

MASTER'S THESIS

The effects of coorientation on students' responses to coercive power

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The Effects of Coorientation on Students'
Responses to Coercive Power

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ABSTRACT

This study examined compliance-gaining research through coercive power. It used an interactive approach, the coorientation model, to examine compliance-gaining behaviour in the classroom context. Such an approach treats power as a property of relationships rather than of individuals. This quasi-experiment used a post-test only design with non-equivalent groups. The study investigated two forms of coorientation relationships, accuracy and agreement, on two kinds of responses, students' willingness to comply and satisfaction with teachers' requests. Data were collected from primary (n = 144), secondary (n = 185) and university (n = 117) students using questionnaires. The results showed that coorientational accuracy predicted students' willingness to comply, but not student satisfaction level, and coorientational agreement accounted for both willingness to comply and satisfaction. These findings imply that compliance-gaining research can be studied with an interactive approach. In addition, coorientational accuracy and agreement influence compliance-gaining behaviour. Such relational variables can not be investigated in most individual approaches of compliance-gaining research. Other variables examined included message severity, teacher attributions, student level, gender and school ranking. The results were reported and their implications to compliance-gaining research and classroom management using coercive power were discussed.

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