

EDUCATOR PERCEPTIONS OF THE USE OF POWER AND STUDENT
RESPONSES TO THE USE OF POWER AT A DISCIPLINARY
ALTERNATIVE EDUCATION PROGRAM (DAEP):
ONE TEXAS PERSPECTIVE

by

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Abstract

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This study was conducted to reveal educator perceptions of the uses of power and student responses to that power at the Disciplinary Alternative Education Program (DAEP) in one suburban Texas school district.

The study was conducted in a mid-size, suburban independent school district in North Texas known as "Main ISD". Surveys were analyzed from 75 educators: 55 home campus teachers, 14 home campus administrators, and 6 DAEP teachers. All educators had the opportunity to observe students before, during, and/or after completing a placement at the DAEP. Additionally, the survey served to identify participants who were willing to be interviewed as a part of qualitative data collection. Interviews were conducted with three educators in each of the participant categories.

In all, the overwhelming majority (fifty-six of 75) of those who responded to the survey did believe that the power in use at the Main ISD DAEP is coercive. Of the nine educators interviewed, all understood why students are assigned to DAEP and the

purpose of the program. Five of the nine interview participants cited coercive power as being primarily used at the DAEP. Though the interviews did provide more information regarding educator's perception on the idea of power used at the DAEP, the interviews did not reveal consistency in how the educators' perceived students' reactions to the use of power that they identified.

Future research should include studies that seek to determine the impact that DAEPs have on students in their future regarding behavior as well as academics. There is a need to explore more about the practices found at DAEPs. I suggest that studies, similar to this study should be carried out in other districts in Texas as well as in other states. It should be determined as to whether the perceptions that the educators in this study are specific to this district's DAEP or whether this is a perception that is more widespread. Additionally, future research should focus on the practices at the DAEP that cause educators to have the perceptions they have and how those practices need to be adjusted or changed altogether.

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Chapter 1

Design of the Study

The demands placed on school districts, schools, and teachers seem to grow each year. Among a laundry list of expectations, schools are to provide healthy meals, medical testing, counseling, before care, after care, extra-curricular activities, and an academic education that addresses remediation, acceleration, individualization, and preparation for whatever it is students would like to do after graduation (Larson, 2011; Thies & McAllister, 2001). It is nearly impossible to successfully address the needs of every student even in the best of scenarios, but to make things even more difficult, schools have increasingly had to deal with the issue of managing student behavior that disrupts the educational process (Cox, Davidson, & Bynum, 1995; Kleiner, Porch & Farris, 2002; Lange & Sletten, 2002).

Media influences, the increase of children being raised in single-parent homes, and the removal of corporal punishment in schools have been touted as reasons why students exhibit inappropriate behavior in school (Elam, 1989; Khagurov, 2011). Since there are so many variables that can impact students' behaviors, it is impossible to give an all encompassing response that addresses why students misbehave. However, it is known that every day students will and do exhibit behaviors that disrupt their classrooms and it is the responsibility of the school to maintain an environment that is conducive to learning (Soleil, 1999; Texas Education Agency, 2007).

To create and maintain a conducive learning environment and still provide an education to students who have been deemed disruptive, at least 35 state legislatures

have created statutes that mandate school districts to provide alternatives to the regular classroom (Blair, 1999). These alternative programs are designed for students who are considered dangerous, violent, disruptive, or who exhibit challenging behaviors (Gregg, 1998; The North Carolina Education and Law Project, 1997). Since dropping out of school, attending a private school or charter school, or being home schooled are the only alternatives to not attending a disciplinary setting, when assigned, these disciplinary settings are a student's final opportunity to continue with public education within their school district (Garba, 2011; TEA, 2007; Williams, 2009). However, many educators think of settings such as Disciplinary Alternative Education Programs (DAEPs) as a dumping ground for students who refuse to follow the rules in a regular school setting (Garba, 2011; Schifano, 2011; Soleil, 1999; Williams, 2009).

DAEPs are designed to provide a setting where students, who have exhibited behavioral issues, can learn behavioral management techniques and improve their attitudes about school (Cox, Davidson, & Bynum, 1995; Garba, 2011; TEA, 2007; Williams, 2009). However, since state governments do not set strict guidelines, school districts are faced with finding the best ways to provide a setting for students who school officials decided to remove from the general campus. In doing so, a great deal of money is spent on providing an alternative placement for less than 5% of students in a district (Intercultural Development Research Association, 1999). Cox et al. (1995) point out the problem of school districts' already limited resources being further stretched to address the needs of students with discipline issues. When one considers the millions of dollars each year that are required to operate a DAEP, the number of

students who are placed there during the course of a school year, and that some students have repeated placements (Texas Education Agency, 2007), assessing the efficacy of DAEPs and the effect they have on students is extremely important.

On average, since 1996, the number of students assigned to DAEPs in Texas has increased. The most recent, published number shows that 92,719 students were assigned to DAEPs in 2009 (TEA, 2010). That is a 30% increase from the 70,959 students assigned to DAEPs in 1996. In Texas, students may be assigned to DAEPs for as few as three days or for as many as 180 days, a full school year, (TEA, 2010). The Intercultural Development Research Association (2009) states on average, students are assigned to DAEPs for 36 days or seven school weeks. Students may return to the home campus once they have attended the DAEP and abided by the behavioral expectations put in place at the DAEP. Ultimately, the home campus administrator uses the school district's code of conduct to determine the number of days a student is placed at the DAEP (TEA, 2007, 2011).

Research on DAEPs is limited. Some studies have shown that students who exhibit disciplinary problems and are removed from their home campus as a consequence are exponentially more likely to drop out of schools than students who are not exiled from their campus (Gregg, 1998; IDRA, 1999, 2009; Kleiner, Porch & Farris, 2002). Research has also shown that discipline techniques such as suspensions, DAEP placements, and expulsions, that remove students from a regular classroom setting can negatively impact academic achievement for students and may lead to further

disciplinary problems (Cartledge et al., 2001; Christle et a., 2004; Dunbar & Villarule, 2002).

To further compound the issue, many students who are assigned to DAEPs find themselves in a revolving cycle of placements at the DAEP. TEA (2010), for example, reports that in the 2008-09 school year, 20% of students assigned to a DAEP had more than one placement at the DAEP during that school year. For one out of every five students, the DAEP has failed to provide them with tools and techniques they can use to improve their behavior once they return to their home campus.

Home campuses have a vested interest in the academic success of their students because every student is used by the state to determine how each district ranks in terms of academic accountability (TEA, 2007). However, DAEPs do not have a formal and independent academic accountability system. All standardized assessment information is counted with their home campus (TEA, 2007). Overall, making sure students receive basic grade level coursework is the goal in terms of academics at DAEPS (TEA, 2007) but not, necessarily, making sure students succeed or flourish academically. In terms of their future, students may not be as equipped to deal with the academic rigors found at colleges and universities.

Statement of the Problem

DAEPs are designed to provide an alternative setting for students who have exhibited inappropriate behavior as outlined in their school district's student code of conduct. The DAEP is supposed to provide students with an experience which results

in improved behavior that will result in a reduction of their disciplinary infractions at their home campus (Cobb, 2008; Schifano, 2011; Williams, 2009).

Though the intention is to deter misbehavior that would result in discipline referrals and subsequent DAEP placements, many students find themselves with repeated DAEP placements in the same school year (TEA, 2010). So, in essence, the design or methods used at DAEPs appear to be ineffective at improving the behavior of many students. Why is that the case? Is there something about the program that negatively impacts its efficacy and causes students to return?

The Compliance Theory (Etzioni, 1964; Lunenberg, 2011) may help to explain why DAEPs are not effective in helping students to change the behaviors at their home campus that cause them to be placed at the DAEP. All organizations use some form of power to control members (in this case, students). Sometimes these forms of power are effective and sometimes they are not. DAEPs are no different. A plausible explanation of why students respond to DAEP placements the way they do is that the power employed yields a corresponding reaction.

Purpose of the Study

This study was conducted to reveal educator perceptions of the uses of power and student responses to that power at the DAEP in one suburban Texas school district. The goal of this research was to understand the ways in which the use of power may influence the efficacy of the program.

Research Questions

The following research questions guided the study:

1. What type(s) of power (as described by Etzioni) do educators perceive are used at the DAEP?
2. What perceptions do educators have about student responses to the power used?
3. Does the perceived use of power align with how students respond to the power according to the theoretical framework applied to the study?
4. What other perceptions of DAEPs are revealed?

Orienting Theoretical Framework

Amitai Etzioni's (1964) Compliance Theory was used as the orienting theoretical framework for this study. This theory is based on the idea that organizations use power to make sure subordinates comply with set goals. Within the theory, Etzioni (1964) specifies three types of power used by organizations: coercive, utilitarian, or normative. As a response to the power, he sees subordinates' involvement as alienative, calculative, or moral.

Coercive power is based on using fear as a method of control (Etzioni, 1964). Coercive power, punitive in nature, operates on the premise that force and fear can be used to control those who have little to no power (Lunenburg, 2011). Prisons, pledging periods in sororities/fraternities, and psychiatric hospitals are examples of organizations that use coercive power. Wanting to avoid discomfort, individuals abide by the requests made. Schrodt et al. (2007) point out that when students understand the positive outcome of responding to coercive power they may be more willing to comply with requests to avoid discomfort.

When coercion is used, subordinates' most typical and stable response is alienation (Etzioni, 1964). Fromm (1955) described alienation as an experience in which a person sees himself/herself as estranged from others. When individuals experience alienation, they feel hostile and want to be removed from that situation. Horowitz (1966) suggests that alienation implies an intense separation from objects of the world, from people, and from ideas held by other people. The idea of alienation has also been identified as a sense of separation in relation to some other element in an environment (Kanungo, 1979; Schacht, 1970).

Utilitarian power employs the use of extrinsic rewards to entice subordinates to secure compliance (Etzioni, 1964). Rewards include salaries, bonuses, comfortable working conditions, and job security (Lunenberg, 2011). Factories, Fortune 500 Companies, civil service, and banks are examples of organizations that employ utilitarian power. Those who employ the use of utilitarian power assume that people will do what is asked if they believe the result will bring them some form of happiness, pleasure, or contentment (Wright, 2010).

Calculative involvement is the subordinate's response to utilitarian power (Etzioni, 1964). With this reaction, workers calculate how they can personally benefit from behaving in the manner that the organization requests. Etzioni states that calculative involvement is based on instrumental exchanges and remunerative power resulting in a positive or negative orientation of low intensity (1961, 1968, 1975; Lunenberg, 2011; Schifano, 2011).

Organizations that use normative power are dependent on promoting and sharing values to which their members subscribe (Etzioni, 1961, 1968, 1975; Lunenberg, 2011; Schifano, 2011). Power is maintained by the manipulation of rewards that may be symbolic, influential, or intrinsic (Lunenberg, 2011). Individuals commit to the organization through the use of persuasive and suggestive power (Etzioni, 1961, 1968, 1975; Lunenberg, 2011; Schifano, 2011). Organizations that mainly rely on the use of normative power include churches, schools, hospitals, and political and professional organizations (Lunenberg, 2011).

When experiencing normative power, most individuals respond with moral involvement (Etzioni, 1961, 1968, 1975; Lunenberg, 2011; Schifano, 2011). They commit to the organization's ideology and consequently perform because they see it as the right or moral thing to do (Birnbaum, 1988; Etzioni, 1968). Etzioni (1964) asserts that the power that an organization uses is contingent on the goals of the organization and the goals they want to achieve. Considering the response that it would illicit, it would not benefit a correctional facility to use normative power nor would it be appropriate for a political party to use utilitarian power. To achieve the best possible response from subordinates, it is imperative that the power used is the most appropriate for the goal in mind. All three types of power may be used within an organization, but more often, one type is relied upon more (Etzioni, 1975). Table 1- 1 summarizes power and responses to that power.

Table 1-1 Etzioni's Compliance Types

Types of Power				
Types of Involvement		Coercive	Utilitarian	Normative
	Alienative	X		
	Calculative		X	
	Moral			X

Each type of power in Etzioni's Compliance Theory supplies a lens through which DAEPs can be examined. Is coercive, utilitarian, or normative power used to impact students' behavior? With that discovery, will the data show that students' responses to the power used align with the associated involvement as aligned by Etzioni's theory as outlined by Lunenberg (2011)?

Procedures

In this study, both qualitative and quantitative research methods were used. Having two methods of data collection provided a greater depth of the issues than if a single research method (e.g., either qualitative or quantitative) were used. This allows quantitative data to support qualitative data and vice versa. In a sense, the results of connecting data obtained from both methods build on one another thus providing a more holistic view of the issue. It is the combination of both quantitative and qualitative research methodologies that lend accuracy and validity to the results, and conclusions and implications are strengthened (Johnson & Onwuegbuzie, 2004).

Researcher

I have 11 years of experience in public education. Four of those years were as an English teacher at the secondary level. The other seven are in campus administration at the secondary level. My current position is as the administrator in charge of a school district's DAEP. In this role, I have observed that data are lacking in reference to the effects that the DAEP has upon students when they return to their home campus. Consequently, there is a need to find out whether placement at the DAEP is effective in helping students achieve success behaviorally and academically once they return to their home campus.

As the administrator in charge of the DAEP in my district, I am one of the best persons to conduct this study. My position allows me to meet students when they enter the program, observe them on a daily basis, form a relationship with them, and gauge their attitudes about their placement. Additionally, I have access to pertinent data needed to conduct this study such as the names of the administrators who assign students as well as the home campus teachers of those students.

Data Needs

The primary data needed to conduct this study were educator perceptions of the power that is used and educator perceptions of how students react to that power. In addition, general information about how educators think the DAEP is designed to function, the realities of its function in practice, and how they believe students respond to a DAEP placement.

Data Sources and Sample

To identify the power used in a district's DAEP and student responses to that power, data was obtained from educators who are knowledgeable of the DAEP and its workings. Home campus teachers who had students placed at DAEP, home campus administrators who have a good working knowledge of the DAEP because it is an integral part of the district's discipline system, and DAEP teachers who intimately know the workings of the DAEP were the best choice to provide the data needed for this study.

The population for this study was comprised of district home campus teachers (grades 6-12), secondary campus administrators, and DAEP teachers. The sampling method chosen for this study was purposeful sampling. According to Lodico, Spaulding, and Voegtler (2010), the primary aim of purposeful sampling is to select persons, places, or things that can provide the richest and most detailed information to help answer the research questions. In short, purposive sampling limits the study to only those individuals who can provide complete and reliable information in order to learn the most about the central issue explored in the research, which is after all the primary purpose of research (Lodico, Spaulding, & Voegtler, 2010).

Given these requirements, a sample of home campus teachers (200) were selected to participate if they had students who completed a DAEP placement during the 2011-12 or 2012-2013 school year. Home campus administrators selected to participate will be the top 20 who assigned the most students to the DAEP during the

2011-2012 and 2012-13 school year. Middle and high school teachers (11) at the DAEP will also be included.

Data Collection

A survey instrument (Appendix A) and interview items (Appendix B) were used to collect the data for this study. The survey obtained quantitative data on educators' perceptions of the use of power and students' reaction to that power at the DAEP. The survey served to identify which use of power/reaction the majority of the educators perceive is in use. It was also used as a source to obtain names of participants who agreed to be interviewed. The dialogue from the interviews supplied the qualitative data about the power used and students' responses to that power. Therefore, this study used the approach of an Explanatory Design (Yin, 2003).

The Explanatory Design is most appropriate because as with this study, calls for qualitative data to build upon quantitative results (Creswell et al., 2003). Explanatory Design is useful when the researcher needs qualitative data to explain quantitative results or when quantitative data is used to guide purposeful sampling when gathering qualitative data (Morgan, 1998; Creswell et al., 2003).

A survey was used to collect quantitative data from home campus teachers, home campus administrators, and DAEP teachers in one North Texas school district, which is referred to as Main ISD. By using a survey, data can be gained from a sample from within the population and generalized back to the population (Kraemer, 1991). Part I of the survey was designed to gather demographic information from the

respondents. Data gathered were used to provide characteristics of the samples' experience, current job position, ethnicity, and sex.

I found no previously established survey that would glean the exact data needed for the remainder of the survey. The need to make sure that a survey is designed specifically for the situation to which it will be applied is of the utmost importance was noted by Isaac and Michael (1997). However, Roach's (1995) Power Base Measure (PBM) is an instrument that contained items similar to what would be needed for the survey in this study. Consequently, Roach's PBM served as a model for part II of the survey instrument.

The PBM contains items designed to measure the use of power, but it does not measure responses to the use of power. It was based on French and Raven's (1959) five bases of power: coercive, referent, legitimate, expert, and reward. French and Raven's (1959) description of coercive power (power that comes from the belief that a person can punish others for noncompliance) and their description of reward power (power in which one person compensates another for compliance) aligns with Etzioni's description of coercive power and utilitarian power. Items from the PBM that sought to measure coercive and reward power were used to develop survey items for this study that would measure coercive and utilitarian power. Following the same pattern, items were also developed to measure normative power.

The survey obtained demographic data (items 1- 6) and contained nine Likert-type items (items 7-15), and one open-ended item (item 16). In terms of the Likert-type items, participants were able to select Strongly Agree, Agree, Disagree, Strongly

Disagree, or Not Sure to the nine survey items. Items 7, 11, and 12 measured the perception that educators have of the DAEP using coercive power; 8, 9, and 15 measured the perception that educators have of the DAEP using utilitarian power; and 10, 13, and 14 measured the perception that educators have of the DAEP using normative power. The last item (item 16), the open-ended one, was used to obtain information from those who agreed to participate in an interview.

The last item, the open-ended one, was used to obtain information from those who agreed to participate in an interview. A set amount of individuals who responded to this item were selected as interview participants.

The home campus schedules for students who attended Main ISD's DAEP during the 2011-12 or 2012-13 school year were used to identify home campus teachers who taught students who completed a DAEP placement. The top 20 home campus administrators who assigned the most students to the DAEP during the 2011-12 and 2012-13 school year were identified via a report revealing frequency of placements. All middle and high school DAEP teachers (11) were also included. Participants received the survey electronically to their district assigned email address.

Three home campus teachers, three home campus administrators and three DAEP teachers who agreed to participate in an interview were interviewed. These individuals' survey responses were reviewed with them. By providing examples and explanations to their survey responses and responding to other items, interviewees provided me with data that informed their perceptions.

For the sake of their comfort, participants were asked where they preferred to meet for the interview. Upon meeting, educators were assured that their identity would be held in confidence. For the sake of anonymity, pseudonyms were assigned. Interviews were audio tape recorded and completely conducted between 15 and 40 minutes. The discussions obtained information based on their knowledge and experiences that expanded and richened the responses from the Likert-type items.

Educators were given Etzioni's (1961, 1975) definition of the three types of power and the reactions that subordinates exhibit in response to the power. They were also given a reference document outlining the definitions and responses of Etzioni's (1961) theory (Appendix C) to refer to during the course of the interview.

Research Criteria

Before the needed data were collected, it was most appropriate to establish validity and reliability to ensure that the methods being used would measure what was intended to be measured and that constructs within would be consistent (Groth-Manat, 2009; Friedman et al., 2010). Reliability and validity help to relay the rigors of the research process and communicate trustworthiness of the findings (Roberts, et al., 2006). Joppe (2000) defines reliability and validity in quantitative research as follows:

The extent to which results are consistent over time and provide an accurate representation of the total population under study is referred to as reliability. . . .

If the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable. Validity determines whether the

research truly measures that which it was intended to measure or how truthful the research results are. (p.1)

Establishing Quantitative Reliability

To establish quantitative reliability, the instrument was tested for its internal consistency. Internal consistency is a measure of reliability among items within the instrument (Friedman et al., 2010) and determines whether or not the responses on items in the survey that are supposed to measure the same constructs are able to produce similar results or scores. For example, related items that positively support a characteristic should receive similar responses from the participant that could either be in agreement or disagreement. If these items produce extremely different responses from the participant, it indicates a poor internal consistency. Statistically, internal consistency is expressed as a Cronbach's alpha coefficient (Friedman et al., 2010).

Selected educators (4 DAEP administrators and 8 DAEP teachers), who are well versed in the inner-workings of a neighboring DAEP were invited to take the survey (Appendix D). Cronbach's alpha, using SPSS software, was computed. Cronbach's alpha ranges between 0 and 1. The closer to one it is the greater the internal consistency. George and Mallery (2003) provide the following rule: “ $\alpha > .9$ – Excellent, $\alpha > .8$ – Good, $\alpha > .7$ – Acceptable, $\alpha > .6$ – Questionable, $\alpha > .5$ – Poor, and $\alpha < .5$ – Unacceptable.” Responses did reveal Cronbach's alpha to be $>.7$ and therefore indicated the instrument had good internal consistency.

Establishing Qualitative Validity

To establish validity, I tested the survey instrument for construct validity. According to Groth-Manat (2009), construct validity is the degree to which the items in the instrument or tool are able to represent fully the characteristic (construct) it purports to measure. Thus, a vast knowledge of the construct being measured is a prerequisite to judging whether or not a construct is being underrepresented in the instrument (e.g. survey).

The selected aforementioned educators were invited to review the survey and provide feedback regarding its usefulness and completeness as a tool in achieving its purpose to measure the uses of power and responses to power at the DAEP. They were also asked to examine the survey for clarity. A validation form that I created accompanied the survey. Using a 4-point Likert type scale, they indicated the level of clarity for each item in the survey. The scale ranged from 1 = not clear at all, 2 = not very clear, 3 = clear, and 4 = very clear.

A consistency scale was used for survey items seven through fifteen to indicate whether the item was consistent with possible perceptions of a DAEP and students' reactions to a DAEP placement. The consistency scale ranged from 1 = not very consistent, 2 = not consistent, 3 = consistent, and 4 = very consistent.

Panel members were asked to provide recommendations for improvement if they rated an item a 1 or 2 in either area. Items must have a minimum mean score of 2.5 to remain in the survey. Additionally, recommendations and suggestions were taken into consideration and incorporated into the survey instrument as appropriate.

Reliability in qualitative research is typically described as dependability or trustworthiness (Lincoln & Guba, 1985). Dependability and trustworthiness involve the implementation of techniques which would yield similar results if the study were conducted again “in the same context, with the same methods, and with the same participants” (Shenton, 2004, p. 71). In other words, the research design should be a proto-type (Shenton, 2004).

In qualitative research, the term validity is replaced with credibility and transferability (Lincoln & Guba, 1985). Bradley (1993) refers to credibility as the “adequate representation of the constructions of the social world under study” (p.436). Bassey proposes that transferability occurs when practitioners see their situations are similar to what is revealed in the study (1981). Zhang and Wildemuth (2009) posit,

It is not the researcher’s task to provide an index of transferability; rather, he or she is responsible for providing data sets and descriptions that are rich enough so that other researchers are able to make judgments about the findings’ transferability to different settings or contexts. (p. 6.)

It was my intention that the data and descriptions provided by this study would allow educators, especially those who can influence the structures of DAEPs, to make judgments that will ultimately allow DAEPs to be more effective in helping students in the future. By understanding educators’ perceptions of this DAEP, administrators will understand the findings and determine whether or not the same may be reflected in the perceptions of the DAEP in their districts.

Establishing Qualitative Dependability and Trustworthiness

To increase dependability, extreme care was taken to ensure accuracy during the recording and transcribing of interviews (Roberts et al., 2006). Additionally, chapters 3 - 6 of the study provides the details of the research design, research procedures, data reporting and analysis, and conclusions with the intent of creating trustworthiness of the procedures and the data that were generated (Stiles, 1993).

Establishing Qualitative Credibility and Transferability

To ensure credibility, data collection and procedure as well as data analysis were carefully designed and controlled. To address transferability, descriptive data analysis was included in the finalization of the study. This will allow those who read it the ability to transfer the data and conclusions of this study to their individual situations.

Data Analysis

Through this research, my charge was to reveal educators' perceptions of the power the DAEP uses in working with students and their observations of student responses to that power. Quantitative data analysis was conducted based on the survey responses and qualitative analysis was used to give structured meaning to the interview data.

Quantitative Data Analysis

Descriptive statistical analyses will be utilized to analyze the quantitative data in the survey. Descriptive statistics provides a way to summarize data in a way that is easy to understand and to notice trends and patterns in the data (Creswell, 2008, 2007; Johnson & Onwuegbuzie, 2004). In conducting the analysis, it is important to

determine the level of measurement, tabulate and present the results, and to describe and disaggregate the data (Bluman, 2011; Creswell, 2008, 2007).

Responses to the Likert-type questions provided me with an interval scale which is one that represents a fixed number measurement absent of a zero point (Creswell, 2008, 2007; Johnson & Onwuegbuzie, 2004). Percentages of all respondents' answers to the survey were calculated as well as percentages of responses from each category of respondents (home campus teachers, home campus administrators, and DAEP teachers). Calculating and displaying percentages allows for better comparison between categories (Bluman, 2011; Creswell, 2008, 2007; Johnson & Onwuegbuzie, 2004). The results are presented in Chapter Four in summary tables where items are grouped according to the power being measured. The first column indicates the item while the respective frequency of answers in percentage would be presented in the corresponding row of the item under the response from Strongly Disagree/ Disagree in column two, Strongly Agree/Agree in column three, Not Sure in column four, Skipped Item in column five, and Totals in column six.

Qualitative Data Analysis

The interview responses constitute the qualitative data obtained for this study. Content analysis is appropriate for analyzing the responses from the open-ended items to make sense of the data and categorizing emerging themes from the teachers' responses (Friedman et al., 2010). For this study, I conducted content analysis.

Content analysis emphasizes the categories (i.e. codes) formed from the analyzed data (Friedman et al., 2010). Interview recordings were transcribed. Using

the types of power and responses to that power as codes the interview data was organized, summarized, and explained. Additionally, underlying theories and relationships that may emerge from the dataset were also addressed.

Significance of the Study

Home campus teachers, home campus administrators, and DAEP teachers can provide insight as to the power implored by the DAEP to make students comply. This information may be used to reveal a factor that may cause one in five students to still not abide by the district's code of conduct when they return to their home campus. By acquiring this information, the DAEP may find that making a shift in the type of power it uses, could be beneficial in providing more students with an experience that positively impacts their behavior once they return to their home campus.

In Research

Research is quite limited on the efficacy of DAEPs. For a small percentage of students served by them, school districts spend a large amount of money on DAEPs each year (Intercultural Development Research Association, 1999; TEA 2007, 2010). Texas Education Agency (2010) reports out of the small percentage that is served, one out of five students has repeated placements during the course of a school year. It is obvious that for these students, something is amiss. The DAEP is not meant to be a revolving door. There has to be a reason this is happening.

Though only one district's DAEP is being examined in this study, the data adds to the body of research that currently exists on DAEPs. Failing to explore this issue is hurting not only the students involved, but the school district as a whole. Classrooms

are overcrowded, teachers are being laid off, and budgets are being cut so that the districts can continue to provide an education for the masses (Executive Office of the President, 2011). There is no room to waste any money. Failing to explore the impact and affect that DAEPs have on students is careless. One can liken it to taking money from a needed resource to spend money on something and not knowing what will be gained, if anything, from the spending.

In Practice

By obtaining and ultimately using the data to improve practices, the DAEP can fulfill its purpose. Additionally, this may result in fewer placements and/or repeated placements at the DAEP. In turn, the district can use its fiscal and human resources more on home campuses. Resources can be used to support students behaviorally in the more academic setting that is found at the home campus.

It is my intent that this research will be used by Main ISD as an entry point to conduct a more extensive examination of the DAEP. In turn, this study and consequential studies will bring about changes that are needed to improve the DAEP's effect on students. Additionally, this study will be shared with other school districts with the hope that they will use it as a springboard to conduct a study on their own DAEPs.

In Theory

School districts, just as any organization, are performance driven and have goals that must be met. To do that, it is necessary for students to comply with the district code of conduct. When behavioral compliance is not achieved at the home campus, the

DAEP is called upon to make students comply. However, for many students, the DAEP is not effective in deterring future code of conduct violations. Etzioni's (1961, 1968, 1975) Compliance Theory states that most organizations use one of three types of power to make subordinates comply: coercive, utilitarian, or normative power. Responses, respectively, are alienative involvement, calculative involvement, or moral involvement (Etzioni, 1961, 1968, 1975; Lunenberg, 2011; Schifano, 2011). By using this as a lens, it can be determined what type of power is used by the DAEP and if it, or another type of power, would increase student compliance when they return to their home campus. Findings from this study may alter or augment our understandings about power and responses to power in school organizations in the 21st century.

Chapter Summary

This explanatory design study sought to explore the power used by the DAEP to make students comply with the district code of conduct and student responses to that power. Both quantitative and qualitative data were gathered from school district personnel involved with DAEP students and DAEP student placements. This study adds to the limited body of research that exists on DAEPs and provides valuable information to the school district that is used. This information can be used to make changes that will benefit the district as a whole. Additionally, it will be shared with other districts with the intent that they will conduct a similar study that can be used as a change agent in improving their DAEPs.

Chapter 2

Review of Related Literature

This literature review has been constructed to frame the context of the Texas DAEP that is the focus in this study. Therefore, it summarizes the history of Disciplinary Alternative Programs (DAEPs) in the United States, examines positive and negative aspects of DAEPs, reviews the implementation of DAEPs in Texas, explores studies on the efficacy of DAEPs, presents Etzioni's Compliance Theory, and surveys studies that have applied Etzioni's Compliance Theory.

Evolution of DAEPs in the United States

In the United States, there are many types of alternative schools, including but not limited to those that focus on serving students with discipline issues (Aron, 2006; Duke & Griesdorn, 1999; Gregg, 1998; Kershaw & Blank, 1993; Raywid, 1995). The term alternative school is used to describe a school that is not categorized as a traditional public, parochial or private school (Aron, 2006; Kershaw & Blank, 1993; Raywid, 1995). These schools are an educational option for a broad range of students, those who are at risk of failing, those who are advanced and wish to be taught in a more academically challenging setting, those who are pursuing a specialized career path, those who have dropped out, and/or those who have exhibited behavioral problems (Aron, 2006; Duke & Griesdorn, 1999; Gregg, 1998; Kershaw & Blank, 1993; Raywid, 1995).

Though disciplinary alternative education programs (DAEPs), as they are most widely called, were not the first alternative programs to appear, more often than not, it

is the disciplinary setting that comes to mind when “alternative education” is mentioned (Gregg, 1998; The North Carolina Education and Law Project, 1997). Some scholars argue that the word “alternative” is misleading when referring to disciplinary settings. The word alternative signifies that there is a choice to be made. In *The Retransformation of the School*, Duke (1978) posits, “An alternative school simply is a school accessible by choice, not assignment” (p. 107). However, in practice, students who find themselves in alternative schools for disciplinary reasons do not have a choice in the assignment (Lange & Sletten, 2002).

Zero-tolerance policies, The Gun Free Schools Act of 1994, safe school legislation, the onslaught of high stakes testing, and the determination to provide learning environments that were orderly, safe, and conducive to learning moved many districts to put in place the disciplinary alternative school model (Gregg, 1998, The North Carolina Education and Law Project, 1997). In addition, the growing problem of school violence and the fear instilled from widely publicized school shootings as seen in 1997 at Pearl High School in Mississippi, in 1998 at Westside Middle School in Arkansas, in 1999 at Columbine High School in Colorado, and in 2012 at Sandy Hook Elementary in Connecticut (Leone, Christle, Nelson, Skiba, Frey & Jolivette, 2003; Stoler, 2013) serve to reaffirm the need for schools to take charge of disciplinary issues. These isolated, though devastatingly tragic incidents, set the stage for investigations that sometimes reveal perpetrators as students who have had previous or on-going disciplinary problems. For some, those who have committed these crimes should have been previously removed from the general education setting.

Fearing that violence and disruption would occur in its schools, many states and school districts have DAEPs to assist in managing disruptive students and teaching those students how to conduct themselves in a manner that will not disrupt the educational process (Duke & Griesdorn, 1999; Gregg, 1998; Leone, et al., 2000; Yell, 1990; Yell, Cline, & Bradley, 1995). Programs vary from state to state in terms of size, philosophy, and effectiveness (Fizzell & Raywid, 1997). Studies show that urban school districts with large minority populations have DAEPs more often than other school districts (Verdugo & Glenn, 2006; Zweig, 2003).

According to a 1999 report published by the Education Commission of the States, 35 states have passed legislation to establish DAEPs. Nine states have mandated policies for the establishment of DAEPs, 29 states allow local districts to establish DAEPs, and four states provide options for the creation of DAEPs. Of the states that have established DAEPs, students' inclusion may depend on their age, offense, and/or current academic standing. As for the location of the DAEPs, states have decided that the program may be on a home campus, away from the home campus, or in a central location where districts share the program.

Contrary to popular belief, most students are not referred to DAEPs for grossly violent behaviors. Approximately 95 percent of students are referred to DAEPs for infractions such as persistent misbehavior, fighting, disrespecting teachers, and non-compliance (Kleiner, Porch & Farris, 2002). Many of these disruptive behaviors in which students engage are a result of being unable to handle pressure brought on by peers, parents, and the stress of high stakes testing (Sprague & Walker, 2004).

In a statistical analysis of DAEPs, Kleiner et al. (2002) report less than five percent of students in the United States are disciplined for major violations (firearms, violence, drugs and alcohol, or destruction of school property). Students who are disciplined for major violations and who are considered dangerous, are provided assistance through therapeutic residential facilities or in juvenile justice facilities for extended periods of time.

DAEPs were created to be a consequential alternative placement (instead of suspension or expulsion) for students who have exhibited inappropriate behavior or who have chronic behavioral problems (Gregg, 1998; Leone & Drakeford, 1999; The North Carolina Education and Law Project, 1997). Leone and Drakeford (1999) posit, “Often these alternative education settings are punitive responses or ‘last chance’ options for youth” (p. 2). According to the Disciplinary Alternative Education Program Practices Policy Report published by the Texas Education Agency in 2007, the purpose of disciplinary alternative education is to provide temporary student placements for behavior management, often as alternatives to suspension or expulsion. Depending on the reason and the policies of the school district, students may spend anywhere from five days to the length of a school year in a DAEP. The goal is for students to return to, and succeed in, their regularly assigned classrooms and schools. In these settings, “which aim to segregate, contain, and reform disruptive students” (Gregg, 1998, p. 108), students are supposed to learn behavior modifying tools and techniques that will allow them to be successful when they return to their home campus. In addition,

students continue to receive academic instruction (which they would not receive if they were suspended or expelled).

Positive Aspects of DAEPs

Before the establishment of DAEPs, students who exhibited disruptive behavior were disciplined by stopping their education for some period of time, but DAEPs positively rectified this. Studies have found that out-of-school suspensions are linked to academic failure, being retained, and feelings of negativity towards school (Gottfredson, 2001; Hyman & Snook, 2000). Research shows that many students who engage in disruptive behavior are experiencing personal issues that place them in the “at-risk” category for dropping out of school (Cable, Plucker, & Spradlin, 2009; Duke & Griesdorn, 1999; Gregg, 1998).

With the advent of DAEPs, students were no longer excluded from the academic offerings of public school. Instead, these programs were designed to modify the behavior of disruptive students while keeping them enrolled in a school setting that addresses behavioral as well as academic needs (Cable, Plucker, & Spradlin, 2009; Duke & Griesdorn, 1999; Gregg, 1998).

McCreight (1999) set out to discover best practices in DAEPs across Texas. Four hundred and seven superintendents responded to a survey soliciting information that would describe practices of on and off campus alternative programs. McCreight’s data indicated a number of best practices that were supported by the researcher’s literature review. These practices included, but were not limited to: 1) a clearly developed mission, 2) an efficient and structured learning environment, 3) a low pupil

to teacher ratio, 4) self pace-paced and individualized instruction, 5) collaboration with home campus colleagues, 6) an underlying goal of improving the “whole” student, 7) clear, strict, and fair discipline that includes a dress code, 8) a transition process from the DAEP to the home campus, 9) promotion of parental involvement, and 10) intensive student and family counseling.

Proponents of DAEPs highlight the following attributes, features, and components. DAEPs:

- provide an outlet so that a more conducive educational environment in the regular school setting can exist (Duke & Griesdorn, 1999);
- establish a climate that focuses on respect and high expectations (Renihan & Renihan, 1995);
- provide a smaller supportive atmosphere where students receive more attention regarding behavioral reformation (Cable, Plucker, & Spradlin, 2009);
- establish an environment in which disruptive students are disciplined while still benefitting from academic instruction rather than being excluded from school (Raywid, 1995);
- teach students that there are consequences for their behaviors (Raywid, 1995);
- and
- provide closer supervision and counseling for students who show a need for it (Renihan & Renihan, 1995).

Negative Aspects of DAEPs

Many schools use DAEPs as a way to remove students who are labeled as difficult to teach or who exhibit challenging behaviors (Institute for the Study of Students at Risk, 2001; Irvine, 1991). Frequently DAEPs are used as “warehouses” for difficult students (Hadderman, 2002, p. 6). In certain cases, the problem may not be with the student, but with the teacher. “Teachers may not have received training in behavior management and instructional strategies to help students with different learning needs” (Gregg, 1999, p. 8). Some point out poor school organization and the inability of some students to conform to unrealistic expectations of behavior, that may not be well-defined by the school, as reasons students may be deemed “challenging” (Cable, Plucker, & Spradlin, 2009; Gregg, 2009).

Another negative factor that has been associated with DAEPs is a correlation that has been made which shows students who end up in this type of disciplinary setting are more prone to delinquency and likely to be incarcerated (Ekstrom, Goertz, Pollack, & Rock 1986; Geronimo, 2010; Juskiewicz, 2000). According to Leone et al. (2003), the use of exclusionary and punitive discipline, like DAEPs, appears to be associated with increased rates of dropout and delinquency. The national High School and Beyond survey revealed that school dropouts were three times as likely to have been suspended as their peers who had stayed in school (Ekstrom et al., 1986). Suspension and expulsion have also been linked to an increased likelihood of delinquency. Criminal justice researchers have described gang involvement as a gradual process, starting with school alienation and requiring the availability of time to associate with youth already

in gangs (Patterson, 1992). Students who are not in school have this time. Suspension and expulsion may thus accelerate the course of delinquency, by providing at-risk and alienated youth extra time to associate with troublesome peers.

Exclusion from the mainstream school environment, according to Texas Appleseed Organization (2007) and the Public Policy Research Institute (2005), is a precursor to students becoming involved in the juvenile justice system. Texas Appleseed Organization (2007) reports:

Involvement in the criminal justice system can be viewed as a continuum of entry points – from early school-based behavior problems that result in suspensions, expulsions, or Disciplinary Alternative Education Program (DAEP) placement to more serious law breaking and probation violations that can involve the juvenile justice system and, ultimately, the adult penal system. (p. 1)

DAEP Guidelines in Texas

A dearth of information exists on how the state of Texas developed its plan for DAEPs or why the state even established disciplinary programs. What is known is that conversations, in the early 1990s, between teacher organizations and the Texas Legislature served as a springboard for the creation of the first DAEPs in Texas in 1995 (Cortez & Robledo, 1999). According to Texas State Senator Teel Bivins (as cited in Cortez and Robledo, 1999), DAEPs were created to remove students who committed offenses in the classroom that were disruptive to the educational process and to make sure teachers could maintain discipline and order by removing unruly students.

In 1995, the Texas Legislature established in the Texas Education Code (TEC) §37.008 the policy that certain school districts in the state of Texas must have within the district, a setting removed from a home campus, that would serve as an educational alternative for students who have violated the district's code of conduct. According to Cortez and Robledo (1999), this "alternative educational setting" or Disciplinary Alternative Educational Program (DAEP) is designated as the facility students are sent to

if they engage in conduct punishable as a felony, commit a series of specified serious offenses while on a school property or attending a school sponsored activity, or if they commit other violations specified in student 'codes of conduct' developed by individual school districts. (p. 1)

The TEC specifies that school districts in the state of Texas must have a DAEP that meet eight requirements. The DAEP must:

- 1) be in a setting other than a student's regular classroom in a location off the regular school campus;
- 2) provide that the students who are assigned to the disciplinary alternative education program be separated from students who are not assigned to the program;
- 3) focus on English language arts, mathematics, science, history, and self-discipline; provide for students' educational and behavioral needs;
- 4) provide supervision and counseling;

- 5) employ only teachers who meet all certification requirements established under Subchapter B, Chapter 21; and
- 6) provide not less than the minimum amount of instructional time per day required by statute.

School districts in Texas are able to assign students to DAEPs for violation of the local district's Student Code of Conduct. These assignments are termed "discretionary" and account for the majority of DAEP assignments. TEA (2007) reported that during the 2005-06 school year 65% of DAEP assignments were discretionary, 13% resulted from possession of a controlled substance, 7% from fighting, and the remaining 15% from assaults, alcohol, conduct punishable as a felony, and "other."

Most commonly, violations were those that repeatedly or seriously interfered with the classroom teacher's ability to communicate with students or that interferes with the ability of other classmates to learn (Texas Education Agency, 2007). The violations that may result in discretionary assignments are persistent misbehavior, classroom disruption, defiance, and insubordination. What constitutes these violations is subjective. The Institute for the Study of Students at Risk 2001 Policy Report states, "Frequently, in the absence of statewide standards, local school districts in many states are given a great deal of latitude to determine just what constitutes 'disruptive behavior'" (p. 21).

The other type of DAEP assignment is the mandatory assignment. There are certain “major” violations that involve guns, assault, and drugs that mandate students be sent to a DAEP. However, the data provided by Kleiner et al. (2002) show that less than five percent of U. S. students are disciplined for major violations. Texas Education Code subsection 37.006, outlines students who are at least six years old on the date that the offense is committed, must be assigned to the district DAEP if they: report a false alarm or terroristic threat; engage in assault or conduct punishable as a felony; are in possession or under the influence of marijuana, alcohol, a dangerous drug, or a controlled substance; or engage in public lewdness.

Due process must be followed when students are assigned to a DAEP (TEA, 2007). When students have a conduct violation and are removed from class, the principal, or the principal’s designee, must schedule a conference with the student, parent, and teacher (if referred by a teacher). In this conference the student has the opportunity to respond to the accusation. If the administrator decides to move forward on sending the student to DAEP, the number of days assigned must be in accordance with the board policy. Texas Education Agency (2007) states placements at DAEP “may not exceed one year unless, after review, the district determines the student is a threat to the safety of other students or district employees or that extended placement is in the best interest of the student” (p. 3). If the parents disagree with the DAEP placement, the appeal process must be followed.

The practice of disciplining students by excluding them from their normal educational setting adds to negative feelings that students have towards school and

contributes to students' suspicion of mainstream rejection (McFadden & Marsh, 1992; Skiba et al., 2000). These exclusionary practices can alienate students not only physically, but psychologically.

Studies of DAEPs in Texas

Research on DAEPs in Texas is quite limited; only five studies were found in the research literature. The earliest is a study by Killian (2002). As a part of his study, Killian (2002) examined the perception of the impact that nine components (mission, roles, administration, size, curriculum, site, social services, choice, and public relations) had on DAEPs. Data was gathered from 25 DAEP principals, 35 superintendents, and 78 other administrators in the Texas' Region 20 Educational Service Center. In his study, Killian (2002) found that the participants perceived three components (mission, roles, and administration) impacted DAEPs the most and were fully or moderately implemented along with site, curriculum, and size. The other components, social services, choice, and public relations, were perceived as being low to moderate in their implementation and impact. Among his recommendations, was that teacher perceptions be explored in future research.

A study completed by Davis (2003) was designed to provide insight about the effectiveness of DAEPs as students transition back to their home campus in a Southeast Texas school district and the impact that a DAEP placement had on students once they returned to their home campus after completing a placement. Six DAEP administrators were interviewed to assess their perception and student data was analyzed to determine impact. Interview questions were developed by the researcher based on his experience

working with DAEPs. The researcher compared grades from core subjects (English, math, science, and social studies), attendance, and the number of discipline referrals for 62 students before and after they completed a placement at DAEP. All students in the study had completed a DAEP placement and had returned to their home campus.

Administrators interviewed by Davis (2003) indicated that even though there were efforts made to transition students back to their home campus after a DAEP placement, there were no formal transition procedures. Davis also found that when comparing the student data from before and after the DAEP placement, although White, African American, and Asian students' grades improved in English, math and science while Hispanic students' grades decreased in all core areas there were no significant differences in comparing grades before and after the DAEP placement. Additionally, the number of office referrals for White and Asian students decreased while the number for African American and Hispanic students increased but overall there was no significant difference between the number of referrals before and after the placement. Student attendance improved for African American, Hispanic, and Asian students but there was no difference for White students. Again, there was no significant statistical difference between the average daily attendance before and after the DAEP placement.

Cobb (2008) analyzed the effectiveness of DAEPs (as perceived by students in attendance at the DAEPs) in the Dallas ISD. One hundred twenty-six students participated in the study by completing a 24 question survey. In addition, the researcher interviewed three administrators (two principals and the district hearing officer) to gather more insight regarding the effectiveness of the DAEPs.

Based on student responses to the questionnaire, Cobb (2008) found that, overall, students: 1) believed that school was important and they wanted to graduate; 2) felt that contact between the DAEP and their parents was limited; and 3) did not feel there is an adult in the DAEP who cared about them. Interviews with the administrators established that teachers were trained in discipline and academic techniques that can help the students they serve and that students tend to do better at the DAEP, but when they go back to their home campus, the same issues with behavior and academics arise. Cobb determined that when combining the data from the student questionnaire and administrator interviews, the positive impact of DAEPs on students is marginal.

Williams (2009) studied student and parent expectations of a DAEP. She interviewed seven Hispanic, adolescent male students, and their parents, who had been assigned to the DAEP in a large Texas school district. In group interview sessions, participants were asked a series of questions about their experiences regarding the DAEP. Her results revealed that how participants were treated was the most important aspect of their DAEP placements.

It was never about the institution of education; it was clearly regarding whether or not they would be treated fairly. All participants wanted to experience the same opportunities as other members of the educational organization. (p. 42)

Schifano (2011) conducted a study on a DAEP in a large suburban school district in “the south.” This program served students in kindergarten through 5th grade. The researcher sought to evaluate whether or not the program produced a positive behavioral and academic change in the students served. To do this, Schifano examined

the rate of attendance, behavioral consequences such as suspensions, and grades of 57 students before they were assigned to the DAEP and after they returned to their campus.

Results from Schifano (2011) showed that students had a better rate of attendance at their home campus after they returned from the DAEP placement. However, behavior and grades were not positively impacted when they returned to the home campus. Schifano recommends that use and effectiveness of DAEPs as perceived by teachers also be studied.

Limited in number and varying in topic, the studies of DAEPs in Texas have resulted in various findings that do not show DAEPs in a positive light. Studies have shown that students have a drop in grades, they perceive DAEPs to have a miniscule impact on future behavior, and that students' do not feel they are treated respectfully at the DAEP. Overall it appears that DAEPs are doing more harm than good to the students who are sent.

Theoretical Framework of this Study

Etzioni's Compliance Theory is used as the conceptual framework guiding this study. Taking its foundations from organizational theory, Etzioni (1968) determined that organizations have a purpose and that power is used to make sure workers, in the organization, fulfill that purpose. As a result of an organizations use of power, workers will ultimately respond with some form of compliance. The power used by the organization and the ensuing involvement or response from workers as a result, is the basis Etzioni's (1964) *Compliance Theory*.

Compliance Theory

Etzioni (1968, 1975) indicates that the effort used to get workers to comply, to participate in activities, or to contribute to goal attainment can be advanced by employing the use of power. Control or power, as described by Etzioni (1968, 1975), is used by organizations to achieve compliance. The power strategies and reaction to those strategies, or involvement, as defined by Etzioni (1968) are coercive/alienative, utilitarian/calculative, and normative/moral.

Coercive/Alienative

Coercive power is described by Etzioni (1968) as “the application or the threat of application of physical sanctions such as infliction of pain...” (p.4). This type of power uses fear as its basis. Workers are controlled by unpleasant thoughts of what may happen if they do not comply with the organization’s requests. Organizations that use this type of power believe that force is required to fulfill its goals (Allen, 2008).

Alienative involvement is the result of the use of coercive power (Etzioni, 1968). This involvement shows an “intense, negative orientation” towards the organization (Etzioni, 1975, p. 10). Respondents do not want to meet discomfort so they comply with what is being requested. “Inmates in prisons, patients in custodial mental hospitals, and enlisted personnel in basic training” typically respond in this manner (Lunenburg, 2011, p.3).

Utilitarian/Calculative

Utilitarian power uses extrinsic rewards to gain compliance. Etzioni (1968) states that it is “based on control of material resources and rewards through the

allocation of salaries and wages, commissions and contributions, fringe benefits, services, and commodities” (p.4). This type of power uses physical enticement as its basis. Workers are controlled by thoughts of how they can personally benefit if they comply with the organization’s request.

Calculative involvement is the typical result to the use of utilitarian power (Etzioni, 1968). This reaction “designates either a negative or positive orientation of low intensity” towards the organization (Etzioni, 1975, p.10). Workers are more likely to comply with the organization because they can calculate how they will advance or benefit from their compliance. Those who work in business firms, are a part of unions, or who are employed by government agencies usually display calculative involvement (Lunenburg, 2011).

Normative/Moral

Normative power “rests on the allocation and manipulation of symbolic reward . . . manipulation of mass media, allocation of esteem and prestige symbols, administration of rituals, and influence ”(Etzioni, 1975, p. 4). This type of power uses the offer of intrinsic rewards to gain compliance. Churches, political organizations, and universities typically use normative power (Lunenburg, 2011).

Moral involvement is the usual reaction or response to the use of normative power (Etzioni, 1968). Workers that display this type of involvement show “a positive orientation of high intensity” towards the organization (Etzioni, 1975, p. 10). These individuals comply because they feel morally bound to do so. They wholeheartedly agree with the goals of the organization and therefore comply with its requests.

Etzioni's Compliance Theory Applied

Etzioni's Compliance Theory provides a straightforward way to explain power used by organizations and the involvement that it sparks (Penley & Gould, 1988, p. 45). Even though it is understandable and plausible, it has not received much attention in terms of applying it to studies (Angle & Perry, 1981; Gould, 1979; Kidron, 1978). The studies included in this section are among the few that have used Etzioni's Compliance Theory as a theoretical lens.

Thomas (1977) conducted a study that examined socialization in a coercive setting. The setting, a men's prison, is identified as one that uses coercive power (Allen, 2008; Etzioni, 1968; Lunenburg, 2011). Among other propositions, Thomas (1977) proposed,

The greater the degree of reliance on coercive power by the formal organization . . . the greater the degree to which inmates will become alienated and the greater the amount of alienation the less likely the organization will attain its goal of changing inmates behavior in the future. (p. 58)

In his study, Thomas (1977) issued a questionnaire to 401 inmates at a maximum security prison. The alienative measurements directly applicable to Etzioni's Compliance were the sense of "powerlessness," which he defined a feeling "helpless" subordinate to power and "opposition" towards the organization (p. 59). Results from 276 respondents indicated that there was a very high level of powerlessness and that, in turn, created a situation in which inmates assimilated into a society. "Assimilation," he states, "is strongly related to substantial negativism and hostility toward the staff,

programs, and policies of the prison organization” (Thomas, 1977, p. 66). If a high level of alienation and assimilation into an inmate society is present, the likelihood of inmates identifying with and subscribing to the goals of the prison organization (rehabilitation) is miniscule. Inmates “powerlessness” and negative orientation toward the prison indeed reflects the alienative involvement Etzioni (1975) indicates is a response to the use of coercive power.

Thomas’ (1977) results reaffirm Etzioni’s (1975) Theory of Compliance. The prisoners in the study relayed they were feelings of being “helpless” and experiencing “powerlessness” as a result to the power used by the prison organization to maintain control (Thomas, 1977, p. 6). Consequently, this feeling creates an “intense, negative orientation” towards the organization (Etzioni, 1975, p. 10). In turn, instead of complying to rehabilitate behavior, the inmates comply out of fear which does not serve as a vehicle to change future behavior (Thomas, 1977).

In 1998, Karl and Sutton compared employee workplace values in the private and public sector. They hypothesized that “Private sector employees will rank wages higher in importance than public sector employees” (p. 517). If supported by the results, their hypothesis aligns with Etzioni’s notion that private employee jobs (government, union related, factories) are typically subjected to utilitarian power and engage with calculative involvement (seeking extrinsic rewards). Public employee jobs (churches, political organizations, and universities) are typically subjected to the use of normative power and engage with moral involvement (seeking intrinsic rewards).

Karl and Sutton (1998) administered a study to 217 employees from varying occupations. The majority (78%) worked in the private sector and 22% worked in the public sector. This, they said, was reflective of the U.S. workforce at that time. The survey required the workers to rank the order of the 16 values given from most important to least important. Values included “interesting work,” “good wages,” “good working conditions,” “feeling ‘in’ on things,” “sympathetic help,” and “appreciation of work done” (Karl & Sutton, 1998, p. 520).

As noted by Etzioni (1975) and Lunenburg (2011), private sector jobs (government, union related, factories) are mostly operated using utilitarian power while public sector jobs (churches, political organizations, and universities) usually employ normative power. Results of the Karl and Sutton (1998) study also aligned with Etzioni’s Theory of Compliance (1975) that wages were held at a greater value for private sector workers than public sector workers. Etzioni’s (1975) theory notes that private sector employees are more likely to display calculative involvement and public sector employees subscribe to gravitate more toward moral involvement.

In one of the few studies conducted in a school setting, Welch (2010) explored teachers’ perceptions of how a certain method of discipline, In-School Suspension (ISS), impacted the future behavior of students who had been assigned. Participants in the study included teachers from a rural and suburban high school in Mobile, Alabama. Instrumentation combined survey results from 104 teachers and student archival data from the 2008-09 school year. The survey collected demographic data and a Likert-type questionnaire that inquired about their perceptions of ISS to deter future

misbehavior in students who had been assigned during the 2008-09 school year (Welch, 2010).

Results of the study showed that the teachers perceived ISS as a useful form of discipline, but the way ISS was being conducted at their schools, needed to be improved. When asked what improvements could be made, participants were not sure what should be done. Though the teachers agreed with the practice of ISS, they stated that they did not feel it was effective at deterring future behavior and archival discipline data revealed that it had not been effective in deterring future behavioral infractions (Welch, 2010).

ISS is a disciplinary measure that uses power as described by Etzioni's (1975) category of Coercive/Alienative. Students in ISS are separated from the general population of students. Their freedoms, such as eating lunch with whom they choose, congregating in the halls between classes, and participating in classroom activities are taken away because they have failed to follow the rules of the organization. Etzioni's description of Coercive Power (1975), states that organizations use fear to make workers in this case, students, comply. The reaction to that use of power is alienation. Individuals who feel alienated ultimately are resentful of the organization and what is being done to them (Etzioni, 1975). Consequently, future behavior is not changed. Teachers who participated in the Welch (2010) study, as well as archival data that was used, affirm Etzioni's view of Coercive power and Alienative response.

Chapter Summary

The creation of DAEPs in the United States is in part, a response to the increasing violence and disruption seen in public schools and the need for schools to maintain a conducive learning environment (Duke & Griesdorn, 1999; Gregg, 1998; Leone, et al., 2000; Yell, 1990; Yell, Cline, & Bradley, 1995). Thirty-five states have passed legislation regarding the establishment of DAEPs which includes mandated establishments, the choice for local districts to establish, and states providing the option for creation (Education Commission, 1999).

Supporters of DAEPs site positive aspects of DAEPs. For example, instead of continuing the practice of expelling students, as in past times, DAEPs allow students to be in a consequential alternative placement while remaining in an academic setting (Gregg, 1998; Leone and Drakeford, 1999; The North Carolina Education and Law Project, 1997). Additionally, the environment provides students a smaller, supportive atmosphere where behavioral reform as well as counseling for students who have shown a need for it (Cable, Plucker, & Spradlin, 2009; Renihan & Renihan, 1995).

Those not in favor of DAEPs point out negative factors such as studies that have shown students who are assigned to disciplinary settings are more prone to delinquent behavior and more likely to be incarcerated as adults (Ekstrom, Goertz, Pollack, & Rock 1986; Geronimo, 2010; Juskiewicz, 2000). Some say that DAEPs are a way for schools to remove difficult students, not for their good or good of the learning environment, but because teachers in a regular setting may not be equipped to help these challenging students (Gregg, 1999; Irvine, 1991).

In 1995, Texas legislation mandated the establishment of DAEPs in school districts in the state (Cortez & Robledo, 1999). Districts are allowed to outline the behaviors that may result in a DAEP placement in their Student Code of Conduct. Depending on the offense, placements may be discretionary or mandatory TEA (2007). Additionally, the state determined that districts must follow specific requirements relating to DAEPs as outlined by the Texas Education Code (Cortez & Robledo, 1999).

There is but a dearth of research dedicated to DAEPs in Texas. Five studies were found. In addition to being limited, the studies were of varying focuses. One study gathered data, from across Region 20 Educational Service Center, relating to important components that impact DAEPs (Killian, 2002). Davis (2003) explored how students' grades were impacted after a DAEP placement. Behavior at the home campus after a DAEP placement was the subject matter of Cobb (2008). Students' and parents' perceptions of the DAEP in one district was the topic explored by Williams (2009). Schifano (2011) focused on the rate of attendance, behavior, and grades before and after a DAEP placement. Overwhelmingly, the studies did not show that DAEPs had a positive impact on students, that DAEPs were fulfilling the purpose for which they were created, nor did they give much explanation as to why.

To gain an understanding of why students, overall, are not being positively impacted by a DAEP placement once they return to their home campus, Etzioni's Compliance Theory is being used as a lens for analysis. According to Etzioni (1968) organizations use one of three types of power to make members comply (Coercive, Utilitarian, and Normative). As a response to the power used, individuals will have a

correlating response (Alienative, Calculative, or Moral) (Etzioni, 1968). Though Etzioni's Compliance Theory helps to better understand how people respond to the use of power in organizations, very few studies have used it as a theoretical lens (Angle & Perry, 1981; Gould, 1979; Kidron, 1978). This chapter serves to lay the groundwork for using Etzioni's Compliance Theory as a lens to explore educator perceptions of the power used at their district's DAEP and how they perceive students react to that power.

Chapter 3

Methodology

The purpose of this study was to identify educator perceptions of power used at a DAEP and educator perceptions of how students respond to that power. Educators in a mid-size, suburban North Texas school district who have had experience with students before and after a DAEP placement in that district served as the sources from which data were collected. This chapter describes the research design, the district in which the study was conducted, the population and sample, the instrumentation, and how the data will be presented.

Research Design

According to Yin (2003), “A research design is the logic that links the data to be collected to the initial questions of the study” (p. 24). Yin (2003) described an Explanatory Design as a type of case study that is used to link an event to the effects of the event. Creswell (2005) referred to the case study as the best method to thoroughly investigate a specific topic. It has been suggested that case studies use multiple methods of data collection (Eisenhardt, 1989; Meredith, 1998). Taking those thoughts into consideration, the most appropriate way to gather the data to answer the questions driving this study, quantitative and qualitative methods were employed. A survey was used to identify the types of power educators perceived were used at the DAEP and student responses to that power. Additionally, the survey served to identify participants who were willing to be interviewed as a part of qualitative data collection. Interviews were conducted to provide greater depth to the information obtained from the survey.

Quantitative Methods

The survey is one method used in the acquisition of quantitative data. Surveys are used to answer questions, solve problems, determine needs, set goals, make comparisons, analyze trends, and to describe (Isaac & Michael, 1997).

There was no survey found that specifically honed in on the questions raised in this study using the theoretical framework which was applied. Consequently, Roach's (1995) Power Base Measure served as the model for the development of the survey used in this study.

Qualitative Methods

In collecting qualitative data, interviewing participants can be useful in further exploring responses to surveys reports McNamara (1999). Gall, Gall, and Borg (2003) identify three formats for interview design: (a) informal conversational interview, (b) general interview approach, and (c) standardized open-ended interview. In this study, the standardized open-ended interview was used. Standardized open-ended interviews are described as extremely structured as participants are asked the same open-ended questions (Creswell, 2007). In this study, the questions were open-ended and depending on the response from the participant, follow-up questions may have been asked to probe or to clarify.

Study Site

The school district used in this study was chosen because of my ability to gain access to teachers and administrators in this school district. For the sake of anonymity this district will be called Main ISD. Main ISD is classified as a major suburban school

district that serves more than 50,000 students per year and covers over 127 miles. The district has five high schools, 15 middle schools and 41 elementary schools.

Additionally, Main ISD is sectioned into three zones that are associated with location and feeder pattern.

Under the guidelines of Texas accountability rating, 60% of the schools are “Exemplary,” 32% are “Recognized,” 5% are “Acceptable,” and 3% are “Not Rated.” The district’s demographics are reported as 58% White, 22% Hispanic, 10% Asian/Pacific Islander, 9% African American, and 1% Native American. Twenty-five percent of students are “At Risk,” 25% “Economically Disadvantaged,” and 13% “English Language Learners” (Texas Education Agency, 2011).

Population and Sample

The criterion for selecting home campus teachers was that they had to have taught a student who was in their class between 2011-2013 who was assigned to DAEP, completed a placement at DAEP, and returned to their class after completing the placement. The criterion for home campus administrators was that they were among the top 20 administrators who had most frequently assigned students to DAEP. The criterion for selecting DAEP teachers was that they worked at DAEP. Participants who were interviewed did so voluntarily by indicating on the survey that they would be interested in being interviewed.

Before moving forward with the study, permission was acquired in order to solicit participation from the educators of Main ISD. Permission was granted by the

district. The next step was to gain the approval of the University of Texas - Arlington (UTA) Institutional Review Board (IRB) (Appendix E).

Data Collection

The first data collected in this study was done by sending a survey to the educators who met the criteria in their individual category. The last item in the survey directed participants to email or call if they wanted to participate in a follow-up interview that would further explore their perceptions. The first three individuals in each category who replied that they would like to be interviewed were contacted. The interview dates, times, and locations were scheduled. At the onset of each interview Informed Consent was explained. After asking if there was anything about the form that I needed to explain, participants signed the form.

The Survey

The survey (Appendix A) was fashioned to obtain information about educators' perceptions of the power used at the DAEP and how they perceived students' reactions to the power used. The survey is a modified version of Roach's (1995) Power Base Measure (PBM). The PBM was designed to elicit responses that would identify which types of power are used in an organization and was fashioned around French and Raven's (1959) five bases of power: coercive, referent, legitimate, expert, and reward. These measures aligned with Etzioni's (1961) descriptions of power. Items from the PBM that sought to measure coercive and reward power were used to develop survey items for this study that would measure coercive and utilitarian power. Following the

same pattern, items were also developed to measure normative power. However, the essence of the instrument remained intact.

Through the survey I sought to obtain demographic data (items two through 6) as well as perceptions of power used and student responses to power (items seven through twelve). The survey contained nine Likert-type items, and one open-ended item. In terms of the Likert-type items, participants were able to select Strongly Agree, Agree, Disagree, Strongly Disagree, or Not Sure to the nine survey items. Items 7, 11, and 12 measured the perception that educators have of the DAEP using coercive power; 8, 9, and 15 measured the perception that educators have of the DAEP using utilitarian power; and 10, 13, and 14 measured the perception that educators have of the DAEP using normative power. The last item (item 16), the open-ended one, was used to obtain information from those who agreed to participate in an interview.

On March 7, 2013, the survey was electronically distributed to 231 educators in Main ISD (200 home campus teachers, 20 administrators, and 11 DAEP teachers). The survey was available via “Survey Monkey” from March 7 to 21, 2013. Seventy-five educators (55 home campus teachers, 14 administrators, and 6 DAEP teachers) completed the survey. Twenty-eight percent of home campus teachers, 70% of administrators, and 55% of DAEP teachers responded for an overall approximate 33% rate of response.

The Interview

The interview protocol in this study involved a semi-structured interview of nine educators. This type of interview structure was most appropriate in that I was not

seeking to test a specific hypothesis (David & Sutton, 2004). Questions were designed to delve further into the thoughts of participants in order to clarify and further explore data from the survey. At times probing took place in order to have participants expand their responses. Various types of questions, as identified by Tuckman (1994) such as indirect, nonspecific, and opinion oriented were included in the interview (Appendix B). Supplemental, probing questions were asked based on the participant's responses. In creating the questions for the interview, I sought to provide a focus to complement the survey that was previously taken, to find out if the results of the survey were the true perception of the participant, and to explore any other relative thoughts that would impact the findings. Probing is a way for the interview to explore new paths which were not initially considered (Gray, 2004). The interviews lasted approximately 35 minutes and were based on questions that would illicit depth and clarity regarding the data obtained from that participant's survey responses.

Interviews were conducted between March 25, 2013 and April 26, 2013. When contacting survey respondents who indicated they would like to participate in an interview, they were asked where they wanted to have the interview conducted and that is where they were done. Interviews took place in the teachers' classrooms. Two of the administrator's interviews were conducted in their respective offices and one was conducted in my office.

The date and time of the interview was chosen by the participant. Before beginning the interview with each person, Informed Consent was reviewed with each participant. They were asked if they had any questions or concerns regarding the study

or interview process. None of them raised any questions or concerns. Each participant verbally agreed that they understood and then signed the form. At this point they were asked if they were ready to begin. Upon confirming, the tape recorder was started.

As the interview was being tape recorded, I also wrote participants' responses. At the conclusion of the interview, participants were shown the responses that had been written. They were asked if the handwritten version was accurate and if they wanted anything added, changed, or deleted. All participants agreed that the transcription was accurate and that none of their responses needed to be amended. Interviewees were thanked for their participation and told that they would be contacted if clarification was needed during the transcription of the audio recording.

Interviews lasted approximately 35 minutes. The longest was 45 minutes and the shortest was 20 minutes. Each participant appeared very calm and relaxed as the interview was conducted. By interviewing those who volunteered to participate, it was understood that they were genuinely interested in the study. After the interviews ended, some participants even relayed that they would like to read the results of the study's findings.

No difficulties were encountered during the interview process. Familiarity with the district allowed locating the schools to be done with ease. No technical problems were encountered while using the tape recorder. After transcription, the tapes were destroyed, as stated in the Informed Consent. The de-identified transcription of the interviews will be kept in a secure location for five years.

Research Criteria

At all times, this study was designed to address validity and reliability. For the quantitative aspects of the study, the focus was on construct validity and internal consistency. For the qualitative aspects of the study, the focus was on credibility, trustworthiness and credibility.

Validity and Reliability

The survey instrument was checked for construct validity. According to Groth-Manat (2009), construct validity is the degree to which the items in the instrument or tool are able to represent fully the characteristic (construct) it purports to measure. A panel of selected educators (4 DAEP administrators and 8 DAEP teachers) well versed in the inner-workings of a neighboring DAEP were asked to provide feedback (Appendix D) regarding usefulness and completeness of the survey as a tool in achieving its purpose to measure the uses of power and responses to power of the DAEP.

Panelists were asked to examine the survey for clarity and consistency. A validation form using a 4-point Likert type scale, was used for them indicate the level of clarity and consistency for each item in the survey. The scale ranged from 1 = not clear at all, 2 = not very clear, 3 = clear, and 4 = very clear. Panel members were asked to provide recommendations for improvement if they rated an item a 1 or 2. Items had to have a minimum mean score of 2.5 to remain in the survey. However, no item received a rating below 3.

To establish reliability, the instrument was tested for its internal consistency, a measure of reliability among items within the instrument (Friedman et al., 2010). Analysis revealed a Cronbach's alpha of .879. Cronbach's alpha ranges between 0 and 1. The closer to one it is the greater the internal consistency. George and Mallery (2003, p. 231) provide the following rule: “ $\alpha > .9$ – Excellent, $\alpha > .8$ – Good, $\alpha > .7$ – Acceptable, $\alpha > .6$ – Questionable, $\alpha > .5$ – Poor, and $\alpha < .5$ – Unacceptable.” According to this rule, the alpha measurement in this case is high and therefore shows that there is a strong internal consistency among the six survey questions regarding the use of power and responses to power. In turn, this means that the educators who tended to select responses that were similar in comparison to their other responses. Consequently, when the response for one question is known, the response to other questions can be predicted with some accuracy. If Cronbach's alpha had been low, predicting scores with any type of certainty would not be possible.

Dependability, Trustworthiness, and Credibility

Lewis and Ritchie (2003) outline that when using qualitative methods, dependability can be increased when the researcher takes special care in considering, documenting, and reviewing the procedures that led to the research findings; by re-examining interpretations; by analyzing the data with a laser focus; and by reporting a balanced perspective. These suggestions were implemented during the interview process of the study.

To address trustworthiness, interviewees were shown their responses to the questions to ensure accuracy. Roberts et al., (2006) indicated that this, member

checking, adds to dependability and trustworthiness. Additionally, by conducting member checks with the interviewees, the credibility was also positively impacted. Lincoln and Guba (1995) site this as the most important act in increasing a study's credibility. By conducting the study in Main ISD, where I am employed, familiarity with the culture and a relationship of trust was previously established. This, reports Erlandson et al. (1993), also adds to the credibility of the attainment of data.

Data Analysis

Descriptive statistical analyses were used to analyze the quantitative data from the survey. Using this type of analysis allowed the data to be easily understood and trends to be quickly identified (Creswell, 2008, 2007; Johnson & Onwuegbuzie, 2004). Level of measurement, the tabulation and presentation of the results, and description and disaggregation of the data were deemed of utmost important as the analyses were conducted (Bluman, 2011; Creswell, 2008, 2007).

Percentages of all respondents' answers to the survey were calculated and percentages of responses from each category of respondents (home campus teachers, home campus administrators, and DAEP teachers) were also calculated. Additionally, percentages for each category were compared: home campus teachers to DAEP teachers; home campus teachers to home campus administrators; and DAEP teachers to home campus administrators. Calculating and displaying percentages allows for better comparison between categories (Bluman, 2011; Creswell, 2008, 2007; Johnson & Onwuegbuzie, 2004). The results are presented in summary tables in Chapter Four.

The interview responses constitute the qualitative data obtained for this study. Content analysis was most appropriate for analyzing the responses from the open-ended items to make sense of the data. Emerging themes from the teachers' responses were categorized and cast against the orienting theoretical framework (Friedman et al., 2010).

Content analyses were also conducted using the transcriptions from the interviews. Content analysis emphasizes the categories (i.e. codes) formed from the analyzed data (Friedman et al., 2010). Using the types of power and responses to that power as codes the interview data were organized, summarized, and explained. Additionally, underlying theories and relationships that emerged from the dataset were presented.

Chapter Summary

Chapter 3 provided a thorough explanation of the methodology employed in this study. The research design was detailed and the study site described. Special care was taken to give a clear description of the population and sample. Instrumentation was outlined. A brief description of the interview participants was also included. The chapter concluded with explication of how the data were analyzed.

Chapter 4

Data Presentation

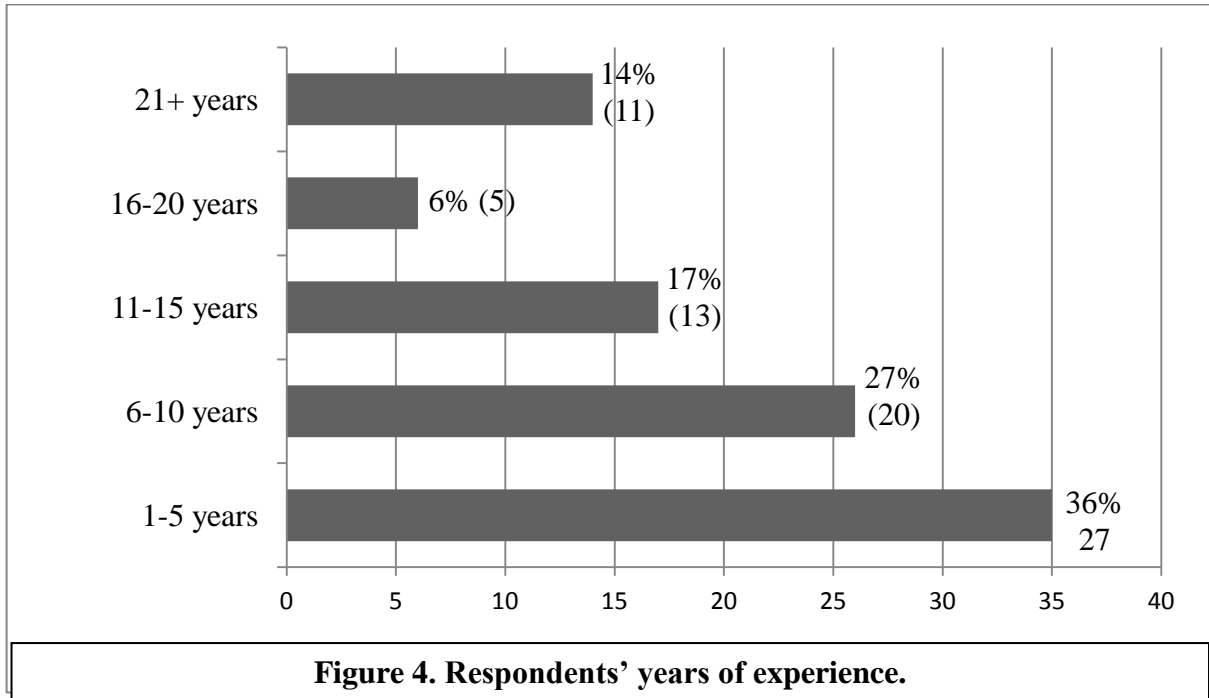
This chapter presents the data that has been collected regarding educator perceptions of the use of power and student responses to the use of power at the DAEP in Main ISD. Perspectives were gathered from home campus teachers, home campus administrators, and DAEP teachers. The data presented in this chapter reflects the perspectives of the educators who participated in this study. The presentation is not considered to be representative of educator perspectives across Main ISD nor in a broader context.

Survey Respondents

Of the 231 educators (200 home campus teachers, 20 administrators, and 11 DAEP teachers) who were sent the survey, 75 responded for an overall 33% rate of response. Respondents included 55 home campus teachers, 14 administrators, and six DAEP teachers. The number of surveys sent, the number returned, and response rates are shown in Table 4-1.

Educator Group	Surveys Sent	Surveys Returned	Response Rate
Home Campus Teachers	200	55	28%
Administrators	20	14	70%
DAEP Teachers	11	6	55%
Total	231	75	33%

The majority of respondents, 27 (36%) had one to five years of experience. Twenty (27%) had 6-10 years. Thirteen (17%) of the survey participants had 11-15 years of experience. There were five (6%) with 16-20 years and 11 (14%) with 21 or more years of experience. (See Figure 4.)



Survey Responses

Questions were designed to illicit assessments of the power perceived by educators to be used at the DAEP. Three sets of questions assessed coercive, utilitarian and normative power.

Coercive Power

Respondents overwhelmingly (75%) agreed/strongly agreed that coercive power was being used in the DAEP (see Table 4-2).

Table 4-2: Educators' Perceptions of Coercive Use of Power n = 75					
Survey Item	Strongly Disagree/ Disagree	Strongly Agree/ Agree	Not Sure	Skipped	Totals
C1	14 (19%)	55 (73%)	4 (5%)	2 (3%)	75
C2	10 (13%)	55 (73%)	8 (11%)	2 (3%)	75
C3	10 (13%)	58 (77%)	5 (7%)	2 (3%)	75
Total	34 (15%)	168 (75%)	17 (7%)	6 (2%)	225

Utilitarian Power

Examining responses that were designed to measure perceptions of utilitarian power in use (see Table 4-3), approximately half of the educators who responded disagreed/strongly disagreed with these statements. Thirty percent of respondent indicated that they were not sure or chose to skip items. These items, indicating utilitarian power, seemed to be the most unclear or confusing to respondents.

Table 4-3: Educators' Perceptions of Utilitarian Use of Power n=75					
Survey Item	Strongly Disagree/ Disagree	Strongly Agree/ Agree	Not Sure	Skipped	Totals
U1	37 (49%)	22 (29%)	13 (18%)	3 (4%)	75
U2	47 (62%)	8 (11%)	18 (24%)	2 (3%)	75
U3	29 (38%)	7 (10%)	36 (48%)	3 (4%)	75
Total	113 (50%)	37 (16%)	67 (30%)	8 (4%)	225

Normative Power

Table 4-4 reflects the overall population responses to items that reflect normative power being used at the DAEP. As with utilitarian power, the majority of educators overwhelmingly disagreed/strongly disagreed that these statements were accurate. Though not as prominent as with the utilitarian responses, respondents were not sure of or chose to skip an item as frequently as they agreed with it.

Survey Item	Strongly Disagree/ Disagree	Strongly Agree/ Agree	Not Sure	Skipped	Totals
N1	49 (65%)	14 (19%)	10 (13%)	2 (3%)	75
N2	54 (73%)	4 (4%)	15 (20%)	2 (3%)	75
N3	32 (43%)	29 (38%)	12 (16%)	2 (3%)	75
Total	145 (61%)	47 (20%)	37 (16%)	6 (3%)	225

Home Campus Teacher Responses

As shown in Table 4-5, home campus teachers agreed/strongly agreed with survey items used to measure coercive power. It was evident that the home campus teachers disagreed/strongly disagreed with items used to measure utilitarian power and normative power.

Perceptions of Coercive Use of Power					
Survey Item	Strongly Disagree/ Disagree	Strongly Agree/ Agree	Not Sure	Skipped	Totals
C1	8 (15%)	42 (76%)	3 (5%)	2 (4%)	55
C2	9 (16%)	37 (67%)	7 (13%)	2 (4%)	55
C3	7 (12%)	41 (75%)	5 (9%)	2 (4%)	55
Total	24 (14%)	120 (73%)	15 (9%)	6 (4%)	165
Perceptions of Utilitarian Use of Power					
Survey Item	Strongly Disagree/ Disagree	Strongly Agree/ Agree	Not Sure	Skipped	Totals
U1	29 (53%)	11 (20%)	12 (22%)	3 (5%)	55
U2	35 (63%)	5 (9%)	13 (24%)	2 (4%)	55
U3	20 (36%)	3 (5%)	29 (54%)	3 (5%)	55
Total	84 (51%)	19 (12%)	54 (32%)	8 (5%)	165
Perceptions of Normative Use of Power					
Survey Item	Strongly Disagree/ Disagree	Strongly Agree/ Agree	Not Sure	Skipped Item	Totals
N1	41 (75%)	7 (12%)	5 (9%)	2 (4%)	55
N2	40 (73%)	3 (5%)	10 (18%)	2 (4%)	55
N3	28 (51%)	14 (25%)	11 (20%)	2 (4%)	55
Total	109 (66%)	24 (14%)	26 (16%)	6 (4%)	165

DAEP Teacher Responses

Table 4-6 shows responses from DAEP teachers. Like home campus teachers, DAEP teachers agreed or strongly agreed with survey items used to measure coercive power. On items used to measure utilitarian power, however, they were split; half perceived the uses of power to be utilitarian and half perceived the uses of power not utilitarian. DAEP teachers also agreed or strongly agreed more than disagreed or strongly disagreed that normative power was used in the DAEP. No DAEP teacher chose to skip an item.

Table 4-6 : DAEP Teachers' Perceptions of Power n=6				
Perceptions of Coercive Use of Power				
Survey Item	Strongly Disagree/ Disagree	Strongly Agree/ Agree	Not Sure	Totals
C1	1 (17%)	4 (66%)	1 (17%)	6
C2	1 (17%)	5 (83%)	0	6
C3	0	6 (100%)	0	6
Total	2 (11%)	15 (83%)	1 (6%)	18
Perceptions of Utilitarian Use of Power				
Survey Item	Strongly Disagree/ Disagree	Strongly Agree/ Agree	Not Sure	Totals
U1	1 (17%)	5 (83%)	0	6
U2	3 (50%)	2 (33%)	1 (17%)	6
U3	4 (66%)	2 (33%)	0	6
Total	8 (44%)	9 (50%)	1 (6%)	18
Perceptions of Normative Use of Power				
Survey Item	Strongly Disagree/ Disagree	Strongly Agree/ Agree	Not Sure	Totals
N1	4 (66%)	2 (33%)	0	6
N2	5 (83%)	1 (17%)	0	6
N3	2 (33%)	4 (66%)	0	6
Total	11 (61%)	7 (39%)	0	18

Campus Administrator Responses

Table 4-7 shows the responses from home campus administrators. Home campus administrators agreed or strongly agreed with survey items used to measure coercive power; on one item they were in 100% agreement. Responses concerning utilitarian and normative power were split. However, administrators more often replied that they were not sure about items associated with these categories.

Table 4-7: Administrators' Perceptions of Power n=14				
Perceptions of Coercive Use of Power				
Survey Item	Strongly Disagree/ Disagree	Strongly Agree/ Agree	Not Sure	Totals
C1	5 (36%)	9 (64%)	0	14
C2	0	14 (100%)	0	14
C3	3 (21%)	11 (79%)	0	14
Total	8 (19%)	34 (81%)	0	42
Perceptions of Utilitarian Use of Power				
Survey Item	Strongly Disagree/ Disagree	Strongly Agree/ Agree	Not Sure	Totals
U1	7 (50%)	6 (43%)	1 (7%)	14
U2	9 (64%)	1 (7%)	4 (29%)	14
U3	5 (36%)	2 (14%)	7 (50%)	14
Total	21 (50%)	9 (21%)	12 (29%)	42
Perceptions of Normative Use of Power				
Survey Item	Strongly Disagree/ Disagree	Strongly Agree/ Agree	Not Sure	Totals
N1	4 (29%)	5 (36%)	5 (36%)	14
N2	9 (64%)	0	5 (36%)	14
N3	2 (14%)	11 (79%)	1 (7%)	14
Total	15 (35%)	16 (39%)	11 (26%)	42

Survey responses are shown collectively as well as by individual groups. These comparisons can assist in understanding whether or not educator roles contribute to how individuals perceive power is used at the DAEP.

Educator Interviews

The purpose of the interviews was to gather data that would further explain the perceptions educators had regarding the power used at the Main ISD DAEP and students' responses to power based on Etzioni's (1964) Compliance Theory. Of the 231 educators sent the survey, 15 individuals (five administrators, six home campus teachers, and four DAEP teachers) agreed to participate in an interview. The first three in each category were selected to interview.

To ensure anonymity the names of the individuals interviewed have been changed. Home room teachers have "H" names, DAEP teachers have "D" names and administrators have "A" names. The years of experience, gender and ethnicity of each respondent is displayed in Table 4-8. The majority of respondents were female, Caucasian and had three to eight years experience.

Table 4-8: Interview participant information. (HCT = Home Campus Teacher; DT = DAEP Teacher; HCA = Home Campus Administrator)			
Interview Participant	Years of Experience	Gender	Ethnicity/Gender
Miss Honeycutt (HCT)	19	Female	Caucasian/Female
Mrs. Hall (HCT)	7	Female	Caucasian/Female
Ms. Howard (HCT)	4.5	Female	Hispanic/Female
Mr. Dunn (DT)	14	Male	African American/Male
Mrs. Dennis (DT)	4	Female	Caucasian/Female
Mr. Davis (DT)	3	Male	White/Male
Mr. Andrews (HCA)	10	Male	Caucasian/Male
Mr. Alexander (HCA)	8	Male	Caucasian/Male
Mrs. Adams (HCA)	6	Female	African American/Female

Educator Perceptions about the DAEP

All individuals interviewed were able to state what the DAEP is and what it is supposed to do. It was described as a “state-mandated,” “alternative education” setting away from the “home campus” where students go who have “violated the student code of conduct.” Mrs. Dennis added this about the DAEP’s purpose,

The Disciplinary Alternative Education Program is designed to accommodate students who have violated certain student code of conduct policies or criminal offenses in which placement outside of the normal classroom and/or school facility is deemed necessary for the safety and welfare of the general academic population. The purpose of the Disciplinary Alternative Education Program is to allow these students to continue their academic studies necessary to fulfill the educational requirements set forth by the district and the state while serving out their disciplinary action per the student code of conduct.

When asked for reasons students are assigned to the DAEP, “persistent misbehavior” was the common refrain. Reasons given also included, “fighting,” “under the influence of alcohol/drugs,” and possession of “weapons.” Mr. Andrews noted, “Chronic misconduct/persistent misbehavior is the most common one. I would think drug/alcohol violations are another reason for a lot of placements. Certain felony charges, dating violence, technology violations, assaults, and gang involvement will result in students being assigned there.” Ms. Howard said, “Students may be assigned to DAEP for fighting, offensive verbal outbursts, threatening teachers or other students,

consistently wearing inappropriate clothing such as gang colors, inappropriate use of technology.”

Responses that related to the purpose of DAEP were stated in a manner that allowed me to conceptualize that all participants would be able to adequately address the questions that would follow. All participants were able to give examples that would cause a student to be assigned to the DAEP. This also was an indicator that the participants did have enough knowledge about students at the DAEP to draw conclusions during the interview process.

Perceived Coercive Use of Power

One home campus teacher, one DAEP teacher and all three administrators perceived the power used at DAEP as coercive: Mrs. Hall, Mr. Andrews, Mrs. Adams, Mr. Alexander, and Mr. Davis. This comprised more than half (5) of the interviewees. Mrs. Hall stated, “From my experience, as a teacher with students placed at DAEP, I would consider the power used to be coercive. Perhaps that’s just the home campus perception since we use DAEP as a punishment for bad behavior.” Mrs. Hall highlighted the fact that students are “isolated from their peers at the home campus” and that she sees that as “a form of force, since it is a punishment and they don’t have a choice.”

Mr. Davis pointed out the expectations at DAEP as well as the next step if students are not successful at DAEP being indicative of the coercive power.

Students are given an extensive list of rules and expectations. Failure to follow the rules or comply with expectations generate consequences which range in

severity from further loss of what limited privileges the student has to expulsion to JJAEP.

All of the home campus administrators, declared that they perceived the power in use at the DAEP is coercive Mr. Alexander gave this as an explanation.

Students do not have a choice of whether or not they can go to DAEP or stay at their home campus. Once they have been assigned there they can go through an appeal process, but more times than not they will go to DAEP. Fear to motivate individuals to change their behavior is also used. The thought of a kid not being able to be around their normal friends and going to this other kind of school I think creates fear.

Mr. Andrews and Mrs. Adams, viewed the power used as coercive stating that when going to DAEP, students are held to “expectations,” are held “accountable for their behavior,” and lose access to their home campus, activities, and friends.

The majority of interview participants identified coercive power as the power mainly used at the DAEP. When considering the examples they gave to justify their stance, the examples aligned with the tactics used when coercive power is at work.

Perceived Utilitarian Use of Power

No one who was interviewed perceived utilitarian power to be used as the sole form of power at the DAEP. Some participants felt that it was in use, but in use along with other forms of power. It was paired with normative by Mr. Dunn and Miss Honeycutt. Mrs. Dennis combined it with normative as well as coercive.

The fact that three participants paired with the use of utilitarian power with other uses of power was not surprising. Etzioni (1964) stated that at times, organization may use more than one type of power at a time.

Perceived Normative Use of Power

Home campus teacher, Ms. Howard, was the only person who I interviewed who perceived the power in use at DAEP as strictly normative. She confirmed that notion after reading the descriptions of the other types of power and further explained,

I had the chance to observe a class at the DAEP in which the teacher rewarded students who had finished their work that day. As students do not generally face the projector screen/surface or have group discussions, those students who had completed their work were analyzing current housing market conditions via a website which took students to houses for sale in their zip code. The students were pleased to share their observations about trends in housing prices. They were also curious to see “their neighborhood.” The teacher did an excellent job not only rewarding but incentivizing other students to complete their work for the next available opportunity.

Normative power is the one that is most identified in a regularly functioning school setting. Being at a home campus, it is plausible that this teacher would look for that use of power in place in another academic setting.

Perceived Mix Uses of Power

There were three individuals who did not see a singular power in use, but rather aspects of different powers that were used in concert. While looking at the descriptions

of the types of power, Mr. Dunn, a DAEP teacher revealed that he felt there was a mixture of power in use. “Looking at the description, I believe normative is used, but I also think that utilitarian is used. It shows that with that one rewards are used. We do have a reward system at DAEP and at times I will give rewards myself.” He cited the following as facets of the program that use normative and utilitarian methods.

For Normative, all students receive daily sessions of training called Why Try or Self Discipline. This provides them with internal thought process that will help them to make better decisions when faced with choices. Utilitarian, is used in the form of a reward system called MII TIME (Making Intrinsic Improvements), in this system the students are rewarded with tangible rewards such things as, free time to relax, read a book, purchase ice cream at lunch, go to the library to name a few.

Home campus teacher, Miss Honeycutt also shared that she believes DAEP uses a mix of the methods. She explained it by saying, “Utilitarian is present in the reward systems I understand they have in place. Utilitarian and normative are all present in the character education and many of the teachers develop one-on-one relationships to encourage right thinking and positive behaviors.”

Though Mrs. Dennis stated that she felt utilitarian is “most commonly used” at the DAEP, she also believed there were multiple powers at work. She added

However, I do not feel it’s the only approach utilized. Normative and coercive powers are utilized depending on the nature of the situation and the student involved. Not all students can be handled in the same way because not all students respond in the same manner. To be effective the instructor needs to

identify the best approach to achieve the desired outcome. The approach used may vary depending on numerous key factors such as: instructor; situation; the student's personality; classroom environment; the time of the month; phase of the moon; what time of the day it is; and what triggered the behavior.

Again, it was not surprising to see that a third of the interview participants explained that they observed more than one power in use at the DAEP. According to Etzioni (1964) it is very common for organization to use various types of power simultaneously.

Students' Response to the Perceived Use of Power

A part of this research was to reveal educators' perceptions of how students react to the power used at the DAEP. Finding out if students' responses aligned with the associated power as delineated by Etzioni (1964) can add to the discussion regarding Etzioni's theory.

Alienative

The majority of participants, five out of nine, agreed that the type of power used at DAEP is coercive. Consequently, according to Etzioni (1964) if the power used is coercive, the stable response to that power is alienative.

Home campus teacher, Mrs. Hall viewed the power used at DAEP as coercive, as to students' reaction she stated, "Students' reactions vary by individual. Two (students I had) did align with the reaction on the chart, but one was alienative before the placement, hence the placement. Another I think of was calculative, in that she improved behavior to avoid going to DAEP again." Mr. Davis, DAEP teacher, said that

he had heard students say DAEP was there to take students “down.” Campus administrator Mr. Andrews spoke of hearing students say the DAEP “feels more like a jail than a school.”

One administrator participant, Mrs. Adams, reaffirmed that she believes coercive power is used at DAEP. However, as far as student responses, she said upon return from a DAEP placement, many of her students have said that they appreciated the “time away from the drama.” This reaction, of course, does not align with the typical reaction to coercive power.

Another administrator, Mr. Alexander, also believed that coercive power is used at DAEP, but he also felt that students responded differently than from being alienative. Instead, what he described was more calculative. He shared, “I would say that students do as they are told so they can get out of DAEP.”

The greatest issue with responses to educators’ perceptions of students’ responses being alienative as a result of coercive power in use is that two of the explanations did not identify an alienative response. This does not align with Etzioni’s (1964) theory.

Calculative and Moral

Miss Honeycutt, a home campus teacher, and Mr. Dunn a DAEP teacher, both believed the power used at DAEP was a mix of utilitarian and normative. Miss Honeycutt also added coercive to the mix. If reactions aligned with those uses of power, students should react in a calculative and moral manner if the power used is utilitarian and normative. With Miss Honeycutt’s viewpoint the reaction would also include

alienative. Miss Honeycutt recalled an experience she had with one student. She shared this example.

For instance, one female student when she got back, (from DAEP) I talked to her often to encourage her to continue controlling her temper, to consider the consequences and benefits of walking away from rude instigators who want to see her fail, to keep away from possibly tempting scenarios. However, she not once, but three times returned, controlled herself for a day or two, then would blow up and fight or curse someone out. She ended up dropping out.

Mr. Dunn recalled that some students who were assigned to DAEP responded well to the placement by not returning because they did not want to be away from their friends again. He perceived that as a calculative and moral reaction. However, he also stated, “others would continue to return to DAEP several times throughout the year with no signs of changing.”

The educators who responded that they did believe that utilitarian and normative power was in use did align them with calculative and normative. According to Etzioni (1964) this would be the likely reactions.

Moral

Ms. Howard, another home campus teacher, was the only person interviewed who felt that normative power was primarily used. According to Etzioni (1964) the aligning reaction would be moral. She shared this example.

This past semester, I had a student come back into a class she had only attended 2 days before her DAEP placement. While in DAEP, she had successfully

completed all her work so she was able to connect to the sequence of the curriculum upon her return. The student commented to me several times how grateful she was to have been placed because not only did it give her a quiet space to thoroughly complete her assignments, it gave her time to think about her actions. A few weeks into the semester, she mentioned that she was happy to be back as time in class allowed her to connect/reconnect with classmates. She also verbalized she did not want to go back because she was enjoying being with her friends. The time for reflection was very powerful for this student.

As stated earlier, this was the only educator, a home campus teacher, to identify normative power as the one primarily in use at DAEP. Her example of the students' reaction to that power was moral as suggested by Etzioni (1964).

Other Considerations

The items in the survey were included to illicit responses based on the data I deemed necessary to come to some conclusions about the power and response to power at the DAEP. In case there were any other aspect that the participants had not addressed via answers to the other interview items, this was an opportunity to share thoughts related to the subject matter.

Ms. Howard's, Mr. Davis', and Mrs. Adams responses focused on adult teacher education, family counseling and parent training. Ms. Howard stated, "Teachers should have more knowledge and understanding about how they use power and the responses to power from their students." Mrs. Adams suggested a "Parent University" as a requirement for the parents of students who have a subsequent assignment to

DAEP. She shared, “I truly believe repeat offenders are products of negative environments around them. Supporting their entire “system” would add another helpful element to deterring negative behavior.” Mrs. Dennis suggested “DAEP should include a mandatory three session counseling service on dealing with adolescence, daily challenges, and teenage defiance. I feel if parent and student were mandated to come for counseling that the recidivism rate at DAEP would decrease.”

Mr. Davis felt that changes needed to come about regarding how the home campus and the DAEP handles and trains students who are assigned.

One of the definitions of the word discipline, which is the heart of the DAEP, is “training that develops self-control, character, or orderliness and efficiency.”

This training, in my opinion, can only happen in an environment where the students are safe and feel valued for who they are, despite whatever mistakes they’ve made or baggage they bring with them. Being sent to DAEP is the punishment. DAEP is failing the students if the goal is to punish them further while they are there. The smaller class sizes afford an opportunity for real relationships to be established and nurtured and in this environment, real changes can take place in the lives of the students which can help them get back on track.

Educators who wanted to add more to the discussion overwhelmingly indicated that improvements need to be made that go beyond the walls of the DAEP. They indicated the underlying issues with teachers, students, and parents needed to be addressed in order to improve student behavior that results in placements at the DAEP.

Chapter Summary

In all, the overwhelming majority of those who responded to the survey did believe that the power in use at the Main ISD DAEP is coercive. Of the nine educators interviewed, all thought they were aware of why students are assigned to DAEP and the purpose of the program.

Though the interviews did provide more information regarding educator’s perception on the idea of power used at the DAEP, the interviews did not reveal consistency in how the educators’ perceived students’ reactions to the use of power that they identified.

Table 4-9 summarizes the perceived power and reaction of the educators interviewed. Responses from each participant have been included in this chapter.

Table 4-9: Summary of Interview Participants’ Perceptions of Power/Reaction		
Interview Participant	Power	Reaction
Miss Honeycutt	Coercive/Utilitarian/Normative	Calculative/Moral
Mrs. Hall	Coercive	Alienative
Ms. Howard	Normative	Moral
Mr. Dunn	Utilitarian/Normative	Calculative/Moral
Mrs. Dennis	Coercive/Utilitarian/Normative	Did not identify one
Mr. Davis	Coercive	Alienative
Mr. Andrews	Coercive	Alienative
Mr. Alexander	Coercive	Identified Alienative, but definition did not match
Mrs. Adams	Coercive	Identified Alienative, but definition did not match

Chapter 5

Data Analysis

The purpose of this study was to identify power used at one district's DAEP as perceived by educators in that district. The study also proposed to explore whether educators' perception of the power used aligned with students' reactions to the use of power as identified by Etzioni's (1964) Compliance Theory. Additionally, it was my hope to reveal any other considerations in regard to the use of power at the DAEP.

In this chapter, I investigate educators' perceptions of the DAEP as using coercive, utilitarian, and normative power in its purpose and functioning. Simultaneously, I explore whether educators perceive students' reaction to the power reveal alienative, calculative, and moral involvement. Additionally, this chapter will investigate other considerations that were gleaned as data were collected during the survey and interview processes of the study. Four research questions guided this study. Each is answered in the sections that follow.

Educators' Perceptions of the Use of Power as Identified by Etzioni

The first research question in this study looked for an answer that would address that type(s) of power (as described by Etzioni) educators perceive are used at the DAEP. Educators' perceptions showed that all three types of Etzioni's (1964) references of power were used at the DAEP examined in this study. As defined by Etzioni (1975), coercive power is based on the idea that mental or physical discomfort will result; utilitarian uses control through the promise of rewards; and normative power relies on intrinsic desires and symbolic rewards.

Though data indicates that overall educators agree that coercive power is in use at DAEP, at times, descriptors that were based on utilitarian and normative power were evident. This fact was not surprising. Etzioni (1975) surmised that in many cases organizations will use all three types of power and at times use them simultaneously. Seventy-five percent of participants agreed that examples showing coercive uses of power were descriptive of the DAEP.

It should be noted that the majority, 55 (74%), of survey respondents were home campus teachers. This would be the case since home campus teachers outnumber administrators and DAEP teachers. The majority of respondents had one to five years of experience, 27 (36%) followed by 20 (27%) with six to ten years of experience. Additionally, 47 (61%) of respondents were female. Taking these factors into account, the representative description of the population would be a female, home campus teacher with one to five years of experience.

Home Campus Teachers

Home campus teachers overwhelmingly agreed that coercive power is in use at DAEP. The largest group of the three, 55 home campus teachers, 74% (40) agreed that coercive power best described the power used. The statements most agreed upon, at a return of 76% (42) and 75% (41) were: “The DAEP punishes students when they do not behave properly at their home campus” and “The DAEP is a negative consequence students experience when they do not abide by the code of conduct.” These statements are applicable to the description of coercive power as identified by Etzioni (1975.)

Home campus teachers, in general, do not have a lot of interaction with the DAEP. Of course participants in this study were chosen because they have had some interaction with students before and after a placement. Their knowledge of the overall purpose of DAEP is sufficient in that they were able to correctly elaborate why students are placed at DAEP. However, their exposure to the inner workings of DAEP is limited. It is reasonable that these two statements would have a higher rate of agreement as the other statements may require more in-depth knowledge of the DAEP than that which is held by the home campus teachers.

Home campus teachers had a significantly lower rate of agreement to statements that applied to utilitarian and normative use of power. Only 12% (7) of home campus teachers agreed with items describing utilitarian power and 14% (8) agreed with statements regarding normative power. Another point of reference was that this group was the only group who had chosen to skip items. They skipped the most items and had a higher average of “not sure” responses.

DAEP Teachers

When examining individual groups, the group who agreed with more coercive items were DAEP teachers (six in total). Their percentage of agreement that the DAEP uses coercive power was 83% (five of the six). Of course, it must be said that of the three groups, DAEP teachers were the smallest in number with a total of six participants in the survey. Among the coercive statements that were meant to describe DAEP, there was one that 100% of the DAEP teachers agreed on: “The DAEP is a negative consequence students experience when they do not abide by the student code of

conduct.” It is my belief that of the three groups interviewed (home campus teachers, DAEP teachers, and administrators) that DAEP teachers would have more insight on the functioning and practices at DAEP since they work there daily.

Regarding utilitarian power, 50% (three of the six) of the DAEP teachers agreed with statements that would indicate this power in use. However, there was one description that 50% of the teachers agreed with as being demonstrative of practices at DAEP: “When students are at the DAEP, days can be removed from their placement when they are showing good behavior.” It is my thought that the majority of the group agreed with this because they have actually seen this happen. Home campus teachers do not have this knowledge because individually, they do not interact with DAEP students nor are they as familiar with the protocol at DAEP. However, DAEP teachers come in contact with students from across the district. These are the only students they know and they have experienced this event as well as knowing that this is commonly seen. Finally, administrators have occasion to request students to return to the home campus earlier because of good behavior and of course, they are also more familiar (than home campus teachers) with the protocol at DAEP.

DAEP teachers’ perceptions of normative power measured at an agreement of 33% (two of the six). Of these items, again, there was one that had a large amount of agreement: “Students show improved behavior after a DAEP placement because they want to do well at their home campus.” This speaks to the reaction of students based on a normative use of power. I think this agreement speaks to any educators’ hope that

students will react to discipline in a way that will show that the student does want to do well in a regular setting.

Campus Administrators

Of the 14 participants in the campus administrator group, 86% (12) agreed with statements that identified coercive power. This group also shared one question on which the entire group, 100% (14), agreed on: “DAEP provides corrective discipline for students who show noncompliance at the home campus.” Of the three groups, it would make sense that all administrators agreed with this because they are the ones who assign students to DAEP. It would be understandable that their focus would be on why the student goes rather than why the DAEP is there or what it does.

Twenty-one percent (3) administrators agreed with statements that described utilitarian use of power. There were two main points that showed in the data in regards to utilitarian power. Forty-three percent of administrators (six in total) agreed with one item that pointed to utilitarian power: “When students are at the DAEP, days can be removed from their placement when they are showing good behavior.” Again, since administrators know more about what it is and what can be done at the DAEP regarding protocol there was a higher rate of agreement than with the other two utilitarian statements. My interpretation is that the administrators who did not agree with this statement were doing so based on what they would personally do regarding decreasing a student’s placement rather than the part of the statement relaying that “days can be removed” as a part of what can happen according to DAEP protocol. Also, under the utilitarian umbrella was that 50% (7 in total) of the administrators were not sure of one

statement: “Students receive tangible rewards from the DAEP to keep them on track when they return to their home campus.” Again, it is my thought that this is the case because though they have more knowledge than home campus teachers, they don’t know exactly all that goes on at DAEP on a daily basis in terms of inner workings.

Administrator agreement with normative use of power was higher than that of utilitarian at a rate of 36% (five of the 14). Two statements proved to be quite informative. The first item relating to normative power, “Going to DAEP makes students want to show everyone they can be well-behaved when they return to their home campus” had the same percentage of “agree” and “not sure.” It is my belief that administrators responded this way because they earnestly want students to take on this intrinsic motivation and they hope by sending them to DAEP this will happen, but between the administrators’ wants and what actually happens still leaves room for questions. The other response that should be pointed out was 79% of administrators (11 of the 14) agreed that: “Students show improved behavior after a DAEP placement because they want to do well at their home campus.” Again, perhaps this is that noble part of an educator’s nature that wants students to use experiences as a catalyst to change intrinsic motivation. Rather this is the case or the case is that that they want to show improved behavior because they don’t want to go back to DAEP remains unanswered.

Etzioni’s Compliance Theory Applied

Research question two sought to determine what perceptions educators have about student responses to the power used at the DAEP. Amitai Etzioni’s (1964)

Compliance Theory is based on the premise that organizations seek to meet goals and to have subordinates comply by using a certain type of power: coercive, utilitarian, or normative. The type of power used is predicated on what the organization seeks to gain whether it is to increase productivity, correcting a certain behavior, or gaining popularity and acceptance. Additionally, Etzioni's (1975) research does point out that more than one power can be used at the same time depending on what the organization seeks to achieve. As members of the organization react to the power used, Etzioni (1975) identifies the behavior as: alienative – a negative reaction; calculative – a reaction based on how the individual can benefit; or moral – reflecting an intrinsic desire to fulfill the purpose of the organization.

Coercive Power and Alienative Involvement

Coercive power uses fear to control members. It is punitive and is based on the idea that by using fear and force, individuals can be controlled. When discussing this, Mrs. Hall agreed that this was the case at DAEP. She further explained, "Perhaps that's just the home campus perception since we use DAEP as a punishment for bad behavior." Most often, this type of power is used in prisons and psychiatric hospitals when using tactics to create discomfort or confinement. Physical discomfort and corporal punishment are not used at a DAEP. However, one could view the practice that students are removed from their home campus and sent to a separate location with stringent rules as "confinement." This was described by Mrs. Hall when she made the parallel that students are "isolated from their peers at the home campus" when they go

to DAEP. Additionally, students sent to the DAEP lose privileges such as attending extra - curricular activities and socializing at school.

In response to the use of coercive power, most often, members respond in a negative manner seen as alienative involvement. When a person is seen as estranged from others, this is described as alienation (Fromm, 1955). Mrs. Hall described this behavior in one of her students before and after her DAEP placement, “Students’ reactions vary by individual. Two (students I had) did align with the reaction on the chart, but one was alienative before the placement, hence the placement.” Alienation creates a separation between the member and what is viewed as normal in relation in a typical environment (Etzioni, 1964). At a DAEP this can be seen in that students comply not because they agree with the rules or the placement but because they are isolated and forced to do so in order to get out of the current placement.

Utilitarian Power and Calculative Involvement

The idea of receiving extrinsic rewards is the motivating factor used in the application of utilitarian power. Extrinsic rewards would include monetary enticements, job security, and comfortable working environments. Utilitarian power can be seen in used at factories, corporations, and civil service organizations. Members tend to comply or buy in to the organizations goals because they will glean some personal benefit from doing so.

Though Mr. Dunn did not see utilitarian power as solely in use at DAEP, he did feel that there were some aspects being practiced. When speaking of utilitarian power, he spoke of a reward system that is used at DAEP. He said that students are rewarded

with tangible things such as free time to relax, read a book, purchase ice cream at lunch, go to the library to name a few. Mr. Dunn said, “For example, if students have model behavior throughout the week, on Friday, they are allowed to eat lunch in the cafeteria and socialize with their peers.” Mrs. Honeycutt stated that, “Utilitarian is present in the reward systems I understand they have in place.”

Calculative involvement is generally the reaction displayed by members of the organization when utilitarian power is in use. In this manner, the subordinate determines how he/she can personally benefit from subscribing to the organization’s goals (Lunenburg, 2011). Once the benefit is determined, the individual reacts in a manner that will result in the way that will supply him with that benefit. If one determines that the Mii Time reward system at DAEP is in fact a form of utilitarian power in use, it can be said that some students will decide to follow the rules necessary to earn the time because they want to benefit from the rewards given through the system. Mr. Dunn felt that it is evidence of calculative involvement when “some students who were assigned to DAEP responded well to the placement by not returning because they did not want to be away from their friends again.”

Normative Power and Moral Involvement

Normative power is dependent on the promotion of and sharing of values between the organization and its members. Members look forward to rewards that are intrinsic, symbolic, or wield the promise of the member being influential in the eyes of the organization (Lunenburg, 2011; Etzioni, 1964). Members comply because they want to feel accepted and important. Churches, hospitals, and political organizations

typically use normative power with its members. At a DAEP, one may say that normative power is in use when students are commended for good behavior or outstanding academic performance. Though DAEP is a disciplinary setting, it is still an academic setting. Just as in any academic setting, students are commended for a job well done. For some students, this is all that is needed to help keep them on track during a placement. Ms. Howard visited DAEP on an occasion and recalled an observation made that she thought was normative power in use. She shared students who had completed their work that day were commended and “the teacher did an excellent job not only rewarding but incentivizing other students to complete their work for the next available opportunity. Mrs. Honeycutt felt that remnants of normative power were evident as “many of the teachers develop one-on-one relationships to encourage right thinking and positive behaviors.”

Theoretically, in response to normative power, moral involvement is exhibited. Individuals whole heartedly agree with the mission and goals of the organization. They want to achieve what the organization strives to set out to do because they think it is the right thing. Individuals respond with moral involvement because they want to be fulfilled intrinsically and to be considered a positive, contributing factor to the organization. If normative power is considered to be in use at DAEP, then it may be said that the only students who will actually respond to it are those who would have that response in a regular, home campus setting. These may be the students who have exhibited some form of behavior, which is normally out of their character. They

normally are well behaved and are average to above average students who want to do well.

Ms. Howard had a student she described that exemplified a case of moral involvement. She discussed how the student had successfully completed her placement both behaviorally and academically. In turn, when she returned to her class she was able to seamlessly flow back into peer relationships and the curriculum. She recalled, “The student commented to me several times how grateful she was to have been placed (at DAEP) because not only did it give her a quiet space to thoroughly complete her assignments, it gave her time to think about her actions.”

Alignment of the Use of Power and Students’ Response to the Use of Power

Does the perceived use of power align with how students respond to the power according to the theoretical framework applied to the study was posed by research question three. Etzioni’s (1964) Compliance Theory is based on the idea that organizations use power to make sure subordinates comply with set goals. Within the theory, Etzioni (1964) specifies three types of power used by organizations: coercive, utilitarian, or normative. As a response to the power, he sees subordinates’ involvement as alienative, calculative, or moral.

In this study I found that the 41 of the 55 educators (75%) who participated via the survey and five out of eight who were interviewed perceived the power used at DAEP as coercive. According to Etzioni (1964) the theoretical response to coercive power is alienation. Fromm (1955) described alienation as an experience in which a person sees him/herself as estranged from others. When individuals experience

alienation, they feel hostile and want to be removed from that situation. In interviews, three participants (Mrs. Hall, Mr. Davis, and Mr. Andrews) stated that they felt students' reaction to the power used was alienative. That, of course, would align with Etzioni's theory that coercive power results in an alienative response. However, the other two (Mrs. Adams and Mr. Alexander) who agreed that coercive power was used cited a different response. Mrs. Adams relayed that many of her students returned to their home campus appreciating the "time away from the drama." Mr. Alexander's perception of student's reaction was more calculative in that he felt students comply because they want to get out of DAEP.

An explanation as to why interview participants aligned the uses of power to the reactions they did may be due to their position as well as their understanding of Etzioni's compliance theory. It is my impression that home campus teachers and DAEP teachers were inclined to base their responses on what they truly knew of DAEP and the observations they made of students' reactions. Whereas, administrators may have answered based on their knowledge and observations, but perhaps more inclined to base their responses on what they perceived as the correct answer. Additionally, though participants received an albeit brief explanation of Etzioni's theory, it is curious as to whether or not that explanation was enough to truly understand the theory and its application.

Additional Revelations

As posed by research question for, there would be additional revelation found during the course of the study. Survey results showed that five of the six DAEP

teachers and six of the 14 administrators agreed with a statement that described utilitarian power being used at DAEP. Four of the six DAEP teachers and 11 of the 14 administrators agreed with another statement describing normative power. Additionally, two of the nine individuals interviewed perceived that coercive power was not used at DAEP. Rather, they perceived normative and utilitarian power as being primarily in use. Another interview participant shared that she saw all three types of power were used at DAEP. These revelations do reaffirm Etzioni's (1975) suggestion that all three types of power may be used within an organization, but more often, one type is relied upon more.

When asked to share any other thoughts they had concerning the way DAEP functions, four suggestions were made. Three of the four suggestions involved adults and some form of training. Ms. Howard felt that teachers need to be taught about how they use their power and how it impacts students. Mrs. Adams suggested a "Parent University" as a way to support the entire system of getting students to be well-behaved in and out of school. Mrs. Dennis thought that counseling sessions should be mandated for students and parents to attend together. Finally, Mr. Davis felt that the home campus teachers and administrators, as well as DAEP teachers, need to keep in mind that the punishment, for students, is being sent to DAEP. He shared that while at DAEP students should not be made to feel that they are being punished on a daily basis.

Chapter Summary

Data revealed that though educators perceive coercive power is primarily used at DAEP, the other types of power can be seen in use also. As far as students' reaction to the use of coercive power, the majority of survey and interview participants agreed that students reacted in an alienative manner. Consequently, this would align just as Etzioni (1964, 1975) said it would. Suggestions were made during the interviews that included adult education, counseling, and shifting the mindset about punishment and what that means in terms of students placed at the DAEP.

Chapter 6

Study Summary, Conclusions, Study Significance, Commentary

In this chapter, I provide a summary of the study. Limitations of the study are included as well as conclusions in this section. Significance of the study will be highlighted as it relates to theory, research, and practice. Commentary is provided in closing.

Summary of the Study

The purpose of this study was to identify educator perceptions of power used at a DAEP and educator perceptions of how students respond to that power. Before this study was conducted, no data was available in regards to this topic. Educators in a mid-size, suburban North Texas school district who had experiences with students before and after a DAEP placement in that district served as the sources from which data were collected. A survey was used to identify the types of power educators perceived were used at the DAEP and student responses to that power. Additionally, the survey served to identify participants who were willing to be interviewed as a part of qualitative data collection.

The data for this study were obtained from educators (home campus teachers, DAEP teachers, and campus administrators) in one suburban school district in North Texas. Though this information may be helpful for the school district studied, it cannot be applied to other districts. The district in this study was chosen for various reasons: 1) the accessibility to data, 2) the accessibility to participants, and 3) the trust factor in place between me, the researcher, and the district. In terms of participants, the three

groups were chosen to give a better overall picture of how the DAEP is perceived to educators who serve different purposes and work with students who complete a placement at DAEP. However, it must be said that it is unlikely that the perspectives given by participants represent the views of all their colleagues in this district are in other districts in North Texas and elsewhere.

Interviews were conducted to provide greater depth to the information obtained from the survey. Descriptive statistical analyses were used to analyze the quantitative data from the survey. Percentages of all respondents' answers to the survey were calculated and percentages of responses from each category of respondents (home campus teachers, home campus administrators, and DAEP teachers) were also calculated. Additionally, percentages for each category were compared: home campus teachers to DAEP teachers, home campus teachers to home campus administrators, and DAEP teachers to home campus administrators. Content analyses were also conducted using the transcriptions from the interviews.

Data indicated that, overall, DAEP educators, home campus teachers and school administrators declared that coercive power is in use at DAEP. At times, descriptors that were based on utilitarian and normative power were evident in responses from home campus and DAEP teachers.

Educators who participated in the study perceived that coercive power was the power most used at the DAEP although there were aspects of utilitarian and normative those were seen as having a role in the function of the DAEP. The fact that educators perceived that descriptions regarding all three types of power were associated with the

DAEP was not a surprise as Etzioni (1975) stated that the use of all three powers in an organization was not uncommon. Participants were able to provide examples of how the three types of power can be seen and how students react to the stated power.

Considering coercive power, approximately 55 participants (75%) overwhelmingly agreed with descriptions of DAEP that included being a “negative consequence,” “punishment,” and a “discipline placement.” Of the DAEP, it was said that students do not have a choice as to whether or not they will go there, that students are isolated there, and that it creates a sense of fear. These descriptors definitely align with Etzioni’s (1964) account of how coercive power is used. Additionally, educators indicated that students who had completed a DAEP placement at times showed alienative behavior that may or may not have been associated with the placement.

Of utilitarian power, on average, 13 participants (16%) had a much lower agreement rate. However, the group who agreed with this at a higher rate (50%) was a total of three of the six in the DAEP teacher group. It is my thought they would know of certain activities that take place at DAEP more than the other groups. Statements giving positive examples of consequences for students “showing good behavior” earning “praise,” and “tangible rewards” were used to see if participants would associate these utilitarian descriptions of power with practices at DAEP. Seeing that utilitarian power rewards positive behavior which typically is responded in a calculative manner (Etzioni 1964), some participants pointed out the reward system in place at DAEP. Some students are attracted to this system and therefore behave in a manner that allows them to reap the benefits of the program.

Participants perceived that there was use of more normative power than utilitarian. However, at 20% agreement, it was still perceived at a much lower rate than that of coercive. Participants were not able to go into great detail about how normative power was used. Instead, an example of how students responded attentively during the observation of a lesson was revealed as a moral reaction to power in use.

The majority of the educators perceived that most students respond with alienation. Respondents commented that the DAEP does not allow students to be in their normal atmosphere and that this idea created fear. Such reaction is indicative of alienation.

Yes, educators perceived the power used at the DAEP was mainly coercive power. Additionally, participants shared that students mainly responded in an alienative manner. This aligns with the Etzioni's (1964) Compliance Theory, the theoretical framework used for this study. According to Etzioni (1964), organizations use coercive power to invoke fear or force in order to gain compliance. When students are placed at DAEP, it is out of force. There is no other choice for the student. Additionally, the data showed that placement at the DAEP ignites fear in students because they are in a separate location away from their home campus peers.

Etzioni (1964) states that the response to coercive power is alienation. The data in this study revealed that students do feel alienated while at the DAEP. Fromm (1955) described alienation as an experience when a person feels estranged from others. Because students are away from their regular while at DAEP the feeling of estrangement is a typical response.

It was revealed that some participants perceived that there are facets of all three uses of power at the DAEP: coercive, utilitarian, and normative. Consequently, students' responses to the power used aligned accordingly. Additionally, when asked about additional thoughts concerning the DAEP, participants mentioned the need for counseling for students as parents as well as forms of adult education in regards to working with students who show behavioral problems.

Other considerations that came to light dealt with teacher education, family counseling, and training. Considering that power is in use in all organizations, it was said that teachers should be educated about this so that they can understand how they use power and how a student reacts to power before the student reaches DAEP. Additionally, it was mentioned that some parents are having difficulties at home with motivating their children in terms of behaving appropriately at school. Perhaps a course being created for the parents of students at DAEP can positively impact the student in the future. Lastly, it was suggested that counseling services be mandated for students as well as parents when a placement to DAEP occurs.

Conclusions

A number of conclusions were made in terms of the data collected and findings generated from this study. Conclusions were made regarding the survey data as well as the interview data. The conclusions I drew centered around why responses were as they were for each respondent group, the DAEP, and Compliance Theory.

Teacher and Administrator Perspectives

Home campus teachers had the highest number of skipped items (averaging 4%); not one DAEP teacher, nor an administrator, skipped an item. Home campus teachers answered “not sure” 31% of the time and administrators 25% of the time; the average of “not sure” responses was for DAEP teachers was 4%. It is my conclusion that these responses appeared from home campus teachers and administrators because, in comparison to the DAEP teachers, they have a more limited knowledge of what happens at DAEP. Their exposure to the DAEP is limited to knowing what DAEP is, why students are assigned there, and that at times the need to send assignments for their students.

DAEP teachers agreed with each other across all the items more often than the other groups. On average, their agreement responses were the same approximately 57% of the time. Home campus teachers agreed 33% of the time and administrators agreed with each other 47% of the time. Again, my conclusion is drawn from the fact that DAEP teachers actually work at the DAEP and are very familiar with what happens there. Administrators were close behind in percentage because they have more interaction with the DAEP than the home campus teachers, but again, their knowledge of the goings on at DAEP is not as high as the DAEP teachers.

I also conclude that school roles played a part in responses. Although there were three groups of individuals who participated in the study, there were basically two roles: teachers and administrators. During interviews I found that home campus teachers and DAEP teachers as groups did not have a majority agreement on their

perception of power used at the DAEP. Rather these groups perceived that descriptors of all three types of power could be seen at work at the DAEP. I conclude this was the case because the role of a teacher is to teach and not issue discipline. Though they understand that the DAEP is a disciplinary setting, they also keep in mind it is a school setting. As previously discussed at any organization, including a school, more types of power used may be in work simultaneously. It is my conclusion that this is why the two groups of teachers overall perception is that all three types are seen at DAEP.

Of the groupings, the other position represented was school administrators. All three administrators interviewed perceived the power in use as coercive. As an administrator, a primary role is to provide disciplinary consequences to students. When administrators assign students to the DAEP, of course they recognize that it is still a school setting, but that seems almost to be a sidebar. My conclusion is that their primary duty is to provide discipline that will make the student feel punished, uncomfortable, and regret their actions. This is the intent of coercive power. Therefore, each responded that they perceived coercive power to be in use at the DAEP.

The DAEP

Based on the data gathered and my knowledge of DAEP, coercive power is the primary power used to gain compliance. First of all, when students are assigned to DAEP it is without a choice. The coercive method of power does not give subordinates a choice in regards to their situation. This is the case with a placement at the DAEP. Secondly, coercive power uses fear or discomfort (mentally or physically) to gain compliance. When students are placed at the DAEP they are sent to an unfamiliar

setting. Going into an unknown atmosphere typically creates fear. Furthermore, being away from their typical routine would also create mental discomfort.

As far as students' reaction to the use of the coercive power, I conclude that it is with alienation. Students cannot help but feel isolated and set apart from their regular peers since they are in a different location. Students at DAEP are typically not happy about their placement and if given a choice would want to be at their home campus instead of at DAEP. This thought pattern is descriptive of an alienative response.

Additionally, it is my conclusion that though coercive power is mainly in use at the DAEP, there is evidence that utilitarian and normative power is also used. This aligns with Etzioni's (1975) idea that organizations may employ multiple types of power simultaneously. The system that is in place to reward students for good behavior speaks to the use of extrinsic rewards found in the employment of utilitarian power. For some students, that use of power gains the compliance that is sought after at the DAEP. Hence, calculative involvement is seen. Lastly, there is some use of normative power. As stated previously, schools typically, primarily use normative power. The expectation at the DAEP is that students will comply with the rules because they should want to comply with them as this is an academic setting as well as a disciplinary setting. For some students moral involvement is seen because they do understand and perhaps even agree with their placement at the DAEP. Consequently, they want to do the right thing for redemptive purposes.

Compliance Theory

It is my conclusion that Etzioni's (1964) Compliance Theory was extremely helpful in the execution of this study. My findings indicated that his assumptions regarding the use of power and response to the power used are quite accurate. Though as with all things, there are outliers, but there were none found in this study, in regards to his theory, that would cause me to waiver in my thoughts that the theory is not helpful when examining power used in organizations.

In terms of Etzioni's Compliance Theory, it is my belief that this theory can successfully be applied to any organization wanting to determine power being used. Though this theory was developed almost 50 years ago, and the world has changed drastically, it still proves to be an effective and applicable framework to study organizations.

Significance of Study

Every study should inform the literature base, practice and theory development or expansion. This study was designed to do that as well. The following sections reflect the significance of this study and provide recommendations for future research.

In Theory

Etzioni's (1964) Compliance Theory proved to be a relevant and appropriate theoretical framework to explore educators' perception of the power used at the DAEP. Etzioni's theory outlined three types of power used by organizations to have subordinates comply: coercive, utilitarian, and normative. He also specified that responses to the power would be alienative, calculative, and moral. Educators who

participated in the study did perceive that the types of power outlined by Etzioni and the responses to the power were evident in the DAEP setting.

In the future, I would recommend that a data collection tool be generated that is specific to Etzioni's (1964) Compliance Theory. In this study, I used an amended version of Roach's (1995) PBM to collect survey data. This tool was chosen because it used French and Raven's (1959) five bases of power: coercive, referent, legitimate, expert, and reward. Three of those bases of power aligned with Etzioni's (1964) theory, but the tool was not designed specifically for that theory.

In Practice

As stated throughout, the significance of this study is focused on understanding what power (as defined by Etzioni 1964) educators perceive as used by the DAEP in one north Texas school district. This school district, as all other districts, is an example of an organization and the DAEP is an example of an organization within the organization. DAEPs being in existence, in Texas, for approximately 18 years, are still new additions to the educational landscape.

More and more school districts across the United States are incorporating DAEPs into their organization. There is incessant talk about how financially strapped most school districts are. However, millions of dollars are spent to place a very small number of students in this type of setting without even determining whether the intended use of DAEPs as a disciplinary and educational setting is being achieved. There is dysfunction present if what is supposed to be an educational setting is perceived as using primary practices that may be detrimental to students.

In Research

The findings of this study add to the minutia of information on DAEPs and why they may or may not be impactful for students. Its use of Etzioni's Compliance Theory as a theoretical framework also makes evident that schools are indeed organizations in which the theory is applicable. Until this point there are few studies that apply Etzioni's theory to a school setting and none to my knowledge that apply it to a DAEP.

Future research should include studies that seek to determine the impact that DAEPs have on students in their future regarding behavior as well as academics. There is a need to explore more about the practices found at DAEPs. I suggest that studies, similar to this study should be carried out in other districts in Texas as well as in other states. It should be determined as to whether the perceptions that the educators in this study are specific to this district's DAEP or whether this is a perception that is more widespread. Additionally, future research should focus on the practices at the DAEP that cause educators to have the perceptions they have and how those practices need to be adjusted or changed altogether.

Commentary

I believe that the perceptions of educators in the survey were indicative of how the DAEP functions and how students react. This belief is reinforced by the fact that I was able to gather data from three different groups of educator, all having different levels of exposure to the DAEP, but the survey data indicated the majority agreed that coercive power is used. In all of my previous research, I had never seen where the professionals who have the most contact with students before, during, and after a DAEP

placement were asked anything in regards to the impact of the DAEP. I have seen individual and pairings of teachers, parents, administrators, and students who were used as a source for data collection, but never have I seen anything where a DAEP teacher was called upon for input. Thus, a major part of the purpose of the study was met. I have added to the body of data regarding DAEPs, garnered information from the professionals associated with it, and verified that there is perceived power in use at the DAEP.

At the beginning of my study I knew that what I was doing would only create an entry point to further explore how and why DAEPs function and operate as they do and the benefits and drawbacks to students behaviorally as well academically. There are so many facets of DAEP that need to be explored to determine if it is being used in a manner and how it can be used in a manner that best serves not just to insulate the home campus from students who misbehave and “punish” the students who find themselves with a DAEP placement.

The results of this study leads to other questions. What types of power are used primarily in DAEPs in other districts in Texas and throughout the United States? What constitutes a DAEP that is operating successfully? What kind of power is used at that DAEP? How and why was that decided? What practices can be seen at that DAEP that would align it with that type of power? How are students reacting to that power and does it align with Etzioni’s reaction to that power? Does the school district in which the DAEP is located make a practice of educating home campus teachers and administrators aware of the practices at the DAEP? Are data taken on each student after they return to

the home campus in order to see if future behavior is impacted once a student returns to the home campus? A couple of these questions were addressed as data were obtained, but most were not. Consequently, additional, extensive research would be required to answer all of these questions.

Appendix A
Survey Tool

COMPENSATION

No compensation will be provided for participating in the study.

ALTERNATIVE PROCEDURES

There are no alternative procedures offered for this study. However, you can elect not to participate in the study or quit at any time at no consequence.

VOLUNTARY PARTICIPATION

Participation in this research study is voluntary. Choosing not to participate will have no affect on your employment. You have the right to decline participation in any or all study procedures or quit at any time at no consequence.

CONFIDENTIALITY

Every attempt will be made to see that your study results are kept confidential. A copy of this signed consent form and all data collected, including transcriptions, from this study will be stored by Dr. A. Hyle in the UTA K-16 ELPS Office located in Trimble Hall Room 105B. The results of this study may be published and/or presented at meetings without naming you as a participant. Additional research studies could evolve from the information you have provided, but your information will not be linked to you in anyway; it will be anonymous. Although your rights and privacy will be maintained, the Secretary of the Department of Health and Human Services, the UTA Institutional Review Board (IRB), and personnel particular to this research have access to the study records. Your records will be kept completely confidential according to current legal requirements. They will not be revealed unless required by law, or as noted above. The IRB at UTA has reviewed and approved this study and the information within this consent form. If in the unlikely event it becomes necessary for the Institutional Review Board to review your research records, the University of Texas at Arlington will protect the confidentiality of those records to the extent permitted by law.

CONTACT FOR QUESTIONS

Questions about this research study may be directed to Rayetta M. Johnson at 469-358-3748 or Rayetta.Johnson@mavs.uta.edu. You may also contact Faculty Advisor Dr. Adrienne Hyle at 817-272-0149 (office) 817-272-2127 (fax) or ahyle@uta.edu. Any questions you may have about your rights as a research participant or a research-related injury may be directed to the Office of Research Administration; Regulatory Servic

Accept

Do Not Accept

Part I Demographic Information

2. Select the title that best describes your current position

- Home Campus Teacher
- DAEP Teacher
- Administrator

3. How many years have you been in your current position?

- 1-5 years
- 6-10 years
- 11-15 years
- 16-20 years
- 21+ years

4. For the majority of your career you have worked in

- Elementary Schools (Grades K-5)
- Middle Schools (Grades 6-8)
- High Schools (Grades 9-12)

5. Which best describes your race/ethnicity?

- African American/Black
- Asian
- Caucasian
- Hispanic
- Native American
- Mixed Race or Other

6. What is your gender?

- Female
- Male

Part II

Each item contains a statement about the Disciplinary Alternative Education Program (DAEP) in this district. Mark the box that best agrees with your perception of the item.

7. The DAEP punishes students when they do not behave properly at their home campus.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Not Sure

8. When students are at the DAEP, days can be removed from their placement when they are showing good behavior.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Not Sure

9. A DAEP teacher or administrator comes to the home campus to praise former DAEP students when they are doing well at the home campus.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Not Sure

10. Going to the DAEP makes students want to show everyone they can be well-behaved when they return to their home campus.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Not Sure

11. DAEP provides corrective discipline for students who show noncompliance at the home campus.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Not Sure

12. The DAEP is a negative consequence students experience when they do not abide by the Code of Conduct.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Not Sure

13. Students who complete a DAEP placement want to become a positive role model for other students at their home campus.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Not Sure

14. Students show improved behavior after a DAEP placement because they want to do well at their home campus.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Not Sure

15. Students receive tangible rewards from the DAEP to keep them on track when they return to their home campus.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Not Sure

16. If you would like to participate in a follow-up interview, please respond to this item with your name (or pseudonym) and a number or email address where you can be reached. You will be provided an Informed Consent Document to make clear what material will be collected, how it will be used, and how your identity will be protected. Interviews will be no longer than an hour and can be conducted at an appropriate place of your choosing.

Appendix B
Interview Items

Educators were asked to answer/discuss the following interview items:

1. How many years have you been employed by “Main ISD” and in what capacity.
2. What do you know about the Disciplinary Alternative Education Program and what it is supposed to do?
3. What are some reasons students are assigned there?
4. During the 2011-12 school year, how many students that you taught were assigned to the DAEP? (Home Campus Teachers)

During the 2011-12 school year, how many students did you assign to the DAEP?
(Home Campus Administrators)

5. Based on your survey responses, you perceive the power used at the DAEP is (Coercive/Utilitarian/Normative). Give an example(s) of an occurrence at the DAEP that would exemplify that use of power.
6. Think about students you worked with during the 2011-2012 school year and the Fall of 2012 who completed a DAEP placement. In general, did the reaction to the placement align with Etzioni’s involvement and corresponding use of power? Give examples to support that statement.
7. One out of five students typically has 2 or more DAEP placements in a year. That’s a recidivism rate of 20%. Do you think that DAEP’s use of power contributes to that in any way? Why or why not?
8. In your professional opinion do you think that fewer students would return if another type of power was used at the DAEP? Which type? Why or why not?
9. Are there any other considerations that should be made in understanding power and responses to power at the DAEP?

Appendix C

Interview Reference Document

Etzioni's (1961, 1968, 1975) Compliance Theory

Type of Power	Involvement (Reaction)
<p>Coercive – Uses force and fear to control subordinates.</p> <p>Used by prisons and military basic training</p>	<p>Alienative – shows an intense, negative orientation towards the organization.</p> <p><i>Subordinates do not support the goal and feel “alien”.</i></p>
<p>Utilitarian – Uses external rewards to control subordinates.</p> <p>Used by corporations & unions</p>	<p>Calculative – shows negative or positive orientation towards the organization.</p> <p><i>Subordinates moderately support the goal because they will benefit</i></p>
<p>Normative – Uses intrinsic rewards to control subordinates.</p> <p>Used by political organizations and churches</p>	<p>Moral – shows positive orientation towards the organization.</p> <p><i>Subordinates fully support the goal because it is the right thing to do.</i></p>

Appendix D

Email to Proposed Panel Members

December 1, 2012

Dear Proposed Panel Member:

Currently, I am conducting a study to fulfill my dissertation research requirements at the University of Texas at Arlington. The dissertation is entitled, “Educator Perceptions of Educator Perceptions of the Use of Power and Student Responses to the Use of Power at a Disciplinary Alternative Education Program (DAEP): One Texas Perspective.”

As a part of the study, I have constructed a survey. This survey will be used to investigate the perceptions of home campus teachers, home campus administrators, and DAEP teachers in a North Texas Independent School District.

This link will take you to the survey I developed using K. D. Roach’s (1995).
<https://www.surveymonkey.com/s/DAEP>

For each item please select the choice which represents your opinion of the clarity of the item or your opinion that it is consistent with a possible perception. Your input regarding the clarity and consistency and your comments will be used to establish the validity of each survey item.

If you would like a copy of the results from the study, please indicate that in the last item of the survey

I thank you in advance for your help. It is greatly appreciated.

Sincerely,

A handwritten signature in blue ink that reads "Rayetta M. Johnson". The signature is written in a cursive style.

Rayetta M. Johnson
Doctoral Candidate in K-16 ELPS
University of Texas at Arlington

Appendix E
UTA IRB Exemption



Office of Research Administration
Regulatory Services
817-272-3723
regulatoryservices@uta.edu

<http://www.uta.edu/research/administration>

**Institutional Review Board
Notification of Exemption**

March 5, 2013

Rayetta Johnson
Dr. Adrienne Hyle
ELPS
Box 19575

Protocol Number: 2012-0861

Protocol Title: *Educator Perceptions of the Use of Power and Student Responses to the Use of Power at a Disciplinary Alternative Education Program (DP): One Texas Perspective*

Type of Review: Exemption Determination

The UT Arlington Institutional Review Board (IRB) Chair, or designee, has reviewed the above referenced study and found that it qualified for exemption under the federal guidelines for the protection of human subjects as referenced at Title 45 Part 46.101(b)(2). Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: (i) information obtained is recorded in such a manner that human subjects can be identified, either directly or through identifiers linked to the subject; and (ii) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

You are therefore authorized to begin the research as of **March 5, 2013**.

Pursuant to Title 45 CFR 46.103(b)(4)(iii), investigators are required to, "promptly report to the IRB any proposed changes in the research activity, and to ensure that such changes in approved research, during the period for which IRB approval has already been given, are **not initiated without prior IRB review and approval** except when necessary to eliminate apparent immediate hazards to the subject." Please be advised that as the principal investigator, you are required to report local adverse (unanticipated) events to the Office of Research Administration; Regulatory Services within 24 hours of the occurrence or upon acknowledgement of the occurrence. All investigators and key personnel identified in the protocol must have documented Human Subject Protection (HSP) Training on file with this office. Completion certificates are valid for 2 years from completion date.

The UT Arlington Office of Research Administration; Regulatory Services appreciates your continuing commitment to the protection of human subjects in research. Should you have questions, or need to report completion of study procedures, please contact Robin Dickey at 817-272-9329 or robind@uta.edu. You may also contact Regulatory Services at 817-272-3723 or regulatoryservices@uta.edu.

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Biographical Information

Rayetta M. Johnson was born in New Orleans, Louisiana on April 11, 1976 to the union of the late Mr. Westley L. Johnson and Mrs. Dian Morris Johnson. She has one sister, Aline Catrice Johnson-Payton and one niece, Breyan Jaline Payton.

Born and raised in the city of New Orleans, Louisiana, Rayetta was raised in a home filled with love, support, and guidance. A love of Christ was at the center of the household and still is. This directed every decision that was made be it academically, socially, or spiritually.

As a youngster, Rayetta attended Thomas Alva Edison Elementary, F. W. Gregory Junior High School, and McDonogh #35 Senior High School. Undergraduate years were spent at Southern University and A & M in Baton Rouge, Louisiana. There she first embarked upon a nursing degree, but ultimately changed her mind to education. While at Southern, she became a member of the Beta Psi Chapter of Alpha Kappa Alpha, Inc. In 1999, she graduated with a B. S. in English Education. Upon returning to New Orleans, she was able to obtain a teaching position at her former junior high school. After three years of teaching she returned for her Master's Degree. In 2003, she graduate from Xavier University in New Orleans, with a Master's in Educational Administration. The following year she began her administrative career at Gilbert Academy.

In 2005, Rayetta found herself relocated to Texas as a result of Hurricane Katrina. Since relocating to Texas, where she still resides, she has found a home away from home and is excited to continue her odyssey as an educator.