

# Abstract

This study is focused on the relationship between Taiwan middle school Teachers' disciplinary ideas and their goals and strategies. Subjects are 686 middle school teachers coming from different parts of Taiwan (not including other smaller islands). This study used the Teacher' s Discipline Idea Scale, Discipline Goal Scale and Discipline Strategy Scale as research tools to obtain the necessary data. The gathered data was interpreted with the use of descriptive statistics, Pearson' s Correlation, Chi-Square, One-way ANOVA, and Multiple Regression Analysis. Findings are as such:

1. Current middle school teachers have an open minded idea towards discipline. Regarding the disciplinary goals, our surveys showed that the most important factor was to promote "good moral conduct" , the second was to promote "self-reliance and positive development" , and the last was to "develop a sense of accomplishment" . For the discipline strategies our results showed that , "demanding" was inclined to be fewer than the "responsive" strategy.
2. Female teachers' idea on discipline was much more open than that of male teachers, e.g. female teachers tend to use "responsive strategies" more frequently than male teachers . There were no significant difference between teachers' different professional background and academic years being teachers when their disciplinary strategies, such as "demand" and "responsive" were compared. However, there was a significant

difference between different teachers' demography (gender, professional background, academic tenure) with the teachers' disciplinary goals.

3. Our result showed that teachers, who taught in different schools, displayed great differences in their disciplinary ideas, goals and strategies.
4. When a teacher' s idea on discipline is more traditional, the teacher tended to use a more "demanding" discipline strategy. While, a more open teacher, tended to have a more "responsive" discipline strategy. Teachers , who enforced much importance on "good moral conduct" and "self-reliance and positive development" , tended to use "responsive" discipline strategies.
5. The correlation analysis showed that the factors such as teachers disciplinary ideas and their academic backgrounds could explain at least 15.2% of their "demanding" disciplinary strategy. On the other hand, teachers, who emphasized "good moral conduct" disciplinary ideas could explained about 23.8% of teachers' "responsive" strategy.

From those findings, we have provided some insights and suggestions that would serves as reference for further future researches and studies.

Keywords: Disciplinary Ideas, Disciplinary Goals, Disciplinary Strategies