2%	0	0	n=2
	n=5	n=13	n=1	0	0	n=61	n=79	n=10	0	0	n=34	n=58	n=9	0	0	n=24	n=21	n=1	0	0	
6	63%	37%	0	0	0	74%	25%	0	1%	0	70%	28%	2%	0	0	67%	33%	0	0	0	n=2
	n=12	n=7	0	0	0	n=112	n=38	0	n=1	0	n=71	n=28	n=2	0	0	n=31	n=15	0	0	0	
7	47%	53%	0	0	0	50%	47%	2%	1%	0	39%	58%	3%	0	0	61%	37%	2%	0	0	n=2
	n=9	n=10	0	0	0	n=76	n=71	n=3	n=1	0	n=39	n=59	n=3	0	0	n=28	n=17	n=1	0	0	
8	26%	63%	11%	0	0	36%	57%	7%	0	1%	29%	66%	4%	1%	0	37%	54%	9%	0	0	n=2
	n=5	n=12	n=2	0	0	n=54	n=86	n=10	0	n=1	n=29	n=67	n=4	n=1	0	n=17	n=25	n=4	0	0	
9	11%	37%	53%	0	0	9%	40%	29%	20%	2%	8%	45%	31%	13%	3%	9%	48%	32%	11%	0	n=3
	n=2	n=7	n=10	0	0	n=13	n=61	n=44	n=30	n=3	n=8	n=45	n=31	n=13	n=3	n=4	n=22	n=15	n=5	0	

Note:
SA =Strongly Agree, A=Agree, D=Disagree, SD=Strongly Disagree, DN=Do Not Know, NR=No response
The highlighted cell shows the majority.

Findings suggest that apart from Strategy 1 *the teachers should speak the way they expect to be spoken to* and Strategy 9 *continuing suspension for recurrent disciplinary problems is better than expelling the pupil from school*, most professionals with different lengths of experience have positive attitudes towards all strategies (Table 5.46). More novice professionals (less than five years of teaching experience) were in disagreement (51%, n=51) with Strategy 9 *continuing suspension for recurrent disciplinary problems is better than expelling the pupil from school* compared to the most experienced professionals (40%, n=17).

Table 5.46 Professionals' beliefs on strategies in the classroom, by length of experience

Strategy	*Length of experience*																									*NR*
	0-5					*6-10*					*11-15*					*16-20*					*Over 21*					
	SA	*A*	*D*	*SD*	*DN*	*SA*	*A*	*D*	*SD*	*DN*	*SA*	*A*	*D*	*SD*	*DN*	*SA*	*A*	*D*	*SD*	*DN*	*SA*	*A*	*D*	*SD*	*DN*	
1	42%	54%	4%	0	0	33%	60%	5%	5%	1%	41%	46%	11%	2%	0	35%	60%	5%	0	0	46%	51%	3%	0	0	n=9
	n=41	n=53	n=4	0	0	n=26	n=46	n=4	n=4	n=1	n=22	n=25	n=6	n=1	0	n=14	n=24	n=2	0	0	n=19	n=21	n=1	0	0	
2	62%	36%	2%	0	0	46%	52%	1%	1%	0	50%	50%	0	0	0	50%	50%	0	0	0	43%	57%	0	0	0	n=2
	n=63	n=36	n=2	0	0	n=36	n=40	n=1	n=1	0	n=27	n=27	0	0	0	n=18	n=24	0	0	0	n=26	n=16	0	0	0	
3	75%	25%	0	0	0	66%	33%	1%	0	0	50%	48%	2%	0	0	64%	36%	0	0	0	62%	36%	2%	0	0	n=2
	n=76	n=25	0	0	0	n=51	n=26	n=1	0	0	n=27	n=26	n=1	0	0	n=27	n=26	0	0	0	n=26	n=15	n=1	0	0	
4	50%	48%	1%	1%	0	45%	53%	2%	0	0	41%	52%	7%	0	0	36%	64%	0	0	0	57%	41%	2%	0	0	n=2
	n=51	n=48	n=1	n=1	0	n=35	n=41	n=2	0	0	n=22	n=28	n=4	0	0	n=15	n=27	0	0	0	n=24	n=17	n=1	0	0	
5	40%	53%	7%	0	0	31%	63%	6%	0	0	37%	48%	15%	0	0	38%	62%	0	0	0	57%	41%	2%	0	0	n=3
	n=40	n=53	n=7	0	0	n=24	n=49	n=5	0	0	n=20	n=26	n=8	0	0	n=16	n=26	0	0	0	n=24	n=17	n=1	0	0	
6	74%	25%	0	1%	0	72%	27%	1%	0	0	70%	28%	2%	0	0	67%	33%	0	0	0	69%	31%	0	0	0	n=2
	n=75	n=25	0	n=1	0	n=56	n=21	n=1	0	0	n=38	n=15	n=1	0	0	n=28	n=14	0	0	0	n=29	n=13	0	0	0	
7	54%	43%	2%	1%	0	41%	56%	3%	0	0	48%	48%	4%	0	0	33%	67%	0	0	0	52%	36%	2%	0	0	n=2
	n=55	n=43	n=2	n=1	0	n=32	n=44	n=2	0	0	n=26	n=26	n=2	0	0	n=14	n=28	0	0	0	n=26	n=15	n=1	0	0	
8	38%	54%	7%	0	1%	28%	65%	7%	0	0	33%	61%	4%	2%	0	29%	64%	7%	0	0	36%	57%	7%	0	0	n=2
	n=38	n=55	n=7	0	n=1	n=22	n=51	n=7	0	0	n=18	n=33	n=2	n=1	0	n=12	n=27	n=3	0	0	n=15	n=24	n=3	0	0	
9	8%	40%	36%	15%	2%	9%	41%	27%	22%	1%	11%	32%	38%	13%	6%	5%	60%	24%	12%	0	10%	50%	29%	11%	0	n=3
	n=8	n=40	n=36	n=15	n=2	n=7	n=32	n=21	n=17	n=1	n=6	n=17	n=20	n=7	n=3	n=2	n=25	n=10	n=5	0	n=4	n=21	n=12	n=5	0	

Note: SA =Strongly Agree, A=Agree, D=Disagree, SD=Strongly Disagree, DN=Do Not Know, NR=No response
The highlighted cell shows the majority.

- **School location**

Apart from Strategy 9, more than 30% of respondents from both school locations reported positive attitudes towards the eight strategies. Most outer-city professionals (56%, n=84) have positive attitudes towards Strategy 9. However, the majority of inner-city professionals were in disagreement with regard to Strategy 9 (52%, n=89).

Table 5.47 Professionals' perspective on strategies in the classroom, by school location

Strategy	*School location*										*NR*
	Inner-city					*Outer-city*					
	SA	*A*	*D*	*SD*	*DN*	*SA*	*A*	*D*	*SD*	*DN*	
1	34% n=66	54% n=91	5% n=10	1% n=1	0 0	39% n=56	55% n=79	5% n=7	1% n=1	0 0	n=8
2	49% n=83	50% n=86	1% n=2	0 0	0 0	58% n=87	40% n=59	1% n=1	1% n=1	0 0	0
3	63% n=107	35% n=61	2% n=3	0 0	0 0	68% n=101	32% n=47	0 0	0 0	0 0	0
4	44% n=75	53% n=92	2% n=3	1% n=1	0 0	49% n=72	48% n=71	3% n=5	0 0	0 0	0
5	41% n=70	51% n=86	8% n=14	0 0	0 0	37% n=54	58% n=86	5% n=8	0 0	0 0	n=1
6	68% n=117	30% n=51	1% n=2	1% n=1	0 0	74% n=110	26% n=38	0 0	0 0	0 0	0
7	42% n=72	55% n=94	3% n=5	0 0	0 0	55% n=81	43% n=64	1% n=2	1% n=1	0 0	0
8	34% n=58	59% n=102	5% n=9	1% n=1	1% n=1	32% n=47	61% n=90	7% n=11	0 0	0 0	0
9	8% n=13	38% n=65	34% n=58	18% n=31	2% n=3	9% n=14	47% n=70	29% n=42	13% n=19	2% n=3	n=1

Note: SA =Strongly Agree, A=Agree, D=Disagree, SD=Strongly Disagree, DN=Do Not Know, NR=No response
The highlighted cell shows the majority.

- **Summary**

Overall, although most professionals had positive attitudes towards all the nine strategies, detailed analyses showed that professionals from different ethnicities, gender, roles, experience, age groups and school locations had varying responses towards Strategy 9 *continuing suspension for recurrent disciplinary problems is better than expelling the pupil from school*. Compared to experienced professionals, those with less experience tended to disagree with Strategy 1 *the teachers should speak the way they expect to be spoken to*. There is insufficient narrative data to expand the professionals' views regarding all strategies which inform the importance of a case study.

Pupils' perspectives on strategies that can be used in the classroom

In this section, the analysis focuses on pupil data. Descriptive analysis was carried out to explore pupils' perceptions on positive behaviour enhancement strategies based on their demographic variables: gender, ethnicity, parental academic background and school location.

- **Gender**

Table 5.48 shows that most boys and girls have a positive attitude towards the nine strategies. A higher percentage of girls than boys agreed and strongly agreed with Strategy 2 *teachers should create an environment that makes pupils feel comfortable to share their problems* (85% girls, n=180; 45% boys, n=158), Strategy 4 *all*

teachers should encourage pupils to take leadership roles in school (84% girls, n=225; 80% boys, n=178), Strategy 5 *all teachers should ask pupils what makes them feel happy in school* (88% girls, n=236; 80% boys, n=190), and Strategy 7 *teachers should be ready to help pupils to improve their behaviour* (93% girls, n=248; 91% boys, n=205). Thirty-five percent of boys (n=79) and girls (n=105) were in disagreement with regard to Strategy 9 *continuing suspension for recurrent disciplinary problems is better than expelling the pupil from school* (36% girls, n=92; 30% boys, n=79).

Table 5.48 Pupils' beliefs about strategies in the classroom, by gender

Strategy	*Gender*										*NR*
	Boy					*Girl*					
	SA	*A*	*D*	*SD*	*DN*	*SA*	*A*	*D*	*SD*	*DN*	
1	20% n=43	60% n=129	6% n=12	4% n=9	10% n=23	35% n=90	50% n=127	5% n=13	1% n=3	9% n=22	n=23
2	25% n=57	45% n=101	19% n=41	4% n=8	7% n=15	18% n=49	49% n=131	24% n=63	3% n=8	6% n=16	n=5
3	21% n=46	53% n=118	13% n=29	7% n=15	6% n=13	24% n=64	53% n=140	16% n=43	2% n=6	5% n=12	n=8
4	32% n=71	48% n=107	9% n=19	5% n=11	6% n=13	29% n=78	55% n=147	10% n=26	1% n=3	5% n=14	n=5
5	48% n=106	38% n=84	6% n=14	1% n=3	7% n=15	44% n=117	44% n=119	6% n=16	0 n=1	6% n=15	n=4
6	70% n=155	26% n=57	2% n=5	1% n=3	1% n=3	70% n=188	26% n=72	2% n=4	1% n=2	1% n=2	n=3
7	45% n=102	46% n=103	4% n=8	2% n=4	3% n=6	45% n=121	48% n=127	2% n=6	1% n=3	4% n=10	n=4
8	35% n=78	46% n=102	8% n=18	3% n=6	8% n=18	30% n=79	41% n=111	17% n=46	2% n=5	10% n=27	n=4
9	22% n=48	30% n=66	19% n=43	16% n=36	13% n=29	14% n=37	36% n=96	21% n=55	14% n=37	15% n=41	n=6

Note: SA=Strongly Agree, A=Agree, D=Disagree, SD=Strongly Disagree, DN=Do Not Know, NR=No response
The highlighted cell shows the majority.

- **School location**

Overall, most pupils, irrespective of the school location, had a positive attitude towards the nine strategies. Although a higher percentage of outer-city pupils than inner-city pupils had positive attitudes towards the following strategies, the responses of both groups are almost equal:

- Strategy 1 *co-operation with the government agencies* (87% outer-city pupils, n=195; 80% inner-city pupils, n=195);
- Strategy 4 *all teachers should encourage pupils to take leadership roles in school* (83% outer-city pupils, n=205; 82% inner-city pupils, n=199);
- Strategy 5 *all teachers should ask pupils what makes them feel happy in school* (88% outer-city pupils, n=218; 87% inner-city pupils, n=209);
- Strategy 8 *all teachers should treat pupils who have been punished with respect when they come back to class after suspension, detention or physical punishment* (76% outer-city pupils, n=189; 75% inner-city pupils, n=182).

Table 5.49 Pupils' beliefs about strategies in the classroom, by school location

Strategy	*School location*										*NR*
	Inner-city					*Outer-city*					
	SA	*A*	*D*	*SD*	*DN*	*SA*	*A*	*D*	*SD*	*DN*	
1	20% n=43	60% n=152	6% n=15	4% n=8	10% n=15	37% n=91	50% n=104	5% n=10	1% n=4	9% n=30	n=22
2	25% n=50	45% n=131	19% n=41	4% n=5	7% n=14	18% n=56	49% n=101	24% n=63	3% n=5	6% n=14	n=4
3	21% n=59	53% n=139	13% n=33	7% n=6	3% n=6	21% n=51	50% n=120	16% n=39	7% n=15	8% n=19	n=7
4	28% n=69	54% n=130	11% n=26	1% n=3	6% n=15	32% n=80	51% n=125	8% n=19	4% n=11	5% n=12	n=4
5	41% n=98	46% n=111	8% n=20	1% n=3	4% n=10	51% n=126	37% n=92	4% n=10	0. 0	8% n=20	n=3
6	70% n=169	26% n=67	2% n=4	2% n=3	0 0	70% n=175	25% n=62	2% n=5	1% n=2	2% n=5	n=2
7	44% n=106	50% n=120	2% n=5	2% n=4	3% n=7	47% n=118	44% n=110	4% n=9	1% n=3	4% n=9	n=3
8	30% n=73	45% n=109	13% n=31	2% n=7	10% n=23	34% n=85	42% n=104	13% n=33	2% n=4	9% n=22	n=3
9	17% n=40	35% n=84	20% n=48	16% n=39	12% n=30	19% n=46	31% n=78	20% n=50	14% n=34	16% n=40	n=5

Note: SA=Strongly Agree, A=Agree, D=Disagree, SD=Strongly Disagree, DN=Do Not Know, NR=No response
The highlighted cells show the majority

- **Ethnicity**

The results revealed that more than 60% of pupils from different ethnic backgrounds were in agreement with regard to all strategies apart from Strategy 4 *all teachers should encourage pupils to take leadership roles in the school* and Strategy 9 *continuing suspension for recurrent disciplinary problem is better than expelling the pupil from school* (Table 5.50). Five out of 10 Bumiputeras had a positive attitude towards Strategy 4 *all teachers should encourage pupils to take leadership roles in the school*. More than 30% of pupils from different ethnicities had negative attitudes towards Strategy 9 *continuing suspension for recurrent disciplinary problem is better than expelling the pupil from school*. Furthermore, more than 10% of pupils from different ethnic backgrounds reported that they did not know about Strategy 9.

Table 5.50 Pupils' perspective on strategies that can be used, by ethnicity

Strategy	*Ethnicity*																									*NR*
	Malay					*Chinese*					*Indian*					*Bumiputera*					*Other*					
	SA	*A*	*D*	*SD*	*DN*	*SA*	*A*	*D*	*SD*	*DN*	*SA*	*A*	*D*	*SD*	*DN*	*SA*	*A*	*D*	*SD*	*DN*	*SA*	*A*	*D*	*SD*	*DN*	
1	28% n=68	53% n=131	5% n=12	2% n=5	12% n=28	33% n=40	52% n=62	4% n=5	3% n=4	8% n=9	23% n=21	58% n=56	8% n=8	3% n=3	8% n=8	33% n=3	67% n=6	0 0	0 0	0 0	67% n=2	33% n=1	0 0	0 0	0 0	n=22
2	18% n=47	48% n=123	25% n=63	3% n=8	6% n=14	28% n=35	47% n=58	16% n=20	4% n=5	5% n=6	18% n=18	49% n=48	19% n=9	4% n=3	10% n=10	40% n=4	20% n=2	20% n=2	0 0	20% n=2	67% n=2	33% n=1	0 0	0 0	0 0	n=4
3	23% n=57	51% n=129	15% n=39	6% n=15	5% n=12	20% n=25	52% n=65	19% n=24	3% n=3	6% n=8	23% n=22	60% n=59	9% n=9	3% n=3	5% n=5	33% n=3	67% n=6	0 0	0 0	0 0	100% n=3	0 0	0 0	0 0	0 0	n=7
4	31% n=81	51% n=129	9% n=23	4% n=9	5% n=13	32% n=40	52% n=65	7% n=9	3% n=4	6% n=8	26% n=25	59% n=57	10% n=10	1% n=1	4% n=4	22% n=2	34% n=3	22% n=2	0 0	22% n=2	33.3% n=1	33.3% n=1	33.3% n=1	0 0	0 0	n=4
5	49% n=124	37% n=98	6% n=14	1% n=2	7% n=17	50% n=62	37% n=47	7% n=9	2% n=2	4% n=5	32% n=31	55% n=54	6% n=6	0 0	7% n=7	50% n=5	30% n=3	10% n=1	0 0	10% n=1	67% n=2	33% n=1	0 0	0 0	0 0	n=3
6	67% n=171	27% n=69	3% n=8	1% n=3	2% n=4	73% n=92	23% n=30	1% n=1	2% n=2	1% n=1	73% n=72	27% n=26	0 0	0 0	0 0	60% n=6	40% n=4	0 0	0 0	0 0	100% n=3	0 0	0 0	0 0	0 0	n=2
7	46% n=118	46% n=118	4% n=11	1% n=2	3% n=6	43% n=56	48% n=60	2% n=2	2% n=2	5% n=6	44% n=43	49% n=47	1% n=1	2% n=2	4% n=4	40% n=4	50% n=5	0 0	10% n=1	0 0	100% n=3	0 0	0 0	0 0	0 0	n=3
8	32% n=81	44% n=114	14% n=35	2% n=4	8% n=20	32% n=41	41% n=51	13% n=16	2% n=3	12% n=15	33% n=32	43% n=42	11% n=11	3% n=3	10% n=10	30% n=3	40% n=4	20% n=2	10% n=1	0 0	33% n=1	67% n=2	0 0	0 0	0 0	n=3
9	17% n=43	31% n=79	24% n=61	13% n=34	15% n=38	17% n=21	38% n=45	15% n=19	17% n=21	13% n=17	22% n=21	35% n=34	15% n=15	15% n=15	13% n=13	10% n=1	30% n=3	30% n=3	10% n=1	20% n=2	0 0	33% n=1	0 0	67% n=2	0 0	n=5

Note: SA =Strongly Agree, A=Agree, D=Disagree, SD=Strongly Disagree, DN=Do Not Know, NR=No response. The highlighted cell shows the majority within group.

- **Parental academic background**

Tables 5.51a and 5.51b showed that one third of pupils did not state their parental academic background. Overall, results indicated that apart from Strategy 9 *continuing suspension for recurrent disciplinary problems is better than expelling the pupil from school*, most pupils, irrespective of their parental academic background, had a positive attitude towards the eight strategies.

Table 5.51a Pupils' perspective on strategies that can be used, by parental academic background

Strategy	Both parents had a Masters/PhD					Both parents had a bachelor's degree					Both parents had a diploma					Both parents had a certificate					Both parents had no qualifications				
	SA	A	D	SD	DN	SA	A	D	SD	DN	SA	A	D	SD	DN	SA	A	D	SD	DN	SA	A	D	SD	DN
1	25% n=2	50% 4	12.5% n=1	0 0	12.5% n=1	33% n=2	50% n=3	0 0	0 0	17% n=1	35% n=7	55% n=11	5% n=1	0 0	5% n=1	28% n=53	50% n=96	6% n=12	4% n=7	12% n=25	8% n=1	84% n=10	0 0	8% n=1	0 0
2	56% n=5	33% n=3	11% n=1	0 0	0 0	0 0	66% n=4	17% n=1	17% n=1	0 0	35% n=7	35% n=7	10% n=2	5% n=1	15% n=3	19% n=38	46% n=92	22% n=46	5% n=9	8% n=15	25% n=3	50% n=6	17% n=2	8% n=1	0 0
3	22% n=2	67% n=6	0 0	0 0	11% n=1	33.3% n=2	33.3% n=2	33.3% 2	0 0	0 0	15% n=3	60% n=12	20% n=4	5% n=1	0 0	23% n=47	50% n=101	15% n=31	6% n=10	6% n=12	33% n=4	67% n=8	0 0	0 0	0 0
4	11% n=1	67% n=6	11% n=1	0 0	11% n=1	0 0	66% n=4	17% n=1	0 0	17% n=1	20% n=4	60% n=12	10% n=2	5% n=1	5% n=1	35% n=70	49% n=98	9% n=18	3% n=7	4% n=8	17% n=2	75% n=9	8% n=1	0 0	0 0
5	56% n=5	22% n=2	11% n=1	11% n=1	0 0	50% n=3	33% n=2	17% n=1	0 0	0 0	55% n=11	15% n=3	10% n=2	0 0	20% n=4	48% n=96	39% n=80	6% n=12	1% n=2	6% n=12	17% n=2	75% n=9	8% n=1	0 0	0 0
6	56% n=5	44% n=4	0 0	0 0	0 0	50% n=3	50% n=3	0 0	0 0	0 0	50% n=10	50% n=10	0 0	0 0	0 0	42% n=85	50% n=101	3% n=6	0 0	5% n=10	50% n=6	42% n=5	0 0	8% n=1	0 0
7	11% n=1	67% n=6	0 0	11% n=1	11% n=1	33% n=2	67% n=4	0 0	0 0	0 0	45% n=9	40% n=8	5% n=1	5% n=1	5% n=1	48% n=98	43% n=88	3% n=6	2% n=3	4% n=7	25% n=3	75% n=9	0 0	0 0	0 0
8	34% n=3	22% n=2	22% n=2	11% n=1	11% n=1	33% n=2	33% n=2	0 0	17% n=1	17% n=1	40% n=8	40% n=8	15% n=3	0 0	5% n=1	30% n=63	47% n=94	13% n=26	2% n=3	8% n=16	33% n=4	50% n=6	17% n=2	0 0	0 0
9	0 0	56% n=5	11% n=1	22% n=2	11% n=1	0 0	33% n=2	17% n=1	17% n=1	33% n=2	20% n=4	40% n=8	15% n=3	10% n=2	15% n=3	17% n=34	31% n=62	21% n=42	14% n=28	17% n=34	0 0	67% n=8	8% n=1	8% n=1	17% n=2

Table 5.51b Pupils' perspective on strategies that can be used, by parental academic background (continued)

Strategy	One parent had a master's degree/PhD					One parent had a bachelor's degree					One parent had a diploma					One parent had a certificate					NR
	SA	A	D	SD	DN	SA	A	D	SD	DN	SA	A	D	SD	DN	SA	A	D	SD	DN	
1	27% n=7	54% n=14	8% n=2	3% n=1	8% n=2	40% n=9	50% n=11	5% n=1	0 0	5% n=1	40% n=12	50% n=15	3% n=1	0 0	7% n=2	21% n=6	61% n=17	14% n=4	0 0	4% n=1	n=149
2	30% n=8	44% n=12	22% n=6	0 0	4% n=1	22% n=5	65% n=15	9% n=2	0 0	4% n=1	32% n=10	36% n=11	29% n=9	0 0	3% n=1	11% n=3	64% n=18	7% n=2	0 0	18% n=5	n=138
3	22% n=6	55% n=15	15% n=4	4% n=1	4% n=1	30% n=7	22% n=5	26% n=6	13% n=3	9% n=2	17% n=5	60% n=18	10% n=3	10% n=3	3% n=1	18% n=5	61% n=17	10% n=3	0 0	11% n=3	n=137
4	44% n=12	52% n=14	0 0	4% n=1	0 0	26% n=6	61% n=14	4% n=1	0 0	9% n=2	42% n=13	26% n=8	19% n=6	3% n=1	10% n=3	21% n=6	61% n=17	7% n=2	0 0	11% n=3	n=136
5	52% n=14	40% n=11	4% n=1	0 0	4% n=1	56% n=13	28% n=6	8% n=2	0 0	9% n=2	45% n=14	48% n=15	0 0	0 0	7% n=2	32% n=9	50% n=14	7% n=2	0 0	11% n=3	n=136
6	82% n=22	18% n=5	0 0	0 0	0 0	70% n=16	22% n=5	4% n=1	0 0	4% n=1	71% n=22	26% n=8	3% n=1	0 0	0 0	54% n=15	43% n=12	3% n=1	0 0	0 0	n=136
7	56% n=15	41% n=11	0 0	3% n=1	0 0	48% n=11	44% n=10	8% n=2	0 0	0 0	29% n=9	61% n=19	7% n=2	0 0	3% n=1	39% n=11	57% n=16	4% n=1	0 0	0 0	n=136
8	26% n=7	48% n=13	11% n=3	4% n=1	11% n=3	26% n=6	57% n=13	9% n=2	0 0	9% n=2	43% n=13	43% n=13	10% n=3	4% n=1	0 0	14% n=4	51% n=14	14% n=4	7% n=2	14% n=4	n=137
9	19% n=5	37% n=10	7% n=2	33% n=9	4% n=1	13% n=3	35% n=8	22% n=5	13% n=3	17% n=4	26% n=8	29% n=9	16% n=5	13% n=4	16% n=5	21% n=6	32% n=9	7% n=2	36% n=10	4% n=1	n=138

Note:
SA =Strongly Agree,
A=Agree,
SD=Strongly Disagree,
D=Disagree,
DN=Do Not Know
NR=No response

The highlighted cell shows the majority within group.

- **Summary**

Overall, findings suggest that pupils, regardless of gender, school location, ethnicity and parental academic background, had positive attitudes towards the nine strategies. Detailed analyses showed that girls agreed more strongly than boys in response to Strategy 2 *all teachers should create an environment in which pupils feel comfortable to share their problems*, Strategy 4 *all teachers should encourage pupils to take leadership roles in the school*, Strategy 5 *all teachers should ask pupils what makes them feel happy in school* and Strategy 7 *pupils need a teacher's assistance to improve their behaviour*. A higher percentage of outer-city pupils were in agreement in response to Strategy 1 *all teachers should speak the way they expect to be spoken to*, Strategy 4 all teachers should encourage pupils to take leadership roles in the school, Strategy 5 *all teachers should ask pupils what makes them feel happy in school* and Strategy 8 *all teachers should treat pupils who have been punished with respect when they come back to class*. Pupils from different ethnic backgrounds and parental academic backgrounds vary in response to Strategy 9 *continuing suspension for recurrent disciplinary problems is better than expelling the pupil from school*. Only a small percentage of pupils disagreed with certain strategies particularly Strategy 8 *all teachers should treat pupils who have been punished with respect when they come back to class after suspension, detention or physical punishment* and Strategy 9 *continuing suspension for recurrent disciplinary problems is better than expelling the pupil from school.*

5.3.3.3 Strategies that are used at the classroom level

The previous section discussed respondents' beliefs towards strategies that can be used in the classroom to promote positive behaviour. In this section, the focus is on the strategies that are actually used by teachers. Eight pre-determined strategies were included in the questionnaires as follows:

- Strategy 1: treating pupils with respect;
- Strategy 2 : discussing with pupils their feelings towards any issues;
- Strategy 3: co-operation with government agencies;
- Strategy 4: encouraging leadership roles;
- Strategy 5: praising pupils;
- Strategy 6: guiding pupils to modify their problem behaviour;
- Strategy 7: allowing pupils to give an explanation when blamed for doing something wrong; and
- Strategy 8: recording pupils' behavioural problems (systematically recording this information).

Teachers and pupils were asked to indicate the frequency of use of strategies for promoting positive behaviour in classrooms as: 1 = always; 2 = sometimes; 3 = never; 4 = not applicable. Data from principals and counsellors was excluded in this analysis, because the aim was to investigate the relationship between the perspectives of teachers and pupils regarding strategies used by teachers in the classroom.

Perspectives of pupils and class teachers

Table 5.52 shows a discrepancy of perception between pupils and class teachers regarding the implementation of strategies at a classroom level. Most pupils reported that class teachers sometimes used Strategy 5 *use more praise than criticism when communicating with pupils* (65%, n=319), Strategy 6 *guide pupils to find a solution to modify problem behaviour* (44%, n=217), and Strategy 7 *allow pupils to give their side of the story when blamed for doing something wrong* (41%, n=213). Conversely, most class teachers reported that they always carried out those strategies (39%, n=80; 44%, n=90; 28%, n=57). Compared to pupils (49%, n=241), a higher percentage of class teachers (84%, n=173) reported that they treated pupils with respect. More than half of pupils (54%, n=26) reported that teachers never co-operated with the government agencies. Eleven per cent class teachers (n=22) reported that co-operation with the government agencies was not applicable.

Table 5.52 Strategies used by class teachers as reported by pupils and class teachers

Strategy	*Role*	*Frequency*	*Always*	*Sometimes*	*Never*	*NA*	*NR*	*Total*
Treat pupils with respect	Pupils	n	241	236	17	0	0	494
		%	49	48	3	0	0	100
	Class Teachers	n	173	31	0	0	1	205
		%	84	15	0	0	0	100
Discuss with pupils their feelings towards any issue	Pupils	n	45	231	218	0	0	494
		%	9	47	44	0	0	100
	Class Teachers	n	87	114	2	1	1	205
		%	42	56	1	0	0	100
Co-operate with the government agencies to promote positive behaviour	Pupils	n	55	170	266	0	1	492
		%	11	34	54	0	0	100
	Class Teachers	n	35	74	73	22	1	205
		%	17	36	36	11	0	100
Encourage pupils to actively participate in school activities	Pupils	n	207	205	81	0	1	494
		%	42	41	16	0	0	100
	Class Teachers	n	132	70	3	0	0	205
		%	64	34	1	0	0	100
Use more praise than criticism when communicating with pupils	Pupils	n	121	319	50	0	4	494
		%	24	65	10	0	1	100
	Class Teachers	n	122	80	3	0	0	205
		%	60	39	1	0	0	100
Guide pupils to find a solution to modify problem behaviour	Pupils	n	179	217	93	0	5	494
		%	36	44	19	0	1	100
	Class Teachers	n	114	90	1	0	0	205
		%	56	44	0	0	0	100
Allow pupils to give their side of the story when blamed for doing something wrong	Pupils	n	172	203	113	0	6	494
		%	35	41	23	0	1	100
	Class Teachers	n	137	57	8	2	1	205
		%	67	28	4	1	0	100
Systematically record a pupils' behavioural problems in a record book	Pupils	n	128	210	148	0	8	494
		%	26	43	30	0	2	100
	Class Teachers	n	36	118	48	3	0	205
		%	18	58	23	1	0	100

Note: NA=Not applicable, NR=No response

Perspectives of pupils and discipline teachers

As seen in Table 5.53, most pupils and discipline teachers had a different perception regarding the implementation of positive behaviour enhancement strategies. Apart from *Strategy 1 co-operation with the government agencies*, most discipline teachers stated that they always carried out all the other strategies. On the other hand, most pupils stated that all the strategies were not commonly practiced by discipline teachers. For instance, 68% pupils (n=339) reported that discipline teachers never had a discussion regarding their feelings, 68% (n=331) reported that the teacher never co-operated with the government agencies, 38% (n=186) stated that the teachers never encouraged pupils to participate in school activities, and 43% (n=211) reported that the teacher never recorded pupils' behavioural problems in a record book. Conversely, most discipline teachers (64%, n=18) stated that they always had a discussion with pupils, 79% (n=22) reported that they always encouraged pupils' participation, 46% (n=13) reported that they always co-operated with the government agencies, and 50% (n=14) stated that they always recorded behavioural problems of pupils.

Table 5.53 Strategies used by discipline teachers as reported by pupils and discipline teachers

Strategy	*Role*	*Frequency*	*Always*	*Sometimes*	*Never*	*NA*	*NR*	*Total*
Treat pupils with respect	Pupils	n	132	273	88	0	1	494
		%	27	55	18	0	0	100
	Discipline Teachers	n	25	3	0	0	0	28
		%	89	11	0	0	0	100
Discuss with pupils their feelings towards any issue	Pupils	n	20	134	339	0	1	494
		%	4	27	69	0	0	100
	Discipline Teachers	n	18	10	0	0	0	28
		%	64	36	0	0	0	100
Co-operate with the government agencies to promote positive behaviour	Pupils	n	38	121	331	0	3	493
		%	8	24	67	0	1	100
	Discipline Teachers	n	13	14	1	0	0	28
		%	46	50	4	0	0	100
Encourage pupils to actively participate in school activities	Pupils	n	145	146	186	0	7	484
		%	29	30	38	0	1	98
	Discipline Teachers	n	22	6	0	0	0	28
		%	79	21	0	0	0	100
Use more praise than criticism when communicating with pupils	Pupils	n	46	255	187	0	6	494
		%	9	52	38	0	1	100
	Discipline Teachers	n	18	10	0	0	0	28
		%	64	36	0	0	0	100
Guide pupils to find a solution to modify problem behaviour	Pupils	n	140	199	151	0	4	494
		%	28	40	31	0	1	100
	Discipline Teachers	n	18	10	0	0	0	28
		%	64	36	0	0	0	100
Allow pupils to give their side of the story when blamed for doing something wrong	Pupils	n	135	185	168	0	6	494
		%	27	37	34	0	1	100
	Discipline Teachers	n	24	4	0	0	0	28
		%	86	14	0	0	0	100
Systematically record a pupils' behavioural problems in a record book	Pupils	n	113	163	211	0	7	494
		%	23	33	43	0	1	100
	Discipline Teachers	n	14	12	1	0	1	28
		%	50	43	4	0	4	100

Note: NA=Not applicable, NR=No response

Perspectives of pupils and physical education teachers

Apart from Strategy 3 *co-operation with the government agencies* and Strategy 4 *encourage pupils' participation in school activities*, most pupils and physical education teachers had different perceptions regarding the eight strategies. Physical education teachers reported that they always carried out most of the strategies. Conversely, most pupils reported that physical education teachers never carried out Strategy 2 *discussion with pupils* (60%, n=294), Strategy 6 *guidance* (46%, n=226), Strategy 7 *listen to pupils* (40%, n=198), Strategy 8 *recording pupils' behaviour problems* (57%, n=275). The majority of physical education teachers (83%, n=43) reported that they always treated pupils with respect, however 45% pupils (n=222) stated that respect was sometimes shown by the teacher. Findings show that most of pupils and physical education teachers had a similar view regarding the implementation of *Strategy 4 encouragement of pupils' participation in school activities*. Forty per cent of pupils (n=197) and 62% of physical education teachers reported that the strategy was always carried out in school.

Table 5.54 Strategies used by physical education teachers as reported by pupils and physical education teachers

Strategy	*Role*	*Frequency*	*Always*	*Sometimes*	*Never*	*NA*	*NR*	*Total*
Treat pupils with respect	Pupils	n	198	222	73	0	1	494
		%	40	45	15	0	0	100
	PE Teacher	n	43	9	0	0	0	52
		%	83	17	0	0	0	100
Discuss with pupils their feelings towards any issue	Pupils	n	44	155	294	0	1	494
		%	9	31	60	0	0	100
	PE Teacher	n	10	19	19	4	0	52
		%	19	37	37	8	0	100
Co-operate with the government agencies to promote positive behaviour	Pupils	n	46	116	329	0	3	494
		%	9	23	67	0	1	100
	PE Teacher	n	10	19	19	0	4	52
		%	19	37	37	0	8	100
Encourage pupils to actively participate in school activities	Pupils	n	197	149	147	0	1	494
		%	40	30	30	0	0	100
	PE Teacher	n	32	18	2	0	0	52
		%	62	35	4	0	0	100
Use more praise than criticism when communicating with pupils	Pupils	n	83	251	154	0	6	494
		%	17	51	31	0	1	100
	PE Teacher	n	30	22	0	0	0	52
		%	58	42	0	0	0	100
Guide pupils to find a solution to modify problem behaviour	Pupils	n	84	177	226	0	7	494
		%	17	36	46	0	1	100
	PE Teacher	n	30	22	0	0	0	52
		%	58	42	0	0	0	100
Allow pupils to give their side of the story when blamed for doing something wrong	Pupils	n	97	193	198	0	6	494
		%	20	39	40	0	1	100
	PE Teacher	n	32	16	3	0	1	52
		%	62	31	6	0	2	100
Systematically record a pupils' behavioural problems in a record book	Pupils	n	56	153	275	0	10	494
		%	11	31	56	0	2	100
	PE Teacher	n	9	26	17	0	0	52
		%	17	50	33	0	0	100

Note: PE Teacher = Physical Education Teacher, NA=Not applicable, NR=No response

Detailed analysis of professionals' reporting of their own practice

The previous section discussed teachers' and pupils' reporting of strategies used by teachers in the classroom. In this subsection, seven demographic variables were tested using descriptive statistics in order to investigate similarities and differences among different categories of professionals in response about all eight strategies. In this section, all data from principals, counsellors and teachers were included.

Apart from Strategy 3 *co-operation with government agencies* and Strategy 8 *recording pupils' behavioural problems in a record book*, most professionals of both genders reported that they always carried out the seven strategies (Table 5.55). Nearly one third of female professionals (n=75) reported that they never carried out Strategy 3 *co-operation with government agencies*. Twenty-one per cent of female professionals (n=49) reported that they never recorded pupils' behavioural problems in a record book.

Table 5.55 Professionals reporting on their own practice, by gender

Strategy	*Gender*								*No response*
	Male				*Female*				
	Always	*Sometimes*	*Never*	*Not Applicable*	*Always*	*Sometimes*	*Never*	*Not Applicable*	
1	80% (n=63)	17% (n=13)	0	3% (n=2)	85% (n=203)	15% (n=35)	0	0	n=3
2	49% (n=38)	50% (n=39)	0	1% (n=1)	48% (n=111)	51% (n=123)	1% (n=2)	0	n=5
3	31% (n=24)	49% (n=38)	14% (n=11)	6% (n=5)	26% (n=62)	32% (n=77)	32% (n=75)	10% (n=24)	n=3
4	70% (n=54)	30% (n=23)	0	0	71% (n=169)	28% (n=67)	1% (n=3)	0	n=3
5	60% (n=46)	40% (n=31)	0	0	61% (n=146)	38% (n=90)	1% (n=3)	0	n=3
6	51% (n=39)	49% (n=37)	0	0	60% (n=141)	40% (n=96)	0	0	n=6
7	77% (n=59)	21% (n=16)	1% (n=1)	1% (n=1)	71% (n=168)	25% (n=59)	3% (n=8)	1% (n=3)	n=6
8	29% (n=22)	60% (n=46)	10% (n=8)	1% (n=1)	24% (n=57)	54% (n=130)	21% (n=49)	1% (n=3)	n=3

Table 5.56 shows that professionals from inner-city and outer-city schools reported that they had more or less similar practices. More than 80% of professionals from both school locations reported that they always treated pupils with respect. More than half of professionals reported that they always had a discussion with pupils regarding their feeling towards any issues.

Table 5.56 Professionals reporting on their own practice, by school location

Strategy	*School location*								*No response*
	Inner-city				*Outer-city*				
	Always	*Sometimes*	*Never*	*Not Applicable*	*Always*	*Sometimes*	*Never*	*Not Applicable*	
1	83% (n=141)	16% (n=27)	0	1% (n=1)	85% (n=126)	14% (n=21)	0	1% (n=1)	n=2
2	48% (n=81)	52% (n=89)	0	0	47% (n=69)	50% (n=73)	1% (n=2)	1% (n=2)	n=5
3	27% (n=46)	36% (n=61)	27% (n=46)	10% (n=16)	27% (n=40)	37% (n=54)	28% (n=41)	9% (n=13)	n=2
4	70% (n=119)	28% (n=48)	1% (n=2)	0	71% (n=105)	28% (n=42)	1% (n=1)	0	n=2
5	57% (n=97)	41% (n=69)	1% (n=3)	0	65% (n=95)	35% (n=52)	0	0	n=3
6	56% (n=95)	43% (n=73)	1% (n=1)	0	58% (n=85)	42% (n=61)	0	1% (n=1)	n=3
7	70% (n=119)	25% (n=43)	1% (n=6)	0	74% (n=109)	22% (n=32)	2% (n=3)	2% (n=3)	n=4
8	28% (n=48)	49% (n=83)	23% (n=38)	0	21% (n=31)	63% (n=93)	14% (n=20)	3% (n=4)	n=2

Most professionals from different ethnic backgrounds (see Table 5.57) reported that they always treated pupils with respect, praised pupils, guided pupils to modify their problem behaviour, and allowed pupils to give an explanation when doing something wrong. Detailed analysis revealed that the highest percentage of Chinese professionals (94%, n=32) reported always treating pupils with respect (Strategy 1) compared to Malays (84%, n=214) and Indians (72%, n=13). A gap was observed on Strategy 1 *treating pupils with respect*, Strategy 2 *discussing with pupils their feelings towards any issues*, Strategy 3 *co-operation with government agencies* and Strategy 8 *recording pupils' behavioural problems.* Most Chinese reported that they always discussed with pupils (47%, n=17). On the other hand, more than one-third of

Malays (38%, n=131) reported that they sometimes carried out such a strategy. A higher percentage of Malays (30%, n=77) reported that they never co-operated with the government agencies (Strategy 3), compared to Chinese (12%, n=4), Indians (18%, n=3) and Bumiputeras (17%, n=1).

Table 5.57 Professionals reporting on their own practice, by ethnicity

Strategy	Ethnicity																				NR
	Malay				*Chinese*				*Indian*				*Bumiputera*				*Other*				
	Always	*Sometimes*	*Never*	*NA*	*Always*	*Sometimes*	*Never*	*NA*	*Always*	*Sometimes*	*Never*	*NA*	*Always*	*Sometimes*	*Never*	*NA*	*Always*	*Sometimes*	*Never*	*NA*	
1	84% (n=214)	15% (n=39)	0	1% (n=2)	94% (n=32)	6% (n=2)	0	0	72% (n=13)	28% (n=5)	0	0	100% (n=6)	0	0	0	50% (n=1)	50% (n=2)	0	0	n=3
2	47% (n=120)	51% (n=131)	1% (n=2)	1% (n=2)	50% (n=17)	50% (n=17)	0	0	50% (n=9)	50% (n=9)	0	0	80% (n=4)	20% (n=1)	0	0	0	100% (n=4)	0	0	n=3
3	24% (n=62)	38% (n=97)	30% (n=77)	8% (n=20)	47% (n=16)	27% (n=9)	12% (n=4)	14% (n=5)	35% (n=6)	35% (n=6)	18% (n=3)	12% (n=2)	33% (n=2)	33% (n=2)	17% (n=1)	17% (n=1)	0	25% (n=1)	50% (n=2)	25% (n=1)	n=2
4	70% (n=180)	29% (n=73)	1% (n=3)	0	77% (n=26)	23% (n=8)	0	0	65% (n=11)	35% (n=6)	0	0	100% (n=6)	0	0	0	25% (n=1)	75% (n=3)	0	0	n=2
5	62% (n=157)	37% (n=95)	1% (n=3)	0	53% (n=18)	47% (n=16)	0	0	65% (n=11)	35% (n=6)	0	0	83% (n=5)	17% (n=1)	0	0	25% (n=1)	75% (n=3)	0	0	n=3
6	57% (n=146)	43% (n=107)	0	0	56% (n=19)	44% (n=15)	0	0	53% (n=9)	47% (n=8)	0	0	83% (n=5)	17% (n=1)	0	0	25% (n=1)	75% (n=3)	0	0	n=5
7	73% (n=185)	24% (n=60)	2% (n=6)	1% (n=4)	74% (n=25)	24% (n=8)	2% (n=1)	0	59% (n=10)	35% (n=6)	6% (n=1)	0	83% (n=5)	17% (n=1)	0	0	75% (n=3)	0	25% (n=1)	0	n=3
8	26% (n=67)	55% (n=140)	18% (n=45)	1% (n=4)	24% (n=8)	52% (n=18)	24% (n=8)	0	5% (n=1)	77% (n=13)	18% (n=3)	0	50% (n=3)	50% (n=3)	0	0	0	50% (n=2)	50% (n=2)	0	n=2

Note: NA= Not Applicable, NR=No response

Most principals reported that they always carried out all strategies (see Table 5.58), apart from Strategy 2 *discussing with pupils their feelings towards any issues* and Strategy 8 *recording pupils' behavioural problems*. A higher percentage of counsellors (62%, n=13) reported they always recorded pupils' behavioural problems followed by discipline teachers (50%, n=14), principals (46%, n=6), physical education teachers (20%, n=10) and class teachers (18%, n=36). Ninety-five per cent counsellors (n=20) reported that they always had a discussion with pupils. This is not surprising as discussion is part of a counsellor's job. However, it is unusual when four counsellors reported that they sometimes had a discussion with pupils. A higher percentage of class teachers (36%, n=73) and physical education teachers (53%, n=27) reported that they never had a discussion with pupils compared to others. Indeed, 11% (n=22) of class teachers and 14% physical education teacher (n=7) stated that such strategy was not needed.

Table 5.58 Professionals reporting on their own practice, by roles

Strategy	Roles																			
	Principal				*Counsellor*				*Class Teacher*				*Discipline Teacher*				*Physical Education Teacher*			
	Always	*Sometimes*	*Never*	*NA*	*Always*	*Sometimes*	*Never*	*NA*	*Always*	*Sometimes*	*Never*	*NA*	*Always*	*Sometimes*	*Never*	*NA*	*Always*	*Sometimes*	*Never*	*NA*
1	92% (n=12)	8% (n=1)	0	0	95% (n=20)	5% (n=1)	0	0	85% (n=173)	15% (n=31)	0	0	89% (n=25)	11% (n=3)	0	0	73% (n=37)	24% (n=12)	0	3% (n=2)
2	46% (n=6)	54% (n=7)	0	0	80% (n=16)	20% (n=4)	0	0	43% (n=87)	56% (n=114)	1% (n=2)	0	64% (n=18)	36% (n=10)	0	0	45% (n=23)	53% (n=27)	0	2% (n=1)
3	85% (n=11)	15% (n=2)	0	0	57% (n=12)	38% (n=8)	5% (n=1)	0	17% (n=35)	36% (n=74)	36% (n=73)	11% (n=22)	46% (n=13)	50% (n=14)	4% (n=1)	0	29% (n=15)	33% (n=17)	24% (n=12)	14% (n=7)
4	100% (n=13)	0	0	0	90% (n=19)	10% (n=2)	0	0	64% (n=132)	34% (n=70)	2% (n=3)	0	79% (n=22)	21% (n=6)	0	0	76% (n=38)	24% (n=12)	0	0
5	69% (n=9)	31% (n=4)	0	0	81% (n=17)	19% (n=4)	0	0	60% (n=122)	39% (n=80)	1% (n=3)	0	0	64% (n=18)	36% (n=10)	0	53% (n=26)	47% (n=23)	0	0
6	69% (n=9)	31% (n=4)	0	0	90% (n=18)	10% (n=2)	0	0	56% (n=114)	44% (n=90)	0	0	64% (n=18)	36% (n=10)	0	0	42% (n=21)	56% (n=28)	0	2% (n=1)
7	92% (n=12)	8% (n=1)	0	0	95% (n=20)	5% (n=1)	0	0	67% (n=137)	28% (n=57)	4% (n=8)	1% (n=2)	86% (n=24)	14% (n=4)	0	0	70% (n=35)	24% (n=12)	2% (n=1)	4% (n=2)
8	46% (n=6)	54% (n=7)	0	0	62% (n=13)	38% (n=8)	0	0	18% (n=36)	58% (n=118)	22% (n=48)	2% (n=3)	50% (n=14)	43% (n=12)	4% (n=1)	4% (n=1)	20% (n=10)	62% (n=31)	18% (n=9)	0

Note: NA= Not Applicable

Table 5.59 shows that professionals with higher education backgrounds reported to have carried out most strategies. Ninety three per cent (n=37) of professionals who had a master's degree or PhD reported always treated pupils with respect (Strategy 1), compared to those with a bachelor's degree (84%, n=222) and diploma or certificate of education (70%, n=7). A higher percentage of professionals with a bachelor's degree (29%, n=77) and diploma/certificate (50%, n=5) reported that they never co-operated with the government agencies (Strategy 3).

Table 5.59 Professionals reporting on their own practice, by academic backgrounds

Strategy	Highest academic qualification												*NR*
	PhD/Master				*Bachelor*				*Diploma/certificate*				
	Always	*Sometimes*	*Never*	*NA*	*Always*	*Sometimes*	*Never*	*NA*	*Always*	*Sometimes*	*Never*	*NA*	
1	93% (n=37)	7% (n=3)	0	0	84% (n=222)	16% (n=41)	0	0	70% (n=7)	30% (n=3)	0	0	n=6
2	56% (n=22)	44% (n=17)	0	0	47% (n=124)	53% (n=137)	0	0	30% (n=3)	70% (n=7)	0	0	n=9
3	46% (n=18)	39% (n=15)	10% (n=4)	5% (n=2)	26% (n=68)	36% (n=96)	29% (n=77)	9% (n=25)	0	40%(4)	50% (n=5)	10% (n=1)	n=4
4	78% (n=31)	23% (n=9)	0	0	70% (n=185)	29% (n=77)	1% (n=3)	0	70% (n=7)	30% (n=3)	0	0	n=4
5	65% (n=26)	33% (n=13)	2% (n=1)	0	62% (n=163)	37% (n=100)	1% (n=2)	0	30% (n=3)	70% (n=7)	0	0	n=4
6	53% (n=21)	45% (n=18)	3% (n=1)	0	59% (n=155)	41% (n=108)	0	0	40% (n=4)	60% (n=6)	0	0	n=6
7	85% (n=33)	10% (n=4)	5% (n=2)	0	71% (n=189)	25% (n=67)	3% (n=7)	1% (n=2)	40% (n=4)	40% (n=4)	0	20% (n=2)	n=5
8	30% (n=12)	50% (n=20)	20% (n=8)	0	25% (n=66)	57% (n=151)	17% (n=44)	2% (n=4)	10% (n=1)	50% (n=5)	40% (n=4)	0	n=4

Note: NA= Not Applicable, NR= No response

Table 5.60 shows that 61 professionals aged below 35 reported that they never co-operated with the government agencies, compared to older professionals (n=26). Seventy-six professionals aged over 36 reported always carried out such strategy. Data shows that as the age increased, the more professionals reported they always encourage pupils to actively participate in school activities (Strategy 4).

Table 5.60 Professionals reporting on their own practice, by age group

Strategy	Age (years)																NR
	Below 25				*26-35*				*36-45*				*Over 46*				
	Always	*Sometimes*	*Never*	*NA*	*Always*	*Sometimes*	*Never*	*NA*	*Always*	*Sometimes*	*Never*	*NA*	*Always*	*Sometimes*	*Never*	*NA*	
1	90% (n=17)	10% (n=2)	0	0	87% (n=129)	13% (n=18)	0	0	1% (n=2)	79% (n=80)	20% (n=21)	0	89% (n=41)	11% (n=5)	0	0	n=4
2	47% (n=9)	53% (n=10)	0	0	50% (n=74)	48% (n=72)	1% (n=2)	1% (n=1)	51% (n=51)	48% (n=48)	0	1% (n=1)	35% (n=16)	65% (n=30)	0	0	n=5
3	5% (n=1)	26% (n=5)	53% (n=10)	16% (n=3)	23% (n=36)	33% (n=50)	35% (n=51)	9% (n=13)	26% (n=26)	44% (n=44)	21% (n=21)	9% (n=9)	50% (n=23)	33% (n=15)	10% (n=5)	7% (n=3)	n=4
4	68% (n=13)	32% (n=6)	0	0	63% (n=95)	35% (n=52)	2% (n=3)	0	79% (n=79)	21% (n=21)	0	0	80% (n=37)	20% (n=9)	0	0	n=4
5	74% (n=14)	26% (n=5)	0	0	60% (n=90)	39% (n=59)	1% (n=1)	0	60% (n=59)	38% (n=38)	2% (n=2)	0	63% (n=29)	37% (n=17)	0	0	n=5
6	63% (n=12)	37% (n=7)	0	0	56% (n=84)	44% (n=65)	0	0	56% (n=56)	42% (n=42)	1% (n=1)	1% (n=1)	61% (n=28)	39% (n=18)	0	0	n=5
7	63% (n=12)	26% (n=5)	0	11% (n=2)	70% (n=104)	25% (n=38)	4% (n=6)	1% (n=1)	74% (n=74)	22% (n=22)	3% (n=3)	1% (n=1)	80% (n=37)	20% (n=9)	0	0	n=5
8	26% (n=5)	58% (n=11)	16% (n=3)	0	20% (n=30)	58% (n=87)	20% (n=30)	2% (n=3)	28% (n=28)	51% (n=51)	20% (n=20)	1% (n=1)	35% (n=16)	58% (n=27)	7% (n=3)	0	n=4

Note: NA= Not Applicable, NR=No response

Table 5.61 shows that apart from Strategy 2 *discuss with pupils their feelings towards any issue* and Strategy 8 *systematically record a pupils' behavioural problems in a record book*, a higher percentage of the most senior professionals reported always carried out most strategies. Seventy-five professionals who had less than 15 years teaching experience reported that they never had co-operation with the government agencies. In fact, 24 professionals who had less teaching experience (15 years) stated that the strategy was not needed. The majority of professionals irrespective of the length of experience reported always carried out Strategy 1 *treat pupils with respect*.

Table 5.61 Professionals reporting on their own practice, by length of experience

Strategy	Length of experience (years)																				NR
	0-5				*6-10*				*11-15*				*16-20*				*Over 21*				
	Always	*Sometimes*	*Never*	*NA*	*Always*	*Sometimes*	*Never*	*NA*	*Always*	*Sometimes*	*Never*	*NA*	*Always*	*Sometimes*	*Never*	*NA*	*Always*	*Sometimes*	*Never*	*NA*	
1	83% (n=84)	15% (n=15)	0	2% (n=2)	85% (n=65)	15% (n=11)	0	0	80% (n=43)	20% (n=11)	0	0	88% (n=37)	12% (n=5)	0	0	88% (n=37)	12% (n=5)	0	0	n=4
2	49% (n=49)	50% (n=51)	0	1% (n=1)	43% (n=33)	54% (n=41)	1% (n=1)	1% (n=1)	54% (n=29)	44% (n=24)	2% (n=1)	0	51% (n=21)	49% (n=20)	0	0	40% (n=17)	60% (n=25)	0	0	n=5
3	22% (n=22)	33% (n=33)	37% (n=37)	8% (n=9)	16% (n=12)	39% (n=30)	35% (n=27)	10% (n=8)	26% (n=14)	42% (n=22)	21% (n=11)	11% (n=6)	41% (n=17)	28% (n=12)	21% (n=9)	10% (n=4)	50% (n=21)	43% (n=18)	5% (n=2)	2% (n=1)	n=4
4	69% (n=70)	29% (n=29)	2% (n=2)	0	56% (n=43)	43% (n=33)	1% (n=1)	0	80% (n=43)	20% (n=11)	0	0	76% (n=32)	24% (n=10)	0	0	85% (n=35)	15% (n=6)	0	0	n=4
5	63% (n=64)	36% (n=36)	1% (n=1)	0	54% (n=42)	46% (n=35)	0	0	63% (n=34)	35% (n=19)	2% (n=1)	0	64% (n=27)	34% (n=14)	2% (n=1)	0	61% (n=25)	39% (n=16)	0	0	n=4
6	59% (n=60)	41% (n=41)	0	0	47% (n=36)	53% (n=41)	0	0	59% (n=32)	37% (n=20)	2% (n=1)	2% (n=1)	64% (n=27)	36% (n=15)	0	0	62% (n=25)	38% (n=15)	0	0	n=5
7	70% (n=71)	23% (n=23)	4% (n=4)	3% (n=3)	59% (n=45)	37% (n=28)	4% (n=3)	0	80% (n=43)	18% (n=10)	0	2% (n=1)	76% (n=32)	19% (n=8)	5% (n=2)	0	85% (n=35)	15% (n=6)	0	0	n=5
8	22% (n=22)	60% (n=61)	16% (n=16)	2% (n=2)	18% (n=14)	55% (n=42)	27% (n=21)	0	20% (n=11)	59% (n=32)	19% (n=10)	2% (n=1)	38% (n=16)	43% (n=18)	17% (n=7)	2% (n=1)	39% (n=16)	56% (n=23)	5% (n=2)	0	n=4

Note: NA= Not Applicable, NR=No response

5.3.4 Self-reporting of the most influential factors

The previous section analysed professionals' and pupils' reports of strategies used for enhancing positive behaviour in the classroom. Some discrepancies occurred between professionals and pupils in their responses to questions about how the strategies were implemented. This subsection will focus on the analysis of factors that may have influenced professionals' attitudes towards strategies that are used at the school and classroom level. The professionals were asked to rank which factor influenced them most. Data from principals was analysed separately, as teachers and counsellors were asked questions about how principals' beliefs of effective strategies had influenced them in school. The ranking used was: 1 (the most influence) to 8 (the least influence).

Figure 5.1 shows that religious belief was ranked to be the most influential factor (37%, n=119) for professionals. It should be noted that most professionals and pupils were Muslims. I observed that many religious activities were held in the 15 schools. The second influential factor was teaching experience. Descriptive data shows that 25% of professionals (n=79) ranked teaching experience to be the second most influential factor, whereas educational training was ranked as the third most influential factor (21%, n=67). I also observed that some professionals shared their experiences and knowledge on positive behaviour enhancement strategies informally. They often discussed this subject in the school canteen during snack time.

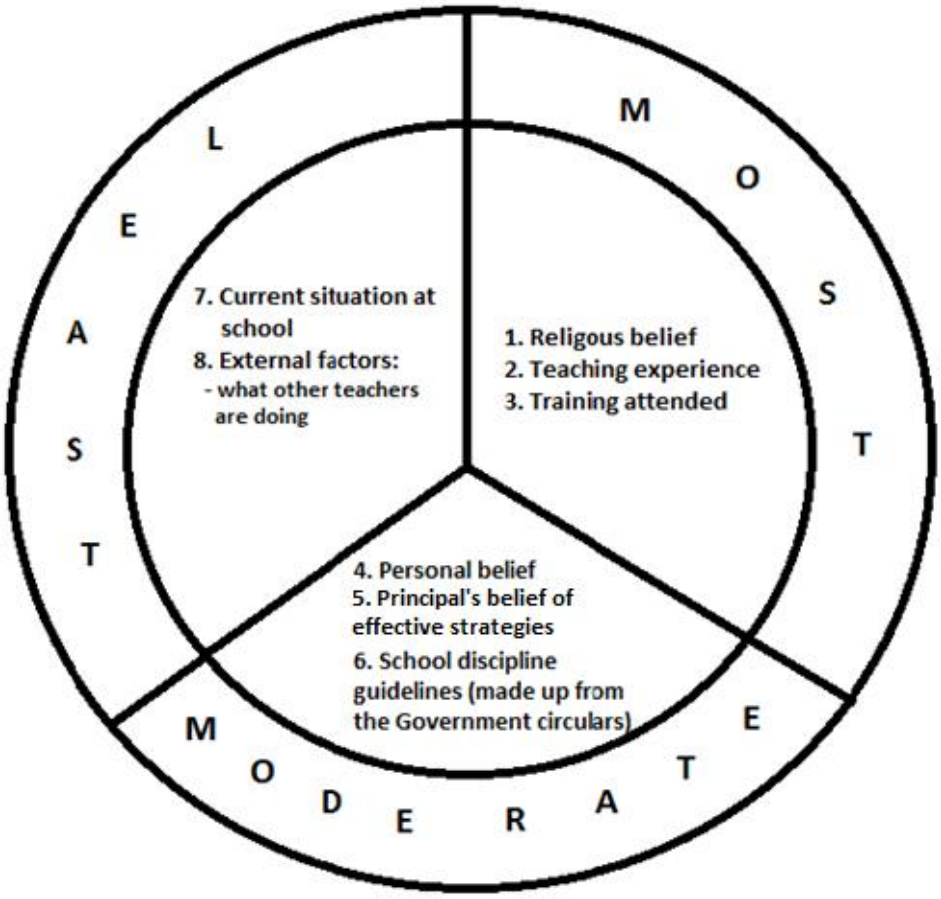


Figure 5.1 Factors influencing which positive behaviour strategies are used, as reported by professionals (except for principals)

Three factors that moderately influenced professionals were their personal beliefs about effective strategies (16%, n=51), the principal's belief regarding effective strategies (19%, n=59) and school discipline guidelines (19%, n=61). Since the principal's belief was ranked as the fifth most influential factor, it is significant to analyse any factors that may have influenced principals' beliefs regarding the effectiveness of positive behaviour enhancement strategies.

Table 5.62 Factors that may have influenced principal's belief of effective strategies

	Ranking	*Factors*
Most influential factors	1	School discipline guidelines (constructed from the Malaysian government circulars)
	2	Educational training
	3	Religious belief
	4	Personal belief
	5	Experience as a principal
Least influential factors	6	Current situation at school
	7	External factors: What other principals are doing Suggestions by non-governmental organisations

Table 5.62 shows that principals ranked the school discipline guidelines (54%, n=7) to be the most influential factor in determining which positive behaviour strategies to promote. This contradicts the data from teachers and counsellors, who ranked such factors as the sixth most influential factor. It should be noted that the school discipline guidelines were constructed from Malaysian government circulars. This suggests that government directive seems to have more impact on principals' beliefs rather than on those of teachers and counsellors. The school principals may use some of the Malaysian government recommendations for positive behaviour enhancement at the school level. However, teachers and counsellors reported that principal's belief of effective strategies had only moderately influenced them. This implies that recommendations from the Ministry of Education Malaysia stopped at the school's top management, and suggests a wide gap between policy and practice.

5.3.5 Corporal punishment

This section focuses on corporal punishment, as it still permitted in the current Malaysian educational system. As previous studies in Malaysia suggest that parents support the use of corporal punishment (Bakar and Tawil, 2010), a special focus on

corporal punishment may provide a clear picture of why this type of punishment seems to be acceptable. Whilst many countries abolished corporal punishment, there is no sign that it will be removed from the Malaysian education system (Dzulkarnain, 2008). Furthermore, there is relatively limited research that includes children' views on corporal punishment. In addition, it is controversial to consider corporal punishment as a positive behaviour enhancement strategy. Therefore, detailed analysis on this subject is discussed separately.

5.3.5.1 Code of conduct

In Malaysia, school principals are given authority by the Malaysian government to delegate the authority for punishment to other teachers (Ministry of Education Malaysia, 1975). The government emphasises that public caning is not permitted. Pupils must be given a detailed explanation of their faults prior to the punishment and it must be witnessed by a member of staff. Teachers must record details of the offences committed, the number of strokes carried out, pupils' profiles and teachers' designations.

5.3.5.2 Respondents' perspectives on corporal punishment

Narrative data revealed that respondents had different perspectives regarding the use of corporal punishment. One professional proposed public caning in school.

> *... public caning might be effective to promote pupils' discipline. (Class Teacher 200, Malay, male)*

Another professional said that caning is effective in controlling pupils' behaviour in schools.

> *Teachers should carry a cane wherever he or she goes within a school compound. This is because pupils are scared of teachers who use a cane in school. As a result, we are able to control them. They will also obey school regulations. (Class Teacher 231, Malay, male)*

Another teacher reported that caning is used because pupils do not listen to teacher's advice.

> *Caning is important, as pupils nowadays do not listen to teachers' advice. (Physical Education Teacher 94, Malay, female)*

Unexpectedly, a school counsellor supported the use of the cane.

> *In order to encourage good behaviour, government policy should be revised. Caning should be introduced as early as in primary school. Teachers must be given the authority to implement it. Implementation must be based on the child protection law as it is carried out for the sake of educating them rather than abusing them. (Counsellor 14, Malay, male)*

Caning was viewed as an alternative approach for certain pupils only. A teacher stated that:

> *... in encouraging and instilling good behaviour, teachers could consider trying different approaches. Some pupils need to be caned, but there are others who cannot accept any form of physical punishment. (Class Teacher 33, Malay, female)*

In contrast, other teachers seemed to be against caning.

> *Caning will make pupils obey school rules only because they are afraid and not because they understand the point of the rules. (Class Teacher 249, Malay, female)*

Some professionals said that public caning was the most effective strategy because of the ineffectiveness of soft approaches.

> *Public caning is most probably the best strategy to be enforced in order to discipline them [pupils]. (Class Teacher 200, Malay, male)*

> *There is no point in asking them to do something politely if they are not listening and refuse to do it. In the end, caning is the only way. (Physical Education Teacher 94, Malay, female)*
>
> *Students absolutely hate to be dealt with roughly. However, if we treat them rather nicely they will see opportunities to take advantage of us. (Physical Education Teacher 94, Female, Malay)*

"Discipline by fear" was a central point for professionals who supported corporal punishment.

> *In order to encourage good behaviour, teachers may have to carry a cane around just to intimidate the students, and thus make them abide by the school rules. (Class Teacher 231, Malay, male)*

It should be noted that these findings are based on the professionals' point of views only. This finding does not give a clear picture on the respondents' perspectives towards corporal punishment as there is no data from the perspectives of pupils. In order to explore this subject, two case studies were carried out.

5.3.5.3 Who most often uses a cane in school?

More than one-third of professionals (46%, n=146) indicated that they never used a cane to control pupils' behaviour. Forty-two per cent (n=133) stated that they sometimes used a cane, but 8% (n=24) reported that they often used a cane.

Table 5.63 How often do I use a cane? – Professionals' responses, by gender

Variables		*Always*		*Sometimes*		*Never*		*Not applicable*	
		n	%	n	%	n	%	n	%
Gender	Male	13	17	42	55	19	25	2	2
	Female	11	5	91	38	126	53	9	4

Table 5.63 shows that 53% of male (n=42) and 38% of female professionals (n=91) reported that they sometime used a cane in school. However, compared to male professionals (25%, n=19), most female professionals (53%, n=126) reported that they never used a cane to control pupils' behaviour. This indicates that corporal punishment is a common practice among male professionals but not for female professionals.

Table 5.64 How often do I use a cane? – Professionals' responses, by ethnicity

Ethnicity	*Always*		*Sometimes*		*Never*		*Not applicable*	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Malay	17	7	108	43	120	47	9	4
Chinese	5	15	15	44	13	38	1	3
Indian	2	11	7	41	7	41	1	6
Bumiputera	0	0	2	40	3	60	0	0
Sikh and Eurasian	0	0	1	25	3	75	0	0

Table 5.64 compares the frequency of caning in schools by professionals from different ethnic groups. Apart from Sikh and Eurasian professionals, more than one-third of professionals from the other ethnic backgrounds used a cane in school.

Table 5.65 How often do I use a cane? – By the roles of professionals

Roles	*Always*		*Sometimes*		*Never*		*Not applicable*	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Principal	1	8	5	39	6	46	1	8
Counsellor	1	5	3	14	15	71	2	10
Class teachers	9	4	85	42	103	50	6	3
Discipline teachers	5	18	20	71	1	4	2	7
Physical education teachers	8	16	20	41	21	43	0	0

Table 5.66 compares the frequency of caning in school based on the role of professional. It is clearly seen that most discipline teacher (71%, n=20) stated that sometimes they used a cane. However, I had already observed that discipline

teachers often used a cane in school. One unusual feature of the data is that one school counsellor reported that he always used a cane to control pupils' behaviour. Moreover, 14% of counsellors (n=3) reported that sometimes they used a cane. This finding implies that corporal punishment is seen to be acceptable by most professionals, which will be discussed further in Chapter 6.

Table 5.66 How often do I use a cane? – Professionals' responses, by age groups

Age groups (years)		*Always*	*Sometimes*	*Never*	*Not applicable*	*Total*
< 25	n	4	9	6	0	19
	%	21%	47%	32%	0%	100%
26–35	n	14	51	77	7	149
	%	9%	34%	52%	5%	100%
36–45	n	5	50	41	2	98
	%	5%	51%	42%	2%	100%
> 46	n	1	23	20	2	46
	%	2%	50%	43%	4%	100%

Table 5.66 shows a striking trend whereby more than half of professionals aged between 36 to 46 years (n=73) reported that sometimes they used a cane in school. More junior professionals (21%, n=4) than senior professionals (aged over 46 years, 2%, n=1) reported that they often used a cane in school.

Table 5.67 How often do I use a cane? – By teaching experience

Length of experience (years)		*Always*	*Sometimes*	*Never*	*Not applicable*	*Total*
< 5	n	10	37	50	3	100
	%	10%	37%	50%	3%	100%
6–10	n	6	31	37	2	76
	%	8%	41%	49%	3%	100%
11–15	n	4	24	25	1	54
	%	7%	44%	46%	2%	100%
16–20	n	2	22	15	2	41
	%	5%	54%	37%	5%	100%
> 21	n	2	19	17	3	41
	%	5%	46%	41%	7%	100%

As seen in Table 5.67, more than one-third of professionals reported that they sometimes used a cane in school. More junior professionals than senior professionals reported that they always used a cane. Ten junior professionals reported that they always used a cane in school, in contrast to only two senior professionals. Half of junior professionals (n=50) reported that they never used a cane, a slightly higher percentage than that reported by senior colleagues (over 21 years' experience, 41%, n=17). This implies that teaching experience may have an impact on the use of corporal punishment in school.

Table 5.68 How often do teachers use a cane? Teachers' and pupils' responses

Question	*Reported by*	*Always*	*Sometimes*	*Never*
How often do class teachers use a cane?	Class teachers	4% (n=9)	42% (n=85)	51% (n=103)
	Pupils	16% (n=79)	35% (n=170)	49% (n=240)
How often do discipline teachers use a cane?	Discipline teachers	18% (n=5)	71% (n=20)	4% (n=1)
	Pupils	63% (n=307)	27% (n=134)	10% (n=48)
How often do physical education teacher use a cane?	Physical education teachers	0	39% (n=20)	58% (n=30)
	Pupils	15% (n=73)	30% (n=147)	55% (n=265)

Table 5.68 clearly shows that pupils and class teachers have a similar perception of how corporal punishment is used by class teachers. Half of class teachers (n=103) and nearly half of pupils (49%, n=240) stated that the class teachers never used a cane to control pupils' behaviour. However, there is a significant variance for discipline teachers. Most pupils (62%, n=307) stated that the discipline teachers sometimes used a cane in schools. On the other hand, only 18% (n=5) of discipline teachers reported that they used a cane in school. Contradictory reports between pupils (15% stated that physical education teacher uses a cane) and physical

education teachers (none stated that he/she had caned pupils) require a more in-depth investigation.

5.3.5.4 Do pupils respect teachers who use a cane?

Eight hundred and four respondents responded to this question. Half of pupils (n=248) stated that they did respect teachers who use a cane in school. Indeed, discipline teachers were ranked as the second most respected group of teachers. Despite the fact that most physical education teachers never used a cane, pupils ranked physical education teachers as the least respected teachers. More than half of professionals (61%, n=194) reported that pupils do respect teachers who use a cane in school. This means that corporal punishment seemed to be accepted by most respondents. It should be noted that most pupils who responded might have never been caned, which may have influenced their views. They may have no experience of how painful and humiliating the punishment is.

Table 5.69 shows that pupils from more highly educated families were more likely to say that they do not respect teachers who use a cane than pupils from families with lower academic backgrounds. There is no relevant narrative data to explain their views on this matter, which raises the importance of further exploration on this topic in future.

Table 5.69 Pupils' perspectives towards caning based on parental academic background

Variables		Strongly Agree	Agree	Disagree	Strongly Disagree	Do not know	Total
Both parents had a master's degree or PhD	n	0	1	5	2	1	9
	%	0	11%	56%	22%	11%	100%
Both parents had a bachelor's degree	n	0	2	2	0	2	6
	%	0	33%	33%	0%	33%	100%
Both parents had a diploma	n	1	6	5	4	3	19
	%	5%	32%	26%	21%	16%	100%
Both parents had a certificate	n	31	52	68	33	16	200
	%	16%	26%	34%	17%	8%	100%
Both parents had no specific qualifications	n	2	1	6	3	0	12
	%	17%	8%	50%	25%	0%	100%
One parent had a master's degree or PhD	n	5	6	7	4	4	26
	%	19%	23%	27%	15%	15%	100%
One parent had a bachelor's degree	n	3	3	10	5	2	23
	%	13%	13%	43%	22%	9%	100%
One parent had a diploma	n	5	9	10	4	2	30
	%	17%	30%	33%	13%	7%	100%
One parent had a certificate	n	3	4	15	4	1	27
	%	11%	15%	56%	15%	4%	100%
Total	n	50	84	128	59	31	352
	%	14%	24%	36%	17%	9%	100%

5.4 Summary of this chapter

Overall, professionals and pupils had some commonalities and differences with regard to their concepts of positive and negative behaviour. A major difference could be seen in narrative data, where most professionals raised the matter of obedient behaviour and discipline, whereas most pupils raised issues relating to their relationships with friends and teachers. Although both professionals and pupils talked about respectful behaviour, both had different spectrums – professionals expected pupils to respect them; on the other hand some pupils said that teachers should respect them too. One of the criteria for respectful behaviour raised by both

professionals and pupils related to communication styles, including the use of titles in conversations in the Malay language.

Both professionals and pupils had positive attitudes towards strategies that could be used in school. However, they had different perspectives regarding how these strategies were carried out. Although numerical data from questionnaires revealed that most respondents agreed with the use of corporal punishment, narrative data showed some professionals to be against it.

Table 5.70 shows that professionals and pupils had different perspectives regarding the frequency of use of the following strategies: partnership, engagement or participation, the use of praise and guidance. Professionals reported that they often co-operated with government agencies, but pupils said that professionals never co-operated with government agencies. Most professionals reported that they often praised pupils, encouraged pupils' participation and guided pupils on modifying their behaviour. On the other hand, pupils reported that the strategies were sometimes carried out by teachers. Although both professionals and pupils had positive attitudes towards all the strategies, this does not mean they were frequently carried out by teachers.

Table 5.70 Summary of beliefs and practices

Strategy	*Belief*		*Practice*		
	The teacher:	*Results*	*Strategies that are used*	*Results*	
				Professionals	*Pupils*
Interaction	and pupils should respect each other.	Agreed	Treat pupils with respect	Always	Always
	should treat the pupils who have been punished with respect when they come back to class.	Agreed	Pupils are able to give their side of the story when blamed for doing something wrong	Sometimes	Sometimes
Interpersonal relationship	should create an environment that make pupils feel comfortable to share their problems with them.	Agreed	Discuss with pupils about their feelings towards any issues	Sometimes	Sometimes
Partnership	should engaged parents in a discussion of any issues related to the behaviour of their child.	Agreed	Co-operation with the government agencies	Always	Never
Engagement / participation	should encourage pupils to take leadership roles in the school.	Agreed	Encourage pupils to actively participate in school activities	Always	Sometimes
Positive reinforcement	should ask pupils what makes them feel happy in school.	Agreed	Use more praise than criticism in schools	Always	Sometimes
	should speak the way they expect to be spoken to.	Agreed			
Guidance	should assist pupils to improve their behaviour.	Agreed	Guide pupils to find a solution to modify their behavioural problems	Always	Sometimes
		Agreed	Systematically record of a pupil's behavioural problems	Sometimes	Sometimes
Punishment	should consider continuing suspension rather than expulsion.	Agreed	The use of corporal punishment	Sometimes	Sometimes
	Pupils do not respect teachers who use a cane to control pupils' behaviours.	Agreed			

Findings from this study suggest that the government policies have influenced only principals' attitudes, but not teachers and counsellors. Both teachers and counsellors reported that their religious belief was the most influential factor. On the other hand, the principals reported that their religious beliefs moderately influenced their attitudes.

Overall, this chapter provides an overview of positive behaviour enhancement strategies in one region of Malaysia. An in-depth study carried out in two schools will be reported in the next chapter.

CHAPTER 6

Stage 3

Case Studies of Two Secondary Schools

6.1 The structure of this chapter

In this chapter, there will be a critical discussion of the method employed for choosing schools for the case study and data collection procedures. This includes how data was analysed and interpreted, including detailed findings from two case study schools. Finally, a combined discussion of the two case studies will be presented.

6.2 Methodology section

This section focuses on the rationale for using a case study method and the selection of case study schools. Further analysis includes full details of techniques and the analysis used in canvassing the concept of positive behaviour, strategies used by teachers and factors that have influenced them.

6.2.1 Rationale for undertaking a case study

The case study method was used to get in-depth understanding of positive behaviour enhancement strategies used in Malaysian schools. To date, relatively limited research has been conducted on positive behaviour enhancement in Malaysia, as much attention has been given to disciplinary issues instead.

Data collected from 15 schools (see Chapter 5) provided a good overview of the trends. It was considered important to understand the school ethos, what actually happens in a classroom and why professionals and pupils might have certain views. According to Yin (1984), case study is "an empirical inquiry that investigates a contemporary phenomenon within its real life context, when the boundaries between phenomena and context are not clearly evident, and in which multiple sources of evidence are used (p. 23)".

6.2.2 Selection of case study schools

Findings from Stage 2 (Chapter 5) revealed that there were significant differences between the respondents' perspectives from both inner-city and outer-city schools regarding the concept of positive behaviour and how the strategies are used. Ideally, the selection of case study schools should have been carried out after detailed analyses of the data gathered from all the returned questionnaires (n=813). However, as case studies had to be conducted before analyses were feasible; I used the specific criteria presented in Table 6.1. Only nine schools allowed me to meet professionals and pupils. Seven school principals and two counsellors refused to take part in follow-up interviews (School C, D, E, H, I, J, M, and O). This meant that interviews and observation could not be held in these schools.

Other considerations for choosing case study schools included incidents that have occurred during my visits and special programmes held in schools. Based on these factors, School N (which later is coded as Case Study School 1) and School B (coded as Case Study School 2) were chosen for case studies.

Table 6.1 Selection criteria for case study schools

Criteria		*School*														
		Inner-city school								*Outer-city-school*						
		A	*B*	*C*	*D*	*E*	*F*	*G*	*H*	*I*	*J*	*K*	*L*	*M*	*N*	*O*
Permission to meet professionals		X	√	√	√	X	X	√	X	√	X	√	√	√	√	X
Permission given by the principals to meet pupils		X	√	√	√	X	√	√	X	√	X	√	√	X	√	X
Agreed to be involved in case study	Principal	√	√	√	X	X	√	√	X	X	X	√	√	X	√	X
	Counsellor	UN	√	X	√	UN	√	√	UN	X	X	√	√	√	√	UN
	Teacher	UN	√	√	√	UN	√	X	UN	√	X	√	√	√	√	UN
	Pupil	√	√	√	√	UN	√	√	√	√	X	√	√	√	√	√
Incidents occurred	Caning	X	√	X	X	X	X	X	X	X	X	X	√	X	√	X
	Shouting	X	√	X	X	X	X	X	X	X	X	X	X	X	√	√
Special programmes relating to positive behaviour	Morning activity	X	√	X	√	X	X	X	X	X	X	X	X	X	√	X
	Truancy operation*	UN	√	X	UN	UN	√	UN	UN	UN	UN	X	X	X	√	X

√=Yes, X=No, UN=Unknown
*Collaboration programme between a school and the Royal Malaysian Police

6.2.3 Data collection instruments

To gather data, three data collection instruments were used: questionnaire, semi-structured interview schedule, and observation checklist. As these case studies were not examined for repeated observations of the same items over long period of time, all the data collection instruments were designed at once. In fact, this study focused on an in-depth investigation of a social event rather than developmental trends across a specified time frame. The instruments were designed, piloted, improved and later were approved by the University of Dundee Research Ethical Committee and the Malaysian Prime Minister's Department. All were carried out in 2009.

6.2.3.1 Questionnaires

As mentioned in Chapter 5, four sets of questionnaires were designed and administered in 15 schools including case study schools (see appendices). The questionnaires administered in case study schools have been analysed in order to

provide a holistic picture of positive behaviour enhancement strategies in two case study schools. Designed elements were supported by narrative data from the focus group with pupils and individual interviews with professionals.

6.2.3.2 Interview schedules

The second data collection instrument used was the semi-structured interview schedule. In total, seven interview questions were designed to elicit information from professionals (see Appendix 8) and pupils (see Appendix 9). The questions were divided into three parts namely the conceptualisation of positive behaviour; strategies that are used for promoting positive behaviour; and the effectiveness of positive behaviour enhancement strategies.

Part 1 of the interview schedule was aimed at eliciting information on how professionals and pupils conceptualise positive and negative behaviour. Professionals were asked the following questions:

- Question 1: Tell me about the behaviour of pupils in this school.
- Question 2: Describe the behaviour of pupils that present a challenge while you are teaching. Why?
- Question 3: Tell me about your expectation of pupils' behaviour in your class. Why?

Whereas, pupils were asked to respond to the following questions:

- Question 1: Describe the behaviour of your classmates that makes you feel happy and comfortable in school. Why?

- Question 2: Describe the behaviour of your classmates that makes you feel unhappy and uncomfortable in school. Why?

The second part of the interview schedule explored strategies used by teachers. Professionals were asked the following questions:

- Question 4: What strategies do you use to promote positive behaviour? Why?
- Question 5: How do you respond to pupils who misbehave in your class? Why?

Whereas, questions for pupils were as follows:

- Question 3: What strategies do your teachers use (in your class) to promote positive behaviour among pupils? Why?
- Question 4: How do teachers respond to pupils who misbehave in your class? Why?

Both professionals and pupils were asked the following questions in order to elicit information on the effectiveness of positive behaviour enhancement strategies:

- What should teachers do to cultivate positive behaviour amongst pupils? Why?
- How effective are the strategies used by teachers at present? Why?

6.2.3.3 Observation check list

An observation checklist was designed, piloted and used to investigate the classroom interactions. The observation checklist (Appendix 10) had three sections of

predetermined behaviours to be observed: strategies used by teachers, pupil behaviour, and teachers' response to inappropriate behaviour.

Strategies that are used by teachers

There are many strategies that can be used for promoting positive behaviour. It was impossible to include a wide range of strategies for observations. Therefore, it was decided to observe three strategies that have been found to be effective: encouragement (Doll, 2010; Partin, et al., 2010), praising (Yu and Kim, 2010) and guidance (Shulman, 1987; Wilson, Hall and Hall, 2007). Doll (2010) stated that positive communications and interactions are the key factors shaping school ethos that led to improved pupil behaviour. Shulman (1987) pointed out that the most crucial aspects of effective communications are the capability of teachers in presenting clear explanations and vivid descriptions, and effective interactions (through questions and probes, answers and reactions, and praise and criticism).

Pupil behaviour

On-task pupil behaviours observed were:

- positive response towards the teacher's instruction/questions; and
- initiatives made by pupils including asking teachers a question, helping teachers, and assisting friends to accomplish the given task.

Off-task pupil behaviours were as follows:

- negative response towards the teacher's instruction, including not participating in lesson activities (passive); and

- disruptive behaviour such as disturbing other pupils, discussing irrelevant matters and shouting (active).

The criteria generated was based on the research carried out by Simonsen, Little and Fairbanks (2010) who investigated the effect of teacher attention on off-task behaviour; a study of classroom-based functional analysis and intervention for disruptive and off-task behaviours conducted by Shumate and Wills (2010); out-of-seat behaviour investigations (Patterson, 2009), the research on the effect of alternating treatment on on-task behaviour (M. McCurdy, Skinner, Grantham, Watson and Hindman, 2001), and a study on inappropriate pupil behaviour in outdoor education (Kulinna, Cothran and Regualos, 2006).

Responding to inappropriate behaviour

Empirical research analysis in this previous research shows that teachers usually use positive or negative ways to interact with disruptive pupils. Hence, both strategies have been included in the observation checklist. Positive response strategies include listening to pupils, looking at the pupil who interrupted the lesson and engaging other pupils to listen to the teacher, and praising pupils (Downing, et al., 2005; Webster, 2010).

On the other hand, the following teacher behaviours can be considered as negative response strategies: ignoring any inappropriate behaviour exhibited by pupils, shouting at the pupils, hitting objects, caning pupils and calling the pupil a bad name (Papaioannou, 1998; Zeng, Leung, Liu and Hipscher, 2009).

6.2.4 Pilot study

Chapter 5 has provided information on how the questionnaires were designed, validated, improved and administered in 15 schools (including case study schools). This sub-section focuses on the validation of the two interview schedules (for professionals and pupils) and the observation checklist.

Table 6.2 Participant's profile – pilot study

Role	*Age*	*Gender*	*Length of experience*
Head of department	45	Female	More than 10 years
Counsellor	36	Male	8 years
Teacher	34	Male	3 years
Pupil	15	Boy	Not applicable
Pupil	15	Girl	Not applicable
Pupil	16	Girl	Not applicable
Pupil	16	Girl	Not applicable

All the data collection instruments used in this research were subjected to a rigorous validation process. Seven in-service professionals have reviewed the research instruments (Table 6.2). They were then reviewed by a supervisory team. Their feedback was taken into account to improve the quality of the data collection instruments (see Table 6.3).

Table 6.3 Improvement of interview schedules for professionals

Interview questions	*Feedback*	*Improvement*
What do you mean by positive and negative behaviour?	The question was unclear as positive and negative behaviour is a broad concept. It was suggested to specify the context. Rather than asking "positive" and "negative" behaviour, it was suggested to ask professionals regarding their expectation of positive behaviour.	The question was revised. Three questions regarding the conceptualisation of positive behaviour were developed: ▪ Tell me about the behaviour of pupils in this school. ▪ Describe the behaviour of pupils that present a challenge while you are teaching. ▪ Tell me about your expectation of pupils' behaviour in your class. ▪ Why?
What strategies do you use with students to promote positive behaviour?	The word "students" should be replaced by "pupils". It was suggested to ask professionals regarding their belief of using certain strategies.	"Students" was replaced with "Pupils". The question of "why" was inserted. ▪ What strategies do you use with pupils to promote positive behaviour? ▪ Why?
What strategies do you use with students to change negative behaviour?		"Students" was replaced with "Pupils". The question of "why" was inserted: ▪ How do you respond to the pupils who are misbehaving in your class? ▪ Why? However, the same word was used in the Malay language ("Para pelajar" in Malay language refers to either "Pupils" or "Students").
How effective are those strategies? Why?	No change required for this question.	This question was used in interviews.

Table 6.3 shows two main comments given by the reviewers are regarding the clarity and terms used. Amendments were made on the first section of the interview schedule including the translated versions.

Table 6.4 Improvement of pupils' focus group schedules

Interview questions	*Feedback*	*Improvement*
What do you mean by positive and negative behaviour?	Pupils seemed more comfortable to talk about their friends' behaviour rather than talking about themselves. Therefore, consideration should be given to the comfort of pupils when talking about positive and negative behaviour.	The question was revised. Two questions regarding the conceptualisation of positive behaviour were developed: ▪ Describe the behaviour of your classmates that makes you feel happy and comfortable in school. ▪ Describe the behaviour of your classmates that makes you feel not happy and uncomfortable in school.
What strategies do your teachers use to promote positive behaviour?	It was suggested to ask the pupils' opinions regarding the effectiveness of strategies used by their teachers.	The question was refined by adding new sub-questions: ▪ What strategies do your teachers use to promote good behaviour among pupils, specifically in your class? ▪ Are those strategies effective? ▪ Why?
What should teachers do to cultivate good behaviour among pupils in this school?	It was suggested to expand this to include the pupils' views regarding this matter.	Pupils were asked to expand their opinion regarding their suggestion: ▪ What should teachers do to cultivate good behaviour among pupils in this school? ▪ Why?

As can be seen in Table 6.4, the improvement was mainly made upon the clarity of the questions and expansion of the participants' views (by inserting the question of 'why'). Appendix 9 show the final questions used in focus group interviews.

6.2.5 Participants and data collection procedure

This case study included participants who have responded to questionnaires and those who have participated in the interviews and classroom observations. The selection of participants was made using purposive sampling techniques.

6.2.5.1 Questionnaire respondents

Questionnaire respondents included 50 professionals and 43 pupils from two schools. Profiles about them are presented in the findings section within this chapter.

6.2.5.2 Interview participants

Interview participants included were professionals and pupils.

Individual interview with professionals

Interview participants were selected based on the principals' recommendation and their willingness to participate in this study. They were: principals (n=2), vice-principal (n=1), counsellors (n=2), class teachers (n=3), discipline teachers (n=2), and physical education teachers (n=3). Professionals were individually interviewed in order to ensure that they felt comfortable in speaking about sensitive issues regarding positive behaviour enhancement.

Focus group

With the help of senior teachers in both case study schools, pupils aged 16 (n=18) were chosen for the focus group. Pupils were interviewed in groups because they seemed to lack the confidence to discuss the subject in a one-to-one setting. Others have also found focus groups to be valuable means of eliciting children's views (Heary, 2002) and effective methods to elicit participants' perception of certain issues (Nabors, Ramos and Weist, 2009). In Case Study School 1, pupils who were academically good participated in focus group. On the other hand, the pupils from

Case Study 2 were academically weak. It was easy to select pupils according to their academic achievement because pupils were streamed according to their academic achievement in both schools.

Digital audio recordings were made of both focus group and individual interviews on in-service days between August and September 2009. Although data from individual and focus group interviews cannot be generalised to broader populations, they have provided a wide range of viewpoints and opinions regarding the subject discussed.

6.2.5.3 Classroom observation participants

Classroom observations were held to investigate the actual practice of positive behaviour enhancement strategies. Digital video recordings were made of each session. Appointments for interviews with the teachers had been made before the recording sessions. In order to avoid an artificial environment, I had video recorded 12 lessons organised by four teachers from two case study schools. Also, I had visited the school and informally talked to pupils prior to the observations. This was to ensure that the participants felt comfortable with me. I ensured that informed consent and other ethical considerations were strictly observed. Only pupils who agreed to be observed were included in the study.

6.2.6 Data analysis

The results in this chapter are constructed from numeric and narrative data drawn from questionnaires, interviews and observations. This section discusses how data obtained using these techniques were analysed.

6.2.6.1 Questionnaire data

Numeric data from the questionnaires was analysed using the SPSS software following the same technique as in Stage 2 (Chapter 5). However, only the most relevant data is reported in this case study chapter.

6.2.6.2 Narrative data

Digital audio recordings were made of individual and focus group interviews, and these were transcribed and analysed by two coders using the NVivo – qualitative data analysis – software. The interviews were conducted using the Malay language. The interview transcripts were sent to all participants for their consent. There was no objection regarding the transcripts from the participants. This suggests that they found the transcripts satisfactory. The interview data was transcribed in the Malay language then was translated into English. This was to ensure that I did not corrupt the data during translation.

One of the prominent issues using thematic analysis is regarding the interpretations of data coding. Coders may have different interpretations when formulising themes. In order to overcome this issue, the narrative data was independently coded by two coders and verified by three Malaysian reviewers (Table 6.5). I was the first coder and the second coder was an education administrator (Malay, female, aged 33 years, 11 years working experience). Inter-rater reliability was calculated using the formula: of number of agreements divided by number agreements plus disagreements, multiplied by one hundred (Jindal-Snape and Topping, 2010). The reliability scores obtained in both case study schools exceeded 80%. According to

Lombard, Snyder-Duch and Bracken (2010) per cent agreement that exceeds 80% is regarded as satisfactory. To ensure reliability of the analysis, it was reviewed and verified by three experienced bilingual Malaysian professionals.

Table 6.5 Reviewer profiles

Reviewer	*Role*	*Specialisation*	*Age*	*Ethnicity*	*Gender*	*Experience*
Reviewer 1	School counsellor	Guidance and counselling	41	Malay	Male	14 years
Reviewer 2	Subject teacher	Chemistry education	33	Malay	Female	11 years
Reviewer 3	Subject teacher	TESL (Teaching English as a second language)	35	Malay	Female	11 years

As seen in Table 6.5, the reviewers had been working in education for more than 10 years. In addition to the verification of translated versions of coded data, they were also asked to provide feedback regarding the suitability of personal narratives that are illustrating the emerging themes when reporting results.

6.2.6.3 Observation data

In total, digital video recordings were made of 12 lessons for further analysis. "Recorded observations were undertaken to enhance the opportunity to review any aspect of the session and they could stop/start at any time" (Jindal-Snape and Topping, 2010, p. 25). Observational analysis (using an observation checklist) was conducted by myself and the second coder (an education administrator, female, Malay, aged 33 years). For the purpose of data protection, the recorded lessons were saved on my laptop computer where only I had the access code. Similarly, the observational analysis was independently held by the second observer in a place with my presence. The completed checklists were compared and calculated to obtain

inter-rater reliability score using the same formula of narrative data analysis. The reliability score was 87% which is regarded as satisfactory.

6.3 Typical classroom in Malaysia

Pupils are normally streamed according to their academic achievement (Nor, et al., 2007). Good academic achievers are streamed into sciences class, whereas moderate academic achievers are streamed into art, humanities, technical or vocational classes. There are usually 20 to 35 pupils per classroom. A class teacher is appointed to manage pupils' affairs at a classroom level. Subject teachers move from one classroom to another. Pupils are not allowed to leave the classroom without the teacher's permission. Pupils usually study five or six academic subjects per day. Photos 6.1 and 6.2 show the layout of classroom arrangement in most of the schools observed in this study.

Note: The faces in the picture have been obscured to protect identity of participants

Photo 6.1 Typical classroom layout (in pairs)

In this classroom design, the pupils had the opportunity to pair with their best friend. They usually choose friends from the same ethnic background and this may have affected the process of ethnic integration at the classroom level. The teacher's movement in this classroom design is limited due to the large number of pupils in the classroom. The teachers usually use traditional teaching techniques such as lecturing.

Note: The faces in the picture have been obscured to protect identity of participants

Photo 6.2 Pupils in a multi-ethnic group (separated by gender)

In this classroom arrangement (Figure 6.2), I observed that pupils were able to discuss academic work with their peers in a group. I also observed that the teacher often encouraged pupils to form a multi-ethnic group in this classroom design. Due to religious norms, I was informed that boys and girls were encouraged to sit separately. A class teacher usually divides pupils into several groups according to pupils' academic achievement and ethnicity. Some teachers seem to prefer to group pupils with the same academic attainment level, while some do not. I observed that pupils from different ethnic backgrounds are seated in the same group. This might provide better opportunities for integration at a classroom level. Teachers move around the classroom and provide guidance to a group instead of individual support.

Physical education lessons are held either in the school field, gymnasium or multi-purpose hall. The lessons are usually held in the morning between 7:30am and 9:30am. Female teachers are allowed to teach both genders, however male teachers are not allowed to organise physical education activities for girls. I was informed that many school girls felt uncomfortable participating in physical activities in the presence of boys. Therefore, pupils are separated by gender in physical education lessons.

I observed that the in-pairs classroom arrangement was common in Case Study School 2, whereas a group classroom arrangement was common in Case Study School 1.

6.4 Results (Case Study 1)

In this section, there will be a systematic discussion of the findings from Case Study School 1 (outer-city school). This section intends to explore: the conceptualisation of positive and negative behaviour, positive behaviour enhancement strategies used in school, and factors that are reported to have influenced professionals in carrying out those strategies.

6.4.1 Participants

Participants included professionals and pupils who responded to questionnaires.

Table 6.6 Demographics of participants from Case Study School 1

Criteria	*Professionals (n=27)*	*Pupils (n=18)*
Age	26–35 years (63%, n=17) 36–45 years (19%, n=5) > 46 years (19%, n=5)	16 years old (100%, n=18)
Gender	Male (11%, n=3) Female (89%, n=24)	Boy (33%, n=6) Girl (67%, n=12)
Ethnicity	Malay (67%, n=18) Chinese (19%, n=5) Indian (7%, n=2) Bumiputera (4%, n=1) Eurasian (4%, n=1)	Malay (61%, n=11) Chinese (28%, n=5) Indian (11%, n=2)
Role	Principal (4%, n=1) Counsellor (7%, n=1) Class teacher (63%, n=18) Discipline teacher (7%, n=2) Physical education teacher (19%, n=5)	Pupils (100%, n=18)

Table 6.6 shows those 27 professionals and 18 pupils responded to questionnaires, with the majority of them being female Malays. Seven professionals and nine pupils from this group were interviewed. Furthermore, six lessons, delivered by three teachers, were observed.

Table 6.7 Interview: professionals from Case Study School 1

Code and role	*Gender*	*Ethnicity*	*Age*	*Highest academic qualifications*
Principal CS1	Female	Malay	53	Master in Management and Master in Pedagogy (Literature)
Vice-Principal CS1	Female	Malay	50	Bachelor of Education
Counsellor CS1	Female	Malay	29	Bachelor of guidance and counselling
Class Teacher CS1-A	Female	Malay	39	Bachelor of Education (Moral studies)
Class Teacher CS1-B[4]	Female	Malay	43	Bachelor of Islamic Studies
Discipline Teacher CS1	Male	Indian	50	Bachelor degree (unknown specialisation)
Physical Education Teacher CS1-A	Female	Malay	42	Bachelor of Physical and Health Education

[4] She was a class teacher cum religious activities advisor.

As can be seen in Table 6.7, the majority of the interviewees were female Malays. Class Teacher CS1-B was also included because she was the person in charge of the religious activities that were held daily in this school. Vice-Principal CS1 was interviewed because the school principal was transferred to another school after the second month of data collection process. She was the acting principal during the absence of the school principal. Except for Class Teacher CS1-B, others were recommended by the school principal. Therefore, it is important to note that data from these participants might be biased. In order to minimise this negative influence, the participants were reminded that they would not be identified in any reports and subsequent publications. Furthermore, they were personally interviewed in their offices to ensure that they felt comfortable and confident when talking about sensitive issues relating to the current study.

The focus group included nine pupils aged 16 years old (see Table 6.8). The majority of them were Malay girls (78%, n=7). This proportion does not represent the actual gender proportion of this school. In 2009, girls constituted of 49% (n=950) of the school population. The pupils were selected by their class teacher based on the pupils' willingness to participate in the research. Therefore, data from this group may be biased. To overcome this issue, I interviewed the pupils in a classroom without the presence of their teachers. Further, they have been informed that data provided by them would remain anonymous.

Table 6.8 Focus group pupils from Case Study School 1

Code and Role	*Gender*	*Ethnicity*
Pupil CS1-A	Girl	Malay
Pupil CS1-B	Boy	Malay
Pupil CS1-C	Girl	Malay
Pupil CS1-D	Girl	Malay
Pupil CS1-E	Boy	Indian
Pupil CS1-F	Girl	Malay
Pupil CS1-G	Boy	Malay
Pupil CS1-H	Girl	Malay
Pupil CS1-J	Boy	Indian

All pupils who participated in the focus group were reported to be academically good. They were from a science class. High academic achievers might have different experiences and opinions regarding positive behaviour enhancement strategies if compared with those who are academically weak. It is significant to mention that pupils who participated in Case Study School 2 were reported to be academically weak. The majority of pupils from Case Study School 1 said that they had never been caned, except for Pupil CS1-B. Conversely, the majority of pupils from Case Study School 2 reported that they were caned by teachers. This informs the uniqueness and richness of the sample in these case studies.

Table 6.9 Observed sessions

Code and Role	*Gender*	*Ethnicity*	*Age*	*Subject*	*Date*	*Remark*
Subject Teacher CS1-A	Female	Malay	39	Malay language	02.09.09 04.09.09 11.09.09	Classroom observation
Physical Education Teacher CS1-A	Female	Malay	38	Physical education	18.08.09 20.08.09	Outdoor observation
Physical Education Teacher CS1-B	Female	Malay	29	Physical education	18.08.09	Outdoor observation
Classroom observation						3
Outdoor observation						3
Total						6

As can be seen in Table 6.9, all teachers involved in the observations were Malay teachers (n=5) aged between 29 to 39 years. In total, digital video recordings were

made of six learning sessions. Three sessions were held in the classroom, whereas the remainders were held in the school field and multipurpose hall.

6.4.2 School profile

Case Study School 1 was located 10 kilometres from the city centre and was surrounded by the Royal Malaysian Army camp, Royal Malaysian Police precinct, high-rise buildings, many food stalls and beside both the Chinese primary school and the national primary school. In fact, the school field was shared with the national primary school.

The school was built in 1987 to meet the needs of the local community. In 2010, the school had nearly 2000 pupils, over 100 professionals and 11 administrative staff and the majority were Malays. It has two learning sessions: a morning session starts from 7.30am till 1.45pm (except on Friday where the session ends at 12.30pm), following by an afternoon session from 1.10pm till 6.40pm (except on Friday when it starts at 2.20pm). The school assembly is held on every Monday from 7.30 am until 8.10 am.

The morning session is for pupils aged 15 (Form 3), 16 (Form 4), 17 (Form 5), 18 (Lower 6) and 19 (Upper 6), whereas the afternoon session is for pupils aged 13 (Form 1 and transition) and 14 (Form 2). A transition class is provided for pupils from primary schools who are not obtaining good results in Malay language. I observed that most pupils in that class were Chinese and they often spoke in Mandarin.

Each classroom has around 20 to 35 pupils. One class teacher and a mentor are appointed for each class. A class teacher becomes a middle manager who is responsible for the overall activities of the pupils in his or her classroom. He or she has direct access to pupils' profiles, academic and health records. A mentor is a peer tutor for a class teacher to discuss issues and matters regarding classroom management, teaching and learning in school.

Following a critical incident that occurred in this school (Suffian, 2009), the "excellent principal" was brought in. "Excellent principal" is the award given to a principal who shows a good performance in their work. The assessment of excellent principals is made by the Ministry of Education Malaysia encompassing four major aspects; namely school administration, financial management, human resources management and the management of pupils' affairs. I managed to interview her during the first phase of data collection only, as during the second phase she was transferred to another school. Another interview was held with the acting principal during the second phase of data collection. The acting principal had previously been a vice-principal in that school.

According to the school magazine, the vision of this school was to develop an environment conducive to learning, through planned and effective educational methods. It aimed to develop quality education in order to educate pupils to be successful people. The school has chartered that the professionals in this school will provide a good educational opportunity to all children for positive behaviour development including academic works and co-curriculums. In line with this

mission, all the classes were identified using moral values such as patience, excellence, confidence, graceful, grace, wisdom, harmony and dedication.

6.4.3 Conceptualisation of positive and negative behaviour

In order to explore the concept of positive and negative behaviour, data from questionnaires and interviews were processed. It begins with detailed findings from the analysis of the relationship between demographic variables and the participants' perceptions of six identified pupil behaviours. Then, emerging themes from the narrative data are presented.

6.4.3.1 Professionals' perceptions of behaviour of pupils

This sub-section presents the relationship between demographic variables and the participants' perceptions of the six identified pupil behaviours.

Table 6.10 Professionals' perceptions of behaviour categories, by roles and experience

Behaviour	*Roles*															*NR*
	Principal			*Counsellor*			*Class Teacher*			*Discipline Teacher*			*PE Teacher*			
	PB	*NB*	*N*	*PB*	*NB*	*N*	*PB*	*NB*	*N*	*PB*	*NB*	*N*	*PB*	*NB*	*N*	
Raising a hand to ask the teacher a question	1	0	0	1	0	0	18	0	0	1	0	0	2	0	0	4
Quietly talking with other pupils when there is no teacher in the classroom	1	0	0	1	0	0	14	0	1	0	0	0	2	0	0	8
Talking to teachers without using a teacher's title	0	1	0	0	1	0	2	16	0	0	1	0	0	2	0	4
Not greeting a teacher in public	0	1	0	0	1	0	0	17	1	1	0	0	0	2	0	4
Pupils using their native language when a teacher is in a classroom	0	0	0	0	0	0	2	15	0	0	1	0	0	1	0	8
Pupils accepting consequences without having a discussion about blame	0	0	1	0	1	0	1	13	4	0	1	0	0	1	1	4

Behaviour	*Experience (years)*												*NR*
	0-5			*6-10*			*11-15*			*Over 21*			
	PB	*NB*	*N*	*PB*	*NB*	*N*	*PB*	*NB*	*N*	*PB*	*NB*	*N*	
Raising a hand to ask the teacher a question	5	0	0	8	0	0	8	0	0	2	0	0	4
Quietly talking with other pupils when there is no teacher in the classroom	4	0	0	7	0	0	5	0	0	2	0	0	9
Talking to teachers without using a teacher's title	0	5	0	6	0	0	8	0	0	2	0	0	6
Not greeting a teacher in public	0	4	1	0	8	0	0	8	0	0	2	0	4
Pupils using their native language when a teacher is in a classroom	1	2	2	1	7	0	0	7	1	0	1	1	4
Pupils accepting consequences without having a discussion about blame	0	3	2	0	7	1	1	6	1	0	0	2	4

Note: PB=Positive Behaviour, NB=Negative Behaviour, N=Neither, NR=No response

As can be seen in Tables 6.10 and 6.11, most professionals considered the first two behavioural categories to be positive. The remainder were negative. It seems that, irrespective of the professionals' background, all professionals had similar perceptions regarding the behavioural categories.

Table 6.11 Professionals' perceptions of behaviour categories, by age, ethnicity, gender and academic qualification

Age (years)										
Behaviour	*26-35*			*36-45*			*Over 46*			*NR*
	PB	*NB*	*N*	*PB*	*NB*	*N*	*PB*	*NB*	*N*	
Raising a hand to ask the teacher a question	13	0	0	8	0	0	2	0	0	4
Quietly talking with other pupils when there is no teacher in the classroom	11	0	1	5	0	0	2	0	0	8
Talking to teachers without using a teacher's title	2	11	0	0	8	0	0	2	0	4
Not greeting a teacher in public	0	12	1	0	8	0	0	2	0	4
Pupils using their native language when a teacher is in a classroom	2	9	0	0	7	0	0	1	0	8
Pupils accepting consequences without having a discussion about blame	0	11	0	0	5	0	0	0	0	11

Ethnicity										
Behaviour	*Malay*			*Chinese*			*Indian*			*NR*
	PB	*NB*	*N*	*PB*	*NB*	*N*	*PB*	*NB*	*N*	
Raising a hand to ask the teacher a question	19	0	0	2	0	0	2	0	0	4
Quietly talking with other pupils when there is no teacher in the classroom	15	0	1	1	0	0	2	0	0	8
Talking to teachers without using a teacher's title	1	18	0	1	1	0	0	2	0	4
Not greeting a teacher in public	0	18	1	0	2	0	0	2	0	4
Pupils using their native language when a teacher is in a classroom	2	14	3	0	2	0	0	1	1	4
Pupils accepting consequences without having a discussion about blame	1	13	5	0	1	0	0	2	0	5

Gender							
Behaviour	*Male*			*Female*			*NR*
	PB	*NB*	*N*	*PB*	*NB*	*N*	
Raising a hand to ask the teacher a question	4	0	0	19	0	0	4
Quietly talking with other pupils when there is no teacher in the classroom	3	0	0	15	0	1	8
Talking to teachers without using a teacher's title	0	4	0	0	17	2	4
Not greeting a teacher in public	0	4	0	0	18	1	4
Pupils using their native language when a teacher is in a classroom	0	2	2	2	15	2	4
Pupils accepting consequences without having a discussion about blame	0	2	2	1	14	4	4

Highest academic qualification							
Behaviour	*Master/PhD.*			*Bachelor's degree*			*NR*
	PB	*NB*	*N*	*PB*	*NB*	*N*	
Raising a hand to ask the teacher a question	6	0	0	17	0	0	4
Quietly talking with other pupils when there is no teacher in the classroom	5	0	0	13	0	1	8
Talking to teachers without using a teacher's title	0	6	0	0	15	2	4
Not greeting a teacher in public	0	6	0	0	16	1	4
Pupils using their native language when a teacher is in a classroom	0	6	0	0	16	1	4
Pupils accepting consequences without having a discussion about blame	0	5	1	1	11	6	3

Note: PB=Positive Behaviour, NB=Negative Behaviour, N=Neither, NR=No response

6.4.3.2 Emerging themes from professionals' perspectives

From the professionals' perspectives, the concept of positive and negative behaviour revolved around the following themes: academic attainments, discipline, control, interpersonal relationships, interactions, respectful behaviour, and religious norms.

Academic attainment

While talking about pupils' behaviour, some professionals expanded the view of academic attainments and learning behaviour. The professionals averred that high academic achievers have better behaviour compared to moderate academic achievers.

> *Pupils in science classes behave better than pupils in the last classes ... (Physical Education Teacher CS1- A, Malay, female, 42 years old)*

It has been found in this study that all 15 schools had implemented streaming in the school system, where pupils were grouped according to their academic performance. High academic achievers are grouped in sciences classes and moderate academic achievers are gathered in art, technical and vocational classes. One professional opined that high academic achievers are more mature than moderate/low academic achievers.

> *Pupils from good classes usually display better behaviour in comparison to pupils who are weak in academic. A clever pupil has a maturity in thinking. (Counsellor CS1, Malay, female, 29 years old)*

When talking about negative behaviour, the physical education teacher pointed that pupils who are academically weak are difficult to be controlled.

> *Pupils in the last classes are more aggressive in comparison to pupils in good classes. They do not want to be controlled. (Physical Education Teacher CS1-A, Malay, female, 42 years old)*

However, this does not mean that all high academic achievers are better behaved than low achievers. There are a few pupils from this group who still pose a challenge to teachers. One teacher contended the view of high academic achievers have better behaviour than low achievers.

> *I teach pupils who are weak academically. In these classes, around 20% of them exhibit challenging behaviour. Even, in good classes there are one or two pupils who exhibit such behaviour. (Class Teacher CS1-B, Malay, female, 43 years old)*

Further, another teacher suggests that low academic achievers may have other strengths. They may have better performance in hands-on skills.

> *We are hoping that all pupils can be successful in their study. However, we know that not all pupils are good at academic subjects. We need to be aware that they may be weak in certain areas but have strengths in other areas, such as in music and sports. (Class Teacher CS1-A, Malay, female, 39 years old)*

The above comments show that there is a close relation between the concept of positive behaviour and pupils' achievement in both areas – academic or/and non-academic.

Discipline

The majority of participants have talked about pupils' discipline and indiscipline. For instance, all interview professionals discussed the importance of promoting good discipline in pupils. The teacher expected that all pupils should have good discipline:

> *I really hope that all pupils should exhibit good behaviour. I mean, they should be disciplined. I also hope that undisciplined pupils will modify*

> *and improve their behaviour. Actually, all pupils should have good attitude and behaviour. (Class Teacher CS1-A, Malay, female, 39 years old)*

Another interviewee stated that obedient behaviour was a prerequisite for effective schooling.

> *I strongly believe that having good discipline is a pillar for success. In fact, effective learning relies on how teachers can discipline the pupils in lessons. I always emphasise the pupils' discipline in the physical education lessons. (Physical Education Teacher CS1-A, Malay, female, 42 years old)*

Referring to the school data, the principal reported that some pupils were suspended, transferred and expelled due to numerous disciplinary problems.

> *To the date, 15 pupils have been transferred and 16 were expelled. Some of them appealed to rejoin the school but only four pupils were accepted. Other disciplinary problems that need to be monitored are playing truant, lack of punctuality, stealing, smoking and vandalising school property. (Vice-Principal CS1, Malay, female, 53 years old)*

The most serious problems occurring in this school as reported by one teacher regarded aggressive and bullying behaviour. She described a case where a Chinese pupil was bullied by a Malay boy.

> *Last year, a Chinese boy was slapped by a Malay pupil. I am not sure why it has happened but as I am pretty sure that it has a link with prejudice between them. (Class Teacher CS1-B, Malay, female, 43 years old)*

In another occasion, an Indian boy was assaulted by a group of Malay boys.

> *The Malay boy just went and opened up the Indian boy's bag and threw away a bottle and everything from the bag. He accused others of having stolen his belongings. Actually, he didn't know who really did it. (Discipline Teacher CS1, Indian, male, 50 years old)*

The above comment suggests the importance of integration between multi-ethnic pupils. Without proper planning and strategic implementation, the problem may spread out to a larger scale.

During the data collection process, I was informed that a few pupils were caned due to disciplinary problems. They went out from the school to have breakfast.

> *They went out because they said that they were hungry and they went out. You know, they don't feel it is wrong. They said they were hungry and they went out. They don't regret with their action. In fact, they even said sorry about that. They just said that they went out (because) they were hungry. (Discipline Teacher CS1, Indian, male, 50 years old)*

Other disciplinary problems posing a challenge to school professionals were the lack of punctuality, playing truant, skip classes, and stealing.

> *Truancy is a major problem in many secondary schools. Just now, a few pupils skipped my class. Pupils seemed to be more disciplined before the snack time. They are in a classroom. However, their behaviour is different after the snack time as they tend to skip many classes. This is a common scenario in most of national secondary schools. (Class Teacher CS1-A, Malay, female, 39 years old)*

> *One girl had lost her mobile phone. I asked her to meet a group of pupils who are already known as problematic pupils. I was right. The mobile had been stolen by this group. Luckily, they have returned it. (Class Teacher CS1-B, Malay, female, 43 years old)*

In a classroom context, disruptive pupils posed a big challenge to teachers and pupils. Some interviewees reported that the teachers need to spend more time to 'control' them within a limited teaching hour. Sometimes, disruptive behaviour had led to more serious problem.

> *Disruptive pupils pose a challenge to teachers. This is because teachers need to focus on controlling pupils rather organising teaching and learning activities When a teacher is teaching, some pupils do not pay*

> *attention to the lesson. The teacher will lose his or her focus on the lesson. They do not listen to a teacher's instruction and advice. They are talking to each other, making a joke and over action in their behaviour. Sometimes their behaviour leads to a chaotic situation such as fighting and quarrelling. (Counsellor CS1, Malay, female, 29 years old)*

Another interviewee pointed out that pupils misbehave because they need attention.

> *Actually, disruptive pupils seek a teacher's attention. If we ignore them, they will disrupt their friends who are doing academic works. They sing loudly or drum on the desk. (Class Teacher CS1-A, Malay, female, 39 years old)*

The above comments suggest that the conceptualisation of negative behaviour has a relationship with overt behaviour of pupils that posed a challenge to school professionals. In order to overcome those behaviour problems, the participants have raised the importance of controlling pupil behaviour.

Control

When talking about controlling pupil behaviour, one teacher said that boys were more difficult to control than girls. Boys were more likely to disobey the classroom rules than girls.

> *Compared to boys, the majority of girls in this school are easy to control. Most of the girls wear sport attire in physical education classes. They are involved in academic work and sport activities. However, the boys in this school just want to play. They are not interested in learning theoretical aspects. It is difficult to control them. Actually, they hate to be controlled. (Physical Education Teacher CS1-A, Malay, female, 42 years old)*

Hence, the discipline teacher seemed to support the 'discipline by fear' as a key component to control pupils in school. This may have a close link with the use of corporal punishment.

> *Corporal punishment is effective to control the majority. We put fear into them. You will see immediate response. You can control the majority of pupils. (Discipline Teacher CS1, Indian, male, 50 years old)*

However, pupils seemed to have a sense of revenge for a teacher who hit them.

> *Pupils who have been caned hate the discipline teachers. The pupils have expressed their emotion to me and they said that if they have a chance they want to kill those teachers and vandalise their cars. (Class Teacher CS1-B, Malay, female, 43 years old)*

From the above comments, it can be suggested that the concept of positive and negative behaviour as perceived by professionals is dependent on the extent to which pupils can be controlled in schools. This raises the importance of interpersonal relationships.

Interpersonal relationships

The importance of good interpersonal relationships is basically to bridge the gap that is seen to exist between professionals and pupils. Although having a good relationship with pupils is a key component of positive behaviour development (Kellner, 2007; McDougall, DeWit, King, Miller and Killip, 2004), an interviewee said that there was a negative side of such strategy.

> *Many pupils have a good relationship with me. They always share their problems with me. However, if we are too close with them, they will take advantage of us. (Class Teacher CS1-B, Malay, female, 43 years old)*

When talking about the interpersonal relationships, the school principal said that sincerity was a core element of positive interactions.

> *If you are sincere in doing anything, you will feel happy and satisfied. This affects how you interact with pupils. That is why pupils can accept if you pinch them. They know that you are sincere in educating them. You*

> *will have chemistry with pupils, which helps you to develop a close-knit relationship with pupils. Some teachers who complained that they do not get respect from pupils ... do you know why ... because they are not sincere being a teacher. (Vice-Principal CS1, Malay, female, 50 years old)*

Further, it was reported that poor relationships may lead to a possible conflict. There was a case where a whole class of pupils in this case study school collectively agreed to lock up the classroom as way to show their dissatisfaction towards their teacher's behaviour. They did not let the teacher entering the classroom.

> *I went in the class because the teachers complained that the pupils had locked the doors and the windows. They didn't let teachers to go into the room. So, I have to check what is really happening and my friend explained to me that all of them agreed to lock it up. A whole class of students agreed to do that. Some of them were in their chairs. They were sleeping. (Discipline Teacher CS1, Indian, male, 50 years old)*

The above comment illustrates the importance of good rapport with pupils. This suggests that the conceptualisation of positive behaviour is associated with the extent to which positive relationship exists between professionals and pupils.

Interactions

A consistent message from the interviews involves the interactions with pupils. For instance, an interviewee reported that there were a few pupils who used vulgar words when angry at teachers.

> *The problem is that they (pupils) can say anything towards teachers. For instance, they can say that a teacher is a moron. But if we say that they are a moron, they will get angry. They said that teachers as professionals cannot use bad words in communication. On the other hand, they can do it because they are young and immature. I have been scorned by a naughty pupil. He yelled at me ... [and] said that I am a pig. (Class Teacher CS1-B, Malay, female, 43 years old)*

This situation was seen to negatively affect teacher dignity.

> *They said rude things to the teachers and made the teacher look very weak in front of the whole class. Therefore I have to address this problem immediately. (Discipline Teacher A, Indian, male, 50 years old)*

Another interviewee reported that there was a miscommunication between professionals and pupils from different ethnic backgrounds.

> *Pupils do not realise that they talked in an unacceptable manner. They thought that they are talking properly. However, professionals have different perceptions. For instance, some Chinese pupils are talking loudly to teachers because that is the way they talk in their family. Some teachers cannot accept it. As teachers, we should tell them that their communication style is unacceptable. (Class Teacher A, Malay, female, 39 years old)*

The above comment suggests that social and cultural norms may determine the concept of good and bad. Questionnaire data revealed that 60% of Chinese pupils (n=3) had considered the behaviour of *using native language in a present of a teacher in the classroom* as neither positive nor negative. An interviewee said that is difficult to interact with pupils who weak in the Malay language.

> *There are a few Chinese pupils who cannot converse fluently in Malay. It is difficult to interact with them. So, I use simple language while talking to them ... If we use a high standard of language in teaching, they will not pay attention to the lessons. (Class Teacher A, Malay, female, 39 years old)*

Although learning the Malay language is compulsory, some Chinese pupils learn the language for the sake of getting good grades only.

> *I teach the Malay language. Some Chinese pupils tend to give more focus on getting good grades rather than how to improve their communication skills in the Malay language. (Class Teacher A, Malay, female, 39 years old)*

Indeed, I observed that some pupils from Chinese primary schools had a problem with communicating in Malay. I visited a transition class and observed that pupils struggled to converse in English and the Malay language. Chinese pupils in that class speak Mandarin, and Indians, speak Tamil. In another class, I observed that two Chinese pupils (girls, aged 16 years) had problems to speak Malay. Because of that, they seemed to have lack of self-confidence and were passive. This finding highlights the importance of having a good transition plan for pupils from primary schools to secondary schools and also from home to school environments.

Another interviewee said that some pupils did not listen, and rudely responded to a teacher's advice. This may be due to a contradictory perception of politeness. For instance, professionals perceived that touching pupils is polite, but it was perceived to be unacceptable to some pupils.

> *They (pupils) are rudely replying to a teacher's advice. If the teacher advises the pupils to do something politely, they promptly asked the teachers "Are you sure?" If a teacher is touching them, they will get angry, "What is the matter with you!" This is a common problem in the interaction between teachers and pupils. Actually, a teacher is trying to help those pupils, but it seems that they cannot accept it. (Vice-Principal CS1, Malay, female, 50 years old)*

As a result, teachers felt helpless and frustrated.

> *Nowadays, teachers feel very helpless ... we just cannot do anything ... you call the pupils "Come here!" They will just walk off. You go into the class the pupils just walk out from the class. The teacher said "Sit in the class!" they just walk up. What can the teacher do? (Discipline Teacher CS1, Indian, male, 50 years old)*

The above comment illustrates that ignoring teachers' instructions and poor communications contribute to the idea of negative behaviour.

Based on the comments presented in this theme, it can be suggested that the conceptualisation of positive and negative behaviour has a close link with the social values existing from the interactions between/within participants. The social values are underpinned by the socio-cultural factors.

Respectful behaviour

Questionnaire data revealed that 11 non-Malays categorised the behaviour of *talking to teachers without using a title of teacher or mister* as neither positive nor negative. In the Malay culture, using such titles is necessary when children talk to adults. Some professionals expected that children respect adults. Some professionals reported that pupils who did respect teachers were usually from well educated families.

> *All pupils need to respect teachers irrespective of whatever subject he or she teaches. (Class Teacher CS1-A, Malay, female, 39 years old)*
>
> *Some pupils respect the elderly. They were taught this by their parents since they were a child. (Class Teacher CS1-B, Malay, female, 43 years old)*

It was proposed that there is a link between successful learning and respectful behaviour of pupils.

> *Based on my experience, the majority of failure pupils do not respect teachers. (Class Teacher CS1-A, Malay, female, 39 years old)*

This is because teachers are viewed to be parents for pupils.

> *They need to respect teachers because in a school context, teachers play parenting roles ... they are parents for pupils. (Counsellor CS1, Malay, female, 29 years old)*

One of the respectful behaviour elements is greeting each others in school. Data from the questionnaires demonstrated that there is a significant variance between professionals and pupils in response to *not greeting a teacher in public*. The majority of professionals (82%, n=22) considered such behaviour as negative. On the other hand, more than half of pupils (56%, n=10) categorised it as neither positive nor negative. The class teacher said that:

> *I have said to pupils ... you can see that a parrot knows how to greet others but you never greet teachers and your friends. (Class Teacher CS1-B, Malay, female, 43 years old)*

Religious norms

Some professionals conceptualised positive behaviour within the religious context. There is clear evidence to show that the Islamic norms have underpinned the professionals' notions of good behaviour.

> *In my opinion, if we always recite the holy Quran, always be conscious of ourselves, perform a prayer, talk about a good thing, be surrounded by good people then we will have a positive attitude and behave positively in all situations. (Vice-Principal CS1, Malay, female, 50 years old)*

She added that human behaviour was a result of internal event.

> *Persons with a good heart and who have a strong belief in God will have positive attitudes towards life. This is what we want. We want pupils who are good in their attitudes and also their behaviour. (Vice-Principal CS1, Malay, female, 50 years old)*

One of the Islamic norms is relating to social-relationship between genders. For example, it is impolite for Muslims to mingle with different genders. Therefore, pupils were expected to sit separately in the classroom.

> *I am happy with the current situation where the majority of Muslim pupils are sitting separately in the classroom (Class Teacher CS1-B, Malay, female, 43 years old)*

In response to a question of how a non-Muslim respond to Islamic norms, some interviewees mentioned that non-Muslims could accept it as there were many universal values in Islam that apply to all religions.

> *All religions teach their followers to be good. As there are many universal values in Islam, they can accept it. In fact, these values are also known as moral values which are also taught in moral education programmes. (Vice-Principal CS1, Malay, female, 50 years old)*

Further, a professional explained that non-Muslim teachers understand the Islamic norms because some of them teach Islamic history.

> *Non-Muslim teachers are okay (with the Islamic-based programmes) because they understand the Islamic values. Some of them teach Islamic history. They support this programme. In addition, they have their own programme. They have conducted a motivational talk. Just now, they have organised a quiz competition while Muslims recite the passage from the holy Quran. (Class Teacher CS1-B, Malay, female, 43 years old)*

However, there was insufficient information from pupils and non-Muslim teachers regarding this matter. This means that the comments regarding the Islamic norms and the acceptance level by non-Muslims do not represent all the ethnic groups. It may be biased towards the Muslim professionals' perspective only.

Pupils' perceptions of their behaviour

Descriptive data from the questionnaire show that all pupil participants from this school (n=18) considered *raising a hand to ask the teacher a question* to be positive. Fifteen pupils considered *quietly talking with others when there is no teacher in the*

classroom to be positive. Data also suggest that six out of 12 girls and four out of six boys considered *not greeting teachers in public* to be neither positive nor negative. Six girls and two boys considered it to be negative. It is significant to highlight that most professionals from this school (n=20) considered this behaviour to be negative. This implies that professionals expect that pupils should greet them in public, and that pupils should not use their native language in the presence of teachers in the classroom. Conversely, pupils did not see any problem in not greeting a teacher in public and using their native language.All Indian pupils (n=2) and two Chinese pupils (out of five) considered *the use of native language* as neither positive nor negative behaviour. To expand on pupils' views regarding their behaviour, data from the focus group were analysed.

6.4.3.3 Emerging themes from pupils' perspectives

From the pupils' perspectives, the concept of positive and negative behaviour revolves around the following themes: interpersonal relationships, respectful behaviour, discipline, personality, and helpful behaviour.

Interpersonal relationships

When talking about positive and negative behaviour, pupils often raised issues related to their relationship with teachers and friends. One pupil said that having good relationships with teachers make pupils felt happy in school.

> *As I said before, a good rapport is very important. Teachers who have a good rapport will make pupils feel happy in schools. (Pupil CS1-J, Indian, boy)*

One of the happiness elements was cheerful behaviour and friendly teachers.

> *A teacher should know how to make pupils feel happy in school. I am happy if a teacher uses jokes and humour in carrying out a lesson. Just now, a teacher teased me in her lesson. All pupils laugh because of her jokes. Sometimes, we also teased her during the lesson. (Pupil CS1-E, Indian, boy)*
>
> *Teachers should not be too serious in organising lessons. It makes me feel bored. Further, it is difficult to remain focused when a teacher is too serious in his or her class. (Pupil CS1-G, Malay, boy)*
>
> *A teacher should be friendly with us. He or she should understand our life as teenagers. (Pupil CS1-H, Malay, girl)*

The above comments highlight the importance of having interactive learning sessions and a good rapport between teachers and pupils. A good rapport can be developed via daily positive interactions with teachers.

> *I have good relationships with many teachers because they always help me to solve classroom problems. As a class monitor, I often have discussions on pupils' behavioural problems with my class teacher. She does not hesitate to help me whatever the situation. (Pupil CS1-D, Malay, girl)*

Three pupils mentioned that teacher behaviour had a great impact on pupil motivations and actions.

> *Actually, what the teachers are doing and the way they talk has a direct impact on our behaviour. We feel unhappy when the teachers show bad attitudes, bad moods and are always blabbering. Our motivation depends on how teachers treat us. (Pupil CS1-E, Indian, boy)*
>
> *I feel bored in her class. She is always blabbering ... (Pupil CS1-C, Malay, boy)*
>
> *I feel sleepy when she is organising lessons ... slow voice ... monotone ... actually, she is fussy. (Pupil CS1-D, Malay, girl)*

One pupil reported that the majority of pupils in his school had poor relationships with discipline teachers. He mentioned that the teacher misused the authority given by the school.

> *Most pupils hate the discipline teachers in this school. They do not have good relationships with us. One of them always uses his authority to punish us even for a small fault. I have been caned by him many times without a concrete reason. (Pupil CS1-A, Malay, boy)*

The majority of the focus group pupils (n=8) stated that cheerful friends make them happy.

> *I am happy to be friendly with cheerful persons. They make me happy and enjoy school. We always share our problems, hobbies and experiences. (Pupil CS1-A, Malay, girl)*
>
> *My best friends ... they always help me and make me happy. We make jokes, going out together, share common interests and often have academic discussions. (Pupil CS1-F, Malay, girl)*
>
> *For me, a good friend is someone who has a common interest and who listens to our problems. He or she lets us talk about our problems without any interruptions. This makes us happy to share any stories with him or her. (Pupil CS1-H, Malay, girl)*

Another pupil said that trust in friends was a contributor to happiness in schools.

> *A good friend is someone who can be trusted. We will feel happy spending time with him or her. (Pupil CS1-A, Malay, girl)*

Two pupils reported that provocative pupils make other pupils feel unhappy in schools.

> *I hate someone who is a hypocrite. It is difficult to accept when I know that one of my best friends has said a bad thing about me. I also do not like people who are not keeping their promises and take everything too seriously. For instance, because of a joke he or she has challenged me to a fight. (Pupil CS1-C, Malay, girl)*

> *The most important thing is that he or she is not too emotional in friendship. I mean he or she is not a sensitive person. (Pupil CS1-A, Malay, girl)*

Another pupil talked about co-operation among pupils in completing the given tasks. She mentioned that some pupils are lazy and do not have a sense of responsibility for their work. As a result, she was unhappy to interact with these pupils.

> *You know, some pupils, they are lazy, stubborn and arrogant. In group work, these pupils always find excuses and do not do their work. As a result, we will be given a poor grade or mark. Most of the time, the same pupils are doing all the work. That is why I have tried to be away from this group when the teacher gives an assignment. (Pupil CS1-D, Malay, girl)*

Another pupil talked about behavioural change. He explained that some pupils had different attitudes and behaviour when they entered secondary school.

> *I do not know what the problem with my friends is. They were very good in primary school. I always spent time with them. They were studious, obedient and showed very good attitudes. However, they have changed since they started secondary school. They have started to play truant and engage in negative activities. I told them that they have to stop doing these things. Unfortunately, they were angry at me and they said that things have changed now. They said that I was their old friend and now I am supposed not to bother them. So, I just let them be. (Pupil CS1-E, Indian, boy)*

It can be suggested that the conceptualisation of positive and negative behaviour has close links with stimulus and response. The positive action of teachers had an impact on pupils' good behaviour.

Respectful behaviour

When talking about their relationship with teachers and friends, some pupils raised issues relating to respectful behaviour. This includes actions taken by teachers in fulfilling the needs of pupils.

> *I do respect teachers who are supportive and respond to pupils' needs. They make us feel valued and happy in school. They know how to interact with us politely. (Pupil CS1-C, Malay, girl)*
>
> *Sometimes, a teacher should be hanging out with us or playing sport together. If the teacher is doing that, he or she will understand the needs of teenagers. (Pupil CS1-H, Malay, girl)*

One pupil talked about her dilemma in carrying out her duty as a school prefect.

> *As a school prefect, I face difficulties in advising my friends who have tried to breach the school rules. I have to warn them and sometimes I need to make a report on their misbehaviour. Sometimes, this will break our friendship. Some of them seemed not to respect me either as a friend or a school prefect (Pupil CS1-A, Malay, girl).*

It can be suggested that respectful behaviour according to pupils has a link with the relationship with peers and teachers.

Discipline

When talking about positive and negative behaviour, pupils highlighted the issues of disciplinary problems that have occurred in the school. This includes vandalism, playing truant and aggressive behaviour. One pupil mentioned that there was a case where a pupil punched the school wall as a way to express their dissatisfaction with teachers.

> *He has punched the toilet panel. I asked him why you are punching that dividing wall. He said that he wanted to release his anger towards a teacher. Furthermore, he wanted to express his frustrations with the*

> *teachers. He has a clear reason for doing that. So, I asked him ... do you think that is effective? He replied that I do not care ... as long as I can release my anger. The pupils explained that he will face more problems if he punches the teacher. (Pupil CS1-E, Indian, boy)*

Some pupils reported that both boys and girls had vandalised school property. This included drawing on the school wall and damaging the school furniture.

> *Some girls stain the toilet wall. She vandalised the toilet. (Pupil CS1-A, Malay, girl)*

> *They also have vandalised school furniture. Some of them, especially boys have punched a wall to show their strength to other pupils, (PupilCS1- B, Malay, boy)*

Another pupil said that a copper tap was stolen by pupils. They earned money by selling these stolen materials.

> *Some pupils stole a copper tap. They sold it to a scrap yard. This is an easy way to get money. (Pupil CS1-B, Malay, boy)*

One pupil explained that undisciplined pupils were academically poor. She shared her experience of this using an example of the teacher who tried to include poor academic achievers in a good class. However, it was ineffective.

> *I am from a good class where the majority of us obtained good grades in most of the academic subjects. Last year, a teacher included some pupils from art classes into my class. By making friends with us, the teacher expected that they could improve their behaviour. We have tried to help them in improving their behaviour. We also helped them in doing their homework. However, they could not cope with the environment. They have been absent for a whole month. (Pupil CS1-C, Malay, girl)*

Personality

Pupils who are friendly, adaptable, action-oriented, people-oriented, and fun loving are some of the most preferred popular characters. A pupil mentioned that she likes to befriend pupils who were cheerful, friendly and easy going. She does not like to be friendly with serious and quiet persons.

> *It is difficult to interact with a quiet and serious person. I am happy when spending time with those who are cheerful, friendly and easy going. It is easy for me to share good and bad experience with friends who have these characteristics. (Pupil CS1-A, Malay, girl)*

A pupil said that it was easy to interact with pupils who were adaptable and open-minded.

> *I am happy to have a friend who is open-minded. He or she can accept my weaknesses. Although we may have different hobbies, we can still hang out together. Sometimes I tried his or her hobbies and another time he or she tried my hobbies. (Pupil CS1-C, Malay, girl)*

Another pupil also talked about the same thing.

> *My friends are open-minded. They can accept my weaknesses and are ready to share good and bad moments. (Pupil CS1-H, Malay, girl)*

When talking about negative behaviour, a pupil reported that some pupils were irresponsible and could not be trusted.

> *As my friend said just now, I hate to befriend pupils who are irresponsible. We cannot trust them. He or she may not realise that we do not like his or her behaviour (Pupil CS1-G, Malay, boy)*

Helpful behaviour

Helpful behaviour is considered to be positive. Some pupils said that they appreciate friends who always helped them.

> *A good friend is a person who can be with us in whatever situation. We can discuss academic subjects with him or her ... I like to be friendly with someone who is helpful. He or she is willing to help me in solving a problem ... (Pupil CS1-J, Indian, boy)*

Another pupil also said the same thing.

> *In terms of relationships with friends, I agreed with other participants that a good friend is someone who is willing to help us, share a problem, take care of us and is supportive. (Pupil G, Malay, boy)*

6.4.3.4 Key findings for the conceptualisation of positive and negative behaviour

In exploring the meaning of the aforementioned discussion, it can be observed that the conceptualisations of positive and negative behaviour are complex. Both professionals and pupils have raised issues relating to discipline, interpersonal relationships and respectful behaviour. Pupils were more likely to talk about their relationship with friends than with teachers. On the other hand, teachers tended to talk about teacher-pupil relationships. Both professionals and pupils might not realise that they have some commonalities and discrepancies in conceptualising positive and negative behaviour. This suggests the need for more forums and discussions between professionals and teachers.

6.4.4 Whole-school strategies

This sub-section presents themes that emerged from individual interviews with professionals and the focus regarding strategies that are used in this school. Observation data was also included in describing strategies for promoting positive behaviour at the school and classroom levels.

6.4.4.1 Observations and professional's perspectives on the whole-school strategies

Themes emerging from the professionals' data included school assemblies,, collaboration programmes, home-school partnership, school fund project, "morning prayer", counselling and punitive discipline.

School assemblies

A school assembly is a weekly programme which is used as a platform to communicate with the all of the pupils in the school. It was organised on Mondays and Fridays, 30 minutes before the official learning starts. On Mondays, issues on school activities, student affairs issues, and academic matters were usually presented. It was more a one-way communication instead of interaction. On Fridays, the gathering was more focused on moral education and Islamic activities. I observed that Muslims recited the holy Quran and were involved in the Islamic activities, whereas non-Muslims participated in moral education on Monday mornings. All pupils are encouraged to wear a national uniform (known as *baju Melayu* in the Malay language) on Fridays. In this school, pupils were gathered separately in a

multi-purpose hall according to their genders (see Figure 6.1). According to one professional, Islam has a clear guideline regarding the interactions between boys and girls.

> *We separated girls and boys during the assembly. Islam does not allow girls and boy to mingle together. It should be a limitation in the interactions between girls and boys. They understand about this as we always mention this in my class (she teaches Islamic education). (Class Teacher CS1-B, Malay, female, 43 years old)*

Figure 6.1 shows the layout for school assemblies at Case Study School 1. A security guard was appointed to control the school visitors. There was a guard room at the school gate.

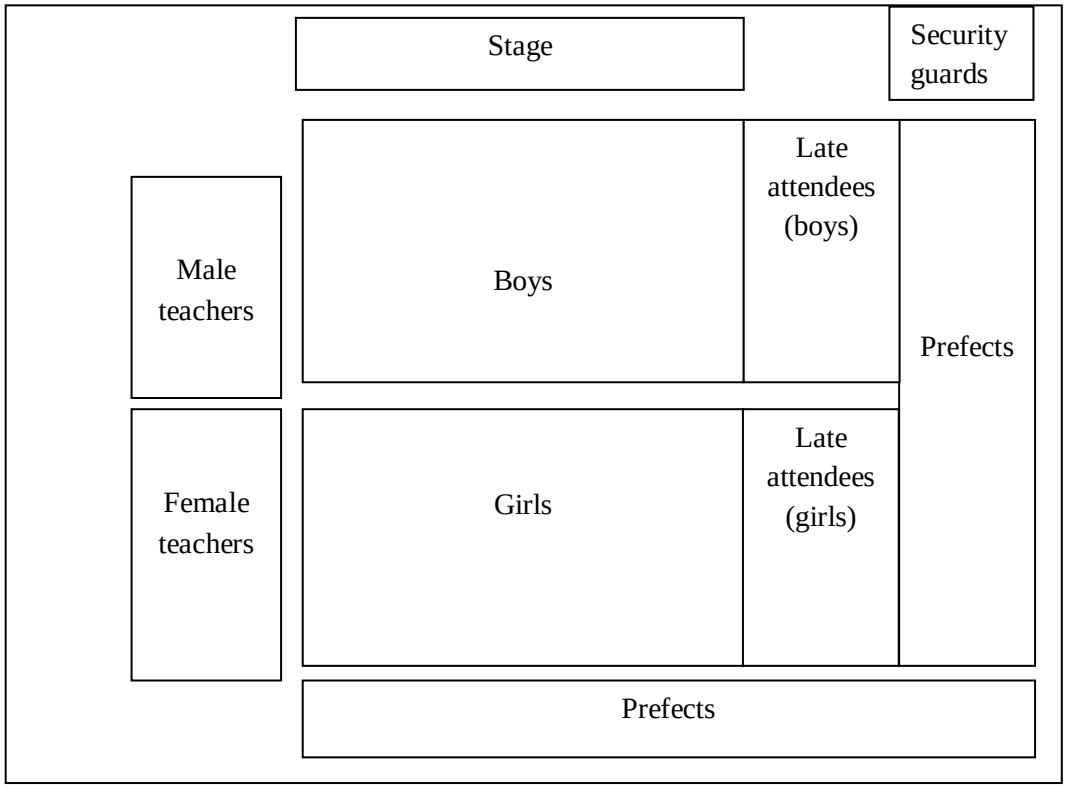


Figure 6.1 Assemblies at Case Study School 1

This kind of programme is also carried out in this school in conjunction with the national celebrations including the Malaysian national day, Eid festival, and

campaigns at national level. External speakers were invited to organise the programme. The school counsellor reported that the activities are regularly conducted. I attended these three programmes and observed that pupils seemed uninterested with these programmes. This was confirmed by focus groups mentioning that they disliked such programmes. According to them, an attractive lecture should have a sense of humour.

Collaboration programme

All the professionals articulated that the school organised many collaboration programmes with non-school agencies including the Royal Malaysian Police, some private companies, and local higher institutions. During the administration meeting in this school, the senior management team reported that the school had organised many collaboration programmes such as academic visits to local universities, anti-drugs exhibition, disciplinary week, and motivational camps. One professional mentioned that pupils visited automotive manufacturers and local universities as a way to inspire them regarding their future careers.

> *Private colleges and universities have a good connection with this school. We organised visits to some colleges, universities and automotive companies. Pupils will know their paths after completing the school and passing the national examinations. Those who are academically weak, I encouraged them to study in technical colleges. There are a lot of opportunities for work in the automotive industries. (Class Teacher CS1-A, Malay, female, 39 years old)*

Two professionals reported that the school organised some motivational camps aimed at improving pupils' behaviour and also guiding pupils to achieve good grades. Although the term "motivational camps" were used by interviewees, some of them were actually intervention programmes. For instance, one interviewee

mentioned that pupils who have bullied others were gathered in a camp organised by an authorised agency. It aimed at making pupils realise that bullying is not acceptable.

> *Pupils with disciplinary problems, especially who have physically bullied other pupils, were sent to a motivational camp. It was organised by an ex-army agency. I have been informed that they used military disciplinary technique to improve the behaviour of those pupils. (Class Teacher CS1-B, Malay, female, 43 years old)*

Another participant said that the school organised a programme to prepare pupils for the national examination. The programmes were organised by external experts.

> *If you see the school calendar, you will find many academic-based programmes organised by the counselling department. We invited external experts to guide pupils in getting good academic grades. This is a regular programme in this school. (Counsellor CS1, Malay, female, 29 years old)*

The school principal mentioned that good collaborations with some financial agencies had helped the school to get more funding.

> *We managed to get support from financial institutions such as Baitulmal and local banks. This is to tell that you that collaboration with non-school agencies is a very important part of school management. (Principal CS1, Malay, female, 50 years old)*

Home-school partnership

The school has regularly conducted ‘parents-meet-teacher’ programmes. However, the school principal mentioned that there was a poor turnout from parents.

> *I am not satisfied with the parental involvement in our parents-meet-teacher programme. (Principal CS1, Malay, female, 50 years old)*

During the administration meeting, the principal articulated that there was congestion during the day due to the limitation of parking space. She speculated that difficulty of access to the school and poor interactions with parents were contributors to the poor attendance.

The school's vice-principal articulated the importance of moral and religious values for promoting positive behaviour.

> *I strongly believe that pupils should have a strong Islamic value. This would prevent them from behaving negatively. Parents should play integral roles in educating good values. ... For non-Muslims they should practise their religion. (Vice-Principal CS1, Malay, female, 53 years old)*

School fund project

It has been informed in the administration meeting that the school had organised the school fund project namely *Ceriaton* programme. Each pupil was asked to collect at least MYR10.00 from the community where they lived. A specific card was given to pupils, the loss of which would result in a MYR50.00 penalty charge.

> *The total collection up to the date is MYR51,000.00 excluding several classes that did not fully return the cards and their collections. The highest amount was collected by Form 1 pupils (aged 13 years). (Principal CS1, Malay, female, 50 years old)*

One teacher disagreed with this programme because it would burden low-income parents. However, there was no intention to review the programme as no-one in the administration meeting mentioned this idea.

“Morning Prayer”

All teachers attended special meeting on Mondays to discuss issues, matters and problems faced by teachers from the previous week with the school’s top management team. The meeting was known as “Morning Prayer”. According to the vice-principal, the meeting was very important because it enables a direct contact with all the teachers.

> *Morning Prayer is a school initiative. The meeting is very important for us, at the top level, to be aware of what is going on in this compound. Further, it is an opportunity to meet all teachers and listen to their problems. We have a special committee to record teachers’ and pupils’ behaviour. The purpose of this monitoring is to ensure that we can improve productivity and at the same time we promote co-operation among teachers. (Vice-Principal CS1, Malay, female, 53 years old)*

The vice-principal explained that the top management recorded certain behaviour of teachers and pupils in a book, which was used during the meeting to discuss any concerns. In addition to this source, feedback from pupils was included in the meeting. A suggestion box had been placed in the school office, which enables pupils to provide their suggestions.

Counselling

The school counsellor reported that due to multi-ethnic pupils in this school, two counsellors from different ethnic groups were appointed. She mentioned that it is important to have an understanding of the pupils’ cultural backgrounds as it helps the counsellors to guide them.

> *Some pupils had a problem to converse in the Malay language. Pupils from a transition class, for instance, had limitations in speaking Malay*

> *and English. In this school, we have two counsellors, I am Malay and another is Indian. (Counsellor CS1, Malay, female, 29 years old)*

Her hopes were that teachers could work closely with the counselling unit. She mentioned that teachers met with pupils more often than counsellors did, and that it is difficult to interact with pupils without support from teachers. Another professional explained that some teachers did not refer pupils to the counselling unit as they thought that counselling is not effective for some pupils.

> *Some pupils need to be punished. Counselling sometimes does not work for some pupils. They do not improve their behaviour (Class Teacher CS1-B, Malay, female, 43 years old)*

This point of view was supported by a discipline teacher.

> *All the pupils had different attitudes and behaviour. Mischievous pupils are difficult to handle and they do not respond to the soft approach. Then the tough approach, such as caning, may be effective. (Discipline Teacher CS1, Indian, male, 50 years old)*

Punitive discipline

The discipline teacher explained that pupils were informed of the school rules and the consequences of breaching the rules.

> *Normally what I will do is to tell the students at assemblies what is expected of their behaviour. I explain the rules to them ... we have a book of rules, which specifies what they can do and what they cannot do in the school. So, at the beginning of the year we will talk sometimes before the lessons have properly started and I take sometime during the assemblies to explain the most important rules to them. I read the rules out of the book, ok, and then I explain them, so that the pupils will understand what these rules mean. (Discipline Teacher CS1, Indian, male, 50 years old)*

During my visit to this school, a group of pupils were sent to the disciplinary unit. These pupils had left the school without permission, then sneaked into the school

and had a gang fight with another group of pupils. All of them were found guilty and were physically punished by the discipline teachers, and witnessed by the vice-principal.

6.4.4.2 Pupils' perspectives on the whole-school strategies

The following themes emerged from focus group data included school prefect, punitive discipline and peer mentoring.

School prefect

Focus group interviews revealed that the school prefects helped teachers to enforce the school rules. Sometimes, the school prefect faced a conflict and dilemma between friendship and his/her role as prefect. One pupil reported that he had a poor relationship with his peers after advising them to stop from breaching the school rules.

> *One day, I met my friend. We came from the same primary school. He was so kind in primary school. I do not understand why he behaves differently in secondary school. I advised them to stop breaking the school rules and he was angry and accused me of being a busy body. I told him that as a good friend, he should listen to me. But he refused and said that things are different now. (Pupil CS1-J, Indian, boy)*

I observed that the school prefects were appointed at the school gate together with several teachers and a security guard every morning. During the visits, teachers carried a cane in their hands waiting for late attendees. It seemed to give a message to all pupils that latecomers would be punished.

Punitive discipline

Pupils mentioned that corporal punishment is permitted and was commonly used by discipline teachers. However, it was suggested that professionals should discuss the pupil's fault before taking any further action. One pupil talked about his frustration towards one teacher who was punishing pupils without in-depth investigations.

> *I hate teacher X. He's like a policeman in this school. He just knows about punishment. (Pupil CS1-B, Malay, boy)*

I observed that carrying a cane into the classroom is a common practice in this school.

Peer mentoring

Some pupils mentioned that peer mentoring was ineffective.

> *Last year, a few pupils from the last classes joined our class. They had disciplinary problems as well academic problems. Teachers expected that they would change their behaviour. We had supported them, we helped them to answer some questions, and we were happy to help them. Unfortunately, they seemed unhappy. After a month they did not attend the school anymore. It was an unsuccessful strategy. (Pupil CS1-D, Malay, girl)*

6.4.4.3 Summary

It was clear that regular assemblies and punitive discipline were the core strategies for promoting positive behaviour in this school. Professionals were more likely to highlight the collaboration and partnership programmes, but these were not discussed by pupils. The school prefects had dilemmas between friendships and their

roles as prefects. The religious norms are found to underpin the professionals' perspectives on positive and negative behaviour.

6.4.5 Strategies used in the classroom

This segment compares the perspectives of professionals and pupils towards predetermined strategies used at the classroom level. It also discusses the link between the professionals' and pupils' beliefs towards appropriate strategies and how they were translated into practice.

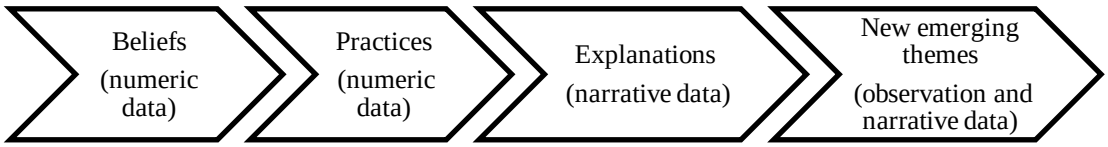


Figure 6.2 The structure of discussions on the classroom management strategies

Figure 6.2 shows the structure of this segment. Following on from the questionnaire data, further explanation was made using the narrative data obtained. In addition, new emerging themes on the classroom management strategies were also carried out. Detailed results are discussed next.

6.4.5.1 Interaction

Table 6.12 shows that all professionals (n=27) and pupils (n=18) agreed that they should respect each other. Compared to pupils (55%, n=18), 93% of professionals agreed that all teachers should treat the pupils who have been punished with respect when they came back to class. However, there is a gap between their beliefs and

practice. For instance, only half the pupils said that they were treated with respect by professionals.

Table 6.12 Interactions: belief and practice

Belief	*Roles*	*n*	*Agreed*	*Disagreed*	*Do not know*	*No response*
Teachers and pupils should respect each other	Professionals	27	100%	0	0	0
	Pupils	18	100%	0	0	0
All teachers should treat the pupils who have been punished with respect when they come back to class	Professionals	27	93%	7%	0	0
	Pupils	18	55%	39%	6%	0
Practice						
Practice	*Roles*	*n*	*Always*	*Sometimes*	*Never*	*Not applicable*
Treat pupils with respect	Professionals	24	88%	13%	0	0
	Pupils	18	50%	50%	0	0
Pupils are able to give their side of the story when blamed for doing something wrong	Professionals	24	83%	17%	0	0
	Pupils	18	45%	33%	22%	0

This comment may be able to answer this discrepancy:

> *Nowadays, pupils do not respect teachers. Compared to our time, pupils these days do not respect teachers. Compared to primary school pupils, secondary school pupils are more difficult to teach ... they do not want to listen to us. (Class Teacher CS1-A, Malay, female, 39 years old)*
>
> *They (teachers) should respect pupils. They should really do investigations before taking any actions. They cannot easily punish us. They cannot easily take any decisions without in-depth investigations. They are not policemen. They are teachers. (Pupil CS1-J, Indian, boy)*

The above comments suggest that professionals and pupils had a different notion regarding respectful behaviour. The professional complained that they are not respected by the pupils. On the other hand, the pupil complained that some professionals do not respect them. Both of them may not realise that there is a

significant variance between them. This is one of the significant contributions from the current study.

The statistical data shows that the majority of professionals and only 45% of pupils reported that the pupils are given a chance to discuss their offence. This is parallel with the code of conduct for punishment, where pupils should be informed in advance about blames before any further action.

6.4.5.2 Interpersonal relationships

As can be seen in Table 6.13, both professionals and pupils agreed that teachers should create a positive environment to promote better social relationships.

Table 6.13 Interpersonal relationship: belief and practice

Belief	*Roles*	*n*	*Agreed*	*Disagreed*	*Do not know*	*No response*
All teachers should create an environment that pupils feel comfortable to share their problems with them	Professionals	26	100%	0	0	0
	Pupils	18	83%	11%	6%	0
Practice						
Practice	*Roles*	*n*	*Always*	*Sometimes*	*Never*	*Not applicable*
Discuss with pupils about their feelings towards any issues	Professionals	24	38%	58%	0	0
	Pupils	18	6%	78%	17%	0

Pupils said that they felt happy to share their problems with cheerful and supportive teachers.

> *I hate teachers who are bad tempered and fussy. A good teacher is someone who can control his or her emotions and take care of pupils. (Pupil CS1-F, Malay, boy)*

However, the strategy was not a regular practice in this school. It can be argued here that this situation occurred due the teachers' work load. I observed that the majority of teachers in this school were allocated 25 to 32 teaching periods per week (30 to 40 minutes for one session). In addition, they have to carry out other roles and responsibilities such as class teacher, discipline teacher, sport advisor and many other roles relating to the school activities. Further, the school counsellor highlighted the importance of psychological knowledge and counselling skills in teachers.

> *Only two counsellors are appointed in this school. It is impossible for us to interact and provide counselling or guidance to thousands pupils. Teachers should know that their roles are very important. They face the same pupils every day. They should know how to interact, advise and guide those pupils. Therefore, teachers should have basic psychological knowledge and counselling skills. (Counsellor CS1, Malay, female, 29 years old)*

6.4.5.3 Partnership

Based on Table 6.14, the majority of the respondents reported that they agreed with the idea of parental engagement as an effective strategy. However, the school principal reported that engaging parents in discussions was not an easy task.

Table 6.14 Perception of partnership, by roles

Belief	*Roles*	*n*	*Agreed*	*Disagreed*	*Do not know*	*No response*
A pupil's parent(s) should be engaged in a discussion of any issues related to the behaviour of their child	Professionals	27	100%	0	0	0
	Pupils	17	83%	12%	0	5%

It was reported that some parents could not accept that their child offends.

> *Some parents cannot accept that their child has engaged in unacceptable activities. They do not believe us. Sometimes, the parents have smacked their child during the discussion. This shows that pupils and parents have relationship problems at home that have negatively affected child behaviour. (Vice-Principal CS1, Malay, female, 53 years old)*

Table 6.15 How often partnership programme is held? By roles

Practice						
Practice	*Roles*	*n*	*Always*	*Sometimes*	*Never*	*Not applicable*
Co-operation with the government agencies	Professionals	24	25%	46%	21%	8%
	Pupils	18	17%	39%	44%	0

Table 6.15 illustrates that compared to pupils, there is a higher percentage of professionals reported that they co-operate with the government agencies. However, 44% of pupils stated that the professionals never had a co-operation with the government agencies. This seems to contradict the actual situations in school where I observed that many joint-venture programmes were held in this school. Furthermore, the school magazine and official documents kept by the counselling unit demonstrated that many collaborative programmes were organised in this school. This can be argued that pupils did not realise these situations because they were not involved at the planning stage.

6.4.5.4 Engagement

As can be seen in Table 6.16, most participants agreed that pupils should be encouraged to take a leadership role. However, only 39% of pupils reported that the professionals always encouraged pupils to actively participate in the school activities. This is because the pupils have different preference. Some of them appeared to be more interested in academic works than extracurricular activities.

Table 6.16 Engagement: belief and practice

Belief	*Roles*	*n*	*Agreed*	*Disagreed*	*Do not know*	*No response*
All teachers should encourage pupils to take leadership roles in the school	Professionals	27	96%	4%	0	0
	Pupils	18	100%	0	0	0
Practice						
Practice	*Roles*	*n*	*Always*	*Sometimes*	*Never*	*Not applicable*
Encourage pupils to actively participate in the school activities	Professionals	24	63%	38%	0	0
	Pupils	18	39%	56%	17%	0

The following comment highlights the importance of various school activities to attract pupil participations.

> *Pupils in this school can be categorised into three groups. They are good, moderate and poor. Good pupils are interested in teaching and learning. They are keen to participate in school activities. The second group only focuses on academic things. They do not want to participate in school activities. The third group, they are not interested in teaching and learning but they are very keen to participate in other school activities. (Class Teacher CS1-B, Malay, female, 43 years old)*

6.4.5.5 Positive reinforcement

Based on Table 6.17, the majority of respondents agreed that teachers should ask pupils what makes them feel happy in school. Similarly, they reported that teachers should speak the way they expect to be spoken to. One element that makes pupils feel happy is positive reinforcement, including the use of praise and encouragement.

> *I feel happy when teachers motivate me to engage in learning activities. Sometimes, this teacher gave a sweet as recognition of what have we done in the past. (Pupil CS1-F, Malay, boy)*

Table 6.17 Positive reinforcement: belief and practice

Belief	*Roles*	*n*	*Agreed*	*Disagreed*	*Do not know*	*No response*
Teachers should ask pupils what makes them feel happy in school	Professionals	27	89%	11%	0	0
	Pupils	18	94%	6%	0	0
Teachers should speak the way they expect to be spoken to	Professionals	26	96%	0	0	4%
	Pupils	18	89%	0	11%	0
Practice						
Practice	*Roles*	*n*	*Always*	*Sometimes*	*Never*	*Not applicable*
Use more praise than criticism in schools	Professionals	24	75%	25%	0	0
	Pupils	18	33%	61%	6%	0

The statistical data shows that the majority of professionals reported that they often praised pupils. Conversely, the majority of pupils reported that praising pupils is not a common practice in this school. The counsellor and discipline teacher have reported that the use of praise is effective for certain pupils only. However, I observed that praising pupils was not common.

6.4.5.6 Guidance

Both professionals and pupils (Table 6.18) agreed that pupils need a teacher's assistance to improve their behaviour. Although the majority of professionals reported that they often guided pupils to find a solution to modify their behavioural problems, only 39% of pupils have reported that the professionals always did that. It should be noted that all the pupils were from a science class who had no behavioural problems. Further, half of pupils reported that teachers never recorded pupils' behavioural problems in a record book.

Table 6.18 Guidance: belief and practice

Belief	*Roles*	*n*	*Agreed*	*Disagreed*	*Do not know*	*No response*
Pupils need a teacher's assistance to improve their behaviour	Professionals	27	100%	0	0	0
	Pupils	18	94%	6%	0	0
Practice						
Practice	*Roles*	*n*	*Always*	*Sometimes*	*Never*	*Not applicable*
Guide pupils to find a solution to modify their behavioural problems	Professionals	24	71%	29%	0	0
	Pupils	18	39%	45%	17%	0
Systematically record of a pupil's behavioural problems	Professionals	27	26%	70%	4%	0
	Pupils	18	18%	33%	50%	0

When talking about the teachers' guidance, the school counsellor suggested that all teachers should be firm in dealing with pupils.

> *The most important element is that all teachers must be firm when taking any actions relating to pupil behaviour. (Counsellor CS1, Malay, female, 29 years old)*

The Class Teacher CS1-A (Malay, female, 39 years old) mentioned that all teachers should know pupils' backgrounds before providing any guidance. This is because the majority of pupils in this school come from moderate socio-economic families. They may have problems at home which affect their behaviour in school. According to her, guiding pupils require patience and it is a time-consuming strategy. All teachers should provide continuous support to these pupils.

6.4.5.7 Punishment

Although the use of punishment in education is controversial, it is considered as one of strategies by the Malaysian government.

Table 6.19 Punishment: belief and practice

Beliefs	*Roles*	*n*	*Agreed*	*Disagreed*	*Do not know*	*NR*
Pupils do not respect teachers who use a cane to control pupils' behaviours	Professionals	27	22%	71%	7%	0
	Pupils	18	39%	50%	11%	0
Practice						
Practice	*Roles*	*n*	*Always*	*Sometimes*	*Never*	*NA*
The use of corporal punishment	Professionals	27	11%	37%	48%	4%
	Pupils	18	33%	61%	6%	0

NR= No response, NA= Not applicable

Table 6.19 shows that the majority of professionals and half of pupils in this school reported that they disagreed with the statement: *pupils do not respect teachers who use a cane to control pupils' behaviour.* It should be noted that those pupils may have not been caned so they have no experience of how painful this punishment is. In response to the implementation of corporal punishment, 48% of professionals reported that they never caned pupils. Conversely, 61% of pupils reported that corporal punishment is a common practice in this school.

6.4.5.8 Pedagogical content knowledge

Professionals articulated that pedagogical content knowledge is essential for effective learning and teaching. Fundamental elements for effective learning and teaching from the participant's perspectives are described next. Teachers cannot perform well without having attractive teaching skills and in-depth knowledge on the

subject contents. One professional said that she used a laptop and internet videos to attract pupils in learning the academic subject. She mentioned that pupils liked that technique.

> *Pupils were so happy watching the video from* Youtube. *I used my laptop and told them that animals also greet each other. As a human, we should greet each other in a proper way. (Class Teacher CS1-B, Malay, female, 43 years old)*

Another professional explained that all teachers should be aware of their pupils' personality, strengths and weaknesses.

> *I know that two pupils at the back are good at drawing but a bit slow at academic work. That is why I encouraged them to use their skills in learning. (Class Teacher CS1-A, Malay, female, 39 years old)*

She added that some Chinese pupils had difficulties to understand the conversation in the Malay language.

> *I usually used a plain language to communicate with them. I know that these pupils had potential but they had a problem to understand the Malay language. This is because they do not speak Malay at home. I guess they attended Chinese primary schools where Mandarin is a medium. (Class Teacher CS1-A, Malay, female, 39 years old)*

The physical education teacher said that all teachers should have skills in controlling pupils' behaviour during outdoor activities. Since an outdoor education has many pupils per session, she proposed that all teachers should have a loud voice.

> *The priority for outdoor education is regarding pupil's safety. Therefore, teachers should have skills to control pupils. Pupils should be disciplined in outdoor education. It is important to have loud voice. Shouting can be used if necessary. As a physical education teacher, I interact with a big number of pupils. I guess pupils are scared of me because I am strict teacher. They are well behaved in my class. (Physical Education Teacher CS1-A, Malay, female, 42 years old)*

I observed that there were few untrained teachers working in this school. Surprisingly, pupils in a transition class were also being taught by untrained teachers. This requires high attention from the government.

According to some pupils, teaching is not just about learning something new, but the most important thing is to get pupils feeling happy in learning something.

> *A happy environment makes it easy to concentrate. (Pupil CS1-B, Malay, boy)*

Pupils articulated that teachers should be calm when dealing with misbehaviours.

> *Teachers should know that we observe them. We dislike teachers who are hot tempered. One day, a teacher complained that we did not return our homework. We had no chance to tell her. She was angry, but after a few moments, she realised she was wrong. (Pupil CS1-F, Malay girl)*

One pupil said that enjoyment is necessary in school.

> *The teacher called me "oily man". We all laughed happily. I do not care but the teacher. After the class, she called me and she apologised for the jokes. I do not mind being called that name because I know that it was a joke. I respect her and it makes me very happy. She is not egotistical. (Pupil CS1-J, Indian, boy)*

6.4.5.9 Summary

Key findings from the above analyses and discussions are as follows:

- there was an argument between professionals and pupils regarding respectful behaviour where both of them seemed to blame each other;
- discussion with pupils was not a regular practice in this school which may be caused by the work load of teachers;

- managing parental engagement in schools posed a challenge to the school management team;
- encouraging pupils' participation in the school activities requires attractive strategies;
- contradicting statements regarding the use of praise in this school;
- providing pupils a guidance was an on-going practice and it was viewed as a time-consuming strategy; and
- corporal punishment seemed to be an acceptable disciplinary means.

The above sub-section was constructed from what has been reported by professionals and pupils. It may differ in actual practice. Therefore, classroom observations were carried out.

6.4.6 Classroom observations

Classroom observations included three teaching sessions that were carried out by Subject Teacher CS1, and another three sessions that were carried out by three teachers. As discussed earlier, digital video recordings were made of the sessions for analysis. This observational data was analysed using the structured school observation coding system (Nock and Kurtz, 2005). One of the techniques that can be used to record the occurrence of the target behaviour is the interval recording technique.

> *Interval recording refers to a technique in which the observer indicates (again using check marks) whether the target behaviours occur during a specific time interval. Interval length varies depending on the frequency of the behaviour, the amount of time allowed for the observation, and the skill of the observer in monitoring and recording child behaviour. (Nock and Kurtz, 2005, p. 365)*

In this study, the focus was given to the interactions between teachers and pupils where the frequency of target behaviour was counted. As there were a large number of participants involved in the observations, it was impossible to report each of the participant's behaviour. Therefore, the priority was given to a teacher's action and the behaviour of the majority pupils attending the lesson. The graphs were developed in order to visualise how one person's behaviour affecting others' behaviour. Data analysis focused on target behaviour exhibited in the first 10 minutes of lesson. The 10 minutes induction set is important to be observed as it illustrates strategies used by teachers to elicit pupils' attentions and establish the classroom rules. Target behaviours that have been identified are as follows (Table 6.20):

Table 6.20 Definition of target behaviour

Behaviour	Description	Code
Teacher's behaviour (Strategies used)	Encourage pupils to be involved in lesson activities such as asking pupils to do some activities and actions to elicit pupils' attention	Encouragement
	Praising pupils	Praising
	Guide pupils in learning the academic subject includes ask pupils a question	Guidance
Pupils' behaviour	Responding positively to teacher's instruction/questions	Participative / attentive
	Responding negatively to teacher's instruction/questions	Uninvolved
	Asking teachers a question, helping teachers and friends in doing the given task	Initiative
	Disturbing other pupils such as discussing irrelevant matters with their friends	Disruptive
Teacher's response to inappropriate behaviour	This includes listening to pupils, looking at the pupil who interrupt the lesson and engage other pupils to listen to him/her, praising pupils.	Positive
	Ignoring any inappropriate behaviour exhibited by pupils or using negative ways to attract pupils' attention e.g. shouting at pupils, hitting objects or pupils and calling a pupil a bad name.	Ignore / negative

6.3.6.1 Observation 1

The first observation was carried out on the 18th of August 2009. This 40 minute lesson was organised by Physical Education CS1-A (female, Malay, aged 38 years). Pupils attending the lesson were from different ethnic backgrounds, including seven Malays and two Indians aged 16 years. All of them were reported to be academically weak (from the last class). The lesson was held in the multi-purpose hall.

As can be seen in Figure 6.3, pupils exhibited challenging behaviour in the first five minutes of the lesson. Hence, the teacher used multiple ways to manage lesson activities. She shouted at the pupils (from another class) who mingled around the sport store. She also has scolded a pupil who was in school uniform. She managed to elicit pupil's attention after providing more encouragement and guidance. She asked pupils to be more active and participated in the physical activities. Some of them seemed uninterested but they seemed scared of the teacher and unhappy in the activities. This observation reveals that the pupils' voice seemed to be ignored by the teacher, which can be argued to be a contributor to negative school ethos.

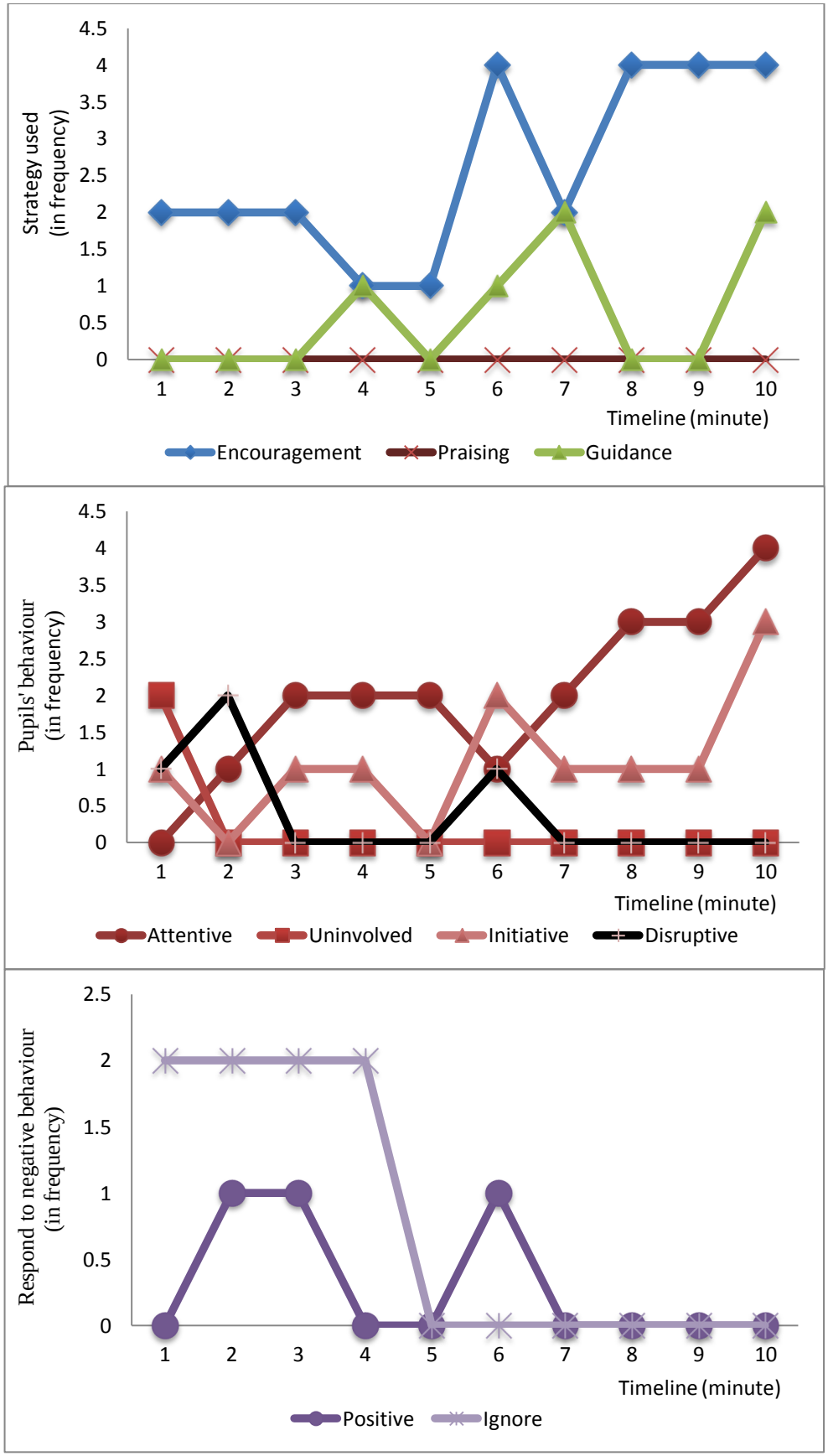


Figure 6.3 Observed session 1 (Case Study School 1)

6.4.6.1 Observation 2

The second observation was held on the same day (18th of August 2009). This 40 minute lesson was organised by a temporary teacher (female, Malay, aged 29 years) in the school field. Fifteen Malay pupils from the science class (high academic achievers) attended the lesson. As can be seen in Figure 6.4, there is no clear trend between strategies used and pupil behaviour. Although the teacher had encouraged pupils to be involved, pupils were behaving in numerous ways – attentive but uninvolved in the lesson activities during the first five minutes and created more own actions seven minutes after the lesson began. This fluctuation may have a link with the lack of pedagogical skills as she has no qualified training in teaching. In Malaysia, all graduates in any area of study are eligible to apply for the post of temporary teacher.

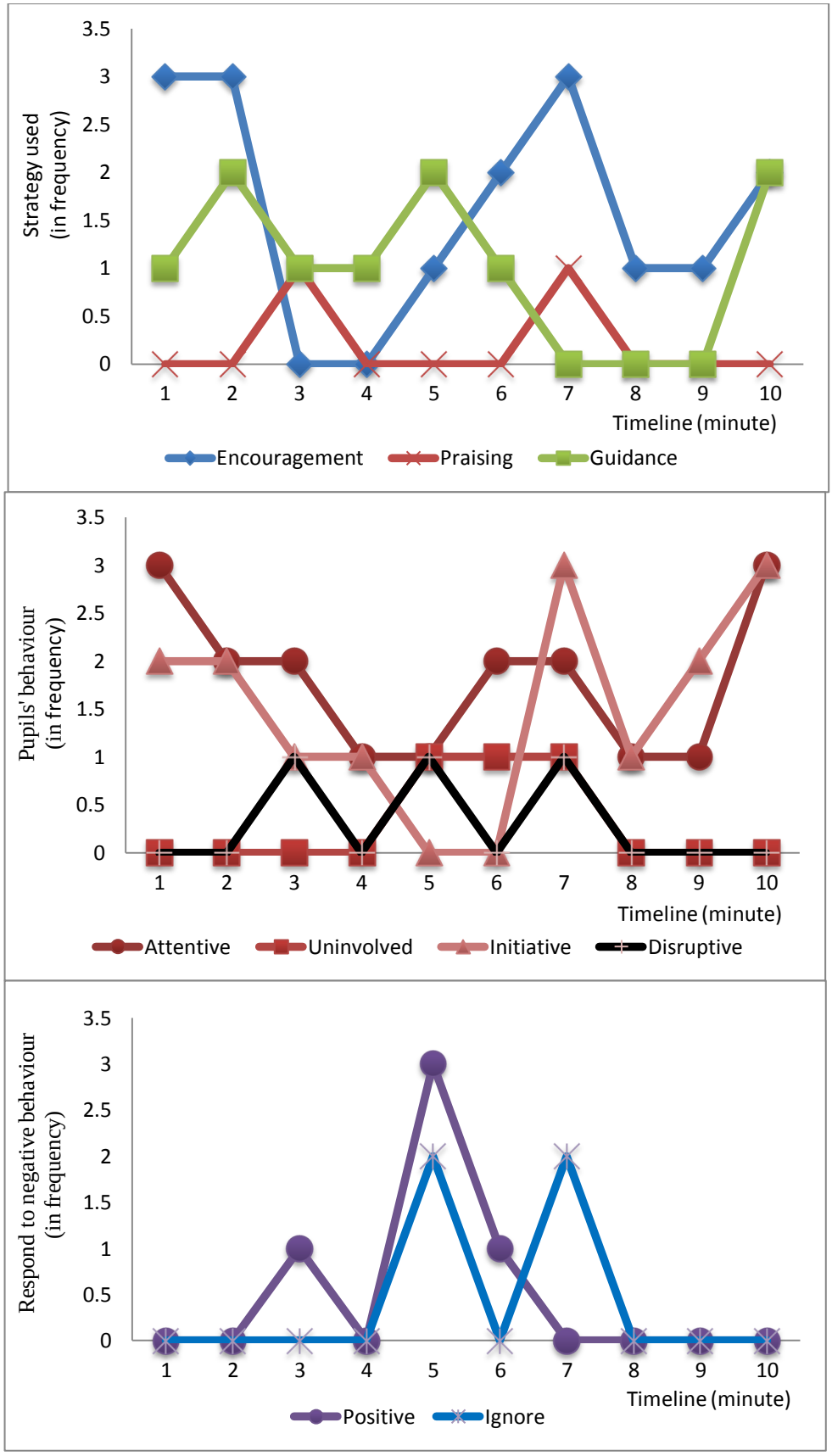


Figure 6.4 Observed session 2 (Case Study School 1)

6.4.6.2 Observation 3

The third observation was carried out on the 20th of August 2009. This 40 minute lesson was held by Physical Education CS1-A (female, Malay, aged 38 years) in the multi-purpose hall. Thirty-five pupils from the science class (high academic achievers) attended this lesson. The majority of pupils were Malays (n=33). Figure 6.5 shows that there is a positive relationship between encouragement and pupils' involvement in the lesson activities. She used both positive and negative ways to attract pupils' attention at the beginning of the lesson. As the lesson was held in a place where pupils from other groups were mingling around, she used a loud voice to give instructions. This helps pupils to pay attention. The graph also illustrates that encouragement also has promoted more positive actions of pupils and prevented disruptive behaviour. No disruption occurred during the observations; otherwise more pupils initiated warming-up activities. This observation revealed that the teacher's positive behaviour affected the pupils' behaviour positively.

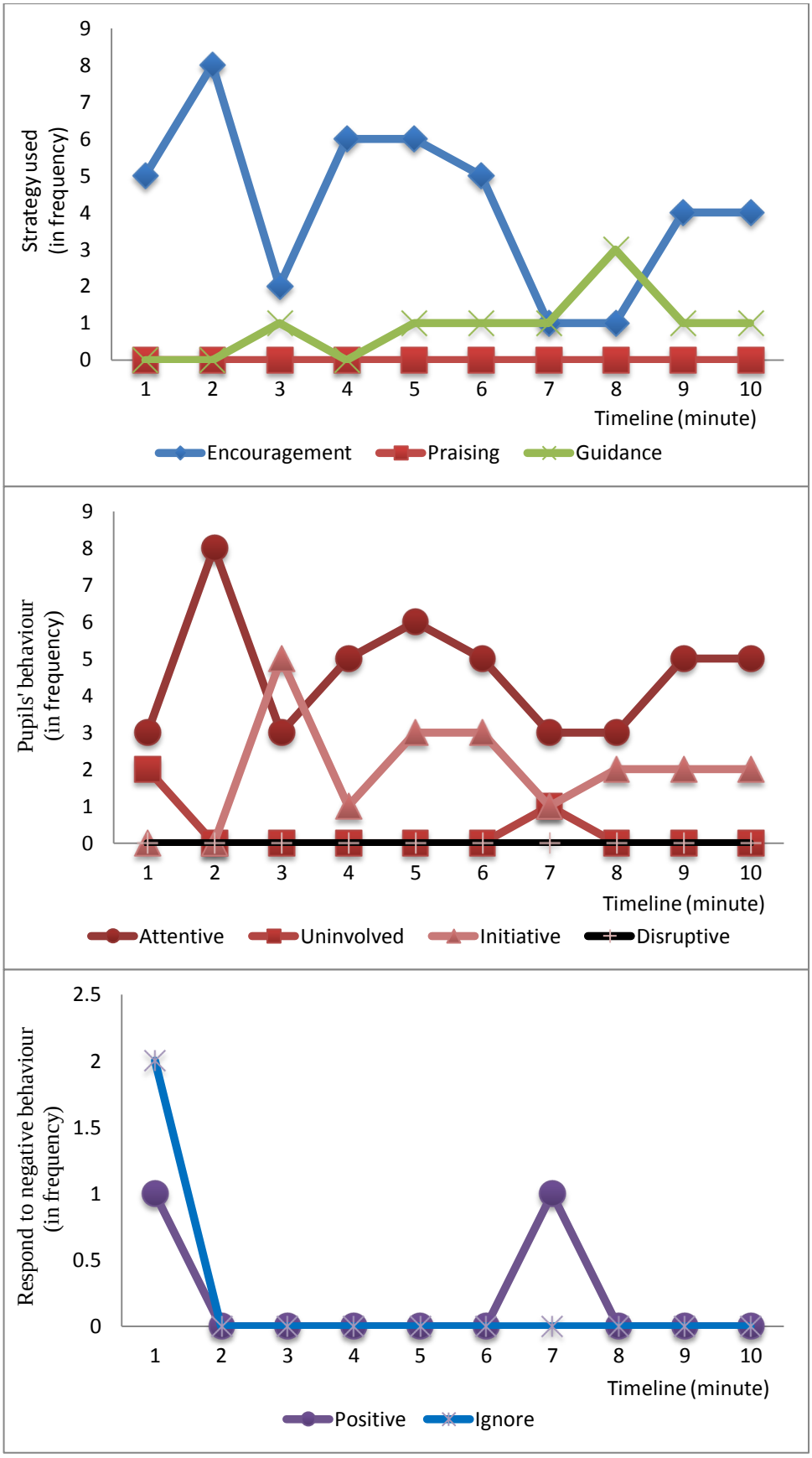


Figure 6.5 Observed session 3 (Case Study School 1)

6.4.6.3 Observation 4

The fourth observation was carried out on the 2nd of September 2009. This 40 minute Malay language lesson was organised by the Subject Teacher CS1 (female, Malay, aged 39 years) where the majority were moderate academic achievers group from two ethnic groups: Malays (n=28) and Chinese (n=3). One Chinese pupil in this class could not speak and read the Malay language fluently. Figure 6.6 shows a positive trend between strategies used by the teacher and pupil behaviour. At the beginning of the lesson, the teacher asked the pupils a few questions to elicit the pupils' attention. This question-answer process took place for five minutes. Although the pupils were behaving in numerous ways, most of them responded to questions. At the same time, a few pupils disrupted the lessons by talking out of turn. After 5 minutes, the teacher took positive action to elicit pupils' attention by asking them a few more questions. Moreover, the teacher asked them to provide more explanations regarding the topic for that day. This 10 minutes observation highlights the importance of pedagogical and management skills as pupils exhibited different behaviour in different situations.

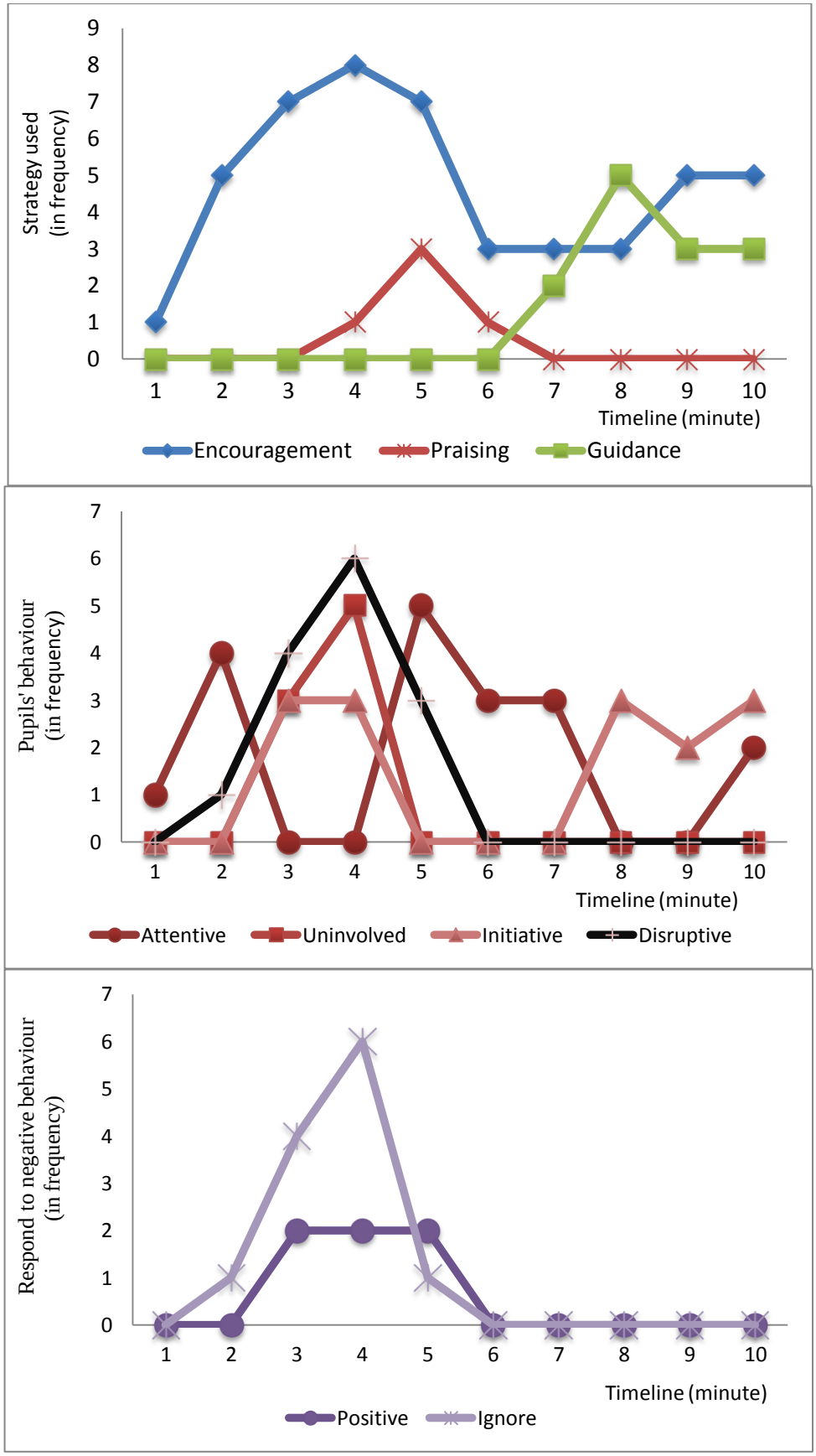


Figure 6.6 Observed session 4 (Case Study School 1)

6.4.6.4 Observation 5

The fifth observation was carried out the 4th of September 2009. The session was held by the same teacher (Subject Teacher CS1, female, Malay, aged 39 years) in the same class (31 pupils attended the lesson). The pupils learned about the Malay language grammatical errors in that session.

Figure 6.7 shows that at the beginning of the lesson, the majority of pupils ignored the presence of a teacher in the classroom. Some pupils disrupted their friends. Then, the teacher asked several questions to attract pupils' attention and also to encourage pupils to engage in the lesson. The middle graph shows that inappropriate behaviour reduced and pupils started paying attention to the lesson. This situation may be caused by the teacher's action. Instead of ignoring disruptive pupils, she presented a problem to be resolved by all pupils. After eight minutes of interactions, pupils started to engage in the lesson. Disruptive pupils had gradually improved their behaviour. They started to pay attention and voiced out their opinions to solve the given problems. This means that effective social interactions require two-way communications regarding the same issue.

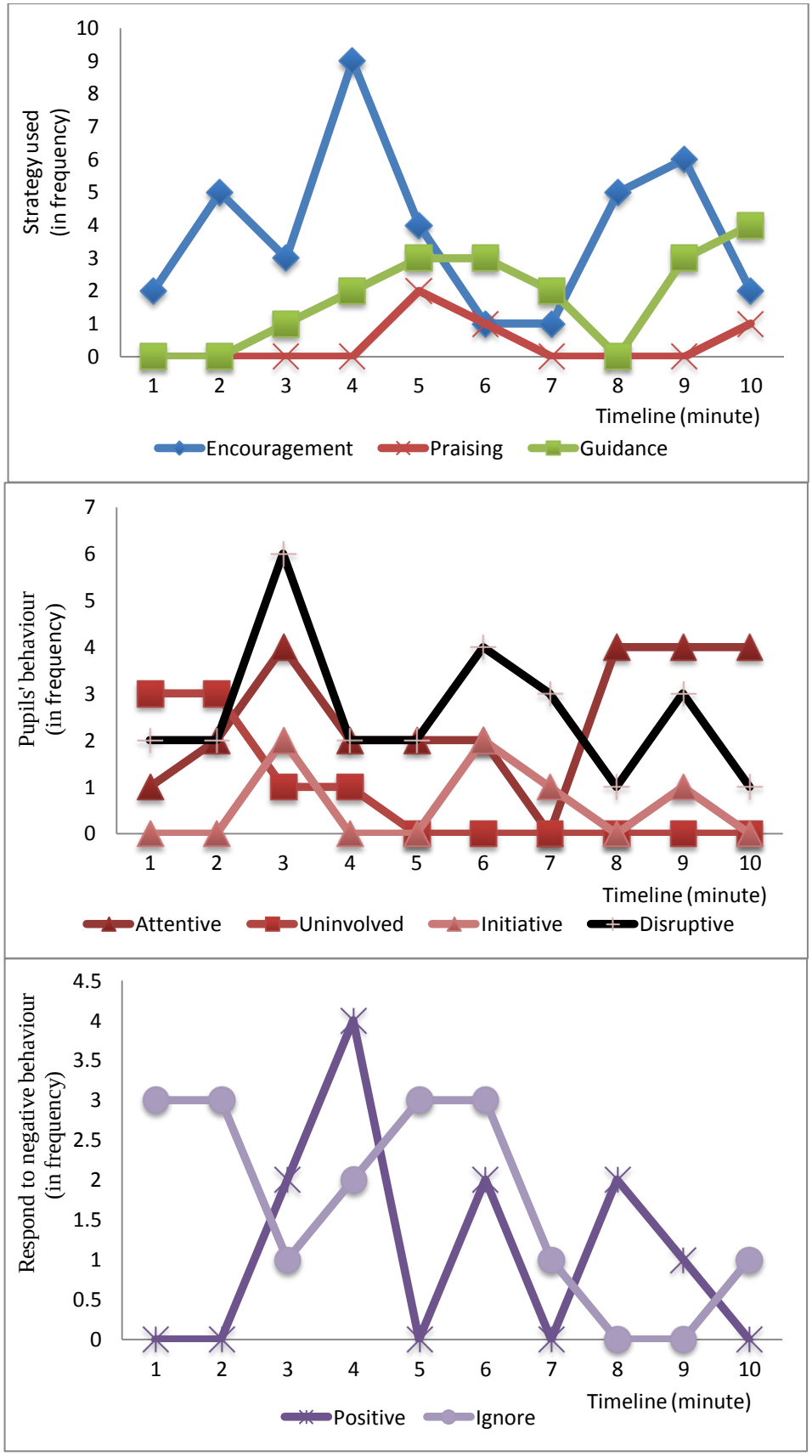


Figure 6.7 Observed session 5 (Case Study School 1)

6.4.6.5 Observation 6

The last observation was carried out on the same sample on the 11th of September 2009. In the session, pupils were asked to analyse the Malay short story. As can be seen in Figure 6.8, encouragements used by teachers increased the participation amongst pupils. Less disruption occurred across the lesson as the teacher provided a constant guidance and encouragement for pupils. Pupils worked in a group and they were given different problems to be solved. In the first 7 minutes, pupils worked in a group and less inappropriate behaviour was observed. However, the last 3 minutes of the observed lesson shows that pupils started disrupting others. This situation may be caused by less encouragement used by the teacher. Moreover, the teacher ignored those disruptive pupils as she was interacting with other pupils who needed her help. This observation suggests the importance of pedagogical skills to manage group discussions.

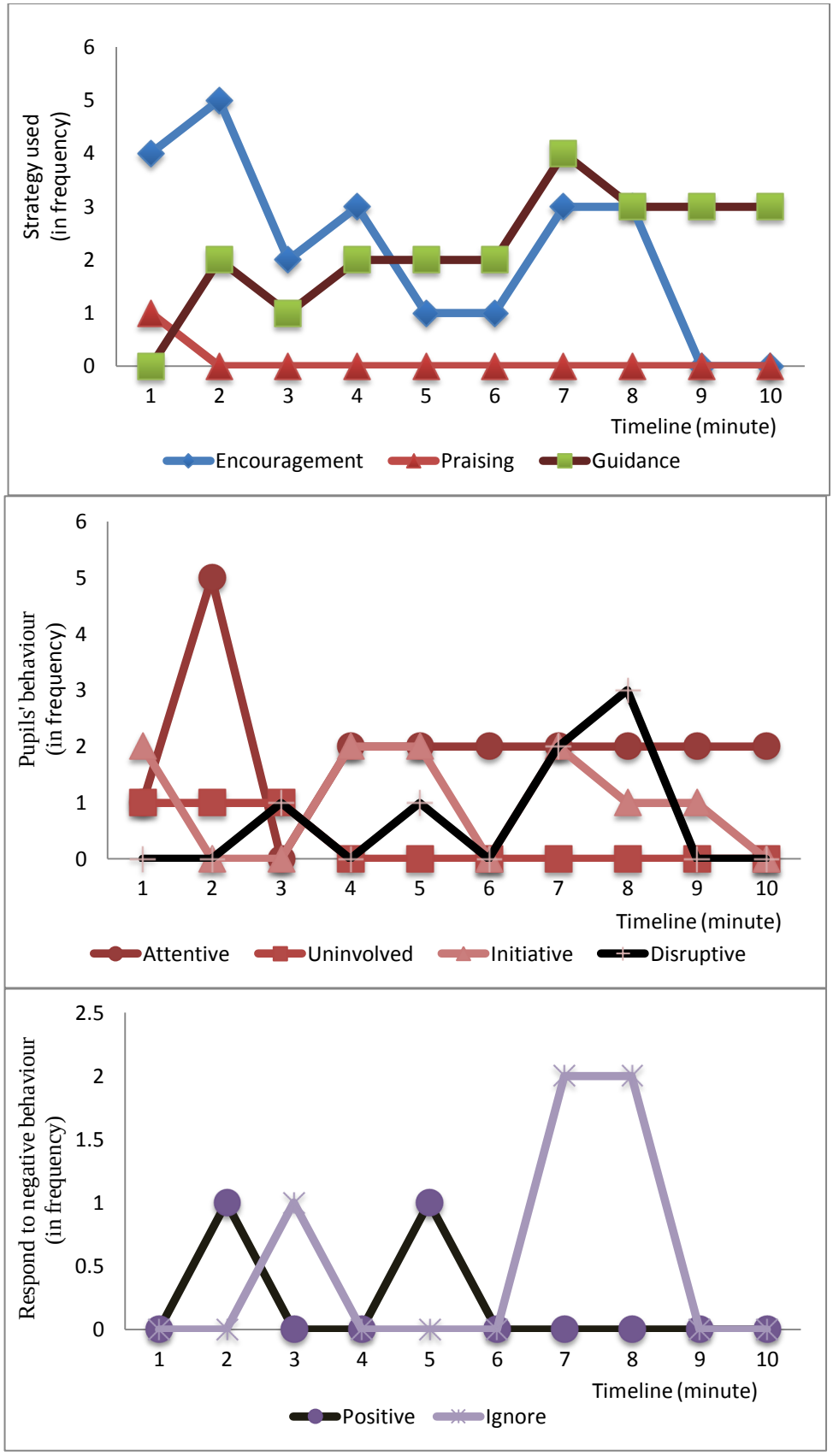


Figure 6.8 Observed session 6 (Case Study School 1)

6.4.6.6 Key findings for the classroom observations

Based on the six observations, it can be suggested that teachers used various techniques to elicit pupils' attention. The most challenging period observed was getting pupils' attention within the first five minutes of the lesson. Findings suggest that praising pupils is not a common practice. Praising words were sometimes used in this school. However, teachers used different techniques to encourage pupil involvement in lesson activities. This includes the use of probes and random questions. The teacher-centred activity dominated the lessons observed. As the above observations revealed that positive behaviour of the teacher affected pupils' behaviour, it might be significant to explore the professionals' perspectives and investigate the factors that have influenced teachers' behaviours in organising lessons.

6.4.7 Strategies that are perceived to be effective

This sub-section focuses on further explanations following on from the questionnaire results. It aims at providing a clearer picture of why certain strategies are considered as effective and ineffective. Data from professionals and pupils were merged in reporting the results in this sub-section.

Table 6.21 Perceptions of the recommended strategies

Ranking	*Results from questionnaire data*	
	Professional	*Pupil*
The most effective strategy	Interpersonal relationship	Parental engagement strategy
The least effective strategy	Caning, suspension and dismissal	Caning, suspension and dismissal

As can be seen in Table 6.21, both professionals and pupils agreed that punitive sanctions (caning, suspension and dismissal) are the least effective. However, a disagreement occurs between professionals and pupils with regard to the most effective strategy. Pupils ranked parental engagement to be the most effective strategy, whereas professionals ranked interpersonal relationship to be the most effective strategy. According to some professionals, a good interpersonal relationship enables professionals to understand factors that have influenced pupils' behaviour. For instance, the teacher explained that late attendees had a problem with their family.

> *Some pupils have a problem at home. They have difficulties to meet their parents. Their parents are managing a food stall until late at night. If we do not have a good relationship with these pupils, we may misjudge why pupils are behaving in such a way. (Class Teacher CS1-A, Malay, female, 39 years old)*

Another interviewee said that understanding pupils' background was necessary before taking any actions towards those pupils.

> *These (problematic) pupils, if we thoroughly investigate ... they may have many problems with their family ... we have to understand this situation before taking any action towards them. (Counsellor CS1, Malay, female, 29 years old)*

By having a good relationship, pupils were willing to share their problems with a teacher.

> *Pupils will only share their problems with teachers who have a close relationship with them. When pupils trust in teachers, they will tell everything about their life. (Class Teacher CS1-B, Malay, female, 43 years old)*

> *(They share their problems) because they feel that teachers can keep their secret. They trust us. They are closer with class teachers than other teachers. We know their backgrounds because we have those data. If needed, we call their parents for further discussion regarding their child behaviour. (Class Teacher CS1-A, Malay, female, 39 years old)*

The above comment implies that trust in teachers is important. A Prior empirical study showed that trust in teachers is a contributor to effective teaching and learning (Gregory and Ripski, 2008).

There is no direct data to answer the question of why pupils have ranked parental engagement as the most effective strategy. However, this comment may be able to provide further explanation of the importance of parental engagement strategy:

> *I actually do not want to attend this school. I would like to attend another school. I had tried to convince my parents that another school was better than this school. However, my parents advised me to meet some teachers in this school before making any decision. When I am in this school, I fall in love with this school (pupils in the focus group applaud). (Pupil CS1-B, Malay, boy)*

The above comment tells us that parental involvements have influenced pupils in making decisions, which is an important area for future research. With regard to punishments, both professionals and pupils considered it to be the least effective strategy. This is because punishments would promote dissatisfaction among pupils.

> *Some teachers, their teaching is not effective. They caned pupils in order to prevent behavioural problems. Actually it was ineffective. Pupils who have been caned still repeat the offence. In fact, they have tendency to rebel and protest. Those pupils need a teacher's attention. A teacher should understand that those pupils have a problem with their family at home. (Pupil CS1-C, Malay, girl)*

The discipline teacher held a view that corporal punishment was not suitable for all pupils.

> *We cannot apply the same type of treatment to all the students. There are pupils who will respond to advice and a softer approach. There are pupils who do not respond to it. Some of them can accept physical punishment like caning, whereas some pupils cannot take it. They intend to rebel. So you have to identify these categories. (Discipline Teacher A, Indian, male, 50 years old)*

6.4.8 Influencing factors

Based on questionnaire data, the teachers and counsellors reported that their teaching experience and the principal belief of effective strategies have influenced them in the interaction with pupils. The external factor is ranked to be the least influential factor.

6.4.8.1 Relationship between teachers experience and strategies used to promote positive behaviour

A teacher pointed out that her working experience in primary school has influenced her in carrying out positive behaviour enhancement strategies. She observed that secondary school pupils exhibit more challenging behaviour than primary school pupils. Therefore, she said that secondary school teachers should use different strategies for different pupils.

> *I have never issued any warning letter when I was teaching in primary schools. Secondary school pupils are different. They have grown up and are able to make their own decisions. Some pupils make good decisions but some do not. (Class Teacher A, Malay, female, 39 years old)*

Another female teacher explained that her experience in teaching profession was influenced her teaching techniques. She implemented different approaches for pupils in different situations. She opined that attractive teaching techniques motivate pupils to engage in lessons.

> *I know that pupils like watching funny videos from YouTube. I am sure that they will pay attention to the lesson by using such techniques. So, I have shown them some video clips that are relevant to the lessons. They enjoyed them and asked me to show them more. "Do you like it?" They said yes. So, I realised that I need to use various approaches. If I use the same approach everyday ... teaching them ... get angry with them ... they will learn nothing. At least, by using this current technology, they have learned something. (Class Teacher CS1-B, Malay, female, 43 years old)*

The school counsellor had a similar opinion with the comment. According to her, teachers should be able to promote positive behaviour effectively. This is because compared to counsellors, teachers spent more time with pupils. In fact, it was difficult for a counsellor to interact with all pupils in this school.

> *Not all problematic pupils need to be dealt with punishments. I often used a soft approach with pupils. I praised them and it works. However, I admitted that it does not work for some pupils. So, I used a tough one. I believe that class teachers are more familiar with pupils in comparison with counsellors and subject teachers. This is because they meet pupils daily and they get access to pupils' background data. (Counsellor CS1, Malay, female, 29 years old)*

The discipline teacher explained that his experience in interacting with pupils made him feel like a babysitter. There are same group of pupils who challenge a teacher's credibility.

> *If there is one student okay, you can see. Let's say, out of 20 or 30 pupils, 10 are doing negative things; you cannot spend much time with them. At the end of the day, no lesson starts. We need to discipline them and these students (who are sleeping in the classroom) do it every day even if you wake them up, or they would do the same thing every day. It seems that it is more babysitting than teaching. The core business is not done. We are doing other things ... so, sometimes teachers feel frustrated and hopeless. (Discipline Teacher A, Indian, male, 50 years old)*

The counsellor also reported that her experience in interacting with a group of pupils led her to organise a mass lecture programme. She said that she often invited an external speaker because of her weakness in giving public speeches.

> *I know that I am not good at public lecturing, so, I often invited external speakers and motivators to promote positive behaviour. (Counsellor A, Malay, female, 29 years old)*

Another teacher asserted that her experience in managing sport activities at a larger scale helps her to encourage pupil participation in school activities.

> *I am actively involved in sport development at the state level. I was a basketball club player. I have been awarded excellent teacher status because of my involvement in sport at the state level. My contribution to this school is more on basketball training. (Physical Education Teacher CS1-A, Malay, female, 42 years old)*

6.4.8.2 Principal beliefs of effective strategies

It is important to investigate the principal belief of effective strategies because it was ranked by the teachers in this school to be the second most influential factor. The principal proposed that in order to educate pupils with positive behaviour, there is a need to educate their soul first. Therefore, she introduced several Islamic programmes for Muslim pupils and moral education for non-Muslims.

> *Several programmes were held to promote positive behaviour. During the last school holiday, we organised such programme in a camp for three days. Our aim is to educate their soul and spirit. ... We must focus on spiritual elements. Therefore, starting from tomorrow, like last year, we will start organising the Islamic-based programmes such as reciting the holy Quran. It will begin from 7.20 am to 7.35 am. For non-Muslim pupils, we will organise moral education activities. I have asked the school counsellor and the head of Moral education to prepare the proposal for moral education activities. All teachers will be involved in organising these activities. (Principal CS1, Malay, female, 50 years old)*

She believed that overt behaviour was a result of internal events. Hence it would be important to educate pupils in identifying good and bad using a religious perspective.

> *A human behaviour is a result of internal event. We want pupils who are portraying good behaviour and also have good attitudes. We do not want pupils who seemed very good in behaviour but actually they have psychological and spiritual problems. (Principal CS1, Malay, female, 50 years old)*

She asserted that pupils' parents, regardless of their religious backgrounds agreed with the moral and religious-based programmes held in this school.

> *Parents from different ethnic backgrounds support our programmes. This is because we educate pupils to be good in the school compound only. Parents still have a great role in promoting positive behaviour. They need to do something in helping their child to improve behaviour. (Principal CS1, Malay, female, 50 years old)*

6.4.9 Summary of Case Study 1

The Case Study 1 has provided an overview of how positive behaviour enhancement strategies were carried out in one of the Malaysian national schools. Overall, professionals and pupils had different perspectives on the concept of positive and negative behaviour. It is important to bridge this gap as it may prevent possible conflict in school. Indeed, bridging understanding between them means developing happiness and satisfaction in school. Findings suggest that there is an essence of cultural elements underpinning the belief and practice in this outer-city school. However, the following conditions may affect the presentation of data and discussion of this case study school: (1) interview professionals were selected by the school principal which may reflect the principal's interest, and (2) pupils participated in the focus group were high academic achievers and the majority said that they never been caned. To bridge this gap, the second case study was carried out.

6.5 Results (Case Study 2)

This section discusses findings from questionnaires, interviews and observations in Case Study School 2 (inner-city school). It is organised to answer three main objectives: the conceptualisation of positive and negative behaviour; strategies used; and factors that have influenced professionals in carrying out the strategies.

6.5.1 Participants and data collection procedure

The participants involved in this case study included 48 questionnaire respondents, five interview professionals, nine pupils from a focus group interview, and four subject teachers. The school principal supported the data collection process by appointing a teacher to assist with this. The consent forms were distributed prior to the administration of questionnaires. Although some respondents did not return the consent forms, they agreed to participate in the study by returning the completed questionnaires. Questionnaires were issued and collected by myself on the 7th of July 2009.

The professionals were interviewed based on the participants' availability during the data collection process. The school principal did not interfere with the selection of interview professionals. The pupils who participated in the focus group interview were reported to be moderate and low academic achievers. They were collectively selected by me and Physical Education Teacher CS2-A.

Table 6.22 Questionnaire respondents from Case Study School 2

Criteria	*Professionals (n=23)*	*Pupils (n=25)*
Age	26–35 years (57%, n=13) 36–45 years (35%, n=8) > 46 years (9%, n=2)	16 years old (100%, n=25)
Gender	Male (17%, n=4) Female (83%, n=19)	Male (60%, n=15) Female (40%, n=10)
Ethnicity	Malay (83%, n=19) Chinese (9%, n=2) Indian (9%, n=2)	Malay (52%, n=13) Chinese (36%, n=9) Indian (12%, n=3)
Role	Principal (4%, n=1) Counsellor (4%, n=1) Class Teacher (78%, n=18) Discipline Teacher (4%, n=1) Physical Education Teacher (9%, n=2)	Pupils (100%, n=25)

Table 6.22 shows that the majority of respondents were Malays and females. Five professionals and nine pupils from this group were interviewed. Furthermore, six lessons delivered by four teachers were observed.

Table 6.23 Interviewed professionals from Case Study School 2

Code and role	*Gender*	*Ethnicity*	*Age*	*Highest academic qualifications*
Principal CS2	Female	Malay	52	Bachelor of Arts
Counsellor CS2	Male	Malay	38	Bachelor of Guidance and Counselling
Class Teacher CS2	Female	Indian	31	Master in Education (TESL)
Discipline Teacher CS2	Male	Malay	44	Bachelor of Education (Malay studies)
Physical Education Teacher CS2-A	Male	Malay	32	Bachelor of Sport Science
Physical Education Teacher CS2-B	Female	Malay	32	Bachelor of Sport Science

As can be seen in Table 6.23, the majority of interview professionals were identified as Malays in various fields of specialisations. As the majority of them were Malays, the findings from this case study may be biased. It might be important to highlight that the majority of professionals and pupils in the national secondary schools across the country is dominated by Malays.

Table 6.24 Interviewed pupils from Case Study School 2

Code and role	*Gender*	*Ethnicity*	*Was caned?*
Pupil CS2-K	Male	Malay	Yes
Pupil CS2-L	Female	Malay	Never
Pupil CS2-M	Female	Malay	Yes
Pupil CS2-N	Male	Malay	Yes
Pupil CS2-P	Male	Malay	Yes
Pupil CS2-Q	Female	Malay	Never
Pupil CS2-R	Male	Malay	Yes
Pupil CS2-S	Male	Malay	Yes
Pupil CS2-T	Female	Malay	Never

With the help of Physical Education Teacher CS2-A, pupils were selected (see Table 6.24) according to their academic performance. All of them were moderate and low academic achievers. It was relatively easy to gather pupils based on this condition as the school already sorted pupils according to their academic attainment. All of them were Malays and the majority had been caned as a result of numerous disciplinary problems.

Table 6.25 Observed sessions

Code and Role	*Gender*	*Ethnicity*	*Age*	*Subject*	*Date*	*Remark*
Subject Teacher CS2	Female	Chinese	31	Physics	09.9.09 14.9.09 16.9.09	Classroom observation
Physical Education Teacher CS2-A	Male	Malay	32	Health education and soccer training	14.9.09 28.9.09	Classroom and outdoor observation
Physical Education Teacher CS2-C	Male	Indian	33	Health education	07.9.09	Outdoor observation
Classroom observations						4
Outdoor observations						2
Total						6

As can be seen in Table 6.25, six lessons organised by three teachers from three different ethnic groups were observed in September 2009. Only one outdoor session was observed since no outdoor activities were conducted at the time of data collection.

6.5.2 School Profile

Case Study School 2 was located in an inner-city, beside a cluster school (the local stakeholders have a greater say in managing the cluster school) and a Chinese primary school. Case Study School 2 had two learning sessions i.e. morning and afternoon sessions. The morning session starts from 7.30am to 1.45pm (except on

Friday where the session ends at 12.30pm), whereas the afternoon session begins from 1.10pm till 6.40pm (except on Friday when it starts at 2.20pm). Form 1 (age 13 years) and Form 2 pupils (age 14 years) attend afternoon sessions, whereas the morning session was for Form 4, Form 5, Lower 6 and Upper 6 pupils (age 15 to 18 years). In 2010, statistics show that the school had 104 teachers and nearly 2000 pupils.

According to the school magazine, the school vision was to enhance pupils' potentials (in terms of their emotional stability, spiritual wellness, physical and intellectual capability) in line with the nation's aspiration. In achieving the school vision, teachers are expected to have good pedagogical skills, knowledge and ability to organise teaching and learning in an attractive manner.

In order to provide a brief overview regarding pupil behaviour in this school, a review of the disciplinary record kept by the disciplinary unit was carried out. The report showed that truancy was a major issue in this school. The school has organised a "truancy operation" to cope with the problem. The programme attempted to find suitable solutions by gathering information from pupils regarding factors that have influenced them in playing truant. It was jointly organised by the school, the Parent Teacher Association and the Royal Malaysian Police on the 29th of September 2008. A few male teachers, parents and police officers visited cyber cafes and recreational centres nearby. Before the visit, an investigation was carried out by some teachers in order to get more information on the "hot-spots" of truant pupils. Pupils who were "caught" by teachers during the "truancy operation" were brought to the school for further action. They were interviewed in order to get relevant

information for further treatment. The report showed that they were treated as offenders. They have been gathered in a school hall for further discussion with the school counsellors and their parents. Each pupil has been given a modification plan according to his/her personality and preference. I did not have access to those documents. It is unknown how effective that modification plans.

The overall report of the “truancy operation” programme demonstrated that pupils engaged in truancy because of their domestic problems including poor living conditions, and poor relationships with parents. Pupils also said that the school discipline was too strict and mismatched with their lifestyle so it was difficult for them to obey the school rules. Peer pressure also was a contributor to the problems. Some pupils reported that their friends were more important than their parents. Therefore, they were happier spending time at cyber cafes and recreational places than resting at home. Some pupils reported that that they play truant in order to avoid punishment due to incompletion of homework. Another pupil complained that his classroom was too noisy and some lessons were difficult and boring. The report has provided useful information for further actions. Observing the school environment and social interactions in this school, it might be fair to say that the information drawn from truant pupils was not taken into account for policy making.

6.5.3 Conceptualisation of behaviour

This sub-section discusses the conceptualisation of positive and negative behaviour from the perspectives of professionals and pupils.

6.5.3.1 Professionals' perception of pupil behaviour

Tables 6.26 and 6.27 show that most professionals from different backgrounds considered the first two behavioural categories to be positive. Most class teachers (n=15) considered *pupils using their native language* to be negative. However, a couple of teachers categorised it to be positive (n=2). All Indian professionals (n=2) and one Chinese professional (out of two) categorised not using a teacher's title to be negative. Four class teachers also considered *pupils accepting consequences without having a discussion about blame* to be neither positive nor negative. Descriptive analysis revealed that young professionals with less teaching experience are more likely to consider *pupils accepting consequences without having a discussion about blame* to be negative compared to older and more experienced professionals.

Table 6.26 Professionals' perceptions of behaviour categories, by roles and experience

Behaviour	*Roles*															*NR*
	Principal			*Counsellor*			*Class Teacher*			*Discipline Teacher*			*PE Teacher*			
	PB	*NB*	*N*	*PB*	*NB*	*N*	*PB*	*NB*	*N*	*PB*	*NB*	*N*	*PB*	*NB*	*N*	
Raising a hand to ask the teacher a question	1	0	0	1	0	0	18	0	0	1	0	0	2	0	0	0
Quietly talking with other pupils when there is no teacher in the classroom	1	0	0	1	0	0	14	0	0	0	0	0	2	0	0	5
Talking to teachers without using a teacher's title	0	1	0	0	1	0	2	16	0	0	1	0	0	2	0	0
Not greeting a teacher in public	0	1	0	0	1	0	0	17	0	0	1	0	0	2	0	1
Pupils using their native language when a teacher is in a classroom	0	0	0	0	0	0	2	15	1	0	1	0	0	1	1	2
Pupils accepting consequences without having a discussion about blame	0	0	1	0	1	0	1	13	4	0	1	0	0	1	1	0

Experience (years)													
Behaviour	*0-5*			*6-10*			*11-15*			*Over 21*			*NR*
	PB	*NB*	*N*	*PB*	*NB*	*N*	*PB*	*NB*	*N*	*PB*	*NB*	*N*	
Raising a hand to ask the teacher a question	5	0	0	8	0	0	8	0	0	2	0	0	0
Quietly talking with other pupils when there is no teacher in the classroom	4	0	0	7	0	0	5	0	0	2	0	1	4
Talking to teachers without using a teacher's title	0	5	0	2	6	0	0	8	0	0	2	0	0
Not greeting a teacher in public	0	4	1	0	8	0	0	8	0	0	2	0	0
Pupils using their native language when a teacher is in a classroom	1	2	2	1	7	0	0	7	1	0	1	0	1
Pupils accepting consequences without having a discussion about blame	0	3	2	0	7	1	1	6	1	0	0	2	0

Note: PB=Positive Behaviour, NB=Negative Behaviour, N=Neither, NR= No response

Table 6.27 Professionals' perceptions of behaviour categories, by age, ethnicity, gender and academic qualification

Age (years)										
Behaviour	*26-35*			*36-45*			*Over 46*			*NR*
	PB	*NB*	*N*	*PB*	*NB*	*N*	*PB*	*NB*	*N*	
Raising a hand to ask the teacher a question	13	0	0	8	0	0	2	0	0	0
Quietly talking with other pupils when there is no teacher in the classroom	11	0	0	5	0	1	2	0	0	4
Talking to teachers without using a teacher's title	1	11	0	0	8	0	0	2	0	1
Not greeting a teacher in public	0	12	1	0	8	0	0	2	0	0
Pupils using their native language when a teacher is in a classroom	2	9	2	0	7	1	0	1	1	0
Pupils accepting consequences without having a discussion about blame	0	11	2	1	5	2	0	0	2	0

Ethnicity										
Behaviour	*Malay*			*Chinese*			*Indian*			*NR*
	PB	*NB*	*N*	*PB*	*NB*	*N*	*PB*	*NB*	*N*	
Raising a hand to ask the teacher a question	19	0	0	2	0	0	2	0	0	0
Quietly talking with other pupils when there is no teacher in the classroom	15	0	1	1	0	0	2	0	0	4
Talking to teachers without using a teacher's title	1	18	0	1	1	0	0	2	0	0
Not greeting a teacher in public	0	18	1	0	2	0	0	2	0	0
Pupils using their native language when a teacher is in a classroom	2	14	3	0	2	0	0	1	0	4
Pupils accepting consequences without having a discussion about blame	1	13	5	0	2	0	0	1	1	0

Gender							
Behaviour	*Male*			*Female*			*NR*
	PB	*NB*	*N*	*PB*	*NB*	*N*	
Raising a hand to ask the teacher a question	4	0	0	19	0	0	0
Quietly talking with other pupils when there is no teacher in the classroom	3	0	0	15	0	1	4
Talking to teachers without using a teacher's title	0	4	0	0	17	2	0
Not greeting a teacher in public	0	4	0	0	18	1	0
Pupils using their native language when a teacher is in a classroom	0	2	0	0	15	2	4
Pupils accepting consequences without having a discussion about blame	0	2	2	1	14	4	0

Highest academic qualification							
Behaviour	*Master/PhD.*			*Bachelor's degree*			*NR*
	PB	*NB*	*N*	*PB*	*NB*	*N*	
Raising a hand to ask the teacher a question	6	0	0	17	0	0	0
Quietly talking with other pupils when there is no teacher in the classroom	5	0	0	13	0	1	4
Talking to teachers without using a teacher's title	0	6	0	0	15	2	0
Not greeting a teacher in public	0	6	0	0	16	1	0
Pupils using their native language when a teacher is in a classroom	0	4	1	0	13	1	4
Pupils accepting consequences without having a discussion about blame	0	5	0	1	11	0	6

Note: PB=Positive Behaviour, NB=Negative Behaviour, N=Neither, NR=No response

6.5.3.2 Emerging themes from the perspective of professionals

From the professionals' perspectives, the concept of positive and negative behaviour revolved around the following themes: acculturation, ethnic polarisation, academic attainment, respectful behaviour, discipline, interpersonal relationship, and personality. Each of the above themes is discussed next.

Acculturation

Data revealed that acculturation was a central subject of positive behaviour enhancement in this school. Acculturation refers to the process of psychological change and cultural exchanges between ethnic groups when they come into continuous first hand contact (Boeck, 2009). This posed a challenge for professionals in Case Study School 2, where the school had multi-ethnic pupils. According to Counsellor CS2, Malays and Chinese were respectively 45% of the school population. He explained that pupils from Chinese primary schools had difficulty to converse in the Malay and English languages fluently, which posed a challenge to most teachers.

> *Some Chinese pupils do not understand the conversations. It is a major issue in this school. To overcome this problem, the school appointed a Chinese counsellor. Effective interaction with these pupils requires our understanding regarding their norms and culture. Sometimes we invited an external Chinese speaker to explain something using Mandarin or Cantonese. This is because some pupils do not understand English or Malay. We need to communicate in a language familiar to them. (Counsellor CS2, Malay, male, 38 years old)*

Pupils whose limited Malay poses a big challenge to teachers.

> *The majority of afternoon session pupils are from Chinese schools. Most of them cannot converse in English and Malay fluently. They do not understand, especially pupils who are in the transition class, they do not*

> *understand the Malay language. They learn in Chinese in primary school. This is a big problem for teachers in this school (Principal CS2, Malay, female, 52 years old)*

Due to communication problems, they were unmotivated to learn academic subjects.

> *Chinese pupils who are academically weak do not understand English and the Malay language. The majority of them are from the transition class. They feel bored in learning any subjects because they do not understand our language. In my class where I teach the Malay language, I need to explain the meaning of words by using words for this group of pupils. (Discipline Teacher CS2, Malay, male, 44 years old)*

Expanding her views regarding pupil weakness in the Malay language, the principal blamed dualism in the Malaysian education system.

> *We have Chinese and Tamil schools, a streaming system and private schools. These make a big gap between ethnic groups. I am really concerned about this matter. Integration between ethnic groups is very important especially for a new generation. (Principal CS2, Malay, female, 52 years old)*

The principal expressed her frustrations regarding integration among multi-ethnic pupils.

> *All pupils should be able to converse in Malay because they are Malaysians. In fact, immigrants from Bangladesh and Myanmar are able to speak the Malay language within a short period of arrival. The Chinese community have been in Malaysia for decades but they still cannot speak Malay fluently. It is unacceptable when they (Chinese pupils) cannot speak the Malay language after living in this country for a long time. (Principal CS2, Malay, female, 52 years old)*

Taken from questionnaire data, participants from different ethnic backgrounds had different perspectives in response to the use of native language in school. The majority of Malays (72%, n=21) considered such behaviour as negative, whereas half of Chinese (50%, n=4) categorised such behaviour as neither positive nor

negative. As the Malay language is the official medium of instruction in this school, the use of other language seemed to be an issue in the school.

The above findings suggest that the concept of positive and negative behaviour is associated with the acculturation issues among professionals and pupils. As the percentage of Malays and Chinese in this school was nearly equal, it is arguable as to which ethnic group dominated the school ethos, and how it was adapted and accepted by multi-ethnic school populations. It should be noted that the comments presented under this theme were ascertained from the Malay professionals' perspectives only. There is insufficient data from pupils and Chinese professionals. Therefore, the above comments may be biased.

Ethnic polarisations

Data findings suggest that ethnic polarisations were an issue in this school. Some professionals held a view that pupils in this school are likely to gather with their friends from the same ethnicity.

> *In this school, the population of Chinese pupils is about the same as the Malays. Indian pupils make up around 5%. The remainder are from other ethnic groups. We are really hoping that they can co-operate and integrate each other. This is why in a classroom, we ask pupils to sit with other groups. We want them to communicate with each other. We try to avoid a polarisation in school. We do not want Malays in one group, Indians in another group and Chinese in a different group. (Counsellor CS2, Malay, male, 38 years old)*

The discipline teacher pointed that pupils tended to gather with their friends from the same ethnic groups during the snack time.

> *I notice that the Malay pupils tended to be friendly with other Malays, Chinese with Chinese, Indians with Indians. Although they interact with*

> *others in a classroom, they tended to gather with the same ethnic during a snack time. (Discipline Teacher CS2, Malay, male, 44 years old)*

The school principal expected that all pupils have positive attitudes towards the "One Malaysia" agenda. She mentioned that the Malaysian government has put a great emphasis on integration between different ethnic groups.

> *If possible, I would like to see how the government vision, as initiated by our prime minister, can be achieved. I am hoping that we can achieve the objective of the One Malaysia agenda. We want all of us are proud to be Malaysian. All pupils including Chinese and Indians were born in this country. (Principal CS2, Malay, female, 52 years old)*

The above comments suggest that there is a gap in the interactions between ethnic groups in this school, which has led to the different ideas of positive and negative behaviour.

Academic attainment

When discussing pupil behaviour, professionals tended to talk about academic performance among pupils. The class teacher mentioned that compared to pupils who are academically weak, high academic achievers were more likely to exhibit positive behaviour. They are studious and actively involved in lesson activities.

> *I am a science class teacher, and I see that the behaviour of these pupils, compared to the classes in art stream, is totally different. In the science classes they are studious, they listen to the teachers and they do not talk much. They pay attention to the teacher's teaching methods. They ask more questions. And they also complete their homework, they put up their hand before speaking, and they do behave. (Class Teacher CS2, Indian, female, 31 years old)*

Further, she added that there was a link between academic performance of pupils and the rate of absenteeism.

> *They [pupils who are academically weak] don't like English. This is a foreign language for them. They don't understand and so these students do not come to school. They don't like learning English at all and they feel that there is no point learning that language. They have their own mother tongue. They can speak Malay ... enough ... they can still survive. (Class Teacher CS2, Indian, female, 31 years old)*

Based on the comments under this theme, there is an assumption that the conceptualisation of positive and negative behaviour has close links with learning and academic-related behaviour.

Respectful behaviour

When talking about pupil behaviour, some professionals held a view that pupils should respect teachers and adults.

> *They [pupils] need to respect us. They need to respect me as a school principal. (Principal B, Malay, female, 52 years old)*

According to Counsellor CS2, respectful behaviour has something to do with communication styles and social interactions between professionals and pupils.

> *The Malaysian government has mentioned that we need to respect each other ... children need to respect the elderly ... they need to respect knowledgeable persons. The concept of respect in this context refers to our communication styles and also how we interact with others. (Counsellor CS2, Malay, male, 38 years old)*

Some professionals mentioned that children do not respect their parents. They spoke rudely to their parents and teachers. Some of them do not listen to teachers' advice.

> *Some pupils do not respect their parents. When communicating in Malay, they have to use the words "I", mister, sir and madam instead of "you" and "I"... they are supposed to use polite words when talking to elderly and their parents. I am worry looking at this situation. There is a case where a pupil has warned his father, "Do not care about me, it is not your business!" When his parent asked him why he always late to be home, he was rude to his father. Some parents admitted that they have no idea how to improve their children's behaviour. (Counsellor CS2, Malay, male, 38 years old)*

The comment highlights the link between problem behaviour at home and how it has been dragged into the school environment. Another interviewee pointed out that pupils today did not respect teachers.

> *Now, we have a lack of respect from pupils. They don't respect us anymore. For instance, when the bell rings, pupils are suddenly going out of the back door of the classroom. They ignore a teacher who is still in the classroom. Some of them were being rude to teachers. We at the disciplinary unit noted that some pupils have difficulty in accepting our advice. (Discipline Teacher CS2, Malay, male, 44 years old)*

The school counsellor compared his experience in the past with the situation today.

> *In the past, we respected the elderly, we respect our teachers but now, pupils do not care about their teachers. Even if they accidently bump our shoulders, they just walk off. They never say sorry. (Counsellor CS2, Malay, male, 38 years old)*

Another interviewee mentioned that the meaning of respectful/disrespectful behaviour has strong ties with cultural and societal norms. This justifies why some teachers cannot accept certain aspects of behaviour from the pupils in this school.

> *Chinese pupils speak rudely to teachers because they have been raised in a different culture. They talk to teachers loudly because that is the way they talk at home. Some teachers cannot accept it. (Discipline Teacher CS2, Malay, male, 44 years old)*

Based on the above comments, it can be suggested that respectful behaviour has a close link with interactions between children and adults, ethnicity, family and societal norms, and socio-cultural elements.

Discipline

The class teacher reported that poor academic achievers seemed to have a lack of motivation in attending school and learning academic subjects.

> *The problem students hardly come to school. There are roughly 6 or 7 pupils who are always absent. One pupil in my class was rude to me in response to my advice. She slept in my class so I woke her up but she was not happy with my action ... In the last classes, when you enter the class, you will feel the headache. Pupils are not scared of teachers but we are scared of them. When you teach them from the front of the class without a loud voice, it does not work; they sleep in the class. If we, let's say, wake the person up, they are rude and they go back to sleep. They won't look at your face. (Class Teacher CS2, Indian, female, 31 years old).*

One physical education teacher reported that some pupils seemed to have a lack of punctuality especially in attending physical education lessons and transition times.

> *Pupils who are academically weak have a problem in punctuality. In attending physical education lesson, they take a long time in changing their clothes. We give them the last 15 minutes for changing their clothes. However they take longer than that. They have some drinks and rest with their friends. Subject teachers always complained that pupils are late to be back in the classroom. (Physical Education Malay CS2, male, 32 years old)*

Another teacher shared her bad experience in interacting with a problematic pupil.

> *This is one incident that happened last year. I think this year she is in Form 5. She was sleeping during in my lesson. I waited her to wake up. She ignored me and continued sleeping. So, I went to her. I just touch her softly and said, "Wake up. It is really 10 minutes you are still sleeping. Don't tell me you don't know I am here". Then she suddenly shouted at me, "Are you crazy?" I was shocked. (Class Teacher CS2, Indian, female, 31 years old).*

When talking about disciplinary issues, the teachers and pupils commented on disobedient behaviour. This included inappropriate school attire and the pupils' engagement in negative activities.

> *The main problem with boys in my class is regarding sport attire. They wear school uniform during the physical activities. They do not wear proper sports clothes. It is not suitable for physical activities. (Physical Education CS2-A, Malay, male, 32 years old)*

The school principal explained that some pupils breached the school rules.

> *Another problem with pupils in this school is that they breach the rules. We have clear guidelines regarding the school uniform and pupils' appearance. Their hair styles are not acceptable. They tend to follow the current hair style trend, which is against the school rules. They are very sensitive when a teacher criticises their hair styles. However, we always told them that their hair styles are not acceptable. (Principal B, Malay, female, 52 years old)*

Although several disciplinary issues were raised in the interviews, some professionals reported that pupils' discipline in this case study school was under control. The discipline teacher reported that the majority of pupils in this school obeyed the school rules.

> *In this school, most of the pupils obey the school rules. They co-operate with each other. We at the discipline unit expect that pupils will have good discipline. We do not mind if they are academically weak but we do care about their discipline. It will be easy to control their behaviour if they have good discipline. (Discipline Teacher CS2, Malay, male, 44 years old)*

The above comments suggest that that the concept of positive behaviour has close links with obedient behaviour.

Interpersonal relationship

One teacher said that he had good relationships with some pupils. As a result, it is easy for him to manage the learning lessons.

> *I am happy to interact with pupils who are active in sports. Although the disciplinary record shows that they have breached the school rules, they are still under control. They actually need our attention. In sport, we have a close relationship. I believe that they can improve their behaviour. (Physical Education Malay CS2, male, 32 years old)*

Questionnaire data shows that nearly all professionals (96%, n=22) considered the behaviour of *not greeting a teacher in public* as negative. However, only 68% (n=17) of pupils considered such behaviour as negative. In response to the item of *talking to teachers without using a title of teacher*, a higher percentage of professionals (91%, n=21) than pupils (72%, n=18) categorised it as negative.

Personality

Some participants described a pupil's behaviour by looking at their personality. Aggressive behaviour for instance was often mentioned by participants. The discipline teacher reported that a few pupils have psychological problems.

> *Some pupils are hot tempered. We have discussed the problems with their parents. Their parents admitted that their child is hot tempered. (Discipline Teacher CS2, Malay, male, 44 years old)*

> *I do not understand pupils' behaviour today. A small problem between them leads to a physical fighting. They lack patience. (Principal CS2, Malay, female, 52 years old)*

The comments above suggest that the concept of positive behaviour has close links with psychological and emotional stability.

6.5.3.3 Pupils' perception of their behaviour

The overall analysis shows that all pupils considered the *raising a hand to ask the teacher a question* (n=25) to be positive. Eighteen pupils considered *quietly talking with other pupils when there is no teacher in the classroom* to be positive. Whereas the following behaviours are considered by the majority to be negative: *talking to teachers without using a teacher's title* (n=18) and *pupils accepting consequences without having a discussion about blame* (n=18). Most pupils categorised the following behaviour neither positive nor negative: *not greeting teacher in public* (n=17) and *pupils using their native language when there is a teacher in the classroom* (n=13). Twelve out of 15 boys considered *not greeting teacher in public* to be negative compared to girls (5 out of 10). Seven out of 13 Malay pupils were more likely to consider *pupils using their native language when there is a teacher in the classroom* to be negative compared to Chinese (two out of nine) and Indian pupils (one out of three). Four Chinese and two Indian pupils categorised such behaviour as neither positive nor negative.

It is significant to highlight that most professionals who participated in this study expect that pupils greet them in public and pupils should not use their native language in the classroom. Conversely, the Chinese and Indians could accept such behaviour. This contradiction can be a contributor to the existence of problem behaviour in school.

6.5.3.4 Emerging themes from the perspective of pupils

From the pupil's perspectives, the concept of positive and negative behaviour revolved around the following themes: interpersonal relationship, happiness, academic attainment, respectful behaviour and discipline.

Interpersonal relationships

Pupils often raised issues pertaining to their relationships with teachers and peers while talking about positive and negative behaviour. The focus group pupils (n=8) said that they felt happy and enjoyed learning with cheerful teachers. Some of them explained that a teacher who makes jokes and humour motivates pupils to engage in lesson activities.

> *A teacher should know how to tell a joke and smile while organising lesson. This makes us feel happy and enjoy in learning. (Pupil CS2-Q, Malay, girl)*
>
> *I have the same idea as others. I am happy and enthusiastic to be involved in the lesson activities carried out by Teacher X (an anonymous). He always makes jokes and humour. He is kind and never angry at us. He is smiling while teaching and be friendly with us. He has very good teaching skills instead he shows his enjoyment in teaching. He organises games and attractive activities. (Pupil CS2-N, Malay, boy)*

The pupils also mentioned that they felt happy to interact with their friendly, supportive, helpful and cheerful teachers.

> *I am happy to interact with teachers who understand us. They are supportive. They are not too serious and we can make a joke with them. (Pupil CS2-R, Malay, girl)*
>
> *I do respect teachers who help me in learning academic subjects and those who support me in sports. (Pupil CS2-N, Malay, boy)*

> *I have a good relationship with Physical Education Teacher CS2-A. In fact, all the sports teachers are fine. We can make a joke with them. (Pupil CS2-N, Malay, boy)*

When talking about teachers' negative behaviour, a pupil said that she does not like teachers who are grumpy and forgetful. It makes pupils feel unhappy and uninterested to do academic work.

> *I am unhappy with a grumpy and forgetful teacher. One day, she has given us one assignment. Then, she has forgotten to collect it from us. After a few days, she had realised that we did not submit the assignments. She angry at us and we had no chance to explain the details. (Pupil CS2-T, Malay, girl)*

Other pupils mentioned that pupils' motivation depends on strategies used by teachers and the way they were treated. One pupil said that teacher's creativity motivates pupils to pay attention to a lesson.

> *I feel very bored and sick in learning academic subject because the teachers are not creative. It should be more games and attractive activities in teaching and learning sessions. (Pupil CS2-M, Malay, boy)*

Another pupil said that a good teacher was supportive and helpful. They have encouraged pupils to be actively involved in the school activities.

> *She is a very good teacher. She knows our needs as the school athletes. She helped us to get spikes and suitable footwear for sport and track tournaments. (Pupil CS2-P, Malay, boy)*

In terms of their relationship with peers, four pupils mentioned that caring and cheerful behaviours are contributors to enjoyment in school. They said that they were happy to befriend pupils who exhibited such behaviour.

> *I am happy to be with someone who is cheerful. (Pupil CS2-K, Malay, boy)*

> *I am happy to be with someone who really cares about me, helps me if I have a problem ... they share their problems. (Pupil CS2-L, Malay, girl)*
>
> *I am happy to be with someone who is honest in friendship. (Pupil CS2-M, Malay, girl)*
>
> *If we have a problem, he or she is happily to help us. (Pupil CS2-R, Malay, boy)*

Three pupils talked about negative behaviour of their friends. They reported that they dislike pupils who were selective in friendship, moody, hypocrite and a liar.

> *I hate to befriend someone who is selective in friendship and moody. (Pupil CS2-L, Malay, girl)*
>
> *I hate to befriend a hypocrite person. (Pupil CS2-L, Malay, girl)*
>
> *I hate a liar. (Pupil CS2-M, Malay, girl)*

The above comments suggest that the concept of positive and negative behaviour has a link with the pupils' happiness while interacting with others.

Happiness

When talking about positive behaviour, all the focus group pupils mentioned that they were keen to befriend cheerful pupils. They reported that cheerful teachers and peers make them happy.

> *I am so happy if I have more cheerful friends and teachers. The physical education teachers are okay. They are supportive and always make me happy in school. (Pupil CS2-K, Malay, boy)*

Two pupils raised the significance of jokes and humours for happiness.

> *Do not take everything too seriously. Life must be enjoyable. So, jokes and humour should be part of school life. (Pupil CS2-P, Malay, boy)*

> *I am happy if I can make jokes and humour with others. (Pupil CS2-Q, Malay, girl)*

Another pupil reported that pupils with cheerful and supportive characters make the school to be an enjoyable place.

> *I enjoy befriending pupils who understand me. Pupils with cheerful and supportive characters will make school life meaningful. I hate hot-tempered pupils as they always make trouble for others. I know that everyone has a problem but he or she should know to find a solution to the problem effectively. (Pupil CS2-R, Malay, boy)*

Many pupils said that helpful behaviour makes them happy.

> *I am happy when my friends help me to solve a problem. (Pupil CS2-K, Malay, boy)*
>
> *My best friends are very helpful. They always help me to solve my problems. (Pupil CS2-R, Malay, boy)*
>
> *There are always the same teachers helping me in sports. I am happy working with him. (Pupil CS2-S, Malay, boy)*

Some pupils mentioned that they are unhappy when their friends breached the school rules and did not keep their promises.

> *I have many friends in this school. When one of them breaches the school rules and makes the teachers disappointed, I feel uncomfortable to be friends with them anymore. Further, it makes me unhappy in attending school. (Pupil CS2-T, Malay, girl)*
>
> *I have friends who are hypocrites and do not keep their promises. They cannot be trusted. (Pupil CS2-S, Malay, boy)*

Hot-tempered and angry teachers were reported to be contributors to unhappiness.

> *I hate a hot-tempered and angry teacher. He often used a cane to control pupils' behaviour. He gets angry easily, even for a small mistake. (Pupil CS2-R, Malay, boy)*

The above discussions suggest that the concept of positive behaviour is associated with the happiness of pupils. Any behaviour that may have contributed to unhappy situations is considered to be negative.

Academic attainment

The focus group pupils mentioned their academic attainments while discussing the concept of positive and negative behaviour. One pupil said that some teachers gave more attention to pupils who obtained good grades than those who had poor grades.

> *Some teachers are keen to help high academic achievers. They seemed to have favouritism and double standards towards pupils. (Pupil CS2-M, Malay, girl)*

The above comment raises the issue of discrimination in school. Another pupil suggested that all pupils should be fairly treated, regardless of their genders and backgrounds.

> *A teacher should treat all pupils fairly, irrespective of gender and our backgrounds. It should be no discrimination. (Pupil CS2-Q, Malay, girl)*

Another pupil said that because of the overemphasis on academic work, he had a problem with subject teachers.

> *I have a problem with most of subject teachers. They always pressure me to do academic work. (Pupil CS2-S, Malay, boy)*

One pupil said that he was not interested in learning most of the academic subjects.

> *I do not know what happens to me ... uninterested in learning academic subjects ... always wanting to play with my friends. (Pupil CS2-K, Malay, boy)*

Another pupil reported that too much homework made her tired.

> *Too much academic activity and homework ... it makes me tired and unmotivated to engage in lessons. (Pupil CS2-N, Malay, boy)*

The above discussions seemed to suggest that the concept of positive and negative behaviour as perceived by pupils has a link with academic and non-academic matters.

Respectful behaviour

Pupils raised the matter of respectful behaviour. One pupil said that a teacher did not respect him. He said that he was ashamed in front of other pupils.

> *Last year, I was late attending lesson because I went to the school office. Instead of asking me, the teacher cursed me angrily. I was ashamed in front of other pupils. It was terrible. (Pupil CS2-N, Malay, boy)*

One pupil reported that the majority of his teachers were too serious and had negative attitudes towards pupils.

> *I think that 50% to 70% of the teachers in this school are too serious. They do not know how to attract our attention. What they know is talking, teaching and blabbering. They do not know how to tell a joke. They do not respect our needs. (Pupil CS2-S, Malay, boy)*

This suggests that pupils expected that all teachers should interact positively with them. Some comments from pupils highlight the importance of having psychological knowledge and pedagogical skills in order to attract pupils' attention.

Discipline

When asking pupils about their classmates' behaviour and disciplinary issues that occurred in their school, all the focus group pupils said that their friends had good discipline. Detailed analyses of narrative data showed that there are two disciplinary issues raised by pupils: smoking and disruptive behaviour.

> *I cannot believe that some of my friends smoke in a school compound. It is awful. (Pupil CS2-R, Malay, boy)*
>
> *We know that some pupils smoke. I believe that smoking is a starting point for his engagement in more dangerous activities. (Pupil CS2-N, Malay, boy)*

Some pupils mentioned that disruptive pupils were negatively affecting their friendships with others.

> *One of my friends is always moody and angry in school. I know that he has a problem at home. But, he should know that his attitudes affect our friendship. (Pupil CS2-S, Malay, boy)*
>
> *My friend broke the school rule. I do not want to say what he did, but the main thing here is that his behaviour affects a teacher's perception. (Pupil CS2-N, Malay, boy)*

6.5.3.5 Summary

The above discussions revealed that professionals and pupils seemed to have some commonalities and differences when conceptualising positive and negative behaviour. The frequent themes emerging from both professionals and pupils were: interpersonal relationships, respectful behaviour, discipline, and behaviour relating to academic attainment. Matters discussed by professionals but not by pupils were the issue of ethnic polarisation, acculturation and personality. There is a consistent message across the interviews highlighting the influence of cultural factors towards

the concept of positive and negative behaviour. Ethnic tolerance and integration were found to be main concerns in this school.

6.5.4 Whole-school strategies

This sub-section focuses on themes that emerged from individual interviews with professionals, the focus group, and my observation.

6.5.4.1 Observations and professional's perspectives on the whole-school strategies

Several activities were found to organise in this school as follows:

School assemblies

A school assembly is a common practice in this school. It was held on every Monday morning from 7.30 am to 8.00 am. Pupils were gathered in an assembly area (a basketball court). Two security guards were appointed in this school. Figure 6.9 shows the layout for the school assemblies. The school principal explained that the school assemblies are very important. It was seen as the right time to highlight behavioural issues.

> *I always remind the teachers to monitor pupil behaviour in this school. Pupils' appearance for instance, is a big problem in this school. Their hair styles are totally unacceptable. I explained to pupils during the assemblies regarding our expectation towards their physical appearance and behaviour. (Principal CS2, Malay, female, 52 years old)*

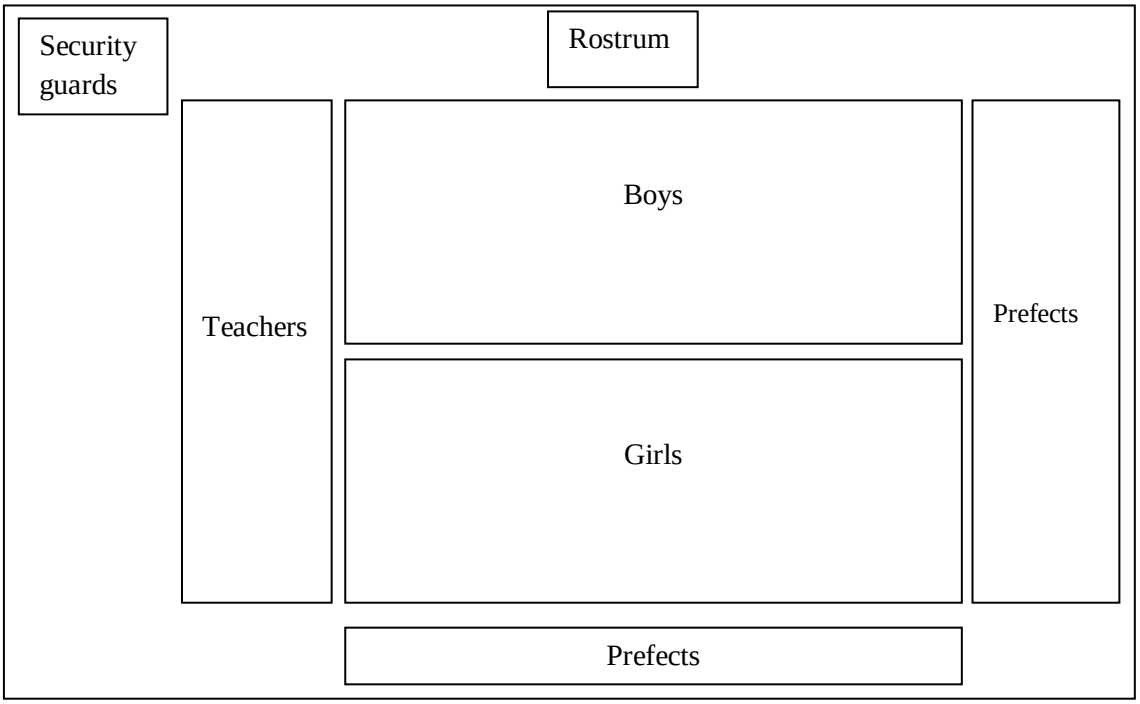


Figure 6.9 Assemblies at Case Study School 2

The school counsellor indicated that mass lectures, such as public lectures, were frequently held in this school.

> *We organised many public talks and lectures in this school. We also invited external speakers to talk about many issues. (Counsellor CS2, Malay, male, 38 years old)*

One-off programmes

The professionals reported that many one-off programmes were organised in this school. These include the excellence character week, overcoming truancy and integration programmes.

> *We have organised the excellence character weeks to promote their positive attitudes towards schooling, and to have good manners in their interactions with adults, elders, and peers. We launched a campaign of good values and courtesy. We also organised Islamic activities and moral education where the aim was at promoting good manners in school. (Counsellor CS2, Malay, male, 38 years old)*

He added that the school has organised several Islamic activities and moral education programmes.

> *We also organised Islamic activities and moral education, where the aim was to promote good manners in school. (Counsellor CS2, Malay, male, 38 years old)*

The school also organised many social activities to integrate pupils from different ethnic backgrounds.

> *Last year, we organised traditional games for pupils. We chose 'congkak' (a manacle game) that was originally played by Malays, an Indian game, 'kabaddi' (chasing games), and Chinese Yoyo for the integration programmes. Each group must have members of different ethnic backgrounds, and they should play all the games. This promotes better understanding regarding cultural values behind the game and they had opportunities to learn from each other. (Counsellor CS2, Malay, male, 38 years old)*

However, the school principal expressed her frustration that the integration programme was not be supported by parents. She stated that parents were not interested in teaching their children about interacting with other ethnic groups.

> *I really want to see those young generations have better attitudes towards other ethnic groups. Parents should support the integration process. The government has launched many programmes and activities for integration. We, at a school level, have organised many integration programmes. I am so frustrated when there are Chinese parents still unable to converse with the majority after 50 years of our independence. (Principal CS2, Malay, female, 52 years old)*

Collaboration programmes

The counsellor reported the school has a good relationship with outside agencies including the Royal Malaysian Police, banks, local colleges and universities. He explained that university students had been involved in a school programme.

> *One of the school programmes was jointly organised by this school and the MARA (Council of Trust for the Bumiputera) Foundation College. They became facilitators in that programme. (Counsellor CS2, Malay, male, 38 years old)*

He added that the school invited external speakers for Chinese pupils who were found to have difficulty in speaking the Malay language.

> *We often invited Chinese external speakers to explain the school rules, policies and our expectations towards their behaviour in school. (Counsellor CS2, Malay, male, 38 years old)*

Another professional explained that discussions with parents regarding children's behaviour were frequently organised in this school.

> *We engaged parents in a discussion regarding their children's behaviour. We often invited parents to many school programmes. A discussion was also held during the Parent Teacher Association meeting. Discussion with parents regarding their children's achievement in academic and not-academic activities is also organised during open days. (Discipline Teacher CS2, Malay, male, 44 years old)*

The counsellor reported that some parents discussed the intervention programmes with him.

> *Over the last few years, a parent came to discuss his child's behaviour. He decided to send his child to an Islamic rehabilitation centre. I have been informed the child has improved his behaviour and he passed the examination. Now, he is in technical school. (Counsellor CS2, Malay, male, 38 years old)*

The discipline teacher explained that the school parents were informed regarding their children's problem behaviour in school.

> *We sent warning letters to parents informing them that their children have breached some school rules. Some parents came to school for further discussion, some did not. (Discipline Teacher CS2, Malay, male, 44 years old)*

Punitive discipline

I observed that many pupils gathered in the disciplinary unit rather than in the counselling unit. The counselling unit is next to the disciplinary unit. I spent a whole morning at the counselling unit, which is open for all pupils. The doors are open and there are many books, magazines, newspapers and board games. Only two pupils came to this unit although many were at the disciplinary unit. Some of the pupils were in the room, whereas some were waiting outside the disciplinary unit. I went to the disciplinary unit in order to understand the reason for their presence there. I was informed that they have disciplinary problems.

One professional said that he had the authority to cane pupils, but that he found that caning is not effective. Surprisingly, he suggested different physical punishment to be used in school.

> *I have caned pupils. However, it seems ineffective. Pupils still misbehave. So, I tried a different technique. I replaced corporal punishment with a new one. I asked them to roll on the pitch. It seems effective. (Physical Education Teacher CS2-A, male, Malay, aged 32 years)*

It was mentioned that some teachers were too emotional when dealing with misbehaving pupils. The discipline teacher revealed that there was a teacher who had slapped a pupil in this school.

> *Some teachers lost their patience when dealing with pupils. There was the case when a pupil was slapped because of his unacceptable behaviour. We, at the disciplinary unit, had to deal with the parents. We were able to solve the problem. (Discipline Teacher CS2, Malay, male, 44 years old)*

6.5.4.2 Pupil's perspectives on the whole-school strategies

Several themes emerging from the focus group are presented next.

School assemblies

Data from the focus group revealed that a mass event, such as public lecture, was frequently held in this school. Unexpectedly, the majority of interviewees (n=8) said that they were bored of attending such programme. They said that many pupils in this school were unhappy to attend such programmes.

Punitive discipline

Six pupils from the focus group said that they were caned by teachers due to disciplinary problems. One pupil shared his experience where he was humiliated by a teacher. He was so angry.

> *Last year, I was late to a class. The teacher called me "a monkey". He humiliated me in front of others. He did not ask me the details. I was actually taking some forms to another teacher. I was so angry. I was thinking of revenge but it was not an appropriate way to respond. (Pupil CS2-K, Malay, boy)*

One pupil stated that some girls were smacked on the palms.

> *I have been smacked on my palms. The teacher used a wooden ruler to smack girls. It happened to my friends as well. (Pupil CS2-M, Malay, girl)*

Summary

There is sufficient data in this sub-section to suggest that school assemblies, one-off events and punitive discipline are the core strategies for promoting positive behaviour in this school. Both professionals and pupils talked about school assemblies and punitive discipline. Professionals raised the issue of integration which was not discussed by pupils.

6.5.5 Strategies used in the classroom

This segment draws upon numeric data (questionnaires) and narrative data (observation and interviews). It discusses a comparative analysis of professionals' and pupils' perspectives towards the classroom management strategies.

6.5.5.1 Interaction

Table 6.28 illustrates that both professionals and pupils held positive beliefs towards the subject of *respect each other*. However, nearly one-quarter of the pupils said that "sometimes" professionals treated them with respect. This suggests that both professionals and pupils had different ideas regarding the concept of respectful behaviour.

Table 6.28 Interaction: belief and practice

Belief	*Roles*	*n*	*Agreed*	*Disagreed*	*Do not know*	*No response*
Teachers and pupils should respect each other	Professionals	23	100%	0	0	0
	Pupils	25	100%	0	0	0
All teachers should treat the pupils who have been punished with respect when they come back to class	Professionals	23	96%	4%	0	0
	Pupils	25	88%	4%	8%	0
Practice						
Practice	*Roles*	*n*	*Always*	*Sometimes*	*Never*	*Not applicable*
Treat pupils with respect	Professionals	23	96%	0	0	4%
	Pupils	25	68%	32%	0	0
Pupils are able to give their side of the story when blamed for doing something wrong	Professionals	23	70%	30%	0	0
	Pupils	25	40%	48%	16%	0

The narrative data revealed that the social norms and cultural differences are contributors to the discrepancy.

> *The school has appointed a Chinese counsellor to deal with Chinese pupils. We need to understand their culture as a way to promote positive behaviour. This is because they have their own beliefs of what constitutes good and bad behaviour. (Counsellor CS2, Malay, male, 38 years old)*

The result demonstrated that the majority of professionals and pupils said that they gave pupils a chance to discuss the blame.

6.5.5.2 Interpersonal relationships

Table 6.29 shows that both professionals and pupils have a positive belief towards the role of teachers in supporting pupils to share their problems. However, findings suggest that one-quarter of the pupils reported that the professionals never have a discussion about pupils' feelings.

Table 6.29 Interpersonal relationship: belief and practice

Belief	*Roles*	*n*	*Agreed*	*Disagreed*	*Do not know*	*No response*
All teachers should create an environment that make pupils feel comfortable to share their problems with them	Professionals	23	96%	4%	0	0
	Pupils	25	84%	12%	4%	0
Practice						
Practice	*Roles*	*n*	*Always*	*Sometimes*	*Never*	*Not applicable*
Discuss with pupils about their feelings towards any issues	Professionals	23	52%	48%	0	0
	Pupils	25	4%	64%	32%	0

The Physical Education Teacher CS1-B asserted that the teachers put a greater emphasis on pupils' academic performance than pupils' emotions. She said that in sport activities, the focus was beyond that point. She added that physical education helped pupils in developing their self-confidence, teamwork, co-operation, enjoyment, friendship, happiness and fitness. The principal said that a positive school culture could be developed if anyone in this school has very good interpersonal relationships.

> *We need to have a close-knit relationship with all school members. It will contribute to happiness in this school. (Principal CS2, Malay, female, 52 years old)*

6.5.5.3 Partnership

Data in Table 6.30 suggests that the majority of professionals and pupils agreed that parental engagement is necessary for promoting positive behaviour.

Table 6.30 Perception of partnership, by roles

Belief	*Roles*	*n*	*Agreed*	*Disagreed*	*Do not know*	*No response*
A pupil's parent(s) should be engaged in a discussion of any issues related to the behaviour of their child	Professionals	23	100%	0	0	0
	Pupils	25	88%	4%	8%	0

The school principal emphasised that all the pupils' parents should support the improvement of their child behaviour.

> *I strongly believe that pupils' behaviour is a result of family norms and values. All parents should educate their children with noble values. They should encourage their children to befriend all pupils from different ethnics. (Principal CS2, Malay, female, 52 years old)*

Table 6.31 How often partnership programme is held? By roles

Practice						
Practice	*Roles*	*n*	*Always*	*Sometimes*	*Never*	*Not applicable*
Co-operation with the government agencies	Professionals	23	26%	30%	39%	4%
	Pupils	25	12%	56%	32%	0

Table 6.31 shows that 49% of professionals had no experience in co-operation with the Malaysian government agencies. More than half of pupils reported that the professionals did not co-operate with the Malaysian government agencies. However, this does not mean that co-operation is not a common practice. This is because the school records show that many collaborative activities were carried out in this school. During the visits, several Malaysian government agencies held numerous activities in this school. Discipline Teacher CS2 said that co-operation with the government agencies such as police department was effective to control problematic pupils.

6.5.5.4 Engagement

As can be seen in Table 6.32, both professionals and pupils have positive beliefs towards the teachers' role in encouraging pupils to take leadership roles. In terms of how it was translated into practice, the majority of professionals and pupils reported that the professionals often encourage them to participate in the school activities.

Table 6.32 Engagement: belief and practice

Belief	*Roles*	*n*	*Agreed*	*Disagreed*	*Do not know*	*No response*
All teachers should encourage pupils to take leadership roles in the school	Professionals	23	96%	4%	0	0
	Pupils	25	96%	4%	0	0
Practice						
Practice	*Roles*	*n*	*Always*	*Sometimes*	*Never*	*Not applicable*
Encourage pupils to actively participate in the school activities	Professionals	23	78%	22%	0	0
	Pupils	25	56%	52%	12%	0

A great emphasis was given to integration among multi-ethnic pupils in this school.

> *There are many school activities and the most important element in carrying out the school activities is integration. This is because we have multi-ethnic pupils and everyone should understand the other cultures. (Counsellor CS2, Malay, male, 38 years old)*

6.5.5.5 Positive reinforcement

Table 6.33 illustrates that the beliefs and practice are slightly similar. The majority of respondents said that all teachers should ask pupils what makes them happy in schools and teachers should speak the way they expect to be spoken to.

Table 6.33 Positive reinforcement: belief and practice

Belief	*Roles*	*n*	*Agreed*	*Disagreed*	*Do not know*	*NR*
Teachers should ask pupils what makes them feel happy in school	Professionals	23	96%	4%	0	0
	Pupils	25	92%	8%	0	0
Teachers should speak the way they expect to be spoken to	Professionals	23	87%	13%	0	0
	Pupils	25	84%	8%	8%	0
Practice						
Practice	*Roles*	*n*	*Always*	*Sometimes*	*Never*	*NA*
Use more praise than criticism in schools	Professionals	23	78%	22%	0	0
	Pupils	25	56%	40%	4%	0

NR=No response, NA=Not applicable

When asked about the use of praise in schools, the majority of professionals and pupils reported that praise has been frequently used in this school.

6.5.5.6 Guidance

Data in Table 6.34 shows the majority of professionals and pupils agreed with the notion of teacher's support to improve pupils' behaviour. However, the respondents reported that it is not a common practice. According to the school counsellor, all class teachers should have counselling skills and try to guide pupils to improve their behaviour before sending them to a counsellor.

> *Some teachers just pass all problem pupils to the counselling unit. The teachers are supposed to have their own plans and strategies in guiding pupils. They cannot easily delegate all problematic pupils to my office. (Counsellor CS2, Malay, male, 38 years old)*

Table 6.34 Guidance: belief and practice

Belief	*Roles*	*n*	*Agreed*	*Disagreed*	*Do not know*	*NR*
Pupils need a teacher's assistance to improve their behaviour	Professionals	23	96%	4%	0	0
	Pupils	25	92%	0	8%	0
Practice						
Practice	*Roles*	*n*	*Always*	*Sometimes*	*Never*	*NA*
Guide pupils to find a solution to modify their behavioural problems	Professionals	23	52%	48%	0	0
	Pupils	25	32%	52%	16%	0
Systematically record a pupil's behavioural problems	Professionals	23	17%	53%	30%	0
	Pupils	25	16%	52%	32%	0

NR=No response, NA=Not applicable

Table 6.34 shows that both professionals and pupils agreed that teachers sometimes recorded pupils' behavioural problems in a record book.

6.5.5.7 Punishment

The majority of professionals reported that pupils still do respect teachers who use a cane in school. Table 6.35 shows the response from pupils are varies. Forty four percent of them reported that they do respect teachers who use a cane, whereas 40% do not. A significant variance occurs between professionals and pupils in response to the frequency of corporal punishment. Fifty-seven per cent of professionals said that they never used a cane. However, the majority of pupils said that the professionals sometimes used a cane to control pupils' behaviour.

Table 6.35 Punishment: belief and practice for Strategy 7

Belief	*Roles*	*n*	*Agreed*	*Disagreed*	*Do not know*	*NR*
Pupils do not respect teachers who use a cane to control pupils' behaviour	Professionals	23	39%	61%	17%	4%
	Pupils	25	40%	44%	16%	0
Practice						
Practice	*Roles*	*n*	*Always*	*Sometimes*	*Never*	*NA*
The use of corporal punishment	Professionals	23	9%	35%	57%	0
	Pupils	25	8%	88%	4%	0

NR=No response, NA=Not applicable

6.5.5.8 Pedagogical content knowledge

Data from individual interviews revealed that all the professionals and some pupils from focus group highlighted the importance of pedagogical content knowledge for promoting positive behaviour at a classroom level. Both professionals and pupils raised the importance of happiness in school, creativity in teaching, language and teaching skills.

In a multi-ethnic classroom, the ability to speak a few languages is an advantage for teachers to enhance the efficacy of learning and teaching. One class teacher shared her experience in teaching English to pupils who had limited English.

> *They [some pupils from the last classes] don't understand English, so when they do my worksheet I have to translate in Malay (their native language) ... I do some kind of the easy activities. You teach some words ... new words. I knew their problems. I can't give a higher level of work to them. It is like a primary level and even then it is quite difficult for them. So, I tackle some words from the comprehension text and you know meet some match, arrange letters ... give them some rewards that is how they manage to do my work. (Class Teacher CS2, Indian, female, 31 years old)*

The counsellor stated that some Chinese pupils do not understand the Malay language and had difficulty to communicate in English. He mentioned that the school has appointed a Chinese counsellor to interact with those pupils. Since the Malay language is the medium of interaction in national schools, limited Malay language skills has affected their learning.

One pupil reported that teachers should use various techniques to manage classroom activities. This includes reducing the amount of homework activities.

> *It is acceptable for less homework to be given following on effective lesson. (Pupil CS2-M,Malay, girl)*

One physical education teacher said that pupils from different academic achievements have different attitudes towards outdoor education. He expressed the opinion that most pupils from science classes were not interested in sports compared to other groups.

> *High academic achievers have a lack of exposure to sports. They do not know how to play football. They do not even have the confidence to play. I have to encourage them. These groups were actually late onto the field. Conversely, the last classes were always punctual. As they are interested in sports, other teachers complained that they always late to the class after the physical education session. (Physical Education Teacher CS2-A, male, Malay, aged 32 years)*

One professional said that teachers should use different techniques to motivate pupils. This is because high academic achievers do not expect much reward in comparison to pupils who are academically week.

> *For science classes, I do give them rewards. It depends on the groups. Pupils from the last classes are interested in having rewards. Science pupils, they do not expect that. (Class Teacher CS2, Indian, female, 31 years old)*

She added that pupils from the last classes (academically weak) were lacking in confidence. They expected that teachers could help them.

> *For example if you give them something, they know what to do. They just do it and they will submit the worksheet to me, but these pupils, these students in vocational classes, they like, you know, you have to do something for them ... to do this work for us. So we have to give our rewards. This is how I handle these two classes. (Class Teacher CS2, Indian, female, 31 years old)*

In this school, pupils were streamed according to their academic achievement. Most of best academic achievers were gathered in the science classes, whereas the vocational and arts streams were for pupils who were academically moderate/weak. One professional supported the streaming system as it helps teachers to plan the lesson according to their pupil's capabilities. He assumed that vocational education is helpful for pupils who are academically moderate/weak.

> *Streaming is a very good and helpful system. By streaming, it is easy for teachers to control pupils' discipline. Pupils who are academically weak should be in vocational and arts classes. This will be beneficial for them in the future. (Discipline Teacher CS2, Malay, male, 44 years old)*

He suggested that pupils should be given choices to select suitable modules.

> *We know that pupils who are academically weak will fail in some papers. They are weak in certain subjects but they may be good in vocational and technical subjects. Most of them are weak in English, so we need to introduce English for communication. They cannot follow a high level of English, but at least they can speak English for daily life. (Discipline Teacher CS2, Malay, male, 44 years old)*

I observed that the school has employed some temporary, untrained teachers in this school. How is it possible to interact with pupils effectively without proper educational training? Does it reflect the status of teachers as professionals? This requires attention by the government.

6.5.5.9 Happiness

One pupil said that when pupils were happy in the classroom they will concentrate. One of the ways to attract pupils is via having a sense of humour.

> *Good teaching technique would encourage us to participate in lesson activities. (Pupil CS2-S, Malay, boy)*

One physical education teacher said that pupils should be treated like a friend. She shared her experience in developing good relationship with female pupils. She added that touching is effective to calm girls who exhibit behavioural problems.

> *I believe that they need attention. What I did was, I often touch female pupils. Talk to them nicely and treat them like a friend. (Physical Education Teacher CS2-B, female, Malay, aged 32 years)*

6.5.5.10 Summary

Based on the above discussion, it can be suggested that:

- although both professionals and pupils agreed that they should respect each other, there is an argument regarding how pupils were treated with respect;
- teacher-pupil discussion is not a common practice even though both agreed the importance of having such discussion;
- there is agreement between professionals and pupils with regard the parental engagement strategy;
- not all professionals had experience in inter-agency collaboration;
- professionals and pupils agreed that pupils should be encouraged to take leadership roles;

- most of the participants reported that professionals encouraged pupil participation in the school activities;
- most of the participants agreed that all professionals should create an enjoyable learning environment;
- the majority of participants reported that praising pupils is frequently used;
- although the participants reported that pupils should be provided adequate support, the pupils said that they have not enough support from the professionals;
- the majority of professionals agreed with the use of corporal punishment, however some pupils were against it.

Overall, this sub-section was mainly based on data from professionals' and pupils' perspectives. Further research suggested that there might be a gap between what have they reported and what was actually happens. Thus, classrooms observations were carried out.

6.5.6 Classroom observations

Observations in this school included six lessons organised by three teachers. Only one outdoor learning session was observed in this school. This is because all the physical education teachers had completed the physical education syllabus and moved to the health education syllabus. This implies that the findings from this section may be biased towards the classroom interactions than out-of-classroom interactions.

6.5.6.1 Observation 1

The first observation was held in this school on the 9th of September 2009. The observation was organised by Subject Teacher CS2 (Female, Chinese, aged 31 years) for the subject of Physics (Figure 6.10). The lesson was held for one hour, and twenty-two high academic achievers attended the lesson. They comprised 11 Malays, seven Chinese and four Indians, aged 16 years old. The observation revealed that there was a positive relationship between encouragement, guidance and attentive behaviour. The teacher used more encouragements than praising and guidance throughout the teaching and learning process. The teacher also used positive techniques to get pupils involved in lesson activities. As a result, the majority of pupils were more likely to pay attention to the lesson than disrupt others. However, the graph shows a fluctuating trend of attentive behaviour. This means that eliciting and maintaining pupils' attentions are two important elements for effective teaching and learning.

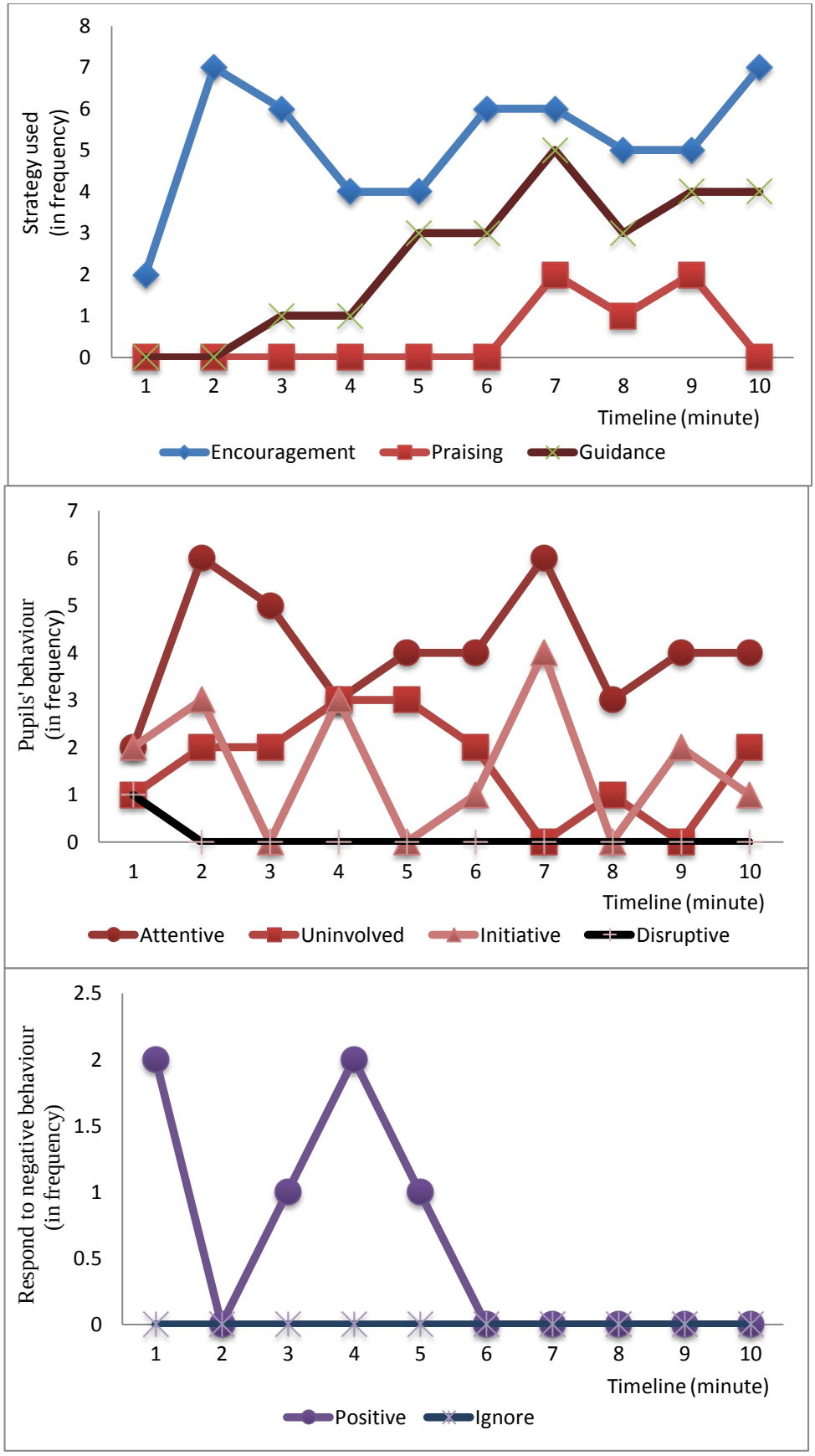


Figure 6.10 Observed session 1 (Case Study School 2)

6.5.6.2 Observation 2

The second observation was held in this school on the 14th of September 2009. This Physics lesson was organised by the same teacher that has been observed before. Fourteen high academic achievers from three ethnic groups, aged 16 years, attended the lesson: three Malays, seven Chinese and four Indians. As seen in Figure 6.11, pupils have disrupted the lesson during the first five minutes of the lesson, and then they started to participate in the lesson after the teacher had provided more attention (guidance and encouragement). Pupils were studious and this was a teacher-centred learning session. No praising words were used by the teacher throughout the observed session. This observation highlights the importance of providing attentions and supports for effective teaching and learning.

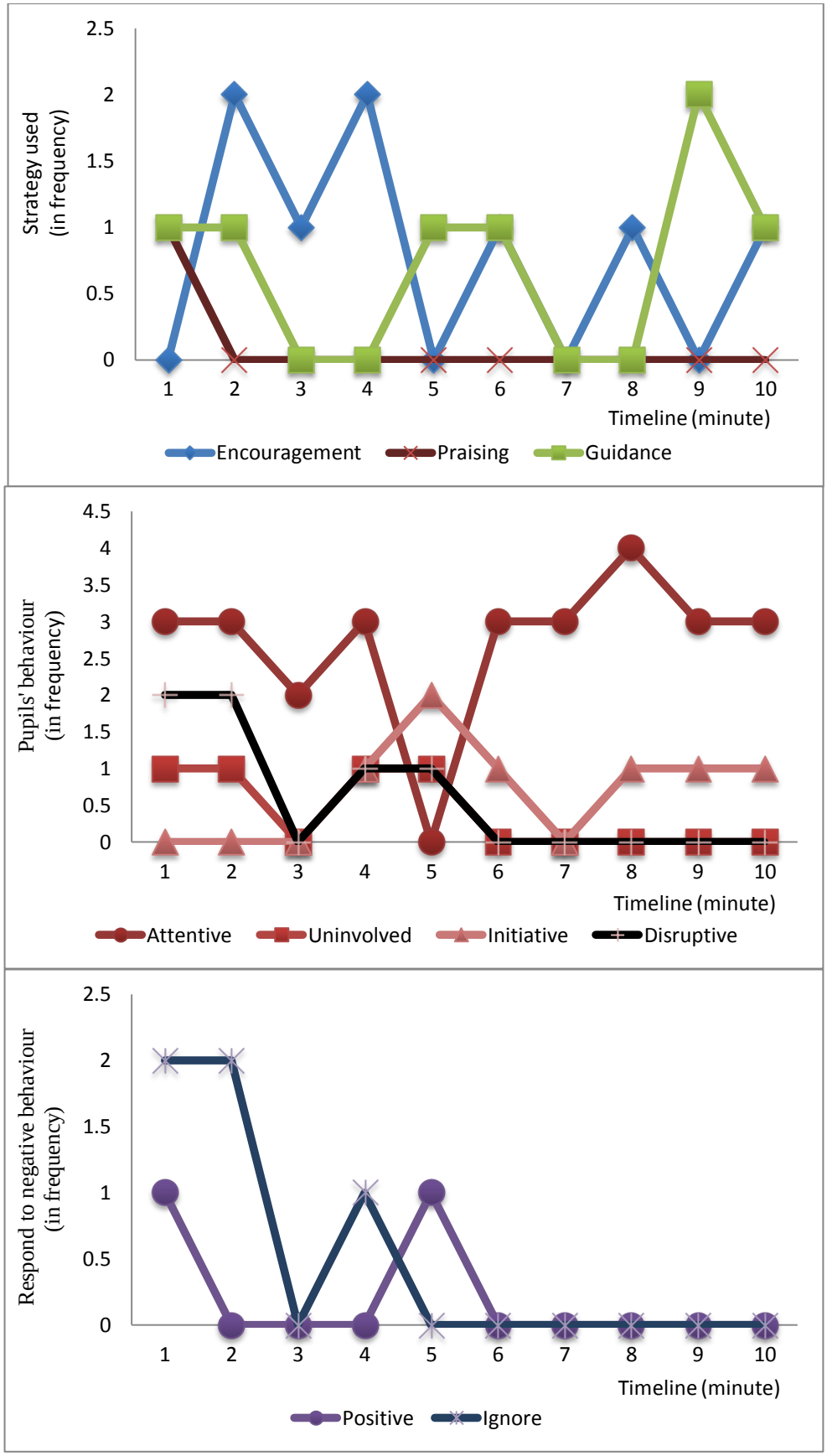


Figure 6.11 Observed session 2 (Case Study School 2)

6.5.6.3 Observation 3

The third observation, held on the same day (14th of September 2009) included 23 pupils from three ethnic groups (17 Malays, four Chinese and two Indians). They were moderate academic achievers but considerably high attainment in sports. The lesson on health education was organised by Physical Education Teacher CS2-A (male, Malay, aged 32 years). In this lesson, the teacher provided continuous encouragement and guidance. Pupils were seen to show cooperative and attentive behaviour throughout the lesson. He used a positive technique to address the inappropriate behaviour that occurred during the first four minutes of the lesson. Figure 6.12 shows that pupils focused on the lesson. The teacher delivered the lesson with enthusiasm, he joked with the pupils and they seemed very happy. This observation suggests the importance of having a good teaching technique, including the use of jokes and humour.

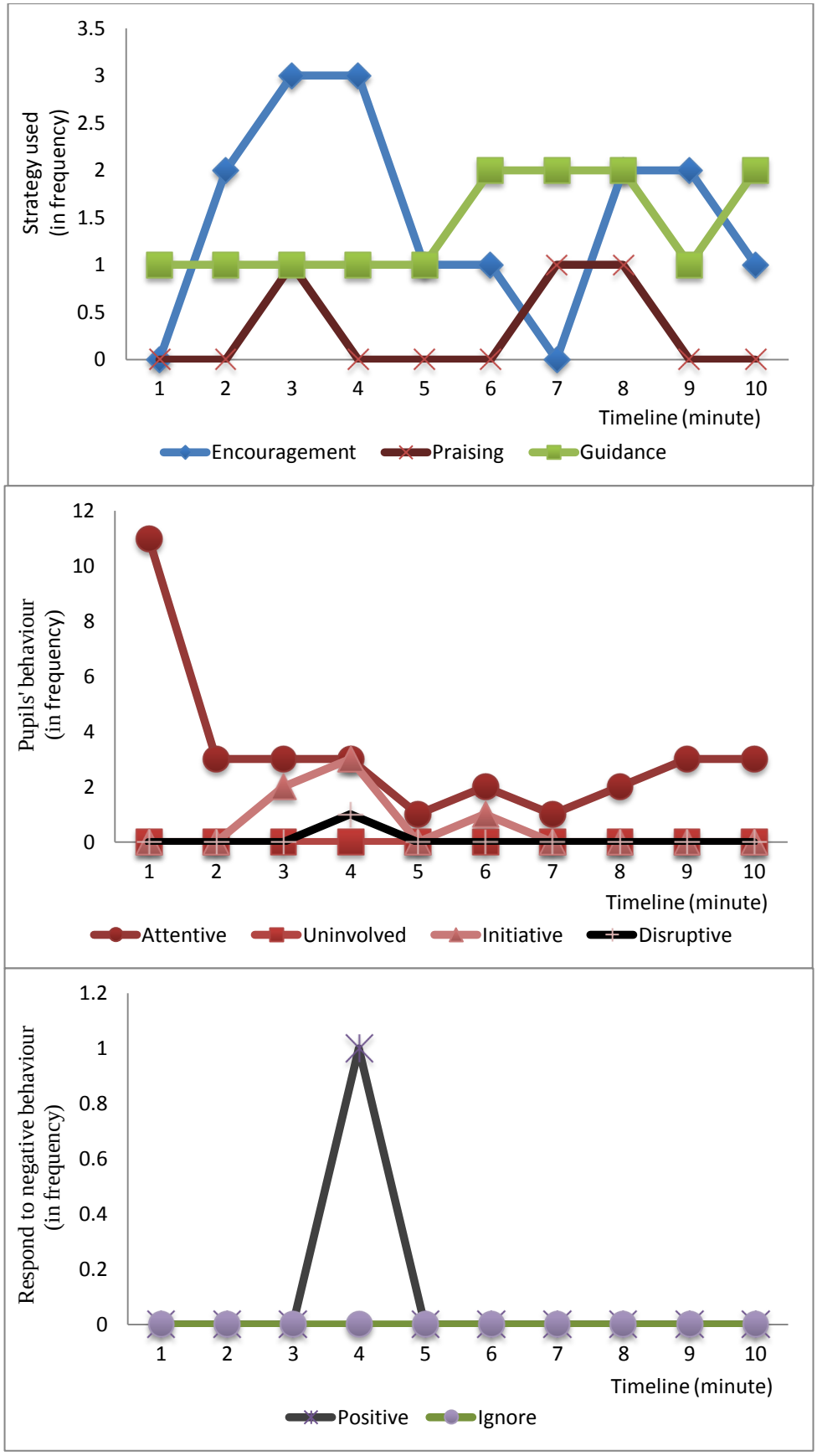


Figure 6.12 Observed session 3 (Case Study School 2)

6.5.6.4 Observation 4

The fourth observation was held on the 16th of September 2009 for the subject of Physics. It was organised by the teacher who has been observed before. Pupils attending the lesson were high academic achievers aged 16 years, comprising 11 Malays, seven Chinese and four Indians. Figure 6.13 shows a positive trend between the use of encouragement, guidance provided and attentive behaviour. Although, disruptions occurred during the first five minutes of the lesson, constant encouragement and guidance seem to have an impact on pupil behaviour. This was a teacher-centred lesson in which the majority of pupils focused on the teacher's explanation. This observation suggests that pupils in "good classes" exhibited more positive behaviour and posed less challenge to a teacher.

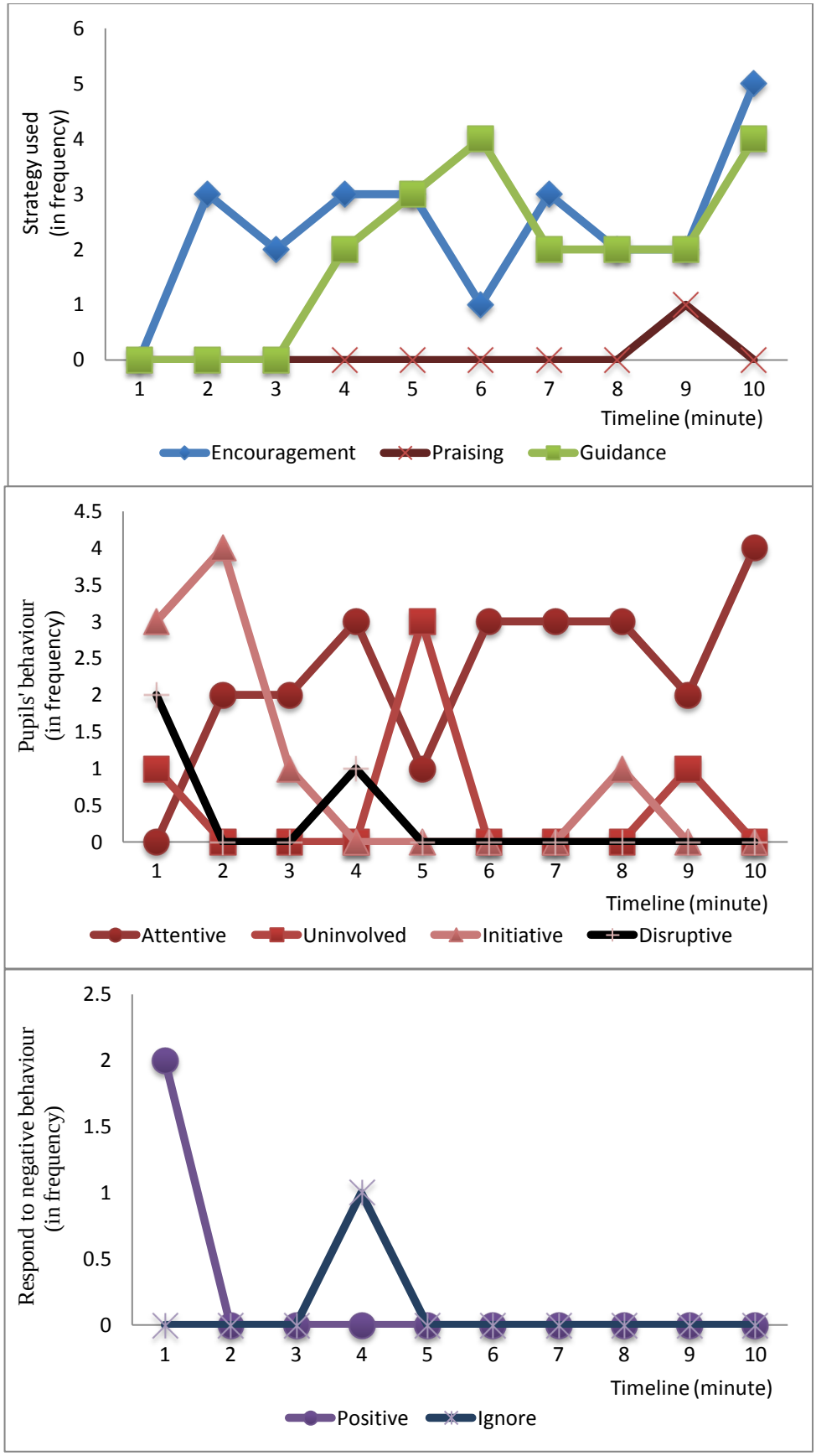


Figure 6.13 Observed session 4 (Case Study School 2)

6.5.6.5 Observation 5

The fifth observation was held on the subject of health education organised by Physical Education Teacher CS2-C (male, Indian, aged 33 years). Pupils attended the lesson aged 16 years from different ethnic groups: nine Malays, 12 Chinese and one Indian. All of them were from a moderate academic achievement class. As seen in Figure 6.14, encouragement by teachers actually increased pupils' positive behaviour. As a result of ignoring the teacher, some pupils disrupted the lesson. However, the teacher managed to control the situation by using a positive approach. He advised those pupils to pay attention to the lesson. Although this was a teacher-centred lesson, the pupils seemed to enjoy listening to the teacher. This might be due to the nature of the subject and also that a lot of real stories were delivered in this lesson. This observation suggests the importance of a teacher's competency in bridging the lesson with real life issues. It seemed effective to encourage the pupils' motivation in learning academic subjects.

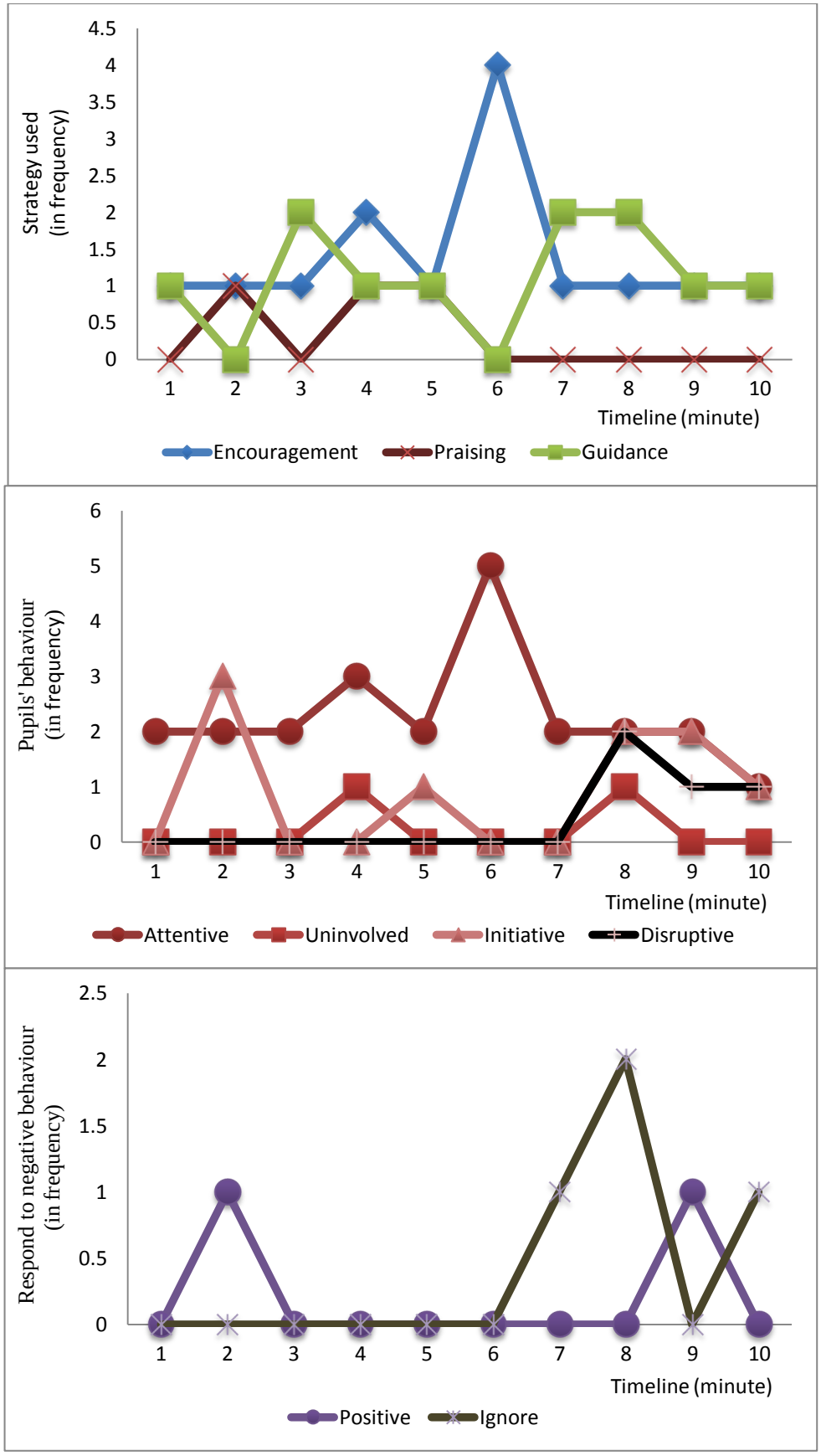


Figure 6.14 Observed session 5 (Case Study School 2)

6.5.6.6 Observation 6

The final observation was carried out on the 28th of September 2009. It included 12 Malay pupils (moderate academic achievers) who have attended soccer training at the school field supervised by Physical Education Teacher CS2-A (Male, Malay, aged 32 years). I was informed that those pupils were low academic achievers but they were excellent in extracurricular activities. Some of them said that they had disciplinary problems. However, they did not specify the problems in details. Figure 6.15 shows that constant encouragement and guidance positively affects pupil behaviour. It should be noted that all pupils involved were the school team players. This explains why no disruption occurred throughout the training session. They were also actively involved in the training activities. This observation highlights the link between pupils' interest in academic/non-academic subject and their engagement/commitment.

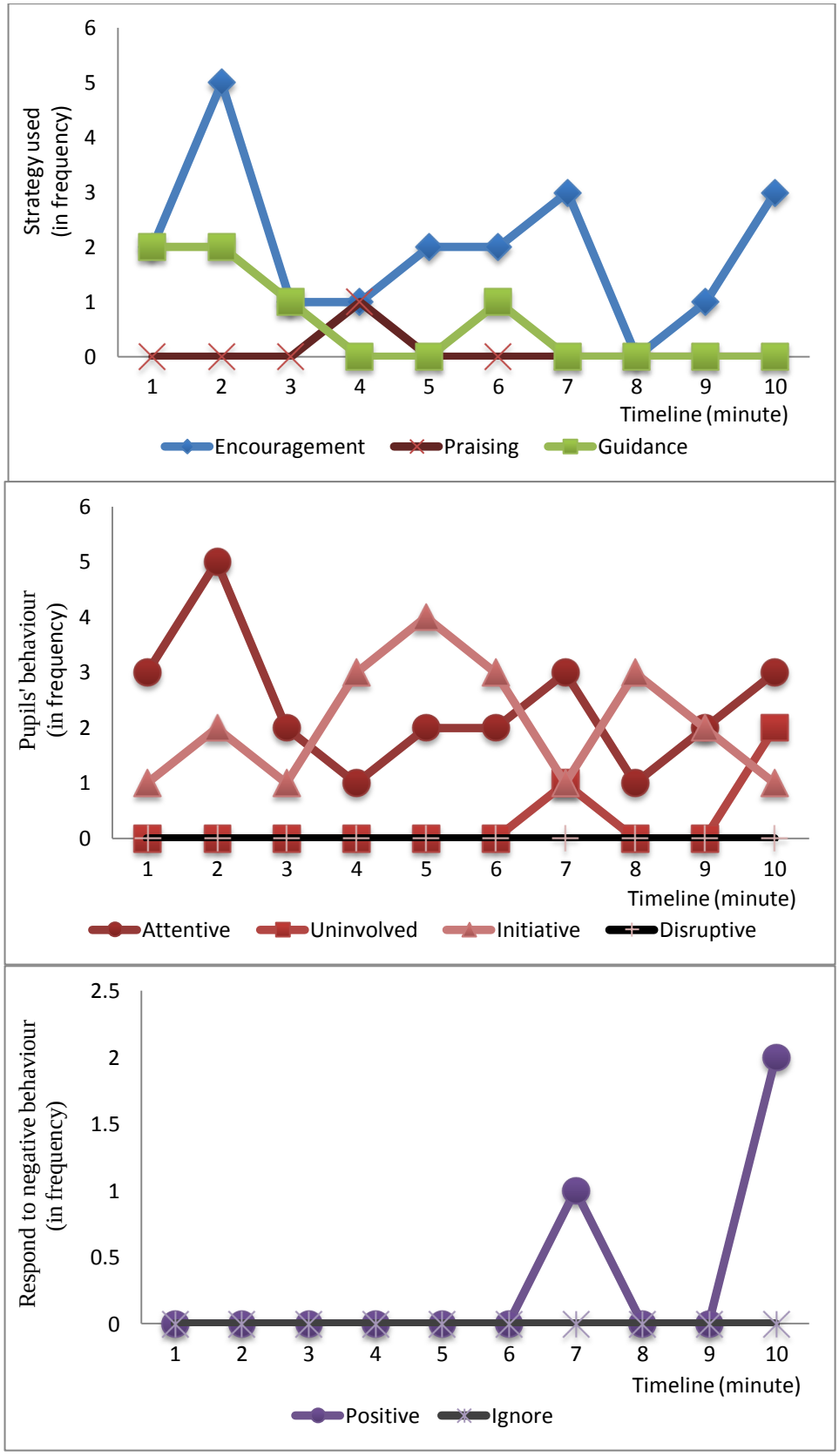


Figure 6.15 Observed session 6 (Case Study School 2)

6.5.6.7 Conclusion for the classroom observations

Based on the six observations, it can be suggested that praising is not a common practice in this school. The observations revealed that the teachers' behaviour affected the pupils' behaviour. Most of the lessons were organised in a traditional way where the teacher used a "lecture" teaching style. Further, all the teachers employed a teacher-centred strategy in organising the lessons. In order to understand strategies that are perceived to be effective and factors that may have influenced professionals teaching strategies, detailed analysis was conducted on numeric and narrative data.

6.5.7 Strategies that are perceived to be effective

This sub-section focuses on further explanations of effective/ineffective strategies as perceived by professionals and pupils from this case study school.

Table 6.36 Perception of the recommended strategies

Ranking	*Results from this case study school*	
	Professional	*Pupil*
The most effective strategy	Interpersonal relationships	Interpersonal relationships
The least effective strategy	Caning, suspension and dismissal	Caning, suspension and dismissal

Table 6.36 shows that both professionals and pupils agreed that interpersonal relationship to be the most effective strategy, whereas punishment was considered to be the least effective. Data from interviews revealed that some professionals highlighted the importance of having good relationships with pupils as the key element for promoting positive behaviour.

> *[In order to promote positive behaviour], we need to have a good relationship with pupils. (Counsellor CS2, Malay, male, 38 years old)*

This suggests that a close-knit relationship makes pupils feel comfortable in sharing their problems with professionals.

> *We encourage them to build good relationships with pupils. We do not expect that pupils can easily modify their behaviour. It takes time. We want to build a good relationship. When they trust the teachers, they will automatically share their problems. That is why good interpersonal relationships are very important. (Counsellor CS2, Malay, male, 38 years old)*

One pupil said that he is happy to share his problem with some teachers.

> *I am happy talking to Physical Education Teacher CS2-A. He is supportive and always pays attention to our opinions. I always share any problems with him. (Pupil CS2-K, Malay, boy)*

The physical education teacher mentioned that all teachers should know how to show their concern to pupils. He explained that pupils would feel overwhelmed when teachers took care of them.

> *We will be able to build good relationships if we know the pupils' strengths. They will share their problems because they feel that we care about them. When they have sports injuries, we treat them nicely, we take care of them and we guide them how to treat their injury. They may have not been treated nicely at home. We advise them how to have a good diet. (Physical Education Teacher CS2-A, Malay, male, 32 years old)*

The school counsellor asserted that a judgemental teacher would damage positive relationships with pupils. He mentioned that all professionals should have good listening and counselling skills. According to him, punishment was not suitable to be used in schools. Another interviewee has a similar view on this.

> *In the past, as I have been given authority to use corporal punishment, I have caned undisciplined pupils. However, it is ineffective. They stop*

> *misbehaving because of fear. They might do it again, who knows? (Physical Education Teacher CS2, Malay, male, 32 years old)*

The pupil expressed his emotions by saying that if he had a chance he would rebel against teachers who had caned him.

> *I can accept caning but it depends on the types of offence. However, if I have a chance, I will cane those teachers who have caned me. (Pupil CS2-R, Malay, boy)*

In seeking the best practice to stop negative behaviour, the teacher suggested other types of physical punishment.

> *Now, caning is not suitable. I have learned from Physical Education Teacher CS2-B about how she has punished boys. Pupils who are not wearing sports clothes need to roll on the pitch ... it is more effective ... (Physical Education Teacher CS2-A, Malay, male, 32 years old)*

6.5.8 Influencing factors

The questionnaire data revealed that teachers and counsellors reported that their religious beliefs and the beliefs of the school principal had influenced their attitudes towards strategies to promote positive behaviour. This is discussed next.

6.5.8.1 The relationship between religious beliefs and strategies for promoting positive behaviour

When talking about how religious beliefs have influenced teachers' strategies, the discipline teacher explained what the disciplinary teachers, who believe in Islam, thought.

> *We have a philosophy ... you can see here (at the white board) ... (as the prophet said) that we need to educate our children according to their age. (Discipline Teacher CS2, Malay, male, 44 years old)*

Another Muslim professional also talked about the Islamic culture and values when talking about factors that have influenced him.

> *We organise many programmes to integrate pupils from different culture and religious backgrounds. For instance, in the fasting month, we organise special programme for Muslims and non-Muslims. The focus was to educate pupils with noble values. We invited external speakers to talk about Islam. We also invited external speakers to talk about moral values. (Counsellor CS2, Malay, male, 38 years old)*

The observations in this school revealed that many murals and motivational words were added onto the school walls. They were taken from numerous sources including Islamic and moral philosophy. A small Muslim prayer room was located in the middle of the school area. However, there were no other prayer rooms for other religions.

6.5.8.2 The beliefs of the school principal

Several strategies that are perceived to be effective from the principal's perspectives are discussed next.

Strategies that are based on the religious and moral norms

The school principal said that she discussed with some Islamic education teachers in designing school activities.

> *I have discussed with some Islamic education teachers regarding positive behaviour enhancement. We organised a suitable religious-*

> *based programme to achieve that target, including praying together. For non-Muslims, the focus is on moral education where all teachers should play their roles efficiently. (Principal CS2, Malay, female, 52 years old)*

Strategies that aims at integration between ethnic groups

In line with the Malaysian government priority, many programmes were held to integrate pupils from different ethnic backgrounds.

> *We have organised many activities to integrate pupils from different ethnic backgrounds. The Malaysian government has allocated a huge budget for those activities. I am hoping that pupils are willing to assimilate and interact with other ethnic groups. (Principal CS2, Malay, female, 52 years old)*

Effective disciplinary management

She reported that effective discipline management is important. A monthly meeting was held in this school. The focus of the meeting was on pupils' disciplines and intervention programmes for these pupils.

> *We organised a monthly discipline meeting. Matters discussed included disciplinary cases such as truancy, the school offence and so on. All discipline teachers will provide a report on pupils' discipline for that month. Just now, I have received a report on pupils who are continually absent. After many chances given to this pupil, we sent a warning letter, than called his parent for discussion, but the problem still occurred. So, we have to take further action, either suspension or dismissal. (Principal CS2, Malay, female, 52 years old)*

6.5.9 Summary of Case Study 2

The findings suggest that the concept of positive and negative behaviour is dependent on many factors including the group of participants (adults and children) and socio-cultural norms. These factors also seemed to underpin the preferred

strategies used by professionals. Although it is unlikely that the findings from a case study research design can be applied generally, it provides an in-depth understanding of how the concept of positive behaviour is constructed and their attitudes towards strategies used/can be used. A combined discussion of the two case studies may provide useful trends and models of positive behaviour enhancement strategies.

6.6 Combined case study discussion

This sub-section discusses some of the recurring themes and points that came through from the interviews and observations. It covers three main areas: conceptualisation of positive and negative behaviour, strategies used in school and factors that seemed to have influenced professionals in carrying out the strategies.

When talking about positive and negative behaviour, both professionals and pupils from two case study schools raised issues of interpersonal relationships, discipline, behaviour relating to academic attainment, and respectful behaviour. Pupils who broke the school rules were categorised as negative, whereas obedient behaviour is considered positive. It seems that there is a link between academic achievement and behaviour of pupils. It has been asserted that pupils with challenging behaviour have poor academic achievement. The concept of respectful behaviour seemed to be embedded within good interpersonal relationships. Professionals expected pupils to respect them, and, likewise, pupils expected respect from their teachers and peers.

Some discrepancies occurred between the professionals' and pupils' perspectives. Professionals tended to talk about religious norms, social interactions, control,

integration between ethnic groups, transition from the vernacular primary school to the national secondary school, and personal traits. As the majority of professionals were Muslims, the Islamic norms seemed to underpin the concept of positive and negative behaviour. Further, cultural difference is another factor that determines the concept of positive and negative behaviour. The opinion was raised that pupils from the vernacular primary school posed a challenge to professionals in the national secondary school. The professionals reported that some pupils from the vernacular primary schools were unable to communicate in Malay and English fluently.

From the pupils' perspective, the concept of positive and negative behaviour has something to do with the creation of an enjoyable learning environment. Having a good relationship with friends and teachers is one of the elements that make them feel happy in school. When talking about enjoyment and happiness, pupils tended to talk about their friendships. Making the school an enjoyable place requires further attention as the current study revealed the concept of positive and negative behaviour has a close link with enjoyment and happiness. As the pupils raised the importance of friendship and teacher-pupils relationship, it might be significant to suggest the strengthening of social networks.

As has been discussed earlier, the strategies were divided into two categories: the strategies that can be used at a school level and a classroom level. In order to investigate the participants' perspectives regarding the effectiveness of strategies that can be used at a school level, they were asked to rank eight given strategies. All professionals from both case study schools ranked good interpersonal relationships as the most effective strategy. Some professionals explained that trust in a teacher is

a contributor to the quality of teaching and learning. This is similar to the previous research that suggests that trust in a teacher is a core element for effective teaching and learning (Gregory and Ripski, 2008). The pupils felt happy and enjoyed learning when they had good relationships with the professionals. Pupils have different views regarding the most effective strategy, where pupils from Case Study 1 ranked interpersonal relationship as the most effective strategy, pupils from Case Study 2 ranked parental engagement as the most effective strategy. However, there is insufficient data to explain their rationale. This is a significant finding to be explored in future. Professionals and pupils from both schools ranked punishment as the least effective strategy. The punishment included suspension, expulsion and corporal punishment. This finding raises the importance of an alternative strategy to replace punishment.

Although the majority of participants from both schools have positive attitudes towards all the suggested strategies, there is a discrepancy in terms of how they were translated into practice. For instance, professionals reported that they always treated pupils with respect. However, pupils said that some professionals did not treat them with respect. Another issue raised by professionals is regarding the management of parental engagement strategy. It posed a challenge to professionals. Both case studies suggest that pupil–teacher discussions and praising pupils are not common. The pupils also said that they do not have adequate support from professionals. These discrepancies have reinforced the importance of conducting direct observations.

Table 6.37 Strategies used in the classroom

School and observation	Strategies that are used			Respond to negative behaviour	
	Encouragement	*Praising*	*Guidance*	*Positive*	*Ignore*
SA Ob1	Often	Sometimes	Never	Sometimes	Often
SA Ob2	Often	Often	Very rare	Sometimes	Often
SA Ob3	Often	Very rare	Never	Sometimes	Sometimes
SA Ob4	Often	Sometimes	Very rare	Often	Sometimes
SA Ob5	Often	Sometimes	Very rare	Often	Often
SA Ob6	Often	Sometimes	Very rare	Often	Often
SB Ob1	Often	Often	Very rare	Often	Never
SB Ob2	Often	Never	Sometimes	Often	Sometimes
SB Ob3	Often	Often	Sometimes	Sometimes	Never
SB Ob4	Often	Often	Very rare	Sometimes	Very rare
SB Ob5	Often	Sometimes	Sometimes	Sometimes	Sometimes
SB Ob6	Often	Very rare	Sometimes	Sometimes	Never

Note: SA=School A, SB=School B, Ob=Observation

The results from direct observations revealed that teachers often encouraged pupils to participate in lesson activities and provided guidance (see Table 6.37). However, praising pupils has been observed as not a common practice in both schools. I observed that at the beginning of the lesson, the majority of pupils did not pay attention to teachers. In order to get the pupil's attention, teachers often asked pupils many questions, and this was seen to be effective. The classroom observation revealed that behaviour that poses a challenge to teachers included talking out of turn, disturbing others, and day dreaming. I observed that some teachers had responded to these pupils' negative behaviour effectively. This included the use of questions when the pupils disturbed the lesson, went to the pupils table and slowly chatted with him/her, and asked pupils to give more explanation. However, the observation also revealed that some teachers did not take any actions towards these pupils. This contributes to a negative learning environment. Overall, the observation data showed that although teachers used various techniques to encourage pupils' involvement in learning activities, it can be argued here that the majority of them used a teacher-centred teaching strategy.

CHAPTER 7

General Discussion

This study was completed in three stages. Stage 1 investigated possible strategies for promoting positive behaviour as suggested by the Malaysian government. Some findings from this stage were used for designing four sets of questionnaires. These were then administered to 813 participants from 15 selected national urban secondary schools. Using specific criteria (as mentioned in Chapter 6), two schools were chosen for case study analysis. This chapter focuses on a synthesised discussion combining the results from the three stages of the study. Contribution to knowledge is discussed in a specific subsection within this chapter.

7.1 Limitations in prior studies

Systematic reviews discussed in Chapter 2 suggested that there was a lack of clarity in operationalising and defining positive and negative behaviour. Prior studies seemed more likely to focus on disciplinary issues and preventing negative behaviour rather than promoting positive behaviour. Additionally, evidence suggests considerable limitations relating to positive behaviour conducted in Malaysia. Furthermore, there is relatively limited evidence to show how the Malaysian education policy and directives were translated into practice. The consistent message from literature concerned the issue of effectiveness; the majority of prior studies arguing that some strategies were more or less effective than others. However, many seemed to confuse strategies that are *truly effective* with those that are *perceived to be effective*. Indeed, the term *truly effective* was debatable, as many factors are associated with effectiveness issues. Based on the aforementioned gaps, the current

study explored participants' beliefs about strategies that are perceived to be effective. This study has also provided insight into the concept of positive and negative behaviour in a Malaysian context. Interactions within/between professionals and pupils were investigated to try to comprehend the concept of positive and negative behaviour. Strategies used by teachers and possible strategies that could be used in school were also explored.

This study employed mixed-method research design that has provided a holistic view of positive behaviour enhancement in secondary schools. Many past studies have used single method design in researching behavioural issues (Gotzens, et al., 2010). It might be fair to state that the current study was more comprehensive, as it has combined several linked studies using a progressive focusing approach. It began with international perspectives, systematic review of the past studies, followed by the national perspective via documentary analysis of the Malaysian government circulars, surveys in 15 schools from one urban region of Malaysia, and two case studies. A similar approach was used by Hartnell (2010) in the investigation of multi-disciplinary approaches to pupils' behaviour in school. That study employed mixed-method design and progressive focusing approach, in which the national data were utilised to design the data collection instruments.

7.2 Demographic profile of participants

The current study included adults and children from different ethnic backgrounds. This suggests the uniqueness of the present study, as there are a limited number of prior studies that have included both children and adults from diverse ethnic groups in researching behavioural issues. According to the United Nations High

Commissioner for Human Rights (1990), children have a right to be heard in any decision making that may affect them.

This study has also provided insight into the construction of positive and negative behaviour conceptualisation from diverse ethnic groups. In this study, 63% of the participants were Malays (n=513), 20% Chinese (n=160), 14% Indian (n=117), 2% Bumiputera (n=16), and 1% other ethnicities (n=7). This seems to mirror the Malaysian population, in which the Malays are the largest ethnic group, constituting 53% of the 28 million Malaysian population, where 26% were Chinese, 12% Bumiputera, 8% Indian and 1% others (Bureau of East Asian and Pacific Affairs, 2011).

More females (62%, n=507) than males (38%, n=306) participated in this study (Table 7.1). This mirrors the actual secondary school population across the country where the majority of professionals and pupils in secondary schools are females (Ministry of Education Malaysia, 2011a). Because of this, the current study was more likely to represent female rather than male perspectives.

Table 7.1 The participants and the actual school population across the country

Proportion of participants		
Gender	*Professionals*[5]	*Pupils*
Male	25% (n=79)	46% (n=225)
Female	75% (n=239)	54% (n=268)
No response	0.3% (n=1)	0.2% (n=1)
Total	319	494
Actual secondary school population in Malaysia as of 30th June 2010		
Gender	*Professionals*	*Pupils*
Male	32% (n=55550)	32% (n=1117986)
Female	68% (n=119691)	67% (n=2242340)
Total	175241	3360326

The discussion that follows provides a more detailed conceptualisation of positive and negative behaviour, positive behaviour enhancement strategies and factors that may have influenced professionals' attitudes towards positive behaviour enhancement strategies.

7.3 The government–school interactions

Findings indicated that the Malaysian government circulars are essentially prescriptive and that the communication between the government and school is dominated by one-way communication. There was an absence of two-way communication (interactions) between the government and schools in policy making. Some circulars were distributed as reminders after certain incidents in schools. The circulars examined did not request any feedback from schools with suggestions for promoting positive behaviour. The only feedback required by the government relates to incidents that have occurred in the school. This implies that the circulars were used as medium to monitor the school management and has raised the issue of how the schools' experience is used for policy making and what role the schools might

[5] includes principals, teachers and counsellors

have in directly informing policy pertinent to professionals and pupils. The circular analysis demonstrated that there is no evidence to show that the voices of professionals or pupils were included in policy making in Malaysia. The absence of evidence-based policy was found to be detrimental within the current Malaysian educational system.

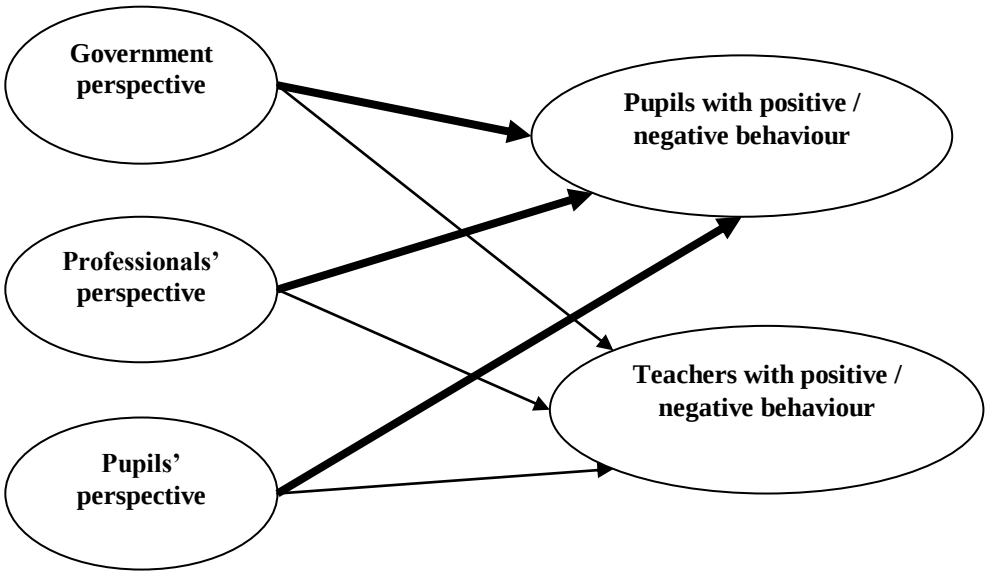
Findings suggest that government policies did not influence strategies used by teachers to a significant extent. Results from surveys and case studies suggest that the government policies had only influenced the perspectives of principals but not those of counsellors and teachers. Counsellors and teachers ranked the government policies as the fifth most influential factor and ranked their principal's belief of effective strategies as the sixth most influential factor. The most influential factor for counsellors and teachers was their religious norms (the majority were Muslims). This mismatch between beliefs of principals and professionals indicates that there is a gap between the nature of communications between government and school, and between principal and teachers. This raises questions about the causal relationship between policy making and practice; how does one ensure that policy can be translated into practice without re-evaluation at the grassroots?

The evidence to demonstrate the top-down nature of communication regards the introduction of zero-tolerance policy in school. This policy provides predetermined consequences for misbehaviour (Ministry of Education Malaysia, 1972). One professional from Case Study School 2 asserted that some educational policies were made using inaccurate data and this was due to the lack of evidence-based research at the grassroots. This raises issues of trustworthiness of the strategies suggested by

the government and how to achieve the school mission if the policies are perceived as problematic.

7.4 Conceptualisation of positive and negative behaviour

The concept of positive and negative behaviour explored in this study is mainly focused on child rather than adult behaviour.



Note: Thick lines show the main focus of the current study. More data on the concept of good pupils was gathered in comparison with good teachers.

Figure 7.1 Exploration of positive behaviour conceptualisation

Figure 7.1 shows the basis of positive behaviour conceptualisation from the perspectives of the Malaysian government, secondary school professionals, and pupils (aged 16 years). The concept of positive/negative teacher behaviour is limited, as the study focused mainly upon the conceptualisation of positive/negative pupil behaviour.

7.4.1 The government perspectives

Overall findings suggest that the concept of positive/negative behaviour, according to the government, is closely related to perceived national aspirations including obedience and unity. According to the National Principles, or as known in Malay *Rukunegara* (provides five main principles for developing and maintaining a harmonious society – introduced after ethnic riots in 1969) and the National Education Philosophy, young people should believe in God, be loyal to the King and Country, uphold the Constitution, follow the law, exhibit good behaviour, have high moral values, and unite with all people irrespective of their ethnic backgrounds (Malaysian Administrative Modernisation and Management Planning Unit, 2011). One of the strategies to promote unity is via the establishment of national schools. The national school uses the national language i.e. Malay language (The Federal Constitution, 2009). Pupils from different ethnic backgrounds are encouraged to attend the national school system. It is relevant to state that most of the schools in Malaysia are national schools.

The government believes that interactions with other ethnic groups at a school level will promote integration. As the national schools are fully managed and maintained by the Ministry of Education Malaysia, the Minister of Education Malaysia was given authority to make regulations as a provision of the Education Act 1996. This has resulted in a distribution of circulars to national schools. The current study found that a total of 483 circulars were distributed to schools from 1969 up to October 2011, where 91 circulars were identified to be relevant.

Documentary analysis of the Ministry of Education Malaysia circulars (n=91) reveals that pupils were expected to be disciplined, obey the school rules, actively participate in school activities, pay good attention to lessons, and be pro-active in social activities. The government also expects that pupils respect adults, exhibit prosocial behaviour, integrate with others irrespective of their ethnic backgrounds, have high moral values, achieve high levels of personal well-being and, finally, contribute to the harmony and betterment of the family, society and the nation (Education Act, 1996). Findings suggest that more circulars emphasised discipline and preventing negative behaviour rather than promoting positive behaviour. As a result, characteristics of negative behaviour are clearer than positive behaviour. Negative pupil behaviour, according to the circulars, includes indiscipline, rule-breaking, hostile and anti-social behaviour, substance use, smoking, and gang behaviour. The government often highlighted the importance of preventing gang culture in school and the term “gangsterism” was used to describe this negative social phenomenon.

The government expects school professionals to demonstrate positive behaviour, wear proper attire that will reflect a positive image of professionals, and they must have good communication and pedagogical skills. A good teacher, according to the government, is someone who is actively involved in extracurricular activities and can effectively contribute to educational development. However, the government reminds professionals that participation in non-governmental organisations must be approved by the State Education Director. Findings suggest that negative behaviour of teachers, according to the government, has a close link with political matters. Some books that criticise the ruling government are banned from use in schools. The

government has reminded all professionals to avoid political elements during learning and teaching sessions. This suggests that the government has very formal and prescriptive expectations towards school professionals.

7.4.2 Professionals' perspectives

From the professionals' perspectives, the concept of positive behaviour was closely related to academic attainment, interpersonal relationship, discipline and respectful behaviour. There is abundant data confirming that the construction of positive behaviour conceptualisation by professionals is influenced by institutional values and socio-cultural norms. Institutional values include learning behaviour and good discipline of pupils. Good pupils, from the professionals' perspectives were seen to be studious, pious, obedient, respectful towards teachers, well disciplined, have high academic attainments and are friendly with pupils from various ethnic backgrounds. On the other hand, negative behaviour of pupils includes a lack of self-discipline, breaching the school rules, disrespecting teachers, being hostile, and anti-social.

One of the important elements in the socio-cultural norms is religious belief among professionals. Teachers and counsellors from 15 schools reported that their approaches for promoting positive behaviour were mostly influenced by their religious beliefs. Observations in 15 schools revealed that many Islamic and moral activities were organised, possibly because Islam is the official Malaysian government religion (The Federal Constitution, 2009). It might be relevant to note that as of January 2011, a total of 60% of the Malaysian population were Muslims, 19% Buddhists, 9% Christians, 6% Hindus, and 5% other or no religion (Bureau of East Asian and Pacific Affairs, 2011). Furthermore, some professionals from both

case studies articulated the importance of Islamic and moral values for promoting positive behaviour. This seems to explain why Islamic norms may have influenced the school milieu. Therefore, it can be concluded that behaviour that matches religious parameters is considered to be positive. On the other hand, any behaviour that is contradictory to religious norms is considered negative. However, there is little data to exploring how professionals and pupils from diverse religious backgrounds adapt to this environment and this mandates further research in the future.

Another consistent message from surveys and case studies concerned multi-ethnic integration and tolerance. Many professionals from Case Study School 1 reported communication problems with Chinese pupils, whereas many professionals from Case Study School 2 raised issues with the vernacular to national school transition. Pupils from vernacular primary schools were found to have communication problems with teachers due to their weakness in the Malay language and English. Most of the pupils were from Chinese schools where Mandarin is used. Data from surveys revealed that the use of Mandarin and Tamil are not acceptable to the majority of professionals. Based on my observation in 15 schools, it might be fair to state that most professionals in national schools are unable to communicate in Mandarin and Tamil. To support the adaptation process, pupils with language difficulties from vernacular schools have to follow a one year curriculum known as *transition class* before entering the national secondary system. In other words, they have to attend secondary education for six years instead of five. This means that they will be of a different age group and at this age, even a year can make a huge difference to child's developmental stage and expected behaviour. The national

statistics showed that as of January 2010, 6% (n=29,978) of 515,457 pupils aged 13 years have to follow the transition class curriculum. Worryingly, teachers in charge of this group have not been properly trained in transition. This suggests the need for teacher retraining, special modules for transition in teacher training, and rethinking of the implications of dualism towards nation building. Although the current study did not investigate the impact of dualism in the Malaysian schooling system, it might be fair to say that the system seems unhelpful for both pupils and professionals. Further, it seems to create barriers to the establishment of a united Malaysia, known in Malay as *Bangsa Malaysia* (Mahathir, 1991). This suggests that the issue of transition from vernacular primary school to national secondary school should be discussed at a higher level. Whilst Dunlop (2007) emphasised the importance of transition capital for early childhood transitions, findings from the current study highlights the significance of primary-secondary transitions among multi-ethnic pupils. Further study on transition in Malaysia is needed.

7.4.3 Pupils' perspectives

Within the bounds of this research, friendship and social behaviour are the central themes from pupils' perspectives. Findings from 15 schools and case studies suggest that pupils perceived that good peers are friendly, supportive, respect others, are well disciplined, cheerful and emotionally stable. They dislike friends who are aggressive, selective in friendship, disruptive of others and anti-social. Pupils expect that their friends should promote enjoyment and happiness in their life. They appreciate positive relationships with friends and hope that their friends can support their needs. Pupils from both case studies mentioned that cheerful behaviour makes their life at school enjoyable. They dislike angry peers and those who lack self-discipline.

Good teachers, according to pupils in this study, are supportive, helpful, attentive, responsive and cheerful. This differs from prior studies suggesting that good teachers are perceived by young people to be someone who is committed to teaching and the learning process (Bucalos and Lingo, 2005). Pupils from case studies opined that they dislike angry teachers and those who have slow voices and are too serious in carrying out the lesson. Some pupils from Case Study School 1 said that they dislike teachers who have a bad rapport with pupils. In both case studies, pupils who were caned mentioned that they feel revengeful towards teachers who caned them. Based on these observations, it can be deduced that the concept of positive behaviour from the pupils' perspectives is dominated by individual and social group aspirations. It also has a close link with interpersonal relationships.

7.4.4 Similarities and differences

Findings suggest that the government, professionals and pupils had different priorities in conceptualising positive behaviour. From the government perspectives, positive behaviour is conceptualised in the context of legislation and nation building. The government expects that young pupils follow the government law and integrate within a multi-ethnic society. From the professionals' perspectives, studious behaviour and discipline appeared to be core elements for positive behaviour and they assume that pupils should actively engage in learning activities. On the other hand, pupils tended to talk about social behaviour and friendship when discussing the concept of positive behaviour. For them, good peers are those who can make them feel happy in school.

There are some commonalities between the government's, professionals' and pupils' perceptions towards the concept of positive behaviour. All of them emphasised the importance of prosocial behaviour and good interpersonal relationships. Another priority includes following the school rules (be disciplined) and national law.

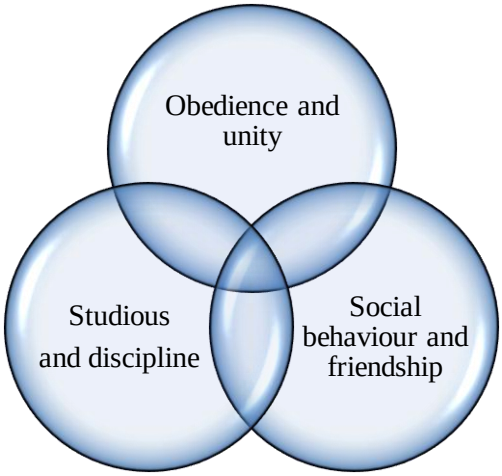


Figure 7.2 The concept of positive behaviour of pupils

Figure 7.2 shows interconnected relationships between the government, professional, and pupil perspectives regarding the concept of positive behaviour. There are some overlapping areas between them. Good pupils are seen to be those who have all the elements. Without one of the elements, pupils may be considered not good enough by adults.

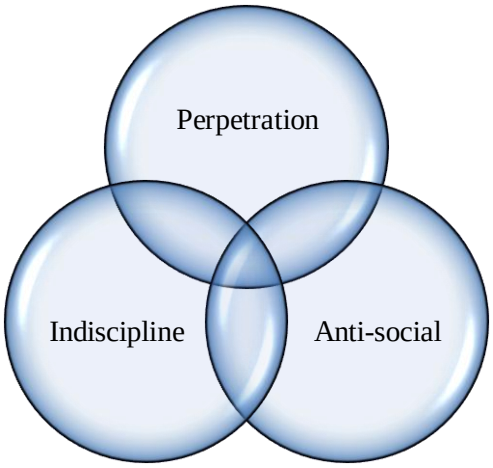


Figure 7.3 The concept of negative behaviour of pupils

The findings of the current study suggest that the concept of negative behaviour has a close link with three major aspects, namely perpetration (doing something criminally wrong such as hitting someone or vandalising school property etc.), indiscipline and anti-social behaviour (Figure 7.3). Perpetration or criminal behaviour is a central definition used by the government when referring to negative behaviour in young people. The government has reminded staff that they should monitor pupils' involvement in dangerous activities such as drug trafficking, gang culture and violent activities. The term *gangsterism* is used by the government in referring to the youth involvement in gang culture. A zero-tolerance policy provides predetermined consequences for pupils who are involved in these activities, including corporal punishment, suspension and expulsion (Ministry of Education Malaysia, 1972, 1997, 2003).

One of the recurrent themes from the current study is discipline. Self-declaration of disciplinary issues by pupils from this study revealed some of pupils had skipped class without teachers' permission, smoked, copied in school tests and vandalised school property. Some of them reported that they had been bullied by others. In-

depth study at two case study schools demonstrated that professionals often raised issues of disruptive behaviour, truancy, smoking and vandalism. Negative pupil behaviour, according to pupils, refers to the peers that make them unhappy, uncomfortable and unmotivated in school. Selfishness, unhelpfulness and laziness are also considered to be negative traits. This anti-social behaviour reinforces an unhappy environment, which negatively affects pupils' feelings towards school and education.

Overall, data from this study suggest that positive behaviour refers to overt behaviour that would contribute to productive and supportive learning environment, whereas negative behaviour refers to any actions that may contribute to unproductive situations and a negative learning environment.

7.4.5 Contribution to knowledge

This sub-section discusses the original contribution of the current study. Ecological System theory (Bronfenbrenner, 1979, 1992) advocates interconnections between ecological layers and how it affects a child's life. Results across the three stages of this study suggest that interactions between and within ecological layers have not only affected human behaviour, but rather it determines whether or not certain behaviour is acceptable. Findings also suggest that the quality of human behaviour is perceived by adults and young people by using parameters within certain contexts and dimensions. This suggests a Socio-ecological Model (Figure 7.4). The model posits that the concept of positive and negative behaviour is constructed within a *Microsystem* (interpersonal relationship), *Macrosystem* (socio-cultural dimensions), *Exosystem* (legal perspectives) and *Chronosystem* (time dimensions). Interactions

within/between *Mesosystems* is not directly mentioned in this model because the study found that participants from 15 schools and case studies were more likely to highlight the influence of pupils' family background on their behaviour rather than explaining how home–school affects the concept of positive and negative behaviour. However, it does not mean that interaction within/between *Mesosystem* is excluded, as it is implicitly discussed.

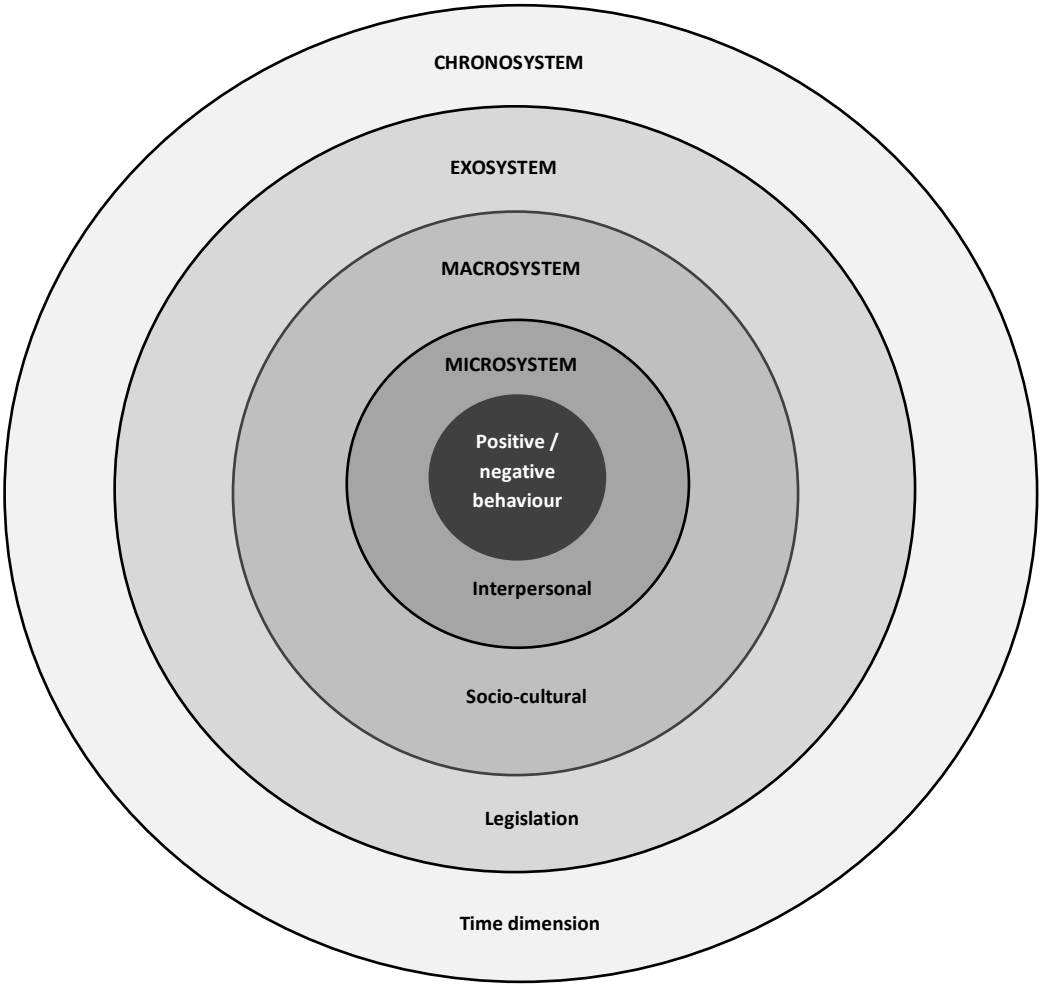


Figure 7.4 Socio-ecological Model: The construction of positive/negative behaviour

The Socio-ecological Model advocates that the concept of positive and negative behaviour is complex, contextual, inter-related and has several dimensions (Figure 7.4). At the closest layer (*Microsystem*), the extent to which interpersonal

relationship would promote happiness and satisfaction is suggested to be the core element for positive behaviour conceptualisation. At a classroom level, both professionals and pupils highlighted the need for enjoyment in learning and teaching sessions. Pupils expect teachers to have good teaching skills. This suggests that promoting happiness and satisfaction means promoting a productive learning environment. However, the concept of positive behaviour is not solely dependent on these elements. It is closely related to individual values and socio-cultural norms (*Macrosystem*).

The present findings suggest that the conceptualisation of positive behaviour in a multi-cultural society is complicated because of *cultural capital*, *religious capital*, individual values and social order underlying social life. For instance, results from surveys demonstrated that multi-ethnic participants had different perspectives regarding some behavioural categories. The Malays were more likely to say that *talking to teacher without using his/her title* was impolite and unacceptable. Conversely, the majority of Chinese, Sikh and Eurasians did not see any problems with not using a teacher's title. This finding has added to prior knowledge on the relationship between ethnic values and the concept of positive and negative behaviour (Chung, et al., 2010; Tran, et al., 2006).

Results from surveys and case studies demonstrated that religious norms are the main reference for positive and negative behaviour. For instance, the government clearly states that all people in Malaysia should have a firm belief in God and abide by religious norms such as talking quietly in the mosque and wearing proper attire. Interviews with professionals from both case studies suggest that positive and

negative behaviour is measured using the religious norms parameter. This confirms evidence revealed from previous studies suggesting that religious norms were a significant predictor of positive behaviour conceptualisation (Hardy and Carlo, 2011). However, the religious norms have various interpretations; hence, the concept of positive and negative behaviour is sometimes integrated with individual perceptions and ethnic values. It will be more complex in a school where pupils and professionals have different religious norms. Since the socio-cultural values are subjective and have different interpretations, it can be argued that certain behaviour may be acceptable in one culture but not in another. This means that certain behaviour cannot be categorised as either positive or negative, but rather may be considered to be subjective. Ambiguity of behavioural categories would lead to subjective offences which also poses problems for teachers in identifying suitable coping strategies (Theriot and Dupper, 2010). Ethnic integration programmes are strongly suggested to bridge the misinterpretation of positive/negative conceptualisation among multi-cultural societies.

The Socio-ecological Model argues that the concept of positive and negative behaviour, whether in the *Exosystem*, *Macrosystem* or *Microsystem* layer, is constructed within the social control dimensions, where the domination of power will determine appropriate and inappropriate behaviour. Social control theory posits that "strong social bonds inhibit delinquency, whereas weak bonds offer little resistance to offending (Booth, et al., 2008, p. 423)". Social control elements encompass the constitution, law, rules or regulations, socio-cultural values and religious norms (Deflem, 2007; Haralambos and Holborn, 1995). This means that certain behaviour may be acceptable in one culture/situation/country but it might be

rejected in other cultures/situations/countries. Physical punishment, for instance, is acceptable in Malaysia (Ministry of Education Malaysia, 1972), 22 states in the USA, some districts of Australia, Yemen and Africa, but is banned in some countries such as the UK. In Ghana, corporal punishment is used as religious impetus (Agbenyega, 2006). Recent empirical research on this subject revealed that parents support the use of corporal punishment in Malaysia (Bakar and Tawil, 2010). Findings of the current study suggest that the majority of Malaysian professionals support corporal punishment and pupils in this study reported that they still respect teachers who use a cane. Furthermore, case study results revealed that most participants support such punishment. The Malaysian government stresses that punishment aims at educating pupils' responsibility rather than harming them. Disciplinary teachers in this study strongly stated that corporal punishment is effective in control of the majority, as it sends a clear message to all pupils that certain behaviour is absolutely unacceptable. This suggests that professionals and pupils did not see any significant side effects or room for improvement in relation to the government recommendation. However, it is significant to note that pupils who had been caned and who contributed to this study expressed their dissatisfaction with teachers who caned them.

Although the concept of positive and negative behaviour is subjective, there is a reason for accepting or rejecting certain behaviour. For instance, the majority of professionals across 15 schools expected that pupils should use the teacher's title when talking to a teacher in the Malay language as it shows respectful behaviour, however it is not necessary in English conversation. Narrative data from 15 schools suggest that pupils who were physically passive in outdoor education are viewed to

be negative because physical education requires active participation. On the other hand, physical movement may be limited in the science lab due to safety issues. This means that certain behaviour is acceptable in some situations and contexts, but unacceptable in others.

The Socio-ecological Model acknowledges the significance of the *Chronosystem* (time dimension) layer for the construction of positive and negative behaviour conceptualisation. Findings suggest that there is a gap in perspectives between generations (adults and children) in conceptualising positive behaviour. Professionals were more likely to refer to school values such as discipline and learning behaviour when defining positive behaviour. Conversely, from pupils' perspectives, individual aspirations and social group values such as happiness and satisfaction are central elements for positive behaviour. From the government perspective, the dimension of positive behaviour conceptualisation has changed through decades; for instance, in the 1970s, the Malaysian government prioritised multi-ethnic integration and tolerance as a result of ethnic riots in 1969. In the 2000s, the government emphasised the implications of globalisation towards pupils' behaviour and where school professionals were reminded to monitor pupils' involvement in negative activities. Over the decades, the government has revised the school uniform guidelines several times, in response to the sensitivities of a multi-cultural society. Throughout the changes, Islamic norms were found to have influenced the uniform guidelines, where Muslim females are encouraged to wear a scarf in school, and Muslim males are encouraged to wear the national uniform on Fridays.

7.5 Strategies recommended by the government

Findings suggest that there is an absence of policy and basic principles for improving pupil behaviour in Malaysia. There is no specific section in the Malaysian Education Act 1996 (Act 550) mandating the principles of positive behaviour enhancement. The Act authorises the Ministry of Education Malaysia to make any regulatory provisions to the Act. This has resulted in 483 circulars distributed to schools between 1969 and 2011, which can be argued to be response-based circulars rather than holistic principles. This is in contrast to other Western countries where behavioural policy is clearly mentioned in government policy and national frameworks such as No Child Left Behind policy in USA, Every Child Matters policy in England, Getting it Right for Every Child policy in Scotland, and Australian National Safe School Framework.

To promote positive behaviour, the government suggested that professionals should encourage active pupil participation in school activities such as sports, recreational and other social activities. This concurs with prior studies showing that pupil involvement in extracurricular activities has improved pupil behaviour (Sandford, et al., 2008). However, without proper planning and monitoring mechanisms, sports engagement may lead pupils into dangerous and risky behaviour. Fredricks and Eccles (2008) noted that pupil participation in an unsupervised and/or unstructured context is associated with less favourable outcomes. There is a link between young people's participation in sport and negative activities; adolescent engagement in sporting activity does not necessarily improve their behaviour, as being defeated in tournaments affects their emotions (Fredricks and Eccles, 2008). Furthermore, a prior empirical study found that school athletes often had disciplinary problems

(Wearmouth, et al., 2007). This seems to resonate with the current findings from case studies which revealed that pupils from focus groups who were active in sports but academically weak lacked punctuality and seemed to have less motivation in lessons (Case Study School 2) compared to those who were academically good but less active in sports (Case Study School 1). As a result of the late attendance, pupils from focus groups in Case Study School 2 said that they had been caned. Overall, the current study suggests that the Malaysian government has over-emphasised the strategies for discouraging negative behaviour rather than promoting positive behaviour. Strategies for discouraging negative behaviour include punishment and negative reinforcement. Other recommended strategies for promoting positive behaviour include mentor–mentee programmes, interpersonal relationships, parental engagement and inter-agency collaborations. These can be carried out at whole-school and classroom levels.

7.6 Positive behaviour enhancement strategies in school

The construction of this subsection was influenced by Social Capital theory (Putnam, 2000) and some basic principles in behaviourism (Akin-Little, et al., 2007; Sugai, et al., 2000; Sugai and Hornet, 2002). According to Putnam (2000), bonding and bridging social capital are valuable for promoting civic trust and obligations. Putnam (2000) discusses bonding and bridging social capital in the political context, whereas the current study explores bonding and bridging social capital in a formal context that is the school situation. This study defines bonding social capital as social connections and interpersonal relationships between/within pupils and professionals, whereas bridging social capital is defined as formal connections between school and non-school agencies including families, communities, and the government agencies.

Whilst Putnam (2000) suggests that bonding and bridging social capital promotes civic trust and obligations, the current study proposes that bonding and bridging social capital underpins strategies for promoting positive behaviour. Other elements that underpin positive behaviour enhancement strategies are reinforcement and punishment. A discussion on this subject is divided into two levels: strategies at the school level (whole-school strategies) and classroom level.

7.6.1 Whole-school strategies

At this level, bonding social capital includes the pupil's involvement in school activities, mentor–mentee programmes and interpersonal relationships. On the other hand, bridging social capital includes parental engagement in school activities and inter-agency partnerships. Referral to the school disciplinary unit is categorised as negative reinforcement, whereas caning, suspension and expulsion (exclusion) are categorised as punishments. It should be noted that all these strategies were based on the Malaysian government recommendations. Participants from 15 schools were asked to rank their perception of the effectiveness of these strategies and the results suggest that professionals perceived their relationship with pupils to be the most effective, but pupils had contradictory perspectives. Pupils perceived involvement in school activities to be the most effective. Physical education teachers from both case studies reported that pupils who are active in sport but academically weak had different attitudes towards outdoor education. For instance, a physical education teacher from Case Study School 2 articulated that pupils who were academically weak were more actively involved in outdoor education in comparison with pupils who were academically good. These "low academic achievers" were observed to have more interest in outdoor programmes rather than in classroom activities. On the

other hand, “high academic achievers” (Case Study School 1) were more interested in academic study rather than outdoor education.

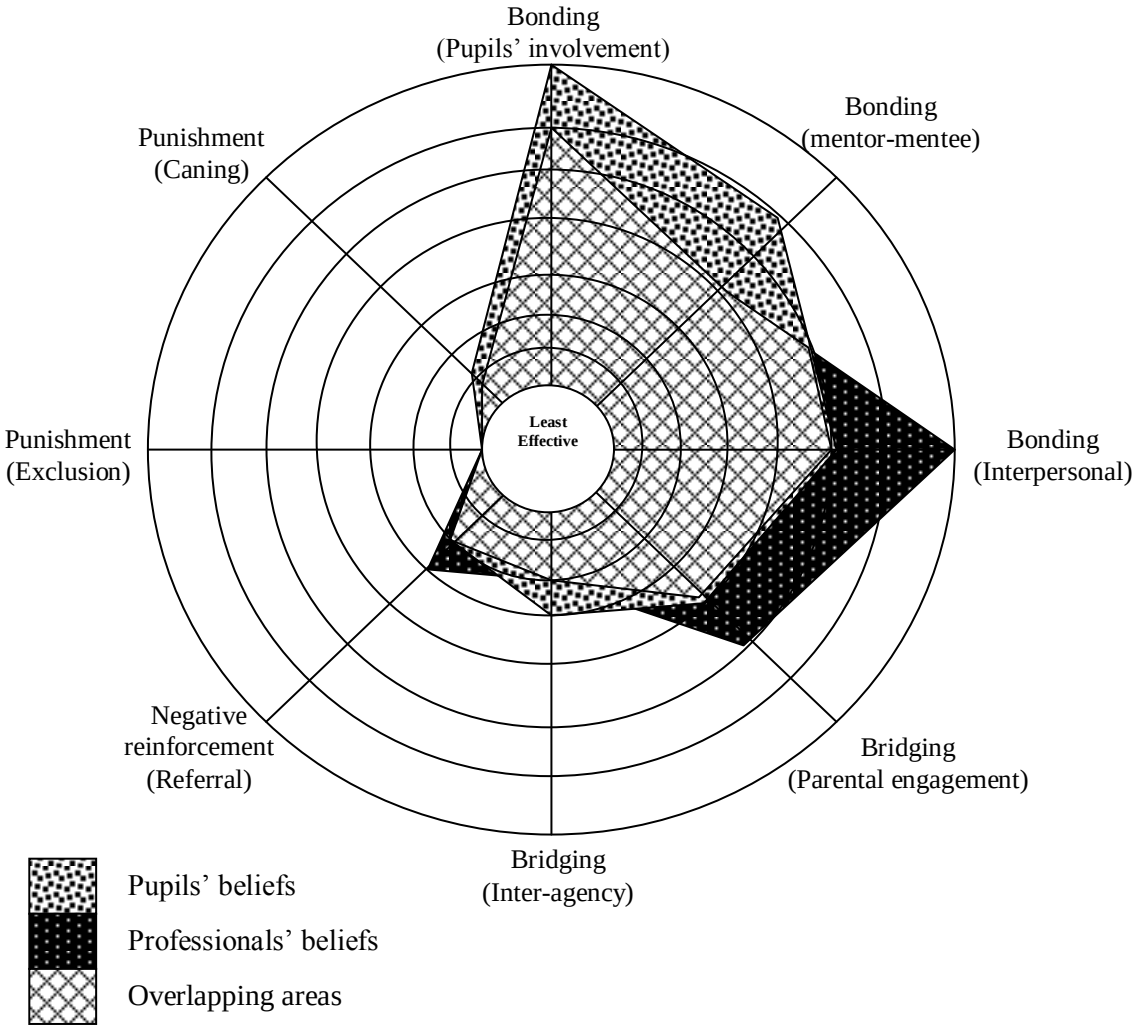


Figure 7.5 Whole-school strategies that are perceived to be effective

Figure 7.5 displays that punitive discipline is perceived to be the least effective in comparison with bonding and bridging social capital. I argue that bonding and bridging social capital could be core elements for a “supportive environment” as the strategies promote wider social networks, and better learning outcomes through interpersonal relationships. Punishment and negative reinforcement are argued to be contributors to a “discipline by fear” environment. Although some professionals

from case studies mentioned that corporal punishment is effective to control the majority of pupils, findings from 15 schools revealed that the majority of professionals and pupils ranked punishment as an ineffective strategy. Furthermore, some participants in case studies reported that punishment has negative implications for teacher-pupil relationships. As many government circulars emphasise the importance of punishment in school, it can be debated that the policy makers may not realise that punishment is viewed as an unsuccessful technique.

Although the majority of professionals and pupils from 15 schools reported that punishment is an ineffective strategy, narrative data from case studies revealed that punitive discipline is commonly practiced in schools. Furthermore, there is a contradiction of perspectives between pupils and discipline teachers from 15 schools regarding corporal punishment in school. For instance, pupils reported that discipline teachers often caned pupils, but discipline teachers said that they sometimes used a cane in school. Why did they use it if they believe that punishment is ineffective? This may have a link with prior studies suggesting that when punishment is legally permitted, there is a tendency to use it (Judkins, 2007).

7.6.2 Strategies at a classroom level

Figure 7.6 shows that strategies for promoting positive behaviour have four dimensions: bonding and bridging social capital, negative reinforcement and punishment.

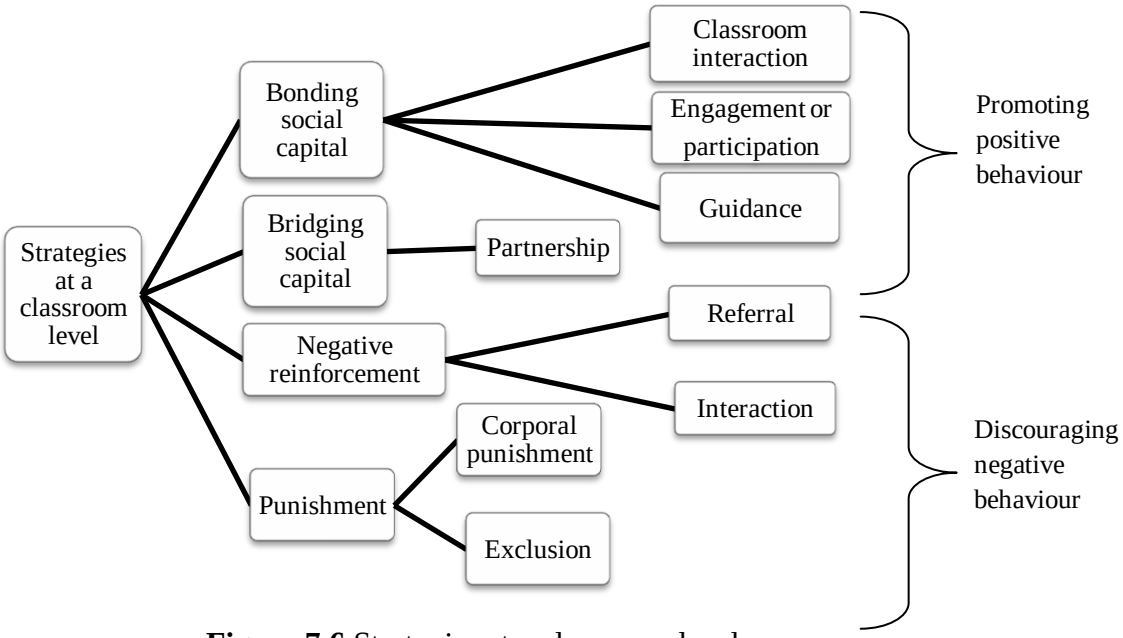


Figure 7.6 Strategies at a classroom level

7.6.2.1 Bonding social capital

Bonding social capital in this study refers to social connections within/between professionals and pupils in a school context. Bonding social capital is proposed to be integral elements in promoting desired behaviour in pupils. Figure 7.7 displays the radial lists of bonding social capital investigated in this study.

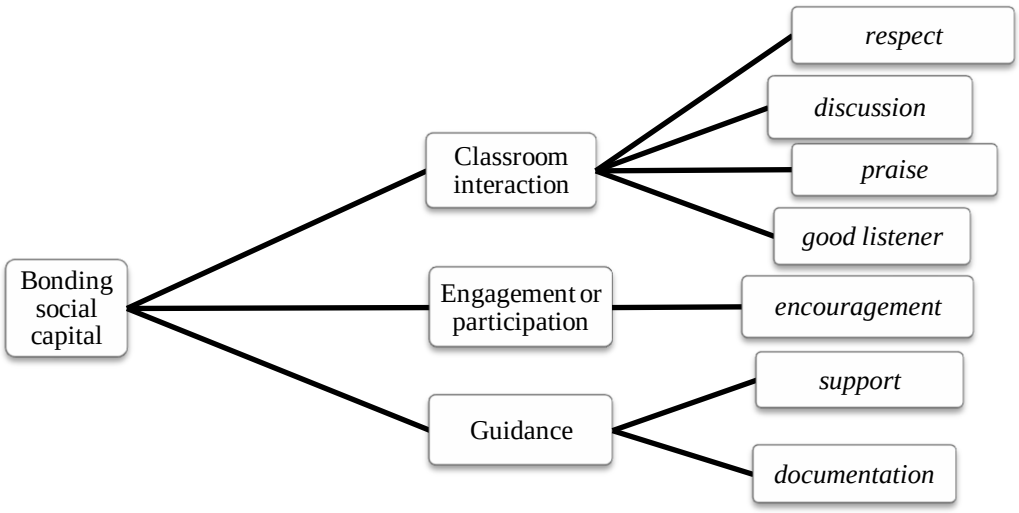


Figure 7.7 Bonding social capital

Overall results suggest that both professionals and pupils had positive attitudes towards bonding social capital. However, they had different perspectives regarding how the strategies were carried out in school.

Classroom interaction

Compared to outer-city school pupils, relatively more pupils from inner-city schools reported that school professionals often treated pupils with respect. However, it is difficult to conclude that different school locations determine the strategy used. This is because ethnic proportions, regardless of where the school was located, seemed to influence the professionals' beliefs and strategies advocated. Although a previous study found that there is an association between school location and human behaviour (Fulwider, 2009), the current result argues that individual experience and socio-cultural factors have more impact on human behaviour than geographical factors.

Classroom observations revealed that teachers managed to attract pupil participation in the lessons. As observations included different academic subjects, it was seen that teachers employed various teaching techniques: for instance, a collaborative teaching technique was frequently used by the Malay language teacher, whereas the physics teacher often used traditional teaching techniques in which pupils learn by listening and observation. The physical education teacher from both case study schools often used a Command and Practice teaching style. In the Command teaching style, teachers make most of the decisions and pupils are expected to follow all the teacher's instructions (Derri and Pachta, 2007). The role of teachers in the Practice teaching style is to monitor and provide feedback to the learners. This encourages

pupils to memorise the required steps to accomplish certain tasks (Derri and Pachta, 2007). However, mastery in pedagogical skills is not sufficient as teachers should also be expert in the subject matter (Shulman, 1987). In addition, different subjects require different pupil behaviour: for instance, as physical safety is essential in outdoor education, pupils are required to wear proper sports attire. On the other hand, pupils are expected to be more communicative in the language lessons. This suggests that the strategies used by teachers are dependent on the academic subject.

Results suggest that counsellors reported that they often discuss with pupils about their feelings towards any issues. This is not surprising as restoration of pupils' positive behaviour is part of the school counsellor job specification (Ministry of Education Malaysia, 1996). However, the improvement of teacher-pupil interactions is required when the majority of teachers in this study said that discussion with pupils was not common. This contradicts the model of an excellent teacher as proposed by the government (Ministry of Education Malaysia, 2008).

Although both professionals and pupils agreed that teachers should use more praise than criticism, pupils from 15 schools reported that praising pupils was not common. Classroom observation at two case study schools confirmed that teachers sometimes praised pupils. As results from the lesson observations suggest that praising was not common, I assume that teachers may not realise the importance of praising and it seemed that it not part of their culture. Prior studies suggested that praising would encourage learning behaviour (Partin, et al., 2010). Another study suggested that teacher's creativity in praising pupils is important. It was suggested that in addition

to verbal praise, teacher-written praise notes would promote a positive classroom ethos (Nelson, Young, Young and Cox, 2010).

Findings from 15 schools suggest that listening to pupils' explanations when they are blamed for doing something wrong was not a common practice. This highlights issues of teacher-pupil relationships and also contradicts the central ethos of the United Nations Convention on the Rights of the Child (1990), where children should be included in any decision-making that affects them. Findings in this research suggest that pupils' participation in decision making is minimal. This is against the Malaysian government directive where all teachers are supposed to have discussions with pupils especially with those who often exhibit problem behaviour (Ministry of Education Malaysia, 1981). The lack of pupils' engagement in discussions is alarming, as prior studies suggest that active participation in planning and managing social activities seem to be beneficial for promoting young people's well-being (Barber, 2007; Barber and Naulty, 2005). Furthermore, the development of a school culture that promotes pupils' empowerment, learning agency and active collaboration is vital for promoting satisfaction, happiness and well-being (Pietarinen, Pyhältö and Soini, 2010).

Findings also suggest that there is an association between professional academic qualifications and interaction styles. Professionals with higher education qualifications were more likely to listen to pupils and more democratic in interactions, compared to those with lower academic qualifications. This suggests the importance of Continuous Professional Development (CPD) in teaching professions.

Engagement/participation

Findings from 15 schools suggest that there is a positive relationship between the length of teaching experience and teacher attitudes towards pupil participation in school activities. Experienced professionals were more likely to carry out most strategies. They reported that they often encouraged pupils to participate in school activities, compared to novice professionals; however, this does not mean that novice teachers had negative attitudes towards pupil participation in the school activities. As the current results revealed that there were different practices between novice and experienced teachers, a mentoring system and knowledge sharing programme are relevant (Asada and Uosaki, 2006; Midthassel, 2006). A knowledge sharing project was found to improve teachers' strategies for managing the classroom effectively (Hayes, et al., 2007; Midthassel, 2006). One professional from Case Study School 2 articulated that experienced professionals should share their experiences in dealing with misbehaviour and should provide useful guidance for promoting positive behaviour in pupils. Prior studies suggest that peer mentoring has been positively associated with professionals' attitudes towards strategies for promoting desired behaviour in pupils (Asada and Uosaki, 2006).

In order to encourage pupil participation in classroom activities, findings suggest that teachers used various encouragement techniques such as the use of probes, random questions, group discussion and calling pupils by their proper names. This finding confirms that variation in teacher discourse either supports or impedes pupils' learning (Myhilla, 2006).

Guidance

Data in this research suggests that there is a contradictory perception regarding the frequency of guidance provided by professionals. Professionals from 15 schools reported that they always guided pupils in problem solving; however pupils reported that teachers' guidance was not common. This implies that professionals thought that they have given sufficient support and guidance, whereas pupils were actually expecting more guidance and support from teachers.

Similarly, findings from 15 schools reveal that professionals from different roles had different practices pertaining to guidance. As these roles are part of the school counsellor job specification (Ministry of Education Malaysia, 1996), counsellors in this study reported that they often provided guidance and documented pupils' behavioural problems. Conversely, physical education teachers reported that they sometimes guided pupils to improve their behaviour. One of the problems raised by professionals from Case Study School 2 was regarding acculturation of the Chinese pupils in national secondary school. It was seen to be difficult for these pupils to integrate with other ethnic groups without proper guidance and support. This point is reinforced by past studies which show that pupils who experienced social rejection had a tendency to exhibit hostile behaviour (Klein, 2006). All professionals, irrespective of their roles, should support pupils in solving their problems of feelings of isolation.

7.6.2.2 Bridging social capital

Bridging social capital, for the purpose of this study, includes partnership programmes such as home-school partnership, parental engagement and co-operation with government agencies such as the Royal Malaysian Police. Although both professionals and pupils from 15 schools had positive attitudes towards partnership programmes, they had different perspectives regarding its implementation. Professionals reported that they often co-operate with parents and government agencies, however pupils reported that the professionals never organised any partnership programmes. This contradiction argues whether pupils did not realise the existence of partnership programmes, or not all pupils participated in such programmes. Detailed analysis shows that professionals from different roles, genders, age, experience and qualifications had different practices regarding how often partnership programmes were carried out. Data from 15 schools suggest that principals were more likely to co-operate with non-school agencies, compared to counsellors and teachers. Male professionals were more likely to report that they often had to co-operate with the government agencies. This research found that as the level of academic qualifications among professionals increased, a tendency to organise partnership programmes increased. Findings also suggest that older and experienced professionals organised such programmes more often, thus it can be advocated that bridging social capital has a significant relationship with the seniority of school professionals.

7.6.2.3 Negative reinforcement

The school referral system can be considered as one of the negative reinforcements, as it removes unpleasant stimuli to weaken the behaviour. By sending disruptive pupils to the referral office, other pupils experience less disruption, which simultaneously promotes a productive classroom environment. In addition, the referral system sends a clear message to all pupils that certain behaviour is unacceptable. These pupils may be sent to a counselling unit or discipline office. As the current study shows that pupils perceived that discipline teachers often used a "hard approach", including corporal punishment, when dealing with disruptive pupils, it might be true to state that pupils who were sent to the discipline office viewed it as a punishment. Data from 15 schools suggest that the majority of professionals and pupils agreed that pupils who had been punished should be treated with "respect" when they came back to class. "Respect" in this context considers that *pupils should be given opportunities to explain their side of story when blamed for doing something wrong*. However, pupils reported that they were sometimes given opportunities to give their explanation. Therefore, it might be fair to state that restoration programmes were questionable in the 15 schools.

In my opinion, a streaming system might have potentially negative implications. For instance, whilst high academic achievers are famous for their academic achievement, lower academic achievers are also famous for their misbehaviour. On the one hand, pupils were positively reinforced and on the other, pupils were punished and negatively reinforced. It should be noted that pupils who failed to gain positive peer and social recognition were more likely to be involved in weapon activity at school

(Klein, 2006). Professionals from case studies reported that more pupils who exhibited challenging behaviour seemed to be unable to perform well academically.

As peer influence has a significant impact on pupil behaviour, some teachers believe that integrating pupils from the last class (academically weak) into science classes (academically good) could help weak pupils, presumably because they were exposed to a new environment in which the majority of pupils were studious. Unexpectedly, the findings showed that it was unsuccessful. Pupils from Case Study School 1 mentioned that lower academic achievers were uncomfortable and had difficulties making friends. As a result, those pupils dropped out. This failure may be due to the lack of proper planning and preparation. What can be expected from peer mentors without proper training? As data suggest that there is no follow-up mechanism to evaluate the failure of this programme, it might be said that the programme is carried out on the basis of trial and error.

7.6.2.4 Punishment

Findings from 15 schools and the two case studies suggest that punishment was accepted by the majority of the participants in this study as one of the disciplinary methods. Punishments identified in this study were: out of school suspension, dismissal and corporal punishment. Data suggests that corporal punishment was ranked to be least serious compared to suspension and dismissal. This justifies why corporal punishment was found to be frequently used in school. Detailed results indicated that young professionals were more likely to use a cane as compared to experienced professionals.

Based on my observation and interaction with professionals from 15 schools, “discipline by fear” seemed to be a core technique used by some teachers in school. I observed that discipline teachers from case study schools often carried a cane in school. One physical education teacher from Case Study School 2 reported that instead of using a cane, he preferred to use different physical punishment techniques such as asking pupils to roll in the field. Discipline teachers from both case study schools also highlighted the importance of pupils understanding the consequences of breaching the school rules.

Findings reveal that punishment was acceptable to the majority of the participants in this study. The majority of pupils reported that they still respect teachers who use a cane. However, it can be argued that they may have never been caned, so they did not have experience of how painful and humiliating the punishment is. Detailed analysis shows that pupils from a lower parental academic background were more likely to respect teachers who use a cane, compared to those from higher parental academic background. However, there is insufficient narrative data to expand this statistical finding. Some pupils who had been caned expressed their dissatisfaction towards teachers who caned them. They seemed to have feelings of revenge and hated those teachers. Whilst prior studies reveal that physical punishment is psychologically and physically harmful (Saunders and Goddard, 2008), the current findings suggest that pupils dislike and hate teachers who punish pupils.

From the analysis of the Malaysian government circulars, corporal punishment in school does not overtly aim to humiliate pupils but sends a clear message that certain actions are against the law (Ministry of Education Malaysia, 2003). There is a

constant message from both case studies that corporal punishment is used as a symbol of warning for pupils against misbehaving. Since the sanction is usually carried out by discipline teachers, the relationship between pupils and discipline teachers seems to be based on “fear” instead of “respect”. Professionals from case studies used the terms “hard approach” and “soft approach” when talking about strategies used in school. They mentioned that “hard approach” includes corporal punishment and warning, which is usually used by discipline teachers. On the other hand, the “soft approach” refers to counselling, restoration and guidance, which are usually used by counsellors. Although some professionals articulated that both approaches were essential, as a “soft approach” was impracticable for some pupils, findings suggest that corporal punishment was controversial. This is contradictory to the prior study in Malaysia, suggesting that corporal punishment was beneficial for improving pupils’ behaviour (Bakar and Tawil, 2010). Pupils from this study expected teachers to be supportive and helpful not punitive or coercive. This means that pupils need support not punishment. Based on this situation, it might be fair to state that those teachers who use a “hard approach” may lose “respect” from pupils. This suggests the importance of shifting from a punitive, to a supportive school ethos.

7.6.3 New themes

Findings suggest that two new themes emerged from case studies as follows:

7.6.3.1 Pedagogical content knowledge

There is a constant message from both case studies that making the lesson more engaging and enjoyable requires professional skills in effective classroom management. This concurs with the prior study suggesting that pedagogical content knowledge is importance for improving pupils' behaviour (Shulman, 1987). According to Torff and Sessions (2005), teacher effectiveness is dependent on four components of pedagogical knowledge: lesson planning skills, classroom-management skills, lesson implementation skills and rapport with pupils.

7.6.3.2 Lack of self-awareness and other's perceptions

Data from this research reveals that some professionals did not realise that their teaching methods are controversial. For instance, one physical education teacher from Case Study School 1 confidently explained that she managed to control pupils, emphasising the importance of pupils' self-discipline. Following the observation of her teaching session, where it was observed that she often shouted at pupils, she was asked to explain her stand on this matter. She explained that shouting could be used if necessary. She may not realise that pupils in this study dislike such behaviour.

Data from this research also show that there are contradictory perspectives between some teachers and others. One discipline teacher from Case Study School 1 mentioned that pupils still respect him even though he often caned pupils. However, a pupil from a focus group said that he did not respect the teacher. Furthermore, another teacher from the same school reported that pupils felt revenge towards him.

7.6.4 Summary for the section of positive behaviour enhancement strategies

Overall, findings suggest that although professionals and pupils had positive attitudes towards available strategies for promoting positive behaviour, they had contradictory perspectives regarding their implementation. They perceived that bonding and bridging social capital is more effective compared to punishment. However, not all the bonding and bridging social capital was frequently used in school. Results show that professionals and pupils had different perspectives on the implementation of some positive behaviour enhancement strategies. This concurs with prior studies suggesting that adults and children often had contradictory views regarding practice in schools (Schedin, 2005).

In my opinion, a supportive school environment is beneficial for promoting positive behaviour. However, it might be difficult to promote a supportive environment with the existence of corporal punishment in the education system. It is significant to highlight that focusing on positive aspects rather than negative behaviour was found to be more effective in promoting positive behaviour in pupils (Aelterman, et al., 2007; Cregor, 2008; Hopper, 2008; Jindal-Snape, 2005). How the findings contribute to knowledge generation is discussed.

7.6.5 Contribution to knowledge

I believe that the current study contributes to a wider understanding of social capital in an educational context. Social capital refers to social connections, networks, relationships, trust, obligations and norms of reciprocity within group members (Bourdieu, 1986; Coleman, 1988; Putnam, 2000). In this study, human relationship

is examined through bonding and bridging social capital dimensions. Bonding social capital "constitutes a kind of sociological superglue" (Putnam, 2000, p. 23) which may promote a sense of belonging to a school (Harper, 2001). On the other hand, bridging social capital provides a better linkage to external assets and would be able to "generate broader identities and reciprocity" (Putnam, 2000, p. 23). Results suggest that bonding and bridging social capital are perceived to be valuable for promoting positive behaviour. Whilst Putnam (2000) proposes that bonding and bridging social capital are essential for developing civic community, I suggest that bonding and bridging social capital would improve pupil behaviour and develop the school community.

In my opinion, the current study has also expanded the dimension of social capital from civic trust and obligations (Bourdieu, 1986; Putnam, 2000; Siisiainen, 2000) towards happiness and satisfaction. Rich data from this study shows that happiness and satisfaction in school has a significant relationship with social capital. Pupils from case studies constantly said that good rapport with friends and teachers would make them happy in school, whilst those who had been caned expressed their dissatisfaction. This implies that bonding and bonding social capital are useful if they lead to joy and satisfaction.

Quality of interactions within school is not only important for developing a productive learning environment (Blatchford, et al., 2009) but it is also connected with school safety (Potts, 2006) and self-satisfaction (Valois, Paxton, Zullig and Huebner, 2006). Overall, findings suggest that the quality of social networks within school is dependent on the extent to which the social relationship would make

professionals and pupils feel happy, satisfied and comfortable. Three elements representing bonding social capital in this study are interpersonal relationships, mentor–mentee systems and pupils' participation in school activities. Findings consistently show that interpersonal relationships within school affect pupils' behaviour. In addition, there is a consistent message from narrative surveys and case studies suggesting that an enjoyable learning environment would promote positive behaviour in pupils. Good teachers, according to pupils contributing to this research, are supportive and helpful. This suggests that strengthening internal social networks would contribute to a better learning environment and simultaneously have a positive impact on pupil behaviour.

I believe that the current study has added to prior knowledge on integration and civic tolerance. Whilst Putnam (2000) discusses integration and civic tolerance at a macro level (political perspectives), I found that ethnic integration and civic tolerance are contributors to social capital at a micro level i.e. in a school context. There is a consistent message across the case studies showing that socio-cultural elements are integrated into whole-school strategies for promoting positive behaviour. Observation in Case Study School 1 for instance, revealed that religious norms underpin most of the whole-school programme. This concurs with prior studies suggesting that religious tolerance would prevent social conflict between people from different religious backgrounds (Ismail, et al., 2009). Although observation in Case Study School 1 shows that there is no sign of religious conflicts, it does not mean there is high tolerance. Past studies suggested that dialogue between people from different ethnic and religious backgrounds may be able to promote integration and tolerance (Ismail, et al., 2009). Understanding other ethnic languages and ethnic

values are essential for promoting better understanding and social connections. Therefore, it can be suggested that social capital in a multi-ethnic society requires reciprocal communication.

Bridging social capital in this study refers to the co-operation and partnership programmes between school and non-school agencies including parents, local communities, and government agencies. Both professionals and pupils from 15 schools believe that parental engagement is important for promoting positive behaviour. This means that participants acknowledged the integration of both family social capital and school social capital. This concurs with a past study showing that high family social capital and school social capital would discourage pupils' negative behaviour (Drewry, et al., 2010).

Since professionals and pupils in this study demonstrated conflicting understanding and perspectives regarding the implementation of partnership programmes, it can be proposed that there is a communication gap between professionals and pupils in response to bridging social capital. The school magazines from 15 schools reported that various collaboration programmes were organised. The professionals also reported that they always organised joint venture programmes. However, pupils reported that there was no such programme carried out in school. Pupils did not realise the existence of these joint venture programmes because partnership programmes were mainly organised by professionals. There is a lack of pupil involvement in the planning and managing of partnership programmes. This implies that bridging social capital has a contextual hierarchical social structure, where adults are seen to have more power in managing social activities for young people.

Because of this situation, professionals seemed to have more formal and informal social networks rather than pupils. As a result, pupils seemed to have a lack of ownership feeling towards collaborative programmes organised in school, thus they might build their own social networks based on their own choices. How, and who might help, to support pupils to build positive social networks after school requires further study.

In my opinion, the current study has expanded the understanding of professional and pupil perspectives regarding the use of corporal punishment in school. It was revealed that pupils who had been caned were against corporal punishment. On the other hand, those who support it seemed have no experience of being caned. Findings also suggest that parental backgrounds have influenced pupils' attitudes towards caning. Pupils from families who had lower academic backgrounds were more likely to accept caning compared with pupils from educated families. Some professionals in this study mentioned that corporal punishment is important for controlling the majority of pupils in school. The corollary of this is that corporal punishment is a symbol for controlling pupils. As the recent study contended that the use of corporal punishment does not necessarily reduce problem behaviour (Parker-Jenkins, 2008), it might be important to consider a more supportive approach when interacting with disruptive pupils. Based on data gathered, the current study formulates a typology to suggest attitudinal change to corporal punishment. Table 7.2 was formulated using data from participants who support canning (on the left side of Table) in comparison with data from participants who are against caning (on the right side of Table).

Table 7.2 Typology of attitudinal change against corporal punishment

Dimensions	Justifications for attitudinal change			
Fairness	If you	believe that caning is effective to control the majority,	then you should know that	caning promotes rebellion and dissatisfaction amongst pupils who have been caned.
Effect		believe that undisciplined pupils deserve caning,		pupils need help, not punishment.
Purpose		believe in "discipline by fear",		the use of caning is against the United Nations Convention on the Rights of the Child (1990).
Experience		have never being caned,		caning is psychologically and physically harmful.
Results		believe that caning will instantly stop negative behaviour,		the behavioural change may not be maintained.
Obstacle		worry about losing the current system,		alternatives may work.
Domination		believe that pupils are too immature to be included in policy making		caning promotes negative learning environment.
Beliefs		believe that corporal punishment is an effective disciplinary means,		punishment was ranked by participants in this study as the least effective strategy.

Table 7.2 shows that justifications to support corporal punishment are driven by adult assumptions and perceptions rather than actual outcomes. For instance, because they believe that canning is effective for controlling pupils, they also believe that pupils should be responsible for their misbehaviour. On the other hand, people who are against corporal punishment have scientific evidence to show the negative implications of this punishment.

7.7 Influencing factors

Evidence from this study suggests that professionals' attitudes towards positive behaviour enhancement strategies were influenced by socio-cultural factors, professionals' roles and their professional experience. Contribution to knowledge generation is discussed within the following sections:

7.7.1 Socio-cultural factors

In my opinion, the current research has added to the prior knowledge on the relationship between socio-cultural factors and human behaviour. Whilst past studies highlight the importance of culturally responsive classroom management components for effective classroom management (Monroe, 2009; Vincent, et al., 2011; Weinstein, et al., 2004), the current findings identified that the participant's religious beliefs and ethnic values are the core elements underpinning the socio-cultural factors. Results from 15 schools indicated that religious belief was ranked to be the most influential factor by counsellors and teachers, but principals ranked such factors as third most influential. Evidence confirms that religious beliefs and ethnic values are seen to be the foundation for many school activities. Some professionals from Case Study School 1 believe that the integration between religious and school activities would be useful for improving pupil behaviour. As a result, many religious activities were organised in this school. It can be inferred that religious belief becomes the main source for promoting positive behaviour.

Findings have confirmed that Islamic norms have influenced most Malay professionals' attitudes towards strategies for promoting positive attitudes. Although

prior studies have revealed that there is a relationship between religious beliefs and social behaviour (Law and Shek, 2011; Mamatey, 2010), my study shows that Islamic norms have become the parameter used by most Malay professionals in conceptualising positive and negative behaviour. Findings also suggest that there is a significant relationship between religious norms and ethnic values. For instance, data from the government circulars and observations in both case studies show that pupils are encouraged to wear the Malay traditional outfit on Fridays in conjunction with performing the Friday prayer. It was observed that Malay values are integrated into some Islamic activities in Case Study School 1. This includes the use of traditional Malay props in the school's Islamic festival. In this situation, it can be argued that religious norms and ethnic values have influenced professionals' attitudes the most.

Data suggest that religious norms have a greater influence on professionals' attitudes in Case Study School 1. This is because many Islamic activities were organised in that school, compared to ethnic tolerance programmes. In Case Study School 2, ethnic values may have had more influence on professionals' attitudes, where they emphasised the importance of multi-ethnic integration and tolerance. In this school, issues of acculturation are seriously discussed, as some Chinese pupils have difficulties in conversing in the Malay language. An example of this was where one school had appointed a Chinese counsellor to interact with pupils who had limited Malay; it should be noted that the Malay language is an official medium of instruction in national secondary schools. The current findings highlight the importance of socio-cultural elements in the school system as the prior study shows that absence of socio-cultural elements in the school disciplinary systems leads to behavioural problems in pupils (Garegae, 2008). If the policies have not been seen to

influence the professionals' attitudes, what then are the main sources for their strategies and how does it affect their interactions with pupils?

7.7.2 Roles of professionals

There is rich evidence from this study to suggest that principals were likely to have different perspectives regarding factors that might have influenced them. Results from 15 schools revealed that principals ranked the school disciplinary guidelines (developed based on the government circulars) to be the most influential factor. Conversely, counsellors and teachers reported that disciplinary guidelines have only moderately influenced them. As examined earlier in this research, religious beliefs have greatly influenced counsellors' and teachers' attitudes. Whilst a previous study found that belief-based knowledge has influenced professionals' attitudes towards pupils' behaviour (Gotzens, et al., 2010), data from the current study suggests that religious belief has influenced counsellors' and teachers' attitudes, whereas the school disciplinary guidelines may have influenced principals' attitudes. It is important to state that the school discipline guideline is a standard document used for all schools in the region where the current study was conducted. It was developed by the education committees, based on government recommendations and endorsed by the State Education Department. There were inconsistencies in the data from self-reporting by principals from the 15 schools, and narrative data from case studies; although the 15 schools data suggested that disciplinary guidelines were the most influential factors for school principals, narrative data from both case studies demonstrated that principals were more likely to talk about their religious beliefs and ethnic values. This suggests the emergence of *religious capital*, which can be argued

as the main element underlying strategies used by school professionals for promoting positive behaviour in pupils.

Whilst Bauman, Rigby, and Hoppa (2008) found that counsellors were more interested in working with problem pupils, empirical evidence from the current study revealed that counsellors from both case studies were more likely to talk about intervention programmes. Furthermore, counsellors who participated in this research highlighted the importance of co-operation between teachers, parents and counsellors in designing, managing, and evaluating effective strategies for promoting positive behaviour. Conversely, physical education teachers and disciplinary teachers were more likely to talk about strengthening pupil discipline, whereas class teachers tended to discuss effective learning and teaching. This suggests that there is an association between the professionals' roles and their preferred strategies for promoting positive behaviour.

7.7.3 Professional experience and training

Data from this study confirm that professional experience and training have influenced professional's attitudes towards positive behaviour enhancement strategies. Data from 15 schools showed that counsellors and teachers ranked teaching experience as the second most influential factor, but principals reported that teaching experience only moderately influenced their attitudes. The majority of principals, counsellors and teachers ranked educational training attained to be the second most influential factor. Statistical analysis suggests that more experienced professionals cooperated with parents, agencies and communities, were more likely to report recording pupils' behavioural problems in a record book, and also

encouraged pupils' participation in school activities compared to young or novice teachers with less teaching experience. This highlights the need for teamwork between experienced professionals and novice teachers, as a prior study shows that novice teachers require more on-job training and support from experienced workers (Richardson, 2007).

Extensive evidence from case studies suggests that professional experience may have influenced professionals' attitudes towards positive behaviour enhancement strategies. For instance, one class teacher from Case Study School 1 reported that her daily experience in organising lessons had influenced her teaching strategy, mentioning that a good rapport with pupils would enhance teaching skills. She also mentioned that educational training also influenced her approaches. Another class teacher from the same school reported that her experience has encouraged her to use computers in learning and teaching. One class teacher from Case Study School 2 shared her experiences in teaching pupils from sciences and vocational classes; according to her, these pupils require different approaches. One school counsellor from the same school talked about his experience in dealing with disruptive pupils and parents; because some pupils were unable to converse fluently in the Malay language or English, he worked closely with another counsellor to support those pupils. This finding added to previous knowledge about how self-reflection on daily experience has created individual teaching techniques and instructional strategies (self-initiated positive behaviour enhancement strategies). This is different from past studies where much attention was given to the improvement of certain teaching techniques rather than self-initiated strategies (Gillies and Boyle, 2010; Gillies and Haynes, 2011).

Summary of the unique contribution to the body of knowledge

The socio-ecological model, based on data collected, has been developed to provide a further understanding of interconnections between socio-ecological layers and socio-interactions within a multi-dimensional context. Therefore, my study has extended Bronfenbrenner's Ecological Model by examining further complexities and layers of interactions arising from multi-cultural aspects, ethnic values, generational differences/similarities (adults and children) and religious capital. Socio-interaction between and within ecological layers determines positive and negative behaviour, where ethnic values and religious capital are the parameters used by most adults to conceptualise positive/negative behaviour. On the other hand, enjoyment and happiness are the main factors that determine the concept of positive/negative behaviour from a child's perspective. This means that social interaction does not only contribute towards the development of cognition (Vygotsky, 1978), but also reflects a value system and beliefs among people from different socio-cultural backgrounds.

To the best of my knowledge, this is the first study to consider bonding and bridging social capital in the context of promoting positive behaviour in schools, as well as applying it to a society structured the way in which Malaysian society is structured. As bonding and bridging social capital were viewed as the most effective strategies for promoting positive behaviour and developing a school community; behavioural management strategies at either the school or classroom level are supposed to take into account these two aspects. Emphasis should be given to the quality of social interactions and socio-networks as this determines the satisfaction and happiness

within the school community, leading to a supportive and conducive school environment.

My study has provided insight into pedagogical knowledge by highlighting the importance of affective domains in socio-interactions and also producing positive behaviour enhancement policy. Evidence from this research showed that negative reinforcement and punishment were viewed as ineffective and pupils who had been punished expressed their dissatisfaction and revengeful feelings towards the teachers who had punished them. On the other hand, positive inter-personal relationships, pupil engagement and parental support were viewed as the most effective strategies.

My study has also contributed to the knowledge on behaviour management, as extensive evidence from this study revealed that effective behaviour management is not just dependent on pedagogical aspects, professionals' knowledge on pupil behaviour and content knowledge (Park and Oliver, 2008; Shulman, 1987), but effective behaviour management is also linked to a professional's ability to develop good rapport with pupils, the teacher's knowledge of pupils' emotions, and the teacher's skills in promoting happiness and satisfaction.

Although most professionals involved in this study realised that praising pupils (positive reinforcement) was effective in encouraging positive behaviour, observational data revealed that praising pupils was not common. This may be linked closely to socio-cultural norms, as most of the professionals from different ethnic backgrounds reported that their religious beliefs and teaching experience were the most influential factors. Therefore, this research has expanded socio-cultural theory

by highlighting the influence of socio-cultural norms on teaching techniques and teacher-pupil interaction.

My study has provided insight into corporal punishment in education, as the data revealed that most children still respect teachers who use a cane, even though they may have no experience of being caned in school. Most importantly, my study confirmed that children who had been caned hated the teacher who had caned them because the punishment was harmful and humiliating. Evidence from this research showed that negative reinforcement and punishment were ineffective. Attitudinal change towards being against corporal punishment is suggested, as extensive data from the current results indicate that the punishment is harmful and ineffective. This thesis has added to prior knowledge on punishment, where current evidence shows that the use of punishment is not helpful in promoting well-being. It also damages teacher-pupil socio-relationships and is against the United Nations Conventions of Human Rights.

This thesis has also contributed to the understanding of how the national agenda has influenced school professionals in Malaysia. This is the only study investigating the Malaysian government's perspective on positive behaviour enhancement and how it is translated into practice. At the same time, this study has highlighted the issue of how the government's vision is going to be achieved. Using a progressive focusing approach, the research has investigated positive behaviour enhancement from the national level to the individual level, with the results indicating that the government's recommendations have only influenced principals' perspectives. Extensive data from this study suggest that socio-cultural factors, including ethnic

values and religious norms, have influenced professionals' perspectives more than pupils' perspectives. Friendship and individual aspirations seem to be integral elements for pupils, whereas national, cultural and institutional aspirations seem to be factors influencing professionals' attitudes. Therefore, this research has contributed towards a deeper understanding of the concept of a *chronosystem* in ecological system theory, where two generations (children and adults) have different aspirations and influencing factors.

7.8 Concluding Remarks

Based on the data gathered, it can be concluded that the current study has contributed to the understanding of positive and negative behaviour conceptualisation within a dynamic school ethos. It proposes that positive behaviour is a contextual concept where it is constructed via interactions at different ecological layers i.e. individual, institutional and national layers. Improvements of interactions at each layer are suggested. In each layer, the study revealed that socio-cultural and religious factors play integral roles in the formulation of positive and negative behaviour conceptualisation in Malaysia. As a result, the government has recommended several strategies that were seen to link with these factors. In addition, professionals had stressed their perceptions of the effectiveness of religious activities for promoting positive behaviour. Conversely, pupils were more likely to talk about enjoyment and happiness in the school environment without mentioning religious activities.

At the classroom level, bonding social capital was perceived to be effective. Classroom observation revealed that engaging pupils in a lesson was a main priority. Based on data presented in this thesis, it might be fair to suggest that there is a

contradiction between the professionals' beliefs towards effective strategies and its implementation. For instance, although the majority of professionals from 15 schools ranked punitive discipline to be the least effective strategy, they reported that they sometimes used caning in school. Furthermore, pupils reported that discipline teachers often used a cane in school. In addition, narrative data from case studies suggest that controlling pupils is seen to be integral to the classroom management. This is contrary to pupils' expectations of professionals. Focus group data from case studies suggest that professionals are expected to be supportive and helpful. This implies that whilst professionals emphasised the importance of pupils' positive behaviour, from time to time pupils also evaluate professionals' behaviour. Therefore, I suggest obtaining a consensus between professionals and pupils regarding what is workable for promoting positive behaviour.

CHAPTER 8

Conclusion and Recommendations

I believe that the current study has provided theoretical and practical insights into the conceptualisation of positive behaviour of young people from the perspectives of the government, adults (school professionals) and young people (pupils). Conflicting expectations towards young people are found to be driven by different aspirations at the national, institutional and individual level. As positive pupil behaviour is the government priority, many possible strategies for preventing negative behaviour and promoting positive behaviour have been recommended. Utilising the government recommendation of effective strategies, this study has explored the perspectives of school professionals and pupils towards those strategies. Overall results indicated that both professionals and pupils have positive attitudes towards those strategies. However, they had conflicting views on the strategies that were used by teachers. Although the majority of them agreed with the use of corporal punishment, narrative data from case studies revealed that the punishment is controversial. Data from 15 schools and case studies also suggest that praising pupils is not a common practice. This suggests that the government policy is not effectively translated into practice.

8.1 Overcoming limitations of the current study

Documentary analysis of the government circulars in Stage 1 only included documents that were available in the public domain, published on the Ministry of Education Malaysia web sources. There might be some other relevant circulars and official documents that are not published online. The absence of some documents may have affected the later investigation as the findings from documentary analysis

were used to design the research instruments. However, as the analysis and coding process included in-service teachers assuming that they have knowledge of circulars relating to pupil behaviour, I believe that this study has included sufficient and relevant circulars (policy documents). In addition, to date there is a relative lack of research on the Malaysian government circulars. This means that this study offers useful information regarding the government suggestions of positive behaviour enhancement strategies.

Documentary analysis was undertaken by two independent coders. Although both have extensive professional abilities to interpret the policies (written in Malay), the translation into English language might not be fully accurate. In order to overcome this possible bias, the translation was based on the meaning rather than direct translation. Furthermore, the translation was reviewed by a teacher who specialised in TESL (Teaching English as Second Language). Improvement of the language was made according to the reviewer's suggestions.

Another possible issue in documentary analysis concerns the educational backgrounds of the two coders. The first coder obtained a Master's degree in Sociology of Education, whereas the second coder has a first degree in Technical Education. Different levels and areas of study may have affected the understanding and interpretations of the circulars. In order to enhance the quality of analysis, the inter-rater reliability score was also calculated and the results indicated that both coders agreed with most of the themes that emerged.

Using the purposive sampling technique to select schools in Stage 2 raised the issue of potential bias. In this study, all the schools in the region were divided into one of two divisions: inner-city and outer-city schools. As there is no standard demarcation of inner-city and outer-city in the region, the division was based on the distance from the city centre without consideration of the density of population. Therefore, a discussion with the education officer in that region was held at the beginning of the study. He agreed that some schools were considered inner-city and outer-schools but the demarcation was not completely accurate. This suggests that the findings from this study that could have a link with the school locations should be interpreted with care.

The purposive sampling technique employed in this study suggests that expanding of the findings should be done with care. Before selection of the schools, consultation with the principals was carried out. They were told that their participation was important as positive behaviour enhancement was a priority at the international, national, institutional and individual level. For untold reasons, some principals refused to participate in the study. Only those providing consent were included in the study. Therefore, it might be fair to state that this study represents the perspectives of participants from 25% of the schools in the stipulated urban areas.

A further potential cause of bias was the selection of participants using purposive sampling. Professionals from 15 schools were selected based on their role as principals, counsellors, class teachers, discipline teachers and physical education teachers. Only one class from each school was selected by the school professional to be sampled. Teachers may have chosen the best class to participate in this study. The

selection of participants from two case studies was based on the principal's recommendation, whereas the class teachers recommended the pupils who participated in the focus groups. Hence, the personal values of the professionals may be reflected in their choice of pupils. In order to get a wider perspective, the focus group at Case Study School 1 included high academic achievers. On the hand, moderate academic achievers were included in the focus group at Case Study School 2. It was straightforward to gather pupils from different academic levels as pupils were streamed according to their academic achievements in both case study schools. Furthermore, the potential bias was minimised by setting a standard criteria for the selection of participants.

Another potential limitation concerns the data collection process. I was not able to administer the questionnaires in School A, E, H, J and O personally because of restrictions put into effect by the schools. Although prior meetings were conducted with the professionals who administered the questionnaires, it is unknown to what extent the participants' responses were controlled and monitored by teachers.

The use of video recording equipment and my presence in class for the classroom observations may have affected the teacher's and pupils' actions. In order to minimise the artificial environment, classroom observations over a number of sessions were conducted in different settings. Furthermore, I visited the schools and classrooms several times to get to know the teachers and pupils.

The study had a limited sample size and mainly focused on young people's behaviour rather than adult behaviour. Further, it was based on the Malaysian society

where the majority of participants were Malays, followed by Chinese and Indians. As the study found that socio-cultural factors are associated with the participants' perceptions towards this subject, the findings of the current study should be generalised with some care across other countries with different ethnic backgrounds. It might be fair to state that there are a relatively small number of countries in the world that have one ethnic group population.

Another potential limitation concerns the selection of the schools for the case studies. Ideally, a comprehensive analysis of the data from the 15 schools involved should be carried out before the selection of the case study schools. However, I did not have the opportunity to carry this out because of time restrictions: the funding bodies did not allow me to stay in the field for more than three months. Therefore, the selection of the case study schools was based on specific criteria and a general analysis of the data from these 15 schools. The selection criteria included the school's permission, participants' willingness to be included, my general observation in 15 schools, and special programmes relating to positive behaviour enhancement.

Another potential limitation to be considered concerns the reliability of data provided by both professionals and pupils in this study. The extent to which the data provided is true and reliable is unknown. In order to enhance reliability, data was triangulated by collecting from various data sources, used multiple data collection techniques, and involved coders, observers and reviewers. Perceptual data on positive behaviour enhancement strategies was gathered from various data sources including government circulars, professionals and pupils using surveys, focus

groups, interviews and direct observation. This suggests that these findings were carefully triangulated.

Another possible limitation is related to the design of the questionnaire. As the questionnaire collected categorical data, it was not possible to use inferential analysis. Inferential statistics were only used to analyse one section i.e. comparison of behavioural categories between professionals and pupils. Using inferential analyses for other data would have allowed for the demonstration of any (or lack of) significant differences between groups.

It should be noted that not all the data collected from the questionnaires have been fully analysed in the current study. The section of parental occupational background was excluded from this thesis because the data provided from the participants was unclear and too complicated to analyse. The full details of the questionnaires used are attached in the appendices.

Although some limitations that have raised issues of transferability of findings from the current study, it might be fair to state that this study offers some features that may be applicable in certain situations and contexts. Firstly, the study has included participants from diverse ethnic backgrounds. This means that the concept of positive and negative behaviour presented in this research was constructed from multi-ethnic participants. As religious norms were found to be a pillar for socio-cultural norms, the findings from this study may be able to be generalised into other countries that have a society with strong religious beliefs. Secondly, as the study explored adults' and children's perspectives regarding one social phenomenon, that

is positive behaviour enhancement strategies, it may be fair to state that the current findings highlight perspectives from two generations i.e. adults and children. Furthermore, in today's world where young people are "connected" through the internet and open-access information, their perception towards social issues may be more or less similar. Finally, this research explored one of the controversial issues in education – corporal punishment. Although there is a strong campaign at the international level to ban corporal punishment, it is still practised in some countries including Malaysia. Hence, the current study to some extent has provided in-depth understanding of the acceptance of this punishment within the socio-cultural context.

8.2 Implications and recommendations for policy makers and professionals

8.2.1 Policy makers

Three areas require improvement at the national level including the positive behaviour enhancement policy, school transition issues, the zero-tolerance policy and the government–school interactions.

8.2.1.1 Positive behaviour enhancement policy

Literature shows that the National Principles (*Rukunegara*) and the National Education Philosophy provide general principles for developing positive behaviour. There are gaps in policy formulation relating to positive behaviour enhancement at the school level. Indeed, the Malaysian Education Act (1996) does not contain a specific section for positive behaviour enhancement. I argue that not all professionals

had a good comprehension of these circulars as they were distributed over the years, and some of them may be overlapping and no longer relevant.

Recommendation 1: Frameworks for promoting positive behaviour

There is a need to develop clear policy frameworks for promoting positive behaviour in Malaysia, as it may influence strategies implemented at a school level. If compared to some Western countries, it might be significant to state that Malaysia has no precise policy on pupil behaviour. It is important to have basic expectations of pupil behaviour at the national level as it may influence the strategies used for promoting positive behaviour at the school level. Documentary analysis of the government circulars revealed that much focus was given towards improving pupil discipline instead of promoting positive behaviour. This implies that punitive discipline seems to be a basic principle in the current educational system. However, findings revealed that punitive discipline was perceived to be ineffective. Based on data collected and findings from previous studies (Lewis and Sugai, 1999; Simonsen, Sugai and Negron, 2008), I believe that a supportive school ethos is beneficial for promoting a positive environment which might have a direct impact on pupil behaviour. Hence, I propose that a supportive approach should underpin the national policy on pupil behaviour. Furthermore, it should be in line with the Convention on the Rights of the Child (1990). Since drafting national policy requires many steps and it is a time consuming process, the Ministry of Education Malaysia should take prompt action to ensure that the school professionals have clearly understood possible strategies to promote positive behaviour as suggested by the government. In addition, the government should support the formulation of policy initiatives at a school level. To do this, the school should work together with the local communities

and any relevant government agencies. Consideration should also be given to strategies that can promote a better school environment (formal context) and healthier life style beyond the school compound (informal context).

Recommendation 2: Clarity of the current policy

Since there is limited research on the Malaysian government circulars, it might be argued that there is confusing surrounding the strategies recommended by the government. This study has identified strategies recommended by the Malaysian government that can be used for strategic planning at the school level. It was suggested that the school professionals should:

- encourage pupils' participation in the school activities;
- have a good interpersonal relationship;
- be pro-active and responsive;
- co-operate with parents, the local community, and the government agency;
- provide guidance and counselling; and
- enforce the school disciplinary rules include punishments for the rule breakers.

Although the government has suggested many strategies, findings from this research revealed that professionals and pupils had conflicting perspectives regarding the implementation of these suggested strategies. Apart from the school principals, the other professionals indicated that the government policy has moderately influenced their attitudes towards positive behaviour enhancement strategies. Prompt action to clarify strategies that can be used in school should consider the current findings and

past studies in this field. This includes a distribution of guidelines and manuals for promoting positive behaviour to all teachers.

8.2.1.2 Government–school interactions

I argue that top-down communication dominates the interactions between the government and school. The government recommendation for promoting positive behaviour is argued by some professionals to be invalid and untrustworthy. Observations revealed that contextual factors such as the school populations and demographic variables determined the suitability of strategies implemented. This implies that not all the government recommendations are suitable for every school.

Recommendation: Evidence-based practice

Past studies show that evidence-based practice developed from professionals' and pupils' experiences is valuable for promoting positive learning environment (Vincent, et al., 2011). There is a missed opportunity in the current system if teachers' and pupils' voices were excluded from policy making. In order to gather professionals' and pupils' experience, the government should encourage a research culture in school (Awang, 2010e). I suggest that teachers should be encouraged to use reflective logs as a way to record their experience of daily interactions in school. Smart partnership between the Ministry of Education Malaysia and the Ministry of Higher Education Malaysia is vital to bring evidence-based practice to policy making. This promotes bottom-up interactions that are beneficial for educational development at a professional and personal level.

8.2.1.3 School transition

Empirical evidence from this study indicates that transition from vernacular school to national secondary school to be an issue for effective schooling. Communication and cultural barriers within/between pupils and professionals from diverse ethnic groups posed a challenge to the school professionals. The one-year transition curricula for those pupils seem to have excluded them from their same-age peers. In addition, the study found that teachers were not well trained to interact with pupils in that group. There are two options that should be considered by the government: either introducing new modules for teachers training programme, or restructuring the vernacular school system.

Recommendation 1: Teacher education

It can be argued that there is a relative lack of focus on the school transition in teacher training modules. As the findings revealed that communication with pupils posed a challenge to teachers, the new module should emphasise the communication skills of teachers. In addition, an understanding of various ethnic values may be useful to build rapport with pupils in the transition class. Recruiting teachers to understand Mandarin and Tamil may be able to reduce the communication barriers. Although the current study did not solely focus on pupils in the transition class, it is significant to state that professionals often raised issue of problem behaviour among pupils from the transition class. I visited the transition class and experienced how difficult it was to interact with these pupils. This suggests that both professionals and pupils need support from the government. Since designing and reviewing the current module require many steps and involves many parties, retraining in-service teachers

who interact with those pupils should be considered. Data from this research suggests that a smart partnership between school and training providers would be beneficial. Furthermore, ethnic values are one of the important elements of transition capital in a multi-ethnic society.

Recommendation 2: Restructuring the vernacular school system

The second option is regarding the restructuring of the vernacular school system. This suggestion touches on a sensitive area as the existence of vernacular schools has a close link with political parties under the National Front coalition. These political parties believe that vernacular schools (also known as national-type schools) should remain unchanged as it would maintain the cultural heritage of the Chinese and Indians community. However, findings suggest the pupils from vernacular primary schools have difficulty in communicating in Malay and English when they are at secondary school. This may be a result of limited multi-ethnic interactions at the primary school level. How can integration of multi-ethnic pupils be achieved if dualism in the educational system still exists? This poses a dilemma for the Malaysian government to resolve the tension between nation-building and ethnicity (Brown, 2005). Therefore, I suggest that the vernacular school system should be reviewed. It might be significant to re-visit at the Barnes Report (published in 1951), which suggested that there should be only one school system in Malaya. However, the extent to which the component parties would accept this suggestion is unpredictable. Comprehensive study in this area is suggested.

8.2.1.4 The zero-tolerance policy

Although predetermined consequences via the zero-tolerance policy are common in any school in the world, types of punishment vary. Some participants in this study preferred punitive discipline and other preferred a more supportive approach. Although there are limited sources to explain the extent to which the UNCHR (United Nations Conventions of Human Rights) have influenced the Malaysian education policy, it might be fair to say that there is a gap between UNCHR expectations and the Malaysian government perspective on positive behaviour. For instance, although corporal punishment has been banned by the UNCHR, its use is permitted in Malaysian secondary schools. Corporal punishment is seen to go against the fifth Malaysian National Ideology principle stating that people in Malaysia are dedicated to preserving a democratic way of life, guided by the principle of courtesy or good behaviour and morality. Results from this study revealed that pupils who have been caned felt humiliated, and did not feel any respect for the teachers who caned them. Pupils articulated that they need support and guidance, not punishment. It has been proposed that pupils should be educated with respect and given responsibility for their behaviour (Rogers, 2007). Findings suggest that government directives need to shift their emphasis from punitive to more supportive culture within the school environment.

Recommendation: Alternative for corporal punishment

In my opinion, policy makers should realise that corporal punishment in many ways breaches human rights. Pupils actually need support, not punishment. Furthermore, there is a strong message from pupils who had been caned that corporal punishment

is humiliating and harmful. It is too idealistic to suggest a removal of all types of punishment in school. Literature shows that punishment still exists in various forms in schools all over the world. For instance, previous empirical research suggests that a school referral office, in- and out-of school suspension (Theriot and Dupper, 2010), the demerit system, and time-away (Albrecht, 2008) are alternatives for discouraging negative behaviour. Rather than focusing on specific strategies, I suggest that a supportive school culture is seen to be more beneficial for promoting positive behaviour. Therefore, I propose that the government should adapt the School-Wide Positive Behaviour Support (Sugai and Hornet, 2002) approach for developing a more supportive school environment.

The School-Wide Positive Behaviour Support has three levels of prevention (primary, secondary and tertiary) and is fundamentally based and defined by behavioural theory and applied behaviour analysis (Sugai, 2011). Primary prevention deals with preclusion of upcoming problems. This includes letting pupils know about the expectations of behaviour. Secondary prevention aims at providing intensive or targeted interventions to support pupils who are not responding to primary prevention efforts. This level focuses on pupils with more serious problems and requires more support than other pupils require. Group counselling may be needed at this level. At the tertiary level, individual treatment is required. This includes counselling, restoration and any other behaviour modification techniques. It is necessary to involve psychologists and psychiatric help if the behaviour has a connection with psychological and mental health problems. It should be noted that school professionals should have certain skills and knowledge in order to carry out

School-Wide Positive Behaviour Support successfully. Therefore, full support from the government is required.

8.2.2 School professionals

In my opinion, this study highlights issues relating to the implementation of some strategies for promoting positive behaviour. Findings show that there is a lack of interactions between professionals and pupils. Furthermore, the professionals reported that documenting pupils' behavioural issues is not common. Observation data revealed that professionals often used traditional teaching techniques. Praising pupils was not common. Apart from principals, other professionals (teachers and counsellors) reported that their attitudes were influenced by their religious beliefs. Teachers and counsellors reported that they were not influenced by the principal's belief towards effective strategies. On the other hand, the principals reported that their attitudes and actions were influenced by the school discipline guidelines. This conflicting belief seems to suggest that principal leadership has not much influenced teacher's attitudes and behaviour. It also suggests that socio-cultural norms have a greater influence towards the professionals' belief compared to other factors.

Recommendation 1: Bridge the gap

Both professionals and pupils should realise that they have different interpretations regarding the concept of positive behaviour. The majority of professionals in this study highlighted the issues of discipline, learning behaviour, anti-social behaviour and academic achievement when talking about pupils' behaviour. On the other hand, pupils were more likely to talk about friendship and social behaviour. Therefore, I

suggest that more forums should be organised in school as a way to understand the professionals' and pupils' notions of positive and negative behaviour. The professionals should be aware that their behaviour is observed and evaluated by pupils. Getting feedback from pupils pertaining to teachers' behaviour may be able to help teachers to improve their relationship with pupils. This suggests the importance of a research culture in school.

Recommendation 2: Promote a research culture in school

School professionals gained a range of experiences in dealing with different pupil behaviours. Some strategies may be effective in certain situation but ineffective in another. Data from this study suggests that experienced professionals have different practices compared to young professionals. For instance, young professionals were reported to frequently use a cane compared to experienced professionals. One professional from Case Study School 2 suggested that experienced professionals should guide young professionals and novice teachers in dealing with problematic pupils. This evidence-based practice is valuable and should be well-documented. The use of reflective logs, for example, would enrich evidence-based practice. Based on this situation, I suggest that the school management should encourage teachers to carry out more action research in order to identify strategies that are workable for improving pupil behaviour. They would then have a range of techniques to use in different situations. By encouraging a research culture in school, professionals can have more opportunities in sharing their ideas and experience in dealing with pupils (Awang, 2009). It is essential, as previous studies suggest, that teachers facing difficulties have the opportunity to bring up their ideas and share their experience with the senior management team (Hayes, et al., 2007).

Recommendation 3: Avoid corporal punishment

Although corporal punishment is legally permitted, every teacher has a choice whether or not to use a cane in school. Findings from this study indicated that there is no promise of behavioural change by using corporal punishment. This concurs with previous studies (Parker-Jenkins, 2008). Instead, pupils who were caned felt unhappy and angry towards the teachers who caned them. In addition, the use of the cane seems to promote a "discipline by fear" environment. Past study also shows that caning is harmful and humiliating (Saunders and Goddard, 2008). Furthermore it conflicts with the Malaysian National Principle (*Rukunegara*) and human rights (United Nations High Commissioner for Human Rights, 1990). As presented earlier, professionals should shift from punitive discipline to a more supportive interaction. They must avoid corporal punishment in school.

Recommendation 4: Interact with pupils' diversity

Every school is unique as it gathers professionals and pupils from different abilities and backgrounds. Ethnic values and religious norms for instance were found to be contributors to the concept of positive and negative behaviour. Communication barriers between professionals and pupils from different ethnic backgrounds posed a major challenge to the majority of professionals in Case Study School 2. In addition, it was observed that some pupils from the vernacular primary schools had difficulties in conversing in Malay and English. This indicates the importance of the transition curricula in the teacher training module. This module should cover the understanding of multi-ethnic values, socio-cultural norms and communication skills with pupils who have limited Malay and English. Shulman (1987) suggests that teachers should

not only be expert in the subject content, but rather they should be skilful in communicating with pupils. As the majority of professionals and pupils in this study were Malays, acculturation of other ethnic groups requires a teacher's prompt attention. Professionals should have specific strategies for integrating pupils from diverse ethnic backgrounds. This includes the integration of pupils in the classroom, engaging pupils from different ethnic groups to discuss certain issues pertaining to cultural values, and encouraging pupils' participation in multi-cultural activities.

8.3 Implication and recommendations for future research

There is a need to explore the transition of pupils from vernacular primary schools to national secondary schools as data from this study revealed that some pupils from these schools had problems in adapting to the secondary school environment. They had less experience of interacting with a multi-ethnic audience. This may have affected their attitudes towards other ethnic groups. Communication barriers due to the different languages used in secondary schools posed a challenge for school professionals to interact with them effectively. There is relatively little knowledge on how teachers cope with this situation. Although a transition class was introduced to support pupils who have limited Malay language capabilities, teacher ability seems to be an issue. In this study, teachers who were in charge of the transition class have not been trained to interact with that group. Therefore, future research in this critical area is needed.

Another issue raised here concerns bullying behaviour. Some pupils have reported that they had been bullied in school. The potential of this study to explore the nature of bullying is limited as the focus here was on strategies used by teachers to promote

positive behaviour. In addition to this problem, some pupils reported that they were cheating in the school examinations. This might link with the evidence of over-emphasis on the academic achievement. However, there is not enough data from the current study to explain these two behavioural issues. This again suggests a need for further research.

There is a lack of substantive evidence to comprehensively discuss positive teacher behaviour. The current study mainly focused on pupil behaviour rather than teacher behaviour. Although the current study has explored the concept of “good teachers” from the perspective of pupils and the government, it does not give a holistic picture as there was a lack of data from professionals. It might be beneficial for educational development to understand professionals’ perspectives regarding the concept of “good teachers”. Furthermore, as the current findings suggest that praise is not commonly used by teachers, future research should investigate to give an in-depth understanding of this issue.

The findings suggest that pupils do respect teachers who used a cane in school. Further, the results revealed that children from educated families were more likely to make this statement compared to pupils from families with lower academic backgrounds. Future research should investigate this phenomenon.

8.4 Reflection

This thesis presents three linked studies on the same subject: that of positive behaviour enhancement. I noticed that although enormous studies on positive behaviour were conducted in the past, there was a lack of focus on positive/negative behaviour conceptualisation. Many past studies just provided a list of positive and negative behaviours without mentioning the construction of both of the concepts. This suggests the uncertainties on the construction of meaning, which were expanded by this study.

At first, I thought that a mixed-method research design is purely a combined quantitative and qualitative approach. Later, I realised that mixed-method is not just a mixture of both the quantitative and qualitative parts, but that it has something to do with the "lens" that I used to examine the social phenomena. During the data collection process, I realised that I was not just collecting quantitative data but I was also collecting experience through observation and interactions with professionals, administrative staff and pupils. Although I considered myself as an outsider (etic), sometimes I also see myself to be part of the society (emic). I could be an outsider because I was not attached to those schools. However, at the same time, I could be also considered as an insider as I came from the same socio-cultural backgrounds. In fact, in order to avoid an artificial environment I had to be familiar to the respondents. Furthermore, as the study also included documentary analysis of the government directives, it is difficult to easily categorise the government perspective to be an etic perspective. This is because the government is the biggest ecological layer for the national educational system. This means that there is no clear boundary to differentiate between outsider (etic) and insider perspectives (emic). Instead of

claiming that the current study is developed using insider or outsider perspective, I would prefer to suggest this study is constructed from various perspectives.

In the three years studying this subject at doctoral level, I have gained a range of experience, skills and knowledge to enable me to become a professional researcher. The most interesting experience was from my visits to 15 schools. The school management allowed me to visit several classes. I was disappointed when there were schools hiring temporary untrained teachers to carry out lessons. In Malaysia, temporary teachers were appointed to replace some teachers who were on long-term leave. Most of them do not have a specific qualification in teaching. I observed that these teachers had a lack of experience and limited knowledge on pedagogical skills. Teachers are supposed to be well trained before working in school. It might be helpful for the government to introduce a contingency plan for schools that have a limited number of qualified teachers. This includes the reappointment of retired teachers or volunteers who have teaching qualifications.

I observed that teachers used many strategies to encourage pupils' participation in the lesson's activities. I assumed that different perceptions of positive behaviour between professionals and pupils posed a challenge to teachers to promote positive behaviour in pupils. In my view, professionals and pupils should have more interactions to reveal what they are expecting from each other. As interactions between school members construct the school ethos, a formulation of the school vision should include both the learners and teachers. It would promote a sense of belonging to a school (Awang, 2010c). Furthermore, education is a dynamic process, which indicates the importance of ongoing improvements in policy and practice.

For me, the most important element for promoting positive behaviour is the social environment. I believe that exposure to a poor environment, unsatisfactory interactions, and bad experiences in life are contributing factors to challenging behaviour. In contrast, a conducive and supportive environment would promote positive behaviour in pupils. I notice that there are some pressure elements in school. The obvious pressure concerns academic achievement. For me, the streaming system offers a more negative impact on pupils' emotions and psychological wellbeing. I realised that the purpose of streaming is more to help teachers in managing lessons rather than for developing pupils' confidence and efficacy. I observed that pupils in the 15 schools were streamed according to their academic achievement. Findings across the case studies suggested that pupils' achievement in non-academic matters seemed to be less important compared to the academic achievement. Only good academic achievers are eligible to be in the science classes. They were labelled as "good achievers" from "the good classes". Conversely, pupils who are academically weak were labelled as "poor achievers" from "the last classes". However, it can be argued that those who are academically weak may be good in other aspects. For instance, pupils from Case Study School 2 were academically weak but were good at sport. This means that they were also good achievers as well. Is school just for good academic achievers? Are poor academic achievers a deficit to the country? For me, it is important to have a holistic education system that is suitable for pupils from diverse abilities.

Moving from punitive discipline to a supportive approach is a big change in my mind throughout the process of researching pupil behaviour in school. The need to avoid confrontation but promote negotiation should be a pillar for promoting positive

behaviour. This suggests that removing corporal punishment from the educational system is not enough if the culture of confrontation remains unchanged. Schools are supposed to be an enjoyable place for both professionals and pupils. Democratic interactions between the government, school and pupils are therefore vital for promoting positive behaviour. My research has convinced me that a more critical ethos that supports both the learners and teachers is possible and extremely desirable.

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Appendix 1 Approval from the Prime Minister's Department

UNIT PERANCANG EKONOMI
Economic Planning Unit
JABATAN PERDANA MENTERI
Prime Minister's Department
BLOK B5 & B6
PUSAT PENTADBIRAN KERAJAAN PERSEKUTUAN
62502 PUTRAJAYA
MALAYSIA

EPU
ECONOMIC PLANNING UNIT
PRIME MINISTER'S DEPARTMENT, MALAYSIA

Telefon : *603-8888 3333*
Telefax : *603-888*

Ruj. Tuan:
Your Ref.: UPE: 40/200/19/2431

Ruj. Kami:
Our Ref.:

Tarikh:
Date: 28 April 2009

Mohd Mahzan bin Awang
2 Right, 27 Seymour Street
DD2 1HA Dundee
Scotland United Kingdom
Email: mohdmahza@gmail.com

APPLICATION TO CONDUCT RESEARCH IN MALAYSIA

With reference to your application dated **31 March 2009**, I am pleased to inform you that your application to conduct research in Malaysia has been *approved* by the **Research Promotion and Co-Ordination Committee, Economic Planning Unit, Prime Minister's Department.** The details of the approval are as follows:

Researcher's name :	**MOHD MAHZAN BIN AWANG**
Passport No. / I. C No:	**730905-03-5449**
Nationality :	**MALAYSIAN**
Title of Research :	**"AN EXPLORATION OF STRATEGIES USED BY MALAYSIAN SECONDARY SCHOOL TEACHERS TO PROMOTE POSITIVE BEHAVIOUR: PROFESSIONALS AND PUPILS' PERSPECTIVES"**

Period of Research Approved: **THREE YEARS**

2. Please collect your Research Pass in person from the **Economic Planning Unit, Prime Minister's Department, Parcel B, Level 4 Block B5, Federal Government Administrative Centre, 62502 Putrajaya** and bring along two (2) passport size photographs. You are also required to comply with the rules and regulations stipulated from time to time by the agencies with which you have dealings in the conduct of your research.

3. I would like to draw your attention to the undertaking signed by you that you will submit without cost to the Economic Planning Unit the following documents:

a) A brief summary of your research findings on completion of your research and before you leave Malaysia; and

b) Three (3) copies of your final dissertation/publication.

4. Lastly, please submit a copy of your preliminary and final report directly to the State Government where you carried out your research. Thank you.

Yours sincerely,

(**MUNIRAH ABD. MANAN**)
For Director General,
Macro Economic Section,
Economic Planning Unit.
E-mail: munirah@epu.jpm.my
Tel: 88882809/2818
Fax: 88883798

ATTENTION

This letter is only to inform you the status of your application and **cannot be used as a research pass**.

C.c:

Ketua Setiausaha
Kementerian Pelajaran Malaysia
Bahagian Perancangan Dan Penyelidikan Dasar Pendidikan
Aras 1-4, Blok E-8
Kompleks Kerajaan Parcel E
Pusat Pentadbiran Kerajaan Persekutuan
62604 Putrajaya
(u.p: Dr. Soon Seng Thah) (Ruj. Tuan: KP(BPPDP)603/01/ Jld. 10(17)

Appendix 2 Approval from the University of Dundee Ethics Committee

UNIVERSITY OF DUNDEE

School of Psychology

University of Dundee Research Ethics Committee

Mohd Mahzan bin Awang,
School of Education, Social Work and Community Education,
University of Dundee,
Dundee,
DD1 4HN.

9 June 2009

Dear Mr Awang,

UREC 9022

Title: An Exploration of Strategies Used by Malaysian Secondary School Teachers to Promote Positive Behaviour: Professionals and Pupils' Perspectives

Your application has been reviewed by the University Research Ethics Committee, and there are no ethical concerns with the proposed research. I am pleased to confirm that the above application has now been formally approved.

Yours sincerely,

Peter Willatts

Digitally signed by Peter Willatts
DN: cn=Peter Willatts, c=GB, o=University of Dundee, ou=School of Psychology, email=p.willatts@dundee.ac.uk
Reason: I am the author of this document
Date: 2009.06.09 20:56:44 +01'00'

Dr Peter Willatts
Chair, University of Dundee Research Ethics Committee

UNIVERSITY OF DUNDEE Dundee DD1 4HN Scotland UK t +44(0)1382 229993
e psych@dundee.ac.uk www.dundee.ac.uk/psychology

Appendix 3 Participant's Information Sheet

Study Title *(Tajuk Penyelidikan)*
An Exploration of Strategies Used by Malaysian Secondary School Teachers to Promote Positive Behaviour: Professionals' and Pupils' Perspectives *(Penerokaan Strategi Pemupukan Tingkah Laku Positif oleh Guru-guru Sekolah Menengah di Malaysia: Perspektif Para Profesional dan Pelajar)*

Invitation *(Jemputan)*
You / your child are/is being invited to take part in this study. Please take time to read the following information carefully. *(Anda/anak anda dijemput untuk mengambil bahagian dalam penyelidikan ini. Sila ambil masa untuk membaca maklumat berikut).*

What is the purpose of the study? *(Apakah tujuan penyelidikan ini?)*
The proposed research intends to explore teachers' strategies for promoting positive behaviour among secondary school pupils in Malaysia. It intends to investigate conceptualization of positive and negative behaviour and how teachers response to negative behaviour. *(Penyelidikan ini bertujuan untuk meneroka strategi guru-guru dalam pemupukan tingkah laku positif dalam kalangan pelajar sekolah sekolah menengah di Malaysia. Ia juga akan mengkaji konsepsi tingkah laku positif dan negatif dan bagaimana guru bertindakbalas terhadap tingkah laku negatif.)*

Why have I been chosen? *(Kenapa saya dipilih?)*

- For professionals: You have been chosen because you are working with pupils, either managing or teaching them. *(Untuk para professional: Anda dipilih kerana anda berurusan dengan para pelajar, sama ada mengurus atau mengajar mereka.)*

- For pupils: You have been chosen because you have first hand experiences what the teachers do. *(Untuk para pelajar: Anda dipilih kerana mempunyai pengalaman tentang apa yang cikgu lakukan.)*

- For parents or guardians: Your child has been chosen because as a student, he/she has firsthand experience of what the teachers do. *(Untuk ibu bapa atau penjaga: Anak tuan dipilih kerana sebagai pelajar anak tuan memiliki pengalaman tentang apa yang cikgu lakukan.)*

Do I have to take part? *(Adakah saya mesti mengambil bahagian?)*

- For professionals and pupils *(Untuk para professional dan pelajar)*: It is up to you to decide whether you want to take part. If you do decide not to take part, you will be given this information sheet to keep and be asked to sign a consent form. If you decide not to take part, you are still free to withdraw at any time. A decision to withdraw or not to take part will not affect you in anyway. *(Ianya terserah kepada anda sama ada mahu menyertainya atau pun tidak. Jikalau anda berhasrat untuk mengambil bahagian, anda akan diberi helaian maklumat ini dan diminta untuk menandatangani borang persetujuan. Jikalau anda tidak mahu menyertainya, anda masih bebas untuk menarik diri pada bila-bila masa. Keputusan untuk menarik diri atau tidak mengambil bahagian tidak akan memberi kesan kepada anda.)*

- For parents or guardians *(Untuk ibu bapa atau penjaga)*: It is up to you to decide whether you want your child to take part. If you do allow your child to take part, you will be given this information sheet to keep and be asked to sign a consent form. If you decide not allowing your child to take part, you are still free to withdraw at any time. A decision to withdraw or not to take part will not affect your child in anyway. *(Ianya terserah kepada anda sama ada anak anda mahu menyertainya atau pun tidak. Jikalau anda membenarkan anak anda untuk mengambil bahagian, anda akan diberi helaian maklumat ini dan diminta untuk menandatangani borang persetujuan. Jikalau anda tidak membenarkan anak anda menyertainya, anda masih bebas untuk menarik diri pada bila-bila masa. Keputusan untuk menarik diri/tidak mengambil bahagian tidak memberi kesan kepada anak tuan.)*

What will happen to me (or my child) if I (or he/she) take(s) part? *(Apa akan berlaku jikalau saya atau anak saya ambil bahagian?)*
The participants will be asked to respond to a questionnaire. The information from the questionnaires will be entirely anonymous and confidential. It will take approximately thirty minutes to complete the questionnaire. The participants will be asked to indicate if they would like to take part in a focus group interview and observation after that. The participants can participate in any one stage of the study without participating in the others. The focus group interview will be audio recorded and it will take no more than an hour. For the observation, I will be present in the classroom for some teaching sessions and the session will be digitally video recorded. These will be organised according to your teacher's convenience between 1st July and 30th September 2009. *(Para peserta dikehendaki memberi respon kepada soal selidik. Maklumat daripada soal selidik ini tidak memerlukan nama dan ianya adalah rahsia. Ia akan mengambil masa lebih kurang tiga puluh minit untuk dilengkapkan. Para peserta akan diberi pilihan sama ada untuk mengambil bahagian dalam temubual kumpulan fokus dan penyeliaan selepasnya. Para peserta bebas menyertai mana-mana bahagian aktiviti penyelidikan ini. Temubual kumpulan fokus akan dirakam dan ianya tidak akan melebihi satu jam. Untuk pemantauan kelas, saya akan hadir dalam kelas dan ianya akan dirakam. Ia akan diuruskan bergantung kepada keselesaan guru antara bulan 1 Julai hingga 30 September 2009.)*

What sort of questions that are going to be asked? *(Apakah soalan-soalan yang akan ditanya?)*
Questionnaire: The participants will be asked to respond to mainly multiple choice questions with some open questions about his/her belief regarding positive behaviour cultivation and how his/her teacher does promotes it in the school. *(Soal selidik: Para peserta akan ditanya untuk memberi respon terhadap soalan aneka pilihan dengan beberapa soalan terbuka tentang kepercayaannya terhadap pemupukan tingkah laku positif dan bagaimana gurunya memupuknya di sekolah).*

In the interview: The participants will be asked to open questions to share about his/her belief regarding the effective strategies to promote positive behaviours. *(Temubual: Para peserta akan ditanya untuk berkongsi tentang kepercayaannya terhadap pemupukan tingkah laku postif yang berkesan).*

Observation: The researcher will focus on the teacher's interactions with pupils and strategies used by them when dealing with pupils' behaviours in the classroom and playground. *(Penyelidik akan memfokuskan kepada interaksi dengan pelajar dan strategi yang digunakan untuk berurusan dengan tingkah laku pelajar di dalam kelas dan di padang permainan.)*

Who will listen to the audio recordings and to view the video recordings? *(Siapakah yang akan mendengar rakaman dan melihat video ini?)*
Only the researcher and the supervisors of this project will listen to audio recording. Nobody apart from the researchers will listen the recordings. The video recording will be viewed by the second observer for the purpose of analysis. It will be closely monitored by the researcher. *(Hanya penyelidik dan penyelia projek ini akan mendengar rakaman audio. Tiada pihak lain yang akan mendengar rakaman ini. Rakaman video akan dilihat oleh penilai kedua untuk analisis. Ianya dipantau rapi oleh penyelidik.)*

How long the audio and video recording will be kept? *(Berapa lamakah rakaman tersebut disimpan?)*
The recording will be kept for the purpose of this study only, so it might be kept approximately for two and half years. It will be destroyed after the successful completion of PhD and publication of any papers emerging from that. *(Rakaman ini akan disimpan untuk tujuan penyelidikan ini sahaja, jadi ianya berkemungkinan disimpan selama dua setengah tahun. Ianya akan dimusnah setelah penyelidikan PhD tamat dan juga sebarang penerbitan yang hasil dari penyelidikan ini.)*

What are the possible disadvantages of taking part? *(Apakah kemungkinan keburukan jikalau mengambil bahagian?)*
None *(Tiada.)*

What are the benefits of taking part? *(Apakah kelebihan mengambil bahagian dalam penyelidikan ini.)*
This will be you/your child opportunity to present their views about their experiences in education. Furthermore, it might benefit the educational systems, especially for Malaysian education. Please note that this research is part of my doctoral studies. *(Ini adalah peluang kepada anda/anak anda untuk menyatakan pandangan dan pengalaman mereka dalam pendidikan. Tambahan pula, ia memberi faedah kepada system pendidikan, terutamanya kepada pendidikan di Malaysia. Sila ambil perhatian bahawa penyelidikan ini adalah sebahagian daripada pengajian doktoral saya.)*

Will my taking part / my child taking in this study be kept confidential? *(Adakah penglibatan saya / anak saya ini dirahsiakan?)*
Any information provided will be treated with strictest confidence. I will not use any names against any information. I will also be careful not to use any possible identifiers. I will keep all the data in secure computers and lockers at the National University of Malaysia during the survey time (1st July to 30th September 2009). Then, it will be carried back with me to the University of Dundee. It will be kept in the secure computers and lockers at this university. *(Semua maklumat yang diberikan adalah rahsia. Saya tidak akan gunakan sebarang nama peribadi. Saya juga akan mengelak daripada menggunakan penanda diri anak anda. Saya akan menyimpan segala data dalam komputer dan juga laci di Universiti Kebangsaan Malaysia ketika saya berada di Malaysia. Semua data ini akan dibawa bersama ke Universiti Dundee. Kemudian ianya akan disimpan dalam computer berkunci dan juga laci di universiti ini.)*

What will happen to the results of the study? *(Apakah yang terjadi kepada dapatan kajian?)*
The results of the study will be reported in a thesis that is expected to be completed in 2011. Once complete, the report is available for reference. You will not be identified in the report and any other publications. *(Dapatan kajian akan dilaporkan dalam tesis yang dijangka siap pada tahun 2011. Apabila siap, laporan ini boleh dibuat rujukan. Anda tidak akan dikenalpastikan dalam laporan itu dan juga sebarang penerbitan lain.)*

Who has reviewed this study? *(Siapa yang menilai penyelidikan ini?)*
This study has been reviewed by the Prime Minister's Department of Malaysia and the University of Dundee Research Ethics Committee. *(Penyelidikan ini telah dinilai oleh Jabatan Perdana Menteri Malaysia dan Jawatankuasa Etika Universiti Dundee.)*

Contact for further information: ***(Maklumat lanjut:)***
Should you have any questions regarding this research, please contact me *(Jikalau anda mempunyai sebarang persoalan berkaitan penyelidikan ini, sila hubungi saya)*:

- Mohd. Mahzan bin Awang by email at mohdmahzan@gmail.com or on (+44)7552326936;
- or my supervisor *(atau penyelia saya)*: Dr. Divya Jindal-Snape at d.jindalsnape@dundee.ac.uk or on (+44)1382 381472.

Appendix 4 Questionnaire for principal

Part A Demographic

No. Instruction: Please tick (√) one only Arahan: Sila tandakan (√) satu sahaja

1. Gender (Jantina)
   - Male (Lelaki) ☐
   - Female (Perempuan) ☐

2. Ethnic Background (Latar belakang Etnik)
   - Malay (Melayu) ☐
   - Chinese (Cina) ☐
   - Indian (India) ☐
   - Other, please specify (Lain-lain, sila nyatakan) ☐

   ……..……

3. Experience in education (Pengalaman dalam pendidikan)
   - 0 – 5 years (0 – 5 tahun) ☐
   - 6 – 10 years (6 – 10 tahun) ☐
   - 11 – 15 years (11 – 15 tahun) ☐
   - 16 – 20 years (16 – 20 tahun) ☐
   - Over 21 years (Melebihi 21 tahun) ☐

4. Instruction: Please tick (√) one only [Arahan : Sila tandakan (√) satu saja]

   My age (Umur saya)
   - Below 25 years (Bawah 25 tahun) ☐
   - 26 – 35 years (26 – 35 tahun) ☐
   - 36 – 45 years (36 – 45 tahun) ☐
   - 46 – 55 years (46 – 55 tahun) ☐
   - Over 56 years (Melebihi 56 tahun) ☐

5. Highets Academic Qualification (Kelulusan Akademik Tertinggi)
   - PhD (PhD) ☐
   - Master (Sarjana) ☐
   - Bachelor (Sarjanamuda) ☐
   - Diploma (Diploma) ☐
   - Certificate (Sijil) ☐
   - Other, please specify: (Lain-lain, sila nyatakan:) ☐

   .....

Part B : Beliefs (Bahagian B: Kepercayaan) Please tick (√) the items that closely match with your beliefs regarding positive behaviour enhancement:
[Sila tandakan (√) item yang tepat berkenaan kepercayaan anda terhadap pemupukan tingkah laku positif:]

No.	Items	(1) **Strongly Agree** (Amat setuju)	(2) **Agree** (Setuju)	(3) **Disagree** (Tidak setuju)	(4) **Strongly Disagree** (Tidak setuju)	(5) **Do not know** (Tidak tahu)
1.	I should speak the way I expect to be spoken to. (Saya sepatutnya bertutur kata seperti mana saya harapkan cara percakapan dari orang lain terhadap saya.)					
2.	I should create an environment in which pupils feel comfortable to share their problems with me. (Saya sepatutnya membentuk persekitaran agar para pelajar berasa selesa untuk berkongsi masalah mereka dengan saya.)					
3.	I believe that a pupil's parent(s) should be engaged in a discussion of any issues related to the behaviour of their child. (Ibu bapa pelajar sepatutnya dilibatkan sama dalam perbincangan tentang pelbagai isu yang berkaitan dengan tingkah laku anak mereka.)					
4.	All teachers should encourage pupils to take leadership roles in the school. (Semua guru sepatutnya menggalakkan pelajar untuk mengambil peranan kepimpinan di sekolah.)					
5.	All teachers should ask pupils what makes them feel happy in school. (Semua guru sepatutnya bertanyakan para pelajar tentang apa yang membuatkan mereka gembira di sekolah.)					
6.	The teachers and pupils should respect each other in the school. (Guru dan pelajar sepatutnya saling hormat-menghormati di sekolah ini.)					
7.	I believe that pupils need a teacher's assistance to improve their behaviour. (Saya percaya yang pelajar memerlukan bantuan guru untuk memperbaiki tingkah lakunya.)					
8.	All teachers should treat pupils who have been punished with respect when they come back to class. (Semua guru hendaklah melayan pelajar yang dihukum dengan hormat setelah mereka kembali ke kelas.)					
9.	Pupils do not respect teachers who use a cane to control pupils' behaviour. (Pelajar tidak menghormati guru yang menggunakan rotan untuk mengawal tingkah laku pelajar.)					
10.	If a pupil returning from suspension fails to meet the school's requirements for acceptable behaviour, continuing suspension is a better solution than expelling him/her from school. (Jikalau pelajar yang pernah digantung sekolah gagal memenuhi kod tingkah laku sekolah, menyambung penggantungan lebih baik daripada membuangnya.)					

Part C : Positive Behaviour Enhancement Strategies (Bahagian C: Strategi Pemupukan Tingkah Laku Positif)
Please tick (√) the items that closely match with your strategies to promote positive behaviour in school based on the following scores:
[Sila tandakan (√) item yang tepat berkenaan strategi anda untuk memupuk tingkah laku positif menggunakan skala berikut:]

No.	Items	(1) **Always** (Kerap)	(2) **Sometimes** (Kadangkala)	(3) **Never** (Tidak pernah)	(4) **Not Applicable** (Tidak Berkaitan)
1.	I treat pupils with respect. (Saya melayani pelajar dengan hormat)				
2.	I discuss with pupils their feelings towards any issues. (Saya berbincang dengan pelajar tentang perasaan mereka terhadap pelbagai isu.)				
3.	I co-operate with government agencies such as the Royal Malaysian Police to promote positive behaviour. (Saya bekerjasama dengan agensi kerajaan seperti Polis DiRaja Malaysia bagi memupuk tingkah laku positif.)				
4.	I encourage pupils to actively participate in school activities. (Saya menggalakkan pelajar untuk terlibat dalam aktiviti sekolah dengan aktif.)				
5.	I use more praise than criticism in dealing with pupils. (Saya menggunakan banyak pujian berbanding kritikan dalam berurusan dengan pelajar.)				
6.	I guide pupils to find a solution for modifying their behaviour. (Saya bimbing pelajar untuk mencari penyelesaian masalah tingkah lakunya.)				
7.	Pupils are able to give their side of the story when they are blamed for doing something wrong. (Pelajar diberi peluang untuk menyuarakan ceritanya apabila dituduh melakukan kesalahan.)				
8.	I systematically record each pupil's behavioural problems in my record book. (Saya merekod dengan terperinci masalah tingkah laku pelajar dalam buku catatan saya.)				
9.	I use a cane or a ruler to control pupils' behaviour. (Saya menggunakan rotan atau pembaris untuk mengawal tingkah laku pelajar.)				

Part D: Effectiveness of the whole-school strategies (Bahagian D: Kebekesanan Strategi)
Please rank the following strategies that are perceived to be effective. Rank order: 1 = the most effective, 8 = the least effective.
(Sila susunkan strategi berikut berdasarkan keyakinan anda terhadap keberkesanan strategi pemupukan tingkah laku positif.) (Susunan: 1 = paling efektif; 8 = paling tidak efektif)

Strategy (Strategi)	**THE EFFECTIVE** strategies by **ranking** (Susunan strategi yang efektif)
• Pupils involvement in school activities (Penglibatan pelajar terlibat dalam aktiviti sekolah)	
• Mentor-mentee system (Sistem mentor-mentee)	
• Interpersonal relationships between teacher and pupils (Hubungan interpersonal antara guru dengan pelajar)	
• Parental involvement strategy (Strategi penglibatan ibu bapa)	
• Inter-agencies partnership such as with the National Anti-Drugs Agency, or Royal Malaysian Police, etc. (Perkongsian dengan agensi kerajaan seperti dengan Agensi Anti Dadah Kebangsaan atau Polis DiRaja Malaysia, sebagainya)	
• Referral to discipline unit (Dirujuk ke unit disiplin)	
• Suspension and dismissal (Penggantungan dan penyingkiran)	
• Caning (merotan)	

Use rank number once onlyi.e. 1, 2, 3, 4, 5, 6, 7, 8

Gunakan urutan nombor sekali saja

Contoh: 1, 2, 3, 4, 5, 6, 7, 8

Please state the reasons for your answer. (Nyatakan alasan anda).

……

……

……

Part E: Please rank the factors that influence your attitudes towards positive behaviour enhancement stratgies based on the following rank order.
(Sila susunkan factor-faktor berikut yang mempengaruhi strategi anda untuk memupuk tingkah laku positif berdasarkan arahan susunan.)

Rank order: 1 = the most influence, 8 = the least influence
(Susunan: 1 = paling mempengaruhi; 8 = paling tidak mempengaruhi)

Factors (Faktor)	Influencial factors **by ranking** (Faktor-faktor yang mempengaruhi **mengikut susunan**)
• my personal belief of effective strategies (kepercayaan saya tentang keberkesanan strategi)	
• educational training that I have attended (latihan pendidikan yang pernah saya ikuti)	
• my experience as a principal (pengalaman saya sebagai pengetua)	
• school discipline guideline (garis panduan disiplin sekolah)	
• current situation at school (situasi semasa di sekolah)	
• my religious beliefs (kepercayaan agama saya)	
• what other principals are doing (apa yang dilakukan oleh pengetua lain)	
• suggestions or resolutions made by The National Collaboration of Parent-Teacher Association (cadangan-cadangan or resolusi yang dibuat oleh Majlis Pemuafakatan Persatuan Ibu Bapa dan Guru Nasional)	

Use rank number once only

i.e. 1, 2, 3, 4, 5, 6, 7, 8

Gunakan urutan nombor sekali saja

Contoh: 1, 2, 3, 4, 5, 6, 7, 8

Part F: My opinion about seriousness of misbehaviour
(Bahagian F: Pendapat saya tentang keseriusan masalah tingkah laku)

Please rank the seriousness level of the following negative behaviour.
Use a scale of one (1) to seven (7) to rank it.
(Sila susun tahap keseriusan tingkah laku negatif).

Rank order: 1 = the most serious, 7 = the least serious.
(Susunan: 1 = paling serius; 7 = paling tidak serius)

Behaviour (Tingkah laku)	**Seriousness ranking** (Susunan keseriusan)
• Smoking in public (Merokok di tempat awam)	
• Truancy (Ponteng)	
• Distrupting others during lesson (Mengganggu pelajar lain ketika belajar)	
• Vandalising school property (Merosakkan harta sekolah)	
• Not participating in school acivity (Tidak menyertai aktiviti sekolah)	
• Physical aggression towards other pupils (Keganasan fizikal terhadap pelajar lain)	
• Lack of punctuality (Tidak menepati waktu)	

Use rank number once only

i.e. 1, 2, 3, 4, 5, 6, 7, 8

Gunakan urutan nombor sekali saja

Contoh: 1, 2, 3, 4, 5, 6, 7, 8

Part G : Conceptualisation of behaviour (Bahagian G: Konsepsi tingkah laku)

Please tick (√) the items that closely match your beliefs regarding positive and negative behaviour:

No.	**Behaviour** (Tingkah laku)	**(1) Negative Behaviour** (Tingkah Laku Negatif)	**(2) Positive Behaviour** (Tingkah Laku Positif)	**(3) Neither** (Tak pasti)
1.	Raising a hand to ask the teacher a question is a … (Mengangkat tangan untuk menyoal guru soalan adalah …)			
2.	Quitely talking with another pupil when there is no teacher in classroom is a … (Bercakap dengan suara perlahan ketika tiada guru dalam kelas adalah …)			
3.	Talking to teachers without using the title of 'teacher' or 'mr.' is a … (Bercakap dengan guru tanpa menggunakan gelaran 'encik' atau 'cikgu' adalah …)			
4.	Not greeting a teacher in public is a … (Tidak menyapa guru ketika di tempat awam adalah …)			
5.	Pupils using their native language in my office is a … (Pelajar bercakap bahasa ibundanya ketika dalam pejabat saya adalah …)			
6.	Pupils accepting consequences without discussing blame is a … (Para pelajar menerima hukuman tanpa mahu berbincang adalah …)			

Part H: Additional Information (Bahagian H : Maklumat Tambahan)

I would like to share my strategy for promoting positive behaviour: (Saya ingin berkongsi strategi yang saya gunakan untuk memupuk tingkah laku positif:)

……

……

……

Use additional sheets to write more about your strategie ((Gunakan lampiran tambahan untuk huraian lebih lanjut tentang strategi anda.)

Appendix 5 Questionnaire for counsellor

Part A Demographic

No. Instruction: Please tick (√) one only Arahan: Sila tandakan (√) satu sahaja

1. Gender (Jantina)
   - Male (Lelaki) ☐
   - Female (Perempuan) ☐

2. Ethnic Background (Latar belakang Etnik)
   - Malay (Melayu) ☐
   - Chinese (Cina) ☐
   - Indian (India) ☐
   - Other, please specify (Lain-lain, sila nyatakan) ☐

   ……..……

3. Experience in education (Pengalaman dalam pendidikan)
   - 0 – 5 years (0 – 5 tahun) ☐
   - 6 – 10 years (6 – 10 tahun) ☐
   - 11 – 15 years (11 – 15 tahun) ☐
   - 16 – 20 years (16 – 20 tahun) ☐
   - Over 21 years (Melebihi 21 tahun) ☐

4. Instruction: Please tick (√) one only [Arahan : Sila tandakan (√) satu saja]

   My age (Umur saya)
   - Below 25 years (Bawah 25 tahun) ☐
   - 26 – 35 years (26 – 35 tahun) ☐
   - 36 – 45 years (36 – 45 tahun) ☐
   - 46 – 55 years (46 – 55 tahun) ☐
   - Over 56 years (Melebihi 56 tahun) ☐

5. Highets Academic Qualification (Kelulusan Akademik Tertinggi)
   - PhD (PhD) ☐
   - Master (Sarjana) ☐
   - Bachelor (Sarjanamuda) ☐
   - Diploma (Diploma) ☐
   - Certificate (Sijil) ☐
   - Other, please specify: (Lain-lain, sila nyatakan:) ☐

   .....

Part B : Beliefs (Bahagian B: Kepercayaan) Please tick (√) the items that closely match with your beliefs regarding positive behaviour enhancement using the following scores:
[Sila tandakan (√) item yang tepat berkenaan kepercayaan anda terhadap pemupukan tingkah laku positif berdasarkan skor berikut:]

No.	**Items**	**(1) Strongly Agree** (Amat setuju)	**(2) Agree** (Setuju)	**(3) Disagree** (Tidak setuju)	**(4) Strongly Disagree** (Tidak setuju)	**(5) Do not know** (Tidak tahu)
1.	I should speak the way I expect to be spoken to. (Saya sepatutnya bertutur kata seperti mana saya harapkan cara percakapan dari orang lain terhadap saya.)					
2.	I should create an environment in which pupils feel comfortable to share their problems with me. (Saya sepatutnya membentuk persekitaran agar para pelajar berasa selesa untuk berkongsi masalah mereka dengan saya.)					
3.	I believe that a pupil's parent(s) should be engaged in a discussion of any issues related to the behaviour of their child. (Ibu bapa pelajar sepatutnya dilibatkan sama dalam perbincangan tentang pelbagai isu yang berkaitan dengan tingkah laku anak mereka.)					
4.	All teachers should encourage pupils to take leadership roles in the school. (Semua guru sepatutnya menggalakkan pelajar untuk mengambil peranan kepimpinan di sekolah.)					
5.	All teachers should ask pupils what makes them feel happy in school. (Semua guru sepatutnya bertanyakan para pelajar tentang apa yang membuatkan mereka gembira di sekolah.)					
6.	The teachers and pupils should respect each other in the school. (Guru dan pelajar sepatutnya saling hormat-menghormati di sekolah ini.)					
7.	I believe that pupils need a teacher's assistance to improve their behaviour. (Saya percaya yang pelajar memerlukan bantuan guru untuk memperbaiki tingkah lakunya.)					
8.	All teachers should treat pupils who have been punished with respect when they come back to class. (Semua guru hendaklah melayan pelajar yang dihukum dengan hormat setelah mereka kembali ke kelas.)					
9.	Pupils do not respect teachers who use a cane to control pupils' behaviour. (Pelajar tidak menghormati guru yang menggunakan rotan untuk mengawal tingkah laku pelajar.)					
10.	If a pupil returning from suspension fails to meet the school's requirements for acceptable behaviour, continuing suspension is a better solution than expelling him/her from school. (Jikalau pelajar yang pernah digantung sekolah gagal memenuhi kod tingkah laku sekolah, menyambung penggantungan lebih baik daripada membuangnya.)					

Part C : Positive Behaviour Enhancement Strategies (Bahagian C: Strategi Pemupukan Tingkah Laku Positif)
Please tick (√) the items that closely match with your strategies to promote positive behaviour in school based on the following scores:
[Sila tandakan (√) item yang tepat berkenaan strategi anda untuk memupuk tingkah laku positif menggunakan skala berikut:]

No.	Items	(1) **Always** (Kerap)	(2) **Sometimes** (Kadangkala)	(3) **Never** (Tidak pernah)	(4) **Not Applicable** (Tidak Berkaitan)
1.	I treat pupils with respect. (Saya melayani pelajar dengan hormat)				
2.	I discuss with pupils their feelings towards any issues. (Saya berbincang dengan pelajar tentang perasaan mereka terhadap pelbagai isu.)				
3.	I co-operate with government agencies such as the Royal Malaysian Police to promote positive behaviour. (Saya bekerjasama dengan agensi kerajaan seperti Polis DiRaja Malaysia bagi memupuk tingkah laku positif.)				
4.	I encourage pupils to actively participate in school activities. (Saya menggalakkan pelajar untuk terlibat dalam aktiviti sekolah dengan aktif.)				
5.	I use more praise than criticism in dealing with pupils. (Saya menggunakan banyak pujian berbanding kritikan dalam berurusan dengan pelajar.)				
6.	I guide pupils to find a solution for modifying their behaviour. (Saya bimbing pelajar untuk mencari penyelesaian masalah tingkah lakunya.)				
7.	Pupils are able to give their side of the story when they are blamed for doing something wrong. (Pelajar diberi peluang untuk menyuarakan ceritanya apabila dituduh melakukan kesalahan.)				
8.	I systematically record each pupil's behavioural problems in my record book. (Saya merekod dengan terperinci masalah tingkah laku pelajar dalam buku catatan saya.)				
9.	I use a cane or a ruler to control pupils' behaviour. (Saya menggunakan rotan atau pembaris untuk mengawal tingkah laku pelajar.)				

Part D: Effectiveness of the whole-school strategies (Bahagian D: Kebekesanan Strategi)

Please rank the following strategies that are perceived to be effective. Rank order: 1 = the most effective, 8 = the least effective.

(Sila susunkan strategi berikut berdasarkan keyakinan anda terhadap keberkesanan strategi pemupukan tingkah laku positif.) (Susunan: 1 = paling efektif; 8 = paling tidak efektif)

Strategy (Strategi)	**THE EFFECTIVE** strategies by **ranking** (Susunan strategi yang efektif)
• Pupils involvement in school activities (Penglibatan pelajar terlibat dalam aktiviti sekolah)	
• Mentor-mentee system (Sistem mentor-mentee)	
• Interpersonal relationships between teacher and pupils (Hubungan interpersonal antara guru dengan pelajar)	
• Parental involvement strategy (Strategi penglibatan ibu bapa)	
• Inter-agencies partnership such as with the National Anti-Drugs Agency, or Royal Malaysian Police, etc. (Perkongsian dengan agensi kerajaan seperti dengan Agensi Anti Dadah Kebangsaan atau Polis DiRaja Malaysia, sebagainya)	
• Referral to discipline unit (Dirujuk ke unit disiplin)	
• Suspension and dismissal (Penggantungan dan penyingkiran)	
• Caning (merotan)	

Use rank number once onlyi.e. 1, 2, 3, 4, 5, 6, 7, 8

Gunakan urutan nombor sekali saja

Contoh: 1, 2, 3, 4, 5, 6, 7, 8

Please state the reasons for your answer. (Nyatakan alasan anda).

……

……

……

Part E: Please rank the factors that influence your attitudes towards positive behaviour enhancement stratgies based on the following rank order.
(Sila susunkan factor-faktor berikut yang mempengaruhi strategi anda untuk memupuk tingkah laku positif berdasarkan arahan susunan.)

Rank order: 1 = the most influence, 8 = the least influence
(Susunan: 1 = paling mempengaruhi; 8 = paling tidak mempengaruhi)

Factors (Faktor)	Influencial factors **by ranking** (Faktor-faktor yang mempengaruhi **mengikut susunan**)
• principal's belief of effective strategies (Kepercayaan pengetua terhadap keberkesanan strategi)	
• educational training that I have attended (latihan pendidikan yang pernah saya ikuti)	
• my experience as a counsellor (pengalaman saya sebagai kaunselor)	
• school discipline guideline (garis panduan disiplin sekolah)	
• current situation at school (situasi semasa di sekolah)	
• my religious beliefs (kepercayaan agama saya)	
• what other counsellors are doing (apa yang dilakukan oleh kaunselor lain)	
• my personal belief of effective strategies (kepercayaan peribadi tentang strategi yang berkesan)	

Use rank number once only

i.e. 1, 2, 3, 4, 5, 6, 7, 8

Gunakan urutan nombor sekali saja

Contoh: 1, 2, 3, 4, 5, 6, 7, 8

Part F: My opinion about seriousness of misbehaviour
(Bahagian F: Pendapat saya tentang keseriusan masalah tingkah laku)

Please rank the seriousness level of the following negative behaviour.
Use a scale of one (1) to seven (7) to rank it.
(Sila susun tahap keseriusan tingkah laku negatif).

Rank order: 1 = the most serious, 7 = the least serious.
(Susunan: 1 = paling serius; 7 = paling tidak serius)

Behaviour (Tingkah laku)	**Seriousness ranking** (Susunan keseriusan)
• Smoking in public (Merokok di tempat awam)	
• Truancy (Ponteng)	
• Distrupting others during lesson (Mengganggu pelajar lain ketika belajar)	
• Vandalising school property (Merosakkan harta sekolah)	
• Not participating in school acivity (Tidak menyertai aktiviti sekolah)	
• Physical aggression towards other pupils (Keganasan fizikal terhadap pelajar lain)	
• Lack of punctuality (Tidak menepati waktu)	

Use rank number once only

i.e. 1, 2, 3, 4, 5, 6, 7, 8

Gunakan urutan nombor sekali saja

Contoh: 1, 2, 3, 4, 5, 6, 7, 8

Part G : Conceptualisation of behaviour (Bahagian G: Konsepsi tingkah laku)
Please tick (√) the items that closely match your beliefs regarding positive and negative behaviour:

No.	**Behaviour** (Tingkah laku)	**(1) Negative Behaviour** (Tingkah Laku Negatif)	**(2) Positive Behaviour** (Tingkah Laku Positif)	**(3) Neither** (Tak pasti)
1.	Raising a hand to ask the teacher a question is a … (Mengangkat tangan untuk menyoal guru soalan adalah …)			
2.	Quitely talking with another pupil when there is no teacher in classroom is a … (Bercakap dengan suara perlahan ketika tiada guru dalam kelas adalah …)			
3.	Talking to teachers without using the title of 'teacher' or 'mr.' is a … (Bercakap dengan guru tanpa menggunakan gelaran 'encik' atau 'cikgu' adalah …)			
4.	Not greeting a teacher in public is a … (Tidak menyapa guru ketika di tempat awam adalah …)			
5.	Pupils using their native language in my office is a … (Pelajar bercakap bahasa ibundanya ketika dalam pejabat saya adalah …)			
6.	Pupils accepting consequences without discussing blame is a … (Para pelajar menerima hukuman tanpa mahu berbincang adalah …)			

Part H: Additional Information (Bahagian H : Maklumat Tambahan)
I would like to share my strategy for promoting positive behaviour: (Saya ingin berkongsi strategi yang saya gunakan untuk memupuk tingkah laku positif:)

……

……

……

Use additional sheets to write more about your strategie (((Gunakan lampiran tambahan untuk huraian lebih lanjut tentang strategi anda.)

Appendix 6 Questionnaire for teacher

Part A **Demographic**

No. Instruction: Please tick (√) one only (Arahan: Sila tandakan (√) satu sahaja)

1. Gender (Jantina) — Female (Perempuan) ☐ — Male (Lelaki) ☐

2. Ethnic Background (Latar belakang Etnik)
   - Malay (Melayu) ☐
   - Chinese (Cina) ☐
   - Indian (India) ☐

   Other, please specify (Lain-lain, sila nyatakan)

   .....

3. Current Position (Jawatan sekarang)
   - Class Teacher (Guru Kelas) ☐
   - Discipline Teacher (Guru Disiplin) ☐
   - Physical Education Teacher (Guru Pendidikan Jasmani) ☐

4. Teaching Experience (Pengalaman Mengajar)
   - 0 – 5 years (0 – 5 tahun) ☐
   - 6 – 10 years (6 – 10 tahun) ☐
   - 11 – 15 years (11 – 15 tahun) ☐
   - 16 – 20 years (16 – 20 tahun) ☐
   - Over 21 years (Melebihi 21 tahun) ☐

5. Instruction: Please tick (√) one only
   [Arahan : Sila tandakan (√) satu saja]

   My age (Umur saya)
   - Below 25 years (Bawah 25 tahun) ☐
   - 26 – 35 years (26 – 35 tahun) ☐
   - 36 – 45 years (36 – 45 tahun) ☐
   - 46 – 55 years (46 – 55 tahun) ☐
   - Over 56 years (Melebihi 56 tahun) ☐

6. Highest Academic Qualification (Kelulusan Akademik Tertinggi)
   - PhD (PhD) ☐
   - Master (Sarjana) ☐
   - Bachelor (Sarjanamuda) ☐
   - Diploma (Diploma) ☐
   - Certificate (Sijil) ☐

   Other, please specify(Lain-lain, sila nyatakan:)

   .....

Part B : Beliefs (Bahagian B: Kepercayaan) Please tick (√) the items that closely match with your beliefs regarding positive behaviour enhancement using the following scores:
[Sila tandakan (√) item yang tepat berkenaan kepercayaan anda terhadap pemupukan tingkah laku positif berdasarkan skor berikut:]

No.	Items	(1) **Strongly Agree** (Amat setuju)	(2) **Agree** (Setuju)	(3) **Disagree** (Tidak setuju)	(4) **Strongly Disagree** (Tidak setuju)	(5) **Do not know** (Tidak tahu)
1.	I should speak the way I expect to be spoken to. (Saya sepatutnya bertutur kata seperti mana saya harapkan cara percakapan dari orang lain terhadap saya.)					
2.	I should create an environment in which pupils feel comfortable to share their problems with me. (Saya sepatutnya membentuk persekitaran agar para pelajar berasa selesa untuk berkongsi masalah mereka dengan saya.)					
3.	I believe that a pupil's parent(s) should be engaged in a discussion of any issues related to the behaviour of their child. (Ibu bapa pelajar sepatutnya dilibatkan sama dalam perbincangan tentang pelbagai isu yang berkaitan dengan tingkah laku anak mereka.)					
4.	All teachers should encourage pupils to take leadership roles in the school. (Semua guru sepatutnya menggalakkan pelajar untuk mengambil peranan kepimpinan di sekolah.)					
5.	All teachers should ask pupils what makes them feel happy in school. (Semua guru sepatutnya bertanyakan para pelajar tentang apa yang membuatkan mereka gembira di sekolah.)					
6.	The teachers and pupils should respect each other in the school. (Guru dan pelajar sepatutnya saling hormat-menghormati di sekolah ini.)					
7.	I believe that pupils need a teacher's assistance to improve their behaviour. (Saya percaya yang pelajar memerlukan bantuan guru untuk memperbaiki tingkah lakunya.)					
8.	All teachers should treat pupils who have been punished with respect when they come back to class. (Semua guru hendaklah melayan pelajar yang dihukum dengan hormat setelah mereka kembali ke kelas.)					
9.	Pupils do not respect teachers who use a cane to control pupils' behaviour. (Pelajar tidak menghormati guru yang menggunakan rotan untuk mengawal tingkah laku pelajar.)					
10.	If a pupil returning from suspension fails to meet the school's requirements for acceptable behaviour, continuing suspension is a better solution than expelling him/her from school. (Jikalau pelajar yang pernah digantung sekolah gagal memenuhi kod tingkah laku sekolah, menyambung penggantungan lebih baik daripada membuangnya.)					

Part C : Positive Behaviour Enhancement Strategies (Bahagian C: Strategi Pemupukan Tingkah Laku Positif)
Please tick (√) the items that closely match with your strategies to promote positive behaviour in school based on the following scores:
[Sila tandakan (√) item yang tepat berkenaan strategi anda untuk memupuk tingkah laku positif menggunakan skala berikut:]

No.	**Items**	**(1) Always** (Kerap)	**(2) Sometimes** (Kadangkala)	**(3) Never** (Tidak pernah)	**(4) Not Applicable** (Tidak Berkaitan)
1.	I treat pupils with respect. (Saya melayani pelajar dengan hormat)				
2.	I discuss with pupils their feelings towards any issues. (Saya berbincang dengan pelajar tentang perasaan mereka terhadap pelbagai isu.)				
3.	I co-operate with government agencies such as the Royal Malaysian Police to promote positive behaviour. (Saya bekerjasama dengan agensi kerajaan seperti Polis DiRaja Malaysia bagi memupuk tingkah laku positif.)				
4.	I encourage pupils to actively participate in school activities. (Saya menggalakkan pelajar untuk terlibat dalam aktiviti sekolah dengan aktif.)				
5.	I use more praise than criticism in dealing with pupils. (Saya menggunakan banyak pujian berbanding kritikan dalam berurusan dengan pelajar.)				
6.	I guide pupils to find a solution for modifying their behaviour. (Saya bimbing pelajar untuk mencari penyelesaian masalah tingkah lakunya.)				
7.	Pupils are able to give their side of the story when they are blamed for doing something wrong. (Pelajar diberi peluang untuk menyuarakan ceritanya apabila dituduh melakukan kesalahan.)				
8.	I systematically record each pupil's behavioural problems in my record book. (Saya merekod dengan terperinci masalah tingkah laku pelajar dalam buku catatan saya.)				
9.	I use a cane or a ruler to control pupils' behaviour. (Saya menggunakan rotan atau pembaris untuk mengawal tingkah laku pelajar.)				

Part D: Effectiveness of the whole-school strategies (Bahagian D: Kebekesanan Strategi)
Please rank the following strategies that are perceived to be effective. Rank order: 1 = the most effective, 8 = the least effective.
(Sila susunkan strategi berikut berdasarkan keyakinan anda terhadap keberkesanan strategi pemupukan tingkah laku positif.) (Susunan: 1 = paling efektif; 8 = paling tidak efektif)

Strategy (Strategi)	**THE EFFECTIVE** strategies by **ranking** (Susunan strategi yang efektif)
• Pupils involvement in school activities (Penglibatan pelajar terlibat dalam aktiviti sekolah)	
• Mentor-mentee system (Sistem mentor-mentee)	
• Interpersonal relationships between teacher and pupils (Hubungan interpersonal antara guru dengan pelajar)	
• Parental involvement strategy (Strategi penglibatan ibu bapa)	
• Inter-agencies partnership such as with the National Anti-Drugs Agency, or Royal Malaysian Police, etc. (Perkongsian dengan agensi kerajaan seperti dengan Agensi Anti Dadah Kebangsaan atau Polis DiRaja Malaysia, sebagainya)	
• Referral to discipline unit (Dirujuk ke unit disiplin)	
• Suspension and dismissal (Penggantungan dan penyingkiran)	
• Caning (merotan)	

Use rank number <u>once</u> onlyi.e. 1, 2, 3, 4, 5, 6, 7, 8

Gunakan urutan nombor <u>sekali</u> saja

Contoh: 1, 2, 3, 4, 5, 6, 7, 8

Please state the reasons for your answer. (Nyatakan alasan anda).

……

……

……

Part E: Please rank the factors that influence your attitudes towards positive behaviour enhancement stratgies based on the following rank order.
(Sila susunkan factor-faktor berikut yang mempengaruhi strategi anda untuk memupuk tingkah laku positif berdasarkan arahan susunan.)

Rank order: 1 = the most influence, 8 = the least influence
(Susunan: 1 = paling mempengaruhi; 8 = paling tidak mempengaruhi)

Factors (Faktor)	Influencial factors **by ranking** (Faktor-faktor yang mempengaruhi **mengikut susunan**)
• principal's belief of effective strategies (Kepercayaan pengetua terhadap keberkesanan strategi)	
• educational training that I have attended (latihan pendidikan yang pernah saya ikuti)	
• my experience as a teacher (pengalaman saya sebagai guru)	
• school discipline guideline (garis panduan disiplin sekolah)	
• current situation at school (situasi semasa di sekolah)	
• my religious beliefs (kepercayaan agama saya)	
• what other teachers are doing (apa yang dilakukan oleh cikgu lain)	
• my personal belief of effective strategies (kepercayaan peribadi tentang strategi yang berkesan)	

Use rank number once only

i.e. 1, 2, 3, 4, 5, 6, 7, 8

Gunakan urutan nombor sekali saja

Contoh: 1, 2, 3, 4, 5, 6, 7, 8

Part F: My opinion about seriousness of misbehaviour
(Bahagian F: Pendapat saya tentang keseriusan masalah tingkah laku)

Please rank the seriousness level of the following negative behaviour.
Use a scale of one (1) to seven (7) to rank it.
(Sila susun tahap keseriusan tingkah laku negatif).

Rank order: 1 = the most serious, 7 = the least serious.
(Susunan: 1 = paling serius; 7 = paling tidak serius)

Behaviour (Tingkah laku)	**Seriousness ranking** (Susunan keseriusan)
• Smoking in public (Merokok di tempat awam)	
• Truancy (Ponteng)	
• Distrupting others during lesson (Mengganggu pelajar lain ketika belajar)	
• Vandalising school property (Merosakkan harta sekolah)	
• Not participating in school acivity (Tidak menyertai aktiviti sekolah)	
• Physical aggression towards other pupils (Keganasan fizikal terhadap pelajar lain)	
• Lack of punctuality (Tidak menepati waktu)	

Use rank number once only

i.e. 1, 2, 3, 4, 5, 6, 7, 8

Gunakan urutan nombor sekali saja

Contoh: 1, 2, 3, 4, 5, 6, 7, 8

Part G : Conceptualisation of behaviour (Bahagian G: Konsepsi tingkah laku)
Please tick (√) the items that closely match your beliefs regarding positive and negative behaviour:

No.	**Behaviour** (Tingkah laku)	**(1) Negative Behaviour** (Tingkah Laku Negatif)	**(2) Positive Behaviour** (Tingkah Laku Positif)	**(3) Neither** (Tak pasti)
1.	Raising a hand to ask the teacher a question is a … (Mengangkat tangan untuk menyoal guru soalan adalah …)			
2.	Quitely talking with another pupil when there is no teacher in classroom is a … (Bercakap dengan suara perlahan ketika tiada guru dalam kelas adalah …)			
3.	Talking to teachers without using the title of 'teacher' or 'mr.' is a … (Bercakap dengan guru tanpa menggunakan gelaran 'encik' atau 'cikgu' adalah …)			
4.	Not greeting a teacher in public is a … (Tidak menyapa guru ketika di tempat awam adalah …)			
5.	Pupils using their native language in my lesson is a … (Pelajar bercakap bahasa ibundanya ketika dalam kelas saya adalah …)			
6.	Pupils accepting consequences without discussing blame is a … (Para pelajar menerima hukuman tanpa mahu berbincang adalah …)			

Part H: Additional Information (Bahagian H : Maklumat Tambahan)
I would like to share my strategy for promoting positive behaviour: (Saya ingin berkongsi strategi yang saya gunakan untuk memupuk tingkah laku positif:)

……

……

……

Use additional sheets to write more about your strategie ((Gunakan lampiran tambahan untuk huraian lebih lanjut tentang strategi anda.)

Appendix 7 Questionnaire for pupil

Part A **Demographic:**

Instruction: Please tick (√) one only
[Arahan : Sila tandakan (√) satu sahaja]

No.

1. Gender
(Jantina)

Male (Lelaki)	
Female (Perempuan)	

2. Ethnicity
(Etnik)

Malay (Melayu)	
Chinese (Cina)	
Indian (India)	

Other, please specify
(lain-lain, sila nyatakan):

.....

3. Parent's Academic Qualification
(Kelulusan Akademik Ibu Bapa)

	Father's Qualification (Kelulusan Bapa)	Mother's Qualification (Kelulusan Ibu)
PhD (PhD)		
Master (Sarjana)		
Bachelor (Sarjanamuda)		
Diploma (Diploma)		
Certificate (Sijil)		
Other, please specify: (Lain-lain, sila nyatakan:)		

4. Parent's Occupation
(Pekerjaan Ibu Bapa)

Instruction: Please state clearly. Leave it blank if your parent is not working.
(Arahan: Sila nyatakan dengan jelas. Kosongkan jikalau ibu bapa anda tidak bekerja)

	Name of Job (Nama Pekerjaan)	Please tick (√) if applicable [Sila tandakan (√) jika berkaitan] Sector (sektor)	
		Government (Kerajaan)	Private (Swasta)
My Father (Ayah Saya)			
My Mother (Ibu Saya)			

Part B : Belief (Bahagian B: Kepercayaan)
Please tick (√) the items that closely match with your beliefs regarding strategies that can be used to promote positive:
[Sila tandakan (√) item yang tepat berkenaan kepercayaan anda terhadap strategi yang boleh digunakan untuk memupuk tingkah laku positif:]

No.	Items	**Strongly Agree** (Amat Setuju) 1	**Agree** (Setuju) 2	**Disagree** (Tidak Setuju) 3	**Strongly Disagree** (Amat Tak Setuju) 4	**Do not know** (Tidak tahu) 5
1	All teachers should speak the way they expect to be spoken to. (Semua guru sepatutnya bertutur kata seperti mana mereka harapkan cara percakapan dari orang lain terhadap saya.)					
2	Pupils should feel comfortable to share their problems with all teachers.(Para pelajar sepatutnya berasa selesa untuk berkongsi masalah dengan semua guru.)					
3	Pupils' parents should be engaged in a discussion of any issues with the teachers. (Ibu bapa pelajar sepatutnya dilibatkan sama dalam perbincangan tentang pelbagai isu dengan para guru.)					
4	All teachers should encourage pupils to take leadership roles in the school. (Semua guru sepatutnya menggalakkan semua pelajar untuk mengambil peranan kepimpinan di sekolah.)					
5	All teachers should ask us what makes us feel happy in school. (Semua guru untuk sepatutnya bertanyakan kami tentang apa yang membuatkan kami gembira di sekolah.)					
6	The teachers and pupils should respect each other in this school. (Guru dan pelajar sepatutnya saling hormat-menghormati di sekolah ini.)					
7	When needed, the teachers should be ready to help pupils to improve their behaviour. (Apabila diperlukan, semua guru seharusnya bersedia untuk membantu memperbaiki tingkah laku mereka.)					
8	All teachers should treat the pupils who have been punished with respect when they come back to class. (Semua guru hendaklah melayan pelajar yang dihukum dengan hormat setelah mereka kembali ke kelas.)					
9	If a pupil returning from suspension fails to meet the school requirements for acceptable behaviour, continuing suspension is a better solution than expelling him/her from school. (Jikalau pelajar yang pernah digantung sekolah gagal memenuhi kod tingkah laku sekolah, menyambung penggantungan lebih baik daripada membuangnya.)					
10	Pupils do not respect teachers who use a cane to control pupils' behaviours. (Para pelajar tidak menghormati guru yang menggunakan rotan untuk mengawal tingkah laku pelajar.)					

Part C : Positive Behaviour Enhancement Stratgies (Bahagian C: Strategi Pemupukan Tingkah Laku Positif)
Please tick (√) the items that closely match the strategies used by the teacher to promote positive behaviour in the school:
[Sila tandakan (√) item yang tepat berkenaan strategi guru anda untuk memupuk tingkah laku positif di sekolah:]

No.	Items	Class Teacher (Guru Kelas)			Discipline Teacher (Guru Disiplin)			PE Teacher (Guru PJ)		
		Always (Kerap)	Sometimes (Kadangkala)	Never (Tak pernah)	Always (Kerap)	Sometimes (Kadangkala)	Never (Tak pernah)	Always (Kerap)	Sometimes (Kadangkala)	Never (Tak pernah)
		1	2	3	1	2	3	1	2	3
1	The teacher treats me with respect. (Cikgu melayani saya dengan hormat)									
2	The teacher discusses with me about my feelings towards any issues. (Cikgu berbincang dengan saya tentang perasaan saya terhadap pelbagai isu.)									
3	The teacher encourages me to be involved in any activities that are jointly organised by the school and government agencies. (Cikgu menggalakkan saya untuk terlibat dalam aktiviti yang dianjurkan bersama dengan agensi kerajaan.)									
4	The teacher encourages me to actively participate in school activities. (Cikgu menggalakkan saya untuk terlibat dalam aktiviti sekolah dengan aktif.)									
5	The teacher uses more praise than criticism. (Cikgu menggunakan banyak pujian berbanding kritikan.)									
6	The teacher guides me to find a solution to modify my behaviour. (Cikgu membimbing saya untuk mencari penyelesaian untuk mengubah masalah tingkah laku saya.)									
7	The teacher allows me to give my side of the story when I am blamed of doing something wrong. (Cikgu memberi peluang kepada saya untuk menyuarakan cerita saya apabila dituduh melakukan kesalahan.)									
8	The teacher clearly writes about my behaviour problems in my academic record book. (Cikgu menulis dengan jelas masalah tingkah laku saya dalam buku rekod akademik saya.)									
9	The teacher uses a cane or a ruler to control pupils' behaviours. (Cikgu menggunakan rotan atau pembaris untuk mengawal tingkah laku pelajar.)									

Part D: Effectiveness of the whole-school strategies (Bahagian D: Kebekesanan Strategi)
Please rank the following strategies that are perceived to be effective. Rank order: 1 = the most effective, 8 = the least effective.
(Sila susunkan strategi berikut berdasarkan keyakinan anda terhadap keberkesanan strategi pemupukan tingkah laku positif.) (Susunan: 1 = paling efektif; 8 = paling tidak efektif)

Strategy (Strategi)	**THE EFFECTIVE** strategies by **ranking** (Susunan strategi yang efektif)
• Pupils involvement in school activities (Penglibatan pelajar terlibat dalam aktiviti sekolah)	
• Mentor-mentee system (Sistem mentor-mentee)	
• Interpersonal relationships between teacher and pupils (Hubungan interpersonal antara guru dengan pelajar)	
• Parental involvement strategy (Strategi penglibatan ibu bapa)	
• Inter-agencies partnership such as with the National Anti-Drugs Agency, Royal Malaysian Police, etc. (Perkongsian dengan agensi kerajaan seperti dengan Agensi Anti Dadah Kebangsaan, Polis DiRaja Malaysia, dan sebagainya.)	
• Referral to discipline unit (Dirujuk ke unit disiplin)	
• Suspension and dismissal (Penggantungan dan penyingkiran)	
• Caning (merotan)	

Use rank number <u>once</u> only

i.e. 1, 2, 3, 4, 5, 6, 7, 8

Gunakan urutan nombor <u>sekali</u> saja

Contoh: 1, 2, 3, 4, 5, 6, 7, 8

Please state the reasons for your answer. (Nyatakan alasan anda).

……

……

……

Part E: My opinion about seriousness of behavioural problems
(Bahagian F: Pendapat saya tentang keseriusan masalah tingkah laku)

Please rank the seriousness level of the following negative behaviours.
Use a scale of one (1) to seven (7) to rank it.
(Sila susun tahap keseriusan tingkah laku negatif).

Rank order: 1 = the most serious, 7 = the least serious.
(Susunan: 1 = paling serius; 7 = paling tidak serius)

Behaviour (Tingkah laku)	**Seriousness ranking** (Susunan keseriusan)
• Smoking in public (Merokok di tempat awam)	
• Truancy (Ponteng)	
• Distrupting others during lessons (Mengganggu pelajar lain ketika belajar)	
• Vandalising school property (Merosakkan harta sekolah)	
• Not participating in school acivities (Tidak menyertai aktiviti sekolah)	
• Physical aggression towards other pupils (Keganasan fizikal terhadap pelajar lain)	
• Lack of punctuality (Tidak menepati waktu)	

Use rank number once only

i.e. 1, 2, 3, 4, 5, 6, 7, 8

Gunakan urutan nombor sekali saja

Part F : Conceptualisation of behaviour
(Bahagian G: Konsepsi tingkah laku)

Please tick (√) the items that closely match your beliefs regarding positive and negative behaviour using the following scores:
(Tandakan (√) pada item yang sepadan dengan kepercayaan anda terhadap tingkah laku positif dan negatif berdasarkan skor berikut:)

1. Negative Behaviour (Tingkah Laku Negatif)
2. Positive Behaviour (Tingkah Laku Positif)
3. Neither (Tak pasti)

Item	**Negative Behaviour** (Tingkah Laku Negatif)	**Positive Behaviour** (Tingkah Laku Positif)	**Neither** (Tak pasti)
	1	2	3
• Raising a hand to ask the teacher a question is a … (Mengangkat tangan untuk menyoal guru soalan adalah …)			
• Quitely talking with another pupil when there is no teacher in classroom is a … (Bercakap dengan suara perlahan ketika tiada guru dalam kelas adalah …)			
• Talking to teachers without using the title of 'teacher' or 'mr.' is a … (Bercakap dengan guru tanpa menggunakan gelaran 'encik' atau 'cikgu' adalah …)			
• Not greeting a teacher in public is a … (Tidak menyapa guru ketika di tempat awam adalah …)			
• Pupils using their native language when there is a teacher in the class is a … (Pelajar bercakap bahasa ibundanya ketika ada guru dalam kelas adalah …)			
• Pupils accepting consequences without discussing blame is a … (Para pelajar menerima hukuman tanpa berbincang pertuduhan adalah …)			

Part G : Self-report of behaviour (Bahagian F: Laporan kendiri tingkah laku)

Please tick (√) the items that describe your behaviour based on the following scores:

(Tandakan (√) pada item yang menggambarkan tingkah laku diri anda menggunakan skor berikut:)

1. Yes (Ya) 2. No (Tidak) 3. Choose not to tell (memilih untuk tidak memberitahu)

No.	Item	**Yes** (Ya)	**No** (Tidak)	**Choose not to tell** (memilih untuk tidak memberitahu)
		1	2	3
1	I have never missed a class without the teacher or parents' permission. (Saya tidak pernah ponteng kelas tanpa kebenaran guru atau ibu bapa.)			
2	I smoke outside the school area. (Saya merokok di luar sekolah.)			
3	Pupils in this school have bullied me. (Pelajar di sekolah ini membuli saya.)			
4	I have cheated in a school test. (Saya pernah menipu ketika ujian sekolah.)			
5	I have vandalised school property. (Saya pernah merosakkan harta-benda sekolah.)			

6. My classmates' behaviour.(Tingkah laku rakan sekelas saya.)

(i) Appropriate behaviour (tingkah laku yang wajar)	(ii) Innapproprioate behaviour (tingkah laku yang tak wajar)

Use additional sheets to write more about your classmates' behaviours.

(Gunakan kertas tambahan untuk mencatat lebih tentang tingkah laku rakan sekelas anda.)

Appendix 8 Interview schedule for professional

Profile of professional

Name *(Optional)* : .....

Age : ..... Gender : Male/female

Ethnicity : ..... Role: .....

Length of experience: .....

Questions

Part 1: Conceptualisation of positive and negative behaviour

- Question 1: Tell me about the behaviour of pupils in this school.
- Question 2: Describe the behaviour of pupils that present a challenge while you are teaching. Why?
- Question 3: Tell me about your expectation of pupils' behaviour in your class. Why?

Part 2: Strategies used by teachers

- Question 4: What strategies do you use to promote positive behaviour? Why?
- Question 5: How do you respond to pupils who misbehave in your class? Why?

Part 3: The effectiveness of positive behaviour enhancement strategies

- Question 6: What should teachers do to cultivate positive behaviour amongst pupils? Why?
- Question 7: How effective are the strategies used by teachers at present? Why?

Appendix 9 Interview schedule for focus groups

Profile of pupils

No	*Name*	*Gender*	*Ethnicity*	*Was caned?*	
				Yes	*No*
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

Questions

Part 1: Conceptualisation of positive and negative behaviour

- Question 1: Describe the behaviour of your classmates that makes you feel happy and comfortable in school. Why?
- Question 2: Describe the behaviour of your classmates that makes you feel unhappy and uncomfortable in school. Why?

Part 2: Strategies used by teachers

- Question 3: What strategies do your teachers use to promote positive behaviour? Why?
  - What is your opinion regarding a teacher who uses a cane in school?
  - Tell me the teacher's character that makes you feel happy in school?
- Question 4: How do teachers respond to pupils who misbehave in your class? Why?

Part 3: The effectiveness of positive behaviour enhancement strategies

- Question 5: What should teachers do to cultivate positive behaviour amongst pupils? Why?
- Question 6: How effective are the strategies used by teachers at present? Why?

Additional question: Do you have anything to share with me especially regarding your relationship with teachers in this school?

Appendix 10.Observation checklist

Date / Day				Pupils present:	
Time				Pupils absent:	
Gender	M/F	Age		Ethnicity:	
Length of lesson					
Length of observation					
Type of observation (√)	Classroom observation			Outdoor observation	
Subject					
Academic achievement (√)	High		Moderate/low		

Section	*Observed behaviour*	*Frequency of behaviour per minute*									
		1	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*
Strategy used	**Encouragement** Note: teacher's action that is based on the effort of pupils without any judgement of performance										
	Praising Note: teacher's action that is based on the quality of performance										
	Guidance E.g. helping pupils to participate in the lesson activities										
Pupils' behaviour	**Attentive** E.g. answering questions/working on seat work/ and participating a class activity										
	Uninvolved E.g. out of seat, talking out of turn, making noises and daydreaming										
	Initiative E.g. asking teachers a question, helping teachers and helping friends to accomplish the given task.										
	Disruptive E.g. disturbing other pupils, discussing irrelevant matters and shouting.										
Respond to negative behaviour	**Positive** E.g. listening to pupils, looking at the pupils who interrupted the lesson and engaging other pupils to teacher, and praising pupils										
	Negative E.g. ignoring any inappropriate behaviour, hitting objects, calling a pupil with a bad name										
Description of event:											