Retrospective Theses and Dissertations

Iowa State University Capstones, Theses and Dissertations

1977

A comparison of perceptions of school discipline between students, parents, teachers, and school administrators

Robert C. Rice
Iowa State University

Follow this and additional works at: https://lib.dr.iastate.edu/rtd

Part of the Educational Administration and Supervision Commons

INFORMATION TO USERS

This material was produced from a microfilm copy of the original document. While the most advanced technological means to photograph and reproduce this document have been used, the quality is heavily dependent upon the quality of the original submitted.

The following explanation of techniques is provided to help you understand markings or patterns which may appear on this reproduction.

1. The sign or "target" for pages apparently lacking from the document photographed is "Missing Page(s)". If it was possible to obtain the missing page(s) or section, they are spliced into the film along with adjacent pages. This may have necessitated cutting thru an image and duplicating adjacent pages to insure you complete continuity.

2. When an image on the film is obliterated with a large round black mark, it is an indication that the photographer suspected that the copy may have moved during exposure and thus cause a blurred image. You will find a good image of the page in the adjacent frame.

3. When a map, drawing or chart, etc., was part of the material being photographed the photographer followed a definite method in "sectioning" the material. It is customary to begin photoing at the upper left hand corner of a large sheet and to continue photoing from left to right in equal sections with a small overlap. If necessary, sectioning is continued again — beginning below the first row and continuing on until complete.

4. The majority of users indicate that the textual content is of greatest value, however, a somewhat higher quality reproduction could be made from "photographs" if essential to the understanding of the dissertation. Silver prints of "photographs" may be ordered at additional charge by writing the Order Department, giving the catalog number, title, author and specific pages you wish reproduced.

5. PLEASE NOTE: Some pages may have indistinct print. Filmed as received.

77-29,863

RICE, Robert C., 1938-
A COMPARISON OF PERCEPTIONS OF SCHOOL DISCIPLINE
BETWEEN STUDENTS, PARENTS, TEACHERS, AND SCHOOL
ADMINISTRATORS.

Iowa State University, Ph.D., 1977
Education, administration

A comparison of perceptions of school

discipline between students, parents, teachers,

and school administrators

by

Robert C. Rice

A Dissertation Submitted to the

Graduate Faculty in Partial Fulfillment of

The Requirements for the Degree of

DOCTOR OF PHILOSOPHY

Department: Professional Studies
Major: Education
(Educational Administration)

Approved:

Signature was redacted for privacy.

In Charge of Major Work

Signature was redacted for privacy.

For the Major Department

Signature was redacted for privacy.

For the Graduate College

Iowa State University
Ames, Iowa

1977

TABLE OF CONTENTS

LIST OF TABLES

Page

Page

Page

Page

CHAPTER I. STATEMENT OF THE PROBLEM

Introduction

Concern about the behavior of students throughout this country is
by no means concentrated among those connected with the formal educa-
tion process as witnessed by the annual Gallup Poll regarding public
schools. For the past seven years, Gallup International has surveyed
the nation to discover the views of the American citizen toward the pub-
lic schools. The original survey in 1969, How the Nation Views the Pub-
lic Schools, was sponsored by CFK, Ltd., a small Denver-based foundation.
CFK, Ltd., was dissolved in 1974 and the survey was sponsored in 1975 and
1976 by the Ford Foundation. Phi Delta Kappa, a professional educators'
fraternity, has included the results of each survey in their magazine,
Phi Delta Kappan (26-32).

The issue of discipline in the schools is clearly a major issue
among the American citizenry. In six of the seven annual Gallup surveys,
"lack of discipline" was the number one concern, and the percentage of
people rating this first has changed little in those six years--18 per-
cent to 26 percent. In 1971 the concern for discipline ranked as the
third greatest concern of the public with 14 percent choosing it as their
first concern. That year, finances was the greatest concern of the pub-
lic, and integration/segregation their second concern. The last complete
survey, 1975, indicated discipline as the public's first concern and
integration/segregation second and finances the third greatest concern.
Tentative data released for the 1976 survey also place discipline in

first place as a concern.

In examining discipline, Sheviakov and Redl (71, p. 1) reflect

upon present-day attitudes:

> Problems of discipline and self-control assume new
> significance and realism in today's world. In a complex
> civilization, the individual often has to subjugate his per-
> sonal inclinations, whims, comforts, even some of his liber-
> ties, to bigger goals than personal ones. If the democratic
> philosophy is to flourish, our ways of living, believing, the
> ideals of generations must be preserved. For this, we need
> children and young people who cherish those ideals above all
> and who are ready to endure privation and to exercise utmost
> self-control.

Indeed, Anderson and Van Dyke (3) argued that, in terms of school

discipline, student behavior should be largely self-controlled. They go

on to explain that obedience to rules is based upon understanding rather

than mere direction.

News reports alert the public to the adjustments schools face in

dealing with liberties and self-control in today's complex society by

reporting incidents of student disruptions, vandalism, and violence.

Court rulings pertaining to student rights and integration, state atten-

dance laws, changes in the public image of teachers, public involvement

in school policy development, public recognition of special education

numbers and needs, and the alleged decline of the family role in educa-

tion and discipline all combine to present unmet expectations of the

public school. In turn, the public awaits accountability from the

schools, regardless of personnel, legal, social, or financial limita-

tions. Even with the results of these annual Gallup surveys, there is

still a lack of evidence about the areas of agreement among students,

parents, teachers, and administrators as to their separate or combined

perceptions of what constitutes a "lack of discipline." This void in-
hibits schools in their attempts to establish valid and enforceable
policies, rules, and regulations.

The Study

The lack of discipline in the schools is alleged to be the basis of
many failures in a time that public schools are expected to adequately
handle many of the frustrations and unmet needs of society. Perceptions
of school discipline lack consistent definition, desire, and practice
which has resulted in unsatisfactory application of appropriate discipli-
nary methods or the achievement of an acceptable behavior pattern. Per-
haps this situation can be improved by identifying discipline as parents,
students, and educators have perceived it separately.

The problem of this study is to provide a bench mark which school
managers may use to recognize and control the factors which contribute
to better discipline in the school. A comparison of perceptions of
selected students, parents, teachers, and administrators toward various
factors relating to school discipline is used to provide a basis for the
conclusions. Specifically, the intent is to study and identify, by
selected demographic classifications, areas of common understanding of
school discipline which may then be utilized to interpret, develop, and
communicate practices and programs essential to a good learning environ-
ment.

Definition of Terms

Words often have different meanings depending on their context.
In the interest of clarity, this investigation used the tentative defi-
nition of discipline to be the presence of behavior patterns that do not
inhibit students from learning and/or interfere with the learning of
other students.

Other terms were defined as:

Administrator--All personnel who regularly function in a profes-
sional nonclassroom capacity--principal, associate principal, assis-
tant principal, and counselor or dean--at the school participating
in this study.

Parent--Parent refers to any person, natural or legal, who has a
child in grade 10, 11, or 12 in the school participating in this
study.

Perception--A judgment or observation.

Student--Student refers to regularly enrolled pupils in grades 10,
11, or 12 in the school participating in this study.

Teacher--Teacher refers to any person who was responsible for in-
struction in one or more classes at the time the school participated
in the study.

Delimitations

The following delimitations were established for the purposes of
this study:

1. The study was limited to students in grades 10, 11, and 12

in four high schools, each representing the North, South, East, or West region of the mainland United States.

2. The study was primarily concerned with the perceptions held by students, parents, teachers, and administrators regarding discipline in their school.

3. The responses from each selected high school were obtained by a "contact person" working with a consistent set of written directions and survey instrument.

4. The selection of each specific high school was based upon the availability of a "contact person" who would consent to participate in the study, and without attempting to equate the total number of students enrolled.

Sources of Data

The data were obtained through the administration of a written survey instrument which was developed by analyzing various studies relating to school discipline and other reviewed literature.

Four public high schools, each from one of four geographic areas of the mainland United States--North-Minnesota, East-Connecticut, South-Mississippi, and West-California--agreed to participate in this study. As a provision of consent to participate in the study, it was agreed that the specific school district and the high school would remain anonymous. The individual school data and comparisons will be identified and disseminated only by the participating district according to the local policies or practices that govern research in that district.

Participants were selected to represent four groups within each high school, students from grades 10, 11, and 12 only, not to exceed the number of representatives by each grade belonging to the student council, 48 parents, 16 for each grade level, and with a child in grade 10, 11, or 12, 25 percent of the teachers in the selected high school, and all principals, assistant principals, and counselors or deans from each selected high school were invited to complete the survey instrument.

CHAPTER II. REVIEW OF LITERATURE

The review of literature addresses six topics, beginning with ex-
planations of school discipline and closing with a humanistic applica-
tion of discipline to positively modify student behavior patterns. Other
areas discussed will include the concerns of the general public, the
school, and the court, and the use of discipline as punishment.

Discipline: Defined

In the American public school, key ailments surface and, all too
often, tend to be treated with only peripheral medications. Seldom are
central issues directly confronted, examined without bias, and solved.
So it is with the abrasion and heartache sometimes loosely referred to
by teachers and parents as "discipline" (36). Bleet (6) commented in
his dissertation, which related to developing a model discipline code,
that he had been greatly impressed with the great differences of opinion
concerning discipline within the field of education.

Bleet examined several meanings of the word "discipline" and offered
a tentative definition for application to school situations as the
presence of behavior patterns that do not interfere with learning of
students, i.e., to attend school punctually and regularly; conform to
regulations; obey promptly all directions of those in authority; be re-
spectful of others; be courteous to others; and practice good deportment.
Contrariwise, in a 1969 parent survey, Jack Schwartz et al. (70) addressed
"discipline" as control of student behavior or the punishment

administered as a result of violating school rules.

Other uses of discipline have been to describe a branch of knowledge or training. The military interprets discipline as a systematic method of training that is expected to produce a specific character, pattern of behavior, or obedience. A set of rules or methods which regulate some religions and their churches is also referred to as discipline.

John D. Starkey et al. (78, p. 1), writing about discipline and liberal teachers, defined discipline as "maintenance of conditions conducive to the efficient achievement of the school's function within the classroom." Disciples of William Glasser believe that good discipline is a matter of thinking and responsibility; not just a way of dealing with students, but a way of living.

Summarizing major public complaints, Gallup (as cited by Elam, 22, p. 14) points out that "poor education" is often associated with the lack of proper discipline. The public further defines a "poor" school as one in which school officials cannot "keep students in line."

Discipline in the school may use any or all of the meanings mentioned; however, a distinction is necessary when defining discipline as the presence or absence of certain behaviors and is understood or expected as a punitive action. Discipline as punishment may be administered as mental or psychological and as physical or corporal.

Oftentimes the discussion of discipline includes reference to punishment or withdrawal of privileges to the threat of punishment as a deterrent to poor behavior in the school. Willower et al. (91)

measured the pupil control ideology of educators and found the custodial

control of students in school settings was similar to custodial control

of inmates in prisons and mental hospitals (i.e., in terms of main-

tenance of order, distrust, and a punitive approach to student control).

Discipline: The Public

Arthur Visor (87) claimed that good discipline does not begin in

the classroom; it starts at home, continues on the way to school, mani-

fests itself in the corridors, in the lunchroom, and in assemblies, and,

most importantly, is exhibited in the classroom where the student spends

most of his time. In late 1973, Dr. Gallup (cited in 22, p. 3), writing

a summary of the first five polls of public attitudes toward education,

observed, "while discipline is properly a responsibility of the home, the

schools must perforce be more effective in mitigating this problem, or

they will continue to suffer the consequences." And recently, former U.S.

Commissioner of Education, Terrell Bell, was quoted in an interview (49,

p. 44) as saying, "I think discipline in and of itself is part of educa-

tion, and one of the great lessons that we have to learn in life is how

to master and control ourselves so the individual does what he should

do, whether at the moment he wants to or not."

Bell further believes the big task of both the home and the school

is to teach values--self-discipline and self-reliance, an insistence on

standards and a reaching for ideals that reinforce discipline rather

than a punitive approach to discipline.

The many good things which schools are achieving in every community

regarding discipline seldom receive the same treatment in the local and national press as the front-page coverage of classroom disruptions and student violence which unfavorably affect the image of school discipline (22). Moreover, there is little evidence which suggests a common definition of school discipline that is acceptable to students, parents, teachers, and school administrators.

William Goldstein (36) writing about school discipline, alluded to discipline as a key ailment in the school which has not been confronted, analyzed, and solved. He also wrote that the heartache of parents and teachers is often referred to as "discipline."

The greatest single indicator of the concern of the public about school discipline has been the seven annual Gallup Polls about attitudes toward education. The Gallup Polls sponsored by CFK, Ltd., and the Ford Foundation as reported in the Phi Delta Kappan have shown that dismay exists on the part of the public for discipline in the school (22 and 52, p. 2). The annual sample of opinion has embraced [sic] from 1505 to 1702 adult respondents per year, and during three years 778 student respondents and 576 educators in two years (22). This research is described as using a modified probability sample of the nation, randomly selected in every part of the country and in all types of communities. These communities, taken together, Gallup insists, represent a true microcosm of the nation. In reporting the results of the interviews of the sample, Gallup reported responses by region of the United States--East, Midwest, South, and West. Other demographic data--sex, race, educational level, occupation, age, religion, income, and community size--were reported

for several questions each year. All the surveys were reported in terms of the percent of various responses to Likert-type scale answers.

The seven Gallup Polls of education, 1969-1975, claim to provide a great source of information regarding the attitude of the public toward education and were intended to assist educators in making critical decisions. Recognizing the general nature of this poll, it did spotlight concerns; however, practical use of the results for school decision-makers is suspect. Problems were identified but very few concrete suggestions appear that may be applied to improve the negative image of school discipline.

The Gallup findings apply to the nation as a whole and not to any state or local community; however, local surveys employing the same questions can be made to determine how a single community compares to the national norm. Questions and results of the "Gallup Polls of Attitudes Toward Education" are not copyrighted, and no limitations are placed upon their use beyond customary credit to source, accuracy, and completeness of quotation (22, p. 190).

In all but one of the last seven years, the nation's adults sampled in the Gallup Polls have cited discipline as the greatest concern and problem in their own communities (22, 26, 27, 28, 29, 30, 31, 32). The initial Gallup Poll in 1969 (22) was conducted to measure the attitudes of the American public toward public schools and to learn how citizens judge the quality of their schools. Results of the survey indicated that the public was only "fairly informed" about the local schools and "very poorly informed" about education. When asked specifically to name

"the biggest problem with which the public schools in this community must deal," the greatest number of responses was "discipline." The second greatest concern was the lack of school facilities, and third mentioned was "teachers." Interestingly, the criterion for good schools was "qualified teachers," but the responses revealed that there was little understanding of what was meant.

With few questions directed specifically toward discipline, the 1970 public again indicated it as their greatest concern (29). The sample responded that discipline was "not strict enough" and parents felt "the school" should assume more responsibility in correcting laxity. Students were included as a part of this sample and pointed the finger at teachers as the ones responsible for correcting the laxity.

With further action by the courts to order busing, the areas of integration/segregation/busing were the second greatest concern mentioned by the sample and school finances the third. From this 1970 poll on through the 1975 poll, these two areas continue to rank high on the list of public concerns.

In the year 1971, the annual survey (32) emphasized the problem of school financing; discipline was the third greatest concern of the public. It is believed that the public concern for discipline ranked third, rather than first as in 1969 and 1970, because evidence showed that discipline had been tightened in the public schools, just as it had been in the colleges (22, p. 83).

Data indicated that the issue of whether discipline was "too strict" or "not strict enough" was nearly even with 22 and 23 percent opting

for each choice. Those who said discipline was not strict enough cited teachers' lack of authority and too much student freedom as the causes for weakness. The public voiced strong opinion that, "If the schools and teachers interest the children in learning, most disciplinary problems disappear" (22, p. 97).

In 1972 the Gallup Poll (27) ranked discipline as the greatest concern of the public schools. Lack of financial support and integration/segregation were second and third concerns. This year's poll included a separate survey of educators, and discipline ranked as their third concern, with finances and integration/segregation as first and second (22, p. 121).

The public again ranked discipline as first concern and educators again ranked finances as their first concern in the 1973 Gallup Poll. Parents responded to the meaning of discipline as (1) Discipline is respect for the teacher; (2) Learning taking place without confusion; and (3) Keeping children so interested they are obeying rules (22, p. 156).

The sixth and seventh Gallup Polls (31, 30) again had "lack of discipline" heading the list of problems cited most often by public survey respondents. New evidence of the importance of this concern came from the special 1974 survey of high school juniors and seniors who reported a higher percentage than the public in identifying discipline as the leading concern.

Discipline: The School

Today's educator is faced with maintaining a discipline balance
between being too permissive and too rigid, between the need for author-
ity and order in the school and society's and government's image of
flaunting the same, and between the demands for law and order and the
cry for autonomy. On one side, Charles Silberman (72) proposes better
student behavior through humanizing the educational process, maintaining
that students can accept the responsibilities of greater freedom from
arbitrary rules, regulations, and practices. To the other side is James
Dobson (19) who feels the assertion of authority is not an adult con-
spiracy against children. He agrees that the dangers of harsh, oppres-
sive, and crass discipline are not best, but to cite such cases as the
only justification to eliminate discipline is foolishness.

The serious concern of the public, as shown in the Gallup Polls,
doesn't stop at the gate to the school campus where the educators may
be found discussing the breakdown in respect and inconsistent assistance
and enforcement of rules by the school and parents. The Council for
Basic Education has criticized parents for most of the breakdown of dis-
cipline and respect for authority in America. A sure sign of the parents'
reaction to a changing curriculum and "poor discipline" is the recent
rapid growth of the "fundamental" or "alternative" schools.

Another sign of the public concern is that many school districts
have found the public pressure so great that they have had to develop,
within their regular school offerings, an alternative school. Generally,

the alternative is based upon basic education, i.e., usually courses
which address themselves to reading, writing, computational and civic
skills. The rationale is that by not addressing the curriculum to
these basics permits or promotes a permissive environment and does not
lend support to good disciplinary practices. Typically time for art,
music and physical education is reduced.

Dr. Benjamin Spock (75) has suggested in his writings that the needs
within the family may not be totally appropriate when laissez-faire or
democratic discipline is utilized for discipline. The authoritarian or
arbitrary method of decision-making and disciplinary action would perhaps
better fit the approach expected by the basic school patronage. Not sur-
prisingly, Spock does not believe the authoritarian style of discipline
will permit the optimum development of a youngster's potential. He sug-
gests that the overpermissive or laissez-faire often results in ill-be-
haved children.

Some school districts have recognized the need for mutual support
by parents and the school and have provided formal and informal opportun-
ities for the parents and community to communicate their concerns and
desires to the school. As part of the Philadelphia School District's
efforts to increase communication between school personnel, pupils,
parents, and the community at large, they surveyed parental experiences,
concerns, and attitudes regarding the public school system in the Over-
brook High School "feeder area" (70). A team of 20 interviewers con-
ducted 751 interviews using a stratified random sampling procedure in-
volving census tract, race, and grade level quotas. Responses were

reported by percentages and significance noted at the .05 level. The Overbrook Study (intended to be informative, not a rigorous research model) did result in a unique approach to strengthening school-community communications, thus providing a sounder basis for critical decision-making in the district.

When parents were asked about discipline in the schools, 53 percent expressed support for discipline in general, 18 percent supported some form of physical punishment, 11 percent opposed physical punishment and 6 percent felt discipline in general should be reduced. Parents mentioning specific forms of discipline supported detention during recess and after school, denial of privileges in school, extra homework assignments, and expulsion. Interestingly, one in ten parents supported whatever form of discipline the child's teacher felt was best.

A survey, similar to the Overbrook project, of parents in Willowdale, Ontario, (92) in 1972 had similar responses when asked whether discipline in secondary schools should be stricter. A majority of parents agreed that school discipline should be stricter. The Philadelphia and Willowdale parents also responded similarly to the question of physical punishment.

At the University of Southern California, Bruce Hauger (42) studied perceptions of selected student discipline policies in several high schools. Data were obtained from one student, parent, and teacher for every 300 students and all administrators and counselors in eight Southern California public high schools. Statistical significance was determined by using the chi square statistical test. Conclusions based

upon responses to four discipline policies indicate a need to include all groups on committees formulating discipline policies, and a more efficient system of communication between the school and the community should be developed in regard to discipline procedures.

His conclusions did recognize suspension as a technique of dealing with some but not all violations of discipline policies. He further concluded that many of the issues litigated in the courts regarding school have been a result of the failure of school boards and administrators to recognize the shifts in societal attitudes and values. The study did not define discipline but implies that good discipline is behavior which reflects the attitudes and values of society. Hauger (42, p. 204) also recommends that future studies on this topic address perceptions held by various members of society toward public school policies.

Others, such as Robert T. Hall (39) have analyzed teacher opinions concerning discipline to assist in developing administrative direction to improve school discipline. He found in four Jacksonville, Florida, junior high schools that sixty-nine percent of the teachers favored corporal punishment as a disciplinary method. When the same teacher sample was asked if they favored detention as a disciplinary method, thirty-nine percent were not in favor, but interestingly thirty-six percent felt a student should never be expelled from the classroom.

While developing a model discipline code for secondary schools, Thomas Bleet (6) determined that seventy percent of the teachers and eighty-two percent of the school administrators surveyed agreed that the lack of discipline was a major problem in modern schools. His

dissertation raised several interesting questions but appears to con-
tain many value-laden beliefs without solid research to support all the
positions taken. He did speculate that teacher militancy contributed
to poor behavior of students at school by submitting that students have
seen the power of teachers increase dramatically to the point that a
teacher can no longer be summarily dismissed without appropriate due
process; hence the students attempt to copy the teachers' example.

Reflecting upon the contribution of the lack of discipline or the
improvement of behavior, Bleet indicates an agreement among his sample
that younger teachers are more liberal than older teachers and that
today's teachers are not strict enough in dealing with disciplinary
problems in the schools. Regarding the application of disciplinary pen-
alties, he found that seventy percent of the community representatives
supported corporal punishment while administrators slightly favored it
and teachers were nearly equally divided in their support. For the use
of suspension of student offenders as a penalty, the community did not
strongly support and educators held no consensus.

Discipline: The Court

Externally, the schools have faced the pressures of changing family
lifestyles and of court decisions relating to discipline procedures and
substantive rights of students as citizens. Few schools recognized the
future impact of a 1965 United States Supreme Court review of a case in
which a juvenile appealed his conviction and confinement to a reform
school for allegedly making remarks judged to be obscene. Shortly

thereafter, <u>Tinker</u> <u>vs</u>. <u>Des</u> <u>Moines</u> (85) did awake school districts to recognize the constitutional rights of students.

Most notably has been the court's recent view of <u>in</u> <u>loco</u> <u>parentis</u>. Traditionally, school administrators and teachers operated under a legal and moral sanction known as <u>in</u> <u>loco</u> <u>parentis</u>; that is, that the educators might act as parents in determining the behavior of the child which was most appropriate while at school. Recently, the question of the extent and nature of disciplinary control and the social consequences of <u>in</u> <u>loco</u> <u>parentis</u> discipline has been critically scrutinized by the courts, parents, and educators themselves.

Roy Howarth (46, p. 626) in writing on the decline of <u>in</u> <u>loco</u> <u>parentis</u> has taken the position that society and the courts assume an inconsistent ethic as far as schools are concerned. Specifically:

> In denying the traditional prerogatives of <u>in</u> <u>loco</u> <u>parentis</u>, the legal-minded have made certain assumptions about the American family that are in conflict with traditional assumptions. The modern American family is often rent with disagreements about life-style, authority, respect, and individuality; thus any assumptions about a student's ability to function freely in the school's society because of a consistent framework of values in the modern home is patently false. Behind the traditional school situation there existed an ethic in American family life which served to unify school and family in the pursuit of common goals.

Contrariwise, William F. Maready (58, p. 5), in lecturing on the role of courts as educational policy makers at the National School Boards Association convention, said the courts have spent much time in recent years dealing with student discipline. The decisions in this area have substantially eroded the common law doctrine which held that the school authorities stood <u>in</u> <u>loco</u> <u>parentis</u>, or in the place of parents,

and that in such position of the school discipline was final and abso-
lute. "The doctrine is still very much alive and is often relied on by
the courts to dismiss an action, provided the court agrees that the
school authorities have not denied substantial rights by arbitrary and
capricious action." Also, in deciding the Tinker (85) case, the court
ruled that the doctrine of in loco parentis must yield to the constitu-
tional rights of youth. Justice Fortas, speaking for the court, asserted
that school officials do not possess absolute authority over their stu-
dents and the First Amendment rights are applicable in school as well as
out of school.

Discipline: Race Relations

Since 1954 the courts have been heavily involved in the arena of
mandating equal education opportunities for all students regardless of
race or color, an argument which has yet to be fully settled. Interest-
ingly though, Gallup's Polls (22) indicated for several years a concern
which ranked high with the public was segregation/integration/busing,
there are two modest studies which indicate that discipline and these
concerns may not be related in actual practice. In a 1971 Pittsburgh
study, Glenn Queer (67) elicited opinions from Pittsburgh School District
principals, selected parents, and representatives of elementary and sec-
ondary teachers concerning corporal punishment and disciplinary action;
and in the discussion of the results, he indicated that racial tensions
and busing did not appear to be important factors in the increased dis-
cipline problems of Pittsburgh. While across the continent, a 1964-71

evaluation report (81) of the Sacramento Schools' integration program

indicated that discipline problems were less in integrated schools.

Discipline: Punishment

Psychological punishment is present in school in a great many forms

which can be interpreted as constructive or destructive, depending upon

by whom and how the punishment is administered and to whom it is applied.

Some of the more common forms of this type of punishment are observed in

reprimands, conferences, enforced labor, isolation, suspension or expul-

sion from school settings, and "Mikado" punishments (57, p. 158).

Reprimands may take the form of written or oral criticism and may

be effective in altering behaviors if communicated calmly and without the

heat of anger. A negative effect of a reprimand is likely if it is

thought to be unfair or embarrassing and may actually increase the con-

tinuance of unacceptable behavior patterns.

The conference in itself is not a punishment but has the overtones

of punishment when it is held as a result of misbehavior or as the result

of a threat, such as a threat to include parents in a discussion in

hopes to deter errant student actions.

A student who has defaced a school wall may be assigned the task

of repairing the damage and, as a result, experiences enforced labor.

Generally speaking, this punishment does no physical harm to the student

but has caused embarrassment, lowered his ego, and brought about an under-

standing of the costs of time, labor, and aesthetics.

Isolation of students who misbehave in school is probably more

common in elementary than secondary schools. However, even in the elementary school, the isolation tactic is difficult to handle with positive results since most situations result in ridicule of the offender. At the secondary school level, the tactic of isolation within the room becomes nearly nonexistent, and sometimes it becomes necessary to exclude students from the school environment by enforcing a suspension or expulsion. Though they are often understood as the same, the suspension is usually temporary and expulsion is permanent or for an extended length of time. Neither is in itself a physical punishment, but both separate the individual physically and mentally from the activity to which they are applied.

"Mikado" punishments may be effective when applied by talented and empathetic teachers who take caution not to expose students to sharp ridicule. An example might be that students who forget their pencils might be supplied with extremely short pencils which cause annoyance to the user (57). No doubt there are other effective types of psychological punishment utilized by teachers and administrators with mature judgment and common sense.

There is controversy over the administration of corporal punishment to students by school authorities, that is physical punishment employed as a reinforcement or the enforcement of discipline. Nolan Estes, Superintendent of the Dallas, Texas, schools, is one of the most visibly strong supporters for corporal punishment being retained in the schools. In 1970 four of the Dallas school board members were not reelected in favor of candidates who advocated stronger discipline in their schools.

At about the same time, Mark Shedd, Superintendent of the Philadelphia schools, was charged with setting a permissive attitude in the school district because of his position on corporal punishment and subsequently resigned.

Many years ago, rules were strict and sternly enforced by corporal punishment before an audience of peers or by other forms of physical distress, such as standing in a corner or standing on one foot placed in a wooden shoe containing a sharp peg. Most, but not all, districts have stopped such punishment. In the 1971-72 school year, the Dallas, Texas, school district confirmed that over 24,000 paddlings were administered in the district that year (84, p. 140).

The report of the National Commission on the Reform of Secondary Education presented a strong recommendation that it is time for public schools to cease using physical punishment as a means of discipline. The commission further maintained that children in school are the only members of society to whom physical punishment can be legally administered without court procedure, noting also that neither the military nor penitentiaries employ physical punishments, except in the prisons of the State of Mississippi (84).

At about the same time the National Commission was preparing their recommendations, the National Education Association Task Force on Corporal Punishment and the American Civil Liberties Union jointly formed the National Committee to Abolish Corporal Punishment in Schools. Despite controversy within the NEA membership, the organization went ahead by announcing that teachers and other school personnel abhor physical

violence of persons toward each other, no matter what the form.

Discipline: A Humanistic Approach

Since the 1969 Gallup Poll and the Overbrook study, another approach to discipline has been gaining momentum, William Glasser's Reality Therapy. Dr. Glasser is the psychiatrist who has developed a therapy which varies from Freudian psychology which holds that psychological disorders arise when there has been a "cultural" interference with the instinctual or biological needs of the individual. Whereas, Reality Therapy holds that the problem is rather an incapacity or failure at the interpersonal or social level of human functioning (33).

In application (34), Glasser insists that unsuccessful students and students who cause trouble should be counseled, preferably in a group where successful students and problem students are together. His premise is that punishment is differentiated from discipline; that is, discipline comes from within while punishment is inflicted by others. The Reality Therapy approach to the psychology of discipline appears congenial to and applicable by professional educators in conjunction with their regular teaching activities.

In Summary

Generally speaking, discipline of students has been defined as the behavior of students and punishment as a means to gain good behavior. Punishment has been administered psychologically and physically. Corporal punishment appears to be more easily recognizable by the general

public and has strong supporters from the liberal and conservative segments of the school population. Perhaps, there is not controversy around the psychological punishment because it is not always recognized as such by the student or the general public.

The Gallup Poll of attitudes toward schools by the public has clearly indicated the public's concern about the apparent lack of discipline in the public schools. Educators are also questioning the change in student behavior; however, the simple identification of this concern by the public and educators appears to have produced little that is useful for the decision-makers or to pacify the public. All levels of association with schools have received criticism; the school being blamed for permissiveness and liberalism; and parents are blamed for lack of concern and accountability for their youngsters.

With the involvement of the courts in mandating integration, there is little evidence available to link the lack of student discipline directly to integration or busing. However, the decisions of the courts which altered the traditional understanding of in loco parentis have caused the schools to address their disciplinary actions in a more uniform and consistent manner. The constitutional rights of today's student have been found to be equal to those of the private citizen.

It appears from the literature written today and from international coverage by television, radio, and press services that lack of discipline is not just an American problem. Other cultures are concerned about the actions displayed in their youth activism in and out of school. The one most common trait is that there is a continued quest for identifying and applying positive procedures which enhance modes of acceptable behavior patterns.

CHAPTER III. METHODS AND PROCEDURES

Description of the Instrument

Gallup (cited in 22) found that discipline opinions vary between people possessing different characteristics. Therefore, the first section of the instrument provided a means of identifying certain demographic characteristics. These included sex, race, age, religious affiliation, educational level, region of the United States, attendance in other public or private schools, and occupation of parents.

The basic survey instrument was designed to determine the perceptions of samples of students in grades 10, 11, or 12, parents of students in grades 10, 11, or 12, classroom teachers in each selected high school, and administrators in each selected high school regarding discipline in their schools. After a review of literature, a 44-item instrument was developed to obtain perceptions of discipline situations in each respondent school.

Construction of the Instrument

The first portion of the survey instrument dealt with personal characteristics of the respondents which are similar to the characteristics noted by Gallup (cited in 22). It was thought that these characteristics would be associated with certain differences in responses. Personal characteristics included--sex, race, age, religious affiliation, level of formal education, region of the United States, attendance in private schools, and occupation of parents--were measured in the first

nine questions.

Items included in the second section of the survey instrument were identified through a search of opinion polls and studies by Bleet (6), Gallup (cited in 22), Hall (39), Hauger (42), Queer (67), and Schwartz et al. (70). Questions were developed and selected to determine definite opinions of the respondents to various perceptions of discipline in the schools in which they taught, attended, or in which they had children attending. Specific questions addressed the quality of education the respondent experienced and reactions to how that school experience was perceived to be affected by student behavior, legal and social influences, personnel characteristics, and suggested remedies. Those items included were designed to determine the respondent's perceptions of school discipline by various choice-type and ranking-type questions reflecting discipline practices or concerns.

The resulting survey instrument was presented to selected Iowa State University professors in an effort to increase validity of the questionnaire.

Selection of the Sample

Gallup (cited in 22) polled approximately 1,500 adults, in the seven polls on attitudes toward education, in every part of the country, which were later reported by North, East, South, and West regions of the United States and by national totals. To obtain a North, South, East, and West regional and national response to the present study, it was decided to personally contact a person in each specific region to secure

a participating high school district. The persons contacted in each geographic region of the United States were known through professional or educational association.

Telephone contact was made with educators in Minnesota, Connecticut, Mississippi, and California to determine their willingness to assist in collection of data from a typical high school in their school district regarding discipline in the school. The purpose of the study was discussed, and all district superintendents agreed to participate with the stipulation that their specific school district would remain anonymous in the treatment and reporting of the data. The "contact" also delegated a field assistant to manage the details of the survey locally.

A copy of the survey instrument was then mailed to the "contact" to determine whether any specific item for response would be offensive or cause local public relations problems. After each local review of the survey instrument, telephone communications were again made to establish a calendar and procedure to follow in securing the responses.

The school district participating in the North region prepared and sent address labels for the selected sample in their district. The survey was then direct-mailed to the sample with a postage-paid return mailer. The South region school district received all of the survey instruments individually packaged, affixed their address labels at their office of research, and mailed the survey instrument to the sample.

The East district received the survey instrument, selected the sample, distributed the instrument through the principal's office, and returned the completed instruments in bulk. The West respondent district

received the survey instruments in bulk and distributed them to the sample by personal delivery by four university education graduate students. These completed instruments were also returned in bulk.

A number of students in grades 10, 11, and 12 at each selected high school (not to exceed the number of students on the student council and representing each grade level) were invited to respond to the survey instrument. The specific student sample was selected by the field assistant using a "skip interval" of 15.

A maximum of 48 parents of students, 16 from each grade level, 10, 11, and 12, were selected by the field assistant using a "skip interval" of 16, beginning with the third name on the alphabetized student class list and rotating through the list until 16 parents had been selected. No discrimination was made for instances where a student and parent both were invited to respond to the survey instrument.

From an alphabetical master list of teachers in each selected high school, every fourth teacher was selected until twenty-five percent was reached, beginning with the fourth name on the list.

All principals, assistant principals, and counselors or deans at each selected high school were invited to respond to the survey instrument.

All school board members were originally included to respond; however, two of the four field assistants found strong reluctance of board members to participate. With this problem, it was decided to remove this segment from the study.

Collection of the Data

Each participating school designated a field assistant who was supplied information and directions for the collection of the data. The field assistant managed the distribution, collection, follow-up, and answered local questions about the purpose of the study and assurances of controlled use of the collected data.

The response from students, parents, teachers, and administrators was direct-mailed by prepaid mailers or returned to the high school administrative office. Follow-up after two weeks was handled by general school announcements and specific notice to the selected parents through their student child.

Data from the sample of students, parents, teachers, and administrators were collected from the four participating high schools during a three-month period from mid-October, 1975, to mid-January, 1976.

Number of Respondents

	North	South	East	West	Totals
Administrators	3	2	1	9	15
Teachers	13	9	10	6	38
Parents	9	4	5	6	24
Students	20	15	17	12	64
					141

Treatment of the Data

The data obtained from the survey instrument were analyzed to determine statistical significance through the services of the Iowa State University Computation Center. The basic statistical program used for this purpose was the Statistical Package for the Social Sciences (SPSS).

The Chi square statistical test was applied to determine if there were significant differences in perceptions of parents, students, teachers, and administrators toward various school situations and to determine whether their age, sex, or level of education provided further insight into their perceptions and responses. Statistical significance was set at .05.

Insofar as possible, analyses of raw data were undertaken and the results shown in table form. In several instances, one or more cells of a Chi square table contained five or less responses. Where this was the case, recognizing the limitation of no more than twenty percent of the cells having an expected frequency smaller than 5.0, and no cells with an expected frequency smaller than 1.0, the cells were collapsed and categories combined or eliminated in a logical manner. This does not mean that the observed or actual frequencies should not be small, only the expected frequencies are so constrained (66, p. 288).

CHAPTER IV. FINDINGS

Introduction

Data were gathered to determine how school administrators, teachers, students, and parents of students perceived school discipline in four geographical regions of the United States. Specifically, by selected demographic data, the data were used to identify a common understanding of school discipline to assist school decision-makers in interpreting, developing, and communicating practices and programs essential to optimum student learning environments.

Insofar as possible, analyses of the raw data were completed, and the results are displayed in table form. Cells of any Chi square table which contained five or less observed responses were collapsed and combined in a logical fashion. It should be noted that nearly 290 separate Chi square analyses were computed; only 49 yielded statistically significant results. Only these significant results were tabled; however, consensus was examined in order to answer the fundamental question of the investigation.

Demographically, the 141 respondents included 74 males and 67 females, of which 109 indicated their race to be white, 19 nonwhite, and 13 did not report their race.

The respondents are further identified by the categories indicated in the following open-faced tables. In several categories, respondents were prohibited from answering certain requests for demographic identification because of local policies or regulations.

<u>Demographic</u> <u>Identity</u> <u>and</u> <u>Number</u> <u>of</u> <u>Respondents</u>

<u>Race</u>	f	<u>Region</u> <u>of</u> <u>United</u> <u>States</u>	f	<u>Classification</u>	f
White	109	East	34	School administrator	15
Nonwhite	19	North	46	Teacher	38
Not reported	13	South	29	Student	64
		West	32	Parent of student	24

<u>Sex</u>	f	<u>Educational</u> <u>Level</u>	f	<u>Age</u> <u>by</u> <u>years</u>	f	<u>Religion</u>	f
Male	74	Graduate degree	42	Over 50	12	Protestant	63
Female	67	Bachelor degree	19	40 - 49	27	Catholic	31
		Less than bachelor	79	30 - 39	27	Jewish	6
		Not reported	1	20 - 29	11	Other	26
				Under 20	64	Not reported	15

Perceptions of Pressing Problems in the School

When asked to check what were the five biggest problems with which
public schools in this community must deal, the responses differed sig-
nificantly when categorized by type of respondent and by age brackets.
Selection of classification of administrator, student, teacher, or parent
resulted in a Chi square value of 15.06 and, by age, a Chi square value
of 5.29, and are shown in Tables 1 and 2.

Sixty-five percent of the students and sixty percent of the school
administrators did not select discipline as a problem in their school.

However, sixty-seven percent of the teachers in the same schools and seventy percent of parents with children in the same schools selected discipline as one of the five biggest problems in their school.

Table 1. Choice of discipline as a pressing problem by classification of respondent[a]

	Classification				
	Adminis-trator	Teacher	Student	Parent	Total
Checked	6	25	22	17	70
Not checked	9	12	41	7	69

[a]$\chi^2_3 = 15.06$ (p < .01).

Next, the selection of discipline as a problem was examined by age categories. The results indicate sixty-three percent of respondents under the age of thirty rejected discipline as a problem, while sixty-one percent of the over age thirty respondents selected discipline as one of the five biggest problems in the schools with which they were associated. Older respondents saw discipline as more of a problem.

Table 2. Choice of discipline as a pressing problem by age of respondent[a]

	Age		
	Over 30	Under 30	Total
Checked	40	30	70
Not checked	25	44	69

[a]$\chi^2_1 = 5.29$ (p < .05).

Drugs, facilities, and students' lack of interest were preferred choices when the sample respondees identified the five biggest problems with which local public schools must deal. The identification of drugs as a problem was distinct when analyzed by the classification of the respondent, educational level of the respondent, and by region of the United States; whereas facilities were significant when analyzed by classification and region. Classification, age, and educational level of the respondents selecting students' lack of interest produced significant differences.

Looking specifically at drugs as a problem in their schools, thirty-five percent of all respondents identified this as one of their five biggest. When responses are analyzed by classification, that is administrator, teacher, student, and parent of student, more than one-half (fifty-three percent) of those identifying drugs as a problem were students compared to only two percent of the school administrators, twenty-four percent of the teachers, and twenty-four percent of parents of students. It must also be noted that, even with fifty-three percent of those identifying drugs as a problem in their school, they only represent eighteen percent of all respondents. Equally puzzling is the fact that, although administrators comprise ten percent of all respondents, over ninety-three percent of them did not identify drugs as one of the five biggest problems in their school. Of the teacher respondents, nearly three-fourths (seventy-three percent) did not identify drugs as a problem while the parents of students were evenly split 50-50.

Table 3. Choice of drugs as a pressing problem by classification of respondent[a]

| | Classification | | | | |
	Adminis-trator	Teacher	Student	Parent	Total
Checked	1	10	26	12	49
Not checked	14	27	37	12	90

$^{a}\chi^2_3 = 9.75$ (p < .05).

An analysis of responses by educational level shows that seventy-two percent of those choosing drugs as one of the five biggest problems in their school had less than a bachelor's degree. Examination of Table 4 indicates that more than half of the sample (fifty-six percent) possessed less than a bachelor's degree; less than half (forty-five per-cent) made this choice.

Table 4. Choice of drugs as a pressing problem by educational level of respondent[a]

| | Educational level | | |
	At least a bachelor's degree	Less than a bachelor's degree	Total
Checked	13	35	48
Not checked	47	43	90

$^{a}\chi^2_1 = 7.06$ (p < .01).

Drugs appeared to be more of a concern in the "North" school. About half (forty-nine percent) of all respondents indicating drugs as one of the five biggest problems were from the North region of the United States. Of the fifty-one percent checking drugs as a problem, twelve percent were from the West, eighteen percent from the East, and twenty percent from the South region of the United States.

It is important to note that, of all respondents from the North sample, fifty-three percent did check drugs as a problem, compared to the next highest response group, being the South with thirty-four percent.

Table 5. Choice of drugs as a pressing problem by region of respondent's residence[a]

| | Region | | | | |
	East	North	South	West	Total
Checked	9	24	10	6	49
Not checked	24	21	19	26	90

$^{a}\chi^2_3 = 11.19$ (p $<$ .05).

Significant differences of responses to facility identification by classification and region are displayed in Tables 6 and 7, respectively. Seventy-three percent of all respondents did not identify facilities as a problem. Approximately one-third of the teachers (thirty-five percent) and students (thirty-three percent) did identify facilities as one of their five biggest problems. Thirteen percent of all the administrators

and only four percent of parents of students identified facilities as

a big problem.

Table 6. Choice of facilities as a pressing problem by classification
of respondent[a]

	Classification				
	Adminis-trator	Teacher	Student	Parent	Total
Checked	2	13	21	1	37
Not checked	13	24	42	23	102

[a]$X^2_3 = 10.38$ (p $<$ .05).

When data were analyzed by region of the United States, it became

evident that seventy-five percent of the respondents identifying facili-

ties as a problem are from the East (thirty-two percent) and North (forty-

three percent) regions of the United States. Only six percent of all

respondents identifying facilities as a problem were from the West (two

percent) or South (four percent) regions.

Table 7. Choice of facilities as a pressing problem by geographical
region of respondent's residence[a]

	Region				
	East	North	South	West	Total
Checked	12	16	6	3	37
Not checked	21	29	23	29	102

[a]$X^2_3 = 8.84$ (p $<$ .05).

Analyzing the same question (selecting the five biggest problems) by region--North, South, East, or West, of the United States--highly significant differences were evident for "finances" and "parents lack of interest."

The difference in selection of finances was significant with a Chi square value of 12.16 when analyzed by region of the United States. Forty-one to forty-six percent of the respondents from the North, South, and West regions of the United States selected finances as one of the five biggest problems in their schools. However, seventy-eight percent of the respondents from the East region selected finance as one of the five biggest problems in their school. Fifty-two percent of all respondents indicated finance as one of their five biggest problems, while over one-third (thirty-five percent) of those making this selection were from the Eastern region.

Table 8. Choice of finances as a pressing problem by geographical region of respondent's residence[a]

	Region				
	East	North	South	West	Total
Checked	26	20	12	15	73
Not checked	7	25	17	17	66

[a] $X^2_3 = 12.16$ (p < .01).

Differences in responses by region of the United States resulted in a highly significant Chi square value as "parents' lack of interest" was statistically examined. Lack of interest on the part of parents was

identified as a problem in the schools by about one-third (thirty-six

percent) of the respondents. Interestingly, of the respondents iden-

tifying this as a problem, more than three times as many were West re-

spondents as were East respondents (thirty-seven percent to eleven per-

cent). Three times in ten the respondents from the North region checked

"parents' lack of interest" as one of the five most pressing problems

in their schools. In the South, four and one-half times in ten the re-

spondents made the same observation and is displayed in Table 9.

Table 9. Choice of parents' lack of interest as a pressing problem by
geographical region of respondent's residence[a]

	Region				
	East	North	South	West	Total
Checked	6	13	13	19	51
Not checked	27	32	16	13	88

[a]$X^2_3 = 13.97$ (p < .01).

Addressing "pupils' lack of interest," significant differences are

evident in the respondent categories of classification, age, and educa-

tional level. Analyzing Table 10 data by classification, fifty-six per-

cent of all respondents identified "pupils' lack of interest" as a prob-

lem in their schools. Of those so identifying this problem, it is inter-

esting to note that over fifty-three percent were students, or nearly

two-thirds (sixty-six percent) of all students responding. Only twenty-

six percent of all administrators identified lack of student interest

Table 10. Choice of students' lack of interest as a pressing problem by classification of respondent[a]

	Classification				
	Adminis-trator	Teacher	Student	Parent	Total
Checked	4	21	42	12	79
Not checked	11	16	21	12	60

[a] $X^2_3 = 8.50$ (p < .05).

as one of the five biggest problems in their school, while about half of the teachers (fifty-six percent) and parents of students (fifty percent) identified it as one of the biggest problems.

Similarly, in Table 11, when respondents are classified by age, the under 30 category has over one-half (sixty-two percent) of the respondents selecting "students' lack of interest" as a problem. Chances were twenty percent greater for a respondent under 30 years of age to identify students' lack of interest as a pressing problem than for a respondent older than 30 years to make the same observation. The Chi square value of 4.89 indicates statistical significance for this choice difference.

Table 11. Choice of students' lack of interest as a pressing problem by age of respondent[a]

	Age		
	Over 30	Under 30	Total
Checked	30	49	79
Not checked	35	25	60

[a] $X^2_1 = 4.89$ (p < .05).

Disregarding educational level, fifty-six percent of all survey

respondents selected "students' lack of interest" as one of the five

biggest problems in their school. Sixty-five percent of the sample with

less than a bachelor's degree indicated students' lack of interest as a

pressing problem in their school, and forty-five percent of the sample

possessing at least a bachelor's degree felt the same way, indicating a

slightly greater likelihood of those without a college degree to iden-

tify "students' lack of interest" as a pressing problem.

Table 12. Choice of students' lack of interest as a pressing problem
by educational level of respondent[a]

| | Educational level | | |
	At least a bachelor's degree	Less than a bachelor's degree	Total
Checked	27	51	78
Not checked	33	27	60

[a]$x^2_1 = 4.93$ (p < .05).

Several other options included in the survey instrument that re-

spondees could choose as a pressing problem did not show significant

statistical differences; however, they did indicate possible bases for

a better appreciation for the total project. Such as examination of the

identity of "school board policies" as a pressing problem by seventeen

percent of the total sample revealed nearly twice the percentage of stu-

dents included in the seventeen percent as percentage of parents of

students, teachers, or administrators. And nine percent of the East

region respondents checking this as a problem, compared to twelve per-

cent of the West region respondents, seventeen percent of the South re-

gion respondents, and twenty-six percent of the North region respond-

ents.

Interestingly, with thirty percent of the sample identifying

"teachers' lack of interest" as one of the most pressing problems, less

than one-half the percent of teachers as the parents of students, stu-

dents, and school administrators chose this as a pressing problem.

Unexpectedly, no administrators identified vandalism as a pressing

problem, while thirteen percent of the teachers, twenty percent of the

parents of students, and twenty-five percent of the student samples did

identify vandalism as a pressing problem in their local schools. One-

half the percentage of respondents from the regions, North, South, and

West, identified vandalism as a pressing problem as did the East region

sample respondents.

Perceptions of Discipline as a Behavior Problem

No other question in the survey produced the variation in re-

sponse than did whether the respondents felt discipline in the local

schools was "not strict enough" or "just about right." Tables 13,

14, 16, and 17 reveal highly significant Chi square values when the

question was analyzed by the classification of the respondees, by their

age, by their educational level, and by the geographical region of their

residence. Responses by male and female did not produce a statistically

significant Chi square value; however, that table appears in the Appendix with the other statistically nonsignificant tables.

When the sample was asked whether they felt discipline was "not strict enough" or "just about right," two-thirds of those responding felt discipline in the local schools was not strict enough. The highly significant Chi square value of 34.54, Table 13, also indicates that nine of ten parents and teachers responding agreed that discipline was "not strict enough." Four of ten administrators and six of ten students responding to the same question believed discipline was "just about right."

Table 13. Feelings about discipline in the local school by classification of the respondent[a]

	Classification				
	Adminis-trator	Teacher	Student	Parent	Total
Checked	8	32	23	20	83
Not checked	5	3	36	2	46

[a]$x^2_3 = 34.54$ (p < .01).

When the same question was analyzed by age of the respondents, the choices were highly significant, with a Chi square value of 22.58, which is shown in Table 14. Eighty-seven percent of the respondents over the age of thirty felt discipline in the local school was "not strict enough," while only thirty-nine percent of the under age thirty respondents agreed.

Table 14. Feelings about discipline in the local school by age of
the respondent[a]

| | Age | | |
	Over 30	Under 30	Total
Checked	52	31	83
Not checked	8	38	46

[a]x^2_1 = 22.58 (p < .01).

Table 15 displays responses to the same question by smaller age-range categories than the "under 30" and "over 30" categories shown in the previous table. Examination of the table shows over three-fourths of the respondents feeling discipline in the local school was "just about right" were under the age of 20 years.

Table 15. Feelings about discipline in the local school by age of
the respondent

| | Age | | | | | |
	Over 50	40-49	30-39	20-29	Under 20	Total
Not strict enough	7	22	23	8	23	83
Just about right	2	4	2	2	36	46

A Chi square value of 11.89 resulted when the question was analyzed by the educational level of the respondents and is shown in Table 16. Those respondents possessing less than a bachelor's degree were nearly evenly split in their feelings as to whether discipline in their local schools was "not strict enough" and "just about right." For the

respondents possessing more than a bachelor's degree, the selection was more than four to one that discipline in their schools was thought to be "not strict enough."

Table 16. Feelings about discipline in the local school by educational level of the respondent[a]

| | Educational level | | |
	More than a bachelor's degree	Less than a bachelor's degree	Total
Not strict enough	45	37	82
Just about right	10	36	46

$^a x^2_1 = 11.89$ (p < .01).

When the survey respondents were identified by the geographical region in which they resided and asked how they felt about discipline in the local schools, sixty-four percent said discipline was "not strict enough." Of that percentage, more than three-fourths of the respondents residing in the South (78.6 percent) and West (85.7 percent) geographical regions were in that choice cell, and approximately one-fourth less made the same choice in the North (53.7 percent) and East (46.9 percent) regions and are shown in Table 17.

In the East and North regions, the percent of choices between "not strict enough" and "just about right" almost reverse themselves. Only fourteen percent of the West respondents and twenty-one percent of the South respondents believed discipline in their local schools was "just about right."

Table 17. Feelings about discipline in the local schools being "not strict enough" or "just about right" by geographical region of the respondent's residence[a]

	Region				
	East	North	South	West	Total
Not strict enough	15	22	22	24	83
Just about right	17	19	6	4	46

[a]$x^2_3 = 14.34$ (p < .01).

In a further analysis of the question, the percentage of total respondents feeling that discipline in the local schools was "too strict" or "don't know" was very small (7.2 percent).

Table 18. Feelings about discipline in the local schools being "too strict" or "don't know" by geographical region of the respondent's residence

	Region				
	East	North	South	West	Total
Too strict	1	1	0	3	5
Don't know	1	2	1	1	5

Raw data disclosed that nearly one-fourth of all respondents believed discipline was not strict enough because teachers lacked authority to keep order, students have too much freedom, or that rules were not enforced. Within the sample, unusual choices were made by these groups, though they did not show a significant Chi square value. Sixty percent of the administrators believed that discipline was either "O.K." or that

it was not strict enough because rules were not enforced and, strikingly, no parent indicated that they thought discipline was "O.K." Sixty percent of the parents of students split their choice between teachers lacking authority and lack of student respect for teachers as answers to the same question. Curiously, no school administrators identified the "no respect" choice as a reason for discipline not being strict enough. The teachers' top two choices were too much student freedom and rules not being enforced. Students split in their top two choices between rules not being enforced and teachers' lack of authority.

No category of responses to the identification of who should assume more responsibility in correcting the lack of discipline achieved statistical significance; however, there was unanimous agreement that, of the five groups given as choices, students were the last group expected to assume more responsibility. Over forty percent said the responsibility belonged to the administrators; twenty percent each for teachers and parents, ten percent for the school board. Interestingly, fifty percent of the teachers pointed the finger at administrators, and fifty percent of the administrators pointed to the teachers to assume the responsibility of improving discipline.

The East region sample opted most often for the teachers to assume more responsibility, and in the other three region samples the administrator was cited most often.

When the sample was given choices of time and/or place of the most undesirable student behavior, significant reponse differences are evident by classification and age of the respondents and are shown in Tables 19

and 20. Over one-half of the respondents reported that the formal set-
ting of "in class," "study hall," and "homeroom" were the scene of most
undesirable behavior. About one-third thought the informal setting of
"lunch" and "assembly" gatherings were the time of most undesirable be-
havior, while one-eighth of the respondents indicated that "passing" to
and from class and before and after class was the time for students to
behave most undesirably.

When analyzing the responses to this question by classification of
the sample, over sixty percent of the educators believed the most unde-
sirable student behavior took place in a formal setting, while nearly
ninety percent of the students were near an even split between the "in-
formal" and "formal" settings. Parents were nearly evenly split between
all three choices, as shown in Table 19. It is interesting to notice
that, while nearly thirty percent of the parents indicated the "hallway"
was an area for undesirable student behavior, only a bit more than ten
percent of the educators and students made a similar observation.

Table 19. Identification of the place of most undesirable student be-
havior by classification of the respondent[a]

	Classification			
	Educator	Student	Parent	Total
Hallway	6	7	5	18
Informal setting	12	28	6	46
Formal setting	29	26	6	64

[a] $X^2_4 = 10.06$ (p $<$ .05).

By age analysis, as shown in Table 20, those respondents over the age of thirty chose, by two to one, the "formal setting" as the place of most undesirable student behavior, while one-fourth chose the "informal setting" and one-eighth the "hallways." In the under thirty years of age cells, about ten percent of the respondents thought the hallway was the place of the students' most undesirable behavior and the remaining ninety percent splitting between the "formal" and "informal" settings.

Table 20. Identification of the place of most undesirable student behavior by age of the respondent[a]

	Age		
	Over 30	Under 30	Total
Hallway	7	8	15
Informal setting	13	33	46
Formal setting	33	31	64

[a] $X^2_2 = 6.08$ (p $<$ .05).

Examining the responses relating to statements associated with discipline, no significant differences were statistically evidenced; however, the sample most often associated respect for authority and behavior patterns of students with discipline in their school. Teachers, students, and parents of students most often chose respect for authority, and school administrators most often identified behavior patterns of students. Each of the categories chose the opposite statement most often as their second choice.

Considering the time or place of the most undesirable student be-
havior, eight of ten administrators thought the study hall, classrooms,
and home room were the settings which ranked highest. Teachers, stu-
dents, and parents of students most often made the same choice, but re-
ported there were discipline problems in the hallways, whereas not a
single administrator made this same observation. The second situation
of undesirable behavior was the informal setting, such as lunchrooms
and assembly areas.

In another question, the sample members were asked to identify,
from four categories, the disciplinary problem which appeared to be most
serious at the senior high school. One-third of the sample felt truancy
and tardiness was the most serious problem. The remaining two-thirds of
the respondents were nearly evenly split in choosing between the other
three choices. There were no significant differences in the responses
to the question when analyzed by sex and age; however, educational level
evidenced important differences, and the classification and region cate-
gories had highly significant Chi square values.

Table 21 shows that no school administrators perceived smoking, al-
cohol, and drugs as a serious disciplinary problem, while forty-three
percent of the parents did perceive these as a serious problem. One-
fourth of the students and one-tenth of the teachers reported smoking,
alcohol, and drugs as a serious problem.

Truancy and tardiness was perceived by sixty-five percent of the
administrators as a serious problem, but only five percent of the parents
recognized the same problem. About one-third of the teachers and

Table 21. Perception of serious disciplinary problems by classification of the respondent[a]

| | Classification | | | |
	Educator	Student	Parent	Total
Smoking, alcohol, drugs	4	15	9	28
Truancy, tardiness	21	23	1	45
Cheating, fighting, damaging property	9	15	5	29
Other	15	9	6	30

[a] $x^2_6 = 23.79$ $(p < .01)$.

students thought of the two as a serious disciplinary problem. This problem ranked as the most often chosen problem of students.

It is interesting to notice that nearly one-third of the teachers and parents acknowledged "other" unidentified areas as serious problems.

The same question is shown in Table 22, by geographical regions of the United States. Nearly one-half of the respondents in the South sample reported "other" unidentified areas as their most serious problem, and one-fourth of them thought truancy and tardiness to be the most serious disciplinary problem.

Four of ten in the East sample perceived cheating, fighting, and damage to school property as their most serious disciplinary problem.

Table 22. Perception of serious disciplinary problems by geographical region of the respondent's residence[a]

	Region				
	East	North	South	West	Total
Smoking, alcohol, drugs	8	14	3	3	28
Truancy, tardiness	6	17	8	14	45
Cheating, fighting, damaging property	13	6	4	6	29
Other	6	5	13	6	30

[a]$X^2_9 = 26.94$ $(p < .01)$.

A significant Chi square value of 10.43 is disclosed in Table 23 for perception of serious discipline problems as detected by the educational level of the sample. It is noteworthy that eight of ten of the sample perceiving smoking, alcohol, and drugs as the most serious disciplinary problem possessed less than a bachelor's degree. The possession of a bachelor's degree did not associate with differences in the perception of truancy and tardiness since about one-half of the sample selecting these items as a problem came from each educational level category.

However, six of ten respondents of the sample concluding that cheating, fighting, and damaging school property is a serious disciplinary problem possessed less than a bachelor's degree. The same ratio of the sample noting "other" unidentified areas as serious disciplinary problems possessed at least a bachelor's degree.

Table 23. Perceptions of serious disciplinary problems by educational
level of the respondent[a]

| | Educational level | | |
	At least a bachelor's degree	Less than a bachelor's degree	Total
Smoking, alcohol, drugs	5	22	27
Truancy, tardiness	21	24	45
Cheating, fighting, damaging property	12	17	29
Other	18	12	30

[a]$X^2_3 = 10.43$ (p < .05).

It is interesting to take cognizance of the significant 4.45 Chi
square value in Table 24, resulting from differences in perceptions of
vandalism as a sign that discipline is not strict enough. It was the
only choice of seven, which showed significant differences in the re-
sponses to the question. Although less than twenty percent of the sample
made this observation, nearly eight of ten perceiving vandalism as a
sign of not strict enough discipline possessed less than a bachelor's
degree.

Table 24. Vandalism perceived as poor discipline by educational level
of the respondent[a]

| | Educational level | | |
	At least a bachelor's degree	Less than a bachelor's degree	Total
Checked	6	20	26
Not checked	54	58	112

[a]$X^2_1 = 4.45$ (p < .05).

Teachers and Discipline

The next eight tables display various characteristics, images, and
feelings about teachers and discipline in the local schools represented
by the sample. When the sample was classified by type and responses to
the question of whether they agree or disagree that stricter teachers
have fewer student discipline problems, seventy-one percent of the sample
agreed. More than sixty percent of the administrators (61.5 percent)
and students (64.5 percent) agreed, but even greater percentages of
teachers (73 percent) and parents (95.2 percent) agreed that the stricter
teacher has fewer student discipline problems. Table 25 shows a sig-
nificant 7.95 Chi square value for the differences in perception of
strictness and fewer discipline problems by the classification of the
responding sample.

Table 25. Stricter teachers and fewer discipline problems by classifi-
cation of the respondent[a]

	Classification				
	Adminis-trator	Teacher	Student	Parent	Total
Agree	8	27	40	20	95
Disagree	5	10	22	1	38

[a] $x^2_3 = 7.95$ (p $<$ .05).

In Tables 26 and 27, the results of statistical analysis by the
categories of classification and age of the sample are shown for the
question of whether the sample agreed or disagreed that teachers under

the age of 30 were more liberal than older teachers. Seventy-nine percent of the responding sample agreed that teachers under the age of 30 were more liberal than older teachers. More than one-half (54.1 percent) of the sample "agreeing" were students, and only six percent were school administrators.

Six of ten teachers, nine of ten students, and nine of ten parents of students reported the younger teacher as more liberal. School administrators were equally split between agreeing and disagreeing on the topic of whether age and being liberal were associated.

Table 26. Perceptions of teachers younger than thirty as more liberal than teachers older than thirty by classification of the respondent[a]

	Classification				
	Adminis-trator	Teacher	Student	Parent	Total
Agree	6	20	53	19	98
Disagree	6	12	5	3	26

[a] $x^2_3 = 17.43$ (p < .01).

Similar results were observed by age of the responding sample and are shown in Table 27, where nine of ten respondents under thirty years of age believe teachers younger than thirty years old are more liberal than older teachers. It is interesting that the respondents over the age of thirty perceived the younger teacher as more liberal two of three times.

Table 27. Perception of teachers younger than thirty as more liberal[a] than teachers older than thirty by age of the respondent

| | Age | | |
	Over 30	Under 30	Total
Agree	38	60	98
Disagree	18	8	26

[a]$X^2_1 = 6.52$ (p $<$ .05).

Type of respondent (administrator, teacher, student, or the parent of a student) made a highly significant difference in how the sample perceived teacher miltancy and student discipline, as observed by the 18.45 Chi square value in Table 28.

Forty-two percent of the sample "agree" that teacher militancy increases student discipline problems, and thirty-one percent of the sample indicated they didn't know the relationship. However, it must be noted that sixty percent of the school administrators sampled and fifty-four percent of the parents of students "agree" that teacher militancy increases student discipline problems.

Only thirty-three percent of the teachers and thirty-eight percent of the students "agreed" that teacher militancy and student discipline problems were related. Forty-four percent of the teachers disagreed with the premise; however, the student sample disagreed less (15.9 percent), and it should be noted that forty-six percent said they "didn't know" whether teacher militancy and student discipline were related.

Table 28. Teacher militancy and student discipline problems by classification of the respondent[a]

	Classification				
	Administrator	Teacher	Student	Parent	Total
Agree	9	12	24	13	58
Disagree	4	16	10	7	37
Don't know	2	8	29	4	43

$^a X^2_6 = 18.45$ (p $<$ .01).

Seventy percent of the teachers and sixty-two percent of the responding parents of students believed that students should not have more to say about teachers. Two-thirds of the responding students thought they should have more to say about teachers, and sixty-one percent of the responding school administrators agreed with the students' desire for more participation. With a highly significant Chi square value of 14.57, the total sample was split with nearly 51 percent supporting "more student say about teachers," and is shown in Table 29. The response to this question did show administrators and students supporting and teachers and parents of students not supporting more student participation in teacher matters.

Table 29. Students having more to say about teacher matters by classification of the respondent[a]

	Classification				
	Administrator	Teacher	Student	Parent	Total
Yes	8	11	40	8	67
No	5	26	20	13	64

$^a X^2_3 = 14.57$ (p $>$ .01).

When the responses to the same question were examined by educational
level, respondents with less than a bachelor's degree wanted more partici-
pation and are shown with a highly significant Chi square value of 9.86
in Table 30. This response would be expected since sixty-four of the
possible seventy-eight "yes" responses in the "less than a bachelor's
degree" category were high school students. Only thirty-five percent of
the respondents possessing at least a bachelor's degree supported more
student involvement in teacher matters.

Table 30. Students having more say about teacher matters by educational
level of the respondent[a]

| | Educational level | | |
	At least a bachelor's degree	Less than a bachelor's degree	Total
Yes	20	47	67
No	37	26	63

[a]$x^2_1 = 9.86$ (p > .01).

A third analysis of the same question indicated sixty-five percent
of the females were in favor of more student say about teacher matters.
The highly significant Chi square value of 8.39 in Table 31 also shows
that only thirty-eight percent of the males felt the same as the females.

Six of ten respondents under the age of thirty support more stu-
dent involvement of students in teacher matters, and the same ratio of
respondents over the age of thirty do not support more student involve-
ment. Table 32 reveals a highly significant Chi square value of 7.28

Table 31. Students having more say about teacher matters by sex of the respondent[a]

| | Sex | | |
	Male	Female	Total
Yes	26	41	67
No	42	22	64

[a]$X^2_1 = 8.39$ (p < .01).

for the relationship of age to more student involvement in teacher matters.

Raw data collected to determine whether more guidance counselors in the high school would reduce student discipline problems indicated that one-half of the sample did not believe counselors would make a difference, and forty percent thought more counselors would improve the situation. It was noteworthy that forty-one to fifty-three percent of the responding school administrators, students, and parents of students agreed that more counselors would reduce discipline problems, yet less than twenty percent of the teachers agreed.

Table 32. Students having more to say about teacher matters by age of the respondent[a]

| | Age | | |
	Over 30	Under 30	Total
Yes	23	44	67
No	38	26	64

[a]$X^2_1 = 7.28$ (p < .01).

Curriculum and Discipline

Tables 33, 34, 35, 36, 37, and 38 are all related to some aspect
of discipline and curriculum in the school. When respondents were asked
whether a change in the school curriculum would improve student behavior,
sixty-one percent of the responding sample replied that such a change
would improve student behavior. However, it is noted in the results
tabulated and shown in Table 33 that more than one-half of the respond-
ents in each region (excepting the North) stated that a change in their
school's curriculum would improve student behavior. Seventy-nine per-
cent of the West sample supported the premise, while sixty-eight percent
of the South and fifty-three percent of the East made the same observa-
tion. In the North sample, about one-third (thirty-two percent) sup-
ported the premise. In appraising the total response, less than one-
fourth (seventeen percent) of the total sample had no opinion on the
matter.

Table 33. Will changing the school curriculum improve student behavior
by geographical region of the respondent's residence[a]

	Region				
	East	North	South	West	Total
Yes	16	12	13	22	63
No	14	25	6	6	51

[a] $X^2_3 = 15.33$ (p < .01).

As revealed in Table 34, eighty-six percent of the administrators and ninety percent of the students thought that high school students should have more to say about the curriculum in the school. The parents (fifty-six percent) and teachers (sixty-five percent) were less favorable about student involvement in this matter. Totally, more than three-fourths of the sample were in favor of high school students having more to say about curriculum.

Table 34. High school student involvement in curriculum by classification of the respondent[a]

	Classification				
	Adminis-trator	Teacher	Student	Parent	Total
Yes	12	24	55	13	104
No	2	13	6	10	31

[a]x^2_3 = 15.11 (p < .01).

Age category differences and student involvement in curriculum matters, shown in Table 35, reveal a highly significant Chi square value of 16.14. The younger the respondents, the more apt they were to support student involvement in curriculum as evidenced by nine of ten under the age of thirty respondents agreeing.

Although there were no statistically significant Chi square values for reactions to student involvement in school rules, it was evident that more than seven of ten sample respondents believed students should have more say about school rules. Raw data for this survey question is

Table 35. High school student involvement in curriculum matters by age
of the respondent[a]

| | Age | | |
	Over 30	Under 30	Total
Yes	39	65	104
No	25	6	31

[a]$X^2_1 = 16.14$ (p $<$ .01).

included in the Appendix of this study.

When the sample was specifically asked whether poor reading achieve-
ment by students increased student discipline problems, seventy-nine
percent of the sample believed there was a relationship, and is reported
in Tables 36, 37, and 38. Two-thirds of the total sample agreed with
the relationship, resulting in the highly significant Chi square values
of the three tables.

By classification of the responding sample, ninety-seven percent of
the educators and eighty-five percent of parents of students perceive
poor reading achievement and discipline problems as associated. Addi-
tionally as revealed in Table 36, less than sixty percent of the stu-
dents recognized the same relationship.

Table 36. Classification of respondents and relationship of poor
reading achievement and increased discipline problems[a]

| | Classification | | | |
	Educator	Student	Parent	Total
Yes	45	29	18	92
No	1	21	3	25

[a]$X^2_2 = 23.40$ (p $<$ .01).

In Table 37, ninety-eight percent of the respondents possessing

at least a bachelor's degree defend the relationship of reading achieve-

ment and discipline. Ninety-three percent of the responding sample

over the age of thirty discerned the same relationship and is exhibited

in Table 38.

Table 37. Relationship of poor reading achievement and increased dis-
cipline problems by educational level of the respondent[a]

| | Educational level | | |
	At least a bachelor's degree	Less than a bachelor's degree	Total
Yes	52	40	92
No	1	23	24

[a]$x^2_1 = 18.97$ (p $<$ .01).

Table 38. Relationship of poor reading achievement and increased dis-
cipline problems by age of the respondent[a]

| | Age | | |
	Over 30	Under 30	Total
Yes	55	37	92
No	4	21	25

[a]$x^2_1 = 13.37$ (p $<$ .01).

Punishment and Discipline

Two questions were asked about physical or corporal punishment, the first related to the approval or disapproval of the use of physical punishment for students who do not respond to other forms of punishment; the second referred to corporal punishment as an effective disciplinary tool.

A small percent (sixteen) of the sample selected corporal punish- as an effective disciplinary tool; yet, forty-one percent approved of physical punishment. In Table 41, no respondent from the East high school district thought corporal punishment was effective, and thirty-eight percent of the South district believed otherwise. In the North and West regions, more than eighty percent of the respondents did not support corporal punishment. As shown in Table 40, eighty-one percent of the respondents in the South approved the use of physical punishment, while seventeen percent approved its use in the East sample region. Only three of ten in the West and four of ten in the North approved of physical punishment. Tables 40 and 41 show that the responses to the question of physical punishment differed significantly when analyzed by the geographical regions selected in the study and when the choice was based upon disapproval of physical punishment as a disciplinary tool.

A striking difference in responses is evident in Table 39, which shows that more than one-half of the teachers and parents of students of the sample approving of physical punishment for students who do not respond to other forms of discipline, while seventy-five percent of the students and eighty-six percent of the administrators disapproving the

the same practice.

Table 39. Approval or disapproval of physical punishment by classification of the respondent[a]

| | Classification | | | | |
	Adminis-trator	Teacher	Student	Parent	Total
Approve	2	21	17	12	52
Disapprove	12	13	42	7	74

[a]$\chi^2_3 = 17.63$ (p < .01).

Table 40. Approval or disapproval of physical punishment by geographical region of the respondent's residence[a]

| | Region | | | | |
	East	North	South	West	Total
Approve	5	17	22	8	52
Disapprove	25	24	5	20	74

[a]$\chi^2_3 = 27.37$ (p < .01).

Table 41. Corporal punishment as an effective disciplinary tool by geographical region of the respondent's residence[a]

| | Region | | | | |
	East	North	South	West	Total
Checked	0	7	11	4	22
Not checked	34	36	18	28	116

[a]$\chi^2_3 = 17.20$ (p < .01).

Integration and Discipline

When those surveyed were asked to indicate whether school integration had increased discipline problems in the schools, thirty-nine percent believed integration had increased discipline problems. A highly significant Chi square value of 25.13 is shown in Table 42, and it also shows sixty-two percent of the North sample did not know whether integration had any relationship to discipline problems. Forty-seven percent of the East sample concluded that integration was not affecting student discipline problems; however, one-third thought there were increased discipline problems as a result of integration.

Table 42. Responses by geographical region to the relationship of integration and student discipline problems[a]

| | Region | | | | |
	East	North	South	West	Total
Increased discipline problems	11	11	16	15	53
Doesn't affect discipline problems	15	11	10	9	45
Don't know	6	23	1	7	37

$^{a}X^2_{6}$ = 25.13 (p < .01).

In the West, about one-half of the respondents reported discipline problems had increased, and about fifty percent either observed that integration did not affect student discipline or they did not know whether there was any effect. Nearly sixty percent of the respondents from the

South sample thought that discipline problems had increased with integration and yet thirty-seven percent reported that integration did not affect discipline. In contrast to the other three regions, only four percent of the South sample did not have a feeling about integration.

Disciplinary Tools

A question asked the respondents to identify, from among eleven choices, those they believed to be effective disciplinary tools. The next eight tables show significant relationships between the demographic identification of region, classification, or age and the disciplinary tools of expulsion, detention, parent conferences, corporal punishment, stricter rules and regulations, and student-teacher conferences.

While only twenty percent of the sample checked "expulsion" as an effective disciplinary tool, Table 43 shows a significant Chi square value of 9.85. Significantly, thirty-eight percent of the South region sample checked expulsion as an effective disciplinary tool. Only nine percent of the East sample, fourteen percent of the North, and twenty-five percent of the West had the same recognition.

Table 43. Responses by geographical region to expulsion as an effective disciplinary tool[a]

| | Region | | | | |
	East	North	South	West	Total
Checked	3	6	11	8	28
Not checked	31	37	18	24	110

[a]$X^2_3 = 9.85$ (p $<$ .05).

Table 44 shows a highly significant Chi square value of 12.55 when detention is perceived as an effective disciplinary tool and evaluated by geographic region of the sample. Seven of ten respondents did not choose detention as an effective disciplinary tool. Five of ten of the South region sample selected detention as an effective disciplinary tool, while more than seven of ten of the samples in the other three regions did not select detention as an effective tool.

Table 44. Detention as an effective disciplinary tool by geographical region response[a]

| | Region | | | | |
	East	North	South	West	Total
Checked	10	7	16	9	42
Not checked	24	36	13	23	96

[a] $x^2_3 = 12.55$ (p < .01).

Four of ten respondents in the South sample believed corporal punishment is an effective disciplinary tool, yet only two of ten respondents in the total sample recognized the same value. No one from the East sample and only one in ten respondents in the North and West samples believed corporal punishment to be an effective disciplinary tool. Table 45 shows the tabulation of these responses.

A significant Chi square value of 9.39 was obtained when forty-two percent of the sample checked "student-teacher conferences" as an effective disciplinary tool. Table 46 shows three-fourths of the West

Table 45. Perception of corporal punishment as an effective discipli-
nary tool by geographical region response[a]

	Region				
	East	North	South	West	Total
Checked	0	7	11	4	22
Not checked	34	36	18	28	116

[a]$x^2_3 = 17.20$ (p < .01).

Table 46. Perception of student-teacher conference as an effective
disciplinary tool by geographical region response[a]

	Region				
	East	North	South	West	Total
Checked	20	15	14	8	57
Not checked	14	28	14	24	80

[a]$x^2_3 = 9.39$ (p < .05).

geographical sample and two-thirds of the North sample did not check

this choice as an effective disciplinary tool. Interestingly, the South

region sample split even on the choice, and nearly sixty percent of the

East sample felt student-teacher conferences were effective disciplinary

tools.

Table 47 shows a significant Chi square value of 11.33 for the

recognition of stricter rules and regulations as an effective discipli-

nary tool and the relationship of that belief to the classification of

the respondents. Over seventy percent of all the respondents did not

feel stricter rules and regulations to be an effective disciplinary

Table 47. Perception of stricter rules and regulations as an effective disciplinary tool by classification of the respondent[a]

	Classification				
	Adminis-trator	Teacher	Student	Parent	Total
Checked	2	12	13	13	40
Not checked	13	25	49	11	98

[a]$X^2_3 = 11.33$ (p < .01).

tool. However, five of ten parents supported the use of stricter rules and regulations. Only one of ten administrators, two of ten students, and three of ten teachers thought stricter rules and regulations to be an effective disciplinary tool.

Response presentations in Table 48 reveal that two-thirds of the sample over the age of thirty believe that stricter rules and regulations are effective disciplinary tools.

Table 48. Perception of stricter rules and regulations as an effective disciplinary tool by age of the respondent[a]

	Age		
	Over 30	Under 30	Total
Checked	25	15	40
Not checked	40	58	98

[a]$X^2_1 = 4.52$ (p < .05).

More than one-half of the respondents thirty years old and older reported parent conferences as effective disciplinary tools. The respondents who were thirty years of age and younger did not support parent conferences as often. Table 49 shows an important relationship of age to the use of parent conferences as an effective disciplinary tool. Forty-two percent of the total sample indicated that parent conferences were an effective disciplinary tool.

Table 49. Choice of parent conferences as an effective disciplinary tool by age of the respondent[a]

| | Age | | |
	Over 30	Under 30	Total
Checked	36	22	58
Not checked	29	51	80

[a]X^2_1 = 7.99 (p < .01).

Distinctive differences may be observed in Table 50, where the same question is examined and reported by classification of the sample. Especially interesting is that thirty percent of the students reported parent conferences as an effective disciplinary tool, while sixty percent of the administrators believed parent conferences were effective. About one-half of the teachers and parents of students thought parent conferences were an effective disciplinary tool.

A review of raw data collected regarding the eleven suggestions of effective disciplinary tools confirmed that parent-student-teacher

Table 50. Perception of parent conferences as an effective discipli-
nary tool by classification of the respondent[a]

	Classification				
	Adminis-trator	Teacher	Student	Parent	Total
Checked	9	18	18	13	58
Not checked	6	19	44	11	80

[a]$x^2_3 = 8.40$ (p $<$ .05).

conferences were selected almost twice as often as any other suggestion. The second most often mentioned suggestions were the two other combinations of parent or student-teacher conferences. Similarly, four in ten sample respondents also opted to exclude students from extracurricular privileges as a means to improve student discipline problems. The least often selected suggestions were corporal punishment and the lowering of student marks.

Sources of Information about Discipline

No significant Chi square values were obtained in trying to establish the best source of information about discipline in the local schools; however, the raw data revealed in Appendix Table 78 that seventy-five percent of the sample obtained their information about discipline in the local school through personal verbal exchanges. Significant differences were obtained by age and educational level of the sample for the best source of information about school discipline in other parts of the United States. In the age category under thirty, media was reported as

the best source by six of ten respondents and is displayed in Table 51.

Media, that is local newspapers, radio, and television, was chosen by

thirty-seven percent of the over thirty years category. Nearly one-half

of the total sample perceived the media as their best source of informa-

tion about discipline in other parts of the United States.

Table 51. Perception of the best source of information about school
           discipline in other parts of the United States by age of
           the respondent[a]

	Age		
	Over 30	Under 30	Total
Media	24	45	69
Verbal contact	11	10	21
School publications	19	9	28
Don't know	11	11	22

[a] $\chi^2_3 = 9.34$ (p $<$ .05).

With a large number of high school students included in the under

thirty category and also possessing less than a bachelor's degree,

Table 52 shows that over two-thirds of the total sample fit that cate-

gory and selected media as their best source. School publications and

sources other than media and verbal contact were acknowledged as a best

source by nearly one-third of the sample possessing at least a bachelor's

degree.

Table 52. Perception of the best source of information about school discipline in other parts of the United States by the educational level of the respondent[a]

| | Educational level | | |
	At least a bachelor's degree	Less than a bachelor's degree	Total
Media	16	52	68
Verbal contact	12	9	21
School publications	19	9	28
Don't know	13	9	22

[a] $X^2_3 = 21.59$ (p $<$ .01).

Summary Tables of Significant Chi Square Values

Table 53 presents a summarized list of the significant Chi square values by topic of the question included in the survey instrument and by demographic categories of the responding sample. Further, Tables 54, 55, 56, 57, and 58 each report, by variable, the significant Chi square statistical values represented in the summary, Table 53.

Table 53. Summarized list of the significant Chi square values by topic of the question included in the survey instrument and by demographic categories of the responding sample

Topic	Class.	Sex	Age	Education level	Region
Discipline	xx^a		x^b		
Drugs	x			xx	x
Facilities	x				x
Finances					xx
Parents' lack of interest					xx
Students' lack of interest	x		x	x	
Vandalism				x	
Feel about discipline	xx		xx	xx	xx
Student behavior undesirable	x		xx		
Discipline problems serious	xx			x	xx
Source discipline national			x	xx	
Younger liberal	xx		x		
Stricter teachers	x				
Teacher militancy	xx				
Physical punishment	xx				xx
Curriculum improve behavior					xx
Student input curriculum	xx		xx		
Student input teachers	xx	xx	xx	xx	
Reading achievement	xx		xx	xx	
Integration					xx
Expulsion					x
Detention					xx
Parent conference	x		xx		
Corporal punishment					xx
Stricter rules	x		x		
Student-teacher conferences					x

^{a}xx = p < .01.

^{b}x = p < .05.

Table 54. By classification, significant Chi square values

Variable	Value
Discipline	15.06^{**}
Drugs	9.75^{*}
Facilities	10.38^{*}
Students' lack of interest	8.50^{*}
Feel about discipline	34.54^{**}
Student behavior undesirable	10.07^{*}
Discipline problems serious	23.79^{**}
Student input curriculum	17.11^{**}
Student input teachers	14.57^{**}
Reading achievement	23.40^{**}
Parent conferences	8.40^{*}
Stricter rules	11.33^{*}
Stricter teachers	7.95^{*}
Younger liberal	17.43^{**}
Teacher militancy	18.45^{**}
Physical punishment	17.63^{**}

*Significant probability $<$ .05.

**Highly significant probability $<$ .01.

Table 55. By sex, significant Chi square value

Variable	Value
Student input teachers	10.18^{**}

**Highly significant probability $<$ .01.

Table 56. By age, significant Chi square values

Variable	Value
Discipline	5.29^{**}
Student lack of interest	4.89^{*}
Feel about discipline	22.58^{**}
Student behavior undesirable	6.08^{*}
Source discipline national	9.34^{*}
Student input curriculum	16.14^{**}
Student input teachers	7.28^{**}
Reading achievement	13.37^{**}
Parent conferences	7.99^{**}
Stricter rules	4.53^{*}
Younger liberal	6.52^{*}

*Significant probability $< .05$.

**Highly significant probability $< .01$.

Table 57. By educational level, significant Chi square values

Variable	Value
Drugs	7.06^{**}
Students' lack of interest	4.93^{*}
Vandalism	4.45^{*}
Feel about discipline	11.89^{**}
Discipline problems serious	10.43^{*}
Source discipline national	21.59^{**}
Student input teachers	9.86^{**}
Reading achievement	18.97^{**}

*Significant probability $< .05$.

**Highly significant probability $< .01$.

Table 58. By region, significant Chi square values

Variable	Value
Drugs	11.19^{*}
Facilities	8.84^{*}
Finances	12.16^{**}
Parents' lack of interest	13.97^{**}
Feel about discipline	14.34^{**}
Discipline problems serious	26.94^{**}
Integration	25.13^{*}
Expulsion	9.85^{*}
Detention	12.55^{**}
Corporal punishment	17.20^{**}
Student-teacher conference	9.39^{*}
Physical punishment	27.37^{**}
Curriculum improve behavior	15.33^{**}

*Significant probability $< .05$.

**Highly significant probability $< .01$.

Discussion of Rankings

After examining the significant Chi square values of these raw
data, findings were identified as possibly relevant to the resolution
of direction and definition of issues surrounding discipline in the
school. Table 59 summarizes the raw score rankings and response percent-
ages of the rank order responses of the three problems thought to be
the most pressing problems in the samples' local schools.

When the sample was asked to check (from 17 options) what they
thought were the five biggest problems with which public schools in their
community must deal and then list in rank order the most pressing top
three problems, the respondents indicated that school "finances,"

Table 59. Biggest problem for public schools[a]

	Ranked first	%	Ranked second	%	Ranked third	%	Total raw resp.	Total resp. without rank	%
Class size too large	12	8.5	7	5.0	13	9.2	32	48	34.5
Curriculum	9	6.4	13	9.2	8	5.7	30	55	39.9
Discipline	19	13.5	16	11.3	11	7.8	46	70	50.4
Drugs	8	5.7	9	6.4	9	6.4	26	49	35.3
Facilities	1	0.7	9	6.4	8	5.7	18	37	26.6
Finances	26	18.4	10	7.1	13	9.2	49	72	52.5
Integration/segregation	5	3.5	5	3.5	5	3.5	15	15	10.8
Parents' lack of interest	7	5.0	15	10.6	7	5.0	29	51	36.7
Pupils' lack of interest	19	13.5	15	10.6	22	15.6	46	79	56.8
School administration procedures	3	2.1	3	2.1	6	4.3	12	25	18.0
School board policies	1	0.7	5	3.5	3	2.1	9	24	17.3
Teachers in general	1	0.7	3	2.1	1	0.7	5	12	8.6
Teachers' lack of interest	8	5.7	7	5.0	6	4.3	21	42	30.2
Transportation	0	0.0	1	0.7	0	0.0	1	3	2.2
Vandalism	1	0.7	2	1.4	4	2.8	7	26	18.7
There are no problems	0	0.0	0	0.0	0	0.0	0	1	0.7
Don't know	0	0.0	0	0.0	1	0.7	1	2	1.4

[a] %* Relative frequency - percent of 141 respondents selecting item.

"discipline," and "lack of pupil interest" were the three biggest problems. Finances was chosen most often as the biggest problem with eighteen percent, discipline and pupils' lack of interest tied for second with thirteen percent choosing it as the greatest problem. Discipline, which has ranked as the greatest concern of the public in Gallup Polls for six of the last seven years, ranked higher than the other two as a second ranking but below both as a third choice ranking by percentage of all respondents ranking of first, second, or third most pressing problem.

The selection of discipline as the greatest concern by eleven percent is not as high a percentage as had previously been indicated in Gallup Poll results. In the six years that a lack of discipline was chosen as the number one public concern, the percentage of people rating discipline first has been as high as twenty-six percent and as low as eighteen percent. The one year discipline did not rank as the greatest public conern, it ranked third with fourteen percent choosing it as their first concern (22, 26, 27, 28, 29, 30, 31, 32).

After analyzing the ranking of the three most pressing problems, the total number of times each choice was checked provides a different ranking by percentage of all respondents to the question of simply checking the five biggest problems without ranking first, second, or third. As a percentage of all age responses without ranking, the same three problems have the highest choice; however, they are rearranged with pupils' lack of interest being selected by fifty-six percent. Finances was selected by fifty-two percent of all respondents as one of the five biggest problems in their school. And the third greatest number of

choices as a big problem was discipline with fifty percent.

The three, "pupils' lack of interest," "finances," and "discipline," most often mentioned in frequency tables as one of the five biggest problems. These were over ten percentage points greater than the fourth most often mentioned, "curriculum," which was the choice of thirty-nine percent of all choices. Several others were chosen by at least one-third of the sample, "parents' lack of interest" (thirty-seven percent), "drugs" (thirty-five percent), and "class size too large" (thirty-five percent).

From all responses, only three respondents, or two percent, thought there were no problems or didn't know whether there were problems in their public school.

It should be noted that, when the survey sample was asked to "rank order choice of educational programs which are believed to help reduce discipline problems," the respondents most often selected "teaching students how to solve problems and think for themselves" as their first and second choice. Table 60 indicates the third most often selected option as "teaching students how to get along with one another."

In terms of total number of times each option was ranked, "teaching students to respect law and authority" received the second highest (eighty-one) number of rankings, with option number two being first and option four as third.

Table 60. Frequency of rank order choice of educational programs to help reduce discipline problems

	Ranked first	Ranked second	Ranked third	Total ranked responses
1. Teaching students to respect law and authority	38	14	29	81
2. Teaching students how to solve problems and think for themselves	53	46	18	117
3. Teaching students vocational skills	12	29	24	65
4. Teaching students how to get along with one another	23	26	36	75
5. Teaching students health and physical education	3	3	3	9
6. Teaching students how to compete with others	3	10	11	24

CHAPTER V. SUMMARY AND CONCLUSIONS

This study was designed to ascertain the perceptions regarding discipline held by school administrators, teachers, students, and parents of students. Through the analysis of this data, school managers could develop a greater awareness in recognizing and controlling factors which contribute to better discipline in the school.

Statistically, the Chi technique was applied to the data generated to determine differences in the sample perceptions of student discipline. Chi square values which were significant or highly significant were separated for specific display and discussion. Data yielding nonsignificant values are depicted in tables in the Appendix.

The survey instrument included an open-ended section to provide for unstructured responses. Although varied responses were obtained, this section yielded nothing of particular significance and those responses are included in the Appendix.

Limitations

The survey portion of this study was directed to administrators, teachers, students, and parents of students in one high school in each of four extreme geographical regions of the United States. This selection was predicated on the assumption that the sample would be representative of the various categories in that region and that regional variables might intervene to alter perceptions of factors underlying discipline problems within public school settings.

The sample size within the four high schools was limited because of geographic contrasts and the necessity of depending on local contacts to secure the sample and collect the data by a predetermined procedure. Certainly the inclusion of additional high school districts in the sample would have added weight to the statistical treatment and analysis, and would have strengthened the potential of generalizing assumptions based on the data. The use of respondents in only one high school in each geographical region exposes conclusions generated from data analysis to the risk that one building may not be representative of a school district, let alone a state or geographic region.

The survey instrument could have been shortened and still generated reliable measures of perceptions within the various categories. The use of a long questionnaire was a limiting factor in that some of those surveyed might have failed to return the survey since it took a substantial amount of time to complete.

Because of the large number of students responding to the survey in comparison to other classifications of respondents, the categories of educational level and age were no doubt biased by the disproportionate number of student respondents.

A further limitation may be the fact that data included in the study provided no comparison of perception based on ethnic classification.

Discussion

Parents, students, teachers, and administrators were asked to identify the five most crucial problems with which the public schools in their community must deal. The data reveal the following:

1. The problems most often perceived were: (a) pupils' lack of interest, (b) finances, (c) discipline, (d) curriculum, and (e) parents' lack of interest. Of these five, only curriculum did not produce a significant Chi square value between perceptions of responding categories of the demographic variables.

2. The majority of the students perceived "pupils' lack of interest" as important; however, few administrators agreed. A similar relationship was revealed when the responses were stratified by respondents under 30 years of age and having less than a bachelor degree.

3. Over three-fourths of the responding sample in the Eastern school district believed "finances" was a major problem. Less than one-half of the remaining sample concurred in this belief.

No other question generated the significant differences as did responses as to whether discipline was "not strict enough" or "just about right". Significant differences were observed when analysis was performed on data classified in the demographic categories of classification, age, educational level, and geographic location.

1. Seven of ten teachers and those respondents over the age of 30 identified discipline as a major problem.

2. Six of ten school administrators, students, and those respond-
    ents under the age of 30 did not perceive discipline as a
    major problem.

3. Respondents from the South and West school districts agreed
    with the teachers and parents, while respondents from the East
    and North were more evenly divided.

4. Unanimity was not evident among respondents in selecting the
    "formal" or "informal" setting as the area in which undesirable
    behavior most often occurred. Educators most often selected
    the "formal" setting, whereas students split between "formal"
    and "informal".

5. Over one-third of the sample identified truancy and tardiness
    as serious discipline problems.

6. Parents and school administrators differed in perception of
    serious discipline problems. While administrators identified
    truancy and tardiness, parents considered smoking, drugs, and
    alcohol as the most serious discipline problems.

Many of the findings in this study were consistent with what one
would intuitively expect. However, one major difference occurred in this
study when "pupils' lack of interest" was perceived as the most press-
ing problem with which local schools must deal. None of the seven Gallup
polls (26, 27, 28, 29, 30, 31, 32) reviewed had this problem identified
in the top five pressing problems. Finances ranked second in this study
and also was one of the top five problems each year in the Gallup polls.
Discipline ranked as the most pressing problem in six out of the seven

Gallup polls and ranked third in this study. This might be a result of the differences in the composition of the samples used.

Results of this study show that teaching students how to solve problems and think for themselves would be their first choice of six suggested activities which would help reduce discipline problems. Former U.S. Commissioner of Education, Terrell Bell (49), made a similar observation. He observed that the home and school should teach values of self-discipline and self-reliance. The perception of teaching problem-solving and thinking for oneself, though not an intuitive expectation, is nonetheless an interesting perception and one which the school decision-maker should address as new programs develop.

The 1974 Gallup poll (31) reported that seven percent felt punitive punishment with a paddle should be used on a recalcitrant student. Bleet's (6) dissertation found that over one-half of the teachers, administrators, and community respondents agreed that corporal punishment should be permitted, and similar percentages of the same response groups felt their community would support corporal punishment. About one-fifth of the students agreed that corporal punishment should be permitted. This study found that only sixteen percent of the sample felt "corporal punishment" was an effective disciplinary tool, yet forty-one percent approved of "physical punishment".

The National Commission on the Reform of Secondary Education (84) observed that teachers have purposely used the cloak of professionalism and the muscle of collective bargaining to evade their responsibilities for school discipline. Perceptions cited in this study show that over

one-half of the parents and administrators included in the sample felt
that teacher militancy contributes to student discipline problems.

Conclusions

The purpose of this study was to obtain perceptions of student be-
havior which were felt to be related to discipline in the public schools.
The awareness of certain perceptions, identified by various demographic
categories, was thought to improve the ability of the school manager or
decision-makers to develop programs which would improve student behavior
in the school. The findings of this study, within the parameters set
forth, seem to warrant the following major conclusions:

1. Teachers and parents of students tend to have similar percep-
   tions on issues related to student discipline, while school
   principals, counselors, and students tend to agree on similar
   student discipline issues.

2. The greatest source of discipline problems in the school is
   perceived by parents as a category of smoking, alcohol and
   drugs, and they show little concern for the category of tardi-
   ness and truancy. Administrators perceived these same cate-
   gories in a reverse order. Teachers and students perceived
   tardiness and truancy as a greater problem than smoking, alco-
   hol and drugs.

3. A majority of parents of students favor stricter rules and regu-
   lations in the school their children attend. Administrators did
   not concur. Students' perceptions tended toward the

administrators' observation, and teachers reinforced the parents' perceptions.

4. There appears, by geographical location, to be a dichotomy of perceptions with the south school district tending to hold a separate identity.

5. Desirable student discipline is the exercise of student behavior which enhances the learning opportunities of students. Aberrant behavior which diminishes the affectiveness of the learning environment occurs in both the informal and formal school setting. Teachers, school administrators, students, and parents of students perceive desirable discipline patterns as being characterized by attitudes of respect and obedience toward behavior standards legitimatized by community acceptance.

This evidence points to the need for educational decision-makers to become more aware of the populations with which they deal since the factors of local mores and demographic variables appear to affect the public support of the school. Today's school administrator should develop mechanics to stay cognizant of community attitudes and opinions on school issues. Perhaps the best strategy is to develop mechanisms for securing community input. The mechanisms might take the form of surveys, forums, or advisory committees. Properly handled, these strategies would assist in legitimizing the administrative goals and enable administrators to gain or increase community participation, input, and support.

In the final analysis, perhaps the most important result of this study is to emphasize the lack of unanimity in the perceptions of causal

factors of discipline problems. A generalization from the findings in-
dicates that teachers and the parents of students tend to reinforce each
other's perceptions; and, conversely, principals and students held sim-
ilar perceptions. This dichotomy substantiates a need for dialogue to
resolve divergent viewpoints. In addition, the need for hard data
rather than value judgments to document causes of discipline is sorely
needed before a unified attack can be mounted to reduce discipline
problems.

Recommendations for Future Study

The parameters of this study were limited by geographic constraints
and the size of the sample. In order to provide data of greater utility
to educational decision-makers, future studies should be structured to
strengthen the validity of generalizations by increasing the sample
size. The following paragraphs present strategies for the inclusion of
additional variables and data analysis.

1. Ethnic perceptions of discipline

   A future study should compare perceptions between ethnic cate-
   gories within the same district. Do blacks, whites, Spanish-
   surnamed, and the like, differ substantially in their percep-
   tion of factors related to discipline? Do ethnic groups differ
   in opinions of the kinds of strategies needed to improve disci-
   pline?

2. Teacher militancy and student discipline

   The trend nationwide is toward increasing unionization of

teachers. With this trend comes extensive media coverage of teacher-board disputes, frequent teacher work actions and, less frequently, strikes. The numbers and types of discipline concerns in school districts with unionized teachers should be compared to nonunionized districts. This may substantiate or refute the perceptions that teacher militancy contributes to discipline problems.

3. Discipline problems in rural and urban settings

An investigation of the perception of discipline problems in an "inner city" school district and those same perceptions in a rural and suburban school district might reveal important differences regarding the necessity of approaching resolution of problems with drastically different methodology. Broadly effective programs (i.e., statewide) to address discipline problems cannot be designed until all causative factors are isolated and considered.

4. Correlation of perceptions with support data

In some instances, the opinion of a respondent regarding factors contributing to discipline problems may be based on a value judgment or inconclusive evidence. It is important that research be conducted to determine if an association exists between perceptions of contributing factors to discipline problems and the number of suspensions and expulsions actually attributable to a perceived factor.

5. <u>Integration</u> <u>as</u> <u>related</u> <u>to</u> <u>discipline</u> <u>problems</u>

Additional research to determine the relationships, if any,

between the degree of integration and frequency of discipline

cases might enable school districts to formulate better and

more efficient approaches to human relations programs to counter-

act disruptive factors.

Recommendations for Current Practice

The pervasive effects of undesirable behavior produces negative out-

comes in student achievement. In order to mount a productive counter-

attack, educators must design strategy to impact discipline problems.

Several promising policies which could be implemented by educators to

alter undesirable behavior in a positive manner, thus relieving public

concern, are listed below.

1. Establish a student assistance center where students with dis-

   cipline problems may be referred, rather than suspending or ex-

   pelling from school. The intent would be to offer intensive

   counseling to assist in developing positive attitudes toward

   self and others and to produce values clarification and coun-

   seling links with the home.

2. Establish an advisory committee of students to provide input to

   the administrative process; identifying present and potential

   areas of student discipline problems.

3. Establish a teacher/counselor program to contact the parents

   of students; providing parents with information which will

enable them to provide positive reinforcement for accepted behavior.

4. Provide inservice training for teachers which will aid teacher-centered techniques to enable the establishment of a positive classroom environment.

5. Establish immediate procedures to formally analyze the feelings of teachers, parents, and students toward discipline problems and processes employed in alleviating discipline problems.

6. Examine present procedures for identifying and coping with student discipline problems. The intent being to implement fair and constant rules, regulations, and penalties.

BIBLIOGRAPHY

1. Ackerly, Robert L. The reasonable exercise of authority. Washington, D.C.: National Association of Secondary School Principals, 1969. ERIC ED 040 490.

2. Albert, John A. Procedural due process in secondary schools. Marquestte Law Review 54 (Summer, 1971): 358-69.

3. Anderson, Lester W., and Van Dyke, Lauren A. School administration. Boston: Houghton Mifflin Company, 1972.

4. Anonymous. Students look at discipline. North Carolina Education 4 (February, 1974): 20-23.

5. Barratt, Ernest S. Impulse control and anxiety related to school adjustment and academic achievement among high school males. Final report, Office of Education Project S-484. Galveston, Texas: Medical Branch, Texas University. ERIC ED 056 354.

6. Bleet, Thomas L. The development and construction of a model discipline code for use in secondary schools. Unpublished Ed.D. dissertation, Wayne State University, 1973.

7. Bryan, Roy C. High school students view classroom control. Clearing House 42 (February, 1968): 345-349.

8. Betts vs. Dallas Independent School District, 306 F. Supp. 488, 1969.

9. Chamberlin, Leslie J. Discipline and individual differences. School and Community 14 (September, 1967): 17-18.

10. Chamberlin, Leslie J., and Carnot, Joseph B., ed. Improving school discipline. Springfield, Illinois: Charles C. Thomas, 1974.

11. Clarizio, Harvey F. Toward positive classroom discipline. New York: John Wiley and Sons, Inc., 1971.

12. Coleman, James S. Adolescents and the schools. New York: Basic Books, Inc., 1965.

13. Cooper, John. Discipline and learning: An inquiry into student-teacher relationships. Washington, D.C.: NEA, 1975.

14. Cusick, Philip A. Inside high school: The students' world. New York: Holt, Rinehart and Winston, Inc., 1973.

15. Discipline: Eliminating the negative. School Bus Fleet 19, No. 4 (August/September, 1974): 8.

16. Discipline in the classroom. Washington, D.C.: National Education Association, 1969. ERIC ED 035 964.

17. Discipline need not mean punishment, speaker says. The School Administrator, March, 1974, p. 8.

18. Discipline: Not the worst problem . . . but bad. Grade Teacher 86 (September, 1968): 151-163+.

19. Dobson, James. Dare to discipline. Wheaton, Illinois: Tyndale House, 1972.

20. Dobson, Russell Lee. The perception and treatment by teachers of the behavioral problems of elementary school children in culturally deprived and middle class neighborhoods. Unpublished Ed.D. dissertation, University of Oklahoma, 1966.

21. Dodson, Dan W. et al. High school racial confrontation. A study of the White Plains, New York, student boycott. Student unrest and changing student-staff relationships in the White Plains public schools, September, 1967, to December, 1968. Washington, D.C.: Institute for Services to Education, 1969. ERIC ED 029 359.

22. Elam, Stanley (ed.). The Gallup polls of attitudes toward education, 1969-1973. Bloomington, Indiana: Phi Delta Kappa, Inc., 1973.

23. Farley, Robert James. Concepts of discipline in education. Unpublished Ph.D. dissertation, University of Pennsylvania, 1973.

24. Freed, William R. An analysis of selected characteristics of high school disciplinary practices. Unpublished Ed.D. dissertation, Lehigh University, 1973.

25. Frymier, Jack. Why students rebel. Educational Leadership 27 (January, 1970): 346-350.

26. Gallup, George. Fifth annual Gallup poll of public attitudes toward education. Phi Delta Kappan 55, No. 1 (September, 1973): 38-51.

27. Gallup, George. Fourth annual Gallup poll of public attitudes toward education. Phi Delta Kappan 54, No. 1 (September, 1972): 33-46.

28. Gallup, George. Gallup measures attitudes toward schools. Phi Delta Kappan 51, No. 3 (November, 1969): 157+.

29. Gallup, George. Second annual survey of the public's attitude toward the public schools. Phi Delta Kappan 52, No. 2 (October, 1970): 99-112.

30. Gallup, George. Seventh annual survey of public attitudes toward education, 1975. Phi Delta Kappan 57, No. 4 (December, 1975): 227-241.

31. Gallup, George. Sixth annual Gallup poll of public attitudes toward education. Phi Delta Kappan 56, No. 1 (September, 1974): 20-33.

32. Gallup, George. The third annual survey of the public's attitudes toward the public schools, 1971. Phi Delta Kappan 53, No. 1 (September, 1971): 33-48.

33. Glasser, William. Reality therapy: A new approach to psychiatry. New York: Harper and Row Publishers, 1975.

34. Glasser, William. Schools without failure. New York: Harper and Row Publishers, 1969.

35. Gnagey, William J. The psychology of discipline in the classroom. London: Macmillan Company, 1968.

36. Goldstein, William. Discipline: For someone else's kid? The Clearing House 47 (April, 1973): 455-458.

37. Hagebak, Robert. Disciplinary practices in Dallas contrasted with school systems with rules against violence against children. A paper presented at the Annual Convention of the American Psychological Association, September 8, 1972. ERIC ED 072 870.

38. Hall, R. Vance, and Harris, Jasper W. An academic incentive program for high school youth from a poverty area. Kansas City, Missouri: Juniper Garden Children's Project, 1973. ERIC ED 078 579.

39. Hall, Robert Todd. An analysis of teachers' opinions concerning discipline in four junior high schools of Jacksonville, Florida. Unpublished Master's thesis, Atlanta University, 1969.

40. Hanson, J. Merrell. Discipline: A whole new bag. Education Digest 39, No. 9 (May, 1974): 29-32.

41. Harms, Herman Edward. The concept of in loco parentis in higher education. Gainesville, Florida: Florida Institute of Higher Education, June, 1970. ERIC ED 042 421.

42. Hauger, Bruce Edwin. Arena of conflict: A study of perceptions regarding student discipline policies. Unpublished Ed.D. dissertation, University of Southern California, 1973.

43. Helsel, A. Ray, and Willower, Donald J. Toward definition and measurement of pupil control behavior. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, Louisiana, 1973. ERIC ED 074 073.

44. House, James, and Miller, William. Responding to student unrest: A guide for administrators and teachers. Oregon ASCD Bulletin 27, No. 315, 1973. ERIC ED 071 186.

45. Howard, Eugene R., and Jenkins, John M. Improving discipline in the secondary school. A catalogue of alternatives to repression. Denver, Colorado: CFK Limited, 1970. ERIC ED 087 090.

46. Howarth, Roy. On the decline of in loco parentis. Phi Delta Kappan 53, No. 10 (June, 1972): 626-628.

47. Hoyle, John R., and Wiley, Eldon L. What are the people telling us? Phi Delta Kappan 53, No. 1 (September, 1971): 49-50.

48. Hylland, Dave. Description and summary of first year exemplary program: Occupational development: A vocational program for the potential dropout. Sioux Falls, South Dakota: Sioux Fall Independent School District No. 1, 1971. ERIC ED 056 146.

49. Is school busing at a dead end? Interview with Terrel H. Bell, Commissioner of Education. U.S. News and World Report 77, No. 12 (September 16, 1974): 41-44.

50. Jenison, Lynn Milon. A study of student and faculty opinions regarding selected Iowa State University discipline situations. Unpublished Master's thesis, Iowa State University, 1971.

51. Johnson, Donald V. Student disciplinary codes--what makes them tick. Paper presented at National Association of Secondary School Principals Annual Conference, Dallas, Texas, February, 1973.

52. Jones, Galion M. A study of teacher-pupil agreement toward corrective action or punishment imposed for pupil misconduct and selected teacher characteristics. Unpublished Ed.D. dissertation, Northwestern University, 1964.

53. Jones, J. William. Discipline crisis in schools: The problem, causes and search for solutions. Education U.S.A. Special Report. Arlington, Virginia: National School Public Relations Association, 1973.

54. Kohl, Herbert R. The open classroom: A practical guide to a new way of teaching. New York: Random House, Inc., 1969.

55. Kozol, Jonathan. Death at an early age. Boston: Houghton Mifflin Company, 1967.

56. Langenbach, Michael, and Letchworth, George A. Disciplinary techniques: Repertoires and relationships. Paper presented at Annual Meeting, AERA, New York, 1971. ERIC ED 049 178.

57. Larson, Knute, and Karpas, Melvin R. Effective secondary school discipline. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1967.

58. Maready, William F. The courts as educational policy makers. Speech presented at National School Boards Association Annual Convention, April 3-6, 1971.

59. Marple, Marie Elizabeth. Effective and ineffective procedures used in elementary pupil discipline. Unpublished Ed.D. dissertation, University of Southern California, 1968.

60. Mazzacane, Betty Crippen. Parental attitudes toward discipline and their relationship to the development of social attitudes in children. Unpublished Master's thesis, Southern Connecticut State College, 1971.

61. Opinion poll: Corporal punishment OK if used sparingly. Nation's Schools 87 (May, 1971): 39.

62. Passow, A. Harry. Reactions to Silberman's crisis in the classroom. Worthington, Ohio: Charles A. Jones, 1971.

63. Phay, Robert E. Suspension and expulsion of public school students. Topeka, Kansas: National Organization on Legal Problems of Education, 1971.

64. Phay, Robert E., and Cummings, Jasper L., Jr. Student suspensions and expulsions. Proposed school board codes prohibiting serious student misconduct and establishing procedures for dealing with alleged violations. Chapel Hill, North Carolina: North Carolina University, 1970. ERIC ED 047 399.

65. Policies that clarify student rights and responsibilities. School board policy development kit. Waterford, Connecticut: National School Boards Association, October, 1970. ERIC ED 047 362.

66. Popham, W. James, and Sirotnik, Kenneth A. Educational statistics: Use and interpretation. Second Edition. New York: Harper and Row Publishers, Inc., 1973.

67. Queer, Glenn E. Discipline study. Pittsburgh, Pennsylvania: Pittsburgh Public Schools Office of Research, July, 1971. ERIC ED 063 660.

68. Report of the task force on corporal punishment. Washington, D.C.: National Education Association, 1972. ERIC ED 070 173.

69. Robinson, Donald W. Police in the schools. Phi Delta Kappan 48 (February, 1967): 278-80.

70. Schwartz, Jack et al. Overbrook cluster parent survey. Philadelphia, Pennsylvania: Philadelphia School District Office of Research and Evaluation, 1969. ERIC ED 031 817.

71. Sheviakov, George V., and Redl, Fritz. Let's look at discipline. Discipline for today's children and youth. Washington: Association for Supervisors and Curriculum Development, 1956.

72. Silberman, Charles E. Crisis in the classroom. New York: Random House, 1970.

73. Silberman, Charles E., ed. The open classroom reader. New York: Random House, 1973.

74. Smith, David H. Disruptive students. Albany: New York State Education Department, Bureau of School Social Services, 1973. ERIC ED 084 632.

75. Spock, Benjamin. Baby and child care--revised. New York: Simon and Schuster, 1974.

76. Spock, Benjamin. Raising children in a difficult time. New York: W. W. Norton and Co., 1974.

77. Stamper, I. Corporal punishment: Teacher opinion. NEA Research Bulletin 46 (May, 1970): 48-49.

78. Starkey, John D. et al. Discipline: Are older teachers more liberal than younger ones? DeKalb, Illinois, 1972. ERIC ED 074 053.

79. Stenhouse, Lawrence, ed. Discipline in schools: A symposium. Oxford: Pergamon Press, 1967.

80. Stiavelli, Richard E., and Sykes, Dudley E. The guidance clinic: An alternative to suspension. NASSP Bulletin 56 (April, 1972): 64-72.

81. Summary of the assessments of the district's integration of programs, 1964-1971. Sacramento, California: Sacramento City Unified School District, 1971. ERIC ED 056 139.

82. Sunshine, Phyllis M. Approaches to school discipline. Selected review of the literature No. 2. Reviews of research. Baltimore, Maryland: Maryland State Department of Education, Division of Research, Evaluation and Information Systems, October, 1973. ERIC ED 087 084.

83. The problem of discipline/control and security in our schools. Position paper No. 1. New York: National Urban League, May 20, 1971. SRIC ED 069 827.

84. The reform of secondary education. New York: McGraw-Hill Book Company, 1973.

85. Tinker vs. Des Moines Independent Community School District No. 21, 393 U.S. 503, 89 S Ct. 733, 1969.

86. Vernon, Walter M. Behavior modification in the classroom. New York: Holt, Rinehart and Winston, Inc., 1972.

87. Visor, Arthur. Classroom discipline. School and Community 59 (April, 1973): 22.

88. Vredevoe, Lawrence E. The effort to desegregate and its effects upon school discipline and attitudes. Journal of Secondary Education 42 (February, 1967): 51-58.

89. What most of the hollering is about. American School Board Journal 157 (October, 1969): 23.

90. Wildman, Louis. Disciplinary problems in urban ghetto schools. Seattle, Washington: School Information and Research Service, June 18, 1971. ERIC ED 055 142.

91. Willower, Donald J. et al. Custodialism and the secondary school. High School Journal 52 (January, 1969): 182-191.

92. Wright, E. et al. Survey of parents of secondary school students perceptions of school and education. Willowdale, Ontario: North York Board of Education, 1972. ERIC ED 084 291.

APPENDIX A. SURVEY INSTRUMENT

Enclosed please find a questionnaire relating to "discipline" in schools. I am requesting your participation by taking a few minutes to respond to the questions, then return the completed document in the postage-paid return envelope. This survey will serve as part of my doctoral study at Iowa State University, Educational Administration Section, Ames, Iowa. It is hoped that the results obtained will enable us to better understand "school discipline" as defined by several groups of people.

You were selected to respond and will represent one of the following groups: high school administrators, counselors, teachers, students, and parents from four geographical regions of the United States. All responses will be treated as confidential. Results will be reported in total, and no attempt will be made to identify the responses of any individual. The number on the return envelope will be used only for the follow-up of non-responders to this survey questionnaire.

Thank you for taking time to assist me with this survey.

Sincerely,

Robert C. Rice
Superintendent

RESPONDENT CHARACTERISTICS

I am associated with a school in the following capacity (check one):

_____ School Board Member   _____ Classroom Teacher

_____ Principal   _____ Student Council Member

_____ Assistant Principal   _____ Parent of Senior High School Student

_____ Guidance Counselor

My sex is: Race:

_____ Male   _____ White

_____ Female   _____ Non-white

My age is: Religion:

_____ Over 60 years   _____ Protestant

_____ 50-59 years   _____ Catholic

_____ 40-49 years   _____ Jewish

_____ 30-39 years   _____ Other

_____ 20-29 years

_____ Under 20 years

I have completed the following educational level (check the highest level of schooling):

_____ Doctorate Degree   _____ Bachelor's Degree

_____ Master's Degree   _____ Associated Arts Degree

_____ One or more years of trade, business or technical school

_____ Grade 12   _____ Grade 11   _____ Grade 10

_____ Grade 9   _____ Grade 8   _____ Grade 7

_____ Grade 6   _____ Grade 5   _____ Grade 4

_____ Grade 3   _____ Grade 2   _____ Grade 1

_____ No formal education

Region of United States where I live is (check one):

_____ East

_____ North

_____ South

_____ West

My elementary education was (check one):

_____ at a public school

_____ at a private school

My secondary education (high school) was (check one):

_____ at a public school

_____ at a private school

For School Board Members and Parents

Occupation (check one):

_____ Business or professional

_____ Clerical or sales

_____ Farm

_____ Skilled labor

_____ Unskilled labor

_____ Homemaker

_____ Non-labor force

DISCIPLINE

There are no "right" or "wrong" responses to the questions; we are inter-
ested in your opinion. You may use a pen or pencil to mark your response.

1. Check (✔) what you think are the five biggest problems with which
   public schools in this community must deal. Then list by number and
   in rank order of most pressing top three problems, 1-2-3.

   _____ Class size too large (pupil-teacher ratio too high)

   _____ Curriculum

   _____ Discipline

   _____ Drugs

   _____ Facilities

   _____ Finances

   _____ Integration/Segregation

   _____ Parents' lack of interest

   _____ Pupils' lack of interest

   _____ School administration procedures

   _____ School board policies

   _____ Teachers in general

   _____ Teachers' lack of interest

   _____ Transportation

   _____ Vandalism

   _____ There are no problems

   _____ Don't know

   _____ You may add problems not listed

   _____

   _____

2. Do you believe that education today is inferior to education received ten years ago?

_____ Yes

_____ No

_____ Don't know

3. If you answered "yes" to question 2, for what reason is today's education inferior? Check only one (1).

_____ a. Less discipline

_____ b. Lower educational standards

_____ c. Less interest in learning by students

_____ d. Less interest in teaching by teachers

_____ e. Irrelevant subjects are being taught

_____ f. Other _____

4. Which one statement or description do you most associate with "discipline" in your school district? Check only one (1).

_____ a. Behavior patterns of students

_____ b. Respect for teachers by students

_____ c. The absence of confusion

_____ d. Self-control and respect for authority

_____ e. A branch of learning or knowledge

_____ f. A systematic method to obtain obedience

_____ g. Punishment intended to correct or train

_____ h. Obedience to a set of rules or regulations

5. Do you agree or disagree that recent court decisions have made it more difficult to have control or better discipline in your school?

_____ a. Agree

_____ b. Disagree

_____ c. Don't know

6. How do you feel about discipline in the local schools? Check one (1).

_____ a. Too strict

_____ b. Not strict enough

_____ c. Just about right

_____ d. Don't know

If you checked a, c, or d, proceed to question 9.

7. If you feel school discipline is "not strict enough," who should assume more responsibility for correcting this situation? Check one (1).

_____ a. Teachers

_____ b. Students

_____ c. School Board

_____ d. School administration

_____ e. Parents

_____ f. Don't know

8. In what way is discipline in your schools not strict enough? Check one (1).

_____ a. Teachers lack authority to keep order

_____ b. Students have too much freedom

_____ c. Students have no respect for their teachers

_____ d. Rules are not enforced

_____ e. Vandalism

_____ f. I disagree, discipline is O.K.

_____ g. Don't know

9. At what time is student behavior most undesirable? Check one (1).

_____ a. Before classes begin in the morning

_____ b. Passing between classes

_____ c. Recess break

_____ d. Lunch time

_____ e. In the classroom during instruction

_____ f. At after regular class activities

_____ g. At student assembly programs

_____ h. During homeroom periods

_____ i. During study hall assignments

_____ j. Other _____

10. Which of the following student disciplinary problems encountered at the senior high school appears to be most serious? Check one (1).

_____ a. Truancy (skipping school)

_____ b. Cheating on tests

_____ c. Using profanity in the classroom

_____ d. Smoking, alcohol, or drugs

_____ e. Tardiness

_____ f. Fighting

_____ g. Not completing assignments

_____ h. Damaging, losing, or destroying school property

_____ i. Other _____

_____ j. No opinion

11. Compared to last year, the number of student discipline problems has tended to (Check one)

_____ Increase

_____ Decrease

_____ Remain about the same

_____ Don't know

12. From your personal viewpoint, what is the best source of information about discipline in the local schools? Check one (1).

_____ a. Local newspaper

_____ b. Word of mouth of students

_____ c. Word of mouth of adults

_____ d. School personnel

_____ e. Radio and television

_____ f. Meetings at school

_____ g. School publications

_____ h. Don't know

_____ i. Other _____

13. From your personal viewpoint, what is the best source of information about school discipline in other parts of the United States? (Check one (1).

_____ a. Local newspaper

_____ b. Word of mouth of students

_____ c. Word of mouth of adults

_____ d. School personnel

_____ e. Radio and television

_____ f. Meetings at school

_____ g. School publications

_____ h. Don't know

_____ i. Other _____

14. Is discipline in the home weaker or stronger than it was ten years ago? Check one (1).

_____ Weaker

_____ Stronger

_____ Don't know

15. Has the decrease of "in loco parentis" or the doctrine of the school taking the role of the parent increased acceptance of misbehavior in your school? Check one (1).

_____ Yes

_____ No

_____ Don't know

16. Will parental involvement in the schools as volunteers or aides improve student behavior in the school? Check one (1).

_____ Yes

_____ No

_____ Don't know

17. Are there enough personnel in the school to properly supervise the students? Check one (1).

_____ Yes

_____ No

_____ Don't know

18. Do you think your local public school system has a hard time getting good teachers? Check one (1).

_____ Yes

_____ No

_____ Don't know

19. Do you agree or disagree that more guidance counselors in the high school will reduce student discipline problems? Check one (1).

_____ Agree

_____ Disagree

_____ Don't know

20. Do you agree or disagree that younger teachers (under 30 years of age) are more liberal than older teachers? Check one (1).

_____ Agree

_____ Disagree

_____ Don't know

21. Do you agree or disagree that stricter teachers have fewer student discipline problems? Check one (1).

_____ Agree

_____ Disagree

_____ Don't know

22. Do you agree or disagree that teacher militancy increases student discipline problems? Check one (1).

_____ Agree

_____ Disagree

_____ Don't know

23. Do you approve or disapprove of physical punishment for students who do not respond to other forms of discipline? Check one (1).

_____ Approve

_____ Disapprove

_____ No opinion

24. Should discipline in school be left in the hands of the school without outside interference? Check one (1).

_____ Yes

_____ No

_____ Don't know

25. Do you think the school curriculum in your community needs to be changed to meet today's needs or do you think it already meets today's needs? Check one (1).

_____ Needs to be changed

_____ Already meets needs

_____ No opinion

26. Do you believe a change in your school's curriculum would improve student behavior? Check one (1).

_____ Yes

_____ No

_____ Don't know

27. Should high school students have more to say about what goes on within the school on matters such as curriculum? teachers? school rules? Check one (1) under each heading.

Curriculum	Teachers	School Rules
_____ Yes	_____ Yes	_____ Yes
_____ No	_____ No	_____ No
_____ No opinion	_____ No opinion	_____ No opinion

28. Do you believe that more "say" by students will improve student behavior in school? Check one (1).

_____ Yes

_____ No

_____ Don't know

29. Does academic "tracking" of students increase or decrease student discipline problems? Check one (1).

_____ Increase

_____ Decrease

_____ Don't know

30. Do you agree or disagree that behavior modification techniques with rewards and positive reinforcements improve classroom discipline? Check one (1).

_____ Agree

_____ Disagree

_____ Don't know

31. Do poor reading achievement by students and increased discipline problems go hand in hand? Check one (1).

_____ Yes

_____ No

_____ Don't know

32. Please rank five suggestions that you believe would reduce student discipline problems in school, using 1 to be your best suggestion.

_____ a. Reduce class size

_____ b. Emphasize peer control

_____ c. Use corporal punishment

_____ d. More effective teacher selection and assignment

_____ e. Parental and community involvement

_____ f. Improve curricular offerings and teaching techniques

_____ g. Improve cooperation between administration and teachers

_____ h. Improve cooperation or support between educators and parents

_____ i. Special classes or schools for "troublemakers"

_____ j. Additional para-professional help in the classroom

_____ k. Institute behavior modification techniques by teachers

_____ l. Enforce present rules and regulations

_____ m. Have more pupil participation in the policy and decision-making process

_____ n. Other _____

33. Do you agree or disagree that every significant discipline problem of today is rooted in one way or another in increasing advancement of science and technology? Check one (1).

_____ Agree

_____ Disagree

_____ No opinion

34. Some people feel the schools do not go far enough in regulating the way boys and girls dress for school. Do you think there should be greater regulation of the way children dress for school or less? Check one (1).

_____ Greater

_____ Less

_____ All right as it is

_____ Don't know

35. Do you feel that school integration has increased or decreased student discipline problems in schools? Check one (1).

_____ Increased discipline problems

_____ Decreased discipline problems

_____ Integration doesn't affect discipline

_____ Don't know

36. Marjuana and other drugs are reported as increasingly being used by students. Do you think it is a serious problem in your schools? Check one (1).

_____ Yes

_____ No

_____ Don't know

37. Does the use of drugs by students cause more student discipline problems in the schools? Check one (1).

_____ Yes

_____ No

_____ Don't know

38. Generally speaking, do the local public school students in your community have too many rights and privileges or not enough? Check one (1).

_____ a. Too many

_____ b. Not enough

_____ c. Just right

_____ d. No opinion

39. Do you agree or disagree that modern and comfortable student learning environments can positively affect the behavior of students? Check one (1).

_____ Agree

_____ Disagree

_____ Don't know

40. Does "bigness in a school increase discipline problems? Check one (1).

_____ Yes

_____ No

_____ Don't know

41. What do you think to be the ideal enrollment for a senior high school? This question assumes a senior high school will include only grades 10, 11, and 12. Check one (1).

_____ a. 100 or less

_____ b. 101-500

_____ c. 501-750

_____ d. 751-1000

_____ e. 1001-1500

_____ f. 1501-more

42. Choose three (3) educational programs you believe will help reduce discipline problems in school, and rank them in the order of importance - 1, 2, 3.

_____ a. Teaching students to respect law and authority

_____ b. Teaching students how to solve problems and think for themselves

_____ c. Teaching students vocational skills

_____ d. Teaching students how to get along with one another

_____ e. Teaching students health and physical education

_____ f. Teaching students how to compete with others

_____ g. Other programs _____

43. Check the statements you believe to be effective disciplinary tools

_____ Suspension from school

_____ Expulsion from school

_____ Lowering marks or grades

_____ Exclusion from extra-curricular privileges

_____ Detention before or after regular school hours

_____ Parent conferences

_____ Parent-student-teacher conferences

_____ Corporal punishment

_____ Utilization of behavior modification techniques

_____ Stricter rules and regulations

_____ Student-teacher conferences

_____ Other _____

44. Do you feel students in school   (check one (1))

_____ a.   are safe from being hurt by other students?

_____ b.   may be hurt by other students?

_____ c.   don't know

45. Please offer other comments about school discipline which may not

have been addressed in this survey.

APPENDIX B. RESPONSES BY EDUCATIONAL LEVEL, AT LEAST A BACHELOR'S
DEGREE OR LESS THAN A BACHELOR'S DEGREE, TO SURVEY
QUESTIONS

Table 61. Class size too large--biggest problem

	Educational level		
	At least a bachelor's degree	Less than a bachelor's degree	Total
Checked	21	27	48
Not checked	39	51	90

Table 62. Curriculum--biggest problem

	Educational level		
	At least a bachelor's degree	Less than a bachelor's degree	Total
Checked	25	30	55
Not checked	34	48	82

Table 63. Discipline--biggest problem

	Educational level		
	At least a bachelor's degree	Less than a bachelor's degree	Total
Checked	34	35	69
Not checked	26	43	69

Table 64. Facilities--biggest problem

| | Education level | | |
	At least a bachelor's degree	Less than a bachelor's degree	Total
Checked	15	22	37
Not checked	45	56	101

Table 65. Finances--biggest problem

| | Educational level | | |
	At least a bachelor's degree	Less than a bachelor's degree	Total
Checked	39	34	73
Not checked	35	31	66

Table 66. Integration/segregation--biggest problem

| | Educational level | | |
	At least a bachelor's degree	Less than a bachelor's degree	Total
Checked	10	5	15
Not checked	50	73	123

Table 67. Parents' lack of interest--biggest problem

| | Educational level | | |
	At least a bachelor's degree	Less than a bachelor's degree	Total
Checked	24	26	50
Not checked	36	52	88

Table 68. School administration procedures--biggest problem

| | Educational level | | |
	At least a bachelor's degree	Less than a bachelor's degree	Total
Checked	14	11	25
Not checked	46	67	113

Table 69. School board policies--biggest problem

| | Educational level | | |
	At least a bachelor's degree	Less than a bachelor's degree	Total
Checked	9	15	24
Not checked	51	63	114

Table 70. Teachers in general--biggest problem

| | Educational level | | |
	At least a bachelor's degree	Less than a bachelor's degree	Total
Checked	3	8	11
Not checked	57	70	127

Table 71. Teachers' lack of interest--biggest problem

| | Educational level | | |
	At least a bachelor's degree	Less than a bachelor's degree	Total
Checked	13	29	42
Not checked	47	49	96

Table 72. Transportation--biggest problem

	Educational level		
	At least a bachelor's degree	Less than a bachelor's degree	Total
Checked	1	2	3
Not checked	59	76	135

Table 73. No problems--biggest problem

	Educational level		
	At least a bachelor's degree	Less than a bachelor's degree	Total
Checked	0	1	1
Not checked	60	77	137

Table 74. Don't know--biggest problem

	Educational level		
	At least a bachelor's degree	Less than a bachelor's degree	Total
Checked	0	2	2
Not checked	60	76	136

Table 75. Description most associated with discipline

| | Educational level | | |
	At least a bachelor's degree	Less than a bachelor's degree	Total
Behavior	21	16	37
Respect	29	37	66
Knowledge	2	1	3
Obedience	7	18	25
Punishment	5	1	6

Table 76. Who should assume more responsibility for discipline being not strict enough

| | Educational level | | |
	At least a bachelor's degree	Less than a bachelor's degree	Total
Teachers	5	14	19
Students	0	2	2
School board	7	2	9
School administration	25	15	40
Parents	9	10	19
Don't know	1	3	4

Table 77. In what way is discipline not strict enough

| | Educational level | | |
	At least a bachelor's degree	Less than a bachelor's degree	Total
Teacher lack authority	10	14	24
Students too much freedom	17	6	23
Students no respect	7	12	19
Rules not enforced	14	13	27
Vandalism	1	1	2
Discipline--OK	4	4	8

Table 78. Best source of local information about discipline

	Educational level		
	At least a bachelor's degree	Less than a bachelor's degree	Total
Don't know	4	7	11
Media	2	8	10
Verbal exchange	49	56	105
School publications	4	8	12

Table 79. Should students have more input on curriculum matters

	Educational level		
	At least a bachelor's degree	Less than a bachelor's degree	Total
Yes	41	62	103
No	17	14	31

Table 80. Should students have more input on school rules

	Educational level		
	At least a bachelor's degree	Less than a bachelor's degree	Total
Yes	42	60	102
No	19	18	37

Table 81. Rank of "reduce class size" as a suggestion to reduce student discipline problems

| | Educational level | | |
	At least a bachelor's degree	Less than a bachelor's degree	Total
First	9	10	19
Second	6	5	11
Third	6	3	9
Fourth	5	6	11
Fifth	3	8	11

Table 82. Rank of "emphasize peer control" as a suggestion to reduce student discipline problems

| | Educational level | | |
	At least a bachelor's degree	Less than a bachelor's degree	Total
First	1	3	4
Second	3	2	5
Third	2	2	4
Fourth	5	1	6
Fifth	7	5	12

Table 83. Rank of "more effective teacher selection and assignment" as a suggestion to reduce student discipline problems

| | Educational level | | |
	At least a bachelor's degree	Less than a bachelor's degree	Total
First	12	7	19
Second	4	9	13
Third	3	6	9
Fourth	2	8	10
Fifth	2	6	8

Table 84. Rank of "parental and community involvement" as a suggestion to reduce student discipline problems

| | Educational level | | |
	At least a bachelor's degree	Less than a bachelor's degree	Total
First	7	6	13
Second	3	3	6
Third	1	6	7
Fourth	6	1	7
Fifth	5	3	8

Table 85. Rank of "improve curricular offerings and teaching techniques" as a suggestion to reduce student discipline problems

| | Educational level | | |
	At least a bachelor's degree	Less than a bachelor's degree	Total
First	5	18	23
Second	7	6	13
Third	13	6	19
Fourth	2	9	11
Fifth	6	3	9

Table 86. Rank of "improve cooperation between administration and teachers" as a suggestion to reduce student discipline problems

| | Educational level | | |
	At least a bachelor's degree	Less than a bachelor's degree	Total
First	4	2	6
Second	4	2	6
Third	4	2	6
Fourth	6	3	9
Fifth	2	4	6

Table 87. Rank of "improve cooperation between educators and parents" as a suggestion to reduce student discipline problems

| | Educational level | | |
	At least a bachelor's degree	Less than a bachelor's degree	Total
First	6	2	8
Second	8	5	13
Third	3	6	9
Fourth	10	5	15
Fifth	4	4	8

Table 88. Rank of "special classes for troublemakers" as a suggestion to reduce student discipline problems

| | Educational level | | |
	At least a bachelor's degree	Less than a bachelor's degree	Total
First	0	3	3
Second	2	3	5
Third	6	7	13
Fourth	2	3	5
Fifth	4	4	8

Table 89. Rank of "institute behavior modification techniques by teachers" as a suggestion to reduce student discipline problems

| | Educational level | | |
	At least a bachelor's degree	Less than a bachelor's degree	Total
First	2	3	5
Second	3	3	6
Third	6	1	7
Fourth	2	3	5
Fifth	3	3	6

Table 90. Rank of "enforce present rules and regulations" as a suggestion to reduce student discipline problems

| | Educational level | | |
	At least a bachelor's degree	Less than a bachelor's degree	Total
First	11	8	19
Second	6	9	15
Third	6	5	11
Fourth	5	7	12
Fifth	3	2	5

Table 91. Rank of "more pupil participation in the policy and decision-making process" as a suggestion to reduce student discipline problems

| | Educational level | | |
	At least a bachelor's degree	Less than a bachelor's degree	Total
First	0	3	3
Second	3	10	13
Third	3	7	1C
Fourth	5	6	11
Fifth	8	7	15

Table 92. Affect of integration on student discipline problems

| | Educational level | | |
	At least a bachelor's degree	Less than a bachelor's degree	Total
Increased	23	30	53
Doesn't affect	19	25	44
Don't know	15	22	37

Table 93. Suspension from school as an effective disciplinary tool

| | Educational level | | |
	At least a bachelor's degree	Less than a bachelor's degree	Total
Checked	24	26	50
Not checked	36	50	86

Table 94. Expulsion from school as an effective disciplinary tool

| | Educational level | | |
	At least a bachelor's degree	Less than a bachelor's degree	Total
Checked	16	12	28
Not checked	44	65	109

Table 95. Lowering grades as an effective disciplinary tool

| | Educational level | | |
	At least a bachelor's degree	Less than a bachelor's degree	Total
Checked	7	14	21
Not checked	53	63	116

Table 96. Exclusion from extracurricular privileges as an effective disciplinary tool

| | Educational level | | |
	At least a bachelor's degree	Less than a bachelor's degree	Total
Checked	25	36	61
Not checked	35	41	76

Table 97. Detention as an effective disciplinary tool

| | Educational level | | |
	At least a bachelor's degree	Less than a bachelor's degree	Total
Checked	19	23	42
Not checked	41	54	95

Table 98. Parent conferences as an effective disciplinary tool

| | Educational level | | |
	At least a bachelor's degree	Less than a bachelor's degree	Total
Checked	31	27	58
Not checked	29	50	79

Table 99. Parent-student-teacher conferences as an effective disciplinary tool

| | Educational level | | |
	At least a bachelor's degree	Less than a bachelor's degree	Total
Checked	52	56	108
Not checked	8	21	29

Table 100. Corporal punishment as an effective disciplinary tool

| | Educational level | | |
	At least a bachelor's degree	Less than a bachelor's degree	Total
Checked	13	9	22
Not checked	47	68	115

Table 101. Utilization of behavior modification techniques as an effective disciplinary tool

| | Educational level | | |
	At least a bachelor's degree	Less than a bachelor's degree	Total
Checked	22	18	40
Not checked	38	59	97

Table 102. Stricter rules and regulations as an effective disciplinary tool

| | Educational level | | |
	At least a bachelor's degree	Less than a bachelor's degree	Total
Checked	17	23	40
Not checked	43	54	97

Table 103. Student-teacher conferences as an effective disciplinary tool

| | Educational level | | |
	At least a bachelor's degree	Less than a bachelor's degree	Total
Checked	30	27	57
Not checked	29	50	79

APPENDIX C. RESPONSES BY AGE, MALE AND FEMALE, TO SURVEY QUESTIONS

Table 104. Class size too large--biggest problem

| | Age | | |
	Over 30	Under 30	Total
Checked	23	25	48
Not checked	42	49	91

Table 105. Curriculum--biggest problem

| | Age | | |
	Over 30	Under 30	Total
Checked	27	28	55
Not checked	37	46	83

Table 106. Drugs--biggest problem

| | Age | | |
	Over 30	Under 30	Total
Checked	19	30	49
Not checked	46	44	90

Table 107. Facilities--biggest problem

| | Age | | |
	Over 30	Under 30	Total
Checked	14	23	37
Not checked	51	51	102

Table 108. Finances--biggest problem

| | Age | | |
	Over 30	Under 30	Total
Checked	34	39	73
Not checked	31	35	66

Table 109. Integration/segregation--biggest problem

| | Age | | |
	Over 30	Under 30	Total
Checked	10	5	15
Not checked	55	69	124

Table 110. Parents' lack of interest--biggest problem

| | Age | | |
	Over 30	Under 30	Total
Checked	25	26	51
Not checked	40	48	88

Table 111. School administration procedures--biggest problem

| | Age | | |
	Over 30	Under 30	Total
Checked	13	12	25
Not checked	52	62	114

Table 112. School board policies--biggest problem

| | Age | | |
	Over 30	Under 30	Total
Checked	7	17	24
Not checked	58	57	115

Table 113. Teachers in general--biggest problem

| | Age | | |
	Over 30	Under 30	Total
Checked	4	8	12
Not checked	61	66	127

Table 114. Teachers' lack of interest--biggest problem

| | Age | | |
	Over 30	Under 30	Total
Checked	16	26	42
Not checked	49	48	97

Table 115. Transportation--biggest problem

	Age		
	Over 30	Under 30	Total
Checked	1	2	3
Not checked	64	72	136

Table 116. Vandalism--biggest problem

	Age		
	Over 30	Under 30	Total
Checked	10	16	26
Not checked	55	58	113

Table 117. No problems--biggest problem

	Age		
	Over 30	Under 30	Total
Checked	0	1	1
Not checked	65	73	138

Table 118. Don't know--biggest problem

	Age		
	Over 30	Under 30	Total
Checked	0	2	2
Not checked	65	72	137

Table 119. Description most associated with discipline

| | Age | | |
	Over 30	Under 30	Total
Behavior	20	17	37
Respect	30	37	67
Knowledge	2	1	3
Obedience	11	14	25
Punishment	2	4	6

Table 120. Who should assume more responsibility for discipline being "not strict enough"

| | Age | | |
	Over 30	Under 30	Total
Teachers	10	9	19
Students	1	1	2
School board	8	1	9
School administration	23	17	40
Parents	12	8	20
Don't know	1	3	4

Table 121. In what way is discipline not strict enough

| | Age | | |
	Over 30	Under 30	Total
Teachers lack authority	11	14	25
Students too much freedom	18	5	23
Students—no respect	9	10	19
Rules not enforced	13	14	27
Vandalism	2	0	2
Discipline—O.K.	3	5	8

Table 122. Which discipline problems appear to be most serious

	Age		
	Over 30	Under 30	Total
Smoking, alcohol, drugs	10	18	28
Truancy, tardiness	17	28	45
Cheating, fighting	14	15	29
Other	18	12	30

Table 123. Best source of local information about discipline

	Age		
	Over 30	Under 30	Total
Don't know	4	7	11
Media	6	5	11
Verbal exchange	52	53	105
School publications	3	9	12

Table 124. Should students have more input on school rules

	Age		
	Over 30	Under 30	Total
Yes	42	60	102
No	22	12	34
No opinion	1	3	4

Table 125. Rank of "reduce class size" as a suggestion to reduce student discipline problems

| | Age | | |
	Over 30	Under 30	Total
First	9	10	19
Second	5	6	11
Third	6	3	9
Fourth	6	5	11
Fifth	4	7	11

Table 126. Rank of "emphasize peer control" as a suggestion to reduce student discipline problems

| | Age | | |
	Over 30	Under 30	Total
First	3	2	5
Second	4	1	5
Third	2	2	4
Fourth	4	2	6
Fifth	6	6	12

Table 127. Rank of "more effective teacher selection" as a suggestion to reduce student discipline problems

| | Age | | |
	Over 30	Under 30	Total
First	7	12	19
Second	9	4	13
Third	6	3	9
Fourth	8	2	10
Fifth	6	2	8

Table 128. Rank of "parental and community involvement" as a suggestion to reduce student discipline problems

| | Age | | |
	Over 30	Under 30	Total
First	6	7	13
Second	2	4	6
Third	1	6	7
Fourth	5	2	7
Fifth	5	3	8

Table 129. Rank of "improve curricular offerings and teaching techniques" as a suggestion to reduce student discipline problems

| | Age | | |
	Over 30	Under 30	Total
First	5	18	23
Second	8	5	13
Third	9	10	19
Fourth	5	6	11
Fifth	6	3	9

Table 130. Rank of "improve cooperation between administration and teachers" as a suggestion to reduce student discipline problems

| | Age | | |
	Over 30	Under 30	Total
First	4	2	6
Second	5	1	6
Third	2	4	6
Fourth	5	4	9
Fifth	2	4	6

Table 131. Rank of "improve support between educators and parents" as a suggestion to reduce student discipline problems

| | Age | | |
	Over 30	Under 30	Total
First	7	1	8
Second	8	5	13
Third	5	4	9
Fourth	7	8	15
Fifth	5	3	8

Table 132. Rank of "special classes or schools for troublemakers" as a suggestion to reduce student discipline problems

| | Age | | |
	Over 30	Under 30	Total
First	0	3	3
Second	2	3	5
Third	9	4	13
Fourth	3	2	5
Fifth	3	5	8

Table 133. Rank of "institute behavior modification techniques for teachers" as a suggestion to reduce student discipline problems

| | Age | | |
	Over 30	Under 30	Total
First	2	3	5
Second	4	2	6
Third	6	1	7
Fourth	3	2	5
Fifth	2	4	6

Table 134. Rank of "enforce present rules and regulations" as a
suggestion to reduce student discipline problems

| | Age | | |
	Over 30	Under 30	Total
First	8	11	19
Second	9	6	15
Third	5	6	11
Fourth	7	5	12
Fifth	2	3	5

Table 135. Rank of "more pupil participation in the policy and decision-
making" as a suggestion to reduce student discipline problems

| | Age | | |
	Over 30	Under 30	Total
First	0	3	3
Second	3	10	13
Third	3	7	10
Fourth	5	6	11
Fifth	9	6	15

Table 136. Affect of integration on student discipline problems

| | Age | | |
	Over 30	Under 30	Total
Increased	25	28	53
Doesn't affect	19	26	45
Don't know	18	19	37

Table 137. Suspension from school as an effective disciplinary tool

| | Age | | |
	Over 30	Under 30	Total
Checked	24	26	50
Not checked	41	46	87

Table 138. Expulsion from school as an effective disciplinary tool

| | Age | | |
	Over 30	Under 30	Total
Checked	13	15	28
Not checked	52	58	110

Table 139. Lowering marks as an effective disciplinary tool

| | Age | | |
	Over 30	Under 30	Total
Checked	8	14	22
Not checked	57	59	116

Table 140. Exclusion from extracurricular privileges as an effective disciplinary tool

| | Age | | |
	Over 30	Under 30	Total
Checked	26	35	61
Not checked	39	38	77

Table 141. Detention as an effective disciplinary tool

| | Age | | Total |
	Over 30	Under 30	
Checked	17	25	42
Not checked	48	48	96

Table 142. Parent-student-teacher conferences as an effective disciplinary tool

| | Age | | Total |
	Over 30	Under 30	
Checked	54	54	108
Not checked	11	19	30

Table 143. Corporal punishment as an effective disciplinary tool

| | Age | | Total |
	Over 30	Under 30	
Checked	12	10	22
Not checked	53	63	116

Table 144. Utilization of behavior modification techniques as an effective disciplinary tool

| | Age | | Total |
	Over 30	Under 30	
Checked	21	19	40
Not checked	44	54	98

Table 145. Student-teacher conferences as an effective disciplinary
tool

| | Age | | |
	Over 30	Under 30	Total
Checked	29	28	57
Not checked	36	44	80

APPENDIX D. RESPONSES BY CLASSIFICATION OF ADMINISTRATOR, TEACHER, STUDENT, PARENT, TO SURVEY QUESTIONS

Table 146. Class size too large--biggest problem

	Classification				
	Adminis-trator	Teacher	Student	Parent	Total
Checked	3	14	23	8	48
Not checked	12	23	40	16	91

Table 147. Curriculum--biggest problem

	Classification				
	Adminis-trator	Teacher	Student	Parent	Total
Checked	8	15	24	8	55
Not checked	7	22	39	15	83

Table 148. Finances--biggest problem

	Classification				
	Adminis-trator	Teacher	Student	Parent	Total
Checked	7	21	33	12	73
Not checked	8	16	30	12	66

Table 149. Integration/segregation--biggest problem

	Classification				
	Adminis-trator	Teacher	Student	Parent	Total
Checked	4	5	4	2	15
Not checked	11	32	59	22	124

Table 150. Parents' lack of interest--biggest problem

	Classification				
	Adminis-trator	Teacher	Student	Parent	Total
Checked	5	16	19	11	51
Not checked	10	21	44	13	88

Table 151. School administration procedures--biggest problem

	Classification				
	Adminis-trator	Teacher	Student	Parent	Total
Checked	2	7	10	6	25
Not checked	13	30	53	18	114

Table 152. School board policies--biggest problem

	Classification				
	Adminis-trator	Teacher	Student	Parent	Total
Checked	2	5	15	2	24
Not checked	13	32	48	22	115

Table 153. Teachers in general--biggest problem

	Classification				
	Adminis-trator	Teacher	Student	Parent	Total
Checked	2	1	7	2	12
Not checked	13	36	56	22	127

Table 154. Teachers' lack of interest--biggest problem

	Classification				
	Adminis-trator	Teacher	Student	Parent	Total
Checked	5	6	22	9	42
Not checked	10	31	41	15	97

Table 155. Transportation--biggest problem

	Classification				
	Adminis-trator	Teacher	Student	Parent	Total
Checked	1	0	1	1	3
Not checked	14	37	62	23	136

Table 156. Vandalism--biggest problem

	Classification				
	Adminis-trator	Teacher	Student	Parent	Total
Checked	0	5	16	5	26
Not checked	15	32	47	19	113

Table 157. There are no problems--biggest problem

	Classification				
	Adminis-trator	Teacher	Student	Parent	Total
Checked	0	0	1	0	1
Not checked	15	37	62	24	138

Table 158. Don't know--biggest problem

	Classification				
	Adminis-trator	Teacher	Student	Parent	Total
Checked	0	0	2	0	2
Not checked	15	37	61	24	137

Table 159. Description most associated with discipline

	Classification				
	Adminis-trator	Teacher	Student	Parent	Total
Behavior	6	13	12	6	37
Respect	6	19	31	11	67
Knowledge	0	2	1	0	3
Obedience	3	3	14	5	25
Punishment	0	1	4	1	6

Table 160. Who should assume more responsibility for discipline being
not strict enough

	Classification				
	Adminis-trator	Teacher	Student	Parent	Total
Teachers	4	1	8	6	19
Students	0	0	1	1	2
School board	0	7	1	1	9
School administration	3	17	12	8	40
Parents	1	8	6	5	20
Don't know	0	1	3	0	4

Table 161. In what way is discipline not strict enough

	Classification				
	Adminis-trator	Teacher	Student	Parent	Total
Teachers lack authority	2	6	11	6	25
Students--too much freedom	2	12	4	5	23
Students--no respect	0	6	7	6	19
Rules not enforced	3	11	11	2	27
Vandalism	0	1	0	1	2
Discipline--O.K.	3	1	4	0	8

Table 162. Best source of local information about discipline

	Classification				
	Adminis-trator	Teacher	Student	Parent	Total
Don't know	0	4	6	1	11
Media	1	1	5	4	11
Verbal exchange	14	27	45	19	105
School publications	0	4	8	0	12

Table 163. Best source of national information about discipline

	Classification				
	Adminis-trator	Teacher	Student	Parent	Total
Don't know	2	8	7	5	22
Media	3	10	42	14	69
Verbal exchange	3	8	8	2	21
School publications	7	11	7	3	28

Table 164. More guidance counselors in the high school will reduce student discipline problems

	Classification				
	Adminis-trator	Teacher	Student	Parent	Total
Agree	8	7	29	10	54
Disagree	6	26	27	11	70
Don't know	1	5	7	3	16

Table 165. Teacher militancy increases student discipline problems

	Classification				
	Adminis-trator	Teacher	Student	Parent	Total
Agree	9	12	24	13	58
Disagree	4	16	10	7	37
Don't know	2	8	29	4	43

Table 166. A change in school curriculum would improve student behavior

	Classification				
	Adminis-trator	Teacher	Student	Parent	Total
Yes	10	14	32	7	63
No	4	16	20	11	51
Don't know	1	7	11	5	24

Table 167. Student input on school rules

| | Classification | | | | |
	Adminis-trator	Teacher	Student	Parent	Total
Yes	9	27	51	15	102
No	5	11	10	8	34
No opinion	1	0	3	0	4

Table 168. Rank of "reduce class size" as a suggestion to reduce student discipline problems

| | Classification | | | | |
	Adminis-trator	Teacher	Student	Parent	Total
First	2	5	8	4	19
Second	2	4	5	0	11
Third	1	5	3	0	9
Fourth	2	3	5	1	11
Fifth	0	1	6	4	11

Table 169. Rank of "emphasize peer control" as a suggestion to reduce student discipline problems

| | Classification | | | | |
	Adminis-trator	Teacher	Teacher	Student	Total
First	0	1	2	2	5
Second	1	1	1	2	5
Third	0	2	2	0	4
Fourth	2	3	1	0	6
Fifth	2	5	4	1	12

Table 170. Rank of "more effective teacher selection" as a suggestion
to reduce student discipline problems

	Classification				
	Adminis-trator	Teacher	Student	Parent	Total
First	5	5	4	5	19
Second	2	2	8	1	13
Third	0	2	5	2	9
Fourth	1	1	8	0	10
Fifth	0	2	5	1	8

Table 171. Rank of "parental and community involvement" as a suggestion
to reduce student discipline problems

	Classification				
	Adminis-trator	Teacher	Student	Parent	Total
First	1	5	5	2	13
Second	2	0	3	1	6
Third	0	1	5	1	7
Fourth	2	4	1	0	7
Fifth	1	4	2	1	8

Table 172. Rank of "improve curricular offerings and teacher tech-
niques" as a suggestion to reduce student discipline problems

	Classification				
	Adminis-trator	Teacher	Student	Parent	Total
First	3	2	17	1	23
Second	2	5	4	2	13
Third	4	7	6	2	19
Fourth	0	1	5	5	11
Fifth	4	2	3	0	9

Table 173. Rank of "improved cooperation between administration and teachers" as a suggestion to reduce student discipline problems

	Classification				
	Adminis-trator	Teacher	Student	Parent	Total
First	1	3	2	0	6
Second	1	3	1	1	6
Third	0	3	2	1	6
Fourth	0	4	3	2	9
Fifth	2	0	4	0	6

Table 174. Rank of "improve cooperation between educators and parents" as a suggestion to reduce student discipline problems

	Classification				
	Adminis-trator	Teacher	Student	Parent	Total
First	0	4	0	4	8
Second	2	6	4	1	13
Third	1	2	3	1	9
Fourth	3	6	5	1	15
Fifth	0	3	3	2	8

Table 175. Rank of "special classes or schools for troublemakers" as a suggestion to reduce student discipline problems

	Classification				
	Adminis-trator	Teacher	Student	Parent	Total
First	0	0	3	0	3
Second	0	2	3	0	5
Third	1	4	4	4	13
Fourth	1	1	2	1	5
Fifth	2	1	4	1	8

Table 176. Rank of "institute behavior modification techniques by teachers" as a suggestion to reduce student discipline problems

	Classification				
	Adminis-trator	Teacher	Student	Parent	Total
First	1	0	3	1	5
Second	0	1	1	4	6
Third	3	3	1	0	7
Fourth	0	2	2	1	5
Fifth	1	2	2	1	6

Table 177. Rank of "enforce present rules and regulations" as a suggestion to reduce student discipline problems

	Classification				
	Adminis-trator	Teacher	Student	Parent	Total
First	2	9	5	3	19
Second	0	4	9	2	15
Third	3	2	4	2	11
Fourth	0	3	5	4	12
Fifth	0	3	1	1	5

Table 178. Rank of "more pupil participation in the policy and decision-making" as a suggestion to reduce student discipline problems

	Classification				
	Adminis-trator	Teacher	Student	Parent	Total
First	0	0	3	0	3
Second	1	2	9	1	13
Third	2	1	6	1	10
Fourth	2	2	5	2	11
Fifth	1	5	6	3	15

Table 179. Affect of "integration on student discipline problems

	Classification				
	Adminis-trator	Teacher	Student	Parent	Total
Increased	2	16	25	8	53
Doesn't affect	4	12	20	9	45
Don't know	6	8	18	5	37

Table 180. Suspension from school as an effective disciplinary tool

	Classification				
	Adminis-trator	Teacher	Student	Parent	Total
Checked	5	16	20	9	50
Not checked	10	21	41	15	87

Table 181. Expulsion from school as an effective disciplinary tool

	Classification				
	Adminis-trator	Teacher	Student	Parent	Total
Checked	3	13	11	1	28
Not checked	12	24	51	23	110

Table 182. Lowering marks as an effective disciplinary tool

	Classification				
	Adminis-trator	Teacher	Student	Parent	Total
Checked	1	5	13	3	22
Not checked	14	32	49	21	116

Table 183. Exclusion from extracurricular privileges as an effective
disciplinary tool

| | Classification | | | | |
	Adminis-trator	Teacher	Student	Parent	Total
Checked	5	17	27	12	61
Not checked	10	20	35	12	77

Table 184. Detention as an effective disciplinary tool

| | Classification | | | | |
	Adminis-trator	Teacher	Student	Parent	Total
Checked	4	12	18	8	42
Not checked	11	25	44	16	96

Table 185. Parent-student-teacher conferences as an effective discipli-
nary tool

| | Classification | | | | |
	Adminis-trator	Teacher	Student	Parent	Total
Checked	12	33	43	20	108
Not checked	3	4	19	4	30

Table 186. Corporal punishment as an effective disciplinary tool

| | Classification | | | | |
	Adminis-trator	Teacher	Student	Parent	Total
Checked	2	10	8	2	22
Not checked	13	27	54	22	116

Table 187. Utilization of behavior modification techniques as an effective disciplinary tool

| | Classification | | | | |
	Adminis-trator	Teacher	Student	Parent	Total
Checked	7	12	14	7	40
Not checked	8	25	48	17	98

Table 188. Student-teacher conferences as an effective disciplinary tool

| | Classification | | | | |
	Adminis-trator	Teacher	Student	Parent	Total
Checked	8	17	23	9	57
Not checked	7	20	39	14	80

APPENDIX E.   RESPONSES BY GEOGRAPHICAL REGION OF THE UNITED STATES,
TO SURVEY QUESTIONS

Table 189.   Class size too large--biggest problem

	East	North	South	West	Total
Checked	9	20	8	11	48
Not checked	24	25	21	21	91

Table 190.   Curriculum--biggest problem

	East	North	South	West	Total
Checked	17	14	8	16	55
Not checked	16	30	21	16	83

Table 191.   Discipline--biggest problem

	East	North	South	West	Total
Checked	15	20	18	17	70
Not checked	18	25	11	15	69

Table 192.   Integration/segregation--biggest problem

	East	North	South	West	Total
Checked	0	1	10	4	15
Not checked	33	44	19	28	124

Table 193.   Pupils' lack of interest--biggest problem

| | Region | | | | |
	East	North	South	West	Total
Checked	15	29	18	17	79
Not checked	18	16	11	15	60

Table 194.   School administration procedures--biggest problem

| | Region | | | | |
	East	North	South	West	Total
Checked	6	11	4	4	25
Not checked	27	34	25	28	114

Table 195.   School board policies--biggest problem

| | Region | | | | |
	East	North	South	West	Total
Checked	3	12	5	4	24
Not checked	30	33	24	28	115

Table 196.   Teachers in general--biggest problem

| | Region | | | | |
	East	North	South	West	Total
Checked	3	4	2	3	12
Not checked	30	41	27	29	127

Table 197. Teachers' lack of interest--biggest problem

| | Region | | | | |
	East	North	South	West	Total
Checked	11	10	10	11	42
Not checked	22	35	19	21	97

Table 198. Transportation--biggest problem

| | Region | | | | |
	East	North	South	West	Total
Checked	2	0	0	1	3
Not checked	31	45	29	31	136

Table 199. Vandalism--biggest problem

| | Region | | | | |
	East	North	South	West	Total
Checked	10	7	4	5	26
Not checked	22	38	25	27	113

Table 200. No problems--biggest problem

| | Region | | | | |
	East	North	South	West	Total
Checked	1	0	0	0	1
Not checked	32	45	29	32	138

Table 201. Don't know--biggest problem

| | Region | | | | |
	East	North	South	West	Total
Checked	0	2	0	0	2
Not checked	33	43	29	32	137

Table 202. Description most associated with discipline

| | Region | | | | |
	East	North	South	West	Total
Behavior	11	11	8	7	37
Respect	11	27	15	14	67
Knowledge	2	1	0	0	3
Obedience	9	3	3	10	25
Punishment	1	2	2	1	6

Table 203. Who should assume more responsibility for discipline being not strict enough

| | Region | | | | |
	East	North	South	West	Total
Teachers	7	4	1	7	19
Students	1	0	0	1	2
School board	2	6	1	0	9
School administration	5	9	15	11	40
Parents	3	6	5	6	20
Don't know	1	2	1	0	4

Table 204. In what way is discipline not strict enough

	Region				
	East	North	South	West	Total
Teachers lack authority	6	8	6	5	25
Students too much freedom	7	10	4	2	23
Students no respect	4	3	8	4	19
Rules not enforced	1	6	8	12	27
Vandalism	1	0	0	1	2
Discipline--O.K.	2	3	1	2	8

Table 205. Best source of local information about discipline

	Region				
	East	North	South	West	Total
Don't know	2	6	3	0	11
Media	2	3	3	3	11
Verbal exchange	29	31	20	25	105
School publications	1	4	3	4	12

Table 206. Best source of national information about discipline

	Region				
	East	North	South	West	Total
Don't know	4	6	8	4	22
Media	19	20	14	16	69
Verbal exchange	4	7	4	6	21
School publications	7	12	3	6	28

Table 207. More guidance counselors in high school will reduce student discipline problems

| | Region | | | | |
	East	North	South	West	Total
Agree	12	16	10	16	54
Disagree	18	25	13	14	70
Don't know	4	5	6	1	16

Table 208. Stricter teachers have fewer student discipline problems

| | Region | | | | |
	East	North	South	West	Total
Agree	23	26	25	21	95
Disagree	11	15	2	10	38

Table 209. Younger teachers (under 30) are more liberal than older teachers

| | Region | | | | |
	East	North	South	West	Total
Agree	21	37	19	21	98
Disagree	9	4	6	7	26

Table 210. Teacher militancy increases student discipline problems

| | Region | | | | |
	East	North	South	West	Total
Agree	16	16	17	9	58
Disagree	10	14	3	10	37

Table 211. Should students have more input on curriculum matters

| | Region | | | | |
	East	North	South	West	Total
Yes	28	28	21	27	104
No	5	16	5	5	31

Table 212. Should students have more input on teacher matters

| | Region | | | | |
	East	North	South	West	Total
Yes	19	18	11	19	67
No	14	24	14	12	64

Table 213. Should students have more input on school rules

| | Region | | | | |
	East	North	South	West	Total
Yes	30	29	20	23	102
No	4	14	7	9	34
No opinion.	0	3	1	0	4

Table 214. Poor reading achievement and increased student discipline problems

| | Region | | | | |
	East	North	South	West	Total
Yes	21	26	22	23	92
No	7	11	2	5	25

Table 215. Rank of "reduce class size" as a suggestion to reduce student discipline problems

| | Region | | | | |
	East	North	South	West	Total
First	4	6	5	4	19
Second	2	3	3	3	11
Third	2	4	1	2	9
Fourth	0	4	1	6	11
Fifth	2	5	0	4	11

Table 216. Rank of "emphasize peer control" as a suggestion to reduce student discipline problems

| | Region | | | | |
	East	North	South	West	Total
First	2	1	0	2	5
Second	2	3	0	0	5
Third	0	4	0	0	4
Fourth	1	3	2	0	6
Fifth	2	1	4	5	12

Table 217. Rank of "more effective teacher selection and assignment" as a suggestion to reduce student discipline problems

| | Region | | | | |
	East	North	South	West	Total
First	4	6	5	4	19
Second	3	4	4	2	13
Third	2	1	3	3	9
Fourth	1	3	2	4	10
Fifth	2	3	1	2	8

Table 218. Rank of "parental and community involvement" as a suggestion
to reduce student discipline problems

	Region				
	East	North	South	West	Total
First	1	3	5	4	13
Second	0	2	2	2	6
Third	1	2	2	2	7
Fourth	2	2	0	3	7
Fifth	2	2	4	0	8

Table 219. Rank of "improve curricular offerings and teaching tech-
niques" as a suggestion to reduce student discipline problems

	Region				
	East	North	South	West	Total
First	8	9	3	3	23
Second	4	2	2	5	13
Third	4	5	3	7	19
Fourth	4	4	2	1	11
Fifth	0	3	1	5	9

Table 220. Rank of "improve cooperation between administration and
teachers" as a suggestion to reduce student discipline
problems

	Region				
	East	North	South	West	Total
First	2	1	2	1	6
Second	1	3	2	0	6
Third	1	2	2	1	6
Fourth	1	2	4	2	9
Fifth	3	2	0	1	6

Table 221. Rank of "improve cooperation between educators and parents" as a suggestion to reduce student discipline problems

| | Region | | | | |
	East	North	South	West	Total
First	3	3	1	1	8
Second	2	4	2	5	13
Third	3	2	2	2	9
Fourth	3	6	4	2	15
Fifth	2	4	1	1	8

Table 222. Rank of "special classes for troublemakers" as a suggestion to reduce student discipline problems

| | Region | | | | |
	East	North	South	West	Total
First	0	2	0	1	3
Second	0	4	0	1	5
Third	2	5	3	3	13
Fourth	2	1	1	1	5
Fifth	3	2	1	2	8

Table 223. Rank of "institute behavior modification techniques by teachers" as a suggestion to reduce student discipline problems

| | Region | | | | |
	East	North	South	West	Total
First	0	3	0	2	5
Second	2	3	1	0	6
Third	1	3	1	2	7
Fourth	1	1	2	1	5
Fifth	0	3	2	1	6

Table 224. Rank of "enforce present rules and regulations" as a suggestion to reduce student discipline problems

| | Region | | | | |
	East	North	South	West	Total
First	2	5	3	9	19
Second	1	5	5	4	15
Third	3	3	3	2	11
Fourth	2	4	4	2	12
Fifth	2	0	3	0	5

Table 225. Rank of "more pupil participation in the policy and decision-making process" as a suggestion to reduce student discipline

| | Region | | | | |
	East	North	South	West	Total
First	0	2	0	1	3
Second	7	2	2	2	13
Third	2	4	1	3	10
Fourth	3	4	1	3	11
Fifth	3	4	5	3	15

Table 226. Suspension from school as an effective disciplinary tool

| | Region | | | | |
	East	North	South	West	Total
Checked	10	16	15	9	50
Not checked	24	27	13	23	87

Table 227. Lowering grades as an effective disciplinary tool

| | Region | | | | |
	East	North	South	West	Total
Checked	5	7	5	5	22
Not checked	29	36	24	27	116

Table 228. Exclusion from extracurricular privileges as an effective disciplinary tool

| | Region | | | | |
	East	North	South	West	Total
Checked	18	15	14	14	61
Not checked	16	28	15	18	77

Table 229. Parent conferences as an effective disciplinary tool

| | Region | | | | |
	East	North	South	West	Total
Checked	12	15	18	13	58
Not checked	22	28	11	19	80

Table 230. Parent-student-teacher conferences as an effective disciplinary tool

| | Region | | | | |
	East	North	South	West	Total
Checked	26	33	27	22	108
Not checked	8	10	2	10	30

Table 231. Utilization of behavior modification techniques as an effective disciplinary tool

| | Region | | | | |
	East	North	South	West	Total
Checked	12	10	10	8	40
Not checked	22	33	19	24	98

Table 232. Stricter rules and regulations as an effective disciplinary tool

| | Region | | | | |
	East	North	South	West	Total
Checked	6	14	12	8	40
Not checked	28	29	17	24	98

APPENDIX F. RESPONSES TO SURVEY QUESTIONS BY SEX, MALE OR FEMALE, OF THE SAMPLE

Table 233. Class size--biggest problem

	Sex		
	Male	Female	Total
Checked	23	25	48
Not checked	50	41	91

Table 234. Curriculum--biggest problem

	Sex		
	Male	Female	Total
Checked	27	28	55
Not checked	45	38	83

Table 235. Discipline--biggest problem

	Sex		
	Male	Female	Total
Checked	37	33	70
Not checked	36	33	69

Table 236. Drugs--biggest problem

	Sex		
	Male	Female	Total
Checked	26	23	49
Not checked	47	43	90

Table 237. Facilities--biggest problem

| | Sex | | |
	Male	Female	Total
Checked	21	16	37
Not checked	52	50	102

Table 238. Finances--biggest problem

| | Sex | | |
	Male	Female	Total
Checked	42	31	73
Not checked	31	35	66

Table 239. Integration/segregation--biggest problem

| | Sex | | |
	Male	Female	Total
Checked	9	6	15
Not checked	64	60	124

Table 240. Parents' lack of interest--biggest problem

| | Sex | | |
	Male	Female	Total
Checked	21	30	51
Not checked	52	36	88

Table 241. Pupils' lack of interest--biggest problem

	Sex		
	Male	Female	Total
Checked	40	39	79
Not checked	33	27	60

Table 242. School administration procedures--biggest problem

	Sex		
	Male	Female	Total
Checked	10	15	25
Not checked	63	51	114

Table 243. School board policies--biggest problem

	Sex		
	Male	Female	Total
Checked	17	7	24
Not checked	56	59	115

Table 244. Teachers in general--biggest problem

	Sex		
	Male	Female	Total
Checked	7	5	12
Not checked	66	61	127

Table 245. Teachers' lack of interest--biggest problem

| | Sex | | |
	Male	Female	Total
Checked	17	25	42
Not checked	56	41	97

Table 246. Transportation--biggest problem

| | Sex | | |
	Male	Female	Total
Checked	2	1	3
Not checked	71	65	136

Table 247. Vandalism--biggest problem

| | Sex | | |
	Male	Female	Total
Checked	16	10	26
Not checked	57	56	113

Table 248. No problems--biggest problem

| | Sex | | |
	Male	Female	Total
Checked	0	1	1
Not checked	73	65	138

Table 249. Don't know--biggest problem

| | Sex | | |
	Male	Female	Total
Checked	2	0	2
Not checked	71	66	137

Table 250. Description most associated with discipline

| | Sex | | |
	Male	Female	Total
Behavior	20	17	37
Respect	39	28	67
Knowledge	2	1	3
Obedience	10	15	25
Punishment	1	5	6

Table 251. Feeling about discipline

| | Sex | | |
	Male	Female	Total
Not strict enough	43	40	83
Just about right	23	23	46

Table 252. Who should assume more responsibility for discipline being not strict enough

| | Sex | | |
	Male	Female	Total
Teachers	9	10	19
Students	1	1	2
School board	6	3	9
School administrators	18	22	40
Parents	11	9	20
Don't know	2	2	4

Table 253. In what way is discipline not strict enough

| | Sex | | |
	Male	Female	Total
Teachers lack authority	14	11	25
Students too much freedom	12	11	23
Students no respect	9	10	19
Rules not enforced	15	12	27
Vandalism	2	0	2
Discipline--O.K.	4	4	8

Table 254. Place of most undesirable student behavior

| | Sex | | |
	Male	Female	Total
Hallway	9	6	15
Informal setting	23	23	46
Formal setting	33	31	64

Table 255. Which discipline problems appear to be most serious

| | Sex | | |
	Male	Female	Total
Smoking, alcohol, drugs	15	13	28
Truancy, tardiness	27	18	45
Cheating, fighting, property damage	13	16	29
Other	15	15	30

Table 256. Best source of local information about discipline

| | Sex | | |
	Male	Female	Total
Don't know	6	5	11
Media	3	8	11
Verbal exchange	59	46	105
School publications	5	7	12

Table 257. Best source of national information about discipline

| | Sex | | |
	Male	Female	Total
Don't know	11	11	22
Media	33	36	69
Verbal exchange	10	11	21
School publications	19	9	28

Table 258. Younger teachers (under 30) are more liberal than older teachers

| | Sex | | |
	Male	Female	Total
Checked	53	45	98
Not checked	11	15	26

Table 259. Should students have more input on curriculum matters

| | Sex | | |
	Male	Female	Total
Yes	51	53	104
No	19	12	31

Table 260. Should students have more input on school rules

	Sex		
	Male	Female	Total
Yes	57	45	102
No	14	20	34

Table 261. Poor reading achievement and increased student discipline problems

	Sex		
	Male	Female	Total
Yes	48	44	92
No	14	11	25

Table 262. Rank of "reduce class size" as a suggestion to reduce student discipline problems

	Sex		
	Male	Female	Total
First	14	5	19
Second	4	7	11
Third	6	3	9
Fourth	8	3	11
Fifth	1	10	11

Table 263. Rank of "emphasize peer control" as a suggestion to reduce
student discipline problems

| | Sex | | |
	Male	Female	Total
First	4	1	5
Second	2	3	5
Third	2	2	4
Fourth	5	1	6
Fifth	6	6	12

Table 264. Rank of "more effective teacher selection and assignment"
as a suggestion to reduce student discipline problems

| | Sex | | |
	Male	Female	Total
First	9	10	19
Second	4	9	13
Third	2	7	9
Fourth	1	9	10
Fifth	5	3	8

Table 265. Rank of "parental and community involvement" as a suggestion
to reduce student discipline problems

| | Sex | | |
	Male	Female	Total
First	7	6	13
Second	5	1	6
Third	2	5	7
Fourth	4	3	7
Fifth	5	3	8

Table 266. Rank of "improve curricular offerings and teaching techniques" as a suggestion to reduce student discipline problems

| | Sex | | |
	Male	Female	Total
First	8	15	23
Second	5	8	13
Third	11	8	19
Fourth	3	8	11
Fifth	5	4	9

Table 267. Rank of "improve cooperation between administration and teachers" as a suggestion to reduce student discipline problems

| | Sex | | |
	Male	Female	Total
First	4	2	6
Second	3	3	6
Third	4	2	6
Fourth	7	2	9
Fifth	2	4	6

Table 268. Rank of "improve cooperation between educators and parents" as a suggestion to reduce student discipline problems

| | Sex | | |
	Male	Female	Total
First	4	4	8
Second	9	4	13
Third	4	5	9
Fourth	10	5	15
Fifth	2	6	8

Table 269. Rank of "special classes for troublemakers" as a suggestion to reduce student discipline problems

| | Sex | | |
	Male	Female	Total
First	3	0	3
Second	5	0	5
Third	7	6	13
Fourth	1	4	5
Fifth	4	4	8

Table 270. Rank of "institute behavior modification techniques by teachers" as a suggestion to reduce student discipline problems

| | Sex | | |
	Male	Female	Total
First	2	3	5
Second	2	4	6
Third	5	2	7
Fourth	2	3	5
Fifth	3	3	6

Table 271. Rank of "enforce present rules and regulations" as a suggestion to reduce student discipline problems

| | Sex | | |
	Male	Female	Total
First	8	11	19
Second	9	6	15
Third	5	6	11
Fourth	8	4	12
Fifth	3	2	5

Table 272. Rank of "more pupil participation in the policy and decision-making process" as a suggestion to reduce student discipline problems

	Sex		
	Male	Female	Total
First	1	2	3
Second	5	8	13
Third	6	4	10
Fourth	4	7	11
Fifth	8	7	15

Table 273. Affect of integration on student discipline problems

	Sex		
	Male	Female	Total
Increased	28	25	53
Doesn't affect	22	23	45
Don't know	23	14	37

Table 274. Suspension from school as an effective disciplinary tool

	Sex		
	Male	Female	Total
Checked	31	19	50
Not checked	40	47	87

Table 275. Expulsion from school as an effective disciplinary tool

| | Sex | | |
	Male	Female	Total
Checked	18	10	28
Not checked	53	57	110

Table 276. Lowering grades as an effective disciplinary tool

| | Sex | | |
	Male	Female	Total
Checked	12	10	22
Not checked	59	57	116

Table 277. Exclusion from extracurricular privileges as an effective disciplinary tool

| | Sex | | |
	Male	Female	Total
Checked	26	35	61
Not checked	45	32	77

Table 278. Detention as an effective disciplinary tool

| | Sex | | |
	Male	Female	Total
Checked	24	18	42
Not checked	47	49	96

Table 279. Parent conferences as an effective disciplinary tool

| | Sex | | |
	Male	Female	Total
Checked	31	27	58
Not checked	40	40	80

Table 280. Parent-student-teacher conferences as an effective disciplinary tool

| | Sex | | |
	Male	Female	Total
Checked	57	51	108
Not checked	14	16	30

Table 281. Corporal punishment as an effective disciplinary tool

| | Sex | | |
	Male	Female	Total
Checked	15	7	22
Not checked	56	60	116

Table 282. Utilization of behavior modification techniques as an effective disciplinary tool

| | Sex | | |
	Male	Female	Total
Checked	16	24	40
Not checked	55	43	98

Table 283. Stricter rules and regulations as an effective disciplinary tool

| | Sex | | |
	Male	Female	Total
Checked	20	20	40
Not checked	51	47	98

Table 284. Student-teacher conferences as an effective disciplinary tool

| | Sex | | |
	Male	Female	Total
Checked	30	27	57
Not checked	40	40	80

APPENDIX G: VOLUNTARY COMMENTS BY SURVEY RESPONDENTS ABOUT SCHOOL
              DISCIPLINE

Educators

Administrator   Male   White   North

It becomes increasingly evident that the home problems contribute

a great deal, in fact increasingly so, (sic) that home background can

many times predict student discipline problems in one way or another.

Counselor   Female   White   West

Young society is lacking in self-control, self-restraint, and self-

goal setting. These may once have been taught by family. Whether the

job belongs to school or not now is irrelevant because we know we can't

control 16 year olds with the self-restraint of a four year old. This

being the case it behooves us to take on the job to make the business

of getting on with education easier. Teaching self-discipline, caring

about the outcome of each of our students as a unique & special person

will help the student while developing a group of young people that care

about each other & the teacher & his interests.

A school district should teach its students the nature of civil

life by using the school code to set the pace for the body of laws to be

faced on the outside. Consistency & fairness will be the most effective

means of making it work. Taking a cigarette away from one smoker,

suspending the next & ignoring the third on your patrol around campus

is not consistent or fair & the students will be the first to let you

know in the uncomfortable way possible. Let the Civics classes

teach them how to press for change in the school code as any other law
through their representative and letters.

Strictness should be defined in this questionnaire. Is it the poker
face, the physically threatening teacher, the consistent teacher, the
one who takes care of her own classroom business, the one who sends
everyone to the dean or are you referring to their results no matter how
they got them (I'll give anyone an A so long as he doesn't cause trouble
all year).

Teacher Female White West

I feel students are not made to accept the consequences of their
misbehavior. Nor are parent (sic) held responsible for the behavior or
misbehavior of their children. In these cases, I feel the responsibil-
ity or consequences of misbehavior should be forced upon those who refuse
to accept it. By this, I mean that when rules are broken privileges
should be taken away or withheld and restraints impose (sic) until
acceptable behavior results.

Teacher Male White North

I feel a large majority of discipline problems stem from the lack
of parental concern, and failure to fulfill committments (sic).

Teacher Male White North

As I reach this point, I realize that I am interpreting these ques-
tions in the light of problems other than discipline. Frankly I don't

have discipline problems. While I have students with problems, I do not

have problem children, and I don't recall any for twenty-five years.

Teacher Male White North

I appreciate the opportunity to respond to your questionnaire. The

key to good student behavior is to get <u>dedicated</u>, involved teachers who

can provide positive reinforcement. Add a relevant curriculum and you

will have a well-functioning educational environment.

Teacher Male White South

Without a doubt, students (ALL) should be guaranteed that their

rights will be protected.

However, it seems that there are too many instances where the schools

and the law forget that this also applies to the right of the coopera-

tive students to be guaranteed an environment conducive to good learning.

In many cases, the good students are being sacrificed in order to

"protect" disciplinary werewolves.

Parents

Parent Male Non-White West

1. when students privileges are decrease (sic) - Discipline

   increases.

2. slow or poor readers causes discipline problems to increase.

3. when there is no father in the home causes discipline to increase.

4. when there is no person in school for the student to look-up
to - "<u>same</u> <u>ethnic</u> background" - discipline increase (sic).

Parent   Female   White   East

1. When a student is misbehaving, it is important that parents be
notified.

2. Rules that have been made <u>must</u> be adhered to. All too often
we find that the rules are ignored or bent making student
believe that the rules mean nothing.

Parent   Female   White   North

I believe we must each children and teachers to do away with the
Double (sic) standards they use with out realizing it. Ex. By this I
mean a student watching another student taking drugs and considering its
his problem not mine. Eventually its all our problems (sic).

Parent   Female   White   North

We are in a school district in which most parents are positively con-
cerned about their children and their education. This climate carries
over to the students. I strongly believe that parents' positive feelings
toward their children and a positive attitude about education carries
over into school discipline. I have seen children change when parents'
work and/or social activities become so hectic that time and attention
to their children become minimal. Parental attitudes toward the value
of education influence how children act in school.

Parent   Female   White   North

Classroom discipline depends on the individual teacher. Some
teachers have good control over their students and others none at all.
I think a school system that is allowed to fire teachers that are proven
to be bad teachers even if they have tenure will have fewer discipline
problems. If enough parents complain about a teacher, he or she should
be brought before the administrators and his teaching techniques ex-
amined.

Parent   Male   North

An old principal once said wisely to incoming sophomores, "Welcome,
you are free to do as you wish in this high school, but in doing so,
always be prepared to pay the consequences."

Parent   Male   North

I realize that this questionnaire deals only with student behavior
in high schools so I would like to add this comment to my answers:
Respect for authority whether it be teachers or parents is something
that must be started and instilled in the student at home even before
the child starts school.

Students

Student   Male   White   North

I believe that a student raised in a good atmosphere at home,

directly corresponds to his behavior and educational achievements.

Student Male White South

The racial problem in my school is increasing every day. I don't think that schools should be intergerated (sic) but I do believe in compulsory education, which Miss. does not have.

Congressmen and all of the other people that brought about school intergration (sic) don't know how bad things are because they <u>can</u> <u>afford</u> to send their kids to private schools. . . .

Student Male White East

Present regulations <u>must</u> be enforced openly & equitable (sic). If an offense against regulations is committed and no or little action is taken, the rule is worth nothing. Discipline problems must be dealt with openly, not "whitewashed" by those anxious to present a better image of their school.

Student Male White West

As long as there is a fear of being beaten or possibly killed by other students, students who want to learn are not going to go to school unless protected. This may not be so in some communities but it was so in mine. If you could get gangs out of school and get the courts to hand out stricter punishments to juvinile (sic) offenders, schools will have more students attending.

Student   Female   White   North

Teachers have the say of what goes on in the classroom.   I have

come in contact with teachers that can't teach - and ones that are ex-

tremely obnoxious and even vulgar.   This kinds (sic) of authority

figures should not be acting in such mannerism.

Student   Female   Black   South

I feel that if students are not threaten (sic) by teachers and ad-

ministors (sic) the students would not be as apt to engaged (sic) in

things that would have to have discipline measures taken against.   Often,

it is because of these threats that student (sic) try things to see if

they will do would teachers say they would do.