

TEACHING DISRESPECTFUL STUDENTS

By

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ABSTRACT

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The purpose of this study was to find out why children are disrespectful and what to do about it.

A review of literature revealed that a lack of respect relates to discipline problems. Therefore, a review of educational search engines for studies investigating the relationships between teaching style, student self-esteem and disrespectful behavior was conducted. The research hypothesis was that an authoritarian (controlling) teaching style and a student's unstable self-esteem are associated with children behaving in a disrespectful manner.

The research discussed theories behind self-esteem and factors that affect it such as: medical reasons, significant others' opinions, along with teacher and student expectations. Also, an informational teaching style verses authoritarian (controlling) teaching was examined. Finally, intervention programs were suggested for improving self-esteem and discipline problems.

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CHAPTER 1

INTRODUCTION

When asked what were the greatest problems facing their local school, respondents to Gallup polls have cited discipline first almost every year back to the early 1970's. Almost a third of public school teachers have considered leaving teaching because of student misbehavior. (Moles and Oliver, 1990). Clearly, discipline issues are a worthwhile problem to study because those working with children want to understand the issues behind disrespect and what interventions can eliminate this behavior.

Few behavioral problems challenge and frustrate parents, caregivers, and teachers as does the disrespectful behavior of verbal rudeness in children at any age (Ricker and Crowder, 1998). Reinforced by the wisecracking of kids on TV and in the movies, backtalk has become all too common among today's youngsters. But there is nothing cute about this behavior. Remarks like "Yeah, right," "Big deal," and "Make me"- from children as young as three – get in the way of real communication between parents and kids, and can also be detrimental to a child's social and intellectual development (Ricker and Crowder, 1998).

Therefore, each behavioral problem needs to be dealt with in a different way, but self-esteem seems to be at the root of all these problems. Therefore, since parents are the most influential people in the first five years of a child's life, it is important for them to develop healthy self-esteem by disciplining with "love" not punishment.

Even though there are many types of behavior problems, the current focus of this thesis will be on the most prevalent problem as to why children are disrespectful or rude to others. In other words, these students are not violent but are defiant or sometimes passive-aggressive with their backtalk. In defining defiant students, they resist authority and carry on a power struggle with the teacher. They want to have their way and not be told what to do. At the same time, passive-aggressive students express opposition and resistance to the teacher, but indirectly. It is often hard to tell whether they are resisting deliberately or not (Brophy, 1996).

Along with defiance and passive-aggressive behavior, Ricker and Crowder, (1998) mentioned that the best test in recognizing backtalk is this: if it hurts you, embarrasses you, annoys you, or leaves you feeling helpless, it's backtalk. This communication can consist of no words (rolling the eyes and sighing), few words ("Yeah, right," or the ever-popular "Whatever") or an extended diatribe that gathers intensity as it goes along. Furthermore, it's important for

parents and teachers to *recognize* backtalk, how to *choose* and *enact* a response that will make sense to you and the backtalker, and when to *disengage* from the struggle and move forward (Ricker and Crowder, 1998).

According to Ricker and Crowder (1998), the reason every child will try backtalk is a natural one: The child is looking for validation in the family and will often try to find a place in the home through power-seeking and attention-getting behavior. Furthermore, a child who cannot find a sense of belonging through positive behavior will choose negative actions.

Dobson, (1992) states that a child's resistant behavior always contains a message to adults, which they must decode before responding. That message is often phrased in the form of a question: "Are you in charge or am I?" The most effective parents or teachers are those who have the skill to get behind the eyes of the child-seeing, thinking and feeling what the child feels. Therefore, one might conclude that in order to change a child's self-image or esteem, the adults may have to change the self-talk that a child is communicating to his or herself.

This paper will discuss theories behind self-esteem and factors that affect it such as: medical reasons, significant others' opinions, along with teacher and student expectations. Also, an informational

teaching style verses authoritarian (controlling) teaching will be examined. Finally, there will be intervention programs suggested for improving self-esteem and discipline problems.

CHAPTER 2

REVIEW OF LITERATURE

A review of literature revealed that a lack of respect relates to discipline problems. Studies have also shown that a lack of respect in students relates to an unrealistic perception of themselves. Therefore, the research hypothesis is that a student's unstable self-esteem and an authoritarian (controlling) teaching style are the main causes for children to behave in a disrespectful manner.

Begley and Rogers (1998) concluded that often defiant children's self-esteem is at a narcissistic level where they portray themselves as having high self-esteem when in reality they are supersensitive to criticism or slights, because deep down they suspect that their feeling of superiority is built on quick sand.

Furthermore, Begley and Rogers' study examined inflated self-esteem, the kind that can come not from actual achievement but from teachers and parents drumming into kids how great they are. The researchers found that this sort of unjustified self-esteem can trigger hostility and aggression, and may even underlie violence like the recent school shootings. "If kids develop unrealistic opinions of themselves and those views are rejected by others, the kids are "potentially dangerous" (Begley and Rogers, 1998).

Unstable Self-Esteem: Low Serotonin Chemical

A core theory on disrespect and misbehavior is a medical condition which lowers self-esteem. Sylwester's (1997) research developments in brain chemistry, particularly the effects of the neurotransmitter serotonin, shed light on educational practices. Robert further explains that many personal and social problems begin with an impulsive act--triggered perhaps by the aggressor's low level of self-esteem. Impulsivity, recklessness, violence--all these behaviors can negatively affect educational processes. Sadly enough, seven percent of the population commits 80 percent of all the violent acts.

Evolutionary psychology argues that each success enhances the level of the neurotransmitter serotonin in the brain, and also our motor coordination and self-esteem. Failure and negative social feedback inhibit the effects of serotonin and lead to lower self-esteem and possible violence (Sylwester, 1997).

Recent studies reveal that high serotonin levels are associated with the calm assurance that leads to smoothly controlled movements, and low serotonin levels with the irritability that leads to impulsive, uncontrolled, reckless, aggressive, violent, or suicidal behavior. These types of behaviors may be related to defiant behaviors. Also, serotonin was predicted to be involved in attention

deficit disorders and seasonal affective disorder (Wurtman and Suffes, 1996).

In further detail, serotonin is derived from the amino acid tryptophan. Wurtman found that carbohydrates in our diet enhance the entry of tryptophan into the brain, where it is converted into serotonin (Wurtman and Suffes, 1996). Fortunately, fluoxetine antidepressant drugs, such as Prozac, Zoloft, and Paxil, enhance the effects of serotonin. Therefore, chemical imbalances in the brain may be affecting a students' perception of themselves (Harter, Water, Whitesell, 1998).

Unstable Self-esteem: Others' Opinions

In addition to one's perceptions of one's global self-worth as a person, individuals evaluate their self-worth differently across relational contexts (Harter, Water, Whitesell, 1998). Perceptions of self-worth among adolescents were examined in four such contexts: with parents, teachers, male classmates, and female classmates. The findings suggested that how an individual evaluates the self in certain relationships is critical to his or her overall sense of worth as a person. That is, one may like the self as a person more in some relationships than in others. According to Cooley's symbolic interactionists' looking glass self-framework, "the opinion of

significant others, who serve as social mirrors into which one gazes, become incorporated into the individual's sense of self-worth" (Cooley, 1902; Mead, 1934).

A contributing factor for the development of low self-worth is many times a parents' style of child-rearing, particularly if it is characterized by repeated criticism and rejection, a lack of warmth, and intrusiveness (Cole, 1990).

Mead described a similar process, observing that "we are more or less unconsciously seeing ourselves as others see us". Subsequent theorists and investigators amended these formulations, observing that the reflected appraisal process consists of three different components that need to be distinguished from one another: (1) self-appraisals, (2) the actual appraisals of significant others and (3) the individual's perceptions of the appraisals of others, referred to as reflected appraisals (Berndt, 1993).

Considerable research now reveals that there is a stronger relationship between reflected appraisals and self-appraisals than between the actual appraisals of significant others and self appraisals (Berndt, 1993). Thus, it is the perceived level of support or approval from others that individuals incorporate into their judgments of their worth as a person through a gradual internalization process. Approval support and validation support

have been found to be most highly predictive of self-worth.

Validation refers to the approval in which significant others take one seriously as a person by showing their respect and their interest in what one says, thinks, and feels (Harter, Water, and Whitesell, 1998). In other words, over reliance on the evaluations of others, excessive dependency needs, and over reliance on significant others' love and approval as determinants of one's feelings of self-worth lead to an unstable self esteem (Kernis and Whistenhunt, 1998).

Therefore, their plausible hypotheses for future research is that certain relationships are more important to the individual than are others and that self-worth in the most important relational context may, therefore, have the biggest impact on one's overall sense of worth as a person which has a direct connection to defiant students (Kernis and Whistenhunt, 1998).

Unstable Self-Esteem: Teacher and Student Expectations

Likewise, for some students, a teacher's perception of them is an important factor in their self-worth.

Consider the possibility that, as teachers, our behavior in the classroom provokes students to behave in ways that diminish our respect for them. One explanation for this could be the assumption

that maybe low expectations of this student are portrayed from the beginning. This of course would set up a student for failure. If this is the case, students could be completing the "self fulfilling prophecy" for this low expectation (Hargreaves, 1972).

Not only do teachers evaluate students, but students evaluate teachers. Patrick and Smart's (1998), factor analysis from students revealed that teacher effectiveness is multi-dimensional in nature, comprising three factors; respect for students, ability to challenge students, organization and presentation skills. In addition, the findings from the present study supported several teacher effectiveness dimensions evident in past research. In order to be a student-based teacher instead of an authoritarian teacher, there has to be an understanding of how students interact with teachers and each other. As the "Golden Rule" infers: if you treat students as though they deserve respect, you will create students deserving of respect who also respect you in return. Teachers need to head off discipline problems by showing respect for the students and valuing their input (Patrick and Smart, 1998).

Therefore, to get respect, we need to give it. According to teacher-Jeffrey Lockwood (1995), there are several ways to show students respect. "One obvious way is to simply listen: listen to their complaints, listen to their triumphs and listen to their fear.

Begin the class by asking "How are you doing today?" Also, the teacher can get within a 3-foot radius and interact eye to eye. With eye contact, students feel more valued and their self-esteem, is bolstered. Along with this, acceptance of students' culture is one way to generate respect; acceptance of their ideas is another way. In situations where students must be corrected or criticized, be positive and friendly" (Lockwood, 1995).

When asking the class a question, find some part of each answer which is relevant to the question before calling on someone else. Whether in disciplining or explaining a concept that confuses a student, a quiet approach--going to the student's desk and talking in a soft voice--is better than a shout across the room. The solitude of a one-on-one discussion allows that student to save face while you drive your lesson home up close and personally. Students respect teachers who do not embarrass them needlessly (Lockwood, 1995).

Authoritarian Teacher Style

As the research shows, not only low levels of serotonin and unhealthy self-esteem can lead to behavior problems, but so can a teacher's controlling style of discipline. As this anonymous saying goes: "It's not so much what you say as the manner in which you

say it; it's not so much the language you use as the tone in which you convey it".

Glasser, (1993) explains that it is important for teachers to give up boss-managing and that only through lead-management can teachers create classrooms in which all students not only do competent work but begin to do quality work. Glasser explains that to persuade students to do quality schoolwork, teachers must first establish warm, totally noncoercive relationships with their students; teach only useful material, which means stressing skills rather than asking student to memorize information; and move the teacher evaluation to student self-evaluation.

Furthermore, Glasser (1993) stated that in order to have a warm and supportive climate in the classroom, a teacher must teach so that their students get to know them far better than most do now. When anyone works hard for another person, and almost all students in school work for a teacher who is their manager, the amount of effort they put out depends to a great extent on:

1. How well they know the person they're working for.
2. How much they like what they know.

If there is an axiom to lead-management, it is "the better we know someone and the more we like about what we know, the harder we will work for the that person." Control theory explains that

all human beings have five basic needs; love, power, freedom, fun, and survival. We will work hard for those we care for (belonging), for those we respect and who respect us (power), for those with whom we laugh (fun), for those who allow us to think and act for ourselves (freedom), and for those who help us to make our lives secure (survival). The more that all five of these needs are satisfied in our relationship with the manager who asks us to do the work, the harder we will work for that manager (Glasser, 1993).

Starting as early as kindergarten, each elementary school teacher should begin to explain the five basic needs and the concept of the Quality World. The emphasis would be on the fact that we choose all we do and that we are all responsible for the choices we make. They should also be taught that it is their job to figure out the best choices (Glasser, 1993).

According to Brophy (1996), in setting limits and prescribing procedure when teaching problem students, use an informational rather than a controlling style. Always give the reasons for the guideline in addition to the guideline itself.

Second, when correcting misbehavior, emphasize the desired behavior. As much as possible, phrase corrections as friendly reminders rather than as power assertive commands, and

encourage students to see themselves as regulating their own behavior rather than as being controlled externally.

Third, if it becomes necessary to punish a student who has not responded to more positive approaches, announce the punishment with a tone of sadness and disappointment rather than vengefulness or righteous indignation. Truly effective punishment does not leave students with revengeful attitudes. Instead, it leaves them feeling guilty, ashamed, frustrated, or embarrassed. The punishment is not an arbitrary display of your authority; rather, it is an unfortunate but necessary consequence of the student's repeated misbehavior, and one that the student can avoid in the future if he or she chooses to do so (Brophy, 1996).

Underlying this approach is the implication that students can and are expected to behave appropriately. It is primarily their own responsibility to regulate their behavior, rather than your responsibility to control them externally. Furthermore, the best opportunity to communicate often occurs after a disciplinary event.

Finally, students will need individualized counseling assistance in developing self-regulation. You can accomplish this with some of them by developing a personal relationship, presenting yourself as a resource person, and helping them to gain insight into the problem (Brophy, 1996).

Behavior Interventions

These are ideas for gaining respect in the classroom, but how can a student's self-esteem be enhanced outside of the classroom? According to the internet's "Talk-self" advice, it's important to analyze how students talk to themselves. In other words, do they talk negatively or positively to themselves when something goes wrong? Also, it's important to remind students not to compare themselves with other people.

Overall, students could benefit from interventions directed toward boosting self-esteem, perhaps through teaching them better coping skills and/or focusing on their strengths rather than their weaknesses. For students with unusually high perceptions of themselves, group counseling, using exercises from Glasser's reality therapy, could assist them in viewing their social interactions with peers more realistically (Stanley, Yong Dai, and Nolan, 1997). Once they begin to understand the negative impact of their behaviors, social skills training could be implemented to encourage them to increase appropriate behaviors and, therefore, peer relationships.

In conclusion, there are many contributing factors as to why students are disrespectful, but the one quote to remember is that "Children don't care how much you know until they know how much you care" (anonymous). In other words, once a personal

relationship is established and love is shown towards that child, the child will be willing to listen.

Dreikurs, 1968; Dreikers, Grunwald, & Pepper (1982), developed techniques for interpreting the goals of students' problem behavior. Dreikurs stressed the importance of early family dynamics, tracing problems to sources such as parental over protectiveness or sibling relationships that make certain children feel discouraged or inadequate. He saw children as compensating for feelings of inferiority by developing a style of life designed to protect self-esteem and avoid danger areas. He believed that children have strong needs for belonging, and that those who have not worked out a satisfactory personal adjustment and place in their peer group will strive to do so by pursuing one of the following four goals (listed in increasing order of disturbance): (1) attention, (2) power, (3) revenge, or (4) display of inferiority (in an attempt to gain attention or special treatment) (Dreikers in Brophy, 1996).

Dreikurs advised teachers to observe students, diagnose the meaning of their behavior, and then explain it to the students in private. The first step is to analyze problem behavior and determine what goal a student is pursuing. Dreikurs believed that students become willing to abandon self-defeating goals and make more productive commitments once they develop insight into their

behavior and its meanings. Therefore, rather than speculate about past causes of the problem behavior, try to make them understand the behavior's current goals. If necessary, confront them about their misbehavior and warn them of the natural consequences (i.e., not artificial punishments) that await them if the behavior does not improve. At the same time, express confidence in them and encourage their progress (Brophy, 1996).

Since self-esteem is such an important part in behavior therapy, does psychotherapy produce change in self-esteem? Cooper (1999) believes that counseling does not produce change. He believes that counseling helps people identify new possibilities based on new assumptions about oneself in the world. Since gains in self-esteem can be difficult to maintain outside of the counseling office, Cooper believes that the power of "reference groups" as sources of affirmation is the key to success. In other words, outside influences need to allow the person working on their self-esteem to use their new skills for a changed behavior.

After all, behavior change programs must be incorporated into counseling in order for cognitive intervention to be effective. Therefore, Cooper's emphasis was on the importance of locating reference groups that confirm clients' new views of themselves.

Assertiveness or social skills training should be incorporated as an intervention (Cooper in Masikiewicz, 1999). The author concludes that assertiveness won't solve all personal problems, but it will boost self-confidence, win the respect of others, and improve chances of getting what is really wanted out of life. Assertive people know how to express their feelings and stand up for their rights through direct, open, and honest communication. When acting assertively, people are prevented from taking advantage. This also shows others that one has respect for themselves (Masikiewicz, 1999).

CHAPTER 4

SELECTED SURVEY OF RESEARCH SEARCH ENGINES

This section examined existing findings relating to the hypothesis which states that unstable self-esteem and an authoritarian style of teaching are associated with a child's disrespectful or defiant behavior. Also, behavior interventions were investigated.

The findings were done through a computer research of these three topics: self-esteem, disrespect, and behavior interventions. Other key words that were researched were: respect, misbehavior, behavior, behavior modifications, narcissistic behavior, discipline, classroom management, defiant behavior, disruptive behavior, teaching style, rule compliance, backtalk, student attitudes, self-esteem and disrespect, classroom dynamics, temperament, teaching motivational theories, authoritarian teaching styles among variations of these key words. For the most part, the findings were taken from abstracts in the search domains of Ebscohost, Eric, Webspirs, and Psyclit (Silverplatter). Therefore, most studies were not looked up. This was an analysis of many abstracts found between the years of 1995-2000.

Studies on Self-Esteem

Twenty-four studies were found which related to the self-esteem topic, but these three studies, fit the subject more clearly. The research supported the hypothesis that students' unstable (unusually low or high) self-esteem lead to deviant behavior. There were no studies that disconfirmed this hypothesis.

Baumeister, Bushman and Campbell (2000) are critical of the traditional view that low self-esteem causes aggression, but their research supports the view that the link between self-regard and aggression is best captured by the theory of threatened egotism.

O'Moore (2000) indicated that children who bully share with victims lower levels of self-esteem than peers who have never bullied or been bullied.

The results in a third study revealed that what sets bully/victims apart from bullies or victims is their low social acceptance and their high level of Machiavellianism and negative self-esteem (Andreou, 2000)

Studies on Authoritarian Teaching

Through the internet's search engines of Ebscohost, Psychlit, Webspirs, and Eric, five studies indicated that an authoritarian style of teaching definitely increased negative student behavior. There were no studies that disconfirmed this hypothesis.

Melby's study (1996) compared high efficacy and low efficacy elementary teachers. A series of analysis of variance procedures indicated that teacher efficacy was significantly related to perceived stability of student behavior. High efficacy teachers were less likely to judge their difficult students as having chronic behavior problems, more likely to expect student behavior improvement, less likely to feel angry, embarrassed or guilty about student misbehavior, more likely to like problem students and more likely to feel confident about being able to manage misbehavior. In addition, high efficacy teachers tended to possess stronger humanistic pupil control ideologies and tended to utilize fewer negative consequences and severe punishments.

Tully and Chui's (1995) study examined undergraduate teacher's reports of classroom disciplinary problems and strategies used to manage them. Ninety-one percent of discipline problems related to disruptions, defiance, and inattention. Punishment Type 2 (detention, taking away privileges, isolation) and explanation

(discussing correct or desired behavior with student or class) were most commonly used for all discipline problems. Most effective were positive reinforcement (praise, approval, reward), explanation, change of strategy (raising or lowering voice, pausing, moving closer to student, devising a new teaching approach or policy), and punishment type 2. Explanation was effective in every instance of aggression. Threats and warnings, no action, and especially punishment Type 1 (corporal punishment, yelling, humiliation) were ineffective. Effectiveness appears related to the extent to which strategies are humanistic vs. authoritarian.

A third study investigated how teachers' beliefs relating to autonomy and control behavior were reflected in classroom teaching, and the effects on pupils' attitudes and achievement. Furthermore, the study demonstrated that teachers' orientation towards autonomy was reflected in their teaching style and promoted pupils' learning motivation (Kage, Uebuchi, Oie, 1997).

A fourth study related to a teacher's view of attaining a low-aggression classroom. It was said that prevention of aggression in the classroom begins long before the students step through the door on the 1st day of school. It begins with thinking through of the classroom demographics, organization, and procedures—all of which may influence the in-school behavior of the students.

Included in the consideration are the composition of the class; the class members' probable levels of interpersonal and aggression control skills; the physical characteristics of the classroom; teaching plans; plans for classroom community building; rules and procedures for governing student behavior; available rewards and scenarios for such behavior; and the nature of efforts directed at facilitating home-school collaboration. Each of these concerns is relevant to the level of classroom aggression (Striepling, 1997).

The fifth study was designed to provide insight into the use of selected nonverbal behaviors as a behavior management tool in the elementary and middle school setting. The study included both experimental and control groups of pre-service teachers in their senior year. The experimental group received training in the use of nonverbal behaviors of expectancy, immediacy, with-it-ness, dress, haptics, kinetics, prosody, and proximity. The control group received no such training. This was a blind study in that the observers did not know who was trained or that training was even provided. Although no significance was found, there were observable differences in the mean number of student disruption between the experimental and control groups. Ninety-two percent of classroom disruptions occurred within the categories of disrespect, inattention, out of seat, and talking. The experimental group had fewer mean classroom

disruptions than the control group (Hunnicut, Victoria, Anne, Wilson, 1999).

In conclusion, the research supports the hypothesis that a student's self-esteem and a teaching style definitely affects the behavior of a student.

Behavior Interventions

Nine studies supported the hypothesis that counseling interventions enhance self-concept which improves school behavior. The studies were found from the internet search engines consisting of Ebscohost, Eric, Webspirs, and Psychlit.

One treatment approach that worked quite well in a Georgia school consisted of a combination of behavioral and cognitive techniques including problem-solving strategies, alternative thinking, self-instruction, social skills training, modeling, and role playing (Larkin, 1999).

Another study used a creative thinking and writing analysis workshop as an alternative detention activity to silence and work interventions used for behavioral change in high school. The results by fellow teachers were that intervention was viewed as a predictable crisis (Matranga, 1998).

Three others studies indicated that spirituality or religious interventions increased self-esteem in preventing substance abuse (Saunders, 1999) (Bagley and Mallick, 1997) (Oh, 1999).

Cognitive behavior modification (CBM) has been used for the past 25 years to mitigate maladaptive behaviors through the use of covert self-statements. In this meta-analysis study, 23 studies were examined and 89% of the studies had treatment participants who experienced greater gains than their control counterparts (Robinson, Smith, Miller, Brownell, 1999).

Another interesting study used self-modeling as the positive change in behavior that resulted from viewing oneself on edited videotapes that depict only exemplary behavior. The students viewed the tapes on 6 occasions over a 2-week period. All students evidenced a substantial reduction in disruptive behavior (Bauer, Remen, Sapp, Johnson, 2000).

Also, a contingency contract served as another intervention. It was comprised of precision requests in which the child was positively reinforced with mystery motivators. The disruptive behavior averaged 20% instead of 41% during treatment (De-Martini, Bray, Kehle, 2000).

Religious participation could be used as an intervention. In proof of this statement, in 1997, self-esteem and religious

participation were studied in 410 public school and 494 Catholic school students in Canadian schools. Self-esteem was similar in both samples, but a higher level of self-esteem was associated with religious participation regardless of the denomination with which the student was affiliated. (Bagley, Christopher; Mallick, Kanka, 1997).

Besides changing behavior, finding new reference groups, and participating in religious activities, there is still another important intervention for improving self-esteem. Of course before any of the mentioned interventions can be achieved, modifying specific irrational beliefs is essential. In support of this, a double-blind study was performed on fifty 11th grade students with low to moderate self-esteem receiving 1 of 2 cognitive restructuring interventions. The experimental treatment addressed irrational beliefs (Demand for Approval and Anxious concern) found to be correlated with low self-esteem; the control treatment focused on irrational beliefs (Emotional irresponsibility and blame Proneness) not empirically related self-esteem. Each intervention produced changes on targeted irrationality measures. Furthermore, the self-esteem improvements within each treatment were consistently related to changes on the previously linked beliefs (Nielson, Horan, Keen, Cox, 1996).

Last but not least, the results from a study found that counseling elementary school pupils indirectly through their parents

had a significantly positive impact which hold implications for change in counselor training and intervention strategies (Hayes, Cunningham, Robinson, 1977).

CHAPTER 5

DISCUSSION AND RECOMMENDATIONS

From the findings, it appears that the hypothesis about unstable self-esteem and authoritarian teacher styles are strongly associated with disrespectful children with unstable self-esteem and that authoritarian teacher styles are strong factors associated with disrespectful students. Results showed that disrespectful children had low self-esteem even when they portrayed themselves as having high self-esteem. Many times, their low self-esteem came from low levels of serotonin in the brain or their own negative perceptions of what significant people thought of them. Overall, self-esteem behavior intervention programs did help the students.

As for the authoritarian style of teaching which involved punishment, yelling, humiliation, and threats – this style was not effective compared to the humanistic/informational style of teaching.

A teacher in one of the studies suggested that prevention of aggression starts with organization of the plans and room before the students even arrive on the first day of school. Also, teachers' nonverbal behaviors such as proximity (how physically close the teacher is to the student) was an effective behavior management tool. A final finding indicated that the gender, contact and

experience of the teacher had significant influence on the perception of disrespect. From my experience, I conclude that teachers get disrespectful students regardless of their gender, age or experience. A disrespectful student may be non-compliant to most people in authority; however, it appears that a teacher's motivational theory or teaching style has a great affect on whether that student will be disrespectful to them. In addition, if a student is having many disrespectful outbursts towards various people, it was suggested that self-esteem and behavior interventions should be implemented.

In conclusion, each behavioral problem needs do be dealt with in a different way, but self-esteem seems be at the root of all these problems. Therefore, since parents are the most influential people in the first five years of a child's life, it is important for them to develop healthy self-esteem by disciplining with "love" not punishment.

As expected from a developmental perspective, a study revealed that parenting practices which included punitive interactions were associated with elevated rates of all child disruptive behavior problems (Stormshak, Bierman, McMahon, Lengua, 2000).

The downfall to parenting is that we aren't taught how to parent except by our parents' example. This is why I feel that taking parenting courses should be required before high school graduation.

Besides the parental influence, my recommendation would be that teachers should change their style of teaching from authoritarian to an informational style. Also, teachers should be required to take several classroom management courses before licensure. Furthermore, myself, as well as many teachers in Brophy's studies were not required to take these courses.

Along with teachers, the school system needs to increase the amount of counselors. Presently, many counselors are responsible for the welfare and behavior management of hundreds of children. Therefore, how can effective self-esteem and behavior interventions be implemented if the ratio of children is too great for one counselor?

In addition, some areas that could be further studied might deal with the age, gender, and experience of the teacher, class size, subject being taught, and how inclusion and mainstreaming policies have affected disrespect in the classroom. Also, the information supporting the various abstract findings could be further studied.

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