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THE ATTITUDE OF FEMALE ADOLESCENTS TOWARDS SCHOOL DISCIPLINE

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(1)

DECLARATION

Whilst being registered as a candidate for the degree of M. Phil., for which submission is made, the author has not been a registered candidate or enrolled student for any other award of C.N.A.A. or other academic or professional institution during the research programme.

The material used in this thesis has not been used in any other submission for an academic award.

Philippa Evans

*P Evans*  
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December, 1985



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## ABSTRACT

The main aims were to determine among adolescent school girls, (a) whether significant differences in attitudes towards discipline occurred for pupils classified according to age and ability/academic level; and (b) whether any significant relationship occurred between attitudes towards discipline and the variables of self-esteem, anxiety, reasoning, personality and attitude towards school for pupils classified according to age and academic group membership. Other aims were to ascertain, (a) whether significant differences occurred for self-esteem, anxiety, reasoning, personality and attitude towards school for pupils classified according to age ability/achievement, and (b) whether any significant relationships occurred for these variables for pupils classified according to age and academic group membership.

The sample comprised all third year comprehensive school girls (N = 151) and all fourth year comprehensive school girls (N = 130). Each year has streamed forms, six occurring within the third year group and five occurring within the fourth year group.

The following instruments were employed to obtain data: (1) Ravens Progressive Matrices; (2) The Junior Eysenck Personality Inventory; (3) The Coopersmith Self-esteem Inventory; (4) The Boxall Anxiety Test; (5) Fitts Attitude to School Scale; (6) Two Attitudes Towards Discipline Questionnaires.

The main findings of the study are listed below: (1) Age is a significant factor influencing attitudes towards discipline. For the total sample the younger age group had a significantly better attitude towards discipline than the older age-group.

(2) For the total sample age influenced significantly attitude towards school (the younger age group having a significantly better attitude towards school than the older age group), and also significantly total reasoning score (the older age group scoring significantly higher than the younger age group). Age did not influence significantly performance on tests of self-esteem, anxiety, attitude towards school, extraversion and neuroticism.

(3) For all sub-groups within the younger and older age groups respectively age did not influence significantly responses to one attitude questionnaire (b), but did exercise some significant influence on certain sub-groups for the other attitude questionnaire (a).

(4) For all sub-groups within the younger and older age-groups respectively, no significant differences occurred between different sub-groups for anxiety. In some sub-groups, but not in all groups, significant sub-group differences occurred for self-esteem, attitude towards school, reasoning, neuroticism and extraversion.

(5) For all sub-groups within the younger and older age-groups respectively a highly positive significant association exists between attitudes towards discipline as assessed by two different attitude questionnaires. For some sub-groups no significant relationship occurred between attitudes towards discipline and self-esteem, anxiety, attitude towards school, reasoning, neuroticism and extraversion, but for other sub-groups significant relationships occurred between some of these variables and attitudes towards discipline.

(6) For all sub-groups within the younger and older age groups respectively significant relationships existed between some of the variables of self-esteem, anxiety, attitude towards school, reasoning, neuroticism and extraversion for some sub-groups but not for other sub-groups.

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## CHAPTER 1

### INTRODUCTION AND SCOPE OF THE RESEARCH

The Report of the National Association of Schoolmasters, "Discipline in Schools" (1974), stressed the importance of good discipline and blamed society in general for much of the growing indiscipline in our schools and cities.

The report quoted from the 1944 Education Act - "It shall be the duty of the local education authority for every area, so far as their powers extended, to contribute towards the spiritual, moral, mental and physical developments of the community by securing that efficient education throughout those stages shall be available to meet the needs of the population of their area".

Without efficient education we will never have an efficient society and without good discipline in our schools education will never become efficient, this can be extended to cover society in general for if discipline is necessary in our schools it is certainly necessary in society. The all too frequent headlines in our national press in recent years suggests that a lack of discipline exists in society e.g., "The growing street violence in Toxteth". - "England fans run riot in Copenhagen" - "The disease of violence - Nine years for eighteen year old who attacked and robbed an elderly widow living alone".

Parental attitude regarding the subject of discipline has changed in many cases. According to Sir Lawrence Byford, The Chief Inspector of Constabulary: "Parents were

more concerned with their children's rights than tackling the root of crime and indiscipline". He told the Society of Education Officers meeting in London, "that trouble stemmed mainly from society's lack of discipline. But lack of parental discipline and parental interest were also a major problem."

Sir Lawrence said parents would often visit a school to complain about punishment before asking why staff thought it necessary.

The police faced the same problem when dealing with child crime, boredom, frustration, glue sniffing, the increasing use of drugs at school age and unemployment all added to a rising juvenile crime rate.

The case of a pupil who was punished for smoking in school, and whose parents subsequently took the case to the European Commission on Human Rights, substantiates the view of Sir Lawrence Byford.

This has necessitated the D.E.S. under the leadership of Sir Keith Joseph to produce a consultation document outlining three options on corporal punishment. The report will offer parental choice regarding punishment in schools.

The lack of discipline which seems apparent in our society and the differing views of counteracting it by various bodies in authority initiated my interest and ultimately resulted in this piece of research.

### General Aims of the Study

The main aims are to ascertain among adolescent school girls in the age range 13 - 15 years (a) whether significant differences in attitudes towards discipline exist for pupils classified according to age and ability/academic achievement, and (b) whether any significant relationships exist between attitudes towards discipline and the following variables, self-esteem, anxiety, reasoning, personality and attitude towards school for pupils classified according to age and academic group membership.

Other important aims are to ascertain (a) whether any significant differences exist for self-esteem, anxiety, reasoning, personality and attitudes towards school for pupils classified according to age and ability/academic achievement, and (b) whether any significant relationships exist between the above variables for pupils classified according to age and academic group membership.

The above aims are expressed more precisely in terms of the following null hypotheses.

#### Null Hypothesis 1

For the total sample age is not a significant factor influencing attitudes towards discipline.

#### Null Hypothesis 2

For the total sample age is not a significant factor influencing performance on tests of self-esteem, anxiety, reasoning, attitude towards school, neuroticism and extraversion.

#### Null Hypothesis 3

For all sub-groups within the younger and older age groups respectively no significant differences occur between the sub-groups for attitudes towards discipline.



#### Null Hypothesis 4

For all sub-groups within the younger and older age groups respectively no significant differences occur between sub-groups for performance on tests of anxiety, self-esteem, reasoning, attitude towards school, neuroticism and extraversion.

#### Null Hypothesis 5

For all sub-groups within the younger and older age groups respectively no significant relationships occur between attitudes towards discipline and the variables of self-esteem, anxiety, reasoning, attitude towards school, neuroticism and extraversion.

#### Null Hypothesis 6

For all sub-groups within the younger and older age groups respectively no significant relationships occur between self-esteem, anxiety, reasoning, attitude towards school, neuroticism and extraversion.

The general plan of the study is as follows: Chapter 1 introduces the topic, lists the general aims and specific hypotheses, and outlines the pattern of the research study. Chapter 2 examines in some detail the concepts of attitude and discipline, while Chapter 3 involves a review of relevant literature with special reference to the variables investigated in the present research. Chapter 4 gives a concise and detailed account of the study. Here the sample of the pupils is described as well as the various instrument employed to obtain data. The Chapter concludes with a description of the statistical treatment of data. Chapter 5 presents in tabular form the results of the study, while Chapter 6 discusses the results and attempts to assess their significance and relationship to previous relevant studies. Chapter 6 is followed by the bibliography and an appendix.



## CHAPTER 2

### THE CONCEPTS OF ATTITUDE AND DISCIPLINE

#### (A) The Concept of Attitude

Attitudes can be measured and much of the work in this field stems from the researches of Thurstone in the U.S.A. in the 1920's. There are, however, many definitions of what is actually meant by an attitude.

According to Allport in 1935 it is "A mental and neural state of readiness organised through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related".

Krech and Crutchfield define attitude as: "An enduring organisation of motivational, emotional, perceptual and cognitive processes with respect to some aspects of the individual's world."

Oppenheim (1966), states that an attitude is: "A state of readiness, a tendency to act or react in a certain manner when confronted with certain stimuli they are reinforced by beliefs and attract strong feelings that will lead to particular forms of behaviour."

Beaumont (1957) states, that an attitude has no real existence in the sense that it can be directly observed, and that the presence of an attitude can be deduced by noting responses to certain stimuli.

Thurstone in "The Measurement of Attitude" in 1929 defines attitude as "The sum total of a man's inclination and feeling, prejudices, pre-conceived notions, ideas, fears and convictions about any specific topic."

More recently, Triandis in 1971 defined an attitude as "An idea charged with emotion which predisposes a class of actions to a particular class of social situations".

Attitudes are also considered to be enduring but changeable, general rather than specific and learned rather than innate. To understand how attitudes relate to behaviour, three components of attitudes need to be distinguished.

Ventre and Mason in 1965, define the three areas of an attitude as "(1) A cognitive area, (2) an effective area, and (3) a connative - effected area."

Triandis in 1971 explains, what should be understood is this: " Attitudes involve what people think about, feel about and how they would like to behave towards an attitude object. Behaviour is not only determined by what people would like to do, but also by what they think they should do, that is, social norms, by what they have usually done, that is, habits, and by the expected consequences of the behaviour."

With regard to the nature of these attitudes, Oppenheim claims that most thinking has been rather primitive. Researches tend to think of attitudes in terms of straight lines, running from positive through neutral to negative feelings about the object or issue in question.

Oppenheim (1966) and Beaumont (1957) state that some attitudes are merely superficial while others go very deep indeed, touching upon the fundamental philosophy of one's life. Oppenheim claims that the most superficial attitudes are called beliefs, those slightly more complex are called attitudes, those more complex again are called values or basic attitudes and finally, at the deepest and most complex level, personality.

He also suggests that some of the shallower attitudes, such as an attitude towards cars or gambling can easily be changed, while the more complex attitudes such as a man's political beliefs are far more enduring and may not be so easily changed.

Attitude measurement has its origins in the work of Thurstone in the United States of America in the late 1920's. In 1929 Thurstone and Chave published "The Measurement of Attitude", and experimental work in this field can be said to progress from here.

Many people have used attitude scales to research into educational and psychological problems. As early as 1925 Bogardus had devised a Social Distance Scale, and since then there have been many notable contributions to the work of attitude measurements. But undoubtedly, the two best known exponents are Thurstone and Likert.

Part of Thurstone's reasoning stemmed from his experiments in psychophysics and he was chiefly concerned with equal appearing intervals. Thurstone's Attitude Scale consists of a number of statements with which the questionee has to agree or disagree. There is a three point attitude scale - agree, uncertain, and disagree. The questionee's answer is scored between 1 and 3 according to the nature of the statement.

Likert based his work on Thurstone but was concerned with undimensionality. His scales have a 5 point attitude scale - strongly agree, agree, uncertain, disagree and strongly disagree. The answers here are scored between 1 and 5 according to the nature of the statement. Consequently most attitude measurement is now based on the scales of Thurstone and Likert.

The teacher inculcates and modifies the attitudes of his or her pupils. This inculcation may be done incidentally or at other times the teacher sets out deliberately to inculcate certain specific attitudes in his or her pupils.

Important attitudes concerning the teacher are attitudes to self, to others, to authority, to school, to a job, and possibly the most important one of all, attitude to life.

K. M. Evans suggested in 1962 that: "Recognition of the influence of groups or individuals has led in recent years to an increasing emphasis on the study of groups as opposed to the study of individuals.

K. M. Evans also further suggests "that bonds unite a teacher and pupils or rejections may separate."

A good teacher according to the research carried out by Carradine in 1975, can be an important influence on the character and mind of pupils, and has a profound effect on their personality development and behaviour. It has been found that under different teachers there can be a marked difference in behaviour. Although the behaviour of the teachers may be the same, the behaviour pattern of the child or children changed to correspond with those of the new teacher.

Attitudes of children towards a teacher may be influenced by the subject the subject takes, because of the like/dislike of the child towards that subject, conversely the like/dislike of the teacher by the child may affect his/her attitude towards the subject.

It is important to inculcate in children an attitude of real concern for other people, particularly the less fortunate ones. Attitudes towards other groups involves acceptance or rejection of members of other groups. These may be of people from outside the child's family or school, from another town or Village, or strangers from other countries or of other races. The future peace and happiness of the world may depend on the attitudes to outsiders of many types, developed by children now at school.

Children should be taught to have a healthy attitude towards 'authority', to be neither servile or domineering, but to have a proper respect both for themselves and for those individuals and institutions with which they come into contact.

The attitude of a child towards school and school work certainly affects his work in school. Research suggests that the attitudes of pupils and teachers are more important than the quality of accommodation, or the size of the class. The inter-action of the attitudes of the child, the teacher and the parents may be the greatest single force affecting the end product of education for a particular child, It may even be argued that all other environmental factors, school and neighbourhood, only affect educational attainment through their mediation of these attitudes.

K. M. Evans supports these factors by suggesting in 1965 that " Attitudes provide patterns of behaviour and come into play automatically, in appropriate circumstances."

Attitudes can be acquired as they are not determined at birth, and these can be influenced externally. A pupil can learn a healthy attitude towards e.g., school, races, etc., and various attitudes are often acquired from parental attitudes and home environment or a group attitude.

K. M. Evans suggests in response to environmental conditions that " Attitudes can change from time to time and can be affected by a variety of causes. These include a change in environment and the desire to conform to standards of an admired group."

Kilman in his work "The Induction of Action and Attitude Changes" in 1962, has the view that if a person could be induced to act in some particular way there was a possibility that he would change his opinions so as to bring them in line with his actions. Bright pupils are more likely to

change their opinions by conclusions based upon factual information than are duller pupils. Duller people are more likely and inclined to accept anything they are told, whereas, brighter individuals are more sceptical, enquiring and critical. Thus it is most important that teachers are aware of how attitudes can be modified.

Attitudes like many other components of behaviour are abstractions - real enough to the person who holds them. An attitude is a state of readiness, or tendency to act or react in a certain manner when confronted with a certain stimulus. An individual's attitudes are present but dormant most of the time and they can be expressed in speech or other behaviour only when the object of the attitude is perceived.

According to Guildford in 1950 in his work on 'Creativity'. "An attitude is a person's tendency to favour or not favour some type of object or situation."

It is evident how important attitudes are, and it can be said with certainty that it is as important for the school to nurture and inculcate the right attitudes in its pupils as it is to teach them subjects. - A child with the wrong attitude towards the above factors cannot grow and develop properly, cannot learn effectively at school and tends to have an under developed personality.

Often before teaching can be effective, it is necessary to deliberately change the pupil's unfavourable attitudes to learning and to school work generally, as such attitudes must be made favourable before effective learning can take place.



(B).

THE CONCEPT OF DISCIPLINE

The words discipline and disciple are related, they come from two latin roots which mean to learn/teach. In current language however, the positive meaning of the word discipline is rarely mentioned or conveyed, and is now used in the negative sense of instruction via rules, subjection, mortification, chastisement, penance or punishment.

When the sound and meaning of a word is changed in this way, attitudes change with it and the issues become confused. One result of this confusion is that the word discipline is now associated with the word repression. The result of this is that many parents have become afraid of discipline and have dispensed with it in fear of crushing and damaging a child.

Whilst there is no evidence to suggest that the current fear of repression is justified, there is more than ample evidence that lack of discipline creates problems and that the increase in violence, mental ill health and other social disorders are closely related.

With discipline, as with everything else in the first seven years of a child's life, the mind of the parents is the most powerful influence. In practical terms right discipline is the framework which gives a child the security of a freedom of choice within clearly defined limits which he demands. True discipline enables a child to live happily with others and teaches unity, wholeness, fellowship, peace, and integration, and through it he learns to balance his own desire against the need of a group.

Stott (1952), states that discipline is inevitably associated with the punishment of the wrongdoer, and that we must be sure that our cry for more discipline is not really

a cry for harshness.

He believes that living within any small community, such as the basic family group, where the members are in intimate daily association with one another, necessitates some degree of restraint of individual wants and impulses.

Punishment on the other hand, is regarded as a much more specific notion referring to the imposition of something thought of as unpleasant on someone who has broken certain rules or system of order. Therefore, discipline and punishment are unquestionably linked by virtue of their connection with rules.

The D.E.S. Report on Better Schools (March 1985), states that schools attempt to create positive attitudes towards good behaviour in all that they do. The effectiveness of schools in promoting good behaviour and self-discipline bears on wider social problems such as juvenile crime, and that the public rightly regard standards of pupil behaviour as a touchstone of the school system.

The Report states that schools should offer more opportunities for pupils to acquire the habit of self discipline, encourage and reward high standards of conduct, and rely less on disciplinary sanctions.

'The National Campaign for Discipline in School' (1976) suggests that "Children have become less ready to do what they are told. A few rowdy children in a class infect the others, bullies emerge to fill the authority vacuum, and violence, vandalism and arson increase.

The Government has recently introduced legislation which will give parents the right to exempt their children from corporal punishment at school. This has come about due to the fact that the U.K., along with twenty-one other European States, is a party to the European Convention on



Human Rights, having ratified it in 1951. States which have ratified the Convention undertake to abide by the decisions of the European Court of Human Rights. Last year the Court considered the question of corporal punishment in schools. It concluded, despite arguments put on the Government's behalf, that where a parent holds a conviction against punishment of this kind, it amounts to a philosophical conviction which is protected by the convention.

The recent consultative Document on Corporal Punishment in Schools says that the Court's judgement is binding in the U.K.. This means that maintained schools should be required to respect a conviction, expressed by the parent of a pupil below the age of majority. The law does not at present impose such a requirement, common law in England and Wales regards the teacher of a pupil below the age of eighteen as acting in locoparentis, with the result that a teacher who administers moderate and reasonable corporal punishment has a defence against a criminal or civil action for assault. So the Government is obliged by the Court's judgement to change the law in England and Wales as it relates to corporal punishment in schools.

The Government (and the education service) set store by good discipline, which is necessary for the effective working of schools and as part of the education of individual children. Sanctions, including corporal punishment, form an important aspect of discipline.

The document continues to say that a distinguishing feature of the teaching profession in this country is the extent to which it concerns itself with the personal and social development of pupils. Schools seek to discharge a pastoral responsibility for every pupil. The Government acknowledges to value and importance of that responsibility and wish to preserve the conditions in which teachers can

continue to exercise it.

The Government also wish to preserve the balance of responsibilities between local education authorities, school governors and heads. Responsibility for the conduct of a school (including matters of discipline) is determined by a school's articles of government. These generally assign ultimate responsibility for discipline within a school to the governors, but also entail some sharing and overlapping of responsibilities involving also the local education authority and the Head. Responsibility for day to day discipline is primarily assigned to the Head. The Government are firmly of the view that, in matters of discipline, the head should have a central role with due discretion within the law, to deal with problems as they arise.

The decision whether to retain corporal punishment in a maintained school as a disciplinary sanction should, in the Government's view, be a matter for the governors of the school in accordance with the articles of government. That decision will depend on many factors, including the extent to which the parents of pupils at the school exercise the right of exemption, and the practical effectiveness of the school's use of disciplinary sanctions other than corporal punishments. Whatever the decision made, and whether it affects all or only some of the children in a school - the document claims that the removal of corporal punishment as a sanction is likely to affect the maintenance of discipline.

Mid Glamorgan, the county involved in this study, agreed, that it would be expensive, impractical and administratively cumbersome to set up schools not using corporal punishment to which parents could have an unqualified right of access. However, this Authority views with the most serious concern a two-tier system of punishment. It is felt that if the system where parents can opt out of corporal punishment is

adopted, there will be a situation that if two pupils commit identical offences, one will be caned and the other will not if the parents hold opposing views on corporal punishment. This would, according to the Welsh Office Education Department (1983), make things extremely difficult for headteachers and inevitably cause resentment among pupils.

In the Teachers' Unions Joint Paper on alternatives to corporal punishment it was found that under the present conditions which exist in a society which is under strong pressure from certain violent elements, there is general agreement among teachers' unions that corporal punishment should be retained. The current rules laid down by the L.E.A., under which such punishment may be administered, are carefully devised and allow schools to operate fairly.

If, however, this right is eventually withdrawn, the unions felt it necessary that precipitate action be avoided at all costs and that careful planning take place to secure the introduction of effective alternative sanctions.

The union deplored the suggestions made in the Government White Paper which would in the Union's view, make the position of teachers in school impossible and would introduce a most divisive element and create a ridiculous ineffective two-tier system with preferential and non preferential sections.

The Association of Educational Psychologists in their document 'Alternatives to Corporal Punishment' (1983), explored the range of behavioural management techniques available to schools and found that:

The organisation of a school is the responsibility of the Headteacher. The duties of the Headteacher include ensuring that all pupils receive the maximum possible educational benefit whilst in attendance. This means that

the school needs to be run in the smoothest possible manner and with the greatest possible efficiency, thereby obviating foreseeable difficulties as far as possible.

The abolition of corporal punishment the Psychologists felt could well be the most dramatic and far-reaching change experienced by a school for many years. It may even entail a complete re-thinking of much of the fundamental philosophy of the school.

All social institutions need rules of conduct designed to be of benefit for the majority without being so rigid that the needs of the minorities are ignored. The Psychologists said that teachers are - and should be seen to be in a position of authority. The knowledge that authority exists gives security to the pupils in the school. Authority, however, is best seen as the application of agreed rules of conduct. While no school is likely to function as a set of rules obtained through overall common consent, pupils and parents are more likely to treat rules with respect if they have had some say in their formulation rather than them being imposed with little apparent justification. Rutter in "1500 Hours" found that the examination successes were more frequent and delinquency less common in schools where discipline was based on general expectations set by the school, rather than left to individual teachers to work out for themselves.

Communication is of paramount importance. All pupils and teachers need to know exactly what is expected of them. For the pupils in particular, the psychologists felt, the rules should be as few as possible and stated clearly, simply, and unequivocally. Allied to this should be a clear understanding of sanctions to be invoked if any particular rule is broken.

Studies have shown that the most persistent of offenders in schools are those who do not identify closely with the aims of the school.

In 'Learning and Behaviour Difficulties In School', Leach and Raybould (1977) reviewed some of the surveys on difficult children. They suggest that, allowing for the sort of catchment area, between 5 and 10 pupils in every 100 across the school population will need varying degrees of help with their behaviour at some time in their school career.

Although the above statement specifically refers to behaviour difficulties teachers are aware that it is often difficult to determine where a child's learning problems begin and end, and where their behaviour problems begin and end.

Frequently the pupil whose behaviour can be difficult also has difficulties with his work. It is not unusual to find that by tackling the latter, the former will then begin to improve.

In their book Leach and Raybould go on to make the point that behavioural problems displayed by children are, or should be "the 'meat and drink' of the teacher of the ordinary school". This is particularly so since only a relatively small number of children will need help from outside school agencies on the basis of their behaviour problems, and only a small number still will be considered for education outside the ordinary school system.

### CHAPTER 3

#### REVIEW OF LITERATURE

Peters (1966) states that discipline is tied to the learning situation and refers to the very general activity of submission to rules of a system of order, whether externally brought about or self imposed.

Actual facts and figures are difficult to arrive at in schools. In-discipline is hard to define in terms of statistics, and instances of insulting behaviour are difficult to measure. Therefore we have to rely on largely subjective reports.

A survey by Staffordshire Education Committee (February 1977), shows Headteachers to be concerned over an increase in poor behaviour by girls in particular, although they were divided on the question of an increase in boys' disruptions. They also saw an increase in misdemeanours of certain kinds, namely "physical aggression, Viciousness, disrespect, and vandalism."

Another trend claimed in schools, is for disruptive behaviour to be beginning to cover every social stratum. Previously, there seemed to be a correlation between disruptive behaviour and a less than adequate home background, overcrowded, poorly housed, with low incomes, and a violent neighbourhood. This is not so evident now. Cocking (1973) suggests that this is due to mass media publicity, spreading models of extreme behaviour to a wider audience, and thereby making these behaviours accessible to families otherwise protected by their better environments, and to children normally thought unlikely to have problems.

Walters et al (Cited by Wright 1973), they set up an ingenious experiment with three groups of young children.



All three groups watched a short film, the first group saw a child playing with a forbidden toy, and then being punished by an adult. The second group saw the same child but this time the adult rewarded the child. Finally, the third group saw the child playing - but no adult appeared. When the three groups were later given the opportunity to play with an identical toy themselves, the first group was significantly more inhibited about touching the toy than the other two groups.

In Skinner's experiment (Belcher 1973). The punishment was slapping, for undesirable behaviour. Two groups took part, one was a control, and did not receive any punishment. At first the rate of undesirable behaviour in the punished group was significantly lower than in the group left unpunished. However, at the end of only the second day, the effects of the slapping had disappeared altogether.

As regards the attitude of children towards discipline, Lotwick (1963), working with 1,033 secondary school children in the western half of Glamorgan, found that children as a whole had quite a favourable attitude towards both school and discipline.

Gaskell (1957) who conducted the Scottish survey on children and punishment, states that most children accept the existing systems of discipline, both at home and at school, in a co-operative spirit. He also states that corporal punishment is effective and arouses little resentment.

Gordon (1965) states that a child should be kept fully extended, without strain, and that then there would be no problems as regards discipline. The boy or girl who has no outlet for pent up energy and curiosity resorts to misbehaviour.

However, Wheeler (1959) working in Western Australia

states that adolescents' attitudes towards discipline and punishment in school are reflections of their attitudes towards discipline and punishment in the family.

According to the report of the National Association of Schoolmasters 'Discipline in Schools' (1974), the problem of indiscipline in our schools is growing. The report which is based on questionnaires throughout the country, states that there are groups of children who have an unfavourable attitude towards discipline either due to erosion of the teachers authority by the home, the permissiveness and indiscipline in our society as a whole, or the weakness of parents.

Froome (1970) has attacked the modern "free" education as he calls it, blaming the teachers' new attitudes to discipline and classroom behaviour for much of the indiscipline and delinquency in our society. He states that children need the calm and security which only an orderly and quiet atmosphere can give. They need the protective assurance of a teacher who through benevolent authority will tell them what he expects them to do. Froome believes that the modern tendency to disregard the value of discipline has had a great effect on the ability of many children to concentrate and work at given tasks.

Hollins (1955) in his research states that it is the aggressive, disturbing child who is most likely to have behavioural problems in class. Also as part of his research he used what he calls mental hygenists - psychiatrists, psychologists, social workers and so on. From the results obtained it would seem that the mental hygenists believed that the quieter, more introverted children were more likely to be the disciplinary problems.

This seems to bear out the results of Wickman (1928), on whom Hollins based his tests. Wickman also used mental



hygenists in his researches and discovered that whereas the teachers had placed transgression against authority, violation of orderliness in the classroom and soon, as the greatest problems, the hygenists assisted that withdrawing, recessive personality and behaviour traits were far more serious disciplinary problems.

There may exist a relationship between personality traits and attitudes towards authority irrespective of which causes the other. Verna (1965) made an attempt to examine the relationship between personality development and attitude towards school authority. Although he did not use standardized tests for measuring attitudes towards authority and his sample was small in number, his findings do shed some light on the importance of personality development in the formation of a favourable attitude towards authority. In addition he suggested the need to pursue more rigorous studies.

Verna's concept of authority covered three areas: children's attitudes towards teachers, willingness to submit themselves to the authority of the teacher, to seek his help and guidance on any matter and also the children's attitudes towards school life. The sample consisted of 295 boys and girls (the majority of boys) drawn from children aged between thirteen and fifteen from a secondary modern school and a grammar school in London. The findings were as follows:

1. No significant difference was found between age and attitude towards school authority.
2. Social class had no significant effect upon attitude towards school authority.
3. The correlation between social sensitivity and emotional maturity with attitude towards school authority was positive and significant only at -05

level in the lower intelligence group, but in the upper intelligence group this relationship was not significant. However, Verna did not compute the significance of differences between upper and lower intelligence groups with respect to their attitudes towards school authority.

4. There was no significant difference between pupils of grammar and secondary modern schools in their attitudes towards school authority.

Peck (1958) states that harshness and cold aggression in fathers related to both conduct problems and personality problems. Over restrictive fathers often had children with personality problems such as shyness and timidity. He goes on to state that children with conduct problems often had parents who were emotionally unpredictable.

Gleuck (1952) has a theory that delinquency and emotional immaturity are related. In fact Gleuck has tabulated predictable juvenile delinquency according to relationships within the families and whether the child was unloved, a sufferer from anxiety or was emotionally immature.

Eysenck (1964) states that psychopaths must be expected to contribute more than their share to the group of rule breakers and delinquents. He states that psychopaths are the most extrovert of all types of personality disorders, thus inferring that extroverts can have a very unfavourable attitude towards discipline. Eysenck also states quite clearly, that there are many neurotic tendencies often found in criminals and rule breakers.

Rim (1965) states that blamed extroverts and emotionally stable children, whether blamed or praised, improve their performance. Rim also quotes research by Forlano and Axelrod (1937) who stated that praised introverts and blamed extroverts improve their performance more than blamed introverts and praised extroverts.

Pikas (1961) studied several hundred Swedish children, using both projection tests and attitude scales. He came to the conclusion that the older and brighter the child was the more ready he was to accept rational, abstractly stated discipline.

York, Heron and Wolff (1972), working with groups of Scottish Secondary school children in Edinburgh, reached the conclusion that breaches of discipline were not only commoner when conditions for outdoor play were limited and at mid term, but also that they usually culminated in a series of aggressive acts by seriously disturbed children. These children were usually poorly endowed intellectually, backward educationally and socially deprived.

Lovell (1958) reached the same conclusion when considering the causes of delinquency. He stated that intellectual dullness or backwardness in school subjects often leads to breaches of rules and eventually to delinquency.

Burt (1925) in his researches in London also came to the same conclusion, stating that such specific instincts as general emotional instability, the inability to prevent the mind wandering and so on, often lead to backwardness in school and thence to behavioural problems.

A study by Zimiles and Konstadt (1962) showed that the attitudes towards authority affected academic achievement. They studied 43 male and 32 female students from introductory psychology classes at City College, New York. They found a negative relationship between spelling ability and authority conflict of  $-.30$  in male  $-.29$  in female. They reported that the degree of acceptance of or resistance to figures in authority influenced spelling.

Bryant and Meadow (1976) added supportive evidence

for this point. They ascribed failure of many Mexican-American adolescents to their perception of their teacher. From case studies, they found that Mexican-American parents were permissive with their children, but when their children grew older the parents changed increasingly to authoritarian figures. This perception extended to school and they became sensitive to arbitrary authority in school. Further they equated the teacher and school with lack of freedom, duty and compliance. These brought about a drawing away of adolescents attention from academic learning to focus it on rebellion against authority.

They referred to the Grebler (1976) study in which the results showed a positive correlation between academic success for Mexican-American students and independence from family authority, more concern for peer than for adult disapproval and general autonomy and independence in decision making.

Oskamp (1968) found in studying college students that there was a high positive correlation between self-concept (particularly the ideal self) and attitude towards general authority.

Bannister (1970) and Zahran (1967) also found a significant correlation between self-concept and adjustment in adolescents.

Carradine (1974/5) in a recent piece of research looking at the attitudes of teachers and adolescents towards discipline found that:-

1. Intelligence is a factor in determining attitude towards discipline, and high I.Q. children have a more favourable attitude towards discipline than low I.Q. children.

2. That attitudes towards discipline do differ between children and teachers. The research showed that teachers have a considerably more favourable attitude towards discipline than children.
3. That sex is a factor in determining attitude towards discipline, Girls, it was seen, have a more favourable attitude towards discipline, although there was a tendency for introverts and liars to have more favourable attitudes towards discipline than extroverts and non liars.

## CHAPTER 4

### DESIGN OF THE STUDY

#### Sample

This reaserach was undertaken in a South Wales Valley town. As did many other Valley towns it changed from a rural area to an industrial one during the Industrial Revolution. A plentiful supply of iron ore and coal was found in the mountains, creating employment on a very large scale. At its peak the population was over 30,000 but at the time of the research, the population was approximately 21,000.

In recent years the town has suffered in the same way as many other valley towns in South Wales, by collieries closing and therefore unemployment. Quite a lot of light industry has been encouraged, and this has created a certain amount of employment to counteract the unemployment caused by the run down of the coal industry. Therefore, although nothing like as prosperous as it was, it has not suffered to the extent some other similar towns have.

The Comprehensive School used in the research has approximately 1300 pupils. It is served by eight Primary Schools. These schools providing children from a cross section of social and economic backgrounds, as parts of the valley are more prosperous than others.

The Comprehensive School concerned is housed on three sites - (1) The Junior Girls Sections - Forms 1, 2 & 3.  
(2) The Junior Boys Section - Forms 1, 2 & 3.  
(3) The Senior Section - Forms 4, 5 & 6 - Boys and Girls.  
The female adolescents involved in the study are all the third year pupils from the Junior Girls Section (151 in all i.e., 3A = 35; 3B = 33; 3C = 29; 3D = 29; 3E = 15; and 3F = 10), and all the fourth year female pupils from the



Senior section (130 in all, i.e., 4A = 35; 4B = 30; 4C = 25; 4D = 23; and 4E = 17). Every form is streamed, A being the most academic, B the next most academic, and so on down the alphabetic list of forms. Stratification was a reasonable assumption - since there was no major policy with regard to catchment area and staff.

Instrument employed to obtain data for Diverse Variables

1. The Progressive Matrices.
2. The Junior Eysenck Personality Inventory.
3. The Coopersmith self-esteem Inventory.
4. The Boxall Anxiety Test.
5. Fitts - Attitude to school Scale.
6. Attitude Test (A)
7. Attitude Questionnaire (B).

Copies of the above apart from the well known Ravens Progressive Matrices, are shown in the appendix.

The Progressive Matrices (Black and White Version)

Progressive Matrices is a test of a person's capacity at the time of the test to apprehend meaningless figures presented for his observations, see the relations between them, conceive the nature of the figure completing each system of relations presented, and by so doing, develop a logical method of reasoning.

The scale consists of sixty problems divided into five sets of twelve. In each set the first problem is as nearly as possible self-evident. The problems which follow become progressively more difficult. The order of the tests provides the standard training in the method of working. The five sets provide five opportunities for grasping the method and five progressive assessments of a person's capacity for intellectual activity. To ensure sustained interest and freedom from fatigue, the figures in each problem are boldly presented, accurately drawn,

and are as far as possible pleasing to look at.

The scale is designed to cover the whole range of intellectual development from the time a child is able to grasp the idea of finding a missing piece to complete a pattern. It is just sufficiently long to provide a reliable estimate of everyone's capacity to form comparisons and reason by analogy without being unduly exhausting or psychologically unwieldy.

Everyone, whatever his age, is given exactly the same series of problems in the same order, and is asked to work at his own speed, without interruption, from the beginning to the end of the scale. As the order of the problems provides the standard training in the method of working, the scale can be given either as an individual, a self-administered, or as a group test. A person's total score provides an index of his intellectual capacity.

In this case the test was administered as a group test and marked according to Manual Instructions.

#### The Junior Eysenck Personality Inventory

The Junior Eysenck Personality Inventory attempts to measure and categorise personality. The test measures Introversion/Extraversion and Stability/Instability. It has also a built in lie scale.

The Eysenck is designed to test children between the ages of 7 and 16 years. There is no time limit to the test, which was originally standardized on children in London and Rotherham.

There are 60 statements in the test and the child is asked to agree or disagree with each one. A correct answer to the statement will count towards his total score on the Extraversion, Stability and Lie Scales.





child likes or dislikes school. Children are asked whether that agree, disagree, or are not sure with a series of 30 statements, and they were asked to tick the column of their choice. The scale was marked by recording the scale value scores corresponding to the statements with which the pupil was in agreement, i.e., corresponding to ticks in the 'Agree' column. The higher the score for any particular statement, the more the child's dislike towards his school, e.g., the statement "I like school better than anything else," has a scale value of 0, while "I hate school more than anything else," has a scale value of 10.5.

The total attitude to school for each child was then calculated.

#### THE MEASUREMENT OF ATTITUDES (A)

It is agreed by all workers in the field that an attitude is complex and many sided. There are many definitions of the term, but all definitions emphasise the complex nature of 'attitude'.

Thurstone, one of the pioneers - "A complex affair which cannot be wholly described by any single numerical index."

Thurstone and Chave: 'The Measurement of Attitude' (1920), "Neither his opinions nor his overt acts constitute, in any real sense, an infallible guide to the objective inclinations and preferences that constitute his attitude. Therefore, we must remain content to use opinions or other forms of action as indices of attitude."

Thurstone also maintained that "An opinion symbolises an attitude, is indeed, the verbal expression of an attitude," and he also maintained that such a reflecting of attitudes (by endorsing items on the Attitude Scale) is as reliable as observing actions, for a man's actions may be distortions of his attitude.

There are two main ways to measure attitude:

- (1) Essays, interviews, examination of personal documents.
- (11) Present subject with a list/number of opinions and ask him to indicate which are his - Attitude Scale or Questionnaire.

The latter is the approach generally adopted.

#### Attitude Scales are of Four Main Types

Attitude scales differ in method of construction, method of response and in the basis for interpreting the scores obtained.

- (a) The Differential Scale - Interval Scale, Thurstone's method of "Equally Appearing Intervals."
- (b) The summated Scale, e.g., Likert's "Multi-Choice" or "Summated" Scale.
- (c) The Cumulative Scale, e.g., Bogardus.
- (d) Scalogram Analysis - Guttman - an improved version of (c).

Different researchers have developed methods of scale-building in which they have laid particular stress on one or another of the five necessary characteristics of a good ruler and have paid less attention to the others. Each has important desirable features, but each of them is open to criticism. Each type of scale does one thing

rather well.

This study was concerned mainly with the Summated Scale - Likert's "Multi Choice" or "Summated" Scale.

Thurstone's chief preoccupation was with equal, or, rather, equal-appearing intervals. Likert's primary concern was with undimensionability - making sure that all the items measure the same thing.

Soon after Thurstone's first scales were published, Rensis Likert (1932) proposed a simpler method of attitude measurements. In its simplest form, the procedure involves the researcher's selecting one or more attitude statements, towards each of which he asks subjects to indicate their agreement or disagreement along a five-point (or sometimes longer) scale ranging from 'strongly agree' to 'strongly disagree'. No judges are used to rank the scale statements, it is assumed that all subjects would perceive 'strongly agree' as being more favourable toward the attitude statement than 'moderately agree' and 'strongly disagree'. A subject's score is tabulated by assigning a numerical value to each of his answers, ranging from one for the alternative at one end of the scale to five for the alternative at the other, and then summing the numerical values of his answers to all questionnaire items.

The Likert procedure was often used by researchers who wish to assemble an attitude questionnaire quickly. As Likert noted, however, the items chosen by the researcher for inclusion in his questionnaire may not all be appropriate measures of the attitude in question, "because of a lack of understanding of the cultural background of the group," whose attitudes he is measuring, or for other reasons. Therefore, Likert strongly recommended two additional steps in questionnaire development: the presentation of the initial steps in questionnaire

development: the presentation of the initial set of items to a sample of subjects similar to those later to be studied, and an item analysis may be performed either by statistically correlating the scores on each individual item with scores on the entire questionnaire and then discarding any items that yield low correlations with the total, or by comparing the individual item responses of those subjects generally most favourable to the attitude object with the responses of the least favourable subjects, and discarding items that show similar levels of agreement among both groups. In either case, the result is a revised questionnaire that more precisely measures a single attitude concept.

The likert approach, in its simplest form, is a good deal less time consuming than the Thurstone approach. Even when a full item analysis was included in the Likert procedure, time savings can be substantial. The Likert procedure may have its disadvantages, but it is certainly less laborious than the Thurstone, and this, together with the discovery that Likert Scales correlate well with Thurstone Scales, has helped to make it more popular.

The Attitude Scale Questionnaire (A) used in this research was not constructed by the writer but was taken from the research undertaken by N. Abdel - Khalek (1980) titled "Attitudes of Middle Class Adolescents Towards Parental and School Authority in Urban Egypt". This Attitude Scale was based on the Likert procedure as it was felt that the five-point answer scale would provide more realistic and accurate measurements. Scoring procedure and instruction were in accord with those given by Abdel - Khalek.

Details concerning the suitability of the above Attitude test for British pupils are given in the Appendix.

ATTITUDE QUESTIONNAIRE (B)

Questionnaire construction is by no means the first stage in carrying out a survey. Many weeks of planning, reading, design and exploratory pilot work would be needed before any sort of specification for a questionnaire can be determined. The specification would follow directly from the operational statement of the issues to be investigated and from the design that has been adopted. The questionnaire has a job to do: its function is measurement and the specification should state the main variables to be measured.

Before actually constructing the questionnaire, a rough idea of the pattern that the Inquiry was likely to follow would have to be formed.

1. Approximate answers to such issues as how large would the sample be.
  2. Dealing with children or adults, with housewives, company directors, relatives, or with a representative sample of the population.
  3. Is the intention to approach the same respondents more than once ?
  4. Short, factual inquiry or with analytic attudinal research.
- And so on.

It was necessary to make a number of decisions before choosing the questions. These decisions fall into five groups.

1. Decisions concerning the main and auxiliary methods of data-collection, such as interviews, mail questionnaires, observational techniques, and study of documents.
2. The method of approach to the respondents, including sponsorship, stated purpose of the research, confidentiality and anonymity.

3. The build up of the question sequences and the order of questions and other techniques within the framework of the questionnaire.
4. For each variable, the order of questions within each question sequence, such as funneling, quintamimensional design, and factual versus attitudinal opening.
5. The use of precoded versus free response questions.

The whole questionnaire would consist of a series of question sequences and the order of the question sequences was very important. Last, but not least, the questionnaire must be attractive and interesting to the respondent.

Attitude Questionnaire (B) was devised from the Carradine Attitude Scale, the title of the research from which it was taken was "A Study Of The Attitudes of Teachers and Adolescents Towards Discipline" P.J. Carradine (1975). Although the questions were taken from an attitude scale based on the Likert 5 Point Scale, they were marked on the lines of a questionnaire using a 3 point response scale, i.e., Yes = 2 marks; No = 0 marks; Unsure = 1 mark.

#### STATISTICAL TREATMENT OF DATA

The significance of mean differences between sub-groups was calculated as follows: (a) means and standard deviations were found, and mean differences were obtained; (b) the 't' test was then applied.

The formula for 't' is:

$$\frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}}}$$

where  $\bar{X}_1$  = means of first group;  
 $\bar{X}_2$  = means of second group;



- $S_1^2$  = variance of first group;  
 $S_2^2$  = variance of second group;  
 $N_1$  = number in first group;  
 $N_2$  = number in second group.

The  $\chi^2$  test was used to determine whether significant differences in frequencies of types of response occurred for various groups. The formula for  $\chi^2$  is:

$$\chi^2 = \sum \frac{(O - E)^2}{E}$$

where  $\sum$  = sum of;  $O$  = observed frequency;  
 $E$  = expected frequency.

The correlation between different variables was obtained by using Spearman's Rank Order Coefficient of Correlation formula

$$P = \left| - \frac{6 \sum d^2}{N(N^2 - 1)} \right|$$

where  $P$  = correlation coefficient;  $\sum$  = sum of;  
 $d^2$  = difference in ranks squared;  $N$  = number of  
 pairs.



CHAPTER 5RESULTS

The results of the study are given in Tables 1 - 26.

Table 1. Means, Standard Deviations, Medians and Mean Differences between All Forms 3 and All Forms 4 on the Coopersmith, Fitts' Attitude to School, Progressive Matrices, Boxall, Extraversion, Neuroticism, and Attitudes towards Discipline Tests.

Test Variable	All Forms 3 (N=154)			All Forms 4 (N=132)			Mean Difference	Sig.Level.
	Mean.	S.D.	Median	Mean	S.D.	Median		
<u>Coopersmith</u>	13.72	4.16	13.75	13.74	4.48	13.19	0.02	n.s.
<u>Fitts' Attitude Scale</u>	60.02	24.34	56.54	56.32	22.32	62.83	6.30	0,05
<u>Progressive Matrices</u>	39.50	9.27	41.84	45.71	9.09	41.32	6.21	0.001
<u>Boxall Anxiety</u>	11.56	3.51	11.38	11.52	4.32	11.50	0.04	N.S.
<u>Extraversion</u>	16.55	4.60	17.00	17.34	3.54	17.40	0.79	N.S.
<u>Neuroticism</u>	16.55	4.61	17.01	16.74	4.62	17.09	0.19	N.S.
<u>Attitude (a)</u>	90.15	9.63	91.37	87.53	10.20	87.91	2.62	0.05
<u>Attitude (b)</u>	37.75	9.25	38.32	35.79	8.47	35.75	1.96	0.10

Table 2.                    Means, Standard Deviations and Medians for the total sample for the Coopersmith, Fitts' Attitude to School, Progressive Matrices, Boxall, Extraversion, Neuroticism, and Attitude towards Discipline Tests (N = 286)

<u>Test Variable</u>	<u>Mean</u>	<u>S.D.</u>	<u>Median.</u>
<u>Coopersmith</u>	13.73	4.53	13.46
<u>Fitts' Attitude Scale</u>	63.02	24.11	59.11
<u>Progressive Matrices</u>	42.36	9.32	41.62
<u>Boxall Anxiety</u>	11.54	3.94	11.42
<u>Extraversion</u>	16.91	4.12	16.49
<u>Neuroticism</u>	16.64	4.65	16.52
<u>Attitude (a)</u>	88.94	9.93	90.07
<u>Attitude (b)</u>	36.84	8.76	36.97

Table 3.            Means, Standard Deviations and Medians for various  
Form 3 Groups on the Coopersmith, Fitts, Anxiety,  
Progressive Matrices and Attitudes to Discipline,  
Questionnaires/Tests.

N.	Form	Coopersmith			Fitts			Box. Anxiety.		
		Mean	S.D.	Med.	Mean	S.D.	Med.	Mean	S.D.	Med.
35	3A	11.29	4.95	10.96	50.08	19.98	48,79	11.89	2.59	11.85
36	3B	12.00	3.53	12.00	55.62	21.54	53.25	11.83	3.62	11.29
29	3C	16.31	3.14	16.41	59.84	19.38	57.00	10.93	4.39	10.75
29	3D	15,45	4.17	17.00	68.82	30.38	69.50	11.45	3.91	12.17
15	3E	15.34	3.94	14.19	70.84	25.80	69.50	11.80	3.92	10.75
10	3F	13.50	2.60	13.07	71.50	18,96	69.50	11.20	3.84	11.50

  

Progressive Matrices			Attitude (a)			Attitude (b)		
Mean.	S.D.	Med.	Mean	S.D.	Med.	Mean	S.D.	Med.
44.79	6.96	45.25	91.64	8.47	91.69	38.50	8.66	39.08
42.83	7.63	43.59	85.61	10.20	87.19	36.72	9.75	36.17
42.09	7.73	43.11	92.78	9.49	93.56	37.95	7.14	39.00
37.95	8.82	39.08	89.67	12.49	91.00	37.95	9.90	38.94
31.83	8.54	32.00	93.17	12.57	94.50	37.83	11.35	40.33
27.50	9.00	27.00	90.50	9.16	89.50	37.50	6.40	37.50

Table 4. Mean Differences between various 3 Form Groups on Various Tests/Questionnaires (Data derived from Table 3).

Groups	Coopersmiths	Fitts	Box Anxiety	Prog. Matrices	Attitude (a)	Attitude (b)
3A v 3B	0.71	5.54	0.06	1.94	6.03 xx	1.78
3a v 3C	5.02 xxx	9.76	0.96	2.70	1.14	0.55
3A v 3D	4.16 xx	18.74 xy	0.44	6.84 xxx	1.97	0.55
3A v 3E	4.05 x	20.76 xy	0.09	12.96 xxx	1.53	0.67
3A v 3F	2.21	21.42 xy	0.69	17.29 xxx	1.14	1.00
3B v 3C	4.31 xxx	4.22	0.90	0.74	7.17 xy	1.23
3B v 3D	3.45 xxx	13.20	0.38	4.88 x	4.06	1.23
3B v 3E	3.34 xx	15.22 x	0.03	11.00 xxx	7.56 x	1.11
3B v 3F	1.50	15.88 x	0.63	15.33 xxx	4.89	0.78
3C v 3D	0.86	8.92	0.52	4.14	3.11	0.00
3C v 3E	0.97	11.00	0.87	10.26 x	0.39	0.12
3C v 3F	2.81 xx	11.66	0.27	14.59 xxx	2.28	0.45
3D v 3E	0.11	2.02	0.35	6.12 x	3.50	0.12
3D v 3F	1.95	2.68	0.25	10.45 xx	0.83	0.45
3E v 3F	1.84	0.66	0.60	4.33	2.67	0.33

x significant at 0.05 level; xx significant at 0.01 level; xxx significant at 0.001 level.

Table 5. , Means, Standard Deviations and Medians for Various Form 3 Groups on the Junior Eysenck Inventory Questionnaire.

N.	Form	Extraversion			Neuroticism		
		Mean	S.D.	Median	Mean	S.D.	Median
35	3A	16.86	4.05	16.33	18.43	3.18	18.96
36	3B	17.84	3.43	17.83	16.72	5.40	17.83
29	3C	18.72	3.01	18.67	16.66	3.92	17.00
29	3D	17.34	3.69	17.47	15.28	4.41	18.54
15	3E	16.00	2.00	16.87	15.00	5.10	15.75
10	3F	17.00	3.87	17.00	15.00	2.25	15.33

Table 6. Mean Differences between Various Form 3 Groups on the Junior Eysenck Inventory Questionnaire (Data Derived from Table 5).

Groups	Extraversion	Neuroticism
3A v 3B	0.92	1.71
3A v 3C	1.86 X	1.77
3A v 3D	0.48	3.15 XX
3A v 3E	0.86	3.43 X
3A v 3F	0.14	3.43 YXX
3B v 3C	0.88	0.06
3B v 3D	0.50	1.44
3B v 3E	1.84 X	1.72
3B v 3F	0.84	1.72
3C b 3D	1.38	1.38
3C v 3E	2.72 YXX	1.66
3C v 3F	1.72	1.66
3D v 3E	0.66	0.28
3D v 3F	0.34	0.28
3C v 3F	1.00	0.00

x significant at the 0.05 level; xx significant at the 0.01 level; xxx significant at the 0.001 level.

Table 7.      Means, Standard Deviations and Medians for  
Various Form 4 Groups on the Coopersmith ,  
Fitts, Anxiety, Progressive Matrices and  
Attitudes to Discipline Questionnaires/Tests.

N.	Form	Coopersmith			Fitts			Box. Anxiety.		
		Mean	S.D.	Med.	Mean	S.D.	Med.	Mean	S.D.	Med.
35	4A	12.57	4.74	12.00	56.92	15.91	55.38	11.29	3.62	12.04
31	4B	13.61	4.97	13.87	57.24	19.82	53.87	11.41	3.89	10.82
26	4C	13.35	4.06	12.96	68.74	21.81	66.17	10.92	3.88	11.00
23	4D	16.13	4.81	14.71	82.54	26.76	86.64	11.30	5.31	11.00
17	4E	13.76	2.41	13.36	76.56	23.66	77.50	13.35	4.70	13.00

Progressive Matrices			Attitude (a)			Attitude (b)		
Mean	S.D.	Med.	Mean	S.D.	Med.	Mean.	S.D.	Med.
47.93	6.29	48.03	87.07	11.04	86.87	33.93	8.93	34.50
43.21	7.06	43.67	91.60	8.49	90.54	36.76	7.91	36.87
39.88	4.99	40.21	86.04	10.63	86.50	37.58	8.67	36.42
34.07	8.58	34.92	84.93	10.40	83.07	35.37	8.29	35.00
30.38	7.71	32.00	84.50	8.67	87.62	35.68	7.58	35.93

Table 8.                    Means Differences between Various 4 Forms Groups  
on various Tests/Questionnaires (Data derived  
From Table 7).

Groups	Prog.						
	Coopersmith	Fitts	Bx.Anxiety	Matrices	Attitude (a)	Attitude (b)	
4A v 4B	1.04	0.32	0.12	4.72 $\chi\chi$	4.53	2.83	
4A v 4C	0.78	11.82 $\chi$	0.37	8.05 $\chi\chi\chi$	1.03	3.65	
4A v 4D	3.56 $\chi\chi$	25.62 $\chi\chi\chi$	0.01	13.86 $\chi\chi\chi$	2.14	1.44	
4A v 4E	1.19	19.64 $\chi\chi$	2.06	17.55 $\chi\chi\chi$	2.57	1.75	
4B v 4C	0.26	11.50 $\chi$	0.49	3.33 $\chi$	5.56 $\chi$	0.82	
4B v 4D	2.52	25.30 $\chi\chi\chi$	0.11	9.14 $\chi\chi\chi$	6.67 $\chi$	1.39	
4B v 4E	0.15	19.32 $\chi\chi$	1.94	12.83 $\chi\chi\chi$	7.10 $\chi\chi$	1.08	
4C v 4D	2.78 $\chi$	13.80	0.38	5.81 $\chi\chi$	1.11	2.21	
4C v 4E	0.41	7.82	2.43	9.50 $\chi\chi\chi$	1.54	1.90	
4D v 4E	2.37 $\chi$	5.98	2.05	3.69	0.43	0.31	

X SIGNIFICANT AT 0.05 level; xx significant at 0.01 level;  
xxx significant at 0.001 level.



Table 9. Means, Standard Deviations and medians for various Form 4 Groups on the Junior Eysenck Inventory Questionnaire.

N.	Form	Extraversion			Neuroticism		
		Mean	S.D.	Median	Mean	S.D.	Median
35	4A	17.28	4.13	17.59	17.72	4.80	18.15
31	4B	17.00	3.59	17.00	14.10	5.05	13.46
26	4C	18.92	2.80	18.79	17.77	4.08	18.14
23	4D	17.43	2.91	17.18	16.57	3.93	16.75
17	4E	16.12	1.91	17.00	18.17	2.12	17.77

Table 10. Mean Differences between Various Form 4 Groups on the Junior Eysenck Inventory Questionnaire (Data derived from Table 9.)

Groups	Extraversion	Neuroticism
4A v 4B	0.28	3.62 X
4A v 4C	1.64	0.05
4A v 4D	0.15	1.15
4A v 4E	1.36	0.45
4B v 4C	1.92 X	3.67 XX
4B v 4D	0.43	2.47 X
4B v 4E	0.88	4.07 XXX
4C v 4D	1.49	1.20
4C v 4E	2.80 XXX	0.40
4D v 4E	1.31	1.60

x significant at the 0.05 level; xx significant at the 0.01 level; xxx significant at the 0.001 level.

Table 11. Means, Standard Deviations and Mean Differences on Various Tests for Forms 3A and 4A.

Test Variable	Form 3A N=35		Form 4A N=35		Mean Difference	Sig. Level
	Mean	S.D.	Mean	S.D.		
Coopersmith	11.29	4.95	12.51	4.74	1.28	N.S.
Fitts	50.08	19.98	56.92	15.91	6.84	N.S.
Anxiety	11.89	2.59	11.29	3.62	0.60	N.S.
Extraversion	16.86	4.05	17.28	4.13	0.42	N.S.
Neuroticism	18.43	3.18	17.72	4.80	0.71	N.S.
Matrices	44.79	6.96	47.93	6.29	3.14	0.10
Attitude A	91.64	8.47	87.07	11.04	4.57	0.10
Attitude B	38.50	8.66	33.93	8.93	4.57	0.05

Table 12. Means, Standard Deviations and Mean Differences on Various Tests for Forms 3B and 4B.

Test Variable	Form 3B N=36		Form 4B N=31		Mean Difference	Sig. Level
	Mean	S.D.	Mean	S.D.		
Coopersmith	12.00	3.53	13.61	4.97	1.61	N.S.
Fitts	55.62	21.54	57.24	19.82	1.62	N.S.
Anxiety	11.83	3.62	11.41	3.89	0.42	N.S.
Extraversion	17.84	3.43	17.00	3.59	0.84	N.S.
Neuroticism	16.72	5.40	14.10	5.05	2.62	0.05
Matrices	42.83	7.63	43.21	7.06	0.88	N.S.
Attitude A	85.61	10.26	91.60	8.49	5.99	0.02
Attitude B	36.72	9.75	36.76	7.91	1.84	N.S.

Table 13. Means, Standard Deviations and Mean Differences on Various Tests for Forms 3C and 4C.

Test Variable	Form 3C N=29		Form 4C N=26		Mean Difference	Sig. Level
	Mean	S.D.	Mean	S.D.		
Coopersmith	16.31	3.14	13.35	4.06	2.96	0.01
Fitts	59.84	19.38	68.74	21.81	8.90	N.S.
Anxiety	10.93	4.39	10.92	3.88	0.01	N.S.
Extraversion	18.72	3.01	18.92	2.80	0.20	N.S.
Neuroticism	16.66	3.92	17.77	4.08	1.11	N.S.
Matrices	42.09	7.73	39.88	4.99	2.21	N.S.
Attitude A	92.78	9.49	86.04	10.63	6.74	0.02
Attitude B	37.95	7.14	37.58	8.67	0.37	N.S.

Table 14. Means, Standard Deviations and Mean Differences on Various Tests for Forms 3D and 4D.

Test Variable	Form 3D N=29		Form 4D N=23		Mean Difference	Sig. Level
	Mean	S.D.	Mean	S.D.		
Coopersmith	15.45	4.17	16.13	4.81	0.68	N.S.
Fitts	68.82	30.38	82.54	26.76	13.72	N.S.
Anxiety	11.45	3.91	11.30	5.31	0.15	N.S.
Extraversion	17.34	3.69	17.43	2.91	0.09	N.S.
Neuroticism	15.28	4.441	16.57	3.93	1.29	N.S.
Matrices	37.95	8.82	34.07	8.58	3.88	N.S.
Attitude A	89.67	12.49	84.93	10.40	4.74	N.S.
Attitude B	37.95	9.90	35.37	8.29	2.58	N.S.

Table 15. Means, Standard Deviations and Mean Differences on Various Tests for Forms 3E and 4E.

Test Variable	Form 3E N=15 Mean	S.D.	Form 4E N=17 Mean	S.D.	Mean Difference	Sig. Level
Coopersmith	15.34	3.94	13.76	2.41	1.58	N.S.
Fitts	70.84	25.80	76.56	23.66	5.72	N.S.
Anxiety	11.80	3.92	13.35	4.70	1.55	N.S.
Extraversion	16.00	2.00	16.12	1.91	0.12	N.S.
Neuroticism	15.00	5.10	18.17	2.12	3.17	0.05
MMatrices	31.83	8.54	30.38	7.71	0.45	N.S.
Attitude A	93.17	12.57	84.50	8.67	8.67	0.05
Attitude B	37.83	11.35	35.68	7.58	2.15	N.S.

Table 16. Correlation Coefficients between Matrices, Anxiety, Extraversion, Neuroticism, Self-esteem, (Coopersmith), Fitts, Attitude A and Attitude B Scores (Form 3A N=35).

Variable	Matrices	Anxiety	Extrav.	Neurot.	S.Estm.	Fitts.	Attit A	Attit B.
Matrices	-	-0.04	-0.02	+0.23	+0.11	-0.04	+0.03	-0.08
Anxiety		-	-0.13	+0.36X	-0.28	-0.02	-0.02	+0.04
Extraversion			-	-0.27	+0.43X	-0.19	+0.23	+0.26
Neuroticism				-	-0.24	+0.22	-0.29	-0.35X
S.Esteem					-	-0.30	+0.32	+0.11
Fitts						-	-0.45XX	-0.39X
Attitude A.							-	+0.67XX
Attitude B.								-

x significant at 0.05 level; xx significant at 0.01 level.

Table 17. Correlation Coefficients between Matrices, Anxiety, Extraversion, Neuroticism, Self-esteem (Coopersmith), Fitts, Attitude A and Attitude B Scores (Forms 3B N = 36).

Variable	Matrices	Anxiety	Extrav.	Neurot.	S.Estm.	Fitts.	Attit A.	Attit B.
Matrices	-	-0.28	+0.17	+0.09	+0.07	+0.01	+0.01	+0.15
Anxiety		-	-0.62XX	+0.63XX	-0.27	+0.05	+0.06	+0.12
Extraversion			-	-0.37X	+0.34X	+0.01	-0.07	-0.17
Neuroticism				-	-0.47XX	+0.27	-0.13	+0.08
S. Esteem					-	+0.05	+0.15	+0.10
Fitts						-	-0.59XX	-0.35X
Attitude A							-	+0.85XX
Attitude B								-

x significant at 0.05 level; xx significant at 0.01 level.

Table 18. Correlation Coefficients between Matrices, Anxiety, Extraversion, Neuroticism, Self -Esteem (Coopersmith), Fitts, Attitude A and Attitude B Scores (Form 3C N=29)

Variable Matrices	Anxiety	Extrav.	Neurot.	S.Estm.	Fitts	Attit A.	Attit B.	
Matrices	-	-0.57XX	+0.30	+0.04	+0.31	+0.08	-0.10	-0.33
Anxiety		-	-0.32	-0.08	-0.40X	+0.04	-0.17	+0.42X
Extraversion			-	+0.18	+0.44X	-0.26	+0.26	-0.10
Neuroticism				-	-0.12	-0.15	+0.08	+0.31
S. Esteem					-	-0.15	-0.03	-0.30
Fitts						-	-0.60XX	-0.37X
Attitude A							-	+0.40X
Attitude B								-

x significant at 0.05 level; xx significant at 0.01 level.

Table 19. Correlation Coefficients between Matrices, Anxiety, Extraversion, Neuroticism, Self-Esteem (Coopersmith), Fitts, Attitude A and Attitude B Scores (Form 3D N=29).

Variable Matrices	Anxiety	Extrav.	Neurot.	S.Estm.	Fitts	Attit A.	Attit B.	
Matrices	-	+0.01	-0.14	+0.08	+0.09	+0.09	-0.08	-0.26
Anxiety		-	-0.12	+0.30	-0.12	-0.01	+0.31	+0.20
Extraversion			-	-0.19	+0.25	-0.01	-0.08	+0.14
Neuroticism				-	-0.28	+0.09	+0.21	+0.20
S. Esteem					-	-0.16	-0.10	+0.08
Fitts						-	-0.44X	-0.46X
Attitude A							-	+0.70XX
Attitude B								-

x significant at 0.05 level; xx significant at 0.01 level.

Table 20. Correlation Coefficients between Matrices, Anxiety, Extraversion, Neuroticism, Selfesteem (Coopersmith), Fitts, Attitude A and Attitude B Scores (Form 3E N= 15).

Variable	Matrices	Anxiety	Extrav.	Neurot.	S.Estm.	Fitts	Attit A	Att B
Matrices	-	-0.03	+0.23	+0.18	-0.30	+0.26	-0.14	-0.28
Anxiety		-	-0.26	+0.44	-0.75 <del>XX</del>	+0.07	+0.61 <del>X</del>	+0.49
Extraversion			-	-0.23	+0.32	-0.16	+0.08	-0.18
Neuroticism				-	-0.58 <del>X</del>	+0.32	+0.01	-0.09
S. Esteem					-	-0.11	-0.27	-0.25
Fitts						-	-0.32	-0.28
Attitude A							-	+0.85 <del>XX</del>
Attitude B								-

x significant at 0.05 level; xx significant at 0.01 level.

Table 21. Correlation Coefficients between Matrices, Anxiety, Extraversion, Neuroticism, Self-Esteem (Coopersmith), Fitts, Attitude A and Attitude B Scores (Form 3F N = 10).

Variable	Matrices	Anxiety	Extrav.	Neurot.	S.Estm.	Fitts	Attit A	Attit B
Matrices	-	+0.07	-0.04	+0.23	+0.18	+0.52	-0.55	-0.09
Anxiety		-	-0.35	+0.53	+0.19	+0.30	+0.26	+0.44
Extraversion			-	-0.34	+0.20	-0.21	-0.41	-0.16
Neuroticism				-	-0.10	+0.56	-0.19	+0.12
S.Esteem					-	-0.22	+0.45	-0.71 <del>X</del>
Fitts						-	-0.33	+0.18
Attitude A							-	+0.70 <del>X</del>
Attitude B								-

x significant at 0.05 level.



Table 22. Correlation Coefficients between Matrices, Anxiety, Extraversion, Neuroticism, Self-Esteem (Coopersmith), Fitts, Attitude A and Attitude B Scores (Form 4A N= 35).

Variable Matrices	Anxiety	Extrav.	Neurot.	S.Estm.	Fitts	Attit A	Attit B.
Matrices	-0.28	-0.06	-0.20	+0.42X	+0.12	-0.21	-0.29
Anxiety	-	-0.01	+0.51XX	-0.42X	+0.02	+0.19	+0.29
Extraversion		-	+0.12	+0.11	-0.22	+0.02	-0.04
Neuroticism			-	-0.48XX	+0.18	-0.16	+0.03
S.Esteem				-	-0.26	+0.26	+0.31
Fitts					-	-0.21	-0.08
Attitude A						-	+0.76XX
Attitude B							-

x significant at 0.05 level; xx significant at 0.01 level.

Table 23. Correlation Coefficients between Matrices, Anxiety, Extraversion, Neuroticism, Self-Esteem (Coopersmith) Fitts, Attitude A and Attitude B Scores (Form 4B N = 31).

Variable Matrices	Anxiety	Extrav.	Neurot.	S.Estm.	Fitts	Attit A.	Attit B.
Matrices	-0.04	+0.05	-0.17	-0.01	-0.13	+0.13	+0.15
Anxiety	-	-0.01	+0.42X	-0.37X	+0.04	+0.35XX	+0.32
Extraversion		-	+0.32	+0.37X	-0.06	+0.09	+0.10
Neuroticism			-	-0.53XX	+0.22	+0.01	-0.12
S.Esteem				-	-0.13	+0.08	+0.09
Fitts					-	-0.05	-0.30
Attitude A						-	+0.65XX
Attitude B							-

x significant at 0.05 level; xx significant at 0.01 level.

Table 24. Correlation Coefficients between Matrices, Anxiety, Extraversion, Neuroticism, Self-Esteem (Coopersmith), Fitts, Attitude A and Attitude B Scores (Form 4C N =26).

Variable Matrices	Anxiety	Extrav.	Neurot.	S.Estm.	Fitts.	Attit A	Attit B.	
Matrices	-	+0.26	-0.18	+0.11	-0.14	+0.02	+0.25	+0.37
Anxiety		-	+0.16	+0.52XX	-0.42X	+0.07	+0.07	+0.26
Extraversion			-	-0.05	+0.04	+0.17	+0.40X	+0.39X
Neuroticism				-	-0.72XX	+0.15	-0.28	-0.19
S.Esteem					-	-0.11	+0.31	+0.07
Fitts						-	-0.15	-0.19
Attitude A							-	+0.53X
Attitude B								-

x significant at 0.05 level; xx significant at 0.01 level.

Table 25. Correlation Coefficients between Matrices, Anxiety, Extraversion, Neuroticism, Self-Esteem (Coopersmith), Fitts, Attitude A and Attitude B Scores (Form D N = 23).

Variable Matrices	Anxiety	Extrav.	Neurot.	S.Estm.	Fitts.	Attit A.	Attit B.	
Matrices	-	-0.20	-0.31	-0.19	-0.02	-0.26	+0.37	+0.21
Anxiety		-	-0.16	+0.51X	-0.43X	-0.37	+0.18	+0.40
Extraversion			-	+0.08	+0.05	+0.57XX	-0.24	-0.40
Neuroticism				-	-0.48X	+0.39	+0.11	+0.26
S.Esteem					-	-0.03	-0.06	-0.29
Fitts						-	-0.11	-0.24
Attitude A							-	+0.80XX
Attitude B								-

x significant at 0.05 level; xx significant at 0.01 level.

Table 26. Correlation Coefficients between Matrices, Anxiety, Extraversion, Neuroticism, Self-Esteem (Coopersmith), Fitts, Attitude A and Attitude B Scores (Form 4E N = 17).

Variable Matrices	Anxiety	Extrav.	Neurot.	S.,Estm.	Fitts.	Attit A.	Attit B.	
Matrices	-	-0.13	-0.23	-0.01	+0.07	-0.38	+0.07	-0.08
Anxiety		-	+0.07	+0.08	-0.15	-0.59 $\times$	+0.41	+0.51 $\times$
Extraversion			-	+0.03	+0.12	+0.03	+0.23	+0.29
Neuroticism				-	+0.01	+0.07	-0.24	-0.17
S.Esteem					-	-0.27	-0.10	+0.17
Fitts						-	-0.51 $\times$	-0.57 $\times$
Attitude A							-	+0.60 $\times$
Attitude B								-

x significant at 0.05 level.

CHAPTER 6DISCUSSION OF RESULTS

Reference to Table 1 shows no significant differences between Forms 3 and 4 for mean scores on the Coopersmith, Boxall Anxiety, Extraversion and Neuroticism Tests. It can be concluded that for these variables the age factor is not a significant influence on test performance. The position is different when test performances on the Fitts' Attitude Scale, Progressive Matrices and Attitudes towards Discipline Questionnaires are considered. It will be observed that the younger age-group (Form 3) score significantly lower on the Fitts' Scale than the older age-group (Form 4). That is to say the younger age-group have a better attitude towards school. It will also be noted that the older age-group score significantly higher for mean score on the Progressive Matrices test than the younger age-group. This is what one might expect since an increase in intelligence goes with age during childhood and adolescence. The younger age-group scores significantly higher on Attitude Questionnaires (a) and (b) than the older age-group, and this reflects a significant tendency in the younger age-group to have a better attitude towards discipline than the older age-group, and this is especially the case for Attitude Questionnaire (a).

The results pertaining to attitudes toward school and discipline do not support the view of Vernon (1965) that no significant differences exist between age-groups in regard to attitude towards school authority and rules. Neither do the results support the conclusion of Pikas (1961) that older children tend to accept discipline

more readily than younger children.

Consideration of Tables 3 and 4 shows no significant mean differences for anxiety and attitude (b) responses occur between different sub-forms in the younger age-group, (Form 3). It can be concluded that for Form 3 groups differences in ability and achievement as indicated by membership of a specific form does not influence significantly level of anxiety and attitude towards discipline as measured by Attitude Questionnaire (b). The position is very different for reasoning ability. Consideration of Tables 3 and 4 shows that in general the more academic the sub-form group happens to be, the more significantly higher it is for reasoning ability. This is not an unexpected result since many studies, e.g., Willerman (1979) and Thomas (1980) have shown that intelligence level is highly correlated to achievement level. It will be observed that sub-form 3A is significantly superior to all other groups other than subforms 3B and 3C; likewise 3B is superior significantly to groups 3D, E and F, while subform 3C is significantly superior to groups 3E and F, and group D is significantly superior to groups 3E and F.

As regards Attitude Questionnaire (a) only three significant mean differences occur, namely between the following groups:

- (a) 3A and 3B, the former having a significantly superior attitude towards discipline;
- (b) 3B and 3C, the latter having a significantly superior attitude towards discipline; and
- (c) 3B and 3E, the latter having a significantly superior attitude towards discipline. It is of interest to note from Table 3 that the B group has the worst attitude towards discipline.

Inspection of Tables 3 and 4 shows that groups 3C,

D, and E score significantly higher for self-esteem than groups 3A and B. This is somewhat surprising as one might anticipate that the higher academic groups (sub-forms) because of their superior achievement would have higher self-esteem and self-concepts than pupils in lower achievement groups (sub-forms).

The above results do not support the views of those researchers who maintain that self-esteem and self-concept levels are positively related to level of achievement, e.g. Fitts (1972) and Purkey (1970). It will be noted that the lowest self-esteem mean score occurs for group 3C.

Reference to Table 3 shows that the mean score on the Fitts' Test of attitude towards school increases as the academic level of a group declines. That is to say, there is a distinct trend for attitude towards school to become more negative as the group level of achievement drops. Inspection of Table 4 shows that group 3A has a significantly superior positive attitude towards school than groups 3D, E and F, and that group B has a significantly superior positive attitude towards school than groups 3E and F.

The findings, in general, support the views of researchers such as Lovell (1958), Pikas (1961) and Douglas (1964), who maintain that attitude towards school is influenced by level of achievement and group membership.

Examination of Tables 5 and 6, shows that 3C is the most extraverted group. It is significantly superior to sub-forms 3A and E, while sub-form 3B is also significantly superior to subform 3E for extraversion. Mean differences between other groups are not statistically significant for extraversion.

It will be noted that 3A scores highest for neuroticism while groups 3E and F score lowest. There is a trend for neuroticism scores to decline with a fall in achievement level, Table 5. However, this trend is only significant for 3A in comparison with groups 3D, E and F. It is possible that membership of the highest academic group imposes pressures on pupils which do not operate in the case of the lower academic groups. If this is so then severe anxiety is likely to be greater in the more able academic groups than in less able academic groups. This is a conjecture which would appear to warrant further research.

Inspection of Tables 7 and 8 shows no significant mean differences for anxiety and Attitude Questionnaire (b) responses between different groups (subforms) in the older age-group (Form 4). For Form 4 like Form 3, differences in ability as indicated by membership of a specific academic group do not influence significantly level of anxiety and attitude towards discipline as measured by Attitude Questionnaire (b). The position is very different for reasoning ability as assessed by the Progressive Matrices test. It will be observed that the mean level of reasoning ability falls as the academic level of a group drops. Mean differences for reasoning ability are significant between all groups. 4A is significantly superior to all other groups, 4B is significantly superior to the remaining groups, 4C is significantly superior to subforms (groups) below it, and 4D is significantly superior to 4E. The results pertaining to intelligence and academic achievement as represented by subform (group) membership are in accord with studies which have shown that a significant positive relationship exists between intelligence (reasoning) level



and academic achievement, vide Vernon (1965) and Willerman (1979).

Consideration of Tables 7 and 8 shows that with respect to attitude Questionnaire (a) the highest score occurs for 4B which differs significantly from 4C, 4D, and 4E. Mean differences between other groups are not significant statistically. Unlike 3B which had the worst attitude towards discipline as assessed by Attitude Questionnaire (a), the converse applies to 4B.

The results pertaining to Attitude Questionnaire (b) support the view of Vernon (1965) that ability is not a significant factor influencing attitude towards discipline. In his study of attitudes of grammar and modern secondary pupils toward discipline Vernon found no significant mean differences between them. However, consideration of Table 8 shows significant mean differences between 4B and 4C, 4D and 4E, with 4B being significantly superior for attitude towards discipline as assessed by Attitude Questionnaire (a). This finding indicates that within certain ranges of intelligence and achievement the higher the level the more favourable is the attitude towards discipline. This conclusion supports to some extent (a) the views of York, Heron and Wolff (1972) who found that breaches of discipline and poor attitudes towards discipline occurred more frequently among the less able and less academic pupils, and (b) the conclusion of Carradice (1974) that intelligence is a significant factor influencing attitude towards discipline.

Examination of Tables 7 and 8 shows that the highest mean self-esteem score occurred for 4D which differed significantly from 4A, 4C and 4E. Mean differences between other groups were not significant statistically.

Scrutiny of Tables 7 and 8 shows that the lowest

mean scores on the Fitts' Test occur for 4A and 4B which differ significantly from 4C, 4D and 4E. The data in Tables 7 & 8 support the conclusion derived from Tables 3 and 4 that, in general, the more academic groups have a more positive attitude towards school and school discipline than the less academic groups. This conclusion supports the research carried out by Carradice (1974) who found that intelligence was a factor determining attitude towards both school and discipline.

Inspection of Tables 9 and 10 shows that 4C is the most extraverted form being significantly more extraverted than 4B and 4E, but not more significantly extraverted than 4A and 4D. As regards neuroticism, the most neurotic group is 4E and the least neurotic group is 4B. All subforms (groups) are significantly more neurotic than 4B, but mean differences between the other groups are not statistically significant. It is difficult to explain why 4B scores lowest for neuroticism. It is possible that within 4B pressures are significantly less intense than may be the case for other groups.

There is little significant evidence from Tables 3 - 10 that extraversion and neuroticism are linked to attitudes toward discipline.

Reference to Table 11 shows no significant mean differences between subgroups 3A and 4A for self-esteem, attitude towards school, anxiety, extraversion, neuroticism, reasoning, and attitude towards discipline as assessed by Attitude Questionnaire (a). It is true that at the 0.10 level there are significant mean differences between 3A and 4A for (1) mean reasoning score and (2) for attitude towards discipline as

indicated by Attitude Questionnaire (a). With regard to reasoning scores the older age group scores higher as might be expected since there is an increase in reasoning with age during childhood and adolescence. As regards attitude to discipline as assessed by Attitude Questionnaire (a), the younger group has a better attitude.

However, the only real statistically significant difference is between the groups for attitude towards discipline as assessed by Attitude Questionnaire (b), with the younger group being significantly superior to the older age-group.

The general conclusion to be drawn from the data given in Table 11 is that age does not affect significantly most of the variables studied. It does affect to a limited extent mean reasoning score, and certainly affects attitude towards discipline, the younger age group being significantly more positive in attitude towards discipline than the older age group, vide mean scores for Attitude Questionnaires (a) and (b). However, this conclusion does not necessarily apply to all other groups (subforms) in the age -range studied, vide Tables 12, 13, 14 and 15.

Consideration of Table 12 shows no significant mean differences between 3B and 4B for self-esteem, anxiety, attitude towards school, extraversion, reasoning and attitude towards discipline as assessed by Attitude Questionnaire (b). The only two mean significant differences occur for neuroticism and attitude towards discipline as assessed by Attitude Questionnaire (a). The younger age group is significantly more neurotic than the older age group, and has a significantly poorer attitude towards school discipline.

The general conclusion to be drawn from Table 12 is that for the B groups, age does not influence significantly most of the variables studied, apart from neuroticism and attitude towards discipline as assessed by Attitude Questionnaire (a). It is of interest to note that in the A groups the younger age group had a better attitude towards school discipline, whereas in the B groups the converse applies. It is difficult to account for this discrepancy.

Reference to Table 13 shows no significant mean differences between 3C and 4C for any variables apart from self-esteem and attitude towards discipline as assessed by Attitude Questionnaire (a). The younger age group is significantly higher for self-esteem and also has a significantly better attitude towards discipline as assessed by Attitude Questionnaire (a). The general conclusion to be drawn from the data given in Table 13 is that age does not affect significantly most of the variables studied. It does, however, affect significantly in the C groups self-esteem and attitude towards discipline. It is of interest to note that like the younger A age-group there is a significant trend also for the younger C age-group to have a better attitude towards school discipline than is the case for the older 4A and 4C age-groups.

Scrutiny of Table 14 shows no significant mean differences between 3D and 4D for any test variable. Nevertheless some slight indication that age might be a factor influencing attitude towards school discipline is provided by the fact that mean scores on Attitude Questionnaires (a) and (b) are higher for the younger 3D age-group than for the older 4D age-group. Nevertheless the general conclusion to be drawn from

Table 14 is that age is not a significant factor influencing any of the variables studied in the 3D and 4D age-groups.

Inspection of Table 15 shows no significant mean differences between 3E and 4E for any test variable, apart from neuroticism and attitude towards discipline as assessed by Attitude Questionnaire (a). It will be observed that the older age-group is significantly more neurotic than the younger age-group, and that the younger age-group has a significantly better attitude towards school discipline. The general conclusion to be derived from Table 15 is that age is not a significant factor influencing most of the test variables studied, apart from neuroticism and attitude towards discipline as assessed by Attitude Questionnaire (a).

Consideration of Tables 11 - 15 leads to the conclusion that for various sub-groups most test variables are not influenced by the age factor. However, with regard to attitude towards discipline in all groups, apart from 3D and 4D, there is good evidence that age does influence significantly attitude towards discipline. In general, the mean discipline scores for the younger age-groups, apart from 3B, are significantly higher than the mean discipline scores for the older Form 4 groups. Reference to Table 1 shows the significant influence of the age factor on attitudes towards discipline when the total sample of Forms 3 and 4 are compared. It will be noted that the younger age-group manifests a significantly better attitude towards discipline than the older age group. As mentioned previously, the age factor is also significant with respect to attitude towards school and reasoning, the younger age-group having a better attitude towards school, and the older age-group having

a significantly higher mean score for reasoning.

Examination of Table 16 shows 6 significant correlation coefficients, namely, between anxiety and neuroticism, extraversion and self-esteem, attitude towards school and attitudes towards discipline, attitudes to discipline as assessed by Attitude Questionnaires (a) and (b), attitude to discipline as assessed by Attitude Questionnaire (b) and neuroticism. It is not surprising to find a significant positive correlation between anxiety and neuroticism since the latter in some respects is an extreme form of anxiety. This finding is in accord with the work of investigators such as Spielberger et al (1971) and Sarason (1957).

The positive correlation between self-esteem and extraversion is moderate but does suggest that in the 3A sample there are a certain number of elements common to both these qualities or traits. It is not surprising to find negative correlations between attitude towards school and attitudes to discipline, since high scores on the Fitts' test reflect a poor attitude whereas high scores on the attitude to discipline questionnaires reflect a good attitude, clearly those who have good attitudes towards discipline will score low on the Fitts' test, that is to say, they will have then good attitudes towards school. The findings pertaining to attitudes towards discipline and attitudes towards school support the views of investigators such as Douglas (1964) who maintains a good attitude towards school must inevitably involve a good attitude towards school discipline .

As might be expected attitudes towards discipline correlate highly and positively reflecting the possibility that certain areas of discipline are being sampled in common to some extent by Attitude Questionnaires (a) and (b).



There is a significant moderate size negative correlation between neuroticism and attitude towards school discipline as assessed by Attitude Questionnaire (b). This finding suggests that a good attitude towards discipline is hindered to some extent by a high level of neuroticism. Further research in relation to this point would appear to be both relevant and useful. Correlation coefficients between all other variables are not significant statistically. Hence in 3A it can be concluded that there is no evidence that anxiety, reasoning, extraversion and self-esteem are linked significantly to attitudes towards discipline.

Scrutiny of Table 17 shows 8 significant correlation coefficients for 3B. These are between anxiety and neuroticism, anxiety and extraversion, neuroticism and extraversion, self-esteem and extraversion, attitude towards school and attitude towards discipline, attitudes to discipline as assessed by Attitude Questionnaires (a) and (b).

The patterns for significant correlation coefficients for variables numbers to 3A and 3B are similar, and the interpretations used previously to such correlation coefficients for 3A also applies to 3B.

It is not surprising to find anxiety and neuroticism negatively related to extraversion. There is some evidence, vide, (1980) Thomas, that in adolescents the more extraverted tend to be less anxious and neurotic, and there is also some evidence provided by Fitts (1956) that highly anxious and neurotic students tend to have low self-esteem and low self concept. None of the other coefficients of correlations shown in Table 17 are statistically significant.



Consideration of Tables 18 and 19 shows that for 3C and 3D there are significant negative correlations between attitude towards school and attitude towards discipline. The interpretation given previously to such negative correlations for 3A and 3B also apply to 3C and 3D. It will be observed that a significant negative correlation exists between reasoning and anxiety (Table 18), and between anxiety and self-esteem, while a significant positive correlation exists between anxiety and attitude towards discipline as assessed by Attitude Questionnaire (b). The finding pertaining to reasoning and anxiety is in accord with some studies which found a negative relationship between anxiety and intelligence, e.g., Sarasen (1957), while the result for anxiety and self-esteem supports those studies which have found high anxiety goes with low esteem, vide Fitts' (1972) and Wylie (1974). As regards the positive correlation between extraversion and self-esteem, this finding supports investigators such as Oso Kamp (1964) and Coopersmith (1967), who maintains that in young adolescents self-esteem is higher among extroverts than introverts. Again further research is required to ascertain whether this finding will occur in larger size samples, and in both sexes.

Consideration of all other correlations in Tables 18 and 19 other than those previously cited shows no significant correlations.

Inspection of Tables 20 and 21 shows few significant correlations. There are four for 3E and 2 for 3F. The sparsity of significant correlations is due perhaps to the small numbers in 3E and 3F. In both 3E and 3F there are significant high positive correlations between attitudes toward discipline. These are due probably to

the fact that certain areas of discipline are common to both Attitude Questionnaires (a) and (b).

In the case of 3E there are significant correlations between anxiety and self-esteem, and anxiety and attitude towards discipline as assessed by Attitude Questionnaire (a). There is also a significant negative correlation between neuroticism and self-esteem. The interpretations previously given to similar patterns of correlations in other groups (sub-forms) also apply to 3E and in general, support previous studies already cited, relating to the relationships between anxiety and neuroticism and self-esteem.

The most consistent features of Tables 22, 23, 24, 25 and 26 are the substantial and positive coefficients of correlation between attitudes toward discipline as assessed by Attitude Questionnaires (a) and (b) for all groups in Form 4. The interpretation previously given to such relationships for Form 3 groups also applies to the various Form 4 groups.

A consistent feature in Tables 22, 23, 24, and 25 are the positive coefficients of correlation between anxiety and neuroticism for all Form 4 groups, apart from Form 4E. The interpretation given to such relationships for the younger age forms also applies to 4A, 4B, 4C and 4D. Another consistent feature in Tables 22, 23, 24, and 25 are the negative correlations between self-esteem and anxiety and neuroticism.

The data in these Tables lead to the conclusion that low self-esteem goes with anxiety and neuroticism, which is in accord with various previous studies such as Fitts (1972), Zahran (1967), Bannister (1970) and Thomas (1980).

Consideration of Tables 22 - 26 shows that apart from the significant positive correlation between reasoning and self-esteem in 4A, there are no significant correlations between reasoning, as assessed by the Matrices test, and any other variable in the other groups. As regards extraversion it correlates (1) positively and significantly with self-esteem in 4B, (2) positively and significantly with attitudes towards discipline in 4B; (3) positively and significantly with attitudes towards school in 4D and, (4) non-significantly with other variables.

The results pertaining (a) to extraversion and self-esteem, and (b) to extraversion and attitudes toward discipline support to some extent the view of Fitts (1956) in the relationships between extraversion and attitude towards discipline and school, and the conclusion of Hollins (1955), that the less extraverted pupils are more likely to be disciplinary problems than the more extraverted pupils. Whether similar conclusions could apply to a wider age-range than the sample studied in the present research, would appear to be a matter worthy of further inquiry.

It will be assessed from Table 23 and 26 that anxiety correlates positively and significantly with attitude towards discipline as assessed by Attitude Questionnaire (b) in 4B, and with attitude towards discipline, as assessed by Attitude Questionnaire (b) in 4E. Anxiety correlates negatively and significantly with attitude towards school in 4E, while attitude to school and attitudes towards discipline are also negatively significant for 4E pupils.

Although there are differences in the frequencies of various types of correlation coefficients for the

different groups which comprised the total sample, nevertheless there are for certain variables considerable similarities in correlation coefficient patterns.

Summary of Conclusions Relating to Hypotheses 1,2,  
3, 4, 5 and 6

Null Hypothesis 1

For the total sample the null hypothesis that age is not a significant factor influencing attitudes towards discipline is rejected since the younger pupils, in general, score significantly higher than the older pupils on the attitude questionnaires pertaining to discipline, that is to say the younger pupils have a significantly better attitude towards discipline.

Null Hypothesis 2

For the total sample the null hypothesis that age is not a significant factor influencing performance on self-esteem, ability, attitude towards school, extraversion and neuroticism tests, is accepted for self-esteem, anxiety, extraversion and neuroticism, but is rejected for reasoning and attitude towards school. The younger age-group has a significantly better attitude towards school than the older age-group, but the latter scores significantly higher for total reasoning score. As regards the other variables age is not a significant factor influencing mean scores for the two year groups,

Null Hypothesis 3

For all sub-groups within the younger and older age-groups respectively, the null hypothesis that no significant differences occur between different sub-groups for

attitude towards discipline, as assessed by Attitude Questionnaire (b) is upheld for all sub-groups, and is also accepted for some sub-groups for attitude towards discipline, as assessed by Attitude Questionnaire (a), but is rejected for some sub-groups.

#### Null Hypothesis 4

For all sub-groups within the younger and older age-groups respectively, the null hypothesis that no significant differences occur between different sub-groups is upheld for all sub-groups, for anxiety, and is accepted in part for some sub-groups but rejected for other sub-groups for the variables of self-esteem, attitude towards school, reasoning, extraversion and neuroticism.

#### Null Hypothesis 5

For all sub-groups within the younger and older age-groups respectively, the null hypothesis that no significant relationships exist between attitudes to discipline and the variables for self-esteem, anxiety, extraversion, neuroticism and reasoning is upheld for some variables but rejected for other variables, in all sub-groups within each year group highly positive and significant correlation occurred between attitudes towards discipline, as assessed by Attitude Questionnaires (a) and (b) leading to a firm rejection of the hypothesis that no significant association exists between attitudes towards discipline as assessed by Attitudes Questionnaires (a) and (b).

### Null Hypothesis 6

For all sub-groups within the younger and older age-groups respectively, the null hypothesis that no significant relationships exist between self-esteem, anxiety, extraversion, neuroticism, reasoning and attitude towards school is upheld for some variables but rejected for others.

### Suggestions For Further Research.

- (1) An extension of the present research design to embrace a wider age range and members of each sex would appear to be indicated by the findings of the present research.
- (2) Investigation of whether or not personality traits additional to those studied in this research influence attitudes towards discipline in comprehensive school pupils.
- (3) A comparison of the attitude towards discipline of adolescents in private and state schools should be of interest and may have a practical value for teachers.
- (4) The relationship between socio-economic class and attitudes towards discipline would seem to be a study worth undertaking.
- (5) A comparative study of attitudes towards discipline (a) of pupils belonging to different ethnic groups, and (b) of pupils with different cultural and religious backgrounds would seem to be a matter worthy of further study.
- (6) To study more precisely whether there is any significant tendency within certain ranges of

intelligence and achievement, for intelligence and achievement to be linked more to a favourable attitude towards discipline. There is the case for certain other ranges of intelligence and achievement.

- (7) There appears to be a need with a larger size sample for further study of the relationships between attitude towards discipline and (1) neuroticism, (2) extraversion, (3) anxiety, and (4) self-esteem.
- (8) There appears to be a distinct need to ascertain whether extraversion is linked negatively and significantly to self-esteem in larger size samples covering a wider range in ages than that employed in the present research, such samples to include both boys and girls.



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A P P E N D I X

Box ALL

NAME.....SCHOOL.....

CIRCLE 'Yes' or 'No'

1. I feel all funny inside if I have to stand up and speak in front of the class. Yes No
2. I get very worried if I see a new kind of sum on the black-board and I do not know how to do it. Yes No
3. It worries if some of my sums are wrong. Yes No
4. My teacher frightens me when he is cross with the class. Yes No
5. At home I often worry about school. Yes No
6. I am worried if I promise to bring to school a book and I forget. Yes No
7. I dread making a mistake when reading aloud to the class. Yes No
8. I don't like other children to know if I get a bad mark for arithmetic. Yes No
9. I do not like having new teachers. Yes No
10. Shivers go up and down my spine if I hear that a child in school is to be severely punished. Yes No
11. I feel so awful if I haven't got gym shoes for P.E. lessons. Yes No
12. I go all hot and cold inside if I think that I am late for school. Yes No
13. I dread the thought of my parents coming to speak to my teacher. Yes No
14. I should hate to go to a new class with strange children. Yes No
15. I am miserable if my teacher grumbles at me. Yes No
16. I dread the thought of examinations. Yes No
17. I hate it if my teacher looks over my shoulder while I am writing. Yes No
18. I dread having to see the school doctor. Yes No
19. I always get dithery and muddled if my mathematics teacher asks sudden questions. Yes No
20. I hate having to go back to school when I have been away. Yes No
21. I think coming back to school after the holidays is frightening. Yes No
22. I am sure that I would go white if I got a message that I had to see the headmaster/headmistress. Yes No
23. Sometimes I have horrid dreams about school. Yes No



COOPER SMITH

	like me	unlike me
1. I often wish I were someone else		
2. I find it very hard to talk in front of a class.		
3. There are lots of things about myself I'd change if I <sup>could.</sup>		
4. I can make up my mind without too much trouble.		
5. I get upset easily at home.		
6. I'm a lot of fun to be with.		
7. It takes me a long time to get used to anything new.		
8. I'm popular with kids my own age.		
9. My parents usually consider my feelings.		
10. I give in very easily.		
11. My parents expect too much of me.		
12. It's pretty tough to be me.		
13. Things are all mixed up in my life.		
14. Kids usually follow my ideas.		
15. I have a low opinion of myself.		
16. There are many times when I'd like to leave home.		
17. I often feel upset in school.		
18. I'm not as nice looking as most people.		
19. If I have something to say, I usually say it.		
20. My parents understand me.		
21. Most people are better liked than I am.		
22. I usually feel as if my parents are pushing me.		
23. I often get discouraged in school.		
24. Things usually don't bother me.		
25. I can't be depended upon.		

# FIT'S

AGREE	NOT SURE	DIS AGREE
AGREE	NOT SURE	DIS AGREE

1. I like school better than anything else.
2. I feel happy at school.
3. If I had my way I would never go to school.
4. I like everything about school.
5. I like some things at school but I don't like others.
6. I hate school more than anything else.
7. I suppose school is alright but I don't care much for it.
8. We have to work too hard at school.
9. We are lucky to have schools to go to.
10. School is a waste of time.
11. I would sooner work at home or somewhere else other than at school.
12. I like the games we have at school.
13. I am glad when school is over.
14. In school we learn a lot of things which are of no use.
15. I like school because it keeps us out of mischief.
16. My mother and father went to school, so I suppose it's alright for me.
17. I like school so much that I don't mind getting tired there.
18. I do not want to leave school.
19. It is a pity we have to go to school.
20. I enjoy every minute of school, but I am glad when the holidays come.
21. I like to hear people saying nice things about the school.
22. I do not care about school work, but I would not like all boys and girls to be like me.
23. I think that life would be better if all the schools were closed.
24. I like school while I am there, but I like holidays better.
25. I like school a little.
26. I like to go to school because I learn many new things there.
27. There is too much work at school.
28. I shall leave school as soon as I am allowed to.
29. We do not have enough play at school.
30. Sometimes I think going to school is good and sometimes I think it is useless.

# JUNIOR EYSENCK PERSONALITY INVENTORY

by Sybil B. G. Eysenck

NAME .....

AGE .....

SEX .....

E=

N=

L=

## Instructions

Here are some questions about the way you behave, feel and act. After each question is a space for answering "YES" or "NO".

Try to decide whether "YES" or "NO" is your usual way of acting or feeling. Put a ruler or a sheet of paper under each question and then put a cross in the circle under the column headed "YES" or "NO". Work quickly, and don't spend too much time over any question. Be sure not to leave out any questions.



Hodder & Stoughton

E  N  L

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

**REMEMBER TO ANSWER EACH QUESTION**

- |   | YES                   | NO                    |
|---|-----------------------|-----------------------|
| 1. Do you like plenty of excitement going on around you? .....                    | <input type="radio"/> | <input type="radio"/> |
| 2. Do you often need kind friends to cheer you up? .....                          | <input type="radio"/> | <input type="radio"/> |
| 3. Do you nearly always have a quick answer when people talk to you? .....        | <input type="radio"/> | <input type="radio"/> |
| 4. Do you sometimes get cross? .....  | <input type="radio"/> | <input type="radio"/> |
| 5. Are you moody? .....   | <input type="radio"/> | <input type="radio"/> |
| 6. Would you rather be alone instead of meeting other children? .....             | <input type="radio"/> | <input type="radio"/> |
| 7. Do ideas run through your head so that you cannot sleep? .....                 | <input type="radio"/> | <input type="radio"/> |
| 8. Do you always do as you are told at once? .....                                | <input type="radio"/> | <input type="radio"/> |
| 9. Do you like practical jokes? .....   | <input type="radio"/> | <input type="radio"/> |
| 10. Do you ever feel "just miserable" for no good reason? .....                   | <input type="radio"/> | <input type="radio"/> |
| 11. Are you rather lively? .....  | <input type="radio"/> | <input type="radio"/> |
| 12. Have you ever broken any rules at school? .....                               | <input type="radio"/> | <input type="radio"/> |
| 13. Do lots of things annoy you? .....  | <input type="radio"/> | <input type="radio"/> |
| 14. Do you like doing things where you have to act quickly? .....                 | <input type="radio"/> | <input type="radio"/> |
| 15. Do you worry about awful things that might happen? .....                      | <input type="radio"/> | <input type="radio"/> |
| 16. Can you always keep every secret? .....                                       | <input type="radio"/> | <input type="radio"/> |
| 17. Can you get a party going? .....  | <input type="radio"/> | <input type="radio"/> |
| 18. Do you get thumping in your heart? .....                                      | <input type="radio"/> | <input type="radio"/> |
| 19. When you make new friends do you usually make the first move? .....           | <input type="radio"/> | <input type="radio"/> |
| 20. Have you ever told a lie? .....   | <input type="radio"/> | <input type="radio"/> |
| 21. Are you easily hurt when people find fault with you or the work you do? ..... | <input type="radio"/> | <input type="radio"/> |
| 22. Do you like telling jokes or funny stories to your friends? .....             | <input type="radio"/> | <input type="radio"/> |
| 23. Do you often feel tired for no good reason? .....                             | <input type="radio"/> | <input type="radio"/> |
| 24. Do you always finish your homework before you play? .....                     | <input type="radio"/> | <input type="radio"/> |
| 25. Are you usually happy and cheerful? .....                                     | <input type="radio"/> | <input type="radio"/> |
| 26. Are you touchy about some things? .....                                       | <input type="radio"/> | <input type="radio"/> |
| 27. Do you like mixing with other children? .....                                 | <input type="radio"/> | <input type="radio"/> |
| 28. Do you say your prayers every night? .....                                    | <input type="radio"/> | <input type="radio"/> |
| 29. Do you have "dizzy turns"? .....  | <input type="radio"/> | <input type="radio"/> |

- |   | YES                   | NO                    |
|---|-----------------------|-----------------------|
| 30. Do you like playing pranks on others? .....   | <input type="radio"/> | <input type="radio"/> |
| 31. Do you often feel fed-up? .....   | <input type="radio"/> | <input type="radio"/> |
| 32. Do you sometimes boast a little? .....  | <input type="radio"/> | <input type="radio"/> |
| 33. Are you mostly quiet when you are with others? .....  | <input type="radio"/> | <input type="radio"/> |
| 34. Do you sometimes get so restless that you cannot sit in a chair long?.....                        | <input type="radio"/> | <input type="radio"/> |
| 35. Do you often make up your mind to do things suddenly? .....                                       | <input type="radio"/> | <input type="radio"/> |
| 36. Are you always quiet in class, even when the teacher is out of the room?                          | <input type="radio"/> | <input type="radio"/> |
| 37. Do you have many frightening dreams? .....  | <input type="radio"/> | <input type="radio"/> |
| 38. Can you usually let yourself go and enjoy yourself at a lively party?.....                        | <input type="radio"/> | <input type="radio"/> |
| 39. Are your feelings rather easily hurt? .....   | <input type="radio"/> | <input type="radio"/> |
| 40. Have you ever said anything bad or nasty about anyone?.....                                       | <input type="radio"/> | <input type="radio"/> |
| 41. Would you call yourself happy-go-lucky?.....  | <input type="radio"/> | <input type="radio"/> |
| 42. Do you worry for a long while if you feel you have made a fool of yourself?                       | <input type="radio"/> | <input type="radio"/> |
| 43. Do you often like a rough and tumble game? .....  | <input type="radio"/> | <input type="radio"/> |
| 44. Do you always eat everything you are given at meals? .....  | <input type="radio"/> | <input type="radio"/> |
| 45. Do you find it very hard to take no for an answer? .....  | <input type="radio"/> | <input type="radio"/> |
| 46. Do you like going out a lot? .....  | <input type="radio"/> | <input type="radio"/> |
| 47. Do you sometimes feel life is just not worth living? .....  | <input type="radio"/> | <input type="radio"/> |
| 48. Have you ever been cheeky to your parents? .....  | <input type="radio"/> | <input type="radio"/> |
| 49. Do other people think of you as being very lively?.....   | <input type="radio"/> | <input type="radio"/> |
| 50. Does your mind often wander off when you are doing a job? .....                                   | <input type="radio"/> | <input type="radio"/> |
| 51. Would you rather sit and watch than play at parties? .....  | <input type="radio"/> | <input type="radio"/> |
| 52. Do you find it hard to get to sleep at nights because you are worrying<br>about things? .....     | <input type="radio"/> | <input type="radio"/> |
| 53. Do you usually feel fairly sure you can do the things you have to?.....                           | <input type="radio"/> | <input type="radio"/> |
| 54. Do you often feel lonely? .....   | <input type="radio"/> | <input type="radio"/> |
| 55. Are you shy of speaking first when you meet new people? .....                                     | <input type="radio"/> | <input type="radio"/> |
| 56. Do you often make up your mind when it is too late? .....   | <input type="radio"/> | <input type="radio"/> |
| 57. When children shout at you, do you shout back? .....  | <input type="radio"/> | <input type="radio"/> |
| 58. Do you sometimes feel specially cheerful and at other times sad without any<br>good reason? ..... | <input type="radio"/> | <input type="radio"/> |
| 59. Do you find it hard to really enjoy yourself at a lively party?.....                              | <input type="radio"/> | <input type="radio"/> |
| 60. Do you often get into trouble because you do things without thinking first?                       | <input type="radio"/> | <input type="radio"/> |

**PLEASE CHECK TO SEE THAT YOU HAVE ANSWERED ALL THE QUESTIONS**



## Attitude to discipline Test (A)

1. Teachers have the right to keep me quiet during lessons

Strongly agree

Agree

I do not know

Disagree

Strongly disagree

2. Teachers have the right to punish me when I break something valuable belonging to the school

Strongly agree

Agree

I do not know

Disagree

Strongly disagree

3. When I disturb the class by making a noise I should accept the teacher's punishment

Strongly agree

Agree

I do not know

Disagree

Strongly disagree

4. I do not like the teachers authority, so I should resist it

Strongly agree

Agree

I do not know

Disagree

Strongly disagree

5. I should confront a teacher on an issue in which he is wrong

Strongly agree

Agree

I do not know

Disagree

Strongly disagree

6. We should respect our teachers

Strongly agree

Agree

I do not know

Disagree

Strongly disagree

7. Teachers have the right to compel me to do homework which I do not like

Strongly agree

Agree

I do not know

Disagree

Strongly disagree

8. Teachers have the right to guide me in my education

Strongly agree

Agree

I do not know

Disagree

Strongly disagree

9. Teachers should never punish pupils

Strongly agree

Agree

I do not know

Di

Strongly disagree



10. We should leave the classroom whenever we like without asking permission from the teachers

Strongly agree

Agree

I do not know

Disagree

Strongly disagree

11. I often feel like telling my teacher off

Strongly agree

Agree

I do not know

Disagree

Strongly disagree

12. At our age we need more guidance from teachers

Strongly agree

Agree

I do not know

Disagree

Strongly disagree

13. When I have a problem the advice of a teacher is not valued

Strongly agree

Agree

I do not know

Disagree

Strongly disagree

14. Dealing with our teachers is difficult

Strongly agree

Agree

I do not know

Disagree

Strongly disagree

15. There is generally a good reason for each rule the teacher makes

Strongly agree

Agree

I do not know

Disagree

Strongly disagree

16. I get angry when the teacher corrects my mistakes

Strongly agree

Agree

I do not know

Disagree

Strongly disagree

17. I can work without a teacher's guidance in my school

Strongly agree

Agree

I do not know

Disagree

Strongly disagree

18. When a teacher asks me to clean the blackboard after the lesson, I protest

Strongly agree

Agree

I do not know

Disagree

Strongly disagree

19. I do not care for a teacher's advice on how to do something

Strongly agree

Agree

I do not know

Disagree

Strongly disagree

20. Teachers have the right to guide us about our school activities in school

Strongly agree

Agree

I do not know

Disagree

Strongly disagree

21. Teachers have the right to punish a child who breaks the school rules

Strongly agree

Agree

I do not know

Disagree

Strongly disagree

22. We should obey our teachers without any resentment

Strongly agree

Agree

I do not know

Disagree

Strongly disagree

23. I would like to seek the advice from teachers when I have a problem with the opposite sex

Strongly agree

Agree

I do not know

Disagree

Strongly disagree

24. Our teachers are unfair in marking out written work

Strongly agree

Agree

I do not know

Disagree

Strongly disagree

25. When we go on a visit the teachers are nice and let us enjoy ourselves

Strongly agree

Agree

I do not know

Disagree

Strongly disagree

26. We should be allowed to read whatever we want without the teacher's interference

Strongly agree

Agree

I do not know

Disagree

Strongly disagree

27. If I disagree with one of my friends, the teacher's decision who is right or wrong is reasonable

Strongly agree

Agree

I do not know

Disagree

Strongly disagree

Note on Attitude Test (A)

In order to test the suitability of the Egyptian test of attitude with respect to understanding and its language for British pupils, a random sample of 40 schoolgirls in the age range studied were given the test. In all cases the girls understood what the test involved and there were no conceptual difficulties regarding the language of the test items.



## Attitude to discipline Questionnaire (B)

ANSWER YES NO or UNSURE

1. A teacher should always tell a child what to do.
2. Teachers have to be strict to get any work done.
3. You must learn to obey orders before you can give the
4. You must obey the rules when you play games or sports
5. Children who break school rules deserve to be punished by teachers.
6. I think it is wrong to break rules.
7. All pupils who break the school rules should be punished
8. Pupils who obey the rules are soft.
9. Pupils who cause trouble at school discos should be thrown out.
10. Bullies should be caned.
11. No pupils should be able to do exactly what she likes in school
12. I must cheat in exams because it is against the rules.
13. If I don't see the need for a rule then I won't obey it.
14. Children should be punished for not wearing their school uniform.
15. If a teacher told me not to smoke because it may damage my health, I would still smoke.
16. Children should be able to do whatever they like in school
17. When a breach of discipline occurs it is up to the teacher involved to decide on the type of action to be taken.
18. Children should not be punished when they misbehave in school.
19. I never feel ashamed of myself even if I have done something wrong.
20. If a child is kept busy in school then she will not have time to misbehave.
21. Children who misbehave in class should be kept in at break as punishment.

22. Pupils who are unable to submit to discipline will never reach positions of authority.
23. I think it is wrong to tell lies.
24. If a teacher tells you to do something, you should always do it no matter what you really want to do.
25. Pupils who stay away from lessons should be punished.
26. Written rules should be made and there should be a set punishment for every rule which is broken.
27. Boys and girls should receive the same type of punishment when they break the same rules.
28. Learning to do as you are told in school helps you to learn to obey rules and laws in society.
29. Pupils who damage school property should be made to pay for it as a punishment.
30. Pupils who misbehave after school hours should be punished by the school if they bring the school into disrepute.