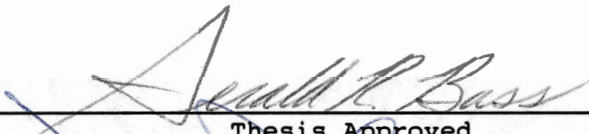
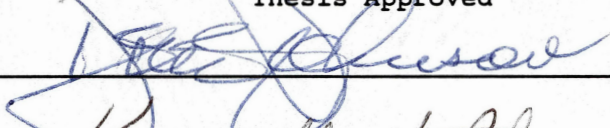


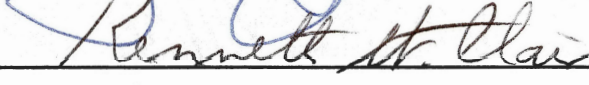
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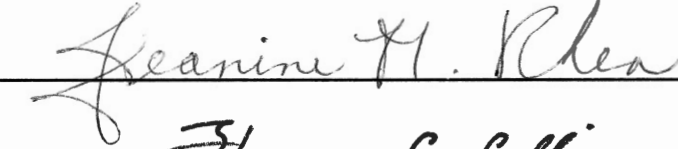
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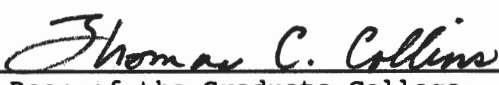


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CHAPTER I

INTRODUCTION

The use and effectiveness of corporal punishment continue to be highly controversial in America's schools. Although corporal punishment is still considered an acceptable form of discipline by the U. S. Supreme Court, school personnel are increasingly faced with charges of assault and battery, and even termination of employment, for physically abusive acts against students (Essex, 1989).

Broadly speaking, discipline is the matter of learning how to behave. Discipline problems are present at most levels of instruction, and their causes are many. Contributing circumstances include poorly structured classroom situations, teacher inexperience, lack of supervision during activities, home environments that are overly permissive, lack of student skills for appropriate socialization, and student disregard for authority (King, 1987). Making decisions regarding appropriate responses to behavioral incidents is an on-going part of being an educator.

The use of corporal punishment as a discipline tool is not uncommon within school systems in the United States and is legal in 38 states (Essex, 1989). It is interesting to note, however, that while the courts under the concept of in loco parentis (in place of parents) have sanctioned reasonable corporal punishment, no laws

today protect school personnel who administer it (Davidson, 1980). Strappings, paddlings, and other forms of corporal punishment are still used as ways to control student behavior. In fact, the public school is the only major institution in American society that does not have regulations against the use of corporal punishment as an officially approved method for behavior control (Davidson, 1980).

In Oklahoma, the use of corporal punishment is subject to limitations imposed by statute and, in some cases, by local school board policies which may be more limiting.

The local board of education shall adopt a policy for the control and discipline of all children attending public school in that district. Such a policy shall provide options for the methods of control and discipline of the students and shall define standards of conduct to which students are expected to conform. In formulation of such policy, the local board of education shall make an effort to involve the teachers, parents, and students affected. The students, teachers, and parents or guardian of every child residing within a school district shall be notified by the local board of education of its adoption of the policy and shall receive a copy upon request. Provided, the teacher of a child attending a public school shall have the same right as a parent or guardian to control and discipline such child according to local policies during the time the child is in attendance or in transit to or from the school or any other function authorized by the school district or classroom presided over by the teacher (O.S. Art. 70-6-114, Sec. 127).

Oklahoma Statutes (Art. 21-843, Sec. 664) provide penalties for "any parent or other person who shall wilfully or maliciously injure, torture, maim, use unreasonable force upon a child under the

age of eighteen, or sexually abuse such child." An exception is provided to this law, allowing for the use of corporal punishment.

Provided, however, that nothing contained in this act shall prohibit any parent, teacher or other person from using ordinary force as a means of discipline, including but not limited to spanking, switching or paddling (O.S. Art. 21-844 Sec. 665).

Statement of the Problem

Given the increasing judicial and administrative scrutiny of corporal punishment, public school teachers and administrators are faced with a dilemma. If corporal punishment is not to be used as a means of discipline, what other options are available for enforcing proper student behavior? Any effort to change the elements of discipline should be made with an understanding not only of the options but of their practicality, effectiveness, and acceptance.

This study sought, therefore, to identify those alternatives to corporal punishment that have been considered and/or implemented in Oklahoma public elementary schools. Accordingly, this study was designed to address the following research question.

1. To what extent is corporal punishment supported for use as a discipline technique in Oklahoma public elementary schools?
2. What are Oklahoma principals' perceptions regarding the use of corporal punishment?
3. What discipline management strategies are being used in Oklahoma public elementary schools as alternatives to corporal punishment?

4. Do principals' perceptions in regard to corporal punishment differ significantly by such factors as gender, age, locale, or education?

Limitations of the Study

This study was limited to current Oklahoma public elementary school principals. The study was further limited by each individual principal's perceptions in regards to discipline management and by the degree to which such perceptions were accurately conveyed through the research instrument.

Definitions of Terms

The following defined terms are used in this study.

Corporal Punishment is a disciplinary action which involves making physical contact to the body in a forceful manner. Usually a paddling with a wooden paddle applied to the buttocks.

"Dependent School Districts shall offer grades kindergarten through eight and are those which have not met the minimum standards for, and have not been designated as, independent school districts by the State Board of Education" (O.S. Art. 70-5-103, Sec. 50).

Discipline is defined as control gained by enforcing obedience or order.

"Independent school districts in Oklahoma shall be those which shall have maintained during the previous year a school offering high school subjects fully accredited by the State Board of Education" (O.S. Art. 70-5-102).

In-School Suspension is a disciplinary action in which students are removed from the regular classroom and are assigned for a specified amount of time to a room at the school with a monitor. All privileges are removed as part of the suspension.

In Loco Parentis is a Latin phrase, translated as "In place of the parent." It provides a legal, custodial authority to educators.

A principal shall be any person other than a district superintendent of schools having supervisory or administrative authority over any school or school building having two or more teachers. A teaching principal shall be a principal who devotes at least one-half the time school is in session to classroom teaching. Until July 1, 1993, teaching principals shall not be required to hold administrative certificates (O.S. Art. 70-1-116 Sec. 16).

Suspension is any pupil who is guilty of immorality or violation of the regulations of a public school may be suspended by the principal teacher of such school, which suspension shall not extend beyond the current school semester and the succeeding semester; provided, the pupil suspended shall have the right to appeal from the decision of such principal teacher to the board of education of the district, which shall, upon a full investigation of the matter, determine the guilt or innocence of the pupil and its decision shall be final (O.S. Art. 70-24-101, Sec. 389).

Summary

This study was designed to identify those alternatives to corporal punishment that are being used in Oklahoma public elementary schools.

Chapter II contains a review of the literature concerning discipline, while Chapter III provides details concerning the methodology, including instrumentation, data collection, and data analysis. Chapter IV is used to report the findings of the survey

that was administered to randomly selected public elementary school principals. Chapter V then contains a summary of the research, as well as conclusions, recommendations, and commentary.

CHAPTER II

REVIEW OF LITERATURE

This chapter contains a review of the literature relevant to this study. Three separate segments are focused on an historical background for a legal perspective of and current trends and alternatives in discipline practices in elementary schools.

Historical Background

The religious roots of corporal punishment in America may be found in the scriptural injunction that was revered by a wide range of American colonists. Both the New England Puritans and the Virginia Anglicans appreciated the significance of the text of Proverbs 13:24, "He who spares the rod hates his son, but he who loves him is diligent to discipline him" (Jerusalem Bible, 1971). To the God-fearing population of the American colonies, corporal punishment was more than an approach it was an obligation of all parents (Cryan & Smith, 1981).

Ancient Egyptians used the rod as a symbol for instruction and harsh physical punishment was still commonplace throughout the medieval world. The British school system of the 18th and 19th Centuries sanctioned caning as a form of punishment, a practice which spread to the colonies, including America (Harper & Epstein, 1989).

From the realm of the family, the political doctrine of in loco parentis was employed to authorize the use of corporal punishment in the classroom. Under this doctrine, the parent was assumed to have delegated a portion of his or her right to discipline the child to the school. In his 1770 compilation of English laws, William Blackstone applied this phrase to educators.

The father may also delegate part of his parental authority . . . to the tutor or schoolmaster of his child; who is then in loco parentis, and has such portion of the power of the parent committed to his charge, viz. that of restraint and correction, as may be necessary to answer the purposes for which he is employed (cited by Zirkel and Reichner, 1987, p. 466).

The doctrine of in loco parentis was readily imported from English law as a protection for American teachers, who saw the need to administer corporal punishment to the students in their charge. By the end of the 19th Century, a second line of reasoning emerged regarding what constituted reasonable punishment. Instead of determining the reasonableness of the punishment by asking whether the punishment resulted in permanent injury or involved legal malice, courts ruled that the reasonableness of the punishment was a question of fact (Sheehan v. Sturges, 1885).

These two lines of reasoning persisted well into the middle of the 20th Century. During the past two decades, however, the majority of courts have favored the less deferential application of in loco parentis as a defense for corporal punishment. Although courts in some states have clung to the permanent injury/legal malice rule, the majority have cited a need to adjust to changed circumstances.

It might have been said, in days when schooling was a voluntary matter, that there was an implied delegation from the parents to the school and the teacher selected by the parent, but parents no longer have the power to choose either the public school or the teacher in the public school. Without such power to choose, it can hardly be said that parents intend to delegate the authority to administer corporal punishment by the mere act of sending their child to school (Johnson v. Horace Mann, 1970).

Supported by these religious and political traditions, corporal punishment became an established form of discipline in the schools of the English colonies and those of the early United States. During the 18th and 19th Centuries, corporal punishment was generally a local concern. Forms of school discipline and the regulations that guided their application were developed by those in individual communities throughout the nation. In each case, whether discipline involved corporal punishment or not, community members delegated to school authorities the responsibility to act in loco parentis. This approach generated a variety of disciplinary techniques, each shaped by the desires of local populations (Zirkel & Reichner, 1987).

In 1867, New Jersey leaders proposed a ban on physical punishment in both public and private schools. The effort stemmed from an incident in which a child had been punished too severely. At that time, school attendance in the state was voluntary and the measure contained no enforcement provisions. During the 20th Century, however, the prohibition of corporal punishment became a reality throughout New Jersey.

The New Jersey law remained the only measure of its kind for over a century. Massachusetts legislation specifically prohibiting corporal punishment was passed in 1972. Like the New Jersey measure, it clearly enjoined any person from inflicting or causing this type of punishment to be inflicted within the boundaries of the state (Reichle, 1984). Since 1972, other states have placed bans on corporal punishment. Of the 19 states which have bans on corporal punishment, some are prohibited by state law and others by school board policy, as noted in Table I.

TABLE I
STATES THAT PROHIBIT CORPORAL PUNISHMENT
IN THE PUBLIC SCHOOLS

| State | Year of Ban | State | Year of Ban |
|------------------|-------------|--------------|-------------|
| New Jersey | 1867 | Nebraska | 1988 |
| Massachusetts | 1971 | Wisconsin | 1988 |
| Hawaii | 1973 | Michigan | 1988 |
| Rhode Island (1) | 1975 | Virginia | 1989 |
| Maine | 1975 | North Dakota | 1989 |
| New Hampshire | 1975 | Iowa | 1989 |
| Vermont | 1985 | Minnesota | 1989 |
| New York (2) | 1985 | Connecticut | 1989 |
| California | 1987 | Alaska | 1989 |
| Oregon | 1987) | | |

(1) State law allows corporal punishment, but all school districts in state prohibits its use.

(2) Corporal punishment is prohibited by State School Board regulations rather than by state law.

(Buechler, 1989)

Legal Aspects of Discipline In Schools

For over a century and a half, American courts have been important centers of governmental activity regarding corporal punishment. Prior to the 1970s, cases involving the use of corporal punishment in the schools had fallen into three categories: civil suits for damages for injuries that resulted from the use of physical force on a school child, criminal actions brought against school officials for assault and battery on students, and cases involving the termination of a teacher for the use of corporal punishment. These challenges to that practice were generally unsuccessful (Educational Research Service, 1984).

Beginning in the 1970s, the use of corporal punishment in schools began to be challenged on constitutional grounds. The first of these challenges was Murphy v. Kerrigan in 1971. In this case, a group of parents argued that the use of physical force to discipline their children in the Boston schools amounted to cruel and unusual punishment, which is prohibited by the Eighth Amendment. They also argued that the practice violated the guarantee of due process under the Fourteenth Amendment. The case was resolved when, according to a consent decree, the school system agreed to ban the practice as long as the existing committee remained in office (Educational Research Service, 1984).

Although most regulations on the use of corporal punishment emphatically state that the administration should not be excessive nor meted out "in anger or malice," this has not been found to be

entirely true in many cases (Clarke, Erdlen, & Hyman, 1984). While many educators believe that corporal punishment only leaves transient bruises which last for a few hours, numerous court cases show evidence to the contrary (Clarke, et al., 1984). In the paddling of a seven-year-old the bruises lasted two weeks. Another child was hospitalized with head injuries for 10 days. Still others suffered injuries ranging from broken bones to concussions to loss of vision.

In a 1975 ruling, the Supreme court considered Baker v. Owen, testing a North Carolina state law permitting reasonable corporal punishment. The court affirmed a lower court decision authorizing corporal punishment without parental permission. The lower court had set out four procedural standards.

1. The student is entitled to know beforehand what behavior, if continued, will lead to corporal punishment.
2. Corporal punishment must be used only as a last resort, after all other available methods of correction have been tried and have failed.
3. The punishment must be administered in the presence of another adult, preferably another member of the school staff.
4. Parents may not veto corporal punishment for their own child, but may request and be granted a written account of the punishment, together with the name of the adult present (Nolte, 1986, pp. 27-28).

The Supreme Court's ruling indicated that parental approval of corporal punishment is not constitutionally required and that any due process protection extended to students must rest in rights independent of parental or family interests (Sweeney, 1983). The following implications of the Baker decision, either expressed or

implied, have found their way into subsequent litigation:

1. Corporal punishment does not constitute cruel and unusual punishment;
2. Violations of due process in matters of discipline may exist;
3. A state has the right to maintain corporal punishment as a means of establishing its own ends;
4. The doctrine of in loco parentis, as it affects the classroom teacher, is subject to modification (Harris & Fields, p. 95).

The Supreme Court ruled in 1977 (Ingraham v. Wright) that corporal punishment administered by school authorities did not violate the ban against cruel and unusual punishment imposed by the Eighth Amendment of the United States Constitution. This, the Court ruled, was true even in cases where serious injury results from such practices. The Court further ruled that corporal punishment may be authorized by states. The Court stipulated that the punishment should be "reasonable and not excessive" and should take into account the age and size of the student and the seriousness of the offense (Ingraham v. Wright, 430 U.S. 651, 1977). The court ruled that the Eighth Amendment's ban on cruel and unusual punishment does not prohibit corporal punishment nor does the Fourteenth Amendment's due process clause require school officials to give students notice or a hearing before paddling them, so long as state law provides for subsequent redress against unwarranted or excessive punishment through tort suits or criminal prosecution (Sendor, 1987). According to Hess (1985),

Baker v. Owen and Ingraham v. Wright have proven to be landmark cases in the evolution of the corporal punishment issue. In both cases, the Supreme Court determined that the Eighth Amendment's prohibition

against cruel and unusual punishment does not apply to corporal punishment because the practice does not involve crimes (Harris & Fields, 1977).

In 1980, the Fourth Circuit Court of Appeals heard arguments in Hall v. Tawney. Naomi Hall, a West Virginia elementary school student, was paddled so violently that she was hospitalized for 10 days. Her parents sued the teacher who had administered the paddling and the principal who had authorized it. The court ruled that there may be a substantive due process claim when a punishment is so brutal and demeaning as to "shock the conscience of the court." The court concluded that facts were sufficient to justify a claim for damages against the teacher and principal.

Other cases have also addressed the issue of severity of corporal punishment. In 1976, in Rolando v. Board of Education, the Illinois Court of Appeals sustained a board of education's dismissal of a teacher who punished students with an electric animal prod (Harris & Fields, 1977). In 1977, the New York State Court of Appeals also supported the right of local school boards to discipline teachers who used excessive levels of corporal punishment. In Bott v. Board of Education, the Court determined that:

a school district may conclude that the use of corporal punishment is improper when administered in particular circumstances or in a particular manner, irrespective of whether it is or is not a crime (Bott v. Board of Education, 1977).

A recent case was heard by the 10th United States Circuit Court of Appeals in Garcia by Garcia v. Miera (1987). The case revolved around two paddling incidents in the Penasco (New Mexico) elementary

school. Nine-year-old Teresa Garcia was held upside down by her ankles and given five swats with a wooden paddle by the school principal. Her parents asked the principal not to spank Teresa again without their permission. A year later, Teresa came home black-and-blue from another paddling, and her father sued (Harper & Epstein, 1989). Garcia's parents contended that her right to be protected against excessive punishment had been violated under the due process clause. The court ruled that

Punishments that do not exceed the traditional common law standard or reasonableness are not actionable; punishments that exceed the common law standard without adequate state remedies violate procedural due process rights; and finally, punishments that are so grossly excessive as to be shocking to the conscience violate substantive due process right, without regard to the adequacy of state remedies. (Garcia by Garcia v. Miera, 1987).

Alternative Strategies in Discipline

Alternatives to corporal punishment arose in the form of class detentions, extended after-school detentions, alternative-education programs, after-school clinics, intensive counseling programs and in-school suspensions. The examples do not begin to exhaust the list of creative alternatives but represent a sample of the options already developed.

In-school suspension, though not the predominant alternative, is gradually taking hold and seems to be one of the more reasonably effective techniques in use today for combating discipline problems (Mendez, 1977). In-school suspension refers to programs that suspend a student within the confines of a school while providing

instructional services rather than putting the student on out-of-school suspension. The reasons are many for the acceptance, popularity, and success of such programs: they are flexible, they keep kids in school, they help decrease the dropout rate, they account for a student's actions because the student is present in school, they involve the family, and they add an overall flavor of optimism for improvement (Sanders & Yarbrough, 1976).

Another method intended to increase appropriate academic and social behaviors is a token economy. A token economy system is a contingency package which should be used when reinforcers such as grades, praise, or high interest materials become ineffective (Stephens & Cooper, 1980). The tokens in this system are any tangible items that can be given immediately following appropriate responses or behaviors and then exchanged later for known rewards (King, 1987).

The challenge for educators using the token economy is to find reinforcers that the students would like to earn and will work to receive. Some advantages of using the token economy are that tokens provide a concrete symbol that the student has worked appropriately and has done a good job, they encourage students to set goals, and can be given immediately after responses are elicited from the student. However, there are also disadvantages; tokens can be lost or stolen, and such a system is difficult to fade out or remove (King, 1987, p. 6).

Listed as another alternative is the "Tribes" program. This program is based on the theory that involved students cause fewer disciplinary problems (Socoski, 1989). A teacher divides the class into "tribes" of five to seven students each making sure that each tribe has a mixture of boys and girls and of different personality types. The groups share personal concerns, help plan classroom

discipline, and work together on academic projects. Because rules are worked out by the tribes, rather than handed down by the teacher, they are enforced by peer pressure. Students are taught to listen and how to avoid putting down others. The expected result is more responsible behavior.

The Los Angeles County Office of Education developed a "constructive discipline" program for students (Ubel, 1987). There are three parts to the technique: (1) reward good behavior with praise, recognition, prizes, and privileges; (2) ignore minor infractions or work out deals to reward children for reducing minor misbehaviors; and (3) punish only major misbehavior such as vandalism, truancy, disruption, fighting, or resisting authority. Children punished for minor infractions tend to become more destructive. For children who have been starved for praise and for whom words alone may not work, tangible rewards are given. The reward must be to the child's advantage, not to the advantage of the reward giver (Ubel, 1987).

Humane classroom control procedures that are effective and logical are necessary for both classroom teachers and administrators. There is a continuing need for innovative ideas, strategies, and practices that have been field-tested and proven successful in achieving the goal of effective classroom management (Yannone, 1982).

Summary

The historical perspective on corporal punishment began in the religious perspectives of discipline in Colonial America.

As the nation grew the principle of in loco parentis continued as the doctrine school boards, and courts upheld to support the teachers in their efforts to discipline students and maintain order. In 1867, New Jersey leaders became the first to successfully propose a ban on physical punishment in both public and private schools. As of this writing, 19 states have banned corporal punishment.

The legal issues concerning corporal punishment evolved because of such landmark cases as Baker v. Owen (1975) and Ingraham v. Wright (1977). The Supreme Court has stipulated that punishment should be "reasonable and not excessive," and should take into account the age and size of the student and the seriousness of the offense. In Hall v. Tawney (1980) the Court ruled that there may be a substantive due process claim when a punishment is so brutal and demeaning as to "shock the conscience of the court."

Many alternatives to corporal punishment are available in schools across the nation. Some schools use before and after school detention, in-school suspension, intensive counseling programs or expulsion. Teachers have found it useful to use such techniques as tokens economies or the "tribe" systems.

CHAPTER III

METHODOLOGY

The major purpose of this study was to assess the current discipline methods used in Oklahoma public elementary schools. Information was gathered in order to respond to the following research questions.

(1) To what extent is corporal punishment supported for use as a discipline technique in Oklahoma public elementary schools?

(2) What are Oklahoma principals' perceptions regarding the use of corporal punishment?

(3) What discipline management strategies are being used in Oklahoma public elementary schools as alternatives to corporal punishment?

(4) Do principals' perceptions in regard to corporal punishment differ significantly by such factors as gender, age, locale, or education?

This chapter is divided into the following sections: population and sample, instrument, data collection, analysis, and summary.

Population and Sample

The population for this study included the elementary principals employed in public schools in Oklahoma. Both independent and dependent district principals were included. The total population thus included 995 elementary principals. The Educational

Directory 1990-91 (Oklahoma State Department of Education, 1990) was used to identify the population. From that listing, a random sample of 199 principals (2% of the population) was selected.

Instrument

The instrument was constructed specifically for this study to collect demographic information, and data regarding principals' perceptions of discipline practices used in public elementary schools. Respondents were asked to provide a variety of demographic data, including gender, age, education, experience, size of school, size of district, grade configuration of school, and geographic setting. Principals were then requested to indicate the extent to which they used corporal punishment as well as other disciplinary techniques. Another series of questions were focused on support for corporal punishment by various constituent groups, the principal/respondent's own views on corporal punishment, and alternative discipline practices that were being used. A copy of the instrument is included in Appendix A.

It was field tested at the University Center at Tulsa, Oklahoma with a group of principals enrolled in a graduate level course in school administration. It was revised after the initial assessment to better ensure that there were no ambiguous questions. The instrument was also reviewed by a panel of Oklahoma State University faculty members in the field of Educational Administration.

Data Collection and Analysis

The survey instrument and a cover letter (See Appendix B) were mailed to 199 public elementary school districts in Oklahoma about December, 1991. A total of 142 responses were returned for a 71% response rate.

The information on the surveys was coded in order to use the SYSTAT program on the Oklahoma State University Computer Center mainframe computer. The printout provided descriptive statistics showing a comparison of principals' perceptions concerning corporal punishment and the various demographic variables. A Chi-Square analysis was also used to test for a comparison between two or more of the sampled groups.

Summary

The population of this study included the 995 Oklahoma elementary school principals from dependent and independent school districts. A random sample of 199 members of the population was selected. Survey forms were returned by 71% or 142 respondents. The surveys were coded and a comparison was made of principals' perceptions regarding discipline practices currently being used in their school. This comparison was made by using descriptive statistics, including Chi-Square, to determine if there is a difference in principals' perceptions dependent on background information, demographic information or geographic information.

Findings in this study were analyzed to determine if there is a relationship between principals' perceptions and the discipline methods that are currently being used in Oklahoma elementary schools. Additionally this study was designed to determine to what degree corporal punishment, held by many to be the most controversial discipline technique, is still supported by elementary school principals.

CHAPTER IV

FINDINGS

This chapter contains a report and analysis of the findings from this study. The data gathered through the survey instrument were analyzed as reported in the previous chapter. The first segment of the chapter is focused on the demographic data regarding the respondents. Following that, data are reported relative to each of the research questions, as repeated below.

1. To what extent is corporal punishment supported for use as a discipline technique in Oklahoma public elementary schools?

2. What are Oklahoma principals' perceptions regarding the use of corporal punishment?

3. What discipline management strategies are being used in Oklahoma public elementary schools as alternatives to corporal punishment?

4. Do principals' perceptions of corporal punishment differ significantly by such factors as gender, age, locale, or experience?

Appendix C contains the raw data which were tabulated from the survey instruments.

Demographic Data

As noted earlier, a survey instrument was sent to a random sample of public elementary school principals in Oklahoma. A total of 142 responses were received (71% of the sample of 199

principals). The demographic data received from those respondents is reported in this portion of the chapter.

Of the 142 respondents, 62% (88) were male and 38% (54) were female. This compares with a reported distribution of all Oklahoma elementary principals of 72% male and 28% female (Spaeth, 1990). Spaeth reported that Oklahoma data regarding the age, education, or experience of Oklahoma principals were not available from professional associations, state education agency, or similar sources. This was still true at the time of this study. A summary of demographic data are shown in Table II.

Approximately one half of the respondents fell within the 41-50 age range. The others were almost evenly split between those younger than 41 and those over the age of 50. This would be consistent with the findings of Spaeth (1990), who reported an average age of his respondents of 45.9 years. When considering previous experience, the respondents to this study had an average of 10.7 years of experience as teachers prior to acquiring a current of 10.0 years of experience as principals. Spaeth found that the respondents to his study reported an average of 11.5 years of experience as principals.

The setting of the respondents' schools was also similar to that found by Spaeth (1990). As noted in Table II, over 60% of the respondents were located in rural schools, compared to Spaeth's report of 55.3% rural. Both studies had nearly identical proportions of urban principals, 17.6% in this study and 17.9% in that of Spaeth. When asked to indicate the region of the state in

TABLE II
DEMOGRAPHIC DATA FOR RESPONDENTS

| Variable | Categories | Respondents | | Mean | Range |
|----------------|------------|-------------|---------|-------|--------|
| | | Number | Percent | | |
| Gender | Male | 54 | 38.0 | | |
| | Female | 88 | 62.0 | | |
| Age | < 31 | 1 | 0.7 | | |
| | 31-35 | 11 | 7.9 | | |
| | 36-40 | 25 | 17.9 | | |
| | 41-45 | 35 | 25.0 | | |
| | 46-50 | 34 | 24.3 | | |
| | 51-55 | 19 | 13.6 | | |
| | > 55 | 15 | 10.7 | | |
| Experience | As Teacher | | | 10.7 | 0- 27 |
| | | | | 10.0 | 1- 39 |
| Size of School | | | | 337.0 | 34-999 |
| Setting | Urban | 25 | 17.6 | | |
| | Suburban | 30 | 21.1 | | |
| | Rural | 87 | 61.3 | | |
| Region | Southeast | 23 | 16.2 | | |
| | Northeast | 41 | 28.9 | | |
| | Central | 40 | 28.2 | | |
| | Northwest | 14 | 9.9 | | |
| | Southwest | 24 | 16.9 | | |

which they worked, 57% of the respondents reported either the central or northeast regions, compared with 61% of those regions in the Spaeth study. Since the two major metropolitan areas, Oklahoma City and Tulsa, are in those two regions, this weighted distribution would be expected.

Also as reported in Table II, the respondent principals indicated an average school size of 337 students. Both the range of 34 to 999 and the standard deviation of 194 indicate a wide spread of school sizes, a typical findings in Oklahoma with its nearly 600 individual school districts and wide range of population density. While Speath (1990) did not report on individual school sizes, he did find that 40% of his respondents worked in districts with less than 1,000 students while 25% were in districts with more than 10,000 students.

When asked to report on the grade configuration, the respondents confirmed that the K-5 and K-6 arrangements were still the dominant patterns, with over one half supervising schools of these types. The remaining respondents worked in schools with grades through eighth, most likely in dependent school districts, or in a variety of "other" configurations. The latter category included a number of schools which housed grades K-3 and a number of "grade centers" each of which had only one or two grades.

A final demographic variable included in the instrument dealt with the institution(s) of higher education at which the respondents had completed their degrees.

Support for Corporal Punishment

A number of items in the survey instrument were designed to elicit from the principals their perceptions regarding the degree of support for corporal punishment. One series was focused on support by various constituent groups, teachers, students, parents, and the community in general. A Likert-type scale was used to report and analyze these responses. The three options were "Very Supportive" of the use of corporal punishment in the school, "Somewhat Supportive" of the use of corporal punishment in the school, "Somewhat Opposed," and "Very Opposed." The responses were assigned values of 1 for very supportive, 2 for somewhat supportive, and 3 for very opposed. Table III contains the data relative to these survey items. The survey items were thus scored in such a manner that a higher mean score indicates more opposition to the use of corporal punishment. Therefore, the principals who responded indicated a perception that students were most opposed to corporal punishment while they perceived teachers to be most supportive. In fact, the principals reported that they believed more than half of their teachers could be characterized as very supportive of corporal punishment. The respondents perceived the positions of parents and community to be virtually identical in their mild support for that means of discipline.

In response to a different question regarding school board support for corporal punishment, a question for which only a "yes" or "no" response was requested, 87.3% of the principals indicated a perception that their school board members supported corporal

TABLE III
 PRINCIPALS' PERCEPTIONS OF SUPPORT FOR
 CORPORAL PUNISHMENT

| Group | Mean | <u>Percent of Respondents</u> | | |
|-----------|------|-------------------------------|------------------------|-----------------|
| | | Very Supportive | Somewhat Supportive | Very Opposed |
| Teachers | 1.55 | 51.5 | 42.4 | 6.1 |
| Students | 2.18 | 11.8 | 58.3 | 29.9 |
| Parents | 1.72 | 31.3 | 64.9 | 3.7 |
| Community | 1.72 | 32.3 | 63.1 | 4.6 |

punishment while only 12.7% of the respondents perceived a lack of support.

A final series of questions concerning support for corporal punishment asked the principals to indicate what rules ought to govern the use of corporal punishment. Specifically, they were asked to indicate whether or not corporal punishment should be prohibited by state statutes, prohibited by school board policy, left to the discretion of teachers, or left to the parents' option. As shown in Table IV, the principals tended to support the use of corporal punishment at the discretion of the teachers. A majority opposed each of the other options which imposed external restrictions on the use of corporal punishment. The further removed from the school, the greater was the opposition to restrictions, with over 70% of the principals opposing a ban by school boards and almost 80% opposing a statewide ban imposed by the legislature.

Use of Corporal Punishment

The survey instrument contained several items which addressed the use of corporal punishment. Two of these dealt with the principals' personal experience with corporal punishment. When asked to report their own parents' perspectives, 97.1% of the principals indicated that their parents believed in corporal punishment. The principals had only a slightly lower level of belief in corporal punishment than did their parents. As shown in Table V, 7.3% of the principals indicated that they never used corporal punishment on their own children, while 96.3% did use

TABLE IV
PRINCIPALS' PERCEPTIONS OF RESTRICTIONS
ON THE USE OF CORPORAL PUNISHMENT

| Restriction | <u>Percent of Respondents</u> | |
|-------------------------------|-------------------------------|------|
| | Yes | No |
| Prohibited by Statute | 21.8 | 78.2 |
| Prohibited by Board Policy? | 29.2 | 70.8 |
| Left to Parents' Option? | 41.4 | 58.6 |
| Left to Teachers' Discretion? | 55.9 | 44.1 |

TABLE V
PRINCIPALS' USE OF CORPORAL PUNISHMENT
ON THEIR OWN CHILDREN

| Response | Number | <u>Respondents</u> |
|-----------|--------|--------------------|
| | | Percent |
| Never | 10 | 7.3 |
| Sometimes | 108 | 78.8 |
| Usually | 14 | 10.2 |
| Always | 5 | 3.6 |

corporal punishment, to varying degrees. A total of five respondents did not answer that questions.

The other item which sought to determine the degree of use of corporal punishment asked the principals to indicate the percent of their teachers who used corporal punishment. The data from this question were summarized in Table VI. The categories on this table are somewhat unusual but were done in this manner to highlight the unusual distribution of responses. Nearly 40% of the principals indicated that none of their teachers used corporal punishment, while over 20% reported that all of their teachers did so. The remaining 40% were spread throughout the range of responses. While it is easy to understand the principals responses that all teachers used corporal punishment, there are two different situations that might combine to explain those responses that none of the teachers used corporal punishment. On the other hand, those principals may be in schools or districts in which corporal punishment is either banned or simply not used. But, principals who indicated this responses could also have insisted that all corporal punishment be meted out by the administration rather than by the teachers. The instrument's design was such that these two possible explanations could not be sorted.

Alternative Strategies

Principals were provided with a list of alternative strategies for discipline management. For each they were asked to indicate the degree to which that technique was used in their schools. Corporal

TABLE VI
 PRINCIPALS' PERCEPTIONS OF THE PERCENT OF
 TEACHERS USING CORPORAL PUNISHMENT

| Percent of Teachers | Number | <u>Respondents</u> | |
|---------------------|--------|--------------------|---------|
| | | | Percent |
| 0 | 54 | | 38.8 |
| 1 - 10 | 11 | | 7.9 |
| 11 - 19 | 10 | | 7.1 |
| 20 - 29 | 6 | | 4.3 |
| 30 - 39 | 3 | | 2.1 |
| 40 - 49 | 1 | | 0.7 |
| 40 - 59 | 5 | | 3.6 |
| 60 - 69 | 0 | | 0.0 |
| 70 - 79 | 6 | | 4.2 |
| 80 - 89 | 6 | | 4.2 |
| 90 - 99 | 7 | | 5.0 |
| 100 - | 30 | | 21.6 |

punishment was included in this list for comparison purposes. Table VII contains data relative to the use of alternative discipline strategies.

Loss of free time and assertive discipline were reported to be used to the greatest degree in disciplinary actions. Only about one percent of the respondents reported that they never used such techniques. Use of a time-out room or modified in-school suspension were the next most frequently used measures. Expulsion, before or after school detention, and corporal punishment were used less frequently, while in-school suspension was the least often used discipline technique.

Analysis of Perceptions by Demographic Variables

Chi-square analysis was performed on selected survey items in relation to the demographic variables. Because of small cell sizes, the only variable for which valid results could be obtained through this means of analysis was gender. The following series of Tables VIII through XI, therefore, reports the findings of that analysis. The survey items selected were those dealing with restrictions on the use of corporal punishment.

TABLE VII
 PRINCIPALS' PERCEIVED FREQUENCY OF USE
 OF ALTERNATIVE DISCIPLINE STRATEGIES

| Discipline Strategy | <u>Percent of Respondents</u> | | | | |
|----------------------------------|-------------------------------|-------|-----------|---------|--------|
| | Mean | Never | Sometimes | Usually | Always |
| Loss of Free Time | 2.99 | 1.4 | 24.1 | 48.9 | 25.5 |
| Assertive Discipline | 2.91 | 0.7 | 32.1 | 42.9 | 24.3 |
| Time-out Room | 2.26 | 17.5 | 50.4 | 21.2 | 10.9 |
| Modified In-School Suspension | 2.24 | 34.6 | 29.1 | 13.4 | 22.8 |
| Expulsion | 2.06 | 17.9 | 67.1 | 6.4 | 8.6 |
| Detention | 1.93 | 31.4 | 50.0 | 12.9 | 5.7 |
| Corporal Punishment | 1.88 | 22.5 | 69.6 | 5.1 | 2.9 |
| In-School Suspension | 1.52 | 70.6 | 15.1 | 5.6 | 8.7 |

TABLE VIII

PRINCIPALS' PERCEPTIONS, BY GENDER, OF RESTRICTIONS
ON CORPORAL PUNISHMENT: SCHOOL BOARD PROHIBITION

| SEX | | Q18_1(CORP. PUN. PROHIBITED BY SCHOOL BOARD) | | |
|-----------|----------|--|-------|--------|
| Frequency | Expected | | | |
| Percent | Percent | | | |
| Row Pct | Row Pct | | | |
| Col Pct | Col Pct | YES | NO | Total |
| <hr/> | | | | |
| MALE | | 20 | 65 | 85 |
| | 24.818 | 60.182 | | |
| | 14.60 | 47.45 | | 62.04 |
| | 23.53 | 76.47 | | |
| | 50.00 | 67.01 | | |
| <hr/> | | | | |
| FEMALE | | 20 | 32 | 52 |
| | 15.182 | 36.818 | | |
| | 14.60 | 23.36 | | 37.96 |
| | 38.46 | 61.54 | | |
| | 50.00 | 32.99 | | |
| <hr/> | | | | |
| Total | | 40 | 97 | 137 |
| | | 29.20 | 70.80 | 100.00 |

Frequency Missing = 5

STATISTICS FOR TABLE OF SEX BY Q18_1

| Statistic | DF | Value | Prob |
|-----------------------------|----|--------|-------|
| <hr/> | | | |
| Chi-Square | 1 | 3.480 | 0.062 |
| Likelihood Ratio Chi-Square | 1 | 3.426 | 0.064 |
| Continuity Adj. Chi-Square | 1 | 2.795 | 0.095 |
| Mantel-Haenszel Chi-Square | 1 | 3.454 | 0.063 |
| Fisher's Exact Test (Left) | | | 0.048 |
| (Right) | | | 0.980 |
| (2-Tail) | | | 0.081 |
| Phi Coefficient | | -0.159 | |
| Contingency Coefficient | | 0.157 | |
| Cramer's V | | -0.159 | |

Effective Sample Size = 137

Frequency Missing = 5

TABLE IX

PRINCIPALS' PERCEPTIONS, BY GENDER, OF RESTRICTIONS
ON CORPORAL PUNISHMENT: STATUTORY PROHIBITION

| SEX | | Q18_2(CORP. PUN. PROHIBITED BY STATE STATUTES) | | |
|-----------|----------|--|-----|--------|
| Frequency | Expected | | | |
| Percent | Percent | | | |
| Row Pct | Row Pct | | | |
| Col Pct | Col Pct | YES | NO | Total |
| MALE | | 16 | 66 | 82 |
| | 17.88 | 64.12 | | |
| | 12.03 | 49.62 | | 61.65 |
| | 19.51 | 80.49 | | |
| | 55.17 | 63.46 | | |
| FEMALE | | 13 | 38 | 51 |
| | 11.12 | 39.88 | | |
| | 9.77 | 28.57 | | 38.35 |
| | 25.49 | 74.51 | | |
| | 44.83 | 36.54 | | |
| Total | | 29 | 104 | 133 |
| | 21.80 | 78.20 | | 100.00 |

Frequency Missing = 9

STATISTICS FOR TABLE OF SEX BY Q18_2

| Statistic | DF | Value | Prob |
|-----------------------------|----|--------|-------|
| Chi-Square | 1 | 0.659 | 0.417 |
| Likelihood Ratio Chi-Square | 1 | 0.651 | 0.420 |
| Continuity Adj. Chi-Square | 1 | 0.355 | 0.551 |
| Mantel-Haenszel Chi-Square | 1 | 0.654 | 0.419 |
| Fisher's Exact Test (Left) | | | 0.274 |
| (Right) | | | 0.848 |
| (2-Tail) | | | 0.518 |
| Phi Coefficient | | -0.070 | |
| Contingency Coefficient | | 0.070 | |
| Cramer's V | | -0.070 | |

Effective Sample Size = 133

Frequency Missing = 9

TABLE X

PRINCIPALS' PERCEPTIONS, BY GENDER, OF RESTRICTIONS
ON CORPORAL PUNISHMENT: PARENT'S OPTION

| SEX | | Q18_3(CORP. PUN. LEFT AS PARENTS' OPTION) | | |
|-----------|----------|---|--------|--------|
| Frequency | Expected | | | |
| Percent | Percent | | | |
| Row Pct | Row Pct | | | |
| Col Pct | Col Pct | YES | NO | Total |
| <hr/> | | | | |
| MALE | | 29 | 50 | 79 |
| | | 32.711 | 46.289 | |
| | | 22.66 | 39.06 | 61.72 |
| | | 36.71 | 63.29 | |
| | | 54.72 | 66.67 | |
| <hr/> | | | | |
| FEMALE | | 24 | 25 | 49 |
| | | 20.289 | 28.711 | |
| | | 18.75 | 19.53 | 38.28 |
| | | 48.98 | 51.02 | |
| | | 45.28 | 33.33 | |
| <hr/> | | | | |
| Total | | 53 | 75 | 128 |
| | | 41.41 | 58.59 | 100.00 |

Frequency Missing = 14

STATISTICS FOR TABLE OF SEX BY Q18_3

| Statistic | DF | Value | Prob |
|-----------------------------|----|--------|-------|
| <hr/> | | | |
| Chi-Square | 1 | 1.877 | 0.171 |
| Likelihood Ratio Chi-Square | 1 | 1.870 | 0.171 |
| Continuity Adj. Chi-Square | 1 | 1.405 | 0.236 |
| Mantel-Haenszel Chi-Square | 1 | 1.862 | 0.172 |
| Fisher's Exact Test (Left) | | | 0.118 |
| (Right) | | | 0.940 |
| (2-Tail) | | | 0.198 |
| Phi Coefficient | | -0.121 | |
| Contingency Coefficient | | 0.120 | |
| Cramer's V | | -0.121 | |

Effective Sample Size = 128

Frequency Missing = 14

TABLE XI

PRINCIPALS' PERCEPTIONS, BY GENDER, OF RESTRICTIONS
ON CORPORAL PUNISHMENT: TEACHERS' DISCRETION

| SEX | | Q18_4(CORP. PUN. LEFT TO TEACHERS' DISCRETION) | | |
|-----------|----------|--|----|--------|
| Frequency | Expected | | | |
| Percent | Percent | | | |
| Row Pct | Row Pct | | | |
| Col Pct | Col Pct | YES | NO | Total |
| MALE | | 48 | 32 | 80 |
| | 44.724 | 35.276 | | |
| | 37.80 | 25.20 | | 62.99 |
| | 60.00 | 40.00 | | |
| | 67.61 | 57.14 | | |
| FEMALE | | 23 | 24 | 47 |
| | 26.276 | 20.724 | | |
| | 18.11 | 18.90 | | 37.01 |
| | 48.94 | 51.06 | | |
| | 32.39 | 42.86 | | |
| Total | | 71 | 56 | 127 |
| | 55.91 | 44.09 | | 100.00 |

Frequency Missing = 15

STATISTICS FOR TABLE OF SEX BY Q18_4

| Statistic | DF | Value | Prob |
|-----------------------------|----|-------|-------|
| Chi-Square | 1 | 1.470 | 0.225 |
| Likelihood Ratio Chi-Square | 1 | 1.467 | 0.226 |
| Continuity Adj. Chi-Square | 1 | 1.056 | 0.304 |
| Mantel-Haenszel Chi-Square | 1 | 1.459 | 0.227 |
| Fisher's Exact Test (Left) | | | 0.919 |
| (Right) | | | 0.152 |
| (2-Tail) | | | 0.268 |
| Phi Coefficient | | 0.108 | |
| Contingency Coefficient | | 0.107 | |
| Cramer's V | | 0.108 | |

Effective Sample Size = 127

Frequency Missing = 15

WARNING: 11% of the data are missing.

CHAPTER V

SUMMARY, CONCLUSIONS, RECOMMENDATIONS, AND COMMENTARY

The final chapter of this study is divided into four sections. The first contains a summary of the problem, research method, and findings of the study. The second segment is focused on the conclusions generated from the findings, while the recommendations are reported in the third portion of the chapter. The final section contains a commentary on issues related to this study.

Summary

This study sought to identify alternatives to corporal punishment that have been considered and/or implemented in Oklahoma public elementary schools. Accordingly, this study was designed to address the following research questions: To what extent is corporal punishment supported for use as a disciplinary technique in Oklahoma public schools? What are Oklahoma principals' perceptions regarding the use of corporal punishment? What discipline management strategies are being used in Oklahoma public elementary schools as alternatives to corporal punishment? Do principals' perceptions in regards to corporal punishment differ significantly by such factors as gender, age, locale, or education?

The review of the literature was divided into three areas: an historical perspective on discipline, legal aspects of discipline, and current trends and alternatives to corporal punishment. Currently, 19 states have banned the use of all types of physical punishment in the classroom. Educators in these states rely on alternatives such as in-school suspension, expulsion, before and after school detention, loss of free time or recess time, and intense counseling sessions. Because of the increasing awareness of lawsuits that have been filed in the last two decades, educators are seeking other means of maintaining control at school. While landmark cases such as Baker v. Owen and Ingraham v. Wright may have been "won" by the school districts involved consideration must be given to the amount of time, money, and resources involved in fighting lawsuits that could have been avoided by simply not using corporal punishment in the schools.

From the population of 995 principals, 199 surveys were mailed to randomly selected principals in Oklahoma elementary schools. A total of 142 instruments were returned for a return rate of 71%. Descriptive statistics, including mean, standard deviation, and frequency, were used in the analysis of data, as was the Chi-Square analysis.

The research questions were used to organize information gathered by the research instrument. The findings to each question is summarized below,

1. To what extent is corporal punishment being used in Oklahoma public elementary schools? According to the data, 77.6%

of Oklahoma elementary school principals use corporal punishment as a discipline technique, while 22.5% reported that they never use corporal punishment. Of the 142 principals responding to the survey, 87.3% reported that their school boards support the use of corporal punishment, even though only 77.6% of the principals have elected to use corporal punishment. Only 11% of principals responding from Northeast and Central Oklahoma indicated a desire to have corporal punishment banned by their school boards. In Northwest Oklahoma on the other hand, only 4% of the principals wanted corporal punishment to be prohibited by their school boards. The 41-45 age group of principals had the greatest support for such a ban. While 47.4% of the males respondents were opposed to a ban, only 23.3% of the female principals opposed such efforts.

2. What are Oklahoma principals' perceptions regarding the use of corporal punishment? Only 3.7% of the principals reported the perception parents were very opposed to the use of corporal punishment. Their perception of student views indicated that 29.9% considered students to be very opposed to corporal punishment as a discipline technique. A large proportion of principals also reported that both teachers and community members were supportive of the use of corporal punishment. When asked if corporal punishment should be prohibited by the school board, 29.7% responded with "yes". Compared to 21.8% affirmative responses that it should be prohibited by state statutes. When asked if corporal punishment should be left to the direction of the parents, 41.4% responded "yes."

3. What discipline management strategies are being used in Oklahoma public elementary schools as alternatives to corporal punishment? In-school suspension is used by 29.4% of the principals. Many principals indicated that in-school suspension was not an option because of lack of personnel. The second most popular alternative student management tool was loss of free time or recess time. Only 1.4% reported that they "never" use this technique. Expulsion is only used 17.9% of the principals. The most frequently cited discipline technique was assertive discipline with only 0.7% of the respondents indicating that they never use this technique.

Conclusions

The following conclusions were drawn from the findings of this study.

1. Corporal punishment is still a popular means of discipline management among elementary principals in Oklahoma. Even though other means of discipline were used more frequently than was corporal punishment, the respondents overwhelmingly opposed any suggested efforts to prohibit or otherwise restrict the use of corporal punishment.

2. Principals have a variety of disciplinary techniques which may be used at their discretion. Principals reported varying degrees of use of such techniques as assertive discipline, loss of free time, and expulsion. Disciplinary action may well be selected, or at least should be selected, on a situational basis with consideration of the behavior, the student, and other facts. These techniques which work most effectively should thus be continued and

others modified or discarded as options.

Recommendations

Recommendations for further research developed from this study are:

1. Since the principals' perceptions were used, perhaps the teachers' perceptions of the current discipline strategies in place in their school would put a different perspective on discipline management.
2. A survey of local school board members about discipline management may identify more accurately the "pulse" of the community.
3. A study providing information on the percentages of male/female students who received corporal punishment during the year. This study may prove or disprove stereotyping of gender.

Commentary

Our society has changed so drastically over the past few decades with the number of single-parent homes, drug abuse, high-risk children and economically depressed homes that our schools are continually under attack. Children used to come to school to be taught the basics, and discipline was to be administered at home. Now the schools have taken on the role not only as the teacher, but as the disciplinarian. Parents want their children to behave, but the majority prefer the school to handle it. When parents are called for conferences, they are too busy, can't take off work, or

have no phone and do not respond to letters.

When the school is the disciplinarian, and the parents are not to be "bothered" about the child's behavior, school runs smoothly. Then, if one parent is unhappy about swats given to his/her youngster, the media immediately become involved. The solution to this dilemma is parent involvement. Principals and other school administrators must become actively involved in parent out-reach programs. School districts must find the means to involve parents actively in their child's education and any discipline problems that may arise.

This study showed a growing concern in the literature over the use of corporal punishment. That concern was not as evident in most school districts in Oklahoma. Perhaps an accurate measure would be whether or not corporal punishment has a high degree of effectiveness in changing behavior problems. Currently, corporal punishment is still being used by the majority of the schools in Oklahoma. The urban areas show the highest percentage of principals wanting corporal punishment to be prohibited by their school boards. Rural principals still maintain that they prefer the option of using corporal punishment as a discipline technique.

Many school districts are using other discipline options such as in-school suspension, modified in-school suspension, expulsion, after and before school detention, loss of free and recess time, and assertive discipline techniques. Although many of these techniques are effective for a period of time, the cause of the behavior problem needs to be addressed. Usually behavior problems are a

symptom and not the cause. The problem of maintaining discipline will continue to be a concern until parents become more involved with their child's education and more effective measures are found in dealing with students with reoccurring behavior problems.

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APPENDIXES

APPENDIX A

SURVEY

Please check the following information that applies to your situation:

1. Male _____ Female _____
2. Age group: 20-30 _____ 31-35 _____ 36-40 _____
 41-45 _____ 46-50 _____ 51-55 _____
 56 and over _____
3. Region of the state where your school district is located: SE____ NE____ Central____ NW____ SW____
4. Bachelor Degree was received from which institutions?

5. Post-Graduate work was received from which institutions?

6. Number of years teaching experience before becoming a Principal. _____
7. Number of years experience as a Principal, including the current school year. _____
8. Please indicate the following information:
 Number of students that you are directly responsible for:

9. Number of certified staff that you are responsible for:

10. Circle the configuration of your school:
 PK K 1 2 3 4 5 6 7 8
11. Do you consider your community Urban _____, Suburban_____, or Rural_____? The student population of the entire school district (PK-12) is : _____

Discipline Information

12. Do your school board policies support the use of corporal punishment in your school district? _____
13. What percentage of teachers in your building use corporal punishment? _____%

Discipline Information

Please use the following scale in responding to the following question:

(1) Very supportive (2) Somewhat supportive (3) Very opposed

14. Would you say that the following groups are supportive of using corporal punishment? Parents _____
Students _____ Teachers _____ Community in general _____

15. Did your own parents believe in the use of corporal punishment when you were growing up? _____

Please use the following scale in responding to the following questions:

1=never 2=sometimes 3=usually 4=always

16. If you have children of your own, to what extent do you use corporal punishment as means of discipline?

1 2 3 4

17. Please respond to the following questions on discipline practices that your school employs:

In-school suspension _____ (there is a paid employee who monitors the program all day every day.)

1 2 3 4

Modified In-School Suspension _____ (a staff member takes the duty when the need arises).

1 2 3 4

Time-Out room (or place) _____

1 2 3 4

Loss of free time or recess time _____

1 2 3 4

Expulsion _____ (completely suspend the student from school for a specified amount of time).

1 2 3 4

1=never 2=sometimes 3=usually 4=always

Corporal Punishment _____

1 2 3 4

Assertive Discipline Techniques using rewards for good
behavior _____

1 2 3 4

Before or after school detention _____

1 2 3 4

18. Do you think that corporal punishment should be
prohibited by school board policy? _____

Prohibited by state statutes? _____

Left as the parents' option? _____

Left to the teachers' discretion? _____

19. What discipline strategies are you using now that have
proven to be fairly successful?

20. What discipline strategies have you used in the past
that have proven to be unsuccessful ?

**Please complete the above information and return it in the
enclosed envelope as soon as possible.

Thank you for your help,

Betsy Graham
Betsy Graham

APPENDIX B

COVER LETTER



OKLAHOMA ASSOCIATION OF
ELEMENTARY SCHOOL PRINCIPALS

4010 N. LINCOLN BLVD., SUITE 106 / OKLAHOMA CITY, OK 73105
(REORGANIZED NOVEMBER 12, 1979)

(405) 427-5454
JAMES R. BURNETT
Executive Director

November 15, 1991

Dear Colleague:

I need your help in determining the various discipline strategies used in Elementary Schools across Oklahoma. As you know, sixteen school districts have decided to prohibit the use of corporal punishment. Other districts are reevaluating discipline strategies and techniques such as isolation and "time-out boxes."

The survey that is enclosed will take approximately 5 minutes to complete. From this information I will be able to determine if there has been a trend change in the direction of school district policies concerning discipline. The results of this survey will be used in my dissertation and, hopefully, will be published in Better Schools. Please be honest in your responses. This is a random survey and no school districts or personnel will be identified.

If you would like a copy of the completed tabulation, please call or write.

Thank you,

Betsy Graham

Betsy Graham
P.O. Box 693
Coweta, OK 74429
918-486-2130

Please support Betsy in her effort to complete a valid assessment of discipline used in Oklahoma elementary schools. Please take the time to complete and mail the survey in the enclosed envelope.

Your cooperation will be appreciated.

Sincerely,

James R. Burnett

James R. Burnett
Executive Director

APPENDIX C

STATISTICAL ANALYSIS

| OBS | ID | SEX | AGE | REG | BA | PG | TE | PR | ST | CONF | LOC | CPU | PER | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q | Q</ |
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VITA 2

Betsy J. Graham

Candidate for the Degree of

Doctor of Education

Thesis: AN ASSESSMENT OF ALTERNATIVES TO CORPORAL PUNISHMENT IN
OKLAHOMA PUBLIC ELEMENTARY SCHOOLS

Major Field: Educational Administration

Biographical:

Personal Data: Born in Bartlesville, Oklahoma, May 14, 1949,
the daughter of Galela and Jack Newman.

Education: Graduated from College High School, Bartlesville,
Oklahoma, in May, 1967. Attended Oklahoma State
University, Stillwater, Oklahoma from 1967 to 1969; also
attended Rock Valley College, Rockford, Illinois, and
received an Associate degree in 1972. Received additional
course work from Rockford College in Rockford, Illinois,
and Northern Illinois University in DeKalb, Illinois.
Graduated with a Bachelor degree in Education from
Bartlesville Wesleyan College in Bartlesville, Oklahoma,
in May, 1978. Received a Master of Science degree in
Educational Administration from Northeastern Oklahoma
State University in July, 1982; completed the requirements
for the Doctor of Education degree at Oklahoma State
University, Stillwater, Oklahoma, in May, 1992.

Professional Experience: Classroom teacher with the Oologah
Public School District from 1978 to 1985. Elementary
principal from 1985 to 1989 with the Copan Public School
district; elementary principal from 1989 to present with
the Coweta Public School district.