Primary School Teachers' and Parents' Discipline Strategies in China

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Abstract

There is no doubt that the personal and social development of children is influenced by the schooling and parenting they receive in their daily lives both at home and at school. One central aspect, which underpins the process of schooling and parenting, is discipline. Discipline is a prevailing theme in educational research, and has been investigated for a long time in many countries throughout the world; however, there is little research reported to date that attempts to involve teachers, parents and pupils at the same time in a single study, either internationally or in the specific context of China.

The main aim of the present study, therefore, is to investigate both teachers' and parents' discipline strategies in Chinese primary schools and families, with a particular focus on the shift in teachers' and parents' discipline strategies when children misbehaved for a second time in classroom or at home, and the difference between teachers and parents in their self-reported use of discipline strategies; and furthermore to explore how teachers and parents view each other's discipline strategies, as well as pupils' perceptions of their teachers' and parents' discipline strategies.

The present study firstly conducted questionnaire research among 148 Chinese primary school teachers and 142 parents of Chinese primary school pupils. It then conducted interviews with 36 Chinese primary school teachers, 34 parents of Chinese primary school pupils, and 60 Chinese primary school pupils.

The research findings clearly identified the dominance of non-aggressive discipline strategies among Chinese primary school teachers and parents. The discipline behaviours of both teachers and parents appeared to be affected by the occurrence of children's misbehaviours. In addition, the personal attributes of teachers and parents (e.g. gender and age), as well as the pupils' personal attributes (e.g. gender, age and usual behaviour) were also found to be influential for the teachers' and parents' choice of discipline behaviour. The interviewed teachers and parents expressed an understanding

of most of the discipline behaviours that they reportedly used when pupils misbehaved, although they both expressed worries about the effectiveness of using similar discipline behaviours for dealing with children's repeated misbehaviours. Interviewed pupils reported receiving more confrontational discipline behaviours than their teachers and parents admitted to using. Moreover, children seemed to believe that boys and girls should be disciplined in the same way at school, as pupils, but in different ways at home, as sons and daughters.

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Thank you all!

Author's Declaration

I hereby declare that I am the sole author of the thesis titled Primary School Teachers' and Parents' Discipline Strategies in China and that no part of this thesis has been published or submitted for publication before.

I certify that, to the best of my knowledge, my thesis is entirely original and does not infringe upon anyone's copyright nor violate any proprietary rights. In addition, I declare that any ideas, research methods, quotations, or any other material from the work of other people included in my thesis, published or otherwise, are fully acknowledged in accordance with the standard referencing practices. Furthermore, I also declare that the submitted thesis has been written with due diligence and meets all requirements for this type of texts in terms of academic content, language correctness as well as meets all formal requirements, which is in accordance with the University's requirements.

I declare that this is a true copy of my thesis, including any final revisions and corrections, as approved by my thesis committee, and that this thesis has not been submitted for a higher degree to any other University or Institution.

Chapter 1 Introduction

1.1 Background

The present research aims to explore the discipline strategies adopted by Chinese primary school teachers and parents. Discipline, as the most considerable and significant feature of schooling and parenting, has gained increasing attention, debate and exploration from a large body of research in different cultural contexts (e.g. Lewis, 2001; Lewis, Romi, Qui and Katz, 2005; Wolfgang, 2005; Lewis, Romi, Katz and Qui, 2008; Laskey and Cartwright-Hatton, 2009; Kyriacou, 2010; Hue, 2010; Roache and Lewis, 2011). So far, there is little accessible information in the context of China about the usage of a wide range of discipline behaviours among Chinese teachers and parents, let alone about their views of each other's discipline strategies.

The present research firstly conducted a questionnaire study among 148 Chinese primary school teachers and 142 parents of primary school pupils; and then adopted a methodology involving interviews with 36 Chinese primary school teachers and 34 parents of primary school pupils. The Chinese primary school pupils, as a third comparison group, were also interviewed about their perspective on the discipline strategies adopted by their teachers and parents in this research. In the following sections, the background knowledge related to this topic will be presented first, followed by the main aim of this research and, finally, a brief outline of each of the chapters will

also be provided.

Discipline was broadly defined by Howard (1991: 1352) as "the structure that the adult sets up for a child's life that is designed to allow him or her to fit into the real world happily and effectively". It was also defined as a process of training during which children were expected to learn the values and prescriptive behaviours of the society (Wissow, 2002). Some people might confuse discipline with punishment. For example, one of the interpretations of the word 'discipline' in Chinese is punishment.

However, in contrast to punishment, discipline has guiding children how to behave as its aim, as well as correcting and perfecting their mental faculties or moral traits, rather than merely decreasing children's poor behaviours (McCormick, 1992). Discipline might consist of merely punitive and harsh disciplinary practices; whereas it is, in fact, constructed as involving a wide range of discipline behaviours (Locke and Prinz, 2002).

An appropriate and effective discipline strategy has been found to be able to help children develop a group of positive characteristics (Lewis, 2001); whereas an unsuccessful discipline strategy might contribute to a series of issues including children's behavioural problems, aggressive behaviour, physical abuse and anti-social behaviour (Dishion, Patterson, Stoolmiller and Skinner, 1991; Tremblay, 2003), unsatisfied academic performance (DeBaryshe, Patterson and Capaldi, 1993), and even drug abuse (Hawkins, Catalano and Miller, 1992).

In the previous research literature, discipline strategy was usually defined by the use of a range of disciplinary practices. For example, a distinction had been drawn between coercive discipline strategy (including aggression and punishment) and relationship-based discipline strategy (including hinting, discussion, involvement and approval).

Relationship-based discipline strategy has been discovered to be more effective in developing pupils' sense of responsibility, concentration on academic work, and interest in learning (Lewis, 2001; Lewis et al., 2005). Wolfgang (2005) used to categorise teachers' discipline strategies into three types: consequences, confronting-contracting and relationship-listening. Parents' discipline strategies have also been distinguished between inductive discipline strategy and power-assertive discipline strategy (Hoffman, 1983); with inductive discipline strategy being recommended because it was said to be able to improve children's behaviours without exerting undesired impact (Gershoff, 2002).

The present study also divided teachers and parents' discipline behaviours into several types including limit setting, trust-based discipline package, conflict-avoiding discipline package, confronting discipline package, supportive feedbacks and non-response. However, in contrast to previous research, these types of discipline behaviours are not considered as discipline strategies. Instead, the present research views discipline strategy in terms of a continuum of these discipline behaviours that teachers and parents use on three separate occasions: before misbehaviour occurs (at the beginning of the school year), when misbehaviour occurs (for the first time and for the second time) and when good behaviour occurs.

The increasing pressure that current schools in different countries (e.g. the UK, USA, Australia and China) are experiencing in terms of spending excessive teaching time in disciplining pupils has been highlighted in a number of studies (e.g. Merrett and Wheldall, 1984; Wheldall and Merrett, 1988; Wheldall and Beaman, 1994; Jones, 2000; Hue, 2001, 2005; Shen, Zhang, Zhang, Caldarella, Richardson and Shatzer, 2009). Disciplining children is viewed by Chinese teachers and parents, in particular, to be increasingly more challengeable nowadays in Chinese society where the educational system and family structure are both subject to constant and profound changes and where the authority of teachers and parents is no longer so deeply engrained in the society. In such a context, there is a need for more updated data concerning current

Chinese teachers' and parents' usage of a range of various discipline behaviours including harsh discipline behaviour such as physical punishment.

This study appears to be one of the first studies of discipline strategies in China that looks at the reported practice of both teachers and parents, and is also unusual in that it looks at how these strategies may change when a child misbehaves for a second time. The study informs our understanding of discipline strategies by looking at reported practices in the setting of China, and the views held by teachers, parents and pupils concerning these discipline strategies.

1.2 Main Aim of the Research

Despite the fact that the discipline strategies have been investigated for a long time and across nationalities, the vast majority of the research has focused mainly either on teachers' discipline strategies or on that of parents. Few studies have attempted to examine teachers' and parents' discipline strategies at the same time both internationally and within the context of China. However, as Walker and Hoover-Dempsey (2006) indicated, the context within which children develop their learning and engagement in school is collectively created by teachers and parents. Therefore, data that concerns both sets of discipline strategies are innovative and valuable in filling the gap in this research area.

In addition, when reviewing the prior research on discipline in China, the majority was seen to have focused on the use of harsh discipline such as physical punishment. In comparison, only a minority has investigated teachers' and parents' use of a broader range of discipline behaviours including both mild and harsh discipline approaches, let alone how their discipline behaviours may change when pupils' misbehaviour occurs for a second time in class or at home. This gap will also be bridged in the present research.

Furthermore, most of the previous research on discipline in China has been conducted mainly among secondary schools, colleges or universities; while little has attempted to consider primary schools as a focus for research. However, according to Griffith (1998), the most promising stage at which parents could make the most remarkable and continuing contribution to their children's success at school is when children are in their primary and early secondary school years. In addition, given that the discipline strategies that children receive at an early age would exert an influence on their later socio-emotional development (Caughy, Miller, Genevro, Huang and Nautiyal, 2003), there is a need for more available information about teachers' and parents' discipline strategies during children's early childhood.

Moreover, discipline can be seen as one of the most important characteristics in children's everyday life due to the fact that children's behaviour is constantly under pressure from teachers and parents to improve or change (Hoffman, 1983). However, most previous research studies have focused mainly on teachers' or parents' views on their discipline strategies; while as the recipients of discipline, pupils' perception has been rarely sought in previous research.

For all of these aforementioned reasons, the main aim of the present research is to investigate both teachers' and parents' discipline strategies in Chinese primary schools and families, with a particular focus on the shift in teachers' and parents' discipline strategies when children misbehaved for a second time in classroom or at home, and the difference between teachers and parents in their self-reported use of discipline strategies; and furthermore to explore how teachers and parents view each other's discipline strategies, as well as pupils' perceptions of their teachers' and parents' discipline strategies. To this end, the research questions of the present study are:

1. What discipline strategies do Chinese primary school teachers and parents use?

2. Are there any changes in teachers' and parents' discipline strategies when children misbehave for a second time?

3. Are there any differences in discipline strategies between teachers and parents?

4. How do Chinese primary school teachers and parents view each other's discipline strategies?

5. How do Chinese primary school pupils view their teachers' and parents' discipline strategies?

1.3 Chapter Outlines

This thesis consists of eleven chapters, which are structured as follows:

The first chapter, namely, the introduction, adopts the definitions of discipline and discipline strategy as a point of departure, with the specific interpretation of discipline strategy used in this research also being clearly presented. The background knowledge related to this topic follows, and the significance and contribution of this research and its five research questions are also presented here. All this information aims at providing readers with good reason for being concerned about the related issues. Finally, the main content of each of the chapters will be briefly outlined.

Chapter 2 and Chapter 3 are both literature review. Chapter 2 will, first of all, introduce the discipline behaviours used in investigating teachers' discipline strategies in the present study, one by one and in detail, by drawing on previous research findings and highlights. Then, the focus of this chapter will turn to teachers' use of discipline strategies in the context of China. In contrast to Chapter 2, Chapter 3 will introduce parents' discipline behaviours from a holistic perspective while placing an emphasis on the punitive discipline behaviours of parents. In addition, some influential factors for parents' use of discipline behaviours will be also discussed in this chapter. Finally, parents' use of discipline strategies will be also reviewed in the context of China.

In Chapter 4, the methodology, research methods and strategies used in the present study will be explained in detail, which include the main aims of this research, research questions, participants, research method, pilot study and the procedure of conducting this research. The present research was divided into two stages. The first stage aims to investigate Chinese primary school teachers' and parents' discipline strategies by use of questionnaires, which will be presented in Appendix III and IV. The second stage of this research involved interviews with Chinese primary school teachers, parents and pupils in order to explore teachers' and parents' views of each other's discipline strategies, as well as pupils' perception on the discipline strategies adopted by their teachers and parents. The interview questions used in this research will be presented in Appendix V, VI and VII. In the meantime, the selection of participants and research methods, as well as the design of the questionnaire and interview questions will be also explained in detail in this chapter in order to remove any obstacles that may prevent the readers from identifying with the research findings.

The next three chapters, namely, Chapter 5, 6 and 7 will be the chapters of key findings which were drawn from the questionnaire research. All the data collected from the questionnaire was statistically analysed by use of SPSS (16.0), which can be seen as one of the core part of this thesis. These three chapters will cover the main findings including current Chinese primary school teachers' and parents' discipline strategies, the shift in their use of discipline strategies from Time 1 (when children misbehaved for the first time in one class or in one day at home) to Time 2 (when children misbehaved for the second time in the same class or in the same day at home), the influential factors for their choice of discipline strategy, and the difference between teachers and parents in their reported use of discipline strategies.

Similarly, Chapter 8 and Chapter 9 are the other two chapters of key research findings which were discovered from the interviews with teachers, parents and pupils. These main findings will include how Chinese primary school teachers and parents view each other's discipline strategies (especially the use of physical punishment), their

suggestions and advice for each other in disciplining children, as well as pupils' view of the discipline strategies used by their teachers and parents and their expectations of their teachers and parents in terms of discipline.

Chapter 10 has the function of bringing all the key research findings together in a single chapter, including the current situation of Chinese primary school teachers' and parents' discipline strategies, teachers' and parents' views of each other's discipline strategies and pupils' perception on such strategies, as well as reviewing and discussing these findings by comparing them with those explored in previous studies. In addition, the plausibility and possible reasons behind these findings will be also elaborated in this chapter.

The last chapter of this thesis is the conclusion. In this chapter, the final research findings will be summarised in terms of the five research questions. Moreover, some practical suggestions for improving teachers' and parents' discipline strategies will also be provided in this chapter. Finally, the limitations and shortcomings of this research and the potential direction for future research will be also analysed in order to improve the effectiveness and efficiency of the future research in this area.

Chapter 2 Literature Review on Teachers' Discipline Strategies

2.1 Teachers' Discipline Strategies

In the 34th annual Phi Delta/Gallup Poll of the public's attitude towards the US public schools held in 2002, the issue of students' lack of discipline has been recognised as one of the two most serious problems facing current public schools (Lowell and Gallup, 2002). Research conducted in British primary schools found that over 50 per cent of the teachers admitted that they had wasted too much time on coping with students' misbehaviours; the most frequently-occurring misbehaviour was talking out of turn, followed by hindering others (Merrett and Wheldall, 1984; Wheldall and Merrett, 1988). In 1994, a study carried out in Australian elementary schools drew a similar conclusion in discovering that 48 per cent of Australian elementary school teachers reported that they had spent too much time on improving students' behaviours, and rated talking out

of turn and hindering others as the most frequently-occurring misbehaviours (Wheldall and Beaman, 1994).

In a large-scale survey conducted among 527 Chinese primary school teachers, 45 per cent of the participant teachers reported spending too much time on disciplining students (Shen, et al., 2009). In the United States, teachers reported spending nearly half of their teaching hours dealing with students' misbehaviour (Jones, 2000). A similar situation has been also observed in some of the classrooms in Hong Kong (Hue, 2001, 2005).

In addition, a number of researchers who have conducted studies on teacher stress found that classroom discipline was one of the most common causes of teacher stress (Kyriacou, 1980; Borg, Riding and Flazon, 1991; DeRobbio and Iwanicki, 1996). Ingersoll (2001) also reported that "approximately 30 percent of the 400 or so teachers who chose to leave the profession identify student discipline as one of the reasons that caused them to give up teaching" (Lewis, et al., 2005:731). In this situation, how to effectively deal with students' misbehaviour and best discipline students has become one of the major problems facing current school teachers; and, as such, has attracted considerable attention in recent years (Lowell and Gallup, 2002; Lewis et al., 2005; Kyriacou, Avramidis, Høie, Stephens and Hultgren, 2007; Hue, 2010; Kyriacou, 2010).

There are four reasons why the study of teachers' discipline strategies is extremely important. Firstly, it has been suggested that a number of pupils' positive characteristics "such as optimism, self-confidence, respect for others and desire for personal excellence are critical to the outcomes of schooling" and central to the process of schooling is discipline (Ainley, Batten, Collins and Withers, 1998; Lewis, 2001:308). Secondly, appropriate and effective discipline strategies enable students to learn and grow up in well-regulated and well-organized circumstances, within which students' learning and development process might be largely facilitated. Thirdly, it serves as an important method of preparing students to fit into the real society in the future, which is also a long-term target for schooling (Lewis et al., 2005). Finally, according to McCormick and

Shi (1999), the ability to discipline students effectively contributes significantly to teachers' sense of being professional, from which perspective; classroom discipline displays equal importance for both teachers and students (Lewis et al., 2005).

Teachers' discipline strategies have been investigated for a long time. A number of researchers have provided the discipline strategies adopted by teachers with different classifications. Glasser (1969), Gordon (1974), Canter and Canter (1992) proposed three discipline strategies for researchers, which were summarised in the form of three models by Lewis (2001:308), that is, "influence, group management and control" (Roache and Lewis, 2011).

Influence refers to the use of disciplinary techniques such as talking and listening. Talk with the misbehaving students about the potential negative impact of their misbehaviours on themselves and on others; while listening to the perception of misbehaving students as well as their actual needs. It is a discipline model which aims to seek a one-to-one solution; while serving the mutual interest of teachers and students. Group management attempts to involve students in the decision-making process of classroom discipline policy decision-making process by holding class meetings at which teachers and students can discuss and determine the classroom rules and solutions together. The model of control, according to Lewis (1997), consists of three parts: establishing clear and fair classroom rules, rewarding students for good behaviours, and employing increasingly severe punishments for unacceptable behaviours.

In Australia, students categorised their teachers' discipline strategies into two types: coercive discipline strategy and relationship-based discipline strategy. Coercive discipline strategy mainly involves such techniques as aggression and punishment, for example, "yelling in anger, sarcasm and group punishment" (Lewis, 2001:730). Relationship-based discipline, as its name suggests, mainly focuses on maintaining a positive teacher-pupil relationship by use of such techniques as "discussion, hints, recognition and involvement" (Lewis, 2001:730).

In a survey carried out among over 3500 students (including both primary and secondary school students), Lewis (2001) concluded that students who received more relationship-based discipline were more likely to have a greater sense of responsibility and behave less disruptively when teachers coped with other students' misbehaviours. On the contrary, students who received more coercive discipline were found to be less responsible and more easily distracted from their tasks.

In addition, gender effect on teachers' use of discipline strategies was also identified in this research, with female teachers more likely to use relationship-based discipline strategy while male teachers tended to use more coercive discipline strategy. Besides, teachers are more prone to using coercive discipline strategies in classrooms where more misbehaviour occurs, with relationship-based discipline strategy more likely to be used in classrooms where students showed more interest in learning and misbehaved less in class. Primary school pupils were reported receiving more relationship-based discipline compared with secondary school students.

These two types of discipline strategies were further detailed by involving six discipline behaviours in the research conducted by Lewis et al (2005). Coercive discipline, as they specified, includes two discipline behaviours: aggression (which contains such actions as shouting angrily, scolding or deliberately embarrassing misbehaving students) and punishment (which includes giving out consequences, increasing the level of consequence when students argue, misbehave again or refuse to do as teacher says).

The relationship-based discipline consists of four discipline behaviours: listening to the individual pupil's voice (which involves such techniques as talking with the misbehaving students about why they misbehave and the impact of their misbehaviour on themselves and others); hinting (which utilizes direction, questions or rule reminder to get students back to their work on their own initiative); rewarding (which includes rewarding or praising individual students or the whole class for students' good behaviours); and involvement (which enables students to become the decision-makers

who are able to work out and determine the classroom rules and solutions together with their teachers).

In conducting questionnaire research on teachers' discipline strategy among 748 teachers and 5521 students in three different national contexts: Australia, China and Israel, Lewis et al (2005) found that students who were inclined to misbehave were more likely to receive aggressive disciplinary practices from their teachers.

Another well-known classification of teachers' discipline strategies was proposed by Wolfgang (2005). According to him, teachers' discipline strategies can be grouped into three types: rules and consequences, confronting-contracting, and relationship-listening. Among these, rules and consequences employ the most control force and power during the process of discipline. In practising this discipline model, classroom rules need to be clarified in advance; besides, teachers are fully responsible for deciding what kind of behaviour is acceptable and what is not. This discipline strategy intends to promote students' good behaviours by resorting to rewards (Wolfgang, 2005).

Confronting-contracting suggests that teachers regard students as adults who are able to take responsibility for their own behaviours; while establishing an adult-accepting relationship with their students at the same time. Being guided by this discipline model, teachers could expect misbehaving students to stop and change their misbehaviours themselves. That is to say, teachers leave the decision-making power of how to improve students' behaviours with the students themselves (Wolfgang, 2005).

Relationship-listening, according to Wolfgang (2005), exerts the least intrusiveness during the course of disciplining students. Teachers who employ this discipline strategy acknowledge students as inherently good; and their misbehaviours result mainly from their internal needs, rather than lack of self-regulation or being deliberately provocative. Therefore, the main function of teachers in this disciplining process is to encourage students to speak out and share their internal needs and encountered problems with their

teachers. This sharing-listening process helps students build up the confidence in solving their actual problems, as well as improving their behaviours.

In another questionnaire research conducted by Kyriacou et al. (2007) on teachers' discipline strategy and their view on students' misbehaviours in York (England) and Stavanger (Norway), teachers' discipline strategies were defined by use of a series of discipline behaviours, for instance "establish clear and consistent school and classroom rules about the behaviours that are acceptable and that are unacceptable, speak to the pupil in a firm and assertive manner, make sure all pupils are given work to do as soon as possible that will keep them occupied" (Kyriacou et al., 2007: 299).

As indicated, however, this research defines teachers' discipline strategy in terms of a sequence of continual discipline behaviours that teachers use on three different occasions: at the beginning of the school year, when misbehaviour occurs for the first time and second time; and when good behaviour occurs. The details of these discipline behaviours are presented in Appendix I. Here it is worthwhile to briefly introduce these discipline behaviours from the perspective of the present research.

2.1.1 Setting a Limit at the Beginning of the School Year

Limit setting in the present research refers to establishing clear rules and explaining these rules to students. "Individuals face rules in their families, schools, social and business environments throughout their lives." (Demirkasimoğlu, Aydın, Erdoğan and Akın, 2012: 235). It is these rules that are regulating the individual's life, as well as making it steady and, to some extent, divinable. Rules are said to be of the function of facilitating the individual's process of making decisions (Bierstedt, 1974).

Rules can also inhibit individuals from being prejudiced or unfair, and abusing their power by "gathering them under a single umbrella" (Yücel, 2005: 241). As well, people who are supposed to be responsible and accountable when things go wrong, can also be easily identified in a rule-guided system (Yücel, 2005). Establishing clear school and classroom rules has been widely considered as an effective discipline behaviour (Kyriacou, 2010).

Similar to other social institutions, limit setting has been accepted as the basis for the successful operation of schools and classrooms. It aims to inform students when to stop misbehaving and get back to what they are supposed to do. All the relationships in schools including "the relationship between teachers, students, administrators and families" are directed by school rules which specifically define the "rights and obligations" of every cohort related to school life (Demirkasimoğlu, et al., 2012:235).

The process of establishing rules, according to Wolfgang (2005), needs to begin with the small day-to-day misbehaviours of students that may escalate into crucial issues in the future. There is one thing that is extremely difficult to grasp during the course of establishing the rules, that is, the degree of strictness and rigorousness. Employing too much restraint may provoke students' aversiveness and rebellion against the rules; and in turn the teachers, or even the school.

In addition, too many rules and regulations may also generate the risk of limiting the personality development of students. However, establishing loose rules may not be able to achieve the goal of classroom management, and may even communicate the message to the students that they do not need to take the rules seriously (Wolfgang, 2005). School rules are supposed to be distinct across different schools because they need to be contingent on the specific and unique conditions that grow out of the sophisticated features of social associations in schools (Demirkasimoğlu, et al., 2012).

Canter and Canter (2001) provided teachers with some useful guidelines for creating effective school and classroom rules in their book. To be specific, rules are expected to be clear, fair and observable; any ambiguous rule is not appropriate and difficult to put into practice. In addition, effective rules should not include items related to students' academic issues because these kinds of issues vary from student to student and cannot be regulated by the use of observable rules that suit all students.

Effective rules are described to be "those that can be in effect all day long and in any school location", such as "No swearing" (Wolfgang, 2005:83). As well, students are encouraged to be involved in the process of creating and establishing rules if possible, the experience of which is said to be able to better students' understanding of the rules. The final decision-making power on the rules, however, should still belong to the teachers.

In the research conducted by Demirkasimoğlu et al. (2012) on the perception of 350 public primary school teachers about the functionality of their school rules, junior school teachers reported finding school rules more functional. One possible reason was said to be that school teachers who had less experience need rules more than teachers who had more experience in performing their duties. Another explanation might be that less-experienced school teachers acted in accordance with the rules more seriously compared with experienced school teachers because of being afraid of making mistakes or generating negative consequences. That is to say, teachers might become more autonomous and need rules less as their experience increases.

After the establishment of the rules, it might be quite helpful to organise a class meeting at which teachers could teach students the rules and discipline (Canter and Canter, 2001). This process could be even more important for primary school pupils due to the fact that primary school pupils are at a young age and may have difficulty in understanding the rules. It is for this reason that teachers are expected to explain the need for these rules, what these rules are, and how to comply with them by demonstrating the right thing to

do or by giving some good examples in the class meeting, and then checking for pupils' understanding.

Finally, teachers are also recommended to explain the consequence of misbehaving in advance so that students could be aware of and prepare for the following sanction. This process is expected not only to deter students from deliberately misbehaving, but also to prevent misbehaving students from arguing when they are disciplined. Similarly, it might still be necessary to check students' understanding after the interpretation of consequences (Canter and Canter, 2001).

2.1.2 Teachers' Discipline Behaviours when Misbehaviour Occurs

Trust-Based Discipline Package

The trust-based discipline package is the least powerful and controlling disciplinary practices among the three discipline packages used when misbehaviour occurs. This discipline package considers students as inherently good and being able to stop and change their misbehaviours spontaneously. The main role of teachers in this discipline package is to guide students' behaviours, investigate the primary reasons behind students' misbehaviours, and encourage students to improve their behaviours themselves. Trust-based discipline package mainly involves five discipline behaviours: direction, encouragement, external motivation, investigation and guidance, and group influence.

Direction

Direction is a common discipline behaviour that occurs in students' daily life. The present research defines this discipline behaviour as such actions that describe the unacceptable behaviours, and directly tell students what they are expected to do. Rogers (1997) provided teachers with some principles to follow in directing students' behaviours in his advice book. For instance, direction is expected to be brief,

understandable and to the point. A firm, relevant, positive and confident tone should be also useful for conducting a productive direction. Sometimes a humorous or self-mockery tone or action such as a wink is said to be helpful for increasing students' self-regulation of their emotional arousal.

In addition, teachers are suggested to learn how to manage their anger even if their anger is reasonable and understandable under such circumstances as when students are being impolite or rude while swearing or abusing the others. In the meanwhile, teachers are expected to effectively deal with students' rudeness by making an assertive statement like "I do not speak like that to you, I do not want you to speak like that to me" in a polite and positive manner. Finally teachers are also recommended to be aware of students' emotional status while expressing the acknowledgement and understanding of their negative emotions such as anxiety or upset. This might not only offer students the attention that they ask for while preventing their negative emotions from deteriorating; but also decrease the harassment that the oppressed pupils might exert on the others (Rogers, 1997).

Encouragement

Encouragement has been taken as an important influential factor of students' motivation in previous sources (Kyriacou, 1997); therefore the present research will view this behaviour as a discipline behaviour through which students could be motivated to improve their behaviours spontaneously. The encouragement that students are most likely to receive mainly comes from the people who they interact most with such as their teachers and parents. The encouragement provided by teachers has been highlighted as being responsible for encouraging students' self-confidence and good behavioural performance (Covington and Berry, 1976).

External Motivation

External motivation, according to Gao (2007), is the drive to acquire an external reward, which directs people's behaviours. Externally motivated actions mainly refer to those

behaviours that individuals do in order to obtain desirable outcomes, rather than being spontaneously driven to it. It is said that external motivation plays an important role in education because it influences students' behaviours in various ways (Deci and Ryan, 2002).

There are two reasons why students' behaviours could be externally motivated. The first one is that students might do things that they do not really enjoy because they wish to obtain such outcomes as rewards or the approval of the others. However, it is said that the self-related needs of students might be neglected during this process because their behaviours are largely controlled by pursuing external rewards or identity. This is considered a negative aspect of employing external motivation in practice (Deci and Ryan, 2002).

The second reason is that students might consider the externally motivated behaviours as instruments of serving their long-term and self-related needs; it is also the time when the external motivation of students is being internalised. It is argued that the internalised external motivation has a positive effect on students' performance in school because it attempts to promote students' good behaviours without decreasing their internal motivation (Deci and Ryan, 2002; Black and Deci, 2000). However, the external motivation used as a discipline behaviour in this research only includes those behaviours that motivate students to behave well externally such as promising to reward students if they do not misbehave again.

Investigation and Guidance

Investigation and Guidance in this research refers to talking with the misbehaving students about why they misbehaved and the possible impact and consequences of their misbehaviours. Reviewing the previous studies, few of them have proposed investigation and guidance as an independent disciplinary behaviour. However, the importance of investigating the reasons behind students' misbehaviours and communicating with students about their misbehaviours has been highlighted by many

researchers (Lewis, 2001; Wei, 2006; Bu, 2008).

According to Bu (2008), this kind of investigation and guidance is recommended to be conducted after class. It is firstly because the process of investigating and communicating may be time-consuming; and teachers might not want to waste too much teaching time on doing it. Secondly, it seems to be unfair and meaningless to involve all the class' students in this kind of conversation. Finally, it might prevent the misbehaving students from talking freely about the reasons behind their misbehaviours in front of the whole class because the students might be afraid of revealing their 'secrets' to all the other students. It is said that a proper investigation and guidance following harsh discipline behaviour such as aggression might alter students' interpretation of teachers' use of harsh discipline from being hostile and hateful to expressing concern and providing help. In addition, it is also considered to be able to help teachers discipline while maintaining the mental well-being of the misbehaving students (Wei, 2006).

Group Influence

The present research regards group influence as the action of holding a class meeting at which teachers and students could discuss about how to improve students' behaviours together. An effective class meeting involving discussion is expected to be able to facilitate students in expressing their thoughts, ideas, and problems freely. This kind of discussions is believed to have the function of optimising the close bond between teachers and students; as well as informing students of the purpose of teachers' discipline, which is to correct inappropriate behaviours rather than express dislike. However, it is noteworthy that there is also evidence that "discussion alone is inadequate in terms of actually reducing misbehaviour, it needs to be used in combination with the other positive disciplinary techniques" (Roache and Lewis, 2011: 243).

There is one particular type of class meeting which attempts to place emphasis on the involvement of students in the decision-making process of classroom discipline. This type of class meeting intends to gather all the students together to work out and

determine the classroom rules and, the consequences of misbehaving, in conjunction with their teachers. This discipline process, namely, "involvement", has been generally considered in previous studies as an effective method to deal with students' misbehaviours while maintaining the positive relationship between teachers and students (Emmer and Aussiker, 1990; Lewis, 2001; Lewis, et al., 2005).

An opposite finding, however, was discovered by Roache and Lewis (2011:243) who argued that the "involvement of students in the decision making process (both in regards to their own appropriate behaviour and that of their peers) does not appear to help teachers build large enough cache of goodwill, essential to minimising misbehaviour. This may be related to the focus of group involvement frequently revolving around class rules, rather than an individual's rights and responsibilities". If this was the case, the process of involvement would be more like a stylised suite of strategies which aims at promoting students' adoption of the ready-made class rules, rather than an actual involving process.

Conflict-Avoiding Discipline Package

Conflict-avoiding discipline package literally refers to those discipline behaviours that mainly aim at avoiding conflict with the misbehaving students, rather than confronting and dealing with students' misbehaviours directly. This discipline package attempts simply to stop students' misbehaviours without looking into the primary causes of their misbehaviours. This discipline package might be effective in stopping students' misbehaviours at times; whereas it might not be able to solve the essential problems that cause students' misbehaviours if no further action is conducted. This discipline package mainly involves four discipline behaviours: ignoring, distraction, time out and using supportive system.

Ignoring

According to the present research, ignoring describes the behaviours where teachers turn a blind eye to students' misbehaviours. Teachers might occasionally ignore those

misbehaviours that they consider to be unimportant or less disruptive because it might be time-consuming and even bring out more disturbances to the class if they deal with these misbehaviours right away. However, it is still worth noting that the "blind ignorance" with regards to those behaviours that completely ignore the misbehaviours without tackling them at all would not be helpful; it could even be more dangerous because it provides the ignored misbehaviours the chance to exacerbate (Rogers, 1997:71).

Diversion

Reflecting a number of studies in this field, few of them have attempted to investigate diversion as an independent discipline behaviour. Diversion in the present research refers to those techniques that teachers use for distracting students when they misbehave such as engaging them in new tasks or telling a joke. According to the research conducted by Kyriacou, et al. (2007), diversion could be seen as an effective approach to stopping students' misbehaviours; although there is no evidence that has been discovered to show its effectiveness in actually improving students' behaviours.

Time Out

Time out was defined by MacDonough and Forehand (1973) as contingently withdrawing children's opportunities of acquiring reinforcement; the process of which should be usually finished within five minutes because longer duration has not been found to be more effective than shorter duration according to previous finding (Benjamin, Mazzarins and Kupfersmid, 1983; McGuffin, 1991). The previous research distinguished non-exclusionary time out (i.e. quiet time) from exclusionary time out. Non-exclusionary time out allows children to stay in the same surrounding area where the misbehaviour occurs; whereas exclusionary time out removes misbehaving children to a different place because of their continual or more severe misdemeanour (Harris, 1985). However, in order to serve the purpose of this research, time out is merely defined as temporarily removing misbehaving students from the whole class or group activities in this research (Wolfgang, 2005).

A successful time out, according to Wolfgang (2005), needs to be conducted while complying with the following principles such as informing students of the rules and expectations in advance; explaining the reason of employing time out; choosing the places where students are not pleased to stay; using time out following the implementation of limit setting and then warning and threat; employing time out directly if misbehaving students argue or resist; and responding effectively to any problems caused by students during the course of employing time out. However, there is previous evidence that has shown that informing students of the reasons and using warning and threat before the implementation of time out could not improve the effectiveness of using time out (MacDonough and Forehand, 1973; Jones, Sloane and Roberts, 1992).

Supportive System

When everything has been done to stop and change students' misbehaviours, but to no avail, teachers could consider those misbehaviours beyond their capability of discipline. Under such circumstances, teachers might need to seek other people's help; said action can be seen as employing the supportive system. 'Other people' in this research include such people as parents, school professionals (such as other teachers, school counsellors and school psychologists) and social professionals (such as educational experts, psychologists, public mental health organizations; and even "police, juvenile authorities and the court system") (Wolfgang, 2005:4).

There are a large number of current teachers who have complained about the difficulties of gaining proper support from parents. The parents meeting has been found to be extremely time-consuming while producing few results. According to Jones (2000), many of students' misbehaviours grow out of the ineffective discipline at home; therefore teachers could not expect parents to be able to discipline students better than they do. Moreover, instead of providing support and help, parents might in fact be the people who need support and help from teachers due to the fact that teachers are supposed to be the professionals in this field. For this reason, it is said that teachers could hold parents meeting; whereas they should not hope to reap much reward from it.

In recent years, however, the importance of parental involvement in facilitating classroom management had been acknowledged and emphasised (Walker and Hoover-Dempsey, 2006). Parents, as children's primary socialising media, are said to be able to provide teachers with the crucial information about their children such as children's characteristics, interests, habits, learning patterns and study history, the information of which is expected to be able to help teachers cater to children's individual needs. In addition, children's learning attitudes and academic motivation, which are generally believed to be able to facilitate the process of discipline by improving the effectiveness of teaching and learning, are also said to be significantly influenced by the parenting they receive (Walker and Hoover-Dempsey, 2006).

The most likely stage at which parents could make the most remarkable and continuing contribution to their children's success at school is when children are in their primary and early secondary school years. However, this is not to argue that the parental involvement is not important in children's subsequent education; but instead, that some forms of parental involvement in schooling might reduce dramatically after children enter adolescence (Griffith, 1998). For example, the change of school structure during children's secondary education may cause the number of involved teachers to increase while the opportunities for parental involvement to decrease (Grolnick and Slowiaczek, 1994; Izzo, Weissberg, Kasprow and Fendrich, 1999; Grolnick, Kurowski, Dunlap and Hevey, 2000). In addition, along with the increasing difficulty of children's academic work coupled with their urgent need for independence; parental involvement may therefore be significantly reduced (Simon, 2004).

In addition to seeking help from parents, teachers could also turn to school professionals for assistance when they feel helpless in face of tough student misbehaviours. School professionals including other teachers, school counsellors and psychologists are expected to be more experienced and knowledge-equipped in counselling, problem spotting and solving; that might be able to provide teachers with effective help in dealing with difficult students (Wolfgang, 2005). It is said to be important for teachers to

feel strongly supported by other teachers, school staff and school leaders "in relation to their own needs for competence, autonomy, and quality relationships" during their teaching career (Roeser, Eccles and Sameroff, 2000:466).

According to previous findings, however, most of the supportive systems in schools are often occupied by a small group of teachers, who were unwilling to spend time in dealing with students' misbehaviours themselves. These teachers might have made little effort themselves to correct students' misbehaviours (even minor misbehaviours) before they send those misbehaving students to the office or somewhere they could wait for other people's help. In this case, the workload of these irresponsible teachers may have been reduced, but at the same time those teachers in genuine need may therefore have been prevented from obtaining proper assistance from the supportive system (Jones, 2000).

In order to solve this problem, Jones (2000) provided schools with some suggestions that might be helpful in improving the supportive system in their schools. For example, the unnecessary use of supportive system in schools might be reduced by making the process of seeking help inefficient and more time-consuming for those teachers who tend to employ this system inappropriately and excessively. At the same time, improve the efficiency of the supportive system for those teachers in real need by providing them with better access to all kinds of support and help (Jones, 2000).

Confronting Discipline Package

In contrast to the conflict-avoiding discipline package, confronting discipline package aims to commence dealing with students' misbehaviours directly and coercively. This discipline package can be seen as the most powerful and uncompromising sanction among all these three discipline packages used when misbehaviour occurs. There are four discipline behaviours involved in this discipline package which are withdrawal of affection, warning and threats, aggressive techniques and punishment including mild punishment and physical punishment.

Withdrawal of Affection

Withdrawal of affection can be described as the action where teachers withdraw the attention and interaction with the misbehaving students as a consequence of their unacceptable misbehaviours. It is a discipline behaviour that is similar to the so-called 'tactical ignoring', the concept of which was proposed by Rogers (1997). This kind of ignoring attempts to ignore the requests and needs of misbehaving students on purpose, and would not stop until the students start to behave appropriately.

As indicated, the "blind ignorance" may not be helpful and even be dangerous; whereas the tactical ignoring seems to be efficient and appropriate in responding to certain types of students' misbehaviours such as "sulking; a student's whiney, sulky, tone of voice; a student's 'non-compliant' body language (the pout, the eyes to ceiling, the dumb insolent head down, the sibilant sigh); some calling out (if just once or twice); some tantrum behaviours; butting in, silly comments, or clowning" (Rogers, 1997:71).

An effective 'withdrawal of affection', according to Rogers (1997), could not be achieved without implementing an effective directional eye contact at the same time. It is because the affection withdrawal would only work when the misbehaving students realise that the teachers have already noticed their misbehaviours and ignore their requests and needs deliberately. It is said that this kind of discipline behaviour is best to be used when an individual student misbehaves; while a direction might be more appropriate when several students misbehave at the same time.

Warning and Threat

Warning and threat is the behaviour of threatening misbehaving students with punishment if they refuse to stop their misbehaviours. The present research draws a distinction between public warning and threat and private warning and threat based on the place where the discipline behaviour occurs. According to Jones (2000), private warning and threat could be seen as a mild discipline behaviour, which could be used before the implementation of corrective actions. This discipline behaviour is

recommended to be "done in such a non-public manner that the student does not need to act back in order to save face" (Wolfgang, 2005:61).

However, the public warning and threat has been considered as a risky discipline behaviour which could be inefficient and even undermine the relationship between teachers and students. Besides, a discipline behaviour such as public warning and threat might also have the risk of escalating the conflict between teachers and students into a crisis. Therefore, teachers are strongly recommended to think carefully before action and use it sparingly (Wolfgang, 2005).

Aggressive Techniques

Aggressive techniques relate to such discipline behaviours that are legal, however, may threaten students' mental well-being and natural rights in some way. These discipline behaviours attempt to deter students from misbehaving in a negative way such as shouting at misbehaving students angrily, or deliberately embarrassing them in public or in private (Lewis, et al., 2005). The use of aggressive techniques has been found to be of a negative impact on students' behavioural development. For example, students' misbehaviours might exacerbate rather than decrease following the employment of aggression (Roache and Lewis, 2011).

According to the questionnaire study conducted by Lewis (2001) among 21 primary and 21 secondary schools, there was a negative association that had been established between teachers' use of aggressive techniques and the development of students' responsibility. It has been indicated that students tended to be lacking in responsibility if they had received too many aggressive techniques from their teachers; while having a greater sense of responsibility if they rarely received them. In addition, it has also been found that the use of aggressive techniques is more likely to increase, rather than decrease, students' misbehaviours.

Punishment

It is interesting to indicate that most teachers' answers would include punishment when they were surveyed about how to deal with students' misbehaviours. Punishment seems to be a universal discipline behaviour that teachers use when misbehaviour occurs; and its employment has not always been deemed "negative" as a means of prohibiting and preventing those misbehaviours that might lead to safety issues or undesirable learning environment (Roache and Lewis, 2011). A behaviour could be regarded as punishment "only if it is followed by a consequence that decreases the behaviour over time" (Wolfgang, 2005:23). Slapping is widely considered as a punishment; however, it becomes a reinforcement, rather than punishment when it enables the misbehaving students to be respected, by his peers, as a 'hero' by receiving it.

Reinforcement refers to those actions that increase students' appropriate behaviours in some way. For example, teachers' reprimanding statement such as "Jimmy, behave yourself!" (Wolfgang, 2005:23) or "Come on, Andrew" might be seen as negative or reproachful. However, they could be in fact the positive reinforcements because these statements contain such implicit message as "You can do much better than that" or "You are supposed to be a good boy/girl". This kind of message communicates to misbehaving students the information that the teachers still believe in their self-regulation, and expect them to improve their behaviours of their own volition. It is said that positive reinforcement is able to satisfy the needs of both teachers and students; and is thus considered beneficial for creating a positive and strong teacher-student relationship.

Some people might confuse punishment with negative reinforcement. However, when punishment occurss, the behaviours are supposed to be decreased; while when reinforcement occurs, the behaviours are expected to be repeated. The negative reinforcement "involves steps designed to lead the student to appropriate action (i.e., increases certain kinds of behaviour) in order to escape or avoid an unwanted consequence" (Wolfgang, 2005:23).

For instance, Jimmy refuses to move to the common room, and the teacher convinced him into doing so by saying that "Jimmy, we are having cheesecake (which is his favourite) on the table in our common room today. If you move soon, you can get there before they have to be put aside". The negative reinforcement has been observed in this example. The misbehaving student Jimmy changed his misbehaviour because he does not want to miss his treat for that day, which is the unwanted consequence that he intends to avoid, rather than because he spontaneously wants to. That is to say, students improve their behaviours, but for the inappropriate reasons when the negative reinforcement is implemented. Students' behaviours would regress to the way they used to be or even deteriorate whenever the desirable outcomes (such as the cheesecake in Jimmy's example) are removed from the scene.

There are a large number of researchers who have shown an interest in the field of teachers' punishment (Lewis, 2000; Lewis, et al., 2005; Wolfgang, 2005). The present research has distinguished mild punishment such as losing privileges or doing more homework from physical punishment. The previous finding has shown that the punishment, especially the physical punishment seems to be effective in deterring students' misbehaviours in the short term; whereas on the long-term basis, it appears to achieve little success in improving students' behaviours when it is used separately without combining with the relationship-based discipline such as involvement, discussion and rewards for good behaviours (Tauber, 1995).

In addition, harsh discipline behaviour such as physical punishment is said to run the risk of raising students' sense of inferiority, despondency and oppression. These negative emotions of students might cause them to "begin to flinch when the teacher approaches" (Wolfgang, 2005:24). Moreover, students' aversiveness, enmity, and desire for revenge might also be stimulated by teachers' usage of severe punishment. If this is the case, students might confront teachers' sanctions in a combative way by arguing or even acting aggressively.

2.1.3 Teachers' Discipline Behaviours when Good Behaviour Occurs

Supportive Feedback

Supportive feedback was named as recognising, praising, or rewarding in previous literature, the function of which is to encourage and motivate students to continue and increase their good behaviours. The process of receiving supportive feedback is expected to not only enhance students' self-esteem, self-regulation and self-accomplishment, which might prevent them from misbehaving from the very beginning; but also contributes to creating a positive learning atmosphere, where teachers and students can work on a more positive teacher-student relationship (Lewis, 1997). In addition, according to Roache and Lewis (2011), the use of supportive feedback might also have the function of buffering the adverse impact of teachers' use of sanctions on students' perception of teachers' discipline because it highlights the fact that teachers place emphasis on both misbehaviours and good behaviours.

However, some might describe the supportive feedback as a "bribe", because the process of employing the supportive feedback seems like teachers are endeavouring to please the students who behave well while the students are supposed to behave appropriately. Nevertheless, this criticism was defiantly challenged by some researchers who argued that all kinds of positive recognition and rewards have the function of enticing students to do something that they might not enjoy doing. That is to say, the supportive feedback could be helpful when the students are required to complete tasks that are necessary and important but not enjoyable, which would certainly happen in individual's entire life (Wolfgang, 2005).

Moberly, Waddle and Duff (2005) conducted a study on teachers' use of extrinsic rewards (including verbal, nonverbal recognition and tangible rewards) in prekindergarten classrooms and found that although most of the participant teachers

acknowledged instructive practices as the most positive approaches to improving children's behaviours; extrinsic rewards were still largely employed by teachers for motivating the improvement of children's behaviour in practice. This finding might result from the possibility that extrinsic rewards are more effective and expedient in improving children's behaviours in short term, compared with instructive practices. Other possible explanations include the shortage of professional skills in designing and conducting improved pedagogy, the lack of time for designing and developing improved practices, or inadequate effective teaching training and professional development before and afterwards. In the present study, supportive feedback is extended to include encouragement, verbal recognition, behavioural awards and tangible rewards.

Encouragement

The encouragement involved in the discipline package of supportive feedback refers to the behaviour of encouraging students to continue their good behaviours. An effective encouragement is said to be able to provide students with the hope and prospect of success. The function of teachers in this process is to avoid dissipating this hope. To this end, teachers are recommended to implement encouragement while complying with the following suggestions: emphasising particularly students' progress and improvement, rather than the final result; focusing on students' misbehaviours, rather than the misbehaving students per se. In addition, teachers are also advised to involve misbehaving students in a group of students "who are willing to help" (Wolfgang, 2005:117); avoid comparing the students with each other, or placing them in ranking system; and refrain from holding competitions that some students are unlikely to win.

Verbal Recognition

The verbal recognition in the present study mainly refers to the praise able to communicate the information, to the students, that the teachers have recognised their improved or good behaviours and to show approval. The verbal recognition could be provided directly to the students who behave well in private or public. It could also be delivered to the parents of the well-behaved students by phone call or home visiting

(Canter and Canter, 2001; Wolfgang, 2005).

There are a few facets that need attention in practising the verbal recognition. For example, teachers' verbal recognition might become a negative reinforcement during the course of improving students' behaviours. As mentioned, negative reinforcement might be able to improve students' behaviours, but by using the inappropriate motivations such as escaping from being punished or avoiding an unwanted result. In this case, students might stop misbehaving or continue behaving well just in the pursuit of the verbal recognition rather than realising the necessity and importance of improving their behaviours. If this is the case, students' behaviours might regress to the way they used to be, or even worse when the inappropriate motivation (the verbal recognition) is removed from the scenario (Wolfgang, 2005).

Moreover, the students who have acknowledged themselves as 'losers', might be motivated by retaliation. These students might have difficulties in believing teachers' verbal recognition; some of them might even regard these compliments as a message which delivers the information that they are praised not for being outstanding, but for being normal. That is to say, these students are considered to be hardly able to catch up with the others, and thus deserve to be praised for behaving averagely. In the situation described, teachers' verbal recognition might not only fail to help students reinforce and increase their good behaviours, but also have the risk of decreasing the self-confidence and self-esteem of these students.

Furthermore, the disadvantages of the overuse of verbal recognition has been also identified by Curry and Johnson (1990) who argue that children's self-assessment might unwittingly become too dependent on the judgement and evaluation of others rather than that of themselves built upon their own past experiences. Besides, verbal recognition such as praise is also claimed to be "salient, manipulative, expected and as detrimental as other rewards, causing intrinsic motivation to decline" (Moberly, et al., 2005:360), and thus needs to be used with caution (Kohn, 1993).

Behavioural Awards and Tangible Rewards

Both behavioural awards and tangible rewards are recommended to be used for encouraging difficult students. These kinds of rewards are able to provide students with observable benefit such as privilege or visible rewards such as certificates of glory (e.g. a trophy or a medal with their names typed on) that they could take back home and display. Besides, the tangible rewards could also include "small trinkets of little value, but highly prized by the students" such as some candies or stickers (Wolfgang, 2005:86). Behavioural awards and tangible rewards are both suggested to be offered right after the good behaviours occur while sparingly utilising them along with verbal recognition.

Non-Response

In contrary to those teachers who provide supportive feedback when students behave well, some teachers might take students' good behaviours for granted. This situation might be more likely to happen to those students who usually behave appropriately. There are two reasons that might be able to explain this incident. Firstly, teachers might have acknowledged those students as well-behaved students and thus become less sensitive to the good behaviours of those students because that is the way they usually behave. In other words, the good behaviours of those students might not be able to attract teachers' attention as easily as that of badly behaved students.

Secondly, it might be difficult for teachers to single out the specific good behaviours of the well-behaved students that are more worth praising or rewarding because those students always behave properly. That is to say, teachers might have difficulties in deciding what kind of good behaviour is more worthy of positive recognition, "shows respect all the time" or "always be in their seats in the class" (Wolfgang, 2005:83).

It is important, however, to point out that supportive feedback is of as much value to well-behaved students as it is to the others. On the one hand, lack of encouragement and reinforcement might weaken the motivation of well-behaved students to continue behaving well because it seems that they could not gain any benefit from behaving well

in the short term. On the other hand, they might start to have concerns about their relationship with the teachers because it appears to be more difficult for them to obtain the deserved approval and appreciation by behaving appropriately all the time; while other students could easily receive them by behaving averagely or well occasionally. This is not to argue that teachers are expected to praise or reward well-behaved students for each of their good behaviours, nor does it means that teachers need to provide supportive feedback whenever students behave properly; it is to suggest that teachers could occasionally praise or reward these students for always behaving appropriately, instead of completely taking their good behaviours for granted all the time (Wolfgang, 2005).

2.2 Aggressive Discipline Behaviours

It is not surprising that teachers might utilise aggressive discipline behaviours such as aggressive techniques or physical punishment in practice occasionally (Sava, 2002; Lewis, et al., 2008). Fuller and Brown (1975) provided researchers with a concern-based theory, which might be able to explain teachers' use of aggressive techniques or punishment. According to the theory, teachers experience different levels of concerns throughout their teaching career. The first-level of concern is themselves which includes their physical and emotional well-being. Teachers' second-level of concern mainly relates to the teaching skills they have mastered during the process of gaining their teaching experience. In terms of the third level, teachers' focus moves from themselves to the students. At this level, teachers are able to choose and employ the most effective teaching skills that could serve the actual needs of their students.

It has been found that the teachers' concern would shift from their first-level concern to the second-level when their first-level concern has been satisfied; and sequentially move to their third-level concern when their second-level concern has also been satisfied.

However, teachers' focus would regress to their first-level concern if their first-level concern (which includes their physical and emotional well-being) is threatened. It is for this reason that teachers might employ the aggressive techniques or punishment which might be able to effectively establish the classroom order in the short term whenever their first-level concern is believed to be challenged and threatened so that they could satisfy their primary concern immediately (Glasser, 1997).

The efficacy theory also claimed that teachers are more likely to use aggressive discipline behaviours when they confront the stressful and intense disciplinary challenges from their students because these approaches seem to be more effective in controlling students' behaviours in short term (Riley, Lewis and Brew, 2010). During this process, teachers are said to consider more about what the misbehaving students deserve, rather than serve students' needs when facing increasingly serious misbehaviours (Lewis, 2001).

There are also another two theories that might be helpful in explaining teachers' use of aggressive discipline behaviours in practice: attribution theory and attachment theory. According to attribution theory, teachers might consider the use of aggressive discipline behaviours as reasonable and justified if they attributed students' challenging behaviour such as aggression to students' nature and characteristics. In this situation, teachers would react aggressively because they believe that it might be the only behaviour that those aggressive students could understand. That is to say, it is in fact the students who provoke teachers' aggression rather than teachers themselves.

In the meanwhile, attachment theory describes teachers' use of aggression as an indicator of insecure attachment that they have gained from their students. Teachers are said to have the internalised need of being attached, connected, and relied upon by their students. Whenever this kind of attachment is threatened by the independent or challenging behaviours of students; teachers tend to be more likely to implement actions for protesting against the affective abandon or separation, which usually include

aggressive behaviours that they learned unconsciously from their own experiences in childhood. It is noteworthy that although many teachers would explain their aggressive behaviours by use of these theories; none of these theories has been found to be dominating in interpreting teachers' use of aggression (Riley, et al., 2010).

According to the research conducted in Australia, Israel and China, teachers' aggressive discipline behaviours such as yelling, humiliating and punishment were found more likely to increase students' misbehaviours rather than reduce them (Lewis, et al., 2005). Besides, these discipline behaviours might also exert negative influence on students' affection towards their teachers (Romi, Lewis, Roache and Riley, 2011).

Riley, Watt, and Richardson (2009), however, found that the aggressively-behaved teachers in their study tended to be unaware of the negative impacts of their aggressive discipline behaviours, such as the potential negative influence on teacher-student relationship (Riley, 2009, 2011), or decreasing the time that students spent on tasks (Lewis, et al., 2008). In addition, teachers who use aggressive discipline behaviours might also lack the understanding that their aggression might result in a detrimental impact on students' development from both physical and psychological perspective in the long term (Sava, 2002).

It has been suggested that teachers avoid using aggressive discipline behaviours such as aggressive techniques or physical punishment as much as possible in practice, even when facing the challenging behaviours of students for quite a long while. Instead, teachers are recommended to focus on those relationship-based discipline behaviours such as involving students in the decision-making progress of classroom rules as well as the relevant consequences of breaking the rules; talking with students about the impact of their misbehaviours; and rewarding the students for their good behaviours (Lewis, 2001).

Again, it is quite important that teachers could be able to manage their anger effectively during this process of dealing with the challenging behaviours of students. Rogers (1997) provides teachers with some useful tips for relieving their negative emotions in practice such as communicating their anger and the reasons for being angry with the others (which has been acknowledged as a skill that can be developed); being aware that their anger could be allayed by "gritted teeth", "tense shoulders" or "the bodily constrictions" (Rogers, 1997:39); providing themselves, as well as the students with enough time to calm down whenever they are overly angry; apologising for any over-reacted behaviours while indicating that their overreactions focus merely on the incident, not on any specific person; self-mockery; sharing experience and learning from it; as well as seeking advices from the others.

2.3 The Discipline Strategies of Chinese Teachers

Despite the fact that a large number of studies have been conducted to explore teachers' discipline strategies, most of them are implemented in the Western cultural context. However, due to the significant impact of the cultural context on teachers' discipline pattern, as well as the characteristics of students' misbehaviours; the findings from previous western studies might be unable to give a complete representation of the real situation in Chinese classrooms (Ding, Li, Li and Kulm, 2007; Hue, 2007; 2010).

For example, there are noteworthy differences in discipline that have been discovered between teachers across the world in previous research (Stigler and Hiebert, 1999; Kyriacou, 2010). In addition, the social skills and intellectual abilities that children present in school are also found to be significantly influenced and shaped by different cultures and subcultures (Walker and Hoover-Dempsey, 2006). For example, Japanese preschool girls are found to behave less aggressively and non-compliantly compared with preschool girls in Germany (Trommsdorff and Kornadt, 2002). There is thus good

reason to be aware of the main traditional cultures and ideologies that might have exerted a significant influence on Chinese teachers' discipline strategies and students' behaviours, that is, Confucianism, Taoism and Legalism.

2.3.1 The Impact of Traditional Chinese Culture on Teachers' Discipline Strategies

Confucianism

Confucius, who is honoured as "The Ultimate Sage" in China, is the founder of Confucianism. Confucianism has been established in China for thousands of years, and exerted significant and engrained impact on the development of Chinese economy, politics and education. The philosophy of Confucianism mainly includes the following nine perspectives: "*Ren*", "*Yi*", "*Li*", "*Zhi*", "*Xin*", "*Shu*", "*Zhong*", "*Xiao*", and "*Ti*".

"*Ren*" means benevolence and kind-heartedness, which suggests individuals to love and care about not only their families and friends, but also the general public; "*Yi*" requires individuals to behave according to "*Li*", which is the ethical, moral and behavioural standard for the whole general public to obey; "*Zhi*" represents individuals' knowledge, intelligence and talent; an individual who is of "*Xin*" is supposed to be honest, sincere, trustworthy and always acts as promised; "*Shu*" enables individuals to be tolerant and magnanimous; while in the process of building up the interpersonal relationship, individuals should be of "*Zhong*", which is the trait of being faithful and devoted; individuals who show filial piety towards their parents, teachers and elder members of their family are acknowledged as "*Xiao*"; while "*Ti*" mainly focus on the relationship between siblings, which requires the juniors (younger brothers or sisters) to respect and love their seniors (their elder brothers or sisters). Confucianism considers "*Xiao*" and "*Ti*" as the basis of "*Ren*" (Cheng, 2005; Tang, 2008). It is said that the discipline strategies of Chinese teachers are mainly influenced by Confucianism through the following

philosophies:

"Yi Ren Wei Ben" ("People-Oriented")

This philosophy insists that all the individuals are able to be reformed and educated regardless of their inherent intelligence, nature and characteristics. The reform process is expected to emphasise the approaches that could not only serve individuals' self-related needs, but also protect their mental well-being. These approaches aim at changing individuals' behaviours by amending and correcting their mind and inner thoughts, in which case people could radically improve their behaviours (Cheng, 2005; Hue, 2007; Tang, 2008).

It is reported that teachers who believe in this principle are more likely to investigate the reasons behind students' misbehaviours and help students improve through gentle inductive discipline approaches (Hue, 2007). Lewis, et al. (2005) also discovered that Chinese teachers employed more relationship-based discipline strategies and less aggressive techniques and punishment compared with Australian and Israeli teachers. Similar result has been obtained recently from the data collected by Riley, Lewis and Wang (2012) in China and Australia, which again demonstrated that Chinese teachers used relatively less and lower-intensity aggressive discipline methods compared with Australian teachers.

There are some findings that might be able to explain this result. For example, teachers have been found more likely to possess higher esteem in China than in western countries (Li, Xie and Wang, 1998). This argument was also confirmed by Aldridge, Fraser and Huang (1999) who indicated that there was no need for teachers to employ aggressive techniques and punishment in Taiwan because students showed more respect to their teachers, and tended to do whatever their teachers tell them to do out of respect. This characteristic of Chinese students also grows out of Confucianism.

According to Confucianism, "*yi ri wei shi zhong shen wei fu*" (being a teacher for only one day entitles one to lifelong respect from the students that befits his father) (Hu, 2002: 98). That is to say, students are expected to respect their teachers as much as they respect their parents and to "obediently follow their teachers' advice" (Riley, et al., 2012:391). However, they also presumed that the authority that the Confucianism assigns to teachers in China might simultaneously result in Chinese teachers' use of aggressive discipline behaviours because teachers might consider it as the way of disciplining children in the 'parent's' way.

"Ji Suo Bu Yu Wu Shi Yu Ren" (Treat Other People as you Hope they Will Treat you)

Teachers in China have been assigned by Confucianism a major responsibility of directing students' behaviours and fostering them into a competent citizen. An approved citizen, according to Confucianism, should be of the following traits: placing emphasis on their own self-cultivation; establishing a positive and harmonious relationship with others; being polite and respectful to seniors including their parents, teachers and elder siblings; being philanthropical, tolerant, upright, sincere, honest and faithful as an individual; while being incorruptible, impartial and loving their people as an official; showing loyalty to their superiors; and respecting knowledge and being adept at learning from the others (Cheng, 2005; Tang, 2008).

Confucianism, however, also contends that "*Ji Suo Bu Yu Wu Shi Yu Ren*", which translates to "treat other people as you hope they will treat you". That is to say, teachers are supposed to be good examples of competent citizen themselves in order to stand in the proper position of directing students' behaviours (Zhang, 2008). In other words, teachers are expected to possess these characteristics themselves before instil these traits in their students. It could be seen as another reason why Chinese teachers are less likely to utilise aggressive techniques and physical punishment during the course of discipline.

"Zhong Yong Zhi Dao" (The Golden Mean)

"The golden mean" presented by Confucianism places an emphasis on the word "moderation" by suggesting that individuals should always be modest and follow the mainstream in behaving; too much self-expression and personality are both inappropriate, and cannot be accepted (Cheng, 2005; Tang, 2008; Zhang, 2008). It might be for this reason that most Chinese students tend to behave in accordance with the common and universal standard in China. This might also be one of the reasons why there is little extremely severe and provocative misbehaviour that has been observed in Chinese classrooms compared with that in Australian and Israeli classrooms (Jin and Cortazzi, 1998; Lewis, et al., 2005).

Moreover, as indicated, talking out of turn has been acknowledged as the most troublesome misbehaviour facing British and Australian teachers; whereas according to Ding et al (2007), this misbehaviour occurred rarely in Chinese (Hong Kong) classrooms. This finding could be explained by the fact that Chinese students are more likely to be afraid of losing face by saying something stupid or answering questions wrong; or being considered to be pretentious by saying something intelligent or answering the questions correctly, and therefore avoid talking unless asked.

"Yan Shi Chu Gao Tu" (A Strict Teacher Produces Outstanding Students)

There are always reports published on Chinese newspapers that revealed the existence of severe punishment (such as physical punishment) in Chinese classrooms, especially in the undeveloped regions. Some teachers are even reported employing harsh punishment for dealing with fairly trivial misbehaviours such as daydreaming or playing with their hair in class. These "extremely strict" teachers attributed their over-reacted discipline behaviours to following the principle proposed by Confucianism, which is "a strict teacher produces outstanding students" in an in-depth interview with them.

It seems, however, to be a misunderstanding of this well-known saying. "A strict teacher" here mainly refers to those teachers who are strict with students' behaviours, rather than

those who employ severe corrective actions. This kind of teachers is able to point out the improper thoughts and behaviours of students without placing an emphasis on the severity of the misbehaviours, but on the hope that the students could steadily improve their behaviours step by step and get as close to perfection as possible (Tang, 2008). Nevertheless, given that the explanation of traditional Chinese sayings usually varies and lacks corroborations; different people might possess different views on them and thus need to be considered with caution.

Taoism

Taoism, which is founded by Laozi, is another philosophy that has influenced Chinese culture in a remarkable way. Taoism emphasises on the unification of "nature" and "inaction"; encourages people to live naturally without possessing artificial purposes while co-developing with the nature. Of these, "inaction" can be seen as the essence of Taoism, which can be applied to various management strategies (Zou, 2006; Zhang, 2008). Hue's (2010:601) study conducted among secondary school teachers in Hong Kong presented that "Taoism served as a paramount and respected reference for the teachers' social behaviours and for their expectations of how their roles should be played out." Taoism was found to impact teachers' discipline behaviours mainly by presenting the following principles:

"Zi Ran Wu Wei" (Being Natural while Doing Nothing)

Taoism suggests that individuals should be natural and dismiss all their artificial intentions or purposes when faced with nature, life, other people and themselves; never attempt to deliberately do or change anything. Along with this principle, teachers are recommended to help students develop in accordance with their own personalities and aspirations, rather than to improve students' behaviours on purpose (Hue, 2007; Zhang, 2008). In addition, teachers who believe in Taoism are more likely to identify their responsibility of helping students be aware of their personal talent and value. For example, some students might perform badly on their academic work; whereas they are still believed by these teachers to have capabilities and gifts in other aspects such as arts,

music, or other specific subjects (Hue, 2010).

"Wu Wei Er Zhi" (Action through Inaction)

Teachers in Hue's (2010) study reported that it was more effective to take action in conformity to *"wu wei"* (action through inaction) during the course of coping with students' misbehaviours, especially with the disruptive behaviours. Taoism suggests that "violence and conflict should be avoided, and that victory was an occasion for mourning the need for using force against others, rather than an occasion for triumphant celebrations." (Hue, 2010:602). Guided by this ideology, teachers might find the employment of discipline behaviours such as establishing rules, using supportive feedback or punishment more likely to increase the difficulties of managing students' behaviours, as well as stand for the loss of authority.

"Wu wei", however, as proposed by Taoism does not simply require teachers to do nothing when students misbehave. Instead, teachers are recommended to take action in accordance with students' abilities and wishes; while avoiding expressing their "explicit intentions" and "strong will" (Hue, 2010:603). Teachers who participated in Hue's study mainly emphasised the function of *"wu wei"* in calming themselves down when challenging behaviours occurred and then responding to these behaviours appropriately afterwards.

"Yi Rou Ke Gang" (Conquer the Hardness with the Softness)

Teachers who believed in this principle might hold the view that severe and harsh punishment and sanction would lead to more serious indiscipline; while the mild and soft discipline behaviours might instead reduce the severity of students' misbehaviours. This belief could also be one of the explanations why Chinese teachers have been found to utilise more relationship-based discipline behaviours in previous research (Lewis et al., 2005; Zou, 2006; Hue, 2007).

"Xiang Fu Xiang Cheng" (complement each other)

According to Taoism, the relationship between teachers and students could be described as complementary. Teachers and students could not exist in isolation and need to co-develop with each other. In this relationship, domination and control should be both avoided; teachers and students need to play their own role, as well as take their own responsibility. This concept provides discipline behaviour, for example, the involvement of a strong and solid philosophical basis (Zou, 2006; Hue, 2007; Zhang, 2008).

"Fan Xiang Si Kao" (Consider-the-Opposite Strategy)

This principle needs to be understood from two dimensions. Firstly, *"Wu Yong Ji Da Yong"*, which means that in certain occasions, uselessness represents usefulness. For example, students who seem to be useless in one domain might be extremely talented in other subjects. This notion enables teachers to value their students from various perspectives. For instance, a student might perform poorly on his academic work; whereas he might be talented in sports or arts. According to the principle indicated previously: "*Zi Ran Wu Wei*" *(being natural while doing nothing)*, teachers are encouraged to explore the potential talent and interest of students; and then help them develop towards that direction (Hue, 2007).

The second dimension is described as "*Wu Ji Bi Fan*" *(things will develop in the opposite direction when they become extreme)*. As this principle indicates, both excessively loose and excessively strict rules and disciplinary practices are detrimental to students' development; and might even escalate students' minor misbehaviours into a crisis (Zou, 2006; Zhang, 2008). This concept seems to support "the golden mean" proposed by Confucianism from another perspective.

Legalism

In addition to the Confucianism and Taoism, Legalism also plays an important role in the development of Chinese culture. There is no specific founder of Legalism. It is firstly proposed by three representatives: Shang Yang, Shen Buhai and Guan Zhong; and

then integrated by Han Feizi. Legalism places great emphasis on "*Fa*" (the law); and opposes "*Li*" that is of high esteem in Confucianism (Wu, 2009). Legalism deems the law to be of two main functions: *"Ding Fen Zhi Zheng"* (clarify the ownership of objects in order to prevent or settle disputes); and *"Xing Gong Ju Bao"* (encourage people to make contributions to frightening the outlaws). According to Hue (2007), teachers' discipline behaviours are mainly influenced by Legalism through the following assertions:

"Li Fa" (Establish the Rules)

A set of clear and fair rules is the basis of implementing Legalism (Wu, 2009). Teachers who apply this principle are more likely to establish a suite of well-defined rules for students to follow, which has been corroborated to be an effective discipline behaviour by Kyriacou et al (2007).

"Hao Li Wu Hai" and "Jiu Li Bi Hai" (Pursue Benefits while Avoiding Harm)

It is suggested that all the people are prone to pursuing benefits and avoiding harm. In other words, everyone is motivated by rewards and benefits, while being supressed by punishment and impairment. Guided by this principle, teachers might be encouraged to utilise motivation (including intrinsic and extrinsic motivation) during the course of tackling students' misbehaviours (Wu, 2009).

"Shang Fa Fen Ming" (Activate a Reward-and-Punishment System)

Legalism contends that rewards are likely to encourage people to follow the rules and the law, as well as make contributions to the country. However, severe punishment has the function of preventing people from breaking the law and infringing the national interest. Influenced by this ideology, teachers might establish a reward-and-punishment system in order to encourage students to behave well; while deterring them from misbehaving (Hue, 2007; Zhang, 2008). However, as Legalism suggested, punishment could be seen as an effective practice only when it is severe enough, which might lead to teachers' use of harsh discipline behaviours in the course of improving students'

behaviours.

"Li Yong Quan Shi" (Suppress Others by Use of One's Power)

In order to firmly consolidate the authority in the state, Legalism advises the ruler to build up an image of supremacy, to which no one is allowed to show defiance in the public eye, in order to maintain sovereignty. Teachers who apply this theory of Legalism might endeavour to establish their leadership and authority in front of students, through which teachers might be able to obtain students' absolute and unquestioning obedience. It might be for this reason that teachers' authority and power are unlikely to be challenged by students in China (Hue, 2007; Wu, 2009).

Although the significant influence of Chinese traditional culture on the discipline behaviours of Chinese teachers has been found in many previous studies (Lewis, Qui and Katz 2005; Ding et al., 2007; Hue, 2007; Zhang, 2008; Wu, 2009), it does not show that Chinese teachers and students are behaving strictly in accordance with the stereotypical traditional standards established for teachers and students. In addition, Chinese schooling has also been remarkably affected by the newly-appeared changes in Chinese culture, as well as the Western culture. That is to say, the discipline strategies of Chinese teachers are significantly influenced by traditional Chinese culture and are still experiencing a great change along with the more notable sociocultural changes in China. For example, Chinese teachers' and students' behaviours are also largely impacted by Chinese social reality.

2.3.2 The Impact of Chinese Social Reality on Teachers' Discipline Behaviours

Along with the modernising of the country, the Chinese education system is experiencing significant and profound changes (Wang, 2003). For example, schools are

assigned more and more autonomy during this process; a change likely to exert considerable influence on the schools' operational mechanism; and in turn, on the teachers' perception of their work (Guan and Meng, 2007). Meanwhile, Chinese students have also dramatically changed. This is partly due to the policy of opening to the outside world; although the main influential factor has been the implementation of the family planning, is also known as the one-child policy (Riley et al., 2012).

Being the only child in a family brings out the syndrome of the "little emperors" in China, which is due to children's unprecedented experience of being raised by two parents and four grandparents without sharing affection, attention and resource with any siblings (Goh and Kuczynski, 2009). Moreover, it is also reported that children who are the only child in family do not need to wait their turn as children from a large family; which largely reduces their waiting time in family life. In addition, there is also evidence that current children are less obedient to teachers' every instruction compared with previous generations. In conclusion, current children enter schools "with a very different set of experiences and expectations of social mores than previous generations of Chinese students, including that of many of their teachers" (Riley et al., 2012: 390).

In addition, the age effect of students has been also found in previous studies. For example, Song and Wei (2007) conducted a research study in Shandong Province, China. They surveyed 177 teachers in primary and secondary schools. According to their findings, secondary school teachers showed less satisfaction towards their professional identity compared with primary school teachers, which was suggested might possibly impact their capability of adapting to the current changes in Chinese educational systems (Beijaard, Verloop and Vermunt, 2000).

It might result from the fact that secondary school students are more likely to be disruptive and rebellious than primary school pupils. That is to say, secondary school teachers tend to face more discipline issues and challenges in practice than primary school teachers; while it is said that teachers' professional identity might be threatened

or challenged by increasing potential discipline issues (Shen, et al., 2009).

Meanwhile, the rapid development of social politics, economy and culture in China is also dramatically and gradually improving the Chinese educational system, and promotes its development into a more sound and steady system. However, thus far, Chinese education is still suffering from the "teaching for testing" situation due to the score-based talent selection system in China. This could be seen as the inevitable outcome that results from the pressure of surplus labour in the job market in China (Ding, et al., 2007; Rao, 2010).

In order to help schools, enterprises, companies and governments select potential candidates and employees from such a huge population; the selection system is thus forced to choose a unified standard for dividing people into various grades and ranks, that is, individuals' test scores in schools, colleges or universities (Rao, 2010). It is revealed that attending a test is the only way to enter and receive the next-level education in China; and the test scores are closely related to what kind of schools (Top-reputed schools, ordinary schools or bad-reputed schools) that students would be able to attend. Students who manage to enter a top-reputed school are more likely to be admitted to a top-rated college or top-reputed university, and in turn are more likely to be exposed to more and better job opportunities in the future (Liu and Meng, 2009).

In this situation, the primary role of schooling seems to help students achieve better academic performance in order to increase their probabilities of receiving a reputable next-level education; while teachers are the main executors during this process (Rao, 2010). In a study conducted in China and the United States that aimed to investigate the characteristics of good teachers, most schools, parents and students in China recognised the high test scores of students to be the most important qualification for being a good teacher. However, there is no similar evidence that has been found in the United States. It could be seen as one of the major characteristics in the Chinese context (Liu and Meng, 2009).

For this reason, Chinese teachers appear to place more emphasis on students' academic work rather than other aspects. According to Ding et al. (2007), the most troublesome misbehaviour reported by Chinese teachers is daydreaming, which describes the phenomenon that "student seemingly listens to teachers, but teachers with experience can tell that these students are actually off-task or inattentive from their faces or eyes. 'Sitting there and never answering questions' is a symptom that teachers identify as being a result of daydreaming" (Ding et al., 2007:313), rather than other misbehaviours reported by teachers in other countries such as talking out of turn and hindering others.

Moreover, some interviewed teachers in their study even considered talking out of turn as a good behaviour that is worth being encouraged, compared with daydreaming. According to these teachers, talking out of turn might suggest that students are engaged in their academic work, which is beneficial to improve their academic performance and thus should be supported (Ding et al., 2007).

In addition to the influence on teachers' behaviours, the performance of Chinese students is also largely affected by the social reality that their academic performance is closely related to their future. For instance, Chinese students tend to rate academic work as the most important task that they need to complete. According to Lewis (2001), students are prone to misbehave less when the schoolwork is considered to be more important. Therefore, Chinese students have been found to misbehave less in classrooms, which correspondingly decrease the incidences and severity of teachers' discipline.

Moreover, some differences in choosing discipline behaviours between teachers of different gender have been also perceived by researchers such as Lewis et al (2005). According to their findings, male teachers in China tended to employ more relationship-based discipline such as hints and involvement when students aged eleven and twelve years old misbehave; while female teachers in China used more aggression and punishment. In addition, "the level of involvement of students in classroom management decision-making and the amount of hinting at the inappropriateness of

student behaviour by women teachers in both Australia and China decreases with increasing student age" (Lewis et al., 2005:737).

This situation might result from the Chinese traditional culture which places an emphasis on the dignity and ability of male. It seems that older students are more likely to be aware of this culture and provide male teachers with more respect than female teachers. Consequently, there is no need for male teachers to resort to aggression and punishment to gain compliance from their students. This might also be the reason why female teachers are reported experiencing greater teaching stress and pressure than male teachers in China (Zhou and Zhao, 1998; Dong, 2001).

Chapter 3 Literature Review on Parents' Discipline Strategies

3.1 Parents' Discipline Strategies

Due to the lack of literature, parents' discipline behaviours will not be reviewed one by one separately. Instead, this literature review will consider and investigate parents' discipline strategies from a holistic perspective; while placing an emphasis on the punitive discipline behaviours such as verbal aggression and physical punishment. Similarly, although this research will be solely conducted in Chinese Primary school classrooms, the literature review will not be limited merely to the discipline behaviours of parents of Chinese primary school pupils.

It is doubtless that children's social and internal development is significantly influenced and shaped by their parents' parenting styles; while the fundamental as well as the central aspect of parenting is discipline (Darling and Steinberg, 1993; Caughy, et al., 2003; McLeod, Weisz and Wood, 2007; Laskey and Cartwright-Hatton, 2009). Parental discipline has been found to be related to multiple issues including children's behavioural problems (Dishion, et al., 1991), unsatisfied academic performance (DeBaryshe, et al., 1993), drug abuse (Hawkins, et al., 1992) and other relevant

concerns. According to Hoffman (1983), the development of children's early mentality and social adaptability is also significantly influenced by their parents' discipline strategies.

Parents' discipline behaviours can be better understood within a variety of theories and paradigms. For example, the mechanism of learning theory is based on the assumption that children's later behaviours would be strengthened or weakened by the consequences they receive following their previous behaviours. To be specific, children's behaviours would be encouraged to repeat by positive reinforcement or rewards; and to drop out by punishment (Eisenberg and Valiente, 2002).

Seen in this way, punishment seems to be an effective way through which children could learn what kind of behaviours they should avoid in the future. In addition, it is also argued that punishment needs to be conducted intensely and right after children's misbehaviour in order to ensure its effectiveness (Domjan, 2000). That is to say, physical punishment might need to be inflicted in an extremely harsh way in order to maintain its success in suppressing children's misbehaviours.

It is interesting to indicate that learning theory also proposes a strong argument against parents' use of physical punishment at the same time by pointing out its risk that children might learn the aggressive behaviours from their parents (Straus, 1991). In the meanwhile, critics of physical punishment have also argued that this kind of discipline behaviours would exert more negative influence rather than positive influence on children's development (Taylor, Manganello, Lee and Rice, 2010; Jansen, Raat, Mackenbach, Hofman, Jaddoe, Bakermans-Kranenburg, van IJzendoorn, Verhulst and Tiemeier, 2012; Callender, Olson, Choe and Sameroff, 2012).

Baumrind's (1971; 1991) research could be seen as one of the most predominant studies in the field of parenting styles, which also provided parents' discipline with an influential theoretical framework. By observing children's social and cognitive

behaviours in classroom, as well as their interactions with their parents at home, Baumrind found that children's social abilities and competence in school work were closely related to the children-rearing styles of their parents. There are three types of parenting styles that have been proposed by this research: authoritarian, permissive, and authoritative.

Authoritarian refers to the parenting style that children's behaviours are constantly under the rigorous controls of their parents. These parents tend to make excessive demands for their children to obey; while expressing little affection and communicating less. In contrast, parents who practice permissive parenting style provide their children with rich affections and abundant communications; while having few requirements and exerting little control over their children's behaviours. Children who receive either of these two parenting styles have been reported to be less sociable and less competent in achieving school success.

Parents who employ the authoritative parenting style are usually able to work out sustainably developmental requirements for their children in order to promote their maturing. These parents are affectively supportive and approachable; while controlling their children's behaviours whenever it is needed. In addition, these parents are also found to be able to communicate with their children regularly and effectively. Children who receive this kind of parenting are observed to be more socially skilled and more competent in succeeding in school even after they enter adolescence.

The consistent findings have been presented by a number of researchers who conducted similar research on the parenting styles of older children (Steinberg, Lamborn, Dornbusch and Darling, 1992; Glasgow, Dornbusch, Troyer, Steinberg and Ritter, 1997). According to these researchers, authoritative parenting style might contribute significantly to children's development of their specific qualities related to self-regulation after they enter adolescence. For example, children whose parents insist on using authoritative parenting style all along have been detected more easily to be

motivated to learn and achieve success. These children have also been found more likely to possess positive attribution styles and higher self-expectation; while spending more time and effort doing their academic work and being more actively engaged in learning and interaction with their teachers.

Another important parental disciplinary paradigm distinguishes between inductive discipline behaviours and power-assertive discipline behaviours (Hoffman, 1983, 2000). Inductive discipline behaviours proceed from the training and cultivation of children's cognition regarding what is right and what is wrong, as well as the impact of their behaviours on others (Hoffman, 1983). This type of discipline behaviour is recommended because it mainly emphasises the cultivation and internalisation of children's awareness of behaving appropriately; the process of which is less likely to generate an undesirable impact on children's development (Grusec and Goodnow, 1994; Gershoff, 2002).

In contrast to the inductive discipline behaviours, power-assertive discipline behaviours heavily rely on the use of coercive methods (such as spanking, warning and threats, withdrawal of privileges, displaying unbridled rage, shaming and insulting) for seeking children's compliance (Grusec and Goodnow, 1994). However, this kind of discipline behaviours is said to have the risk of exerting an adverse influence on children's behavioural development. Roughly speaking, most parents are found to use the combination of both inductive and power-assertive discipline behaviours in practice; besides, this combined discipline strategy is argued to be the most productive and efficient discipline approach to improving children's behavioural performance (Larzelere, Sather, Schneider, Larson and Pike, 1998).

There are also researchers who categorise parental discipline behaviours into two types: proactive discipline behaviours and reactive discipline behaviours. Proactive discipline behaviours aim at setting limits (such as establishing clear rules and regulations) before children misbehave; while reactive discipline behaviours refer to those behaviours that

parents use for dealing with children's occurred misbehaviours.

Although proactive discipline behaviours are distinguished from reactive discipline behaviours, they could not be used in isolation without integrating with reactive discipline behaviours because children's self-discipline ability is developed gradually and slowly. It is for this reason that children would still misbehave even though there are clear expectations and rules that have been established for them beforehand. Therefore, parents would still need reactive discipline behaviours to correct and improve children's behaviours in practice (Larzelere, et al., 1998).

There are some discipline behaviours that have been generally acknowledged to be more effective in improving children's daily behaviours than others. For example, the "use of clear rules and requests, direct reinforcement of appropriate behaviour incompatible with the undesirable behaviour", "time out from a reinforcing environment, brief withdrawal of privileges, and application of reasoning and induction" (Locke and Prinz, 2002: 897:898). Similarly, there are also some discipline behaviours that have been contrarily deemed as inefficient, such as establishing rules and regulations that are not clear enough, paying extreme and exclusive attention to children's misbehaviours, employing severe and harsh discipline practices such as physical punishment in the absence of adequate positive reinforcement for good behaviours, or heavily counting on coercive discipline approach.

As indicated, reflecting on much of the research in parental discipline at this point, most parents admitted that they used both effective and ineffective discipline methods in practice based on different situations (Grusec and Goodnow, 1994; Locke and Prinz, 2002), and this combination has been considered to be effective in improving children's behaviours by some researchers (e.g. Larzelere, et al., 1998).

In fact, this combination of discipline practices has also been to some extent approved by children who are investigated by Siegal and Cowen (1984) in their research. During

their research, children were firstly introduced to five destructive behaviours and four discipline practices (including induction, withdrawal of love, physical punishment and permissiveness); and asked to evaluate these discipline practices. According to these child subjects, they preferred that their parents used induction along with gentle physical punishment. However, this preference of children predictably attenuated with the increase of their age. In a study conducted among preschool children on their perceptions of the fairness of their parents' discipline behaviours, children claimed that public humiliation was the most unfair discipline technique either because it worried their friends when they got in trouble; or because it embarrassed them in front of their friends.

Campito (2007) provided parents with some guidelines for effective parental discipline based on her own child-rearing experiences. For example, parents are recommended to be clear about their expectations towards children's behaviours and provide children with positive feedbacks on their good behaviours. According to Campito, parents seem to be more likely to ignore children's good behaviours and reward children's success not frequently enough; whereas parents' supportive feedbacks might be in fact an effective way to encourage children to keep learning the behaviours their parents desired.

When misbehaviour occurs, Campito provided parents with a four-step framework for coping with children's misdemeanours, which includes interrupting the misbehaviours, redirection, giving consequences if needed and parent reflection. In accounting for the technique of interrupting children's misbehaviour, Campito mentioned that "an enforced time-out might be useful" (Campito, 2007:157) when children could not stop their misbehaviours or generate negative emotions such as emotional turmoil or meltdown at that moment. It is said that a proper time out might have the function of providing "an upset or angry child with an opportunity to calm themselves down with minimal parental assistance or involvement" (Morawska and Sanders, 2011:2).

However, according to Morawska and Sanders (2011:2), time out is not suitable to be used "when the child is feeling scared, frightened, or distressed due to an accident". Anderson and King (1974) portrayed a few situations in which the implementation of a time out could be seen as appropriate, such as when children severely misbehaved (e.g. aggressive behaviours); when children's safety is at risk; or when parents' reinforcement loses its effectiveness (e.g. children's misbehaviours are negatively reinforced by others).

Time out has been found to be used as a disciplinary behaviour in many parenting programs such as Incredible Years or Parent-child International Therapy. This discipline approach used to be criticised as a harmful confrontation punishment (Schreiber, 1999; Gartrell, 2001, 2002) which was recommended against during the course of disciplining children (Wells, 1997). However, researchers such as Morawska and Sanders (2011:1) considered this criticism as misplaced or exaggerated by arguing that "a balanced appraisal of the evidence and currently recommended use of the procedure shows that it can be safely and effectively used by parents to reduce problem behaviour."

For example, time out could be used in association with other discipline behaviours in order to be more effective (Ford, Olmi, Edwards and Tingstrom, 2001; Everett, Olmi, Edwards, Tingstrom, Sterling-Turner and Christ, 2007). In addition, a positive relationship between parents and children is also said to be helpful during the process of implementing time out because the more interesting and loving that the contrast environment (i.e. the "time in" environment) is, the more uninteresting and unloving that the "time out" environment is, the less effort that parents need to make to create a negative "time out" environment for this discipline behaviour to remain effective (Hobbs and Forehand, 1977). Moreover, according to Anderson and King (1974), parents' monitoring of the process of employing time out is also quite important.

Reflecting on much of the literature in this field, time out is generally argued to have more positive effects than negative ones (Newsom, Favell and Rincover, 1983). For

instance, it is reported that time out could not only reduce the incidence of target misbehaviour such as physical aggression; but also decrease the occurrence of other misbehaviour such as verbal aggression (Firestone, 1976). Children's ability to managing their negative emotions such as anger and irrationality is said to be enhanced during this process (Morawska and Sanders, 2011).

Moreover, along with the improvement of children's behaviours following time out, the parent-child relationship may well be improved at the same time (Kazdin, 2005). In the meanwhile, there is no evidence that has shown that the implementation of time out would give rise to children's psychological problems such as anxiety and difficulties in perceiving and expressing feelings (Webster-Stratton, 1998; Morawska and Sanders, 2011).

Regarding the use of punishment, Campito (2007) also provided parents with some useful suggestions. For example, parents are expected to be specific about their punishment beforehand, such as what kind of misbehaviours deserves punishment and for how long. Campito also emphasised the importance of understanding the misbehaviours from children's perspective first and then rethinking before taking actual action. Parents are suggested to prepare a range of various consequences that they could choose from whenever it is needed; and choose the less harsh ones as much as possible if these methods could work equally efficiently.

During the process of inflicting punishment, care should be taken firstly to ensure that the punishment is necessarily conducted rather than out of anger; besides, the punishment would not be turned into "a battle of wills" or increased "because of an apparent lack of remorse" (Campito, 2007: 161). After the infliction of punishment, parents are encouraged to reflect on the effectiveness of their punishment "by the degree to which it shaped later behaviour, not by the signs of remorse" (Campito, 2007: 161). Campito also recommended parents to change their consequences if children's misbehaviours remain or develop further.

However, reviewing much of the research in the field of parental discipline, little of it has investigated the diverse discipline behaviours without placing extra emphasis on negative discipline behaviours such as verbally aggressive techniques or physical punishment. For this reason, this research has broadened the range of concerned parents' discipline behaviours into include various discipline behaviours regardless of severity. Similarly with the discipline behaviours designed for teachers, parents' discipline behaviours are also based on three occasions: before misbehaviour occurs, when misbehaviour occurs, and when good behaviour occurs. The detailed discipline behaviours designed for parents has been shown in AppendixⅡ.

3.2 Influential Factors on Parents' Discipline Strategies

It is noteworthy that discipline cannot be addressed independently without taking parents' and children's individual factors into account, for example, parents' gender, "parental cognition, parent psychological and sociocultural state including stress, socioeconomic status, and ethnicity, as well as child gender and temperament" (Caughy, et al., 2003:518; Jansen, et al., 2012). In addition, different cultural contexts have also been found to be significantly influential on parents' discipline practices as well as the impact of these practices on children's development (Pinderhughes, Dodge, Bates, Pettit and Zelli, 2000; Lansford, Deater-Deckard, Dodge, Bates and Pettit, 2004; Weis and Toolis, 2008).

Parent Characteristics

In the light of the family system theory which identified the influence of independent family members exerted on each other (Cox and Paley, 2003), fathers' discipline behaviours have started being acknowledged as equally important as that of mothers. As well, along with increasing paternal involvement in the process of child-rearing (O'Brien and Shemilt, 2003), paternal discipline has been evenly considered and

compared with maternal discipline by many current studies during the process of investigating parental discipline styles (Fauchier and Straus, 2007; Lee, Kim, Taylor and Perron, 2011; Callender, et al., 2012). It is during this process that the gender effect on parents' use of discipline behaviours has been disclosed.

For example, mothers are reported to undertake more disciplinary activities compared to fathers (Hart and Robinson, 1994; Callender, et al., 2012). Fathers are often found using stricter and more severe discipline behaviours compared to mothers. In the meanwhile, mothers tend to employ discipline behaviours that are milder and gentler (Sorbring, RÖdholm-Funnemark and Palmérus, 2003).

These consistent findings are presented by many researchers. For instance, fathers are discovered to be more likely to use power-assertive discipline (Barnett, Quackenbush and Sinisi, 1996); while mothers tended to employ inductive discipline behaviours more often than fathers (Russell, Aloa, Feder, Glover, Miller and Palmer, 1998; Fauchier and Straus, 2007). In addition, mothers are also revealed to use such discipline behaviours as withdrawal of privileges, penalty work, and name calling more frequently than fathers. However, regarding the use of punishment without explanation and mentally aggressive techniques, parents do not show significant difference between mothers and fathers (Russell, et al., 1998).

Although fathers and mothers have been found not significantly different from each other in the universality of practising physical punishment, they showed some differences in the forms of physical punishment that they used in practice. To be specific, Fauchier and Straus (2007) conducted a research study among university students on their recall of their parents' discipline practices when they were preadolescents. According to their research findings, fathers employed physical punishment such as "spanking and using an object" more often than mothers; while mothers used physical punishment such as washing "children's mouths out with soap" more frequently than fathers. Fathers and mothers do not differ in the frequency of using physical punishment

such as shaking or grabbing children.

Apart from the gender difference, parents' discipline is also found to be impacted by their psychological status. For example, parents are more likely to employ ineffective discipline behaviours such as severe discipline approaches in situations where they were possessed by a higher level of stress, anxiety or depression (Laskey and Cartwright-Hatton, 2009; Callender, et al., 2012; Jansen, et al., 2012). It is indicated that parents with negative emotions and tensions are more likely to be impatient and less capable of dealing with children's difficult misbehaviours. In this case, parents might choose to use harsh discipline such as physical punishment in order to instantly acquire children's compliance in short term (Jansen, et al., 2012).

In addition, it is also argued that "parents with high levels of anxiety are likely to hold unhelpful beliefs about parenting in several domains (attributions about child behaviour, perceptions of self as a parent, beliefs about the use of punitive discipline strategies, attitude to parenting advice from professionals, beliefs about effects of praise and attention)" (Laskey and Cartwright-Hatton, 2009: 724). Of these, parents who possess a negative view on their children tend to be more likely to employ severe and punitive discipline behaviours (Callender, et al., 2012).

Furthermore, parents' socioeconomic status and marital state have also been found exerting significant influence on their discipline strategies. To elaborate in detail, lower-income or parents in an unstable marital relationship are discovered to be more likely to use harsh discipline behaviours such as physical punishment, compared with higher-income parents (Pinderhughes, et al., 2000). One possible reason behind this is that lower-income state (which might imply either lower parental education background or poverty-stricken family) and marital instability might both predict more unstable emotions and less flexibility, which would increase the possibility of using aggressive discipline behaviours such as scolding or spanking (Smith and Brooks-Gunn, 1997; Day, Peterson and McCracken, 1998; Gracia and Herrero, 2008).

In the meanwhile, high-income parents revealed employing mild discipline behaviours such as reasoning or psychological techniques such as guilt-trip more than low-income parents. In addition, these parents also appear to be more democratic and control less over their children's behaviours. They tend to actively develop a relatively equal parent-children relationship at home and place emphasis on children's independence and accomplishment (Hoff-Ginsberg and Tardif, 1995). However, researchers such as Jansen et al. (2012) presented an interesting finding in their research conducted in Netherlands that the influence of socioeconomic status on parents' discipline behaviours had been merely found among mothers but not among fathers.

One possible explanation is that mothers generally spent more time bringing up children compared with fathers; and this difference between fathers and mothers was possible to be even larger among lower-socioeconomic families than higher-socioeconomic families (Steenhof, 2000). This is to say, the reason why socioeconomic status exerts more significant influence on maternal discipline practices might be related to the fact that mothers have spent more time in taking care of children.

Due to the absence of research on the correlation between the time spent in looking after children and the parents' use of discipline behaviours in terms of frequency and severity, this assumption should be taken with caution. Another possible attribution for this finding might be correlated with the design of the research. In their research, the socioeconomic status was merely reported by mothers without taking fathers' assessment into account. Given that the assessment of financial state is quite a subjective evaluation; mothers' self-reported socioeconomic states might thus not be able to represent that of fathers. However, fathers' use of harsh discipline behaviours could only be related to their own evaluation of their socioeconomic states.

Child Characteristics

In addition to the effect of parents' factors on their discipline strategies, children's own features are also said to be influential on parents' discipline behaviours. For instance,

children's gender is argued to be meaningful in exploring parents' discipline strategy. For example, Sorbring, et al. (2003) conducted a study on the view of children in two-parent families on their parents' discipline strategy in Sweden. They interviewed 170 eight year old children and found that the discipline behaviours reported by children (both boys and girls) were roughly similar.

Both boys and girls, however, identified that boys received stricter and harsher discipline behaviours than girls. The same result is obtained when these children were asked about the opposite sex. To be specific, boys self-reported and were reported by girls that they were more likely to receive physical punishment compared with girls. Similar research findings have been provided by numerous researchers such as Lytton and Romney (1991), Pinkerton (1996), and Jansen et al. (2012). At the same time, girls were reported to receive less authoritarian discipline by boys; whereas they self-reported receiving more authoritarian discipline than boys considered, but also more reasoning and explanation.

This perceived gender difference might stem from the fact that parents indeed discipline children of different sex in different ways. Research in Western Europe and the United States has pointed out that boys were more likely to receive physical punishment when they misbehaved compared with girls (Lytton and Romney, 1991; Pinkerton, 1996). As well, in the research conducted by Barnett, et al. (1996), among students from second grade, sixth grade, high school and college on the evaluation of the effectiveness of parents' discipline behaviours such as power-assertive methods, withdrawal of love and induction, the students also rated power-assertive discipline behaviours as being more effective in dealing with boys' misbehaviours; while induction was considered to be more productive in correcting girls' delinquencies.

It might be because the behaviours of boys are discovered to be more non-compliant, destructive and aggressive than that of girls (Crijnen, Achenbach and Verhulst, 1997; Straus and Stewart, 1999); while difficult children are found more likely to receive

punitive discipline such as physical punishment from their parents (Patterson, 1982; Campbell, 1990).

Nonetheless, another explanation is that children might merely respond according to their stereotyped hypothesis about gender difference when they were interviewed. It is indicated that children who have siblings of the opposite sex at home did not report great perceived differences in their parents' use of discipline behaviours for disciplining children of different gender. There is thus good reason to assume that this gender effect reported by children might be largely based on their stereotypical insight of gender difference in the absence of virtual counterexamples (Sorbring, et al., 2003).

It is noteworthy that children with siblings of the opposite sex did not reveal significant difference in parents' discipline behaviours. This might result from those parents who have both sons and daughters being more aware of their subconscious tendency to discriminately discipline children of different gender; whereas they might personally disapprove of treating children with different gender in different way. It might be for this reason that parents who have children of the opposite sex attempt to treat their children in the same way as much as possible; which buffers the effects of children's gender on their (parents') discipline behaviours intentionally.

Moreover, the effect of children's gender has also been reflected in children's interpretation of parents' discipline behaviours. For instance, research conducted among college undergraduates found that female students were more sensitive to the intensity of discipline behaviours, and more likely to rate them as harsh and severe than male students. In addition, the discipline approach is more possible to be considered as harsh or severe when it is employed for disciplining girls than for disciplining boys (Herzberger and Tennen, 1985; Nicholas and Bieber, 1993).

Children's age has been found to be another influential factor on parents' practice of discipline behaviours. Younger children are reported to be more likely to receive

physical punishment compared with older children (Dietz, 2000; Ghate, Hazel, Creighton, Finch and Field, 2003). Regarding the use of more extreme physical punishment, however, parents tend to use it more for disciplining older children rather than younger children (Straus and Stewart, 1999; Nobes and Smith, 2002).

Research conducted in the United Kingdom concluded that parents used physical punishment more often for dealing with the misbehaviours of toddlers and preschoolers (Ghate, et al., 2003). The reason behind these age effects is construed by Durrant (2005) to be that children from this age range are experiencing a highly active, explorative and independent period with an inadequate understanding of what kind of behaviours are harmful or dangerous; children at this age were thus exposed to more negative and impulsive behaviours which are highly likely to arouse their parents' use of physical punishment.

As indicated earlier, boys are more likely to receive harsh discipline because they are more prone to non-compliant conduct and disruptive behaviours. That is to say, parents' discipline practices are be also affected by children's behaviours (Crouter and Booth, 2003). It is observed that children's externalising problematic behaviours would arouse parents' negative and repellent parenting behaviours (Anderson, Lytton and Romney, 1986). In addition, children who are acknowledged as having the tendency to develop aggressive and aberrant behaviours are also found more likely to receive negative discipline behaviours such as physical punishment from their parents (Pinderhughes, et al., 2000).

Cultural Context

Parenting across cultures has been found to be similar in terms of offering children housing, food, and protecting them from danger, as well as teaching them necessary skills, values and attitudes for becoming a productive adult in that culture (Cole, 1996; Maccoby, 1992). However, apart from being consistent in achieving these basic parenting goals; parents in different cultural contexts also showed important diversity in

raising children. Take an example of Kenyan and American families. It is found that children in Kenyan families are expected to be financially helpful and undertake substantial household work such as looking after their siblings as well as enabling their siblings to behave in accordance with their family standards.

Children in American families, however, are anticipated to attend school and gain knowledge and skills outside the family. This learning process is usually supervised and guided directly by adults. In addition, children in American families are encouraged to consider themselves as independent individuals; which in turn allows them to become more sociable and competitive. These children are also discovered to be more likely to seek attention from adults (Whiting and Whiting, 1975; Pinderhughes, Dodge, Zelli, Bates and Pettit, 2000).

As indicated, the fundamental and central aspect of parenting is discipline; thus discipline would be expected to be in line with the ethnic differences of the time. To date, a number of studies have corroborated the ethnic differences in parents' discipline behaviours (especially in the maternal discipline behaviours) across cultures. Research conducted by Heffer and Kelley (1987) on parents' view of different discipline behaviours among 83 mothers discovered that middle-income African American mothers are more likely to use physical punishment compared with middle-income non-Hispanic White mothers. In addition, African American mothers are also found to be more likely to inflict punishment on children compared with European American mothers (Smith and Brooks-Gunn, 1997; Lansford, et al., 2004).

As mentioned, it is found that one prediction for parents' use of physical punishment is the pressure from worrying that their children might grow up disruptive or violent and who possesses a precarious future. In this case, parents are quite likely to administer physical punishment in order to eliminate the danger of situating their children along that risky developmental path (Pinderhughes, et al., 2000). African American parents might be under a higher-level of such pressure that their children might be growing up in

danger of succumbing to that future; and thus tend to employ more physical punishment (McLoyd, 1990; Pinderhughes, et al., 2000).

Along with the ethnic difference in parents' use of discipline strategy, the impact of parental discipline on children's development is also thought to be different across different cultural contexts. For instance, European American children who suffered from physical punishment in their first five years of life tend to develop more behavioural problems reported by their teachers and counterparts. However, this effect on children's behavioural development has not been detected to be significant among African American children (Deater-Deckard, Dodge, Bates, and Pettit, 1996).

One possible element to account for this ethnic difference in the impact of parents' use of physical punishment on children's development involves the personal attributes and the features of circumstance in which the physical punishment occurs (Bronfenbrenner, 1986). According to Deater-Deckard and Dodge (1997), the cultural norm on the employment of physical punishment would change children's view on receiving this form of discipline, which will in turn alter its effect on children's behavioural development. To be specific, the adverse influence of physical punishment on children's behaviour might be largely counterbalanced if the physical punishment is inflicted in a cultural context in which this kind of discipline is regarded as the norm; or being encompassed by parental affection while informing children about the positive aim of the discipline such as helping them become a more responsible individual (Alink, Mesman, Van Zeijl, Stolk, Juffer, Koot, Bakermans-Kranenburg and Van IJzendoorn, 2009).

Moreover, "parents' perceptions of normality might be important because parents who use discipline strategies they believe to be normal are more likely to be acting in a controlled manner rather than striking out in anger". Children whose parents employ discipline in a controlled manner are less likely to experience the feeling of being unexpectedly scared, the negative feeling of which might send children the wrong

message; that their parents are being irrational and repulsive because of anger (Lansford, Chang, Dodge, Malone, Oburu, Palmérus, Bacchini, Pastorelli, Bombi, Zelli, Tapanya, Chaudhary, Deater-Deckard, Manke and Quinn, 2005:1235;1236).

In contrast to the situation described, if the physical punishment is conducted in a cultural context in which this form of discipline is rare and extreme; children are more likely to rate this parental behaviour as over-reactive or even rejective, and this, in turn, might aggravate children's behavioural problems (Deater-Deckard and Dodge, 1997; McLoyd and Smith, 2002). Consistently, the fact that African American children are affected less by their parents' use of physical punishment could also stem from the proposition that these children are brought up in a cultural context where physical punishment is heavier relied on and regarded as more rational and justified (Flynn, 1998). Moreover, African American parents are also found to be less likely to consider physical punishment as an abusive behaviour compared with European American parents (Korbin, Coulton, Lindstrom-Ufuti and Spilsbury, 2000)

There is a question that ensues from the research on the ethnic differences in the impact of parental physical discipline on children's development, that is, if these ethnic differences would be contingent on a developmental context in which the physical punishment occurs. For example, when children enter adolescence, their cognitive process might need to become more sophisticated in order to understand their parents' use of physical punishment as an instrument to show their concern and try to help.

In the situation described, parents' use of physical punishment might exert more significant influence on the behavioural development of adolescents rather than that of young children. However, from a different perspective, adolescents might be more mature and less likely to see their parents' use of physical punishment as showing negative emotion such as enmity and hatred. In this case, the impact of parents' use of physical punishment on children's behavioural development might be less remarkable among adolescents than among young children (Lansford, et al., 2004).

Moreover, some research also established the association between the number of siblings and children's interpretation of their parents' discipline behaviours. For example, in Konstantareas and Desbois' (2001) research, they found that children who had fewer siblings rated "threatening to spank as a significantly more unfair type of discipline" than children who had more siblings (Konstantareas and Desbois, 2001:483).

It might be either because that children who have fewer siblings are less likely to receive this kind of discipline behaviours and thus more sensitive to this method; or because these children have less experience witnessing other children receiving this type of discipline and are thus more likely to consider it as unfair. To be specific, children who come from large families might have more possibilities of seeing other siblings receiving similar discipline behaviours. It might be for this reason that these children would be less likely to take parents' use of this discipline as being out of the ordinary, and in turn perceive it as unfair (Konstantareas and Desbois, 2001).

3.3 Punitive Discipline Behaviours

Up to now, many researchers have established the correlation between the employment of physical abuse or maltreatment and the generation of children's negative outcomes such as "oppositionality, behaviour problems, depression, fearfulness, social withdrawal, and lower self-esteem" (Rodriguez, 2003:810). The finding that parents' use of physical abuse and maltreatment might predict children's higher level of aggression, depression and hopelessness has also been recognised by a number of researchers (Kazdin, Moser, Colbus and Bell, 1985; Allen and Tarnowski, 1989; Laskey and Cartwright-Hatton, 2009; Mersky and Topitzes, 2010). Moreover, it has been found that abused children are more likely to develop a negative attributional style compared with non-abused children (Cerezo and Frias, 1994).

Nonetheless, recently, much research has shifted interest to the field of less extreme but still harsh discipline behaviours employed by parents such as verbal aggression or physical punishment (Barkin, Scheindlin, Ip, Richardson and Finch, 2007; Weis and Toolis, 2008; Bert, Guner and Lanzi, 2009). Although harsh discipline is different from physical abuse or maltreatment in terms of the severity of aggression and frequency; discipline behaviours such as verbal aggression and physical punishment are still discovered to increase the risk that children develop problematic emotions and behaviours later on (Taylor, et al., 2010; Jansen, et al., 2012; Callender, et al., 2012).

There is a positive association between parents' use of harsh discipline such as physical punishment and the possibility that children develop future mental problems such as self-contempt or depression (Solomon and Serres, 1999; Larzelere, 2000). Rodriguez (2003) conducted a study on the impact of parents' use or potential use of abusive approaches for disciplining children on their children's status of depression, anxiety and attributional styles among 42 children and their parents in New Zealand. Children who have parents that hold a positive attitude towards the use of abusive discipline

approaches self-reported more likely to feel anxious and depressing. Moreover, children whose parents employ more harsh discipline behaviours are also found to possess a higher level of anxiety and depression.

Also, children who have received authoritarian and severe discipline such as physical punishment at a very young age (especially in their first five years of life) are found more likely to become aggressive and noncompliant as they grow into young children; and develop antisocial behaviours after they enter adolescence (Dishion and Patterson, 1997; Herrenkohl, Egolf and Herrenkohl, 1997; Weiss, Dodge, Bates and Pettit, 1992; Straus, 2001b; Gershoff, 2002; Grogan-Kaylor, 2005).

Moreover, parents who heavily rely on the use of harsh punishment have children who achieve less satisfactory academic performance (Solomon and Serres, 1999) and are less socially skilled and competent in getting along with peers. In addition, these children are also revealed to be less self-regulating in terms of controlling their impulse (Power and Chapieski, 1986; Hart, DeWolf, Wozniak and Burts, 1992; Strassberg, Dodge, Pettit and Bates, 1994; Lansford, et al., 2005).

Furthermore, in addition to the negative impact on children's self-development, aggressive behaviours are also presumed to be able to transmit between generations in the light of social learning theory (Wolfe, Katell and Drabman, 1982). Studies conducted among parents found that parents who utilised physical abuse in disciplining their children were more likely to mirror an abused childhood when they were young (Straus, 1979; Chen, 2006; Medley and Sachs-Ericsson, 2009; Ma, Chen, Xiao, Wang and Zhang, 2011).

Surveys of nonparents also manifested that participants who had received harsh discipline during childhood were more likely to regard this kind of discipline behaviours as more rational and legitimate (Kelder, McNamara, Carlson and Lynn, 1991). In addition, the participants who had experienced physical punishment themselves are

found purporting to practice this form of discipline for dealing with children's misbehaviours in the future (Graziano and Namaste, 1990; Simons, Lin and Gordon, 1998; Rodriguez and Sutherland, 1999).

Shaw, Gilliom and Giovannelli (2000) presented another social learning theory named social reward, which could also be used in accounting for the association between parents' use of coercive discipline behaviours and the development of children's aggressive behaviours. This theory argues that children's destructive or aggressive behaviours might be reinforced during the process of receiving parents' rejective attitude or negative discipline practices because they obtain parents' attention by behaving negatively.

Patterson's (1982) coercion theory explained this association by pointing out the interchanges of negative discipline behaviours between parents and their children. According to his mechanism, the initial use of negative or coercive discipline practices of parents when children fail to meet the expectations or rules would escalate the children's aggressive behaviours. In order to prevent children from reacting more aggressively, parents are forced to compromise. It is this process through which children learn that they would be rewarded by behaving aggressively or coercively, which would in turn encourage them to keep behaving in this way (Snyder and Patterson, 1995).

Parents' use of harsh discipline such as aggressive techniques (including yelling, warning and threats) and physical punishment such as "spanking, slapping or hitting with an object" (Fung and Lau, 2009: 520) for disciplining children has been perceived in various countries (Graziano and Namaste, 1990; Simons, Johnson and Conger, 1994; Straus, 1996; McLoyd and Smith, 2002; Straus and Field, 2003). The employment of harsh discipline behaviours are denoted to have the risk of developing into abusive behaviours or maltreatment with the passage of time (Fontes, 2005).

Despite the fact that all forms of abusive and offensive behaviours are considered by experts to be inappropriate and should be avoided as much as possible during the process of discipline, the public views on the effectiveness of physical punishment in stopping children's misbehaviours are still quite divergent; some of the views have been engrained in the public mind for generations (Straus, 2001a, 2001b).

For example, research in New Zealand indicates that most parents still recognise physical punishment as acceptable in dealing with children's misbehaviours (Ritchie and Ritchie, 1993). In addition, physical punishment has been also generally acknowledged as an effective discipline method to reduce children's misbehaviours in short term (Larzelere, 2000). However, according to Larzelere, Schneider, Larson and Pike (1996), the general efficiency of employing physical punishment might largely rely on to what extent parents employ reasoning and explanation at the same time.

3.4 Chinese Parents' Discipline Strategies

According to previous literature, it is a widely accepted view that Chinese parents tend to be stricter, harsher, more controlling and authoritarian in the process of disciplining their children than most of the western parents (Lin and Fu, 1990; Wang and Phinney, 1998). Surveys conducted in China during the past few years did reveal that the child physical maltreatment was not rare and the main factors that triggered off the use of maltreatment in China are male children (Tao, Zhang, Wang, Yang, Su, Feng, Xu, Xu and Zhang, 2004; Yang, Zhao, Yin and Wang, 2004; Chen, 2006), younger children (Feng, Tao, Zhang, Wang, Yang and Su, 2003; Tao et al., 2004; Yang et al., 2004), parents' poor education background (Feng et al., 2003; Tao et al., 2004), parents' own experience of being abused in childhood (Chen, 2006), and large families which have more children at home (Feng et al., 2003; Tao et al., 2004).

However, in the meanwhile, it is noteworthy that Chinese parents might hold a different view on what kind of behaviours could be considered as maltreatment or abuse. In fact, some minor child physical maltreatment might not be defined as maltreatment or abuse in a Chinese context (Ma, et al., 2011).

Moreover, in addition to the child physical abuse, harsh discipline behaviours such as verbal aggression and physical punishment have also been found existing among Chinese parents. For example, Chinese parents including Chinese-American parents are discovered to be more likely to use verbal aggression (such as yelling, warning and threats) and physical punishment as their discipline behaviours compared with European-American parents (Wu, Robinson, Yang, Hart, Olsen, Porter, Jin, Wo and Wu, 2002).

This might in part be rooted in traditional Chinese Confucianism which heavily underscores the authority of parents. Children are expected to respect and comply with their parents' wishes unconditionally (Ho, 1986; Leung, Lau and Lam, 1998; Chao and Tseng, 2002). As well, Chinese traditional child-rearing ideology also argues that child physical maltreatment was not necessarily harmful if it was conducted by loving parents with affective support (Ma, et al., 2011). Research carried out during 1990s in Hong Kong indicated that there was a belief held by some Chinese parents that the psychological and physical pain that children experienced during childhood set the stage for accommodating the future psychological and physical affliction that they might encounter later on (Tang, 1996; Lau, Liu, Cheung, Yu and Wong, 1999).

It is worth noting that Chinese parents' use of power-assertive discipline behaviours such as constant prohibitions or control children's behaviours without enough explanations are still found possible to lead to children's higher likelihood of developing aggressive behaviours two years later. In the meanwhile, parents' use of inductive discipline behaviours is linked with children's lower-level aggression (Chen, Wang, Chen and Liu, 2002; Wang, Chen, Chen, Cui and Miao, 2006). Also, it is found that

Chinese parents' use of power-assertive discipline practices is associated with children's lower-levels of self-control although higher-levels of negative emotions such as anger or frustration (Eisenberg, Ma, Chang, Zhou, West and Aiken, 2007).

However, there are also studies carried out in recent decades that show that Chinese parents' use of harsh discipline behaviours have been largely reduced with the passage of time (Chang, Schwartz, Dodge and McBride-Chang, 2003; Chang, Lansford, Schwartz and Farver, 2004). Although surveys with doctors and nurses who come from eight hospitals located in Eastern China found that 97 per cent of the doctors and nurses acknowledged the widespread existence of physical punishment among Chinese parents; 76 per cent of them were personally against the idea of employing physical punishment for disciplining children (Hesketh, Hong and Lynch, 2000). This is to say, physical punishment might be not as normative in China as it is in some other countries such as Kenya, India and the Philippines (Lansford, et al., 2005).

Parents' discipline strategies are argued to be of specific social objectives in accordance with certain cultural context. For instance, one of the prevalent parenting ideologies in China is named training, which targets at instilling in children the internal need of behaving appropriately. This training process is expected to foster children's self-discipline through strict control and close surveillance on their daily behaviours. In practising this training strategy, parents are required to respond in a timely manner and be constantly involved, even if they need to sacrifice their personal time (Chao, 1994).

Another important parenting ideology in China is proposed by Fung (1999) through observing the parents in Taiwan. This parenting ideology is called shaming, which attempts to arouse children's sense of shame about their misdemeanour and delinquency through criticism, warning and threat, or comparing them with peers. Parents driven by this rationale strongly emphasised on children's moral and ethical integrity, their obedience to social standards, and their susceptibility to the sequelae of their actions. In

this case, children who have cultivated this sense of shame are anticipated to be able to realise the impact of their behaviours on others, and thus self-regulate their behaviours in order to maintain positive and harmonious social relationships.

Fung and Lau (2009) carried out a study on the association between the use of punitive discipline (such as verbal aggression and physical punishment) among Chinese-American parents under the guidance of different parenting ideologies and children's behavioural outcomes. According to their research findings, the usage of punitive discipline in the light of training ideologies seems to be able to buffer the potential negative influence of the severe discipline on children's behavioural development.

As indicated, children's interpretation of their parents' harsh discipline methods might alter the impact of these severe discipline behaviours on their behavioural development. Parents who believe in training ideologies employ verbal aggression and physical punishment with the drive of cultivating children's self-discipline ability and optimising their competence of future social adaptability. When this parental motivation is perceived by children, the use of severe discipline would be taken as a signal of care and responsibility for helping children grow up healthily. For this reason, children's positive understanding of their parents' use of punitive discipline might in part counterbalance its possible detrimental effect on children's behavioural development.

As far as the employment of shaming ideologies is concerned, the parent-child relationship is reported to be weakened in terms of the degree of closeness by children (Fung and Lau, 2009). In addition, seen from children's perspective, parents' use of verbal aggression in the context of shaming ideology is associated with children's self-reported internalised and externalised behaviour problems (Yang, Hart, Nelson, Porter, Olsen, Robinson, Jin, 2004; Fung and Lau, 2009). This result might arise from children's negative affections and feelings aroused by parents' use of punitive discipline behaviours based on shaming ideologies.

For example, discipline directed by shaming ideologies usually includes actions that aim at evoking children's sense of shame and guilt, or warning and threats that might cause children's sense of insecurity about their parents' affection for them. In the situation described, it is difficult for children to view their parents' use of such punitive discipline as a sign of caring or helping when they are strongly affected by negative emotions and feelings. However, Fung and Lau (2009) also argued that the emphasis of traditional Chinese culture on parents' control over children's behaviours did not necessarily mean heavy reliance on punitive discipline strategies.

Shek (2000) once conducted a study on Chinese teenagers' perception of their parents' parenting styles, parent-child communication and relationship. According to these adolescent participants, Chinese fathers are more likely to be harsher and express less affection than Chinese mothers. This might stem from the traditional Chinese culture which encourages men to be less expressive and affectionate. For example, a famous Chinese saying is "a man should drop blood but not tears" (Shek, 2000: 141). It might be also for this reason that Chinese adolescents reported that fathers tended to be less responsive and communicative compared with mothers. Moreover, Chinese fathers are generally acknowledged to the position of legitimacy when it comes to employing punishment, in particular physical punishment (Ho, 1987).

Shek's study also discovered some gender differences among Chinese teenagers in evaluating their parents' discipline styles. Specifically speaking, parents are perceived to be more demanding by female adolescents; while being severer by male adolescents. The explanation could be also related to Chinese culture which emphasises the parents' responsibility of maintaining their daughters' chastity. For this reason, parents might spend more time and energy conducting closer monitoring of their daughters' spare-time, the action of which would quite possibly be considered as demanding. Meanwhile, Chinese parents have also been found more likely to use physical punishment for disciplining boys, while using milder techniques for discipline girls. This finding has been corroborated by many researchers through investigating parents in different

countries (e.g. Barnett, et al., 1996; Sorbring, et al., 2003; Fauchier and Straus, 2007).

Another study on the influence of parents' disciplinary practices on the psychological characteristics of 1500 Chinese medical students also revealed that Chinese male students reported receiving more severe and punitive discipline behaviours from their parents than female students; while female students reported perceiving more parental affection, warmth and understanding. In addition, Chinese parents are generally found to pay more attention to, as well as establish higher expectations towards, the future of male students than that of female (Wang, An, Tan, Wang, Gong, and Xie, 2004).

Zhao (2008) conducted a study among 800 Chinese primary school children on their behaviour disorders and the impact of their family circumstances and parenting ideologies on their behavioural development. According to the research findings, current Chinese children are discovered to be prone to higher levels of anxiety and depression than previous generations. This might result from the rapid development of China's economy and society, which increases the intensity of competition among children from all age groups.

In addition, Chinese parents are found to be over-ambitious when they set up expectations for their children; which is argued to further exacerbate the pressure that Chinese children might experience. Meanwhile, Chinese parents are also pointed out to be over-indulgent and risk spoiling their children due to the social reality that most Chinese families have only one child. Over-indulgent parents are affirmed to be at least partly responsible for children's lack of positive characteristics such as independence, frustration tolerance and environment adaptability in China (Zhao, 2008).

Chapter 4 Methodology

4.1 Main Aim and Research Questions

Discipline is universally acknowledged as one of the most salient and important aspects of schooling and parenting (Darling and Steinberg, 1993). According to McCormick (1992), discipline aims at teaching children how to behave, as well as correcting, modelling and improving children's mentality and moral traits from the perspective of cognition.

It is said that an appropriate and moderate discipline strategies enables children to develop a series of positive characteristics (Lewis, 2001), which help them fit into the real society more effectively and happily in the future (Caughy, et al., 2003). However, improper and unsuccessful discipline approaches might cause a number of issues, including children's behavioural problems such as aggressive behaviour, physical abuse and anti-social behaviour (Dishion, et al., 1991; Tremblay, 2003), unsatisfactory academic performance (DeBaryshe, et al., 1993), and even drug abuse (Hawkins, et al., 1992).

In recent years, students' lack of discipline has gradually become one of the more serious issues facing current public schools (Lowell and Gallup, 2002). For example, teachers from the United States, Hong Kong, Britain, and Australia have all reported wasting too much teaching time with dealing with student misbehaviour (Jones, 2000; Hue, 2001, 2005). Discipline has also been found to be one of the main sources of stress for both teachers and parents (Kyriacou, 1980; DeRobbio and Iwanicki, 1996; Oburu and Palmérus, 2003).

In the situation described, discipline in schools and families has become a major focus of current schooling and parenting and thus attracts numerous investigations from worldwide researchers (e.g. Canter and Canter, 2001; Eggleton, 2001; Wolfgang, 2005; Lewis et al., 2005; Cameron, 2006; Barkin et al., 2007; Kyriacou et al., 2007; Alink et al., 2009; Hue, 2010, Jansen et al., 2012; Callender et al., 2012). However, although discipline strategies have been investigated for a long time across nationalities, the vast majority of the research has mainly focused either on teachers' discipline strategies or on those of parents. Little research has attempted to investigate teachers' and parents' discipline strategies at the same time both internationally and in the context of China.

According to Walker and Hoover-Dempsey (2006), however, the context within which children develop is cooperatively created by teachers and parents. Parenting styles influence and shape children's social and internal development in a significant way due

to the fact that in most cases, parents are the primary socialising media of children. In addition, parents are expected to be able to provide teachers with critical information about their children, such as children's characteristics, interests, habits, learning pattern and study history; which may go some way in facilitating teachers' processes of teaching and discipline.

Meanwhile, owing to the fact that parents are not professionals in education and might sometimes need assistance and support from the teachers and insiders about how to discipline their children more effectively. It is therefore extremely important to establish a relationship of trust and mutual support between teachers and parents during the course of discipline in order to optimise its effectiveness both in school and at home. To this end, data that concerns both teachers' and parents' discipline strategies is innovative and valuable in filling the gap in this research area.

Furthermore, given that students' physical and mental development is considerably influenced and shaped by all kinds of teachers' and parents' discipline behaviours, study that focuses on teachers' and parents' use of a broader range of discipline behaviours, rather than merely on extreme discipline behaviours (e.g. aggression and physical punishment) could provide readers with a better understanding of the discipline strategies that are currently adopted by Chinese teachers and parents. However, this valuable data has been rarely included in previous research, especially in the Chinese context.

Previous studies relating to discipline have been found to be mainly conducted in secondary schools, colleges or universities; while few have attempted to take primary schools as their research focus. However, as the primary stage of formal education, primary school education is an essential part of children's school life, the experience of which may significantly contribute to children's understanding of school life, as well as their attitude towards future schooling. In addition, the discipline strategies that children receive at an early age are also said to exert an influence on their later social emotional

development (Caughy, et al., 2003).

Moreover, according to Griffith (1998), the most likely stage at which parents could make the most remarkable and continuing contribution to their children's success at school is when children are in their primary and early secondary school years. However, this is not to argue that the parental involvement is not important in children's subsequent education; but means that some forms of parental involvement in schooling would reduce dramatically after children enter adolescence (Griffith, 1998).

For example, the change of school structure in secondary education might cause an increasing number of involved teachers and a decreasing number of opportunities for parent involvement (Grolnick and Slowiaczek, 1994; Izzo, et al., 1999; Grolnick, et al., 2000). In addition, along with the increasing difficulty of children's academic work and children's urgent need for independence; parental involvement might thus diminish quite remarkably (Simon, 2004). For this reason, there is a need for more available information about teachers' and parents' discipline strategies during primary school education.

Furthermore, discipline can be seen as one of the most salient characteristics in children's everyday life because children's behaviours are expected to be constantly under the pressure from their teachers and parents to improve and change (Hoffman, 1983). However, reflecting on much of the previous research, most has placed its focus on teachers' or parents' view on their discipline strategies; while little has attempted to investigate the perception of the pupils who are supposed to be the main recipients of discipline.

In this situation, the main aim of the present research is to investigate both teachers' and parents' discipline strategies in Chinese primary schools and families, with a particular focus on the shift in teachers' and parents' discipline strategies when children misbehaved for a second time in classroom or at home, and the difference between

teachers and parents in their self-reported use of discipline strategies; and furthermore to explore how teachers and parents view each other's discipline strategies, as well as pupils' perceptions of their teachers' and parents' discipline strategies. To this end, the research questions of the present study are:

1.   What discipline strategies do Chinese primary school teachers and parents use?

2.   Are there any changes in teachers' and parents' discipline strategies when children misbehave for a second time?

3.   Are there any differences in discipline strategies between teachers and parents?

4.   How do Chinese primary school teachers and parents view each other's discipline strategies?

5.   How do Chinese primary school pupils view their teachers' and parents' discipline strategies?

This research will be divided in to two stages. The first stage aims at answering the first three research questions, while in the second stage; the last two research questions will be answered.

4.2 Participants

The sample of this research came from the primary schools in the city of Baotou. Baotou is located in the north of China; and it is one of the 65 metropolises in China (metropolis in China refers to a city with large urban area, as well as a dense population of one million or above). Six mainstay industries which include iron and steel industry, machinery manufacturing industry, sparse soil high section, science and technology industry, wool industry and catering industry sustain the social and economic development of this city.

This industrial city consists of four districts, two mining areas, three counties, and one economic development zone. However, regarding the urban area, it mainly refers to three districts: Donghe, Qingshan and Kundulun district. Among these, Donghe is the oldest district where the original local people mainly live. However, due to the fact that most of the mainstay industries in Baotou are built in the other two districts, the social and economic development of Donghe is falling behind that of the other two districts.

Qingshan district, meanwhile, is the first-developed area in terms of nearly all social aspects (such as economy, medical treatment, education and local cultural life) in the city of Baotou, based on the rapid development of its machinery manufacturing industry. Despite the fact that the most important industry of Baotou: the iron and steel industry, is built in Kundunlun district, the rapid expansion of its local social culture and education has only been realised in more recent years.

There are 437 primary schools and approximately 200, 000 primary school pupils in the city of Baotou, which means there are sufficient research resources. As has been mentioned, although the urban area has more than three districts, this research merely focuses on the primary schools located in the three main ones of (Donghe, Qingshan and Kundulun).

Primary school education in China is one part of the Chinese nine-year compulsory education plan which means that every Chinese citizen is required to undergo at least nine years of schooling.   There are two education regimes to achieve these nine years of compulsory education in China: five years primary school education plus four years junior secondary school education; or six years primary school education plus three years junior secondary school education.

Currently, with the exception of some provinces and cities like Shandong Province or city of Shanghai, most of the provinces and cities in China (including Baotou) are practising six-year primary school and three-year junior secondary school education.

According to the nine-year compulsory education, all the primary school age children (usually six or seven years old) must attend primary school; and they can only enrol in primary school at the beginning of that new academic year (namely, every first of September) after they have already turned six.

The primary schools in Baotou are typical Chinese primary schools, representative of most primary schools in China. It is firstly because all the primary schools in Baotou use the unified nation-wide teaching and learning materials. Secondly, all the primary schools in Baotou follow the unified nation-wide school guidelines and syllabus. Finally, all the primary school pupils in Baotou take the unified nation-wide examinations for entering junior secondary school which is the next stage of Chinese nine-year compulsory education.

4.2.1 First Stage Participants of this Research

The first stage of this research is a questionnaire study, the sample of which consists of 148 teachers and 142 parents. It is worth mentioning that all these participant families comply with the birth control (one-child policy) and only have one child at home. In addition, all these participant families in the present study are two-parent families.

The participant teachers were randomly drawn from six typical and relatively large-scale primary schools (which have six grades, five to six classes in each grade, around 70 pupils in each class, namely, more than 2,000 students) located in the three aforementioned urban districts. It is worth noting also that the names of these primary schools are all pseudonyms.

Table 1 The Composition of the Teacher's Sample in the Questionnaire Study
Table 1.1 The Distribution of the Schools that Participant Teachers Work in

District	School Name	Male	Female	Total
Donghe District	Primary School A	7	55	62
Qingshan District	Primary School B	9	39	48
Kundulun District	Primary School C	8	13	38
	Primary School D	1	9	
	Primary School E	0	5	
	Primary School F	1	1	
Total		26	122	148

As can be seen in Table 1.1, the number of participant male teachers is notably smaller than that of participant female teachers in the present study. This can be explained by the fact that there are remarkably fewer male teachers currently serving in primary schools in the Baotou area. In addition, it is interesting to indicate that male teachers tended to be more likely to show unwillingness towards taking part in the research. These participant teachers came from six different grades (17 from Grade One; 21 from Grade Two; 30 from Grade Three; 19 from Grade Four; 34 from Grade Five; and 27 from Grade Six). Their age range and subjects taught ("other subjects" in the table below refers to natural science and computer science) were summarized as follows:

Table 1.2 The Age Range and Taught Subjects of Participant Teachers

Subject \ Age		≤ 30	31-40	≥ 41	Total
Arts	Chinese	30	29	6	65
	English	19	3	2	24
Science	Mathematics	11	11	13	35
	Others	17	4	3	24
Total		77	47	24	148

As illustrated in Table 1.2, the subjects were divided into 3 age groups. Due to the fact that women start getting retired at the age of 50 in china, it made sense to divide them in the following order: women from 30 and under, 31-40 and 41 and above.

Worthy of mentioning is that all the primary schools that participated in this research shared the same conventionalized preference for designating a teacher who teaches Chinese or English as a class supervisor. This is not to say that teachers who teach other subjects would be unable to become a class supervisor; but means that teachers who teach Chinese or English are more likely to become one.

Class supervisor is a common position in Chinese education system. They are usually teachers themselves while working as a class supervisor at the same time. The class supervisor can be seen as a manager and administrator of one specific class who is responsible for managing all kinds of affairs and events in pupil's daily school life. To the class and any associated work, organizing all kinds of activities for pupils in the class, directing and managing the pupils' daily behaviours, coordinating the relationship between teachers (who teach in the class) and teachers, pupils and pupils, teachers and pupils, teachers and parents, as well as teachers and administrators.

Similar to the classroom teachers in Turkey, Chinese class supervisors usually teach and take charge of "the same group of students" from their first grade to their highest grade. Therefore, it is said that these teachers "are in frequent, long-lasting interaction with the same group of students." Besides, the teachers who are not class supervisors usually "teach more than one group and, thus, they are in shorter interaction but with more students" (Demirkasimoğlu, et al., 2012:242).

All the participant parents were randomly selected from primary school pupils' parents. Due to the fact that only three out of the six primary schools cited above obtained the permission from their pupils' parents for participating in this questionnaire research, this study selected its participant parents merely from the following three primary schools. The detailed composition of the parent's sample can be seen from the following tables:

Table 2 The Composition of the Parent Sample in the Questionnaire Study
Table 2.1 The Distribution of the Schools that Participant Parents' Children Study in

District	School Name	Father	Mother	Total
Donghe District	Primary School A	21	30	51
Qingshang District	Primary School B	17	32	49
Kundulun District	Primary School C	16	26	42
Total		54	88	142

Due to the fact that the average age of primary school pupils' parents in China is relatively similar (because of children's age for primary school education is quite similar) and is thus in a more limited range than that of teachers, the age groups of parents had therefore been divided in a slightly different way (see following Table 2.2 for details):

Table 2.2 The Age Range and Job Category of Parents

Age \ Job	≤ 35	36-40	≥ 41	Total
Workers (physical labour)	12	36	6	54
Office workers (brainwork)	16	41	9	66
Self-employed entrepreneur	12	8	2	22
Total	40	85	17	142

Among these parents, 42 parents were Secondary school graduate; 55 parents graduated from college; while 45 graduated from university. It is necessary to explain that the secondary school education in China consists of two stages: junior secondary school education and senior secondary school education. As has been mentioned, in most provinces and cities in China, junior secondary school education would be the last three years of Chinese nine-year compulsory education, namely, it refers to Year Seven to Year Nine.

By the end of junior secondary school education, all the students are required to take the graduation examination to graduate and obtain the graduation certificate. However, the junior secondary school graduates could be admitted to senior secondary school only if they pass the entrance exam (different from graduation examination) with marks above a certain level.

Senior secondary school education can be regarded as the study from Year Ten to Year Twelve. All the senior secondary school education takes three years without exceptions. By the end of these three years study, similarly with junior secondary school students, students in senior secondary schools also need to take graduation examination to obtain graduation certificate; as well as take entrance examination if they hope to pursue further study in college or university.

College in China is one kind of higher education institution, which emphasises professional education rather than general education. The admission requirements for college study are relatively lower than those for university study. College education usually last two to three years and graduates would obtain a specialised diploma (college graduation certificate) after they finish their study and pass all the examinations.

University education is another type of higher education in China. It is generally considered to be more advanced and of a higher-level than college education. University education includes general education as well as professional education. Students need to spend at least four years (five years for some specific majors such as engineering or medicine-related subjects) finishing their undergraduate study before finally obtaining their degree.

Table 2.3 provides the information of the participant parents' children including their grade and usual performance, the details of which have been presented and shown below.

Table 2.3 The Grade and Usual Performance of Participant Parents' Children

Children's grades / Children's usual Performance	Grade 1-2	Grade 3-4	Grade 5-6	Missing data	Total
Behaved well	40	40	36	1	117
Behaved average	1	5	9	1	16
Missing data	4	2	3	-	9
Total	45	47	48	2	142

4.2.2 Second Stage Participants of this Research

The second stage of this research is an interview study. All the participants of this interview study come from the same primary school: No.7 Primary School in Qingshan District. It is mainly because the permission to conduct and record face-to-face interviews in schools in China is quite limited and inaccessible. The reasons behind this difficulty are enumerated as below:

• Being afraid of sharing views

Most schools that were invited to participate in this interview research refused to do so by revealing that both teachers and pupils were worried about making any comment that is improper or against the authoritative opinions. Some head teachers affirmatively disclosed that they did not want to *"get in trouble"*.

• Lack of trust

Despite the fact that the confidentiality of the data had been guaranteed and emphasised, most schools were still not convinced that the names of participating teachers and pupils would not be disclosed or deduced in this thesis. Moreover, the process of building up the trust between the interviewer (me) and the participants was quite time-consuming, and could not be realised in many schools in a given period.

• Protectionism

The only primary school (No.7 Primary School in Qingshan District) that participated in this interview study expressly clarified that they did not encourage the interviewer (me) being involved in daily routine of other schools. It is because the fact that the teaching system and patterns of this school had already been well observed and learned during that amount of time; and they were unwilling to volunteer this information privately.

Therefore, the No.7 Primary School in Qingshan District is the only primary school that partook in this interview research. First of all, 36 primary school teachers were randomly selected from Grade one to Grade six. Table 3 shows the distribution of teachers in this interview research.

Table 3 The Composition of the Teacher Sample in the Interview Study

Grade / Gender	Grade 1-2	Grade 3-4	Grade 5-6	Total
Male	2	3	7	12
Female	9	7	8	24
Total	11	10	15	36

Secondly, 34 parents of primary school pupils were randomly chosen from different grades as the participants of this interview. There were 19 parents who described their children as well-behaved; while the other 15 parents admitted that their children behaved averagely. The composition of parents is presented in Table 4.

Table 4 The Composition of the Parent Sample in the Interview Study

Grade / Gender	Grade 1-2	Grade 3-4	Grade 5-6	Total
Male	4	5	5	14
Female	4	7	9	20
Total	8	12	14	34

Finally, there were 60 primary school pupils that also attended this interview research. All of these pupils were selected from Grade Three to Grade Six randomly. In this interview research, the third-grade was taken as the lowest grade owing to the fact that pupils in Grade One and Grade Two might have difficulties in understanding and answering interview questions. For this reason, the sample of pupils consisted of 12 third-grade pupils (aged 8-9 years old), 16 fourth-grade pupils (aged 9-10 years old), 20 fifth-grade pupils (aged 10-11 years old) and 12 sixth-grade pupils (aged 11-12 years old). See Table 5 for further information about the participant pupils in this research.

Table 5 The Composition of the Pupil Sample in the Interview Study

Grade / Gender	Grade Three	Grade Four	Grade Five	Grade Six	Total
Boys	8	9	13	5	35
Girls	4	7	7	7	25
Total	12	16	20	12	60

4.3 Research Method

4.3.1 Instrument Used in the First Stage of this Research

As has been mentioned, the first stage of this research is a questionnaire study. The strengths and weaknesses of using questionnaires have been considered by numerous researchers (Bryman, 2004; Denscombe, 2007; Gillham, 2007; Bickman and Rog, 2009). According to Bryman (2004), the self-completed questionnaire is one of the main methods of collecting research data in social science, especially when a large number of participants are involved.

Moreover, the questionnaire is one of the most economic ways for students to gather data. For this reason, the first stage of this research used a questionnaire as the instrument for investigating Chinese primary school teachers' and parents' self-reported discipline strategies.

There are two kinds of questions available in designing questionnaire: open-ended questions and closed questions. Open-ended questions allow participants to answer the questions completely freely. However, this kind of questionnaire may lead to diverse and unexpected responses, which are extremely difficult to analyse and summarise, in particular in investigating a large-scale sample.

It is for this reason that this research used closed-item questionnaire as the instrument for investigating teachers' and parents' discipline strategies. To complete a closed-item questionnaire, participants only need to select the option that can best represent their own view on this issue from all the set options. This kind of questionnaire is said to be more effective in collecting expected information.

A number of researchers have provided ready-made questionnaires for investigating teachers' and parents' discipline strategies in their research. However, owing to the fact that this research defined discipline strategies in a different way and proposed some new discipline behaviours, the questionnaires used in this research were redesigned on the basis of the new definition and new discipline behaviours of teachers and parents.

Firstly, the questionnaires for both teachers and mothers were divided into three parts based on three occasions: at the beginning of the school year (for teachers)/before misbehaviour occurs (for parents); when misbehaviour occurs (for the first time and for the second time); and when good behaviour occurs.

Secondly, teachers' and parents' discipline behaviours on each occasion defined in this research were proposed by borrowing ideas from the previous research on discipline; as well as the verbal suggestions made by some current Chinese primary school teachers and students' parents. The discipline behaviours of teachers and parents that were used in this research are similar; however, there are still several differences that need to be clarified in advance.

For example, teachers' use of certain discipline behaviours (such as direction, investigation and guidance, warning and threaten, aggressive techniques, punishment, verbal recognition, and tangible rewards) is also distinguished between 'public' (mainly refers to in front of the whole class) and 'private'; whereas there is no similar distinction that has been drawn on parents' use of discipline behaviours. In addition, group influence could only be used as a discipline behaviour that teachers use because it mainly occurs in classroom. At the same time, the warnings and threats that parents use are distinguished between threatening to leave or show dislike and threatening to punish; whereas teachers' warning and threat merely refers to threatening to punish. The detailed lists of teachers' and parents' discipline behaviours have been presented in Appendix Ⅰ and Appendix Ⅱ respectively.

Thirdly, all these teachers' and parents' discipline behaviours were listed as discipline behaviour items in the questionnaire. In the first part of the questionnaire: at the beginning of the school year/before misbehaviour occurs, a dichotomous question which only has two possible options: "yes" and "no", was set up for both teachers and parents.

In the second part and third part of the questionnaire, due to the fact that teachers' and parents' discipline behaviours could be varied in dealing with misbehaviours of different levels of severity; this research explored their frequency of using each discipline behaviour in order to eliminate the bias. Therefore, four frequency choices that were borrowed from Likert style scale (Often, sometimes, seldom, and never) were set up from the outset. These four frequencies were scored as 3, 2, 1, and 0 respectively on the questionnaire (Bryman, 2004, Johns, 2010).

In addition, in the second part of the questionnaire, teachers were also asked about their discipline behaviours used in disciplining pupils with different genders and usual performances (such as they usually behaved well, averagely, or badly). However, as has been mentioned, all the participant parents have only one child at home and thus would merely be asked about their children's gender and usual performance beforehand. The complete questionnaires for teachers and parents are attached as Appendix Ⅲ and IV.

Although the questionnaires used in this research employed the examples as their items, the short labels in the column of discipline behaviours will be used in the following data analysis.

4.3.2 Instrument Used in the Second Stage of this Research

Interviews were used as the instrument for the second stage of this research. According to Bryman (2004:109), interviews are an important and remarkable method of collecting

data in both qualitative and quantitative research. There are three types of interview: structured, semi-structured and unstructured interview. In this research, the semi-structured interview was applied.

A semi-structured interview, as Bryman (2004) described it, is a data-collection strategy that is used more often in qualitative research. It allows the researcher to have a set of questions, and participants to provide diverse responses. It is said that interviewing is a good way to investigate people's opinion on certain issues. Therefore, in this research, semi-structured interview was applied to explore teachers and parents' view on each other's discipline strategies, as well as the pupils' attitudes towards their (teachers and parents) discipline strategies.

The interview questions for teachers and parents were developed on the basis of the findings of the questionnaire research conducted previously in the first stage of this research. Twelve items were contained and organised in the same order according to their respective content.

The interview questions for pupils were divided into two parts, eight items in each part. Questions in the first part aimed at investigating pupils' view on teachers' discipline strategies; while questions in the second part looked into their view on parents' discipline strategies. In addition, pupils' interview questions were designed to be more general (with no specific discipline behaviours mentioned) and colloquial so that the interviewed pupils would not misunderstand or be misled by any specific term of the discipline behaviours. All of these interview questions can be found in Appendix V, VI and VII.

It is worth noting that both teachers and parents were interviewed individually and face to face. However, by considering the strengths and weakness of using group interviews for children (Lewis, 2001), primary school pupils were interviewed in groups in the present research. Four children in each group; with 15 group interviews carried out in

total. In a group interview, pupils were considered to agree with the pupil who was giving responses if they did not provide an objection during the process.

4.4 Pilot Study

A pilot study is said to have the function of checking the 'proposed procedure, materials, and methods, and sometimes also includes coding sheets and analytic choices' (Mackey and Gass, 2005:43). It enables researchers to discover any possible problems and weakness inherent in the research before it is formally carried out. Therefore, this process is extremely important in the course of conducting a successful research (Bryman, 2004)

4.4.1 The Pilot Study for the First Stage of this Research

Because the first stage of this research is a questionnaire study, the pilot study on this stage has three main goals to achieve: to check the effectiveness of the questionnaire on collecting intended data; to explore unclear or ambiguous words or items on the questionnaire; and to estimate the time used in filling in the questionnaires.

In this pilot study, the questionnaires were firstly checked by an English major graduate who was rated as a proficient user of both English and Chinese. This is because the questionnaires were firstly designed in English, and then translated into Chinese owing to the fact that this research would be conducted in Chinese primary schools. During this process, the accuracy of the translation has been examined with care, and some inaccurate or inappropriate expressions were modified or removed.

In order to examine the effectiveness of the questionnaire, as well as estimate the time used in completing the questionnaires, seven teachers (three male and four female teachers) and three parents (one father and two mothers) were solicited to complete the questionnaire independently. According to the results, both of these questionnaires (one for teachers, and one for parents) are capable of satisfactorily answering the research questions. Moreover, no unclear or ambiguous words or items were indicated by either teachers or parents during this process.

4.4.2 The Pilot Study for the Second Stage of this Research

In order to make sure that the information collected from the interview exactly serve the needs of this research; all the interview questions were also examined by a pilot study before the formal research was carried out.

This pilot study was realised by three steps. Firstly, all the interview questions were designed in English, and then translated into Chinese, as the first pilot study. Similarly, these translated questions were also checked by the English major graduate fluent in both English and Chinese. All the inaccurate and inexplicit words were changed or replaced in this step.

Secondly, the translated interview questions for pupils were also examined by six teachers in Grade Three and Grade Four (three in each grade) in order to find out if these questions could be understood and answered by pupils in the respective grades. Some complicated and ambiguous words and phrases were changed or removed in this step.

In the last step, a mock interview with four teachers, three parents and two groups of pupils (four pupils in each group) was conducted using the translated and modified interview questions. The result, all the questions could be understood quite well and

showed effectiveness and success in collecting the intended information. In addition, the time used for interviews was estimated to be one to two hours for teachers, 30 minutes to two hours for the parents, and one and a half to two hours for pupils.

4.5 Procedure

4.5.1 The Procedure for the First Stage of this Research

Due to the fact that both teachers and parents are always engaged in their own work, it is nigh on impossible to gather a large number of teachers and parents to fill in the questionnaires at the same time. Therefore, this research held fifteen teachers' meetings and fourteen parents' meetings respectively during a one and a half month period.

In each meeting, eight to twelve participant teachers or parents were invited to a common room to fill in the questionnaires. Before they started, the purpose and meaning of this research, as well as the privacy policy of their personal information were introduced in details. After that, teachers or parents were given 20 to 30 minutes to complete the questionnaire independently without interruption.

4.5.2 The Procedure for the Second Stage of this Research

The interviews with teachers were all conducted during their working week. Thirty six teachers were invited to attend a face-to-face, one-to-one interview in a quiet common room in the primary school during their break. The purpose and meaning of this research had already been explained to them clearly before the interview started. The time used in formal interview ranged from one hour to two and a half hours, depending on their

participation and experience.

Parents took part in the interviews mainly in the evenings or weekends either at their homes or in the cafes in the city centre. They were also first introduced to the purpose and meaning of this research and then interviewed face-to-face and one-to-one. Interviews with parents lasted from one to two hours. Mothers who accepted the interview were generally more revealing and talkative than fathers that attended.

In terms of the group interview with pupils, four pupils in the same grade were invited to a quiet common room after school. A teacher was waiting outside the door throughout the whole process without interrupting or participating. Similarly, the purpose and meaning of the research was explained at the beginning of the interview. Pupils volunteered to answer questions and reveal their thoughts. Whenever new discipline behaviours or thoughts were brought up, pupils were asked to put their hands up if they had encountered the same experience or agree with that idea in order to explore how common those discipline behaviours and thoughts are. All these interview conversations were recorded by specialized device and transcribed afterwards in order to be analysed.

4.6 Ethical Issues

In recent years, along with the development of social science, the ethical issues accompanied with the process of conducting research have attracted increasing awareness and concern from both researchers and people involved. These moral issues possibly stem from the following aspects of any study: the research topic itself (such as investigating the intellectual difference between races); the research context (in a prison, for example); the research procedures (which may cause high-level anxiety); research methods (observation); the characteristic features of participants (melancholic); collected data (contains highly private information); and data presentation (may be

published) (Cohen, Manion and Morrison, 2000).

Therefore, in order to meet the obligations in relation to the participants, as well as people who might be impacted by this study, the following information was disclosed to the participants before the research was conducted. Firstly, all the participants were informed of the objectives of this study, their expected responsibilities, and the research procedures including the estimated study duration.

Secondly, the possible discomforts or inconveniences of partaking in this research were explained in details in advance. For example, teachers' and parents' spare time after work might be occupied by participating in this research for one or two hours; children would be interviewed in group of four without their teachers' presence.

Finally, all the participants in this research were also informed that their involvement in this research was completely voluntary; moreover, they have the right to withdraw from this research at any time and without consequence. In addition, all the data collected in this research would be kept confidential and only used for research purposes. Moreover, all the references in the thesis would be anonymous or in the form of pseudonyms.

Chapter 5 Chinese Primary School Teachers' Discipline Strategies

5.1 Teachers' Discipline Strategies

In order to explore the discipline strategies of Chinese primary school teachers, a descriptive statistics analysis has been firstly performed on the collected data of teachers. Then, the independent-samples T test enables readers to find out the significant differences in teachers' use of discipline behaviours between males and females, as well as the significant differences in teachers' use of discipline behaviours for disciplining pupils of different gender and different usual performance.

It is noteworthy that although the variable in the first part of the questionnaire is dichotomous (two points: yes/no), a T test is considered to be sufficiently robust to test for significant differences. Meanwhile, the paired-samples T test could show the significant differences in teachers' use of discipline behaviours between Time 1 (when

pupils misbehaved for the first time in one class) and Time 2 (when pupils misbehaved for the second time in the same class).

In order to test whether teachers' use of discipline behaviours is influenced by their personal features, such as age, the school and grade they are teaching in, as well as the subject(s) they teach, a one-way ANOVA analysis has been conducted in this research. In addition, post hoc multiple comparisons were also performed in order to discover whether there were any significant differences in the use of discipline behaviours between teachers in different groups.

Table 6 shows the discipline behaviours that Chinese primary school teachers reported using for dealing with pupils' daily behaviours. As the questionnaire examines three main occasions, the findings will be presented in terms of these three timings: at the beginning of the school year, when misbehaviour occurs and when good behaviour occurs.

Table 6 The Discipline Behaviours Reported by Chinese Primary School Teachers (N=148)
Part 1 At the Beginning of the School Year

Discipline behaviour	Percentage	
	Yes	No
Establishing classroom rules	**94.6**	5.4
Explaining the rules	**90.5**	9.5

Table 6 The Discipline Behaviours Reported by Chinese Primary School Teachers (N=148)

Part 2 When Misbehaviour Occurs ♣

Discipline behaviour	Time 1				Time 2				Sig.
	Percentage			Mean	Percentage			Mean	
	Often	Some times	Never		Often	Some times	Never		
Public direction	8.0	32.9	29.1	1.2	14.4	43.6	19.9	1.53	***
Private direction	**58.1**	26.4	4.9	2.38	47.8	34.9	4.7	2.26	***
Encouragement	**55.6**	28.8	5.4	2.35	**54.8**	25.3	6.0	2.29	*
External motivation	12.9	32.5	23.5	1.35	17.3	30.1	27.8	1.37	
Public investigation and guidance	6.7	23.1	31.1	1.05	13.6	30.3	27.1	1.30	***
Private investigation and guidance	47.8	31.0	8.6	2.18	47.6	30.1	8.6	2.17	
Group influence	35.9	21.3	24.3	1.69	34.5	29.4	19.5	1.79	**
Ignoring	2.1	23.4	**64.7**	0.63	1.9	8.2	**73.2**	0.39	***
Diversion	23.2	30.6	24.2	1.53	7.5	35.8	30.3	1.21	***
Time out	2.2	3.6	**83.0**	0.25	1.5	7.7	**73.6**	0.37	***
Supportive system	14.0	34.4	27.4	1.35	21.3	31.9	21.2	1.53	***
Withdrawal of affection	1.5	16.2	**72.1**	0.47	1.7	19.8	**60.1**	0.63	***
Public warning and threat	1.5	6.3	**57.9**	0.51	2.0	12.7	**56.3**	0.61	***
Private warning and threat	3.4	9.7	**62.0**	0.54	3.9	18.4	**52.2**	0.74	***
Public aggressive techniques	0.7	3.9	**80.5**	0.25	1.2	5.0	**82.7**	0.25	
Private aggressive techniques	1.2	4.4	**78.0**	0.29	1.9	7.7	**70.8**	0.41	***
Public mild punishment	5.4	17.8	**55.8**	0.73	6.0	18.8	47.4	0.83	***
Private mild punishment	3.9	25.3	43.5	0.90	8.4	29.6	43.2	1.03	***
Public physical punishment	1.4	4.6	**86.9**	0.20	1.4	5.0	**87.1**	0.21	
Private physical punishment	1.5	4.6	**87.4**	0.20	0.3	5.3	**88.1**	0.18	

Sig.: the paired-samples T test between Time 1 and Time 2

♣ The column of "seldom" has been omitted on account of lack of space, but the mean scores are calculated by adding up the scores of four categories (often, sometimes, seldom, and never) and dividing the total by the number of scores.

Table 6 The Discipline Behaviours Reported by Chinese Primary School Teachers (N=148)
Part 3 When Good Behaviour Occurs ♣

Discipline behaviours	Percentage			Mean
	Often	**Sometimes**	**Never**	
Encouragement	**90.5**	6.4	1.4	2.86
Public verbal recognition 1	**61.8**	31.4	4.1	2.51
Public verbal recognition 2	**80.3**	13.2	3.4	2.71
Private verbal recognition 1	47.1	31.5	8.1	2.18
Private verbal recognition 2	42.7	33.2	12.2	2.06
Behavioural awards 1	29.8	27.1	16.6	1.70
Behavioural awards 2	35.6	34.9	14.6	1.92
Public tangible rewards 1	**55.1**	28.0	7.8	2.30
Public tangible rewards 2	**64.9**	12.5	6.4	2.36
Private tangible rewards 1	39.5	29.4	11.8	1.97
Private tangible rewards 2	31.2	28.1	12.2	1.78
Ignoring	6.2	17.8	51.0	0.79

1: for stopping misbehaving **2:** for good behaviours
♣ The column of "seldom" has been omitted on account of lack of space, but the mean scores are calculated by adding up the scores of four categories (often, sometimes, seldom, and never) and dividing the total by the number of scores.
Bold figures: over 50 per cent
Light pink box: the sum of those two percentages is over 50 per cent
* 0.01≤P＜0.05   ** 0.001≤P＜0.01   *** P＜0.001

Part 1 At the Beginning of the School Year

As shown in Table 6, most teachers (94.6 per cent of teachers) said that they would establish clear school and classroom rules at the beginning of the school year. At the same time, 90.5 per cent of teachers reported that, in addition to establishing the rules, they would also inform pupils of these rules, as well as explain and demonstrate the right thing to do.

In this case, more than 90 per cent of teachers acknowledged that they would employ these two discipline behaviours, which constitute the discipline package named limit setting (see Appendix I for grouping details). Limit setting has thus been considered as a commonly used discipline package of Chinese primary school teachers at the beginning of the school year.

Part 2 When Misbehaviour Occurs

More than 50 per cent of teachers indicated that they employed private direction (58.1 per cent said they did so often) and encouragement (55.6 per cent -often) when pupils misbehaved for the first time in their class (at Time 1). In other words, the most frequently used discipline behaviour reported by teachers when pupils misbehaved for the first time in one class is private direction, followed by encouragement. The following three often-used discipline behaviours reported by teachers at Time 1 were private investigation and guidance (47.8 per cent -often), group influence (35.9 per cent -often) and diversion (23.2 per cent -often). Few teachers have reported that they used other discipline behaviours often when children misbehaved for the first time in their class.

To the contrary, over 50 per cent of teachers clearly showed that they had never used the following discipline behaviours when pupils misbehaved for the first time in one class (at Time 1): private physical punishment, public physical punishment, time out, public aggressive techniques, private aggressive techniques, withdrawal of affection, ignoring, private warning and threat, public warning and threat, and public mild punishment.

At Time 2, when pupils misbehaved for the second time in the same class, only encouragement was still reported to be often-used by more than half of the teachers (54.8 per cent -often). Nearly the same number of teachers said that they employed private direction (47.8 per cent -often) and private investigation and guidance (47.6 per cent -often) when children misbehaved repeatedly. In other words, when pupils misbehaved again in the same class, the most frequently used discipline behaviour reported by teachers was encouragement, followed by private direction and private investigation and guidance.

With the exception of public mild punishment, the other discipline behaviours reported to have never been used by more than 50 per cent of teachers at Time 1 were still rated as never-used discipline behaviours by over half of teachers at Time 2. It seems that

teachers are more confident in showing that they have never used certain discipline behaviours, than stating that they use certain ones quite often.

In addition, there was a statistically significant increase in teachers' use of the following discipline behaviours at Time 2 when pupils misbehaved again in the same class.; these were public direction, public investigation and guidance, group influence, time out, supportive system, withdrawal of affection, public and private warning and threat, private aggressive techniques, public and private mild punishment.

It seems that even if teachers stick to using direction, investigation and guidance when pupils misbehave for the second time in one class, they tend to employ them more publicly this time round. Moreover, owing to the fact that withdrawal of affection, public and private warning and threat, private aggressive techniques, and public and private mild punishment all belong to the discipline package of confrontation, teachers are found more likely to confront and directly deal with pupils' misbehaviours when pupils misbehave again.

In the present research, discipline behaviour will be rated as 'commonly used' if it is reported to be used often or sometimes by over 50 per cent of the teachers (the percentages of teachers who reported using these discipline behaviours seldom were not presented in Table 6 on account of lack of space). According to this principle, private direction, encouragement, private investigation and guidance, group influence, and diversion are all rated as the commonly used discipline behaviours employed by Chinese primary school teachers when pupils misbehave for the first time in one class.

When pupils, however, misbehave again in the same class, the commonly used discipline behaviours reported by teachers included public and private direction, encouragement, private investigation and guidance, group influence and the provision of a supportive system. As most of the discipline behaviours reported to be used often or sometimes by more than half of the teachers at both Times 1 and 2, belong to the

trust-based discipline package, this has been considered to be the commonly-used discipline package of Chinese primary school teachers when pupils misbehave, irrespective of whether it is the first or the second time.

Part 3 When Good Behaviour Occurs

The most often-used discipline behaviour reported by Chinese primary school teachers when pupils behave well was encouragement (90.5 per cent -often), followed by public verbal recognition 2 (80.3 per cent -often), public tangible rewards 2 (64.9 per cent -often), public verbal recognition 1 (61.8 per cent -often), and public tangible rewards 1 (55.1 per cent -often). In other words, teachers seem to be more likely to praise or reward pupils when they behave well, rather than to employ behavioural awards to provide pupils with privileges. In addition, it seems that pupils' good behaviours are more worthy of the teachers' positive comments and rewards than stopping inappropriate behaviours. Moreover, teachers appear to prefer issuing a comment or reward in public, rather than providing it in private.

As mentioned above, a discipline behaviour will be considered as commonly used if more than 50 per cent of teachers reported using it often or sometimes. It is for this reason that the supportive feedback, which includes encouragement, public verbal recognition 1 and 2, private verbal recognition 1 and 2, behavioural awards 1 and 2, public tangible rewards 1 and 2 and private tangible rewards 1 and 2, has been rated as the commonly used discipline package of Chinese primary school teachers when pupils behave well. Thus, these discipline behaviours are considered as the commonly used discipline behaviours of Chinese primary school teachers when pupils behave well.

5.2 Differences in Teachers' Use of Discipline Behaviours

5.2.1 Differences in Teachers' Use of Discipline Behaviours between Different Genders and Age Groups

Table 7 presents the statistically significant differences in the use of discipline behaviours between teachers of different gender and age. The rating of teachers' gender groups is ranked by running the independent-samples T test, while the rating of teachers' age groups is ranked by running the SNK test (post hoc multiple comparisons). It is noteworthy that some differences between teachers in different groups in their reported use of discipline behaviours were found statistically significant when running one-way ANOVA, while not statistically significant when running the SNK test and vice versa. This mismatch also applies to all the following tables. The difference that has been demonstrated to be statistically significant by running one-way ANOVA will be signalled by the use of '*' and will be represented by a group rating formula if it is demonstrated to be statistically significant when running the SNK test. The following is an introduction to the group coding in Table 7:

- Gender: Male (M), Female (F)
- Age: ≤30 years old (Y), 31-40 years old (M), ≥41 years old (O)

To illustrate, using the age group as an example, Y>M>O implies that the mean of teachers who are younger than 31 years old is significantly greater than that of teachers who are aged between 31-40, and the latter is significantly greater than that of teachers who are older than 40 years old; O>M, Y implies that the mean of teachers who are 41 years old or above is significantly greater than that of teachers who are younger than 41 years old, while there is no significant difference in the mean between teachers who are 31-40 years old and those who are older than 40. O>M signifies that the mean of teachers who are older than 40 years old is significantly greater than that of teachers

who are between 31-40 years old; however, there is no significant difference in the mean either between teachers who are younger than 31 years old and those who are older than 40 years old, or between teachers who are younger than 31 years old and those who are 31-40 years old.

Table 7 The Differences in Use of Discipline Behaviours between Teachers of Different Gender and Age Groups (N=148; empty boxes in the table denote no differences)
Part 1 At the Beginning of the School Year

Discipline behaviour	Group Rating (Independent-samples T test)	Group Rating (SNK test) Sig. (One-way ANOVA)
	Gender	Age
Establishing classroom rules		O > M, Y *
Explaining the rules		

Table 7 The Differences in Use of Discipline Behaviours between Teachers of Different Gender and Age Groups (N=148; empty boxes in the table denote no differences)

Part 2 When Misbehaviour Occurs

Discipline behaviour	Group Rating (Independent-samples T test)		Group Rating (SNK test) (One-way ANOVA)	
	Gender		**Age**	
	Time 1	**Time 2**	**Time 1**	**Time 2**
Public direction				M, Y > O **
Private direction				Y > O, M ***
Encouragement				
External motivation			O > M **	
Public investigation and guidance				
Private investigation and guidance				Y > M, O ***
Group influence			*	Y > M > O ***
Ignoring	M > F ***		Y > O, M **	
Diversion	M > F **			
Time out		M > F **		
Supportive system	M > F *	M > F **		
Withdrawal of affection		M > F ***		
Public warning and threat	M > F ***	M > F ***		
Private warning and threat		M > F *		Y > M **
Public aggressive techniques				*
Private aggressive techniques				
Public mild punishment				M, Y > O *
Private mild punishment			Y, M > O **	Y, M > O ***
Public physical punishment				*
Private physical punishment				

Table 7 The Differences in Use of Discipline Behaviours between Teachers of Different Gender and Age Groups (N=148; empty boxes in the table denote no differences)

Part 3 When Good Behaviour Occurs

Discipline behaviour	Group Rating (Independent-samples T test)	Group Rating (SNK test) (One-way ANOVA)
	Gender	**Age**
Encouragement	F > M **	Y > M, O **
Public verbal recognition 1	F > M ***	
Public verbal recognition 2	F > M ***	Y > O, M ***
Private verbal recognition 1		
Private verbal recognition 2	M > F **	Y > O, M **
Behavioural awards 1		O > Y, M *
Behavioural awards 2	M > F *	O > Y, M ***
Public tangible rewards 1	F > M ***	Y, O > M ***
Public tangible rewards 2	F > M ***	O > M **
Private tangible rewards 1		Y, O > M ***
Private tangible rewards 2	F > M **	O > M *
Ignoring	M > F **	O > Y > M ***

1: for stopping misbehaviours **2:** for good behaviours

Light blue/red box: shows statistically significant difference both across the different groups of one factor and between two different groups of one factor

* 0.01≤P＜0.05   ** 0.001≤P＜0.01   *** P＜0.001

Gender Difference

Part 1 At the Beginning of the School Year

This questionnaire-based research found no statistically significant difference between teachers in different gender groups and their use of discipline behaviours at the beginning of the school year.

Part 2 When Misbehaviour Occurs

When misbehaviour occurs, the present research found no significant difference between different genders in teachers' use of the trust-based discipline package (which includes public and private direction, encouragement, external motivation, public and private investigation and guidance, and group influence).

When pupils misbehaved for the first time in one class (Time 1), male teachers were found more likely to use ignoring and diversion. In addition to these two discipline behaviours, male teachers were also shown to use the supportive system, and public warning and threat significantly more than female teachers at Time 1.

At Time 2, the difference between the genders in the teachers' use of ignoring and diversion became no more statistically significant. Male teachers, however, appeared to employ time out, supportive system, withdrawal of affection, public and private warning and threat significantly more than female teachers when pupils misbehaved again in the same class.

It is noteworthy that male teachers reported using public warning and threat significantly more than female teachers at both Times 1 and 2, while no evidence indicated that female teachers used significantly more aggressive discipline behaviours (e.g. aggressive techniques and physical punishment) at either Times 1 or 2. In addition, male teachers also revealed that they were more willing to use the supportive system to seek other people's help than female teachers when pupils misbehaved, regardless of whether this was the first or second time.

Moreover, a paired-samples T test (not presented here) revealed that male teachers tended to use encouragement and private physical punishment significantly more at Time 1 than at Time 2. Female teachers reported using private direction significantly more for dealing with first-time misbehaviours, rather with repeat ones. Female teachers, however, also revealed that they were more likely to use public warning and threat,

private aggressive techniques and public mild punishment when pupils misbehaved again in the same class.

Part 3 When Good Behaviour Occurs

It was observed that there were more significant differences between genders in teachers' use of discipline behaviours when pupils behaved well. Compared with male teachers, female teachers were significantly more likely to use encouragement, public verbal recognition 1 and 2, public tangible rewards 1 and 2, and private tangible rewards 2. Male teachers reported using private verbal recognition 2, behavioural awards 2 and ignoring significantly more than female teachers.

In addition, by running a paired-samples T test (which is not presented in this thesis), male teachers were found to use verbal recognition 2 significantly more in public than in private. In other words, male teachers are more likely to praise pupils for their good behaviour in public, rather than in private. Male teachers also showed that they were more likely to issue public positive comments following pupils' good behaviours, rather than when stopping misbehaviour. Meanwhile, male teachers were found to use significantly more private tangible rewards 1 than private tangible rewards 2.

At the same time, female teachers showed a preference to using verbal recognition and tangible rewards in public, instead of using them in private. Moreover, they also considered good behaviours to be something more worthy of public verbal recognition than an end to misbehaving was. Conversely, ending misbehaviours was deemed more worthy of private verbal recognition and private tangible rewards than condoning good behaviours.

The Impact of the Teachers' Age

Part 1 At the Beginning of the School Year

As Table 7 showed, teachers in Group O reported establishing clear school and classroom rules at the beginning of the school year significantly more than teachers in

the other two age groups . That is to say, older teachers are more likely to establish rules in advance, when compared with younger teachers.

Part 2 When Misbehaviour Occurs

At Time 1, the teachers' use of external motivation, group influence, ignoring and private mild punishment was shown to be significantly influenced by their age. Among these, younger teachers (teachers in Group Y) revealed that they were more likely to ignore pupils' misbehaviours when they (the pupils) misbehaved for the first time in one class. In the meantime, older teachers (teachers in Group O) reported using private mild punishment significantly less than teachers in the other two groups.

When pupils, however, misbehaved again in the same class, there were more differences observed in the teachers' use of discipline between different age groups. This could indirectly imply that the shift in teachers' discipline behaviours from Time 1 to Time 2 might be influenced by the teacher's age.

At Time 2, younger teachers were found employing private direction, private investigation and guidance, and group influence significantly more than teachers in the other two age groups. From another perspective, it seems that younger teachers prefer to use direction, investigation and guidance in private, when compared with middle-aged teachers (teachers in Group M) and older teachers (teachers in Group O).

Moreover, older teachers (teachers in Group O) were found less likely to use public direction, group influence, public and private mild punishment for dealing with pupils' repeated misbehaviours (at Time 2), when compared with teachers in the other two groups. In addition, the teachers' use of private warning and threat, public aggressive techniques and public physical punishment has also been found to be affected by their age.

Part 3 When Good Behaviour Occurs

Younger teachers reported that they were more likely to employ encouragement, public and private verbal recognition 2 when pupils behaved well, when compared with teachers in the other two age groups. Compared to teachers in Group Y and Group M, however, teachers in Group O were found using behavioural awards (both 1 and 2) and ignoring significantly more. That is to say, older teachers are more likely to take pupils' good behaviours for granted.

Teachers in Group M reported using public and private tangible rewards 1 significantly less than teachers in the other two age groups. Teachers in this age group have also been found less likely to ignore pupils' good behaviours when compared with younger teachers and older teachers.

5.2.2 Differences in Teachers' Use of Discipline Behaviours between Teachers of Different Schools, Grades and Taught Subjects

In addition to the differences in the use of discipline behaviours between teachers of different gender and age, this research also looked into the differences between teachers of different schools and grades, as well as the differences between teachers who teach different subjects at school (see Table 8). Here is an introduction to the group coding in Table 8:

- School: Primary School B in Qingshan District (Q), Primary School A in Donghe District (D), Other Primary Schools in Kundulun District (K)

- Grade: Grade 1-2 (1-2), Grade 3-4 (3-4), Grade 5-6 (5-6)

- Subject: Chinese and English (CE), Science Subjects (S)

Table 8 The Differences in Use of Discipline Behaviours between Teachers of Different Schools, Grades and Taught Subjects (N=148; empty boxes in the table denote no differences)

Part 1 At the Beginning of the School Year

Discipline behaviour	Group Rating (SNK test) (One-way ANOVA)		Group Rating (Independent-samples T test)
	School	**Grade**	**Subject**
Establishing classroom rules	D, K > Q ***	5-6, 3-4 > 1-2 ***	CE > S ***
Explaining the rules	D, K > Q ***	5-6 > 1-2 **	CE > S ***

Table 8 The Differences in Use of Discipline Behaviours between Teachers of Different Schools, Grades and Taught Subjects (N=148; empty boxes in the table denote no differences)

Part 2 When Misbehaviour Occurs (at Time 1)

Discipline behaviour	Group Rating (SNK test) (One-way ANOVA)		Group Rating (Independent-samples T test)
	School	**Grade**	**Subject**
Public direction			S > CE **
Private direction		5-6 > 1-2	CE > S **
Encouragement			
External motivation			
Public investigation and guidance	K > D		S > CE *
Private investigation and guidance		5-6, 3-4 > 1-2 **	CE > S ***
Group influence	Q > K *		CE > S ***
Ignoring	Q, K > D ***		S > CE *
Diversion	Q, K > D ***		
Time out			
Supportive system	Q > K, D ***		
Withdrawal of affection		1-2 > 5-6	
Public warning and threat	Q, K > D *		
Private warning and threat			
Public aggressive techniques		1-2 > 5-6 *	S > CE *
Private aggressive techniques			
Public mild punishment			CE > S **
Private mild punishment	Q > K > D **		
Public physical punishment			
Private physical punishment			

Table 8 The Differences in Use of Discipline Behaviours between Teachers of Different Schools, Grades and Taught Subjects (N=148; empty boxes in the table denote no differences)

Part 2 When Misbehaviour Occurs (at Time 2)

Discipline behaviour	Group Rating (SNK test) (One-way ANOVA)		Group Rating (Independent-samples T test)
	School	**Grade**	**Subject**
Public direction	Q > D **		
Private direction	Q, K > D ***	3-4, 5-6 > 1-2 ***	
Encouragement			
External motivation	D, K > Q ***		
Public investigation and guidance	K, Q > D **	5-6 > 1-2, 3-4 **	S > CE *
Private investigation and guidance	Q > D *	5-6, 3-4 > 1-2 **	CE > S **
Group influence	Q > D, K ***		CE > S **
Ignoring		1-2 > 3-4, 5-6 **	
Diversion	Q > K, D ***		CE > S **
Time out			
Supportive system	Q > K > D ***		
Withdrawal of affection	Q > K, D **		
Public warning and threat	*		
Private warning and threat	K, Q > D ***		
Public aggressive techniques			
Private aggressive techniques			
Public mild punishment			CE > S ***
Private mild punishment	Q, K > D ***		CE > S *
Public physical punishment			
Private physical punishment			

Table 8 The Differences in Use of Discipline Behaviours between Teachers of Different Schools, Grades and Taught Subjects (N=148; empty boxes in the table denote no differences)

Part 3 When Good Behaviour Occurs

Discipline behaviour	Group Rating (SNK test) (One-way ANOVA)		Group Rating (Independent-samples T test)
	School	**Grade**	**Subject**
Encouragement		5-6 > 1-2 *	CE > S ***
Public verbal recognition 1	D > K, Q **	3-4 > 5-6, 1-2 **	CE > S ***
Public verbal recognition 2		3-4, 5-6 > 1-2 *	CE > S ***
Private verbal recognition 1	Q > D *		
Private verbal recognition 2	K, Q > D ***		
Behavioural awards 1		1-2 > 5-6	S > CE **
Behavioural awards 2		1-2 > 5-6, 3-4 *	S > CE ***
Public tangible rewards 1	D, K > Q **		CE > S *
Public tangible rewards 2	D, K > Q ***	3-4 > 5-6, 1-2 ***	CE > S ***
Private tangible rewards 1	K > Q, D *	*	
Private tangible rewards 2			
Ignoring		1-2 > 3-4	S > CE *

1: for stopping misbehaviours **2:** for good behaviours

Light blue/red/green box: shows statistically significant difference both across the different groups of one factor and between two different groups of one factor

* $0.01 \leq P < 0.05$ ** $0.001 \leq P < 0.01$ *** $P < 0.001$

Differences between Teachers of Different Schools

As Table 8 indicated, there were significantly more teachers in Groups D and K who reported establishing and explaining school and classroom rules at the beginning of the school year than teachers in Group Q. At Time 1, when pupils misbehaved for the first time in one class, teachers in Group D were significantly less likely to employ ignoring,

diversion, public warning and threat, and private mild punishment, when compared with teachers in the other two groups. Meanwhile, teachers in Group Q were found to employ the supportive system and private mild punishment significantly more than teachers in Groups D and K.

When pupils, however, misbehaved again in the same class (at Time 2), teachers in Group Q showed significantly more use of group influence, diversion, supportive system and withdrawal of affection, but significantly less use of external motivation, when compared with teachers in the other two groups. It is worth noting that teachers in Qingshan area (teachers in Group Q) tended to use the supportive system significantly more at both Times 1 and 2.

Additionally, in terms of private direction, public investigation and guidance, supportive system, private warning and threat, and private mild punishment, teachers in Group D were significantly less likely to use them when pupils misbehaved for the second time in the same class (at Time 2).

Teachers in Group D were shown to be significantly more likely to employ public verbal recognition 1, but significantly less likely to use private verbal recognition 2 when pupils behaved well, compared with teachers in the other two groups. Teachers in Group K appeared to use private tangible rewards 1 significantly more than teachers in Groups Q and D. Teachers in Group Q, however, showed significantly less use of public tangible rewards (both 1 and 2) when pupils behaved well.

Differences between Teachers of Different Grades

In this questionnaire research, teachers in higher grades (Grades Three to Six) were found more likely to establish school and classroom rules at the beginning of the school year. Teachers in the highest grades (Grades Five and Six) were also found more likely to explain the rules to their pupils, when compared with teachers in the other grades.

When pupils misbehaved, irrespective of whether it was the first or second time, there were few observed significant differences in teachers' use of discipline behaviours. At Time 1, teachers in Grades One and Two were found less likely to employ private investigation and guidance, when compared with teachers in the other two groups. Teachers in Grades Five and Six also reported using private direction significantly more, while using withdrawal of affection and public aggressive techniques significantly less than teachers in Grades One and Two.

At Time 2, private direction and private investigation and guidance were reported to be used significantly more by teachers in higher grades (Grades Three to Six), rather than by teachers in Grades One and Two. In addition, teachers in Grades Five and Six also reported using public investigation and guidance significantly more than teachers in the other two groups. In the meantime, teachers in Grades One and Two were found significantly more likely to ignore pupils' misbehaviours (ignoring) at Time 2 than teachers in higher grades (Grades Three to Six).

When good behaviour occurred, teachers in different grades showed significant differences in their use of encouragement, public verbal recognition (both 1 and 2), behavioural awards 2, public tangible rewards 2 and private tangible rewards 1. Teachers in Grades Three and Four were found using public verbal recognition 1 and public tangible rewards 2 significantly more than teachers in other grades. In short, when compared with teachers in other grades, teachers in Grades Three and Four were more likely to praise pupils publicly for ending their misbehaviour and reward pupils publicly for their good behaviours.

Meanwhile, teachers in Grades One and Two revealed using behavioural awards 2 significantly more than teachers in other grades. They were also found, however, significantly less likely to praise pupils for their good behaviours in public (public verbal recognition 2) when compared with teachers in the other two groups.

Differences between Teachers who Teach Different Subjects

At the beginning of the school year, teachers who teach Chinese or English (teachers in Group CE) reported establishing and explaining school and classroom rules significantly more than science teachers (teachers in Group S).

Teachers in Group CE were found using private investigation and guidance, group influence and public mild punishment significantly more than science teachers (teachers in Group S), irrespective of whether it was the first or second time that pupils misbehaved. Meanwhile, science teachers reported using public investigation and guidance significantly more than teachers who taught Chinese or English at both Times 1 and 2.

In addition to public investigation and guidance, science teachers were also revealed to be significantly more likely to use public direction, ignoring and public aggressive techniques at Time 1, when compared with arts teachers (teachers in Group CE). At the same time, teachers in Group CE also reported employing private direction significantly more than science teachers when pupils misbehaved for the first time in one class. Seen from another perspective, when teachers used direction, investigation and guidance, and mild punishment at Time 1, arts teachers tended to employ them more in private, while science teachers preferred using them more in public. At Time 2, however, and in addition to private investigation and guidance, group influence, and public mild punishment, teachers in Group CE were also found using diversion and private mild punishment significantly more than science teachers.

When good behaviour occurred, teachers of different subjects diverged in their use of encouragement, public verbal recognition (both 1 and 2), behavioural awards (both 1 and 2), public tangible rewards (both 1 and 2) and ignoring. Among these, arts teachers (teachers in Group CE) tended to use encouragement, public verbal recognition (both 1 and 2), and public tangible rewards (both 1 and 2) significantly more than science teachers. Meanwhile, science teachers showed significantly more use of behavioural

awards (both 1 and 2) and ignoring when pupils behaved well, when compared with arts teachers.

5.2.3 The Impact of Pupils' Gender and Performance on Teachers' Discipline Behaviours

Table 9 presents how the pupils' gender influences their teachers' use of discipline behaviours when misbehaviour occurs. Here is an introduction to the group coding in Table 9:

Pupils' Gender: Boy (B), Girl (G)

Pupils' Usual Performance: usually Behave Well (BW), usually Behave Badly (BB)

Table 9 The Differences in Teacher Use of Discipline Behaviours for Disciplining Pupils of Different Gender and Usual Performance (N=148; empty boxes in the table denote no differences)

Part 2 When Misbehaviour Occurs

Discipline behaviour	Group Rating (Independent-samples T test)			
	Pupils' Gender		Pupils' Usual Performance	
	Time 1	Time 2	Time 1	Time 2
Public direction	B > G ***	B > G ***	BB > BW ***	BB > BW ***
Private direction			BW > BB *	
Encouragement				
External motivation	B > G *		BB > BW ***	BB > BW ***
Public investigation and guidance	B > G ***	B > G ***	BB > BW **	BB > BW ***
Private investigation and guidance	B > G **			
Group influence	B > G ***	B > G *	BB > BW ***	BB > BW ***
Ignoring				BW > BB *
Diversion	B > G **			
Time out	B > G *		BB > BW ***	BB > BW ***
Supportive system	B > G **		BB > BW ***	BB > BW ***
Withdrawal of affection			BB > BW ***	
Public warning and threat		B > G **		
Private warning and threat			BB > BW ***	
Public aggressive techniques	B > G **		BB > BW **	
Private aggressive techniques	B > G **	B > G ***	BB > BW **	BB > BW ***
Public mild punishment	B > G ***	B > G **	BB > BW ***	
Private mild punishment			BB > BW **	
Public physical punishment				
Private physical punishment				

Table 9 The Differences in Teacher Use of Discipline Behaviours for Disciplining Pupils of Different Gender and Usual Performance (N=148; empty boxes in the table denote no differences)

Part 3 When Good Behaviour Occurs

Discipline behaviour	Group Rating (Independent-samples T test)
	Pupils' Usual Performance
Encouragement	
Public verbal recognition 1	
Public verbal recognition 2	
Private verbal recognition 1	
Private verbal recognition 2	
Behavioural awards 1	BB > BW **
Behavioural awards 2	
Public tangible rewards 1	BB > BW ***
Public tangible rewards 2	BB > BW **
Private tangible rewards 1	
Private tangible rewards 2	BB > BW ***
Ignoring	BW > BB **

1: for stopping misbehaviours   2: for good behaviours

Light blue/red box: shows statistically significant difference between different groups

* $0.01 \leq P < 0.05$ ** $0.001 \leq P < 0.01$ *** $P < 0.001$

The Impact of the Pupils' Gender

The differences in the teachers' use of discipline behaviours for disciplining pupils of different gender have only been investigated when misbehaviour occurs. It was observed that teachers seemed to have a preference for using certain discipline behaviours for dealing with the misbehaviour of boys, as opposed to that of girls, irrespective of whether it was at Time 1 or Time 2. These significantly more commonly used discipline behaviours for disciplining boys included public direction, public investigation and guidance, group influence, private aggressive techniques and public mild punishment.

In addition, when pupils misbehaved for the first time in one class (at Time 1), teachers were also found more likely to employ external motivation, private investigation and guidance, diversion, time out, supportive system, and public aggressive techniques when boys misbehaved. To the contrary, according to the present research, when pupils misbehaved again in the same class, there were fewer differences in the teachers' choice of discipline behaviours in terms of dealing with the misbehaviour of either males or females. Moreover, in addition to public direction, public investigation and guidance, group influence, private aggressive techniques and public mild punishment, boys were also reported to be significantly more likely to receive public warnings and threats than girls at Time 2.

The Impact of the Pupils' Usual Performance

In addition to investigating the impact of the pupils' gender on their teachers' use of discipline behaviours, the present research also looks into the impact of the pupils' usual performance on their teachers' use of discipline behaviours both when misbehaviour and good behaviour occurs.

Part 2 When Misbehaviour Occurs

As shown in Table 9, the pupils' usual performance was shown to exert a significant influence on the teachers' use of the following discipline behaviours at both Times 1 and 2: public direction, external motivation, public investigation and guidance, group influence, time out, supportive system and private aggressive techniques. Teachers reported using these discipline behaviours significantly more for dealing with the misbehaviour of pupils who usually behaved badly, than for dealing with that of pupils who usually behaved well, irrespective of whether it was at Time 1 or Time 2.

In addition to these discipline behaviours, teachers also reported using withdrawal of affection, private warning and threat, public aggressive techniques, and public and private mild punishment significantly more when regular offenders misbehaved for the first time in one class (at Time 1). In terms of private direction, however, teachers tended

to use it significantly more for disciplining well-behaved pupils, rather than those who usually behaved badly.

At Time 2, teachers were also found to be significantly more likely to ignore the misbehaviour of pupils who usually behaved well (ignoring), rather than that of pupils who usually behaved badly. Nevertheless, the teachers' use of withdrawal of affection, private warning and threat, public aggressive techniques, and public and private mild punishment for disciplining pupils of different usual performance tended to become increasingly similar. No significant difference in teachers' use of these discipline behaviours was detected any more at Time 2. As all of these discipline behaviours are considered as confronting discipline behaviours, the teachers' use of the confronting discipline package was found to be significantly dependent on the pupils' usual performance at Time 1. The impact of the pupils' usual performance on the teachers' use of this discipline package, however, tended to decrease considerably when pupils misbehaved again in the same class (at Time 2).

Part 3 When Good Behaviour Occurs

Pupils who usually behaved badly were found significantly more likely to receive teachers' behavioural awards 1, public tangible rewards 1 and 2, and private tangible rewards 2, when exhibiting good behaviour, compared with pupils who usually behaved well. In addition, teachers also admitted that they were more likely to ignore the good behaviours of pupils who usually behaved well, when compared with that of pupils who usually behaved badly.

Finally, it is noteworthy that the teachers' use of trust-based discipline behaviour (encouragement) and confronting discipline behaviour (physical punishment) has been found immune to any of the influential factors that have been investigated in the present study, namely the teachers' gender, age, teaching school and school year, and taught subjects, as well as the pupils' gender and usual performance.

Chapter 6 The Discipline Strategies of Chinese Primary School Pupils' Parents

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6.1 Parent Discipline Strategies

In order to explore the discipline strategies of the parents of Chinese primary school pupils, a similar descriptive statistics analysis was conducted on the collected data on parents. Subsequently, an independent-samples T test was performed in order to discover the significant differences in parents' use of discipline behaviours between fathers and mothers, as well as the significant differences in parents' use of discipline behaviours for dealing with misbehaviour between male and female children, and between children with different usual performance.

As indicated, in spite of the fact that the variable in the first part of the questionnaire is dichotomous (two points: yes/no), a T test was considered to be sufficiently robust to test for significant differences. In addition, the paired-samples T test was also performed to show readers the significant differences in parents' use of discipline behaviours between Time 1 (when children misbehaved for the first time in one day) and Time 2 (when children misbehaved for the second time in the same day).

In the meantime, in order to test whether the parents' use of discipline behaviours was affected by personal features, such as their age, job, and educational background, as well as other factors, such as their children's grade, a one-way ANOVA analysis was conducted. In addition, a post hoc multiple comparisons was also performed in order to discover whether there were any significant differences in the use of discipline behaviours between parents in different groups.

The discipline behaviours of parents of Chinese primary school pupils are presented in Table 10. As in previous chapters, the findings will be elaborated in terms of three points in time: before misbehaviour occurs, when misbehaviour occurs and when good behaviour occurs.

Table 10 The Discipline Behaviours of Chinese Primary School Pupils' Parents (N=142)
Part 1 Before Misbehaviour Occurs

Discipline Behaviour	Percentage (per cent)	
	Yes	No
Establishing house rules	**85.9**	14.1
Explaining the rules	**62.0**	38.0

Table 10 The Discipline Behaviours of Chinese Primary School Pupils' Parents (N=142)

Part 2 When Misbehaviour Occurs ♣

Discipline Behaviour	Time 1				Time 2				Sig.
	Percentage (per cent)			Mean	Percentage (per cent)			Mean	
	Often	Some times	Never		Often	Some times	Never		
Establishing a rule	**52.1**	26.1	12.0	2.18	**67.1**	21.4	3.6	2.52	***
Direction	**68.3**	19.0	5.6	2.50	**78.1**	17.5	1.5	2.72	*
Encouragement	**69.0**	17.6	2.1	2.54	**57.0**	32.4	4.2	2.42	
External Motivation	10.6	22.5	32.4	1.11	14.1	30.3	23.9	1.35	**
Investigation and Guidance	37.3	48.6	2.8	2.20	**52.9**	33.8	2.9	2.37	
Ignoring	0.7	4.4	**79.4**	0.26	2.8	0	**85.8**	0.20	
Diversion	6.3	40.1	23.2	1.30	5.0	24.8	41.8	0.93	***
Time out	0.7	7.1	**69.3**	0.39	3.5	4.2	**66.2**	0.45	
Supportive system	6.3	33.8	21.8	1.25	3.7	32.6	33.3	1.07	*
Withdrawal of affection	3.6	10.0	46.4	0.71	0	6.5	**69.6**	0.37	***
Warning and threat 1	2.1	32.4	26.1	1.11	5.8	20.9	28.1	1.04	
Warning and threat 2	4.9	31.7	30.3	1.11	2.2	28.9	44.4	0.89	**
Aggressive techniques	4.9	27.5	35.2	1.02	2.9	25.2	27.3	1.04	
Mild Punishment	7.7	26.8	26.8	1.15	11.6	39.1	22.5	1.40	**
Physical punishment	0.7	5.0	**74.8**	0.32	1.4	9.2	39.0	0.73	***

1: Threaten to leave or show dislike **2:** Threaten to punish

♣ The column of "seldom" has been omitted on account of lack of space, but the mean scores are calculated by adding up the scores of four categories (often, sometimes, seldom, and never) and dividing the total by the number of scores.

Sig.: the paired-samples T test between Time 1 and Time 2

Part3 When Good Behaviour Occurs ♣

Discipline Behaviour	Percentage			Mean
	Often	Sometimes	Never	
Encouragement	**59.2**	39.4	0.7	2.57
Verbal recognition 1	**76.6**	22.0	0	2.75
Verbal recognition 2	46.5	50.0	1.4	2.42
Behavioural awards 1	10.6	43.7	13.4	1.51
Behavioural awards 2	21.8	50.7	4.9	1.89
Tangible rewards 1	19.4	43.9	9.4	1.73
Tangible rewards 2	25.4	43.0	2.8	1.91
Ignoring	6.4	12.8	44.7	0.81

1: for stopping misbehaviours **2:** for good behaviours

♣ The column of "seldom" has been omitted on account of lack of space, but the mean scores are calculated by adding up the scores of four categories (often, sometimes, seldom, and never) and dividing the total by the number of scores.

Bold figures: over 50 (per cent)

Light red box: the sum of those two percentages is over 50 (per cent)

* $0.01{\leq}P{<}0.05$ ** $0.001{\leq}P{<}0.01$ *** $P{<}0.001$

Part 1 Before Misbehaviour Occurs

85.9 per cent of parents reported that they established clear house rules before their children misbehaved. Only 62.0 per cent of parents, however, said that they explained the rules to their children. Due to the fact that both of these discipline behaviours were reported being employed by over 50 per cent of parents, limit setting (which consists of these two discipline behaviours) is rated as a commonly used discipline package of Chinese primary school pupils' parents before children misbehave.

Part 2 When Misbehaviour Occurs

The most frequently used discipline behaviour reported by Chinese primary school pupils' parents when children misbehaved for the first time in one day (at Time 1) was encouragement (69.0 per cent -often), followed by direction (68.3 per cent -often), establishing a rule (52.1 per cent -often), and investigation and guidance (37.3 per cent -often). With the exception of these four discipline behaviours, few parents reported using other discipline behaviours often at Time 1.

At Time 2 (when children misbehaved for the second time in one day), a greater number of parents revealed that they often used direction and establishing a rule (78.1 per cent –often- and 67.1 per cent –often- respectively). This increase in the use of these two discipline behaviours from Time 1 to Time 2 was found to be statistically significant.

In addition, more parents also reported using investigation and guidance often when children misbehaved again in the same day (at Time 2). The percentage of parents who reported using this discipline behaviour often rose from 37.3 per cent to 52.9 per cent. In the meantime, the percentage of parents who reported using encouragement often went down from 69.0 per cent to 57.0 per cent when children misbehaved for the second time in the same day (at Time 2). Neither of these differences in parents' use of investigation and guidance, and encouragement between Times 1 and 2, however, has been demonstrated to be statistically significant.

Furthermore, parents also reported to be significantly more likely to use warning and threat 2 (threaten to punish) at Time 1, and employ actual punishment, including mild punishment and physical punishment, at Time 2. This implies that some parents may warn their misbehaving children that they would punish them if they misbehaved again when they misbehaved for the first time in one day. They would then proceed to punish them in actual fact when they misbehaved again.

As can be seen from Table 10, certain discipline behaviours were used often by more than 50 per cent of parents when children misbehaved, irrespective of whether it was the first or second time. These discipline behaviours included establishing a rule, direction and encouragement. There was also, however, a shift in the parents' use of discipline behaviours from Times 1 to 2. It seems that coercive and harsh discipline behaviour, for example physical punishment, is more likely to be carried out when children misbehave again in the same day (at Time 2).

In the present research, the discipline behaviour will be rated as common if it is reported to be used often or sometimes by over 50 per cent of Chinese primary school pupils' parents. The percentages of parents who reported using these discipline behaviours seldom are not presented in Table 10 due to limited space. In this case, establishing a rule, direction, encouragement, and investigation and guidance are all ranked as commonly used discipline behaviours of Chinese primary school pupils' parents when children misbehave, irrespective of whether it is the first or second time. Meanwhile, in addition to these four discipline behaviours, mild punishment was also reported to be used often or sometimes by over 50 per cent of Chinese primary school pupils' parents when their children misbehaved again in the same day. Therefore, mild punishment is also rated as a commonly used discipline behaviour when children misbehave again in the same day.

As most of the discipline behaviours reported being used by more than half of the parents when children misbehaved are components of the trust-based discipline package,

this package is considered as the commonly used discipline package employed by Chinese primary school pupils' parents when children misbehave, irrespective of whether it is the first or second time.

Part 3 When Good Behaviour Occurs

The most frequently used discipline behaviour of Chinese primary school pupils' parents when good behaviour occurs was verbal recognition 1 (76.6 per cent -often), followed by encouragement (59.2 per cent -often), and verbal recognition 2 (46.5 per cent -often). It is interesting to point out that parents seem to be significantly more likely to issue a comment following good behaviour, rather than to use behavioural awards or tangible rewards. In addition, parents appear to view that an end to children's misbehaving is more worthy of comment than their continuing to indulge in good behaviour. In terms of behavioural awards and tangible rewards, however, parents tend to be significantly more likely to use them as a response to children's good behaviour, rather than their stopping to misbehave.

Another interesting finding revealed that ignoring received the lowest rating (6.4 per cent -often). As has already been mentioned, a discipline behaviour will be rated as commonly used if over 50 per cent of parents reported using it often or sometimes. Therefore, encouragement, verbal recognition 1 and 2, behavioural awards 1 and 2, and tangible rewards 1 and 2 are all rated as commonly used discipline behaviours of Chinese primary school pupils' parents when children behave well. As a result, supportive feedback, which consists of all these discipline behaviours, is corroborated to be the most commonly used discipline package of Chinese primary school pupils' parents when good behaviour occurs.

6.2 The Difference in the Use of Discipline Behaviours among Parents of Chinese Primary School Pupils

6.2.1 Differences between Fathers and Mothers in Parents' Use of Discipline Behaviours

The present research examines the differences in parents' use of discipline behaviours between different genders. These findings are presented in Table 11.

Table 11 The Differences in the Use of Discipline Behaviours between Fathers and Mothers (N=142)

Part 1 Before Misbehaviour Occurs

Discipline Behaviour	Father			Mother			Sig.
	Percentage		Mean	Percentage		Mean	
	Yes	No		Yes	No		
Establishing house rules	**68.5**	31.5	0.69	**96.6**	3.4	0.97	***
Explaining the rules	**59.3**	40.7	0.59	**63.6**	36.4	0.64	

Table 11 The Differences in the Use of Discipline Behaviours between Fathers and Mothers (N=142)

Part 2 When Misbehaviour Occurs ♣

Discipline Behaviour		Father			Mother			Sig.
		Percentage		Mean	Percentage		Mean	
		Often	Never		Often	Never		
Time 1	Establishing a rule	**68.5**	0	2.61	42.0	19.3	1.92	***
	Direction	**50.0**	13	2.13	**79.5**	1.1	2.73	***
	Encouragement	**64.8**	1.9	2.50	**71.6**	2.3	2.56	
	External Motivation	0	46.3	0.65	17.0	23.9	1.40	***
	Investigation and Guidance	16.7	7.4	1.85	**50.0**	0	2.42	***
	Ignoring	0	**80.0**	0.26	1.2	**79.1**	0.27	
	Diversion	0	46.3	0.87	9.1	9.1	1.56	***
	Time out	1.9	**69.8**	0.42	0	**69.0**	0.38	
	Supportive system	0	42.6	0.61	10.2	9.1	1.64	***
	Withdrawal of affection	5.8	46.2	0.69	2.3	46.6	0.72	
	Warning and threat 1	0	48.1	0.76	3.4	12.5	1.32	***
	Warning and threat 2	11.1	9.3	1.52	1.1	43.2	0.86	***
	Aggressive techniques	11.1	3.7	1.72	1.1	**54.5**	0.59	***
	Mild punishment	14.8	7.4	1.56	3.4	38.6	0.91	***
	Physical punishment	0	**70.6**	0.37	1.1	**77.3**	0.28	
Time 2	Establishing a rule	**75.5**	0	2.70	**62.1**	5.7	2.41	*
	Direction	**82.4**	2.0	2.76	**75.6**	1.2	2.70	
	Encouragement	**57.4**	3.7	2.43	**56.8**	4.5	2.42	
	External Motivation	5.6	46.3	0.89	19.3	10.2	1.62	***
	Investigation and Guidance	**52.0**	2.0	2.34	**53.5**	3.5	2.38	
	Ignoring	1.9	**83.3**	0.20	3.4	**87.4**	0.20	
	Diversion	1.9	46.3	0.85	6.8	38.6	0.98	
	Time out	9.3	20.4	1.07	0	**94.3**	0.07	***
	Supportive system	4.0	34.0	1.04	3.5	32.9	1.08	
	Withdrawal of affection	0	**76.5**	0.29	0	**65.5**	0.41	
	Warning and threat 1	9.4	18.9	1.28	3.5	33.7	0.90	**
	Warning and threat 2	6.0	46.0	0.96	0	43.5	0.85	
	Aggressive techniques	7.5	18.9	1.28	0	32.6	0.88	**
	Mild punishment	19.2	25.0	1.46	7.0	20.9	1.36	
	Physical punishment	0	**66.7**	0.37	2.3	21.8	0.95	***

1: Threaten to leave or show dislike **2:** Threaten to punish

♣ The columns of "sometimes" and "seldom" have been omitted on account of lack of space, but the mean scores are calculated by adding up the scores of four categories (often, sometimes, seldom, and never) and dividing the total by the number of scores.

Table 11 The Differences in the Use of Discipline Behaviours between Fathers and Mothers (N=142)

Part 3 When Good Behaviour Occurs ♣

Discipline Behaviour	Father			Mother			Sig.
	Percentage		Mean	Percentage		Mean	
	Often	Never		Often	Never		
Encouragement	**51.9**	0	2.50	**63.6**	1.1	2.61	
Verbal recognition 1	**77.4**	0	2.77	**76.1**	0	2.74	
Verbal recognition 2	**50.0**	1.9	2.44	44.3	1.1	2.40	
Behavioural awards 1	0	25.9	1.09	17.0	5.7	1.77	**
Behavioural awards 2	9.3	5.6	1.65	29.5	4.5	2.05	**
Tangible rewards 1	21.2	11.5	1.67	18.4	8.0	1.77	
Tangible rewards 2	7.4	5.6	1.44	36.4	1.1	2.19	***
Ignoring	3.8	**50.9**	0.68	8.0	40.9	0.89	

1: for stopping misbehaviours **2:** for good behaviours

♣ The columns of "sometimes" and "seldom" have been omitted on account of lack of space, but the mean scores are calculated by adding up the scores of four categories (often, sometimes, seldom, and never) and dividing the total by the number of scores.

Sig.: The Independent-samples T test between Fathers and Mothers

Bold figure: over 50 per cent

Light red box: significantly greater

* $0.01 \leq P < 0.05$ ** $0.001 \leq P < 0.01$ *** $P < 0.001$

Part 1 Before Misbehaviour Occurs

96.6 per cent of mothers reported establishing clear house rules before children misbehaved, while only 68.5 per cent of fathers reported doing the same. There was no statistically significant difference observed, however, between fathers and mothers in their reported use of explaining the rules.

Part 2 When Misbehaviour Occurs

The most frequently used discipline behaviour of fathers at Time 1 was establishing a rule (68.5 per cent -often), followed by encouragement (64.8 per cent -often), and direction (50.0 per cent -often). The most frequently used discipline behaviour of mothers was direction (79.5 per cent -often), followed by encouragement (71.6 per cent -often), and investigation and guidance (50.0 per cent -often).

It was observed that fathers were significantly more likely to establish a rule to prohibit similar misbehaviour from occurring when children misbehaved, irrespective of whether it was at Time 1 or Time 2. Moreover, fathers were also found to be using aggressive techniques significantly more than mothers at both Times 1 and 2. There was no evidence, however, indicating that fathers tended to use physical punishment significantly more, when compared with mothers.

In addition to establishing a rule and aggressive techniques, fathers also showed that they used the warning and threat 2, and mild punishment significantly more than mothers when children misbehaved for the first time in one day (at Time 1). In the meantime, mothers appeared to use direction, external motivation, investigation and guidance, diversion, supportive system and warning and threat 1 significantly more at Time 1, when compared with fathers. Moreover, mothers also reported using external motivation significantly more at Time 2.

At Time 2, the fathers' most frequently used discipline behaviour shifted from establishing a rule to direction (82.4 per cent -often), followed by establishing a rule (75.5 per cent -often), encouragement (57.4 per cent -often), and investigation and guidance (52.0 per cent -often). When children misbehaved for the second time in the same day (at Time 2), more fathers reported using investigation and guidance often. The percentage of fathers who reported using this discipline behaviour often soars to 52.0 per cent from 16.7 per cent at Time 2. In addition to establishing a rule and aggressive techniques at Time 2, fathers also revealed that they were employing time out, and warning and threat 1 significantly more than mothers.

The mothers' most frequently used discipline behaviour at Time 2 was still direction (75.6 per cent -often), followed by establishing a rule (62.1 per cent -often), encouragement (56.8 per cent -often), and investigation and guidance (53.5 per cent -often). In addition, mothers were also found to be using physical punishment significantly more than fathers at Time 2.

It is noteworthy that warning and threat 1 was reported to be used significantly more by mothers at Time 1, but significantly more by fathers at Time 2. Fathers tended to use warning and threat 2 significantly more at Time 1, when compared with mothers. This implies that fathers are more likely to threaten children that they would punish them if they misbehaved again when children misbehaved for the first time in one day, and threaten children to leave them or show dislike when they misbehaved again in the same day. Mothers, however, tended to prefer to threaten children that they would leave or dislike them if they misbehaved again when children misbehaved for the first time in one day. At the same time, no significant difference in parents' use of warning and threat 1 between different genders has been established when children misbehaved again in the same day.

As shown in Table 11, there were fewer significant differences in parents' choice of discipline behaviours between different genders at Time 2. In other words, fathers' and mothers' discipline behaviours tend to become increasingly similar when their children misbehave again in the same day. A paired-sample t test, however, (not presented in this study) has revealed that mothers were significantly more likely to use harsh discipline behaviours, such as aggressive techniques and punishment (including mild punishment and physical punishment), when children misbehaved again.

Part 3 When Good Behaviour Occurs

The most frequently used discipline behaviour reported by both fathers and mothers when good behaviour occurs was verbal recognition 1, followed by encouragement and verbal recognition 2. In addition, mothers were significantly more likely to use behavioural awards and tangible rewards 2 when children behaved well, when compared with fathers.

6.2.2 Differences in Parents' Use of Discipline Behaviours between Parents of Different Ages, Jobs and Educational Backgrounds

Table 12 presents the statistically significant differences in parents' use of discipline behaviours between parents grouped according to age, job and educational background. Here is an introduction to the group coding in Table 12:

·   Age: ≤35 years old (Y), 36-40 years old (M), ≥41 years old (O)

·   Job: Workers (physical labour) (W), Office Worker (brainwork) (OW),

          Self-employed entrepreneur (S)

·   Educational Background: Secondary School graduate (SS), College graduate (C),

                    University Graduate (U)

Table 12 The Differences in the Use of Discipline Behaviours between Parents of Different Age, Job and Educational Background (N=142; empty boxes in the table denote no differences)

Part 1 Before Misbehaviour Occurs

Discipline Behaviours	Group Rating (SNK test) (One-way ANOVA)		
	Age	**Job**	**Educational Background**
Establishing house rules			
Explaining the rules			

Table 12 The Differences in the Use of Discipline Behaviours between Parents of Different Age, Job and Educational Background (N=142; empty boxes in the table denote no differences)

Part 2 When Misbehaviour Occurs

Discipline Behaviours		Group Rating (SNK test) (One-way ANOVA)		
		Age	Job	Educational Background
Time 1	Establishing a rule	M, Y > O ***	OW, W > S ***	U, C > SS **
	Direction	M > O	S > W	
	Encouragement		W, OW > S	C > U > SS ***
	External Motivation	*	S > OW, W **	
	Investigation and Guidance	*		
	Ignoring			
	Diversion	O > M *		
	Time out		OW > S, W **	U > SS, C ***
	Supportive system	Y > M *	S > OW, W *	
	Withdrawal of affection		OW > S, W ***	U > C > SS ***
	Warning and threat 1	*	OW > W, S ***	U > SS, C ***
	Warning and threat 2			
	Aggressive techniques	M > Y, O ***		
	Mild punishment			C, U > SS **
	Physical punishment	O > Y, M **		U > C *
Time 2	Establishing a rule	M, Y > O ***	OW > W > S ***	U, C > SS ***
	Direction			U, C > SS **
	Encouragement			C > U, SS ***
	External Motivation	O, Y > M **	S > W, OW ***	SS > U *
	Investigation and Guidance			U, C > SS *
	Ignoring	O > Y, M ***	S > OW, W *	
	Diversion	O > Y, M *	OW > W, S **	U > C, SS *
	Time out			
	Supportive system			
	Withdrawal of affection			
	Warning and threat 1	M > Y > O ***	W > OW, S ***	
	Warning and threat 2			
	Aggressive techniques	M > Y, O ***	W > S **	*
	Mild punishment		OW > W, S ***	U > C, SS ***
	Physical punishment		S > OW, W **	

1: Threaten to leave or show dislike **2:** Threaten to punish

Table 12 The Differences in the Use of Discipline Behaviours between Parents of Different Age, Job and Educational Background (N=142; empty boxes in the table denote no differences)

Part 3 When Good Behaviour Occurs

Discipline Behaviours	Group Rating (SNK test) (One-way ANOVA)		
	Age	**Job**	**Educational Background**
Encouragement	O, Y > M **	S > W *	
Verbal recognition 1		OW > W, S ***	U, C > SS **
Verbal recognition 2		OW > S, W ***	U > SS *
Behavioural awards 1		S > OW, W ***	SS > C *
Behavioural awards 2		S > OW, W *	
Tangible rewards 1	*	*	
Tangible rewards 2		S > OW, W **	
Ignoring	Y > M *		C > U *

1: for stopping misbehaviours **2:** for good behaviours

Light blue/red/green box: shows statistically significant difference both across the different groups of one factor and between two different groups of one factor

* $0.01 \leq P < 0.05$ ** $0.001 \leq P < 0.01$ *** $P < 0.001$

Age Difference

Parents in different age groups did not show any significant difference in their use of discipline behaviours before misbehaviour occurred. When children misbehaved, however, regardless of whether it was the first or second time, the parents' reported use of the following discipline behaviours has been found to be influenced by their age: establishing a rule, external motivation, diversion, warning and threat 1 and aggressive techniques.

Among these, older parents (parents in Group O) tended to establish a rule significantly less than parents in the other two age groups when children misbehaved, regardless of

whether it was Time 1 or Time 2. In the meantime, parents in Group M reported using aggressive techniques significantly more than parents in Group Y and Group O at both Times 1 and 2.

In addition, older parents (parents in Group O) were found more likely to use physical punishment at Time 1, when compared with parents in the other two age groups. At Time 2, when children misbehaved again in the same day, older parents also reported using ignoring and diversion significantly more than parents in the other two groups.

When children behaved well, middle-aged parents (parents in Group M) reported using encouragement significantly less than parents in the other two age groups. Meanwhile, parents in the youngest age group (Group Y) were found significantly more likely to ignore their children's good behaviour, when compared with parents in Group M.

Job Difference

In addition to the age difference, the parents' use of discipline behaviours was also found to be affected by their occupation. This research shows that self-employed parents (parents in Group S) tended to use external motivation significantly more, while using establishing a rule significantly less than parents in the other two job groups when children misbehaved, regardless of whether it was Time 1 or Time 2. In addition, self-employed parents also revealed that they used the supportive system significantly more, while using encouragement significantly less than parents in the other two groups when children misbehaved for the first time in one day (at Time 1).

Office workers (parents in Group OW) reported using time out, withdrawal of affection, and warning and threat 1 significantly more at Time 1, while establishing a rule, diversion and mild punishment significantly more at Time 2, when compared with parents in Groups W and S.

In addition to external motivation, self-employed parents also showed a preference for using two opposite discipline behaviours: ignoring and physical punishment at Time 2, when compared with parents in the other two job groups. Meanwhile, parents in Group W were found more likely to use warning and threat 1 when children misbehaved for the second time in the same day (at Time 2).

When children behaved well, verbal recognition (both 1 and 2) was found to be used significantly more by office workers (parents in Group OW). At the same time, self-employed parents (parents in Group S) appeared to use behavioural awards (both 1 and 2) and tangible rewards 2 significantly more than parents in the other two groups. This is consistent with the finding that self-employed parents used external motivation significantly more than parents of other occupations when children misbehaved, irrespective of whether it was the first or second time.

Educational Background Difference

Similarly, there was no significant difference found in the present research in the use of discipline behaviours between parents with different educational background before misbehaviour occurred.

When children misbehaved, parents in Groups U and C showed significantly more use of establishing a rule, when compared with parents in Group SS. In other words, parents who had acquired higher education were found significantly more likely to use establishing a rule when children misbehaved, irrespective of whether it was the first or second time. Meanwhile, parents who had graduated from college (parents in Group C) reported using encouragement significantly more than parents in the other two groups at both Times 1 and 2.

At Time 1, in addition to establishing a rule, parents with higher education (parents in Groups U and C) seemed to use mild punishment significantly more than parents who graduated from secondary school (parents in Group SS). Moreover, parents in Group U

reported using time out, withdrawal of affection and warning and threat 1 significantly more than parents in the other two groups.

It is interesting to point out that parents who had graduated from university (parents in Group U) were found significantly more likely to punish physically their children (use physical punishment) when children misbehaved for the first time in one day (at Time 1), when compared with parents who had gone to college.

When children misbehaved again in the same day (at Time 2), in addition to establishing a rule, parents who had graduated from university and college (parents in Groups U and C) also reported using direction and investigation and guidance significantly more than parents in Group SS. In addition, parents in Group U were also found to be employing diversion and mild punishment significantly more than parents in the other two groups at Time 2.

In terms of the differences in parents' use of discipline behaviours between parents with different educational background when children behaved well, parents in Groups U and C were revealed to be significantly more likely to use verbal recognition 1, when compared with parents in Group SS. Meanwhile, parents who had graduated from college were found significantly more likely to ignore children's good behaviour, when compared with parents who had attended university.

6.2.3 The Impact of Children's Gender, Usual Performance and Grade on their Parents' Discipline Behaviours

Table 13 presents the statistically significant differences in parents' use of discipline behaviours in terms of dealing with misbehaviour between children of different gender, usual performance and grade. The following presents the group coding for Table 13:

· Gender: Boy (B), Girl (G)

· Usual Performance: usually Behave Well (BW), usually Behave Averagely (BA)

· Grade: Grade 1-2 (1-2), Grade 3-4 (3-4), Grade 5-6 (5-6)

Table 13 The Impact of Children's Gender, Usual Performance and Grade on their Parents' Discipline Behaviours (N=142; empty boxes in the table denote no differences)

Part 1 Before Misbehaviour Occurs

Discipline Behaviours	Group Rating (Independent-samples T test)		Group Rating (SNK test) (One-way ANOVA)
	Children's Gender	Children's Usual Performance	Children's Grade
Establishing house rules	B > G **		
Explaining the rules			3-4 > 1-2, 5-6 *

Table 13 The Impact of Children's Gender, Usual Performance and Grade on their Parents' Discipline Behaviours (N=142; empty boxes in the table denote no differences)
Part 2 When Misbehaviour Occurs

Discipline Behaviours		Group Rating (Independent-samples T test)		Group Rating (SNK test) (One-way ANOVA)
		Children's Gender	Children's Usual Performance	Children's Grade
Time 1	Establishing a rule	B > G **	BA > BW *	
	Direction			
	Encouragement		BW > BA ***	
	External Motivation			1-2 > 5-6, 3-4 ***
	Investigation and Guidance			
	Ignoring			
	Diversion		BW > BA **	1-2, 3-4 > 5-6 *
	Time out			
	Supportive system			
	Withdrawal of affection	B > G ***		1-2 > 5-6 *
	Warning and threat 1	B > G *		1-2 > 5-6 *
	Warning and threat 2	B > G **	BA > BW *	
	Aggressive techniques	B > G *		
	Mild punishment	B > G *		1-2 > 3-4, 5-6 **
	Physical punishment	B > G *		
Time 2	Establishing a rule	B > G **		5-6 > 1-2 **
	Direction			
	Encouragement			
	External Motivation			1-2 > 3-4, 5-6 **
	Investigation and Guidance			
	Ignoring			
	Diversion			1-2 > 3-4, 5-6 *
	Time out		BA > BW **	
	Supportive system			
	Withdrawal of affection	B > G **		3-4 > 5-6 *
	Warning and threat 1			
	Warning and threat 2	B > G *		
	Aggressive techniques			
	Mild punishment			1-2 > 5-6 *
	Physical punishment	B > G *		

1: Threaten to leave or show dislike **2:** Threaten to punish

Table 13 The Impact of Children's Gender, Usual Performance and Grade on their Parents' Discipline Behaviours (N=142; empty boxes in the table denote no differences)

Part 3 When Good Behaviour Occurs

Discipline Behaviours	Group Rating (Independent-samples T test)		Group Rating (SNK test) (One-way ANOVA)
	Children's Gender	Children's Usual Performance	Children's Grade
Encouragement			
Verbal recognition 1			
Verbal recognition 2			
Behavioural awards 1			
Behavioural awards 2			
Tangible rewards 1			1-2 > 3-4, 5-6 **
Tangible rewards 2			1-2 > 5-6 *
Ignoring			1-2 > 5-6 *

1: for stopping misbehaviours **2:** for good behaviours

Light blue/red/green box: shows statistically significant differences both across the different

groups of one factor and between two different groups of one factor

* 0.01≤P＜0.05   ** 0.001≤P＜0.01   *** P＜0.001

The Impact of Children's Gender

Parents whose child is a boy were reported to be significantly more likely to establish clear house rules before their child misbehaved, when compared with parents who had a girl. Moreover, boys were also found to be significantly more likely to receive discipline behaviours (for example, establishing a rule, withdrawal of affection, warning and threat 2 and physical punishment) than girls when misbehaviour occurred, irrespective of whether it was the first or second time.

In addition, when children misbehaved for the first time in one day (at Time 1), boys were also reported to receive discipline behaviours such as warning and threat 1, aggressive techniques and mild punishment significantly more than girls. This implies that parents who have a boy tend to employ the confronting discipline package significantly more than parents who have a girl at Time 1.

At Time 2, with the exception of establishing a rule, withdrawal of affection, warning and threat 2, and physical punishment, there are no other discipline behaviours that have been found to be significantly more likely to be received by children of a certain gender. In other words, a convergence has been observed in the parents' use of discipline behaviours in terms of dealing with misbehaviours between boys and girls at Time 2.

The Impact of Children's Usual Performance

It is worth pointing out that none of the parents interviewed for the present research admitted that their child usually behaved badly at home. Therefore, parents in this section are divided accordingly into two groups: parents whose child usually behaved well (BW) and whose child usually behaved averagely (BA).

The impact of the children's usual performance on their parents' use of discipline behaviours before children misbehave has not been detected in the present research. When children misbehaved for the first time in one day (at Time 1), however, parents in Group BA reported using establishing a rule and warning and threat 2 significantly more than parents in Group BW. Meanwhile, parents whose child usually behaved well (parents in Group BW) tended to use encouragement and diversion significantly more than parents whose child usually behaved averagely (parents in Group BA) at Time 1.

At Time 2, the only significant difference that has been noted involved the parents' use of time out in terms of dealing with misbehaviour between children who usually behaved well and those who usually behaved averagely. It was found that parents who had a well-behaved child were significantly less likely to use this discipline behaviour when children misbehaved again in the same day (at Time 2).

The Impact of the Children's Grade

There was no significant difference found in the parents' use of establishing house rules before children misbehaved in terms of disciplining children of different grades. The parents whose child was in Grades Three or Four (parents in Group 3-4) tended to be

more likely to explain the house rules to their child, when compared with parents whose child was in other grades (parents in Groups 1-2 and 3-4).

Parents whose child was in Grades One or Two (parents in Group 1-2) reported using external motivation significantly more than parents whose child was in other grades when misbehaviour occurred, regardless of whether it was the first or second time. In addition, these parents (parents in Group 1-2) also reported using mild punishment significantly more than parents in Groups 3-4 and 5-6 when children misbehaved for the first time in one day (at Time 1). Meanwhile, children who were in Grades Five or Six were found significantly less likely to receive disciplinary behaviour, such as diversion, when misbehaviour occurred for the first time in one day (at Time 1).

It is noteworthy that parents appeared to use withdrawal of affection and warning and threat 1 significantly more for dealing with the misbehaviour of children in lower grades, such as Grades One or Two, rather than with that of children in higher grades, such as Grades Five or Six, if it was the first time when misbehaviour occurred in one day (at Time 1).

Meanwhile, at Time 2, in addition to external motivation, children who were in Grades One or Two were also reported to be significantly more likely to receive diversion, when compared with children who were in other grades. Moreover, they were also found significantly more likely to receive tangible rewards 1 when they behaved well as opposed to children in other grades. Finally, parents reported using tangible rewards 2 and ignoring significantly more as a response to the good behaviour of children who attended Grades One or Two, rather than to that of children in Grades Five or Six.

Chapter 7 A Comparison between the Discipline Strategies of Chinese Primary School Teachers and Parents

7.1 The Difference in the Use of Discipline Behaviours between Teachers and Parents

Teachers and parents have shown both similarities and differences with respect to disciplining children in the present research. It is noteworthy that being aware of these similarities and differences may provide teachers and parents with a better understanding of how their combined discipline strategies would benefit children's development to the maximum possible extent.

It was observed that most teachers and parents (more than 50 per cent) reported using similar discipline strategies for disciplining children. For example, setting limits (establishing and explaining the rules) before misbehaviour occurs mainly employing the trust-based discipline package (including direction, encouragement, and

investigation and guidance) when children misbehaved, regardless of whether it was the first or second time, and using supportive feedback (including encouragement, verbal recognition, behavioural awards and tangible rewards) when children behaved well.

Seen from this perspective, teachers and parents tend to possess consistent concepts and ideas about how to discipline children on different occasions. There are also, however, some specific differences inherent in teachers' and parents' use of discipline behaviours in terms of dealing with children's daily behaviour in actual practice.

In order to investigate the differences in the use of discipline behaviours between teachers and parents, a one-sample T test was conducted in the present study (see Table 14). In Part 1 of Table 14, the means of teachers and parents are based on a scale of 0 (No) to 1 (Yes). In Parts 2 and 3, however, the means of teachers and parents are based on a scale of 0 (Never used) to 3 (Often used). In addition, teachers and parents will be represented as 'T' and 'P' in the second part of Table 14. It is also worth mentioning that the items of discipline behaviours in Table 14 are a combination of teachers' and parents' shared discipline behaviours.

Table 14 The Differences in the Use of Discipline Behaviours between Teachers and Parents
Part 1 At the Beginning of the School Year / Before Misbehaviour Occurs

Discipline behaviour	Mean (0-1)		One-sample T test
	Teachers	**Parents**	**Sig.**
Establishing classroom rules	0.95	0.86	***
Explaining the rules	0.91	0.62	***

Table 14 The Differences in the Use of Discipline Behaviours between Teachers and Parents

Part 2 When Misbehaviour Occurs

Discipline behaviour		Time 1 Mean (0-3)		Sig.	Time 2 Mean (0-3)		Sig.
		T	P		T	P	
Public	Direction	1.2	2.50	***	1.53	2.72	***
Private		2.38		**	2.26		***
Encouragement		2.35	2.54	***	2.29	2.42	**
External motivation		1.35	1.11	***	1.37	1.35	
Public	Investigation and guidance	1.05	2.20	***	1.30	2.37	***
Private		2.18			2.17		***
Ignoring		0.63	0.26	***	0.39	0.20	***
Diversion		1.53	1.30	***	1.21	0.93	***
Time out		0.25	0.39	***	0.37	0.45	**
Supportive system		1.35	1.25	*	1.53	1.07	***
Withdrawal of affection		0.47	0.71	***	0.63	0.37	***
Public	Warning and threat 2	0.51	1.11	***	0.61	0.89	***
Private		0.54		***	0.74		***
Public	Aggressive techniques	0.25	1.02	***	0.25	1.04	***
Private		0.29		***	0.41		***
Public	Mild punishment	0.73	1.15	***	0.83	1.04	***
Private		0.90		***	1.03		
Public	physical punishment	0.20	0.32	***	0.21	0.73	***
Private		0.20		***	0.18		***

2: Threaten to punish

Part 3 When Good Behaviour Occurs

Discipline behaviours		Mean (0-3)		Sig.
		Teachers	Parents	
Encouragement		2.86	2.57	***
Public	Verbal Recognition 1	2.51	2.75	***
Private		2.18		***
Public	Verbal recognition 2	2.71	2.42	***
Private		2.06		***
Behavioural awards 1		1.70	1.51	***
Behavioural awards 2		1.92	1.89	
Public	Tangible rewards 1	2.30	1.73	***
Private		1.97		***
Public	Tangible rewards 2	2.36	1.91	***
Private		1.78		**
Ignoring		0.79	0.81	

1: for stopping misbehaviours **2:** for good behaviours

Sig.: The One-sample T test between teachers and parents

Light red box: significantly greater

* $0.01 \leq P < 0.05$ ** $0.001 \leq P < 0.01$ *** $P < 0.001$

Part 1 Before Misbehaviour Occurs

Despite the fact that most teachers and parents who participated in this questionnaire research (more than 85 per cent) reported establishing clear classroom or house rules before children misbehaved, teachers were found significantly more likely to do so. In addition, although most parents reported establishing the rules beforehand, only 62 per cent of them reported explaining the rules to their children, while most teachers (91 per cent) reported explaining the rules to their pupils in advance.

Part 2 When Misbehaviour Occurs

When children misbehaved, teachers reported using ignoring, diversion and supportive system significantly more than parents at both Times 1 and 2. As ignoring, diversion and supportive system all belong to the conflict-avoided discipline package, teachers tend to employ this discipline package significantly more, when compared with parents.

In addition, parents were found using direction and encouragement significantly more than teachers when children misbehaved, irrespective of whether it was the first or second time. Meanwhile, parents also reported using confronting discipline behaviours, such as warning and threat 2, aggressive techniques and physical punishment, significantly more than teachers at both Times 1 and 2. Withdrawal of affection, however, was reported to be used significantly more by parents at Time 1, whereas by teachers at Time 2. Moreover, it was demonstrated that parents used mild punishment significantly more, when compared with teachers at Time 1. This difference in the use of mild punishment between teachers and parents, however, lost its statistical significance when children misbehaved for the second time (at Time 2).

It is noteworthy that the teachers' use of confronting discipline behaviours only showed some significant increase (e.g. significantly more use of withdrawal of affection, public and private warning and threat, private aggressive techniques, public and private mild punishment), but no significant decrease when pupils misbehaved again (at Time 2).

In the meantime, parents have shown significantly more use of trust-based discipline behaviours (for example, establishing a rule, direction and external motivation), while significantly less use of conflict-avoided discipline behaviours (such as diversion and supportive system) and confronting discipline behaviours (e.g. withdrawal of affection and warning and threat 2) when children misbehaved for the second time (at Time 2). Moreover, parents' use of physical punishment has shown a significant increase at Time 2, while no significant difference in teachers' reported use of this discipline behaviour between Times 1 and 2 was demonstrated in the present study.

Part 3 When Good Behaviour Occurs

When children behaved well, teachers reported using encouragement, behavioural awards 1 and tangible rewards 1 significantly more than parents. In the meantime, parents tended to use verbal recognition 1 significantly more, when compared with teachers. In other words, teachers appear to view a child's ending of their misbehaviour as more worthy of behavioural awards and tangible rewards, while parents consider it as more worthy of verbal recognition. Teachers and parents did not show any significant difference in their use of ignoring when good behaviour occurred.

7.2 The Difference in the Use of Discipline Behaviours between Teachers and Parents of Different Gender

Table 15 presents the significant difference in teachers' and parents' use of discipline behaviours between different genders. Similarly, the items of discipline behaviours in Table 15 are based on the discipline behaviours shared by both teachers and parents. Here is an introduction to the group coding in Table 15:

Gender: Male (M), Female (F)

Table 15 The Gender Differences in the Use of Discipline Behaviours between Teachers and Parents (empty boxes in the table denote no differences)

Part 1 At the Beginning of the School Year / Before Misbehaviour Occurs

Discipline behaviour	Gender Group Rating (Independent-sample T test)	
	Teachers	**Parents**
Establishing classroom rules		F > M ***
Explaining the rules		

Table 15 The Gender Differences in the Use of Discipline Behaviours between Teachers and Parents (empty boxes in the table denote no differences)

Part 2 When Misbehaviour Occurs

Discipline behaviour		Gender Group Rating (Independent-sample T test)			
		Time 1		Time 2	
		Teachers	Parents	Teachers	Parents
Public	Direction		F > M ***		
Private					
Encouragement					
External motivation			F > M ***		F > M ***
Public	Investigation and guidance		F > M ***		
Private					
Ignoring		M > F ***			
Diversion		M > F **	F > M ***		
Time out				M > F **	M > F ***
Supportive system		M > F *	F > M ***	M > F **	
Withdrawal of affection				M > F ***	
Public	Warning and threat 2	M > F ***	M > F ***	M > F ***	
Private				M > F *	
Public	Aggressive techniques		M > F ***		M > F **
Private					
Public	Mild punishment		M > F ***		
Private					
Public	physical punishment				F > M ***
Private					

2: Threaten to punish;

Sig.: the paired-samples T test between Time 1 and Time 2

Table 15 The Gender Differences in the Use of Discipline Behaviours between Teachers and Parents (empty boxes in the table denote no differences)

Part 3 When Good Behaviour Occurs

Discipline behaviours		Gender Group Rating (Independent-sample T test)	
		Teachers	Parents
Encouragement		F > M **	
Public	Verbal Recognition 1	F > M ***	
Private			
Public	Verbal recognition 2	F > M ***	
Private		M > F ***	
Behavioural awards 1			F > M **
Behavioural awards 2		M > F *	F > M **
Public	Tangible rewards 1	F > M ***	
Private			
Public	Tangible rewards 2	F > M ***	F > M ***
Private		F > M **	
Ignoring		M > F **	

1: for stopping misbehaviours **2:** for good behaviours

Light blue/red box: shows statistically significant difference between different groups

* 0.01≤P＜0.05   ** 0.001≤P＜0.01   *** P＜0.001

Mothers reported establishing rules significantly more than fathers before misbehaviour occurred. No significant difference in teachers' use of establishing rules between different genders, however, has been found in the present research.

When children misbehaved for the first time (at Time 1), there were more significant differences in the use of discipline behaviours between fathers and mothers, when compared with that between teachers of different gender. It can be seen that at Time 1,

mothers were more likely to employ trust-based discipline behaviours (for example, direction, external motivation and investigation and guidance) and conflict-avoided discipline behaviours (e.g. diversion and supportive system) than fathers, while fathers were more likely to use confronting discipline behaviours, such as warning and threat 2, aggressive techniques and mild punishment, when compared with mothers.

The most significant difference in the use of discipline behaviours between teachers of different gender, however, was merely found in their use of conflict-avoided discipline behaviours, such as ignoring, diversion and supportive system, and confronting discipline behaviour like public warning and threat 2 at Time 1. Male teachers reported using these discipline behaviours significantly more than female teachers. Female teachers, however, did not show any preference for using certain discipline behaviours, when compared with male teachers. It is also interesting to point out that the conflict-avoided discipline behaviours diversion and supportive system were both reported to be used significantly more by male teachers in school, but more by mothers at home when children misbehaved for the first time.

At Time 2, when children misbehaved again, mothers' and fathers' use of discipline behaviours tended to become increasingly consistent with each other. Male teachers and fathers were both reported to be significantly more likely to employ time out when children misbehaved for the second time. In addition, mothers were found significantly more likely to use physical punishment than fathers at Time 2, while no gender difference was found in teachers' use of physical punishment when children misbehaved, regardless of whether it was the first or second time.

When children behaved well, the gender effect was mainly detected in the teachers' use of discipline behaviours. Parents have shown fewer gender differences in their use of discipline behaviours when children behaved well. Meanwhile, female teachers and mothers were both found using tangible rewards 2 significantly more than male teachers and fathers respectively. This implies that females tend to view children's good

behaviours more worthy of tangible rewards than males. Moreover, male teachers reported using private verbal recognition 2, behavioural awards 2 and ignoring significantly more than female teachers. Fathers, however, did not show any significantly increased use of particular discipline behaviours when children behaved well.

7.3 The Impact of Children's Gender and Usual Performance on their Teachers' and Parents' Use of Discipline Behaviours

The Impact of Children's Gender

Table 16 shows the significant difference in teachers' and parents' use of discipline behaviours in terms of dealing with the misbehaviour between children of different gender. As the differences in teachers' use of discipline behaviours with respect to disciplining children of different gender have only been investigated when misbehaviour occurs (in Part 2), the differences in disciplining children of different gender between teachers and parents will be also explored only when children misbehave. As above, the items of discipline behaviours in Table 16 are also based on the discipline behaviours shared by both teachers and parents. Here is an introduction to the group coding used in Table 16:

Children's gender: Boy (B), Girl (G)

Table 16 The Impact of Children's Gender on their Teachers' and Parents' Use of Discipline Behaviours

Part 2 When Misbehaviour Occurs

Discipline behaviour		Group Rating of Children's Gender (Independent-sample T test)			
		Time 1		Time 2	
		Teachers	Parents	Teachers	Parents
Public	Direction	B > G ***		B > G ***	
Private	Direction				
Encouragement					
External motivation		B > G *			
Public	Investigation and guidance	B > G ***		B > G ***	
Private	Investigation and guidance	B > G **			
Ignoring					
Diversion		B > G **			
Time out		B > G *			
Supportive system		B > G **			
Withdrawal of affection			B > G ***		B > G **
Public	Warning and threat 2		B > G **	B > G **	B > G *
Private	Warning and threat 2				
Public	Aggressive techniques	B > G **	B > G *		
Private	Aggressive techniques	B > G **		B > G ***	
Public	Mild punishment	B > G ***	B > G *	B > G **	
Private	Mild punishment				
Public	physical punishment		B > G *		B > G *
Private	physical punishment				

2: Threaten to punish

Light blue/red box: shows statistically significant difference between different groups

* 0.01≤P＜0.05   ** 0.001≤P＜0.01   *** P＜0.001

As can be seen in Table 16, both teachers and parents reported using certain discipline behaviours significantly more for dealing with the misbehaviour of boys at both Times 1 and 2. No evidence was found in the present study, however, that girls were more likely to receive certain discipline behaviours than boys, regardless of whether it was the first or second time they misbehaved.

It was observed that the gender effect tended to exert more influence on teachers' choice of discipline behaviours than on that of parents when children misbehaved for the first time (at Time 1). In addition, the significant differences in teachers' use of discipline behaviours in terms of dealing with misbehaviour between children of different gender appeared to spread relatively evenly across different discipline packages at Time 1. The significant differences in parents' reported use of discipline behaviours in terms of disciplining children between different genders, however, have only been observed in their use of confronting discipline behaviours when children misbehaved, regardless of whether it was the first or second time.

At Time 2, when children misbehaved again, the differences in teachers' use of conflict-avoided discipline behaviours such as diversion, time out and supportive feedback for disciplining children between different genders became no more statistically significant. In addition, it is interesting to point out that boys were reported to be more likely to receive confronting discipline behaviours from both teachers and parents when they misbehaved, irrespective of whether it was the first or second time.

The Impact of Children's Usual Performance

Table 17 presents the significant differences between teachers and parents in terms of disciplining children with different usual performance. Due to the fact that the differences in teachers' use of discipline behaviours in terms of disciplining children with different usual performance have only been explored when misbehaviour occurs (in Part 2) and when good behaviour occurs (in Part 3), the differences between teachers and parents in terms of disciplining children with different usual performance will also

be only examined based on these two occasions. All the items of discipline behaviours shown in Table 17 are a combination of teachers' and parents' shared discipline behaviours. Here is an introduction to the group coding:

Children's usual performance: usually Behaved Well (BW)

usually Behaved Averagely (BA)

usually Behaved Badly (BB)

It is worth mentioning that in the present questionnaire research, pupils' usual performance was divided into two groups: usually behave well (BW) and usually behave badly (BB) before teachers took part in the research. In contrast to teachers, however, parents were required to choose how their child usually behaved from three established categories: behaved well, averagely and badly at the beginning of the questionnaire. Owing to the fact that no parents considered their child as badly behaved in the present research, there are therefore only two corresponding groups in the parents' column: usually behaves well (BW) and usually behaves averagely (BA). In other words, in Table 17, there is only Group BW and Group BB in the teachers' column, while only Group BW and Group BA exists in the parents' column.

Table 17 The Impact of Children's Usual Performance on their Teachers' and Parents' Use of Discipline Behaviours

Part 2 When Misbehaviour Occurs

Discipline behaviour		Group Rating of Children's Usual Performance (Independent-sample T test)			
		Time 1		Time 2	
		Teachers	Parents	Teachers	Parents
Public	Direction	BB > BW ***		BB > BW ***	
Private		BW > BB *			
Encouragement			BW > BA ***		
External motivation		BB > BW ***		BB > BW ***	
Public	Investigation and guidance	BB > BW **		BB > BW ***	
Private					
Ignoring				BW > BB *	
Diversion			BW > BA **		
Time out		BB > BW ***		BB > BW ***	BA > BW **
Supportive system		BB > BW ***		BB > BW ***	
Withdrawal of affection		BB > BW ***			
Public	Warning and threat 2		BA > BW *		
Private		BB > BW ***			
Public	Aggressive techniques	BB > BW **			
Private		BB > BW **		BB > BW ***	
Public	Mild punishment	BB > BW ***			
Private		BB > BW **			
Public	physical punishment				
Private					

2: Threaten to punish

Table 17 The Impact of Children's Usual Performance on their Teachers' and Parents' Use of Discipline Behaviours

Part 3 When Good Behaviour Occurs

Discipline behaviours		Group Rating of Children's Usual Performance (Independent-sample T test)	
		Teachers	**Parents**
Encouragement			
Public	Verbal Recognition 1		
Private			
Public	Verbal recognition 2		
Private			
Behavioural awards 1		BB > BW **	
Behavioural awards 2			
Public	Tangible rewards 1	BB > BW ***	
Private			
Public	Tangible rewards 2	BB > BW **	
Private		BB > BW ***	
Ignoring		BW > BB **	

1: for stopping misbehaviours   2: for good behaviours

Light blue/red box: shows statistically significant difference between different groups

* 0.01≤P＜0.05   ** 0.001≤P＜0.01   *** P＜0.001

As can be seen in Table 17, teachers reported much more significant differences in their use of discipline behaviours in terms of disciplining children with different usual performance than parents when children misbehaved (regardless of whether it was the first or second time) and when children behaved well. In other words, generally speaking, the teachers' use of discipline behaviours is more likely to be affected by children's features, such as their gender and the way that they usually behave, when compared with that of parents.

Chapter 8 The View of Chinese Primary School Teachers and Parents of Each Other's Discipline Strategies

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8.1 Chinese Primary School Teachers' View of Parents' Discipline Strategies

8.1.1 Teachers' View of Parents' Discipline Strategies

When teachers were asked about who should be mainly responsible for children's misbehaviours in school, 27 out of 36 teachers addressed the effectiveness of parents' discipline at home: "…Parents are the children's 'first teacher'. Their own manner and behaviour influence their children in a significant way…"; "…the children's attitude and

behaviour is influenced by their parents from the very beginning, and is hard to change once formed…".

Twenty three out of thirty six teachers reported that the children themselves also ought to be responsible for their own misbehaviour in school due to the fact that "…there are always good examples and bad examples; it's the children's choice which one to learn from…"; "…no one can help you improve unless you want to…". There were only eight teachers who admitted that they (the teachers) should take the main responsibility for the children's misbehaviour at school.

Thirty one out of thirty six teachers reported that they possessed a general idea about parents' discipline strategies outside school, while ten of them said that they knew them quite well. Only five teachers said that they barely knew the discipline strategies adopted by the parents of their pupils at home.

More than half of the teachers (24 out of 36 teachers) supported the discipline strategies used by the parents: "…parents are found using less and less physical punishment these days…"; "…current parents have gained increasingly higher levels of education and thus have a much better idea about how to discipline children, when compared with parents in the past…".

Twelve teachers, however, were quite worried about what they heard of parents' discipline strategies at home by revealing that "…some parents are focusing too much on children's academic performance, while ignoring the all-around development of their children…"; "…some parents are spoiling their children in a dangerous way…"; "…sometimes, parents rely on our [the teachers'] discipline too much while making little effort themselves […] but in fact parents' discipline is equally important for children's development to ours. Besides, it is nearly impossible for us to pay attention to every child in class all the time…".

Part 1 Before Misbehaviour Occurs

In the questionnaire research conducted for this study, most parents self-reported that they established clear house rules at home, while more than half said they also explained these rules to their children. Half of the teachers (18 out of 36 teachers) believed the parents' report by saying "…I believe that parents would set some rules at home, instead of letting their children do whatever they want…".

The remaining 18 teachers, however, questioned whether these house rules were as clear as parents described. "…There might be some rules at home but I don't think parents would make them as clear as [we do] in school…"; "…there are all kinds of misbehaviours that can happen outside school, which makes it impossible to set up clear rules at home…". Moreover, these teachers were also not quite convinced that parents were able to establish house rules before misbehaviour occurred: "…usually the house rules would be established after children misbehaved…". In addition, some of these teachers also revealed that establishing clear rules beforehand "… is more like an idea that parents think they should have done, but few of them would actually do in real life…".

Only four teachers fully supported parents in establishing clear house rules at home before children misbehaved, because they thought children were entitled to knowing the rules and consequences beforehand. Nineteen out of thirty six teachers agreed that it was necessary to set up some limits at home in order to monitor and regulate children's daily behaviours from early on. They also argued, however, that it was not practical to establish these house rules in advance in real life. Moreover, some of these teachers also emphasised the appropriateness of the house rules by saying "…it is quite important that parents are able to set rules that are neither too strict nor too loose…".

The remaining 13 teachers were not quite supportive of the idea of establishing rules at home. Some of them even called it "an unnecessary move". In addition, some of these teachers also worried that rules and regulations at home might exert extra unnecessary pressure and stress on children: "…home is supposed to be a warm and comfortable place

where children can let their hair down and take a time-out from regulated school life…"; "…children may get depressed if their behaviours are controlled all the time…"; "…children need some freedom to enjoy their childhood as well…".

Part 2 When Misbehaviour Occurs

The most frequently used discipline behaviours reported by parents when children misbehaved for the first time in one day was encouragement, followed by direction, and establishing a rule. Twenty four out of thirty six teachers believed this report, while the remaining twelve revealed that some parents might in practice 'sugar-coat' their discipline behaviours. In addition, there were five teachers who repeatedly mentioned the influence of parents' educational background on their discipline behaviours. As these teachers reported, although it might not be a certain fact, parents who had achieved a higher education tended to be more skilful and efficient in disciplining children.

Most teachers (34 out of 36 teachers) agreed with parents using these discipline behaviours when children misbehaved for the first time in one day because these discipline behaviours were said to be able to inform children of their inappropriate behaviours without overreacting. "…Children are expected to misbehave. It would be better to focus on some gentle discipline behaviours such as direction, encouragement, investigation and guidance at first…"; "…children may generate a negative mentality if you exert unreasonably harsh discipline behaviours when they misbehave for the first time…".

Among these discipline behaviours, teachers specifically emphasised the importance of investigation by explaining that it could effectively prevent children from misbehaving again if the reasons behind their misbehaviour were located and solved. In addition, teachers were also worried that trivial misbehaviours might be exacerbated into serious ones if the underlying causes were not explored and resolved promptly. Furthermore, some of the teachers also claimed that a proper investigation would be able to show children how much they were cared about by their parents in terms of their feelings and mental well-being, even when they misbehaved.

When children misbehaved again in the same day, most parents were often found to persevere with using direction, establishing a rule, and encouragement. In addition, more than half of the parents reported using investigation and guidance often at this time. More than half of the teachers (20 out of 36) believed parents' self-reporting, while the other 16 teachers showed uncertainty regarding how many parents were being honest. Some of the teachers went on to elaborate that their suspicions mainly resulted from the fact that many parents were not able to distinguish between direction/investigation/guidance and aggressive techniques, such as shouting at children angrily or scolding children by use of inappropriate language. Therefore, it is quite possible that some parents might mistake their aggressive techniques for directions.

There were only six teachers who fully supported the parents' practice of using direction, encouragement and establishing a rule when children misbehaved, regardless of whether it was the first or second time. They shared the theory that discipline is a process dependent on repeatability. Parents ought to be patient and anticipate repetition both in terms of their children's misbehaviour and their own discipline behaviours.

There were twenty three out of thirty six teachers who partly agreed with the parents' employment of these discipline behaviours when children misbehaved again in the same day by saying that "…it depends on whether the children misbehave again on purpose or not, as well as how serious the misbehaviour is…"; "…parents could stick to these discipline behaviours, but it is also important to enable the children to realize how inappropriate their behaviour is by raising their tones or stressing their remarks…". Some of these teachers also suggested that parents employed various discipline behaviours during the process of improving their children's behaviours: "…children may get bored and careless if you keep using the same discipline behaviours…"; "…the effectiveness of discipline behaviours would decrease if they [the discipline behaviours] are used with high frequency…".

The remaining seven teachers were strongly against the parents' insistence on using mild discipline behaviours (especially direction and encouragement) when their children misbehaved again in the same day. It was said that children would not be able to "learn the lessons" if they did not receive increasingly more serious consequences when they misbehaved again. In addition, some teachers also pointed out the importance of informing the children of the increasingly severe consequences beforehand, in order to enhance the children's understanding of receiving the discipline, as well as handle the discipline behaviours (especially the harsh ones) more positively afterwards.

Despite the fact that parents reported using these discipline behaviours more frequently than the others, they also revealed that it was more likely for them to employ establishing a rule, direction, external motivation, mild punishment and physical punishment when children misbehaved for the second time in one day. To the contrary, they were less likely to use discipline behaviours such as diversion, supportive system, withdrawal of affection, warning and threat 2 when children misbehaved again in the same day.

None of the 36 teachers questioned this parents' report. Some of them, however, doubted the validity of parental physical punishment at home. On the one hand, some teachers were quite doubtful about how strict the parents could be at home by revealing that "…as far as I know, a lot of parents are exceedingly patient and tolerant with their children at home. I don't think they would ever use any harsh discipline method like physical punishment even if their children behaved really badly…". On the other hand, teachers were also worried that some parents might employ physical punishment much more frequently than what they reported.

According to the teachers, any punishment that leads to the possible impairment of the children's physical or psychological well-being would be counted as physical punishment. This kind of impairment might come either from physical suffering (including physical abuse such as receiving a beating or not being allowed to eat, extra physical tiredness, such as undertaking excessive housework, or restriction of children's freedom, such as being

locked up in rooms or being banned from going out) or from mental damage (such as being humiliated publicly). Several teachers even rated 'no allowance' as one kind of physical punishment owing to the fact that it might reduce the children's quality of life to some extent (like purchasing lower-nutrient breakfast).

Only seven teachers considered physical punishment as a strictly unacceptable discipline behaviour regardless of the forms it might take, because they firmly believed that any kind of physical punishment would exert negative influence on the children's physical and psychological health and development.

The rest of the 29 teachers, however, disagreed and indicated that some forms of physical punishment (such as undertaking extra housework at home, being isolated for a certain period of time, or receiving less allowance) would inform children that what they had done was inappropriate without exerting negative influence on their physical and psychological health and development. On the contrary, some forms of physical punishment might even benefit the children's 'growing up'. For example, extra housework could not only enable children to learn more life skills, but also make up for the children's lack of physical exercise.

In addition, some children are generally considered to be provided with too much 'pocket money' nowadays in China. Some pupils, according to these teachers, even have learned how to "pay their classmates to do homework or labour work for them at school". Less allowance, therefore, might have the function of preventing children from living an excessively indulgent and luxurious life.

Nevertheless, these teachers also emphasised that any physical punishment that involves physical abuse should be avoided as much as possible during the process of discipline, as the children's physical and mental well-being could be damaged. In addition, it might aggravate the tension between some parents and their children. When physical abuse is employed, as these teachers indicated, the reactions parents provide afterwards play an

extremely important role in how well their children will understand these harsh discipline behaviours. For example, children would understand the parents' physical discipline (especially physical abuse) much better if their parents could provide them with a sincere and reasonable explanation or even an apology for their (the parents') impulsive discipline behaviours afterwards.

Part 3 When Good Behaviour Occurs

More than half of the parents reported in the questionnaire that they often chose verbal recognition 1 and encouragement as their discipline behaviours when their children behaved well. All of the 36 teachers believed this report by indicating that "…parents started relying on praise quite a lot in recent years, even if the children just did what they were supposed to do…".

There were sixteen out of thirty six teachers who fully supported the parents' use of supportive feedback whenever children behaved well. First of all, children's self-confidence and self-esteem were said to be enhanced during the process of receiving positive feedback, such as praise or rewards. Secondly, securing the parents' approval might have the function of motivating children to keep their good behaviours or even behave better in the future, as well as improving the parents-children relationship by showing children that they were cared for and that their performance was appreciated.

In addition, some of these 16 teachers also admitted that it was nearly impossible for them to provide children with supportive feedback every time they (the children) behaved well in school due to the fact that there were just too many children in one class. Therefore, the parents' supportive feedback was expected to remedy this deficiency to some extent.

The remaining 20 teachers, however, disagreed and insisted that supportive feedback could not be provided whenever children behaved well, especially in the form of tangible rewards, such as valuable prizes or money. According to these teachers, the extrinsic motivation might impair the children's intrinsic motivation via controlling their behaviours with

rewards or prizes. At the same time, the intrinsic motivation is generally considered as an extremely important psychological feature for children because it enables them to be engaged in something spontaneously and unconditionally.

Moreover, some of these teachers also pointed out that children might start getting used to these positive feedbacks if their parents employed them too frequently, which would in turn impair their effectiveness. In addition, some of them also worried that children might suffer from negative emotions, such as disappointment or frustration, at school when their good behaviours could not receive as much approval and appreciation as they did at home.

8.1.2 Teachers' View of Parents' 'Discriminatory' Discipline Strategies

Gender Difference

In the research questionnaire, parents sometimes reported disciplining boys and girls in different ways. For example, parents who had a boy reported that they were more likely to use establishing rules, withdrawal of affection, warning and threat, aggressive techniques, mild and physical punishment when children misbehaved for the first time in one day, while they were more likely to use establishing a rule, withdrawal of affection, warning and threat 2 and physical punishment when children misbehaved again in the same day.

Most teachers (31 out of 36) acknowledged the existence of this kind of 'discriminatory' discipline among parents. Only five teachers said that they had never heard about it from either parents or their pupils. Twenty one out of thirty six teachers supported the idea of disciplining children by taking their gender under consideration because children were said to be different across genders. Boys, for example, were more likely to be "active and rebellious", while girls were more likely to be "shy and obedient" in these teachers' opinion. For this reason, it was recommended that parents disciplined their children

according to the different gender features.

In addition, these teachers also highlighted the importance of informing children about the differences between genders. Nowadays, children were found to be precocious and start realising gender differences earlier than previous generations. In this case, teachers and parents were said to be both responsible for guiding children onto the right track of gender awareness, as well as how to get along with the opposite sex.

The remaining 15 teachers, however, held a different view. Although they acknowledged the importance of educating children about the differences between genders, they also insisted that "…teaching children about gender differences and treating them [the children] differently across genders are two completely different things…".

These teachers went on to elaborate that disciplining the children in a 'discriminatory' way based on their sex might limit the children's freedom and potential for development by constructing a 'to-do' and 'not-to-do' list for children of different genders. In addition, some of these teachers were also quite concerned about the excessive pressure 'discriminatory' discipline might exert on children of different gender. For example, some parents kept emphasising the necessity of being successful and well-off when a man, or the extra skills inherent in housework when a woman.

Performance Difference

In addition to sexually 'discriminatory' discipline, parents' discipline behaviours were also found to be slightly different in accordance to the children's usual performance (usually behaved well or averagely, since none of the parents acknowledged that their child usually behaved badly). As these parents self-reported, they tended to use more establishing a rule, warning and threat 2 for disciplining children who usually behaved averagely, while using more encouragement and diversion for disciplining children who usually behaved well when children misbehaved for the first time in one day. They also reported using more time out for disciplining children who usually behaved averagely when children misbehaved

again in the same day. All teachers admitted that this was a common phenomenon among Chinese parents as far as they knew.

Twenty four out of thirty six teachers supported in part this parental 'discriminatory' discipline. The most frequently mentioned reason was that children who usually behaved badly might require more attention from both teachers and parents. Nonetheless, teachers were generally found not able to pay attention to every individual child in class due to the large number of children in each. Parents were thus expected to play their roles better at home in dealing with children's misbehaviours, such as investigating the reasons behind their inappropriate behaviours.

These teachers, however, also clarified that their so-called 'discriminatory' discipline merely referred to more attention, as well as more flexible discipline behaviours. It did not necessarily mean that the children who usually behaved badly deserved stricter and harsher discipline methods. On the contrary, some of these teachers even suggested that parents ought to be more patient and caring towards the difficult children because these might be suffering from some discomfort from either a physical or mental perspective.

Nevertheless, this kind of 'discriminatory' discipline was strongly protested by the remaining 12 teachers who argued that most Chinese families were one-child families nowadays. Parents were, thus, supposed to dedicate all their efforts in disciplining their children regardless of the latter's usual performance: "…well-behaved children need attention too…"; "…all the children need to know that they are wholeheartedly loved and cared for by their parents…"; "…if parents were not able to look after their only child well, how could they expect us [the teachers] to do that with 60 pupils…".

Furthermore, it is interesting to point out that the notion of a badly behaved child was understood differently by some teachers. According to these teachers, children who usually behaved distinctively would be sometimes considered as badly behaved; however, this might merely be a figurative misrepresentation of the child's creativity. For this reason, it

was strongly recommended that both teachers and parents thought long and hard before identifying a misbehaviour, so as not to tackle it while impairing the child's creativity.

8.1.3 Teachers' Advice on Parents' Discipline Strategies

When teachers were interviewed about their advice on parents' discipline strategies in this research, their suggestions focused mainly on the following three dimensions:

• The parents themselves

Thirty three out of thirty six teachers placed an emphasis on the influence of parents' self-cultivation and temperament on their children's development: "…[i]t is undoubted that children would learn unconsciously, simply by being brought up in a certain environment…". Therefore, the parents' every particular gesture and behaviour might have the possibility to affect their children's performance. For instance, "…children might consider hiding the plate they broke in a supermarket as the right thing to do if that's what their parents used to do…".

• The parents' attitude

All teachers acknowledged that it was "easier said than done", but that they still hoped that parents could be more aware of their discipline strategies in practice and make them as moderate and positive as they could.

As the teachers revealed, they knew that a number of current parents possessed a misconception about how strict their discipline should be: "…They [these parents] tend to be excessively strict with their children's academic performance, while pampering them in other aspects of life, such as letting them be completely free from any kind of housework…". Many children were found to have serious problems with looking after themselves (mainly referring to dressing themselves for school or packing their school bag)

in daily life. Under such circumstances, all 36 teachers suggested that parents should balance their emphasis on their children's academic performance with life skills.

In addition, a number of teachers (31 out of 36) reported being aware of the fact that many children were extremely busy with attending various after-school clubs that their parents signed them up for in their spare time. "…There is nothing wrong with cultivating children's interests, but the clubs have to be chosen out of the children's interests, rather than the parents'…"; "…few children could manage to develop more than one talent at a time. Parents should keep that in mind before they get their children engaged in after-school clubs. Besides, children could be largely distracted from or too tired to concentrate on their academic work if they are involved in too many interest clubs…". Furthermore, these teachers also indicated the importance of providing children with enough time for rest and recreation after school.

The last concern over the parents' attitude, voiced by 21 out of 36 teachers, suggested that parents should build up more their confidence in their children. According to these teachers, there was a serious lack of faith in their children among some parents. These parents firmly believed either that their children were not "smart enough" for schoolwork and were bound to fail in academic examinations, or that their children were "inherently disobedient and difficult" and could not be well-behaved at all. It was said that children's behaviours and performance in practice could be in fact affected negatively by their parents' negative belief in them. This is because the children's self-awareness and self-assessment largely depend on how others (especially those with whom they share the most time with, like their families, teachers and peers) think about them. This would in turn influence the children's construction of self-confidence and self-esteem in the long-term.

- The parents' discipline strategies

Along with the advice that parents should reconsider the strictness of their discipline methods, all teachers suggested that parents should re-think how to employ discipline behaviours like punishments and rewards evenly. Some parents were found to over-rely on

certain discipline patterns (such as punishment-oriented or rewards-oriented discipline behaviours) during the process of improving their children's behaviours. According to the teachers, however, both children's misbehaviours and good behaviours deserved equal attention. In addition, parents' discipline behaviours were expected to be more various and flexible.

Thirty three out of thirty six teachers emphasised the need for timeliness in discipline. "…[C]hildren need to be informed of what they have done right or wrong immediately, so that they can understand better why they are being rewarded or punished…". In other words, children might misunderstand and be confused about their parents' discipline behaviours if these occur with a time lag. For instance, "…children might get the idea that their parents punished them for previous misbehaviours merely because they [the parents] were in a bad mood at that moment, rather than against their misbehaviours…".

Finally, parents were also encouraged by 28 out of 36 teachers to spend more time investigating the possible reasons behind children's misbehaviours, rather than dealing with the misbehaviours alone. Parents were more likely to know their children better than teachers, which could facilitate the process of finding out why the children misbehaved. In the meantime, children might feel more comfortable and relaxed at home with their parents, in which case they would be more willing to reveal their real problems. In addition, the teachers repeatedly emphasised the fact that they might not be able to investigate why children misbehaved each time misbehaviours occurred due to the large number of children in class; if they (the teachers) have enough time to do it at all.

8.2 The View of Chinese Primary School Pupils' Parents of Teachers' Discipline Strategies

8.2.1 Parents' View of Teachers' Discipline Strategies

Similar to what the teachers reported, most interviewed parents (27 out of 34) also admitted that they (the parents) should take the main responsibility of their children's misbehaviours at school. Nineteen and sixteen out of thirty four parents indicated as well that the children themselves and the social environment were partly responsible for the children's misbehaviours at school. There were only 7 parents who thought that teachers should be primarily liable for their children's inappropriate behaviours at school.

Nineteen out of thirty four parents reported that they knew the discipline strategies employed by teachers in some way, while only five of them said that they knew those strategies quite well. According to the parents, they agreed with most of the discipline strategies employed by teachers, while four of them even said that their children's teachers were "doing a great job in disciplining" them. Fifteen parents said that they did not have a clear idea of the discipline strategies that the teachers of their children used at school.

Part 1 Before Misbehaviour Occurs

Twenty nine out of thirty four parents reported that there were clear school and classroom rules in the school where their children were studying. There were also five parents who admitted that they had never been informed of these rules. All parents, however, acknowledged that there were clear school rules printed on the pupils' handbooks, which were distributed to their children when they started their first year at school.

When the parents were asked about their view on those school and classroom rules, all of them (34 parents) agreed that it was necessary to establish some 'specific' and 'fair' rules in schools because "…nothing can be accomplished without norms or standards..." (also a

famous Chinese proverb). They believed that rules were the basis of creating a positive and well-organized teaching and learning atmosphere in schools. There were, however, five parents who mentioned that some of the school and classroom rules were too strict for children to follow, such as when children were asked to sit in a certain position (keeping their hands behind their backs during class), or wearing 'badly fitting' uniforms. They argued that some of the rules over-controlled their children's behaviours and in turn limited their creativity in some ways.

Part 2 When Misbehaviour Occurs

More than half of the teachers reported in the questionnaire that they often used private direction and encouragement when pupils misbehaved for the first time in their class. Twenty three out of thirty four parents believed that the teachers were telling the truth by saying that "…my son told me that his teachers were always very gentle with him even when he misbehaved…"; "…as far as I know, the teachers were telling the truth because my son said they were treating him very well all the time…"; "…according to my daughter, the teachers in her school are all very kind to the pupils…"; "…I believe that teachers would use a gentle approach when children misbehaved for the first time…".

The other 11 parents were slightly doubtful over what the teachers reported to do when their children misbehaved for the first time by saying that "…they [the teachers] may use those approaches, but I don't think they would keep them in private…"; "…I don't think the teachers would investigate the reasons why children misbehaved if they misbehaved for the first time…"; "…my son said his teachers could be really impatient sometimes when he did something wrong…"; "…some teachers are much stricter and harsher than others…"; "…teachers may have experienced something unpleasant sometimes which may cause some overreacting when disciplining children…".

Most parents (31 out of 34) showed understanding and support of the teachers' use of private direction and encouragement when children misbehaved for the first time in class. The most frequently mentioned reason was that "to err is human" (also another famous

Chinese proverb). Teachers, thus, should expect some misbehaviours and mistakes from children, which they ought to treat with understanding. It is for this reason that teachers were expected to employ gentle and mild discipline approaches.

Teachers, however, were also said to be responsible for enabling misbehaving children to become aware that what they were doing was incorrect and inappropriate, and needs to be changed or improved. Therefore, discipline behaviours, such as direction and encouragement, were considered to be appropriate when children misbehaved for the first time in class. These parents, however, also appreciated that teachers could use these approaches in private as "…the children's self-esteem might be harmed if they got disciplined in public…"; "…it is easier and more possible for children to reveal their real thoughts on why they misbehaved when their conversation with the teachers is in private…"; "…teachers should investigate the children's mental status and why they misbehaved in order to understand their behaviours better…".

There were three parents who clearly stated that they questioned the effectiveness of these approaches in improving children's behaviours because these methods seemed to be too soft to enable the children to realize how serious and harmful their misbehaviours could be: "…those directions and encouragements may just go through one child's ear and out the other…"; "…children would not take their misbehaviours seriously until they got punished…"; "…if the children don't learn the lesson when they misbehaved for the first time, they may misbehave again…".

When children misbehaved for the second time in class, however, only encouragement was still reported to be used often by more than half of the teachers. Half of the parents (17 out of 34) said that they believed in what the teachers reported to do. In addition to this being supported by what the parents had heard at home from their children, they also said that the teachers themselves ought to be experts in disciplining children: "…there is no reason for them [the teachers] to lie about it…".

The other 17 parents said that they partly believed in the teachers' report about their discipline behaviours when children misbehaved for the second time in their class because they doubted the teachers' patience and tolerance for children's repeated misbehaviours when there were around 60 pupils in their classes. Some parents were also suspicious of the teachers' self-report by explaining that when "…teachers said they used encouragement, […] sometimes their actual comments sound more like criticisms or accusations…".

Teachers reported that they were more likely to use public direction, public investigation and guidance, group influence, time out, supportive system, withdrawal of affection, public warning and threat, private warning and threat, private aggressive techniques, public mild punishment and private mild punishment, while they were less likely to use private direction, encouragement, ignoring and diversion when pupils misbehaved repeatedly in one class.

Twenty three out of thirty four parents admitted that it was understandable that teachers used their discipline behaviours more publicly and harsher when the children misbehaved for the second time in their class by explaining that "…teachers are normal people themselves and they have their own tempers, you can't expect them to hold their anger back and go for a private talk [with the misbehaving children] later every time…"; "…sometimes receiving public or harsh discipline can leave a deeper impression on children, which might prevent them more effectively from misbehaving again …".

These parents, however, also hoped that the teachers could employ public discipline and aggressive discipline behaviours as little as possible due to the fact that it may influence their children's self-esteem and self-confidence in a negative way. Some parents revealed that their children even refused to go to school the next day after being criticized or punished in public. It is also for this reason that the remaining 11 parents strongly disagreed with teachers using public or aggressive discipline by rating it as inappropriate and unprofessional.

Among these, the discipline behaviour parents were most concerned about was physical punishment. When parents were asked about what kind of punishment would be counted as physical punishment, their definition was quite similar to that of the teachers, namely that any punishment that generates children's discomfort is a physical punishment. Likewise, these parents also indicated that this discomfort could be either physical or psychological.

Twelve out of thirty four parents said that they would not complain if the teachers used physical punishment moderately. By 'moderately', they meant that the teachers used physical punishment very occasionally and only for dealing with some extremely disturbing misbehaviours, such as antisocial behaviours. In this case, they agreed that those misbehaving children deserved harsher and more 'memorable' discipline behaviours like physical punishment. Otherwise, "…the misbehaving children would not realize how terrible and serious their misbehaviours were…"; "…they would not be able to learn their lessons if the discipline was too mild for their serious misbehaviours…"; "…sometimes harsher discipline behaviours, such as physical punishment, are able to warn children that they cannot do whatever they want since there are too many spoiled children in China now who believe that they can do as they wish…".

Most parents (22 out of 34), however, were strongly against the teachers using physical punishment by claiming that "…physical punishment would exert a negative influence on both the children's physical and mental development…"; "…instead of working in a positive way, physical punishment could actually cause excessive rebelliousness which would exacerbate children's behaviours, rather than improve them…"; "…employing physical punishment is a sign of incompetence…"; "…[i]t is undeniable that teachers' behaviours have an important influence on children's performance; therefore teachers' use of physical punishment could be a really bad example for children to learn from…" There were also several parents firmly believed that parents had the exclusive right to physically punish their children; it is for this reason that teachers were not entitled to do so.

Part 3 When Good Behaviour Occurs

According to the teachers' self-report, more than half admitted that they employed encouragement, public verbal recognition 2, public tangible rewards 2, public verbal recognition 1 and public tangible rewards 1 often when pupils behaved well. Nearly half of the parents (16 out of 34) displayed trust in this report, while the rest showed doubts by reporting that their children had never received any kind of supportive feedback, such as praise or rewards, as far as they knew.

Among all parents, 19 heavily promoted the idea that teachers should use supportive feedback including encouragement, praise and rewards whenever the children behaved well in order to enhance the children's self-confidence, as well as maintain their motivation for behaving well in the future.

There were also, however, 12 parents who partly agreed with the teacher's use of positive recognition when children behaved well by indicating that the positive feedback would take effect only when it had been used in an appropriate way. According to these parents, "…children's self-conceit, which could be a barrier to further progress, may partly come from their teachers' and parents' excessive praise…". Also, sometimes "…children could get confused when they get rewards for some tiny progress by considering themselves incompetent to making further improvements…".

The remaining three parents strongly disagreed with teachers using supportive feedback when children behaved well because they firmly believed that children were supposed to behave well. Praise and/or rewards would only indoctrinate children with the idea that behaving well is a 'bonus' provided by teachers and parents, rather than "their own duty".

8.2.2 Parents' View of Teachers' 'Discriminatory' Discipline Strategies

Gender Difference

In the questionnaire, teachers reported that their discipline strategies, to some extent, depended on the children's gender. For example, teachers said they were more likely to employ public direction, external motivation, public and private investigation and guidance, group influence, diversion, time out, supportive system, public and private aggressive techniques and public mild punishment when boys misbehaved for the first time in one class, while they were more likely to use public direction, public investigation and guidance, group influence and public warning and threat when boys misbehaved again in the same class.

Twenty seven out of thirty four parents said that they did not doubt what teachers reported and 25 out of the whole considered it as a practical idea to exert this kind of 'discriminatory' discipline in schools because, as teachers indicated as well, children were different between genders.

Some of these parents similarly reported that boys could be really mischievous and rebellious sometimes and deserved stricter discipline, while girls were relatively more obedient and prone to persuasion, and thus did not need to be treated with such strictness. This suggestion, however, was questioned by several parents who also supported the idea of disciplining boys and girls in different ways when they noted that "…girls need more rules and stricter discipline because they are supposed to behave in a more decent and appropriate way than boys…".

Moreover, boys were "bolder and tougher" than girls in some parents' opinion, and thus able to handle receiving harsher or public discipline better than girls. Some of the parents whose child was a boy, however, still hoped that teachers could discipline boys moderately

even though they agreed with the 'discriminatory' discipline by saying that "…teachers could discipline girls in a milder way, but boys may have a higher self-esteem and need to be treated with respect too…".

Moreover, some of these 25 parents also addressed in this interview the importance of enabling children to become aware of the differences between genders by saying that "…it helps children build up a more affirmative and a healthier attitude towards sex differences later on…" and that this "…may contribute to the children's association with the opposite sex in the future…".

This difference in treatment between boys and girls had not been perceived by seven parents, and was strongly opposed by nine in this research. There were two opposing views presented by these nine parents. Some of them believed that all children were the same regardless of gender and, thus, deserved being disciplined in the same way. This kind of 'discrimination' in discipline, according to these parents, was not appropriate and might even misrepresent the 'fairness' advocated by society as a whole.

The rest of these nine parents, however, asserted that every child was different and needed specific discipline. Teachers could not group children merely into boys and girls. Instead, they were expected to discipline children in accordance to their own personalities. For example, "…there are some boys who are also very shy and lack self-confidence, and who may get hurt from teachers' harsher or public discipline behaviours even more easily than girls…"; "…sometimes girls could be very disturbing too and, thus, need to be disciplined more strictly…"; "…children are mainly different in their characteristics, rather than their gender per se…".

Performance Difference

Teachers reported in the questionnaire that their discipline strategies sometimes depended on their pupils' usual performance. For example, teachers said they were more likely to use public direction, external motivation, public investigation and guidance, group influence,

time out, supportive system, private aggressive techniques, behavioural awards 1, public tangible rewards 1 and 2, and private tangible rewards 2 for disciplining pupils who usually behaved badly. This kind of 'discrimination' was observed by 27 out of 34 parents, while the rest had not perceived any differences to the teachers' discipline behaviours between children who usually behaved well and those who behaved badly.

Twenty seven out of thirty four parents supported the idea of disciplining children with different usual performances in different ways. The reasons behind this, however, were quite contradictory. Parents whose child usually behaved well agreed with this kind of 'discriminatory' discipline mainly because they believed that children who usually behaved badly deserved stricter and harsher discipline as their constant misbehaviours not only exerted a negative influence on themselves, but also affected other children in an adverse way.

These parents, however, also hoped that teachers could pay more attention to children who usually behaved well by indicating that "…it is unfair that children cannot receive the same level of attention and care just because they usually behave well…"; "…children who usually behaved well deserve more attention because they can improve and become better much more easily than children who usually misbehaved…"; "…children who usually behaved badly need to be treated harsher, but this does not mean that they deserve more time and attention from teachers…".

On the contrary, most of the parents whose child usually behaved averagely tended to hold the same view with some of the teachers. They agreed that teachers should pay more time and attention to their children because these were "someone in need". "…[C]hildren who usually behaved badly are in trouble and apparently need more help from teachers…"; "…children's self-confidence and self-esteem might be seriously impaired during the process of failure. They definitely need more care and attention in order to rebuild these important characteristics…".

Some of these parents, however, also indicated that what they meant by 'more attention' did not imply harsher and stricter discipline behaviours. Instead, they hoped that teachers could be more patient and tolerant towards misbehaving children, and that they would investigate the reasons why they misbehaved by spending more time talking and listening to them. According to these parents, harsh discipline behaviours might be effective in the short-term; however, in the long-term, these discipline behaviours would become 'useless' and even exert a negative influence on children's mental development.

8.2.3 Parents' Advice on Teachers' Discipline Strategies

When parents were asked about advice they had to give to teachers regarding their discipline strategies, their suggestions also included three main dimensions. In addition, they offered some suggestions to schools as a whole.

- The teachers themselves

More than half of the parents (20 out of 34) mentioned that they hoped teachers could improve their own behaviours and knowledge during their careers. It was said that being a primary school teacher was generally not a well-paid job in China and few people who gained higher education would commit themselves to primary education. This is a big concern among Chinese parents because they firmly believed that teachers' behaviours, manners and moral culture would influence their children's development in a significant way. It is for this reason that parents strongly recommended to teachers to combine the process of teaching with self-improving and self-enriching both from an academic and a non-academic perspective.

In addition, a dozen of parents also suggested to teachers to learn more about educational psychology in order to understand children's different psychological characteristics at different ages. According to these parents, as professional educators, teachers ought to have sufficient expertise and be able to provide parents with professional advice on how to

discipline their children, while at the same time appreciating that children's mental activities were certainly one of the most important bases of effective discipline.

- The teachers' attitude

Despite the fact that most parents showed understanding and support for teachers' 'discriminatory' discipline strategies in practice, all parents agreed that this 'discrimination' merely referred to different discipline approaches. They still hoped that teachers could treat all children in the same way in terms of care, respect and support. "…[T]eachers could discipline some children more strictly than others, but this does not mean that they could disregard those misbehaving children or children who are not good at academic work…"; "…it is important to enable the children to realize how serious their misbehaviours are; however, it is also very important to let them know that teachers would still respect and care about them even if they did something wrong…"; "…teachers are normal people and may hold different views on children. There is nothing wrong with that. It would be inappropriate, however, if they allowed the children to notice the 'discriminatory' treatments…".

Twenty six out of thirty four parents were clearly concerned about the teachers' discipline language by saying that "…I don't mind teachers disciplining my child, I mean it's their duty and why we send our child to school; however, I do mind if they assail my child with contemptuous, coarse, or insulting words during the process of disciplining…"; "…I hope teachers could think again, as well as think comprehensively before they decide on a child's performance, as it affects children's self-awareness in such a significant way, some of them [the teachers] might not realize yet…"; "…it is good to have some competition among children; however, teachers should teach children how to handle their success or failure in a positive way afterwards, rather than judge and rate children according to the results…".

In addition, parents also expressed their expectations of the teachers' personal characteristics, such as being more patient and responsible, as well as more cheerful and

optimistic in order to establish a more active and supportive environment in class. It was argued that a positive teaching and learning atmosphere contributed significantly to children's enthusiasm and initiative at attending school and being engaged in study. There were also several parents who strongly recommended that teachers provided children with the opportunities to show their talent in non-academic aspects, such as art or sports by "…giving them the chance to show other children what they can achieve. This can allow them to build up their self-confidence in a different way, as well as bring them some joyful experiences in school…"; "…those positive experiences and feelings would facilitate the process of children attending school and taking part in learning activities…".

There were also several parents who clearly indicated that teachers should be able to tell the difference between misbehaving and being creative by arguing that when "…sometimes children showed their creativity and initiative by behaving differently, it did not mean that they were misbehaving…"; "…behaving in a different way and misbehaving are completely different things…"; "…teachers should be cautious with their discipline because it could easily restrict the development of children's creativity…".

- The teachers' discipline strategies

All 34 parents appreciated the idea of combining rewards with punishment. Most of them, however, (29 out of 34) still emphasised the importance of providing children with supportive feedback when they behaved well by explaining that "…children need to know that their good behaviours have been observed and are approved…"; "…children may be disappointed and frustrated if their good performance is ignored…"; "…approval helps children to enhance their self-confidence, as well as encourage them to keep going…".

Another piece of advice propagated by 26 parents was that they expected more communication with the teachers. According to these parents, "…children seemed to be our only source into their school lives. What we know mainly came from what the children told us, which means that there might be some 'blind spots' or bias in our perception of their real school life…"; "…an effective discipline needs good cooperation between teachers

and parents…"; "…sometimes we [the parents] really need some professional advice on disciplining children from teachers, so I hope that teachers can be more readily available and accessible to parents…"; "…it would be a good idea to set up an anonymous mail box so that parents could make some comments or suggestions on the teachers' work more freely and genuinely. In addition, parents could raise any problems they encountered during the process of disciplining their own children by sending a mail anytime…".

- The school

The children's all-around development was another concern shared among many parents (23 out of 34). They suggested that the school could set aside more time for non-academic activities, such as sports, music or other collective activities for the children. "…[I]t does not only provide children with a good rest from brainwork, but also broadens their interests…"; "...more exercise is beneficial to the children's physical health…"; "…children would be able to learn how to communicate and collaborate with others during the collective activities, which is conducive to developing their emotional intelligence…".

Several parents also repeatedly mentioned the fact that children wore the wrong size uniform every day and suggested that the school could require children to wear them only for certain events because "…it is very inconvenient for the children's physical activities…" and also because, as some have admitted, "…my son feels quite uncomfortable wearing his uniform. Sometimes his classmates may laugh at him for wearing such a 'tight' uniform…".

Chapter 9 Chinese Primary School Pupils' View of their Teachers' and Parents' Discipline Strategies

9.1 Chinese Primary School Pupils' View of their Teachers' Discipline Strategies

9.1.1 Chinese Primary School Pupil's View of Teachers' discipline strategies

Part 1 Before Misbehaviour Occurs

All 60 pupil interviewees (four pupils in each group, 15 groups in total) reported that there were clear school and classroom rules in their school. These rules were clearly listed in the handbooks that were distributed to them at the beginning of their first school year and would not change over the years.

Most pupils (three or all four pupils in each of the 15 groups) nodded their heads when asked whether their teachers explained the rules to them. These pupils, however, also indicated that the promotion and explanation of the rules is the main responsibility of class supervisors. According to these pupils, their class supervisors read through and explained all these rules clearly in front of the full class at the beginning of their first year in school and did not repeat it for the rest of the years because the rules stayed the same throughout.

Seven pupils disagreed by indicating that their teachers skipped this step completely: "My class supervisor asked us to read them through carefully by ourselves after school." "No, but my class supervisor said we could ask her if we had any questions about the rules."

In addition to the rules that were listed in the handbook, pupils in nine groups (one to three in each group) also revealed that some of their teachers established some extra specific rules for their own classes. For example, "my Maths teacher set us an extra rule.

We are not allowed to get into the classroom if we are late for his class"; "My PE teacher said we could not attend his class if we forgot to wear sports shoes."

Most pupils in these 15 groups (three or four in each group) showed an understanding of and satisfaction with their school and classroom rules by acknowledging that most of the rules were appropriate and not difficult to follow. Moreover, these pupils also agreed that the school and classroom rules were necessary for improving their usual behaviours and maintaining a positive and orderly environment in their school.

There were also nine pupils, however, who did not hold the same opinion. These stated that: "I think the rules are too strict for me. I nearly break them every day without intention"; "I don't understand why there are so many rules. It's really hard to keep them all in mind"; "I don't like the rule which says pupils need to wear a uniform every day. I don't like wearing it because it doesn't fit me at all. I feel very uncomfortable wearing it." Some of the pupils who were satisfied with the rules also reported the same problem of wearing a wrong-size uniform.

Part 2 When Misbehaviour Occurs

The most frequent discipline behaviours used by teachers that were reported by pupils in all 15 groups when they misbehaved for the first time (Time 1) in class were:

• Public direction

Most of the pupils in each group (three or four) reported that their teachers usually directed their behaviours straightaway by pointing out their misbehaviours ("Stop looking out of the window"), correcting their behaviours ("Listen to me carefully please") or asking questions ("What are you doing?"). In addition, nearly all these pupils mentioned that their teachers would show a firm look at the same time as giving the direction.

• Private investigation and guidance

Talking in the office was another discipline behaviour that was mentioned most frequently by many pupils (two to four in each group). According to these pupils,

teachers would call them to their office after class if they had misbehaved earlier on in their classes and would talk to them about their previous misbehaviour. The conversation usually focused on the reasons why they misbehaved, and how they were going to improve their behaviour in the future.

- Private warning and threats

Following the investigation and guidance mentioned above, a number of pupils (one or two in each group) also revealed that their teachers would threaten them by saying something like "I will punish you if you misbehave again"; "I will not care for you anymore if you do it again"; or "I will completely ignore you in my class if you do not change your behaviour."

There were also some pupils who mentioned the following discipline behaviours at Time 1:

- Encouragement

More than half of the pupils in eight groups reported that their teachers would encourage them to correct their misbehaviour by themselves. According to these pupils, teachers would say something like "You can do much better than this"; or "You have concentrated in class much more these days, keep going" when they misbehaved in class in order to motivate them to get back to the appropriate behaviour themselves.

- Diversion

Diversion was reported by some of the pupils in five groups (one or two in each group). They described situations where they were suddenly asked to distribute handouts, answer questions or read the text when they were found misbehaving in class, such as daydreaming or talking with other pupils.

- Withdrawal of affection

Pupils in four groups also presented some cases that can be viewed as withdrawal of affection for the purposes of this research. Here is a typical example reported by a pupil: "Last time Miss Hou asked a question in class I was the first one who raised their hand, but she ignored me and asked another pupil to answer it instead. I guess she might have seen me talking with my desk mate in her class." Another example is: "Once I argued

with Miss Zhao. She was so angry, she refused to talk to me for couple of days."

At Time 1, several pupils clearly identified mild punishment (five pupils), such as being required to do extra cleaning after school or extra homework; private aggressive techniques (five pupils), such as being scolded or shouted at angrily in their teachers' offices on account of having misbehaved; and public physical punishment (three pupils), such as being made to stand for a long time in front of the whole class or run extra laps in the playground. No other discipline behaviours were spontaneously reported by pupils at Time 1.

At Time 2 (when pupils misbehaved for the second time in class), in addition to public direction, private investigation and guidance, and private warning and threats, pupils in all 15 groups also revealed the following discipline behaviours usually employed by their teachers:

- Public investigation and guidance

More than half of the pupils in each group said that their teachers would wonder why they had misbehaved and try to convince them how disturbing and interruptive their misbehaviours were right after they misbehaved again. Some of these pupils even revealed that their teachers used to spend the whole class talking sense into them when they misbehaved repeatedly.

- Time out

Misbehaving pupils may be required to sit separately at the back of the classroom or leave the classroom for a while if they repeated their misbehaviour, according to many pupils (two to four in each group). This isolation was usually a short-term, temporary measure.

- Public aggressive techniques

When pupils were asked about how their teachers would discipline them if they misbehaved again in class, nearly half of the pupils (one or two in each group) reported that their teachers might use harsher discipline behaviour, such as scolding or shouting at them angrily in front of the whole class. Due to the fact that all 60 pupils were the only

child in their families, and thus might be brought up by indulgent parents or grandparents, they might possess a lower threshold of frustration tolerance and be over-sensitive to teachers' discipline language and manner. Therefore, there might be some pupils who had misunderstood the teachers' firm direction, investigation and guidance as aggressive approaches, which is possibly what led to the large number of pupils reporting to have been the recipients of aggressive techniques in this research.

In addition to these discipline behaviours, pupils also reported receiving the following at Time 2:

- Supportive system

Pupils in eight groups (one or two in each group) said they used to be asked to bring their parents to school because of misbehaving in class. These separate parent meetings (merely involving the parents of misbehaving pupils) were held mainly for discussing these pupils' misbehaviours and how to improve their future performance in school.

- Mild punishment

At Time 2, other pupils (one or two in each of five groups) indicated that they usually received mild punishment when they misbehaved repeatedly in class. These mild punishments still mainly involved doing extra cleaning or extra homework after school.

Three pupils stated that they usually received public physical punishment, such as standing for a long time in front of the entire class or running extra laps in PE when they misbehaved for the second time in class. One of them even reported receiving private physical punishment by saying that "My class supervisor used to beat me in his office because I argued with him." No other discipline behaviours had been spontaneously pointed out by pupils at Time 2.

Only 11 out of 60 pupils reported that they had never received any physical punishment from their teachers, while three said that they were physically punished very frequently. This report could be true, but still needs to be treated with caution for the following reasons. Firstly, pupils might say damaging things about their teachers in front of a third

party in an act of revenge. Secondly, some pupils might treat some behaviours like a pat on the shoulder or head as a beating because of their overprotective families. Finally, there are also some pupils who may view physical punishment as a "heroic" experience, and deliberately make it up in front of other pupils in order to gain their admiration.

Most pupils in all 15 groups (three or four in each group) stated that they could understand their teachers' discipline behaviours, both mild and harsh ones, because they regarded discipline as one of their teachers' main responsibilities: "They had to do so when we misbehaved because it's their job." In addition, they also acknowledged the teachers' harsher discipline behaviours as appropriate approaches to dealing with repeated misbehaviours by saying that "[t]hey deserved harsher discipline approaches because they didn't improve at all." Some of these pupils even said that they were very grateful that their teachers corrected their misbehaviours, as it helped them to improve both in their daily performance and academic work. There were also pupils who regarded some of their teachers' discipline behaviours as 'making a fuss', or venting out their frustrations: "Sometimes they criticized me just because they had had a bad day and were in a bad mood."

Five out of the sixty pupils clearly indicated that sometimes they could hardly understand their teachers' discipline behaviours, and might get very angry with them when they corrected their behaviours. Some of them even hated going to school because of receiving their teachers' criticism all the time. Three of these five pupils were usually performing very badly in their daily school life. Their disagreement with the teachers' discipline might stem from the fact that their performance was being judged and criticized all the time during their school years. In addition, their teachers' attitude towards them did exert a negative impact on how their peers viewed them, which may have resulted in the latter's rejection of them. Therefore, they already possessed an extreme dislike, or even hate, towards their teachers, as well as their classmates and school in general.

On the contrary, the other two pupils usually performed very well in their daily school life. Their confusion over their teachers' discipline behaviour might be due to the fact that they had been too accustomed to being approved of or praised before, and could hardly stomach opposite opinions or advice, let alone criticism.

Part 3 When Good Behaviour Occurs

There are pupils in all 15 groups (one to three in each group) who said that their teachers usually used encouragement and public verbal recognition 2 when they behaved really well. According to these pupils, teachers usually praised them for some of their extremely good behaviours and then encouraged them to maintain their good behaviours or even outdo them in the future.

Only ten pupils said that their teachers employed public tangible rewards, such as rewarding them with prizes for their good performance, quite often. These pupils, however, also revealed that their teachers only rewarded them for good behaviours related to academic work. For example, teachers would reward them for their extraordinary academic performance, or for winning in an academic contest. That might also explain why there are only ten pupils who claim to be used to receiving tangible rewards.

Seven pupils complained that they had never received anything from their teachers for their good performance. In addition, some pupils also indicated that teachers would usually reward pupils only for good performance related to academic work; therefore, it would be extraordinarily difficult for pupils who usually performed averagely or badly on their academic work to vie for the rewards. Moreover, four of these seven pupils also expressed strong displeasure at the extra attention teachers paid on pupils who usually behaved very well or very badly by saying that "[i]t is very hard to attract teachers' attention because I did nothing worth being praised or blamed for."

Most pupils in all 15 groups (three or four in each group) expressed that they felt encouraged and were very proud of themselves when they received praise or rewards from their teachers. Some of these pupils took the praise and rewards for granted, while others thought that they were just doing what they were supposed to do, which was not worth the praise or rewards. There were also three pupils who clearly expressed stress due to their teachers' praise or rewards, because they were worried that they might disappoint their teachers by making no progress afterwards; however, they also indicated that it would be extremely difficult to perform better in the future because they thought they had already tried their best.

9.1.2 Teachers' 'Discriminatory' Discipline Reported by Chinese Primary School Pupils

More than half of the pupils in all 15 groups agreed that boys and girls should be disciplined in the same way because there was no difference between boys and girls as pupils. There were also several pupils (six girls and one boy) who suggested that teachers should discipline boys in a stricter way because boys were usually harder to control and needed more and harsher discipline methods to regulate their behaviours. On the contrary, there were also five boys who said that teachers ought to discipline girls more strictly, because girls were supposed to behave better than boys. This may originate in traditional Chinese culture, where women are expected to be more compliant and obedient than men.

When pupils, however, were asked whether teachers should discipline pupils who usually behaved well or badly in the same way, most pupils in all 15 groups (two to four) suggested that pupils who usually behaved badly deserved stricter and harsher discipline approaches because they did not only exert a negative impact on their own school life and academic work, but also influenced others in a negative way. The rest of the pupils

still held the same opinion that teachers should discipline pupils who usually behaved well or badly in the same way, because all pupils were equal within the education system and deserved identical discipline approaches.

9.1.3 Pupils' Suggestions on Teachers' Discipline Strategies

When pupils were asked to give advice on their teachers' discipline strategy, their advice mainly focused on the following two dimensions:

- The teachers' attitude

There are pupils in all 15 groups (one or two in each group) who agreed that their teachers could become gentler and more approachable in their daily school life so that they (the children) could be more relaxed and comfortable in their interactions with them. This would contribute to a positive teacher-pupil relationship and facilitate the communication between pupils and teachers. For example, one said that: "I hope my teachers can speak to me in a gentler way so that I can talk with them without worrying"; "I hope my teachers can smile more. Some of my teachers look serious all the time, no matter whether we are in class or not"; "I would like my teachers more if they could become more affectionate and gentler. Sometimes I made mistakes when I did something they told me to do or answered a question they asked me just because I was too frightened and nervous when I faced them."

In addition, pupils in all these 15 groups (one or two in each group) also hoped that their teachers could focus on their all-around development more, rather than just academic work: "My teachers give us too much homework to do every day. I have no time to do anything else at all"; "I hope my teachers can finish their classes on time. Sometimes I really wanted to go out and play football with my classmates during the break between classes." Some pupils (one or two in each of eight groups) also complained that their academic performance attracted too much attention from their teachers while their other

merits were easily ignored: "I always think it would be so cool if I could show my drawings and pictures to my teachers. But I have never done that because I am afraid that my teachers would blame me for spending too much time doing something irrelevant to study."

Several pupils who were particularly good in non-academic areas felt quite depressed and frustrated when their strengths could not be appreciated by their teachers: "I hated it when my teachers judged me only by my exam scores. I took part in the Sports Meetings held by my school every year and won a lot of medals for my class, but my teachers had never appreciated that. They just keep bugging me with my poor performance in my academic work. I may not be good at Maths or English, but that doesn't mean I am not good at anything."

There are pupils in 9 groups (one or two in each group) who specifically pointed out that they did not like being compared to other pupils. These are both pupils who usually behaved well and who usually behaved badly, and they agreed that they were somewhat offended by this kind of comparison. Pupils who usually behaved well, on the one hand, were extremely stressed by the comparison and worried about disappointing their teachers in the future because they could not be the best all the time. On the other hand, they also revealed that this comparison might limit their circle of friends. For example, one pupil said that "Zhao Qian and I used to be best friends, but he doesn't want to play with me anymore because he doesn't want to be compared with me all the time."

In terms of the badly behaving pupils, their self-esteem and self-confidence were severely damaged during the process of comparison. Some pupils reported that they might even come to hate their teachers, as well as those pupils they were compared against: "I felt really annoyed when my teachers said 'Look at Zhang San, he did much better than you'; or 'I hope you can learn from Li Si'; or 'why can't you do it as well as Wang Wu did?' I really wanted to tell my teachers that it would only make me hate them, as well as those pupils they said were better than me."

About a dozen pupils revealed that they hoped their teachers could become more patient, supportive and inspiring when they asked questions, rather than judging their questions from the outset. According to these pupils, it took considerable courage on their behalf to speak out and ask questions in front of the whole class, but instead of receiving any support, they were laughed at for asking silly questions or criticised for not concentrating enough during class, which made them very frustrated and discouraged. For instance, one said that: "Last time I asked Miss Zhao [her Maths teacher] a question she shouted at me angrily and said 'I had already told you the answer in our class, why don't you listen to me carefully?' I shouldn't have asked the question."

Moreover, these pupils also suggested that teachers should focus more on their progress rather than the final results. It made them feel disappointed and depressed when their efforts were completely ignored by their teachers. One typical example was the following: "I hope my teachers can see my progress. I hardly ever finished my homework before because it was too difficult for me and I didn't want to copy other pupils' homework because teachers can easily find out. But recently, I'm trying to finish it every day, but my teachers still criticized my homework as being of poor quality because I made a lot of mistakes. So maybe I shouldn't try to finish my homework. There is no difference at all."

- The teachers' discipline behaviours

Pupils in all 15 groups (two or three in each group) said that they needed more communication with their teachers because, firstly, they considered smooth and pleasant communication as an important sign of a positive teacher-pupil relationship. They even hoped to turn it into friendship by saying that: "I really hope my teachers can become my friends that I can share anything with them." Secondly, some pupils revealed that they thought it was one of the best ways to know and understand them better.

It was also suggested that teachers should provide more appropriate feedback for their pupils' misbehaviours. There were four kinds of inappropriate feedback reported by pupils in this research. The first one was providing pupils with a lifelong assessment like

"You are doomed to fail" or "You are hopeless" and so on. The second one was outrightly bringing the pupils' moral character into question. There is a pupil who shared an example: "Last time my desk mate left her pencil on the desk, I took it back home and was planning to give it to her the next day. She told my teacher before I did, however, and my teacher scolded me for stealing without giving me a chance to explain." In addition, pupils also reported that sometimes some of their teachers might overstate their misbehaviours: "Once I talked in Mr She's class. It was the first time I talked in his class, but he scolded me angrily for always talking in his class. That's so unfair!" The last kind of improper feedback by teachers revealed by pupils was to keep reminding pupils of their past misbehaviours: "Every time I misbehaved, my teachers would definitely blame me both for any new misbehaviour, as well as those I had committed years ago."

According to these pupils, the teachers' attitude and assessment towards them had an extremely important influence on not only how they viewed themselves, but also how their classmates and their parents viewed them. They hoped that their teachers could be more positive and extend more appropriate comments to them.

Finally, there were many pupils (two to four in each of 7 groups) who also voiced their disagreement with public discipline behaviours by revealing that being disciplined in public, especially in front of the whole class, was extremely embarrassing and seriously affected their self-esteem and self-confidence in a negative way. It also rendered making friends with other pupils problematic because they would be considered as 'bad' pupils if they kept being judged negatively by their teachers in public.

9.2 Chinese Primary School Pupils' View of their Parents' Discipline Strategies

9.2.1 Chinese Primary School Pupils' View of Parents' Discipline Strategies

Part 1 Before Misbehaviour Occurs

There were 46 out of 60 pupils in these 15 groups who reported that there were house rules at their homes. Pupils, however, also indicated that, unlike the school and classroom rules, these house rules were usually verbal rules that would not be clearly written down by anyone. The other 14 pupils did not think there were clear house rules at their homes because they had never been informed of them even when they misbehaved: "My parents might stop me when I was doing something wrong, but they had never said it's a rule at home."

Among these 46 pupils, 35 reported that their parents (either father or mother) explained those rules to them, but only when they misbehaved. According to these pupils, their parents would not explain the house rules in the same way as their teachers. Their parents usually informed them about the rules when they misbehaved by saying something like "What you are doing now is wrong, you can't do it again, it's the rule." The other 11 out of the 46 pupils said they became aware of the rules themselves from their parents' manner and attitude when they did something inappropriate.

Most of these 46 pupils regarded their house rules at their homes as necessary and appropriate: "I think the house rules at my home are OK, I have no problem with them"; "The house rules at my home are not too strict and I am OK with them"; "I understand why my parents set those rules for me. They want me to become a better person." Only two boys said that there were too many rules at their homes, which they did not think to

be necessary at all: "It seems I can't do anything right at home."

Part 2 When Misbehaviour Occurs

Pupils in all 15 groups reported that their parents usually used the following discipline behaviours when they misbehaved for the first time in one day (Time 1):

- Establishing a rule

Establishing a rule was mentioned by most pupils (two to four in each group) at Time 1. According to these pupils, their parents usually forbade them from misbehaving again by setting it as a new rule. These new rules could be rules that existed in the parents' mind for a long time and were just announced when their children broke them, like the house rules mentioned in Part 1 (before misbehaviour occurred). They could also be, however, rules that the parents had never thought of right until their children broke them.

- Direction

Most of the pupils (two to four in each group) also reported that their parents usually dealt with their first misbehaviour in one day by correcting it directly. The concrete methods of parents' directions were similar to those of teachers.

- Investigation and guidance

Following the direction, most pupils (two or three in each group) said that their parents would then ask them why they misbehaved and would explain how inappropriate their behaviour was. They also indicated, however, that talking with them about their daily misbehaviours was usually the mother's responsibility. Fathers would be involved in the conversation only if they had conducted some severe misbehaviour.

In addition, pupils also said that their parents used the following discipline behaviours quite often when they misbehaved at Time 1:

- Encouragement

Pupils in ten groups (one to three in each group) reported that their parents used encouragement quite often at Time 1: "My mum often told me that I can stop misbehaving myself because I am a good boy"; "My parents always said something like 'You know what to do and how to do it right' and then I would correct my behaviours

right away."

- External motivation

Another discipline behaviour that was mentioned by pupils in nine groups (one to three in each group) was external motivation, which involves making promises of rewards to children if they don't misbehave in the same way again. According to the pupils, a number of parents preferred using rewards or prizes for motivating them to behave better in the future.

- Withdrawal of affection

Many pupils in five groups (one to two in each group) said their parents (usually mothers) might withdraw their affection straightaway after they misbehaved, such as intentionally ignoring them, or even refusing to talk to them. Pupils, however, also reported that this process would usually not last long. Parents would start talking with them about their misbehaviours after one or two hours of 'cold war' in order to make sure they had learnt from their previous inappropriate behaviours.

Only a handful of pupils reported that their parents usually ignored their misbehaviours, or used aggressive techniques when they misbehaved for the first time in one day, such as shouting at them angrily or scolding them loudly. They also revealed, however, that mothers were more likely to be aggressive at Time 1 than fathers. No other discipline behaviours were self-reported by pupils at Time 1.

When pupils misbehaved for the second time in one day (Time 2), pupils in all 15 groups said their parents would use the following discipline behaviours quite often:

- Direction

Direction was still the parents' most frequently used discipline behaviour reported by most pupils (three or four in each group). Pupils, however, also reported that parents would usually direct their behaviours in a firmer and more uncompromising manner.

- External motivation

Pupils (two or three in each group) said that parents were even more likely to use external motivation, such as rewards or prizes, at Time 2. In addition, fathers were

reported to use it more often than mothers when children misbehaved repeatedly in the same day.

- Investigation and guidance

According to the pupils, investigation and guidance always followed direction. Parents would investigate the reasons why they misbehaved and would guide their behaviours right after they had directed them.

- Warning and threats 1

The last discipline behaviour mentioned by pupils in all 15 groups (two or three in each group) at Time 2 was warning and threats 1 (threaten to leave or show dislike). In accordance with the pupils' report, however, this was what mothers usually did when children misbehaved. Fathers, on the contrary, rarely did so. This may result from the fact that mothers were always playing the caring and affective role at home. They had taken the main responsibility of looking after their children in a more emotional way. For this reason, children may be more sensitive to their mother's affection, which leads to the possibility that children may be more afraid of losing the mother's attention, compared with that of the father. This could explain why mothers used this discipline behaviour more than fathers.

At Time 2, the following discipline behaviours were also revealed by some pupils:

- Withdrawal of affection

Even more pupils (one to three in each of the seven groups) reported that their parents would use withdrawal of affection at Time 2. As pupils indicated, however, it would take longer for parents to start talking with their misbehaving children again at Time 2 than at Time 1.

- Aggressive techniques

Pupils in six groups (one or two in each group) mentioned that their parents would use aggressive techniques quite often if they misbehaved repeatedly in one day. They also indicated, however, that both mothers and fathers became more aggressive at Time 2 than Time 1. For mothers, it might be because they found their mental well-being was threatened by the children's repeated misbehaviours, while for fathers, they could just

have become more impatient by Time 2.

In addition, mild punishment (such as doing some housework or being forbidden from playing video games) and physical punishment (such as slapping on the face or back) were also reported by several pupils at Time 2. According to these pupils, mild punishment could come from both mothers and fathers, while physical punishment was usually effected by mothers.

Nearly half of the pupils (27 out of 60) reported that their parents (both mothers and fathers) had never used physical punishment, while none of the pupils said they received physical punishment quite often when they were asked if they had ever been physically punished by their parents.

Most pupils in all 15 groups (three or four in each group) showed an understanding of their parents' discipline strategy: "I can understand why they were upset when I misbehaved. They were worried that I may become a bad person in the future"; "I don't mind being disciplined by my parents. They are my parents and have the right to do so"; or "They doing so [disciplining me] means they care about me." Half of these pupils (who showed understanding) also expressed their appreciation and gratitude to their parents for regulating their behaviours all the time.

Nine out of sixty pupils reported that they always felt unhappy, and even took offense at their parents, when they were disciplined harshly. They also said, however, that these feelings would not last too long, that they regretted what they did wrong and started appreciating what their parents did for them. Only two boys explicitly stated that they hated being disciplined all the time by their parents, which had led to a negative relationship between them.

Part 3 When Good Behaviour Occurs

Pupils in all 15 groups reported that their parents usually employed encouragement (all 60 pupils), verbal recognition (two to four in each group) and tangible rewards 2 (rewarding children for good behaviours -one to three in each group) when they performed really well. Among these, the verbal recognition category mentioned here includes verbal recognition 1, which denotes praising children for stopping misbehaviours, and verbal recognition 2, which involves praising children for good behaviour. In terms of tangible rewards, however, pupils reported to receive them only when they behaved exceptionally well.

Only three pupils (one boy and two girls) said that their parents usually did nothing when they behaved well. According to these pupils, their parents took their good behaviour for granted by saying something like: "You are supposed to behave well."

Most interviewed pupils (three or four in each of 15 groups) said they were encouraged to behave better in the future by their parents' positive feedback, while 11 of these also revealed that they felt proud of themselves when they received their parents' approval. No pupils, however, took their good behaviour at home for granted (which means all the pupils agreed that they should be rewarded for good performance): "I deserve the rewards when I behave well"; "My parents should reward me for my good behaviours; that's why I behaved well"; "I would not want to behave well again if they did nothing about it."

9.2.2 Parents' 'Discriminatory' Discipline Reported by Chinese Primary School Pupils

Most pupils in all 15 groups (two to four) argued that parents should not discipline boys and girls in the same way because these were expected to behave in quite different ways

in daily life. For example, the boys said that "I think it's ok for me to have a messy room, but girls should keep their room clean and tidy all the time"; "Girls are more vulnerable so they should be treated gentler"; while girls revealed that "My parents would definitely get mad if I behaved as naughty as a boy"; "My mum always said 'you can't do that, you are not a boy!'."

When pupils were asked whether parents should discipline children who usually behaved well or badly in the same way, more than half of the pupils agreed that parents should treat children who usually behaved badly more strictly: "They deserved the stricter discipline"; "They would not become better without strict discipline"; "They performed badly just because their parents didn't discipline them strictly." The rest of the pupils, however, believed that their parents would treat them in the same way regardless of their usual performance by saying "I am the only child in my family, my parents would love me no matter whether I behave well or not."

9.2.3 Pupils' Suggestions on Parents' Discipline Strategies

The pupils' suggestions on their parents' discipline strategies also focused on two main dimensions:

• The parents' attitude

Many pupils in eight groups (one to three in each group) said that they hoped their mothers could stop preaching to them all the time: "I hope my mum could stop talking sense into me, I have heard it hundreds of times"; "I hope my mum could talk more about my school life, my hobbies or something interesting, rather than talking sense into me all the time." In addition, pupils in five groups (one or two in each group) also reported that their fathers could be very impatient sometimes when they (the children) kept doing something wrong: "I knew my dad would get mad if I couldn't do it right this time, but I felt too nervous to do it right when my dad was staring at me while I was doing it"; "I

hope my dad could give me more time to correct my behaviour before he got mad." There were also several pupils who hoped that their fathers could spend more time talking or playing with them so that they could understand them better.

Similarly, a number of pupils in nine groups (one to three in each group) also admitted to disliking the comparison between them and their peers drawn by their parents: "I hate that my parents keep praising other children in front of me. They are my parents, not theirs"; "I am not Li Lei, so I can't do what he did"; "It made me feel sad when my parents said someone else was much better than me."

In addition, a number of pupils in 11 groups (one or two in each group) complained about taking part in too many academic cramming schools and interest clubs after school. According to these pupils, they were sent to cramming schools either because they performed badly on some subject, such as Maths or English, or because they were very good at it. In terms of interest clubs, most of these pupils said it was not their intention to join these clubs. Even though some of them did have their own interests and wanted to be involved in one of these clubs, their parents would usually apply to more than one for them. As these pupils indicated, these cramming schools and interests clubs occupied nearly all of their spare time after school. They hoped that their parents could listen to them more before they made any decisions for them.

- The parents' discipline behaviours

Pupils in seven groups (one or two in each group) also reported that they did not appreciate public discipline behaviours, such as being criticised or scolded on the street or in supermarkets where other people could hear. Despite the fact that the rest of the pupils did not report receiving any public discipline behaviours, they all agreed that parents should avoid getting mad and aggressive in public, even if their children did something quite inappropriate, in order to 'save' their 'face'. Moreover, several boys revealed that they hoped their parents could reward them with something they were really interested in such as football, video games or new sports shoes, rather than

worthless trinkets.

9.3 Differences in Pupils' View of Teachers and Parents' Discipline Strategies

The present research found no significant differences in pupils' views of their teachers' and parents' discipline strategies. Pupils, however, do appear to take their school rules more seriously and have more expectations from their teachers and their discipline strategies. This is made evident by their reporting more suggestions and advice for their teachers' attitude and discipline behaviours. In addition, pupils sounded much more relaxed and talkative when they were talking about the discipline strategies of their parents. Moreover, pupils tended to take the award of praise and prizes whenever they behaved well at home for granted. Some pupils even appeared greedy for hoping to receive more valuable and entertaining tangible rewards from their parents. Most pupils, however, still agreed that they ought to behave appropriately at school and would not expect praise or rewards from their teachers unless they did something extraordinarily well.

Chapter 10 Discussion

10.1 Chinese Primary School Teachers' Discipline Strategies

10.1.1 Chinese Primary School Teachers' Self-Reported Discipline Strategies

More than 90 per cent of the teachers self-reported using limit setting which includes establishing classroom rules and explaining the rules at the beginning of the school year before pupils actually misbehaved. In the meanwhile, more than 50 per cent of the teachers reported often or sometimes using trust-based discipline behaviours such as private direction, encouragement, private investigation and guidance, group influence and guidance, and group influence and one of the conflict-avoiding discipline behaviours, that is, the diversion when pupils misbehaved for the first time in one class; while often or sometimes using trust-based discipline behaviours such as public and private direction, encouragement, private investigation and guidance, and group influence and one of the conflict-avoiding discipline behaviours: the supportive system when pupils misbehaved for the second time in the same class. Finally, more than 50 per cent of the teachers reported often or sometimes using supportive feedbacks such as encouragement, public and private verbal recognition, behavioural awards and public and private tangible rewards when pupils stopped misbehaving or behaved well.

This finding seems to be consistent with previous findings which claimed that Chinese teachers (years 7-12) employed more relationship-based discipline behaviours such as hinting, discussion and involvement; and less aggressive discipline practices such as aggressive techniques or punishment compared with teachers in Australia and Israel (Lewis, et al., 2005; Riley, et al., 2012). The possible explanation is that "even though Chinese teachers report as much 'misbehaviour' in class as do Australian and Israeli teachers, the nature of the misbehaviour in Chinese classrooms may be less extreme"

(Lewis, et al., 2005:738).

This finding has been corroborated by research conducted in Taiwan and Australia which pointed out that "there was more evidence of disruptive behaviour in science classes (described in the first story as answering back and chatting between friends) in Australia than in Taiwan" (Aldridge, et al., 1999: 58). If this was the case, Chinese teachers reported using less aggressive discipline behaviours, such as aggressive techniques or punishment, in practice might be due to the assumption that they encountered less provocative and assaultive types of delinquency in Chinese classrooms.

The possible reasons why there is less disruptive misbehaviour in Chinese classrooms might firstly result from the traditional Chinese cultures which largely emphasises high esteem and authority of teachers in China. For example, Chinese students are educated to "show the same level of respect to teachers" as to their parents (Riley, et al., 2012: 391); and do what their teachers require them to do merely out of this kind of respect. Students who have internalised this philosophy might firstly show fewer non-compliant and destructive behaviours in classrooms; and meanwhile listening to their teachers unconditionally. In the situation described, there might be less need for Chinese teachers to behave aggressively in order to seek compliance and maintain the order in classrooms. Teachers are thus said to be of more confidence in gaining obedience and compliance from students in Chinese context (Jin and Cortazzi, 1998).

Another possible interpretation for better-behaved students in Chinese classrooms might grow out of the educational reality in Chinese social context. As has been mentioned, due to the score-based talent selection system in China, Chinese students experience more and constant pressure from their teachers and parents to perform well in their academic work in order to pursue a better career and brighter future. Lewis (2001) used to argue that students tended to misbehave less when their academic work was identified to be more important. The low incidence of misbehaviours in Chinese classrooms might reflect their emphasis on their schoolwork.

However, Chinese students are also found changing dramatically themselves in recent years along with the policy of opening to the outside world; and more importantly because of the implementation of the one-child policy. For example, current Chinese children have been found more likely to be spoiled by their parents and grandparents; and become less obedient to their teachers' requirements. In addition, these children are also reported as being lacking in experiences of sharing and waiting until their turn in their daily family life which might largely affect their expectations and adaptation to their regulated school life (Riley, et al., 2012).

This change could be somewhat perceived by the present study from the different attitudes that children showed when they were interviewed about their teachers' and parents' discipline strategies in practice. For example, children seemed to be more serious and concerned about the discipline that they receive in schools because it could be the primary social life that they are involved in. Nevertheless, children tended to be more relaxed and revealing when they were talking about the discipline strategies adopted by their parents; which might result from the notably different family status that they are entitled by the unprecedented and unique family structure in China.

It appears that teachers in the present research preferred using discipline behaviours to deal with pupils' misbehaviours in private; while using supportive feedbacks to respond to pupils' good behaviours in public. This practice might be out of the consideration for pupils' self-confidence and self-esteem. It emphasises establishing the positive role models for pupils to learn from in their school life, while enhancing the self-confidence and self-esteem of these well-behaved pupils; rather than punishing the bad examples, while decreasing the positive characteristics of these badly-behaved pupils. This disciplinary pattern has been largely approved by both interviewed parents and interviewed pupils in the present study.

In addition, teachers in the present study attempted to continue using direction, investigation and guidance even when pupils misbehaved again in their class. However,

they did report using them more publicly at this point. In addition, teachers are also found more likely to activate their will to confront and cope with pupils' indiscipline when misbehaviours repeatedly occurred. For example, teachers revealed that they were more willing to employ slightly more severe discipline behaviours such as warning and threat, private aggressive techniques and mild punishment when children misbehaved for the second time in their class. Wolfgang (2005:84) used to propose the concept of employing increasingly severe consequences when students refuse stopping misbehaving in his book by providing teachers with a concrete example of how to cope with children's continual rule-breaking behaviours:

First time a student breaks a rule: warning

Second time: stay in class one minute after the bell

Third time: stay in class two minutes after the bell

Fourth time: call parents

Fifth time: classroom isolation

Due to the fact, however, that teachers' discipline behaviours might also largely depend on the severity and risk of pupils' misbehaviours, the present research investigated teachers' discipline strategies by asking the frequency of their use of each discipline behaviour when pupils misbehaved for the first time and repeatedly, rather than the specific discipline behaviours that they would use for dealing with pupil's first-time and repeated misbehaviours. In this case, there is not enough evidence to draw conclusion about how possibly teachers' discipline behaviours would shift from Time 1 (when pupils misbehaved for the first time) to Time 2 (when pupils misbehaved again).

There is indeed, however, ample proof of teachers' more/less use of certain discipline behaviours when pupils misbehaved repeatedly. As has been presented, teachers' use of mild discipline behaviours such as private direction, encouragement, ignoring and diversion decreased significantly when pupils misbehaved for the second time in the class. In contrast, teachers reported more use of discipline behaviours such as public

direction, public investigation and guidance, group influence, time out, supportive system, withdrawal of affection, warning and threat, private aggressive techniques and mild punishment at Time 2. It is noteworthy that there is no significant difference between Time 1 and Time 2 in teachers' use of physical punishment, which might reflect that teachers' use of extreme discipline behaviour like physical punishment would not be easily influenced by either the character or the frequency of pupils' misbehaviours.

More than half of the interviewed parents reported believing teachers' self-reports of their discipline behaviours at Time 1; while exactly half of them displayed trust in teachers' self-reports about their reactions at Time 2. It is worthy to note that teachers who participated in the questionnaire research came from six different primary schools; while all the parents who took part in the interviews came from the same primary school (one of the six primary schools). Besides, these comments and judgements from parents are based on limited resources (e.g. the occasional conversations with teachers or their own child, or class meetings they had taken part in); and thus need to be considered with caution.

Pupils were also interviewed about their memories of discipline behaviours from their daily school life; and reported more frequent use of discipline behaviour such as public direction and private warning and threat (being threatened by teachers in their offices) at Time 1, and time out and public aggressive techniques (being scolded or shouted at angrily in front of full class) at Time 2. One possible reason is also that all the interviewed pupils were randomly selected from one of the six primary schools; while the sample of teachers who participated in the questionnaire research was more wide spread. In addition, the experience of receiving discipline behaviours that are believed to be humiliating (e.g. being disciplined in public) or harsh (e.g. aggressive techniques) might be more memorable or more easily recalled.

Despite the fact that most teachers reported using supportive feedback such as encouragement, verbal recognition and tangible rewards often when pupils behaved well,

the interviewed parents and pupils both pointed out the insufficient use of supportive feedback in schools. Some interviewed teachers in this research also acknowledge that it was nearly impossible for them to provide pupils with supportive feedback whenever they behaved well because of the large class size. However, this does not necessarily mean that teachers used inadequate supportive feedback. Instead, it might result from the reality that teachers' supportive feedback is expected to be shared by too many pupils in China.

In addition, it might also be a sequel of parents' excessive use of supportive feedback at home. In the first place, all the interviewed children in this research are the only child in their families, which means that they do not need to share the recognitions or rewards with others at home. Secondly, Chinese parents are found more likely to spoil their children because of the one-child policy (Zhao, 2008), which might lead to an indulgent rewarding system. However, it might also be plausible to doubt about how many teachers told the truth in their self-report; and to what extent their answers are based on their actual usage, rather than what they think they should have done.

10.1.2 Teachers' Aggressive Discipline Behaviours

Chinese primary school teachers who participated in this questionnaire research self-reported using aggressive discipline behaviours such as aggressive techniques and physical punishment quite rarely. As has been explained, this finding might be based on the fact that Chinese students misbehaved relatively less and with lower-level severity because of being chronically affected by traditional Chinese culture and Chinese social reality. However, it might also be plausible to argue that teachers' self-reported use of aggressive discipline behaviours might under-represent their actual usage owing to the fact that these disciplinary practices had been widely rated as an undesirable action in either cultural context nowadays (Lewis, et al., 2005; Taylor, et al., 2010; Callender, et

al., 2012).

Physical punishment, according to the understanding of interviewed teachers in this research, refers to those actions that might exert impairment either on pupils' physical or on their psychological well-being. Some disciplinary practices such as undertaking extra housework, being isolated for a certain period of time and receiving less allowance were also considered to be physical punishment by some of the interviewed teachers in this research; while they might be rated as mild disciplinary practices in other research.

It is interesting to note that although most interviewed teachers reported supporting parents to utilise certain kinds of physical punishment such as those disciplinary practices mentioned above; few of teachers reported in fact doing so themselves in the questionnaire research. It could result from the fact that teachers who participated in questionnaire research are not the same group of teachers who took part in the interviews. In addition, teachers might find it easier to reveal their thoughts and opinions on parents' use of physical punishment in interviews because firstly that it does not represent their actual usage of physical punishment; secondly that they are provided the opportunity to thoroughly and fully explain about their thoughts and views in interviews.

As expected, most interviewed parents have shown strong disagreement with teachers' use of any kind of physical punishment by pointing out its negative impact on children's physical and psychological development, its inappropriate behavioural demonstration of and its representation of the failure of authority. Reflecting much of the work in the field at this point, most have acknowledged that the infliction of physical punishment might increase the likelihood that children develop mental problems such as self-contempt, depression and anxiety (Larzelere, 2000; Rodriguez, 2003) and problematic behaviours such as aggressive, noncompliant and even antisocial behaviours in the future (Gershoff, 2002; Grogan-Kaylor, 2005). In addition, the possible transmission of aggressive behaviours between generations has also presented by various researchers over the years (e.g. Straus, 1979; Wolfe, et al., 1982; Simons, et al., 1998; Chen, 2006; Medley and

Sachs-Ericsson, 2009; Ma, et al., 2011).

However, there are also around one third of the parents that appraised teachers' use of physical punishment as appropriate and effective in enabling misbehaving children to reflect on their extreme actions whenever they misbehave seriously. It is not surprising that parents' views on teachers' employment of physical punishment are somewhat diverse. The general public are predicted to hold the divergent views on the effectiveness of physical punishment in improving children's behaviours (Straus, 2001a, 2001b).

For example, physical punishment is still considered as an effective disciplinary practice in reducing the occurrence of children's misbehaviours in short term (Larzelere, 2000). In this case, the use of physical punishment might not be strongly resisted by people who are seeking prompt compliance and obedience from misbehaving children at that point, especially when it relates to misbehaviours that might lead to safety issues or undesirable learning atmosphere (Roache and Lewis, 2011).

It is interesting to note that there are only 11 out of the 60 interviewed pupils who reported never receiving any physical punishment from their teachers. As indicated, this could result either from the fact that the interviewed pupils came from one of those six primary schools where teachers who participated in questionnaire research were gathered from; or from the assumption that teachers might under-represent their usage of aggressive discipline behaviours.

It could also be, however, because current Chinese primary school pupils might be more sensitive and aware of teachers' harsh discipline behaviours due to the fact that most of them are the only child in their families. It has been found that children who have few siblings are less likely to receive harsh disciplinary practices at home and thus more sensitive to these approaches (Konstantareas and Desbois, 2001). It might be for this reason that some discipline behaviours are rated as aggressive or harsh disciplinary

practices by pupils; while being considered as normal and ordinary discipline approaches by teachers. If this was the case, pupils are more likely to report more use of harsh discipline behaviours in practice than are teachers.

It is also noteworthy that although most pupils reported receiving teachers' physical punishment before, most of those 60 pupils still revealed that they could understand their teachers' use of harsh discipline behaviours by regarding it as one of teachers' main responsibilities. Some interviewed pupils considered teachers' employment of aggressive discipline behaviours as "making a fuss" or "venting their negative emotions", but still understandable. This finding might represent that Chinese primary school pupils are at least holding a non-negative perception of teachers' employment of physical punishment.

It is said that children's interpretation of receiving harsh discipline behaviour such as physical punishment might be changed by the local cultural norm on the usage of this kind of discipline (Deater-Deckard and Dodge, 1997). To elaborate a little, this form of discipline behaviour would be understood better while exerting less negative influence on children's behavioural outcomes if they happen in a cultural context in which this kind of discipline is considered as normative and useful in helping children improve (Alink, et al., 2009).

It has been found that despite the fact that there are researchers who argue that Chinese parents' use of harsh discipline had been largely reduced with the passage of time (Chang et al., 2004), the employment of harsh discipline such as aggressive techniques and physical punishment is still not uncommon among Chinese families (Ma et al., 2011). In this case, it is not surprising that most Chinese primary school pupils in the present research showed understanding to their teachers' use of harsh discipline behaviours.

Moreover, according to the traditional Chinese culture, *"yan shi chu gao tu"* which means that a strict teacher produces outstanding students. This concept might enable Chinese children to interpret their teachers' strictness and usage of harsh disciplinary approaches as helping them become a more responsible and excellent adult later on; which might in turn promote children's positive understanding of their teachers' discipline behaviours including physical punishment. In addition, children who have fewer siblings are found more likely to rate harsh discipline as unfair because they have less experience of witnessing other siblings receiving it. Seen in this way, Chinese children might consider receiving this kind of discipline as more common and justified after they enter school due to the fact that they might have more opportunities to see it happen to their peers in classroom.

Larzelere et al. (1996), however, also noted that the efficiency of using physical punishment might largely depend on what extent it was employed along with other disciplinary practices such as reasoning and explanation. This argument might be also based on the assumption that teachers' use of harsh discipline such as physical punishment along with mild disciplinary behaviours such as reasoning and explanation might be able to better demonstrate that the goal of teachers' discipline is to help children improve rather than out of anger or hatred. In the situation described, children might find it easier to accept and understand the harsh discipline they receive, as well as cooperate with their teachers in the process of improving their own behaviours. It might also for this reason that the combination of harsh discipline and mild discipline has been found to be more effective in practice (Larzelere et al., 1998).

10.1.3 The Impact of Teachers' Features on their Discipline Strategies

The Impact of the Teachers' Gender

There is no significant difference between male and female teachers in their reported use of limit setting before children misbehave and trust-based discipline package when misbehaviour occurs in the present study. However, there are significant differences between teachers of different gender in their reported use of other discipline behaviours which belong to other discipline packages.

For example, male teachers reported using conflict-avoiding discipline behaviours such as ignoring, diversion, and supportive system; and confronting discipline behaviour like public warning and threat significantly more than female teachers when children misbehaved for the first time in one class (at Time 1); whereas using conflict-avoiding discipline behaviours such as time out and supportive system; and confronting discipline behaviours such as withdrawal of affection and warning and threat (both public and private) significantly more when children misbehaved again in the same class (at Time 2).

That is to say, male teachers tended to use public warning and threat significantly more than female teachers at both Time 1 and Time 2; whereas female teachers did not show significantly more use of any aggressive discipline behaviours at either Time 1 or Time 2. Lewis (2001) also concluded that male teachers were more prone to using coercive discipline strategies; whereas female teachers focused on relationship-based discipline more than male teachers in his study carried out in Australia. However, in the research conducted in Australia, China and Israel (Lewis, et al., 2005), Chinese female teachers were found more likely to use more aggression and punishment when students in higher year levels misbehaved.

Fuller and Bown (1975) used to propose a concern-based theory to explain teachers' use of harsh discipline behaviours, which could be used for understanding the more use of aggressive discipline behaviours among Chinese female teachers in higher year levels. As the theory indicated, teachers would experience three different concern levels during their teaching. The first level, as well as the primary level of their concerns is themselves which includes their physical and emotional health and well-being. Teachers' concerns were said to shift from the lower level to the higher level when their lower-level concerns have been satisfied.

Teachers, however, would regress to their first-level concerns if their physical or emotional well-being was threatened. Due to the traditional Chinese culture, which puts more emphasis on the dignity and authority of the male in society, the lower-level concerns such as physical and emotional well-being of Chinese female teachers might be more likely to be threatened and challenged by the misbehaving students (especially older students). Chinese female teachers therefore need to resort to harsh discipline behaviours to immediately gain respect and compliance from their students.

This finding seems to be inconsistent with the finding of the present research. One possible reason is that the aggression and punishment adopted by Chinese female teachers are seen mainly in higher year levels according to Lewis et al (2005); whereas this research is conducted merely in primary schools. Students in higher year levels are presumed to be more aware of the Chinese culture which highlights the male's dignity and authority in Chinese society; and thus provide male teachers more respect and compliance than to female teachers.

It might be for this reason that Chinese female teachers in higher year levels might inflict more aggressive discipline approaches in order to gain students' respect and obedience. Moreover, according to Lewis (2001), pupils in primary schools are found receiving more relationship-based discipline practices from their teachers than do secondary school students. This is to say, teachers in primary schools tend to employ

less aggression and punishment regardless of genders, compared with teachers in secondary schools.

In addition, this research also revealed that Chinese male teachers seemed to be more willing to seek other people's help (employ the supportive system) at both Time 1 and Time 2, compared with female teachers. This finding seems to contradict the common assumption in China that Chinese male is less likely to reveal their problems and difficulties that they encountered because of their higher level of self-esteem and dignity.

Primary school teachers, however, could be seen as a special professional in the sense of interacting mainly with children. Males might be lacking in experiences and practices in dealing with children's behaviours in their daily life as a father, especially in countries like China where female still tends to take the main responsibility of parenting children. Similar situation is reported by numerous researchers who pointed out that mothers were still found being engaged in more disciplinary practices than fathers (Hart and Robinson, 1994; Callender et al., 2012). In this case, male teachers might be more likely to encounter disciplinary problems and thus need to seek help from the others.

Moreover, there are even more significant differences between male and female teachers in their reported use of discipline behaviours when children behaved well. Generally speaking, Chinese male teachers tended to use less supportive feedbacks than Chinese female teachers. One explanation might be that traditional Chinese culture encourages men to be less expressive (Shek, 2000); which might result in their less use of encouragement, verbal recognition or tangible rewards. However, given that there are significantly more female teachers who participated in this questionnaire research than did male teachers, these differences in teachers' use of discipline behaviours between genders should be considered with caution.

The Impact of the Teachers' Age

Teachers' use of discipline behaviours has also been found to be affected by their age. For example, older school teachers reported more likely to establish rules, compared with teachers in middle age and young age group. In Demirkasimoğlu et al. (2012) study conducted among 350 public primary school teachers, school rules are acknowledged to be more functional and relied on mainly by junior school teachers who have less experience in performing duties. This conclusion seems to conflict somewhat with the finding of this research that claimed that older teachers established more rules than younger teachers. This might be, in the first place, because older teachers are not necessarily senior teachers who have gained more experiences in teaching, while younger teachers are not necessarily junior teachers with less experiences. Secondly, older teachers in China might be relatively conservative and thus more strict and rigid about rules setting.

Meanwhile, younger teachers are found, in the present research, to be more likely to ignore pupils' misbehaviours when pupils misbehaved for the first time compared with older teachers. This might indirectly represent that younger teachers are relatively more open-minded and less strict with pupils' behaviours in class; especially with pupils' first-time misbehaviours. In addition, younger teachers also reported using direction and investigation and guidance in private more than older teachers when pupils misbehaved again at the same class.

It might result from two possible reasons: firstly, some younger teachers might be still new to their teaching career and lack the authority and confidence in properly dealing with pupils' misbehaviours in public; secondly, younger teachers might care more about teacher-pupil relationship than previous generations of Chinese teachers who are still holding the traditional Chinese concept of hierarchical relationship between teachers and pupils. For this reason, younger teachers might be more likely to avoid disciplining pupils in public in order to 'save' the pupils' 'face' which is quite an important aspect in Chinese social life.

Furthermore, there are more significant differences between teachers in different age groups in their reported use of discipline behaviours when pupils behaved well. For instance, younger teachers tended to employ encouragement and verbal recognition 2 significantly more than older teachers. In the meanwhile, older teachers reported using significantly more behavioural awards and ignoring. This is to say, older teachers are more likely to take pupils' good performance for granted because they are more likely to possess the traditional Chinese view that pupils are supposed to behave well. Another possible reason is that older teachers might have acquired more working experience; which provides them with numerous examples of good behaviours. If this was the case, teachers might be quite possible to become decreasingly perceptive to pupils' good performance; and thus be more likely to ignore these good behaviours.

The Impact of Other Features

In addition to teachers' gender and age, teachers' discipline behaviours are also found to be influenced by other criteria such as which school and grade teachers are working in; as well as which subject they are teaching. It is noteworthy that the impact of schools on teachers' discipline behaviours might be mainly based on the differences between schools in different regions. For example, teachers in Primary School B (Qingshan district) reported in this research that they were less likely to establish and explain the school rules at the beginning of the school year, compared with teachers in other two districts (Donghe and Kundulun).

As introduced in the methodology, compared with the other two main districts in Baotou, Qingshan is a previously-developed district in this city. It might be for this reason that schools in this area might have already developed a relatively well-designed set of rules and regulations; and thus require less effort from teachers on limit setting. Moreover, teachers in this district (Qingshan) also reported using supportive system significantly more than teachers in other two districts at both Time 1 and Time 2.

This finding might also result from the fact that the education system in this area is well-designed and fully-developed. Therefore, teachers in this district are more likely to receive prompt and effective help from each other; as well as from other professionals and concerned individuals than teachers in other two districts. In addition, teachers in Primary School A (Donghe district) are found less likely to ignore pupils' misbehaviours even when pupils misbehaved for the first time at class. As indicated, Donghe is rated as the oldest as well as the most conservative district in Baotou. For this reason, teachers in this district might be more strict and rigid about pupils' delinquencies; and thus be less likely to ignore.

Regarding the impact of grade, teachers in Grade One and Grade Two revealed establishing rules significantly less than teachers from higher grades. This could be understood from the perception that pupils in lower grades such as Grade One and Grade Two are still young and unfamiliar with the new regulated learning and living environment. Therefore, teachers in these two grades are expected to be less strict and more tolerant with these younger learners in order to provide them with enough time to acclimatise.

As opposed to the common assumption that teachers in the lower grades would be more likely to explain the rules because pupils in lower grades are at a young age and thus need more explanation and introduction on school and classroom rules. Teachers who participated in this research reported that teachers in the highest grades (Grade Five and Six) were more likely to explain the rules to their pupils while teachers in the lowest grades (Grade One and Grade Two) tended to do so significantly less. This might be a result of the finding that teachers in Grade One and Grade Two established rules significantly less than teachers in the other grades at the beginning of the school year; which consequently leads to their significantly less explanations of rules.

Furthermore, teachers' taught subject is also found to exert an influence on their discipline behaviours. For instance, teachers who teach Chinese or English (teachers in

Group CE) reported establishing and explaining school and classroom rules significantly more than science teachers (teachers in Group S) at the beginning of the school year. As has been indicated in methodology, teachers who teach arts like Chinese or English are more likely to be chosen to be a class supervisor (which term has also been explained in methodology).

In this case, they are supposed to take the main responsibility of establishing and explaining the general public rules that applied to all the pupils and all the occasions in the class that they supervise. It might also be for this reason that teachers who teach Chinese or English are found using group influence which is holding class meeting at which teachers and pupils could talk about how to improve pupils' behaviours together significantly more than science teachers.

Meanwhile, science teachers showed preference for behavioural awards (both 1 and 2) when pupils behaved more than arts teachers. It might be because there are more practical works and experiments in science education, which could provide teachers with more appropriate opportunities to behaviourally reward pupils, such as giving them the privilege of using the lab first. Moreover, science teachers also reported that they were more likely to ignore pupils' good behaviours which might also result from the fact that they are less likely to be the class supervisor.

10.1.4 The 'Discriminatory' Discipline of Teachers

The Impact of Children's Gender

There are few studies that have explored the difference in teachers' discipline strategies when children of different gender or different usual performance misbehave. However, teachers in the present questionnaire research reported that their use of discipline behaviours might be influenced by both of them. In terms of the impact of children's

gender, teachers revealed that they were more likely to employ discipline behaviours such as public aggressive techniques or public mild punishment when boys misbehaved. In addition, teachers also reported using direction, investigation and guidance, aggressive techniques and mild punishment more publicly for dealing with boys' misbehaviours, rather than for dealing with that of girls.

Moreover, teachers reported being more likely to avoid confronting boys' misbehaviours (employ conflict-avoiding discipline package) when they misbehaved for the first time at class. This might be because that some teachers believe that compared with girls, boys are more possible to be intractable and unconvinced in particular when they believe that they just slightly misbehave. Therefore, when boys misbehaved for the first time at class, teachers might be inclined to choose some discipline behaviours that are able to avoid the possible unnecessary confronting and conflict at first.

Most parents supported the 'discriminatory' discipline reported by teachers in the present interviews. They claimed that children of different gender are inherently different. For example, boys are acknowledged to be relatively more insubordinate and rebellious and thus need stricter discipline; while girls might be more obedient and compliant naturally and thus did not need to be disciplined strictly as much. Another reason why parents agreed with teachers' use of 'discriminatory' practice is that boys are described as generally 'bolder and tougher' than girls from the mental perspective; and thus are more capable of handling harsher and more public discipline practices. In addition, informing children of the inherent differences between different genders is also a reason why parents supported this 'discriminatory' treatment of teachers.

When pupils, however, were asked about their opinion on teachers' 'discriminatory' disciplinary practices, most of them expressed that they should be disciplined in the same way regardless of gender because they were not different in terms of gender as a pupil in school. It is noteworthy that some parents were also strongly against this 'discriminatory' disciplinary concept because of the same reason, that is, all the children

are the same as a pupil; and are thus supposed to be treated in the same way regardless of gender. It is interesting, however, to point out that the remaining parents who disagreed with this 'discriminatory' discipline were against this concept because they believe that children are not merely different in terms of gender, but also in terms of personality. That is to say, every child is different and unique. Therefore, it might be improper to assume either that boys are relatively more destructive and disturbing than girls; or that boys could deal with harsher and more public discipline better than girls.

The Impact of Children's Normal Performance

As outlined, in addition to children's gender, their usual performance is also found to be remarkably influential to their teachers' choice of discipline behaviours when they misbehaved. Generally speaking, teachers are found using direction, investigation and guidance more publicly when they dealt with the misbehaviours of children who usually behaved badly. Moreover, teachers also used significantly more confronting discipline behaviours for disciplining children who usually behaved badly when they misbehaved for the first time at class. However, when children misbehaved again in the same class, teachers' use of discipline behaviours for dealing with children's misbehaviours tended to become increasingly similar regardless of children's usual day to day performance.

It is worth noting that teachers are more likely to use private direction for dealing with the first-time misbehaviours of children who usually behaved well; while more willing to ignore their misbehaviour when they misbehaved again. This reaction of teachers might be based on their extra trust on the self-improving and self-discipline ability of pupils who usually behaved well. In addition, it seems that children who usually behaved badly are more likely to receive teachers' behavioural awards and public tangible rewards when they stopped their misbehaviours; while receiving both public and private tangible rewards for their good behaviours. However, the good behaviours of children who usually behaved well are more likely to be ignored by teachers. One possible message to emerge from this finding is that the behavioural improvement of children who usually behaved badly is more likely to enhance teachers' sense of

achievement; and thus attract more attention from teachers than that of children who usually behaved well.

Most parents and pupils who were interviewed in this research expressed approval of this kind of "discriminatory" disciplinary pattern reported by teachers. Parents, again, have completely opposite reasons behind their agreement. Some of them agreed by pointing out that children who usually behaved badly did not only exert a negative influence on themselves, but also on the others; and therefore deserve stricter and harsher discipline. The same reason was provided by those children who agreed with this "discriminatory" disciplinary practice of teachers. However, some of the parents showed their support mainly because they agreed that children who usually behaved badly were in need of more attention and discipline. However, according to these parents, this did not necessarily mean harsher or stricter discipline, but more assistance and help.

10.2 Chinese Primary School Parents' Discipline Strategies

10.2.1 Chinese Primary School Parents' Self-Reported Discipline Strategies

More than 60 per cent of the parents self-reported employing limit setting, including establishing house rules and explaining the rules before children misbehaved. More than 75 per cent of the parents reported often or sometimes using trust-based discipline behaviours such as establishing a rule, direction, encouragement and investigation and guidance when children misbehaved no matter for the first time or repeatedly in one day. In addition, more than 50 per cent of the teachers reported often or sometimes using supportive feedbacks such as encouragement, verbal recognition, behavioural awards

and tangible rewards when children behaved well.

It is noteworthy that despite the fact that most parents (85.9 per cent) reported in this questionnaire research that they established the house rules before children misbehaved, only 62.0 per cent reported explaining the rules to their children. One possible reason is that some parents might set clear house rules in their mind before their children misbehaved. They would not, however, tell and explain the rules to their children until the children really break the rules. For example, parents might establish a rule like 'do not butt in when parents are talking with other people' in their mind. They would not, however, inform their children about the rule until the moment at which the children interrupt their conversation. In this situation, parents would enable the children to be aware of the rule by stopping their interruption directly, rather than explaining the rule itself.

Contrary to the general assumption, only 4 out of 36 interviewed teachers fully supported the concept that parents should establish house rules before children misbehave at home. Thirteen out of 36 teachers are strongly against the idea of establishing house rules at home, concerned about the extra pressure these house rules might exert on children after school. The remaining 19 out of the 36 interviewed teachers considered establishing house rules at home as an impractical discipline practice due to the fact that it would be extremely difficult to predict children's misbehaviours at home beforehand. Most of the interviewed children also showed that their parents usually informed them of the rules when they actually misbehaved, rather than in advance.

The present study has also gained an insight into how the parents' discipline behaviours shift from Time 1 (when children misbehaved for the first time) to Time 2 (when children misbehaved again in the same day). Due to the fact that parents' use of discipline behaviours could be affected by the severity and risk of children's misbehaviours, this research investigated parents' discipline strategies by exploring the

frequency of their use of each discipline behaviour when children misbehaved. Besides, the shift of parents' discipline behaviours might also depend on some other influential factors such as the characteristics of the parents and the misbehaving children. Therefore, it is not possible to draw any conclusion about how parents would change their discipline behaviours when children misbehaved again in this research.

As indicated, although some discipline behaviours are reported being overwhelmingly used by parents when children misbehaved no matter for the first time or repeatedly; the shift of parents' discipline behaviours from Time 1 to Time 2 has been indeed established in the present research. For example, parents reported using some trust-based discipline behaviours (such as establishing a rule, direction and external motivation) and confronting discipline behaviours (such as mild punishment and physical punishment) significantly more at Time 2. However, their use of some conflict-avoided discipline behaviours (such as diversion and supportive system) and confronting discipline behaviours (such as withdrawal of affection and warning and threat 2) decreased significantly when children misbehaved again in the same day.

It can be seen from the shift showed in this research that parents used more warning and threat to punish when children misbehaved for the first time; while employed more mild punishment or physical punishment when children misbehaved again. This might be the evidence which indicated that some parents might warn and threat to punish their children when they misbehaved for the first time; and punish them for real when they actually misbehaved again.

In addition, although the change in parents' use of investigation and guidance was not demonstrated to be significant by comparing the mean scores, there were indeed more parents who reported using investigation and guidance often when children misbehaved again in the same day (from 37.3 per cent often to 52.9 per cent often). It might result from when children misbehaved for the first time in one day, parents might take their misbehaviour as carelessness or naughtiness, which are not serious enough to be

investigated in details. When their children misbehaved repeatedly in the same day, however, more parents realised the necessity of investigating and guiding their children's behaviours, such as talking with misbehaving children about why they misbehaved and the possible impact and consequences of their actions.

Most teachers (28 out of 36 teachers) who were interviewed in the present research also expressed their hope that the parents could spend more time investigating the reason behind children's misbehaviours through talking with the misbehaving children in person. Firstly, they assumed that parents were supposed to know their own children better than they did, meanwhile children might be more comfortable to disclose their problems to their parents; both of which were considered to be able to facilitate the process of investigation. In addition, it is also said that the communication (such as dialogue and discourse) has the function of co-constructing children's interpretation of the discipline practices adopted by their caregivers; which contributes to the delivery of the real intentions and purposes of parents' discipline usage (Tomasello, 1999; Smith, Gollop, Taylor and Marshall, 2005).

It is worthy to note that most interviewed teachers (34 out of 36 teachers) agreed with parents' use of discipline behaviours such as establishing a rule, direction, investigation and guidance when children misbehaved for the first time in one day. However, when children misbehaved repeatedly in the same day, only six out of 36 interviewed teachers showed complete support to parents' constant use of these discipline behaviours. Most interviewed teachers either partly or completely disagreed because they believed that it was necessary for parents to alter their discipline behaviours when children refused to stop misbehaving; which is also recommended by Campito (2007) in her book by arguing that parents' disciplinary practices are expected to change if children keep behaving inappropriately, in order to remain effective.

Meanwhile, in contrast to the low report of affection-withdrawal as a frequent used parental discipline behaviour in present study, interviewed children reported receiving

more from their parents. In addition, interviewed children also remembered receiving discipline behaviours such as warning and threat 1 and aggressive techniques more than the parents self-reported when they misbehaved again. Similarly, it might still result from the assumption that children might be more likely to recall the extreme experiences when they were investigated. That does not necessarily mean that those negative experiences occur with a high frequency. Meanwhile, there is also a chance that parents might under-report their use of certain discipline behaviours when they were examined in present questionnaire research.

Furthermore, most parents reported using supportive feedback when children behaved well in present questionnaire research, whereas more than half of the interviewed teachers (20 out of 36 teachers) disapproved by pointing out the possible negative consequence of excessive use of supportive feedbacks such as losing the effectiveness, impairing children's intrinsic motivation, or even generating children's depression whenever they failed to receive equal attention in school. Due to the same reason that parents who participated in the questionnaire research were selected from three different schools while the interviewed teachers all came from the same primary school (which is one of the three primary schools), the interviewed teachers might draw conclusions according to limited resource (e.g. the understanding of discipline behaviours of parents from their own school). Therefore, the teachers' comments and suggestions might also need to be considered with caution.

10.2.2 Parents' Aggressive Discipline Behaviours

Parents' use of aggressive discipline behaviours (including aggressive techniques and physical punishment), according to their self-report, was slightly higher than that of teachers in this research, but still relatively low. Most parents (around 70 per cent) reported that they had rarely or never used aggressive techniques when children

misbehaved no matter for the first time or repeatedly. In the meanwhile, even more parents (around 90 per cent) reported seldom or never using physical punishment for dealing with children's misbehaviour (including first-time misbehaviours or repeated misbehaviours).

It is interesting to point out that there have been numerous studies which have revealed the broad existence of aggressive disciplinary practices in Chinese families such as verbal aggression, physical punishment (Wu et al., 2002) and even physical maltreatment (e.g. Feng et al., 2003; Tao et al., 2004; Chen, 2006). A tendency towards the less frequent use of aggressive discipline practices in families, however, is evident in this research; which seems to break away from the widely engrained view that Chinese parents tend to be stricter, harsher and more controlling and authoritarian during the process of disciplining children (Lin and Fu, 1990; Wang and Phinney, 1998). This tendency is also highlighted in the recent decade by various researchers who claimed that the usage of harsh disciplinary practices in China had been largely reduced (Chang et al., 2003; Chang et al., 2004) and became no longer normative as it was in some other countries such as Kenya, India and Philippines with the passage of time (Lansford et al., 2005).

This trend might be a consequence of higher-educated parents. It is said that the education level of parents is positively associated with authoritative parenting; while negatively associated with authoritarian parenting (Hoff, Laursen and Tardif, 2002). Around 70.42 per cent of the parents (100 out of 142 parents) who participated in this questionnaire research had acquired an undergraduate degree from either a college or university. That is to say, most of the parents who are involved in this questionnaire research are well-educated and expected to be more capable of selecting more proper discipline behaviours.

Another plausible explanation is based on the domination of one-child policy in China. As indicated, all the families involved in this research (including questionnaire research

and interview) are one-child families; which means all these participant parents have only one child at home. This social reality appears to bring out the syndrome of 'little emperors' (Goh and Kuczynski, 2009); whereas the primary cause of it is over-indulgent parents and grandparents (Zhao, 2008). It might be for this reason that current Chinese parents are found to be more tolerant and indulgent with their children; and thus be less likely to employ harsh discipline behaviours when children misbehave.

In addition, as indicated, Chinese parents might possess a different interpretation of aggressive discipline behaviours because of the different cultural context. Some minor aggression might not be counted as an extreme disciplinary practice in Chinese parents' opinion (Ma et al., 2011). Drawing on the interview data of parents in the present study, the forms of physical punishment defined by parents is not particularly different nor out-dated in comparison with that reported in other countries, which also comprehensively ranges from physical aggression to psychological abuse. That is to say, there is a clear consensus in the notion of physical punishment that emerges among parents regardless of nationalities. In this case, the assumption that Chinese parents might report less aggression because of their different identification of physical punishment is questioned in the present research.

Nevertheless, as mentioned, due to the fact that the group of parents who participated in present questionnaire research did not come from the same group of parents who took part in present interview research, the view of interviewed parents on physical punishment might not completely represent that of parents who were involved in present questionnaire research. For this reason, there is still a chance that this diversity of parents' understanding of aggression might be part of the reason why the report of using aggressive discipline behaviours among Chinese parents is relatively low.

In the present research, most interviewed parents (22 out of 34) showed a decisive attitude opposing physical punishment by reciting the negative consequence of its usage such as its negative influence on children's physical and psychological development,

representing the incompetent, as well as establishing an adverse example for children. It can be seen from this finding that Chinese parents' attitudes and beliefs in the employment of harsh discipline are substantially changing over time.

It is said that parents' attitudes and beliefs about harsh discipline behaviour such as physical punishment are closely aligned with the actual usage of it (Ghate et al., 2003; Ateah and Durrant, 2005). For example, parents are found to be more likely to use physical punishment when they believe in the acceptance, justification and effectiveness of its usage (Ghate et al., 2003). However, in the absence of evidence indicating that this finding applies the other way around, the hypothesis that parents whose attitudes are strongly against physical punishment might predict lower level of its usage is merely proposed by present study. In addition, the consensus in attitudes about using physical punishment that emerges among most parents in the present study might suggest that the Chinese context is no longer one where physically punishing children is considered normal and where there is a belief in its justification and effectiveness, a finding also presented by other researchers (Lansford et al., 2005).

As mentioned, given the low report of physical punishment in the present questionnaire research among teachers, the finding that most interviewed teachers are not strongly against parents' use of physical punishment is surprising. In addition to those reasons listed previously, some teachers supported the use of certain forms of physical punishment (e.g. doing more housework) might merely be because they are worried about parents being too indulgent with their only child at home. According to the children in present interview research, nearly half of them (27 out of 60 children) reported never receiving any kind of physical punishment from their parents; while none of them reported receiving it often. In addition, children were obviously more relaxed and affirmative when they were interviewed about their parents' discipline behaviours; which might also imply their family status as the "little emperors" at home.

10.2.3 The Impact of Parents' Features on their Discipline Strategies

The Impact of the Parents' Gender

A broad suite of factors has been associated with parental use of discipline behaviours. The present study found that mothers were more likely to establish the house rules before children misbehaved than fathers. It might be explained by the unequal time that fathers and mothers spend in dealing with children's misbehaviours. It has been found that mothers conducted more disciplinary activities than fathers in practice (Hart and Robinson, 1994; Callender et al., 2012). This phenomenon might be even more common in countries like China, where the female is still mainly responsible for parenting children; while the male taking the main responsibility of financial support. In this situation, mothers might think more about how to discipline children in advance before they actually misbehave. However, when misbehaviour occurs, fathers are found more likely to establish a rule to prohibit similar misbehaviour from occurring in the future. This might result from the fact that fewer fathers establish house rules beforehand.

The present study also found that fathers were more likely to use aggressive techniques when children misbehaved no matter for the first time or repeatedly. However, no significant difference in parents' use of physical punishment has been found between fathers and mothers at Time 1 (when children misbehaved for the first time in one day). Similar findings have been presented by a number of researchers who pointed out that fathers were more likely to employ stricter and severer discipline behaviours than mothers (Barnett et al., 1996; Sorbring et al., 2003); whereas no significant difference in the frequency of using physical punishment has been discovered between parents of different gender (Russell et al., 1998; Straus, 2007). Interviewed pupils in the present study also expressed their hope that fathers could become more patient and less irritated whenever they misbehave. These pupils also suggested fathers should spend more time in gaining an insight into their children in order to understand them better.

In addition, mothers reported using investigation and guidance significantly more than fathers when children misbehaved for the first time in one day. It has been found that mothers tended to use more inductive discipline behaviours (Russell et al., 1998; Fauchier and Straus, 2007), and be more responsive and communicative than fathers (Shek, 2000). The reason behind this might be the different roles that fathers and mothers play in their children's daily life in China. Given that mothers might still undertake most of the disciplinary activities at home; they might be involved in the process of responding and communicating more than fathers in order to better their understanding of children's misbehaviours as well as how to improve their behaviours in the future. Moreover, fathers' lack of parent-child communication might also result from the traditional Chinese culture which highlights the majesty and reticence of male.

However, when children misbehaved again in the same day, despite the fact that parents' use of discipline behaviours tended to become increasingly similar, mothers were still found more likely to employ physical punishment compared with fathers. That is to say, parents' use of physical punishment seems to be similar when children misbehave for the first time; whereas mothers tend to use it more frequently when misbehaviour occurs again in the same day. As indicated previously, Chinese females seem more likely to feel their emotional well-being and self-esteem is under threat because of the emphasis that the entire Chinese society places on male's dignity and authority. In this case, when children misbehave repeatedly in the same day, mothers are more likely to attribute it to a challenge to their authority of being a parent and thus use physical punishment in order to obtain the compliance immediately.

In addition, mothers reported using external motivation significantly more than fathers at both Time 1 and Time 2. It might be for this reason that mothers also reported using behavioural awards and tangible rewards for good behaviours significantly more in practice than fathers. Another plausible reason why mothers used more supportive feedback than fathers might still be the high involvement of mothers in practical

disciplinary activities.

The Impact of the Parents' Age

In addition to parents' gender effects; several significant effects of parents' age on their use of discipline behaviour are also identified in the present study. Older parents (aged above 40) in the present study are more likely to inflict physical punishment when children misbehave for the first time in one day. This finding seems inconsistent with other research findings which suggested that younger parents tended to use physical punishment more than older parents (Ghate et al. 2003; Grogan-Kaylor and Otis, 2007). This mismatch might arise from the assumption that older Chinese parents are more likely to believe in the acceptance and effectiveness of the harsh discipline approach such as physical punishment which was highly recommended in former times in China. Given that the attitude of parents toward physical punishment might in fact affect its actual usage (Ghate et al., 2003); older parents might be prone to use it under the influence of their attitudes and beliefs about physical punishment.

This significant difference in parents' use of physical punishment between different age groups disappeared when children misbehaved repeatedly in the same day. Middle-aged parents (aged from 36 to 40) are found using aggressive techniques significantly more than both older and younger parents. One explanation for this might be that parents who aged between 36-40 years old are more likely to be at the height of their career; and thus experiencing extra pressure from their work. This extra tension is highly likely to further arouse parents' negative sensations such as high-level stress or anxiety when their children misbehave; which might in turn impair their patience, tolerance as well as the capability of appropriately dealing with children's misbehaviours (Jansen et al., 2012).

It is interesting to find that older parents tended to employ significantly more ignoring and diversion when children misbehaved again in the same day. Due to the absence of related analysis, this might be because, either the younger and middle-aged parents tended to use significantly less ignoring and diversion; or that older parents used

significantly more when children misbehave again. This finding, to some extent, conflicts with the assumption established previously that older parents might be more traditional and thus be stricter and more demanding with their children.

The Impact of Other Features

Present research has also established several associations between parents' use of discipline behaviours and their other features such as job and education background. Regarding the job effect, self-employed parents reported using external motivation significantly more than parents who are workers (physical labour) or office worker (brainwork) when children misbehaved no matter for the first time or repeatedly. It might also be for this reason that self-employed parents were found using behavioural awards and tangible rewards for good behaviours significantly more when children actually behaved well. It is noteworthy that self-employed parents might represent higher economic income which enables the employment of tangible rewards to be more affordable and accessible.

Moreover, it has been found that self-employed parents tend to use two opposite discipline behaviours (either ignoring or physical punishment) significantly more when children misbehaved again in the same day. This could be explained by the extra workload and pressure self-employed parents might be under from operating their own business. On the one hand, they might have the need to spend more time and energy in conducting their own business than parents with other careers, which directly results in their ignoring of children misbehaviours. On the other hand, their psychological status might be negatively affected by their high-intensity work; which in turn enhances the incidence of harsh discipline behaviour such as physical punishment.

In terms of the impact of parents' education background on their use of discipline behaviours, parents who have achieved higher education (college or university graduates) were more likely to establish a rule to prohibit the similar misbehaviours from occurring in the future when children misbehaved no matter for the first time or repeatedly.

Moreover, it is surprising to indicate that parents who graduated from university tended to use more physical punishment when children misbehaved for the first time in one day, compared with parents who graduated from secondary school or college.

This finding seems to conflict with previous finding which suggested that parents who had achieved higher education were less likely to espouse the idea of inflicting physical punishment and more aware of the detriments of employing this kind of disciplinary practices (Gracia and Herrero, 2008).This mismatch could arise from the assumption that parents with higher education levels might be more likely to work at higher position; and thus experience more pressure and tension from their work. As indicated, this kind of extra stress was possible to influence parents' psychological status in a negative way; which might be a risk factor for using less-than-ideal disciplinary practice such as physical punishment.

In addition, when children misbehaved again in the same day, parents with higher education levels (college or university graduates) reported using significantly more direction and investigation and guidance. Similarly, due to the absence of related data analysis, it could result either from parents with higher education levels tending to use these discipline behaviours significantly more; or from parents with lower education levels tending to use them significantly less when children misbehaved again in the same day. In either case, parents who received higher education seemed more likely to realise the necessity of investigating the reasons behind children's misbehaviours when children misbehaved again in the same day.

10.2.4 The 'Discriminatory' Discipline of Parents

The Impact of the Children's Gender

The impact of children's genders on their parents' use of discipline behaviours has also

been found apparent in the present research. Firstly, parents tended to be more prone to establishing house rules beforehand if their child is a boy. That is to say, parents might view boys as being more likely to misbehave; and thus establish the rules to regulate their daily behaviours in advance before they actually misbehave.

In the meanwhile, it is also found that boys tended to receive more confronting discipline behaviours such as withdrawal of affection, warning and threat 2, and physical punishment than girls when they misbehaved no matter for the first time or repeatedly in the same day. Similar findings were proposed by a number of researchers (e.g. Lytton and Romney, 1991; Barnett et al., 1996; Pinkerton, 1996; Shek, 2000; Sorbring et al., 2003; Wang et al., 2004; Barnett et al., 2007; Jansen et al., 2012) who argued that boys were more likely to receive stricter and harsher disciplinary practice such as physical punishment than girls. It is noteworthy that some of these findings have already been based on Chinese cultural context.

As previously indicated, boys tended to be more destructive and aggressive inherently compared with girls (Crijnen et al., 1997; Straus and Stewart, 1999). It might also be for this reason that more than half of the interviewed teachers (21 out of 36) and most interviewed children (two to four children in each of the 15 groups) showed agreement with parents' idea of disciplining boys and girls in different ways in the present research.

Moreover, some research conducted among undergraduates have found that female students seemed to be more sensitive to the intensity of parental discipline and thus be more likely to rate their parents' discipline behaviours as harsh and severe than male students (Herzberger and Tennen, 1985; Nicholas and Bieber, 1993). Some interviewed parents in the present study also pointed out that boys might be *"bolder and tougher"* than girls and thus be more capable of handling harsher disciplinary practices. It might be for this reason that parents are prone to discipline boys in a harsher and more severe way; while discipline girls in a milder and gentler way.

Social learning theory used to suggest that the aggression might be transmitted between generations (Wolfe et al., 1982). For example, it has been found that parents who received harsh disciplinary practices during their childhood were more likely to regard this kind of behaviours as acceptable and justified (Kelder et al., 1991); and might thus purport to conduct this kind of discipline in the future (Graziano and Namaste, 1990; Simons et al., 1998; Rodriguez and Sutherland, 1999). If this was the case, boys are expected to employ more aggressive discipline behaviours in the future when they become fathers themselves because they are more prone to receiving harsh discipline behaviours themselves during childhood. The present study indeed found that fathers tended to use aggressive techniques significantly more than mothers. However, no evidence that fathers used more physical punishment had been detected in the present study.

Meanwhile, there were also 15 out of 36 interviewed teachers disagreed with parents' "discriminatory" discipline by considering its potential negative impact on children's development. For example, the personality development of children might be restrained by parents' prior hypothesis bias on their gender differences such as boys might not be encouraged to be a dancer; while girls might not be expected to be a racing driver. Moreover, parents who possess the prior hypothesis bias on children's gender differences might exert extra pressure on children by establishing extra expectations on children's future development. For instance, parents might set up higher expectations towards the future of boys rather than that of girls; the assumption of which is consistent with previous research findings (Wang et al., 2004).

The Impact of the Children's Normal Performance

Contrary to the teachers' self-report, there were few significant differences in parents reported use of discipline behaviours for dealing with the misbehaviours of children with different usual performance. One explanation is that all the families involved in this research are one-child families because of the implementation of one-child policy in China. In this case, it might be difficult for parents to assess their children's performance

without comparisons. This could be seen from the fact that there was no participant parent that had acknowledged their children as badly-behaved children in the present study. Besides, Chinese parents have been found likely to over-indulge and spoil their only child at home (Zhao, 2008); therefore, children's usual performance might hardly exert any remarkable influence on parents' choice of discipline behaviours nowadays.

There were 12 out of 36 interviewed teachers who agreed with parents disciplining children with different usual performances in the same way. The reason behind this is also based on the one-child policy in China. According to these teachers, parents are supposed to devote themselves to parenting their children, irrespective of whether they usually behaved well or not because they are the only child in the families.

The remaining 24 out of 36 interviewed teachers, and more than half of the interviewed children, partly supported this idea by arguing that children who usually behave badly might need to be treated differently. According to these interviewed teachers, this kind of "discriminatory" treatment does not necessarily mean stricter and harsher disciplinary approaches; but extra attention and concern from both teachers and parents. However, the interviewed children disagreed by expressing that badly-behaved children deserved stricter and harsher disciplinary practices; and it might be the right way for parents to help these children improve in the future.

The Impact of Children's Age

Another key factor that has been found to be associated with parents' use of discipline behaviours (especially the physical punishment) is children's age (Day et al., 1998; Straus and Stewart, 1999; Dietz, 2000; Nobes and Smitch, 2002; Ghate et al., 2003). For example, younger children were found more likely to receive mild physical punishment (Dietz, 2000; Ghate et al., 2003); while harsh physical punishment was more possible to be used for disciplining older children (Straus and Stewart, 1999; Nobes and Smitch, 2002). To the contrary, there was no significant impact of children's age on their parents' use of physical punishment that has been demonstrated in the present study. The

remarkably low incidence of physical punishment as a used discipline behaviours in the present study might be a possible reason why the correlation has not been established.

Nonetheless, there are some other effects of children's age that have been reported in the present study, with the absence of support from previous findings. For example, younger children who are in their first or second year in school (aged 6-8) in this study were found more likely to receive external motivation, diversion and mild punishment from their parents when they misbehaved.

In addition, these younger children were also reported to receive more tangible rewards when they behaved well than older children who were in the Grade Five or Grade Six (aged 10-12). This significantly increased use of tangible rewards when younger children behave well might be a consequence of the more frequent use of external motivation by parents when children misbehave. However, the good behaviours of younger children were found more likely to be ignored by their parents at the same time.

10.3 Implications

10.3.1 Recommendations for Teachers

Most interviewed parents (26 out of 34 parents) in the present study expressed their expectation of establishing more varied and effective channels through which they could gain a better insight into their children's school life as well as conduct a more effective communication with the teachers. These channels could include setting up an anonymous mail box where parents and teachers could share ideas with each other freely and genuinely; in the meanwhile creating more authentic opportunities for parents to pay formal or informal visits to the school themselves (Walker and Hoover-Dempsey, 2006). Similar demand for more communication with teachers was also raised by interviewed

children in the present study who expected teachers to be gentler and more approachable.

It might also be helpful if teachers could inform parents about the main goals of discipline in school. This action might be especially effective in promoting the consistency of the objectives of parenting and schooling; which might in turn improve the collaboration between parents and teachers on disciplining children at the same time. As indicated, parents were suggested by interviewed teachers to establish their purpose of discipline based on the all-around development of children. Similarly, interviewed parents and children in the present study also expressed their hope that school could organise more non-academic activities which could provide children who are talented in non-academic areas with an opportunity to show their specific skills and abilities.

In addition, teachers were also recommended to provide children with more positive and appropriate feedbacks on their performances. This feedback is expected to focus mainly on the effort that children have made; rather than on their self-abilities and the final results. Positive correlations has been found between teachers' emphasis on students' effort and some of their positive characteristics such as approval of mastery goals, social and academic self-efficacy and the ability of using effective learning strategies (Ryan and Patrick, 2001).

In the meanwhile, students' maladaptive styles of engagement (such as negative perception of their self-ability and the employment of self-handicapping strategy) are found to be linked to teachers' emphasis on competitive outcomes (such as judging student's performance by comparing it to that of others) (Urdan, Midgley and Anderman, 1998). There were both well-behaved and badly-behaved children who were interviewed in the present study that showed strong dislike towards being compared to others by pointing out its negative impact on their feelings such as extra pressure or low perception of self-ability. It is for this reason that teachers were suggested to avoid this kind of comparison as much as possible in practice.

10.3.2 Recommendations for Parents

In recent years, the importance of parental involvement in facilitating classroom management has been acknowledged and emphasised. Parents, as children's primary socialising media, are expected be aware of the crucial information about their children, such as their characteristics, interests, habits, learning pattern and study history. This kind of information, according to the interviewed teachers in the present study, is capable of facilitating the process of investigating the reasons behind children's misbehaviours. It is for this reason that most interviewed teachers strongly recommended parents to conduct more investigations when their children misbehaved by use of this advantage. In addition, this information is also expected to be delivered to the teachers in order to help them cater to children's individual needs and development requirements at school (Walker and Hoover-Dempsey, 2006).

Furthermore, parents are suggested in the present study to be more aware of how to optimise their role in children's development. This role, according to the interviewed teachers, included positively influencing children's daily behaviours by demonstrating the right thing to do, as well as providing children with the emotional support by building up their confidence and belief in their children. As Hokoda and Fincham (1995) indicated, this kind of emotional support has the function of enhancing children's persistence in completing difficult tasks.

In the meanwhile, this role could also include helping children establish a positive attitude about schooling, motivating children to learn, and informing children of the importance of effort in succeeding in school (Grolnick and Slowiaczek, 1994; Hoover-Dempsey, Battiato, Walker, Reed, De Jong and Jones, 2001). Children whose parents succeed in achieving these goals tend to be more capable of attentively engaging in learning tasks and classroom activities (Walker and Hoover-Dempsey, 2006). It has been found that children who show more interest in learning seem to act more

responsibly and misbehave less in class; besides, these children are also less likely to be distracted from their work when teachers are dealing with other children's misbehaviours (Lewis, 2001).

Another critical step in disciplining children suggested by the interviewed teachers in the present study is balancing parents' concern and emphasis between children's academic performance and their development as a social being. In fact, despite the importance of succeeding in academic work, the basic goal of parenting and schooling might be cultivating a potential responsible citizen and a family member who possesses the primary positive characteristics (e.g. honesty, the best of intentions, courage, optimism, self-confidence, a sense of responsibility and respect for others etc.) as an individual. Seen from this respect, more effort is expected to be made by parents to discipline their children based on their all-around performance; rather than their academic performance only in order to keep in line with the expected outcomes of school discipline.

There was a common complaint that had been made by both interviewed teachers and children in the present study about parents' practice of engaging their children in as many after-school clubs as possible. This action was said to be at risk of depriving children's recess and unstructured playtime; which might in turn impair children's energy, vitality and enthusiasm for school.

It is noteworthy that Chinese pupils generally experience a fairly intense and heavily-loaded school life (Zhao, 2008). Therefore, instead of cultivating children's extra abilities and skills (which might be parents' original intention); excessive after-school learning tasks might dampen children's interests in certain subjects because of being involved in too much of it. Moreover, over-demanding learning tasks might also decrease children's interest in the process of learning and practicing; which might exert negative influence on children's learning outcomes. In this case, it seems to be quite important for parents to communicate with their children in advance about

attending after-school clubs in terms of the subject, duration, learning frequency and expected learning outcome. Parents could also contact teachers for suggestions about how to make it suit children's learning ability and learning style.

The present research has found that only less than 40 per cent of parents reported using supportive system (seeking advice or help from other people such as teachers or professionals) sometimes or often when children misbehaved. However, according to Walker and Hoover-Dempsey (2006: 679), "teachers are uniquely positioned to help parents optimize their role in children's education"; therefore, parents are encouraged to maintain contact and seek ideas about disciplining children from teachers whenever it is needed.

Chapter 11 Conclusion

11.1 The Main Research Findings

The present study involved a questionnaire research and an interview. Its main aim to investigate both teachers' and parents' discipline strategies in Chinese primary schools and families, with a particular focus on the shift in teachers' and parents' discipline strategies when children misbehaved for a second time in classroom or at home, and the difference between teachers and parents in their self-reported use of discipline strategies; and furthermore to explore how teachers and parents view each other's discipline strategies, as well as pupils' perceptions of their teachers' and parents' discipline strategies.

The key research findings will be summarised in the form of responses to the five research questions of the present study. Among these, the first three research questions are answered by drawing on the self-report data collected from the questionnaire research conducted among 148 Chinese primary school teachers and 142 parents of Chinese primary school pupils. Accordingly, the last two research questions are answered by making use of the interview data collected from 36 Chinese primary school

teachers, 34 parents of Chinese primary school pupils and 60 Chinese primary school pupils.

Research Question 1: What discipline strategies do Chinese primary school teachers and parents use?

Teacher Discipline Strategies

The present study has gained an insight into the discipline strategies adopted by primary school teachers with pupils in the Chinese cultural context. The findings clearly identified the dominance of non-aggressive discipline strategies among Chinese primary school teachers who participated in the present research. More specifically, the most frequently used discipline strategies of Chinese primary school teachers were found to be limit setting before pupils misbehaved, the use of trust-based (e.g. public or private direction, encouragement, private investigation and guidance and group influence) or conflict-avoiding discipline behaviours (e.g. diversion at Time 1 or supportive system at Time 2) when pupils misbehaved, and the employment of supportive feedback (e.g. encouragement, verbal and tangible rewards) when pupils stopped misbehaving or behaved well.

The most frequently used discipline behaviour reported by teachers when pupils misbehaved for the first time in one class was private direction, followed by encouragement and private investigation and guidance. When pupils misbehaved again in the same class, however, the most frequently used discipline behaviour reported by teachers was encouragement, followed by private direction and private investigation and guidance. The most frequently used discipline behaviour reported by teachers when pupils behaved well was encouragement, followed by public verbal recognition and public tangible rewards 2 (for good behaviours).

Consistent with previous research findings, the majority of Chinese primary school teachers involved in the present research relied more on trust-based discipline behaviours (which focus on directing pupils' behaviours without exerting too much

power and control) rather than confronting discipline behaviours (which tend to change pupils' behaviours in a direct, coercive and authoritarian way) when pupils misbehaved irrespective of whether it was the first time or a repeat offence in one class.

Moreover, an inclination to employ direction, and investigation and guidance in private rather than in public was also found in the present study. Findings also clearly pointed to the low occurrence of physical punishment among Chinese primary school teachers. More than 86 per cent of the participant teachers reported that they had never used physical punishment, while no more than 1.5 per cent reported to use it often when pupils misbehaved irrespective of whether it was the first time or a repeat offence in the same class.

The use of teachers' discipline strategies needs to be understood by taking the specific Chinese social and cultural context within which the discipline happens into account. This involves the prevalent Chinese traditional culture and the current social reality in China. In addition, teachers' discipline strategies were also found to be affected by the teachers' individual features including their gender and age. More specifically, male teachers were more likely to use conflict-avoiding discipline behaviours (such as ignoring, diversion and supportive system at Time 1, time out and supportive system at Time 2) when pupils misbehaved, than female teachers. At the same time, female teachers were more likely to use supportive feedback (such as encouragement, public verbal recognition, public tangible rewards and private tangible rewards 2) when pupils behaved well, than male teachers.

With regard to the effects of the age of the teachers, older teachers were reported to be more likely to use limit setting (establishing classroom rules) at the beginning of the school year than their middle-aged or younger counterparts. Moreover, older teachers were also found using supportive feedback, such as behavioural awards and ignoring, more frequently when pupils behaved well, than middle-aged or younger teachers. When pupils misbehaved for the first time in one class, however, younger teachers tended to

use conflict-avoiding discipline behaviours, such as ignoring, significantly more, while using trust-based discipline behaviours, such as private direction, private investigation and guidance and group influence, significantly more when pupils misbehaved again in the same class compared with older and middle-aged teachers. Other factors that have been found to be influential in the teachers' use of discipline behaviours include the actual school and school year they were teaching in, as well as which subjects they taught.

In addition to teachers' individual factors, the individual characteristics of pupils have also been closely associated with the teachers' choice of discipline strategies. For example, boys were reported to be more likely to receive trusted-based discipline behaviours (such as public direction, public investigation and guidance and group influence) and confronting discipline behaviours (such as private aggressive techniques and public mild punishment) when they misbehaved irrespective of whether it was the first time or a repeat offence. No evidence was found in the present research to indicate that girls were more likely to receive any specific discipline behaviours from teachers, than boys.

The pupils' usual performance was another factor that was found to be linked with the teachers' use of discipline behaviours. More specifically, teachers were reported to be more likely to use trust-based discipline behaviours (such as public direction, external motivation, public investigation and guidance, group influence), conflict-avoiding discipline behaviours (such as time out and supportive system), and confronting discipline behaviours (such as private aggressive techniques) for dealing with the misbehaviours of pupils who usually behaved badly. Furthermore, pupils who usually behaved badly were also found more likely to receive supportive feedback, such as behavioural awards 1 (for stopping their misbehaviours), public tangible rewards and private tangible rewards 2 (for good behaviour) when they behaved well, while it was more possible for the good behaviours of well-behaved pupils to be ignored by teachers. It is noteworthy that the teachers' use of trust-based discipline behaviour

(encouragement) and confronting discipline behaviour (physical punishment) has been found to be immune to any of the influential factors that have been investigated in the present study, which include the teachers' gender, age, teaching school and school year, and taught subjects, as well as the pupils' gender and usual performance.

Parents' Discipline Strategies

In addition to teachers' discipline strategies, parents' discipline strategies were also investigated and reported in the present research. According to the self-report questionnaire data of parents, the discipline strategies adopted by the majority of Chinese primary school parents also mainly included non-aggressive discipline behaviours: using limit setting before children misbehaved, employing the trust-based discipline package (e.g. establishing a rule, direction, encouragement and investigation and guidance) or confronting discipline package (such as mild punishment only at Time 2) when children misbehaved, and providing supportive feedback when children behaved well.

The most frequently used discipline behaviour reported by parents when children misbehaved for the first time in one day was encouragement, followed by direction and establishing a rule. The most frequently, however, used discipline behaviour reported by parents when children misbehaved again in the same day was direction, followed by establishing a rule and encouragement. The most frequently used discipline behaviour reported by parents when children behaved well was verbal recognition 1 (for stopping misbehaviours), followed by encouragement and verbal recognition 2 (for good behaviours).

It was observed that most Chinese primary school pupils' parents involved in the present study showed a preference for employing trust-based discipline behaviours over using conflict-avoiding and confronting discipline behaviours. In addition, in contrast to some of the previous research findings, the self-reported use of physical punishment among Chinese parents was relatively infrequent with less than 1.5 per cent of the participant

parents reporting using it often when children misbehaved. A key implication of this finding, which is in keeping with other studies, is that Chinese parents' perception of discipline, especially harsh discipline such as physical punishment, has changed substantially with the passage of time.

Similarly, the parents' discipline strategies have evolved within a specific Chinese cultural and social context and, thus, needed to be investigated in this context. Moreover, the parents' discipline strategies also needed to be considered by taking a number of their and their children's individual factors into account. Parents' individual factors in the present study primarily include the parents' gender and age. For example, mothers were found more likely to establish house rules before children misbehaved. In the meantime, fathers tended to employ trust-based discipline behaviour (establishing a rule) and confronting discipline behaviours (aggressive techniques) significantly more than mothers, while mothers reported using trust-based discipline behaviour (external motivation) more often than fathers when children misbehaved, irrespective of whether it was the first time or a repeat offence in one day. It is worth noting that when children misbehaved again in one day, mothers were more likely to use physical punishment when compared with fathers. There is a tendency, however, that was observed in the present study, for the fathers' and mothers' discipline behaviours to converge when children misbehaved repeatedly.

In terms of the effects of the age of parents, older parents reported using trust-based discipline behaviour (establishing a rule) significantly less than middle-aged and younger parents, while middle-aged parents tended to use confronting discipline behaviour (aggressive techniques) significantly more than both older and younger parents when children misbehaved, irrespective of whether it was the first time or a repeat offence in one day.

In addition, when children misbehaved for the first time in one day, older parents were found more likely to use confronting discipline behaviour (physical punishment). When

children misbehaved again in the same day, however, they were more likely to use conflict-avoiding discipline behaviours, such as ignoring and diversion. Moreover, younger parents revealed that they were more likely to ignore children's good behaviours when compared with older and middle-aged parents. Other influential parent factors that have been investigated in the present study include the parents' job and their educational background.

As indicated, in addition to parents' individual factors, children's individual factors were also found influential in the choice of parental discipline behaviours. Children's individual factors here mainly refer to the child's gender, age and their usual performance. The effect of the children's gender on their parents' use of discipline behaviours was mostly demonstrated when children misbehaved for the first time in one day. Boys were reported to be more likely to receive all types of confronting discipline behaviours, including withdrawal of affection, warning and threat, aggressive techniques, mild punishment and physical punishment, than girls when they misbehaved for the first time in one day.

When children misbehaved again in the same day, the gender effect of children on their parents' discipline behaviours decreased; however, boys were still found more likely to receive some of the confronting discipline behaviours, such as withdrawal of affection, warning and threat 2 and physical punishment, when compared with girls. No discipline behaviour, however, was found to be used significantly more for dealing with girls' misbehaviours than of boys.

Children's age is another factor that has been found to be associated with parents' use of discipline behaviours. Younger children (aged 6-8) were reported to be more likely to receive trust-based discipline behaviour (external motivation), conflict-avoiding discipline behaviour (diversion) and confronting discipline behaviour (mild punishment) than older children (aged 10-12) when they misbehaved, irrespective of whether it was the first time or a repeat offence in the same day. Meanwhile, parents also reported using

supportive feedbacks, such as tangible rewards for responding to the good behaviours of younger children (aged 6-8). They also revealed, however, that they were more likely to ignore the good behaviours of younger children (aged 6-8).

The children's usual performance, nevertheless, were found to exert little influence on the parents' use of discipline behaviours in the present study. Furthermore, two additional discipline behaviours were found to be immune to the effects of parents' and children's individual characteristics. These are conflict-avoiding discipline behaviour (ignoring) and confronting discipline behaviour (withdrawal of affection).

Research Question 2: Are there any changes in teachers' and parents' discipline strategies when children misbehave for a second time?

The Shift in Teachers' Discipline Strategies from Time 1 to Time 2

Despite the fact that the most frequently used discipline behaviours reported by teachers at Times 1 and 2 were largely consistent, there were still significant shifts demonstrated in the present study. It can be seen that the teachers' use of direction and investigation and guidance was more likely to be public when pupils misbehaved again. In addition, teachers were more likely to use conflict-avoiding discipline behaviours, such as ignoring and diversion, when pupils misbehaved for the first time, while using time out and supportive system more frequently when pupils misbehaved again.

Moreover, the teachers' use of confronting discipline behaviours, such as withdrawal of affection, warning and threat (both public and private), private aggressive techniques and mild punishment (both public and private), increased significantly when pupils misbehaved again. On the contrary, teachers' use of trust-based discipline behaviours, such as private direction and encouragement, decreased significantly when pupils misbehaved repeatedly. In summary, the teachers' discipline strategies tend to become more public, as well as more severe and direct, when pupils keep misbehaving. The teachers' use of extremely harsh discipline behaviour, however, such as physical punishment, was not found to be affected by the frequency of pupils' misbehaviours.

The Shift in Parents' Discipline Strategies from Time 1 to Time 2

Consistent with the findings for the teachers, the majority of parents also reported using similar discipline behaviours at Times 1 and 2. Some significant shifts in their use of discipline behaviours from Time 1 to Time 2, however, have also been observed in the present study. More specifically, the parents' use of trust-based discipline behaviours, such as establishing a rule, direction and external motivation, significantly increased when children misbehaved again. In the meantime, there was also a significant rise in the parents' use of confronting discipline behaviours, such as mild punishment and physical punishment, when children misbehaved repeatedly.

To the contrary, parents were found less likely to use conflict-avoiding discipline behaviours, such as diversion and supportive system, and confronting discipline behaviours, such as withdrawal of affection and warning and threat 2, when children misbehaved again in one day. Generally speaking, the parents' use of discipline behaviours seemed to be somewhat polarised when dealing with the repeated misbehaviours of children. Parents tend to either stick to employing trust-based discipline behaviours, or shift to employing harsh confronting discipline behaviour, such as physical punishment.

Research Question 3: Are there any differences in discipline strategies between teachers and parents?

According to the research findings, there are a few differences between Chinese primary school teachers and parents in their self-reported use of discipline behaviours. First of all, teachers reported using limit setting significantly more than parents. Meanwhile, when pupils misbehaved (at both Times 1 and 2) parents were found more likely to use trust-based discipline behaviours, such as direction and encouragement, and confronting discipline behaviours, such as warning and threat 2, aggressive techniques and physical punishment when compared with teachers. Regarding the use of conflict-avoiding discipline behaviours, however, teachers reported using ignoring, diversion and supportive system significantly more, while using time out significantly less when

compared with parents.

Finally, when pupils behaved well, teachers showed significantly more use of supportive feedback, such as encouragement, behavioural rewards 1 (for stopping misbehaviours) and tangible rewards 1 (for stopping misbehaviours) than parents, while parents tended to use supportive feedback, such as verbal recognition 1 (for stopping misbehaviours), significantly more than teachers. This implies that teachers tend to view misbehaving pupils ending their misbehaviour more worthy of behavioural awards and tangible rewards, than parents who viewed it as more worthy of verbal recognition.

Seen from another point of view, the teachers' use of confronting discipline behaviours has exhibited a significant increase, but no significant decrease when pupils misbehaved again. In the meantime, parents have demonstrated significantly more use of certain trust-based discipline behaviours, while significantly less use of certain conflict-avoiding discipline behaviours when children misbehaved repeatedly. Moreover, the parents' use of harsh confronting discipline behaviour, such as physical punishment, has shown a significant increase at Time 2, while no significant difference between Times 1 and 2 in the teachers' reported use of this discipline behaviour has been demonstrated in the present study.

Furthermore, gender effects were found to be more influential on the parents' use of discipline behaviours than on teachers' when pupils misbehaved for the first time, while more influential on the teachers' use of discipline behaviours than on parents' when pupils behaved well. In the meantime, the teachers' use of discipline behaviours was found more likely to be affected by factors specific to each child, such as their gender and their usual performance, than the parents'.

Research Question 4: How do Chinese primary school teachers and parents view each other's discipline strategies?

Teachers' View of Parents' Use of Discipline Behaviours

A mere half of the interviewed teachers believed in the parents' report of using limit setting (including establishing house rules and explaining the rules) before children misbehaved, while most of the interviewed teachers partly or completely disagreed with the use of limit setting at home. They were concerned with the practicalities of this practice and the possible extra pressure that it might exert on children. In the meantime, all of the 36 interviewed teachers believed in the parents' report of using supportive feedbacks (including encouragement, verbal recognition, behavioural awards and tangible rewards) when children behaved well. Sixteen out of the thirty six fully supported the parents' use of supportive feedbacks, while the remaining twenty partly supported it by pointing out that excessive use of rewards might impair the children's intrinsic motivation, as well as the effectiveness of supportive feedbacks.

More than half of the interviewed teachers believed in parents' self-reported use of discipline behaviours when children misbehaved. Most of the teachers showed an understanding and support for the parents' use of trust-based discipline behaviours, such as establishing a rule, direction, encouragement and investigation and guidance when children misbehaved for the first time (at Time 1). Only 6 out of the 36 interviewed teachers, however, fully supported the parents' adherence to these discipline behaviours when children misbehaved again (at Time 2) by questioning their effectiveness in dealing with repeated misbehaviours.

It is surprising to note that only 7 out of the 36 interviewed teachers were strongly opposed to parents' use of physical punishment because Chinese primary school teachers seem to hold a broader definition of physical punishment, which includes discipline practices, such as undertaking extra housework or time out. Therefore, most of the interviewed teachers partly supported the parents' use of certain types of physical punishment, such as undertaking extra housework, which was believed to be beneficial

for the children's development.

Most of the interviewed teachers acknowledged the existence of 'discriminatory' discipline among Chinese parents. This kind of discipline includes disciplining boys and girls in a different way, or disciplining children with different usual performance in a different way. More than half of the interviewed teachers supported this 'discriminatory' practice by parents when it came to disciplining boys and girls, whereas no teachers fully supported the idea of disciplining children with different usual performance in a different way. More than half of the interviewed teachers, however, partly agreed with disciplining children with different usual performance in a different way by suggesting that children who usually behaved badly might need more attention and assistance, as well as more flexible discipline practices when compared with well-behaved children.

Parents' View of Teachers' Use of Discipline Behaviours

All of the 34 interviewed parents acknowledged that there were clear school and classroom rules that had been established at the beginning of the school year. Meanwhile, all interviewed parents fully supported teachers in the use of limit setting before pupils misbehaved. Less than half, however, believed in the teachers' report of their discipline behaviours when pupils behaved well. More than half of the interviewed parents supported the teachers' use of supportive feedbacks when pupils behaved well, while the rest partly supported or disagreed with it by emphasising that supportive feedback should be used in moderation in order to remain effective.

More than half of the interviewed parents believed in the teachers' self-reported use of discipline behaviours when pupils misbehaved. Most of them (31 out of 34 parents) showed agreement with the teachers' report of using trust-based discipline behaviours, including private direction, encouragement, private investigation and guidance and group influence, and conflict-avoiding discipline behaviour, such as diversion, when pupils misbehaved for the first time in one class (at Time 1). Only 23 out of 34 interviewed parents, however, supported the teachers' use of trust-based discipline

behaviours, such as public and private direction, encouragement, private investigation and guidance and group influence, and conflict-avoiding discipline behaviour, such as supportive system, when pupils misbehaved again in the same class (at Time 2). The remaining 11 parents disagreed mainly due to the fact that they questioned the effectiveness of mild discipline behaviours in dealing with pupils' repeated misbehaviours.

Additionally, the interviewed parents reported entertaining a similar understanding of physical punishment as the interviewed teachers. In contrary to them, however, the majority of parents showed disagreement with the teachers' use of any form of physical punishment, while merely 12 out of 34 interviewed parents showed understanding and some support of the teachers' use of this discipline behaviour when children misbehaved seriously by valuing its effectiveness in stopping misbehaviours in the short-term.

The majority of interviewed parents reported that they had noticed the 'discriminatory' discipline adopted by Chinese primary school teachers in the present study. As already mentioned, this kind of 'discriminatory' discipline denotes that pupils of either different gender or of different usual performance are disciplined in a different way. Most of the interviewed parents supported the teachers' idea of disciplining boys and girls in a different way by pointing out the inherent differences between children of different gender. Meanwhile, the majority of interviewed parents also supported teachers in disciplining children with different usual performance in a different way by stressing either that children who usually behaved badly deserved harsher and stricter discipline, or that teachers should pay more attention and provide more assistance to children who usually behaved badly.

Research Question 5: How do Chinese primary school pupils view their teachers' and parents' discipline strategies?

Chinese Primary School Pupils' View of their Teachers' Discipline Strategies

All 60 of the interviewed pupils indicated that there were clear school and classroom

rules that had been set up at the beginning of the school year, while most of them admitted that their teachers explained the rules before they misbehaved. The majority of interviewed pupils showed understanding and support to the teachers' use of limit setting by acknowledging it as necessary and appropriate, while only 9 out of 60 pupils found the rule strict and difficult to follow.

According to the pupils, the most frequently used discipline behaviours of teachers when they misbehaved for the first time in one class (at Time 1) was public direction, followed by private investigation and guidance and private warning and threats. When the pupils misbehaved again in the same class, however, the teachers' most frequently used discipline behaviour reported by interviewed pupils was public investigation and guidance, followed by time out and public aggressive techniques. Generally speaking, the teachers' use of confronting discipline behaviours (such as private warning and threats and public aggressive techniques) seems to be heavier when reported by pupils than by the teachers themselves.

In the meantime, most interviewed pupils reported having received physical punishment from their teachers at least once. This report represents a higher occurrence of physical punishment among Chinese primary school teachers than the teachers themselves reported. It is noteworthy that the majority of interviewed pupils showed an understanding towards the teachers' use of physical punishment by interpreting this discipline behaviour as part and parcel of the teacher's duties or an attempt to help the pupils improve.

Contrary to the use of various supportive feedbacks reported by teachers, pupils merely reported the use of encouragement and public verbal recognition 2 (for good behaviours) when they behaved particularly well. Most interviewed pupils supported teachers in their use of supportive feedbacks by revealing that they felt encouraged and proud when they received them. Meanwhile, some of the interviewed pupils took praise and rewards for granted when they behaved well, while others believed that it was their duty to

behave well in school and, hence, did not expect to be praised or rewarded for their good performance.

When pupils were asked about their opinion on the 'discriminatory' discipline reported by teachers, most disagreed with the idea of disciplining boys and girls in a different way by arguing that there was no difference between boys and girls as pupils. The majority, however, supported teachers in disciplining pupils with different performance in a different way by claiming that pupils who usually behaved badly should be disciplined more strictly and harshly in order to change and improve.

Chinese Primary School Pupils' View of their Parents' Discipline Strategies

Most interviewed pupils acknowledged that their parents established house rules at home, whereas none admitted that their parents explained the rules beforehand. Instead, more than half of the interviewed pupils indicated that their parents would inform them of the rules whenever they misbehaved as a direct measure to stop their misbehaviours. Most of the pupils who admitted that there were clear house rules at their homes showed an understanding towards the rules by rating them as necessary and appropriate.

When misbehaviour occurs, the parents' most frequently used discipline behaviour reported by pupils was establishing a rule, followed by direction and investigation and guidance at Time 1, and direction, followed by external motivation and investigation and guidance at Time 2. Moreover, parents were reported more likely to use confronting discipline behaviours (such as withdrawal of affection at both Times 1 and 2, and warning and threat 1 and aggressive techniques at Time 2) by pupils than by parents themselves.

By contrast, less than half of the interviewed pupils reported having received physical punishment from their parents, while none reported receiving it often at home. Similarly, most of the interviewed pupils showed understanding towards receiving physical punishment from their parents by regarding their parents' use of it as a sign of care and

concern, as well as their right as parents.

The parents' most frequently used discipline behaviour when pupils behaved well was encouragement, followed by verbal recognition and tangible rewards 2 (for good behaviours). Most pupils reported feeling encouraged by receiving supportive feedback from their parents. It is worth noting, however, that all 60 pupils agreed that parents were supposed to reward them whenever they behaved well at home.

Most interviewed pupils supported parents in disciplining boys and girls in a different way at home by indicating the inherent differences between boys and girls in their daily behaviours as children after school. Meanwhile, more than half of the interviewed pupils showed agreement with the idea of disciplining children who usually behaved badly more strictly at home by indicating that badly behaved children needed to be disciplined in a stricter way in order to improve.

11.2 Suggestions for Chinese Primary School Teachers and Parents

The findings of the present research have important implications for how the discipline strategies adopted by current Chinese primary school teachers and parents might be better understood, as well as how the collaboration between teachers and parents in disciplining pupils might be improved. It was recommended that teachers encouraged parental involvement in the process of disciplining pupils at school by developing more effective channels for promoting communication between teachers and parents, as well as between teachers and pupils. This kind of communication is hoped to be able to provide the teachers with the crucial individual information they lack regarding their pupils, inform parents of the main goals of schooling, as well as help them understand how to optimise their parental role in their children's daily life.

In the meantime, attention should be paid not only to pupils' academic performance, but also to their all-around development, including their special talents in fields such as art, music, etc. To this end, it was recommended that schools organised various non-academic activities through which pupils could obtain the opportunity to show their talent in diverse areas other than academic. Parents, however, were also warned not to engage their children in excessive after-school club activities during the process of cultivating and developing their children's interests. It was suggested also that emphasis should be placed on the effort that pupils had made instead of their overall abilities or final results. Teachers were encouraged to provide pupils with more positive and supportive feedbacks without making judgements based on the compared performance of pupils with each other.

11.3 The Limitations and Shortcomings of the Present Research

There are a number of limitations and shortcomings in the present research that need to be clarified. First of all, the present study was conducted within the limits of one metropolis. It can be seen from this research that there are some significant differences between teachers in different districts of the target city (Baotou) in their self-reported use of discipline behaviours. This means that the social environment could be an important factor that exerts influence on the teachers' use of discipline behaviours. It is for this reason that future research in this area would benefit from extending the research objectives to involving participants from different cities of different social backgrounds in China.

Secondly, the Chinese primary school teachers and parents involved in the present questionnaire research were not the same group of teachers and parents who took part in the later interviews. Therefore, there might be some random mismatches between

teachers' and parents' self-reports of their use of discipline behaviours, as well as that reported by each other. Similarly, given that all interviewed pupils came from the same school, while teachers and parents who participated in the questionnaire came from six and three different schools respectively, random mismatches between teachers' and parents' self-reported use of discipline behaviours and pupils' reports on their teachers' and parents' use of discipline behaviours should be expected.

11.4 Future Work

Due to the fact that the present research was conducted within ordinary one-child/two-parent families, further research should investigate the discipline strategies adopted by parents under exceptional family circumstances, such as single parent or impoverished families in China.

In addition, given that teachers and parents are unlikely to use any single discipline behaviour in isolation; future studies would contribute by examining issues such as how to optimise the effectiveness of discipline strategies adopted by teachers and parents through combining different types of discipline behaviours (e.g. the combination of trust-based discipline behaviours and confronting discipline behaviours). Finally, the present research has found that trends in teachers' and parents' reported use of discipline behaviours indicated a shift in their use of discipline behaviours from Time 1 to Time 2. Future research that links this shift with pupil outcomes in the Chinese context would be welcome.

Appendices

Appendix I: Teachers' Discipline Behaviours

Occasions	Categories	Discipline Behaviours	Examples
Part I At the beginning of the school year	Limit setting	Establishing rules	Establish clear school and classroom rules.
		Explaining rules	Explain the rules and demonstrate the right thing to do.
Part II When misbehaviour occurs	Trust-based discipline package	Public direction	Describe unacceptable behaviours and tell pupils what they are expected to do in public.
		Private direction	Describe unacceptable behaviours and tell pupils what they are expected to do in private.
		Encouragement	Encourage pupils to stop misbehaving themselves.
		External motivation	Promise to reward pupils if they stop misbehaving.
		Public investigation and guidance	Talk with pupils in public about why they misbehave and the possible impact and consequences of their misbehaviours.
		Private investigation and guidance	Talk with pupils in private about why they misbehave and the possible impact and consequences of their misbehaviours.
		Group influence	Hold class meeting at which teachers and pupils talk about how to improve pupils' behaviours.
	Conflict-avoiding discipline package	Ignoring	Turn a blind eye to pupils' misbehaviour.
		Diversion	Distract pupils when they misbehave (e.g. give them a new task to do, tell a joke).
		Time out	Remove misbehaving pupils from the whole class or activities.
		Supportive system	Seek other people's advice or help.
	Confronting discipline package	Withdrawal of affection	Withdraw attention from misbehaving pupils or refuse to speak to them.
		Public warning and threat	Threaten to dislike or even punish misbehaving pupils if they misbehave again in public.

		Private warning and threat	Threaten to dislike or even punish misbehaving pupils if they misbehave again in private.
		Public aggressive techniques	Shout at pupils angrily or embarrass misbehaving pupils in public.
		Private aggressive techniques	Shout at pupils angrily or embarrass misbehaving pupils in private.
		Public mild punishment	Conduct mild punishment (e.g. remove privileges, assign more homework etc.) in public.
		Private mild punishment	Conduct mild punishment (e.g. remove privileges, assign more homework etc.) in private.
		Public physical punishment	Conduct physical punishment in public.
		Private physical punishment	Conduct physical punishment in private.
Part III When good behaviour occurs	Supportive feedback	Encouragement	Encourage pupils to maintain their good behaviours.
		Public verbal recognition 1	Praise pupils for stopping misbehaving in public.
		Public verbal recognition 2	Praise pupils for good behaviours in public.
		Private verbal recognition 1	Praise pupils for stopping misbehaving in private.
		Private verbal recognition 2	Praise pupils for good behaviours in private.
		Behavioural awards 1	Give pupils privileges for stopping misbehaving.
		Behavioural awards 2	Give pupils privileges for good behaviours.
		Public tangible rewards 1	Reward pupils for stopping misbehaving in public.
		Public tangible rewards 2	Reward pupils for good behaviours in public.
		Private tangible rewards 1	Reward pupils for stopping misbehaving in private.
		Private tangible rewards 2	Reward pupils for good behaviours in private.
	Non-response	Ignoring	Take pupils' good behaviours for granted.

Appendix II: Parents' Discipline Behaviours

Occasions	Categories	Discipline Behaviours	Examples
Part I Before misbehaviour occurs	Limit setting	Establishing house rules	Establish clear house rules and set boundaries.
		Explaining rules	Explain the rules and demonstrate the right thing to do.
Part II When misbehaviour occurs	Trust-based discipline package	Establishing a rule	Establish a rule to prohibit this kind of behaviours.
		Direction	Describe the unacceptable behaviours and tell children what they are expected to do.
		Encouragement	Encourage children to stop misbehaving themselves.
		External Motivation	Promise to reward children if they stop misbehaving.
		Investigation and guidance	Talk with children about why they misbehave and the possible impact and consequences of their misbehaviour.
	Conflict-avoiding discipline package	Ignoring	Turn a blind eye to children's misbehaviour.
		Diversion	Give children something else they might like to do instead of what they were doing wrong.
		Time out	Send children to their room.
		Supportive system	Seek other people's advice or help.
	Confronting Discipline package	Withdrawal of affection	Withdraw attention from children or refuse to speak to them.
		Warning and threat 1	Threaten to leave children or show dislike.
		Warning and threat 2	Threaten to punish children if they misbehave again.
		Aggressive techniques	Shout at children angrily or deliberately embarrass children.
		Mild punishment	Conduct mild punishment (e.g. remove privileges, assign more chores etc.).
		Physical punishment	Conduct physical punishment.
Part III When good behaviour occurs	Supportive feedback	Encouragement	Encourage children to maintain their good behaviours.
		Verbal recognition 1	Praise children for stopping misbehaving.
		Verbal recognition 2	Praise children for good behaviours.
		Behavioural awards 1	Give children privileges for stopping misbehaving.

		Behavioural awards 2	Give children privileges for good behaviours.
		Tangible rewards 1	Reward children for stopping misbehaving.
		Tangible rewards 2	Reward children for good behaviours.
	Non-response	Ignoring	Take children's good behaviours for granted.

Appendix III: Questionnaire on Teachers' Discipline Strategies

Dear teachers:

   I am a student reading for a PhD degree at the University of York. Currently I am doing research on primary school teachers' discipline strategies. I sincerely invite you to complete the questionnaire survey and fill out the following questions honestly and carefully.

   Data collected in this research will be used solely for research purposes and any personal data will be kept confidential and destroyed after the study.

   Thank you very much for your help!

School: **Grade:**   **Class:**

Gender: **Age:**

Which subject do you teach:

Part 1 At the Beginning of the School Year

Discipline Behaviours	YES	NO
Establish clear school and classroom rules.		
Explain the rules and demonstrate the right thing to do.		

Part 2 When Misbehaviour Occurs

2.1 If a **BOY** who **USUALLY BEHAVES WELL** misbehaves for the **FIRST TIME** in your class, you will (3=Often   2=Sometimes   1=Seldom   0=Never)

Discipline Behaviours	3	2	1	0
Describe unacceptable behaviours and tell him what he is expected to do IN PUBLIC.				
Describe unacceptable behaviours and tell him what he is expected to do IN PRIVATE.				
Encourage him to stop misbehaving himself.				
Promise to reward him if he stops misbehaving.				
Talk with him IN PUBLIC about why he misbehaves and the impact of his misbehaviour.				
Talk with him IN PRIVATE about why he misbehaves and the impact of his misbehaviour.				
Hold class meeting at which teachers and pupils talk about how to improve pupils' behaviour.				
Turn a blind eye to his misbehaviour.				
Distract him (e.g. give him a new task to do, tell a joke).				
Remove him from the class or activities.				
Seek other people's advice or help.				
Withdraw attention from him or refuse to speak to him.				
Threaten to dislike or punish him IN PUBLIC.				
Threaten to dislike or punish him IN PRIVATE.				
Shout at him angrily or embarrass him IN PUBLIC.				
Shout at him angrily or embarrass him IN PRIVATE.				
Conduct mild punishment (e.g. remove privileges or assign more homework etc.) IN PUBLIC.				
Conduct mild punishment (e.g. remove privileges or assign more homework etc.) IN PRIVATE.				
Conduct physical punishment IN PUBLIC.				
Conduct physical punishment IN PRIVATE.				

2.2 If a **BOY** who **USUALLY BEHAVES WELL** misbehaves for the **SECOND TIME** in your class, you will

Discipline Behaviours	3	2	1	0
Describe unacceptable behaviours and tell him what he is expected to do IN PUBLIC.				
Describe unacceptable behaviours and tell him what he is expected to do IN PRIVATE.				
Encourage him to stop misbehaving himself.				
Promise to reward him if he stops misbehaving.				
Talk with him IN PUBLIC about why he misbehaves and the impact of his misbehaviour.				
Talk with him IN PRIVATE about why he misbehaves and the impact of his misbehaviour.				
Hold class meeting at which teachers and pupils talk about how to improve pupils' behaviour.				
Turn a blind eye to his misbehaviour.				
Distract him (e.g. give him a new task to do, tell a joke).				
Remove him from the class or activities.				
Seek other people's advice or help.				
Withdraw attention from him or refuse to speak to him.				
Threaten to dislike or punish him IN PUBLIC.				
Threaten to dislike or punish him IN PRIVATE.				
Shout at him angrily or embarrass him IN PUBLIC.				
Shout at him angrily or embarrass him IN PRIVATE.				
Conduct mild punishment (e.g. remove privileges or assign more homework etc.) IN PUBLIC.				
Conduct mild punishment (e.g. remove privileges or assign more homework etc.) IN PRIVATE.				
Conduct physical punishment IN PUBLIC.				
Conduct physical punishment IN PRIVATE.				

2.3 If a **BOY** who **USUALLY BEHAVES BADLY** misbehaves for the **FIRST TIME** in your class, you will (3=Often   2=Sometimes   1=Seldom   0=Never)

Discipline Behaviours	3	2	1	0
Describe unacceptable behaviours and tell him what he is expected to do IN PUBLIC.				
Describe unacceptable behaviours and tell him what he is expected to do IN PRIVATE.				
Encourage him to stop misbehaving himself.				
Promise to reward him if he stops misbehaving.				
Talk with him IN PUBLIC about why he misbehaves and the impact of his misbehaviour.				
Talk with him IN PRIVATE about why he misbehaves and the impact of his misbehaviour.				
Hold class meeting at which teachers and pupils talk about how to improve pupils' behaviour.				
Turn a blind eye to his misbehaviour.				
Distract him (e.g. give him a new task to do, tell a joke).				
Remove him from the class or activities.				
Seek other people's advice or help.				
Withdraw attention from him or refuse to speak to him.				
Threaten to dislike or punish him IN PUBLIC.				
Threaten to dislike or punish him IN PRIVATE.				
Shout at him angrily or embarrass him IN PUBLIC.				
Shout at him angrily or embarrass him IN PRIVATE.				
Conduct mild punishment (e.g. remove privileges or assign more homework etc.) IN PUBLIC.				
Conduct mild punishment (e.g. remove privileges or assign more homework etc.) IN PRIVATE.				
Conduct physical punishment IN PUBLIC.				
Conduct physical punishment IN PRIVATE.				

2.4 If a **BOY** who **USUALLY BEHAVES BADLY** misbehaves for the **SECOND TIME** in your lesson you will

Discipline Behaviours	3	2	1	0
Describe unacceptable behaviours and tell him what he is expected to do IN PUBLIC.				
Describe unacceptable behaviours and tell him what he is expected to do IN PRIVATE.				
Encourage him to stop misbehaving himself.				
Promise to reward him if he stops misbehaving.				
Talk with him IN PUBLIC about why he misbehaves and the impact of his misbehaviour.				
Talk with him IN PRIVATE about why he misbehaves and the impact of his misbehaviour.				
Hold class meeting at which teachers and pupils talk about how to improve pupils' behaviour.				
Turn a blind eye to his misbehaviour.				
Distract him (e.g. give him a new task to do, tell a joke).				
Remove him from the class or activities.				
Seek other people's advice or help.				
Withdraw attention from him or refuse to speak to him.				
Threaten to dislike or punish him IN PUBLIC.				
Threaten to dislike or punish him IN PRIVATE.				
Shout at him angrily or embarrass him IN PUBLIC.				
Shout at him angrily or embarrass him IN PRIVATE.				
Conduct mild punishment (e.g. remove privileges or assign more homework etc.) IN PUBLIC.				
Conduct mild punishment (e.g. remove privileges or assign more homework etc.) IN PRIVATE.				
Conduct physical punishment IN PUBLIC.				
Conduct physical punishment IN PRIVATE.				

2.5 If a **GIRL** who **USUALLY BEHAVES WELL** misbehaves for the **FIRST TIME** in your class, you will (3=Often   2=Sometimes   1=Seldom   0=Never)

Discipline Behaviours	3	2	1	0
Describe unacceptable behaviours and tell her what she is expected to do IN PUBLIC.				
Describe unacceptable behaviours and tell her what she is expected to do IN PRIVATE.				
Encourage her to stop misbehaving herself.				
Promise to reward her if she stops misbehaving.				
Talk with her IN PUBLIC about why she misbehaves and the impact of her misbehaviour.				
Talk with her IN PRIVATE about why she misbehaves and the impact of her misbehaviour.				
Hold class meeting at which teachers and pupils talk about how to improve pupils' behaviour.				
Turn a blind eye to her misbehaviour.				
Distract her (e.g. give her a new task to do, tell a joke).				
Remove her from the class or activities.				
Seek other people's advice or help.				
Withdraw attention from her or refuse to speak to her.				
Threaten to dislike or punish her IN PUBLIC.				
Threaten to dislike or punish her IN PRIVATE.				
Shout at her angrily or embarrass her IN PUBLIC.				
Shout at her angrily or embarrass her IN PRIVATE.				
Conduct mild punishment (e.g. remove privileges or assign more homework etc.) IN PUBLIC.				
Conduct mild punishment (e.g. remove privileges or assign more homework etc.) IN PRIVATE.				
Conduct physical punishment IN PUBLIC.				
Conduct physical punishment IN PRIVATE.				

2.6 If a **GIRL** who **USUALLY BEHAVES WELL** misbehaves for the **SECOND TIME** in your class, you will

Discipline Behaviours	3	2	1	0
Describe unacceptable behaviours and tell her what she is expected to do IN PUBLIC.				
Describe unacceptable behaviours and tell her what she is expected to do IN PRIVATE.				
Encourage her to stop misbehaving herself.				
Promise to reward her if she stops misbehaving.				
Talk with her IN PUBLIC about why she misbehaves and the impact of her misbehaviour.				
Talk with her IN PRIVATE about why she misbehaves and the impact of her misbehaviour.				
Hold class meeting at which teachers and pupils talk about how to improve pupils' behaviour.				
Turn a blind eye to her misbehaviour.				
Distract her (e.g. give her a new task to do, tell a joke).				
Remove her from the class or activities.				
Seek other people's advice or help.				
Withdraw attention from her or refuse to speak to her.				
Threaten to dislike or punish her IN PUBLIC.				
Threaten to dislike or punish her IN PRIVATE.				
Shout at her angrily or embarrass her IN PUBLIC.				
Shout at her angrily or embarrass her IN PRIVATE.				
Conduct mild punishment (e.g. remove privileges or assign more homework etc.) IN PUBLIC.				
Conduct mild punishment (e.g. remove privileges or assign more homework etc.) IN PRIVATE.				
Conduct physical punishment IN PUBLIC.				
Conduct physical punishment IN PRIVATE.				

2.7 If a **GIRL** who **USUALLY BEHAVES BADLY** misbehaves for the **FIRST TIME** in your class, you will (3=Often   2=Sometimes   1=Seldom   0=Never)

Discipline Behaviours	3	2	1	0
Describe unacceptable behaviours and tell her what she is expected to do IN PUBLIC.				
Describe unacceptable behaviours and tell her what she is expected to do IN PRIVATE.				
Encourage her to stop misbehaving herself.				
Promise to reward her if she stops misbehaving.				
Talk with her IN PUBLIC about why she misbehaves and the impact of her misbehaviour.				
Talk with her IN PRIVATE about why she misbehaves and the impact of her misbehaviour.				
Hold class meeting at which teachers and pupils talk about how to improve pupils' behaviour.				
Turn a blind eye to her misbehaviour.				
Distract her (e.g. give her a new task to do, tell a joke).				
Remove her from the class or activities.				
Seek other people's advice or help.				
Withdraw attention from her or refuse to speak to her.				
Threaten to dislike or punish her IN PUBLIC.				
Threaten to dislike or punish her IN PRIVATE.				
Shout at her angrily or embarrass her IN PUBLIC.				
Shout at her angrily or embarrass her IN PRIVATE.				
Conduct mild punishment (e.g. remove privileges or assign more homework etc.) IN PUBLIC.				
Conduct mild punishment (e.g. remove privileges or assign more homework etc.) IN PRIVATE.				
Conduct physical punishment IN PUBLIC.				
Conduct physical punishment IN PRIVATE.				

2.8 If a **GIRL** who **USUALLY BEHAVES BADLY** misbehaves for the **SECOND TIME** in your class, you will

Discipline Behaviours	3	2	1	0
Describe unacceptable behaviours and tell her what she is expected to do IN PUBLIC.				
Describe unacceptable behaviours and tell her what she is expected to do IN PRIVATE.				
Encourage her to stop misbehaving herself.				
Promise to reward her if she stops misbehaving.				
Talk with her IN PUBLIC about why she misbehaves and the impact of her misbehaviour.				
Talk with her IN PRIVATE about why she misbehaves and the impact of her misbehaviour.				
Hold class meeting at which teachers and pupils talk about how to improve pupils' behaviour.				
Turn a blind eye to her misbehaviour.				
Distract her (e.g. give her a new task to do, tell a joke).				
Remove her from the class or activities.				
Seek other people's advice or help.				
Withdraw attention from her or refuse to speak to her.				
Threaten to dislike or punish her IN PUBLIC.				
Threaten to dislike or punish her IN PRIVATE.				
Shout at her angrily or embarrass her IN PUBLIC.				
Shout at her angrily or embarrass her IN PRIVATE.				
Conduct mild punishment (e.g. remove privileges or assign more homework etc.) IN PUBLIC.				
Conduct mild punishment (e.g. remove privileges or assign more homework etc.) IN PRIVATE.				
Conduct physical punishment IN PUBLIC.				
Conduct physical punishment IN PRIVATE.				

Part 3 When Good Behaviour Occurs

3.1 For a pupil who **USUALLY BEHAVES WELL**, if s/he behaves well, you will
   (3=Often   2=Sometimes   1=Seldom   0=Never)

Discipline Behaviours	3	2	1	0
Encourage him/her to maintain his/her good behaviours.				
Praise him/her for stopping misbehaving IN PUBLIC.				
Praise him/her for good behaviours IN PUBLIC.				
Praise him/her for stopping misbehaving IN PRIVATE.				
Praise him/her for good behaviours IN PRIVATE.				
Give him/her privileges for stopping misbehaving.				
Give him/her privileges for good behaviours.				
Reward him/her for stopping misbehaving IN PUBLIC.				
Reward him/her for good behaviours IN PUBLIC.				
Reward him/her for stopping misbehaving IN PRIVATE				
Reward him/her for good behaviours IN PRIVATE.				
Take his/her good behaviours for granted.				

3.2 For a pupil who **USUALLY BEHAVES BADLY**, if s/he behaves well, you will

Discipline Behaviours	3	2	1	0
Encourage him/her to maintain his/her good behaviours.				
Praise him/her for stopping misbehaving IN PUBLIC.				
Praise him/her for good behaviours IN PUBLIC.				
Praise him/her for stopping misbehaving IN PRIVATE.				
Praise him/her for good behaviours IN PRIVATE.				
Give him/her privileges for stopping misbehaving.				
Give him/her privileges for good behaviours.				
Reward him/her for stopping misbehaving IN PUBLIC.				
Reward him/her for good behaviours IN PUBLIC.				
Reward him/her for stopping misbehaving IN PRIVATE				
Reward him/her for good behaviours IN PRIVATE.				
Take his/her good behaviours for granted.				

THANK YOU VERY MUCH FOR YOUR PARTICIPATION!

Appendix IV: Questionnaire on Parents' Discipline Strategies

Dear Mr & Mrs:

I am a student reading for a PhD degree at the University of York. Currently I am doing research on the discipline strategies of primary school pupils' parents. I sincerely invite you to complete the questionnaire survey and fill out the following questions honestly and carefully.

Data collected in this research will be used solely for research purposes and any personal data will be kept confidential and destroyed after the study.

Thank you very much for your help!

Gender: **Age:**   **Occupation:**

Educational background:

Your child is a: BOY or GIRL (circle your choice)
What grade is your child: _____
S/He usually behaves: WELL, AVERAGE or BADLY (circle your choice)

Part 1 Before Misbehaviour Occurs

Discipline Behaviours	YES	NO
Establish clear house rules and set boundaries.		
Explain the rules and demonstrate the right thing to do.		

Part 2 When Misbehaviour Occurs

2.1 If your child misbehaved for the **FIRST TIME** in one day, you will

(3=Often   2=Sometimes   1=Seldom   0=Never)

Discipline Behaviours	3	2	1	0
Establish a rule to prohibit this kind of behaviours.				
Describe the unacceptable behaviours and tell him/her what s/he is expected to do.				
Encourage him/her to stop the misbehaving himself/herself.				
Promise to reward him/her if s/he stops misbehaving.				
Talk with him/her about why s/he misbehaves and the possible impact and consequences of his/her misbehaviour.				
Turn a blind eye to his/her misbehaviours.				
Give him/her something else s/he might like to do instead of what s/he was doing wrong.				
Send him/her to his/her room.				
Seek other people's advice or help.				
Withdraw attention from him/her or refuse to speak to him/her.				
Threaten to leave him/her or show dislike.				
Threaten to punish him/her if s/he misbehaves again.				
Shout at him/her angrily or deliberately embarrass him/her.				
Conduct mild punishment (e.g. removal of privileges, assign more chores etc.).				
Conduct physical punishment.				

2.2 If your child misbehaved for the **SECOND TIME** in that day, you will

Discipline Behaviours	3	2	1	0
Establish a rule to prohibit this kind of behaviours.				
Describe the unacceptable behaviours and tell him/her what s/he is expected to do.				
Encourage him/her to stop the misbehaving himself/herself.				
Promise to reward him/her if s/he stops misbehaving.				
Talk with him/her about why s/he misbehaves and the possible impact and consequences of his/her misbehaviour.				
Turn a blind eye to his/her misbehaviours.				
Give him/her something else s/he might like to do instead of what s/he was doing wrong.				
Send him/her to his/her room.				
Seek other people's advice or help.				
Withdraw attention from him/her or refuse to speak to him/her.				
Threaten to leave him/her or show dislike.				
Threaten to punish him/her if s/he misbehaves again.				
Shout at him/her angrily or deliberately embarrass him/her.				
Conduct mild punishment (e.g. remove privileges, assign more chores etc.).				
Conduct physical punishment.				

Part 3 When Good Behaviour Occurs

3.1 If your child behaved well, you will

(3=Often   2=Sometimes   1=Seldom   0=Never)

Discipline Behaviours	3	2	1	0
Encourage him/her to keep his/her good behaviours.				
Praise him/her for stopping misbehaving.				
Praise him/her for good behaviours.				
Give him/her privileges for stopping misbehaving.				
Give him/her privileges for good behaviours.				
Reward him/her for stopping misbehaving.				
Reward him/her for good behaviours.				
Take his/her good behaviours for granted.				

THANK YOU VERY MUCH FOR YOUR PARTICIPATION!

Appendix V: Teachers' Interview Questions

1. Who do you think should be mainly responsible for pupils' misbehaviour in school, teachers or parents?

2. How much do you know about the discipline strategies adopted by the parents of your pupils?

3. Are you satisfied with what you know of the parents' discipline strategies?

4. More than half of the parents said they **established clear house rules** and **explained the rules to their children** before children misbehaved. What are your thoughts on that?

5. More than half of the parents said they often used **encouragement, direction and establishing a rule** when children misbehaved for the first time in one day. What are your thoughts on that?

6. More than half of the parents said they often used **direction, establishing a rule, encouragement, and investigation and guidance** when children misbehaved for the second time in the same day. What are your thoughts on that?

7. Parents said they were **MORE** likely to use **establishing a rule, direction, external motivation, mild punishment and physical punishment**, and **LESS** likely to use **diversion, supportive system, withdrawal of affection, warning and threat 2** when children misbehaved repeatedly. What are your thoughts on that?

8. What kind of punishment do you think counts as physical punishment? How do you view parents' use of harsh discipline behaviours, such as aggressive techniques or physical punishment?

9. More than half of the parents said they often used **verbal recognition 1 and encouragement** when children behaved well. What are your thoughts on that?

10. Parents reported that their discipline strategies sometimes depended on the gender of their children. For example, parents who have a boy reported being **MORE** likely to use **establishing rules, withdrawal of affection, warning and threat, aggressive techniques, mild and physical punishment** when children misbehaved for **the first time** in one day**,** and **MORE** likely to use **establishing a rule, withdrawal of affection, warning and threat 2, and physical punishment** when children misbehaved **again** in the same day. What are your thoughts on that?

11. Parents reported that their discipline strategies sometimes depended on their children's usual performance. For example, parents said they were **MORE** likely to use **establishing a rule, warning and threat 2** for disciplining children who usually behaved averagely, and **MORE** likely to use **encouragement and diversion** for disciplining children who usually behaved well when children misbehaved for the first time in one day. They also reported that they were **MORE** likely to use **time out** for disciplining children who usually behaved averagely when children misbehaved **again** in the same day. What are your thoughts on that?

12. Do you have any advice for parents in disciplining their children? If yes, what is your advice and why?

Appendix VI: Parents' Interview Questions

1. Who do you think should be mainly responsible for your child's misbehaviours in schools, teachers or parents? Why?
2. How much do you know about the school and classroom rules? What are your thoughts on them?
3. How much do you know about the discipline strategies of your child's teachers? Are you satisfied with what you have heard about their discipline strategies?
4. Teachers said they usually **established clear school and classroom rules** and **explained the rules to their pupils** at the beginning of the school year. What are your thoughts on that?
5. Teachers said they often used **private direction and encouragement** when pupils misbehaved for the first time in their class. What are your thoughts on that?
6. Teachers said they often used **encouragement** when pupils misbehaved again in their class. What are your thoughts on that?
7. Teachers said they were **MORE** likely to use **public direction, public investigation and guidance, group influence, time out, supportive system, withdrawal of affection, public warning and threat, private warning and threat, private aggressive techniques, public mild punishment and private mild punishment**, but **LESS** likely to use **private direction, encouragement, ignoring and diversion** when pupils misbehaved repeatedly. What are your thoughts on that?
8. What kind of punishment do you think counts as physical punishment? How do you view teachers' use of harsh discipline behaviours, such as aggressive techniques or physical punishment?
9. Teachers reported that they usually used **encouragement, public verbal recognition 2, public tangible rewards 2, public verbal recognition 1 and public tangible rewards 1** when pupils behaved well. What are your thoughts on that?
10. Teachers reported that their discipline strategies sometimes depended on the gender of their pupils. For example, teachers said they were **MORE** likely to use **public direction, external motivation, public and private investigation and guidance, group influence, diversion, time out, supportive system, public and private aggressive techniques and public mild punishment** when boys misbehaved **for the first time** in one class, and **MORE** likely to use **pubic direction, public investigation and guidance, group influence and public warning and threat** when boys misbehaved **again** in the same class. What are your thoughts on that?
11. Teachers reported that their discipline strategies sometimes depended on pupils' usual performance. For example, teachers said they were **MORE** likely to use **public direction, external motivation, public investigation and guidance, group influence, time out, supportive system, private aggressive techniques, behavioural awards 1, public tangible rewards 1 and 2, and private tangible rewards 2** for disciplining pupils who usually behaved badly. What are your thoughts on that?
12. Do you have any advice for teachers in disciplining pupils? If yes, what is your advice and why?

Appendix VII: Pupils' Interview Questions

About Teachers:

1. Do your teachers establish clear classroom rules and explain the rules to you at the beginning of the school year? How do you like the rules?
2. What do your teachers usually do when you misbehave for the first time in their class? What do you think about that?
3. What do your teachers usually do when you misbehave again in their class? What do you think about that?
4. Have you ever received any harsh discipline behaviours, such as aggressive techniques or physical punishment from your teachers? What are they exactly? How do you feel about that?
5. What do your teachers usually do when you behave well? What do you think about that?
6. Do you think that teachers should discipline boys and girls in the same way? Why?
7. Do you think that teachers should discipline pupils who usually behave well and those who usually behave badly in the same way? Why?
8. If you could change your teachers' discipline methods, what would you want to change the most? Why?

About Parents:

1. Do your parents establish clear house rules and explain the rules to you before you misbehave? How do you like these rules?
2. What do your parents usually do when you misbehave for the first time in one day? What do you think about that?
3. What do your parents usually do when you misbehave again in the same day? What do you think about that?
4. Have you ever received any harsh discipline behaviours, such as aggressive techniques or physical punishment from your parents? What are they exactly? How do you feel about that?
5. What do your parents usually do when you behave well? What do you think about that?
6. Do you think that parents should discipline boys and girls in the same way? Why?
7. Do you think that parents should discipline children who usually behave well and those who usually behave badly in the same way? Why?
8. If you could change your parents' discipline, what would you want to change the most? Why?

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