

THE IMPACT OF NEGATIVE STUDENT BEHAVIOR ON SCHOOL CULTURE:
TEACHER PERCEPTIONS IN A SECONDARY CHARTER SCHOOL

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Danielle L. Ingram
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THE IMPACT OF NEGATIVE STUDENT BEHAVIOR ON SCHOOL CULTURE:
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by

Danielle L. Ingram

APPROVED:

Dr. James Steen, PhD
Committee Chair

Dr. Caroline Thouin, PhD
Committee Member

Dr. Porchane' White, PhD
Committee Member

Approved:

Dr. Kristie Cerling
Dean, College of Education and Behavioral Sciences

This dissertation follows the format and style of the *Publication Manual of the American Psychological Association*, Seventh Edition except where superseded by the directions from the Center for Research and Doctoral Studies at Houston Baptist University.

DEDICATION

My mother frequently quoted the following verse to me: “Trust in the Lord with all your heart and lean not on your own understanding; In all your ways acknowledge Him, and He shall direct your paths (Prov 3:5-6). I dedicate this study to the people that mean the world to me, my mother, my daughter, my brother, and my uncle.

Mom, I know you are smiling from above knowing that I am doing all in my power to keep my promise of being my best self. You strove to ensure that Isiah and I never went without, which instilled in me the fight to never give up. I value all the knowledge you poured into me and will be sure to pass that knowledge on to your granddaughter. I am who I am today because of the life you created for me, so thank you for being the finest example of a strong Black woman. As you walk alongside me daily, I will continue to make you proud. I love you forever.

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ABSTRACT

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The purpose of this case study was to explore the influence of negative student behavior on school culture from the teacher's perspective. Student's behaviors are impacted by their social settings, school environment, and teacher relationships. Teachers may mitigate negative consequences and implement positive changes by being aware of the influence that student behavior has on the school culture. This study utilized the interview method to focus on teachers' perceptions regarding negative student behavior that may adversely influence school culture both inside and outside of the school environment.

Purposive sampling was used to select 14 male and female teachers who taught Grades 6 through 12 in a charter in Houston, Texas. Data were collected using semi-structured interview questions that examined the school's culture, student behavior, and administrative support regarding negative student behavior. The responses of the interviews were analyzed once transcribed using an Otter app. Findings from this study contribute to how teachers can improve student behavior, their relationship with students, and school culture, particularly as it relates to the acceptability of dissent and disobedience as appropriate actions by some school-aged students.

KEYWORDS: school culture, education, negative behavior, negative, relationship building, teachers, students, administrators, discipline, impact, community, classroom management, charter schools, case study

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CHAPTER I

INTRODUCTION

Collaboration is crucial for building a positive school culture. The school community is made up of numerous stakeholders, and everyone has a role in creating a coherent culture. According to Lewis et al. (2016), A cohesive culture allows stakeholders to achieve their short- and long-term objectives more effectively and efficiently. When a school's culture is centered on reaching goals and concentrating on the success of all students, it creates room for positivity and trust among everyone. The kind of relationships created in schools can be influenced by the level of trust present. Although relationships between teachers and students are developed daily, a lack of them might lead to undesirable behaviors being displayed. Tiwari (2014) explain that the teacher has a significant impact on the educational process. Teachers encounter a variety of behavioral issues in multiple school settings. The term "behavior issue" describes a deviance from the schools' established policies and standards. When a school's culture is centered on achieving objectives and focusing on the success of all individuals, it allows space for positivity and trust between everyone.

The present research examined the impact of negative student behaviors on school culture in a secondary charter school in Houston, Texas. This study investigated the extent to which teachers perceived students' behavior, particularly negative behavior, and its influence on school culture. Teachers' perceptions of administrative support to combat negative student behaviors were also addressed. A school's culture is essential because it includes its customs, rituals, expectations, and core principles. For instance, Macready (2009) states that students and staff members are more likely to treat each other with respect if they share the same values, compassion, and goodwill. The culture is

inextricably linked to the relationships that exist between staff members as well as between teachers and students. It also includes all stakeholders' attitudes and involvement in the school and their alignment with the school's mission and vision. Stakeholders may define school culture in a variety of ways; however, for this study, school culture is defined as “the set of shared values, beliefs, and norms that influence the way students, educators, and administrators think, feel, and behave in the school setting” (Dogan, 2017, p. 253). School culture is a broad term encompassing multiple elements, and the perception of school culture may change from organization to organization. Rhodes, Stevens, and Hemmings et al. (2011) stated:

At the foundation of the school, culture lays the mission and vision for the school. Underlying the mission and vision statements are the values the school holds to determine what philosophies and standards the individuals will assimilate and incorporate into his or her everyday teaching and learning (p.83).

This dissertation used a case-study methodology to examine how a charter school's culture is impacted by negative student behavior. I employed open-ended interviews, so teachers could convey their perceptions of various limitations that may affect the school's culture.

This study's goals were to encourage adjustment to the school environment and stimulate healthy connections among the school community. All stakeholders must work together to create a positive school culture. By focusing on instilling action-based criteria to foster a constructive learning environment, principals can make these tasks manageable and fulfilling. Wagner (2016) states that positive school culture stimulates increased effort and efficiency, enhances collaboration, supports effective change and

improvement initiatives, increases student and teacher commitment and identification with the school, and increases staff and student passion and enthusiasm.

More tangible concerns covered by positive school culture included student physical security, mental safety, classroom order, public space control, and the degree to which a school promotes cultural, racial, and economic diversity. School culture also includes how teachers connect with their colleagues, parents, and, most importantly, students. Teachers and students must interact with one another daily. Building relationships is a fundamental element of ensuring the school culture is positive.

The cultural characteristics of a school's environment are unique to its organization, and every school has its own set of standards that regulate what is and is not acceptable behavior. Behavior issues may distract a school from meeting its mission and maintaining a positive campus culture. To tackle the discipline problem, teachers must recognize that schoolwide discipline and student support live within the larger domain of school culture. School culture permeates schoolwide discipline and student support systems because it incorporates the beliefs, values, norms, and shared practices that schools communicate. As Shell (2010) suggested, “through an awareness of the impact that student behavior has on the school culture, school administrators can alter the damaging effects that stem from negative student behaviors and implement positive change” (p. 1).

Background of Study

The educational environment has evolved. Scholars, philosophers, historians, sociologists, and educators have attempted to link students' behavior to cultural characteristics since the earliest times. Many researchers believe that the school

significantly impacts students' behavior, whereas others believe that the students' external environment influences their behavior. Bullying, truancy, disrespect, tardiness, and overall classroom interruption have historically been the most common challenges teachers face daily. Researchers find that negative student behavior may also hurt the school. Miller (2017) states trying to eliminate disruptive behavior in students often requires schools to devote time and resources that may be employed elsewhere. This compromises the educational goal of the majority of schools, which is typically to offer a secure, productive learning environment for all students. Misbehavior has the potential to negatively impact not only the classroom environment but also the overall school experience.

This study sought to ascertain the influence of teachers' perceptions of student behaviors on the culture of a secondary charter school in an urban neighborhood of Houston, Texas. Additionally, the study's goal was to better understand student behavior's influence and the disciplinary procedures employed to combat it in school culture. The research provided teachers with a better understanding of how student conduct affects school culture. Understanding students' behaviors can allow teachers to establish a closer relationship with students, which can lead to better school culture. All stakeholders must have the necessary aids to effectively support their students with behavior issues. Teachers may require additional support to guide students. Parents/guardians may require information on how to work with school staff to address their child's behavior challenges in the school setting, guide students, and discover the best ways to support teachers, leaders, and the school community. Helping children with behavior challenges strengthens the importance of stakeholders' relationships in supporting these students.

Charter schools are independently run public schools granted greater flexibility in their operations in return for greater accountability for performance. Henig (2010) explained how the charter school movement was recognized in national education policy as a movement with a premise of deregulation and increased educational achievement for those students most poorly served by the traditional public and private schools. A large charter school served as the study location. Approximately 1,000 students in grades sixth through twelfth are served at the school. Most of the students at the school are from low-income households with a family income of less than 25,000 dollars. Reflecting the surrounding community, African American and Hispanic students make up most of the student body at the school; specifically, 48.9% African American and 50.1% Hispanic. The remaining student body comprises 0% Caucasian and 1% other (including Asian) with a male to female ratio of 50.5% to 49.5%. The school staff consists of 45 classroom teachers, one director, 14 special area and support teachers that provide instruction outside the general classroom setting, two paraprofessionals, one security officer, and one school-certified medical assistant.

Statement of the Problem

While much literature indicates specific ways in which school culture plays a huge role in student misbehaviors and how schools can be proactive or manage that behavior, on the contrary, it is not known how these behaviors may impact the school's culture. The problem addressed through this study was how and why negative student behavior affects the school's culture. According to research, schools with a negative culture tend to see an increase in low student achievement, a high number of discipline referrals, a lack of connection, and positive relationships. Dodge (2011) explained:

It is a harsh truth that growing numbers of children in the United States exhibit disruptive, or externalizing behavior (also referred to as antisocial, challenging, defiant, non-compliant, aggressive, and acting-out behavior) beyond the occasional minor incidents typical of most children during the normal course of their development (p. 1).

Many schools employ strategies that attempt to serve students proactively to reform education and assist every student to succeed. Instead of focusing on the consequences of unacceptable behavior, these strategies typically identify antecedents. However, how administrators manage, lead, and work with students' misbehaviors is unknown. School leaders may need to consider what support they need to assist students with behavior issues and educate the school community on the support needed to help these students succeed.

When it comes to discipline on their campus, school administrators should be able to employ non-negotiables, which can dramatically change the culture of a campus and school community. "Expectations for behavior and consequences for misbehavior should be clearly defined, easily understood, and well-publicized to faculty, staff, students, and parents. Parents/guardians must be partners in reinforcing positive behaviors at school" (Professional Educators of Tennessee, 2018, p. 1). To fully understand this process, data on teachers' perceptions of what works and what does not in their schools is needed, as they strive to facilitate positive outcomes that lead to behavior success and positive school culture. Teachers have a variety of interactions with students daily, and some have more frequent encounters with negative student behaviors than others. Through a heightened understanding of the influence that student behavior has on the school culture,

school leaders can begin to ensure that policies and procedures are set to encourage behaviors that are favorable to teaching and learning.

There are few qualitative research studies on charter schoolteachers' perspectives on how disciplinary issues affect school culture at the secondary school level. Existing research on disciplinary procedures in charter and public schools focuses on zero-tolerance policies for students and discriminatory practices. There was also a need to investigate and learn more about how implementing various punishment methods affects campus culture and how problem behaviors, both in and out of the classroom, can be diminished. Hemmings, Stevens, and Rhodes (2011) explained that “many charter schools around the United States are seeking to solve the issue of improving campus culture while also reducing the number of disciplinary issues inside their schools” (p. 86). This study aims to add to the corpus of charter school literature and reduce problem behaviors that negatively impact campus culture in and out of the classroom. Charter school administrators can use the findings of this study to decide how they may utilize their authority to improve teacher training in classroom management, as well as other research, supports that may be used in place of those that do not seem to be working.

Purpose of the Study

This study aims to raise awareness of the teacher's perspective on negative student behavior and how it influences school culture. School leaders can use the findings from this study to formulate strategies to build positive school culture. The staff members' experiences inside the school influence how they perceive student behavior, directly affecting teachers' perception of school culture and student conduct. Teachers and students interact most of the time during a school day, and these collaborations constitute

the foundation for understanding school culture, detecting behaviors associated with culture development, and effecting change. The research employs an interview method to answer specific questions that will describe the realities of the environment as well as the experiences of teachers. A sample of teachers will be chosen to participate in the survey, and their positions, ages, and genders will differ. To engage in this study, teachers will be expected to teach and interact with students daily. As a result, only teachers who instruct students in a classroom setting or deliver instruction outside of the traditional classroom context (e.g., special education teachers, pull-out teachers, and interventionists) participated in the study. This study's results were based on a single charter school. To ensure that the results remain meaningful, a desirable number of eligible instructors were chosen to participate in the study.

Research Questions

Three research questions guided this case study:

RQ1: According to teachers, what influence does student behavior have on school culture?

RQ2: What are teachers' perceptions of the school culture?

RQ3: How do administrative support systems affect teachers' perceptions of school culture?

Significance of the Study

Students bring a variety of pressures to school, including social challenges, emotional crises, and physical ailments; all of these obstruct the educational process and the achievement of school objectives. Discipline in school reduces violations, ensures that students respect their teachers, peers, and themselves, and guarantees that the

school's culture is not jeopardized because of broken relationships and a chaotic environment. Mumthas et al. (2014) explained that:

Discipline denotes decent and decorous conduct that contributes to harmony, respect for authority, love for orderliness, eagerness to discharge duties with regularity and efficiency, and an exalted sense of responsibility that develops a sense of social conscience. Seen in this way, discipline is important in the school system (p. 301).

For students to be productive members of society, more than just academics is essential. As a result, teachers must consider the school's function and the role of the home and community. Students' success in life and school is dependent on teachers, social workers, school counselors, support personnel, the central office, parents, and community partners. Researching the impact of student behavior on school culture may affect the educational process. The results of this study may contribute to a body of information about school culture, particularly as it relates to the acceptability of dissent and disobedience as appropriate actions by some school-aged students. Similarly, identifying the behavioral variables that impact school culture may broaden the knowledge base and provide teachers with important information. Understanding the importance of student behavior in affecting the school's culture may result in fewer disciplinary measures, which can lead to good changes in that social atmosphere.

Definition of Terms

The following definitions are key terms used throughout this study.

Behavior Expectations. Procedures and rules that are taught to students to encourage positive behaviors and prevent problem behaviors (Hathaway, 2015).

Charter School. An independently run public school granted greater flexibility in its operations in return for greater accountability for performance (Golann & Lewis, 2016).

Classroom Management. Clear communication of behavioral and academic expectations and a classroom environment conducive to learning (Sieberer-Nagler, 2016).

Negative Behavior. “An activity that causes distress for teachers interrupts the learning process and that leads teachers to make continual comments to the student” (Arbuckle & Little, 2004, p. 60).

Positive Behavior Intervention and Supports. (PBIS) is an evidence-based three-tiered framework to improve and integrate all the daily data, systems, and practices affecting student outcomes. PBIS creates schools where all students succeed (Center on PBIS, 2021).

Restorative Practices. “Social science studies how to build social capital and achieve social discipline through participatory learning and decision making” (Zehr, 2015, p.1).

School Culture. “The set of shared values, beliefs, and norms that influences the way educators and administrators think, feel, and behave in the school setting” (Dogan, 2017, p. 257).

Secondary School. “Technically speaking, and by definition, middle school (grades 6-8), and high school (grades 9-12) can be considered part of secondary school because they are offered after elementary school” (Nair, 2021).

Theoretical Framework

The theoretical framework for this study was the Behavioral Learning Theory (Behaviorism) of John B. Watson (1931). Many behavioral principles, including Burrhus Frederic Skinner's Radical Behaviorism, are covered by this theory. The foundation for this study was laid by behaviorism and its philosophies, which were examined to illustrate why this research is crucial to advancing the educational field.

Behavioral Learning Theory (Behaviorism)

Watson's Behavioral Learning Theory (1931), also known as behaviorism, was developed in the 19th century as a response to subjective psychology. Watson disapproved of analytical techniques because they were arbitrary and unmeasurable. They sought to concentrate on measurable, visible actions and behaviors. Comprehending behaviorism requires knowledge of the stimulus-response hierarchy. After a stimulus is presented, a response takes place. According to behavioral learning theory, even negative behavior can be reduced to a stimulus-response pattern. The behavioral learning theory is essential for understanding how to inspire and support students in the classroom. Responding to the appropriate stimulus causes information to be transferred from teachers to students. From a behaviorist perspective, learning is defined entirely by this change in the subject's observable behavior. Figure 1 details behaviorism, which begins with equating learning with behaviors that can be observed and measured. Next, reinforcement is key to successful transfer through behavioristic learning. Strong emphasis on the stimulus, the response, and the relationship between them.



Figure 1. Behaviorism in a classroom setting. Danley, James, Mims, & Simms, (2016) Behaviorism and its relation to instructional design.

https://faculty.mercer.edu/codone_s/tco363/2014/behaviorism.pdf

Repetition and rewarding behavior are the cornerstones of the behavioral learning theory. Teachers typically try to find the right balance between repeating the incident and offering support and praise to show students how they may stay focused on an activity. Behavioral learning requires motivation. Both incentives and punishments have the potential to encourage students. Teachers instruct students in behaviorism in schools to educate them on how to behave and react to various situations. Repeating this and often reminding students of the appropriate behavior that a teacher expects is what must be done (Bolhuis & Voeten, 2001).

Radical Behaviorism

Skinner's (1967) Radical Behaviorism maintained thoughts and actions as an essential variable in understanding how the mind functions while accepting the existence and importance of unnoticed behavior. Radical Behaviorism includes thoughts and actions with behaviors (Brau et al., 2018). According to Watson (1931) behaviorism claimed that all behaviors are taught through environmental stimuli. In contrast to Watson (1931), Skinner (1967) claimed that internal factors like thoughts and emotions should be considered while examining behavior. Radical behaviorism combines thoughts, feelings, and behaviors. Skinner contended that internal processes, such as observable behavior, can be controlled by environmental variables and thus be analyzed

scientifically. Applying the principles of radical behaviorism is known as applied behavior analysis (Brau et al., 2018).

Operant Conditioning

In 1967, Skinner discussed the concepts of operant conditioning and how they relate to human behavior. The link between reinforcement and punishment is the central idea of this concept. Skinner elaborated on this idea by categorizing positive and negative reinforcement into five distinct categories as illustrated in Figure 2. Positive reinforcement is adding a positive stimulus to encourage the behavior. Escape is removing a negative stimulus to encourage the behavior. Active avoidance is preventing a negative stimulus to encourage the behavior. Positive punishment is adding a negative stimulus to discourage the behavior. Negative punishment is removing a positive stimulus to discourage behavior. Skinner believed that reinforcement encourages behavior while punishment discourages behavior. Those who use operant conditioning use reinforcement and punishment to modify the subject's behavior (Brau et al., 2018).

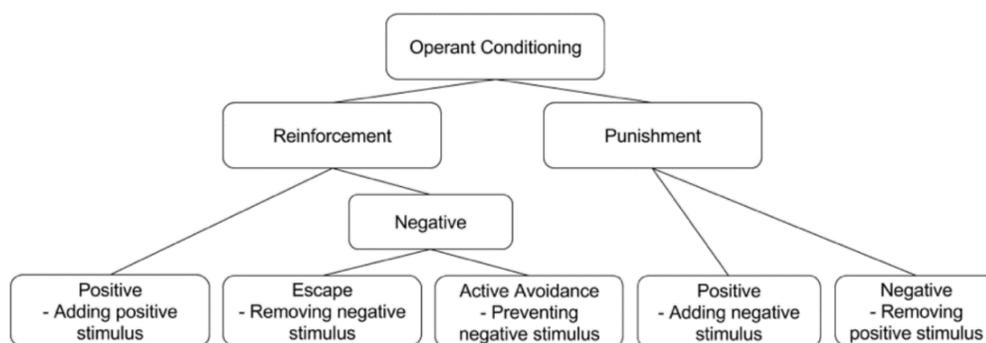


Figure 2. An overview of the five categories of operant conditioning. Brau, B., Fox, N., & Robinson, E. (2018). Behaviorism. In R. Kimmons, *The Students' Guide to Learning Design and Research*. EdTech Books. Retrieved from <https://edtechbooks.org/studentguide/behaviorism>

Limitations

The limitations of this study include several areas. The sample size used in this study is limited due to the population of eligible teachers able to participate in the study. Responses to interview questions may be biased because of teachers' roles within the school. Interview responses might be restricted due to the researchers' relationship with the teachers. Finally, the researcher was a teacher at the site of the study.

Delimitations

Delimitations of this study include three characteristics. Teachers had to be classroom teachers. They had to have been a teacher of record at least two years prior to the study. Finally, the teachers must have been teachers at the charter school location being studied.

Assumptions

Assumptions of this study include several aspects. The researcher's interview questions used in the study were reliable and nonbiased. The teachers comprehended the questions and responded independently and truthfully. Lastly, the teachers were given appropriate behavioral approaches to meet the requirements of the students' actions.

Organization of the Study

This chapter explored the influence that student behavior had on the culture of a school. It began with background information, a problem statement, and the purpose of the research. Following the theoretical framework and research questions, definitions of key terms were presented before discussing the nature and significance of the study. The chapter ended with a summary of the key elements. By having clear expectations of the

school culture, teachers can establish alternate approaches for dealing with students who display behaviors that negatively influence the school culture.

This study will be organized into five detailed chapters. Chapter 1 includes an introduction, background of the study, statement of the problem, the purpose of the study, the significance of the study, definitions of terms, theoretical framework, research questions, limitations, delimitations, and assumptions for the study. In Chapter 2, the researcher will present a literature review. In Chapter 3, the researcher will detail the methodology employed in this study, including the purpose, demographic statistics, instrumentation, data collection, and data analysis. The study's findings will be presented in Chapter 4. In Chapter 5, the researcher will include discussions, implications, recommendations for future research, and conclusions.

CHAPTER II

REVIEW OF LITERATURE

Introduction

An attempt to determine how students' behavior impacts school culture should naturally begin with in-depth research on the issue of individuals' behaviors and their influences on culture. If society aids in shaping human behaviors, then school, as one of the critical social settings for school-aged children, may be reasonably considered to have a significant impact on the conduct of school-age people.

The subject of human behavior and discipline in culture has a considerable amount of literature. This review aims to look at the history of current theory and research that supports student actions and consequences and their impact on school culture to assist future research that looks at both good and negative impacts. The literature review provides a historical background and theoretical framework to add context to the purpose of this study and justify the need for further research. The literature review also summarized the literature relevant to the study titled *The Impact of Negative Student Behavior on School Culture: Teacher Perceptions in a Secondary Charter School*.

Historical Context of Human Behavior and Culture

Erik Erickson's (1950) works are similar to other theorists, and he researched how society and culture influenced human development. Erickson defined eight phases of human development and discovered that how a person reacted to crises at each phase determined how far that person progressed. According to Erickson, a child needed to effectively adjust to each phase of development to advance to the next; conversely, how the child reacted to conflict within each stage was linked to the values of the parents and

community. George Kelly (1955), a social cognitivist, contended that human beings developed personal constructs or a worldview through their experiences. According to Kelly, all individuals interpret reality through those constructs. Each person had a different social construct and, consequently, experienced things in different ways. A positive construct engendered positive experiences and vice versa (Story, 2010).

Individuals' world views and, as a result, their behavior are formed by their experiences within their culture. Story (2010) explains that behavioral psychologist B. F. Skinner (1967), another behaviorist who followed in the footsteps of Pavlov and his famous experiments, studied the effects of outside influences, specifically positive and negative reinforcements, on the behaviors of individuals (p. 28). The field of social psychology uses empirical data to study behaviors. It is informed by several perspectives, three of which have some relevance to this study. The social cognitive approach examines an individual's thinking process of experienced social behavior. Advocates of this viewpoint argue that all humans monitor and assess the conduct of others in their social contexts, both consciously and subconsciously, and then adapt what they have observed to their present belief system or alter that belief system to adjust to new knowledge. Social cognitivists note the dimension of social learning linked to moral behavior in that they distinguish between the individual's ability and inclination to behave according to moral codes (Bandura, 1977; Story, 2010).

Furthermore, like the social-cognitive approach, the social learning perspective emphasizes that toddlers learn behavior by seeing and emulating the conduct of others in a social situation. Story (2010) emphasized again that the experiences unique to any child within the structure of culture, whether family, school, or community, frame that child's

learning. Finally, the socio-cultural perspective holds that all behaviors are shaped by prior learning experiences and social or cultural context. Social norms and culture have a significant impact on how children learn to behave since most learning occurs in a social setting.

School Culture

School culture, a mysterious but influential concept, has been studied in education science and schooling for a long time. School culture has been widely debated for many years, and various definitions have emerged. Several studies highlight the importance of school culture and the importance that culture plays on how stakeholders envision a school. Hargreaves (2012) explained that sociologists recognized the importance of school culture as early as the 1930s. Still, it was not until the late 1970s that educational researchers began to draw direct links between the quality of a school's culture and its educational outcomes.

As visitors walk into a school, they can sense the culture through interactions with the faculty, what they see on the walls, and how students treat one another. It is critical to thoroughly understand how culture is defined and its function in a school. Liderlik (2019) explained how the word culture is derived from the Latin word *colere*, which means cultivating, growing, or tending. Culture is the way an organization thinks and acts. According to Grunert and Whitaker (2015) culture is also defined as the framework that a group can use to solve problems (p. 57). Despite the lack of a clear definition in the field of education, school culture is defined as a style of living organizations that differentiates between societies and between organizations. As Atasoy (2020) stated, “deep patterns of

values, beliefs, and traditions that have been formed throughout of [the school's] history” (p. 258).

The educational community's focus is the school culture and is centered on school improvement. School improvement is primarily assessed by student achievement and is driven by quality school leadership through the notion of change. Teachers determine the limits for student acquisition of knowledge and skills and the criteria for student behavior. Story (2010) stated, “a brief review of the history of the cultural elements that dictate educational policy is useful to understand the forces at work in the formulation and sustainment of the culture of schools” (p. 41). All stakeholders are held accountable for creating the culture of the school. Everyone is different and comes from a diverse background, making culture a unique concept, and there are many pieces to create culture. Prokopchuk (2016) expressed that people within the schools have beliefs, traditions, attitudes, and relationships that shape the culture.

With the creation of healthy school culture, a spirit may be fostered that will boost teacher performance in carrying out their duties and improve the school's quality. School culture is a factor that influences the improvement of teacher effectiveness and may even influence the degree of education. Goldring and Knox (2002) suggested three different levels of school culture. The first is what can be seen, such as the administration and structure of the school's day-to-day operations. The second consists of principles and basic ideas that enable students to attain ambitious goals in school management. The final level is staff communicating regarding school life.

Behavior in Schools

Student actions may be influenced by their experiences. However, to comprehend students' behaviors, teachers must analyze the elements that influence them. According to Morgan (2006), “frequent reprimands, low expectations, and infrequent praise characterize the daily school experiences of many students who display problem behaviors” (p. 176). Students that engage in problem behaviors may have a school day that is different from that of their conventional peers. Many studies have been completed to mitigate students’ behaviors and understand why students commit negative behaviors daily. Research shows that school-aged children have more negative behaviors, which is a continuing topic of study. Although these behaviors may not be typical, studies show that “worries and risky behaviors are becoming more prominent in adolescence” (Arbel et al., 2018, p. 900).

Adolescent Behavior

Adolescence relates to explosive emotions and boundary-testing behavior as children discover and develop their own identities, learn to negotiate peer interactions, and move to independence. Blakemore and Robbins (2012) state that early adolescence is a critical development period because it is a time when diverse problems begin to emerge and because problems appearing in this stage often have more negative long-term consequences than problems that develop later.

Student Behaviors in the Classroom

According to research, various variables might contribute to negative student behavior. The classroom should have a learning-centered atmosphere free of disruptive conduct for instructors and students.

Student misbehaviors such as disruptive talking, chronic avoidance of work, clowning, interfering with teaching activities, harassing classmates, verbal insults, rudeness to teacher, defiance, and hostility, ranging from infrequent to frequent, mild to severe, is an issue in the everyday classroom. Teachers usually reported that these disturbing behaviors in the school are intolerable and stress-provoking, and they had to spend a great deal of time and energy managing the classroom. (Sheik & Sun, 2011, p. 1)

Teacher Expectations and Student Behavior

An increasing number of studies demonstrate that a teacher's expectations for a particular student can considerably impact the student's performance. There are good reasons to assume that teachers' beliefs and expectations can influence student success—an idea that parents have embraced, students, teachers, and policymakers. Students are likely influenced by what their teachers anticipate (Gershenson & Papageorge, 2020). Teacher expectations might be based on student attributes such as color, ethnicity, family financial level, as well as indicators of prior success.

Teachers can maintain a healthy classroom environment by adopting methods that do not jeopardize their connection with students or damage the student's feeling of accomplishment, caring, and autonomy (Berkowitz et al., 2008). Teachers must reduce extraneous restrictions and tailor expectations to the students' developmental levels in their classroom. This research examined the kind of classroom atmosphere needed to allow students to satisfy the teacher's expectations and succeed.

Teacher Dissatisfaction and Turnover due to Student Behavior

Unfortunately, negative student behavior can force teachers into a challenging position. Teachers may feel unsupported or simply burned out due to handling students committing negative actions daily. This, in turn, may cause a teacher to seek jobs elsewhere, leaving schools to find replacements quickly. Balow (2021) suggested that a significant challenge in schools today is for all children to receive a quality education from highly qualified teachers. However, since a growing number of teachers are leaving the classroom in search of alternative career options or abandoning the field completely, education experts and district executives have become more and more concerned about the problem of a teacher shortage in the country's K–12 schools.

Teacher dissatisfaction and turnover are significant since they influence individual teachers' careers and the whole school community. Teacher dissatisfaction and turnover can undermine cohesion and diminish the pool of teachers with extensive experience and relevant qualifications. Thus, both dissatisfaction and turnover are associated with more negative student outcomes, including lower test scores and attendance rates and increased disciplinary problems (Beattie et al., 2011).

Schools, as organizations, rely heavily on a genuine sense of community among families, teachers, and students to function well. Ballow (2021) stated the second most important kind of support is defined as environmental support as exhibited when administrators effectively address negative student behavior and safety issues. Administrative support may greatly influence how teachers feel about staying in an organization. Lack of support may cause a teacher to quickly feel burned out and lack of inclusion in the organization. When teachers are struggling with student behavior, an

administrator's job, among other things, is to provide the support the teacher needs. Teachers may better interact with students and help them learn the socializing capabilities they need to succeed today by implementing a thorough knowledge of all children. If students can to address difficulties efficiently, the school culture and teachers' perceptions of that culture will improve.

Behavior Support and Management

Professional Development and Support

Preparing teachers to understand and manage negative student behavior is important because it ensures that teachers are equipped with the tools necessary to navigate situations when they arise. The underlying issue is often overlooked when a focus is placed on how teachers communicate their authority or on how behavior control is something that should be avoided.

Disproportionate suspensions of students of color are less common in schools that give greater support to children. Students who get specialized academic or social-emotional learning training, for example, are more likely to thrive academically. Furthermore, teachers with access to tools for dealing with classroom discipline issues had lower out-of-school suspension rates. If classroom behavior management is an essential skill-set that teachers should have, it could be expected that a body of educational research would exist that reveals how teachers are best prepared in this area (O'Neil & Stephenson, 2011). These services include additional professional development, coaching, and chances to seek support or counsel as needed. Understanding the social behaviors teachers believe that are critical for school success can contribute to the development of effective behavioral supports and assist teachers in better preparing

students for successful school transitions across the K-12 grade span (Lane et al., 2010). Although teachers are taught how to assess academic challenges, teachers are not equipped to assess systematic challenging behavior in their students. Instead, they may intervene by reacting to the behavior without knowing the cause or reasons for the behavior (Young et al., 2018, p. 417).

Teacher-Student Relationships

Building positive relationships inside and outside the classroom is an essential concept in education. Berkowitz et al. (2008) suggested that teachers must follow specific goals and act toward accomplishing them to create strong connections with students. Creating a supportive adult-child connection is the first step in improving the classroom school's culture. This engagement encourages the student to be concerned about other people's well-being. Regular academic learning circumstances and suitable sociability interactions help to create positive connections.

When building a relationship with children, teachers must recognize that comprehension of ethics takes time to establish but is a critical component in determining what is right and wrong. Students will understand right from wrong as they mature, but it will take time to learn about justice, kindness, and the rationale for the norms and procedures governing social interaction. Teachers will be able to integrate teaching behavioral expectations into the students' daily lives due to the students' increased grasp of the moral principles that govern proper socializing practices. Berkowitz et al. (2008) explained, "these skills incorporate pro-social values, which includes fairness, helpfulness, responsibility and considerateness" (p. 117). Teachers will be able to display empathy for others through student-teacher interaction. Students must have experiences

that demand empathy to comprehend and accomplish it. This is important in fostering caring students because it lays the groundwork for the following component, which is understanding others. Teachers will develop a community of compassionate individuals if they make a determined effort to help students comprehend and sympathize with others.

Classroom Management

After creating an environment that includes approaches that build a caring community and develop a relationship with students, teachers must grasp classroom management skills. When students adhere to adult authority, they believe they are being managed. Berkowitz et al. (2008) explained that management, on the other hand, is a collection of threads woven together to produce a progressive learning environment that includes tactics for building a caring community and maintaining control.

According to research, classroom management systems help regulate student behavior. Students can focus on learning because teachers maintain an ordered learning environment, improve academic abilities and competencies, and promote social and emotional growth. Research suggests teachers have long been concerned about managing student conduct because misbehavior disrupts a healthy learning environment. Teachers' classroom management skills are considered one of the essential elements that teachers should have to create an effective education and training environment.

Effective teachers are viewed as experts in classroom management. Classroom management is the placement of course materials, determining the courses' duration, defining the class rules, ensuring student participation, obeying the rules, and preparing academic activities (Bozkus, 2019, p. 433). Classroom management includes “noninstructional personal interactions” that happen within the classroom environment

(p. 98). Therefore, relationships can be formed where a teacher respects students and manages the classroom effectively. Daniels (as cited in Tournaki et al., 2009) suggested that “including instructional groups (as well as materials and supplies), managing student behavior, and organizing physical space” all function as crucial factors in classroom management (p. 98). Bozkus (2019) further explained the concept.

Classroom management requires attention to ongoing events and behavioral problems in the classroom and how teachers behave and organize these teaching practices. Effective classroom management enables all students in the classroom to benefit from the teaching environment at the highest level, increase their class participation and prevent potential problem behaviors. Studies revealed that student achievement increases in an effectively managed classroom. (p. 433)

Lindroos (2012) clarified how classroom management plays a pivotal role in teacher and student success. Understanding that classroom management is the highest concern for teachers, the researchers assessed the past research on classroom management to relate it to real-life situations teachers currently experience. From their accumulated research results, Oliver and Reschly (2007) suggested teachers with effective classroom management, use time as effectively as possible, implement group strategies with high levels of involvement and low levels of misbehavior, choose lesson formats and academic tasks conducive to high student engagement, clearly communicate clearly rules of participation, and prevent problems by implementing a system at the beginning of the school year.

Classroom management differs from behavior management, even though the two terms are frequently used interchangeably. Behavior management includes defining clear school-wide expectations for student behavior in and out of the classroom and providing comprehensive support to students who exhibit troublesome behavior. Classroom management is vital for creating an environment that minimizes disruptions, maximizes instruction time, and encourages students to engage in learning. Research indicates that effective classroom management contributes to positive learning outcomes. However, according to the Centre for Education Statistics (2021), one of the most difficult components of teaching is managing a complicated classroom.

Background and Development of School Discipline

Through extensive prevention, focused intervention, and the development of self-discipline, school discipline addresses the needs of the entire school, classroom, and individual student. School systems establish rules, and students who break them are subject to punishment.

Historic View of Adolescent Behavior and Discipline

Schools below the secondary level were reluctant to acquire a professional environment during the nineteenth century. Earlier this century, corporal punishment was commonly utilized, such as making pupils stand in a corner, tapping on heads and hands with branches, and even having students stand by the chair for hours until the instructor deemed fit for them to sit. Many educators today believe that the deterioration of school discipline is recent. However, school discipline has always been a problem. Travers (1980) explained that the good old days were never halcyon days; historically, educators have worked to keep the balance of power in favor of the teacher. Travers (1980) further

expressed that the twentieth-century educational reformers launched the so-called "child study movement," which meant in the early years of this century that children were observed closely with their stages of growth quantitatively established (p. 194). Travers (1980) explained that to promote students' social, moral, and intellectual development, teachers increasingly pushed them to participate more actively in class. Smith and Hains (2012) indicated that discipline in education is rooted in a theoretical framework associated with the social, behavioral, and cognitive sciences (p. 120). Finally, Bandura (1977) stated that social learning theory explains behavior as an interaction of environmental, behavioral, and cognitive effects.

Teachers have been reporting behavior problems in the classroom since the public-school system's inception. Allman and Slate (2011) suggested School sanctions such as verbal reprimands, corporeal punishment, after-school detention, in-school suspension, out-of-school suspension, and penalties have been used to address these undesirable behaviors displayed by students. Preventing misbehavior from the start may make a significant difference in how well teachers manage behavior in the classroom. Lane et al. (2010). Many schools have changed their approach to addressing students' behavior in recent years from being reactive to being more proactive.

Discipline in Schools

Dewey (2016) stated educational systems in modern society identified and promoted broad goals for discipline systems. A determination was made that discipline systems should facilitate schools that are safe, orderly, and foster civility. According to education theorists, discipline systems should impart fundamental values like respect and collaboration. Misconduct is discouraged through positive discipline. However, discipline

instills in students a sense of responsibility and expectation. It teaches students that there is a link between their actions and the sensible and logical consequences that follow.

According to Noltemeyer et al. (2015), in order to keep students and staff safe so students can learn and teachers can teach, school administrators may and should utilize suspensions. To ensure that children understand and obey school rules and procedures, the mildest kinds of school discipline are used. Students have been removed from their classrooms or the campus under the most severe kinds of discipline utilized in schools. Noltemeyer et al. (2015) explained that when a student is excluded from school, school officials commonly fall prey to the misconception that the suspension will prompt the student to reflect on the situation that led to the suspension, thereby preventing a subsequent suspension. Schools establish rules and regulations that apply to all students; nevertheless, the issue for school administrators and educators is how the codes of behavior are applied to different student groups such as African American students. If the underlying theories of school discipline, especially social learning theory and behaviorism, are correct, school punishment processes should be applied consistently, predictably, and most importantly, fairly to all children.

Disproportionate Discipline

Research showed that disproportionate discipline, as well as high suspension and expulsion rates for students of color, are a well-known, long-term, and continuing problem in American schools (Bland & Mitchell, 2018; Lewis et al., 2010; Morris & Perry, 2017; Skiba et al., 2012). The overrepresentation of African American students in suspension data is a national problem and a disturbing issue for schools across the United States (Bland & Mitchell, 2018; Loveless, 2017; Stetson & Collins, 2010). Disciplinary

exclusions of students have gained national media attention dating back for a decade, but despite the attention and efforts to improve the effectiveness of exclusionary discipline practices remain unclear (Carr, 2010; Rafa, 2018; Schwartz, 2011). Perry and Morris (2014) suggested that disciplinary exclusion of students interrupts educational progress and may result in disruptive behaviors that cause school staff to label the students as delinquents. This hypothesized that the negative effects of exclusionary practices may have a broader variety of impacts than are currently recognized.

Laws and Policies Regarding School Discipline in Texas

Many rules and regulations have been enacted throughout the years to establish the proper approach for schools to manage discipline. Each state has a set of policies that regulate the operation of a school's disciplinary system. Regardless of their nature, schools must adhere to a set of guidelines, although some have the power to create subrules.

Verhoeven et al. (2019) explained that some school districts and charters have procedures in place for students with persistent behavioral difficulties. A team of specialists, typically consisting of a behavior specialist, administrator, specified teacher, and parent develops behavior strategies for these students. The behavior plan aims to ensure that every student has a thriving school culture and a secure and supportive learning environment, which can lead to healthy identity development and a sense of belonging.

A teacher or administrator may remove a student from class and temporarily place him or her in another set if the student engages in inappropriate classroom behavior or conduct that is prohibited by the school's code of conduct, as long as this is done in

accordance with the rules and applicable local, state, and federal laws. Verhoeven (2019) explained that if students seriously disrupt the learning process or interfere with the teacher's management of the classroom, administrators have the authority to have them removed from the classroom.

School Discipline

School discipline meets the requirements of schoolwide, classroom, and individual students' needs through comprehensive prevention, specific intervention, and self-promotion. In recent decades, K–12 school discipline policies and practices have garnered increasing attention among researchers, policymakers, and educators. “Disproportionalities in school discipline raise serious questions about educational equity” (Little & Welsh, 2018, p. 752). Discipline among students is an essential aspect of the school and learning environment. For many, disproportionate identification of minority students in school discipline may be challenging. Denice et al. (2015) suggested, “though many debates rage about how well public schools in the United States serve students from increasingly diverse backgrounds, one debate gaining particular steam revolves around exclusionary discipline practices” (p. 1).

Charter School Discipline

Charter schools have become popular in more recent years around the United States. Charter schools are public schools funded by the government, but their governance structure differs from that of traditional public schools in that they are established under a charter run by parents, educators, community groups, or private organizations to encourage school autonomy and innovation (Berends, 2015). Because of this, charter schools have the autonomy to create and use disciplinary actions as they

please. Some charters struggle with the balance between culturally competent discipline and placing student success at the forefront when disciplinary measures must be used.

“Public charter schools, like traditional public schools, are marked by a cultural, socioeconomic, and demographic mismatch between those who are in charge of discipline and the student body” (Kulkarni, 2017, p. 153).

In lieu of increased public and scholarly interest in these two concerns, there has been little investigation into the function of charter school disciplinary methods and their impacts on charter school children. As many public-school systems have turned to exclusionary school discipline practices over the past two decades, they have also increasingly adopted charter schools as alternatives to traditional public schools. The United States Department of Education favors the charter school model under Arne Duncan (Wolf, 2016). Charter school law exempts charters from many municipal and state regulations that apply to regular public schools. Wolf (2016) explained that this independence is intended to result in independence for charter schools, enabling them to test out various educational ideas. This freedom also applies to the disciplinary procedures used by charter schools, which are only subject to minimal control and supervision. According to Kulkarni (2017), the main objective of discipline in many urban schools in the United States, including public charter schools that are blended institutions with private as well as public support, is maintaining order, safety, and consistency in their daily operations. Establishing school discipline is seen as an essential factor of instilling socially appropriate behaviors and beliefs in students.

Disparities in Charter School Discipline

Regarding school discipline, charter schools throughout the country have recently received unfavorable reviews. Many practitioners claimed that charter schools adopt a no-excuses policy and a behavioral approach akin to the title. Students who espouse the no-excuse policy are usually expected to wear uniforms, sit upright with hands folded on the table, and gaze fixed on the teacher. During breaks, they walk silently in single-file lines through the halls. Students who meet these high standards are rewarded with privileges, while those who do not are penalized with demerits, detentions, and suspensions. Debs and Golann and Torres (2018) explained, “in the past decade, the no-excuses charter model has proliferated around the country through prominent charter networks, including KIPP, Uncommon Schools, Success Academy, YES Prep, and Achievement First, all of which combine a college-prep curriculum with strict discipline and a longer school day” (p. 625). Because many charters adhere to this rigorous punitive paradigm, statistics often indicate that students receive harsher consequences such as out-of-school suspension and expulsions more than those in a regular school system. Hodson et al. (2016) explained:

Charter schools’ high suspension rates and large disparities by race and disability raise concerns about possible civil rights violations and display prior reports that have examined Black suspension rates across all the nation’s school districts have raised concern that schools with a higher percentage of Black students may be more likely to adopt harsh disciplinary policies and practices. While a full-scale study of the relationship between enrollment levels and suspension rates was beyond

the scope of this analysis, this report raises similar concerns about charter schools. (p. 12)

Research and the media have routinely brought these concerns to the forefront. For example, Golann and Toress (2018) explained in recent years, a percentage of no-excuses charter schools, those with extended learning time, data-driven instruction, an intensive selection and development process for teachers, and a highly structured disciplinary system, have come under criticism due to school disciplinary policies that frequently use suspension and expulsion.

Zero Tolerance Discipline Policies

Zero tolerance refers to school discipline policies and procedures that impose predefined penalties for specified forms of student misconduct, harsh, punitive, and exclusionary (out of school suspension and expulsion), regardless of the context or justification for the behavior. Zero tolerance policies have hindered the success of students in many schools.

Previous research has demonstrated a link between school discipline and the school-to-prison pipeline which was highlighted with the introduction of zero-tolerance discipline policies in schools. Zero-tolerance policies were initially intended to make expulsion mandatory for students found with firearms, drugs, and other illegal weapons/ substances, but has expanded to include disciplinary consequences for minor offenses such as interrupting class or being late. These policies resulted in an increased number of suspensions and expulsions, and the ethnic and financial background of the students who receive these consequences matches that of the prison population. (Dudley, 2020, p.14)

Although charter schools were originally created to meet the needs and wants of families and communities, recent studies have shown otherwise. Hodson et. al (2016) explained in their statement:

To give parents the choices they want and deserve, school districts and charter authorizers should encourage a diversity of school choices—including those that foreground student independence and downplay punishment. They also need to hold charter schools accountable at the approval and renewal stage by measuring school culture, including student satisfaction, teacher turnover, and school suspension rates, and by closely examining the nature of school disciplinary practices. (p. 26)

Charter schools with a no-excuses mind frame oftentimes follow the zero-tolerance policy framework.

Zero tolerance policies are defined as school discipline policies that contain pre-determined minimal punishments—typically suspension—for students who engage in certain behaviors. The punishment is issued without consideration of the context, offender rehabilitation, or victim reconciliation, and with a consequence that is considered ‘severe.’

(Buckmaster, 2016, p. 2)

Buckmaster (2016) further explained there is an irony that researchers found in schools in the U.S. regarding efforts to make schools a safer place for students. The most common reaction to students who exhibit unsafe behaviors is to enact exclusionary discipline consequences (through zero tolerance policies) on the child.

Exclusionary Discipline

Many researchers speak on the issues with charter schools and their use of exclusionary discipline. Denice et. al (2015) stated disciplinary systems—which include exclusionary practices—serve a valuable and crucial purpose. They exist to create a safe and productive learning environment. The researchers went into depth about how these practices affect all students.

First, students who are not in school are missing out on learning opportunities.

Exclusionary practices deny students access to teaching and learning, and prior research makes clear that there is a strong positive relationship between the number of days that students spend in the classroom and their academic

achievement. Second, the disparate application of exclusionary practices across student groups raises civil rights concerns. Students of color, students with disabilities, students from low-income and disadvantaged backgrounds, and students of other traditionally marginalized groups receive a disproportionate number of out-of-school suspensions and expulsions, even when committing the same infractions for which their peers do not receive exclusionary discipline.

Third, the effects of exclusionary practices can be long-lasting in students' lives.

Students who are expelled or suspended are more likely to disengage from or drop out of school and encounter the criminal justice system. (p. 2)

Exclusionary discipline has become more prevalent throughout the years and many researchers are discovering reasons as to why this is becoming an issue.

Exclusionary discipline policies result in school exclusion through out-of-school suspensions (OSS), and suspensions are the most prevalent and systematic (Bowman-

Perrott et al., 2013; Mallett, 2016; Skiba et al., 2014). Between 1973 and 2006, there was a marked increase in the rate of students in the United States being suspended or expelled, from 3.7% to 6.9% (Losen & Skiba, 2010). Researchers encouraged educators to evaluate how leaders must balance autonomy with concerns about accountability and equity in the context of the debate about exclusionary discipline methods. Fabelo et al. (2011) reported that a third of all students experience an OSS or expulsion during their K–12 schooling. The researchers further explained that exclusionary discipline policies and practices disproportionately affect African American students and leave these students most vulnerable to entry into the school-to-prison pipeline. Racial discipline disparities also seem to have widened in the past three decades (Losen & Skiba, 2010; McLoughlin Noltemeyer &, 2010).

Accountability and Equity

Teams at the school, district, and state levels require efficient and effective procedures to enhance results for each student group regarding equality in the discipline. De Waal (2011) explained that when discipline is instilled, it develops a sense of personal responsibility that inculcates a sense of order in learners' daily lives. Once learners have taken personal responsibility, they seek to ensure that other learners do likewise, allowing instilled discipline to work contagiously towards a law-abiding citizenry.

Golann and Torres (2018) suggested:

Against the backdrop of the debate around exclusionary discipline practices, researchers ask readers to consider how leaders must balance autonomy with concerns about accountability and equity. In recent years, a number of no-excuses charter schools—those that have extended learning

time, use data to drive instruction, employ an intensive selection and development process for teachers, and have a highly structured disciplinary system have come under fire due to exclusionary discipline policies that make frequent use of suspension and expulsion. (p. 14)

Woods et al. (2019) suggested that intervention is the most effective way to eliminate disparities in school discipline. Prevention can be defined differently for several people. For example, research has shown that schools have fewer discipline problems when students believe the school is safe and enforce rules fairly. Additionally, teachers who focus on preventing discipline issues rather than simply following school rules refer students for reprimands less frequently.

Policy Implications

Policymakers should consider repealing and replacing zero tolerance policies at the federal, state, and district levels. The empirical evidence indicates that these policies are not beneficial for school safety or school discipline. Curran (2016) estimated that “state zero-tolerance laws accounted for 10% of the racial disparities in school discipline (p. 654). Reform efforts have been a topic of discussion in the educational sector, and very little data shows a change. McNeal (2016)) explained that despite evidence supporting correlations between school discipline and the criminal justice system, little had been done to advance reform efforts. Heitzeg et al. (2016) suggested reexamining the laws that influence the entry point to prison, stating that laws could effectively reduce the number of adolescents caught in the school-to-prison pipeline. Subsequently, Cramer et al. (2014) suggested that schools could be more proactive in combating the school-to-prison pipeline by using integrated education models. Specifically, the study indicated

that schools should move away from approaches that embody deficit-based perspectives and toward inclusive, integrated learning models.

Strategies Used to Combat Student Discipline

Gadd, Butler, and NTAC (2019) explained how regarding attempts to make schools a safer environment for kids, there existed an irony in American schools. When a student engages in risky behavior, the most typical response is to use exclusionary punishment measures (via zero-tolerance regulations) against the student. This causes students to become isolated from their peers. Research suggested that school violence offenders, everything being done to make schools safer may be causing them to be less safe. As a result, educational leaders must strive to deal with offensive behavior in a highly regulated and supportive setting that does not alienate any school community member, including both the victim and the offender. Therefore, an alternate method might be, at the very least, a beneficial instrument to be implemented in some capacity to make schools a safer and more stable environment for students.

Disciplinary Practices

For teachers and administrators, balancing proper discipline with school security, classroom engagement, and positive student results is a complex undertaking. For numerous offenses, many schools continue to use exclusionary discipline, removing offenders from the classroom through suspension or expulsion. Luster (2018) explained that over the past few years, the detrimental long-term impacts of "zero tolerance" have drawn more attention, motivating a movement among many schools to abandon these policies and place a greater emphasis on social-emotional development, restorative practices, and positive behavioral treatments.

Effective Strategies in the Classroom

The focus on negative behaviors reduces the number of times teachers have available to teach all children. Conroy et al. (2008) stated that teachers are faced with various classroom behaviors that can influence the learning process (p. 32). However, teaching can take place through successful techniques that target negative behaviors in their classrooms. According to Conroy et al. (2008), strategies such as manipulating antecedents and consequences can improve the learning environment. Conroy et al. (2008) supported this concept.

Classrooms are dynamic environments that teachers and students engage in ongoing reciprocal interactions throughout the school day. Teachers that utilize effective intervention practices are likely to have positive student-teacher interactions and promote student learning and engagement while minimizing problem behaviors. (p. 26)

Unfortunately, teacher-student relationships are more likely to become reactively unpleasant and coercive when intervention tactics are absent from the classroom. These kinds of encounters may obstruct learning and create a tumultuous atmosphere. Conroy et al. (2008) explained aspects of this phenomenon.

Class-wide interventions are a group of research-based effective teaching strategies that positively and preventively promote and reinforce social and behavioral competence in students while minimizing problem behaviors. Class-wide interventions do not represent one type of intervention; instead, it includes a combination of effective behavior management practices. Through this intervention method the teacher

utilizes contingent and frequent praise; opportunities to respond to academic request; and the application of classroom rules. Teachers should consider (a) using close supervision and monitoring, (b) establishing and teaching classroom rules, (c) increasing opportunities to respond to academic request, (d) increasing contingent praise, (e) providing feedback, error correction, and monitoring progress, and (f) implementing the good behavior game. (p. 30)

When teachers employ these effective strategies in the classroom, they allow the relationship between the student and the teacher to remain positive and allow for learning and engagement to occur daily. This is especially important when ensuring that negative behaviors do not disrupt the learning environment and when negative behaviors do occur, teachers redirect in a positive manner before they have the chance to be disruptive.

Restorative Practices

Clawson et al. (2018) indicated that restorative approaches to school discipline are increasingly being implemented throughout the United States to reduce reliance on suspension and eradicate the racial discipline gap. However, little is known about students' experience in classrooms utilizing restorative practices (p. 1). A step forward in the search for a viable solution to the unfair and excessively harsh treatment of students of color and students with and at risk of disabilities is the implementation of restorative practices, which is already prevalent in many schools. (Gadd & Butler, 2019). Restorative techniques have a proactive and responsive component that can, and should, work together to achieve the best results. According to Kline (2016), restorative practices are

interventions that focus on building connections with all students and are student-centered.

Buckmaster (2016) explained that schools are designed to help protect students from health threats outside of the school; however, as school violence continues to make headlines, the safety concern may require school leaders to face the threats that lie within the school walls (p. 3). As a result, educational leaders must strive to deal with offensive behavior in a highly regulated and supportive setting that does not alienate any community member, both the victim and the offender. Therefore, an alternate strategy might be, at the very least, a beneficial instrument to be implemented in some capacity to make schools a safer and more stable environment for students. Buckmaster (2016) stated that one of the critical theories behind restorative justice and restorative practice is a shift from the punitive quadrant of the Social Discipline Window to the restorative quadrant (p. 4).

Positive Behavior Interventions and Supports (PBIS)

Positive behavioral interventions and support (PBIS) is a strategy that schools utilize to cultivate positive behaviors and school safety. Schools use PBIS to educate students on behavioral expectations and techniques. The goal of PBIS is to prevent rather than punish. Bradshaw et al. (2015) explained, “Positive Behavior Interventions and Supports (PBIS) promoted a school environment that was happy and joyous by systematically working to be preventative rather than reactive to unwanted student behavior” (p. 482). Further, the first three years of PBIS implementation can be difficult. The educational leader needs to play an active role for any new intervention to be successful (McIntosh et al., 2013).

Administrative support demonstrates to the teachers and staff that the administration believes in the program. This support has been identified as one of the most significant predictors in PBIS sustainability (Mathews et al., 2014). Additionally, McIntosh et al. (2013) stated, “administrative support or perceived support has a direct correlation with staff buy-in” (p. 280). Disciplinary support from administrators is a factor that impacts the successful implementation of PBIS.

Alternative techniques might not be able to address all the probable causes of disciplinary discrepancies. The underlying reasons for disciplinary outcomes discrepancies are many, deep, and multimodal. The problem with school discipline is not only about student misconduct and instructors' ability to control it but also about how learning happens in classrooms and institutions. It spreads into other concerns such as curriculum and cultural norm identification; consequently, the school discipline conundrum and solutions are, in many respects, byproducts of more significant issues in K–12 education such as teacher diversity and cultural capability. Addressing achievement through the quality of instruction or the engaging character of the curriculum is a significant factor in minimizing disciplinary inequalities. Given the importance of the link between low socioeconomic position and inequalities, addressing the correlates of low socioeconomic status will certainly reduce discipline disparities.

School Leadership and Student Discipline

Today's effective leaders must be concerned with school culture, aware of the forces of change, and holistically examine their organization's environments. De Waal (2011) explained:

The most significant education challenge as sustaining secure, organized and well-disciplined education environments that are favorable for learners to become well-educated. Education partners, therefore, need to draw up efficient disciplinary systems, balancing the requisites of sustaining an organized, secure school by thwarting problematic learner behavior and protecting learners' right to basic education. (p. 176)

Beachum and Gullo (2020) explained that administrators spend a significant amount of time dealing with student behavior and school discipline. To manage a successful school, the most critical component for school administrators is to have their personnel recognize the school's vision and purpose. Leaders should create a more proactive and positive atmosphere, starting with focused decision-making and emphasizing enforcing particular behavioral standards and consequences to improve their school's culture.

The administration may implement several strategies to foster a pleasant school climate and dissuade poor decisions and negative student behavior. A principal's logical decision-making process is inexorably weighed down by facts and values. According to Hodgkinson (1991), there is a continuum between translational (voluntary acceptance), socio-pragmatic rational (motivated by ethical systems like utilitarianism, pragmatism, humanism, and liberalism), and sub-rational (based on what a principal likes or prefers). Hodgkinson offered a hypothesis of what influences educational leaders' decisions rather than a precise model of how decisions are made. Hodgkinson (1991) provided a theory of what is involved in decisions made by educational leaders. Devires and Zan (2007) argued that children should learn from their mistakes rather than feel punished. Students

who demonstrate negative behaviors may have a very different school day. When punishment is applied correctly, children can learn vital lessons from their mistakes through decisions. It is easier for students to discover associations between their behavior and their actions when they understand their behavior's consequences rather than a school leader's imposed penalty. Teachers hinder students from experiencing the natural consequences of their actions in the classroom by offering repercussions that are not relevant.

School safety, student education, equality, behavior change, and policy adherence are factors to consider when making punishment decisions. While considering how to alter behavior and adhere to policy requirements effectively, the decision-maker must guarantee that all students, offenders, and victims receive an equal education in a nonthreatening environment. While some may accept that the student code of conduct dictates discipline, research has shown that it serves as more of a recommendation than a policy.

Summary

School culture is characterized by teacher and student ownership of different areas of their everyday educational experience. Teachers must understand their students' behavior and create connections with them to develop acceptable school culture. They can successfully teach and manage the learners in their environment if teachers understand the students' behaviors. Students must be equipped with knowledge of what is expected; abilities to meet the requirements; and the capacity to understand that it is reasonable, fair, responsible, or kind to do so to build and sustain a healthy school culture. Most teachers are aware of the different factors that influence school culture.

Teachers may develop strong relationships with students by understanding their behavior, which will result in better school culture. Teachers spend much time with students, influencing how they see their school. As a result, teachers are exposed to various student behaviors, which impact their opinions of the school culture. Therefore, studying the impact of student actions on teachers' perceptions of the school culture was paramount.

CHAPTER III

METHODOLOGY

Introduction

This research study utilized a case study methodology to determine the impact of teachers' perceptions of negative student behaviors on school culture. This purpose was to investigate teachers' experiences with student behavior in a charter school environment, the disciplinary measures used to combat such behaviors, and how these matters impact school culture. The chapter is organized into six sections: (a) the research design, (b) site selection, (c) selection of teachers, (d) instrumentation, (e) data collection, (f) data analysis, (g) limitations and (h) summary of the chapter.

Research Design

A qualitative research design, specifically a case study approach, was adopted to understand student behavior in relation to school culture from the teachers' perspective. Krathwohl (1998) explained that qualitative research provides introspection of an individual's perceptions of a situation, which allows the researcher to gain further understanding of their behavior. Hence, a case study methodology helped gain concrete, contextual, in-depth knowledge about critical characteristics, meanings, and implications. These factors are ideal for determining how behavior may affect culture.

Paparini et al. (2020) suggested case study research, as an overall approach, is based on in-depth explorations of complex phenomena in their natural, or real-life, settings. Similarly, Flick (2014) claimed that qualitative research is essential in collecting nonstandardized data and analyzing texts and images rather than numbers and statistics. It focuses on examining personal meaning or describing the overall picture of challenges, occurrences, or procedures. Moreover, the methodology evaluates the suppositions that

teachers create to define meanings and implications in their society and culture. This research methodology enabled me to reflect on the teachers' real-life experiences and obtain an awareness of the teachers' perspectives and settings while asking open-ended questions.

The data was collected by asking teachers to explain their school's culture, characterize student behavior on campus, and explain support received from the administration. The study design for this qualitative investigation included a 10-item, semistructured, one-on-one interview (Appendix A). An email was sent to all staff with a brief description of the study and an invitation to participate. Purposive sampling was completed to invite teachers to participate in the study, and a 10-question interview was conducted once teachers submitted interest. Semistructured interviews encourage candid and spontaneous replies. Reflections, perceptions, and sentiments may be explored using semistructured interviews. Biklen and Bogdan (2003) explained that the semistructured interview appears to be the most effective method for obtaining descriptive information. DeJonckheere and Vaughn (2019) further explained that the goal of using semistructured interviews is to gather information from teachers who have subjective experiences, attitudes, perceptions, and beliefs about the issue of interest. Semistructured interviews allow researchers to collect fresh, exploratory data on a study subject, synthesize existing data sources, or validate findings through individual interviews. The interviews were taped with the teachers' permission. Interview questions were developed and categorized to effectively answer the research questions guiding this study. To maintain the teachers' anonymity, pseudonyms were used for all teachers. The data was examined once the research components were collected.

Site Selection

A large charter school served as the study location. Approximately 1,000 students in grades sixth through twelfth are served at the school. Most of the students at the school are from low-income households with a family income of less than \$25,000 dollars. Reflecting the surrounding community, African American and Hispanic students make up most of the student body at the school; specifically, 48.9% African American and 50.1% Hispanic. The remaining student body comprises 0% Caucasian and 1% other (including Asian) with a male to female ratio of 50.5% to 49.5%. The school staff consists of 45 classroom teachers, one director, 14 special area and support teachers that provide instruction outside the general classroom setting, two paraprofessionals, one security officer, and one school-certified medical assistant.

Selection of Teachers

Including only teachers from a charter school located in Houston, Texas, the target population of this study was comprised of 14 male and female teachers who taught Grades 6 through 12. The breakdown of the teachers included six males and eight females with 2-10 years of teaching experience (Table 1).

I used purposive sampling to select teachers for the interviews based on their relationship with students and their involvement in the school community. Purposive sampling is an appropriate technique to examine the selected teachers' responses and interactions with students on campus. Tongco (2007) explained that "the purposive sampling technique also called judgment sampling, is the deliberate choice of an informant due to the qualities the informant possesses" (p. 1).

Participant Profiles

Fourteen teachers from a secondary charter school located in Houston, Texas were chosen to participate in this study. A brief description of each participant is listed below. The teachers' gender and grade level taught were omitted to ensure anonymity.

Table 1

Participant Information

Participant	Years of Experience	Grade Level
Teacher 1	3	7
Teacher 2	4	11
Teacher 3	6	11
Teacher 4	4	10
Teacher 5	4	8
Teacher 6	2	12
Teacher 7	2	9
Teacher 8	5	12
Teacher 9	3	9
Teacher 10	6	8
Teacher 11	20	11
Teacher 12	2	6
Teacher 13	5	10
Teacher 14	7	8

Data Collection

The interview information did not include the teachers' names or other identifiers. Any electronic data gathered or kept in the form of a Word document, Excel spreadsheet, or email was saved on a flash drive that was password protected. The design structure of each of the teachers' courses was not assessed or evaluated as part of the research because the goal of these interviews was to collect relational data from the teachers. Therefore, I collected data in a conversational style to encourage teachers to be open and honest in their responses. I always observed professional ethics to safeguard the integrity of the research. Additionally, I protected teachers in this study by obtaining informed consent; explaining the study's nature, aim, and effects; and ensuring confidentiality and security of the data. Recorded interviews, written notes, the teachers' written replies to questions, conversations, and face-to-face discussions were used in the data gathering process.

Interviews

Teachers' perceptions of student behavior, disciplinary measures, school culture, and the influence of student behavior on school culture were explored in one-on-one interviews. Interviews were intended to gather information from teachers about their experiences with student behavior and how those interactions influenced their perception of the school's culture. The interviews lasted no longer than an hour and included relevant interview questions based on the research questions, themes, and categories. The teachers signed a confidentiality release stating that I would be the only person with access to the recordings and transcripts for data analysis.

Data Analysis

One-on-one interviews were used to collect data. The content analysis method was used to analyze transcripts. Damschroder and Forman (2008) explained:

Qualitative content analysis is one of many qualitative methods used to analyze textual data. It is a generic form of data analysis in that it is comprised of an atheoretical set of techniques which can be used in any qualitative inquiry in which the informational content of the data is relevant. (p. 40)

After recording the interviews, I transferred the audio data to an Otter platform. Otter provided the transcription and transferred the recordings into a Word document. Using the Word document, I analyzed the responses one by one and line by line. After completing the transcriptions, I examined the transcripts to gain a general idea of the replies while noting common themes and categories. To capture themes, I highlighted terms and phrases frequently mentioned in teacher interview responses. Next, I created a table to record the interview questions, the most frequently stated terms, the number of times each term was mentioned, and the number of teachers who mentioned the terms. Lastly, I identified the themes that solicited the most responses and chose the top three; these were prioritized as the most significant findings. I gathered an abundance of rich, qualitative data by examining the teachers' replies in this manner that can further assist the school in making informed decisions. The findings of the analyses are presented in Chapter IV.

Instrument

With assistance from my dissertation research chair, I developed the 10-item, semi-structured interview questions. The questions investigated teachers' perceptions of school culture, student behavior, and administrative support. The interview questions were divided based on their relation to the research questions: Research Question 1 related to Interview Questions 3 through 7; Research Question 2 related to Interview Questions 1, 8, and 9; and Research Question 3 related to Interview Questions 2 and 10. During the interview, I provided directions for answering the questions (Appendix A.) The directions informed the teachers about their rights to participate in the study and provided them with information on protecting their identities. Lastly, the purpose of the research study was conveyed to the teachers.

Timeline

I conducted the study over the course of 2 months. During week 1, I distributed emails to 14 teachers who were chosen using purposive sampling. The email informed them that they had been chosen to take part in the study, explained the dynamics of the study, and asked them to reply by the end of that week if they were interested in participating in the study (Appendix A). Those teachers who agreed to take part in the study and interviews began the following week. In the first week, I conducted seven interviews, and the following week, I conducted the last seven interviews.

I used the Otter app to transcribe each interview once it had been completed. By transcribing the interviews, I was able to transfer verbal responses into text, which made it easier to analyze and share. I coded the transcripts line by line, highlighting terms and phrases that summed up the teachers' responses to the questions. After all transcripts had

been coded, I identified themes by grouping words and phrases that emphasized related ideas, using colors to differentiate them. To relate the themes to the research questions, categories were created. It took three weeks to finish this process because I wanted ensure that I had identified all relevant topics and emergent themes.

Evidence of Quality

Credibility. Using the notes I obtained from each teacher interview session, I completed detailed memos. My initial ideas and reactions were included in the notes. I was able to obtain information and produce the first codes due to the descriptive memos. After I had prepared the memos, I returned to the teachers' comments to assess whether or not they provided an answer to the research questions. I was able to identify themes and make connections because of the descriptive memos. The memos were effective at establishing credibility and providing evidence of quality, validity and reliability.

Confirmability. I had prior knowledge of and experience with the types of issues I investigated because I worked on the campus where the study was conducted. Even though this was the case, the results were determined by the responses of the teachers rather than by any conceivable bias or personal motivations of mine. I took steps to avoid influencing the teachers' comments. Every data analysis step that was taken to support the decisions made was indicated via an audit trail.

Limitations

The first limitation in this research was the size of the sample group due to the population of teachers. The school's teacher population was small compared to other inner-city charter schools, which impacted the sample size, restricting the number of teachers who could participate. The second limitation was that teachers might not

respond truthfully to questions during the interview, or their answers might be biased. The strong bond that staff members had with the school might influence how they answered the questions. To overcome these issues, all teachers were reminded about the importance of maintaining confidentiality to avoid biased responses. Although the teachers were informed about confidentiality, they could feel obliged to withhold information when answering interview questions. This could have impeded the collection of data for research purposes. DeJonckheere and Vaughn (2019) stated, “one common problem with interviewing is that not all interviewees make great teachers. Some individuals are hard to engage in conversation or may be reluctant to share about sensitive or personal topics” (p. 7).

Validity and Reliability

The validity and reliability of the one-on-one interviews were the ultimate limitations. My relationship with the teachers and the way the questions were presented during the interview process had the potential to influence the teachers' responses, endangering the study's validity and reliability. A volunteer carefully monitored the method in which the questions were posed. Gall et al. (2007) explained that the interview's tone and the kind of questions must be reviewed to verify that the tone and questions do not lead the responder, the questions are not prejudiced, and are the questions are not contradictory. Other limitations included failing to probe or ask for follow-up questions, failing to actively listen, not having a well-developed interview guide with open-ended questions, and asking questions insensitively. This problem was resolved by ensuring that the results solely represent the charter school utilized in the study rather than all charter schools.

Conclusion

This chapter outlined the research methods and the objectives of the research study. First, the purposive sampling of 14 teachers in a charter school in Houston, Texas, was discussed. Following that, the research examined the methods for emailing the targeted group, and the terms for confidentiality and anonymity of the school were also reviewed. Moreover, the test for the instrument's validity and reliability and the data collection process were then described. Finally, the data analysis subsection addressed methods for evaluating the collected responses and procedures for comparing them. The outcomes of the data analysis will be discussed in Chapter IV.

CHAPTER IV

FINDINGS

The objective of this study was to investigate the significance of teachers' perceptions of the impact of negative student behavior on school culture using a case study methodology. This chapter describes the outcome of the demographic statistics of 14 teachers in Houston, Texas. The chapter also presents how negative student behavior and the administration's disciplinary practices impacted how teachers perceived school culture.

Utilizing a case study methodology, I examined the following research questions:

RQ1: According to teachers, what influence does student behavior have on school culture?

RQ2: What are teachers' perceptions of the school culture?

RQ3: How do administrative support systems affect teachers' perceptions of school culture?

The presentation of the findings was grouped into the following sections: (a) demographic analysis, (b) research questions, and (c) summaries of the findings. Additionally, the study's conclusions are investigated with regard to the demographic analysis and the study's themes.

Demographic Analysis

Demographic information reported in this chapter offered critical information about the characteristics of the teachers who participated in the interview. Demographic data presented in Table 1 related to teachers' gender (male and female), years of experience (0-11 or more years), grade level (grade 6-12th), and ethnicity (African American and Caucasian). The table summarized the frequency count for the selected

demographic variables. Some 28.5% of teachers were male, while 71.4% were female. Regarding the number of years, 71.4% of the teachers indicated they had 0-5 years of experience, and the remaining 21.4% and 7.14% had 6-10 years and 11 or more years of experience consecutively. Some 35.7% of the teachers taught grade levels 6-8, while the remaining 64.3% taught grades 9-12. Lastly, 57.2 % of teachers were African American (57.2%) and Caucasian were 42.8%.

Table 2

Demographic Analysis of Teachers

Categories	Description	N	Percentage
Gender	Male	4	28.5%
	Female	10	71.4%
Years of experience	0-5	10	71.4%
	6-10	3	21.4%
	11 or more	1	7.14%
Grade level	6-8th	5	35.7%
	9-12th	9	64.3%
Ethnicity	African American	8	57.2%
	Caucasian	6	42.8%

Teachers were selected using a purposive sampling method and interviewed over one month. Teachers who taught sixth through twelfth grades were carefully chosen for this study based on several criteria. First, the teachers must instruct students in an educational setting. Teachers must have at least two years of experience in education. The final

criterium was that the teachers must teach at the charter school location chosen for the study.

For this study, teachers were selected from a charter school in Houston, Texas. The school consisted of teachers who instructed grades sixth-twelfth. Data analysis from the interviews for each research question revealed eight themes. The rest of the chapter explains the analysis of data as well as the results according to the research questions.

The interview process was semi-structured with open-ended questions. The questions were prewritten, but flexible, and teachers had the autonomy to lead the conversation in whichever direction they wanted (Appendix A). Because qualitative research is designed to be emergent, I occasionally delved deeper into responses by asking follow-up questions and requesting clarifications or examples. In most cases, teachers became deeply engaged in the discussion and chose to broaden it, particularly in terms of their personal experiences with students and theories about what drove student behavior, but also in terms of school administration, policies, and procedures, and their ultimate impact on the school's culture.

Categorized Interview Questions

Before beginning the coding process, I created categories to place interview questions to ensure each research question was addressed (Table 3). I reread each interview transcript to code the replies after the transcripts had been reviewed for accuracy. The transcripts were examined once more to ensure accurate coding. Finding themes was the following phase. Initially, I noted that the data provided 16 themes from the semi-structured interviews (Table 4). The themes were the words, ideas, or thoughts that each teacher mentioned.

Table 3

Research Questions and Interview Questions Relatedness

Research Question		Interview Question
RQ1: According to teachers, what influence does student behavior have on school culture?	3	What types of student behaviors do you see at your school?
	4	What influence does negative student behavior have on the way you structure your class?
	5	Which type of student behavior has the most influence, negative or positive? Please explain.
	6	How are students who are following the rules either influenced by or influencing those who are not following the rules?
	7	In your school, how do students react to authority figures?
RQ2: What are teachers' perceptions of the school culture?	1	Please describe your current school culture.
	8	How do teachers efficiently manage challenges that arise in their classrooms? Please explain.
	9	What improvements could be made to the school culture and/or teacher morale?
RQ3: How do administrative support systems affect teachers' perceptions of school culture?	2	How do you feel about the support from your administration with student behavior at your school?
	10	Does the administration properly manage crises that arise on campus?

Table 4 presents the questions posed during the semi-structured, one-on-one interviews. The table shows the number of teachers who stated the term as well as the

number of times each term was expressed to illustrate their perceptions of student conduct and school climate.

Table 4

Interview Questions and Significant Themes

Question	Themes	Number of Occurrences	Number of Teachers mentioned
1. Please describe your current school culture	<i>Culture Not Present</i>	8	6
	<i>High Turnover Rate</i>	13	10
	<i>Lack of Support</i>	14	13
2. How do you feel about the support from your administration with student behavior at your school?	<i>Lack of Support</i>	12	10
	<i>Supportive</i>	5	5
3. What types of student behaviors do you see at your school?	<i>Disrespectful</i>	28	12
	<i>Caring</i>	5	3
4. What influence does negative student behavior have on the way you structure your class?	<i>Very Influential</i>	7	7
	<i>Positive</i>	11	11
	<i>Reinforcement</i>		
5. Which type of student behavior has the most influence, negative or positive?	<i>Negative</i>	14	14
6. How are students who are following the rules either influenced by or influencing those who are not following the rules?	<i>Influence varies</i>	13	12
7. In your school, how do students react to authority figures?	<i>Disrespectful</i>	12	11
	<i>Well respected</i>	7	5
8. How do teachers efficiently manage challenges that arise in their classrooms?	<i>Relationship building</i>	10	10
	<i>Consistency</i>	14	14
9. What improvements could be made to the school culture and/or teacher morale?	<i>More support</i>	8	6
	<i>Accountability</i>	9	9

10. Does the administration properly manage crises that arise on campus?	<i>Lack of Communication</i>	10	9
	<i>Lack of support</i>	14	14

Presentation of Findings

The teachers took part in a semi-structured interview to discuss their perceptions, and the discussion uncovered areas and ideas that were not anticipated at the beginning of the research (Pope & Mays, 2000). Responses of the teachers were grouped based on the research questions, which focused on the perception of student behavior, perception of school culture, and perception of administrative support systems.

Thematic analysis was employed to analyze teachers' responses to each question posed during their interview. This method allowed me to search the data sets to identify, analyze, and report repeated patterns. The thematic analysis involves observing and recording patterns through coding, sorting, and deciphering meaning from qualitative data (Clark & Vealé, 2018). Transcriptions and annotations were examined and placed into themes.

Research Question 1

RQ 1: According to teachers, what influence does student behavior have on school culture?

Table 5

Research Question 1: Interview Themes

Related Interview Question	Significant Themes	Number of times word/ keyword stated
3	Disrespectful	16
	Caring	5
4	Very Influential	7
	Positive Reinforcement	11
5	Negative	14
6	Influence varies	13
7	Disrespectful	12
	Well Respected	7

Summary of the Findings

Table 5 includes the teachers' responses to their perception of negative student behavior targeting research question one: To what extent do teachers believe negative student behavior influences school culture? I considered key ideas, recorded the findings, and developed hypotheses about the nature of the phenomena. Interview Questions 3 through 7 conceptualized teachers' responses. The teacher's most frequent use of the terms and phrases "disrespectful," "negative," and "influence varies" was identified by the researcher. Teachers used all three terms to describe their own experiences.

Interview Question 3: What types of student behaviors do you see at your school?

Disrespectful. The first theme for interview Question 3 identifies student behaviors that teachers experience in their school. All except six teachers expressed that most of the behaviors on campus fell under the term disrespectful. Teachers stated that students often presented disruptive, harmful, and bullying behaviors, and showed a great deal of disrespect towards peers, teachers, and staff. Teacher 7 stated:

You can assume that some students are not disciplined at home. Sometimes students come to campus and are completely wild. It gets very frustrating at times because we are at our wit's end." Other teachers stated similar responses using phrases such as "burned out" and "discouraged."

Teacher 14 explained how he perceives disrespectful behavior presented by students:

I notice that students often are disrespectful to people they do not know or do not have a relationship with. The types of disrespect I see are cursing, walking away, going back and forth with an adult, bullying peers, and the list can go on and on. Granted, a lot of these are learned behaviors from home, but what can we do once they are already instilled in them?

Teacher 8 explained the types of behaviors he sees daily related to disrespect. "I notice a lot of bullying, inappropriate use of language, and lack of respect for teachers and staff." When the teachers spoke about disrespect, they projected their voices at times. Two teachers gave in-depth experiences about situations with a student that remained with them due to the amount of disrespect shown.

Caring. Caring is the second theme presented from the interview questions. Even though teachers had much to discuss, several of them mentioned how, depending on the individual, many students were incredibly caring. Teachers often segued their responses about disrespectful behavior into speaking about students who were extremely compassionate to others. Students were described as caring to those whom they built strong relationships with. Teacher 1 expressed his idea of students who were caring on campus stating:

Students want to care. They act a certain way towards others based on their interaction with you. I am a new teacher on campus and still trying to build those relationships but for those that I have gotten to know they are genuinely caring.

Many teachers also said that when students care about the teachers, they are quick to hold their friends accountable if they are not being compliant.

Interview Question 4: What influence does negative student behavior have on the way you structure your class?

Very Influential. Half of the teachers expressed that they believed that negative student behavior is very influential in the way they structure their class. Teacher 11 stated that she focuses on ensuring that she meets her students at the door and addresses any misbehaviors or small check-ins that need to occur before class begins. Teacher 9 went into detail about how negative student behavior impacts her classroom:

I feel like my course is such a rigorous course that like there's no room for hiccups, right? Negative behaviors change the structure of my class because I can no longer have students work together and they have to sit in the same spot. They can't even move around the classroom. I have to change my lesson plan and my curriculum because I know some class periods just cannot handle certain things.

Teachers 6 and 13 had similar responses. They both spoke about how they had a vision for their classrooms. However, once presented with negative or disruptive student behavior, they had to rearrange their seats and activities in their lessons. Teacher 2 explained:

I will stay up all night creating this amazing lesson only to get to class the next day and my students don't want to sit down. They continue talking when asked not to, and they are hitting on each other. It gets extremely frustrating because you notice that your lesson depends on the way they act.

Positive Reinforcement. The second theme for this interview question explores how teachers perceived how negative student behavior could be combated by using positive reinforcements in their classroom. Although they frequently stated they used incentives, issued rewards, praise, and desirable stimuli, teachers explained their experiences using positive reinforcement in their classroom. Teacher 3 stated:

No student should be able to run your classroom. You are the leader of your class. Classroom management plays a big role in all of this and a great way to ensure this is to create a positive atmosphere by using incentives.

Later in her responses, she said, “teachers must be consistent in praising students who exhibit positive behaviors. Giving praise communicates to students who are not acting appropriately that the modeled conduct is encouraged.”

Two teachers expressed their love for incorporating students into creating a space where they feel comfortable learning. Teacher 8 explained:

The classroom should be everyone's home away from home. To keep disruptive behavior down to a minimum, I allow students to assist me in creating our class rules, jobs, and other things that create our classroom culture. This allows them to take pride in our space and alleviate negative behaviors. It is also seen as a reward because students feel appreciated.

Interview Question 5: Which type of student behavior has the most influence, negative or positive?

Negative. This interview question presented one theme, the term negative. All teachers agreed that negative student behavior has more of an impact. When presented with the question, each participant answered fairly quickly. Because the question required a specific answer, I asked clarifying questions to understand why the teachers chose negative instead of positive.

The clarifying question of *why you believe that negative student behavior has the most influence* was asked by the researcher. Teacher 2 explained that “negative student behavior can alter the atmosphere. It only takes one bad apple to ruin the bunch.” Teacher 9 explained why she chose negative student behavior instead of positive behavior:

Negative, unfortunately, it just seems like because we are in a culture of treating every student kind of differently, to be equitable, which makes total sense. It also ends up being difficult not to show that different expectations, rewards, and consequences come into play for different students. And therefore, it may be that undesirable behaviors are getting what appears to be more attention or unintentional reward. That then other students who might have just generally fallen in line or even just flown under the radar may start expressing similar poor behaviors as a result.

The other teachers all agreed that negative behavior has a much bigger impact than positive, at least in a classroom aspect.

Interview Question 6: How are students who are following the rules either influenced by or influencing those who are not following the rules?

Influence Varies. The theme for this interview question speaks on how teachers perceive the impact that students have on one another. Teacher 10 indicated that “there are more negative days, but the vibe is negative and positive.” Teacher 10 went into detail to explain that some days students who are doing the right thing will cause the ones displaying negative behaviors to cease their actions. Teacher 1 explained that it may be different based on the size of the group as well by saying, “I have had couples in my class, and I would see how they feed off of one another, and then I have had groups of friends in my class and their energy is different.” Teacher 1 felt indifferent about students influencing one another when he stated, “I feel like they're not having any influence on each other in a way.”

Of all the teachers only one suggested that students who are displaying negative behaviors influence those who are doing well. Teacher 11 expressed:

Nowadays we are so quick to give all our attention to students who are not doing the right thing that those who are doing what they are supposed to do sink into the shadows. If they are the type of student that constantly seeks validation, they may begin to act in that manner to gain attention.

Interview Question 7: In your school, how do students react to authority figures?

Disrespectful. The theme of disrespect was prevalent in two questions under the category Perception of Student Behavior. The term was mentioned 24 times throughout the interviews with teachers using accompanying phrases such as “no respect for authority,” “belligerent,” and “negative relationships.” Teacher 10 commented:

I think there's like a lot more animosity this year” when speaking about how the students react to any authority on campus. Teacher 8 expressed that when talking about administrators specifically, “it feels like the kids feel disconnected from them.

Teacher 7 expressed those relationships play a big part in how students interact with them.

I notice that there is a huge disconnect between students and those that they do not have a relationship with. When there are guest teachers on campus or any type of new faces, students tend to become more disrespectful especially when being redirected. I honestly believe our students are tired of all the new faces coming in and out of our building because of turnover. Students also may become difficult based on how they are approached when being redirected as well. I think that authority figures need to take accountability sometimes when it comes to having issues with students.

Well Respected. Although some teachers expressed that students’ interactions with authority figures were more negative, others contended that students do not always have negative run-ins with staff. Teachers 3, 4, 11, 13, and 14 stated that most of the students on campus have a relationship with leaders that includes respect. The theme well respected emerged from the teachers' responses as they spoke about their experiences. “I have great experiences with all students on campus for the most part. They are very receptive when being redirected” (Teacher 3).

Teachers 4 and 11 shared similar views stating that “it’s all in how you approach students.” Both suggested approaching students respectfully so that the reaction received

from them is reciprocated. According to Teachers 4 and 11, “Too many times we count our students out when we have a bad run-in with them the first time. You never know the type of day that student may have been having.” The teachers also spoke about ways to ensure that they had a good interaction with a student by watching their tone and demeanor and leading with a positive.

Research Question 2

RQ2: What are teachers' perceptions of the school culture?

Table 6

Research Question 2: Interview Themes

Summary of the Findings

Related Interview Question	Significant Themes	Number of times word/ keyword stated
1	Culture Not Present	8
	High Turnover Rate	13
	Lack of Support	14
8	Relationship Building	10
	Consistency	13
9	More Support	8
	Accountability	9

Table 6 includes the teachers’ responses to their perception of the current school culture targeting research Question 2: What are teachers' perceptions of the current school culture? I considered key ideas, recorded the findings, and developed hypotheses about the nature of the phenomena. Interview Questions 1, 8, and 9 were used to conceptualize teachers’ responses. I discovered that teachers used the words "high turnover rate," "lack of support," and "consistency" the most. In describing their subjective experiences, teachers used all three phrases or words.

Interview Question 1: Please describe your current school culture.

Culture Is Not Present. The first theme presented for Question 1 revealed that teachers believed their school's culture was not present. Teacher 2 said, "I feel that our school lacks a lot of culture." Teacher 3 had a similar response stating, "Overall, our school culture does not exist because we do not know one another and there is no sense of family." Many teachers felt that "school culture would be present if there were opportunities to build culture" (Teacher 10).

Alongside culture not being present many teachers stated that there is "a lack of love" (Teacher 1). This topic was brought up several times when speaking about why the school's culture was absent. Two teachers felt that "a sense of love between everyone makes culture more pertinent." Teacher 14 also believed that the culture was not present because "it starts from the top down. If the administration is not dishing out culture, then teachers won't, which ultimately trickles down to students and diminishes what little culture may be present."

High Turnover Rate. The second theme presented for Question 1 revealed that teachers believed their school culture had a high turnover rate among teachers and staff. Teacher 8 explained that school culture is the way it is "because the teacher turnover rate is very high. It is very difficult for us to retain teachers; a lot of teachers are experiencing stress and anxiety from the positions that they hold." Thirteen teachers agreed that the turnover rate was an important factor in why the school culture was the way it was. Teacher 11 explained, "Not only is teacher turnover rate high, but administrators and other staff are also leaving every other day. We can't even keep janitors on staff." Each teacher who spoke about turnover rates felt that the school culture was nonexistent because teachers and staff do not stick around long enough to build a culture.

Teacher 1 stated that he had just begun working at the school and felt he wanted to leave. “This is my first year on this campus, and I could instantly see that teachers and staff were not happy. I began as a substitute and was subbing for a different teacher every day. That shows the biggest problem.” Two teachers had similar views that faculty “do not last long” (Teacher 12) and too many substitutes on campus at once” (Teacher 13).

When teacher 13 was asked to explain their answer, they stated:

Every day I come in, and I see that there is nothing but substitutes in our classrooms with our students. How do you expect to build a solid foundation when you are never at work, and students have to meet a new person every day?

Teacher 13 felt very strongly about this topic, and their demeanor shifted a few times.

Lack of Support. Of all the themes presented for this category, the theme of lack of support generated the most responses from teachers. Every teacher expressed strong feelings towards the lack of support on their campus. Four teachers stated that they do not receive support from the administration at all, and it is typically a fellow teacher to assist them with everything. On the other hand, two teachers believed that there is a lack of support but that the administrators are doing what they can with the people they have in place. “There are only three administrators on campus that deal with student behavior, and we have seven grade levels. I believe they are doing their best although you can see the inconsistency and lack of structure” (Teacher 10). Teacher 6 spoke on turnover rate and lack of support at the same time and stated:

And then so we now have one administrator running the whole school and already the whole high school, and then at one point, running the whole

high school and middle school, and there's only so much that one person can do.

The teacher explained that their frustration was with how the principal was not prioritizing hiring an administrator and this, in turn, made teachers must work harder, leaving students less time to learn.

Interview Question 8: How do teachers efficiently manage challenges that arise in their classrooms?

Relationship Building. The first theme presented for Question 8 revealed that the teachers believed that teachers can efficiently manage challenges that arise in their classroom by building relationships. This theme is presented numerous times throughout the individual interviews. Teacher 7 explained that “relationship building is a crucial part of any teacher’s classroom. If you do not take the time to build that relationship with your students, then the disconnect between you and learning will exist.” Teacher 7 also believed that “relationships are key to fostering a positive classroom climate.” Continuing the theme, Teacher 13 spoke on relationship building but felt that the student had to be in a safe and comfortable space to build those relationships. “Your classroom must be student-friendly and make students want to come to school and want to learn” (Teacher 13).

I asked a follow-up question to all interviews that stated: How would you manage problems or situations that happen in your classroom? Three teachers had similar responses in that they planned accordingly. Teacher 2 explained they “create a lesson plan that includes engaging activities and proactively plans for disruptions.” Teacher 5 stated that they “check students’ temperature at the door, as a proactive discipline

technique, and if a student seems to be already having a bad day, they ensure frequent check-ins and chunked material with them.” They explained that this allows the student to gain trust in the teachers because they show they care. Teacher 9 said they “simply identify areas in the lesson or class period where students may become antsy or not understand material and plan around that.”

Consistency. The next theme presented for this question appeared in all but one of the teachers’ responses. Teachers agreed that consistency is a major factor in a productive classroom environment. Teacher 14 stated that “lack of consistency can cause turmoil in your classroom, and you are just waiting for something to happen.” Teacher 10 explained it clearly.

Students like consistency. They simply love having the same routine because it becomes a sort of peace for them. When you have a consistent routine, students know what is expected of them on a daily (basis) and you have minimal to no disruptions. Typically, when there are disruptions, students will hold one another accountable.

Teacher 6 suggested:

Teachers should find what works for them in their classroom and make that a part of their everyday planning. Whatever it is, especially if it works for you and your students, make it a thing you do daily. Consistency is key.

Teacher 3 stated, “For any youth, I think consistency is very important. And with our students, they don’t get consistency, and they like it. It keeps them grounded.”

Interview Question 9: What improvements could be made to the school culture and/or teacher morale?

More Support. Many of the teachers' responses to this question were emotional. Many of them spent a considerable amount of time responding to this question. Teachers' replies to interview Question 9 revealed that more support was a recurring issue. Teachers were tasked with developing ideas to boost teacher morale and school culture in response to this issue. Teacher 1 believed that one of the most significant issues was teachers not feeling that they were heard. "Oftentimes, we reach out for help or even to receive clarification, and it seems as though it takes forever for someone to reach out, and that's if they even do." Teacher 3 had similar views when it came to receiving more support.

The administration does not give the support needed especially for first-year teachers. I am not a first-year teacher but I do see them struggling and unfortunately, they have to rely on the support of another teacher who is most likely trying to figure everything out themselves. I remember there being a time when a teacher was having an issue with a student and she reached out to the admin on Teams, GroupMe, and group text and the administration never showed up. I ended up having to step in which took away learning time from my students. It should never be like that.

Teacher 5 had a comparable situation.

There was a time when I felt as though I had to do everything on my own like I was putting out fires here and there. I was so stressed out to the point that I wanted to resign. Luckily, I had a great team that supported me, and I was able to

receive tools from them that enabled me to have a productive classroom environment.

Although everyone seemed to be on one accord when it came to more support being present on campus, especially from the administration, one teacher felt indifferent towards their need to be more support on campus. Teacher 11 believed that support was prevalent on campus.

I think that support should be given when you no longer can handle a situation on your own. We, as teachers, are charged with handling all Level 1 behaviors.

These behaviors are minor infractions that happen in the classroom. And because we should all have classroom management, we should be able to put those small fires out. If we continue to ask for support, especially for the little things, then of course it looks like no one is supporting us because everyone has a job to do on campus. Of course, something such as a fight or a highly belligerent student warrants a call to the administrator or grade level chair, but we have to learn how to do things ourselves as well.

Teacher 7 believed that “constantly reaching out for support not only causes the teacher to feel unsupported but also places stress on the people who constantly have to support. There must be a balance somewhere.”

Accountability. The second theme for this research question identifies how teachers felt incorporating accountability on campus would improve school culture. “Accountability across the campus ensures that there is no burnout from anyone” (Teacher 2). Nine of the fourteen teachers believed that high accountability provided high morale. Teacher 7 stated, “I think when everyone is held accountable. No one can blame

the next for something that is not being done.” The follow-up question was: How does holding everyone accountable improve campus culture or teacher morale? The teacher stated:

Accountability is truly something that lacks on our campus. Someone is always pointing the finger at the next and in turn, this causes turmoil or stress. Teachers are constantly blaming students for their issues. Students blame one another. The administration blames teachers by saying our lesson plans are not intact or our classroom management is not up to par. If we all do what we are supposed to do and hold each other accountable, then stress levels will go down, the environment is healthier, and everyone is happy.

Teacher 5 believed that teachers find the most stress happening inside the classroom. She thought that accountability needed to begin with students for the classroom environment to remain productive.

I believe that everyone does a great job doing what we must do. I think we can hold students accountable as they walk into the classroom by ensuring that they know what is expected of them and when they do not abide by the expectations then consequences are given. When this is done continuously in all classes, students are programmed to accept their mishaps and it leaves everyone stress free.

Research Question 3

RQ 3: How do administrative support systems affect teachers' perceptions of school culture?

Table 7

Research Question 3: Interview Themes

Related Interview Question	Significant Themes	Number of times word/ keyword stated
2	Lack of Support	12
	Supportive	5
10	Lack of Communication	10
	Lack of Support	14

Summary of the Findings

Table 7 includes the teachers' responses regarding their perception of administrative support, which addresses research Question 3: How do current administrative support systems affect teachers' perceptions of school culture? I considered key ideas, recorded the findings, and developed hypotheses about the nature of the phenomena. Interview Questions 2 and 10 were used to conceptualize the teachers' responses. I discovered that the teachers often used to phrase "lack of support" when answering interview questions.

Lack of Support. The lack of support theme was mentioned in both interview questions related to research Question 3. The teachers consistently said that they felt that the administrators on campus either did not support them at all or were rarely supported. Teachers 5 and 9 explained that they are first-year teachers and that they did not feel supported throughout the school year.

When I call or write in the messenger that I need support with anything either I never get a response, or they take forever to assist me. I feel the most stressed when I am reaching out for support with a behavior issue. It makes me feel helpless in the situation.

Teacher 5 also expressed that with being a new teacher she would think they are supported more. Lack of support caused her to feel frustrated and created anxiety.

Teacher 9 had a similar recollection and expressed that “the lack of support from administration is the reason why students continue to present negative behaviors. I have heard many times that if I call an administrator that nothing will happen. That should never be the case.” Teacher 14 expressed concern related to how the administration does the bare minimum when it comes to giving consequences for specific behaviors.

There has been a time that I sent a student to the office because they cursed at me, and the student is sent back to class within 5 minutes and there is no follow-up. That makes me feel as though my feelings aren’t warranted. (Teacher 14)

Other teachers spoke on similar issues and shared experiences that caused them to lose trust and relationships with their administration.

Supportive. Teachers 1, 3, and 11 stated that they believe that administrators do the best that they can with what they have. Teachers shared that they had a shortage of administrators on campus throughout the year. They expressed that there were only two deans of students by the end of the year and only one was consistent. “We only really had one administrator throughout the year, and she had to ensure she support grade sixth through twelfth. That is hard to do, and I applaud her for stepping in and doing whatever she could.” (Teacher 1)

The teachers expressed gratitude for how some administrators handled all the situations they encountered. Teacher 11 mentioned that “she was doing a 3-person job. She gave out the consequences that students deserved and made sure that she had

uplifting conversations with students and teacher.” The terms spoken about support from the administration include “gracious,” “timely,” and “healthy relationships.”

Lack of Communication. The final theme for this interview question consists of teachers expressing words and ideas about the administration’s lack of communication. The teachers explained that the communication on campus overall is not well. Teacher 13 explained that although there are multiple forms of communication to be used, the administration tends to either not check them or just never respond. Teacher 13 provided more detail.

There was a time when a fight broke out in my classroom between two young ladies. Because I am not trained, I cannot legally break any fights. I placed communication in all of the channels and never got a response. It took a teacher from the class next to mine to come and assist me with separating the young ladies. The administrator showed up after the fact. I felt that situation was very unprofessional and caused me to lose trust in the leadership team.

The other teachers agreed that communication could be stronger between everyone and there needs to be a clear channel to present communication. Teacher 5 spoke on communication from a different aspect explaining that:

the administrators typically do not follow back up after presenting a student with a disciplinary measure. I feel that everyone who dealt with the infraction should be in know what the next steps will be. I also feel that administrators should ensure a meeting takes place between the teacher and the student so that the relationship is not tarnished, and the teacher remains the authority figure in their room.

Summary and Organization of the Study

Chapter IV described the demographic descriptive statistics and case study findings to investigate how negative student behavior affects school culture from teachers' perspectives. Chapter IV comprises the demographic descriptions, and a summary of the findings for each research question. Finally, Chapter V includes the discussion, implications, recommendations, and conclusions relating to this study.

CHAPTER V

DISCUSSION, IMPLICATIONS, RECOMMENDATIONS, AND CONCLUSION

The primary purpose of this case study was to investigate secondary charter teachers' perceptions of negative student behavior and its influence on school culture. Perspectives on administrators' support in responding to disruptive student behavior were also discussed. While much literature outlines how school culture affects student misbehaviors and how schools might prevent or control those behaviors, it is unknown how those negative student behaviors may affect the school's culture. How and why negative student behavior affects the school's culture was the problem this study investigated. Using a case study methodology allowed me to gain in-depth knowledge about the critical characteristics, meanings, and implications of the problem studied. Krathwohl (1998) explained that qualitative research provides introspection of an individual's perceptions of a situation, allowing the researcher to understand their behavior further. These factors are ideal for determining how behavior may affect culture.

The study included investigating the teachers' perceptions of student behaviors, disciplinary practices, and school culture on a secondary charter school campus in Houston, Texas. Semi-structured interviews collected perceptions data on the teachers' awareness and insight as they shared their sentiments, describing what they perceived and sensed through their self-reflection, attitudes, understanding, and experiences. The data analysis process included reflecting on critical themes gathered from the data, composing a description of the findings, and creating an explanation based on the nature of the case study site.

Interpretation of the Findings

The results from this case study on the behavioral impact on culture at a charter school indicated that, from the teachers' perspective, student behavior does have a direct impact on the culture of the school. Teachers at the school agree that students' behavior affects how they perceive the culture of the school; but, they also realize that for the culture to be positive, adjustments must be made. Teachers also expressed that there needed to be adequate administrative support when managing student behaviors. They also suggested that fair consequences for all students would promote an environment where expectations are regularly upheld, which would reduce the number of disciplinary incidents that take place on campus.

Corrective Measures for Negative Behaviors

Teachers in the study placed great emphasis on the various student behaviors that are exhibited on campus. The phrase "disrespectful conduct" was mentioned in the interviews 28 times. When I reviewed the interview responses, I discovered that the teachers' assertions and their descriptions of how administrators responded to student misbehaviors demonstrated that they were acting reactively rather than proactively. To counteract disrespectful behaviors teachers and administrations must find solutions to ensure that they understand why students are behaving the way they are and develop strategies to keep these behaviors from persisting.

It is critical to provide a positive environment in which students have no option but to be positive, display positive behaviors, and be content with their school. When teachers and administrators are positive, students develop the perspective that they, too, want to be positive. Another critical component to improve behavior is to encourage

rather than penalize students. Teachers and administrators are typically willing to use discipline as a remedy, even if it is not always beneficial. Berkowitz et al. (2008) explained that when teachers implement expectations that do not jeopardize their relationship with students or undermine their sense of accomplishment, care, and autonomy, they can preserve a positive learning environment for all their students. Before imposing a consequence, it is essential to understand why a student exhibits certain behavior. Students typically display behaviors in order to express a need. When teachers and administrators take the time to analyze a student's need, they may be able to combat the negative behavior.

Overcoming Challenges in Schools

When discussing the theme of overcoming challenges, concerns such as high turnover rates, relationship building, and consistency were frequently mentioned. When administrators are consistent in their training techniques and discipline procedures, teachers feel encouraged in their need for student behavior support, which may lower teacher turnover rates. When teachers remain present on campus, it may increase the school's relationship component because students are not always seeing new faces. Students have the chance to develop these relationships with teachers when there isn't a steady influx of substitutes or guest teachers in the classrooms. It was suggested that the key to success is consistency. Teachers who remain on campus and build relationships with students and one another can enable schools to retain stability and develop a positive school environment.

Positive Mindsets to Promote a Positive School Culture

Another topic discussed was diminished culture. Teachers believed that there was culture on campus, but that it was limited. One suggestion was making an intentional effort to ensure that all stakeholders contribute to a supportive culture. Teachers, students, administrators, and families should be able to work together to ensure that everyone is connected to the campus. A positive mindset leads to positive behaviors, so if the environment is already pleasant, capitalize on it. If teachers perceive that the campus culture is in jeopardy, they must re-establish culture as a priority. Assuring that they are expanding on what is already in place and emphasizing the necessity of developing and maintaining a strong campus culture may help to ease this negative perception.

Providing Support to Administrators and Teachers

Inadequate support was acknowledged by teachers who felt unsupported on their campus, particularly when it pertained to negative student behavior. Because teachers no longer have control over their classrooms and administrators are split between supporting teachers and carrying out their duties, both teachers and administrators are impacted by inadequate support. To address this issue, administrators should provide teachers with training to equip them with the skills necessary to manage student behaviors in the classroom. Teachers learn how to be leaders in their classrooms when training and professional development opportunities are provided, especially when access to administrators for behavior support is limited. When trained adequately, teachers will not require as much administrative help; and when administrators are not present, they will be able to manage these misbehaviors. Administrators should also be trained on how to effectively support teachers in managing their classroom environment and delivering

constructive feedback. By providing training to both teachers and administrators, everyone can be more productive. Teachers will be able to manage their classrooms, and administrators will be able to provide necessary support when needed.

Collaborative Mindsets

Inadequate collaboration was also discussed, and a suggestion is to ensure that collaboration occurs on campus to create a supportive environment. Collaboration builds consensus among all stakeholders. When teachers and administrators collaborate, they both feel supported. Collaboration may also give a space for practices to remain consistent and aligned. When teachers and administrators work together, they can look at data trends in behavior to see what solutions might be developed and what expectations to maintain. To maintain alignment, schools should engage with parents, students, and even faculty members to identify what issues need to be addressed on campus.

In terms of theory, the behavior learning theory provided critical information about behavior and culture, specifically student behaviors, reinforcements, and the environment in which behaviors occur. All of the information is related to how student behavior can influence school culture. When the behavior learning theory is examined, it outlines how student behaviors are depending on their surroundings. This relates to how teachers may foster a supportive environment where ethical behavior is modeled. Skinner's (1945) radical behaviorism explains how behaviors combined thoughts, feelings, and actions. which is related to how the charter school system is providing a social-emotional learning program that enables teachers and students to form relationships and pushes students to comprehend why they feel the way they feel and behave the way they do. Operant conditioning describes how rewards motivate positive

behaviors and consequences discourage negative behaviors. This relates to the integration of restorative practices into behavior management systems in schools.

Implications

The study's findings contributed to the body of knowledge about challenging student behavior, its detrimental effects on school culture, and how the administration's lack of support influences negative school culture. A plethora of literature examines each element separately, but none discusses how these elements collectively contribute to the formation of the culture of a school. Despite being solely from the teacher's perspective, data from the study provided valuable information regarding issues surrounding negative school culture. Evaluating school policies, professional growth opportunities, and practices that promote the development of positive school culture may benefit stakeholders (e.g., teachers, administrators, school district leaders) who could all benefit from this study's findings.

Implications for Evaluating School Policies

Policies that support the school's goals as set forth by the district must be in place for a school to promote a positive culture. Such policies set norms and are part of the system that holds schools and their faculty accountable. PISA (2013) explained how attempts to enhance school policies should be ongoing since they do change over time, whether purposefully or not, in reaction to external circumstances. Teachers indicated that although their school established policies, school leaders, administrators, and teachers were inconsistent in their use, and the school culture accepted leniency as it pertained to misbehavior because school staff did not maintain policies. School policies

must be evaluated continuously to ensure they align with both the district and the school's evolving culture.

The implementation of goal-oriented policies and accountability ensures that students receive a beneficial education. Wong and Wong (2009) explained that policies are essential because they enable a school to define guidelines, procedures, and expectations for learning, safety, and accountability. Without them, schools would not have the framework and operational capabilities required to meet students' educational requirements. The success and security of a school ultimately depend on its policies.

Implications for Professional Development Opportunities

Staff morale and relationships within the school may be improved when district leaders create opportunities for professional development that specifically address classroom management. According to Linder et al. (2016), teachers have received little training and support in managing their classrooms. It is the responsibility of school administrators to offer effective and efficient professional development support for teachers. In addition, administrators would also benefit from participating in professional development opportunities on how to provide adequate support to teachers and the significance of offering that kind of support.

Teachers can benefit from professional development opportunities, seminars, webinars, and other resources provided by school leaders to help them address negative student behaviors and create healthy classroom environments. School districts generally want to improve their teaching staff, and fostering a culture where administrators believe they are continually growing may be challenging. According to Mizell (2010), professional development for all staff in an educational context is critical to the school's

sustainability. Education research has shown that teaching quality and school leadership are the most important factors in raising student achievement. Because school culture impacts the learning environment, teachers and administrators must constantly broaden their knowledge and skills to implement the best educational methods.

Implications for Implementing Practices to Promote a Positive School Culture

School administrators and teachers must examine their school culture, or lack thereof, to devise strategies, implement practices, and create environments that foster more passion, school pride, and success among students and staff. The study's findings may prompt administrators to examine how teachers cope with school culture and manage negative student behavior and how these concepts influence their perception of school culture. Additionally, principals should understand the effects of school culture on their faculty. In doing so, administrators may better understand how regulating student behavior can benefit teachers and students. The outcomes of this study may also assist teachers in managing student behavior, which may influence their career as well as the school environment. Professional practices that emphasize classroom management skills, employ positive reinforcement to encourage student buy-in, and create connections with students and families may promote a healthier school culture.

The study's primary objective was to investigate and describe the experiences of teachers who were adversely affected by student behavior and school culture. The results from this study are relevant to how teachers manage their interactions with their students and how teachers may create or begin using constructive practices that positively influence their school. These outcomes may be accomplished by teachers and

administrators working together to discuss school culture and create a detailed framework to improve the school culture.

By interviewing teachers, I found that there was no easy or straightforward plan for creating a school culture. The campus culture in which the teachers taught lacked direction, leaving teachers, students, and administrators without guidance. Each participant gave me a different definition of school culture based on their perspective. There is a lack of awareness about the connection between negative student behavior and its influence on school culture. This research prompts a discussion on the lack of knowledge on managing negative student behavior and how to support teachers struggling with it. That discussion should be held on a continuum to diminish negative behaviors and build positive school cultures.

To summarize, the implications of this study included evaluating school policies, providing professional development opportunities, and implementing strategies that encourage the development of positive school culture. School administrators should assess school policies on a regular basis to ensure that teachers are supported in managing problematic student behavior. School leaders should offer professional development opportunities to teachers and administrators, training them on how to communicate effectively on regulating negative student behavior and build relationships. Finally, teachers and administrators should collaborate to put measures in place that foster a positive school culture.

Recommendations for Policy and Practice

The findings of this research acknowledged that the school's culture fostered an environment where the students may behave inappropriately without incurring

consequences. I recommend that all schools evaluate and revise their policies, if needed, to promote positive student behavior and school culture. All students should be expected to adhere to acceptable behavior expectations and/or recognize the implications and consequences of their actions. I advise teachers and administrators to consider how the behavior of students directly affects the learning environment. Some students may require more support than others. This could explain why students behave the way they do. To understand the need that a student might be trying to express, teachers can take a holistic approach to each student. By doing this, a relationship may emerge since the teacher is considering the student as a whole and not focusing on solely addressing behavior.

Overall, teachers' perceptions of the school culture were influenced by students' negative behaviors. The findings revealed that teachers find it unethical when students who misbehave frequently are given less than appropriate consequences. I recommend that consistent policies be out in place to ensure alignment across the campus. Because there were no consistent policies in place to manage students who act inappropriately at the campus, the teachers contended that school administrators were encouraging negative student behavior. Unfortunately, that notion might lead to a number of issues, including a decline in teacher retention, a loss of relationships, and a reduction in credibility.

Other recommendations include (a) implement concepts that show students how their choices have repercussions, (b) establish committees with administrators and teachers to review or change policies and procedures, (c) promote genuine relationships with diverse groups, and (d) develop and consistently implement the established concepts. .

In conclusion, I encourage schools to implement strategies that communicate to students how their behavior affects relationships and school culture. To create an environment that is beneficial to all stakeholders, schools should prioritize problem-solving instead of critiquing students' behavior. Finally, when teachers and administrators collaborate, create strategies, and then implement established strategies school can aid in preserving a healthy, encouraging school culture.

Recommendations for Future Research

The findings of this study provide school administrators with additional reasons to collaborate with teachers and identify strategies that support behavior management. Due to the impact of negative student behavior on a school's culture, it is vital to look at strategies that enable administrators to manage student misbehavior, support teachers, and foster a healthy school culture.

The first recommendation suggested is to conduct a study at a school different from where the researcher is a faculty member. Because I was a member of the faculty where the study occurred, teachers of the study and I were familiar, and they may not have been completely candid in their responses. This familiarity may have created participant bias and had an impact on the research findings. The second recommendation would be to conduct a similar study but interview other faculty members such as administrators or counselors to acquire a more comprehensive perspective of the problem. The third recommendation would be to evaluate pre-Covid and post-Covid behavior data to see if more inappropriate behavior has occurred after students returned to school. Social skills, classroom structure, and self-efficacy may have been impacted by students not being in school during the Covid-19 shutdown. The final recommendation is

to include a survey and observations as supplementary instruments. My primary instrument was interview questions, and the use of multiple methods to research the same issue to triangulate the data may strengthen the research findings.

Conclusion

My intention for undertaking this study was very different from what is presented. My research broadened to include a variety of other areas that piqued my interest, moving beyond understanding how students' behavior influenced school culture. My goals were to: (a) highlight various ways that student behaviors influence school culture; (b) comprehend why students behave as they do; (c) offer solutions that may eliminate misbehaviors; and (d) identify concepts that might be used in schools to enhance campus culture.

In my research, I found that there are a variety of tools that schools may use to make sure they are providing strategies to promote a healthy culture. It is my aim that this study would give schools useful information on the issues that many teachers face and suggestions to overcome them. By completing this study, I have gained a better understanding of what it takes to develop an inclusive, ethical, and efficient school culture, as well as the challenges and complexity related to it.

As an administrator, I intend to use the study's findings to cultivate positive attributes like collaboration with all staff members and families whenever possible, a strong commitment to staff learning through professional development, adequate support for students and teachers, and the cultivation of a safe learning environment. Everyone will benefit from a prosperous, healthier, and happier learning environment when all stakeholders strive to attain a positive school culture.

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APPENDIX A

Emailed Invitation to Participate in Research Study

Greetings,

You are invited to be part of a research study titled *The Impact of Negative Student Behavior on School Culture: Teacher Perceptions in a Secondary Charter School*. The purpose of this study is to raise awareness of teachers' perspectives on student behavior and how it influences school culture. The information obtained in this study can be used by school administrators to assist in incorporating strategies that ensure a positive school culture. All information acquired during the interview process will be kept anonymous.

If you agree to take part in this study, you will be asked to participate in one-on-one interviews and answer questions related to school culture, student discipline, and support systems at your school. All teachers will receive a date and time to attend the interview which will last between 30- 45 minutes.

Please reply by Friday, April 22, 2022, informing me whether you are available to participate in the study. Thank you for your time and have an amazing evening.

Best,

Danielle Ingram

APPENDIX B

Semi-Structured Interview Questions

Instructions

You are invited to be part of a research study. Feel free to ask if anything is not clear to you. Audio recording is required for this study. If you do not want to be recorded, you should not be in this study. This interview will last no more than 45 minutes. You will be asked 10 questions to answer to the best of your abilities. You may be asked follow-up questions to some of the questions if clarification or more in-depth information is needed.

Please be aware that, participating in this study is fully voluntary. If you decide to participate, you may stop at any time, or you may not answer specific questions that may feel uncomfortable. All records or data remain confidential and will be destroyed after use.

Participating in the interview indicates that you agree to the requirements.

1. Please describe your current school culture.
2. How do you feel about the support from your administration with student behavior at your school?
3. How are students who are following the rules either influenced by or influencing those who are not following the rules?
4. What types of student behaviors do you see at your school?
5. What influence does negative student behavior have on the way you structure your class?
6. In your school, how do students react to authority figures?
7. Which type of student behavior has the most influence, negative or positive?
8. How do teachers efficiently manage challenges that arise in their classrooms? Please explain.
9. What improvements could be made to the school culture and teacher morale?
10. Does the administration properly manage crises that arise on campus? (please give specific examples). What improvements do you believe might be made?

VITA

Danielle L. Ingram**Educational History**

- August 2022** Doctorate of Executive Educational Leadership
Houston Baptist University, Houston, TX
- August 2018** Master of Education in Educational Administration
Lamar University, Beaumont, TX
- December 2012** Bachelor of Science in Interdisciplinary Studies
Texas Southern University, Houston, TX

Professional History

- Dean of Students, YES Prep Southeast – YES Prep Public Schools, Houston, TX
07/2022 – Present
- Teacher, YES Prep Southside – YES Prep Public Schools, Houston, TX
07/2018 – 06/2022
- Teacher, Attucks Middle School – Houston ISD, Houston, TX
07/2017 – 07/2018
- Teacher, YES Prep Gulfton – YES Prep Public Schools, Houston, TX
08/2015 – 07/2017
- Teacher, Jones High School, Houston ISD, Houston, TX
07/2013 – 08/2015

Scholarly Research Activity

Ingram, Danielle, *The Impact of Negative Student Behavior on School Culture: Teacher's Perceptions in a Secondary Charter School*. Doctor of Education in Executive Educational Leadership, August 2022, Houston Baptist University, Houston, Texas

Professional and Organizational Affiliations

- Member – Kappa Delta Pi National Honor Society
- Member – Houston Area Alliance of Black School Educators
- Member – Delta Sigma Theta Sorority, Incorporated

Skills

Microsoft PowerPoint, Word, and Teams, Zoom, NearPod, FlipGrid, Schoology, and Padlet