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DISCIPLINE IN PRIVATE LEBANESE

SECONDARY SCHOOLS

IN

BEIRUT

BY

MONA ELIAS SAMAHA

A Thesis

Submitted In Partial Fulfillment Of The Requirements *for* The
Degree of Master of Arts In The Education Department
Of The American University Of Beirut

Beirut, Lebanon

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ABSTRACT

This is a comparative study of discipline in Private Lebanese Sectarian Secondary Schools, dealing with frequency of misbehaviors, their seriousness, causes and corresponding administrative measures.

It is also a comparative study of the evaluations of teachers, parents, and pupils of various aspects of discipline with relation to religion, sex, and ethnicity (Armenian - Lebanese).

In addition, the study compares the evaluation of Lebanese teachers of 50 common behaviors with that of American Mental hygienists and American teachers.

A questionnaire comprising 188 items listed under the main following headings, "Most Frequent Misbehaviors and Corresponding Corrective Measures", "Most Serious Misbehaviors and Corresponding Corrective Measures", "Causes of Misbehaviors As Identified By Respondents", "Administration of Corrective Measures", "Some Educational Statements Dealing With Various Aspects of Discipline", and "Respondents' Suggestions For School Discipline", was administered in the following six private Sectarian Secondary Schools in Beirut: Al-Maqassid Secondary School for Boys at Al-Hirj, Al-Maqassid Secondary School for Girls, The Protestant National Secondary School For Boys, The Protestant National Secondary School For Girls, The Secondary School of The Three Doctors, and The Secondary School of Zahrat Al-Ihsan.

The study is based on the responses to the questionnaire of 100 boys and 100 girls of the 5th and 6th Secondary classes of ages ranging from 16 - 19 years, on the responses of 64 of their parents, and on the responses of 36 Secondary teachers in the above mentioned schools.

In addition, the teachers evaluated 50 common behaviors of children as a part of their questionnaire. ✓

The main statistical findings of the research reflect the change towards more liberalism which is taking place in the evaluation of some behavior patterns particularly social behaviors such as "Smoking", "Drinking" "Going out with a member of the opposite sex", "Going to dancing parties" and the like.

They also reveal more similarity than differences in respondents' evaluation of school disciplinary problems and the corresponding corrective measures, as well as the spirit in which these corrective measures are administered.

"Stealing" (minor or major things) "Cheating in various forms", "Behaving roughly or bullying others", "Making fun of the teacher", or "Disobedience" are considered by respondents as "Very serious" and "frequent" misbehaviors in Private Lebanese secondary schools.

A greater majority of Christian respondents than Moslem respondents consider social behaviors such as "Smoking", "Drinking beer or wine", "Going out with a member of the opposite sex", "Going to dancing parties", "Writing love letters" and similar sex-love behaviors as "Negligible or not Misbehaviors".

There seems to be a greater tendency among Lebanese and American teachers to consider behaviors of "Extremely grave importance", and of "Considerable importance" from a disciplinary standpoint and from the standpoint of moral taboos, such as "Heterosexual activity", "Masturbation", "Cheating", "Disorderliness", while American mental hygienists tend to consider behaviors of grave importance in terms of the long-time effect

on personality development such as for example "Unsocialness", "Suspiciousness", "Unhappy or depressed" and the like.

Both Lebanese and American teachers consider "Impertinence", "Stealing", "Untruthfulness", "Disobedience", "Heterosexual activity", "Masturbation", "Obscene notes or talks", "Truancy", and "Cheating" as being "Extremely grave problems", while American mental hygienists consider them among behaviors of "Considerable and slight importance".

"Scolding the pupil", "Sending him out of the class", "Lowering academic grade or giving him a zero", "Giving him advice and direction", "Requiring money fine or reparation", "Giving extrawork as a punishment", are considered as "Most Frequent Corrective Measures" administered in the Private Lebanese Secondary Schools.

A significant majority of respondents approve of the use of "Expulsion", "Suspension", "Probation", and "Consultation with parents" in very serious cases.

A significant majority of respondents reject the use of corporal punishment under any condition. However, pupils' responses reveal its use in their schools.

A significant majority of respondents approve of the administration of corrective measures in private rather than in public. However, teachers agree significantly more than they disagree with the statement "Corrections should be administered in public sometimes".

Respondents' analysis of major causes of misbehaviors and their suggestions concerning school discipline reveal the need for more cooperation among parent-pupil teacher as well as the need for a better understanding of human relations ranging from those of personal adjustment to classroom living.

They also reveal respondents' awareness of the importance of the teacher's personality and technical skills in the development of pupils' potentialities, and the creation of a democratic atmosphere where the absence of disciplinary problems is notable.

The following study is indicative but not conclusive concerning various aspects of discipline. It is of hope that it will throw some light on the issue of discipline, and will stimulate further studies of the kind that will have value to the Lebanese educational practices.

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CHAPTER I

A. INTRODUCTION

Every individual is born with particular needs, drives, and aspirations into a social environment which has among its social institutions, laws, values, norms, and fashions. However, the social environment wherein the individual is born does not remain static. Therefore, the individual is constantly challenged to mould his needs, drives, and aspirations into what is considered right or wrong, good or bad in a particular situation according to the cultural patterns of his society. He is also challenged to interact with this social environment and adjust within his needs and goals. The fact that a conflict exists between social conformity and self-assertion creates an ever present problem which the individual needs to solve satisfactorily according to personal and acceptable environmental patterns of behavior.

Furthermore, the modern, or temporary community in which the individual lives is an organization of highly diverse standards requiring cultural patterns of conduct. In addition, various social institutions, people of different sexes, ages, cultural backgrounds, and social classes differ widely in opinions concerning human conduct and behavior. Therefore, this diversity becomes more complex when the individual tries to define what those undesirable behavior patterns are in particular situations, and communities, also to what extent they are undesirable. Moreover, patterns of behavior involve all kinds of social relations that the individual has with his social environment including his relations at

home, in school, with peer group, adults of both sexes, the religious organization to which he belongs, and the whole community. Thus a complete survey of life misbehavior patterns at different age levels in different life situations is difficult to achieve in a city of diversified cultural groups such as Beirut. Mr. Jizmejian, in a recent study conducted an investigation of secondary school disciplinary problems among the Armenian Secondary Schools in Lebanon.¹ The Armenians are of recent settlement in Beirut (nearly since World War I).² They are described by many social scientists as being a half-isolated church center community.³ They also retain to a large extent their own social customs and their strong sense of family and national solidarity. However the present study attempts to investigate secondary school disciplinary problems among two other cultural groups: Christian Lebanese and Moslem Lebanese: who have constituted for a very long time the genuine Lebanese community, and have installed their own educational and social institutions.⁴

The Christian group in Beirut includes mainly the Maronites, the Greek Orthodox, Greek Catholics, and the Protestants. The Moslem group includes mainly the Sunnis and the Shiits. These various sectarian groups

¹"Discipline In Armenian Secondary Schools In Lebanon", (Unpublished M.A. Thesis, Education Department of the American University of Beirut 1963).

²Albert Hourani, Minorities In the Arab World, (London, Oxford University Press 1947), p. 68.

³Ibid.

⁴Hourani, op. cit., pp. 65-67.

have distinct cultural differences affecting their ways of life and beliefs which they continue to preserve mainly through their sectarian educational institutions.¹

However, inspite of the social and educational differences which exist among various Lebanese cultural groups, many changes are taking place in Lebanon in general, and in Beirut in particular. During the last few decades Beirut has increasingly become a cosmopolitan center where many people of different geographical, and cultural backgrounds live together, and inter-change ways of life, customs, attitudes, ideas, and social patterns of behavior. Being an industrial, business educational, art and tourist center, Beirut has provided opportunity for various ethnic and cultural groups in Lebanon to come in contact with each other and inter-change ways of life, attitudes, opinions and beliefs concerning many life problems. This contact and interaction among various ethnic and cultural groups is affecting the Lebanese community in almost all its life aspects and particularly its educational institutions. Many official, private, national, and foreign educational leaders are cooperating for the unification or improvement of educational purposes, policies, curriculum and methods. Even Lebanese private schools of sectarian denominations are undergoing many changes in curriculum and teaching methods. As a result, changes in the attitudes of the parents, teachers, and pupils towards school disciplinary aims, norms, and means of controlling and guiding pupils conduct and patterns of behavior are taking place.

¹ For further details concerning the number and kinds of secondary schools in Lebanon please see Appendix B.

B. PURPOSE

The purpose of the following study is to:

1. Investigate the existing misbehaviors and the corrective measures used in some private Lebanese secondary schools in Beirut.
2. Make a comparative study of the evaluations of teachers, parents, and pupils of some misbehaviors and corresponding corrective measures, and to detect any similarities, or significant differences among the three groups.
3. Investigate whether there is a significant difference, or similarity of opinions concerning misbehavior patterns and the corresponding corrective measures in relation to determinants such as religion, sex, and ethnicity (Armenian-Lebanese).
4. Make a comparative study of the evaluation of Lebanese teachers and American teachers and American mental hygienists of 50 common behaviors defined by Wickman in Children's Behavior And Teachers' Attitudes 1928 as listed by Paul Landis in his book Adolescence And Youth. The Process of Maturing (Second edition).¹

C. THE FIELD PROCEDURE OF THE STUDY

1. Source of Data

For the purposes of comparison it seemed advisable to use the same questionnaire which Mr. Jizmejian used in his study.² However,

¹ (McGraw-Hill Book Company, Inc. 1952), pp. 198-199.

² Jizmejian, op. cit., Appendix

some additions were made for the purpose of the writer's investigation concerning nationality, religion, and age. Also an open ended question at the end of each part was added to enable respondents to suggest freely what the writer might have not included. Further, a whole section including a list of 50 common behaviors of children was also added to teachers' copies to be evaluated. As mentioned previously, the list was taken from E.K. Wickman, Children's Behavior And Teachers' Attitudes 1928, and listed by Paul Landis.¹

The questionnaire is divided into the following sections.²

I. Information about the respondents' sex, religion, nationality, relation to school, and educational level.

II. Respondent's evaluation of some secondary school student 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 Lebanese Secondary schools, of corresponding corrective measures and his evaluation of them.

¹ Landis, op. cit., pp. 198-199.

² See Appendix A., pp. 100-113.

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.

IX. Teacher's evaluation of some children's behaviors.

Responses to the first four sections were almost complete. Only twelve Moslem boys of those included in the sample did not respond to items number 34-43 dealing with smoking, drinking and sex-love behaviors upon the request of the principal.¹ The fifth and sixth sections were fairly responded to. The seventh and eighth sections were to some extent neglected by the respondents. In addition to the questionnaire, the writer had useful personal interviews with various teachers, principals and parents.

2. Administration of the questionnaire and the Study Group.

With the help of school principals and teachers, the writer was able to administer the questionnaire with pupils, parents, and teachers of the fifth and sixth secondary classes of three private Lebanese secondary schools for boys and three private Lebanese secondary schools for girls. The six schools belong to Christian and Moslem sects. They are located in various sections of the city. The schools are the following:

1. The Maqassid Secondary School for Boys at Al Hirj founded as elementary school in 1878 became secondary in 1921.²

¹Section II of the questionnaire (See Appendix A).

²School Catalog of The Maqassid Schools of 1957-1958.

2. The Maqassid Secondary School for Girls at Al-Basta, founded in 1926 as an elementary and complementary, became gradually a secondary school.¹
3. The National Protestant (Evangelical) Secondary School for Boys at Al-Sanayeh, founded in 1950.²
4. The National Protestant (Evangelical) School for Girls at Ras-Beirut, founded around 1904 as an elementary school and became a secondary school in 1955.³
5. The School of the Three Doctors "Athalath Aqmar" for Boys at Jimaizeh, founded as an elementary school in 1835 became a higher elementary school in 1896 and a secondary school in 1941.⁴
6. Zahrat Al-Ihsan School for Girls at Ashrafieh, founded in 1882 as an elementary school, became a secondary school in 1951.⁵

It is worthwhile to note that each of the above mentioned schools has been founded by Christian or Moslem sectarians as a pioneering educational center to guide and improve the intellectual, and social conditions of the community in accordance with their religious teachings. They are guided and supervised by Lebanese Christian or Moslem leaders.⁶

¹ Ibid.

² School Catalog of The National Protestant Secondary School - Beirut, 1963-64, and from interviews with the school principal in January 1964.

³ Interview with the school principal in January 1964.

⁴ Interview with the school principal in January 1964.

⁵ Interview with the school principal in January 1964.

⁶ School Catalogs and interviews with school principal in January 1964.

Pupils in the above mentioned schools are from various social classes and different educational backgrounds, and levels. The following table 1 gives an approximate picture of the fathers' educational level of pupils of the study sample.

TABLE 1
Educational Level of Pupils' Fathers¹

Fathers' educational Level of	50 Christian Boys	50 Moslem Boys	50 Christian Girls	50 Moslem Girls
1. Nothing	4	4	1	-
2. Elementary level	16	19	12	24
3. Complementary level (Brevet)	2	3	-	-
4. High school or its equiv.	14	18	20	17
5. Above high school, but below B.A.	7	-	3	4
6. B.A. or above	5	5	7	5
7. No Answer	2	1	7	-

Pupils in these schools come from various sections of the city.² The following data gives an idea of the number of all pupils in the fifth and sixth secondary classes, of the number of Lebanese full time and part time teachers, and non-Lebanese teachers in all the secondary classes of the six schools.³

¹Pupils' answer to question "What is the educational level that your father had achieved"? (See Appendix A, p. 1).

²Interviews with principals in January 1964.

³School Records 1963-64 and principals interviews in January 1964.

<u>Number of Pupils</u> ¹	<u>Boys</u>	<u>Girls</u>
	248	221

<u>Number of teachers:</u>	<u>Lebanese full-timers</u>	<u>Lebanese part-timers</u>	<u>Non-Lebanese teachers</u>
	44	93	30

In schools where the fifth and sixth secondary classes were divided into sections, questionnaires were answered by only one section of each class.

Out of 137 Lebanese teachers in the six schools, only 36 teachers responded to the questionnaire due to the fact that most of them are part-timers. Many did not feel it an educational duty to answer the questionnaire. Some of them expressed their disinterest in such studies.

The educational level, sex, and religion of teachers who responded are distributed in the following way:

TABLE II
Information about Teachers' Educational Level²

<u>Teachers Educational Level</u>	<u>Christians</u>		<u>Moslems</u>	
	<u>Man teacher</u>	<u>Woman teacher</u>	<u>Man teacher</u>	<u>Woman teacher</u>
B.A. or above	6	9	7	2
Below B.A. but above High school	3	-	1	3
High school or its equiv.	-	-	-	5
Total	9	9	8	10

¹Lebanese and non-Lebanese included.

²Section I of the questionnaire (See Appendix A.)

It is of some value to note that the majority of responding teachers are university graduates and professionals with the exception of seven Moslem women teachers.

Only 64 Lebanese parents responded to the questionnaire of which 32 were fathers, 19 mothers, 8 fathers and mothers jointly, two fathers-teachers, and three mothers-teachers. Their educational level, religion, and sex are distributed in the following way.

TABLE III
Information about Parents Respondents' Educational Level¹

<u>Parents</u> <u>Educational Level</u>	<u>Christians</u>		<u>Moslems</u>	
	<u>Father</u>	<u>Mother</u>	<u>Father</u>	<u>Mother</u>
B.A. or above	1	-	2	-
Below B.A. but above High school	1	1	-	-
High school or its equiv.	11	7	6	4
High elementary or elementary level	7	4	7	7
No Answer	<u>4</u>	<u>-</u>	<u>2</u>	<u>-</u>
Total	24	12	17	11

Pupils respondents considered in the following study are all Lebanese from the fifth and sixth secondary classes. Their ages range between 16 and 19 years old. They are from various Christian and Moslem sects.

¹ Ibid.

Their sectarian distribution is according to the following:-

TABLE IV
Information about Pupils' age, and religious Sects¹

<u>Pupils</u>	<u>Christians</u>		<u>Moslems</u>	
	<u>Boys</u>	<u>Girls</u>	<u>Boys</u>	<u>Girls</u>
Age Range	16-19	16-19	16-19	16-19
Age Average	17.50	16.85	17.75	17.15
Religious Sects:				
Orthodox	26	31		
Maronite	11	6	Sunni	28
Catholic	9	4	Shia	4
Protestant	4	5	Moslem	18
Christian	-	4		22
Total	50	50		50

The number of respondents in the above mentioned sample was rounded by eliminating randomly few papers from each group after discarding all non-Lebanese and Armenian respondents, and Lebanese pupils whose ages exceeded 19 years.

¹Ibid.

CHAPTER II

The following chapter includes mainly an analysis of disciplinary aims, disciplinary problems, and their causes according to the evaluation of Lebanese respondents to the previously mentioned questionnaire.

A. SCHOOL DISCIPLINARY AIMS AND OBJECTIVES.

School discipline is an ever-present problem to the educator, as well as, to the pupil. Much thought has been given to it by many educational leaders and philosophers; yet, it still remains a problem which faces teachers almost everyday. Rankin Webb in "A Study of The Relationship of Teaching Difficulties Reported By Beginning Secondary teachers to teachers Pupil Attitudes And other Variables" points out many researches done in U.S.A. in which disciplinary problems were ranked remarkably high among various other teaching difficulties.¹ Beginning teachers from various states, Connecticut, California, Illinois, Kansas, New York, Michigan, and Pennsylvania, rank discipline first among teaching difficulties such as providing for individual and group needs, the teaching learning situation and how to make it more effective, local materials of instruction and others.²

John Stout, in an Oklahoma survey of school administrators and supervisors to determine the greatest problems of beginning teachers

¹(Unpublished Ph.D. Thesis, University of Arkansas, 1962), pp. 19-26.

²Ibid., pp. 20-21.

"Deficiencies of Beginning Teachers" Journal of Teacher Education

March 1952, finds that beginning teachers are reported to be weakest in discipline. Sixty-seven percent of school administrators and supervisors say that teachers are most ineffective in discipline.¹

In Lebanon school discipline is recognized by many educators as being an integral part of the educative process. Many Lebanese teachers approve the saying "if there is any place on the surface of the earth where order is the first and last, and highest law, that place is the school room, without it, there can be no such thing as progress.

A review of literature on school discipline shows that all educators believe in the necessity of discipline in order to get anything done. The real clash among them comes over what is meant by disciplinary aims, methods and means of securing them.

Sheviakov, Bossing, and others, define school discipline as preparing boys and girls for life in a democratic society.² It is "the gradual transition from control by rule to control by reason."³

Other definitions of discipline in various dictionaries illustrate the broad context of discipline in education such as for example:

1. The process or result of directing or subordinating immediate wishes, impulses, desires, or interests for the sake of an ideal or for

¹ Ibid., p. 25.

² Sheviakov and Fritz, Discipline For Today's Children And Youth, (Washington, N.E.A. of the United States 1956), pp. 5-7.

³ Nelson Bossing, Teaching In Secondary Schools (third ed.), (Boston Houghton Mifflin Company, 1952), p. 484.

the purpose of gaining more effective, dependable action.¹

2. Direct authoritative control of pupil behavior through punishments and for rewards.²

3. The characteristic degree and kind of orderliness in a given school or the means by which that order is obtained; the maintenance of conditions conducive to the efficient achievement of the schools' functions.³

4. Correction, or the way or means by which pupils are trained to act in accordance with established norms of behaviors.⁴

John Dewey looking into the meaning of discipline in relation to order in school sees that order is simply a thing relative to an end. "If you have the end in view of forty or fifty children learning set lessons to be recited to a teacher, your discipline must be devoted to securing that result. But if the end in view is the development of a spirit of social cooperation and community life, discipline must grow out of and be relative to such an aim ... out of doing things that are to produce results and out of doing these in a social and cooperative way, there is born a discipline of its own kind and type."⁵

¹Carter V. Good (ed.), Dictionary of Education (1st ed.) (McGraw-Hill Book Company, Inc. New York and London 1945), p. 134.

²Ibid.

³Ibid., p. 135

⁴Sheviakov, op. cit., pp. 4-5.

⁵The Child And The Curriculum and The School and Society, (The University of Chicago Press, 1956), pp. 16-17.

The above mentioned definitions reflect the complexity of the context of school discipline as an aim, means, action or state. In the following study school discipline includes the following context or meanings:-

1. The training or education of the human behavior towards particular ideals, habits and actions, e.g. to develop in pupils a sense of duty and respect of one self and others' rights; to behave gently with everybody, young or old.

2. A 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".¹

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.

Lebanese respondents' conception of school discipline is revealed through their responses to the following statements in Table V. which include some objectives of school discipline. It is of some value to note that a significant majority of Lebanese respondents agree with modern or progressive educational conceptions of school disciplinary objective as being to develop in the pupil good ideals, interests and

¹ William C. Bagley, School Discipline, (New York, The Macmillan Co. 1915), p. 1.

habits for self government and good citizenship.¹ However, it is worthy to note that a significant majority of parents and pupils still believe that the purpose of discipline is to develop respect for the authority of the teacher and school. This belief is also common among a simple majority of teachers. The positive agreement of responses with statements 1 and 3 might be due to the fact that the three groups, and particularly parents and pupils consider respect for the authority of the teacher and school among the good ideals that must be instilled in pupils.

It is also interesting to note the difference between various Lebanese respondents and Armenian respondents concerning statement number 3. Eightysix percent of Lebanese respondents agree that "the purpose of discipline is to develop respect for the authority of the teacher and the school", while only sixtythree percent of the Armenian respondents agree with the statement. Only fortyseven percent of Armenian parents agree with the above mentioned statement, while

¹ A "significant majority" 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 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 $\frac{(\text{Maj}-\text{Min}-1)^2}{N}$ ² which yields a chi-square with one degree of freedom (corrected N for continuity).

TABLE V

Statements Concerning Purposes of Corrective Measures which were agreed with By A Significant Majority of The Respondents¹

Statements	Responses of							
	36 Teachers		64 Parents		200 Pupils		300 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.	36	100	64	100	194	97	294	98
2. The purpose of discipline is to keep order in school.	29	81	58	91	191	96	278	93
3. The purpose of discipline is to develop respect for the authority of the teacher and school.	23	64	59	92	186	96	268	86
4. The purpose of Discipline is equally to set an example for others and to correct the misbehaving pupil.	31	86	51	80	169	84	251	84
5. The purpose of discipline is mainly to correct the misbehaving pupil and only secondarily to set an example for others.	33	92	51	80	161	80	245	82
6. The purpose of discipline is mainly to set an example for others and only secondarily to correct the misbehaving pupil.	21	58	47	73	163	82	231	77

¹ Questionnaire, Section IV. Numbers 42-27. (See Appendix A.)

ninetytwo percent of Lebanese parents agree with it.¹

This significant difference about Lebanese and Armenians is possibly due, either to the existing common belief among various Lebanese respondents that "من علمني حرفا كنت ليه عبدا" "to him who teaches me a word I become a slave", or to the actual existence of wide distances between the Lebanese teacher and school on oneside and the Lebanese pupil and parent on the other side.

It is of some value to note that a significant majority of Lebanese respondents agree that the purpose of discipline is to correct the misbehaving pupil, as well as to set an example for others.

However when respondents were asked to give priority to the purpose of discipline as "correction of the misbehaving pupil", or "setting an example for others", Lebanese teachers and parents' responses show that they agree more significantly with the purpose of discipline as mainly to correct the misbehaving pupil and only secondarily to set an example for others, while Lebanese pupils agree with both the 5th and 6th statements equally.

B. THE EXISTING MISBEHAVIORS AND THEIR CLASSIFICATION.

Disciplinary problems are evidenced through misbehaviors. The word misbehavior is defined as "Behavior on the part of a pupil that indicates antagonism to authority, non-conformity to established standards of decency, neatness, or routine, failure to study sufficiently, or lack of integrity."² An individual misbehaves when he acts in a way which

¹Jizmejian, op. cit., Table 2, p. 16.

²Good, op. cit., p. 262.

defies social rules, or norms, or when his act is not accepted by the group.

Drawing from her readings and her teaching experience, the writer finds that teachers disagree on what constitutes misbehaviors in adolescence. Some of them find most of their pupils disorderly, and misbehaving if they are talkative, noisy, untidy, careless about their appearance, inattentive, untruthful, dishonest, disobedient, others find some of the above mentioned qualities as somehow normal in children of a certain age. Reinoehl points to the fact that acts of misbehavior conflict directly with acceptable standards of obedience, orderliness, and morality.¹ As mentioned previously, different geographical backgrounds, cultures, and civilizations create different definitions of misbehaviors. The evaluation of the misbehavior itself differs according to age, sex, cultural group, educational background and the like. A particular behavior may be considered normal, and therefore tolerated, or encouraged in one place, where as it may be considered a misbehavior, even a serious one in another place. For example, going to dancing parties with a member of the opposite sex is considered as a "serious misbehavior" by one group and "not a misbehavior" by another cultural group.

Moreover, it is as difficult to determine how unruly, or unsocial an act is as it is to determine how bad, or how wrong it may be. Situations in which acts occur and opinions regarding them vary greatly. However, the author will attempt to classify answers of respondents

¹ Classroom Administration And Pupil Adjustment, (New York, D. Appleton - Century Company, Inc., 1940), p. 377.

concerning misbehaviors from the point of view of frequency, and degree of seriousness of occurrence. The author is not the first to use an approximate list of frequency of occurrence of misbehaviors. Mr. Jizmejian¹, Cutts and Mosely and many others have used similar procedures for analysis of behavior problems, or misbehaviors.²

1. Frequency As A Basis of Classification

Table VI shows how respondents classify various misbehaviors in order of frequency of occurrence. The above mentioned frequent misbehaviors in Lebanese Secondary Schools are more or less similar to those existing in Armenian Secondary Schools. For example talking without permission, cheating, giggling, eating or chewing in class, untruthfulness, deceiving, stealing, making fun of the teacher, bullying others are among the most frequent misbehaviors mentioned by both Lebanese and Armenian groups and sub-groups. However Armenian groups mention the occurrence of the above-mentioned misbehaviors more frequently than the Lebanese groups.³

Talking, cheating in various forms, untruthfulness and deceiving are considered as more frequent by Lebanese teachers than by Lebanese Parents, or pupils. Pupils and parents seem to be more aware of the actual existence of behaviors such as chewing, eating, absence without excuse and making fun of the teacher. Moreover, behaviors such as

¹Op. cit.

²Norma E. Cutts, Nicholas Mosely, Practical School Discipline And Mental Hygiene, (New York, Houghton Mifflin Co., 1941), Appendix, p. 310, 311.

³Jizmejian, op. cit., Table 3, p. 23.

TABLE VI

Most Frequent Misbehaviors Based on The Choices of 244 Respondents¹

Misbehaviors ⁺	Responses of							
	30 Teachers		41 Parents		173 Pupils		244 Total	
	No.	%	No.	%	No.	%	No.	%
1. Eating or chewing in class	12	40	20	49	108	62	140	57
2. Talking without permission in class.	22	23	23	56	81	47	126	52
3. Cheating in various forms	20	67	17	41	70	40	107	44
4. Giggling.	7	23	16	39	50	29	73	30
5. Absence from classes without excuse.	6	20	14	34	43	25	63	26
6. Scratching initials or breaking chairs or other properties.	8	27	8	20	56	32	62	25
7. Making fun of the teacher in his presence or absence.	4	13	16	39	40	23	60	24
8. Bullying others.	4.	13	8	20	44	25	56	23
9. Protesting openly against the teacher's decision or disobedience.	3	10	11	27	43	25	57	23
10. Stealing minor, or major things.	8	27	13	32	32	18	53	22
11. Tardiness.	9	30	7	17	34	20	50	20
12. Untruthfulness and deceiving.	10	33	6	15	34	20	50	20
13. Throwing papers, chalk, pencils or passing notes to classmates.	3	10	8	20	37	22	48	20
14. Using insulting words to school mates.	3	10	5	12	34	20	42	17
15. Smoking in or outside sch.	3	10	5	12	29	16	37	15

1. These misbehaviors were identified by the responses to the question "using list on page 2 (Questionnaire Section II) mention five or more misbehaviors which occur most frequently". (See Appendix A).

+ Out of 42 listed behaviors these received the highest frequencies of responses.

gossiping on classmates, leaving home without informing parents, wearing high heels or décolleté, are considered by five percent of the Lebanese pupils as being among the most frequent misbehaviors although these were not listed in part II of the questionnaire. It seems that senior high school pupils are concerned about physical appearance. A higher percentage might have responded, if items concerning fashions were listed.

It is worthy to note that analysis of boys and girls' suggestions of the most frequent misbehaviors existing in schools does not show any significant difference worthy of mention among the two groups.

2. A Classification of Misbehaviors Based On The Degree of Seriousness.

Table VII 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".¹ It is interesting to note that behaviors such as stealing, making fun of and insulting the teacher, bullying others, cheating, and disobeying teacher are considered serious by all groups in general, and teachers in particular, while smoking, drinking wine or beer, gambling, writing love letters and behaviors related to sex-love are considered more serious by parents and pupils than by teachers. It is of some value to note that behaviors such as talking, passing notes, and excessive restlessness are considered very serious misbehaviors by teachers more than by pupils and parents. Social behaviors such as belonging to political parties without informing parents, disobedience of parents, laziness, going to prostitutes and truancy are

¹Out of 56 kinds of misbehaviors mentioned in the free responses, these 14 are mentioned most. Questionnaire part VI. (See Appendix A).

TABLE VII

Most Serious Misbehaviors Based on The Free Responses of
229 Respondents¹

Misbehaviors	Responses of							
	24		37		168		229	
	No.	%	No.	%	No.	%	No.	%
1. Stealing minor or major things ⁺	24	100	24	65	80	48	128	56
2. Making fun of and insulting the teacher in his presence or absence. ⁺	11	46	14	38	67	40	92	40
3. Behaving roughly with classmates and bullying others.	10	42	11	30	52	31	73	32
4. Gambling in or outside school.	4	17	12	32	55	33	71	31
5. Cheating in any form. ⁺	12	50	19	51	29	17	60	26
6. Smoking in or outside school. ⁺	2	8	11	30	43	26	56	24
7. Drinking beer or wine in or outside school.	1	4	10	27	43	26	54	24
8. Untruthfulness and deceiving teachers. ⁺	4	17	8	22	40	24	52	23
9. Disobeying or protesting openly against the teacher's decisions ⁺	11	46	9	24	28	17	48	21
10. Using insulting words to classmates or teachers. ⁺	4	17	5	14	38	23	47	20
11. Writing love letters, going to movies, to dancing parties, stereos with a member of the opposite sex	-	-	9	24	34	20	43	19
12. Scratching initials on desks or breaking chairs and windows. ⁺	10	42	5	14	25	15	40	17
13. Passing notes, throwing papers, talking and showing excessive restlessness.	9	38	2	5	26	15	37	16
14. Miscellaneous. Belonging to political parties, disobedience of parents, laziness, going to prostitutes, truancy, and beating the teacher or the teacher beating students and laughing at them.	3	12	13	36	37	22	53	23

¹ Ibid.

+ Also considered among the frequent misbehaviors (See Table VI).

suggested freely by pupils and parents more frequently than by teachers. In their responses to the question "Please mention five of the most serious misbehaviors and give the best corrective measure or measures for each in the space below", teachers seem to be more concerned about school misbehaviors, while pupils and parents are more concerned about daily life problems outside the school.

It is of some value to mention that numbers with asterisks (1,2,3, 5,6,8,9,10,12,13) are also considered among the most frequent misbehaviors in Lebanese Secondary Schools.¹

In comparing Table VII with Mr. Jizmejian's findings in a similar study in Armenian Secondary schools, the author finds close similarities, between frequency of occurrence of these misbehaviors.² Armenians' attitudes and Lebanese attitudes particularly towards stealing, making fun of and insulting the teacher, behaving roughly or bullying others, cheating, smoking, untruthfulness and disobedience are also similar.

Further analysis of Lebanese respondents' classification of the degree of seriousness of behaviors according to their responses to a given list of behaviors reveals a clearer picture of each group and sub-groups attitudes concerning some behaviors.³

There seems to be remarkable consistency in respondents' answers to what they consider as most serious and most frequent misbehaviors when

¹ See Table VI and VII.

² Jizmejian, op. cit., p. 30.

³ Questionnaire, Section II, (See Appendix A).

TABLE VIII

Misbehaviors Classified As "Very Serious" or "Rather Serious"
By A Significant Majority of Respondents to A Given List.¹

Misbehaviors	Responses of							
	36 Teachers		64 Parents		200 Pupils		300 Total	
	No.	%	No.	%	No.	%	No.	%
1. Stealing major things (e.g. money, valuables)	35	97	61	95	190	95	286	95
2. Using insulting words to school mates	34	94	58	91	193	96	285	95
3. Behaving without respect in Chapel or in church hours.	30	83	60	94	193	96	283	94
4. Giggling.	34	94	63	98	184	92	281	93
5. Bullying others.	32	89	57	89	187	94	276	92
6. Making fun of and insulting the teacher in his absence	30	83	59	92	185	92	274	91
7. Untruthfulness (telling lies).	34	94	55	86	183	92	272	91
8. Gambling.	33	92	61	95	159	85	253	91
9. Behaving roughly (pushing and pulling).	33	92	60	94	176	88	269	90
10. Breaking chairs, windows.	33	92	59	92	178	89	270	90
11. Aiding others in their cheating or lying.	34	94	60	94	177	88	271	90
12. Making practical jokes (e.g. putting tacks on chairs).	26	72	60	94	181	96	267	89
13. Making fun of and insulting the teacher in his presence.	34	94	57	89	176	88	267	89
14. Stealing minor things (paper, pencils, etc.)	31	86	59	92	178	89	268	89

¹ Ibid.

TABLE VIII (Continued)

Misbehaviors	Responses of							
	36 Teachers		64 Parents		200 Pupils		300 Total	
	No.	%	No.	%	No.	%	No.	%
15. Cheating during tests and examinations.	35	97	56	88	172	86	263	88
16. Absence without excuse.	30	83	61	95	164	82	255	85
17. Disobeying the teacher.	30	83	57	89	166	83	253	84
18. Eating in the classroom.	30	83	55	86	161	80	246	82
19. Deceiving teachers.	29	80	52	80	163	82	244	81
20. Cheating by copying homework from others.	30	83	59	92	146	73	236	79
21. Throwing papers, chalk, pencils.	33	92	53	83	149	74	235	78
22. Joining in organized noise making.	29	80	48	75	141	70	218	73
23. Neglecting assigned duties.	27	75	47	73	139	70	213	71
24. Smoking at school parties.	19	53	48	76	128	70	195	70
25. Tardiness.	24	67	50	78	128	64	202	67
26. Protesting openly against the teacher.	20	56	48	75	126	63	194	65
27. Showing excessive restlessness.	22	61	44	69	126	63	192	64
28. Never volunteering to help teacher or classmates.	10	28	43	67	140	70	193	64
29. Scratching initials on desks.	26	72	51	80	115	58	192	64
30. Talking without permission in the class.	21	58	49	77	110	55	180	60

Table VI and Table VII are lumped and compared with the twenty-nine misbehaviors which are considered serious by a significant majority of respondents in Table VIII. However, a more detailed analysis of various sub-groups responses indicates that though many behaviors are considered "Very Serious", or "Rather Serious" by the majority of the respondents, students consider some behaviors less serious than teachers in general and parents in particular.

TABLE IX
Behaviors Considered remarkably less serious by pupils
Than by Parents or Teachers

Behaviors	Responses of					
	200		36		64	
	Pupils		Teachers		Parents	
	No.	%	No.	%	No.	%
1. Throwing papers, chalk, pencils etc.	149	74	33	92	53	83
2. Tardiness to classes or school.	128	64	24	67	50	78
3. Scratching initials on desks.	115	58	26	72	51	80
4. Joining in organized noise making (e.g. humming).	141	70	29	80	48	75
5. Cheating by copying homework from others	146	73	30	83	59	92

Table IX shows that a higher majority of parents and teachers consider throwing papers, scratching initials, noise making and cheating as serious misbehaviors than pupils, while Table X shows that teachers consider chewing gum in school, never volunteering to help teachers or classmates, making practical jokes and smoking at school parties as serious misbehaviors less than pupils and parents.

TABLE X

Behaviors Considered Serious by a Higher Majority of Pupils
And Parents Than by Teachers

Behaviors	Responses of					
	36 Teachers		64 Parents		200 Pupils	
	No.	%	No.	%	No.	%
1. Chewing gum in school.	15	42	43	67	115	58
2. Never volunteering to help teacher or classmates.	10	28	43	67	140	70
3. Making practical jokes (puts tacks on chairs).	26	72	60	94	181	96
4. Protests openly against the teacher's decision.	20	56	48	75	126	63
5. Smoking at school parties.	19	53	48	76	128	70 ¹

There seems to be more leniency on the part of the teachers in behaviors which are not closely related to classroom situations particularly chewing gum in school, smoking at school parties, and never volunteering to help teachers or classmates. The latter does not cause any trouble or noise in the classroom although it is related to classroom situations and some psychologists consider it as serious.

In general, it is interesting to note that parents show more conservatism than both teachers and pupils concerning some behaviors. In fact, further analysis of behaviors considered "Negligible", or "not -

¹
Number of pupils are 188 instead of 200 in this item for reasons mentioned previously.

misbehaviors by the significant majority of respondents in Table XI shows clearly that teachers are more liberal or tolerant in social behaviors concerning the opposite sex than parents and pupils although there are great similarities in the attitude of teachers and pupils particularly concerning going to adventure or love movies, going out walking, to movies, and dancing parties with a member of the opposite sex.

Comparing Table XI with a similar investigation among Armenian teachers, parents and pupils, the author finds that Lebanese teachers are the most liberal in social and sex-love behaviors, among Lebanese and Armenian groups¹, particularly concerning statements number 2,3,4 and 6 in Table XI, Lebanese and Armenian parents respondents show similar attitudes concerning sex-love behaviors, although Armenians show more conservatism. It is also interesting to note that a significant majority of Lebanese pupils, and Armenian senior pupils consider statements concerning sex-love behaviors, smoking and going to love movies as "negligible" or "not misbehaviors."

It is of some value to note parents' response to smoking outside school as a negligible misbehavior (Number 7 Table XI, and their response to smoking at school parties as a serious misbehavior Table X Item 5. Parents seem to accept smoking outside school rather than in school.

¹ Jiz. op. cit., pp. 28-46.

TABLE XI

Behaviors considered "Negligible" or "Not-Misbehavior" By
The Significant Majority of The Respondents¹

Behaviors	"Negligible" or "Not Misbehaviors" Responses of							
	36 Teachers		64 Parents		200 Pupils		300 Total	
	No.	%	No.	%	No.	%	No.	%
1. Going to adventure movies.	34	94	51	80	184	92	269	90
2. Going to movies with a member of the opposite sex.	32	89	34	53	155	82 ²	221	75
3. Going to dancing parties with a member of the opposite sex.	31	86	34	53	145	77 ²	212	72
4. Going out walking with a member of the opposite sex.	32	89	36	56	142	71 ²	210	72
5. Going to love movies.	28	78	36	56	156	83 ²	220	75
6. Writing love letters.	31	86	31	48	126	68 ²	188	67
7. Smoking outside school.	21	58	34	53	118	62 ²	173	58

3. Behaviors Considered differently by Sub-groups.

Table XII shows that girls are more tolerant when behaviors such as "talking without permission in the class", "throwing papers, chalks, pencils", "tardiness," and "cheating by copying homework from others" are considered. There seems to be general affirmation of the saying "girls are

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

² Number of pupils is 188 in statements 2,3,4,5,6,7 for previously mentioned reasons.

TABLE XII

Behaviors Considered Less Serious by Girls than by Boys

Behaviors	"Serious misbehavior" Responses of			
	100 Boys		100 Girls	
	No.	%	No.	%
1. Talking without permission in the class.	68	68	52	52
2. Throwing papers, chalk, pencils, etc.	85	85	64	64
3. Tardiness to classes or school.	73	73	55	55
4. Cheating by copying homework from others.	78	78	69	69
5. Cheating during tests and examinations	87	87	85	85

usually more talkative than boys". Moreover it is astonishing to see that cheating is less frequently considered as "A Very Serious Misbehavior" by girls, than boys although a simple majority considers it a misbehavior.

It might be interesting to make a further detailed investigation of cheating in various forms in schools of boys and girls, the corresponding corrective or preventive measures, as well as pupils attitudes towards them.

Analysis of behaviors which are considered as "negligible" or "not misbehaviors" shows that Christian and Moslem girls are more conservative than boys in their opinions concerning going to love movies, smoking outside school, and writing love letters although a simple majority of them consider these behaviors as not misbehaviors.

TABLE XIII

Behaviors Considered Less Serious By Boys Than By Girls

Behaviors	Negligible or Not misbehaviors			
	100 Boys		100 Girls	
	No.	%	No.	%
1. Going to love movies	83	83	76	76
2. Smoking outside school	63	72 ¹	56	56
3. Writing love letters to a member of the opposite sex.	82	93 ¹	53	53

TABLE XIV

Behaviors Considered Less Serious by Christian Respondents
Than By Moslem Respondents²

Misbehaviors	"Serious" and "Very Serious" Responses of			
	154 Christians		146 Moslems	
	No.	%	No.	%
1. Drinking beer or wine at school parties.	60	39	112	76
2. Drinking beer or wine outside school.	60	39	100	68
3. Writes love letters to a member of the opposite sex.	42	27	60	41
4. Goes out walking with a member of the opposite sex.	19	12	52	36
5. Goes to movies with a member of the opposite sex.	20	13	59	40
6. Goes to dancing parties with a member of the opposite sex.	17	11	59	40

¹Number of Moslem boys is 38 instead of 50 for previously mentioned reasons.

²Each category includes pupils, parents, teachers of each religious group.

Table XIV shows that drinking beer or wine and behaviors related to sex-love relations are considered as misbehaviors by a greater majority of Moslems than by Christians. A further detailed analysis of Table XIV in Table XV shows a moslem bias concerning these items particularly pupils and parents. Moslem teachers are more liberal in their attitudes towards sex-love relationships, but not concerning drinking for obvious reasons. In fact, drinking is religiously prohibited according to the Moslem religion.

TABLE XV

A Detailed Analysis of Items Where Misbehaviors are Considered
Less Serious by Christians Than Moslem Respondents¹

Behaviors	Serious Misbehaviors											
	100		88		36		28		18		18	
	Christ. Pupils	Moslem Pupils	Christ. Parent	Moslem Parent	Christ. Teach.	Moslem Teach.	No.	%	No.	%	No.	%
1. Drinking beer or wine at school parties.	36	36	76	86 ²	19	53	22	78	5	28	14	78
2. Drinking beer or wine outside school.	31	31	63	72 ²	21	58	21	75	8	44	16	89
3. Writing love letters to a member of the opposite sex.	24	24	38	41 ²	14	39	19	68	4	22	3	17
4. Going out walking with a member of the opposite sex.	9	9	30	32 ²	10	28	18	64	-	-	4	22
5. Going to movies with a member of the opposite sex.	9	9	36	38 ²	11	30	19	68	-	-	4	22
6. Going to dancing parties with a member of the opposite sex.	6	6	37	40 ²	11	30	17	61	-	-	5	28

1. Number of Moslem boys is 38 instead of 50, as a result total of Moslem boys and girls is 88 instead of 100 in all the above items.

2. Ibid.

It is interesting to note that even Moslem teachers seem to be more conservative than Christian teachers, particularly concerning drinking and going to dancing parties with a member of the opposite sex. Christian parents show some conservatism concerning drinking, but not in sex-love relations. Christian pupils and teachers are the most liberal. This might be due to cultural background and more openness towards western ideas than Moslems.

TABLE XVI

Behaviors Considered more Serious by Christians Than
By Moslems

Behaviors	A Serious Misbehavior. Responses of											
	100		100		36		28		18		18	
	Christ. Pupils	Moslem Pupils	Christ. Parent	Moslem Parent	Christ. Teach.	Moslem Teacher	No.	%	No.	%	No.	%
Joining an organized strike in the school	48	48	14	14	21	58	9	37	10	56	3	16

It is also interesting to note that Christians consider joining an organized strike in the school as a serious misbehavior more remarkably than Moslems. A majority of Christian parents and teachers consider it as very serious while a minority of both Moslem teachers and parents consider it as a serious misbehavior. Both Christian and Moslem pupils do not consider it a serious misbehavior although Christians consider it as a serious misbehavior more than Moslems. There seems to be an inclination among Moslems to believe in the rightness and usefulness of strikes even at school. In fact some

Moslem pupils have already participated in strikes which were organized in their schools.

Some Behaviors Considered By Lebanese as "Grave" or "Make For Considerable Difficulties".

An investigation among Christian and Moslem teachers concerning 50 behaviors reveals that a significant majority of each group consider sixteen behaviors as extremely grave problems among which figure "Stealing", "Bullying", "Disobedience", "Untruthfulness", "Cheating", "Disorderliness in class", and "Quarrelsomeness" which are directly related to classroom situations.

TABLE XVII

Behavior Problems Considered Extremely Grave or Make For Considerable Difficulties as Evaluated By 35 Teachers Respondents

Consider the following	"An extremely grave problem" or "makes for considerable difficulty", Responses of					
	18 Christian Teachers		17 Moslem Teachers		35 Total	
	No.	%	No.	%	No.	%
1. Impertinence, defiance.	18	100	17	100	35	100
2. Stealing.	17	94	17	100	34	97
3. Impudence, rudeness.	17	94	17	100	34	97
4. Cruelty, bullying.	17	94	16	94	33	94
5. Disobedience.	15	83	17	100	32	91
6. Untruthfulness.	16	89	16	94	32	91
7. Heterosexual activity.	14	78	17	100	31	88
8. Masturbation.	15	83	16	94	31	88
9. Obscene notes, talk.	15	83	16	94	31	88

TABLE XVII (Continued)

I Consider the following	"An extremely grave problem or makes for considerable difficulty". Responses of					
	18 Christian Teachers		17 Moslem Teachers		35 Total	
	No.	%	No.	%	No.	%
10. Truancy	15	83	16	94	31	88
11. Cheating	16	89	15	88	31	88
12. Domineering	17	98	13	76	30	86
13. Imaginative lying	14	78	16	94	30	86
14. Disorderliness in class	16	89	13	76	29	83
15. Quarrelsomeness	15	83	14	82	29	83
16. Profanity	14	78	14	82	28	80
17. Unsocialness	15	83	12	70	27	77
18. Destroying school materials	12	67	15	88	27	77
19. Resentfulness	15	83	11	64	26	74
20. Stubbornness	12	67	13	76	25	71
21. Unreliableness	12	67	12	70	24	69
22. Temper tantrums	14	78	10	59	24	69
23. Enuresis	13	72	11	64	24	69
24. Selfishness	13	72	10	59	23	66
25. Unhappy, depressed	12	67	11	64	23	66
26. Carelessness in work	12	67	11	64	23	66
27. Inattention	13	72	9	53	22	63
28. Physical coward	12	67	10	59	22	63
29. Laziness	10	55	12	70	22	63

Table XVII shows that 28 out of 50 behavior problems are considered by a significant majority of Lebanese teachers as behaviors extremely grave or

making for considerable difficulty.

It is also interesting to note that "Impertinence", "Defiance", "Stealing", "Rudeness", "Cruelty", "Disobedience", "Untruthfulness" are rated as extremely grave problems by both Christian and Moslem teachers, while behaviors such as "Cheating", "Disorderliness in class", "Quarrelsomeness", "Unsocialness", "Stubbornness", "Carelessness" are also considered grave problems but with less significance than the first six behaviors.

It is also worthy to note that Moslem teachers differ in opinions concerning certain behavior problems. For example, Table XVIII shows

TABLE XVIII

Behavior Problems Considered Extremely Grave or Make for Considerable Difficulty Less By Christians Than By Moslems

	Responses of			
	18 Christian Teachers		17 Moslem Teachers	
	No.	%	No.	%
1. Heterosexual activity.	14	78	17	100
2. Destroying school materials.	12	67	15	88
3. Laziness.	10	55	12	70
4. Suspiciousness.	8	44	12	70
5. Over-critical of others.	9	50	12	70

that a greater majority of Moslem than Christian teachers consider "Heterosexual activity" as an "Extremely Grave Problem". Their attitudes toward sex-love items are in consistency with their responses to similar

items in Section II of the questionnaire. In fact only seventy-eight percent of Christian Teachers consider "Heterosexual activity" as a "Grave Problem" while hundred percent of Moslem teachers consider it a grave problem. "Destroying school materials", "Laziness", "Suspiciousness", and "Being over-critical of others" are considered as extremely grave problems by a greater majority of Moslem teachers than Christian teachers.

TABLE XIX

Behavior Problems Considered Extremely Grave, or Make
For Considerable Difficulty Less By Moslems Than
By Christians

	Responses of			
	18 Christian Teachers		17 Moslem Teachers	
	No.	%	No.	%
1. Nervousness.	12	67	6	35
2. Disorderliness in class.	16	89	13	76
3. Easily discouraged.	12	67	6	35
4. Selfishness.	13	72	10	59
5. Inattention.	13	72	9	53
6. Resentfulness.	15	83	11	64
7. Unsocialness.	15	83	12	70

It is also worthy to note that in Table XIX a greater majority of Christian teachers consider "Nervousness", "Disorderliness in class", "Selfishness", "Inattention", "Resentfulness", and "Unsocialness" as "Extremely Grave Problems" more than Moslem teachers.

Only four behaviors "talkativeness", "whispering", "attracting attention", and "Shyness" out of 50 behaviors are considered by a majority of Lebanese teachers as behaviors of only slight consequence.

TABLE XX

Behaviors Considered By a Majority of Teacher Respondents
As Behaviors of Only Slight Importance or Not Behavior
Problems

Consider the following	"Of only slight consequence" or "not behavior problems." Responses of					
	18 Christian Teachers		17 Moslem Teachers		35 Total	
	No.	%	No.	%	No.	%
1. Talkativeness (instead of tattling).	16	89	13	76	29	83
2. Whispering.	13	72	13	76	26	74
3. Attracting attention.	12	67	12	70	24	69
4. Shyness.	12	67	10	59	22	63

Comparing Lebanese teachers' ratings of the relative seriousness of the 29 behaviors considered as "Grave Problems", or "Make for Considerable Difficulty" in Table XVII, and the rating of the same behaviors by American teachers and American Mental hygienists in E.K. Wickman, Children's Behavior and Teachers' Attitudes, 1928,¹ the writer finds the following similarities and differences among the three groups:

¹ Paul Landis, op. cit., pp. 198-99.

1. Both Lebanese and American teachers consider "Impertinence", "Stealing", "Untruthfulness", "Disobedience", "Heterosexual activity", "Masturbation", "Obscene notes or talks", "Truancy", and "Cheating among the first eleven behaviors as being "Extremely grave problems" while American mental hygienists consider them among behaviors of "Considerable and slight importance".

2. "Profanity", "Carelessness in work", "Inattention", and "Laziness" are also more considered by Lebanese and American teachers as behaviors of "Considerable importance", than by American mental hygienists.

3. "Unsocialness", "Resentfulness", "Unhappy depressed" are more considered by American mental hygienists than Lebanese and American teachers as behaviors of considerable importance. "Physical coward" is also considered by mental hygienists among behaviors of "Considerable importance" more than by Lebanese or American teachers.

4. "Bullying others" is considered similarly by the three groups as a behavior of grave and considerable importance.

5. "Domineering", "Stubbornness" are considered by Lebanese teachers and American mental hygienists of considerable importance, while American teachers tend to consider them "Behaviors of slight consequence".

6. Lebanese teachers and American mental hygienists consider "Unreliableness" as a less behavior problem than American teachers.

7. Lebanese teachers consider "Rudeness", "Imaginative lying", "Disorderliness in class", "Quarrelsomeness" as behaviors of considerable importance more than American teachers, or mental hygienists.

8. "Destroying school materials", "temper tantrums", and "Laziness" are considered by American teachers as "Behaviors of considerable importance"

more than by Lebanese teachers and particularly more than ^{by} American mental hygienists.

9. "Whispering", "Attracting attention" in Table XX are considered by the three groups as behaviors of slight importance; shyness is considered by American mental hygienists as a behavior of considerable importance, while Lebanese and American teachers consider it a behavior problem of slight importance.

Having a general look at Lebanese teachers' ratings of the 33 behaviors in Table XIX and XX, and American teachers and mental hygienists ratings of the same behaviors in Landis¹ the writer can say that Lebanese and American teachers tend to agree more than disagree particularly in rating the first 11 behaviors numbers (1-11) with the exception of "Rudeness" or "Impudence".²

Lebanese and American mental hygienists tend to agree in their ratings of behaviors such as "Domineering", "Stubbornness", and "Laziness", while American teachers and mental hygienists tend to agree together and disagree with the Lebanese teachers in rating particularly "Imaginative lying", "Quarrelsomeness", and to a less extent in rating "Destroying school materials".

There seems to be a greater tendency among Lebanese and American teachers to consider behaviors of "Extremely grave importance", and of "Considerable importance" from a disciplinary standpoint and from the standpoint of moral taboos, such as "Hetero-sexual activity", "Masturbation",

¹ Op. cit., pp. 198-99.

² Landis, op. cit., p. 198-99 and Table XVII of the actual study.

"Cheating", "Disobedience", while American mental hygienists consider traits important in terms of the long-time effect on personality development such as for example "Unsocialness", "Suspiciousness", and "Unhappy or depressed".

C. ANALYSIS AND CLASSIFICATION OF CAUSES OF THE EXISTING MISBEHAVIORS AND SUGGESTIONS FOR SCHOOL DISCIPLINE.

1. Classification of Causes

Researches into the nature of personality and its development have refuted the belief that persons are inherently evil because of original sin. They have demonstrated that blame for misbehavior cannot always be placed wholly upon the individual. Sometimes, even the individual is less to blame than certain other persons and factors in his environment. Nowadays, misbehavior is regarded as an outgrowth of the total life history of an individual. There is more emphasis on the family, the school, and the peer group as important determinants in shaping and influencing the whole personality of the child, as well as, shaping the good, or bad aspects of his behavior. Some social scientists go even further to assume that troublesome, lazy, uninterested pupils in schools are products of homes, general cultural environments, and systems of education which do not satisfy the purposes of those pupils, which place them in situations maladjusted to their levels of maturity, and to their aptitudes.¹

Table XXI shows that Lebanese respondents' answers to the question "Please mention some cases of Misbehaviors" include many of the above

¹William H. Burton, The Guidance of Learning Activities (2nd ed.) (New York, Appleton - Century - Crafts, Inc., 1952), p. 173.

mentioned determinants, or major causes of adolescents misbehavior.¹

TABLE XXI
Major Causes of Misbehaviors, Based on The Free Responses
of 218 Respondents²

Summarised Causes	Responses of							
	25		35		158		218	
	Teachers		Parents		Pupils		Total	
	No.	%	No.	%	No.	%	No.	%
1. <u>Teacher's</u> Personality, lenient, weak, strict and severe. Much sociable, much solumn, Inability in teaching, lack of teaching method; lack of knowledge of student psychology; Partiality and favoritism; Teacher's bad exemplary life; lack of knowledge of misbehavior causes; absence; the way he dresses.	19	76	18	51	86	54	123	56
2. <u>School</u> Lack of good organization and administration; too severeness in discipline, lack of definite regulations; failure in the execution of the regulations; lack of co-curricular activities; overloaded schedules; use of unwise corrective measure such as corporal punishment slapping, scolding in front of others; too leniency; bad education in the elementary school	8	32	23	66	47	30	78	36
3. <u>Unsympathetic Atmosphere in school</u> Weak personality of the principal; lack of cooperation among teachers, principals, parents and students; lack of guidance; bad regulations between students teachers and principal; lack of understanding between principal and pupils	9	36	8	23	23	14	40	18

¹ See Table XXI in the Appendix B.

² These free responses were given to the question "Please mention some causes of misbehaviors" Section VII of the questionnaire (See Appendix A).

TABLE XXI (Continued)

Summarised Causes	Responses of							
	25		35		158		218	
	Teachers		Parents		Pupils		Total	
	No.	%	No.	%	No.	%	No.	%
<p>4. <u>Student's</u> Personal troubles; mental weakness; frustration; complexes; aggressiveness; timidity; laziness; over-activeness; age needs and cravings; love affairs; physical deficiency or disease; general structure and inherent tendencies; revengeful spirit; psychological causes such as need for recognition; hate; jealousy; unhappiness; immaturity; imitation; likeness to show up. Student's disinterest in various academic subjects; low grades or age (too young or too old for his class.</p>	18	52	19	54	92	58	129	59
<p>5. <u>Home</u> Home background and outside environment of the pupil; home trouble; poverty; severe discipline; parents' leniency; parents' lack of good relation with each other and with their children; parents' inattention to their children behavior or conduct; favoritism at home; parents' ignorance of their troubles or needs; parents' bad example; home education; outside environment of the student friends playmates; the quartier he lives, movies, traditionalism, lack of religious education.</p>	29	83	35	100	135	85	199	92
<p>6. <u>School Physical set up</u> Inadequacy of building; equipment playground of the school; bad ventilation and temperature of the classes crowded classes.</p>	-	-	1	3	9	6	10	4

All parents, eight-five percent of pupils and eight-three percent of teachers have emphasized home as a major cause of misbehavior. Pupils, more often than parents and teachers, suggest "Home troubles", "Severe discipline", "Favoritism", and "Parents ignorance of their children's needs" as major

causes of misbehaviors, while teachers emphasize "Home education" more than any other home factor. Parents emphasize "Pupils' playmates", "Movies", and outside environment as major causes of misbehavior more than teachers and pupils.¹

Teachers seem to be the most conscious of the teacher as a possible determinant of misbehavior, particularly in school. Both teachers and pupils believe that "teacher's ignorance of student psychology", "lack of teaching method" as major causes of misbehaviors. Pupils mention "teacher's partiality and favoritism" as a main cause of misbehavior more often than parents, while none of the teachers consider it as a cause of students' misbehavior. Maybe pupils and parents are more conscious of teachers' favoritism than teachers themselves.

Table XXI indicates that parents are more critical of the school as a major cause of misbehaviors. "Failure in the execution of regulations" is most frequently suggested by parents, while "too severeness in discipline" and "Use of unwise corrective measures, such as corporal punishment" are more often chosen by pupils than by teachers and parents.

"School physical set up" is the least mentioned by various Lebanese groups although pupils show some interest along this line. It is worthy to note that "Lack of cooperation among teachers, parents and students" are mentioned by all the three groups. There seems to be full awareness among the three groups of the importance of "Cooperation" as an important means to diminish or solve many behavior problems, and misunderstanding among

¹ See Table XXI A Appendix B.

teacher-pupil-parent. Pupils are the most conscious of their "Personal troubles", "Complexes", and "Psychological factors: Need for recognition, Unhappiness, Revengeful spirit", "Love affairs", and "Lack of interests in academic subjects" as being major causes of misbehaviors.

It is of some value to note that in many instances all groups show critical analysis of themselves while answering the question "Please mention some causes of misbehaviors", while "School physical set up", "Inadequacy of building", "Crowded classes", "Ventilation", "Lighting", and "Temperature" are not often considered as causes. This might be due to the fact that usually in the 5th and 6th secondary classes the number of pupils does not exceed thirty. Moreover, the schools in which the study is administered, are more or less equipped with audio-visual aids.

Causes of disorderly acts are multiple. Many acts of misconduct are the result of a combination of influences. For example, deceit might spring from such elements as parental discord, bad discipline, low intelligence, maladjustments, unsocial attitudes, slow progress, and low marks.

Using Table XXI and many other library sources, the writer classifies the main factors causing misbehaviors or serious maladjustments in the following way:

- a. Child's family and environment.
 1. Parental neglect, or ignorance.
 2. Alcoholic parents, broken homes.
 3. Parents of limited mentality.
 4. Parental misconduct and parents' relation with each other and with children.

5. Inadequate income.
 6. Family size and pupil's position in it.
 7. Overcrowded sleeping and living quarters.
 8. Gangs and bad neighborhoods.
- b. Hereditary and structural factors.
1. Sensual auditory or speech defects.
 2. Brain injuries, low intelligence, and brain inflammation.
 3. Glandular conditions.
 4. Surplus of energy.
 5. Temperamental factors or dispositions, unstability, aggressiveness timidity.
- c. Factors due to illness, or various incidents such as physical deformity, frustrations and disappointments and headaches.
- d. Age and immaturity factors.
1. Physical: too young or too old for the classmates.
 2. Sexual prematurity or immaturity.
- e. Psychological factors.
1. Emotional stresses.
 2. Lack of affection and a feeling of not being wanted.
 3. Over protection and spoiling.
 4. Frustrations and complexes.
 5. Worry and uncertainty.
 6. Desire to be identified with the crowd, desire to follow the majority and be like them, or resentment of control or authority.
 7. The desire to assert one's individuality and freedom.

f. Bad or inadequate habits formed from childhood like talkativeness, untidiness.

g. School Causes

Misbehaviors traceable to school conditions are many. Among which, the writer had noticed mainly the following while she was administering the study.

1. Classrooms are either too small or too large for the number of pupils placed in them.
2. Lack of heating systems, air conditioning and inadequacy of lighting. Most classrooms are either too dim or too sunny without provision of adequate curtains.
3. Classroom walls, are too thin and windows are opened near other rooms. These poor acoustic conditions create noise, excitement and disturbance.
4. Desks are inadequate, many have small size and lack space between them.
5. Blackboards and teacher's desks are in improper positions.
6. Some of these schools lack audio-visual aids.
7. School laboratories and school libraries are at a very elementary stage.
8. Most of the school buildings were not built originally to be schools, and some of them lack adequate playgrounds.¹

It is worthy to note that the sample of the schools is typical of most other Lebanese schools in Beirut.

¹With the exception of the Maqassid School for Boys at Al-Hirj.

2. Suggestions for School Discipline

In general, it can not be said that respondents are highly critical of the physical set up of the schools. Their main emphasis and suggestions concerning the improvement of school discipline center around teacher's personality and technical skills, teacher-pupil parent relationship, and use of progressive disciplinary corrective measures. Table XXII shows respondents' answers concerning school discipline.

It is interesting to note that most suggestions concerning school discipline center around pupil-teacher relationship, in general and teacher's personality and teaching skills in particular. This seems to be in contradiction with the common belief that secondary school pupils do not need counseling or guidance as children do. According to Table XXII pupils are the most concerned of disciplinary suggestions. Many of their responses reveal particular deficiencies in their schools that teachers and parents are the least aware of, or they believe in their adequacy or usefulness.¹

Girls, for instance, suggest less interference in pupils personal affairs such as dress or hair fashion. Boys suggest change of the official or Baccalaureate program. Moslem boys suggest full time, more disciplined teachers, and scouting to be added to their co-curricular activities.

It is interesting to note that some of the latter particular suggestions are natural trends in adolescents. Girls seem to cry for more personal freedom; However, it is of some value to note that respondents emphasis on the teacher as a major determinant of discipline seems to lead to the following conclusion "The teacher is, by all odds, the most influential

¹See detailed Table XXII A (Appendix B).

TABLE XXII

Suggestions Concerning School Discipline Based on The
Free Responses of Respondents.¹

	Responses of					
	21		33		122	
	Teachers		Parents		Pupils	
	No.	%	No.	%	No.	%
1. Qualified objective teachers, who have personalities, are both firm and gentle with pupils.	2	10	3	9	30	24
2. More understanding of pupils' psychology from the part of teachers and principal.	3	14	10	30	17	14
3. Teacher-counselors to help pupils solve their problems, develop their interests and practice discipline.	6	30	3	9	8	6
4. Firm supervision and application of school discipline and regulations.	7	33	9	27	24	20
5. Fair objective discipline.	5	24	4	12	6	5
6. Use of better disciplinary measures instead of corporal punishment or insulting words.	1	5	3	9	10	9
7. Better equipped schools with libraries and co-curricular activities.	2	10	5	15	-	-
8. Have more guidance, counselling and character education.	4	19	3	9	1	1
9. A student council or a school discipline committee to be responsible for discipline.	4	2	2	6	20	16
10. More Cooperation of school and home and pupils.	1	5	2	6	10	9

¹Questionnaire Section III (See Appendix A).

factor in high school education. Curriculum, organization, equipment, discipline important as they are, count for little or nothing except as they are vitalized by the living personality of the teacher", and his technical skill.¹ The teacher's technical skill is defined by Sheviakov to include the following:

1. Knowledge of the human child and his developmental stages and of the laws of human behavior individually and in groups.
2. Ability to size up and analyze the situation as to its individual and group psychological involvements.
3. Knowledge of the techniques of human influence and their relationship to certain developmental ages and personality types.
4. The ability to figure out just which of these human influence techniques fits which situation and to make a fair estimate of the possible subsurface effects which need to be considered.²

Another major equipment which guides and determines teacher's choice of educational skills and techniques is his educational philosophy.

¹ Bossing, Progressive Teachings In Secondary Schools, op. cit., p. 39.

² Sheviakov and Redl,² op. cit., p. 59.

CHAPTER III

A. THE ADMINISTRATION OF DISCIPLINE

The following part includes an analysis, and classification of major findings concerning the corrective measures administered in Private Lebanese Secondary schools, the spirit in which these measures are administered, and respondents' evaluation of some educational principles related to discipline.

It has been mentioned previously, that discipline is an integral part of the educative process, without good discipline educational ideals cannot be achieved, and visa versa. Thus keeping order, regularity, and mutual smooth cooperation among pupils and teacher becomes a major duty of the teacher in order to guide pupils to achieve broader educational goals such as self-discipline.

In former days accepted patterns of behavior for different age levels, in different life situations, and the corresponding corrective measures were mainly defined by older people in the family, teachers, and spiritual leaders of each community. Young children were considered as immature, wicked creatures who had to conform to adult's rules, and behave according to their expectations. The teacher and the school were looked upon as being responsible for purifying children from their wickedness by training them to conform and obey to their masters. Those who failed to conform were disciplined almost always through punishment. Bossing's illustration from the Report of Henry Barnard of the old German Schoolmaster of how pupils

were disciplined in the schoolroom in the last few centuries gives an interesting data.¹

Blows with a cane	911,527
Blows with a ruler	20,989
Blows with the hand	136,715
Slapped over the mouth	10,205
Boxed on the ears	7,905
Snaps on the head	1,115,800 ²

Nowadays what is considered as misbehavior in a particular situation, and what is the most effective corresponding measure are no more thought of as clear and well defined as it seemed centuries ago. Historical events, such as, World War I, World War II, and the development of human sciences have shed more lights on the complexity of the causes, developments, and problems of human adjustment and behavior at various age levels, in different life situations and community setting. Children are no more thought of as born with "evil tendencies" that the rod corrects, but develop them through contact with certain types of adults in certain environments. 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 have replaced the traditional appeals which controlled through fear, terror, and corporal punishment. In fact Table XXIII shows that the Lebanese community is not in

¹Teaching In Secondary Schools (3rd ed.) op. cit., p. 428.

²The above mentioned numerical figures represent the frequency or use of these disciplinary corrective measures during a period of 50 years of teaching.

opposition to these progressive trends in education. A significant majority of teachers, pupils, and parents strongly rejected disciplinary measures, such as "Shaming pupils", "Striking", "Slapping", and "Pulling the ears".

TABLE XXIII
Corrective Measures Rejected By a Significant Majority
of The Respondents¹

Corrective Measures	"Should Never Be Used" Responses of							
	35		64		200		299	
	Teachers		Parents		Pupils		Total	
	No.	%	No.	%	No.	%	No.	%
1. Shaming the pupil before schoolmates.	34	97	56	88	179	90	269	90
2. Striking hands, feet or buttocks.	31	88	55	86	183	92	269	90
3. Slapping.	30	86	53	83	180	90	263	88
4. Pulling the ears.	29	83	50	78	175	88	254	85
5. Depriving the pupil of a lunch.	29	83	43	67	162	81	234	78
6. Vigorous shaking of the body.	22	63	49	76	165	82	236	79
7. Giving monotonous work.	28	80	32	50	115	58	175	58

According to Table XXIII, out of 7 rejected measures, five are corporal punishments (Numbers 2,3,4,5, 6). However parents' rejection of corporal punishment is less than teachers and pupils, although a significant majority of them rejected it. It is interesting to note that respondents' rejections are not only for the corporal punishment, but also for some

¹Based on questionnaire Section III (See Appendix A).

educational principles which justify the use of corporal punishments in specific circumstances. Table XXIV shows that a significant majority of respondents reject corporal punishment for boys, in elementary school, for those who are trained this way at home.

TABLE XXIV

Respondents' Rejections of Certain Ideas and Types of Punishments¹

Rejected Statements	"Disagree more than Agree" and "Totally Disagree" Responses of							
	36		64		200		300	
	Teachers		Parents		Pupils		Total	
	No.	%	No.	%	No.	%	No.	%
1. A child is born in sin; the rod corrects him.	35	97	64	100	195	98	294	98
2. Corporal punishment is good for both boys and girls.	33	92	60	94	194	97	287	96
3. Corrections should be painful bodily.	36	100	59	92	184	92	279	93
4. Corporal punishment is good for boys but not for girls.	31	86	60	94	161	80	252	84
5. Corporal punishment should be administered only by the principal or in his presence.	21	58	45	70	150	75	216	72
6. Corporal punishment is good in elementary but not in secondary school.	22	61	52	81	133	66	207	69
7. Corporal punishment is good for some students who are trained that way at home or elsewhere.	23	64	48	75	126	63	197	66
8. Corrections should be administered in public sometimes.	10	28	39	61	147	74	196	65
9. Corporal punishment is good but it should be administered only with the consent of parents.	25	69	38	59	124	62	187	62

1. Questionnaire Section IV (See Appendix A).

It is of some value to mention that teachers are the ones who disagree the least with the statement "Corrections should be administered in public sometimes". This might be due to the fact that eighty-six percent of teachers believe that the purpose of discipline is "Equally to set an example for others, and to correct the misbehaving pupil".¹ Further analysis of respondents' attitudes towards statements "Corporal punishment if administered wisely is good" and "Expulsion is preferable to corporal punishment", in Table XXV show that parents are almost equally divided among themselves concerning "Wise use of corporal punishment", and "The choice

TABLE XXV

	"Disagree more than Agree" and "Totally disagree" Responses of							
	36 Teachers		64 Parents		200 Pupils		300 Total	
	No.	%	No.	%	No.	%	No.	%
1. Corporal punishment, if administered wisely is good.	20	56	32	50	108	54	160	53
	Agree more than Disagree and Totally agree Responses of							
	36 Teachers		64 Parents		200 Pupils		300 Total	
	No.	%	No.	%	No.	%	No.	%
2. Expulsion is preferable to corporal punishment.	23	64	37	58	126	63	186	62
3. Corrections should be painful mentally.	25	69	38	59	114	57	177	59

¹See Table V.

between corporal punishment, and expulsion". This might be due to the common belief among parents that the school is a place where the pupil is sent to be corrected and self-disciplined. It is always the duty of the school to correct but not to expell even though the means might be sometimes corporal punishment. It is worthy to note that teachers agree with the statement "Corrections should be painful mentally", remarkably more than parents and pupils. Perhaps this is due to different interpretations of the meaning of "Mental pain". Teachers have understood it as "correction should be effective", while mental pain is probably understood by pupils and to a lesser extent by parents as something injuring the mind, or creating frustrations, and complexes in the student.

1. Classification According To The Frequency of The Corrective Measures Used.

Table XXVI shows the existing corrective measures which are administered frequently, according to the free responses of 231 respondents and their evaluation as being good or fair.

Corrective measures such as "Scolding the pupil in private or before students, or staff", "Sending the pupil out of the class", "Lowering academic grade, or" giving the pupil a zero", "Giving advice and direction", or "Discussing the case with the pupil privately", "Giving him extra work", "Suspending him and informing parents" are the most chosen and evaluated as good and fair more than all other corrective measures.

It has also been found that corrective measures such as "Sending the pupil out of the class" are administered for behaviors such as talking without permission, eating or chewing gum. "Lowering academic grade", "Suspending the pupil from class or school" and "Informing parents", "Giving the pupil

a zero" are suggested for "misbehaviors", "Cheating", "Smoking", and "Disobedience of teacher". "Requiring money fine or reparation" is usually administered for school damages, "Chewing gum" and "Throwing chalks and pencils". "Discussing the case with the pupil privately" is administered for behaviors such as "Behaving roughly with classmates", "Smoking", and "Using insulting words".

"Ignoring the Misbehavior" is mainly administered for "talking without permission"; "Eating in classrooms", and "Passing notes to classmates".

It is worthy to note that the most frequent corrective measures administered in the Lebanese private schools are very similar to those administered in Armenian Secondary schools although the frequency of choice is significantly higher among Armenians in items 1,2,3.¹ It is also worth noting that "Sending the pupil out of the class", "Lowering academic grade", and "Suspending the pupil from classes" are more frequently mentioned by teachers and pupils than by parents. It might be due to the fact that parents are not always informed about their children's misbehaviors. Also it might be due to a lack of mutual and constant cooperation between home and school. Further detailed analysis of Table XXVI in Appendix B (Table XXVIA) reveals that teachers are more inclined to call parents to school for consultation rather than visiting them.

"Ignoring the Misbehavior" is considered by students more frequent than by teachers and parents. Probably students are more conscious of overlooked misbehaviors, and believe that it is a bad corrective measure. In fact

¹Jizmejian, op. cit., p. 64.

TABLE XXVI

Most Frequent Corrective Measures Administered In The Lebanese Private Secondary School And Their Evaluation¹

Corrective Measures	Responses of								These Corrective Measures are good and Fair Responses of							
	23 Teachers		38 Parents		170 Pupils		231 Total		23 Teachers		38 Parents		160 Pupils		221 Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1. Scolding the pupil in private or before students or staff.	16	70	28	74	78	46	122	53	12	52	24	63	73	46	109	50
2. Sending the pupil out of the class.	14	61	8	21	95	56	115	50	8	35	12	31	73	46	93	42
3. Lowering academic grade or giving the pupil a zero.	15	65	11	29	74	44	100	43	13	56	8	21	58	30	79	36
4. Giving advice and direction to the pupil.	14	61	13	34	45	26	72	31	10	43	13	34	43	27	66	30
5. Discussing the case with the pupil privately.	14	61	13	34	36	21	63	27	10	43	13	34	33	20	56	25
6. Requiring money fine or reparation.	3	13	6	16	50	30	59	26	3	13	6	16	42	26	51	22
7. Giving extrawork as a punishment (Monotonous work or study by heart.	6	26	24	63	28	16	58	25	3	13	16	42	24	15	43	19
8. Suspending the pupil from classes and informing the parents.	6	26	8	21	41	24	55	24	6	26	6	16	30	19	42	19
9. Visiting homes or calling parents to school for consultation.	11	48	10	26	26	15	47	20	9	39	7	18	20	12	36	16
10. Giving advice, scolding then punishing.	-	-	-	-	37	22	37	16	-	-	-	-	35	22	35	16
11. Suspending the pupil from classes informing parents and sending him home.	8	35	-	-	31	18	39	17	6	26	-	-	25	16	31	14
12. Expelling from school.	-	-	4	10	33	20	37	16	-	-	4	10	24	15	28	13
13. Ignoring the misbehavior.	-	-	1	3	36	21	37	16	-	-	1	3	11	7	12	5 ⁺
14. Keeping the pupil after school as a punishment.	12	52	3	8	21	12	36	16	10	43	3	8	17	11	30	14
15. Sending the pupil to the principal.	3	13	6	16	21	12	30	13	3	13	6	16	17	11	26	12
16. Giving him a punishment (undefined by respondents).	-	-	-	-	28	16	28	12	-	-	-	-	26	16	26	12

¹ These measures are identified by the responses of respondents to the question "Write down the corrective measures usually taken" and "evaluate the corrective measure or measures as being good, fair and bad." (See Appendix A, Questionnaire, Section V).

+ Ignoring the misbehavior is bad $\frac{\text{Pupils}}{25}$ 70%.

of each group of respondents evaluate the existing corrective measures in Lebanese secondary schools as being "Good and fair" although a greater majority of each group tends towards the agreement on fair rather than good. It has also been found that a higher percentage of pupils than teachers and parents believe that the administered corrective measures in their schools are bad. Pupils seem to be the most concerned and the most rejecting particularly of "Corporal punishment" and "Sarcasm" or "Shaming publically", while none of these devices are mentioned by teachers as existing or used in order to be evaluated. This might be due to the fact that teachers tend to give answers and corrective measures which are approved pedagogically and avoid the revelation of educational flaws in schools, or in their disciplinary methods.

Comparing Table XXVII of the following study with Table XIV of the evaluation of the corrective measures administered in Armenian Secondary schools, the writer finds that Lebanese parents and teachers are less critical than Lebanese pupils of the administered corrective measures, while in the Armenian study both teachers and pupils are more critical than parents concerning the administered corrective measures.¹ While twentyone percent of the Armenian teachers say that the usual administered corrective measure, or measures are bad, only three percent of the Lebanese teachers agree with the statement.

However, the respondents positive attitude towards the corrections usually administered in secondary schools is also supported by the consent of the majority concerning the spirit in which disciplinary measures are administered.

¹Jiz. op. cit., p. 67.

TABLE XXVIII

Responses of 300 Respondents to Certain Statements Concerning
The Spirit In Which Disciplinary Measures Are Administered.¹

Statements	"Agree more Than Disagree" and "Fully Agree". Responses of							
	36 Teachers		64 Parents		200 Pupils		300 Total	
	No.	%	No.	%	No.	%	No.	%
1. Corrections are usually administered with sympathy.	28	78	59	92	168	84	255	85
2. Corrections are usually administered objectively.	32	89	53	83	159	80	244	81
3. Corrections are usually administered with anger.	3	8	6	9	25	12	34	11

Table XXVIII reveals that a significant majority of all the respondents are convinced that teachers and administrators are objectively fair and even sympathetic with the pupils. However, a slight percentage of pupils more than teachers and parents feel that corrections are usually administered with anger.

3. Corrective Measures To Be Administered For Very Serious Cases.

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

According to Table XXIX a significant majority of respondents agree that these measures are to be used for very serious cases. However, only a simple majority of teachers approve of "Visiting homes for consultation" for obvious reasons. "Visiting homes" will demand extra duty from the teachers who are not willing to do. Only a simple majority of parents approve of

¹ Questionnaire Section IV items 1,2,3. (See Appendix A).

particularly by pupils and parents.¹ It is interesting to note that none of the teachers mentioned any kind of corporal punishment although its use might exist in these schools but not among the most frequent corrective devices.²

In comparing TABLE XXVI of most frequent corrective measures administered in the Lebanese private schools and those administered in Armenian Secondary schools, the writer finds many similarities along the whole items although "Scolding pupil", "Sending pupil out of class", and "Lowering academic grade" are mentioned more frequently by Armenians than by Lebanese.³

2. Evaluation of The Existing Corrective Measures

Table XXVII shows the evaluation of the existing corrective measures by the respondents. It has been found that a significant majority

TABLE XXVII

Evaluation of the Frequent Corrective Measures Used For The Most Frequent Misbehaviors, Based on Responses To The Question "Evaluate The Usual Corrective Measures Used."⁴

Evaluation	Responses of							
	23		38		160		221	
	Teachers		Parents		Pupils		Total	
	No.	%	No.	%	No.	%	No.	%
1. Good	53	40	84	44	320	40	468	42
2. Fair	52	47	93	50	339	42	484	44
3. Bad	6	3	10	5	144	18	160	14
Total	111	100	187	99	803	100	1112	100

¹ See Table XXVI A Appendix B.

² Ibid.

³ Jiz. op. cit., p. 64.

⁴ Questionnaire, Section V (See Appendix A).

TABLE XXIX

Corrective Measures Chosen By A Significant Majority of 299
Respondents to Be Used "Only For Very Serious Cases".¹

Corrective Measures	Responses of							
	35		64		200		299	
	Teachers		Parents		Pupils		Total	
	No.	%	No.	%	No.	%	No.	%
1. Expelling from school.	32	91	42	66	142	71	226	76
2. Placing the pupil on probation and information of parents.	27	77	48	75	126	63	198	66
3. Warning the pupil and informing parents with a note.	23	67	43	67	128	64	194	65
4. Sending the pupil to the principal.	26	74	45	70	112	56	183	61
5. Suspending the pupil and sending him home.	29	83	33	52	116	58	178	60
6. Calling parents to school for consultation.	29	83	38	59	109	54	176	59 ²
7. Visiting homes for consultation with parents.	20	57	40	62	104	52	164	54 ²

"Suspending the pupil and sending him home", or "Calling parents to school for consultation". Parents seem to be either for expulsion, or for a corrective measure which will not deprive the pupil from following regular classes. They are more in favor of placing the pupil on probation, or sending him to the principal rather than in favor of "Suspending the pupil and sending him home."

¹ Based on the responses of the respondents to column ^I of the question of Section III of the questionnaire (See Appendix A).

² Statements No. 6 and 7 are chosen by a simple majority of respondents.

It is interesting to note that "Sending pupil to principal" is not a solution by itself because the principal has to use an effective and fair means of disciplining the misbehaving. Parents and teachers seem to agree more than pupils that the principal is the judge to be responsible for very serious cases.

Table XXIX also shows that a greater majority of pupils agree with numbers (1,2,3), but not with numbers (4,5,6,7). This might be due to the fact that the principal or parents interference might complicate the problem to the pupil who is considered as a serious offender.

It is interesting to note again that parents approve the least of "Expulsion from school" although a majority of them approve of its use for very serious cases.

Table XXX shows other corrective measures such as "Controlling the pupil by student council action", and "Depriving the pupil of his enjoyments and privileges" which are approved by a remarkable majority of teachers more than by parents or pupils. Pupils and parents do not seem to be for the use of student council action.¹ Probably, either because they do not know what is the meaning and function of a student council, or may be, because they have not heard of its existence in schools. In fact, only one school out of the six where the study was administered has a student council. Parents and pupils do not also seem to be for the corrective measure "Depriving the pupil of his enjoyments and privileges".²

¹ Compare pupils and parents responses in Table XXX and Table XXXI for statements (1,2).

² Table XXX and Table XXXI indicate the number of respondents who reject the above corrective measures in comparison with those who suggest its use for very serious cases.

TABLE XXX

Corrective Measures Chosen by Teachers More Than By Parents
And Pupils To Be Used "Only For Very Serious Cases."¹

Corrective Measures	Responses of					
	35 Teachers		64 Parents		200 Pupils	
	No.	%	No.	%	No.	%
1. Controlling the pupil by student council action:	24	69	23	36	76	38
2. Depriving pupil of his enjoyments and privileges.	22	63	23	36	58	29

TABLE XXXI

Corrective Measures Rejected By Parents and Pupils more Than
By Teachers.²

Corrective Measures	Responses of					
	35 Teachers		64 Parents		200 Pupils	
	No.	%	No.	%	No.	%
1. Controlling the pupil by student council action:	4	11	8	12	32	16
2. Depriving pupil of his enjoyments and privileges.	2	5	20	31	87	44

¹ Responses to Section III Column 1 of the questionnaire (See Appendix A).

² Responses to Section III Column 4 of the questionnaire (See Appendix A).

TABLE XXXII

Corrective Measures Freely Suggested For "Most Serious Misbehaviors"
By The Responses of 217 Respondents.¹

Corrective Measures (Suggested Freely)	Responses of							
	24		33		160		217	
	Teachers		Parents		Pupils		Total	
	No.	%	No.	%	No.	%	No.	%
1. Giving advice and direction to the pupil.	14	58	26	79	69	43	109	50
2. Expulsion from school.	8	33	8	24	78	49	94	43
3. Suspension from classes or school.	16	67	9	27	66	41	91	42
4. Scolding in private or publically.	10	42	25	76	67	42	83	38
5. Discussing the case with the pupil privately.	2	8	6	18	38	24	46	21
6. Informing parents by visiting homes or calling them to school.	9	38	13	39	23	14	45	21
7. Placing the pupil on probation and informing the parents.	5	21	9	27	24	15	38	18
8. Lowering academic grade or rank.	7	29	10	30	18	11	35	16
9. Deprivation of school parties, examinations and pocket money.	5	21	5	15	21	13	31	14
10. Requiring money fine or reparation.	7	29	6	18	18	11	31	14
11. Scolding with guidance.	7	29	3	9	19	12	29	13

It is worthy to note that corrective measures suggested in Table XXIX for the most serious misbehaviors when contrasted with those freely suggested for very serious misbehaviors of Table XXXII show that "Expulsion", "Suspension"

¹These corrective measures freely suggested were identified by the responses to the question "Please mention five of the most serious misbehaviors and give the best corrective measure or measures for each", questionnaire, section VI (See Appendix A).

"Information of parents" and "Placing the pupil on probation" are common to both Tables. It is also interesting to note that parents are the least for "Expulsion" and the most for "Giving advice and direction", teachers are the most for "Suspension", and "Giving advice", while pupils are the most for "Expulsion from school", "Giving advice and direction", or "Scolding".

It is of some value to mention that teachers are the least for discussing the case with the pupil privately because most of the "Very serious misbehaviors" freely suggested are "Stealing", "Making fun of or insulting the teacher in his presence", "Cheating", and "Disobeying the teacher".¹ If it is taken into consideration that teachers have in mind the purpose of correcting the pupil and setting an example for others, it is not surprising as was mentioned earlier that they would disregard privacy as an adequate means of correction in very serious cases.

Table XXXII does not show all the corrective measures freely suggested. Many other corrective devices are also mentioned, particularly by pupils. For example, "Finding and removal of causes", "Strict supervision", "Forgiving and showing sympathy".²

It is interesting to note that two percent of pupils suggest "Cutting hands," and "Jail" for "Stealing", and suggest "Prayer" for "Smoking", "Misbehaving in Chapel", and indulgence in "Sex-love affairs". Only twelve percent of teachers suggest "Giving responsibility to pupil" when he "behaves roughly", "Talks without permission" or "protests openly against the teacher's

¹ See Table V. page 17.

² See Table XXXII A (Appendix B).

decisions". Only four percent of pupils suggest various kinds of corporal punishment such as "Vigorous shaking of the body", "Striking", "Slapping".¹

Comparing findings in Table XXXII to findings of Table XVII in Mr. Jizmejian's study, the writer finds close similarity between the freely suggested corrective measures for very serious misbehaviors among respondents.² However, a higher majority of Armenian respondents are for "Suspension", "Expulsion", and "Warning the pupil and informing parents" than in the actual study. Lebanese respondents seem to be for a greater variety of devices including "Corporal punishment".³

4. Corrective Measures Generally Chosen For Use By The Respondents

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

Having a general look at Table XXXIII, it is of some value to note that teachers are the most responsive to the use of various corrective measures, but with less zeal for "threat" and "Detention". While parents are the least for "Suspension", "Disregard of the misbehavior", and "Expulsion" as it is mentioned previously by some parents, usually disapprove of expulsion because they believe that the school is a place where pupils come to be taught morals, manners, and character education beside academic subjects. Thus pupils should never be expelled from the school. They should

¹ Ibid.

² Op. cit., p. 72.

³ See Table XXXII A (See Appendix B).

TABLE XXXIII

Corrective Measures Most Often Chosen for Use (Regardless of Seriousness of Offense) By A Significant Majority of the Respondents.¹

Disciplinary Measures	Number of "Approved-for-Use" Responses of							
	35 Teachers		64 Parents		200 Pupils		299 Total	
	No.	%	No.	%	No.	%	No.	%
1. Giving advice and direction to the pupil.	32	91	64	100	197	99	293	98
2. Scolding the pupil in private.	35	100	61	95	188	94	284	95
3. Visiting homes for consultation with parents.	30	86	60	94	188	94	278	93
4. Warning the pupil and informing parents with a note.	34	97	61	95	184	92	279	93
5. Giving useful work (e.g. writing composition).	29	83	64	100	183	92	276	92
6. Calling parents to school for consultation.	35	100	57	89	180	90	272	91
7. Placing the pupil on probation and informing parents.	35	100	61	95	176	88	272	91
8. Forcing pupil to apologize privately.	28	80	63	98	177	88	268	89
9. Discussing the case with the pupil privately.	34	97	64	100	166	83	264	88
10. Sending the pupil to the principal.	27	77	58	91	180	90	265	88
11. Forgiving and showing sympathy.	32	91	57	89	169	84	258	86
12. Threatening with severe punishment in private.	24	69	58	91	171	86	253	84
13. Controlling the pupil by student council action.	30	86	56	88	159	80	245	82
14. Expelling from school.	32	91	43	67	152	76	227	76

¹Based on the responses to the question section III. (The sum of the first three columns namely "only for very serious cases", "for serious cases" and "only for negligible cases") of the questionnaire (See Appendix A).

TABLE XXXIII (Continued)

Disciplinary Measures	Number of "Approved-for-Use Responses of							
	35 Teachers		64 Parents		200 Pupils		299 Total	
	No.	%	No.	%	No.	%	No.	%
15. Requiring money fine or reparation.	27	77	50	78	140	70	217	72
16. Lowering behavior grade or rank.	33	94	45	70	127	64	205	68
17. Suspending the pupil and sending him Home.	32	91	36	56	135	68	203	68
18. Ignoring the misbehavior.	29	83	36	56	123	62	188	63
19. Depriving pupil of his enjoyments and privileges (e.g. games, responsible position, etc.).	33	94	44	69	108	54	185	62
20. Keeping the pupil after school as punishment.	24	69	45	70	114	57	183	61

be corrected through advice, sympathy and guidance. However, there is another reason which might cause parents rejection of expulsion such as difficulty of finding another adequate school that will accept their children among its pupils.

It is interesting to note that parents are rather for the corrective measure "Visiting home for consultation" than "Coming to school". In many instances, this is in contradiction with teachers' belief that parents might reject their visits due to poverty, or housing conditions.

Looking at the approved corrective measures by the significant majority of respondents, it cannot be said that pupils, parents or teachers differ much in their choices although one group might have approved of the use of a certain corrective measure more than the two other groups.

Table XXXIII also reveals that a significant majority of respondents approve of the use of certain corrective measures which are nowadays rejected by many progressive educators, such as "threatening with severe punishment in private", "Forcing pupil to apologize", and "Scolding".

A comparison of Table XXXIII with Table XXXII and Table XXVI of the corrective measures used for "Most frequent" and "Most serious misbehaviors" and respondents' evaluation of these corrective measure, reveals that Lebanese respondents' including teachers, approve positively of the use of the above mentioned corrective measures because they believe that the school cannot get too far ahead of the community in general and the family in particular. Most respondents seem to be more willing to accept an evolutionary change regarding their conception of school discipline.

However, drawing from her experience as a teacher, as well as from the study, the writer can say that:

1. In some instances teachers and parents might disapprove of a certain corrective measure, yet at the same time use it. Such as for example slapping or shaming the pupil publically. This is also revealed by pupils responses in Table XXI A of Causes of Misbehaviors when they mention the teacher's use of unwise or "bad" corrective measures such as "Shaming publically" or "Corporal punishment" or "The teacher's ignorance of the student's psychology".
2. There are no commonly accepted penalties which the teacher, or parent can accept with full confidence, because every situation is unique and demands its own solution. Table XXXII offers a broad category of devices that might be effective if used with discretion.

B. RESPONDENTS EVALUATION OF SOME EDUCATIONAL PRINCIPLES RELATED TO DISCIPLINE.

Table XXXIV reveals the opinions and attitudes of Lebanese respondents through their evaluation of some educational principles concerning administration of school discipline. It is of some value to mention that a significant majority of each group of respondents agree with the statements number 1-11 in Table XXXIV. However statements "Corrections should be swift and immediate", "Firm and decisive" and "Corrections should be administered in public sometimes" are agreed with by teachers more than by pupils and parents. This suggests that parents and pupils are more inclined to resist swift and immediate measures as well as measures administered in public.

In comparing respondents attitudes and opinions in Table XXXIV with Armenian responses concerning the administration of corrections, the writer does find full agreement among Armenian and Lebanese respondents, particularly concerning statements (Number 11,12,13).¹

Table XXXV shows remarkable tendencies towards preventive methods in discipline among Lebanese respondents. A significant majority of respondents seem to believe that cooperation among parents, teachers and pupils, removal of causes of misbehaviors, rewards, and a sympathetic atmosphere minimize the disciplinary cases.

It is interesting to note that teachers agree with statement 14 less than pupils and parents. This might be due to teachers experience with disciplinary problems in girls' schools which tend to contradict the common belief that girls usually behave better than boys.

¹Jizmejian, op. cit., p. 87.

TABLE XXXIV

Statements Concerning Some Educational Principles Agreed With
By A Significant Majority of The Respondents.¹

Statements	"Agree More Than Disagree" and "Fully Agree" Responses of							
	36 Teachers		64 Parents		200 Pupils		300 Total	
	No.	%	No.	%	No.	%	No.	%
1. Corrections should be administered only after being certain of the guilt	36	100	64	100	196	98	296	99
2. Corrections should be administered objectively without prejudice and vengeance.	34	94	63	98	195	98	292	97
3. The best correction is through finding the interests of pupils and keeping him busy.	35	97	64	100	193	96	292	97
4. Corrections should be administered with sympathy.	36	100	64	100	188	94	288	96
5. Corrections should suit the kind and degree of offence.	35	97	61	95	189	94	285	95
6. Corrections should be administered calmly without anger.	35	97	58	91	190	95	283	94
7. Corrections should be neither cruel nor light.	33	92	60	94	183	92	276	92
8. Corrections should be administered in private always.	27	75	62	97	187	94	276	92
9. Corrections should suit the offender (e.g. age, sex, etc.)	34	94	54	84	180	90	268	89
10. Corrections should not deprive pupil from lessons.	30	83	51	80	164	82	245	82
11. Corrections should be swift and immediate.	34	94	47	73	144	72	225	75
12. Corrections should be firm and decisive	34	94	46	72	132	66	212	71
13. Corrections should be administered in public sometimes.	26	72	25	39	51	26	102	34 ²

¹Based on the responses to the section IV in the questionnaire (See Appendix A).

²Not agreed upon by/significant majority of respondents.

TABLE XXXV

Certain Statements Concerning the Principles of Preventive And Corrective Measures Agreed With By A Significant Majority of The Respondents.¹

Statements	"Agree More Than Disagree" and "Fully Agree" Responses of							
	36		64		200		300	
	Teachers		Parents		Pupils		Total	
	No.	%	No.	%	No.	%	No.	%
1. Honor lists and honor societies in school are useful to motivate pupils for better behavior.	36	100	63	98	195	98	294	98
2. A sympathetic atmosphere in school minimizes the disciplinary cases more than a strict one.	35	97	64	100	195	98	294	98
3. The teacher should be responsible for discipline; rarely should he send the pupil to the principal.	36	100	63	98	189	94	288	96
4. Cooperation of parents is an important aid in school discipline.	36	100	63	98	183	92	282	94
5. The more well balanced the family, the pupil comes from, the better his behavior is usually.	35	97	59	92	178	89	272	91
6. A class should not be punished for the individual.	32	89	58	91	175	88	265	88
7. Removal of causes is better than correcting the offender.	31	86	60	94	155	78	246	82
8. A bright pupil usually behaves better than a dull one.	28	78	51	80	166	83	245	82
9. A written list of misbehaviors and corresponding punishments should be given to the pupils.	23	64	54	84	165	89	242	81
10. Girls are usually more talkative than boys.	23	64	53	83	161	80	237	79
11. The more religious background a student has, the better he behaves usually.	29	81	52	81	147	74	228	81

¹ Based on responses to Section IV in the questionnaire (See Appendix A).

TABLE XXXV (Continued)

Statements	"Agree More Than Disagree" and "Fully Agree" Responses of							
	36 Teachers		64 Parents		200 Pupils		300 Total	
	No.	%	No.	%	No.	%	No.	%
12. An average minded student usually behaves better than a highly intelligent student.	23	64	44	69	136	68	203	68
13. The better the building and school equipment the less disciplinary cases occur.	24	67	41	62	138	69	203	68
14. Girls usually behave better than boys.	19	53	45	70	131	66	195	65

It is worthy to note that a greater majority of respondents agree with statements concerning teacher pupil relationship than statement 13 which concerns school physical conditions.

It is also interesting to note that pupils and parents agree more than teachers with statement "A written list of misbehaviors and corresponding corrective measures should be given to students". This seems to indicate that pupils and parents are in favor of definite and clear regulations, and suggest that some disturbances are ascribable to the ambiguity or inaccessibility of school regulations. Parents and pupils' agreement with a code of misbehaviors and corresponding corrective measures might be due to their belief that a code has the merit of consistency, that it is quickly accepted by children and so promotes understanding, and minimizes the chance of either the teacher's or the child's emotions becoming involved. This difference might also be due to teachers' educational training and their awareness of the uniqueness of each disciplinary problem, individual differences, the

spirit and morale of each school, as well as the policy of the teacher, which play an important role in correcting the misbehaving.

Using Table XXI, XXII, XXXIV, XXXV and subsequent discussions, and drawing from her experience and studies in the educational field, the writer thinks that what is badly needed in Lebanese Secondary schools is an increased application of the preventive method which tries to prevent the occurrence of misbehavior, either by removing the causes or by channeling the behavior in a constructive direction. Lebanese Secondary schools in general and teachers in particular need to take more into consideration each student's past and present condition, his capacities, needs and difficulties. They need to give greater importance to environmental factors, philosophy of education, curriculum, teaching system, extra-curricular activities, interest and educational level of each student. Pupils in secondary schools need adequate guidance and help towards the achievement of further individual and group goals based on a democratic philosophy of education.

CHAPTER IV

The following chapter includes some of the main findings of this study and a comparison with significant findings of Mr. Jizmejian's study, and Cutts and Mosely in Practical School Discipline 1941, and Wickman study of 50 Common Behaviors as enlisted by Paul Landis in Adolescence And Youth 1952, as well as some inferences concerning statistical results.

A. FINDINGS CONCERNING DISCIPLINARY PURPOSES

Lebanese teachers, parents, and pupils are all in agreement among themselves, and with Armenian respondents that the main purpose of discipline is to develop in the pupil good ideals, interests and habits for self government and good citizenship.¹

A significant majority of each group see that the purpose of discipline is to "Correct the student and set an example for others".²

A significant majority of Lebanese parents and pupils believe that discipline aims "to develop respect for the authority of the teacher and the school", while a significant majority of Armenian pupils only show the same bias.³

B. FINDINGS CONCERNING TYPES AND SERIOUSNESS OF MISBEHAVIORS

"Talking without permission", "Cheating in various forms", "Giggling", "Throwing papers, chalks", "Tardiness", "Stealing", "Untruthfulness and deceiving", "Smoking", "Chewing", "Bullying others", "Making fun of the

¹ Jizmejian, op. cit., Table 2 p. 16, Supra, Table 5, p. 17.

² Ibid.

Ibid.

³ Ibid.

Ibid.

teacher", and "Protesting openly against the teacher", exist in Armenian and Lebanese schools. They are suggested freely as most frequent misbehaviors by Lebanese and Armenian respondents.¹

The above mentioned misbehaviors are also considered by American pupils as among the most frequent misbehaviors in American schools.²

"Talking without permission", and "Cheating in various forms" are considered by Lebanese and Armenian respondents, and particularly teachers as the most frequent misbehaviors in secondary schools.³

Lebanese parents are the most aware that "Making fun of the teacher" is one of the most frequent misbehaviors in Lebanese schools.⁴

"Excessive restlessness", "neglecting assigned duties" are considered as more frequent by Armenian than Lebanese respondents, while "Using insulting words to school mates", "Absence from classes without excuse", "eating in classes", and "Scratching initials on desks" are considered more frequent by Lebanese than Armenian respondents.⁵

"Stealing" (Minor or major things) is considered by both Lebanese and Armenian respondents as the most serious and among the most frequent misbehaviors.⁶

¹ Jizmejian, op. cit., Table 3, p. 23, Supra, Table 6, p. 21.

² Cutts and Mosely, op. cit., Appendix, p. 310.

³ Jizmejian, op. cit., Table 3, p. 23; Supra, Table 6, p. 21.

⁴ Ibid. Ibid.

⁵ Ibid. Ibid.

⁶ Jizmejian, op. cit., Table 2, p. 16, Table 3, p. 23; Supra, Table 6, p. 21, Table 7, p. 23.

Some behaviors, such as "Making fun of and insulting the teacher", "Cheating", "Protesting openly against the teacher's decision", "Smoking", "Drinking", "Untruthfulness and deceiving teachers", "Behaving roughly or bullying others" are also considered by both Lebanese and Armenian respondents as serious and frequent misbehaviors in private Lebanese and Armenian secondary schools.¹

"Using insulting words to classmates, or teachers", "Scratching initials", "Breaking chairs windows and the like", are only considered by Lebanese respondents among the most frequent and serious misbehaviors. Armenian respondents consider them as frequent, but not as most serious misbehaviors.²

Behaviors such as "Belonging to political parties without informing parents", "Disobedience of parents", "Laziness", "Going to prostitutes", "Truancy", and "Beating the teacher, or the student" are freely suggested by Lebanese respondents (particularly by parents and pupils) as "Very serious misbehaviors", while none of these is mentioned in the Armenian study.³

"Joining an organized noise making", "Cheating by copying homework from others" are considered by Armenian and Lebanese pupils less frequently serious than by both Armenian and Lebanese parents and teachers.⁴

"Throwing papers, chalk, pencils", "Tardiness", and "Scratching initials" are considered by Lebanese pupils as frequently less serious than Lebanese

¹ Ibid.

Ibid.

² Ibid.

Ibid.

³ Ibid.

Ibid.

⁴ Ibid.

Ibid.

teachers and parents.¹

Armenian teachers and parents show more conservatism concerning social behaviors such as "Smoking", "Drinking beer or wine", "Going to love movies", "Going to dancing parties" than Lebanese teachers and parents.²

Lebanese teachers are the most liberal or open-minded concerning sex-love behaviors, "Smoking at school parties", "Chewing gums", "never volunteering to help the teacher or classmates".³

Armenian teachers are the most conservative concerning sex-love behaviors such as "Going out, or going to dancing parties with a member of the opposite sex", "writing love letters", and "Never volunteering to help the teacher or disobeying him".⁴

A significant majority of Lebanese respondents do not consider "Going to adventure movies", "Going to love movies", "Going out walking with a member of the opposite sex", "Writing love letters", and "Smoking outside school" as negligible or not misbehaviors, while "Going to adventure movies", and "Love movies during non-school hours" only are considered by a significant majority of Armenian respondents as negligible or not misbehaviors.⁵

Lebanese Christian parents and Lebanese Moslem parents differ in opinions on statements concerning sex-love behaviors. Christian parents show more inclination towards considering them as not misbehaviors in Table XV.

¹Supra, Table 7, p. 23.

²Jizmejian, op. cit., Table 3, p. 23; Supra, Table 7, p. 23.

³Supra, Table 10, p. 28.

⁴Jizmejian, op. cit., Table 6, pp. 30-32.

⁵Jizmejian, op. cit., Table 8, p. 37; Supra, Table 11, p. 30.

"Writing love letters to a member of the opposite sex" is considered by Armenian senior girls, and Lebanese girls as serious misbehavior more than by Armenian senior boys and Lebanese boys.¹

"Smoking outside school" is considered less frequently by Lebanese boys as a serious misbehavior than by Lebanese girls.²

A lower percentage of Lebanese girls than Lebanese boys consider "Talking without permission in the class", "Throwing papers, chalks, pencils", "Tardiness to classes or school", "Cheating in various forms" as serious misbehaviors.³

In no instance did the Armenian girls consider any of the listed behaviors of the questionnaire less serious than the Armenian boys.⁴

Lebanese Christian respondents show more liberalism than Lebanese Moslem respondents concerning sex-love behaviors and particularly drinking.⁵

A significant majority of all Lebanese Moslem respondents consider "Joining an organized strike in the school" as a negligible or not a misbehavior, while a significant majority of Armenian and a majority of Lebanese Christian respondents consider it a serious misbehavior.⁶

¹ Jizmejian, op. cit., Table 9, pp. 39-40; Supra, Table 13, p. 32.

² Supra, Table 13, p. 32.

³ Supra, Table 12, p. 31.

⁴ Jizmejian, op. cit., Table 10, pp. 42-44.

⁵ Supra, Table 14, p. 32.

⁶ Jizmejian, op. cit., Table 6, pp. 30-32; Supra, Table 16, p. 34.

Lebanese teachers, as well as American teachers give priority of seriousness of behavior problems to those which disturb classroom discipline, and conflict with moral taboos. "Heterosexual activity", "Stealing", "Masturbation", "Untruthfulness" are rated among the first ten extremely grave behavior problems, or make for considerable importance.¹

A significant majority of Lebanese teachers consider "Stealing", "Bullying", "Disobedience", "Untruthfulness", "Cheating", "Disorderliness in class", and "Quarrelsomeness" among the most grave behavior problems.²

A significant majority of Lebanese teachers respondents also consider "Destroying school materials", "Carelessness in work", "Inattention", and "Laziness" as "Extremely grave behavior problems," or "Make for considerable importance".³

C. FINDINGS CONCERNING CAUSES OF MISBEHAVIORS

Lebanese respondents show critical analysis of causes of misbehaviors in general and of themselves in particular. For example, hundred percent of parents respondents mention home background, home education, and the like among major causes of misbehaviors, and seventy-six percent of teachers respondents consider the teacher's personality, technical skills and teaching method among the major causes of misbehaviors.⁴

¹ Landis, op. cit., pp. 198-199; Supra, Table 17, p. 35.

² Supra, Table 17, p. 35.

³ Ibid.

⁴ Ibid., Table 21, pp. 43-44.

Lebanese respondents' emphasis centers around the teacher's personality and favoritism, "Use of unwise or public corrective measures", "Environmental factors", "Home education" and "parents relation with each other" and "Parents ignorance of their children's needs" as major causes of misbehaviors.¹

D. FINDINGS CONCERNING SUGGESTION FOR SCHOOL DISCIPLINE

"Teachers-counselors", "Qualified teachers", "Need for guidance", "Firm supervision of school discipline", "More cooperation among parents teachers and pupils", "Participation of pupils in supervising and maintenance of school discipline" are freely suggested by Lebanese respondents as very important for the maintenance and improvement of school order and school discipline.²

Only a small percentage of Lebanese and Armenian respondents mention the physical deficiencies in the student or the physical set up of the school as important to school discipline.³

Lebanese respondents are in agreement with Armenian respondents that the school morale, school atmosphere, and school organization are also important for the maintenance of school order and discipline.⁴

It is interesting to note that the above suggestions concerning school discipline are in accordance with socio-psychological studies conducted

¹ Ibid.

² Supra, Table 22, p. 50.

³ Jizmejian, op. cit., Table 12, pp. 50-52; Supra Table 21, pp. 43-44, Table 22, p. 50.

⁴ Ibid. & Ibid. (1912).

in America such as Wilford Aikin, The Story of The Eight-year Study¹, of the Progressive Education Association, or Ruth Cunningham and Associates, Understanding Group Behavior of Boys And Girls², Arthur Hollingshead, Guidance In Democratic Living³, Lloyd, Elaine Cook, Intergroup Education⁴.

In fact the findings of The Eight-year Study of the Progressive Education Association is an impressive measure of the influence of the friendly atmosphere, the flexible and informal curriculum, focused by a teacher who is a companion and guide, loved, respected, and accepted as firm and incisive critic.

Also the findings of May and Hartshorne in their study Character Education Inquiry Studies, summarized by Arthur Hollingshead in relation to socialization of the individual according to democratic principles state that:

1. If the child is to develop the attitudes and abilities of cooperation, he must be given the opportunity of planning and working with others toward the achievement of common goals,
2. If the child is to develop a sense of responsibility, he must be permitted to live and work in a cooperative group.

¹(New York Harper, 1942).

²(Columbia University, Teachers College, 1951)..

³(New York, D. Appleton-Century Company Inc., 1941).

⁴(McGraw-Hill Book Company, Inc., 1954).

3. If he is to be self-directing, he must be given the opportunity of basing his actions upon the results of his own experiences and intelligence."¹

E. FINDINGS CONCERNING CORRECTIVE MEASURES

Similar corrective measures are administered in Armenian and Lebanese Secondary Schools in Beirut, and in some American schools.²

"Scolding the pupil" (in private or in public) is considered by both Armenian and Lebanese respondents as the most frequent corrective measure administered in private secondary schools.³

"Suspension from classes" is also considered by Armenian and Lebanese respondents among the most frequent corrective measures. However, its use is more statistically mentioned by Armenian respondents than by Lebanese respondents.⁴

"Sending the pupil out of the class", "Lowering academic grade", "Giving advice and direction" are considered by Lebanese teachers and pupils as more frequently used than by Armenian teachers and pupils.⁵

"Depriving the pupil of a lunch" is rejected by a significant majority of Lebanese respondents, while it is more accepted by Armenian respondents.⁶

¹Guidance In Democratic Living, op. cit., pp. 69-73.

²Cutts and Mosely, op. cit., Appendix, p. 310.

³Jizmejian, op. cit., Table 13, p. 64; Supra, Table 26, p. 59.

⁴Ibid. Ibid.

⁵Ibid. Ibid.

⁶Ibid., Table 15, p. Ibid., Table 23, p. 54.

"Standing in the corner" is rejected by Lebanese respondents while it is accepted and mentioned by Armenian respondents among the frequent corrective measures used in Armenian secondary schools.¹

"Giving monotonous work" is significantly rejected by both ethnic respondents. Lebanese parents and Armenian pupils responses are almost equally divided concerning the statement.²

"Expelling from school", "Detention", "Requiring money fine or reparation" are freely mentioned by Lebanese respondents as frequently used in Lebanese schools, while they are not freely mentioned by Armenian respondents as frequently used in their schools.³

The use of corporal punishment, lowering behavior grade or rank are more frequently suggested by Armenian respondents particularly teachers more than by Lebanese respondents.⁴

Corporal punishment is rejected by a significant majority of both Armenian and Lebanese groups, but more often by Lebanese respondents.⁵

¹ Jizmejian, op. cit., Table 13, p. 64; Supra, Table 23, p. 54.

² Ibid. Ibid.

³ Ibid. Ibid.

⁴ Ibid. Ibid.

⁵ Ibid., Table 15, p. 68; Ibid., Table 23, p. 54.

F. FINDINGS CONCERNING THE ADMINISTRATION OF CORRECTIVE MEASURES

Statements concerning the administration of corporal punishment such as "Corporal punishment is good for both 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 Armenian and Lebanese respondents.¹

Armenian teachers and parents reject some statements concerning corporal punishment such as "Corporal punishment is good for some students who are trained that way at home or elsewhere" significantly less than Armenian pupils, while only Lebanese parents reject the above mentioned statements remarkably more than Lebanese teachers and pupils.²

"Corporal punishment should be administered by the principal or in his presence" is rejected by a significant majority of both Lebanese and Armenian students. Armenian teachers tend to agree with it while Lebanese teachers tend to disagree, and Lebanese parents significantly disagree with it.³

Administration of corrections in public (other than "Shaming the pupil") is more rejected by Lebanese pupils and parents, than Lebanese teachers. Lebanese teachers and Armenian teachers and pupils tend to agree more than disagree with it. Armenian parents for example, tend to approve scolding or forcing the pupil to apologize in public.⁴

¹Ibid., Table 20, p. 80; Table 21, p. 82; Ibid., Table 24, p. 55; Table 25, p. 56.

²Ibid.

Ibid.

³Ibid.

Ibid.

⁴Ibid., Table 18, pp. 74-75;

Ibid., Table 33, p. 70.

However, corrective measures administered privately such as "Discussing the case with the pupil", "Giving advice and direction", "Scolding or threatening in private", "Consultation with parents", "Lowering behavior grade" are approved by a significant majority of Lebanese and Armenian respondents.¹

A majority of Lebanese respondents, particularly teachers disagree with the statement "Corporal punishment, if administered wisely is good" while a majority of Armenian respondents particularly teachers agree with it.²

A significant majority of Lebanese respondents agree that "Expulsion is preferable to corporal punishment" and "Corrections, should be painful mentally", while a significant majority of Armenian respondents disagree with both statements. Only a simple majority of teachers among Armenian groups agree with the statement "Corrections should be painful mentally".³

Both Armenian and Lebanese students agree slightly more than Lebanese and Armenian teachers and parents that "Corrections are usually administered in anger rather than with objectivity and sympathy."⁴

A higher majority of Lebanese respondents disagree significantly with the belief "A child is born in sin, the rod corrects him" than Armenian

¹Ibid., Table 22, pp. 83-85; Ibid., Table 33, p.70.

²Ibid., Table 21, p. 82 ; Ibid., Table 25, p. 56.

³Ibid., Table 20, p. 80 ; Ibid., Table 25, p. 56.

⁴Ibid., Table 19, p. 79 ; Ibid., Table 28, p. 63.

respondents who also disagree but to a lesser extent.¹

A significant majority of Armenian students and Lebanese students and parents agree that "A written list of misbehaviors and corresponding corrective measures should be given to students". A simple majority of Lebanese and Armenian teachers agree with the statement, while Armenian parents disagree more than they agree with it.²

"Cooperation of the parents" is considered by a significant majority of Armenian and Lebanese respondents as a great help in school discipline.³

"Satisfying the needs and interests of students through provision of various activities" is considered by a significant majority of each group of Lebanese and Armenian respondents among the major aims of discipline.⁴ Lebanese and Armenian points of view concerning the satisfaction of the students' needs, and interests is in accordance with one of the main principles of learning as confirmed by social-psychological studies, that learning will be expedited if the teaching situations are related to the interests of the learner and if there is an opportunity to succeed, to "realize" these interests, to grow.⁵

¹ Ibid., Table 20, p. 80; Ibid., Table 24, p. 55.

² Ibid., Table 22, statement 16, p. 84; Ibid., Table 35, statement 9, p. 75.

³ Ibid., Table 23, p. 87; Ibid., Table 35, p. 75.

⁴ Ibid., Table 24, p. 96; Ibid., Table 35, p. 75.

⁵ Cole L., Bruce W., Educational Psychology, (New York, World Book Company, 1950), p. 479.

"Removal of causes of misbehaviors is better than correcting the misbehaving pupil" is approved of by a significant majority of all Lebanese respondents and Armenian teachers and parents, but of only about fifty percent of Armenian students.

Lebanese and Armenian respondents' attitude is in harmony with some psychological beliefs that all behavior results from cause-effect relationship.¹ "Bullying", "Lying", "Cheating", "Destructiveness", and the like indicate that something is wrong, that some need is not being satisfied in a socially approved manner. Thus analysing these behavior problems and eliminating their causes is the key to preventing and overcoming maladjustment.²

A significant majority of both Armenian and Lebanese respondents agree with the ideas "A religious background", "A well balanced family" and "Better school buildings" have positive effects on pupil behavior. Armenian students agree with the ideas significantly less than Armenian teachers and parents, while Lebanese students do not show significant differences in their views concerning the above mentioned ideas from Lebanese parents and teachers.³ However Lebanese and Armenian respondents are in agreement with social studies findings that delinquents and disorderly pupils are mainly maladjusted products of environmental factors and that their rehabilitation

¹ Herbert J. Klausmeir, Teaching In The Secondary School, (New York, Harper and Brothers, 1958), p. 404.

² Ibid.

³ Jizmejian, op. cit., Table 24, p. 96; Supra, Table 35, p. 75.

and reconditioning under free friendly atmosphere help them to become more willing to accept social norms and patterns of behavior.¹

A significant majority of each group of Armenian and Lebanese respondents consider positive methods, such as the "Posting of honor lists", "Organization of an honor society", and the encouragement of students activities as highly desirable in school discipline.² Armenian and Lebanese respondents seem to be fully aware of the role of incentives in motivating the learner to behave willingly according to school disciplinary norms and regulations.

In concluding, it is in order to summarize the main findings of the present study, and to draw certain general trends arrived at through comparison with Mr. Jizmejian's study.

1. Many significant differences exist between Armenian students on one side, and Armenian teachers and parents on the other side, while Lebanese respondents show more similarities than significant differences concerning various aspects of discipline.
2. Armenian pupils and particularly senior pupils are the most liberal and permissive concerning misbehaviors, while Armenian teachers and parents show more conservatism in evaluating various behaviors particularly "Smoking", "Drinking" and "sex-love behaviors."

¹ Fritz Redl, David Wineman, The Aggressive Child, The Free Press of Glencoe, Inc., 1957.

² Jizmejian, op. cit., Table 24, p. 96; Supra, Table 35, p. 75.

3. Lebanese teachers and Christian pupils are the most liberal, while Lebanese parents and particularly Moslem parents are the least liberal among the Lebanese groups in their evaluation of the above mentioned behaviors.
4. Armenian senior boys show more liberalism concerning sex-love behaviors than Armenian senior girls, while Lebanese Christian pupils (Boys and girls) tend to show more liberalism than Lebanese Moslem pupils (Boys and girls) concerning sex-love behaviors.
5. "Joining an organized strike in school" is considered by a majority of Armenian and Lebanese Christian respondents as a "serious misbehavior, while a significant majority of Moslem respondents consider it a "Negligible or not a misbehavior".
6. Among the Armenian groups, Armenian pupils are the most rejecting of "Corporal punishment", "Lowering academic grade" and of corrective measures administered in public.
7. Also, a significant majority of all Lebanese respondents reject the use of corporal punishment deprivation of lunch, and administration of corrective measures in public.
8. The use of corporal punishment is more frequently suggested as used by Armenian respondents than Lebanese respondents in secondary schools.
9. A significant majority of each Armenian and Lebanese group respondents agree with the statement that "Corrections in school are administered objectively, or with sympathy" rather than with anger.

10. A significant majority of each group of Armenian and Lebanese respondents approve of, and agree with positive aims and methods of discipline.

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مؤسسات التعليم الخاص الثانوي في لبنان : عن دائرة الاحصاء في
وزارة التربية اللبنانية.

بيان مدارس المقاصد : البيان السنوي لعام ١٩٥٧ / ١٩٥٨

بيان المدرسة الثانوية الانجيلية الوطنية . بيروت ١٩٦٣ / ١٩٦٤ .

APPENDIX A

QUESTIONNAIRE

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 mis-behaviors in the Lebanese 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 kindly the following:

a. (Students):

1. Please what is your ?

Nationality _____, Religion and sect _____,

School _____, Age _____, Male _____, Female _____.

2. What is the educational level that your father had achieved ?

(Check the appropriate one in the following list)

a. Nothing _____.

b. Elementary level _____.

c. Complementary level _____.

d. High school or Baccalaureate first or second part or below _____.

- e. Above the Baccalaureate, second part, but below a licence
or a B.A. _____.
- f. B.A., or a licence, or higher education _____.
- b. (Parents and Teachers):
 1. Father _____, Mother _____, Man Teacher _____, Woman Teacher _____.
Nationality _____, Religion _____.
 2. What is the educational level you have achieved ? (check the
appropriate one in the following list:)
 - a. Elementary level _____.
 - b. High school, or Baccalaureate first, or second part, or below _____.
 - c. Above Baccalaureate second part, but below a licence or a B.A. _____.
 - d. B.A., or a licence or higher education _____.

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

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 gums in school				
7. Eats in the classroom				
8. Never volunteers to help teacher or classmates				
9. Neglect 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 (puts tacks on chairs)				
14. Bullies others				
15. Scratches initials on desks				
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 decision				
20. Disobeys the teacher (e.g., not staying after school when he is ordered to do so).				

A Secondary Student Who	I consider this behavior			
	very serious	rather serious	negligible	not misbehavior
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)				
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 (papers, pencils, etc.)				
31. Steals major things (e.g. money, valuables)				
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				

A Secondary Student Who	I consider this behavior			
	very serious	rather serious	negligible	not misbehavior
41. Goes to movies with a member of the opposite sex				
42. Goes to dancing parties with a member of the opposite sex				
43. Any other behavior				

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

Corrective Measures	Very serious cases	only for rather serious cases	only for negligible cases	should never be used
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)				

Corrective Measures	only for very serious cases	only for rather serious cases	only for negli- gible cases	should never be used
12. Sending him out or making him stand in the corner				
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 information of parents				
27. Suspending the pupil from classes but keeping him in school				
28. Suspending the pupil and sending him home				
29. Pulling the ears				
30. Striking hands, feet or buttocks				
31. Slapping				

Corrective Measures	only for very serious cases	only for rather serious cases	only for negligible cases	should never be used
32. Depriving the pupil of lunch for a day or more				
33. Vigorous shaking of the body				
34. Expelling from school				
35. Other corrective measures				

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

	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				

	fully agree	agree more than disagree	disagree more than agree	totally disagree
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				
14. Corrections should be administered calmly without anger				
15. Corrections should be administered with sympathy				
16. Corrections should be administered objectively, without prejudice and vengeance				
17. Corrections should not deprive pupil from 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 student				
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 pupils and keeping him busy				

	fully agree	agree more than disagree	disagree more than agree	totally disagree
26. A child is born in sin; the rod corrects him				
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 secondary 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				
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				

	fully agree	agree more than disagree	disagree more than agree	totally disagree
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 2, 3, 4 _____ 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 _____ →

Misbehavior occurring most frequently	Usual corrective measures	This corrective measure is		
		Good	Fair	Bad
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

VI. Please mentioned 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 misbehavior you know, below:

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

IX. Please evaluate the relative seriousness of each of the following common behavior problems of pupils checking one of the boxes in each line.

Seriousness of problems

Type of problem	An extremely grave problem	makes for considerable difficulty	Of only slight consequence
1. Heterosexual activity.			
2. Stealing.			
3. Masturbation.			
4. Obscene notes, talk.			
5. Untruthfulness.			
6. Truancy.			
7. Impertinence, defiance.			
8. Cruelty, bullying.			
9. Cheating.			
10. Destroying school materials.			
11. Disobedience.			
12. Unreliableness.			
13. Temper Tantrums.			
14. Lack of interest in work			
15. Profanity.			

Seriousness of problems

Type of problem	An Extremely Grave problem	makes for considerable difficulty	Of only slight consequence
16. Impudence, rudeness.			
17. Laziness.			
18. Smoking.			
19. Enuresis.			
20. Nervousness.			
21. Disorderliness in class.			
22. Unhappy, depressed.			
23. Easily discouraged.			
24. Selfishness.			
25. Carelessness in work.			
26. Inattention.			
27. Quarrelsomeness.			
28. Suggestible.			
29. Resentfulness.			
30. Tardiness.			
31. Physical coward.			
32. Stubbornness.			
33. Domineering.			
34. Slovenly in appearance.			
35. Sullenness.			
36. Fearfulness.			
37. Suspiciousness.			
38. Thoughtlessness.			

Seriousness of problems

Type of problem	An Extremely grave problem	makes for considerable difficulty	Of only slight consequence
39. Attracting attention.			
40. Unsocialness.			
41. Dreaminess.			
42. Imaginative lying.			
43. Interrupting.			
44. Inquisitiveness.			
45. Overcritical of others.			
46. Talking.			
47. Whispering.			
48. Sensitiveness.			
49. Restlessness.			
50. Shyness.			

APPENDIX B

TABLE I

Academic Secondary Schools In Beirut¹

Armenian Schools	Public Schools	Private Lebanese Schools	Private Lebanese Sectarian Schools	Foreign Non Sectarian ² Schools	Foreign Sectarian ³ Schools	Total
6	6	15	21	4	17	69

TABLE II

Private Lebanese Secondary Academic Sectarian Schools⁴

A. Christian Schools

Orthodox

1. The School of "Al-Beshara"
2. The School of "Saint Saweros"
- ✓ 3. The Orthodox School of the Three Doctors
- ✓ 4. The School of Zahrat Al Ihsan
5. The School of Saint Elia Bettina

¹ According to the Statistical Records of the Lebanese Ministry of Education 1963.

^{2 & 3} Foreign Sectarian Schools tending to become national are included with these schools.

⁴ Ibid

Protestants

- ✓ 1. National Protestant Secondary School for Girls
- ✓ 2. National Protestant Secondary School for Boys
3. The Shepherd Secondary School
4. The Christian School for Education

Maronites

1. The Sagesse
2. The School of the Maronite Saint family
3. The School of Saint Joseph (Sacré Coeur)
4. The School of the Christ Heart

Catholics

1. The Patriarchal School
2. The School of The Savior

B. Private Lebanese Moslem Sectarian Academic Schools

Sunni

1. Azhar of Lebanon
2. The Ghalid Ibn Al-Walid Secondary School
3. The School of Ibn Abi-Taleb
- ✓ 4. The Maqassid of Secondary School for Boys
- ✓ 5. The Maqassid Secondary School for Girls

Shiaa

1. The Amelyeh Secondary School

TABLE XXI A

Major Causes of Misbehaviors Based on The Free Responses of 218 Respondents

Summarized Causes	Responses of																					
	38 Christ. Boys		47 Moslem Boys		42 Christ. Girls		31 Moslem Girls		158 Total		24 Christ. Parents		11 Moslem Parents		35 Total		14 Christ. Teachers		11 Moslem Teachers		25 Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
<u>Teachers</u>																						
Personality	5	13	1	2	1	2	5	16	12	8	4	17	1	9	5	14	1	7	1	9	2	8
Lenient	3	8	6	13	1	2	-	-	10	6	1	4	1	9	2	6	-	-	-	-	-	-
Weak	2	5	2	4	2	5	-	-	6	4	-	-	1	9	1	3	1	7	-	-	1	4
Strict and severe	2	5	2	4	2	5	-	-	6	4	1	4	-	-	1	3	-	-	1	9	1	4
Much sociable	-	-	1	2	-	-	-	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-
Much solemn	1	3	-	-	-	-	1	3	2	1	-	-	-	-	-	-	1	7	-	-	1	4
Inability in teaching	8	21	1	2	1	2	-	-	10	6	2	8	-	-	2	6	1	7	-	-	1	4
Lack of teaching method	4	10	2	4	1	2	1	3	8	5	-	-	-	-	-	-	1	7	3	27	4	16
Lack of knowledge of student psychology	4	10	5	11	2	5	3	10	14	9	3	12	1	9	4	11	3	21	5	45	8	32
Partiality and favoritism	1	3	3	6	6	14	5	16	15	10	2	8	-	-	2	6	-	-	-	-	-	-
Teacher's bad exemplary life in and outside school	-	-	-	-	-	-	-	-	-	-	1	4	-	-	1	3	-	-	-	-	-	-
Lack of knowledge of misbehavior causes	-	-	-	-	-	-	1	3	1	1	-	-	-	-	-	-	-	-	-	-	-	-
Teacher's absence or the way he dresses	-	-	1	2	-	-	-	-	1	1	-	-	-	-	-	-	1	7	-	-	1	4
TOTAL	30	79	24	51	16	38	16	52	86	54	14	58	4	36	18	51	9	46	10	91	19	76

TABLE XXI A (Cont'd.)

Summarized Causes	Responses of																					
	38 Christ. Boys		47 Moslem Boys		42 Christ. Girls		31 Moslem Girls		158 Total		24 Christ. Parents		11 Moslem Parents		35 Total		14 Christ. Teachers		11 Moslem Teachers		25 Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
<u>School</u>																						
Lack of good organization and administration	3	8	2	4	2	5	1	3	8	6	2	8	-	-	-	-	1	7	1	9	2	8
Too severeness in discipline	-	-	5	11	4	10	3	10	12	8	3	12	-	-	-	-	-	-	2	18	2	8
Lack of definite regulations	-	-	1	2	-	-	-	-	-	-	2	8	-	-	-	-	-	-	-	-	-	-
Failure in the execution of the regulations	1	3	1	2	2	5	-	-	4	2	6	25	3	27	9	26	-	-	1	9	1	4
Lack of co-curricular activities	-	-	1	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Overloaded schedules	-	-	-	-	-	-	1	3	-	-	2	8	-	-	-	-	-	-	-	-	-	-
Use of unwise corrective measure such as corporal punishment, slapping, scolding publically	5	13	-	-	5	12	-	-	10	6	5	21	-	-	5	14	-	-	3	27	3	12
Too leniency	-	-	1	2	1	2	2	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Bad education in elementary school	2	5	2	4	1	2	1	3	6	4	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	11	32	13	29	15	36	8	26	47	30	20	83	3	27	23	66	1	7	7	64	8	32

TABLE XXI A (Cont'd.)

Summarized Causes	Responses of																					
	38 Christ. Boys		47 Moslem Boys		42 Christ. Girls		31 Moslem Girls		158 Total		24 Christ. Parents		11 Moslem Parents		35 Total		14 Christ. Teachers		11 Moslem Teachers		25 Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
<u>Students</u>																						
Students' personal troubles	-	-	1	2	4	10	2	6	7	4	-	-	-	-	-	-	-	-	-	-	-	-
Mental weakness	-	-	1	2	2	5	-	-	3	2	-	-	-	-	-	-	-	-	1	9	1	4
Frustrations	-	-	-	-	3	7	2	6	5	3	-	-	1	9	1	3	2	14	-	-	2	8
Complexes	1	3	1	2	6	14	2	6	10	6	2	8	1	9	3	8	3	21	-	-	3	12
Aggressiveness	-	-	-	-	-	-	1	3	1	1	-	-	-	-	-	-	2	14	-	-	2	8
Timidity	-	-	-	-	-	-	2	6	2	1	-	-	1	9	1	3	-	-	-	-	-	-
Laziness	-	-	1	2	4	10	1	3	6	4	-	-	2	18	2	6	-	-	-	-	-	-
Overactiveness	-	-	-	-	-	-	-	-	-	-	1	4	-	-	1	3	-	-	-	-	-	-
Age needs and cravings	-	-	5	11	-	-	1	3	6	4	-	-	-	-	-	-	1	7	1	9	2	8
Love affairs	-	-	3	6	-	-	5	16	8	5	-	-	-	-	-	-	-	-	-	-	-	-
Physical deficiency or disease	-	-	2	4	-	-	2	6	4	2	-	-	-	-	-	-	2	14	-	-	2	8
General structure and inherent tendencies	2	5	1	2	4	10	4	13	11	7	3	12	-	-	3	8	2	14	-	-	2	8
Revengeful spirit	1	3	2	4	5	11	3	10	11	7	-	-	1	9	1	3	-	-	-	-	-	-
Psychological causes such as need for recognition hate, jealousy, unhappiness, immaturity, imitation, desire to show up	1	3	1	2	4	10	4	13	11	7	-	-	-	-	-	-	-	-	-	-	-	-
Disinterest in various academic subjects and low grades	1	3	2	4	1	2	4	13	8	5	6	25	-	-	6	17	1	7	3	27	4	16
Age differences in the same class	-	-	-	-	-	-	-	-	-	-	1	4	-	-	1	3	-	-	-	-	-	-
TOTAL	6	16	20	42	33	78	33	100	92	58	13	54	6	54	19	54	13	93	5	45	18	52

TABLE XXI A (Cont'd.)

Summarized Causes	Responses of																					
	38 Christ. Boys		47 Moslem Boys		42 Christ. Girls		31 Moslem Girls		158 Total		24 Christ. Parents		11 Moslem Parents		35 Total		14 Christ. Teachers		11 Moslem Teachers		25 Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
<u>Home and Outside Environment</u>																						
Home background and outside environment of the pupil	10	26	10	21	10	24	6	19	36	23	10	42	3	27	13	37	1	7	-	-	1	4
Home troubles	1	3	3	6	2	5	7	22	13	8	-	-	1	9	1	3	-	-	-	-	-	-
Poverty	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	7	-	-	-	-
Severe discipline	1	3	4	8	4	10	1	3	10	6	-	-	-	-	-	-	-	-	-	-	-	
Parents' Leniency	3	8	1	2	1	2	1	3	6	4	1	4	1	9	2	6	-	-	-	-	-	-
Parents' lack of good relations with each other and with their children	-	-	1	2	-	-	2	6	3	2	3	12	-	-	3	8	1	7	-	-	1	4
Parents' inattention to their children's conduct or behavior	-	-	1	2	2	5	2	6	5	3	2	8	-	-	2	6	2	14	-	-	2	8
Favoritism at home	-	-	-	-	2	5	3	10	5	3	-	-	1	9	1	3	-	-	1	9	1	4
Parents' ignorance of their children's needs or troubles	-	-	1	2	2	5	2	6	5	3	2	8	-	-	2	6	2	14	-	-	2	8
Parents' bad example	2	5	-	-	-	-	1	3	3	2	-	-	-	-	-	-	-	-	-	-	-	-
Home education	6	16	10	21	5	11	3	10	24	15	5	21	1	9	6	17	7	50	6	54	13	52
Outside environment of the student's friends, playmates, the quarter he lives in, movies	10	26	11	23	1	2	2	6	24	15	2	8	2	18	4	11	2	14	-	-	-	-
Traditionalism	11	3	-	-	-	-	-	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-
Lack of religious education	-	-	-	-	-	-	-	-	1	4	-	-	1	3	-	-	-	-	-	-	-	-
TOTAL	34	90	42	89	29	69	30	97	135	85	26	100	9	82	35	100	16	100	7	64	29	83

TABLE XXI A (Cont'd.)

Summarized Causes	Responses of																					
	38 Christ. Boys		47 Moslem Boys		42 Christ. Girls		31 Moslem Girls		158 Total		24 Christ. Parents		11 Moslem Parents		35 Total		14 Christ. Teachers		11 Moslem Teachers		25 Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
<u>Unsympathetic Atmosphere in School</u>	2	5	--	--	2	5	1	3	5	3	1	4	--	--	--	--	1	7	--	--	1	4
Weak personality of the principal	--	--	--	--	--	--	1	3	1	1	--	--	--	--	--	--	1	7	--	--	1	4
Lack of cooperation among teachers, principals, parents and students	1	3	--	--	3	7	2	6	6	4	4	17	2	18	6	17	5	36	1	9	6	24
Lack of guidance	--	--	--	--	3	7	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Bad regulations between students' teacher and principal	2	5	--	--	3	7	1	3	6	4	1	4	--	--	--	--	1	7	--	--	1	4
Lack of understanding between principal and pupils	--	--	--	--	1	2	1	3	--	--	--	--	--	--	--	--	--	--	--	--	--	--
TOTAL	5	13	--	--	12	28	6	19	23	14	6	25	2	18	8	23	8	57	1	9	9	36
<u>School physical set up</u>																						
Inadequacy of building	1	3	--	--	--	--	1	3	2	1	1	4	--	--	1	3	--	--	--	--	--	--
Equipment	1	3	--	--	--	--	1	3	2	1	--	--	--	--	--	--	--	--	--	--	--	--
Playground of the school	--	--	--	--	--	--	1	3	1	1	--	--	--	--	--	--	--	--	--	--	--	--
Bad ventilation and temperature of the classes	1	3	--	--	1	2	--	--	2	1	--	--	--	--	--	--	--	--	--	--	--	--
Crowded classes	1	3	--	--	1	2	--	--	2	1	--	--	--	--	--	--	--	--	--	--	--	--
TOTAL	4	10	--	--	2	5	3	10	9	6	1	4	--	--	1	3	--	--	--	--	--	--

TABLE XXVI A

Most Frequent Corrective Measures Administered In The Lebanese Private Secondary Schools as Identified or Suggested Freely By 231 Respondents

Corrective Measures	Responses of							
	23 Teachers		38 Parents		170 Pupils		231 Total	
	No.	%	No.	%	No.	%	No.	%
1. Scolding the pupil in private or in public	16	70	28	74	78	46	122	53
2. Sending the pupil out of the class.	14	61	8	21	95	56	115	50
3. Lowering academic grade or giving the pupil a zero.	15	65	11	29	74	44	100	43
4. Giving advice and direction to the pupil.	14	61	13	34	45	26	72	31
5. Discussing the case with the pupil privately.	14	61	13	34	36	21	63	27
6. Requiring money fine or reparation.	3	13	6	16	50	30	59	26
7. Giving extrawork as a punishment (monotonous work or study by heart),	6	26	24	63	28	16	58	25
8. Suspending the pupil from classes and informing the parents.	6	26	8	21	41	24	55	24
9. Visiting homes or calling parents to school for consultation,	11	48	10	26	26	15	47	20
10. Suspending the pupil from classes informing parents and sending him home.	8	35	-	-	31	18	39	17
11. Expelling from school,	-	-	4	10	33	20	37	16
12. Giving advice, scolding then punishing.	-	-	-	-	37	22	37	16
13. Ignoring the misbehavior.	-	-	1	3	36	21	37	16
14. Keeping the pupil after school as a punishment,	12	52	3	8	21	12	36	16
15. Sending the pupil to the principal.	3	13	6	16	21	12	30	13

¹ Calling parents to school for consultation.

Visiting homes for consultation,

11	48	8	21	23	14	42	19
-	-	2	5	3	2	5	2

TABLE XXVI A (Continued)

Corrective Measures	Responses of							
	23 Teachers		38 Parents		170 Pupils		231 Total	
	No.	%	No.	%	No.	%	No.	%
16. Giving him a punishment (undefined by respondents)	-	-	-	-	28	16	28	12
17. Warning the pupil or placing him on probation and informing parents	1	4	10	26	8	5	19	8
18. Lowering behavior grade or rank and scolding	4	17	2	5	14	8	20	9
19. Striking and sending home	-	-	-	-	7	3	7	3
20. Corporal punishment	-	-	3	8	5	2	8	3
21. Depriving the pupil of his enjoyments, privileges or pocket money	2	9	4	10	5	2	11	5
22. Depriving the pupil of lunch for a day or more	1	4	-	-	4	2	5	2
23. Controlling the student by student council action	-	-	2	5	5	2	9	4
24. Finding and Removal of causes	2	9	2	5	5	2	9	4
25. Warning firmly the pupil	-	-	10	26	14	8	24	10
26. Miscellaneous Clean the class, parents should take case of the misbehavior, giving papers to principal, sending pupil back home increasing the punishment	2	9	4	10	8	5	14	6

TABLE XXXII A

Corrective Measures Freely Suggested For "Most Serious Misbehaviors"
By The Responses of 217 Respondents

Corrective Measures	Responses of							
	24		33		160		217	
	Teachers		Parents		Pupils		Total	
	No.	%	No.	%	No.	%	No.	%
1. Giving advice and direction to the pupil	14	58	26	79	69	43	109	50
2. Expulsion from school	8	33	8	24	78	49	94	43
3. Suspension from classes or school	16	67	9	27	66	41	91	42
4. Scolding in private and scolding before classmates or the staff	8	33	17	59	39	24	64	29
5. Discussing the case with the pupil in private	2	8	6	18	38	24	46	21
6. Informing parents by visiting homes calling parents to school for consultation	7	29	2	6	9	6	18	8
7. Placing the pupil on probation and informing the parents	5	21	9	27	24	15	38	18
8. Lowering academic grade or rank	7	29	10	33	18	11	35	16
9. Deprivation of school parties, examinations and pocket money	5	21	5	15	21	13	31	14
10. Requiring money fine or reparation	7	29	6	18	18	11	31	14
11. Scolding the pupil and giving him advice or guidance	7	29	3	9	19	12	29	13
12. Severe punishment (Undefined)	4	17	1	3	22	14	27	12
13. Sending pupil out of the class	2	8	3	9	18	11	23	11
14. Finding and removal of causes	2	8	6	18	13	8	21	10
15. Sending the pupil to the principal	3	12	3	9	16	10	22	10
16. Treat the misbehaving as he treats others	-	-	-	-	5	3	5	2

TABLE XXXII A (Continued)

Corrective Measures	Responses of							
	24		33		160		217	
	Teachers		Parents		Pupils		Total	
	No.	%	No.	%	No.	%	No.	%
17. Cutting hands or sending to jail	-	-	-	-	3	2	3	1
18. Strict supervision and not ignoring the misbehavior	-	-	-	-	4	2	4	2
19. Separate the misbehaving from his classmates	-	-	-	-	4	2	4	2
20. Give the pupil a responsibility	3	12	-	-	-	-	3	1
21. Prayer	-	-	-	-	4	2	4	2

تصرف التلميذ الثانوي او التلميذة الثانوية

مقدمة

I

٠١ ايضاح

ان اهداف الاستمارة هي :

اولا : الاستعانة بالاهل والاساتذة والتلميذ للتوصل الى معرفة اي من تصرفات التلميذ في المدارس الثانوية تعتبر تصرفات غير مستحبة .

ثانيا : التوصل الى معرفة التدابير التي تتخذ عادة لاصلاح هذه التصرفات .

ثالثا : التعرف الى كيفية تقييم هذه التدابير (اي معرفة رأى كل من الوالدين

والاساتذة والتلميذ فيها) .

ملاحظات

٠١ الرجاء عدم التوقيع لاننا نريد آراء حرة

٠٢ الرجاء التلطف بالاجابة عن كل سؤال مع ابداء رأيك عندما يطلب منك ذلك

٠٣ الرجاء ان تضع اشارة ضرب (x) هكذا x عندما يطلب منك ذلك

للتلميذ :

الرجاء اعطاءنا هذه المعلومات عن نفسك

١ - الصف _____ السن _____ المدرسة _____

الجنسية _____ المذهب او الدين _____ تلميذ _____ تلميذة _____

٢ - ما هي المرحلة التحليمية التي اتمها والدك ؟ اشر على واحدة

٠١ لا شيء _____

٠٢ مرحلة ابتدائية _____ مرحلة ابتدائية عالية _____

٠٣ مرحلة ثانوية، او شهادة البكالوريا القسم الاول ، او القسم الثاني ،

او ما يعادله _____

٠٤ مرحلة ثانوية اعلى من البكالوريا القسم الثاني واقل من درجة ب.ع. B.A.

او ليسانس _____

٠٥ شهادة جامعية B.A. او ليسانس او درجة اعلى _____

II الرجاء قيم كل من هذه التصرفات مؤشرا بعلمة ضرب واحدة في احد المربعات التالية من كل جملة على كل سطر .

ليس بسوء تصرف	فيه بعض السوء	سيء	سيء جدا	اعتبر تصرف تلميذ مدرسة ثانوية
				عندما
				١٠ يتكلم غالبا بدون اذن بالصف .
				١١ يضحك باستهزاء .
				١٢ يظهر كثيرا من التبرم والتلطل في الصف .
				١٣ يرسل ملاحظات خطية الى رفاقه في الصف .
				١٤ يرمي او يرشق الاخرين بورق بطبشور واقلام وغير ذلك .
				١٥ يعطك في المدرسة .
				١٦ يأكل في الصف .
				١٧ لا يتطوع ابدا لمساعدة المعلم او رفاقه .
				١٨ يهمل واجباته كسج الخبر او تحضير فروضه .
				١٩ يتأخر غالبا عن الصف او المدرسة .
				٢٠ يتخيب غالبا عن الصف بدون عذر .
				٢١ يتصرف بفظاظة كدفش او جر رفاقه .
				٢٢ يقوم بولدات مؤذية كأن يضع مسامير او طبشور في المقاعد .
				٢٣ يشاغب ويستبد بالآخرين .
				٢٤ يحفر علامات او اسماء على الطبقات .
				٢٥ يكسر مقاعد كراسي وغيرها .
				٢٦ يتصرف بقلة احترام وعدم خشوع في دار الاجتماع او ساعة الصلاة .
				٢٧ يستعمل كلمات مهينة مع رفاقه .
				٢٨ يعارض علانية قرارات المعلم .
				٢٩ يتصرد على المعلم مثلا لا يبقى بعد الانصراف عندما يأمره المعلم بذلك .
				٣٠ يسخر من المعلم ويزدره اثناء غيابه .
				٣١ يسخر من المعلم ويزدره في حضوره .

ليس يسوء تصرف	فيه بعض السوء	سيء	سيء جدا
			عندما
			٢٣ يشترك في احداث ضيقة منظمة مثلا في الحنين او او الطنين .
			٢٤ يشترك في اضرابات منظمة في المدرسة .
			٢٥ يخش بأن ينقل فروضه عن غيره .
			٢٦ يخش اثناء المسابقات والامتحانات .
			٢٧ يساعد الاخرين في النسخ او الكذب .
			٢٨ يجيب على الاسئلة بالكذب، كهل كت مريضا او غيره .
			٢٩ يخدع المعلمين : مثلا يتعارض او يتظاهر بالمرض .
			٣٠ يسرق اشياء قليلة الهمية كأقلام رصاص او اوراق وغيره .
			٣١ يسرق اشياء مهمة ككتفود او اقلام حبر ثمينة .
			٣٢ يشاهد افلاما غرامية في اوقات فراغه او عندما لا يكون في المدرسة .
			٣٣ يشاهد افلام مخامرات عندما لا يكون في المدرسة .
			٣٤ يدخل في حفلات المدرسة .
			٣٥ يدخل خارج المدرسة .
			٣٦ يشرب بيرة او خمر في حفلات المدرسة .
			٣٧ يتعاطى شرب البيرة او الخمر خارج المدرسة .
			٣٨ يقامر اما في المدرسة او خارجها .
			٣٩ يتبادل الرسائل الغرامية مع احد افراد الجنس الاخر
			٤٠ يقوم بنزهة بصحبة احد افراد الجنس الاخر .
			٤١ يذهب الى السينما مع احد افراد الجنس الاخر .
			٤٢ يذهب الى حفلات راقصة مع احد افراد الجنس الاخر .
			٤٣ غير ذلك .

III الرجاء تقييم (اعطاء رأيك) كل من الاجراءات التأديبية التالية المتخذة في المدارس الثانوية
بوضع علامة ضرب واحدة في احد المربعات التالية من كل سطر .

اجراء لا يجب استعماله ابدا	نسي الحالات الثانوية البسيطة	نسي الحالات الاعادية فقط	نسي الحالات السيئة جدا او الخطيرة فقط	هذا الاجراء يجب استعماله
				١٠١ تجاهل التصرف السيء .
				١٠٢ المسامحة و اظهار العطف .
				١٠٣ مناقشة المشكلة (القضية) مع التلميذ على انفراد .
				١٠٤ اعطاء النصائح والتوجيهات الى التلميذ .
				١٠٥ زيارة الاهل والتشاور معهم .
				١٠٦ استدعاء الاهل الى المدرسة للتشاور معهم .
				١٠٧ حرمان التلميذ من اشياء تلذ له او من امتيازات خاصة به كالاشتراك في الالعاب او مركزه كمسؤول .
				١٠٨ مقاصصة التلميذ بابقائه في المدرسة بعد وقت الانصراف .
				١٠٩ اخضاع التلميذ للاجراءات التأديبية التي يتخذها مجلس الطلبة .
				١١٠ اعطاء التلميذ اعمالا مملة ككتابة الكلمات ذاتها مرارا .
				١١١ مقاصصة التلميذ باعطائه عملا مقيدا مثلا كتابة انشاء .
				١١٢ اخراجه من الصف او جعله يقف في الزاوية .
				١١٣ ارسال التلميذ الى مدير المدرسة لينظر في امره .
				١١٤ اجباره على دفع فرامة مالية او اصلاح ما اتلف .
				١١٥ تأنيب التلميذ على انفراد .
				١١٦ تأنيب التلميذ امام رفاقه .
				١١٧ تأنيب التلميذ امام المعلمين .
				١١٨ تنقيص علامة سلوكه او مرتبته في الصف .
				١١٩ تنقيص علامته الدراسية .
				١٢٠ اجبار التلميذ على الاعتذار على انفراد .
				١٢١ اجبار التلميذ على الاعتذار امام التلاميذ .

هذا الاجراء يجب استعماله

اجراء لا يجب استعماله ابدا	في الحالات العادية فقط	في الحالات العادية فقط	في الحالات السيئة جدا او الخطيرة فقط
			٢٢ تخجيل التلميذ امام الطلاب كحلق رأسه مثلا .
			٢٣ التهديد بقصاص قاس على انفراد .
			٢٤ التهديد بقصاص قاس عائلية (امام الجميع) .
			٢٥ انذار التلميذ واعلام اهله برسالة مذكرة تنبيه .
			٢٦ وضع التلميذ تحت المراقبة واعلام الاهل بذلك .
			٢٧ فصل التلميذ عن الصف مع ابقاءه في المدرسة .
			٢٨ فصل التلميذ وارساله الى البيت .
			٢٩ شد الاذان .
			٣٠ الضرب على الايدي والارجل او الارداق (القفا) .
			٣١ الصفع .
			٣٢ مز يدن التلميذ بعنف .
			٣٣ حرمان التلميذ من وجبة الغذاء اليوم او اكثر .
			٣٤ الطرد من المدرسة .
			٣٥ غير ذلك .

IV المرجوان تقيم كلا من الجمل التالية مبينا الى اي حد توافق او لا توافق عليها وذلك بوضع اشارة ضرب في احدى المربعات من كل سطر .

لا وافق ابدا او اعارض	اعارض اكثر مما وافق	وافق اكثر مما لا وافق	وافق كليا	الاجراء التأديبية
				٠١ الاجراءات التأديبية تنفذ عادة بعطف .
				٠٢ الاجراءات التأديبية تنفذ عادة برون التجرد .
				٠٣ الاجراءات التأديبية تنفذ عادة بروج الغضب .
				٠٤ لا يجوز ان تنفذ الاجراءات التأديبية الا بعد التثبت من الجرم .

تابع

لا وافق ابداً او عارض	اعارض اكثر مما وافق	وافق اكثر مما لا وافق	وافق كلياً	الاجراءات التأديبية
				٥٠ يجب ان تكون الاجراءات التأديبية حازمة وقاطعة .
				٦٠ يجب ان تنفذ مباشرة وبسرعة .
				٧٠ يجب ان تكون مؤلمة معنوياً اي تترك اثراً في الذاكرة .
				٨٠ لتكون فعالة يجب ان تؤلم الاجراءات التأديبية جسدياً .
				٩٠ يجب ان تكون الاجراءات التأديبية معتدلة (غير قاسية وغير طفيفة) .
				١٠٠ يجب ان تتناسب الاجراءات المتخذة مع نوع وخطورة الذنب .
				١١٠ يجب ان تتناسب الاجراءات المتخذة مع سن المذنب وجنسه . وغير ذلك .
				١٢٠ يجب ان تنفذ الاجراءات التأديبية دائماً على افراد .
				١٣٠ يجب ان تنفذ الاجراءات التأديبية علانية (امام الكل) في بعض الاحيان .
				١٤٠ يجب ان تنفذ الاجراءات التأديبية بهدوء وبدون انفعال .
				١٥٠ يجب ان تتخذ بروح التجرد دون تحامل او نقمة .
				١٦٠ يجب ان تتخذ الاجراءات التأديبية بروح التفهم والعطف .
				١٧٠ يجب ان لا تحول الاجراءات التأديبية دون حضور التلميذ دروسه الاخرى .
				١٨٠ يجب ان لا يقاصص الصف من اجل الفرد .
				١٩٠ يجب ان يكون المعلم مسؤولاً عن النظام وان لا يرسل التلميذ المسيء الى المدير الا نادراً .

الاجراءات التأديبية

لا اوافق ابداً او اعارض	اعارض اكثر مما اوافق	اوافق اكثر مما لا اوافق	اوافق كلياً	
				٢٠ يجب ان يعطى التلميذ لائحة بالتصرفات السيئة والاجراءات التأديبية المتخذة لكل منها .
				٢١ ان دج اسماء الطلاب في لوائح الشرف وتأليف جمعيات شرف في المدرسة دافع مفيد لتحسين تصرفات التلميذ وسلوكه .
				٢٢ تعاون الاهل من المدرسة يساعد على حفظ النظام .
				٢٣ ان الجو الودي في المدرسة يخفف من مشاكل التصرف اكثر من الجو الصارم (القاسي) .
				٢٤ استقصاء اسباب سوء التصرف هو افضل من اصلاح المسيء .
				٢٥ ان افضل علاج هو كشف ميول التلميذ وتنميتها بالعمل المتواصل .
				٢٦ يولد الانسان بالخطيئة ولهذا لا يصلحه الا العصا .
				٢٧ يستحسن استعمال الضرب للفتيان والفتيات على السواء .
				٢٨ يستحسن استعمال الضرب للفتيان ولكنه لا يجوز للفتيات .
				٢٩ يستحسن استعمال الضرب في الصفوف الابتدائية ولكنه لا يصلح في الصفوف الثانوية .
				٣٠ للضرب منافع تربوية اذا استعمل بحكمة .
				٣١ يجوز استعمال الضرب للتلميذ الذي تربي او تعود على هذه الطريقة في البيت .
				٣٢ يجوز استعمال الضرب ولكن لا يجب ذلك الا بعد موافقة الاهل .
				٣٣ الضرب البدني لا يجب ان ينفذ سوى عن يد المدير او بحضوره .
				٣٤ الطرح من المدرسة افضل من الضرب .
				٣٥ تصرف الفتيات عادة هو افضل من تصرف الفتيان .
				٣٦ تشرثر الفتيات عادة اكثر من الفتيان .

الاجراءات التأديبية

لاوافق أدأ أو أعازن	أعازن أكثر مما أوافق	أوافق أكثر مما لاوافق	أوافق كلها	
				٣٧ تصرف التلميذ الذكي عادة هو افضل من تصرف التلميذ الضعيف .
				٣٨ تصرف التلميذ المعتدل الذكاء هو عادة افضل من تصرف التلميذ المتفوق (العاد الذكاء) .
				٣٩ كلما كانت عائلة التلميذ متزنة كلما كان تصرف التلميذ افضل .
				٤٠ كلما كانت عائلة التلميذ متدبنة كلما كان تصرفه افضل .
				٤١ كلما كانت بناية المدرسة ومعداتها جيدة كلما ندرت (قلت) حالات سوء السلوك .
				٤٢ هدف القصاص الاهم هو اعطاء امثلة للآخرين اولا واصلاح التلميذ المسيء ثانيا .
				٤٣ هدف القصاص الاهم هو اصلاح التلميذ المسيء اولا واعطاء امثلة للآخرين ثانيا .
				٤٤ هدف القصاص هو اعطاء امثلة للآخرين كما هو اصلاح التلميذ المسيء .
				٤٥ هدف الانضباط (النظام) هو تنمية روح الاحترام لسلطة المعلم والمدرسة .
				٤٦ هدف الانضباط هو المحافظة على النظام في المدرسة .
				٤٧ هدف الانضباط هو غرس المثل الحسنة في التلميذ وتنمية ميوله وتعوده على الحكم الذاتي والوطنية الحقة .

الرجاء استعمال اللائحة على صفحة ٢ - ٤ واذكر خمسة انواع او اكثر من التصرفات التي تعتبرها غير مقبولة وكثيرة الوقوع في المكان المشار اليه ادناه من الصفحة التالية

- ٢- ثم اذكر الاجراءات التأديبية المتخذة عادة لاصلاحها في المكان المشار اليه ادناه من الصفحة التالية
٣- ثم قيم كل من هذه الاجراءات في المكان المشار اليه ادناه من الصفحة التالية

تصرف التلميذ الثانوي او التلميذه الثانوية

I مقدمة

٠١ ايضاح

ان اهداف الاستمارة هي :

اولا : الاستعانة بالاهل والاساتذة والتلميذ للتوصل الى معرفة اي من تصرفات التلميذ في المدارس الثانوية تعتبر تصرفات غير مستحبة .

ثانيا : التوصل الى معرفة التدابير التي تتخذ عادة لاصلاح هذه التصرفات .

ثالثا : التعرف الى كيفية تقييم هذه التدابير (اي معرفة رأي كل من الوالدين والاساتذة والتلميذ فيها) .

ملاحظات

٠١ الرجاء عدم التوقيع لاننا نريد اراء صريحة

٠٢ الرجاء التلطف بالاجابة على كل سؤال مع ابداء رأيك عندما يطلب منك ذلك

٠٣ الرجاء ان تضع اشارة ضرب (x) هكذا x عندما يطلب منك ذلك

للوالدين والمعلمين

الرجاء عطاؤنا عن نفسك المعلومات التالية فقط

١ - والد _____ والدة _____ معلم _____ معلمة _____

الجنسية _____ المذهب او الدين _____

٢ - ما هي المرحلة التعليمية التي حصلت عليها او اتممتها؟ اشر على واحدة

٠١ لا شيء _____

٠٢ مرحلة ابتدائية _____ مرحلة ابتدائية عالية _____

٠٣ مرحلة ثانوية او شهادة البكالوريا القسم الاول، او القسم الثاني او ما يعادلها _____

٠٤ مرحلة ثانوية اعلى من البكالوريا القسم الثاني واقل من درجة B.A او ليسانس _____

٠٥ شهادة جامعية B.A او ليسانس او درجة اعلى _____

II الرِّجاء قيم كل من هذه التصرفات مؤشرا بعلمة ضرب واحدة في احد المربعات التالية من كل جملة على كل سطر .

ليس بسوء تصرف	فيه بعض السوء	سيء	سيء جدا	اعتبر تصرف تلميذ مدرسة ثانوية
				عندما
				١٠ يتكلم غالبا بدون اذن بالصف .
				١١ يضحك باستمراء .
				١٢ يظهر كثيرا من التبرم والتملط في الصف .
				١٣ يرسل ملاحظات خطية الى رفاقه في الصف .
				١٤ يرمي او يثرثق الاخرين بورق بطبشور واقلام وغير ذلك .
				١٥ يعلك في المدرسة .
				١٦ يأكل في الصف .
				١٧ لا يتطوع ابدا لمساعدة المعلم او رفاقه .
				١٨ يهمل واجباته كسحق الخبر او تحضير فروضه .
				١٩ يتأخر غالبا عن الصف او المدرسة .
				٢٠ يتنصب غالبا عن الصف بدون عذر .
				٢١ يتصرف بفظاظة كدفش او جرح رفاقه .
				٢٢ يقوم بولدات مؤذية كأن يضع مساميرا وطبشور في المقاعد .
				٢٣ يشاغب ويستبد بالآخرين .
				٢٤ يعفر علامات او اسما على الطبقات .
				٢٥ يكسر مقاعد كراسي وغيرها .
				٢٦ يتصرف بقله احترام وعدم خشوع في دار الاجتماع او ساعة الصلاة .
				٢٧ يستعمل كلمات مهينة مع رفاقه .
				٢٨ يعارض علانية قرارات المعلم .
				٢٩ يتصرد على المعلم مثلا لا يبقى بعد الانصراف عندما يأمره المعلم بذلك .
				٣٠ يسخر من المعلم ويزدره اثناء غيابه .
				٣١ يسخر من المعلم ويزدره في حضوره .

اعتبر تصرف تلميذ مدرسة ثانوية

ليس يسوء تصرف	فيه بعض السوء	سيء	سيء جدا	عندما
				٢٣ يشترك في احداث فرجة منظمة مثلا في الحنين او او الطنين .
				٢٤ يشترك في اضرابات منظمة في المدرسة .
				٢٥ يخش بأن ينقل فروضه عن غيره .
				٢٦ يفش اثناء المسابقات والامتحانات .
				٢٧ يساعد الاخرين في الخش او الكذب .
				٢٨ يجيب على الاسئلة بالكذب، كهل كنت مريضا او غيره .
				٢٩ يخدع المعلمين ؛ مثلا يتمازج او يتظاهر بالمرض .
				٣٠ يسرق اشياء قليلة الاهمية كأقلام رصاص او اوراق وغيرها .
				٣١ يسرق اشياء مهمة ككتود او اقلام حبر ثمينة .
				٣٢ يشاهد افلاما فحاشية في اوقات فراغه او عندما لا يكون في المدرسة .
				٣٣ يشاهد افلام مخامرات عندما لا يكون في المدرسة .
				٣٤ يدخل في حفلات المدرسة .
				٣٥ يدخل خارج المدرسة .
				٣٦ يشرب بيرة او خمر في حفلات المدرسة .
				٣٧ يتعاطى شرب البيرة او الخمر خارج المدرسة .
				٣٨ يقامر اما في المدرسة او خارجها .
				٣٩ يتبادل الرسائل الفحاشية مع احد افراد الجنس الاخر .
				٤٠ يقوم بغزوة بجمعية احد افراد الجنس الاخر .
				٤١ يذهب الى السينما مع احد افراد الجنس الاخر .
				٤٢ يذهب الى حفلات راقصة مع احد افراد الجنس الاخر .
				٤٣ غير ذلك .

III الرجاء تقييم (اعطاء رأيك) كل من الاجراءات التأديبية التالية المتخذة في المدارس الثانوية
بوضع علامة ضرب واحدة في احد المربعات التالية من كل سطر .

اجراء لا يجب استعماله ابدا	في الحالات التي فيها يعتبر السوء بوقوعه	في الحالات السيئة فقط	في الحالات السيئة جداً فقط	هذا الاجراء يجب استعماله
				٠١ تجاهل التصرف السيء .
				٠٢ المسامحة و اظهار العطف .
				٠٣ مناقشة المشكلة (القضية) مع التلميذ على انفراد .
				٠٤ اعطاء النصائح والتوجيهات الى التلميذ .
				٠٥ زيارة الاهل والتشاور معهم .
				٠٦ استدعاء الاهل الى المدرسة للتشاور معهم .
				٠٧ حرمان التلميذ من اشياء تلذ له او من امتيازات خاصة به كالاشراك في الالعاب او مركزه كمسؤول .
				٠٨ مقاصمة التلميذ بابقائه في المدرسة بعد وقت الانصراف .
				٠٩ اخضاع التلميذ للاجراءات التأديبية التي يتخذها مجلس الطلبة .
				١٠ اعطاء التلميذ اعمالا مطلة ككتابة الكلمات ذاتها مرارا .
				١١ مقاصمة التلميذ باعطائه عملا مقيدا مثلا كتابة انشاء .
				١٢ اخراجه من الصف او جعله يقف في الزاوية .
				١٣ ارسال التلميذ الى مدير المدرسة لينظر في امره .
				١٤ اجباره على دفع فرامة مالية او اصلاح ما اتلف .
				١٥ تأنيب التلميذ على انفراد .
				١٦ تأنيب التلميذ امام رفاقه .
				١٧ تأنيب التلميذ امام المعلمين .
				١٨ تنقيص علامة سلوكه او مرتبته في الصف .
				١٩ تنقيص علامته الدراسية .
				٢٠ اجبار التلميذ على الاعتذار على انفراد .
				٢١ اجبار التلميذ على الاعتذار امام التلاميذ .

هذا الاجراء يجب استعماله

اجراء لا يجب استعماله ابدا	في الحالات التي فيها بعض السوء فقط	في الحالات السيئة فقط	في الحالات السيئة جدا فقط
			٢٢ تخجيل التلميذ امام الطلاب كحلق رأسه مثلا *
			٢٣ التهديد بقصاص قاس على انفراد *
			٢٤ التهديد بقصاص قاس عائلية (امام الجميع) *
			٢٥ انذار التلميذ واعلام اهله بارسال مذكرة تنبيهه *
			٢٦ وضع التلميذ تحت المراقبة واعلام الاعل بذلك *
			٢٧ فصل التلميذ عن الصف مع ابقائه في المدرسة *
			٢٨ فصل التلميذ وارساله الى البيت *
			٢٩ شد الاذان *
			٣٠ الضرب على الايدي والارجل او الارداق (القفا) *
			٣١ الصفح *
			٣٢ هز بدن التلميذ بعنف *
			٣٣ حرمان التلميذ من وجبة الغذاء اليوم او اكثر *
			٣٤ الطرد من المدرسة *
			٣٥ غير ذلك *

IV المرجوان تقييم كلا من الجمل التالية مبينا الى اي حد توافق او لا توافق عليها وذلك بوضع اشارة ضرب في احدى المربعات من كل سطر *

لا اوافق ابدا او اعارض	اعارض اكثر مما اوافق	وافق اكثر مما لا اوافق	وافق كليا	الاجراءات التأديبية
				٠١ الاجراءات التأديبية تنفذ عادة بعطف *
				٠٢ الاجراءات التأديبية تنفذ عادة برون التجرد *
				٠٣ الاجراءات التأديبية تنفذ عادة بروح الغضب *
				٠٤ لا يجوز ان تنفذ الاجراءات التأديبية الا بعد التثبت من الجرم *

تابع

لا اوافق ابداً او اعارض	اعارض اكثر مما اوافق	اوافق اكثر مما لا اوافق	اوافق كلياً	الاجراءات التأديبية
				٥٠ يجب ان تكون الاجراءات التأديبية حازمة وقاطعة .
				٦٠ يجب ان تنفذ مباشرة وبسرعة .
				٧٠ يجب ان تكون مؤلمة معنويًا ان تترك اثرا في الذاكرة .
				٨٠ لتكون فعالة يجب ان تؤلم الاجراءات التأديبية جسدياً .
				٩٠ يجب ان تكون الاجراءات التأديبية معتدلة (غير قاسية وغير طافية) .
				١٠٠ يجب ان تتناسب الاجراءات المتخذة مع نوع وخطورة الذنب .
				١١٠ يجب ان تتناسب الاجراءات المتخذة مع سن المذنب وجنسه . وغير ذلك .
				١٢٠ يجب ان تنفذ الاجراءات التأديبية دائماً على انفراد .
				١٣٠ يجب ان تنفذ الاجراءات التأديبية علانية (امام الكل) في بعض الاحيان .
				١٤٠ يجب ان تنفذ الاجراءات التأديبية بهدوء وبدون انفعال .
				١٥٠ يجب ان تتخذ بروح التجرد دون تحامل او نقمة .
				١٦٠ يجب ان تتخذ الاجراءات التأديبية بروح التفهم والعطف .
				١٧٠ يجب ان لا تحول الاجراءات التأديبية دون حضور التلميذ لدروسه الاخرى .
				١٨٠ يجب ان لا يقاصص الصف من اجل الفرد .
				١٩٠ يجب ان يكون المعلم مسوؤلاً عن النظام وان لا يرسل التلميذ المسيء الى المدير الا نادراً .

الاجراءات التأديبية

لا اوافق ابدا او اغارض	اعارض اكثر مما اوافق	اوافق اكثر مما لا اوافق	اوافق كلية	
				٢٠ يجب ان يعطى التلميذ لائحة بالتصرفات السيئة والاجراءات التأديبية المتخذة لكل منها .
				٢١ ان درج اسماء الطلاب في لوائح الشرف وتأليف جمعيات شرف في المدرسة دافع مفيد لتحسين تصرفات التلميذ وسلوكه .
				٢٢ تعاون الاهل من المدرسة يساعد على حفظ النظام .
				٢٣ ان الجو الودي في المدرسة يخفف من مشاكل التصرف اكثر من الجو الصارم (القاسي) .
				٢٤ استقصاء اسباب سوء التصرف هو افضل من اصلاح المسيء .
				٢٥ ان افضل علاج هو كشف ميول التلميذ وتنميتها بالعمل المتواحل .
				٢٦ يولد الانسان بالخطيئة ولهذا لا يطلعه الا العصا .
				٢٧ يستحسن استعمال الضرب للفتيان والفتيات على السواء .
				٢٨ يستحسن استعمال الضرب للفتيان ولكنه لا يجوز للفتيات .
				٢٩ يستحسن استعمال الضرب في الصفوف الابتدائية ولكنه لا يصلح في الصفوف الثانوية .
				٣٠ للضرب منافع تربوية اذا استعمل بحكمة .
				٣١ يجوز استعمال الضرب للتلميذ الذي تربي او تحود علي هذه الطريقة في البيت .
				٣٢ يجوز استعمال الضرب ولكن لا يجب ذلك الا بعد موافقة الاهل .
				٣٣ الضرب البدني لا يجب ان ينفذ سوى عن يد المدير او بحضوره .
				٣٤ الطرق من المدرسة افضل من الضرب .
				٣٥ تصرف الفتيات عادة هو افضل من تصرف الفتيان .
				٣٦ تشر الفتيات عادة اكثر من الفتيان .

الاجراءات التأديبية			
لا اوافق ابداً او اعارض	اعارض اكثر مما اوافق	اوافق اكثر مما اوافق	اوافق كلياً
			٣٧ تصرف التلميذ الذكي عادة هو افضل من تصرف التلميذ الضمني .
			٣٨ تصرف التلميذ المعتدل الذكاء هو عادة افضل من تصرف التلميذ المتفوق (العاد الذكاء) .
			٣٩ كلما كانت عائلة التلميذ متزنة كلما كان تصرف التلميذ افضل .
			٤٠ كلما كانت عائلة التلميذ متدينة كلما كان تصرفه افضل .
			٤١ كلما كانت بناية المدرسة ومعداتها جيدة كلما ندرت (قلت) حالات سوء السلوك .
			٤٢ هدف القصاص الا هم هو اعطاء امثلة للآخرين اولا واصلاح التلميذ المسيء ثانياً .
			٤٣ هدف القصاص الا هم هو اصلاح التلميذ المسيء اولا واعطاء امثلة للآخرين ثانياً .
			٤٤ هدف القصاص هو اعطاء امثلة للآخرين كما هو اصلاح التلميذ المسيء .
			٤٥ هدف النظام (التدريب) هو تنمية روح الاحترام لسلطة المعلم والمدرسة .
			٤٦ هدف التدريب هو المحافظة على النظام في المدرسة .
			٤٧ هدف التدريب هو غرس المثل الحسنة في التلميذ وتنمية ميوله وتعوده على الحكم الذاتي والوطنية الحقة .

الرجاء استعمل اللائحة على صفحة ٢ - ٣ واذكر خمسة انواع او اكثر من التصرفات التي تعتبرها غير مقبولة وكثيرة الوقوع في المكان المشار اليه ادناه من الصفحة التالية

٧

- ٢- ثم اذكر الاجراءات التأديبية المتخذة عادة لاصلاحها في مكان المشار اليه ادناه من الصفحة
٣- ثم قيم كل من هذه الاجراءات في المكان المشار اليه ادناه من الصفحة التالية

هذا الاجراء المتبع هو
جيد ، فإبدل ، غير صالح
ولا بأس
به

الاجراءات التأديبية المتبعة
عادة في حال حدوث هذا
التصرف

التصرف الغير المقبول
والذي يحدث غالباً

VI الرجاء اذكر خمسة تصرفات تعتبرها شديدة السوء واعط افضل اجراء او اجراءات تأديبية لكل منها في المكان المعين .

افضل او افعل اجراء او اجراءات تأديبية

اشد التصرفات سوءاً

VII المرجوان تذكر في الفراغ التالي بعض الاسباب التي تظن انه ينتج عنها سوء التصرف

VIII المرجوان تبدي في المجال المحد ادناه اي اقتراح بشأن النظام المدرسي

IX هل لك ان تقيم الاهمية النسبية لكل من التصرفات التالية مؤشرا بعلامة هرب في احدى المربعات من كل سطر .

تصرف ذات اهمية طفيفة	تصرفا يخلق مشكلة هامة	مشكلة خطيرة جدا	اعتبر تصرف تلميذ مدرسة ثانوية
			١٠١ إقامة علاقات جنسية مع الجنس الاخر .
			١٠٢ السرقة .
			١٠٣ العادة السرية .
			١٠٤ الكلام البذيء او كتابة رسائل يرد فيها الفاظا بذيئة .
			١٠٥ الكذب .
			١٠٦ التخليب عن المدرسة بدون اذن (الشرود) .
			١٠٧ الوقاحة وتحدي السلطة .
			١٠٨ التساوة والمشاغبة .
			١٠٩ الخش .
			١١٠ تحطيم الادوات والتجهيزات المدرسية .
			١١١ العصيان (التمرد) .
			١١٢ لا يمكن الاعتقاد عليه (لا يوثق به) .
			١١٣ طبع مشاكر .
			١١٤ قليل الرغبة في العمل .
			١١٥ الالحاح (التجديف) .
			١١٦ الوقاحة والشراسة .
			١١٧ الكسل .
			١١٨ التدخين .
			١١٩ لا يمكنه استمساك البول .
			١٢٠ الغرقة .
			١٢١ الشغب (التشويش في الصف) .
			١٢٢ الكآبة والنم .
			١٢٣ تخمد همته بسهولة .

اعتبر تصرف تلميذ مدرسة ثانوية

مشكلة خطيرة جدا
تصرفا يخلق مشكلة هامة
تصرف ذات اهمية طفيفة

تصرف ذات اهمية طفيفة	تصرفا يخلق مشكلة هامة	مشكلة خطيرة جدا	اعتبر تصرف تلميذ مدرسة ثانوية
			٢٤ الانانية .
			٢٥ الاهمال في العمل .
			٢٦ قلة الانتباه .
			٢٧ حب العراك والخيام .
			٢٨ سهل الانتقاد .
			٢٩ الامتعاض (صعوبة المعشر) .
			٣٠ يتأخر ، يتباطأ
			٣١ الجبانة ، الخوف من مجابهة الخطر المادي .
			٣٢ العناد (الحرون) .
			٣٣ التحكم بالآخرين .
			٣٤ مظهره عديم المهندام . مثلا وساخة اللباس .
			٣٥ عبوس متضجر .
			٣٦ كثير المخاوف .
			٣٧ ظنين .
			٣٨ الطيش (عدم التفكير) .
			٣٩ التصرف بشكل يلفت الانظار .
			٤٠ الانزواء ، الانزواء على النفس) .
			٤١ كثير التخيل (الطمان في اليقظة) .
			٤٢ تخيل الاكاذيب .
			٤٣ مقاطعة الخير عن الكلام .
			٤٤ الحشرية) .
			٤٥ شديد الانتقاد للآخرين .
			٤٦ التكلم) .
			٤٧ الرشوشة) .
			٤٨ سرعة الانفعال (كثرة العساسة) .
			٤٩ التهم والتلمل (كثرة الحركة والاضطراب) .
			٥٠ الخجل والحياء .