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DISCIPLINE IN ARMENIAN SECONDARY SCHOOLS  
IN  
LEBANON

BY  
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## ABSTRACT

This thesis was written for the following purposes:

First: to investigate the existing misbehaviors, their causes, and the corrective measures used in the Armenian secondary schools of Lebanon.

Second: to make a comparative study of the evaluations of teachers, parents and students of the misbehaviors and corresponding corrective measures, and to detect any similarities or significant differences in the responses of these three groups.

Third: to arrive at conclusions and suggestions for Armenian educators based on the significant findings of the study.

The purposes of discipline are considered, both from the point of view of conventional statements, and from the point of view of questionnaire responses of the three groups.

The study reveals that over forty misbehaviors exist in Armenian secondary schools, from very frequent to very rare ones; and from very serious ones to those not considered to be misbehaviors at all by a significantly large proportion of respondents.



Students as a whole consider many described misbehaviors significantly less serious than teachers and parents.

Social and love or sex-related behaviors, such as going to dancing parties or to love movies, are usually not considered serious misbehaviors by a significant majority of the students, especially by the senior ones, but they are considered serious by a significant majority of teachers and parents.

Some behaviors are considered both frequent and serious misbehaviors by the respondents.

Students of Bourj Hamoud (the semi-urban area which is a suburb of Beirut) are significantly more conservative than city students concerning many misbehaviors, especially of social and sex-related ones. Also the frequency of some behaviors is considered significantly different in these areas.

Junior students as a whole, are significantly more conservative than senior ones concerning student behaviors. The difference is very significant between the junior and senior girls.

Girls are significantly more conservative than boys concerning many behaviors, especially social and sex-related ones.

More than 34 different types of corrective measures are used in Armenian secondary schools, ranging from the frequently

to the rarely used.

Corporal punishment, in general, is rejected by a significant majority of respondents, especially students.

Students are significantly more opposed than teachers and parents to certain measures, particularly corporal punishment, public measures, and lowering of academic grades.

Students, significantly more often than teachers and parents, say that corrections are usually administered in anger rather than with objectivity and sympathy.

The presence of explicit regulations to be followed is considered important by a significant proportion of respondents, especially students.

Kind treatment, consulting with the parents, personal conferences with the students, and the sharing of a spirit of love and sympathy, are approved of highly by a significant majority of all groups. Older measures, such as scolding in public, detention, threatening, and shaming are approved of significantly less, and often strongly disapproved of.

The teacher, his personality, ability, preparation and technique, as well as the school atmosphere, school morale and organization, are considered by a significant majority of each group to be important in maintaining good discipline and a smooth-running school.

Respondents indicate that knowing the student, being aware of the needs of his age and sex, of his physical development and home background, are all important in maintaining good discipline.

Finding the interests of the student and treating accordingly, establishing an honor list and an honor society in school, providing co-curricular activities to keep students busy and direct them towards constructive activities, and creating a sympathetic school atmosphere in which self-discipline and good order can be flourished, are considered to be among the best methods by a significant majority of all subgroups.

It cannot be said that a great many of educational solutions have been discovered through this thesis. Almost any theory and practice in discipline may be disputed today, for little research evidence is at hand. However, there is general agreement that teacher-pupil interaction with the spirit of love and sympathy is the real key to effective learning in the type of smooth-running school, which is notable for the absence of disciplinary problems.

Love of God, interest in man, and sympathy and love for the learner are dynamic forces that may lead Armenian schools towards better discipline and create situations for the flourishing of self-disciplined, integrated and loving personalities.

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## INTRODUCTION

Discipline, being inseparable from any organized activities of school, is part and parcel of education and a major factor in its administration. No education exists without some type of discipline and no discipline exists without some type of education.

Discipline gives orderliness and efficiency in school activities, learnings and experiences. The more science and civilization advance, the more life becomes complex, and the more discipline is needed to allow life to proceed smoothly, efficiently and harmoniously. The fact that the child has long years of dependence upon mature members of the family and society, makes discipline imperative in his preparation and adaptation.

Discipline is a means, not an end in itself, in the task of adaptation to the environment-to society and its achievements and ideals. It is a means to control oneself to respond to the stimuli of the environment in the most acceptable and effective way.

Discipline is not enemy of freedom but it is in harmony with it. Moreover it is the keeper, the guardian of true freedom. Discipline, in and out of school, protects and defends the liberty and the safety of the individual against aggressors and usurpers.



Modern life, with its relationships and struggles between employer and the employee, government and citizen, husband and wife, parent and child, and with its tensions caused by industrialization, the cold war and abrupt changes of life, results in disturbances among grown up people, which in turn affect secondary school students and their disciplinary problems.

The fluctuating economic, industrial, scientific, social and religious values, together with new inventions and discoveries, result in a decrease in work hours and an increase in leisure time. Accordingly new problems of discipline arise, solutions for which are imperative. Therefore it is important to re-examine the theories, practices and methods of school discipline, and re-evaluate the existing disciplinary ideas, theories and systems of the Armenian secondary schools, so as to come to modern conclusions concerning disciplinary concepts and procedures.

The Armenian community in Lebanon has undergone immense changes in the economic, social, political, psychological and religious fields in the past few decades. The Armenian community, as refugees from Turkish persecutions, has flourished in the democratic and free atmosphere of Arab countries, especially, in Lebanon. Hunger, anxiety, and fear have been replaced by security and prosperity. The Armenian community

in Lebanon lives mostly in urban or semi-urban areas, especially in Beirut and Bourj Hamoud, (the suburb of Beirut, sometimes called Anter-Nahr). Beirut, which has already become a westernized, educational, business, art and tourist center, has drastically changed the Armeno-Turkish way of life, including its mentality, customs, outlook and religious, moral and social values.

There has been a great change in the attitudes of parents towards schools. The aims are moving away from the primarily religious, ethical, idealistic and traditional, towards the secularistic, materialistic and liberal. Parents' attitudes towards the methods of discipline are changing away from autocratic ones towards attitudes similar to the "Laissez-faire" in politics. A few decades ago parents used to say to the headmaster or teacher "I bring my child to you, his meat belongs to you, leave only bones to me". This meant: "Beat him as much as you want" (however, without breaking the bones). At present most of parents are sternly opposed to the slightest suggestion of corporal punishment.

A change in attitudes of teachers towards educational problems, aims, methods, curriculum and discipline has also been noticed. The free atmosphere of Lebanon with its democratic laws and ways of life has had a great influence upon the teachers. Moreover, many teachers have been affected by modern theories of psychology and mental hygiene and the

ideas of progressivistic philosophers, such as Dewey.

Armenian schools as a part of the community and as a child of both the old and the new generations have undergone many changes in curriculum, methods and discipline as a result not only of changes in the attitudes of parents and teachers towards school problems and education, but also as a result of changes in attitudes of students. Modern ways of life and the existing political, social, economic, religious and ethical atmosphere have created new attitudes in secondary school students.

Armenian secondary schools in Lebanon are ten in number. Six are co-educational, two are for boys and two are for girls. Eight of them include elementary and the kindergarden sections. The number of students enrolled is somewhat over 4000. Besides these eight secondary schools and five Armenian junior high schools, there are two Armenian educational institutions above the secondary level: Haigazian College and Antelias Seminary.

#### The Procedure of the Study

A questionnaire<sup>1</sup> sent to teachers, parents and students of Armenian secondary schools gives interesting and useful information about the views of each group concerning school discipline, misbehavior, corrective measures and disciplinary

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<sup>1</sup> See Appendix.

principles.

Fifty teachers responded to the questionnaire from seven secondary schools. Their educational levels are distributed in the following way: 23 B.A. or above; 11 below B.A. but above secondary school; 16 secondary or below. Twenty-two are female and 28 male.<sup>1</sup>

To 100 questionnaires, only 30 parents responded, of which 9 were mothers, 20 were fathers and one mother and father jointly. Out of 30 parents, 9 have the B.A. degree or higher education (all fathers), 7 have education below the B.A. degree but above secondary school, and 14 have secondary education or below.<sup>1</sup>

The Administration of the questionnaire of the students was performed by the writer directly with the cooperation of principals in two areas: the City and Anter-Nahr or Bourj Hamoud areas. There were 50 students in each area, with 60 senior and 40 junior students in all, 50 being girls and 50 boys.<sup>1</sup>

The questionnaire is divided into the following sections:<sup>2</sup>

- I. Information about the respondent's sex, relation to school and educational level.<sup>1</sup>
- II. Respondent's evaluation of secondary-school student

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<sup>1</sup> See Table 1, p. 7.

<sup>2</sup> See Appendix.

behaviors.

- III. Respondent's evaluation of the corrective measures used in the secondary schools.
- IV. Respondent's evaluation of some educational statements concerning the existing schools as well as concerning ideal schools and educational principles.
- V. Respondent's identification of the most frequent misbehaviors in the Armenian secondary schools, of corresponding corrective measures and his evaluation of them.
- VI. Respondent's identification of the most serious misbehaviors and suggested corresponding corrective measures.
- VII. Respondent's identification of the causes of misbehaviors.
- VIII. Respondent's suggestions concerning school discipline.

Responses to the first four sections were almost complete. The fifth and sixth sections were fairly well responded to, but the seventh and eight sections were to some extent neglected.

The writer has tabulated the responses of the respondents of the main subgroups available, and has investigated similarities and differences between groups as a part of his theme and discussion.

Besides the questionnaire, the writer had useful personal

TABLE 1  
INFORMATION ABOUT RESPONDENTS

A. PARENTS

Educational Level

B.A. or above	9
Below B.A. but above High School	7
High School or below	14
	<hr/>
	30

B. TEACHERS

Educational Level

B.A. or above	23
Below B.A. but above High School	11
High School or below	16
	<hr/>
	50

C. STUDENTS

	<u>City Area</u>	<u>Bourj Hamoud Area</u>	<u>Total</u>
Senior High School girls	10	20	30
Senior High school boys	<u>20</u>	<u>10</u>	<u>30</u>
Senior girls & boys	30	30	60
Junior High school girls	10	10	20
Junior High school boys	<u>10</u>	<u>10</u>	<u>20</u>
Junior girls and boys	20	20	40
Total sum	50	50	100

interviews with various teachers, principals and parents.

The writer's personal experience as principal in the Armenian secondary schools in Lebanon (about 15 years, from 1948 to the present) makes the discussion more practical and real. The writer himself has faced and is facing the various disciplinary problems in all of their various phases.

PART I  
THE AIMS OF DISCIPLINE

This part discusses the meaning, function, motives and purposes of discipline in the Armenian secondary schools in Lebanon.

The purpose of discipline depends not only upon a concept of discipline, but also upon a concept of education in general. After all, the purpose of discipline cannot be separated from the purpose of education, as the policy of a principal cannot be separated from the policy of the school he serves and directs. The concept of education in its turn is based upon the general philosophy of the institution and of those who founded it and of those who support it. Schools belonging to Churches, Mosques, or political parties, will have differing philosophies and aims in education. Moreover, political theories and practices and economic, social and technical needs of a country are strong determinants of educational objectives.

The Armenian secondary schools are mostly owned and run by Churches, or affiliated with one or another church; for, the church is one of the main centers and forces of Armenian national, social and religious activities. For centuries the church has become the guardian, the protector and the inspirer of the religious, educational and national ideals of the



Armenian community abroad, outside Armenia. This is why Armenians as a whole are not indistinguishably absorbed into other cultures. They are, as a community, like a river flowing into the seas of various cultures and civilizations, which keeps its identity for some time and distance. Therefore Armenian secondary schools are rightly or wrongly biased by religious and national aims and Armeno-type ethical pre-conceptions and traditions.

The Educational aim which defines the basic purpose of discipline in the Armenian community is the development of a sound, respectable and successful Armenian citizen. In terms of more specific objectives, this means:

- 1) To develop in students an ideal character according to the national, religious and social standards and values (which are definitely tinged with christian ethics).
- 2) To develop a well balanced personality emotionally, socially and intellectually.
- 3) To prepare for practical life: to be independent economically and successful in spite of the hardships of life (which are taken for granted in the light of Armenian history).
- 4) To be informed about Armenian history and culture and to have an Armenian national spirit along with a knowledge of the culture and history and love of

the country they live in.

### The Meaning of Discipline

The purpose of discipline is better understood through a definition of it.

The word discipline has various complementary meanings, and yet, it is more than the sum of all interpretations given to it. Some of the definitions found in various dictionaries are the following:

1. Mental or moral training.
2. Subjection to control to rule; submissiveness to order.
3. Chastizement, punishment.
4. To train to obedience or efficiency, the habit of obedience.
5. Regulation, training to act according to established rules.
6. Treatment suited to a disciple or learner.
7. Education.
8. Development of the faculties by instructing and exercise.
9. Drill.
10. Control.
11. Correction.
12. Chastizement inflicted by way of correction and training, hence training through suffering.

The use of the word discipline, in the discussions of this thesis, includes the following meanings:

1. State of order, regularity.

A well-disciplined school is an orderly, smoothly governed school, where the word discipline is least used, "where discipline is conspicuous by its absence".<sup>1</sup>

2. The training or education of the behavior towards particular ideals, habits and actions, e.g., to behave gently with everybody, young or old.

3. It is a means to bring back the order or to correct the student, e.g., we discipline a student or we take disciplinary actions with respect to the misbehaving student. Both the decision and the corrective measure are disciplinary measures.

### Motives or Forces that Control Disciplinary Measures

Drawing from his interviews with teachers and parents and his experience and studies in educational administration, the writer offers the following motives or forces that give rise to corrective measures. These motives or forces may or may not lead to more remote and stable aims and objectives.

These forces or motives are not necessarily consciously felt, and yet they are common in the administration of

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<sup>1</sup> William Chandler Bagley, School Discipline (New York: The Macmillan Co., 1951), p. 1.

corrective measures.

1) Vengeance, retaliation (Vindictive Theory). This includes punishments designed to take vengeance on the offender either for his most recent offence, or for some other insult the teacher had felt for some time. There are teachers who, for personal ill-feelings, take vengeance on a particular student for his misbehavior on another occasion.

2) One meets teachers who punish students as a habit, often not thinking. As a reaction to a misbehavior it is customary, with some teachers, to respond by immediately slapping the student. This is an aimless, thoughtless, reflexive action.

3) It is usual in Armenian schools to punish the misbehaving student in order to set an example for others rather than to correct the misbehaving student.

4) Sometimes a student is forced to apologize to appease the anger or ill-feeling of the teacher. Often a student makes pseudo-confessions to avoid harsh punishment.

5) Punishments often are based on "Mosaic Law" which is of the retributive or proportionate type: "An eye for an eye".

6) Usually Armenian teachers aim to correct the student, by punishment, impressing in him a painful memory of the deed and its consequences.

7) Some teachers aim to make the pupil conscious of his deeds, leading him to self criticism through scolding him and

magnifying the misbehavior.

8) A dual purpose of disciplinary measures has been both to correct the student and to set an example for other students. This motive is quite conspicuous in Armenian schools.

9) Another common motive has been the desire to re-establish the normal order or to stop a wrong at the moment of its occurrence.

10) Rarely among Armenian teachers do we find those who are motivated by sympathy with, love for, and interest in the student himself. Very few teachers consult with students to find the causes of their misbehaviors and to remove the real causes, if possible. Very few instructors try to direct the student into constructive habits, motivated by love and sympathy.

It is very hard to work out a disciplinary system which will be practical in the existing situations - situations in which many inadequate or inefficient teachers are found. It is a great task for educational leaders to attempt to realize their schools' aims through education and discipline, and it is even harder to prepare teachers with great ability and sympathy, who can guide and direct students, and inspire them by high ideals of human worth. But no progress, however small, is unimportant, and leaders in Armenian education continue to try to move closer and closer to the distant ideals they cherish.

### Aims and Objectives of Discipline

Discipline moves in the same direction as education. If education aims at some objectives, discipline controls, facilitates and directs the way towards it; it paves the way, offers the most efficient and smooth means for education and its aims.

Table 2, on page 16, shows how the respondents evaluated the purposes of discipline.

According to Table 2 it can be seen that the great majority of the respondents have agreed on the first statement, which is completely in harmony with modern concepts of mental hygiene and pedagogy. Over 90% of each group of respondents (teachers, parents and students) agrees with the statement: "The purpose of discipline is to develop in the pupil good ideals, interests and habits for self government and good citizenship". (Number 1)

It is very interesting that, while, 92% of the students agree with statement Number 2, "The purpose of discipline is to keep order in school", only 76% and 77% of teachers and parents agree with it respectively. The difference is significant.<sup>1</sup>

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<sup>1</sup> A "Significant majority" (or significant bias or difference or disproportion) as used in this thesis refers to a sample-disproportion which gives significance with the chi-square test at the .05 level or better. That is, assuming that the sample of respondents adequately represents the population of all possible respondents of similar classification, a significant bias means that one may be 95% (or more)

TABLE 2

STATEMENTS CONCERNING PURPOSES OF CORRECTIVE MEASURES  
WHICH WERE AGREED WITH BY A SIGNIFICANT MAJORITY  
OF THE RESPONDENTS<sup>1</sup>

Statements	Responses of							
	50 Teachers		30 Parents		100 Pupils		180 Total	
	No.	%	No.	%	No.	%	No.	%
1) The purpose of discipline is to develop in the pupil good ideals, interests and habits for self government and good citizenship.	49	98%	28	93%	95	95%	172	96%
2) The purpose of discipline is to keep order in school.	38	76%	23	77%	92	92%	153	85%
3) The purpose of discipline is both to set an example and to correct the misbehaving pupil.	42	84%	28	93%	83	83%	153	85%
4) The purpose of discipline is to correct the misbehaving pupil and only secondarily to set an example for others.	45	90%	25	83%	71	71%	141	78%
5) The purpose of discipline is to develop respect for the authority of the teacher and the school.	27	54%	14	47%	72	72%	113	63%

<sup>1</sup> Questionnaire, Section IV, Numbers 42-47. (See Appendix)



The students are more convinced that discipline is basically needed for school order than are teachers or parents.

The differences in teacher and student responses to statement 4 is significant. Apparently pupils are inclined to regard the example-setting aspect of discipline more seriously than teachers.

The difference of the agreement on the statement 5 is very significant and peculiar. While a significant majority (72%) of the students agree with it, only 54% and 47% of the teachers and parents agree with it, respectively. This shows, again, that the students are more likely to regard discipline as directly related to school and school authorities.

Using Table 2 and his experience and studies in the educational field, the writer sets the following objectives in discipline:

- 1) To help the pupil in the development of good character.

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(Cont'd. from page 15)

confident that a bias in the same direction exists in the population of teachers, parents and students represented by the sample.

The detection of a significant majority is accomplished through the use of Professor F.R. Korf's "Majority-minority test" formula  $(\frac{Maj-Min-1}{N})^2$  which yields a chi-square with one

degree of freedom (corrected for continuity). The formula is a simplification of more cumbersome computing routines, giving precisely the same result, and may be used in any situation where the hypothesis of a 50-50 split in the population is to be tested.



- 2) To remove obstacles and pave the way for full growth and development of the personality.
- 3) To create and preserve the conditions and facilities, essential to orderly and smoothly progress of the school.
- 4) To create and preserve cooperation and the cooperative spirit between the student and teacher as well as between the student and the whole school system (personnel, rules and activities).
- 5) To introduce gradually the fundamental lessons of self control and self discipline, teaching the student the importance of future, remote, aims over some immediate ones.
- 6) To prepare the student for effective participation in adult life. Therefore a spirit of initiative along with one of adaptability; free activities along with controlled ones; and individual interests along with the interests of the society, should be encouraged and coordinated.
- 7) To develop the sense of evaluation in the student so that he is able to distinguish the right from the wrong thing to do, the helpful from the harmful, even to discriminate the best from among good alternatives.

- 8) To teach the mastery of virtues and well-approved behaviors, like: truth-telling; promptness; punctuality; kindness; gentleness with all animals; protection of the young; helpfulness towards all the people; respect for property; honesty; etc.
- 9) To prepare, paradoxically, for both adaptability, flexibility and firmness, decisiveness in new situations of life. In other words to render the individual sociable and pleasant and yet dignified and firm in character and personality. The main aim of discipline is not only to develop good habits and conduct in the individual but to develop adequate attitudes and dispositions in him to make him able to act reasonably and adequately in the absence of disciplinary controls or supervisors. If a student develops a genuinely kind attitude towards the young and the old, he will act kindly throughout his life, and not only in school, under supervision.
- 10) To adjust individuals to themselves and to the world at large, and to make them able to adjust the environment, world and society to the ideals they form. Fenton, in his Mental Hygiene in School Practice, says that the individual as a result of ideal treatment and education will adjust himself to the society

and the society to himself "with a maximum effectiveness, satisfaction, cheerfulness and socially considerate behavior".<sup>1</sup> In other words discipline aims to prepare the individual to face and accept the realities of life, and to change them if possible.

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<sup>1</sup> Norman Fenton, Mental Hygiene in School Practice (Stanford University Press, 1949), p. 3.

## PART II

### DISCIPLINARY PROBLEMS AND THEIR CAUSES

Disciplinary problems are evidenced through misbehaviors. Therefore, the existing misbehaviors in the Armenian secondary schools will be analyzed and classified, as well as their causes and the factors behind these.

#### THE EXISTING MISBEHAVIORS AND THEIR CLASSIFICATION

Misbehaviors of the 19th and 20th centuries, prewar and postwar times, differ from each other. Village life has different types of misbehaviors than those of city life. Different quarters of the same city, different countries, cultures and civilizations create different definitions of misbehaviors.

Moreover, the evaluation of behavior differs from one country to another, from one culture to another; from one religion to another; and from one school to another. A behavior may be considered very normal, and therefore tolerated or encouraged in one place, whereas it may be considered a misbehavior, even a serious one, in another place. For example, going to movies is not a problem at all in one of

the Armenian secondary schools of Beirut, but in another it is strictly forbidden, even if the pupil is accompanied by his or her parents. There are other behaviors in the same school which are considered serious for girls but not for boys, and vice-versa.

Depending upon the education, background and bringing up, behaviors are differently evaluated. Therefore it is very difficult to classify or analyze misbehaviors. The questionnaire, however, helps to classify some misbehaviors from the point of view of frequency of occurrence.

#### Frequency as a Basis of Classification

Table 3 shows how respondents classified various misbehaviors in order of frequency of occurrence.

Using Table 3, and drawing on his experience of 20 years in educational administration and teaching in Armenian schools, the writer sees the following as an approximate list of frequency of occurrence of misbehaviors, the first being the most frequent, and so on:

- 1) Talking without permission, talkativeness in general and whispering are most common misbehaviors in the Armenian secondary schools, and they are more common among girls than boys.
- 2) Cheating, by copying homework or cheating during tests and examinations.

TABLE 3

MOST FREQUENT MISBEHAVIORS BASED ON THE CHOICES OF 164 RESPONDENTS<sup>1</sup>

Misbehaviors <sup>2</sup>	Responses of							
	40 Teachers		25 Parents		99 Pupils		164 Sum	
	No.	%	No.	%	No.	%	No.	%
1) Talking without permission	28	70%	16	64%	59	60%	103	63%
2) Cheating in various forms	26	65%	14	56%	48	49%	88	54%
3) Protesting against the teacher	11	27%	7	28%	35	35%	53	32%
4) Tardiness	11	27%	8	32%	32	32%	51	31%
5) Untruthfulness and deceiving	7	17%	5	20%	33	33%	45	27%
6) Chewing gum in school	6	15%	3	12%	35	35%	44	27%
7) Giggling	7	17%	2	8%	28	28%	37	23%
8) Throwing papers, chalk, etc.	7	17%	7	28%	20	20%	34	21%
9) Stealing of minor things	6	15%	6	24%	22	22%	34	21%
10) Excessive restlessness	8	20%	5	20%	20	20%	33	20%
11) Smoking outside school	4	10%	1	4%	26	26%	31	19%

<sup>1</sup> These misbehaviors were identified by the responses to the question "Using the list on page 2 (questionnaire section II) mention five or more misbehaviors which occur most frequently". (See Appendix)

<sup>2</sup> Out of 42 listed behaviors these 14 received the highest frequencies of response.

12) Making fun of the teacher	8	20%	5	20%	14	14%	27	17%
13) Bullying others	4	10%	2	8%	18	18%	24	15%
14) Neglecting assigned duties	7	17%	5	20%	11	11%	23	14%

- 3) Protesting against the teacher's decision.
- 4) Tardiness.
- 5) Deceiving teachers or telling lies.
- 6) Chewing gum and giggling, especially among girls.
- 7) Throwing pieces of chalk and paper, overactivity, excessive restlessness and moving from the seat without permission are common misbehaviors, especially among boys.
- 8) Stealing, especially of minor things.
- 9) Smoking outside school, of the senior boys especially.
- 10) Bullying others (this is especially common among junior boys).
- 11) Making fun of and insulting the teacher, especially in his absence.
- 12) Scratching initials on desks is common, especially among boys.
- 13) Neglecting of assigned duties and homework.

Table 3 indicates that while the list of frequency of



occurrence of the various misbehaviors is considered basically similar by the majority of the respondents, some misbehaviors are considered significantly more frequent by the students than by the teachers and parents: e.g., untruthfulness, deceiving teachers, chewing gum, giggling and smoking outside school are considered significantly more frequent in occurrence by students than by teachers and parents. Perhaps this is because students are more aware of the actual occurrences of these behaviors than teachers and parents.

On the other hand it is noteworthy that cheating in various forms is considered significantly more frequent by teachers than by parents and students. This suggests that teachers are quite sensitive to cheating, and may sometimes suspect it when it does not exist.

Table 4 shows that there are two pairs of behaviors which are considered significantly different in frequency by city students than by Bourj Hamoud students.<sup>1</sup>

It is interesting that while behaviors like cheating by copying homework, and smoking are considered more frequent by the city students than by Bourj Hamoud students, behaviors

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<sup>1</sup> Bourj Hamoud or Antr-Nahr is located at the eastern side of Beirut, which is populated mostly by Armenians. The Mayor of Bourj Hamoud has (in the last few decades) been an Armenian by origin. About 80000 Armenians live in this semi-urban quarter.



TABLE 4

BEHAVIORS CONSIDERED SIGNIFICANTLY DIFFERENT IN FREQUENCY BY CITY STUDENTS AND BY BOURJ HAMOUD STUDENTS<sup>1</sup>

Behaviors	Responses of			
	40 City pupils		40 B.Ham. pupils	
	No.	%	No.	%
<u>A. Behaviors considered more frequent by the city students</u>				
1) Cheating	30	75%	18	45%
2) Smoking	18	45%	8	20%
<u>B. Behaviors considered more frequent by the Bourj Hamoud students</u>				
1) Making fun of and insulting the teacher in his absence	2	5%	12	30%
2) Protesting openly against the teacher's decisions	12	30%	23	58%

like making fun of and insulting the teacher in his absence, and protesting openly against the teacher's decisions are

<sup>1</sup> Bourj Hamoud or Antr-Nahr is located at the eastern side of Beirut, which is populated mostly by Armenians. The Mayor of Bourj Hamoud has (in the last few decades) been an Armenian by origin. About 80000 Armenians live in this semi-urban quarter.

considered significantly more frequent by the Bourj Hamoud students than by the city students.

It is noteworthy that cheating and smoking which are considered significantly more frequent by the city students are of a different type from those of protesting against, making fun of and insulting the teacher, which are considered significantly more frequent by the Bourj Hamoud students. This may show that city students are more liberal in their social life (compare Table 11) and are given more outside work than Bourj Hamoud students. On the other hand this may indicate that Bourj Hamoud students have less respect towards their teachers than city students. The difference could be a result of home training or it could be due to the differences in the quality of teachers in the two areas. The budget of the Bourj Hamoud Area is more limited and therefore there is less likelihood that the best teachers are found in its schools, on the average.

#### A Classification of Misbehaviors Based on the Degree of Seriousness

Table 5 shows what the respondents consider to be the most serious misbehaviors in their free responses to the question "Please mention five of the most serious misbehaviors..."<sup>1</sup>

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<sup>1</sup> Out of 40 kinds of misbehaviors mentioned in the responses, 10 are mentioned most (See Appendix).

TABLE 5

MOST SERIOUS MISBEHAVIORS BASED ON  
THE FREE RESPONSES OF  
150 RESPONDENTS

Misbehaviors	Responses of							
	30 Teachers		22 Parents		82 Pupils		134 Total	
	No.	%	No.	%	No.	%	No.	%
1) Stealing (minor or major things)	21	70%	17	77%	63	77%	101	75%
2) Making fun of and insulting the teacher <sup>1</sup>	12	40%	10	45%	49	60%	71	53%
3) Cheating in any form <sup>1</sup>	17	57%	15	68%	34	41%	66	49%
4) Smoking in general <sup>1</sup>	9	30%	5	23%	37	45%	51	38%
5) Protesting openly against the teacher <sup>1</sup>	10	33%	6	27%	30	37%	46	34%
6) Untruthfulness and deceiving teachers <sup>1</sup>	7	23%	12	55%	22	27%	41	30%
7) Gambling in or outside school	10	33%	8	36%	21	26%	39	29%
8) Using insulting words to schoolmates	7	23%	4	18%	21	26%	32	24%
9) Misbehaving in Chapel	5	17%	4	18%	19	23%	28	21%
10) Absence without excuse	4	13%	4	18%	16	19%	24	18%

<sup>1</sup> Also considered among the frequent misbehaviors (See Table 3).

It is noteworthy that misbehaviors like making fun of and insulting the teacher and smoking are considered significantly more serious by students than by teachers and parents. On the other hand cheating, untruthfulness and deceiving teachers are considered significantly more serious by parents than by teachers and students.

It is also worthy of note that some behaviors which are considered most frequent are also considered to be among the most serious misbehaviors, e.g., stealing, making fun of and insulting the teacher, cheating, smoking, protesting openly against the teacher, untruthfulness, and deceiving teachers. This may indicate that (too much emphasis on the wrongness of a deed does not lessen the frequency of it. It is even possible that overemphasis on the seriousness of a misbehavior may result in a negative attitude, and make a deeper impression in the subconscious of the student. Thus, unconsciously, he may put into practice the forbidden deeds. (Where law abounds, sin also abounds).<sup>1</sup> ✓

Table 6 shows how the respondents classify the degree of seriousness of behaviors according to their responses to a given list of behaviors.

From Table 6 it can be seen that teachers' and parents' evaluations of the misbehaviors is identical except in two

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<sup>1</sup> Cf. Romans 5.20 "The Law came in besides, that the transpass might abound" (Revised Version).

TABLE 6

MISBEHAVIORS CLASSIFIED AS "VERY SERIOUS" OR "RATHER SERIOUS" BY A SIGNIFICANT MAJORITY OF RESPONDENTS TO A GIVEN LIST<sup>1</sup>

Misbehaviors	Responses of							
	50 Teachers		30 Parents		100 Pupils		180 Total	
	No.	%	No.	%	No.	%	No.	%
1) Stealing major things (money, valuables)	47	94%	29	97%	95	95%	171	95%
2) Stealing minor things (paper, pencil etc.)	48	96%	28	93%	91	91%	167	93%
3) Absence without excuse	48	96%	28	93%	93	93%	169	94%
4) Gambling	49	98%	27	90%	90	90%	166	92%
5) Cheating during tests and examinations	47	94%	29	97%	86	86%	162	90%
6) Making fun of and insulting the teacher in his presence	47	94%	29	97%	87	87%	163	90%
7) Behaving without respect in Chapel	47	94%	29	97%	86	86%	162	90%
8) Breaking chairs, windows	45	90%	29	97%	88	88%	162	90%
9) Tardiness	47	94%	27	90%	86	86%	160	89%
10) Using insulting words to schoolmates	48	96%	29	97%	84	84%	161	89%
11) Deceiving teachers	49	98%	28	93%	81	81%	158	88%

<sup>1</sup> Questionnaire Section II (See Appendix).

TABLE 6 (Cont'd.)

Misbehaviors	Responses of							
	50 Teachers		30 Parents		100 Pupils		180 Total	
	No.	%	No.	%	No.	%	No.	%
12) Untruthfulness (telling lies)	47	94%	28	93%	83	83%	158	88%
13) Neglecting assigned duties	48	96%	28	93%	83	83%	159	88%
14) Eating in the classroom	43	86%	26	87%	88	88%	157	87%
15) Protesting openly against the teacher	48	96%	27	90%	81	81%	156	86%
16) Behaving roughly (pushing)	45	90%	27	90%	83	83%	155	86%
17) Aiding others in their cheating or lying	46	92%	28	93%	77	77%	151	84%
18) Bullying others	43	86%	25	83%	82	82%	150	83%
19) Giggling	44	88%	21	70%	85	85%	150	83%
20) Disobeying the teacher	48	96%	30	100%	72	72%	150	83%
21) Making fun of and insulting the teacher in his absence	43	86%	25	83%	80	80%	148	82%
22) Throwing paper, pencil etc.	42	84%	25	83%	75	75%	142	79%
23) Making practical jokes (e.g., putting tacks on chairs)	39	78%	25	83%	75	75%	139	77%
24) Joining in organized noise making	47	94%	24	80%	68	68%	139	77%
25) Smoking at school parties	45	90%	25	83%	63	63%	133	74%



TABLE 6 (Cont'd.)

Misbehaviors	Responses of							
	50 Teachers		30 Parents		100 Pupils		180 Total	
	No.	%	No.	%	No.	%	No.	%
26) Showing excessive restlessness	40	80%	21	70%	70	70%	131	73%
27) Scratching initials on desks	37	74%	23	77%	70	70%	130	72%
28) Joining an organized strike in the school	44	88%	25	83%	60	60%	129	72%
29) Talking without permission in the class	40	80%	23	77%	63	63%	126	70%
30) Chewing gum in school	34	68%	21	70%	69	69%	124	69%
31) Cheating by copying homework from others	43	86%	25	83%	57	57%	125	69%
32) Drinking beer or wine at school parties	36	72%	24	80%	53	53%	113	63%
33) Smoking outside school	44	88%	25	83%	39	39%	108	60%

cases: 1) giggling (Number 19) which is considered significantly less serious by parents than by teachers. Even then, a significant majority of parents (70%) considers it serious. 2) Joining in organized noise making (Number 24). This is

considered significantly more serious by teachers than by parents, and more serious by parents than by students.

Table 6 indicates that though many behaviors are considered "very serious" or "rather serious" by the majority of the respondents including the student group, students nevertheless consider some behaviors significantly less serious than teachers and parents.

Table 7 indicates the significant difference between students on one side and adults (teachers and parents) on the other, concerning the seriousness of behaviors.

According to Table 7 it is noteworthy that, again, parents' and teachers' evaluations of behaviors are very similar, and yet there is a significant difference concerning some behaviors: drinking beer or wine outside school is considered significantly more serious by parents than by teachers or students. On the other hand, going to dancing parties (Number 4) is considered significantly more serious by teachers than by parents or students. Perhaps teachers are more concerned with the after-effects of dancing parties on the studies of students, and parents are more conservative about the usage of beverages.

According to Table 7 it should be noted that some behaviors which are considered serious misbehaviors by a significant majority of teachers and parents, are not considered serious by a significant majority of students, e.g., Numbers 1-4, smoking, drinking beer, going to love movies and to



TABLE 7

BEHAVIORS CONSIDERED SIGNIFICANTLY LESS SERIOUS BY STUDENTS  
THAN BY TEACHERS AND PARENTS

Behaviors	Responses of					
	50 Teachers		30 Parents		100 Pupils	
	No.	%	No.	%	No.	%
1) Smoking outside school	44	88%	25	83%	39	39%
2) Drinking beer or wine outside school	35	70%	26	85%	36	36%
3) Going to love movies	25	50%	19	63%	30	30%
4) Going to dancing parties	34	68%	16	53%	40	40%
5) Going to adventure movies	17	34%	10	33%	12	12%
6) Going to movies with a member of the opposite sex	29	58%	15	50%	40	40%
7) Going out walking with a member of the opposite sex	26	52%	15	50%	38	38%
8) Drinking beer or wine at school parties	36	72%	24	80%	53	53%
9) Smoking at school parties	45	90%	25	83%	63	63%
10) Writing love letters	31	62%	20	67%	49	49%
11) Disobeying the teacher	48	96%	30	100%	72	72%
12) Cheating by copying home- work from others	43	86%	25	83%	57	57%
13) Deceiving teachers (e.g., claiming to be ill)	49	98%	28	93%	81	81%
14) Joining an organized strike in school	44	88%	25	83%	60	60%

TABLE 7 (Cont'd.)

Behaviors	Responses of					
	50 Teachers		30 Parents		100 Pupils	
	No.	%	No.	%	No.	%
15) Joining an organized noise making	47	94%	24	80%	68	68%
16) Not volunteering to help teacher, school etc.	36	72%	23	77%	52	52%
17) Talking without permission in class	40	80%	23	77%	63	63%
18) Behaving without respect in Chapel	47	94%	29	97%	86	86%
19) Making fun of and insulting the teacher	47	94%	29	97%	87	87%
20) Using insulting words to schoolmates	48	96%	29	97%	84	84%
21) Deceiving teachers	49	98%	28	93%	81	81%
22) Untruthfulness (telling lies)	47	94%	28	93%	83	83%
23) Neglecting assigned duties	48	96%	28	93%	83	83%
24) Protesting against the teacher's decision	48	96%	27	90%	81	81%
25) Aiding others in their cheating	46	92%	28	93%	77	77%

dancing parties. However, according to Table 5 smoking was considered significantly more serious by students than by teachers and parents. But if we consider that Table 5 gives the list of most serious misbehaviors, and Table 6 and 7 give the list of "very serious" or "rather serious" misbehaviors, a significant majority of teachers and parents does not consider smoking as one of the most serious misbehaviors, but they do consider it one of the "very serious" or "rather serious" misbehaviors. Students on the other hand, are more steady in their attitude. In Table 5 a significant majority of all respondents does not consider smoking one of the most serious misbehaviors, though teachers and parents consider it significantly less serious than students.

In Table 6 and 7 smoking outside school is not considered a serious misbehavior by the significant majority of the students, but smoking at school parties, though considered significantly less serious by students than by parents and teachers, was nevertheless considered serious by about half of the students.

It is of special interest also that when the significant or simple majority of teachers and parents considers some behaviors not serious, students always consider those behaviors even less serious, e.g., Numbers 5-7, going to adventure or love movies and going out walking with a member of the opposite sex. Students are significantly more liberal in

social and sex-related behaviors than teachers and parents.

Moreover, many behaviors which are considered serious either by the significant majority or simple majority of teachers and parents, are considered less serious by either a significant majority or a simple majority of students (See Numbers 8-25).

It can be concluded that both teachers and parents are significantly more conservative than students, especially as concerns social behaviors.

Table 8 shows that there are some behaviors which, a few decades ago, were considered misbehaviors by almost all groups but which are now found to have a significant majority of the respondents who do not consider them as misbehaviors at all.

TABLE 8

BEHAVIORS CONSIDERED "NEGLIGIBLE" OR "NOT-MISBEHAVIOR" BY THE SIGNIFICANT MAJORITY OF THE RESPONDENTS<sup>1</sup>

Behaviors	"Negligible" or "Not misbehavior" Responses of							
	50 Teachers		30 Parents		100 Pupils		180 Total	
	No.	%	No.	%	No.	%	No.	%
1) Going to adventure movies during non-school hours	33	66%	20	67%	88	88%	141	78%
2) Going to love movies during non-school hours	25	50%	11	37%	70	70%	106	59%

<sup>1</sup> These responses are the sum of the third and fourth columns of section II in the questionnaire (See Appendix).

According to Table 8 it is worth noting that though the significant majority of the respondents did not consider these behaviors as misbehaviors, yet only the first one, namely going to adventure movies during non-school hours, is considered an acceptable behavior by a significant majority of each subgroup. The second behavior, namely going to love movies, is considered acceptable by a significant majority of students, but parents and teachers do not show a significant majority in either direction. Teachers and parents are significantly more conservative than students about going to love movies. Always, students seem to be more liberal in social behaviors than teachers and parents.

Table 9 shows that some behaviors are considered significantly less serious by senior students than by junior ones.

It is obvious that according to Table 9 no behavior is considered acceptable by a significant majority of the junior students, girls or boys. All junior students, therefore, consider the behaviors of Table 9 as "very serious" or "rather serious" misbehaviors.

It is very noteworthy that no behavior is considered significantly less serious by the junior students than by the senior ones.

It is interesting also that, out of twelve behaviors considered significantly less serious by senior girls than junior ones, only three behaviors, Numbers 1, 2 and 8 are not

TABLE 9

BEHAVIORS CONSIDERED SIGNIFICANTLY LESS SERIOUS BY SENIOR THAN BY JUNIOR STUDENTS<sup>1</sup>

Behaviors	"Negligible" or "Not-misbehavior" Responses of	
	Senior pupils No. %	Junior pupils No. %
A. <u>30 senior girls vs. 20 junior girls</u>	(30)	(20)
1) Smoking outside school	23 77%	5 25%
2) Drinking beer or wine outside school	21 70%	5 25%
3) Talking without permission in class	16 53%	2 10%
4) Making fun/and insulting the teacher of	10 33%	0 0%
5) Chewing gum in school	12 40%	1 5%
6) Going to movies with a member of the opposite sex	16 53%	3 15%
7) Going out walking with a member of the opposite sex	18 60%	5 25%
8) Going to love movies	23 77%	9 45%
9) Joining an organized noise-making	10 33%	1 5%
10) Scratching initials on desks	10 33%	1 5%
11) Joining an organized strike	12 40%	2 10%
12) Going to dancing parties	16 53%	4 20%

<sup>1</sup> These responses are the sum of the third and fourth columns of the section II of the questionnaire responded by the students (See Appendix).

TABLE 9 (Cont'd.)

Behaviors	"Negligible" or "Not-misbehavior" Responses of			
	Senior pupils		Junior pupils	
	No.	%	No.	%
<u>B. 30 senior boys vs. 20 junior boys</u>				
1) Talking without permission	17	57%	2	5%
<u>C. 60 Senior girls and boys vs. 40 junior girls and boys</u>				
1) Talking without permission	33	55%	3	8%
2) Smoking outside school	46	77%	12	30%
3) Going to dancing parties	43	72%	15	38%
4) Drinking beer or wine outside school	45	75%	18	45%
5) Going to love movies during non-school hours	49	82%	20	50%
6) Chewing gum in school	26	43%	5	12%
7) Making fun of and insulting the teacher	17	28%	2	5%
8) Joining an organized noise making	25	42%	6	15%
9) Joining an organized strike	28	47%	11	28%

considered serious behaviors at all, by the senior girls. But out of nine behaviors, four, Numbers 2-5 are considered not misbehaviors by the significant majority of all senior



students (girls and boys together). This indicates that senior boys consider many behaviors less serious than senior girls, especially in regard to going to dancing parties. Further discussion of this follows Table 10.

It is noteworthy that while there are 12 behaviors which are considered significantly less serious by senior girls than junior ones, there is only one behavior, namely talking without permission, that is considered significantly less serious by senior boys than junior ones. Therefore the difference between the senior and junior girls is significantly greater than the difference between the senior and junior boys. Perhaps this shows that boys' social changes occur at a different time than those of girls.

It is also noteworthy that, 3 behaviors, namely going to movies and going out walking with a member of the opposite sex, and scratching initials on desks, which were considered significantly less serious by senior girls than by junior ones, are found to lose their junior vs. senior significance when the sexes are lumped together.

Therefore it is clear that significant differences in the seriousness of misbehaviors exist mainly between the senior and junior girls. Only talking without permission shows the same senior-junior difference for both sexes.

Table 10 shows the significant differences between girls and boys in regard to seriousness of misbehaviors.



TABLE 10

BEHAVIORS CONSIDERED SIGNIFICANTLY LESS SERIOUS  
BY BOYS THAN BY GIRLS

Behaviors	"Negligible" or "Not-misbehavior" Responses <sup>1</sup> of			
	Girls		Boys	
	No.	%	No.	%
<u>A. 30 Senior girls vs. 30 senior boys</u>				
	(30)		(30)	
1) Going to dancing parties	16	53%	27	90%
2) Going to movies with a member of the opposite sex	16	53%	27	90%
3) Writing love letters	14	47%	23	77%
4) Going out walking with a member of the opposite sex	18	60%	26	87%
<u>B. 20 Junior girls vs. 20 junior boys</u>				
1) Going to movies with a member of the opposite sex	3	15%	13	65%
2) Eating in the classroom	0	0%	8	40%
3) Bullying others	0	0%	8	40%
4) Scratching initials on desks	1	5%	8	40%
5) Breaking chairs, windows etc.	0	0%	11	55%
6) Joining an organized strike in school	2	10%	9	45%

<sup>1</sup> These responses are the sum of the third and fourth columns of the section II of the questionnaire responded to by the students (See Appendix).

TABLE 10 (Cont'd.)

Behaviors	"Negligible" or "Not-misbehavior" Responses of			
	Girls		Boys	
	No.	%	No.	%
7) Drinking beer or wine outside school	5	25%	13	65%
8) Going out with a member of the opposite sex	5	25%	12	60%
9) Going to dancing parties	4	20%	11	55%
<u>C. 50 Senior and junior girls vs. 50 senior and junior boys</u>	(50)		(50)	
1) Going to movies with a member of the opposite sex	19	38%	40	80%
2) Going to dancing parties	20	40%	38	76%
3) Going out walking with a member of the opposite sex	23	46%	38	76%
4) Neglecting assigned duties	1	2%	12	24%
5) Breaking chairs, windows etc.	1	2%	11	22%
6) Writing love letters to a member of the opposite sex	19	38%	32	64%
7) Bullying others	4	8%	14	28%
8) Behaving roughly	3	6%	12	24%
9) Behaving without respect in Chapel	2	4%	10	20%
10) Joining an organized noise making	11	22%	20	40%
11) Smoking at school parties	12	24%	23	46%
12) Drinking beer or wine outside school	26	52%	37	74%

It is worth mentioning that no behavior is considered significantly less serious by girls than by boys.

Senior boys consider four behaviors (Numbers 1-4), all social and sexual ones, significantly less serious than do senior girls.

Moreover, while a significant majority of senior boys considers these behaviors as non-misbehaviors or negligible ones, no significant majority of senior girls considers the same behaviors as negligible or non-misbehaviors.

Though junior boys consider some behaviors, nine in number, significantly less serious than junior girls, yet no significant majority of junior boys considers these behaviors "negligible" or "not-misbehaviors". It is noteworthy that three behaviors of division A. (Numbers 1, 2 and 4) are regarded in the same way by boys and girls, whether they are seniors or juniors.

Comparing all senior and junior girls with senior and junior boys, there are twelve behaviors which are considered significantly less serious by boys, as a whole, than by girls. Moreover, five behaviors in division C., (Numbers 1, 2, 3, 6 and 12) are considered not only less serious, but actually non-serious by a significant majority of boys. This difference is mainly due to senior boys (compare Table 9).

Here, again, no significant majority of girls as a whole considers the above-mentioned behaviors as "non-misbehaviors"

or "negligible" ones. Girls are clearly more conservative, in general, than boys.

Table 11 shows the significant differences between the students of the City area and the Bourj Hamoud area in regard to their consideration of the seriousness of behaviors.

According to Table 11 it can be seen that city students consider five behaviors significantly less serious than do the Bourj Hamoud students.

The behaviors mentioned above are mainly social or sexual in nature, except one. This probably indicates that city students are more liberal in their behavior, or at least in the concept of behavior, perhaps due to the home background and neighborhood.

The reader may have noted that no behavior is considered significantly less serious by the Bourj Hamoud students than by the city students. This suggests that Bourj Hamoud students are as a whole more conservative than city students.

Using Tables 5-11 and drawing on his interviews with teachers and principals and on his experiences of years of administrative work, the writer offers the following general classification of misbehaviors:

- 1) The very common misbehaviors are: inattentiveness, whispering, and indifferent or dull states.
- 2) Some spontaneous misbehaviors: talking, laughing and giggling.

TABLE 11

BEHAVIORS CONSIDERED SIGNIFICANTLY LESS SERIOUS BY CITY STUDENTS THAN BY BOURJ HAMOUD STUDENTS

Behaviors	"Very serious" or "Rather serious" Responses of			
	50 City pupils		50 B. Ham. pupils	
	No.	%	No.	%
1) Going to dancing parties	14	28%	36	72%
2) Writing love letters to a member of the opposite sex	16	32%	33	66%
3) Going to movies with a member of the opposite sex	15	30%	25	50%
4) Going out walking with a member of the opposite sex	14	28%	24	48%
5) Talking without permission in the class	26	52%	37	74%

- 3) Unnecessary and excessive restlessness: rough behaviors, throwing pieces of chalk and paper, bad mannerisms, talking and dealing roughly with schoolmates.
- 4) Negative misbehaviors, e.g., not cooperating when help is needed in the class or school, indifference towards school activities, unsympathetic attitude

and behavior towards school needs, and tardiness.

- 5) Harmful or destructive misbehavior, like bullying, making practical jokes (e.g., putting tacks on chairs), scratching initials on desks, and breaking chairs and other objects of the school.
- 6) Conscious disobedience in class and in school, like chewing gum (if it is forbidden), eating in the classroom, not staying after school when one is ordered to do so, absence from the classes.
- 7) Rebellious misbehavior, like truancy, coarsely protesting against the decision of the teacher, behaving impudently, making fun of an insulting the teacher in his absence or presence, joining in organized noise making (e.g., humming, pounding) and joining in class or school strikes.
- 8) Misbehaviors of dishonesty, like cheating by copying homeworks from others. Especially cheating during tests and exams, lying and deceiving (e.g., claiming to be ill while he is not), stealing minor things, like pencils, paper etc., or major things, like money and valuables.
- 9) Socially disapproved and sexual misbehaviors, like indecent behavior with the members of the opposite sex (e.g., making coarse hand jokes with a member of the opposite sex), smoking in or outside school,

drinking alcoholic beverages, gambling, and going to morally disapproved places, like nightclubs, houses of prostitution etc.

The categories mentioned above are rather artificial and some of them are debatable, while others may be fused with each other. Not mentioned were some very debatable behaviors such as going to movies, and writing love letters to and developing teen-age friendships with members of the opposite sex, which are looked down upon by many Armenian school authorities and parents and by some teachers and students.

If we further analyze the above mentioned categories of misconduct, they may be divided into three main classes.

- 1) The common incipient and active offences (Numbers 1-4).
- 2) Aggressiveness and deliberate offences (Numbers 5-7).
- 3) Moral and social offences (Numbers 8-9).

From another point of view, this list of misbehaviors may be used to classify students in the following way:

- 1) The disorderly, restless students (Numbers 1-3).
- 2) The negative, underactive, hyper-sensitive students (Number 4).
- 3) Consciously negative disobedient students (Numbers 5-6).
- 4) Rebellious students (Number 7).
- 5) Morally disapproved students (Numbers 8-9).

Misbehaving students may be divided into two classes: normal students and maladjusted ones. A maladjusted student may behave sometimes like the well-adjusted one, and vice-versa; but these events are occasional. When a well adjusted student misbehaves it is temporary and it may be corrected easily; but when the maladjusted one misbehaves it is chronic, and the correction of the misbehavior needs great effort by all: teacher, parent and the student himself. And yet it is not easy to draw a demarcation line between the two types of students. Many students are on the borderline. The same misbehavior may be temporary and incidental in one and chronic in another, and the incidental misbehavior may, if neglected, be allowed to develop into a chronic one.

These misbehaviors may result in changes in the atmosphere of the classroom, giving some of the following types of classes:

- 1) Inattentive, uninterested, indifferent and lazy class.
- 2) Incidentally disorderly, restless and talkative class.
- 3) Actively disorderly, laughing, noisy, disturbed class.
- 4) Aggressively and intentionally disorderly, antagonistic, rebellious and trouble-making class.



ANALYSIS AND CLASSIFICATION OF CAUSES  
OF THE EXISTING MISBEHAVIORS

Table 12 shows some causes of misbehaviors given by the respondents in responding freely to the question "Please mention some causes of misbehaviors you know".

From Table 12 it can be seen that students are more critical towards teachers than towards home background. Perhaps this shows that they are more appreciative of and more bound to their homes than to their teachers. On the other hand teachers, though critical concerning themselves, are less critical toward themselves than parents, and much less critical than students.

TABLE 12

MAJOR CAUSES OF MISBEHAVIORS, BASED ON THE  
FREE RESPONSES OF 94 RESPONDENTS<sup>1</sup>

Summarised Causes	Responses of							
	30 Teachers		15 Parents		49 Pupils		94 Total	
	No.	%	No.	%	No.	%	No.	%
1) Teacher's personality: too lenient and weak or too strict and severe; too much sociable or too much solemn; inability in teaching; lack								

<sup>1</sup> These free responses were given to the question "Please mention some causes of misbehaviors" and "Please write down any suggestions..." (See Appendix).

TABLE 12 (Cont'd.)

Summarised Causes	Responses of							
	30 Teachers		15 Parents		49 Pupils		94 Total	
	No.	%	No.	%	No.	%	No.	%
of teaching method; lack of knowledge of the student psychology, partiality, favoritism; teacher's bad exemplary life in and outside school etc.	38	21%	23	28%	70	34%	131	28%
2) Lack of good organization and administration of the school: lack of full time teacher; interference of school committee members; irregular schedules too leniency and too severeness in discipline; lack of definite regulations; failure in the execution of the regulations; short recesses and lack of co-curricular activities etc.	40	22%	15	18%	43	21%	98	21%
3) Unsympathetic atmosphere in school: weak and unbalanced personality of the principal; lack of cooperation among teachers, principal, parents and students; lack of guidance; bad relations between students and school authorities; hatred towards teacher, principal and school etc.	26	15%	18	22%	26	13%	70	15%

TABLE 12 (Cont'd.)

Summarised Causes	Responses of							
	30 Teachers		15 Parents		49 Pupils		94 Total	
	No.	%	No.	%	No.	%	No.	%
4) Students' personal troubles: mental illness; frustrations; complexes; aggressiveness; timidity; too much dullness; too much brightness; laziness over activeness; age needs and cravings, like love affairs; lack of interest in subject; physical deficiency; general structure and inherent tendencies etc.	26	15%	4	5%	34	16%	64	14%
5) Home background and outside environment of the student; home troubles, poverty, too much lenient or severe discipline, parents' lack of good relations with each other; outside environment of the student, friends, playmates, the quarter he lives, movies etc.	30	17%	13	16%	10	5%	53	11%
6) The inadequacy of building, equipment, playground of the school; bad ventilation and temperature of the classes; noisy neighborhood; and crowded classes etc.	18	10%	9	11%	22	11%	49	11%
Total responses	178	100%	82	100%	205	100%	465	100%

Using Table 12 and drawing upon interviews with teachers and experience in the educational field, the writer classifies the causes of misbehaviors in the following way:

Personal causes - Causes Belonging to and Located in the Student Himself

- 1) Hereditary and structural factors.
  - a) Physical deficiencies: seeing, hearing, talking, infections, glandular hyper activities and hypo-activities etc.
  - b) Low intelligence and limited capacity.
- 2) Factors due to former illness, accidents and mishaps.
  - a) Brain injury.
  - b) Any physical deformity and deficiency.
  - c) Speech retardation.
  - d) Frustrations and disappointments.
- 3) Incidental factors.
  - a) Fatigue and drowsiness because of family inconveniences or due to extra work.
  - b) Hunger and malnutrition due to poverty, hurry etc.
  - c) Anxiety due to sickness of parents and other mishaps.
  - d) Headaches, fever, pain and similar temporary illness.
- 4) Family and neighborhood background and former training.
  - a) Family size and pupil's position in it, spoiled or

rejected child of the family, the oldest or the youngest among the siblings.

- b) Parents' relation with each other and with the children, their example and moral standards, family mishaps, divorce, quarrels death etc.
  - c) Too little or too much money in the family.
  - d) The type of neighborhood the student comes from, his kinds of playmates and their standards of life and conduct.
- 5) Age, physical disproportion and maturity factors.
- a) Too young or too old for the classmates.
  - b) Too small or too large; awkwardness.
  - c) Sexual prematurity or immaturity.
  - d) Social and emotional immaturity, instability or indifference and aggressiveness.
- 6) Educational background.
- a) Educational background falls short of adjusting the pupil to the educational standard of a new school.
  - b) The program, assignments and requirements may be above his ability or far from his interests.
- 7) Psycho-social factors and temperamental causes.
- a) Lack of love or over-protection.
  - b) Lack of security or too much self confidence.
  - c) Former or recent frustrations or successes.

- d) Excessive egotism or altruism.
- e) Too much self consciousness, shyness, timidity, or extreme talkativeness, over activeness, desire for sensationalism, showing off and desiring to attract attention.
- f) Desire to be identified with the crowd, desire to follow the majority and be like them, or resentment at any type of control or authority.
- g) Curiosity to know forbidden or hidden things or desire to be or appear indifferent to what happens in the environment.
- h) Bad or inadequate habits formed from childhood, like talkativeness, untidiness and tardiness.
- i) The spirit of independence in the teens, improperly handled, may cause resistance to authority and rejection of laws and regulations.
- j) Mental illness, neurosis and psychosis.

Misbehaviors, especially of maladjusted students, are symptoms of their inner conflicts, complexes, childhood mishaps and emotional immaturities. Hymes, in his Behavior and Misbehavior says:

These youngsters are stamped by over-statements, overactions, overemphasis, their needs fermenting and fizzing, burst out, like water gushing through a broken dam... With their needs bottled up these sick children reach a point where almost anything looks like a chance to get a little of what they want.<sup>1</sup>

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<sup>1</sup> James L. Hymes, Jr. Behavior and Misbehavior (New Jersey: Englewood Cliffs, 1956), pp. 94-95.

### School Causes

Misbehaviors traceable to school conditions are many. Normal students, who constitute the great majority of the secondary school population in Lebanon, are not troublesome in themselves if an adequate environment is created for them.

Many troubles come from the inadequacy of the school situations. It is worth examining briefly the inadequacies in the Armenian secondary schools.

#### 1) Classroom situation.

- a) Most of the classrooms are too small for the number of pupils placed in them. While for each student about one and a half square meters of space should be allotted,<sup>1</sup> many schools are so crowded that half or less of this ideal amount of space is given to each student. A class of 30 students is generally given a room of 20 square meters instead of the 45 or more square meters considered educationally adequate today.
- b) Lack of a heating system, lack of air conditioning and inadequacy of lighting make many classrooms highly undesirable places to stay in. Cold in winter, hot in other seasons, with constant bad air, and with poor lights, such rooms inevitably create discomfort, and

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<sup>1</sup> Prof. J. Katoul, Notes on School Administration, Course Number 213.



hence trouble.

- c) Too many pupils per teacher (sometimes 40-50 students) makes the existing situation almost intolerable. The control, guidance and disciplining of a class of 50 is not identical with that of a class of 25.
  - d) The position of the classroom is another factor in the causing of disturbance. Walls are often thin and windows opened near other rooms. These poor acoustic conditions create noise, excitement and disturbance.
- 2) Equipment, playground and other factors.
- a) The inadequacy of desks, their small size and the lack of space between them is one of the main causes of trouble in classrooms and an invitation to cheating during tests and exams.
  - b) Blackboards and teacher's desks in improper positions are other causes of misbehavior.
  - c) Lack of instructional equipment, such as maps, rulers, projectors etc. leads to ineffective teaching, disinterest and trouble.
  - d) Similarly, lack of laboratory equipment and other laboratory inadequacies are sources of disorder.
  - e) Inadequacy of playground with their small size



and their nearness to the classrooms, plays a great role in the creation of disorder.

- f) The inadequacy of washrooms, drinking systems, halls and passages are other potential sources of disciplinary trouble.

Most of our school buildings are entirely unaesthetic in appearance. They were not built originally to be schools. They need radical changes and should be rebuilt along modern hygienic and pedagogical lines. Most of the buildings were built a few decades ago under economic pressure. The change of the world as a whole and the contrasting effect of new, sanitary buildings near by, make our old buildings clearly outmoded. It is imperative that serious attention be given to this shortcoming.

#### The Teacher as a Factor in Student Misbehavior

Teachers and their various teaching systems, their differing personalities, preparations, types of planning and presentation of the subject are other factors determining the frequencies and types of misbehaviors. In school discipline the most influential single factor is the teacher-pupil relationship. The type of rapport existing between student and teacher is one of the major determinants of student behavior. The following teacher-characteristics are perhaps especially pertinent in this connection:

- 1) The teacher's physical appearance, his size etc.
- 2) The teacher's voice. Is it shrill, high pitched and monotonous, or strong and effective?
- 3) The teacher's attitude and disposition. Is he cheerful or moody, sympathetic or nervous?
- 4) The teacher's common sense. Is his treatment subjective or objective? Is he tactful and wise?
- 5) The teacher's scholarship is another major factor in his relation with the students. Evident scholarship wins respect from students.
- 6) The teacher's way of teaching, his technique, his planning of the lesson and presentation and explanation of it play a great role in maintaining interest and order.
- 7) The teacher's moral and emotional character is very important. Favoritism, vacillation, undecidedness, tardiness or, on the contrary punctuality and moral loftiness strongly affect his relations with students and hence his disciplinary activities.
- 8) The teacher's vivacity and interest in his subject greatly affect class order and behavior.

The above characteristics of teachers are equally important in administrators, whether they be supervisors, deans or principals. An inefficient, tactless and incom-

petent administrator is often himself a cause of major disciplinary problems.

## PART III

### THE ADMINISTRATION OF DISCIPLINE

In this section disciplinary measures and methods are discussed. In the first section the aims, purposes, objectives and functions of discipline were discussed, answering the question "Why school discipline?" In the second section student misbehaviors and their causes were analyzed and classified, answering the question "What is a disciplinary problem?" Now corrective measures and principles governing their administration shall be analyzed and classified, answering the question "How is and should discipline be administered?"

The term Corrective Measures has gradually taken the place of the terms punishment or penalties. With psychological research new interpretations and evaluations have come to view concerning human behavior. Leaving aside the very extreme "recapitulation" theory and pseudo-Freudian concept of behavior, there has been a great change in the attitudes of all educators, even in the attitude of the conservative essentialists, the perennialist and moralist educators, in favor of more direct attention to the learner and his behaviors. Accordingly disciplinary measures moved from the punitive and retributive towards the corrective,

curative, reformatory, and preventive. "An ounce of prevention is worth a pound of cure" has been the motto of many schools. Consequently types of school discipline have shifted in many places from autocratic or despotic types to democratic ones. Appeal to personal interest and control through group consciousness, morale and responsibility has often usurped the place of the traditional appeals which controlled through fear, terror and corporal punishment. Armenian secondary schools in Lebanon are in a transitional period. The community as a whole, including students, parents and teachers, are not yet prepared for an abrupt shift to the modern psychological and democratic concept of discipline in education. Surely we cannot transplant these basically western concepts to the unprepared soil of the Armenian schools, in Lebanon. The change should be evolutionary but not revolutionary. "Evolution, not catastrophic revolution is the true pedagogical route to a desired goal"<sup>1</sup> says Bossing in his Teaching in Secondary Schools. Again, the same author emphasizes the evolutionary approach to the adoption of new educational methods: "The school cannot get too far ahead of the community. There must be some continuity of social expression between school and community; otherwise the student becomes confused."<sup>2</sup>

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<sup>1</sup> Nelson L. Bossing, Teaching in Secondary Schools Boston: Houghton Mifflin Co., 1952), p. 157.

<sup>2</sup> Ibid.

Armenian secondary schools in Lebanon are moving gradually towards the remedial and even somewhat towards the preventive type of discipline. They are making a great effort in the building of new types of school buildings and in encouraging pedagogically well-trained and prepared teachers and administrators.

The following is a classification of corrective measures administered in the Armenian secondary schools, in Lebanon.

#### CLASSIFICATION ACCORDING TO THE FREQUENCY OF THE CORRECTIVE MEASURES USED

Table 13 shows the existing corrective measure which are administered most frequently, according to the free responses of 155 respondents to the question, "Write down the corrective measures usually taken..."<sup>1</sup>

It is noteworthy that there is no significant difference between teachers and parents in their estimations of the frequencies of various corrective measures. But significant differences exist between students on the one side and combined teachers-parents on the other. Moreover, it is clear that except for the first two measures, no particular measure is considered most frequent by a significant majority

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<sup>1</sup> Questionnaire, Section V (See Appendix).

TABLE 13

MOST FREQUENT CORRECTIVE MEASURES ADMINISTERED IN  
THE ARMENIAN SECONDARY SCHOOLS<sup>1</sup>

Corrective Measures	Responses of							
	38 Teachers		22 Parents		95 Pupils		155 Total	
	No.	%	No.	%	No.	%	No.	%
1) Scolding pupil in private or before students	34	90%	17	78%	75	79%	126	81%
2) Suspending pupil from school	17	45%	10	45%	85	90%	112	72%
3) Sending pupil out or making him stand in the corner	8	21%	8	36%	41	43%	57	37%
4) Lowering academic grade	22	58%	10	46%	20	21%	52	33%
5) Giving advice and direction to pupil	14	37%	12	55%	25	26%	51	33%
6) Ignoring the misbehavior	5	13%	5	23%	33	35%	43	28%
7) Warning the pupil and informing parents	10	26%	3	14%	30	32%	43	28%
8) Corporal punishment	15	39%	5	23%	23	24%	43	28%
9) Giving extra duty or work	14	37%	10	46%	16	17%	40	26%
10) Sending the pupil to the principal	8	21%	6	27%	23	24%	37	24%
11) Discussing the case with the pupil	10	26%	3	14%	18	19%	31	20%
12) Lowering behavior grade or rank	10	26%	5	23%	11	12%	26	17%

<sup>1</sup> These measures were identified by the responses of respondents to the question "Write down the corrective measures usually taken..." (See Appendix, Questionnaire, Section V).

of the respondents. It is also worth noting that scolding the pupil is considered the most frequent measure taken in school, not only by a significant majority of respondents as a whole, but also by a significant majority of each group. The second most frequent measure is considered by a significant majority of respondents to be suspending the pupil. However, it is interesting to know that while suspension (from class or school for a day or more) is considered a frequent measure by a significant majority of respondents, as a whole, it was the student responses which had greatest weight in this bias.

Ignoring the misbehavior is also considered significantly more frequent by students than by teachers and parents. Probably students are more conscious of overlooked misbehaviors.

However, it can be seen that lowering the academic grade (Number 4), giving extra duty (Number 9), and lowering the behavior grade (Number 12), are considered significantly less frequent by students than by teachers and parents.

Using Table 13 and drawing from his experience of educational administration in the Armenian secondary schools, the writer would classify existing corrective measures as follows, beginning with the measures most frequently used:

- 1) Corrective measures that occur most frequently are:  
deprivation, detention, scolding, removal of the



student from the situation, sending the pupil to the office or the principal, giving extra work, and lowering the behavior grade.

- 2) Corrective measures that occur frequently are: consulting with parents, giving advice or direction, forcing to apologize, threatening, warning the pupil, informing parents, lowering both the academic and behavior grade, and suspending pupil from school for a day or more.
- 3) Corrective measures that occur less frequently are: ignoring the misbehavior, forgiving and showing sympathy, discussing the case with the pupil, giving directions for good habits, imposing a money fine, shaming the pupil, placing the pupil on probation, pulling the ears, vigorous shaking of the body and depriving the pupil of luncheon.
- 4) Corrective measures that occur very rarely are: finding out the causes of the misbehavior and helping to remove them, scolding the pupil before the staff, suspending the pupil for an indefinite time, and expulsion from the school.

#### EVALUATION OF THE EXISTING CORRECTIVE MEASURES

Table 14 shows the evaluation of the existing corrective measures by the respondents.

TABLE 14

EVALUATION OF THE EXISTING CORRECTIVE MEASURES USED FOR THE MOST FREQUENT MISBEHAVIORS, BASED ON RESPONSES TO THE QUESTION "EVALUATE THE USUAL CORRECTIVE MEASURES USED"<sup>1</sup>

Evaluation	Responses of							
	38 Teachers		22 Parents		95 Pupils		155 Total	
	No.	%	No.	%	No.	%	No.	%
1) Good	77	40%	55	50%	204	37%	336	39%
2) Fair	75	39%	39	35%	223	40%	337	39%
3) Bad	39	21%	17	15%	128	23%	184	22%
Total	191	100%	111	100%	555	100%	857	100%

Table 14 shows that the existing corrective measures are considered neither bad nor good by the significant majority of the respondents. Students may be slightly more negative towards the existing corrective measures, but the difference is not statistically significant, and no inference can be drawn.

CORRECTIVE MEASURES WHICH THE RESPONDENTS BELIEVE SHOULD NEVER BE USED

Table 15 shows corrective measures which are rejected

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<sup>1</sup> Questionnaire, Section V (See Appendix)

TABLE 15

CORRECTIVE MEASURES REJECTED BY A SIGNIFICANT MAJORITY OF THE RESPONDENTS<sup>1</sup>

Corrective Measures	"Should never be used" Responses of							
	50 Teachers		30 Parents		100 Pupils		180 Total	
	No.	%	No.	%	No.	%	No.	%
1) Vigorous shaking of the body	38	76%	23	77%	79	79%	140	78%
2) Shaming the pupil before schoolmates	39	78%	23	77%	77	77%	139	77%
3) Striking hands, feet or buttocks	28	56%	18	60%	67	67%	123	68%
4) Lowering academic grade	34	68%	18	60%	63	63%	115	64%
5) Slapping	25	50%	18	60%	70	70%	113	63%
6) Pulling the ears	31	62%	22	73%	52	52%	105	58%
7) Giving monotonous work	35	70%	18	60%	52	52%	105	58%

by a significant majority of the respondents, who indicated that these measures "should never be used".

According to Table 15, out of 7 rejected measures, four

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<sup>1</sup> Based on the responses of the respondents to the question of section III of the questionnaire (See Appendix).

are corporal punishments (Numbers 1, 3, 5 and 6).

It is also noteworthy that the measures "Pulling the ears" and "Giving monotonous work" (Numbers 6 and 7), though rejected by a significant majority of both teachers and parents, are rejected by only a small majority of the students. And measures like "striking hands, feet etc." (Number 3) and "slapping" (Number 5), though rejected by a significant majority of parents and students, are not rejected by a significant majority of teachers. Perhaps this shows that teachers are inclined more towards corporal punishments than parents and students.

All measures mentioned above were rejected by a significant majority of parents.

#### CORRECTIVE MEASURES TO BE ADMINISTERED FOR VERY SERIOUS CASES

Table 16 shows what corrective measures are approved of by the respondents to be administered for very serious misbehaviors.

According to Table 16, it is noteworthy that not only does the significant majority of all respondents agree with these measures to be used for serious cases, but the significant majority of each group also agrees (except for Number 7, "scolding the pupil before the Staff" where the

TABLE 16

CORRECTIVE MEASURES CHOSEN BY A SIGNIFICANT MAJORITY  
OF 180 RESPONDENTS TO BE USED<sup>1</sup>  
"ONLY FOR VERY SERIOUS CASES"<sup>1</sup>

Corrective Measures	Responses of							
	50 Teachers		30 Parents		100 Pupils		180 Total	
	No.	%	No.	%	No.	%	No.	%
1) Placing the pupil on probation and informing parents	40	80%	23	77%	74	74%	137	76%
2) Calling parents to school for consultation	38	76%	27	90%	70	70%	135	75%
3) Expelling from school	42	84%	27	90%	67	67%	134	75%
4) Sending the pupil to the principal	41	82%	25	83%	67	67%	133	74%
5) Visiting homes for consultation with parents	41	82%	27	90%	64	64%	132	73%
6) Warning the pupil and informing parents with a note	35	70%	22	73%	74	74%	131	73%
7) Scolding the pupil before the staff	28	56%	18	60%	57	57%	103	57%

<sup>1</sup> Based on responses to a given list of corrective measures, questionnaire, Section II (See Appendix).

majorities are not statistically significant).

Moreover, calling parents to school for consultation (Number 2), and expulsion (Number 3) are approved for use in serious cases significantly more by parents than by teachers and students. Perhaps this shows that parents expect more consultation than other groups think. Also it may show that they are afraid of very serious cases and troublemaking students who might harm their children. Therefore they are inclined more to the measure of expulsion. However, students approve of expulsion significantly much less than either parents or teachers.

Also "Sending the pupil to the principal" (Number 4) and "Visiting homes for consultation with parents" (Number 5), though approved by a significant majority of students, the majority involved is significantly smaller than that of teachers and parents.

Table 17 shows what corrective measures were freely suggested by respondents for use with the most serious misbehaviors.

It is noteworthy that corrective measures suggested in Table 17 for the most serious misbehaviors when contrasted with the very serious misbehaviors of Table 16 show only three corrective measures, namely, expulsion, warning and scolding to be common to both Tables 16 and 17.

TABLE 17

CORRECTIVE MEASURES FREELY SUGGESTED FOR "MOST SERIOUS MISBEHAVIORS" BY THE RESPONSES OF 139 RESPONDENTS<sup>1</sup>

Corrective Measures (suggested freely)	Responses of							
	33 Teachers		22 Parents		84 Pupils		139 Total	
	No.	%	No.	%	No.	%	No.	%
1) Suspension	25	76%	14	64%	84	100%	121	87%
2) Expulsion	22	67%	16	73%	45	54%	83	60%
3) Warning the pupil and informing parents	21	64%	17	77%	42	50%	80	58%
4) Giving advice and direction	26	79%	9	41%	33	39%	68	49%
5) Scolding the pupil	7	21%	7	32%	38	45%	52	37%
6) Discussing the case with the pupil privately	19	58%	6	27%	24	29%	49	35%

Table 17 represents free expressions. Table 16 represents some chosen measures out of a given list, while Table 17 asks the respondent to mention or suggest himself the

<sup>1</sup> These very serious misbehaviors and corresponding best corrective measures suggested were identified by the responses to the question: "Mention five of the most serious misbehaviors and give the best corrective measure or measures for each," questionnaire, Section IV (See Appendix).



best corrective measures for the most serious misbehaviors.

It is interesting that suspension and scolding are suggested significantly more often by the students than by the teachers and parents, and expulsion and warning are suggested significantly less frequently by students than by teachers and parents.

Moreover, "Giving advice and direction" and "Discussing the case with the pupil privately" are suggested significantly more often by teachers than by parents and students. Perhaps this shows that teachers, at least theoretically, are more aware of recent trends in pedagogy.

Only the first two measures, suspension and expulsion, are suggested by a significant majority of the total group of respondents. However, if it is taken into consideration that respondents had in mind the most serious misbehaviors, such as stealing, it is not surprising that they would suggest suspension and expulsion.

#### CORRECTIVE MEASURES GENERALLY CHOSEN FOR USE BY THE RESPONDENTS

Table 18 shows corrective measures most often chosen for use (regardless of seriousness of offence) by a significant majority of the respondents.



TABLE 18

CORRECTIVE MEASURES MOST OFTEN CHOSEN FOR USE (REGARDLESS OF SERIOUSNESS OF OFFENSE) BY A SIGNIFICANT MAJORITY OF THE RESPONDENTS<sup>1</sup>

Disciplinary Measures	Number of "approved-for-use" Responses							
	50 Teachers		30 Parents		100 Pupils		180 Total	
	No.	%	No.	%	No.	%	No.	%
1) Discussing the case with the pupil	50	100%	30	100%	99	99%	179	99%
2) Warning the pupil and informing parents	50	100%	30	100%	96	96%	176	98%
3) Giving advice and direction to the pupil	49	98%	30	100%	96	96%	175	97%
4) Placing the pupil on probation and informing parents	50	100%	30	100%	95	95%	175	97%
5) Scolding the pupil in private	49	98%	29	97%	95	95%	173	96%
6) Forgiving and showing sympathy	50	100%	30	100%	92	92%	172	96%
7) Giving useful work	47	94%	29	97%	93	93%	169	94%
8) Calling parents to school for consultation	48	96%	30	100%	86	86%	164	91%
9) Forcing the pupil to apologize privately	45	90%	29	97%	89	89%	163	91%

<sup>1</sup> Based on the responses to the question section III (the sum of the first three columns namely "only for very serious cases", "for average cases" and "only for very minor cases") of the questionnaire (See Appendix).

TABLE 18 (Cont'd.)

Disciplinary Measures	Number of "approved-for-use" Responses							
	50 Teachers		30 Parents		100 Pupils		180 Total	
	No.	%	No.	%	No.	%	No.	%
10) Visiting homes for consultation	48	96%	30	100%	84	84%	162	90%
11) Sending the pupil to the principal	46	92%	27	90%	87	87%	160	89%
12) Controlling pupil by student-council action	42	84%	28	93%	86	86%	156	87%
13) Lowering behavior grade or rank	43	86%	25	83%	72	72%	140	78%
14) Expelling from school	44	88%	27	90%	71	71%	142	79%
15) Suspending the pupil from classes but keeping him in school	44	88%	21	70%	75	75%	140	78%
16) Ignoring the misbehavior	34	68%	22	73%	79	79%	135	75%
17) Depriving pupil of his enjoyments and privileges	46	92%	25	83%	57	57%	128	71%
18) Keeping pupil after school as punishment	38	76%	19	63%	67	67%	124	69%
19) Scolding the pupil before the staff	36	72%	20	67%	68	68%	124	69%
20) Scolding the pupil before students	42	84%	16	53%	56	56%	114	63%
21) Suspending the pupil and sending him home	39	78%	21	70%	54	54%	114	63%
22) Forcing the pupil to apologize before students	34	68%	16	53%	60	60%	110	61%

It is noteworthy that "discussing the case with the pupil" and similar measures are highly approved, while measures like scolding, suspending and forcing to apologize are not as highly approved even though they are among measures approved for use by a significant majority of the respondents. It is also worth noting that measures taken in private are more approved than those taken in public. Compare Numbers 5 and 20, where scolding in private is chosen by 96% of the respondents, while scolding in public is chosen by only 63% of the respondents. Compare also measures like forcing the pupil to apologize privately and publicly (Numbers 9 and 22).

Moreover it is interesting that measures like discussing the case with the students, giving advice and direction, forgiving and showing sympathy, as well as warning the pupil and informing parents etc. are foremost among the approved measures.

It should be noted that a measure such as "Expelling from school" is more often chosen than a measure such as "Ignoring the misbehavior" or "Detention and scolding in public" (compare numbers 15-20). The respondents' approval of expulsion is of course the result of large numbers of responses concerning very serious cases. Again, it can be seen that lowering the behavior grade (Number 13) is in the list of the approved measures, but lowering the academic grade does not appear at all.

Using Tables 13-18 and drawing from his administrative experience the writer makes the following classification of existing disciplinary measures in Armenian schools:

1) Kind treatment: ignoring misbehaviors; forgiving and showing sympathy; consulting with the student about the misbehavior; discovering the causes and helping the student to remove the causes; giving advice and direction to the pupil; helping him to form good habits and manners; creating an adequate situation for development of a cooperative spirit.

2) Minor measures: depriving the pupil of his enjoyments and privileges; detaining the pupil after school; giving the pupil monotonous or useful work or duties; removing the pupil from the situation.

3) Major measures: sending the pupil to the principal; requiring a money fine or reparation for material damage; scolding the pupil in private, scolding in public or before the staff; lowering the behavior grade in case of cheating or neglecting assigned duty; forcing the pupil to apologize in private or in public; depriving the pupil of luncheon (for offences like eating in the classroom).

4) Warning-suspension types of measures: threatening the pupil with severe punishment in private; in public; warning the pupil and informing the parents; placing the pupil on probation and informing parents; suspending the

pupil for a few days, or indefinitely.

5) Corporal punishment, or shaming students before schoolmates as measures: pulling the ears, striking hands, feet and buttocks; slapping; vigorous shaking of the body; shaving the head.

6) Expulsion.

The above-mentioned measures are administered in the Armenian secondary schools. Each may be used in multiple ways and with varying intensity. The first measure, kindness and sympathy, in the hands of an incompetent and lenient teacher with a weak personality, may spoil the pupil. On the other hand warnings or similar severe measures, even when handled with the co-operation of parents and the pupil himself, may sometimes result in accentuated problems. Not only the type of measure, but also how it is administered, is important.

#### THE SPIRIT IN WHICH CORRECTIVE MEASURES ARE ADMINISTERED

Table 19 shows the respondents' evaluations of the spirit in which corrective measures are administered.

Table 19 shows clearly that students are generally more critical than parents and teachers towards the prevailing spirit behind disciplinary measures. When only 30%

TABLE 19

RESPONSES TO CERTAIN STATEMENTS CONCERNING THE SPIRIT  
IN WHICH DISCIPLINE IS ADMINISTERED

Statements	"Agree more than disagree" and "Fully agree" Responses of					
	50 Teachers		30 Parents		100 Pupils	
	No.	%	No.	%	No.	%
1) Corrections are usually administered with sympathy	34	68%	20	67%	57	57%
2) Corrections are usually administered objectively	37	74%	24	80%	46	46%
3) Corrections are usually administered with anger	15	30%	10	33%	48	48%

and 33% of teachers and parents agree, respectively, that corrections are administered with anger, 48% of students (Significantly more) agree with the statement. Even more significant difference exists in the second statement: while 74% and 80% of teachers and parents agree with the statement that corrections are administered objectively, only 46% of students (significantly fewer) agree with it.

Table 20 shows the attitudes of respondents towards some methods of discipline.



TABLE 20

RESPONDENTS' REJECTIONS OF CERTAIN TYPES OF PUNISHMENTS

Rejected Statements	"Disagree more than Agree" and "Totally Disagree" Responses of							
	50 Teachers		30 Parents		100 Pupils		180 Total	
	No.	%	No.	%	No.	%	No.	%
1) Corporal punishment is good both for boys and girls	41	82%	27	90%	77	77%	145	80%
2) Corrections should be painful bodily	34	68%	20	67%	83	83%	137	76%
3) Corporal punishment is good for boys but not for girls	38	76%	21	70%	74	74%	138	74%
4) Expulsion is preferable to corporal punishment	35	70%	26	87%	63	63%	124	69%
5) Corrections should be painful mentally	24	48%	22	73%	78	78%	124	69%
6) A child is born in sin, the rod corrects him	35	70%	19	63%	59	59%	113	63%

From Table 20 it can be seen that almost all of the measures rejected or disapproved are corporal punishments.

It is also noteworthy that parents reject statement

Number 4, "Expulsion is preferable to corporal punishment", with significantly more bias than teachers and students. This rejection is due perhaps to the fact that while a teacher may ultimately get rid of a student, and a student may ultimately get rid of a teacher, parents have a more lasting responsibility. Further, it is likely that parents regard expulsion as more humiliating than either teachers or students do.

It is also worth of note that teachers reject the statement "Corrections should be painful mentally", significantly less than parents and students. Perhaps this is due to different interpretations of the meaning of "Mental pain". A teacher's interpretation of it is perhaps not as serious as that of parents and students. Some of the teachers, no doubt, have interpreted it as "Correction should be effective". Mental pain is probably understood by parents and students as something injuring the mind.

Table 21 shows how the students significantly differ from teachers and parents in their evaluation of corporal punishment.

The chi squares from Table 21 show that no group has a significant majority which agrees with these statements. Nevertheless, students disagree significantly more than teachers and parents.



TABLE 21

RESPONSES TO TWO STATEMENTS CONCERNING  
CORPORAL PUNISHMENT

Statements	"Agree more than Disagree" and "fully agree" Responses of					
	50 Teachers		30 Parents		100 Pupils	
	No.	%	No.	%	No.	%
1) Corporal punishment is good for some students who are trained that way at home or elsewhere	30	60%	17	57%	45	45%
2) Corporal punishment should be administered by the principal or in his presence	30	60%	15	50%	36	36%

Table 22 shows how a significant majority of the respondents agree with certain statements concerning principles of correction and discipline.

According to Table 22 it is worth noting that the first 14 statements are agreed with not only by a significant majority of the respondents as a whole, but also by a significant majority of each group. Statements 15 and 17 are agreed with by a significant majority of teachers and parents (but not of students). This suggests that students are more inclined to

TABLE 22

STATEMENTS CONCERNING SOME EDUCATIONAL PRINCIPLES  
 AGREED WITH BY A SIGNIFICANT MAJORITY  
 ON THE RESPONDENTS<sup>1</sup>

Statements	"Agree more than Disagree" and "fully agree" Responses of							
	50 Teachers		30 Parents		100 Pupils		180 Total	
	No.	%	No.	%	No.	%	No.	%
1) The teacher should be responsible for discipline, rarely should he send the pupil to the principal	49	98%	29	97%	92	92%	107	94%
2) Corrections should be administered only after being certain of the guilt	48	96%	29	97%	93	93%	170	94%
3) Corrections should be administered calmly without anger	49	98%	27	90%	91	91%	167	93%
4) Corrections should be administered objectively without prejudice or vengeance	50	100%	29	97%	87	87%	166	92%
5) Corrections should suit the kind and degree of offence	49	98%	29	97%	84	84%	162	90%
6) Corrections should suit the offender (age, sex etc.)	46	92%	29	97%	87	87%	162	90%
7) Cooperation of parents is an important aid in school discipline	48	96%	30	100%	85	85%	163	90%

<sup>1</sup> Based on the responses to the question of section IV in the questionnaire (See Appendix).

TABLE 22 (Cont'd.)

Statements	"Agree more than Disagree" and "Fully Agree" Responses of							
	50 Teachers		30 Parents		100 Pupils		180 Total	
	No.	%	No.	%	No.	%	No.	%
8) A class should not be punished for the individual	47	94%	29	97%	85	85%	161	89%
9) Corrections should be firm and decisive	50	100%	27	90%	81	81%	158	88%
10) Corrections should be administered with sympathy	44	88%	27	90%	87	87%	158	88%
11) Corrections should not deprive pupil from other lessons	48	96%	28	93%	83	83%	159	88%
12) Honor list and honor societies in school are useful to motivate pupils for better behavior	47	94%	29	97%	83	83%	159	88%
13) The best correction is through finding the interest of the pupil and keeping him busy	48	96%	25	83%	83	83%	156	86%
14) Corrections should be administered in private always	38	76%	24	80%	79	79%	141	78%
15) Corrections should be swift and immediate	40	80%	23	77%	58	58%	121	67%
16) A written list of misbehaviors and corresponding punishments should be given to the pupils	31	62%	14	47%	75	75%	120	67%

TABLE 22 (Cont'd.)

Statements	"Agree more than Disagree" and "Fully Agree" Responses of							
	50 Teachers		30 Parents		100 Pupils		180 Total	
	No.	%	No.	%	No.	%	No.	%
17) Corrections should be administered in public, sometimes	39	78%	24	80%	50	50%	113	63%
18) Corporal punishment, if administered wisely, is good	33	66%	18	60%	56	56%	109	59%

resist swift and immediate measures, as well as measures administered in public.

Statement 16, "A written list of misbehaviors and corresponding punishments should be given to the students", is agreed with by a significant majority of students, but only by a simple majority of other groups. The difference between students on one side and teachers and parents on the other is significant. This again may indicate that students want more definiteness in regulations than teachers and parents.

It is also noteworthy that teachers agree with statement 9, "Corrections should be firm and decisive" significantly more than parents and much more than students.

Teachers appear to be strongly inclined towards decisiveness in corrective measures.

It is interesting that teachers agree significantly more than parents and students with statement 13, "The best correction is through finding the interest of the pupil and keeping him busy". Teachers' outlooks, at least theoretically, seems to be more in accord with modern pedagogical ideas than those of parents and students.

All parents, without exception, stated that their own cooperation is important in school discipline.

For further differences between students, teachers, and parents see Table 23. Some of the differences mentioned in Table 23 may be due to misunderstanding of the statements by the students, especially the junior ones.

In Table 23, statement 3, "Corrections should be painful bodily", is agreed with by teachers and parents significantly more than by students, in spite of the fact that it is a minority of teachers and parents who agree with the statement. For further remarks on the differences, see Table 22 and subsequent considerations.

#### PRINCIPLES OF CORRECTIVE MEASURES

Using Tables 19-23 and drawing from his experience and studies in the educational field, the writer offers the following principles for the administration of corrective

TABLE 23

CERTAIN STATEMENTS CONCERNING THE PRINCIPLES OF CORRECTIVE MEASURES WITH WHICH STUDENTS AGREE SIGNIFICANTLY LESS THAN PARENTS AND TEACHERS<sup>1</sup>

Statements	"Agree more than Disagree" and "Fully Agree" Responses of					
	50 Teachers		30 Parents		100 Pupils	
	No.	%	No.	%	No.	%
1) Corrections should be firm and decisive	50	100%	27	90%	81	81%
2) Corrections should be swift and immediate	40	80%	23	77%	58	58%
3) Corrections should be painful bodily	15	30%	10	33%	13	13%
4) Corrections should suit the kind and degree of offence	49	98%	29	97%	84	84%
5) Corrections should be administered in public sometimes	39	78%	24	80%	50	50%
6) Corrections should be administered objectively, without prejudice or vengeance	50	100%	29	97%	87	87%
7) Honor lists and honor societies in school are useful to motivate pupils for better behavior	47	94%	29	97%	83	83%
8) Cooperation of parents is an important aid in school discipline	48	96%	30	100%	85	85%
9) A class should not be punished for the individual	47	94%	29	97%	85	85%
10) Corrections should not deprive pupil from other lessons	48	96%	28	93%	83	83%

<sup>1</sup> Questionnaire section IV Numbers 4-25 (See Appendix).

measures. Under each principle below, corrective measure is evaluated for purposes of illustration.

1) Correction should be effective. The measure should be genuinely corrective; it should result in the achievement of the desired goal. Too often the direct opposite of the goal is achieved. An impulsive treatment often results in undesirable after-effects. Discipline administered in anger often results in resentment at the lesson, the teacher, and the school.

2) Correction should be appropriate to the offence in degree and in kind. It is not fair to lower the academic grade because of misbehavior. An academic grade is appropriately lowered only when there is real evidence that academic achievement has been over-rated through an earlier error in the measurement process. Restitution for damage done and apology for real insult are normal, but restitution for insult and apology for damage done, do not fit the offences.

3) Correction should be adjusted to the offender. Each student is unique and each case is unique, and therefore each case and student should be dealt with uniquely. Individual differences, age, sex, background, needs and situations of the offender should be taken into consideration. The treatment used with a normal and stable pupil cannot ordinarily be applied to a maladjusted one. Depriving



a sickly boy of fresh air during recess time is a negative example of the principle mentioned. Too often, in Armenian schools, students are deprived of their luncheons without regard to their physical condition.

4) Correction should fit the environment. Corrective measures in a village school cannot be identical with those administered in a city school. Moreover the state laws and community mores should be considered in the administration of corrections. Too often, in Armenian secondary schools, corporal punishment is given despite laws which clearly forbid it.

5) Correction should be humane. It should not humiliate or harm the student physically or mentally. In correction, the dignity and rights of the individual and his physical and mental health should not be ignored. Corporal punishment and threatening usually humiliate the student, and often result in mental and emotional complexes. Some teachers and administrators in Armenian secondary schools frequently disregard this important principle; they shame students publicly, slap them impulsively and threaten them tactlessly.

Correction should be reasonable and educative.

The student should be led to understand the purpose of correction, to realize his mistake, and to cooperate with the teacher in his reformation. As the cooperation of the

patient is important in the physician's cure and treatment, so the cooperation of the student with the teacher is important. A conference with the student often eases the way to this end. It is customary in Armenian schools to give monotonous work to students, such as writing pages of identical sentences, which have no relation to the offence of the student. This is not likely to be effective in the correction of the behavior, nor will it guarantee the cooperation of the student. Correction, like learning, is achieved by willful experience: "You can take a horse to water, but you cannot make him drink".

7) Correction should be just and fair. The teacher should be certain of the fact of the committed offence, and after having discovered the real causes of it to the best of his ability, he should take an appropriate disciplinary measure. Moreover the measure should be neither too cruel nor too light; cruelty may develop a negative spirit and lack of firmness may cause a disregard of the entire incident. In order to be just and fair in correction it is important to know the psychological needs and general state of the misbehaving student.

8) Correction should be administered objectively and calmly, without prejudice and anger. It should not raise resentment in the student. Too often in Armenian schools misbehaviors are taken as personal affronts by the teachers,

and dealt with in anger. Vituperative scoldings, shoutings, threatenings in public and slappings are not uncommon.

9) Correction should be firm and constant. Often teachers are very strict on one day and lenient on another. Such teachers cannot correct the student because of the unpredictability of the whole schoolroom atmosphere. Inconsistency and undecisiveness are qualities unfortunately found among some Armenian secondary school teachers.

10) Correction should not deprive the student of his other lessons. It is customary with some teachers to punish a student by telling him to stay in the hall or in a corner until noon, thus preventing him from attending other classes.

11) Almost all corrections should be undertaken by the teacher, himself. Only for major offences should the teacher send the pupil to the principal. It is a great weakness on the part of a teacher not to be able to handle minor disciplinary problems, himself. In Armenian schools it is customary to send the pupil to the office or to the principal for trivial cases which the teacher can and should handle immediately, in the interests of general class rapport, if for no other reason.

12) In correction, the whole class should not be punished for the offence of one member of the class, otherwise resentment and a negative spirit will be developed among students.

It is not uncommon to find a teacher who punishes the whole class for one offender who is not discovered.

13) Correction should be administered at a convenient time. Too much hurry in correction and too much delay in the administration of it may result in undesirable consequences. A hurried teacher is apt to give unreasonable punishments impulsively; delaying the measure risks some loss of its effect. To administer the right measure at the right time requires a good deal of insight and experience.

14) All teachers and administrators should be unanimously in accord with one another concerning the school discipline regulations. They all should know the school laws well and follow the same policy as far as possible, otherwise, one may undo what another builds. There is presently little sharing of information about disciplinary actions, and thus wide discrepancies in apparent justice.

15) Correction should include the leading of the student toward the right path. To stop the misbehavior is not enough; the student should be shown the right path to follow and helped to learn how to follow it - he needs guidance. Hymes, in his Behavior and Misbehavior, eloquently says: "You offer a channel, not a dam, a funnel, not a stopper for a bottle, you show your youngsters a detour; you do not face them with

a 'Road Closed' sign".<sup>1</sup> In Armenian schools "Don't"s are many, and "Road closed" signs are ubiquitous. Few channels are offered to direct any misdirected energy of students.

16) In the administration of corrective measures, sympathy towards the student is a basic ingredient of success.

As the physician sympathizes with the sick patient, so should the teacher with the misbehaving pupil. The offence may be openly disliked, but not the offender. The offender is a human being who is either immature or psychologically mal-adjusted. Sympathy and love, in the long run, are much more effective than impulsive, momentary measures. Again, Hymes says: "Punishments pale through use and rewards lose their edge".<sup>2</sup> One of the great teachers of all times, Paul, the Apostle, said: "Love never faileth".<sup>3</sup>

#### THE RESPONSIBILITY FOR SCHOOL DISCIPLINE

Depending on the size of the school, the abilities of the teachers, the ability of the principal, and expectations of the authorities supporting the school, the concepts practices concerning the agent of discipline vary. At present, in the

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<sup>1</sup> James L. Hymes, Behavior and Misbehavior (N.Y.: Englewood Cliffs, 1956), p. 39.

<sup>2</sup> Hymes, Op.cit., p. 64.

<sup>3</sup> Corinthians 13, 8.

Armenian secondary schools, principals are mainly responsible for discipline. They are the final authority in discipline, though they are of course influenced by the school committee, teachers' opinions and public opinion.

In some Armenian schools disciplinary committees are appointed by the principal, the principal being either the chairman or an ex-officio member, and usually having the right of veto.

Teachers' meetings usually deal with major problems. Generally teachers' meetings are responsible for the major disciplinary decisions in a school, such as expelling a pupil.

In some schools the office members, the secretary or the accountant, help in handling the lesser disciplinary problems.

In Armenian schools the participation of students in the administration of discipline has been very rare. Some schools give students responsibilities as monitors and members of patrols, but no participation is encouraged in the disciplinary decisions and actions.

The writer's experience indicates that a disciplinary committee or a general disciplinary supervisor with the cooperation of a student council may be a great aid in keeping order and handling disciplinary problems.

## PREVENTIVE MEASURES AND METHODS IN DISCIPLINE

Table 24 shows that a significant majority of respondents agrees with certain statements concerning preventive methods in discipline.

From Table 24 it is found that not only the significant majority of respondents as a whole agrees, but also that a significant majority of each group of the respondents agrees with the first seven of these statements.

Statement Number 8, "Removal of causes is better than correcting the offender", with which only a small (not significant) majority of students agrees. However, here teachers and parents agree with this statement significantly more than students, and the great majority of each group of teachers and parents agrees with it. This difference is due presumably, to a misunderstanding of the statement by some students, especially the junior ones. They may easily have considered the phrase "Removal of causes", to mean "Removal of trouble-causing students".

Moreover it is interesting to note that in response to the last statement, "A written list of misbehaviors and corresponding punishments should be given to pupils", students agree with the statement significantly more than teachers and parents. Also it is worth noting that while a significant majority of students agrees with this statement,



TABLE 24

STATEMENTS CONCERNING THE PREVENTIVE METHOD OF DISCIPLINE<sup>1</sup>

Statements	"Agree more than Disagree" and "Fully agree" Responses of							
	50 Teachers		30 Parents		100 Pupils		180 Total	
	No.	%	No.	%	No.	%	No.	%
1) The teacher should be responsible for discipline	49	98%	29	97%	92	92%	170	94%
2) Cooperation of parents is an important aid in school discipline	48	96%	30	100%	85	85%	163	90%
3) Honor list & honor societies are useful to motivate pupils for better behavior	47	94%	29	97%	83	83%	159	88%
4) The best correction is through finding the interest of pupil & keeping him busy	48	96%	25	83%	83	83%	156	82%
5) The more well-balanced the family, the pupil comes from, the better is his behavior, usually	45	90%	25	87%	66	66%	137	76%
6) The better the building & school equipment, the less disciplinary cases occur	46	92%	26	87%	61	61%	133	74%
7) The more religious background a student has, the better he behaves usually	42	84%	27	90%	63	63%	132	73%

<sup>1</sup> Based on the responses to the question of section IV in the questionnaire (See Appendix).

TABLE 24 (Cont'd.)

Statements	"Agree more than Disagree" and "Fully Agree" Responses of							
	50 Teachers		30 Parents		100 Pupils		180 Total	
	No.	%	No.	%	No.	%	No.	%
8) Removal of causes is better than correcting offender	45	90%	28	93%	53	53%	126	70%
9) A written list of misbehaviors and corresponding punishments should be given to pupils	31	62%	14	47%	75	75%	120	67%

only 62% and 47% of teachers and parents, respectively agree with it. This seems to indicate rather clearly that students are in favor of definite and clearly-publicized regulations, and suggests that some disturbances are ascribable to the ambiguity or inaccessibility of school regulations.

It is interesting also that teachers agree with statement 4, "The best correction is through finding the interest of the pupil and keeping him busy", significantly more than parents and students. Perhaps this is due to their educational training.

Using Tables 12 and 24 and subsequent discussions, and drawing from his experience and studies in the educational

field, the writer thinks that what is badly needed in Armenian schools is an increased application of the preventive method. This is not strictly a corrective measure, but rather a method which, anticipating misbehavior, tries to prevent it, either by removing the causes or by channeling the behavior in a constructive direction. This is a method that tries to anticipate and create favorable situations for good behavior. It is a positive, constructive and creative attitude towards the learner, based on psychological and mental hygienic experiments and discoveries. This method considers a larger area in the life of the student. It takes into consideration the student's past and present condition; physical and intellectual capacities, emotional and social needs, and individual and social difficulties. It gives great importance to environmental factors, to curriculum, co-curricular activities, interest and educational level of the student and the teaching system. These are all taken into consideration seriously, and their potentials for "Preventive discipline" exploited.

The following summarizes some aspects of the preventive method of discipline:

1) Teacher Factor

The personality, ability and technique of the teacher are basic factors in the administration of discipline. A teacher who loves and is interested in the individual student,

and is well prepared for his job, is far more likely than another to be a success in teaching discipline, directly or indirectly.

Some other factors widely considered important in a good teacher are: that he be well balanced, that he have common sense, that he be inspiring, integrated, tactful, kind, sympathetic, punctual, firm, orderly and neat, and that he know his subject well and is able to plan and present it clearly.

Careful pre-planning is another factor in the preventive method. For maximum effect, the curriculum, school program, schedules, test arrangements and activities are carefully prepared beforehand, having in mind the abilities, interests, motivations and readinesses of the students concerned.

Routinizing the everyday procedure is another factor: taking the roll; inspecting desks; regulating light and ventilation; and checking the materials to be used at the beginning of the class are examples of procedures which can be made routine. Bossing, in his Progressive Methods of Teaching in the Secondary Schools, thinks that routinization is the greatest guarantee of good discipline, "Over 50% of the teacher's disciplinary difficulties grow out of poor techniques in classroom procedure".<sup>1</sup>

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<sup>1</sup> Bossing, Progressive Methods of..., p. 115.

Creating opportunities for the success of the student and trusting him with responsibilities and appreciating his work and success, create confidence in the student. This in its turn minimizes misbehaviors and directs the student towards constructive activities.

Knowing the child before teaching him is of course essential in the preventive method. Knowing as much as possible about the child's development to date and his corresponding needs (physical, psychological, social etc.) makes the teacher competent in handling his case adroitly. Fenton, in his Mental Hygiene in School Practice, says:  
"Learning about pupils should always precede teaching them".<sup>1</sup>  
The study of needs of pupils is important to understand and help them. A normal child is a potentially eager, happy creature, who is friendly, responsive and motivated by vivid interests, but he is not yet mature enough to behave as is expected of him.

2) Building, Management, Organization and Administration

Building, classrooms, desks, equipment, ventilation, heat and light systems, playgrounds, washrooms, halls and passages, and the general administrative atmosphere should be so coordinated, arranged and administered that a favorable environment is created for minimum misbehavior and maximum order.

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<sup>1</sup> Fenton, Op.cit., p. 220.

### 3) Definite Rules

A few definite rules and regulations concerning misbehaviors and corresponding measures, known by all students and teachers, may prevent many misbehaviors. When laws are clear-cut, definite and few, they are easier to follow.

### 4) Honor Lists and Honor Groups

An Honor list system, identifying students of best conduct by posting their names on the bulletin board, or the formation of honor groups and societies in the school are other devices in prevention. They help create the constructive atmosphere in which good behavior flourishes.

### 5) Cooperation of Parents

The cooperation of parents is emphasized in the preventive method. The friendly relation of teacher with parents, and the creation of opportunities for parents to visit the school, helps the teacher understand the child better, and creates confidence in the student.

### 6) Co-curricular Activities

Academic and social activities, planned well and led wisely, are excellent as preventive methods. They take the surplus energy of the student and develop in him a cooperative spirit, a respect for law, and courtesy towards others. They keep students busy along the lines of their interests, thus obviating misbehavior situations.

Moreover, co-curricular activities create a group spirit

and a cooperative atmosphere. Committees for class activities, and a student-council for school activities, therefore, may create a democratic, friendly and family atmosphere, minimizing misbehaviors. Man, being a social being, gets much satisfaction through the approval of the people around him. This is an essential need of man, which should be recognized and fully utilized in all facets of the educational endeavor. In co-curricular activities group approval or disapproval is a great factor in directing the behavior of the pupil.

7) Cultivating Class and School Morale

The morale, the spirit and the atmosphere of the school are very important. Either too strict an atmosphere or too lenient an attitude in a school may result in more misbehavior and disorder than a well balanced, sympathetic and cooperative atmosphere. Love, sympathy, a friendly spirit and a clear interest in the pupil are basic to the preventive method. Love can do miracles.



## SUMMARY OF SIGNIFICANT FINDINGS AND CONCLUSION

The following numbered paragraphs summarize some of the outstanding findings of the thesis which permit definite inferences as the result of statistically significant biases in proportions of respondents:

- 1) Teachers and parents, as a whole, are often significantly different in their views from students, and much more similar to each other concerning the various aspects of discipline.
- 2) Among the aims of discipline a significant majority of each group (teachers, parents and students) believes that discipline should develop good ideals and habits in the students, leading to self government and good citizenship. Discipline should also correct the student and set an example for others.
- 3) Students see discipline as "Setting an example for others" significantly more than teachers and parents.
- 4) A significant majority of students believes that discipline is basically designed "To develop respect for the authority of the teacher and the school", while teachers and parents are significantly different, showing no definite bias.
- 5) "Talking without permission" is considered by a significant majority of each group as the most frequent misbehavior.
- 6) "Cheating, in various forms" is considered the second most

frequent misbehavior by a significant majority of teachers, but parents and students are each about half and half on this issue.

7) "Cheating" and "Smoking" are considered significantly more frequent by city students than by Bourj Hamoud students (presumably due to differences in social backgrounds and curricula: the Bourj Hamoud area is semi-urban).

8) "Making fun of and insulting teacher in his absence, and "protesting openly against the teacher's decisions, are considered more frequent by Bourj Hamoud students than by city students (presumably due to environmental and personnel differences in the schools).

9) "Stealing" (minor or major things) is considered by a significant majority of each group as the most serious misbehavior.

10) Some behaviors, such as "Making fun of and insulting the teacher", "Cheating" and "Protesting openly against the teacher's decisions" are considered both as frequent and as serious misbehaviors by a significant majority of all subgroups.

11) Many behaviors, especially social and sex-related ones, such as smoking and drinking beer or wine outside school, going to love movies or dancing parties, etc. are considered significantly less serious by students than by either teachers or parents.

- 12) Going to adventure movies is considered by a significant majority of each group as "Negligible" or "Not-misbehavior".
- 13) Going to love movies is considered "Negligible" or "Not-misbehavior" by a significant majority of students, but only 50% and 37% of parents and teachers, respectively, considered it innocuous.
- 14) Junior students are significantly more conservative than senior ones concerning many behaviors. Some differences are very significant when junior and senior girls are compared. The differences between senior and junior boys are seldom significant.
- 15) Girls are significantly more conservative than boys, especially concerning social and sex-related behaviors.
- 16) Students of Bourj Hamoud, the semi-urban area, are significantly more conservative in their evaluations of misbehaviors than students of the city area, especially as concerns social and sex-related behaviors, such as going to dancing parties and love movies, and writing love letters.
- 17) No behavior is considered significantly more serious by Bourj Hamoud students than by city students.
- 18) The teacher's personality, ability, preparation, and technique, as well as school morale, school atmosphere, and school organization, all taken together, are considered very important for the maintenance of school order and discipline by a significant majority of each group of respondents.

19) Scolding the pupil (in private or in public) is considered the most frequent corrective measure used in Armenian secondary schools by a significant majority of each group of respondents.

20) Suspending (from class or school for a day or more) is considered the second most frequent measure by a significant majority of respondents as a whole, but it was the student responses which had greatest weight in this bias. Only 45% of teachers and parents considers it among frequent measures, as compared with 90% of students.

21) Corporal punishment is rejected by a significant majority of all respondents. "Vigorous shaking of the body" is a measure rejected by a significant majority of each group of respondents. Also, statements concerning the administration of corporal punishment such as "Corporal punishment is good both for boys and girls", "Corrections should be painful bodily", and "Corporal punishment is good for boys but not for girls", are rejected by a significant majority of each group of respondents.

22) Other types of corporal punishment, such as slapping, striking hands, feet etc., are rejected by a significant majority of students but only by about half of teachers and half of parents. The difference is significant. Students reject significantly more than teachers and parents, some statements concerning corporal punishment,

such as "Corporal punishment is good for some students who are trained that way at home or elsewhere" and "corporal punishment should be administered by the principal or in his presence".

Students as a whole oppose the administration of corporal punishment significantly more than either teachers or parents.

23) "Shaming the student before his or her schoolmates" is also a measure rejected by a significant majority of each group of respondents.

24) "Lowering the academic grade" is a measure rejected by a significant majority of both students and teachers, but only by about half of the parents.

25) Students are significantly more biased than teachers and parents against corrective measures, such as "Calling parents to school for consultation", "Expelling from school", "Sending the pupil to principal" and "Visiting homes for consultation".

26) Students, significantly more often than teachers and parents, say that corrections are usually administered in anger rather than with objectivity and sympathy.

27) A significant majority of students agrees that "A written list of misbehaviors and corresponding punishments should be given to students", but only about half of the teachers and parents do so. The difference between the

responses of pupils and adults is significant. Students want definite regulations, and quite possibly this finding reveals an easy-to-connect deficiency in the disciplinary picture which the adults have been systematically overlooking.

28) Corrective measures taken in private rather than in public are approved by a significant majority of each group of respondents.

29) Corrective measures of a sympathetic type, such as "discussing the case with the pupil", and "showing a friendly spirit", are approved of by a significant majority of each group of respondents, and harsh or humiliating measures, such as scolding, suspending and shaming students, are approved of significantly less, and often strongly disapproved of.

30) Cooperation of the parents is considered a great aid in school discipline by a significant majority of all groups, especially by the parents themselves.

31) Satisfying the needs and interests of students through the provision of various activities, is considered important by a significant majority of each group of respondents.

32) Removal of causes of misbehaviors is considered significantly more useful than remedial measure by a significant majority of teachers and parents, but only by about half of the students. This difference is significant. However, it

may easily be due to a misunderstanding of the term "Removal of causes" by the students, especially, by the junior ones.

33) Though a significant majority of each group of respondents agree with the ideas that: "A religious background", "A well-balanced family", and "Better school buildings" have positive effects on pupil behavior, students agree with these ideas significantly less than teachers and parents.

34) Positive methods, such as the posting of an honor list, the organization of an honor society, and the encouragement of student activities are considered desirable in school discipline by a significant majority of each group of respondents.

### CONCLUSION

Theories as well as directions and practices of school discipline around the world have gradually been changing, away from the traditional, autocratic and punitive, and towards the psychological, pedagogical, mental hygienic, democratic, remedial and preventive.

The Armenian secondary schools are also moving in these directions, but are still far from achieving an ideal in disciplinary practices and beliefs. The direction of change, however, is more important than where the schools are at



present. Recent educational discoveries have given great impetus to Armenian educational leaders, who are determined to change existing buildings, educational systems and methods.

As more teachers and administrators are made aware of the psychological approach to disciplinary problems, the aims of the schools will gradually shift from immediate and present punitive measures towards more remote and lasting effects; from retributive and impulsive acts towards curative and preventive acts; from attention to gross and manifest actions toward an understanding of the inner attitudes and dispositions; from rigid habits and conduct toward flexible, thoughtful reasoning based on a faith in man's adaptability to new situations.

As this new approach to the student and his behavior gains momentum, it will change the evaluation of behaviors. The standards of behavior will move from the legalistic rigidity of "don'ts" and "dos", to social flexibility and consideration of individual needs, drives, motives, and attitudes; from traditional treatments to the more effective physico-psycho-social ones; toward judgments of children and adolescent as what they are, rather than judgments based on the expectation that they are already responsible for adult behavior.

These changes will call for a new understanding of the causes of behavior. It will be found that the causes are not

due to original sin, but to environmental factors. Evil will not be found in the body and soul of the learner, but in his society and his adjustment to it.

Similarly, the transformed view will revolutionize both the types of corrective measures used and the ways in which they are used. Corrective measures will change. What were formerly pure penalties will become constructive, reformatory, prophylactic attempts to help; physical punishments and harsh and humiliating treatments will give way to sympathetic, appreciative and encouraging guidance; impulsive actions will be replaced by objective, calm and reasonable decisions; instead of repressing the student, his interest will be enlisted in his behalf; frightening, threatening and scolding will disappear, and ways of enlisting cooperation will take their place; silence and submissiveness will be less in evidence in the new, active atmosphere; and autocratic tension and disharmony will evaporate as the sunshine of a friendly and democratic spirit becomes stronger and stronger.

But all this is at best a slow and halting process unless Armenian educators consciously revise their disciplinary methods, discover the greatest needs of their present schools, and redirect them with the force and wisdom needed to take advantage of those psychological principles which are workable in their environment, while at the same time avoiding

the wholesale attempt to transplant methods or ideas which cannot yet flourish in the soil of a culture and tradition foreign to them.

Taking a bird-eye view of the whole perspective of research concerning school discipline, it cannot be said that a great deal has yet been discovered about it. For almost any theory one can find a counter-theory, and for almost any accepted practice one can find a distinguished educator strongly opposed to it. There is general agreement, however, that in the magic of teacher-pupil interaction lies the real key to the practical business of promoting effective learning in an atmosphere which is notable for the absence of disciplinary problems. There is more of faith than of fact in any honest attempt to assess and improve disciplinary procedures; there is more of God than of guidance formulas in the heart of the disciplinarian who seeks to do the right thing at the right time; there is more of love than of law in the ultimate flowering of true self-discipline.

## APPENDIX

### QUESTIONNAIRE ABOUT STUDENT BEHAVIOR

#### I. INTRODUCTION

##### A. Explanation

The purpose of this questionnaire is to obtain the help of parents, teachers and students in discovering what behaviors are considered misbehaviors in the Armenian secondary schools, what corrective measures are usually taken, and how they are evaluated.

##### B. Directions

1. Please do not sign your name; we want free expression.
2. Kindly answer every question and state your opinion if asked.
3. Please make your check marks in the form of an x, thus: x.

##### C. About respondent we want to know only the following:

1. Parent \_\_\_\_ Teacher \_\_\_\_ Student \_\_\_\_ (check one)
2. Male \_\_\_\_ Female \_\_\_\_ (check one)
3. Educational level (check one)
  - a) High school or below \_\_\_\_\_
  - b) Above high school but below B.A. \_\_\_\_\_
  - c) B.A. or higher education \_\_\_\_\_

II. Please evaluate the following behaviors, checking one of the boxes on each line.

I CONSIDER  
THIS BEHAVIOR

A secondary student who	I CONSIDER THIS BEHAVIOR			
	very serious	rather serious	negligible	not misbehavior
1) Often talks without permission in the class				
2) Giggles				
3) Shows excessive restlessness				
4) Passes notes to classmates				
5) Throws papers, chalk, pencils etc.				
6) Chews gum in school				
7) Eats in the classroom				
8) Never volunteers to help teacher or classmates				
9) Neglects assigned duty (e.g. dusting, homework)				
10) Is often late to classes or school				
11) Is often absent from classes without excuse				
12) Behaves roughly (pushing and pulling the classmates)				
13) Makes practical jokes (e.g. puts tacks on chairs)				
14) Bullies others				
15) Scratches initials on desks				

I CONSIDER  
THIS BEHAVIOR

A secondary student who

	very seri- ous	ra- ther seri- ous	neg- ligi- ble	not mis- beha- vior
16) Breaks chairs, windows etc.				
17) Behaves without respect in chapel and church hours				
18) Uses insulting words to schoolmates				
19) Protests openly against the teacher's decisions				
20) Disobeys the teacher (e.g., not staying after school when he is ordered so to do)				
21) Makes fun of and insults the teacher in his absence				
22) Makes fun of and insults the teacher in his presence				
23) Joins in organized noise making (e.g., humming etc.)				
24) Joins an organized strike in the school				
25) Cheats by copying homework from others				
26) Cheats during tests and exams				
27) Aids others in their cheating or lying				
28) Answers questions (e.g. were you ill?) untruthfully				
29) Deceives teachers (e.g. claiming to be ill)				
30) Steals minor things (paper, pencil etc.)				

I CONSIDER  
THIS BEHAVIOR

A secondary student who	very seri- ous	ra- ther seri- ous	neg- ligi- ble	not mis- beha- vior
31) Steals major things (e.g. money, valuables etc.)				
32) Goes to love movies during non-school hours				
33) Goes to adventure movies during non-school hours				
34) Smokes at school parties				
35) Smokes outside school				
36) Drinks beer or wine at school parties				
37) Drinks beer or wine outside school				
38) Gambles in or outside school				
39) Writes love letters to a member of the opposite sex				
40) Goes out walking with a member of the opposite sex				
41) Goes to movies with a member of the opposite sex				
42) Goes to dancing parties with a member of the opposite sex				

III. Please evaluate the following corrective measures administered in the secondary school, checking one of the boxes on each line.

SHOULD BE USED

CORRECTIVE MEASURES	only for very serious cases	for average cases	only for very minor cases	never
1) Ignoring the misbehavior				
2) Forgiving and showing sympathy				
3) Discussing the case with the pupil privately				
4) Giving advice and direction to the pupil				
5) Visiting homes for consultation with parents				
6) Calling parents to school for consultation				
7) Depriving pupil of his enjoyments and privileges (e.g. games, responsible position etc.)				
8) Keeping the pupil after school as punishment				
9) Controlling the pupil by student council action				
10) Giving monotonous work (e.g. writing the same words)				
11) Giving useful work (e.g. writing composition)				
12) Sending him out or making him stand in the corner				



SHOULD BE USED

CORRECTIVE MEASURES	only for very serious cases	for average cases	only for very minor cases	never
13) Sending the pupil to the principal				
14) Requiring money fine or reparation				
15) Scolding the pupil in private				
16) Scolding the pupil before students				
17) Scolding the pupil before the staff				
18) Lowering behavior grade or rank				
19) Lowering academic grade				
20) Forcing pupil to apologize privately				
21) Forcing pupil to apologize before students				
22) Shaming pupil before students (e.g. shaving the head)				
23) Threatening with severe punishment in private				
24) Threatening with severe punishment in public				
25) Warning the pupil and informing parents with a note				
26) Placing the pupil on probation and informing parents				
27) Suspending the pupil from classes but keeping him in school				

SHOULD BE USED

CORRECTIVE MEASURES	only for very seri- ous cases	for ave- rage ca- ses	only for very mi- nor cases	never
28) Suspending the pupil and sending him home				
29) Pulling the ears				
30) Striking hands, feet or buttocks				
31) Slapping				
32) Vigorous shaking of the body				
33) Depriving the pupil of lunch for a day or more				
34) Expelling from school				

IV. Please evaluate each of the following statements, checking one of the boxes in each line, to show how much you agree or disagree.

STATEMENTS	fully agree	agree more than disagree	disagree more than agree	totally disagree
1) Corrections are usually administered with sympathy				
2) Corrections are usually administered objectively				
3) Corrections are usually administered with anger				
4) Corrections should be administered only after being certain of the guilt				
5) Corrections should be firm and decisive				
6) Corrections should be swift and immediate				
7) Corrections should be painful mentally				
8) Corrections should be painful bodily				
9) Corrections should be neither cruel nor light				
10) Corrections should suit the kind and degree of offence				
11) Corrections should suit the offender (e.g., age, sex etc.)				
12) Corrections should be administered in private always				
13) Corrections should be administered in public sometimes				

STATEMENTS	fully agree	agree more than disagree	disagree more than agree	totally disagree
14) Corrections should be administered calmly without anger				
15) Corrections should be administered objectively, without prejudice and vengeance				
16) Corrections should be administered with sympathy				
17) Corrections should not deprive pupil from other lessons				
18) A class should not be punished for the individual				
19) The teacher should be responsible for discipline; rarely should he send the pupil to the principal				
20) A written list of misbehaviors and corresponding punishments should be given to the students				
21) Honor lists and honor societies in school are useful to motivate pupils for better behavior				
22) Cooperation of parents is an important aid in school discipline				
23) A sympathetic atmosphere in school minimizes the disciplinary cases more than a strict one				
24) Removal of causes is better than correcting the offender				
25) The best correction is through finding the interests of pupil and keeping him busy				
26) A child is born in sin; the rod corrects him				

STATEMENTS

	ful-ly ag-ree	ag-ree more than dis-agree	disa-gree more than ag-ree	tot-ally disa-gree
27) Corporal punishment is good for both boys and girls				
28) Corporal punishment is good for boys but not for girls				
29) Corporal punishment is good in elementary but not in sec. school				
30) Corporal punishment if administered wisely is good				
31) Corporal punishment is good for some students who are trained that way at home or elsewhere				
32) Corporal punishment is good but it should be administered only with the consent of parents				
33) Corporal punishment should be administered only by the principal or in his presence				
34) Expulsion is preferable to corporal punishment				
35) Girls usually behave better than boys				
36) Girls are usually more talkative than boys				
37) A bright pupil usually behaves better than a dull one				
38) An average minded student usually behaves better than a highly intelligent student				
39) The more well-balanced the family, the pupil comes from, the better his behavior is usually				

STATEMENTS

	ful-ly agree	agree more than disagree	disagree more than agree	totally disagree
40) The more religious background a student has, the better he behaves usually				
41) The better the building and school equipment the less disciplinary cases occur				
42) The purpose of punishment is mainly to set an example for others and only secondarily to correct the misbehaving pupil				
43) The purpose of punishment is mainly to correct the misbehaving pupil and only secondarily to set example for others				
44) The purpose of punishment is equally to set an example for others and to correct the misbehaving pupil				
45) The purpose of discipline is to develop respect for the authority of the teacher and school				
46) The purpose of discipline is to keep order in school				
47) The purpose of discipline is to develop in the pupil good ideals, interests and habits for self government and good citizenship				

V. Please

- A. Using the list on page 114 mention five or more misbehaviors which occur most frequently.
- B. Write down the corrective measures usually taken for each.
- C. Evaluate each measure in the provided box on the same line.

A Misbehaviors Occuring most Frequently	B Usual Corrective Measures	C This corrective measure is		
		good	fair	bad
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

VI. Please mention five of the most serious misbehaviors, and give the best corrective measure or measures for each in the space below.

Most Serious Misbehaviors	Best Corrective Measure or Measures
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

VII. Please mention some causes of misbehaviors you know,  
below.

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VIII. Please write down any suggestions you have for school  
discipline.

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I. ՆԱԽԱԳԻՏԵԼԻՔ

Ա. Հարցարանին նպատակը

Հարցարանին նպատակն է ծնողներու, ուսուցիչներու եւ աշակերտներու գործակցութեամբ հասկնալ թէ Հայ Երկրորդական Վարժարաններու մէջ ինչ արարքներ դպրոցական յանցանք կը նկատուին, ինչ ուղղամիջոցներ կը գործածուին եւ ասոնք ինչպէս կը գնահատուին, կամ կը դատուին:

Բ. Ինչպէս պատասխանել

1. Հաճիք մի ստորագրէք ձեր անունը. ազատ արտայայտուիլն կուզենք:
2. Հաճիք իւրաքանչիւր հարցումին պատասխանեցէք եւ ձեր գաղափարը յայտնեցէք երբ կ'ուզուի:
3. Երբոր "նշան դիր" կամ "նշանակէ" ըսուած է, խաչ մը (+) դիր ցոյց տրուած տեղը:

Գ. Հարցարանը պատասխանողին մասին կուզենք գիտնալ միայն.

1. Որ դասակարգի կը պատկանի -նշանակել մէկը-  
ծնողքը ---- ուսուցիչ ---- աշակերտ ----
2. Որ սեռին կը պատկանի -նշանակել մէկը-  
Արական ---- Իգական ----
3. Ուսումնական մակարդակը -նշանակել մէկը-  
ա. Երկրորդական ուսում կամ թերաւարտ ----  
բ. Գոլէժական քայց թերաւարտ ----  
գ. Բ.Ա. կամ աւելի բարձր ----

II. Ինչպէս կը դատէք հետեւեալ վարժունքները. հաճիք նշան դրէք իւրաքանչիւր վարժունքի առջեւի սիւնակներէն մէկուն որուն վերնագիրին հետ կը համաձայնիք:

ԱՅՍ ՎԱՐՎՈՒՆՔԸ  
ԿԸ ՆԿԱՏԵՄ

Երկրորդական վարժարանի աշակերտ մը որ	Շատ լուրջ	Բաւակ լուրջ	Անյո շան	Ոչ գէշ
1. Յաճախ կը խօսի դասի պահուն, առանց արտօնութեան				
2. Անտեղի կը ծիծաղի կամ կը խնդայ				
3. Հապազանց անհանդարտ է				
4. Երկտող կամ նման բաներ կանցնէ իր դասընկերներուն				
5. Թուղթ, կաւիճ, մատիտ եւ այլ բաներ կը նետէ հոս հոն				
6. Դպրոցի մէջ շիւթ կը ծամէ				
7. Դասի պահուն կուտէ				
8. Ուսուցիչ կամ ընկերներուն օգնելու տրամադիր չէ բնաւ				
9. Պարտազանց է - տան եւ դպրոցի պարտականութեանց մէջ-				
10. Յաճախ կ'ուշանայ դպրոց կամ դասարան				
11. Առանց բանաւոր պատճառի կը բացակայի յաճախ				
12. Շատ կոշտ կը վարուի-կը հրէ, կը հրմշտըկէ-				
13. Աթոռներու հրայ զամ կամ ասեղ կը դնէ կատակի համար				
14. Կոուզան է, յարձակողական				
15. Գրասեղաններու վրայ գիր եւ այլ բաներ կը փորագրէ				
16. Աթոռ, սեղան, պատուհան կը կոտրտէ				
17. Պաշտամունքներուն անյարգալի վարժունք ցոյց կուտայ				
18. Անարգական խօսքեր կը գործածէ իր դասընկերներուն				
19. Կը դիմադարցէ ուսուցիչին				
20. Դպրոց չի կենար երբ ուսուցիչը այդպէս հրահանգած է				
21. Ուսուցիչը կը ծաղրէ եւ կանարգէ իր բացակայութեան				
22. Ուսուցիչը կը ծաղրէ եւ կանարգէ իր ներկայութեան				
23. Կազմակերպեալ աղմկարարութեան կը մասնակցի				
24. Կազմակերպեալ դասադուլի կը մասնակցի				
25. Տան պարտականութիւնը ուրիշներէն կ'ընդօրինակէ				
26. Քննութեանց պահուն ուրիշներէն կ'ընդօրինակէ				
27. Ուրիշներու ստելուն կամ "գօբի" ընելուն կ'օգնէ				
28. Կը ստէ -գ.օ ինչիւն բացակայեցար - հիւանդ էի-				
29. Ուսուցիչները կը խաբէ -գ.օ մայրս հիւանդ էր-				
30. Մանր գողութիւններ կ'ընէ -թուղթ, մատիտ եւ այլն-				
31. Մեծ գողութիւններ կ'ընէ -դրամ եւ այլ արժէք. բաներ				
32. Սիրային փիւմերու կը յաճախէ				
33. Արկածախնդրական փիւմերու կը յաճախէ				
34. Աշակերտական հաւաքոյթներուն կը ծիւծիւծ				
35. Դպրոցէն դուրս կը ծիւծիւծ				
36. Գարեջուր կամ գինի կը խմէ դպրոցի հաւաքոյթներուն				
37. Գարեջուր կամ գինի կը գործածէ դպրոցէն դուրս				
38. Բախտախաղ կը խաղայ դպրոցէն ներս կամ դուրս				
39. Սիրային նամակներ կը գրէ հակառակ սեռէ մէկու մը				
40. Գտոյտի կերթայ հակառակ սեռէ մէկու մը հետ				
41. Աինեմա կերթայ հակառակ սեռէ մէկու մը հետ				
42. Պարահանդէս կը յաճախէ հակառակ սեռէ մէկու մը հետ				



Գ. Ինչպես կը դատէք հետեւեալ արտայայտութիւն կամ գաղափարները. Հաճիք նշան դրէք իւրաքանչիւրին առջեւի սիւնակներէն մէկուն՝ որուն վերնագիրին հետ համաձայն էք:

Գաղափար կամ Արտայայտութիւններ

Լման համա ժայն Կմ	Քրակ. համա ժայն Կմ	Քիչ համա ժայն Կմ	համա ժայն չեմ բնաւ
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Գաղափար կամ Արտայայտութիւններ	Լման համա ժայն Կմ	Քրակ. համա ժայն Կմ	Քիչ համա ժայն Կմ	համա ժայն չեմ բնաւ
Ա. Հայ Երկ. վարժարաններու մէջ ուղղամիջոցները				
1. Սիրով կը գործադրուին ընդհանրապէս				
2. Առանց նախապաշարումի կը գործադրուին ընդհանրապէս				
3. Բարկուլեամբ կը գործադրուին ընդհանրապէս				
Բ. Իտիալ դպրոցի մի մէջ ուղղամիջոցները պէտք է				
4. գործադրուին յանցանքին որոշ հասկցուելէն ետք միայն				
5. Ըլլան հաստատ եւ վճռական				
6. Ըլլան արագ եւ անմիջական				
7. Մտային ցաւ պատճառեն				
8. Մարմնական ցաւ պատճառեն				
9. Ըլլան չափաւոր - ոչ շատ օտար կամ թեթեւ-				
10. Ըլլան յանցանքին համապատասխան - տեսակին համընթաց				
11. Ըլլան յարմար յանցաւորին - սեռին, տարիքին, կազմին, -				
12. Գործադրուին միշտ ոչ հրապարակաւ				
13. Գործադրուին երբեմն հրապարակաւ				
14. Գործադրուին հանդարտօրէն, առանց բարկութեան				
15. Գործադրուին առանց նախապաշարումի եւ վրէժխնդրութեան				
16. Գործադրուին կարեկցութեամբ եւ սիրով				
Գ. Կարգապահական զանազան գաղափարներ				
17. Ուղղամիջոց մը պէտք չէ զրկէ աշակերտը իր այլ դասերէն				
18. Դասարան մը պէտք չէ գատժուի մէկ աշակերտի համար				
19. Ուսուցիչը անձամբ տէր ըլլալու է կարգապահութեան				
20. Յանցանքներու եւ համապատասխան պատիժներու գիտած ցանկ մը պէտք է յանձնուի աշակերտներու				
21. Գատուայ ցանկ կամ գատույ խմբակ դրութիւնը օգտակար ազդակ մըն է աշակերտական լաւ կենցաղ առաջացնելու				
22. Ծնողաց գործակցութիւնը կարեւոր ազդակ մըն է դպրոցական կարգապահութեան մէջ				
23. Բարեկամական Վիճակորտ ՎՇ, դպրոցէն ներս, աւելի կը նուազեցնէ կարգապահական հարցերը բան խիստ մթնոլորտ				
24. Անկարգապահութեան պատճառները վերցնել աւելի լաւ է քան թէ սխալը շտկելը				
25. Մեծագոյն ուղղամիջոցը աշակերտին հետաքրքրութեան գիճերը գտնել եւ զայն զգալ պահելն է				
26. Մանուկը մեղքի մէջ կը ծնի, գաւազանը զայն կուղղէ				
27. Մարմնական պատիժը լաւ է երկու սեռի ալ				
28. Մարմնական պատիժը տեսնելու բայց ոչ աղջիկներու				
29. Մարմնական պատիժը լաւ է նախակրթարանի մէջ բայց ոչ երկրորդական վարժարանի մէջ				
30. Մարմնական պատիժը լաւ է եթէ իմաստութեամբ գործադրուի				
31. Մարմնական պատիժը լաւ է այն աշակերտներուն որոնք այդ ձեւով կրթուած են տունը կամ այլ տեղ				

-շարունակելի-

	Լման համա ձայն եմ	քակ. համա ձայն եմ	քիչ համա ձայն եմ	համա ձայն չեմ քնաւ
32. Մարմնական պատիժը լաւ է բայց ծնողաց հաւանութեամբ միայն պէտք է գործադրուի				
33. Մարմնական պատիժը լաւ է բայց Տնօրէնին ձեռքով կամ անոր ներկայութեան միայն պէտք է գործադրուի				
34. Վտարումը նախընտրելի է քան մարմնական պատիժը				
35. Աղջիկները ընդհանրապէս աւելի լաւ վարմունք ունին քան թէ մանչերը				
36. Աղջիկները աւելի շատախօս են քան թէ մանչերը				
37. Ուշիմ աշակերտ մը ընդհանրապէս աւելի բարի է քան բթամիտ աշակերտ մը				
38. Միտքով մըջակ աշակերտ մը ընդհանրապէս աւելի բարի է քան միտքով բացառիկ ուշիմ աշակերտ մը				
39. Ընդհանրապէս որչափ որ հաւասարակշռուած ըլլայ աշակերտի մը ընտանիքը այնչափ աւելի բարի կըլլայ աս				
40. Ընդհանրապէս աշակերտի մը կրօնական դաստիարակութիւնը դրական ազդեցութիւն ունի իր վարմունքին վրայ				
41. Դպրոց մը որչափ աւելի կանոնաւոր շէնք, քակ, եւ կազմածներ ունենայ այնչափ կը պակսին կարգապահական հարցերը				
42. Պատիժի մէջ բուն նպատակը ուրիշներու օրինակ ձգել է իսկ երկրորդական՝ աշակերտին ուղղուելը				
43. Պատիժի մէջ բուն նպատակը աշակերտը ուղղել է իսկ երկրորդական՝ ուրիշներուն օրինակ ձգելը				
44. պատիժի մէջ նպատակը հաւասարապէս թէ ուղղել է աշակերտը եւ թէ ուրիշներուն օրինակ ձգել է				
45. Կարգապահութեան բուն նպատակն է ուսուցնելն եւ դպրոցին հեղինակութեան առջին արգանք յառաջնել				
46. Կարգապահութեան բուն նպատակն է դպրոցի մէջ կարգ կանոն պահել				
47. Կարգապահութեան բուն նպատակն է աշակերտին մէջ զարգացնել բարձր ինտելեկտներ, բարի սովորութիւններ եւ ինքնավարութիւն բարի քաղաքացիութեան համար				

