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2011

EXAMINING ADMINITRATORS' DISCIPLINARY PHILOSOPHIES: A CONCEPTUAL MODEL

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ABSTRACT OF THESIS

EXAMINING ADMINISTRATORS' DISCIPLINARY
PHILOSOPHIES: A CONCEPTUAL MODEL

In the 40th Annual Phi Delta Kappa/Gallup Poll of the Public's Attitudes toward the Public Schools, Americans rated discipline as the second largest problem facing public education (Bushaw & Gallup, 2008). This poses a substantial problem for administrators as they strive to employ school reform policies, address public demands and meet the needs of contemporary students. A review of literature revealed a large body of research which examines disciplinary practice; however, it also showcased a literary gap regarding administrative disciplinary philosophies. This multiple case study highlights disciplinary philosophies possessed by five secondary school administrators. Analysis included utilizing the Administrator Discipline Facilitation Continuum; an adapted discipline continuum developed to analyze administrator disciplinary philosophies. The versatility of the continuum is discussed, as well as implications for its use and future development.

KEYWORDS: Discipline, Administrator Philosophy, Discipline Facilitation Continuum, Classroom Management, School Discipline Management

<u>   Brittany Wilkinson Smith   </u>

<u>   April 19, 2011   </u>

EXAMINING ADMINISTRATORS' DISCIPLINARY
PHILOSOPHIES: A CONCEPTUAL MODEL

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THESIS

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THESIS

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A thesis submitted in partial fulfillment of the
requirements for the degree of Master of Science in the
College of Agriculture
at the University of Kentucky

By

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Lexington, Kentucky

Director: Dr. Bryan Hains, Assistant Professor of Agricultural Education

Lexington, Kentucky

2011

Dedicated to my husband, Kyle.
In Christ, the two become one.
I love you and I look forward to our
continued journey together.

ACKNOWLEDGEMENTS

I would like to express my sincerest gratitude to all of those individuals in my life who have assisted, encouraged, and inspired me in my educational endeavors. This thesis is a culmination of many years of challenge and growth, and I could not have made it through without the support of many individuals. While I am not able to acknowledge each of you on this page, I truly appreciate your support and guidance.

To Dr. Bryan Hains, for serving as my thesis director. Thank you for challenging me to be the best I could be. While this road has not been a smooth one, I truly appreciate your continued support and belief that I was able to accomplish even the highest goals. Through this process, I have learned a lot about education, but even more about myself, and I attribute that to your challenge and inspiration.

To Dr. Gary Hansen and Dr. Kristina Ricketts, for serving on my committee. I truly value your wisdom and appreciate your contributions to my graduate work. Thank you for your support and encouragement.

To my mom and dad, Danny and Sandy Wilkinson. You both are my inspiration. I cannot express how glad I am that God blessed me with you as my parents, and how much I hope to become just a piece of the people that you are. Thank you for believing in me and supporting me in everything I do. I love you both.

To my brother, Derek. You are more than a brother, you are one of my best friends. I am so proud of you in all you have accomplished. Thank you for being there for me to talk and to listen in times when I needed it most.

Finally to my husband, Kyle. You complement me in everything I do. Thank you for believing in me and encouraging me to complete this thesis. I could not have done this without your love and support. I am so blessed that God sent you to me in a time in my life when He knew I needed you most. I cannot wait to see what the future has in store for us, and I am so thankful that we will be walking through it together.

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Background and Setting

In the 40th Annual Phi Delta Kappa/Gallup Poll of the Public's Attitudes toward the Public Schools, Americans rated student discipline as the second largest problem facing education (Bushaw & Gallup, 2008). This is discouraging as school administrators and teachers have collaborated for decades to implement disciplinary practices that provide a safe and orderly academic atmosphere (Baker, 2005; Cameron, 2006; Edwards, 1994; Richardson & Fallona, 2001; Zuckerman, 2007). Yet, these results are significant as public opinion often influences educational policy and disciplinary practice (Johanningmeier & Richardson, 2007).

From their peripheral perspective, the public may assume there are uniform protocols which educators use to provide a safe educational environment; however, practical implementation can take several forms. This was exemplified after the 1994 federal Gun-Free Schools Act when several administrators amended school disciplinary policies (Sughrue, 2003). Local interpretation from both administrators and teachers led to wide variance in implementing school zero tolerance discipline policies, often making schools "inhospitable" and "prisonlike" (Schachter, 2010; Skinner, Skinner, Skinner, & Cashwell, 1999). In this case, administrative changes made as a result of public opinion were highly reactionary and led to adverse results (Martinez, 2009; Mayer, 2010).

Theoretical/Conceptual Framework

The role of administrator is distinctly different from that of teacher (Glanz, 2004). Due to this divergence, Wilkinson and Hains (2010) adapted Wolfgang and Glickman's

Teacher Behavior Continuum (1980, 1986) to analyze administrator philosophies

regarding school discipline. Research establishes philosophical foundations for teacher

management of student misbehavior within the classroom, and as a result, teachers

choose discipline models which reflect their philosophy about the way in which

individuals should be treated (Richardson & Fallona, 2001; Tauber, 2007). The

Administrator Discipline Facilitation Continuum (Wilkinson & Hains, 2010) was created

to showcase similar philosophies possessed by administrators in their administration of

school-wide discipline. The Administrator Discipline Facilitation Continuum (Wilkinson

& Hains, 2010) can be seen in Figure 1.

At		**aT**
Interventionist	**Interactionalist**	**Noninterventionist**
•Administrator handles discipline of the school. •Supports teachers in referrals. •Clearly defined expectations for school-wide behavior. •Consequences assigned systematically for misbehavior.	•Relationships are fundamental to successful discipline. •Teachers and administrators work together to develop expectations and consequences. •Team approach to discipline.	•Teachers develop personal discipline code. •Teachers administer most discipline within the classroom. •Administrators are involved only when needed.

A – Administrator facilitates most discipline
a – Administrator facilitates less discipline
T – Teacher facilitates most discipline
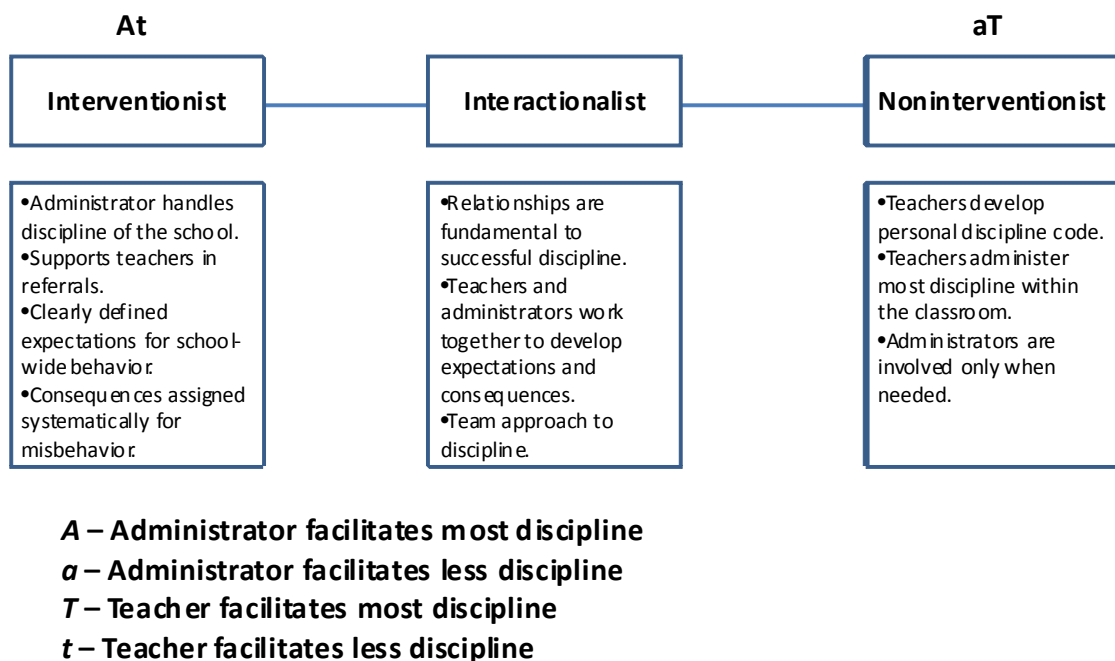*t* – Teacher facilitates less discipline

Figure 1.1. Administrator Discipline Facilitation Continuum

Within this framework, administrator philosophy is determined from their beliefs

regarding interactions with teachers. Interventionist philosophy entails a very

"administrator-centered" discipline management strategy. Through a system of rewards and punishments, interventionist administrators feel that it is their responsibility to shape student behaviors. These administrators believe that it is their responsibility to handle the discipline of the school. They support teachers in delivering behavioral consequences and have a clearly defined set of expectations. Conversely, noninterventionists possess a much more "teacher-centered" philosophy; creating an environment where teachers develop their own rule structure and implement discipline within their classroom. Noninterventionist administrators believe that the teacher possesses the necessary tools to administer discipline effectively and only step in to assist in extreme situations. Interactionalists, lying somewhere in the middle, favor working with both teachers and students to implement discipline. Interactionalists believe that in order to solve discipline problems, all people involved must have equal participation in the solution. They feel that a team approach is necessary to develop expectations and decide appropriate consequences toward improper behavior.

Need for the Study

In the 40th Annual Phi Delta Kappa/Gallup Poll of the Public's Attitudes toward the Public Schools, Americans rated discipline as the second largest problem facing public education (Bushaw & Gallup, 2008). This concern is not a recent development. Student discipline has been identified as a primary issue in education for over four decades (Tauber, 2007). These findings guide educational policy regarding student discipline within all facets of the educational system (Johanningmeier & Richardson, 2007). On the front line, school administrators and teachers form a foundation for the

school environment by maintaining a safe and orderly atmosphere through the implementation of discipline (Cameron, 2006). The individual disciplinary actions of the teachers and administrators are based on values, and are exhibited as philosophies (Moorhead & Nediger, 1991). While there is much research analyzing teachers' impacts on classroom management and discipline, there is far less research that looks at such management from the view of administrators (Baker, 2005; Celikten, 2001; Beyda Lorie & Lee, 2007; Sokal, Smith, & Mowat, 2003; Zuckerman, 2007).

Statement of the Problem

While there are many studies analyzing the teacher impact on classroom management and discipline, there are far less examining administrator disciplinary management (Baker, 2005; Beyda Lorie & Lee, 2007; Celikten, 2001; Sokal, Smith, & Mowat, 2003; Zuckerman, 2007). This lack of definition in academic findings creates a challenge when studying administrator discipline facilitation in schools. Administrators cannot simply be overlooked in this discussion as Kentucky has been defined as a state in which the administrators have a moderate influence on instruction and supervision (Marks and Nance, 2007). Therefore, how can we compare administrators' philosophies of discipline in Fayette County, Kentucky secondary schools?

Purpose of the Study

Literature regarding student discipline has primarily focused on teacher-student interactions over the last four decades. Wolfgang and Glickman (1980) utilized these foundational philosophies to develop the Teacher Behavior Continuum. The continuum

is a tool used to analyze power differences between teacher and student using three philosophical categories: *Interventionist, Interactionalists, and Noninterventionists*.

Moorhead and Nediger (1991) assert that administrative actions are based on personal values, and are therefore exhibited as philosophies. Thus, philosophies should guide administrator actions and values; however there is very little research which analyzes this relationship. The existing literature pertaining to administrator philosophies regarding disciplinary facilitation is highly prescriptive, often lacking theoretical application. Therefore, it was purpose of this study was to examine administrators' philosophies of discipline within the secondary education system using the Administrator Discipline Facilitation Continuum (Wilkinson & Hains, 2010), adapted from the Teacher Behavior Continuum (Wolfgang & Glickman, 1986). Validity of the continuum will be enhanced as the diversity among educational institutions will span religious education, career and technical education, and public schools with varying socio-economic status.

Objectives

This study utilized the following objectives:

1. Describe the characteristics of the administrators (years in education, prior experiences, current role in the school)

2. Describe the characteristics of the schools (public or private, religious affiliation, socio-economic status)

3. Describe the philosophy of discipline possessed by each administrator.

4. Describe administrator perspectives on Social Power Structures.

5. Define administrators' philosophy of discipline using the Administrator

   Discipline Facilitation Continuum (Wilkinson & Hains, 2010)

Definition of Terms

Administrator: school leader in charge of management decisions and discipline
facilitation.

Discipline: school-wide behavior management system enforced by the school
administrator and facilitated by both administrator and teacher.

Philosophy: personal beliefs which guide decision making and inform practice.

Chapter II - Review of Literature

Administrator disciplinary practice is highly individualized and based on individual values. Moorhead and Nediger (1991) attribute interpretive variance to individual values, which are often exhibited as philosophies. This directly applies to educators as they possess strong humanitarian beliefs which guide their instructional practice (Malow-Iroff, O'Conner & Bisland, 2004). These beliefs provide philosophical foundations for managing student misbehavior within the classroom (Richardson & Fallona, 2001; Tauber, 2007). As a result, teachers choose discipline models which reflect their philosophy about the way in which individuals should be treated (Tauber, 2007).

Established Disciplinary Theoretical Frameworks

Educational discipline models stem from theoretical foundations associated with social, behavioral and cognitive sciences, providing a base for understanding human learning and social interaction (Bandura, 1969; Pavlov, 1927; Piaget, 1972; Vygotsky, 1978; Weiner, 1972). Tauber (2007) examined three disciplinary theoretical frameworks generally accepted within the field of education: the Behaviorist – Humanist Framework, the Social Bases of Power Framework, and the School of Thought Framework. These frameworks, while somewhat dated; provide rationale for many contemporary disciplinary models.

Behaviorist – humanist framework.

The Behavior – Humanist framework is based on the works of both Burrhus Frederic Skinner and Carl Ransom Rodgers (Tauber, 2007). Skinner (1953) proposed people learn by the consequences of their actions and therefore it is the teacher's role to establish the conditions in which the student learns. He believed it was possible to change behavior quickly and maintain behavioral consistency for long periods of time through what he defined as operant conditioning (Skinner, 1953). Within the school-based operant conditioning model, students are rewarded for appropriate behavior, and punished for incorrect behavior. Power is established when a teacher implements a punitive action toward the student or individual exhibiting misbehavior (Skinner, 1987; Tauber, 2007; Wheldall & Glenn, 1989).

In direct contrast, Carl Rogers promoted a humanist philosophy. Rodgers believed that humans were naturally internally motivated to learn and desire to become the best they can be through "self actualization" (Rogers, 1951; Tauber, 2007). Self actualization occurs when one confronts their fears and problems, struggles with solving them, and master's them only to be confronted with a new problem (Rogers, 1980). In order to enhance student self actualization, teachers work to promote the natural intrinsic motivation and inquiry in children. Power of the teacher is thereby surrendered in an effort to empower students to make their own decisions (Boje & Rosile, 2001; Tauber, 2007).

Early contributions from both Skinner and Rogers provided a foundation for philosophical development regarding student behavior and misconduct, leading to the development of the Skinner and Rogers' Continuum (Rogers, Kirschenbaum, &

Henderson, 1989). This scale provides insight toward individual discipline philosophies as personal beliefs and practices are placed on a continuum based on Skinner's and Rogers' theories of the human learning.

Social bases of power framework.

Social psychologists John French and Bertram Raven (1959) proposed five categories in which humans assert power over one another: Coercive Power, Legitimate Power, Reward Power, Expert Power, and Referent Power. Tauber (2007) suggested most teachers favor two categories within this framework; Coercive Power, the ability to delegate punishment and dictate student behavior, and Reward Power, the practice of rewarding students for positive behavior.

He explained that teachers assert power within these categories as they were conditioned to do so due to the strong behaviorist traditions associated with our educational system. However, Tauber (2007) identified the categories of Legitimate Power, Expert Power, and Referent Power as the most influential categories of social power. Legitimate power pertains to the social status given to ones' position or career (French & Raven, 1959). For teachers, this role shifts in accordance with societal values and expectations. Expert power refers to the unique knowledge base of the teacher. In this category, students give power to their teachers as they believe they can learn from masters of expertise. The last category is Referent Power. Tauber (2007) believed Referent Power to be the strongest category of social power. Teachers who have the ability to develop strong rapport with their students by identifying with them, mentor them, and maintaining respect, often have power over students both inside and outside

the classroom setting. While teachers often assert a particular form of power, rarely are they from a single category. Their disciplinary practices are represented in percentages within each category. These percentages provide insight toward teacher philosophical beliefs and practices.

School of thought framework.

Building from the primary tenets of the Skinner and Rogers' theoretical contrasts (Skinner, 1953; Rogers, 1951) and French and Raven's (1959) power differentiation model, Wolfgang and Glickman (1980, 1986) developed the Teacher Behavior Continuum. This model focuses on student behavior management as well as teacher - student power differentiation. Power is recognized as the ability to make decisions regarding consequences to improper student behavior (Wolfgang & Glickman, 1986). The continuum is divided into three categories: Interventionist, Interactionalist, and Noninterventionist.

Interventionists believe it is their responsibility to shape student behaviors through a system of rewards and punishments; thus, possessing a high degree of power (Wolfgang and Glickman, 1980, 1986). Practitioners are proponents of the behaviorist philosophy and believe human development can be explained through an understanding of the quantity and quality of external stimuli (Skinner, 1953; Watson, 2004; Wolfgang & Glickman, 1986). An Interventionist utilizes a system of rules, rewards, and punishments to create an environment where misbehavior is an unpleasant experience for the student as they believe student behavior is influenced by changes in external conditions.

Interventionist philosophy is exhibited in Canter's (1992) *Assertive Discipline* and Dobson's (1992) *A Place for Punishment.*

On the opposite end of the continuum, noninterventionist believe in creating an environment where students manage their own misbehavior; establishing a high degree of power for the child. These individuals support a humanist philosophy and believe that an inner rationality within each child is constantly striving to improve that child (Combs, 1985; Rogers, 1951; Wolfgang & Glickman, 1986). Noninterventionists believe student behavior is the result of inner processes; therefore teachers who align with this philosophy strive to develop relationships and listen to the students. While listening, the student can process experiences and work through misbehavior (Combs, 1985). Examples of noninterventionist philosophy can be seen in both Ginott's (1972) *Congruent Communication* and Gordon's (1974) *Teacher Effectiveness Training.*

Interactionalists, in the center of the continuum, believe teachers and students participate equally in the discipline process (Hensley & Burmeister, 2006). Practitioners support social, gestalt, and developmental psychologies (Brown, 1965; Koffka, 1935; Piaget 1972; Vygotsky, 1978; Wertheimer, 1944; Wolfgang & Glickman, 1986). These individuals view the child as part of his or her total environment, therefore all factors are considered as the teacher and student work together to formulate a remedy (Wolfgang & Glickman, 1986). In this process, the teacher serves as a clarifier, a boundary delineator, and finally an enforcer (Wolfgang & Glickman, 1986). The interactionalist philosophy is demonstrated by both Glasser's (1986) *Control Theory* and Albert's (1989) *Cooperative Discipline.*

The Need for an Educational Administrative Model

Research has shown there are several theoretical frameworks and correlating disciplinary models that examine teacher influence on classroom management and discipline; however, there are far less identifying administrator disciplinary philosophy and management (Baker, 2005; Beyda Lorie & Lee, 2007; Celikten, 2001; Sokal, Smith, & Mowat, 2003; Zuckerman, 2007). This lag in administrative understanding is substantial as school authorities are often charged with several roles regarding students; including agent-of-state, custodial, and tutelary (Ehrensal, 2003; Marks & Nance, 2007). In order to fulfill these roles, school administrators must establish a safe educational environment and make final decisions regarding student behavior (Celikten, 2001; Glanz, 2004). Responsibilities surrounding student/teacher conflict and student misbehavior are often delegated to the assistant principal who manages student discipline throughout the school and sets the disciplinary culture (Berlin, 2009).

Administrator demands are becoming more diverse as they strive to meet the needs of contemporary students while implementing school reform policies (Berlin, 2009; Leone, Warnimont, & Zimmerman, 2009). This includes communicating with and advising teachers who may differ in disciplinary philosophy, adding to the complexity of disciplinary facilitation (Beyda, Lorie & Lee, 2007; Wahlstrom, & Louis, 2008). While administrator demands are well documented, administrative philosophies and expectations toward teachers surrounding these philosophies have yet to be adequately explored (Baker, 2005; Youngs, 2007; Zuckerman, 2007). Therefore, the purpose of this study was to examine administrators' philosophies of discipline within the secondary

education system using the Administrator Discipline Facilitation Continuum (Wilkinson & Hains, 2010).

Administrator Discipline Facilitation Continuum: A conceptual framework

As previously outlined, the role of administrator is distinctly different from that of a teacher. Literature pertaining to disciplinary facilitation by administrators is often highly prescriptive, lacking theoretical application and individual philosophical distinction (Clark, 1999; Hartzell & Petrie, 1992; Keesor, 2005). Most models do not account for interpretive variance based on individual humanitarian beliefs or philosophies (Moorhead & Nediger, 1991; Malow-Iroff, O'Conner & Bisland, 2004; Richardson & Fallona, 2001). Therefore, a new framework was needed to examine administrator philosophies and teacher discipline expectations within a school setting (Celikten, 2001; Glanz, 2004).

Wilkinson and Hains (2010) modified Wolfgang and Glickman's Teacher Behavior Continuum (1980, 1986) to explore administrator philosophies and teacher expectations related to school discipline. The continuum was purposefully chosen as it fuses both student behavior management (Skinner, 1953; Rodgers, 1951) and social power structures (French & Raven, 1959). Traditionally, the continuum explored disciplinary philosophies and practices associated with teacher-student relationships. However, primary tenets associated with the model pertain to student discipline, for which final decisions are made by school administrators, and social power structures, including administrator-teacher interactions (Berlin, 2009; French & Raven, 1959; Tauber, 2007).

Adaptation was needed to highlight the intricate power discrepancies between school administrators and teachers regarding the facilitation of student discipline and behavior management (Berlin, 2009; Beyda, Lorie & Lee, 2007; Leone, Warnimont, & Zimmerman, 2009; Wahlstrom, & Louis, 2008). Therefore, researchers adapted the model to better articulate various power discrepancies and disciplinary practices between administrators and teachers along the continuum. Philosophical indicators associated with disciplinary philosophies were referenced from Wolfgang and Glickman's (1980; 1986) interventionist, interactionalist, and noninterventionist categories. The Administrator Discipline Facilitation Continuum is presented in Figure 2.

At	aT

Interventionist — **Interactionalist** — **Noninterventionist**

Interventionist	Interactionalist	Noninterventionist
•Administrator handles discipline of the school. •Supports teachers in referrals. •Clearly defined expectations for school-wide behavior. •Consequences assigned systematically for misbehavior.	•Relationships are fundamental to successful discipline. •Teachers and administrators work together to develop expectations and consequences. •Team approach to discipline.	•Teachers develop personal discipline code. •Teachers administer most discipline within the classroom. •Administrators are involved only when needed.

A – **Administrator facilitates most discipline**
a – **Administrator facilitates less discipline**
T – **Teacher facilitates most discipline**
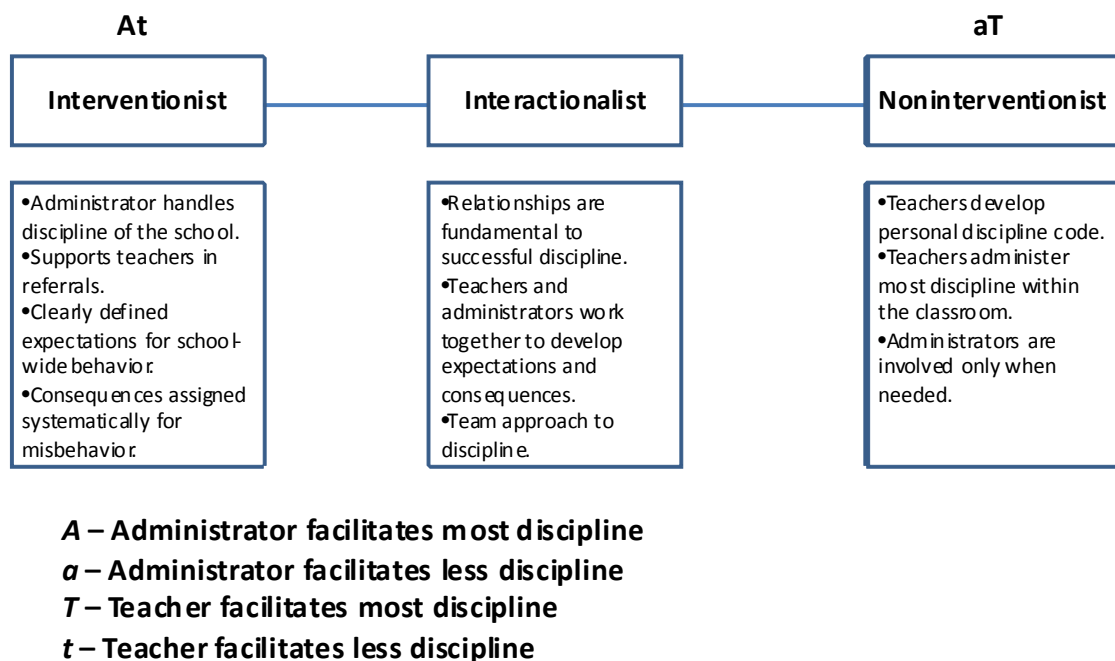*t* – **Teacher facilitates less discipline**

Figure 2. Administrator Discipline Facilitation Continuum

Within this framework, power is symbolized by the letters A and T. Administrator philosophy is determined by beliefs associated with overall disciplinary facilitation.

Upper case A or T symbolizes a philosophy that exhibits the administrator or teacher as having more power regarding discipline facilitation. Conversely, lower case a and t symbolize a philosophy that demonstrates either the administrator or teacher as having less power to administer discipline. The combination of these letters symbolizes the overall philosophy. For example, the combination "At" would symbolize the administrator facilitating the most discipline while the teacher had little to no disciplinary responsibility. The combination "aT" indicates the administrator having little to no disciplinary responsibility with more responsibility placed upon the teacher. Combinations of "at" or "AT" demonstrate shared responsibility by both teacher and administrator and either signify both as having little influence or both as having great influence respectively.

Interventionist administrators (At) believe that it is their responsibility to handle the discipline of the school. Characteristics of directive leadership are often exemplified in this type of administrator (Somech, 2005). Interventionist administrators support teachers in delivering behavioral consequences and have a clearly defined set of expectations for the school. Punishment is a common remedy for inappropriate behavior, and punishments are often defined along with school expectations. Interventionist administrators see school discipline as successful when they are made aware of the problems and are able to reprimand the students.

Conversely, noninterventionist administrators (aT) create an environment where teachers develop their own rule structure and consequences for student misbehavior within their classroom. The importance of the teacher being in control of their classroom and handling all disciplinary problems within the classroom walls is stressed.

Noninterventionist administrators wish to only be involved in extreme situations when the teacher has exhausted all options and the student continues the inappropriate behavior.

Interactionalist administrators are positioned (AT or at) in the middle of the continuum. These administrators favor working with both teachers and students to facilitate discipline. Often, interactionalist administrators will possess characteristics of participative leadership (Somech, 2005). A team approach is necessary to develop expectations and decide appropriate consequences toward improper behavior. The role of the administrator and the role of the teacher can be viewed as equally important in understanding the context of the inappropriate behavior. Disciplinary success is realized when the teacher and the administrator work together to facilitate discipline in the building.

Each of the defined philosophies consists of individual strengths and weaknesses. It was not the goal of this study to identify these elements, rather begin to identify the philosophical beliefs associated with each administrator.

Chapter III – Methodology

Research Design

The researcher utilized a constructivist qualitative framework to gain a deep understanding of administrator philosophies. This paradigm is applied when the researcher studies multiple realities constructed by people and examines the implications of those constructions toward their interactions with others (Patton, 2002). Within the constructivist framework the researcher and the participant(s) are linked and findings are created as the investigation proceeds (Guba & Lincoln, 1994). Knowledge transferred from one context to another is the explicit experience of the participant, and is often presented by case studies (Guba & Lincoln, 1994). Constructivism in this study is characterized by:

- Individual interviews

- Conservation analysis

- Producer of knowledge is participant

- Researcher role is detached

- Researcher relation is to describe the practice (Koro-Ljungberg, Yendol-Hoppey, Smith & Hayes, 2009)

The purpose of this study was to examine administrator philosophies utilizing the Administrator Discipline Facilitation Continuum, therefore, case study evaluation was deemed most appropriate. Patton (2002) and Stake (1995) define case studies as allowing researchers to examine a unit of analysis from multiple perspectives. Case studies are beneficial when previously developed theory is used as a template against which to

compare the empirical results of the case study (Tellis, 1997; Yin, 2003).The units of analysis for this study were individual administrator's disciplinary philosophy, correlating teacher expectations and disciplinary practice.

Population and Sample

Administrators were purposefully selected to span the diverse typology of secondary schools in an urban county in a southern state. Five schools were selected based on their structure: public and private schools, traditional and career and technical schools, religious affiliation, and socio-economic status. Socio-economic status was defined by the status of free and reduced lunch applications at the public schools. The schools selected are described as follows: (1) low socio-economic status public high school; (2) high socio-economic status public high school; (3) career and technical center; (4) private Protestant high school; (5) private Catholic high school. This population was selected to effectively span the diverse typology of secondary schools in Fayette County.

Glanz (2004) defined assistant principals as having the duty of student discipline in the school building, therefore the assistant principal, or equivalent, of each school were selected as the disciplinary authority of the school (N=5). If administration from a selected school declined to participate, another school was selected from the county that fits the designated criteria.   Each administrator granted consent to participate in the study via the University of Kentucky Institution Review Board approved consent form. The consent form can be seen in Appendix A.

Instrumentation

A pilot interview was conducted by the researcher, trained in qualitative data collection and analysis, prior to data collection. The purpose of the pilot was to examine the effectiveness of the interview protocol. The interview consisted of a vice principal at a secondary career and technical center. The administrator had served in this capacity for six years and was a secondary career and technical teacher seven years prior. Interview questions and protocol were examined upon completion. Administrator critiques were documented and evaluated by the researcher and her chair, using previous literature. Interview protocol was then refined, increasing qualitative dependability (Baxter & Jack, 2008; Patton, 2002).

The Administrator Discipline Facilitation Continuum was also examined during the interview. To do so, administrator responses were recorded and transcribed. Next, the researcher and her chair collaboratively holistically coded the raw data (Saldaña, 2009). Data was then axial coded using philosophical and power differentiated indicators associated with the interventionist, interactionalist, and noninterventionist categories in relation to administrator-teacher relationships (Denzin & Lincoln, 2005; Wilkinson & Hains, 2010; Wolfgang & Glickman, 1980; 1986). Finally, researchers compared and contrasted data categories and came to consensus, increasing inter-rater reliability (Patton, 2002). Administrator responses were then placed along the Administrator Discipline Facilitation Continuum and results were presented to the vice principal for confirmation, establishing initial credibility for the continuum (Denzin & Lincoln, 2005).

Data Collection

Evidence was collected in two forms, semi-structured, focused interviews and school artifacts. Yin (2003) and Patton (2002) identify both as primary sources for case study analysis. Interview questions were based on previous literature and supported established research objectives. A list of the interview questions can be seen in Appendix B. Participant interviews were the primary source of data collection as they best represented individual philosophies and beliefs. Interviews were completed by the researcher, who also conducted the pilot interview, within each school setting. Each session lasted 30 minutes due to limited administrator availability. Sessions were digitally recorded and later transcribed for analysis.

The second data source consisted of school artifacts. School artifacts included school handbooks and discipline referral forms. Artifacts outlined established disciplinary procedures unique to each school system and provided a common code for dealing with student misbehavior.

Data Analysis

The researcher sought to describe administrator's philosophy only during the time data were collected. Therefore, results are solely based on the individual's belief within a specific context and time and are not generalizable.

School handbooks and discipline referral forms were evaluated then cross checked to ascertain disciplinary procedures for each school, assisting with data confirmation (Gall, Gall, & Borg, 2007; Patton, 2002). It was critical to examine disciplinary artifacts associated with each school as it assisted in highlighting variance in

individual interpretation. Analysis assisted the researchers in understanding the established disciplinary expectations and cultures associated with each school.

Interviews were transcribed and analyzed using both open and axial coding (Denzin & Lincoln, 2005). Upon initial transcription both the researcher and her chair collaboratively coded raw data using holistic coding (Saldaña, 2009). Holistic coding involves grasping initial themes by absorbing them as a whole rather than line by line (Saldaña, 2009). The researcher clarified initial themes with each administrator, establishing data trustworthiness (Guba & Lincon, 1994).

Next, the investigators independently axial coded initial themes using philosophical and power differentiated indicators associated with the interventionist, interactionalist, and noninterventionist categories in relation to administrator-teacher relationships (Wilkinson & Hains, 2010; Wolfgang & Glickman, 1980; 1986). Established themes were then compared to the philosophical indicators and placed upon the Administrator Discipline Facilitation Continuum. Philosophical placements were then examined by administrators for clarity and confirmation (Patton, 2002).

Qualitative Validation

Trustworthiness and credibility (the qualitative equivalent of internal validity) were established in this qualitative inquiry through several practices. First of all, structural corroboration resulted from the triangulation of both methods and data. The methods triangulation consisted of interview questions based on the literature review, the research faculty review of interview questions, the pilot interview, and participant interviews. Data triangulation resulted from the transcribed interviews and document

analysis of school artifacts. Consensus in data analysis was established through peer review, interrater reliability, and investigator triangulation throughout the analysis process. Referential and interpretive adequacy is attributed to the member check and respondent validation practices, and the use of direct quotes. Throughout the interviews, the researcher validated responses through follow up questioning. Direct quotes remove bias from the analysis. Finally, to control the researcher bias in the inquiry, a constant practice of reflexivity was instituted throughout the inquiry.

In addition to trustworthiness and credibility, three additional validation factors were established in this investigation. Confirmability (the qualitative equivalent of objectivity) was established through an audit trail of all interactions and observations, triangulation of both data and methods, peer review throughout the process, and constant reflexivity. Dependability (the qualitative equivalent of reliability) was established through interrater reliability as the interviews were coded using both open and axial codes. Finally, transferability (the qualitative equivalent of external validity) does not apply to this inquiry as this study is not generalizable in any format. Due to the fact that the administrators were purposefully selected, this inquiry only described the administrator's philosophy at that time therefore providing baseline data for future research.

Basic Assumptions

For this study, the following were assumed to be true:

- Administrators responded to questions during the interview truthfully.

- Responses given by administrators equated to their practices within the school.

- Administrators were currently serving in the role of principal or vice principal of a secondary school, or the school equivalent.

Limitations of the Study

A primary limitation of this study was the time frame available for interaction with administrators. It would have been beneficial to observe administrators over a period of time to determine their philosophy instead of a one-time informal interview, but time prohibited the extended observations. Administrators were willing to participate in a 30-minute interview which was much more feasible in the demanding nature of their jobs. Extended observation hours would have been much more difficult to secure as much of an administrator's duties require confidential interactions. Participants were purposefully selected from the Fayette County, Kentucky area; therefore the results may not be generalized beyond the schools in the study. The information that was collected was information that the administrators were willing to share. There may have been beneficial information or knowledge to the inquiry that was unable to be a part of this analysis due to the role of the administrator and confidential nature of his/her interactions.

Chapter IV – Results

Data analysis revealed qualitative assertions and themes which represent each individual participant. Themes are prominent characteristics featured in the data which have been identified over multiple incidents (Gall, Gall & Borg, 2003). Themes emerged from a large body of data including interview transcriptions and school artifacts. Each case was evaluated independently and placed on the continuum accordingly. Participants were given aliases for anonymity, their stories are outlined in the following (Strauss & Corbin, 1990).

Administrator 1: Mr. Smith

Mr. Smith was in his first year as Assistant Principal at a public high school. He was employed previously as both an elementary school teacher and principal. He explained that he felt called to administration because he believed he had the gift of leading. Throughout the interview Mr. Smith outlined his hands-off approach to discipline, promoting a sequential classroom system for teachers.

> *The first thing I would tell them [teachers], you know, I would like to see them have a 3or 4 step approach to minor infractions. Like, number one a warning, number two. Come up with their own plan. Then I would approve it.* (Interview, 4.20.09)

> *****

> *Just because when I get that [referral] I only have to already know, look the [teacher]gave you three warnings, or three things and then you still didn't do it, you know, and then I would give an infraction.* (Interview, 4.20.09)

Mr. Smith stressed the importance of first-year teachers becoming authority figures. He encouraged instructors to develop a discipline system and follow it through in practice.

> *You want [teachers] to be able to handle [students] because a lot of times it's a new teacher that has to establish that it's their classroom. They're in control, you know, because that's huge.* (Interview, 4.20.09)

When asked to describe his ideal day, Mr. Smith's hands-off approach to discipline was epitomized; he would prefer to be an instructional leader, rather than disciplinarian.

> *Teachers would be excited to do everything the best they could, and I could come in and not have to deal with discipline, but I could help the teachers with instruction and resources and help them basically become better teachers.* (Interview, 4.20.09)

In addition to promoting teacher control of discipline, Mr. Smith sees the time students spend in his office as lost instructional time from the classroom.

> *You've got to pick and choose your [battles] cause any time they're in the office, they are losing instructional time. So let's make sure it's worth losing the instructional time, if that makes sense.*

Having taught in the classroom prior to serving as administrator, Mr. Smith discussed how his views regarding discipline had changed with his change in role. This included sending students to the principal.

> *You know, cause before teaching, man, once I sent mine [out], I didn't want them back in my class that period. And you look at it differently [as an administrator]. You look at it as educating the whole child the best that you can.*

*****

You know, as a teacher, I looked at it, I look at it a lot differently than now. Cause

as a teacher, you are emotionally involved in the conflict or with the student

before you send them out. As administrator, when it comes to me, I'm not

emotionally there. You've got to pick and choose your [battles] cause any time

they're in the office, they are losing instructional time. So let's make sure it's

worth losing the instructional time, if that makes sense.

While Mr. Smith supported a hands-off, teacher-centered approach to discipline, he established a passive authority presence by being visible throughout the school.

When I'm on cafeteria duty, which I do quite often, I walk around and

monitor...I'm pretty active in there. And as far as managing [behavior], you have

to be as visible as possible. (Interview, 4.20.09)

When the teacher did refer a student, Mr. Smith commented on his facilitation of the district disciplinary code.

Just because when I get that [referral] I only have to already know, look she

[teacher] gave you three warnings, or three things and then you still didn't do it,

you know, and then I would give an infraction. (Interview, 4.20.09)

Mr. Smith's responses exhibit tendencies of a hands-off disciplinarian. He believed in a teacher led discipline system where his role is as instructional leader. When placed on the Administrator Discipline Facilitation Continuum, his values and beliefs align predominantly with the noninterventionist philosophy. However, he also believes administrators should be visible throughout the school, therefore revealing interactionalist tendencies. Overall, the power deferential exhibited in his philosophy could be symbolized by a strong *aT*.

Administrator 2: Mrs. Martinez

Associate Principal, Mrs. Martinez, entered her position within a public high school after being employed as an administrator in another state. Prior to administration, she taught in an Emotional Behavioral Disability (EBD) classroom for 17 years. Mrs. Martinez stressed the importance of developing relationships throughout the academic system.

> *We're all here for our students. We're all in this together. And we're going to be successful together or we're going to fail together.* (Interview, 2.05.09)
>
> *****
>
> *Short of saying we need to love our kids, you know, the way we love our own kids at home…we need to let them know that we're there for them. And we want to know the struggles that they go through. We want to share those burdens.* (Interview, 2.05.09)

Mrs. Martinez believed that counseling students in regard to their misbehavior is more effective than administering punishment.

> *If it were my ideal school, I would like to spend more time counseling students about correct behavior, rather than assigning consequences for incorrect behavior, because I personally don't believe that punishment works.* (Interview, 2.05.09)

In lieu of punishment, Mrs. Martinez felt more comfortable working with the students to identify the underlying problem and determine how to behave differently in the future. This included looking holistically at the situation.

I look in the computer, I look at their grades, I look at their discipline, I'll look at

the attendance. Those are the three things I'll usually judge what I'm gonna do.

(Interview, 2.05.09)

*****

[I look at] what the teacher is saying, or this is what the para-educator is saying,

or the lunch monitor, or the secretary, now tell me what you remember

happening. What is your [student] side? And once we do that, sometimes, I'll give

them an option on a consequence. (Interview, 2.05.09)

*****

I want to help them[students] come up with some options about how to handle it

[the situation] differently, so that they can be successful. (Interview, 2.05.09)

Mrs. Martinez realized that emotions and relationships are crucial to her management of

behavior. This was especially important for the teachers.

Teachers also require that emotional component. You know, it is emotional

working with some of the teachers as well. (Interview, 2.05.09)

While she believed in a family structure, Mrs. Martinez ultimately viewed herself as the

matriarch of discipline in the school. She stressed the importance of relationships toward

establishing successful discipline in the school. However, she also believed that it is her

responsibility to work with students and lead the school by implementing the disciplinary

code.

Sometimes, I'll ask a teacher to meet with me with a student, but lots of times it's

just me and the student. (Interview, 2.05.09)

Mrs. Martinez realizes that emotions and relationships are crucial to her management of behavior. In addition, she realizes that these interactions impact her personally throughout her daily routine.

> *I have to go to the gym and workout. I have to meditate. I have to find ways that I can stay healthy emotionally so that I can come in here…emotionally, physically, and spiritually…so that I can come in here and do my job.*

The power deferential exhibited in Mrs. Martinez's philosophy can be symbolized by *At* with favor toward *AT*. She stressed the importance of relationships toward establishing successful discipline in the school. Nevertheless, she believes that it is her responsibility to work with students and lead the school by implementing the disciplinary code. When placed on the Administrator Discipline Facilitation Continuum, Mrs. Martinez professed principles associated more closely with the interactionalist philosophy.

Administrator 3: Mr. Stone

The career and technical school structure did not allow for a vice principal. Therefore, school discipline was handled by the principal, Mr. Stone. Mr. Stone served in his current role for nine years. He taught in the classroom for 14 years prior to his current position. He believed that he was effective in the classroom, however, could benefit students more as an administrator. Mr. Stone described his discipline load as relatively nonexistent.

> *I don't have a lot of discipline problems anymore…I may deal with two or three a week, sometimes a month.* (Interview, 11.07.08)

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When asked to describe his discipline facilitation, Mr. Stone credited his teachers and
their ability to handle problems with the students.

> *For me, one of the things that I believe helped us a lot in discipline is teachers are*
> *the first line and when they have a problem with a student, they should sit down*
> *and talk with that student.* (Interview, 11.07.08)

Mr. Stone stressed the importance of teachers being in control of their classroom and
handling problems before they required his input.

> *The issue should have already been dealt with between teacher and student,*
> *between teacher and parent, before it ever gets to me.* (Interview, 11.07.08)

<div align="center">*****</div>

> *To me, if a teacher has to send a child to the office, then the teacher is no longer*
> *in control of discipline for that child. Then it's important to me, I think, the way*
> *I've always done it, that a student understands the teacher's in charge of that*
> *classroom. The teacher is in charge of them.* (Interview, 11.07.08)

In addition to placing an importance on teachers, Mr. Stone placed a great importance on
teachers involving parents in their student's disciplinary process.

> *They [teachers] know my first question, what it's going to be. That's, "Have you*
> *called home?" If they do send me someone that's maybe a disruptive student, has*
> *been for some time, they document the cases. Cause they know, when I ask them*
> *that question, if they haven't called home, what the response is going to be.*
> (Interview, 11.07.08)

<div align="center">*****</div>

Call home, talk to the parents, get them involved as early as possible in the situation. I should never be the first one to call home on a student's problem unless it's something of a serious matter such as a fight or something that happened just like that. (Interview, 11.07.08)

Mr. Stone also commented on the effectiveness of working with parents.

Call home and talk to parents, get them in at a conference, get them involved with a student. And probably 95% of the time at least, that usually solves our problem. (Interview, 11.07.08)

While Mr. Stone relies on teachers to facilitate the discipline in the school, he still values building relationships with the students in his building, outside of disciplinary referrals.

I try to work with them [students]. I think that builds a relationship too that they find out somebody cares about what's going on with them. (Interview, 11.07.08)

Mr. Stone recognized that student motivation could influence student behavior, limiting disciplinary cases as his school was a career and technical center. This was also highlighted in previous program evaluations conducted in the school.

What they (researchers) really saw was low discipline problems, (based on) a lot of surveys and stuff to do with our kids. They want to be here and it wasn't always that case. They love to come. (Interview, 11.07.08)

Mr. Stone's firmly believes in teacher control within the classroom. He values teachers being able to discipline and manage their students, as well as communicate with parents, without his assistance. When placed on the Administrator Discipline Facilitation

Continuum he exhibits several qualities associated with a noninterventionist philosophy. His discipline philosophy exhibits a power deferential that can be symbolized by *aT*.

Administrator 4: Mr. Meyer

The Dean of Students, Mr. Meyer, taught in the public school system for 17 years. He was in his sixth year at the private school and second year of administration. Previously, Mr. Meyer served both a football coach and classroom instructor. Within these roles he experienced several aspects of student discipline, leading him to this current position in administration. When asked about his philosophy, he expressed that he abided by the policies established in the school policy.

> *These are our expectations for our school. If they [students] cross these expectations, then they may not be going to school here anymore.* (Interview, 3.11.09)

The disciplinary structure within the private school was much different from that of public schools due to its impact on student's lives even after they leave the school grounds.

> *We are a 24/7, 365 day school here. Our discipline reaches outside the building.*
>
> *****
>
> *There is awareness with the parents and students that there is an image of our student body that we want to portray here. And within our knowledge, we are going to do everything we can to uphold that.* (Interview, 3.11.09)

Mr. Meyer attributed behavioral success to school wide disciplinary consistency.

The biggest thing you want in discipline period, and to me it doesn't matter if

you're a parent or whether you're a school administrator or a teacher is you want

consistency. The students have to know where the boundaries are and they have to

know that on a day to day basis, that's the boundary. It doesn't move and it

doesn't change. (Interview, 3.11.09)

While he identified consistency as the greatest factor in their behavioral success, he also

recognized it as their greatest challenge.

The biggest challenge we have with our teachers, and then again, I think it

doesn't matter what school you're at is trying to get consistency. There's an

ongoing pull and tugging sometimes within a school system of trying to get

everyone on the same page, with the same philosophy, where the kids understand

where their boundaries are and what constraints they've got to work within.

(Interview, 3.11.09)

Mr. Meyer felt responsible for situations in which the teacher was unable to adequately

respond to a discipline situation, demonstrating his ownership of disciplinary culture in

the building.

The bad part of it [dealing with teachers] is usually something bad happens out of

that [bad] situation and the teacher loses control of the class before you are

actually made aware of the problem completely and are able to go and do

anything about it. (Interview, 3.11.09)

Mr. Meyer responded that the most common method of handling minor offenses in his

school was to give the students a warning.

For most infractions, we give them a warning. If it's a minor offense…we expect

our teachers to deal with it first on the front line. (Interview, 3.11.09)

*****

Students talking too much and disturbing class, then they [teachers] *need to warn*

them. (Interview, 3.11.09)

If the warning does not influence the student's behavior, Mr. Meyer detailed his

responsibility for administering a higher course of action.

If [teachers] have already gone through that process and [students] come to me,

then probably some type of disciplinary action will be taken. (Interview, 3.11.09)

While Mr. Meyer stressed the importance of following school policy, he realized there

were flaws in the system and that trust in the teacher is crucial to success.

Discipline is never black and white. One of the problems that a lot of other places

have is that higher up; people aren't dealing with discipline every single day.

They like to put lots of rules down and do your job for you. But to a certain extent,

you have to trust the teacher. (Interview, 3.11.09)

Mr. Meyer favored clear expectations based on school policy and accepts ownership for

disciplinary facilitation. However, he also showed evidence of interactionalist

characteristics by depending on the teacher's for minor infractions. When placed on the

Administrator Discipline Facilitation Continuum, his values define him between

interventionist and interactionalist. The power deferential exhibited in his philosophy can

be symbolized by a weak *At*.

Administrator 5: Mr. Gustav

Mr. Gustav, the Dean of Students of a religious based secondary school, began administration as a second career. Prior to education, he had served 15 years as the Chief Operating Officer for a local professional hockey team. That position led him to substitute at the school while coaching their hockey team; he then was offered the position as Dean of Students. At the time of the interview he had been an administrator for four years. Mr. Gustav defined the school's disciplinary code as a system of behavioral consequences.

> *The teacher has a set of classroom policies and procedures. And if you [student] broke that, I understand that you're upset, but you're going to have to serve the penalty.* (Interview, 4.21.09)

When asked about his disciplinary role, Mr. Gustav spoke of providing teacher support in administering the disciplinary consequences for student misbehavior.

> *I deal solely with the students. I am the one that deals with student discipline, and I'm on the same side with the teachers. Basically, the teachers know I'm on their side when it comes to discipline and I'm here to help them.* (Interview, 4.21.09)

Mr. Gustav explained that it is the teachers' role to facilitate discipline.

> *The teachers have to know the rules. They have to know the rules; they have to enforce the rules.* (Interview, 4.21.09)

Although teachers were responsible for enforcing rules, Mr. Gustav detailed how he handled all aspects of the detention process to administer consequences in the school.

> *The [teachers] turn that detention in to me and then I manage to make sure everyone shows up for detention. I keep track of how many detentions each*

student has. And if they don't show up or if they reach too many, then there are

other consequences that I deal with. (Interview, 4.21.09)

In addition to facilitating detention, Mr. Gustav believes he is the ultimate discipline

authority in the school. Mr. Gustav also described how he managed defiant student

behaviors.

> *They (teachers) enforce the rules and then when the students want to protest or*
>
> *keep going as far as not be able to take no for an answer or that's it, the*
>
> *discussion is over, that's where I have to become involved and then deal with the*
>
> *student. The teachers handle a lot of the discipline on their own as far as*
>
> *classroom discipline, and then if it gets too much, that's when I'm involved. When*
>
> *the students want to protest or keep going as far as not be able to take no for an*
>
> *answer or that's it, the discussion is over, that's where I have to become involved*
>
> *and then deal with the student.* (Interview, 4.21.09)

Mr. Gustav identified the most common method of managing discipline in his school as

the use of detentions.

> *And what a detention is is a student has to show up at 7:00 am, not a minute later.*
>
> (Interview, 4.21.09)

<div align="center">*****</div>

> *And they just sit there. They can't work on homework. It's not a study hall. They*
>
> *can't be writing notes to their boyfriend or girlfriend. They sit there. If they're*
>
> *going to waste everyone's time, we're going to waste their time in return.*
>
> (Interview, 4.21.09)

When behaviors continue after the student has served in detention, the behavior can eventually lead to suspension.

> *If the students have too many detentions, I'll suspend them for a day.* (Interview, 4.21.09)

Mr. Gustav felt that his strict enforcement of rules hindered his relationships with students.

> *I like to try to get across to the kids that we care about each and every one of them. But, you don't have that sort of interaction with them [as an administrator] so that they understand that.* (Interview, 4.21.09)

Mr. Gustav believed teachers have the primary responsibility for knowing and enforcing rules. However, he exhibited tendencies of an interventionist philosophy by supporting teachers in referrals and systematically assigning consequences for behavior. When placed on the Administrator Discipline Facilitation Continuum Mr. Gustav fell between the interventionist and interactionalist philosophies, favoring the interventionist belief. The power deferential demonstrated in his philosophy can be symbolized by *At*.

Chapter V - Summary, Conclusions, and Recommendations

Philosophical Trends toward Student Behavior Management

Analysis revealed factors such as previous experience and personal beliefs combined to establish each administrator's philosophy. It was evident that prior exposure to human behavior at various stages, influenced administrators' disciplinary philosophy. This was the case in administrators from both the educational and private sectors. For instance, two administrators spoke to how their humanitarian beliefs influenced disciplinary practice with students and disciplinary expectations toward teachers (Malow-Iroff, O'Conner & Bisland, 2004; Tauber, 2007). Mrs. Martinez highlighted her beliefs during her interview when she defined her role as being a matriarch who guides and empowers both teachers and students.

Mr. Smith also professed his humanitarian beliefs. He exhibited this by empowering first year teachers and encouraging them to establish themselves as leaders within their classrooms. He also saw himself as an instructional leader within the school to assist faculty in becoming better teachers. Mrs. Martinez and Mr. Smith both exhibit characteristics associated with Rodgers (1951) humanistic philosophy, assisting students and teachers with the self-actualization process.

Other administrators professed beliefs associated with a more behaviorist paradigm, supporting school policy and correlating punishments for misconduct. Mr. Meyer and Mr. Gustav identified themselves as abiding by school policy with expectations for teachers to do the same. However, they differed in their practical application. Mr. Meyer believed in a school disciplinary code effective 365 days a year

24 hours a day. This meant that students must abide by school policy at all times as there were community behavioral expectations external the school environment. These far reaching disciplinary expectations allowed Mr. Meyer to maintain what he perceived as his school's positive reputation.

Mr. Gustav also believed in enforcing school policy. However, he believed that students should be held to school disciplinary code only during school hours. Students who misbehaved often found themselves in detention, which Mr. Gustav monitored. Mr. Gustav viewed himself as the ultimate authority and the person who makes final disciplinary decisions, aligning with Celikten (2001) & Glanz's (2004) administrative expectations. Furthermore, Mr. Gustav valued the enforcement of school policy over student relationships. In summary, Mr. Meyer and Mr. Gustav both exhibited philosophies associated with Skinner (1953) behaviorist model as students were rewarded for positive behavior and disciplined for negative behavior.

Administrator Perspectives on Social Power Structures

Administrators also varied in their application of power sources regarding disciplinary expectations for teachers. For instance Mr. Meyer believed in utilizing Coercive Power, the ability to delegate punishment and dictate student behavior, when establishing student discipline (French & Raven, 1959). He believed he should provide consequences for major student behavioral infractions both inside and outside the classroom setting. Teachers were expected to assert coercive power only during minor infractions within the classroom. This was also true with Mr. Gustav as he believed he was the ultimate authority in delegating student punishment.

Mr. Stone believed in establishing Legitimate Power, or the social status given to ones position or career, with his teaching staff (French & Raven, 1959; Tauber, 2007). This allowed him to ascertain that his faculty should establish their own disciplinary culture within their classrooms. However, he encouraged them to assert both Coercive and Reward Power, the practice of rewarding students for positive behavior, toward students within their classrooms (French & Raven, 1959; Tauber, 2007). Lastly, Mr. Stone declared that he had few disciplinary problems within school and that students wanted to be there. A possible explanation for this phenomenon is that students view their instructors as experts in a certain area, and that they can learn from instructional expertise, resulting in lack of misbehavior (French & Raven, 1959).

Finally, both Mr. Smith and Mrs. Martinez believed that the role of student discipline is shared. Yet, both differ in their disciplinary practice. Mr. Smith entertains in a three step process for teachers to implement discipline. If students surpass the three steps then he became directly involved. Mrs. Martinez believes in obtaining everyone's perspective in an attempt to get to the base of the student misbehavior.

While their expectations toward teachers may differ, their assertion of power is similar. Both believe in teacher empowerment and support. They also expressed characteristics associated with Referent Power, or the ability to develop strong rapport with their teachers by identifying with them, mentor them, and maintaining respect (French & Raven, 1959; Tauber, 2007). Mr. Smith accomplished this through his role as an instructional leader while Mrs. Martinez established her role as matriarch to faculty.

Administrator Discipline Facilitation Continuum

The Administrator Discipline Facilitation Continuum was developed as it blends both philosophical beliefs toward student behavior management (Skinner, 1953; Rodgers, 1951) and social power structures associated with both administrators and teachers (French & Raven, 1959; Wilkinson & Hains, 2010). When examining administrators on this continuum, it can be concluded that administrators did place within the Administrator Discipline Facilitation Continuum. Based on their suggested beliefs, participants varied along the continuum in its entirety, often showing preference toward a particular category; interventionist, interactionalist, and non-interventionalist.

Interventionist.

Mr. Gustav exhibited beliefs and characteristics aligned with interventionists. Often times, interventionist administrators believe that it is their responsibility to handle the discipline of the school. This was exhibited through his belief as the final authority regarding student discipline. Student punishment is a common remedy for inappropriate behavior, and punishments are often defined along with school expectations. Mr. Gustav viewed school discipline as successful when he was made aware of the problems and was able to reprimand the students.

Interactionalist.

Both Mr. Meyer and Mrs. Martinez were placed closely to the category of interactionalist. Interactionalist administrators favor working with both teachers and students to facilitate discipline often exhibiting characteristics of participative leadership

(Somech, 2005). However, Mr. Meyer believed that teachers were only responsible for the minor behavioral infractions within the classroom, while he was responsible for major student refractions both inside and outside the classroom. Alternatively, Mrs. Martinez felt that disciplinary facilitation was a team approach with teachers which was necessary to develop expectations and decide appropriate consequences toward improper behavior. She viewed the role of the administrator and the role of the teacher to be equally important. Disciplinary success is realized when the teacher and the administrator work together to facilitate discipline in the building.

Noninterventionst.

Mr. Smith and Mr. Stone were identified as being closer to noninterventionists. Noninterventionists create an environment where teachers develop their own rule structure and consequences for student misbehavior within their classroom. This was exhibited by both administrators as they placed importance on the teacher being in control of their classroom and handling all disciplinary problems within the classroom. Both Mr. Smith and Mr. Stone stated they wanted to be involved in disciplinary facilitation only in extreme situations when the teacher has exhausted all options and the student continues the inappropriate behavior.

School Policy and Expectations

Upon examining school artifacts, researchers found disciplinary expectations associated with each school to be rigorously structured. However, each administrator varied in their interpretation of the codes and subsequent practice (Malow-Iroff,

O'Conner & Bisland, 2004; Tauber, 2007). Administrator disciplinary practice was dependent upon their philosophical placement, interventionist, interactionalist, non-interventionist, on the continuum. This was highlighted by both Mr. Meyer and Mr. Gustav as they were the only administrators to strictly adhere or reference school policy associated with student discipline. This supports Schachter's (2010) claim that while disciplinary policies may be widespread, their application within each school is dependent upon administrative philosophy.

Implications/Recommendations

Administrators within this study represented a variety of personal and professional backgrounds. Additionally, individual philosophies presented were very diverse. However, despite individual differences and philosophical inconsistency, philosophical foundations were able to be identified and placed upon the Administrator Discipline Facilitation Continuum. This implies that the continuum was able to incorporate administrator diversity within this study.

Participants were often unaware of their specific discipline philosophy, yet their philosophy was clearly highlighted in personal beliefs and values detailed in the formal interviews. This could be a potential concern. In an increasingly demanding educational environment, it is critical that administrators be able to define their philosophical foundations to their educational stakeholders (Berlin, 2009; Leone, Warnimont & Zimmerman, 2009). Therefore, it is recommended that the Administrator Discipline Facilitation Continuum be used as an educational tool to assist administrators in articulating their disciplinary philosophy.

It is also recommended that the continuum be used as a communication tool between administrators and teachers. When establishing the disciplinary culture of a school, administrators commonly interact with teachers who differ in philosophy (Beyda, Lorie & Lee, 2007). The Administrator Discipline Facilitation Continuum could be utilized as a starting point for discussions around disciplinary facilitation. Administrators can use this continuum in order to identify their own philosophy and guide their daily interactions with teachers. Just as philosophies of education are crucial to the teacher, philosophies of discipline should be crucial to the administrator, but this is not common practice in our school systems today.

Both students and teachers need consistency from administrators when it comes to discipline facilitation in a school. Identifying the philosophy that an administrator possesses is a crucial first step to enhancing overall discipline facilitation. When an administrator is able to identify their philosophy and work to effectively practice it in their building, they will then be more consistent with the discipline facilitation that occurs as a result.

Future Studies

Researchers purposefully selected a diverse sample; however, they did not look at the results based on their classification (public, private, SES). Future studies could examine this comparison further. By expanding the population of inquiry, the results will possess greater validity. Additionally, future research could examine potential philosophical differences with gender, age, and experience. The continuum provides a basis of comparison for inquiries into philosophical differences from various gender, age,

and experience groups, and should be used to investigate the changes in discipline philosophy over time.

Future research is also needed to further validate the Administrator Discipline Facilitation Continuum in terms of factors for philosophical development. This study only sought to provide base line data for future projects in terms of identification of a personal philosophy. Additional research must be developed to investigate philosophical perspectives in a broader context, including investigations which specify factors impacting philosophical development. Personal experiences, professional education, and outside of school interactions are all possible factors which could impact philosophical development, however this study did not investigate any of these possibilities.

Finally, future research should take the Administrator Discipline Facilitation Continuum and investigate the benchmark philosophies in regards to effectiveness in discipline facilitation. This study did not question whether one specific philosophy was more effective in influencing student behaviors over another, yet we only sought to identify the philosophies on a comparison basis. However, now that the continuum is established, the effectiveness of each philosophy may be investigated.   This would prove very beneficial for practicing administrators and aspiring administrators as they could work to adapt their philosophy to include the most effective characteristics in order to become a more effective administrator.

Appendix A

Consent to Participate in a Research Study

The philosophy and facilitation of disciplinary measures in secondary schools: Perspectives from administrators

You are being invited to take part in a research study about administrators' views of discipline and the implications of their philosophies within secondary schools. If you volunteer to take part in this study, you will be one of about twelve people to do so.

The person in charge of the study is Dr. Bryan J. Hains of the University of Kentucky Department of Community and Leadership Development. By doing this study, we hope to examine administrators' philosophies of discipline, how they translate into expectations within the classroom, and the general outcomes of their discipline strategies in the school.

The research procedures will be conducted by semi-structured individual interviews at each designated school site. The individual interview will last for 30 minutes. The interview questions will attribute to the following themes: methods for discipline facilitation within each school, administrators' philosophies of discipline, administrators' expectations for teacher classroom management, roles emotions play, and external factors which influence disciplinary management. The interview will be tape recorded and transcribed following the session. A follow-up phone interview will be utilized, if necessary, to answer any questions that may arise during transcription and analysis. The follow-up interview will last no longer than 15 minutes and will occur within six months after the individual interview. The total amount of time you will be asked to volunteer for this study is 45 minutes over the next six months.

This information may be reported in academic articles or papers. To the best of our knowledge, the things you will be doing have no more risk of harm than you would experience in everyday life. You will not get any personal benefit from taking part in this study; however, your willingness to take part may help society as a whole better understand this research topic.

If you decide to take part in the study, it should be because you really want to volunteer.   You will not lose any benefits or rights you would normally have if you choose not to volunteer. During the interview, you have the ability to skip questions or terminate the interview at any time. You can stop at any time during the study and still keep the benefits and rights you had before volunteering. If you choose not to participate you will not be included in any analysis. There are no costs associated with taking part in the study. Additionally, you will not receive any rewards or payments for taking part in the study.

We will make every effort to keep private all research records that identify you to the extent allowed by law. Your information will be combined with information from other people taking part in this study. When we write about the study to share with other researchers, we will write

about the combined information we have gathered. You will not be personally identified in these written materials. We may publish the results of the study; however, we will keep your name and other identifying information private.

There is a risk that a breach of confidentiality with responses to these questions could be problematic especially in the event that an issue comes up at the school. Thus, there are risks to most studies and it must be discussed along with protections. We will make every effort to prevent anyone who is not on the research team from knowing that you gave us information, or what the information is. However, we may be required to show information which identifies you to people who need to be sure we have done the research correctly; these would be people from such organizations as the University of Kentucky. All interview transcriptions will be kept in a locked cabined for one year after the study is concluded. At that time, the materials will be destroyed.

If you decide to take part in the study you still have the right to decide at any time that you no longer want to continue. You will not be treated differently if you decide to stop taking part in the study. The individuals conducting the study may need to withdraw you from the study. This may occur if you are not able to follow the directions they give you or if they find that your being in the study is more risk than benefit to you.

Before you decide whether to accept this invitation to take part in the study, please ask any questions that might come to mind now. Later, if you have questions, suggestions, concerns, or complaints about the study, you can contact the investigator, Dr. Bryan Hains at 859-257-7578. If you have any questions about your rights as a volunteer in this research, contact the staff in the Office of Research Integrity at the University of Kentucky at 859-257-9428 or toll free at 1-866-400-9428. We will give you a signed copy of this consent form to take with you.

If the researcher learns of new information in regards to this study, and it might change your willingness to stay in this study, the information will be provided to you. You may be asked to sign a new informed consent form if the information is provided to you after you have joined the study.

_____   _____

Signature of person agreeing to take part in the study   Date

_____

Printed name of person agreeing to take part in the study

_____   _____

Name of [authorized] person obtaining informed consent   Date

Appendix B

Interview Protocol

1. On your typical day, what do you do?
2. How much of your day is spent dealing with student discipline?
3. In your ideal school, how would you view yourself in the role of discipline in your building?
4. In your ideal school, how would you view teachers in the role of discipline in the building?
5. Are you currently working in your ideal school?
6. Have these perspectives changed over your career? How?
7. What is the most common way for you to manage student behavior?
8. What are the most common ways that you see teachers manage student behavior?
9. Do you have expectations for teachers in terms of classroom management? What are they?
10. Do your teachers live up to those expectations? If not, where is the disconnect?
11. Could you tell me about a situation where any external factors, outside of the school, influence your ability to facilitate discipline?
12. How much influence do external factors in general have on your day to day management of discipline?
13. Can you tell me about a time when emotions were observed in your discipline facilitation?
14. What are the most common emotions that you see from students when dealing with discipline issues?

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