

A STUDY OF DISCIPLINARY PROBLEMS ENCOUNTERED  
BY TEACHERS OF VOCATIONAL AGRICULTURE  
IN OKLAHOMA HIGH SCHOOLS

By

RICHARD EUGENE LEE

Bachelor of Science

Oklahoma State University

Stillwater, Oklahoma

1970

Submitted to the Faculty of the Graduate College  
of the Oklahoma State University  
in partial fulfillment of the requirements  
for the Degree of  
MASTER OF SCIENCE  
May, 1976

Thesis  
1976  
L479s  
cop. 2

AUG 26 1976

A STUDY OF DISCIPLINARY PROBLEMS ENCOUNTERED  
BY TEACHERS OF VOCATIONAL AGRICULTURE  
IN OKLAHOMA HIGH SCHOOLS

Thesis Approved:

*James P. Key*  
\_\_\_\_\_  
Thesis Adviser

*Robert Fry*  
\_\_\_\_\_

*Leoy B Cook*  
\_\_\_\_\_

*W. W. [unclear]*  
\_\_\_\_\_

*D. D. [unclear]*  
\_\_\_\_\_  
Dean of Graduate College

947579

## ACKNOWLEDGMENTS

Indebtedness is acknowledged to the many persons whose cooperation helped make the successful completion of this study possible. The author wishes to express his appreciation to Professor George Cook for his inspiration.

The appreciation of the author is also extended to Dr. Robert R. Price, former Head, Department of Agricultural Education at Oklahoma State University, for his advice and guidance during my years of study in Agricultural Education.

Special gratitude is expressed to Dr. James P. Key for the hours he spent in advising and guiding. Without his help, this study would not have been completed.

The State Department of Vocational Agriculture and the teachers of vocational agriculture in Oklahoma were very cooperative and prompt in completing the data and their help was very much appreciated.

Acknowledgment is given to Mrs. Sandra Gifford for her assistance in grammatical construction, cooperation, and careful manner in which she typed this study.

To the school teachers and the youth of today who are working and training for a better tomorrow, this study is sincerely dedicated.

## TABLE OF CONTENTS

| Chapter  | Page |
|--|------|
| I. PURPOSE AND DESIGN OF THE STUDY . . . . .   | 1    |
| Introduction. . . . .  | 1    |
| Statement of the Problem. . . . .  | 1    |
| Purpose of the Study . . . . .   | 2    |
| Limitations of the Study. . . . .  | 2    |
| Methods of Procedure . . . . .   | 3    |
| Definition of Terms . . . . .  | 4    |
| II. REVIEW OF LITERATURE. . . . .  | 5    |
| Aims of Discipline. . . . .  | 5    |
| Prevention of Disciplinary Problems . . . . .  | 7    |
| Correcting Disciplinary Problems . . . . .   | 10   |
| Summary . . . . .  | 14   |
| III. PRESENTATION AND ANALYSIS OF DATA . . . . .   | 15   |
| Major Disciplinary Problems. . . . .   | 15   |
| Most Frequent Problems. . . . .  | 16   |
| Least Frequent Problems . . . . .  | 22   |
| Occasionally Occurring Problems. . . . .   | 24   |
| Rarely Occurring Problems. . . . .   | 25   |
| Five Major Problems. . . . .   | 29   |
| Identified Problem Prevention Methods . . . . .  | 29   |
| Identified Problem Correcting Methods . . . . .  | 32   |
| The Benefit of Sources of Information for<br>Controlling Disciplinary Problems . . . . .                   | 35   |
| IV. SUMMARY AND CONCLUSIONS. . . . .   | 41   |
| Summary . . . . .  | 41   |
| Comparison of Disciplinary Problems Between Beginning,<br>Intermediate, and Experienced Teachers . . . . . | 43   |
| Comparison of Disciplinary Problems Between Rural<br>and Urban Area Teachers . . . . .                     | 44   |
| Methods of Preventing Problems. . . . .  | 44   |
| Methods of Correcting Problems. . . . .  | 45   |
| Sources of Information . . . . .   | 45   |
| Conclusions . . . . .  | 46   |
| Implications. . . . .  | 49   |
| Recommendations. . . . .   | 50   |

| Chapter                           | Page |
|-----------------------------------|------|
| BIBLIOGRAPHY. . . . .             | 52   |
| APPENDIX - QUESTIONNAIRE. . . . . | 53   |

LIST OF TABLES

| Table   | Page |
|---|------|
| I. A Study of Disciplinary Problems Encountered by All the Reporting Teachers of Vocational Agriculture in Oklahoma High Schools . . . . .  | 17   |
| II. A Study of Disciplinary Problems Encountered by the Beginning Teachers of Vocational Agriculture in Oklahoma High Schools . . . . .   | 18   |
| III. A Study of Disciplinary Problems Encountered by the Intermediate Teachers of Vocational Agriculture in Oklahoma High Schools . . . . .   | 19   |
| IV. A Study of Disciplinary Problems Encountered by the Experienced Teachers of Vocational Agriculture in Oklahoma High Schools . . . . .   | 20   |
| V. A Study of Disciplinary Problems Encountered by the Rural Teachers of Vocational Agriculture in Oklahoma High Schools . . . . .  | 27   |
| VI. A Study of Disciplinary Problems Encountered by the Urban Teachers of Vocational Agriculture in Oklahoma High Schools . . . . .   | 28   |
| VII. Teachers' Indication of Five Major Disciplinary Problems .   | 30   |
| VIII. The Responses of Teachers Concerning the Most Common Methods of Prevention of Specific Problems . . . . .   | 31   |
| IX. The Responses of Teachers Concerning the Most Common Methods of Correcting Specific Problems . . . . .  | 33   |
| X. The Distribution of Teacher Responses in the Relative Benefits of the Use of Selected Sources of Information on the Prevention and Handling of Disciplinary Problems.                    | 36   |
| XI. The Distribution of Beginning Teacher Responses in the Relative Benefit of the Use of Selected Sources of Information on the Prevention and Handling of Disciplinary Problems . . . . . | 37   |

| Table  | Page |
|--|------|
| XII. The Distribution of Intermediate Teacher Responses in the Relative Benefits of the Use of Selected Sources of Information on the Prevention and Handling of Disciplinary Problems . . . . . | 38   |
| XIII. The Distribution of Experienced Teacher Responses in the Relative Benefits of the Use of Selected Sources of Information on the Prevention and Handling of Disciplinary Problems . . . . . | 39   |
| XIV. A Summary of the Average Rating and Ranking of the Problem Areas . . . . .  | 47   |

## CHAPTER I

### PURPOSE AND DESIGN OF THE STUDY

#### Introduction

The Constitution of the United States of America provides that every citizen shall have 'freedom from fear.' We can safeguard this freedom only by imposing correct discipline upon ourselves, instead of having to have it imposed upon us.

Outstanding teachers, public leaders, generals, athletic coaches--in short, all people in positions of responsibility--are by necessity strong disciples of discipline in their own individual ways. Since our public schools are one of the foremost proponents of discipline, it is best for us, as teachers, to work and study in order that we may become even better qualified to train boys and girls how to discipline themselves correctly and democratically.

The modern concept of high school discipline is, according to Pringle, a gradual transition from control to rule to control by reason. High school pupils must grow into freedom, but eternal vigilance is the price of this freedom; and it calls for much firmness on the part of those in authority (1, p. 6).

It is to aid the teacher in his preservation of this freedom that this study has been undertaken.

#### Statement of the Problem

The maintaining of discipline conducive to effective learning is one of the most critical problems facing the beginning teacher. He must prove himself a disciplinarian before he can prove himself a teacher because very little learning will result unless there is discipline in the classroom. The inability to maintain the proper discipline conducive to

effective learning has caused many potentially good teachers to leave the profession.

An unpublished study was made in 1946, covering the ten year period of 1936-1946, by the staff of the State Office of Vocational Agriculture, on the reasons why teachers were dismissed from their jobs. In the study, it was determined that the failure to maintain proper discipline was the most common reason causing teachers to be dismissed from their jobs.

The problem of maintaining effective discipline is also a problem of which the experienced teacher must ever remain aware because order is never far removed from disorder. One must be eternally vigilant in order to be a successful teacher and disciplinarian because the two are inseparable.

#### Purpose of the Study

The purpose of this study was fourfold: (1) to determine the more common disciplinary problems encountered by beginning teachers of vocational agriculture; (2) to determine the frequency and causes of the various problems; (3) to determine the most satisfactory methods of prevention of disciplinary problems; and (4) to determine the most satisfactory method of correcting the various disciplinary problems.

#### Limitations of the Study

The study was limited to the experiences of 72 teachers of vocational agriculture from the five supervisory districts of vocational agriculture in Oklahoma. The teaching experience of the various teachers ranged from one-half year to 25 years.

No attempt was made to make a random selection of the cooperating teachers. All teachers meeting in professional improvement meetings in each of the supervisory districts were presented with one of the questionnaires and returned them by mail.

This study was concerned only with those disciplinary problems which the vocational agriculture teachers surveyed encountered with vocational agriculture students. This includes those problems arising in the classroom, shop, on field trips, at fairs, shows, contests, and conventions.

#### Methods of Procedure

The first step in making this study was to make an extensive study of the literature available pertaining to high school discipline. Since only a limited number of studies made on this particular problem were found, the review of literature consists chiefly of a summary of books and other materials on the information gained from the survey of literature, from conferences with members of the Agricultural Education Staff of Oklahoma State University, and from staff members of the Oklahoma Department of Vocational Agriculture.

A survey was made with 72 teachers from the five supervisory districts of vocational agriculture cooperating. The cooperating teachers filled out the questionnaire at their respective professional improvement meetings. The professional improvement meetings were selected on the basis of the first one in February that could be scheduled by the state supervisors. The author was present only to assist in one meeting and due to the shortage of time, the state supervisors distributed the rest. Other than to explain the questionnaire, the author and state

supervisors offered no other advice in filling out the questionnaire. The questionnaires were filled out anonymously because the author felt that the cooperating teachers would be more expressive in their true feelings. They were then returned by mail.

After all the questionnaires were completed, the data were tabulated in the various tables which were then analyzed and discussed. To arrive at a ranking, first the number of responses in a category were multiplied by the value assigned that category (1-4). This sum of ratings was then divided by the number of respondents to get the mean rating. Mean ratings were compared to arrive at ranks. With a rating scale from 1 - 4, the real limits for each category were as follows: frequently, 4 - 3.5; occasionally, 3.5 - 2.5; rare, 2.5 - 1.5, never, 1.5 - 1.

#### Definition of Terms

For the purpose of this study, the terms listed below are used as indicated:

1. Beginning Teachers--teachers who have taught five years or less.
2. Intermediate Teachers--teachers who have taught for six to 15 years.
3. Experienced Teachers--teachers who have taught for 16 or more years.
4. Discipline--the degree and kind of orderliness in a given school or the means by which that order is obtained.

## CHAPTER II

### REVIEW OF LITERATURE

The author was able to find only a limited number of studies of this particular nature. A search was made of "Summaries of Studies in Agricultural Education, Vocational Education Bulletin 180" and its various supplements. The ERIC System was also searched. However, only a few studies on discipline in the United States were found. This review, therefore, will consist mainly of a summary of books and other materials on discipline as it concerns public schools.

#### Aims of Discipline

Before proceeding any further in this review, it seems necessary that the word discipline be understood. The definition of school discipline as given by the Dictionary of Education (2) is "the degree and kind of orderliness in a given school or the means by which that order is obtained; the maintenance of the school's functions" (p. 64).

Whenever we discuss discipline, we should ask ourselves these questions: Discipline for what? What are we trying to accomplish through discipline? What are the aims and goals we are striving for? If we know not the goal of discipline, then we are wandering in the dark. It is a necessity for good teachers to know the answers to these questions. In answering the question "Discipline for what?" Bagley (3) suggests the following objectives or goals:

1. The creation and preservation of the conditions that are essential to the orderly progress of the work for which the school exists;

2. The preparation of the pupils for effective participation in an organized society which, while granting many liberties, balances each with a corresponding responsibility, and which, while allowing each individual much freedom in gratifying his desires and represses those ambitions that are inconsistent with social welfare; and

3. The gradual impression of the fundamental lessons of self-control, especially through acquainting the pupil with the importance of remote, as contrasted with immediate, ends, and through innumerable experiences which will lead him to see that persistence and sustained effort bring rewards that are infinitely more satisfying than can be attained by following the dictates of momentary desire.

Smith (4) states that

the aim of classroom discipline should be of a two-fold nature. The first is to maintain enough system and order to provide a wholesome atmosphere in which pupils may live and work. The second is to maintain the kind of moral conduct that will best stimulate worthy motives, cultural appreciations, and useful habits (p. 142).

In answering the question "What is the goal of discipline?" Sheviahov and Redl (5) mentioned:

1. We want discipline based on devotion to humanitarian principles and ideals such as freedom, justice, and equality for all;

2. We want discipline which recognizes the inherent dignity and rights of every human being, rather than discipline attained through humiliation of the undisciplined;

3. We want discipline based on understanding of the goal in view, rather than discipline based on 'taking' someone's word for it (pp. 7-8).

It is very important that every teacher realize that instruction and

discipline are inseparable. Instruction is directed primarily toward an increase in knowledge, while discipline is directed toward the refinement of character. Good or bad, both are present in every class that a teacher has conducted.

#### Prevention of Disciplinary Problems

It is the opinion of Sheviakov and Redl (5) that

If our schools spent more time on orienting the students and on explaining the reasons for rules, discipline would be less of a problem. Teachers should have enough respect for a student's intelligence to explain to them why they cannot do a certain thing (p. 12).

There are certain prerequisites to effective discipline which every teacher must have. These, according to Smith (4), are as follows:

1. Proper attitude toward educational work.
2. Proper attitude toward pupils--work with them, not just for them. Treat each as an individual.
3. Fairness, sympathy, and cheerfulness.
4. Definiteness of purpose--sufficient preliminary preparation to be assured mastery of subject.
5. Self-control over his or her emotions.
6. Prompt beginning and effective attack upon the day's lesson or work.
7. Skillful motivation of the subject matter to be taught each day.
8. An effective assignment.
9. Some method or methods of arresting attention.
10. Use of stimulating questions--keep the 'wanting to know' attitude alive in students.
11. Judicious control of discussion (pp. 155-156).

Scott (6) in his study lists 18 characteristics or mannerisms that

seem to be associated with prevention of disciplinary problems. He found that teachers who are successful in developing desirable student behavior tend to be as follows:

1. Skillful in planning work.
2. Enthusiastic and generally optimistic.
3. Courteous in dealing with students.
4. Tactful when possible.
5. Firm while acting as a leader or teacher.
6. Courageous and confident.
7. Consistent from day to day.
8. Honest and fair.
9. Sincere
10. Methodical
11. Interested in students and people in general.
12. Skilled in the art of questioning.
13. Able to conduct effective conferences with individuals or small groups.
14. Able to wait for group approval.
15. Able to ignore insignificant behavior problems.
16. Quick to praise and recognize ability in others.
17. Capable of working with adults in the community.
18. Strong in maintaining good public relations.

Certainly teachers lacking in many of the characteristics or mannerisms listed by Scott could expect to have disciplinary problems arise.

Good teacher procedures can do much to prevent disciplinary problems from arising. Krebs (7) gives ten examples of such teaching procedures.

1. Teach in such a way that both the teacher and student always

know what work is to be done, and the reasons for doing the work. Variety in teaching techniques is also very important.

2. Follow a definite routine for such daily matters as roll taking and daily announcements. Begin and end classes promptly.

3. Make it a practice to check on the light and temperature of the classroom at the beginning of each class, as well as the seating arrangement.

4. Provide for definite instruction, as part of the course of study, on such items as the kind of behavior acceptable in school, how to get along with other people, and how to get the most out of school. Too often teachers take it for granted that someone else has taught our students how to behave.

5. Establish early the rules needed for orderly conduct of the class. The making of the rules for the class can be shared with the students. Above all, be certain that the rules are reasonable.

6. Treat all students fairly, consistently, and impartially. Teachers can ill afford to "lose their tempers" when dealing with trying situations.

7. Learn as much as possible about each student from every available source of information. This should include a knowledge of the home situation.

8. Challenge constantly the best in each student by giving as much responsibility as he is ready for.

9. Use praise and reward to promote good conduct. This will also help develop good morale in the group.

10. Be alert in everything that goes on in the classroom. Nothing is more challenging to the mischievous student than a teacher who

appears to be unable to see more than one thing at a time.

Teachers should always be mindful of the fact that the most effective disciplinary approach is a positive one. A teacher should cultivate the habit of looking for and emphasizing the brighter side of things, and the pupils will be more cooperative. Never fail to give praise when merited. Never forget that good discipline is primarily a process of prevention rather than a cure of misbehavior.

### Correcting Disciplinary Problems

In correcting disciplinary problems, it is Pringle's (1) opinion that one should not deal with an angry pupil or when one is angry, if it can be postponed effectively. An angry person is not conducive to suggestion or to admitting he was in the wrong. Both teacher and pupil should have time to think it over and "cool off."

In the specific methods of correcting disciplinary problems, several of the authors in this review were of the same general opinion; therefore, the author of this study will review the various methods as given by Pringle (1):

1. Admonishment or good natured warning--this is good, but can be very easily overused thus leading to problems.

2. Sharp reprimand--when occasion demands, it is fine; but be brief, dignified, and unemotional. Value is lost many times when these three things are lacking. Avoid cutting remarks.

3. Conference with pupil--serious, friendly talk, in private. Emphasize the good qualities of pupil first and then gradually go into the problem at hand. Let the student talk. Do not be hasty, because time is required for a change to be effected. If this method does not

work, no harm is done as is the case in many other methods.

4. Threats--are the sign of weakness and indicate a lack of control. Threats of punishment to be inflicted if a certain thing is done are too often a suggestion to do that very thing. Always be aware of the power of suggestion.

5. Extra work--this is a questionable method of punishment. Tasks assigned should never be something other than school work.

6. Themes--should be on work that student should have been doing when disciplinary problems arose.

7. Lowered grades--should never be used.

8. Withdrawal of privileges--special privileges should automatically be surrendered when pupil fails to maintain the standards of scholarship or behavior. Group privileges should never be withdrawn because of bad conduct on the part of certain members. It would be unjust and would probably create an atmosphere for other problems to arise.

9. Forced apology--rarely if ever accomplishes anything except to make student more resentful. A forced apology is not an apology at all, but is merely a hypocritical statement. Unless you can explain things in such a way as to get the pupil to want to apologize, then the trouble should be settled in another manner.

10. Conference with parents--this is best set up by a brief, courteous letter stating the problem and asking, not demanding, their help. The success of this method depends mostly upon the relationship between the pupil and his parents. If pupil has little respect for his parents, then it is doubtful if a conference will help, and it may hinder the solving of the problem.

11. Expell from class--as a last resort only in most cases. If

student has no interest in class and he could be in some other class that might be better for him, then this method might be used. This will require careful study of the pupil's background, capabilities, aptitudes, interests, etc. This would also require the assistance of the principal.

12. Expelling from school--this should be done only with consent of the board of education. Do this only after all other means have failed, and it is evident that it would be disastrous to allow such a pupil to remain in school.

13. Corporal punishment or whippings--are a very questionable practice. Whippings during adolescence by a teacher are sure to bring resentment. If and when this method is used, be sure to have another teacher present as a witness.

Several specific control measures found to be most useful in helping to correct poor discipline by Krebs (7) in his study are:

1. Ignoring minor classroom misbehavior. This control measure is used to a greater or lesser extent by all good teachers. Many teachers, however, hold it in disrepute because of the difficulty of knowing just what misbehavior may be safely ignored and what misbehavior must not be ignored.

2. Using simple classroom control measures early through being alert to everything going on in the room, and by using a warning look, a shake of the head, or an immediate question to call attention to the teacher's disapproval. Many teachers recommend this kind of control as the first step rather than ignoring misbehavior. It is, without a doubt, one of the best ways of keeping the classroom situation under control.

3. Loss of privilege--this is slightly more severe than the first two control measures, but well within the understanding of the students.

It is one of the most common control measures used outside of the school.

4. Removal from the situation--the student may be removed from the classroom, or he may be moved to a new location within the classroom.

In either case, he has lost a certain amount of control over his movements.

5. Sending to the principal--there should be a definite understanding between the teacher and principal regarding the kinds of misbehavior which should be referred to the principal. Such referrals should be as few as possible. Too many referrals weaken the control of both teacher and principal, and are definite signs of weakness on the part of the teacher.

6. Suspension and expulsion--these are severe forms of loss of privilege of attending class or school. Such action cannot be taken without consultation with the administrator.

According to Wilson's study (10), McInvale found in his study that certain methods of handling disciplinary problems were more frequently used than others by vocational agriculture teachers in Texas. His findings were:

1. Oral reprimand was the most commonly used method of handling disciplinary problems. This method was most effectively used by teachers over 36 years of age. Its least effective use was among teachers under 26 years of age.

2. Ignoring a situation was a popular method except with the teachers under 26 years of age. These teachers had not enough experience to distinguish which problems could be safely ignored.

3. Corporal punishment was a popular method, especially with those teachers between the ages of 26 and 36. Those teachers over 36 years of age did not use this method very often.

4. Depriving students of privileges was a popular method with those teachers over 36 years of age. It was not very popular with the younger teachers (pp. 16-17).

In the summary of his study, McInvale made the following statement: "There is little evidence that the teachers in this study use educational psychology" (p. 17).

Hobbs (8) in his study found that a good many of the disciplinary problems encountered by teachers were caused by the teachers' failures to familiarize themselves with the various causes of disciplinary problems, the methods found to be most successful in prevention of these disciplinary problems, and the methods found to be most successful in the correcting of the disciplinary problem. Hobbs (8) also stated in his conclusions that "one cannot be a successful teacher unless he is first a successful disciplinarian in the educational sense" (p. 17).

Wilson (9) in his study further reinforced this trend of thought as he concluded that "one cannot be a successful teacher unless he is first a successful disciplinarian in the educational sense. Becoming a successful disciplinarian is the first task a beginning teacher must face and overcome to be a successful teacher" (p. 43).

#### Summary

The purpose for the review of literature, as it was conducted, was to furnish background information for the study.

In the correcting of disciplinary problems, it is important for the teacher to always remember not to deal with an angry pupil or when the teacher is angry. In the specific methods of correcting disciplinary problems, a polite warning is the recommended method for most problems.

## CHAPTER III

### PRESENTATION AND ANALYSIS OF DATA

This chapter consists of the presentation and analysis of the data derived from the 72 questionnaires completed by the responding teachers. A total of 100 questionnaires were given out, and the return percentage was 72 percent.

In the presentation of the data relative to this study, the various disciplinary problems were placed into groups similar in nature and also grouped by years of teaching experience of the teachers. On the questionnaire, however, the problems were listed at random as it was felt that the teachers would be more apt to consider each problem separately this way than if they were listed in groups similar in nature.

#### Major Disciplinary Problems

The disciplinary problems that this study was most concerned with were composed of the most frequently occurring disciplinary problems encountered by the Oklahoma vocational agriculture teachers, those which fell between the category limits of 2.50 and 3.50. When ranking the various disciplinary problems of all the reporting teachers, four most common problems were brought out. These most common problems were excessive talking, unnecessary noise, lack of attention, and unexcused absence or tardiness as listed in Table I.

### Most Frequent Problems

The most common disciplinary problem was excessive talking as indicated in Table I by the reporting teachers, in that, 38.9 percent listed the problem as being encountered frequently, while 44.4 percent reported it as being an occasional problem, and 16.7 percent reported the problem as rarely occurring. It was interesting to note that no teacher reported that the problem never occurred.

The beginning group of teachers as represented in Table II reported that 37.5 percent felt that excessive talking was a frequent problem, while 62.5 percent indicated that the problem was occasional.

The intermediate group (60 percent) reported excessive talking as a frequent problem, with 40 percent reporting it as being an occasional problem as indicated in Table III.

On the other hand, the experienced group of teachers indicated only 20 percent saw the problem as frequent, while another 20 percent felt that the problem was occasionally encountered, and 60 percent indicated that the problem was rare, as shown in Table IV.

The next two disciplinary problems were rated equally by all the teachers combined. These two problems were unnecessary noise and lack of attention. The teachers indicated, as shown in Table I, that 11.1 percent frequently had the problems, 40 percent occasionally dealt with the problems, and 33.3 percent rarely had the problems.

The beginning teachers in Table II listed unnecessary noise as occurring frequently for 25 percent, occasionally for 37.5 percent, and rarely for 37.5 percent. This was opposed to the problem of lack of attention in which 12.5 percent had a frequent encounter, 50 percent

TABLE I

A STUDY OF DISCIPLINARY PROBLEMS ENCOUNTERED BY ALL THE REPORTING  
TEACHERS OF VOCATIONAL AGRICULTURE IN OKLAHOMA HIGH SCHOOLS

| Problem Area                                      | Frequency of Problems Encountered |      |                   |      |      |      |       |      |      |      |
|---|-----------------------------------|------|-------------------|------|------|------|-------|------|------|------|
|   | Frequently                        |      | Occas-<br>ionally |      | Rare |      | Never |      | Avg. | Rank |
|   | N                                 | %    | N                 | %    | N    | %    | N     | %    | Rt*  |      |
| Excessive talking                                 | 28                                | 38.9 | 32                | 44.4 | 12   | 16.7 | --    | --   | 3.22 | 1    |
| Unnecessary noise                                 | 8                                 | 11.1 | 40                | 55.6 | 24   | 33.3 | --    | --   | 2.78 | 2    |
| Lack of attention                                 | 8                                 | 11.1 | 40                | 55.6 | 24   | 33.3 | --    | --   | 2.78 | 2    |
| Unexcused absence or tardiness                    | --                                | --   | 44                | 61.1 | 24   | 33.3 | 4     | 5.6  | 2.56 | 4    |
| Scuffling   | --                                | --   | 32                | 44.4 | 40   | 55.6 | --    | --   | 2.44 | 5    |
| Eating candy, gum, etc.                           | --                                | --   | 28                | 38.9 | 32   | 44.4 | 12    | 16.7 | 2.22 | 6    |
| Cutting class                                     | --                                | --   | 24                | 33.3 | 40   | 55.6 | 8     | 11.1 | 2.22 | 6    |
| Moving about room without permission              | --                                | --   | 24                | 33.3 | 36   | 50.0 | 12    | 16.7 | 2.17 | 8    |
| Abuse of shop tools                               | --                                | --   | 16                | 22.2 | 52   | 72.2 | 4     | 5.6  | 2.17 | 8    |
| Horseplay, inappropriate                          | --                                | --   | 24                | 33.3 | 32   | 44.4 | 16    | 22.2 | 2.11 | 10   |
| Breaking general rules of school<br>or department | --                                | --   | 8                 | 11.1 | 60   | 83.3 | 4     | 5.6  | 2.06 | 11   |
| Vulgar or profane talk                            | --                                | --   | 16                | 22.2 | 40   | 55.6 | 16    | 22.2 | 2.00 | 12   |
| Non-cooperation                                   | --                                | --   | 12                | 16.7 | 48   | 66.7 | 12    | 16.7 | 2.00 | 12   |
| Use of tobacco at unauthorized time<br>or place   | --                                | --   | 12                | 16.7 | 48   | 66.7 | 12    | 16.7 | 2.00 | 12   |
| Throwing things                                   | --                                | --   | 8                 | 11.1 | 56   | 77.8 | 8     | 11.1 | 2.00 | 12   |
| Property damage                                   | --                                | --   | 8                 | 11.1 | 52   | 72.2 | 12    | 16.7 | 1.94 | 16   |
| Direct disobedience                               | --                                | --   | 8                 | 11.1 | 44   | 61.1 | 20    | 27.8 | 1.83 | 17   |
| Rowdiness at fairs, etc.                          | --                                | --   | 4                 | 5.6  | 52   | 72.2 | 16    | 22.2 | 1.83 | 17   |
| Disrespect to others                              | --                                | --   | 12                | 16.7 | 32   | 44.4 | 28    | 38.9 | 1.78 | 19   |
| Misuse of tools so as to cause<br>safety hazard   | --                                | --   | --                | --   | 52   | 72.2 | 20    | 27.8 | 1.72 | 20   |
| Stealing  | --                                | --   | 4                 | 5.6  | 40   | 55.6 | 28    | 38.9 | 1.67 | 21   |
| Disrespect to teacher                             | --                                | --   | --                | --   | 44   | 61.1 | 28    | 38.9 | 1.61 | 22   |
| Brawling or fighting                              | --                                | --   | --                | --   | 40   | 55.6 | 32    | 44.4 | 1.56 | 23   |
| Disrespect to host on field trips,<br>tours, etc. | --                                | --   | 8                 | 11.1 | 20   | 27.8 | 44    | 61.1 | 1.50 | 24   |
| Drinking intoxicants                              | --                                | --   | --                | --   | 24   | 33.3 | 48    | 66.7 | 1.33 | 25   |

\*Average Rating

TABLE II

A STUDY OF DISCIPLINARY PROBLEMS ENCOUNTERED BY THE BEGINNING  
TEACHERS OF VOCATIONAL AGRICULTURE IN OKLAHOMA HIGH SCHOOLS

| Problem Area                                      | Frequency of Problems Encountered |      |                   |      |      |      |       |      |   |   | Avg.<br>Rt* | Rank |
|---|-----------------------------------|------|-------------------|------|------|------|-------|------|---|---|-------------|------|
|   | Frequently                        |      | Occas-<br>ionally |      | Rare |      | Never |      | N | % |             |      |
|   | N                                 | %    | N                 | %    | N    | %    | N     | %    |   |   |             |      |
| Excessive talking                                 | 12                                | 37.5 | 20                | 62.5 | --   | --   | --    | --   |   |   | 3.38        | 1    |
| Unnecessary noise                                 | 8                                 | 25.0 | 12                | 37.5 | 12   | 37.5 | --    | --   |   |   | 2.88        | 2    |
| Lack of attention                                 | 4                                 | 12.5 | 16                | 50.0 | 12   | 37.5 | --    | --   |   |   | 2.75        | 4    |
| Unexcused absence or tardiness                    | --                                | --   | 16                | 50.0 | 16   | 50.0 | --    | --   |   |   | 2.50        | 5    |
| Scuffling   | --                                | --   | 12                | 37.5 | 20   | 62.5 | --    | --   |   |   | 2.38        | 6    |
| Eating candy, gum, etc.                           | --                                | --   | 12                | 37.5 | 12   | 37.5 | 8     | 25.0 |   |   | 2.88        | 2    |
| Cutting class                                     | --                                | --   | 16                | 50.0 | 12   | 37.5 | 4     | 12.5 |   |   | 2.38        | 6    |
| Moving about room without permission              | --                                | --   | 12                | 37.5 | 12   | 37.5 | 8     | 25.0 |   |   | 2.13        | 8    |
| Abuse of shop tools                               | --                                | --   | 4                 | 12.5 | 24   | 75.0 | 4     | 12.5 |   |   | 2.00        | 10   |
| Horseplay, inappropriate                          | --                                | --   | 12                | 37.5 | 8    | 25.0 | 12    | 37.5 |   |   | 2.00        | 10   |
| Breaking general rules of school<br>or department | --                                | --   | 4                 | 12.5 | 24   | 75.0 | 4     | 12.5 |   |   | 2.00        | 10   |
| Vulgar or profane talk                            | --                                | --   | --                | --   | 20   | 62.5 | 12    | 37.5 |   |   | 1.63        | 16   |
| Non-cooperation                                   | --                                | --   | 4                 | 12.5 | 20   | 62.5 | 8     | 25.0 |   |   | 1.88        | 14   |
| Use of tobacco at unauthorized time<br>or place   | --                                | --   | --                | --   | 20   | 62.5 | 12    | 37.5 |   |   | 1.63        | 16   |
| Throwing things                                   | --                                | --   | 4                 | 12.5 | 28   | 87.5 | --    | --   |   |   | 2.13        | 8    |
| Property damage                                   | --                                | --   | --                | --   | 24   | 75.0 | 8     | 25.0 |   |   | 1.75        | 15   |
| Direct disobedience                               | --                                | --   | --                | --   | 20   | 62.5 | 12    | 37.5 |   |   | 1.63        | 16   |
| Rowdiness at fairs, etc.                          | --                                | --   | --                | --   | 20   | 62.5 | 12    | 37.5 |   |   | 1.63        | 16   |
| Disrespect to others                              | --                                | --   | --                | --   | 12   | 37.5 | 20    | 62.5 |   |   | 1.38        | 22   |
| Misuse of tools so as to cause<br>safety hazard   | --                                | --   | --                | --   | 20   | 62.5 | 12    | 37.5 |   |   | 1.63        | 16   |
| Stealing  | --                                | --   | 4                 | 12.5 | 8    | 25.0 | 20    | 62.5 |   |   | 2.00        | 10   |
| Disrespect to teacher                             | --                                | --   | --                | --   | 16   | 50.0 | 16    | 50.0 |   |   | 1.50        | 20   |
| Brawling or fighting                              | --                                | --   | --                | --   | 16   | 50.0 | 16    | 50.0 |   |   | 1.50        | 20   |
| Disrespect to host on field trips,<br>tours, etc. | --                                | --   | --                | --   | 8    | 25.0 | 24    | 75.0 |   |   | 1.25        | 23   |
| Drinking intoxicants                              | --                                | --   | --                | --   | 8    | 25.0 | 24    | 75.0 |   |   | 1.25        | 23   |

\* Average Rating

TABLE III

A STUDY OF DISCIPLINARY PROBLEMS ENCOUNTERED BY THE INTERMEDIATE  
TEACHERS OF VOCATIONAL AGRICULTURE IN OKLAHOMA HIGH SCHOOLS

| Problem Area                                      | Frequency of Problems Encountered |      |                   |      |      |       |       |      |             |      |
|---|-----------------------------------|------|-------------------|------|------|-------|-------|------|-------------|------|
|   | Frequently                        |      | Occas-<br>ionally |      | Rare |       | Never |      | Avg.<br>Rt* | Rank |
|   | N                                 | %    | N                 | %    | N    | %     | N     | %    |             |      |
| Excessive talking                                 | 12                                | 60.0 | 8                 | 40.0 | --   | --    | --    | --   | 3.60        | 1    |
| Unnecessary noise                                 | --                                | --   | 16                | 80.0 | 4    | 20.0  | --    | --   | 2.80        | 2    |
| Lack of attention                                 | --                                | --   | 12                | 60.0 | 8    | 40.0  | --    | --   | 2.60        | 3    |
| Unexcused absence or tardiness                    | --                                | --   | 16                | 80.0 | 4    | 20.0  | --    | --   | 2.80        | 2    |
| Scuffling   | --                                | --   | 12                | 60.0 | 8    | 40.0  | --    | --   | 2.60        | 3    |
| Eating candy, gum, etc.                           | --                                | --   | 8                 | 40.0 | 8    | 40.0  | 4     | 20.0 | 2.20        | 9    |
| Cutting class                                     | --                                | --   | --                | --   | 16   | 80.0  | 4     | 20.0 | 1.80        | 20   |
| Moving about room without permission              | --                                | --   | 8                 | 40.0 | 5    | 40.0  | 4     | 20.0 | 2.20        | 9    |
| Abuse of shop tools                               | --                                | --   | 4                 | 20.0 | 16   | 80.0  | --    | --   | 2.60        | 3    |
| Horseplay, inappropriate                          | --                                | --   | 4                 | 20.0 | 16   | 80.0  | --    | --   | 2.20        | 9    |
| Breaking general rules of school<br>or department | --                                | --   | 4                 | 20.0 | 16   | 80.0  | --    | --   | 2.20        | 9    |
| Vulgar or profane talk                            | --                                | --   | 8                 | 40.0 | 12   | 60.0  | --    | --   | 2.40        | 7    |
| Non-cooperation                                   | --                                | --   | 4                 | 20.0 | 12   | 60.0  | 4     | 20.0 | 2.00        | 14   |
| Use of tobacco at unauthorized time<br>or place   | --                                | --   | 12                | 60.0 | 8    | 40.0  | --    | --   | 2.60        | 3    |
| Throwing things                                   | --                                | --   | 4                 | 20.0 | 12   | 60.0  | 4     | 20.0 | 2.00        | 14   |
| Property damage                                   | --                                | --   | 8                 | 40.0 | 12   | 60.0  | --    | --   | 2.40        | 7    |
| Direct disobedience                               | --                                | --   | 4                 | 20.0 | 12   | 60.0  | 4     | 20.0 | 2.00        | 14   |
| Rowdiness at fairs, etc.                          | --                                | --   | 4                 | 20.0 | 16   | 80.0  | --    | --   | 2.20        | 9    |
| Disrespect to others                              | --                                | --   | 4                 | 20.0 | 12   | 60.0  | 4     | 20.0 | 2.00        | 14   |
| Misuse of tools so as to cause<br>safety hazard   | --                                | --   | --                | --   | 20   | 100.0 | --    | --   | 2.00        | 14   |
| Stealing  | --                                | --   | --                | --   | 16   | 80.0  | 4     | 20.0 | 1.80        | 14   |
| Disrespect to teacher                             | --                                | --   | --                | --   | 12   | 60.0  | 8     | 40.0 | 1.60        | 21   |
| Brawling or fighting                              | --                                | --   | --                | --   | 12   | 60.0  | 8     | 40.0 | 1.60        | 21   |
| Disrespect to host on field trips,<br>tours, etc. | --                                | --   | --                | --   | 4    | 20.0  | 16    | 80.0 | 1.20        | 23   |
| Drinking intoxicants                              | --                                | --   | --                | --   | 4    | 20.0  | 16    | 80.0 | 1.20        | 23   |

\* Average Rating

TABLE IV

A STUDY OF DISCIPLINARY PROBLEMS ENCOUNTERED BY THE EXPERIENCED  
TEACHERS OF VOCATIONAL AGRICULTURE IN OKLAHOMA HIGH SCHOOLS

| Problem Area                                      | Frequency of Problems Encountered |      |                   |      |      |       |       |      |             |  | Rank |
|---|-----------------------------------|------|-------------------|------|------|-------|-------|------|-------------|--|------|
|   | Frequently                        |      | Occas-<br>ionally |      | Rare |       | Never |      | Avg.<br>Rt* |  |      |
|   | N                                 | %    | N                 | %    | N    | %     | N     | %    |             |  |      |
| Excessive talking                                 | 4                                 | 20.0 | 4                 | 20.0 | 12   | 60.0  | --    | --   | 2.60        |  | 2    |
| Unnecesssary noise                                | --                                | --   | 12                | 60.0 | 8    | 40.0  | --    | --   | 2.60        |  | 2    |
| Lack of attention                                 | 4                                 | 20.0 | 12                | 60.0 | 4    | 20.0  | --    | --   | 3.00        |  | 1    |
| Unexcused absence or tardiness                    | --                                | --   | 12                | 60.0 | 4    | 20.0  | 4     | 20.0 | 2.40        |  | 4    |
| Scuffling   | --                                | --   | 8                 | 40.0 | 12   | 60.0  | --    | --   | 2.40        |  | 4    |
| Eating candy, gum, etc.                           | --                                | --   | 8                 | 40.0 | 12   | 60.0  | --    | --   | 2.40        |  | 4    |
| Cutting class                                     | --                                | --   | 8                 | 40.0 | 12   | 60.0  | --    | --   | 2.40        |  | 4    |
| Moving about room without permission              | --                                | --   | 4                 | 20.0 | 16   | 80.0  | --    | --   | 2.20        |  | 9    |
| Abuse of shop tools                               | --                                | --   | 8                 | 40.0 | 12   | 60.0  | --    | --   | 2.40        |  | 4    |
| Horseplay, inappropriate                          | --                                | --   | 8                 | 40.0 | 8    | 40.0  | 4     | 20.0 | 2.20        |  | 9    |
| Breaking general rules of school<br>or department | --                                | --   | --                | --   | 20   | 100.0 | --    | --   | 2.00        |  | 14   |
| Vulgar or profane talk                            | --                                | --   | 8                 | 40.0 | 8    | 40.0  | 4     | 20.0 | 2.20        |  | 9    |
| Non-cooperation                                   | --                                | --   | 4                 | 20.0 | 16   | 80.0  | --    | --   | 2.20        |  | 9    |
| Use of tobacco at unauthorized time<br>or place   | --                                | --   | --                | --   | 20   | 100.0 | --    | --   | 2.00        |  | 14   |
| Throwing things                                   | --                                | --   | --                | --   | 16   | 80.0  | 4     | 20.0 | 1.30        |  | 17   |
| Property damage                                   | --                                | --   | --                | --   | 16   | 80.0  | 4     | 20.0 | 1.80        |  | 17   |
| Direct disobedience                               | --                                | --   | 4                 | 20.0 | 12   | 60.0  | 4     | 20.0 | 2.00        |  | 14   |
| Rowdiness at fairs, etc.                          | --                                | --   | --                | --   | 16   | 80.0  | 4     | 20.0 | 1.80        |  | 17   |
| Disrespect to others                              | --                                | --   | 8                 | 40.0 | 8    | 40.0  | 4     | 20.0 | 2.20        |  | 9    |
| Misuse of tools so as to cause<br>safety hazard   | --                                | --   | --                | --   | 12   | 60.0  | 8     | 40.0 | 1.60        |  | 22   |
| Stealing  | --                                | --   | --                | --   | 16   | 80.0  | 4     | 20.0 | 1.30        |  | 17   |
| Disrespect to teacher                             | --                                | --   | --                | --   | 16   | 80.0  | 4     | 20.0 | 1.30        |  | 17   |
| Brawling or fighting                              | --                                | --   | --                | --   | 12   | 60.0  | 8     | 40.0 | 1.60        |  | 22   |
| Disrespect to host on field trips,<br>tours, etc. | --                                | --   | --                | --   | 4    | 20.0  | 16    | 80.0 | 1.60        |  | 22   |
| Drinking intoxicants                              | --                                | --   | --                | --   | 12   | 60.0  | 8     | 40.0 | 1.60        |  | 22   |

\*Average Rating

occasionally, and 37.5 percent rarely dealt with the problem.

The intermediate teachers listed in Table III were similar to the beginning teachers in that unnecessary noise was a more occurring problem than lack of attention. Eighty percent showed an occasional encounter with the noise problem and 20 percent rarely had the problem. With lack of attention, 60 percent occasionally and 40 percent rarely faced the problem.

The experienced teachers had more problems with lack of attention in that 20 percent frequently dealt with the problem, 60 percent occasionally, and 20 percent rarely encountered the problem. This was opposed to 60 percent occasionally and 40 percent rarely dealing with the problem of unnecessary noise as listed in Table IV.

The fourth problem based on the category limits in Table I was unexcused absence or tardiness. The reporting teachers reported 61.1 percent encountered the problem occasionally, 33.3 percent rarely, and only 5.6 percent never had the problem.

Table II shows the beginning teachers equally divided concerning the problem of unexcused absence or tardiness with 50 percent encountering the problem occasionally, and the other 50 percent reporting the problem as rarely being encountered.

The intermediate teachers indicated in Table III that 80 percent of them encountered the problem occasionally, while 20 percent of them showed the problem rarely being encountered.

Sixty percent of the experienced teachers rated the problem of unexcused absence or tardiness as occasionally occurring, while 20 percent indicated the problem as rarely happening, with the remaining 20 percent never encountering the problem, which is seen in Table IV.

### Least Frequent Problems

It was felt that in order to get a complete perspective of the disciplinary problems, a review of the four least occurring problems should also be considered. They were as follows: disrespect to teacher, brawling or fighting, disrespect to host on field trips, tours, etc., and drinking intoxicants.

Disrespect to teacher was a problem which occurred rarely among 61.1 percent of the reporting teachers and was never a problem for 38.9 percent of the teachers as listed in Table I.

The beginning teachers listed disrespect to the teacher as a rare problem among 50 percent and never a problem for the other 50 percent as shown in Table II.

Table III shows that 60 percent of the intermediate teachers listed disrespect to the teacher as a rare problem and never a problem for the other 40 percent.

Eighty percent of the experienced teachers listed disrespect for the teachers as a rare problem and 20 percent never encountered the problem as shown in Table IV.

Brawling or fighting was next listed in Table I with 55.6 percent of the reporting teachers considering it as a rare problem, and 44.4 percent never had encountered the problem.

The beginning teachers listed the problem of brawling or fighting as a rare problem among 50 percent and never a problem for the remaining 50 percent as shown in Table II.

Tables III and IV are in agreement about the intermediate and experienced teachers in that both rated the problem rare with 60 percent

and never a problem for 40 percent.

Next to the least encountered problem was disrespect to the host on field trips, tours, etc., with 11.1 percent of the responding teachers listing the problem as an occasional problem; 27.8 percent rated the occurrence as rare, and 61.1 percent never encountered the problem.

In Table II, the beginning teachers rated disrespect to host on field trips, tours, etc. as a rare problem encountered by 25 percent and never a problem for 75 percent.

With the intermediate teachers in Table III, the problem of disrespect to host on field trips, tours, etc. was rated as rare for 20 percent and never a problem for 80 percent.

It is interesting to note that in Table IV, it is shown that the experienced teachers in reporting the problem of disrespect to host on field trips, tours, etc. was also a rare problem for 20 percent and never a problem for 80 percent as was with the intermediate teachers.

The least encountered problem for the reporting teachers was drinking intoxicants. All the teachers reporting summarized together showed in Table I that the problem was rare for 33.3 percent and never a problem for 66.7 percent.

The beginning teachers listed drinking intoxicants as a rare problem for 25 percent, and not a problem for the remaining 75 percent as shown in Table II.

Twenty percent of the intermediate teachers rated the problem of drinking intoxicants as rare for 20 percent and 80 percent rated the problem as never being encountered in Table III.

The experienced teachers in Table IV rated drinking intoxicants as a problem occurring rarely for 60 percent and never being encountered by

the remaining 40 percent.

#### Occasionally Occurring Problems

The remaining problems can be ranked into two groups: the first group being those problems ranking between the category limits of 2.49 and 2.00, the second being those between 1.99 and 1.67 limits.

The first group, listed in order of frequency, included scuffling; eating candy, gum, etc.; cutting class; moving about the room without permission; abuse of shop tools; horseplay, inappropriate; breaking general rules of school or department; vulgar or profane talk; non-cooperation; use of tobacco at unauthorized time or place; and throwing things.

It is interesting to note that eating candy, gum, etc. and cutting class were ranked the same as in Table I with all the reporting teachers as with the experienced teachers. In Table II the beginning teachers rated cutting class as a more frequent problem as opposed to eating candy, gum, etc.; however, the intermediate teachers in Table III indicated that eating candy, gum, etc. was a more frequent problem for them.

It is also shown in Table I that moving about the room without permission and abuse of shop tools were ranked the same with all the reporting teachers. It is interesting to note that the data in Tables II and IV show that the beginning and experienced teachers felt that moving about the room without permission is encountered more than abuse of shop tools.

The intermediate teachers reported that they encountered abuse of shop tools more often than moving about the room without permission, as listed in Table III.

Table I also shows that the average of all the reporting teachers concerning vulgar or profane talk, non-cooperation, use of tobacco at unauthorized time or place, and throwing things was of the same rank.

Table II shows that the beginning teachers felt that throwing things was encountered more than non-cooperation. They also indicated that use of tobacco at unauthorized time or place and vulgar or profane talk were encountered equally.

The intermediate teachers in Table III indicated that the use of tobacco at unauthorized time or place occurred more often than vulgar or profane talk, both of which were encountered more than throwing things and non-cooperation. The latter two problems were ranked equally by these teachers.

The experienced teachers indicated that each problem occurred at different frequencies. They reported vulgar or profane talk occurred more often than non-cooperation, followed by use of tobacco at unauthorized time or place, and then throwing things, as listed in Table IV.

#### Rarely Occurring Problems

The second group, listed in order of frequency, included: property damage; direct disobedience; rowdiness at fairs, etc.; disrespect to others; misuse of tools so as to cause safety hazard; and stealing as ranked in Table I.

The average of all reporting teachers in Table I agrees with the beginning teachers in Table II in that direct disobedience and rowdiness at fairs, etc. were encountered the same. There is a difference in ranking in Table III and Table IV in that the intermediate teachers ranked direct disobedience occurring more often, while the experienced teachers

ranked rowdiness at fairs, etc. as occurring more often.

Table V shows the problem areas encountered by the rural area teachers. The three problems that most often occurred were excessive talking, unnecessary noise, and lack of attention.

Excessive talking was frequently encountered by 25 percent and occasionally by 75 percent of the rural teachers reporting. It is interesting to note that unnecessary noise and lack of attention were equally encountered--occasionally by 62.5 percent and rarely by 37.5 percent as shown in Table V.

Table V listed disrespect to teacher, brawling or fighting, disrespect to host on field trips, tours, etc., and drinking intoxicants as the four least encountered problems among their 411 students.

The urban teachers, with 697 students, reported excessive talking was a frequently encountered problem for 40 percent occasionally for 30 percent, and rarely for 30 percent which made it the most encountered problem in Table VI.

Table VII showed lack of attention as the second most encountered problem with 10 percent frequently, 70 percent occasionally, and 20 percent rarely having the problem. Among the urban teachers, unnecessary noise was ranked third with 20 percent frequently, 40 percent occasionally, and 40 percent rarely encountering the problem as was listed by the urban teacher in Table VI.

Table VI listed the four least encountered problems of the urban teachers as disrespect to teacher, misuse of tools so as to cause safety hazard, drinking intoxicants, and disrespect to host on field trips, tours, etc.

TABLE V

A STUDY OF DISCIPLINARY PROBLEMS ENCOUNTERED BY THE RURAL TEACHERS  
OF VOCATIONAL AGRICULTURE IN OKLAHOMA HIGH SCHOOLS

| Problem Area                                      | Frequency of Problems Encountered |      |                  |      |      |      |       |      | Avg.<br>Rt* | Rank |
|---|-----------------------------------|------|------------------|------|------|------|-------|------|-------------|------|
|   | Frequently                        |      | Ocas-<br>ionally |      | Rare |      | Never |      |             |      |
|   | N                                 | %    | N                | %    | N    | %    | N     | %    |             |      |
| Excessive talking                                 | 8                                 | 25.0 | 24               | 75.0 | --   | --   | --    | --   | 3.25        | 1    |
| Unnecessary noise                                 | --                                | --   | 20               | 62.5 | 12   | 37.5 | --    | --   | 2.63        | 2    |
| Lack of attention                                 | --                                | --   | 20               | 62.5 | 12   | 37.5 | --    | --   | 2.63        | 2    |
| Unexcused absence or tardiness                    | --                                | --   | 14               | 50.0 | 12   | 37.5 | 4     | 12.5 | 2.38        | 4    |
| Scuffling   | --                                | --   | 12               | 37.5 | 20   | 62.5 | --    | --   | 2.38        | 4    |
| Eating candy, gum, etc.                           | --                                | --   | 8                | 25.0 | 20   | 62.5 | 4     | 12.5 | 2.13        | 7    |
| Cutting class                                     | --                                | --   | 8                | 25.0 | 20   | 62.5 | 4     | 12.5 | 2.13        | 7    |
| Moving about room without permission              | --                                | --   | 12               | 37.5 | 12   | 37.5 | 8     | 25.0 | 2.13        | 7    |
| Abuse of shop tools                               | --                                | --   | 4                | 12.5 | 28   | 87.5 | --    | --   | 2.13        | 7    |
| Horseplay, inappropriate                          | --                                | --   | 4                | 12.5 | 16   | 50.0 | 12    | 37.5 | 1.75        | 18   |
| Breaking general rules of school<br>or department | --                                | --   | 8                | 25.0 | 24   | 75.0 | --    | --   | 2.25        | 6    |
| Vulgar or profane talk                            | --                                | --   | 8                | 25.0 | 16   | 50.0 | 8     | 25.0 | 2.00        | 11   |
| Non-cooperation                                   | --                                | --   | 4                | 12.5 | 16   | 50.0 | 12    | 37.5 | 1.75        | 18   |
| Use of tobacco at unauthorized time<br>or place   | --                                | --   | 8                | 25.0 | 16   | 50.0 | 8     | 25.0 | 2.00        | 11   |
| Throwing things                                   | --                                | --   | --               | --   | 28   | 87.5 | 4     | 12.5 | 1.88        | 16   |
| Property damage                                   | --                                | --   | 4                | 12.5 | 20   | 62.5 | 8     | 25.0 | 1.88        | 16   |
| Direct disobedience                               | --                                | --   | --               | --   | 20   | 62.5 | 12    | 37.5 | 1.63        | 20   |
| Rowdiness at fairs, etc.                          | --                                | --   | 4                | 12.5 | 24   | 75.0 | 4     | 12.5 | 2.00        | 11   |
| Disrespect to others                              | --                                | --   | 8                | 25.0 | 16   | 50.0 | 8     | 25.0 | 2.00        | 11   |
| Misuse of tools so as to cause<br>safety hazard   | --                                | --   | 4                | 12.5 | 24   | 75.0 | 4     | 12.5 | 2.00        | 11   |
| Stealing  | --                                | --   | --               | --   | 20   | 62.5 | 12    | 37.5 | 1.63        | 20   |
| Disrespect to teacher                             | --                                | --   | --               | --   | 16   | 50.0 | 16    | 50.0 | 1.50        | 22   |
| Brawling or fighting                              | --                                | --   | --               | --   | 12   | 37.5 | 20    | 62.5 | 1.34        | 25   |
| Disrespect to host on field trips,<br>tours, etc. | --                                | --   | --               | --   | 8    | 25.0 | 24    | 75.0 | 1.25        | 24   |
| Drinking intoxicants                              | --                                | --   | --               | --   | 8    | 25.0 | 24    | 75.0 | 1.25        | 24   |

\*Average Rating

TABLE VI

A STUDY OF DISCIPLINARY PROBLEMS ENCOUNTERED BY THE URBAN TEACHERS  
OF VOCATIONAL AGRICULTURE IN OKLAHOMA HIGH SCHOOLS

| Problem Area                                      | Frequency of Problems Encountered |      |                   |      |      |      |       |      | Avg.<br>Rt* | Rank |
|---|-----------------------------------|------|-------------------|------|------|------|-------|------|-------------|------|
|   | Frequently                        |      | Occas-<br>ionally |      | Rare |      | Never |      |             |      |
|   | N                                 | %    | N                 | %    | N    | %    | N     | %    |             |      |
| Excessive talking                                 | 16                                | 40.0 | 12                | 30.0 | 12   | 30.0 | --    | --   | 3.10        | 1    |
| Unnecessary noise                                 | 8                                 | 20.0 | 16                | 40.0 | 16   | 40.0 | --    | --   | 2.80        | 3    |
| Lack of attention                                 | 4                                 | 10.0 | 28                | 70.0 | 8    | 20.0 | --    | --   | 2.90        | 2    |
| Unexcused absence or tardiness                    | --                                | --   | 28                | 70.0 | 12   | 30.0 | --    | --   | 2.70        | 4    |
| Scuffling   | --                                | --   | 16                | 40.0 | 24   | 60.0 | --    | --   | 2.40        | 7    |
| Eating candy, gum, etc.                           | --                                | --   | 24                | 60.0 | 8    | 20.0 | 8     | 20.0 | 2.40        | 7    |
| Cutting class                                     | --                                | --   | 20                | 50.0 | 20   | 50.0 | --    | --   | 2.50        | 5    |
| Moving about room without permission              | --                                | --   | 12                | 30.0 | 28   | 70.0 | --    | --   | 2.30        | 10   |
| Abuse of shop tools                               | --                                | --   | 20                | 50.0 | 16   | 40.0 | 4     | 10.0 | 2.40        | 7    |
| Horseplay, inappropriate                          | --                                | --   | 24                | 60.0 | 12   | 30.0 | 4     | 10.0 | 2.50        | 5    |
| Breaking general rules of school<br>or department | --                                | --   | --                | --   | 36   | 90.0 | 4     | 10.0 | 1.90        | 20   |
| Vulgar or profane talk                            | --                                | --   | 8                 | 20.0 | 24   | 60.0 | 8     | 20.0 | 2.00        | 15   |
| Non-cooperation                                   | --                                | --   | 12                | 30.0 | 28   | 70.0 | --    | --   | 2.30        | 10   |
| Use of tobacco at unauthorized time<br>or place   | --                                | --   | 8                 | 20.0 | 28   | 70.0 | 4     | 10   | 2.10        | 13   |
| Throwing things                                   | --                                | --   | 8                 | 20.0 | 32   | 80.0 | --    | --   | 2.20        | 12   |
| Property damage                                   | --                                | --   | 4                 | 10.0 | 36   | 90.0 | --    | --   | 2.10        | 13   |
| Direct disobedience                               | --                                | --   | 4                 | 10.0 | 32   | 80.0 | 4     | 10.0 | 2.00        | 15   |
| Rowdiness at fairs, etc.                          | --                                | --   | 4                 | 10.0 | 32   | 80.0 | 4     | 10.0 | 2.00        | 15   |
| Disrespect to others                              | --                                | --   | 12                | 30.0 | 16   | 40.0 | 12    | 30.0 | 2.00        | 15   |
| Misuse of tools so as to cause<br>safety hazard   | --                                | --   | 4                 | 10.0 | 24   | 60.0 | 12    | 30.0 | 1.80        | 22   |
| Stealing  | --                                | --   | 4                 | 10.0 | 32   | 80.0 | 4     | 10.0 | 2.00        | 15   |
| Disrespect to teacher                             | --                                | --   | --                | --   | 32   | 80.0 | 8     | 20.0 | 1.80        | 22   |
| Brawling or fighting                              | --                                | --   | 4                 | 10.0 | 28   | 70.0 | 8     | 20.0 | 1.90        | 20   |
| Disrespect to host on field trips,<br>tours, etc. | --                                | --   | --                | --   | 20   | 50.0 | 20    | 50.0 | 1.50        | 25   |
| Drinking intoxicants                              | --                                | --   | --                | --   | 24   | 60.0 | 16    | 40.0 | 1.60        | 24   |

\* Average Rating

### Five Major Problems

The question was asked of the teachers to indicate the five major problems they had encountered. The following percentages of teachers indicated these were among their five major problems as shown in Table VII: excessive talking, 75.0 percent; unnecessary noise and lack of attention, both 58.3 percent; inappropriate horseplay, 41.7 percent; eating candy, gum, etc., 33.3 percent; breaking general rules of the school or department, 25 percent; unexcused absence or tardiness, 16.7 percent; brawling or fighting, 16.7 percent. Other problems mentioned were scuffling, abuse of shop tools, disrespect to teacher, property damage, non-cooperation, misuse of tools so as to cause a safety hazard, vulgar or profane talk, and cutting class, with all showing 8.3 percent.

### Identified Problem Prevention Methods

In conjunction with the frequency of disciplinary problems being encountered, the teachers were asked to indicate the methods used to prevent the problems.

Various individual teachers had several methods used in preventing problems from arising; there were several methods used successfully by the majority of those reporting as illustrated in Table VIII. The main problem, methods used to prevent them, and percent of teachers using each method are as follows:

A. Excessive talking during class: (1) warning, polite but firm was reported by 73.3 percent; (2) threats were reported by 20 percent; and (3) sharp reprimand was reported by the remaining 6.7 percent.

B. Unnecessary noise: (1) warning, polite but firm was used by

TABLE VII  
TEACHERS' INDICATION OF FIVE MAJOR DISCIPLINARY PROBLEMS\*

| Problem Area                                      | Overall |      | Begin-<br>ning |      | Intermed-<br>iate |      | Experi-<br>enced |      |
|---|---------|------|----------------|------|-------------------|------|------------------|------|
|   | N       | %    | N              | %    | N                 | %    | N                | %    |
| Excessive talking                                 | 36      | 75.0 | 12             | 25.0 | 12                | 25.0 | 12               | 25.0 |
| Unnecessary noise                                 | 28      | 58.3 | 8              | 16.7 | 4                 | 8.3  | 16               | 33.3 |
| Lack of attention                                 | 28      | 58.3 | 4              | 8.3  | 12                | 25.0 | 12               | 25.0 |
| Inappropriate horseplay                           | 20      | 41.7 | 12             | 25.0 | --                | --   | 8                | 16.7 |
| Eating candy, gum, etc.                           | 16      | 33.3 | 4              | 8.3  | 4                 | 8.3  | 8                | 16.7 |
| Unexcused absence or tardiness                    | 8       | 16.7 | 8              | 16.7 | --                | --   | --               | --   |
| Breaking general rules of school<br>or department | 12      | 25.0 | 4              | 8.3  | 4                 | 8.3  | 4                | 8.3  |
| Disrespect to teacher                             | 4       | 8.3  | 4              | 8.3  | --                | --   | --               | --   |
| Drinking intoxicants                              | 12      | 25.0 | 8              | 16.7 | 4                 | 8.3  | --               | --   |
| Scuffling   | 4       | 8.3  | --             | --   | --                | --   | 4                | 8.3  |
| Abuse of shop tools                               | 4       | 8.3  | --             | --   | --                | --   | 4                | 8.3  |
| Brawling or fighting                              | 8       | 16.7 | 8              | 16.7 | --                | --   | --               | --   |
| Property damage                                   | 4       | 8.3  | 4              | 8.3  | --                | --   | --               | --   |
| Non-cooperation                                   | 4       | 8.3  | --             | --   | --                | --   | 4                | 8.3  |
| Misuse of tools so as to cause<br>safety hazard   | 4       | 8.3  | 4              | 8.3  | --                | --   | --               | --   |
| Vulgar or profane talk                            | 4       | 8.3  | --             | --   | 4                 | 8.3  | --               | --   |
| Cutting class                                     | 4       | 8.3  | 4              | 8.3  | --                | --   | --               | --   |
| Disrespect to others                              | 8       | 16.6 | 4              | 8.3  | 4                 | 8.3  | --               | --   |

\* Only 48 teachers indicated their five major problems.

TABLE VIII

THE RESPONSES OF TEACHERS CONCERNING THE MOST COMMON METHODS OF PREVENTION OF SPECIFIC PROBLEMS

| Problem Area                   | Percentage of Use        |                 |         |           |            |                   |                          |                      |                  |                          |                   |                         |                         |  |                            |  |                |                            |                |  |  |
|--------------------------------|--------------------------|-----------------|---------|-----------|------------|-------------------|--------------------------|----------------------|------------------|--------------------------|-------------------|-------------------------|-------------------------|--|----------------------------|--|----------------|----------------------------|----------------|--|--|
|                                | Warning, polite but firm | Sharp reprimand | Threats | Whippings | Extra work | Themes or reports | Withdrawal of privileges | Sending to principal | Required apology | Dismiss from day's class | Expell from class | Conference with student | Conference with parents | Conference with both student & parents | Rectify, make student redo | Reparation, clean-up, repair, or pay for damage done | Ignore problem | Shame student before class | Biting sarcasm | Lowered grades because of attitude or behavior | Use of rules of behavior or punishment made up by students |
| Excessive talking              | 73.3                     | 6.7             | 20.0    | --        | --         | --                | --                       | --                   | --               | --                       | --                | --                      | --                      | --                                     | --                         | --   | --             | --                         | --             | --   | --   |
| Unnecessary noise              | 57.1                     | 21.4            | 7.1     | --        | --         | 7.1               | --                       | --                   | --               | --                       | --                | 7.1                     | --                      | --                                     | --                         | --   | --             | --                         | --             | --   | --   |
| Lack of attention              | 57.1                     | 21.4            | 7.1     | --        | --         | 7.1               | --                       | --                   | --               | --                       | --                | 7.1                     | --                      | --                                     | --                         | --   | --             | --                         | --             | --   | --   |
| Unexcused absence or tardiness | 36.4                     | --              | --      | --        | --         | --                | 9.1                      | 18.2                 | --               | --                       | --                | 27.3                    | --                      | 9.1                                    | --                         | --   | --             | --                         | --             | --   | --   |
| Scuffling                      | 61.5                     | 15.7            | --      | --        | --         | --                | 7.7                      | --                   | --               | --                       | --                | 7.7                     | --                      | --                                     | --                         | --   | --             | 7.7                        | --             | --   | --   |
| Eating candy, gum, etc.        | 66.6                     | --              | 11.1    | --        | --         | --                | 11.1                     | --                   | --               | --                       | --                | --                      | --                      | --                                     | --                         | --   | 11.1           | --                         | --             | --   | --   |
| Cutting class                  | 41.7                     | 16.7            | 8.3     | --        | --         | --                | --                       | 25.0                 | --               | --                       | --                | --                      | --                      | --                                     | --                         | --   | --             | --                         | --             | --   | 8.3  |
| Unnecessary movement           | 63.6                     | 27.3            | 9.1     | --        | --         | --                | --                       | --                   | --               | --                       | --                | --                      | --                      | --                                     | --                         | --   | --             | --                         | --             | --   | --   |
| Abuse of tools                 | 66.7                     | 8.3             | --      | --        | --         | --                | --                       | --                   | --               | 8.3                      | --                | 8.3                     | --                      | --                                     | --                         | 8.3  | --             | --                         | --             | --   | --   |
| Horseplay, inappropriate       | 37.5                     | 25.0            | 12.5    | 12.5      | --         | 6.3               | --                       | --                   | --               | --                       | --                | 6.3                     | --                      | --                                     | --                         | --   | --             | --                         | --             | --   | --   |
| Breaking general rules         | 25.0                     | 16.4            | --      | 8.3       | --         | --                | --                       | 33.3                 | --               | --                       | 8.3               | 8.3                     | --                      | --                                     | --                         | --   | --             | --                         | --             | --   | --   |
| Vulgar or profane talk         | 50.0                     | 14.3            | 7.1     | 7.1       | --         | --                | 7.1                      | --                   | --               | --                       | 7.1               | 7.1                     | --                      | --                                     | --                         | --   | --             | --                         | --             | --   | --   |
| Non-cooperation                | 54.5                     | --              | --      | --        | 9.1        | --                | 9.1                      | --                   | --               | --                       | --                | 9.1                     | --                      | 18.2                                   | --                         | --   | --             | --                         | --             | --   | --   |
| Unauthorized use of tobacco    | 46.2                     | 15.4            | 7.7     | 15.4      | --         | --                | 15.4                     | --                   | --               | --                       | --                | --                      | --                      | --                                     | --                         | --   | --             | --                         | --             | --   | --   |
| Throwing things                | 50.0                     | 12.5            | --      | 12.5      | 12.5       | --                | --                       | --                   | --               | --                       | --                | --                      | --                      | --                                     | --                         | 12.5   | --             | --                         | --             | --   | --   |
| Property damage                | 50.0                     | 10.0            | --      | 10.0      | --         | --                | --                       | --                   | --               | --                       | --                | --                      | --                      | --                                     | --                         | 20.0   | --             | --                         | --             | --   | --   |
| Direct disobedience            | 54.5                     | 9.1             | --      | --        | --         | 9.1               | --                       | --                   | --               | --                       | --                | 9.1                     | --                      | 18.2                                   | --                         | --   | --             | --                         | --             | --   | --   |
| Rowdiness at fairs             | 50.0                     | 8.3             | 8.3     | --        | --         | --                | 8.3                      | --                   | --               | --                       | 8.3               | 8.3                     | 4.3                     | --                                     | --                         | --   | --             | --                         | --             | --   | --   |
| Disrespect to others           | 53.8                     | 7.7             | 7.7     | --        | --         | --                | --                       | --                   | 7.7              | --                       | 7.7               | 15.4                    | --                      | --                                     | --                         | --   | --             | --                         | --             | --   | --   |
| Misuse of tools causing hazard | 54.5                     | 9.1             | 9.1     | --        | --         | --                | --                       | --                   | --               | --                       | 9.1               | 9.1                     | --                      | --                                     | --                         | --   | --             | --                         | --             | --   | --   |
| Stealing                       | 30.8                     | 23.1            | 7.7     | 7.7       | --         | --                | 7.7                      | 15.4                 | --               | --                       | --                | --                      | --                      | 7.7                                    | --                         | --   | --             | --                         | --             | --   | --   |
| Disrespect to teacher          | 50.0                     | --              | --      | 8.3       | --         | --                | --                       | --                   | 8.3              | --                       | --                | 25.0                    | --                      | 8.3                                    | --                         | --   | --             | --                         | --             | --   | --   |
| Brawling or fighting           | 57.1                     | 14.3            | 7.1     | 7.1       | 14.2       | --                | --                       | --                   | --               | --                       | --                | --                      | --                      | --                                     | --                         | --   | --             | --                         | --             | --   | --   |
| Disrespect to host             | 77.8                     | --              | --      | --        | --         | --                | 11.1                     | --                   | --               | --                       | 11.1              | --                      | --                      | --                                     | --                         | --   | --             | --                         | --             | --   | --   |
| Drinking intoxicants           | 38.5                     | 15.4            | 7.7     | --        | --         | --                | 7.7                      | 15.4                 | --               | --                       | 15.4              | --                      | --                      | --                                     | --                         | --   | --             | --                         | --             | --   | --   |

57.1 percent; (2) sharp reprimand by 21.4 percent; (3) threats by 7.1 percent; (4) themes or reports by 7.1 percent; and (5) conference with students by 7.1 percent.

C. Lack of attention: (1) warning, polite but firm was stated by 57.1 percent; (2) sharp reprimand by 21.4 percent; (3) threats by 7.1 percent; (4) themes or reports by 7.1 percent; and (5) conference with student by 7.1 percent.

D. Unexcused absence or tardiness: (1) warning, polite but firm is used by 36.4 percent; (2) withdrawal of privileges by 9.1 percent; (3) sending to the principal by 18.2 percent; (4) conference with student by 27.3 percent; and (5) conference with both student and parents present by 9.1 percent.

The most commonly used method of problem prevention as indicated above and in Table VIII is a warning, polite but firm.

#### Identified Problem Correcting Methods

In relation to methods used to prevent various disciplinary problems the responding teachers were asked to indicate the methods they used to correct the problems.

Many of the teachers had several different methods used in correcting problems that arose as shown in Table IX. The following indicates the major problem, methods used to correct the problem, and percent of teachers using that method.

A. Excessive talking during class: (1) warning, polite but firm was reported by 33.3 percent; (2) sharp reprimand by 6.7 percent; (3) threats by 6.7 percent; (4) whippings by 26.7 percent; (5) themes or reports by 20 percent; and (6) conference with student by 6.7 percent.

TABLE IX  
THE RESPONSES OF TEACHERS CONCERNING THE MOST COMMON METHODS  
OF CORRECTING SPECIFIC PROBLEMS

| Problem Area                   | Percentage of Use        |                 |         |           |            |                   |                          |                      |                  |                          |                   |                         |                         |  |                            |  |                |                            |                |  |   |      |
|--------------------------------|--------------------------|-----------------|---------|-----------|------------|-------------------|--------------------------|----------------------|------------------|--------------------------|-------------------|-------------------------|-------------------------|--|----------------------------|--|----------------|----------------------------|----------------|--|---|------|
|                                | Warning, polite but firm | Sharp reprimand | Threats | Whippings | Extra work | Themes or reports | Withdrawal of privileges | Sending to principal | Required apology | Dismiss from day's class | Expell from class | Conference with student | Conference with parents | Conference with both student & parents | Rectify, make student redo | Reparation, clean-up, repair, or pay for damage done | Ignore problem | Shame student before class | Biting sarcasm | Lowered grades because of attitude or behavior | Use of rules of behavior & punishment made up by students |      |
| Excessive talking              | 33.3                     | 6.7             | 6.7     | 26.7      | --         | 20.0              | --                       | --                   | --               | --                       | --                | 6.7                     | --                      | --                                     | --                         | --   | --             | --                         | --             | --   | --  | --   |
| Unnecessary noise              | 23.5                     | 11.8            | 5.9     | 29.4      | --         | 11.8              | --                       | --                   | --               | --                       | 5.9               | 5.9                     | --                      | --                                     | --                         | 5.9  | --             | --                         | --             | --   | --  | --   |
| Lack of attention              | 20.0                     | 13.3            | 6.7     | 13.3      | 6.7        | 6.7               | --                       | --                   | --               | --                       | 6.7               | 6.7                     | --                      | 6.7                                    | 6.7                        | 6.7  | --             | --                         | --             | --   | --  | --   |
| Unexcused absence or tardiness | 11.1                     | 5.6             | --      | --        | 5.6        | --                | 5.6                      | 38.9                 | --               | --                       | 5.6               | 16.7                    | --                      | 5.6                                    | --                         | --   | --             | --                         | --             | --   | --  | --   |
| Scuffling                      | 6.3                      | 31.3            | 6.3     | 25.0      | --         | --                | --                       | --                   | --               | 6.3                      | --                | 12.5                    | --                      | --                                     | --                         | --   | --             | --                         | --             | --   | 5.6   | --   |
| Eating candy, gum, etc.        | 30.8                     | 7.7             | 7.7     | 15.4      | --         | 7.7               | 7.7                      | --                   | --               | --                       | --                | 7.7                     | --                      | --                                     | --                         | --   | 15.4           | --                         | --             | --   | --  | --   |
| Cutting class                  | 5.9                      | 5.9             | 5.9     | 17.6      | 11.8       | --                | --                       | 17.6                 | --               | --                       | 5.9               | 17.6                    | --                      | 5.9                                    | --                         | 5.9  | --             | --                         | --             | --   | --  | --   |
| Unnecessary movement           | 26.7                     | 26.7            | 6.7     | 13.3      | --         | 6.7               | 6.7                      | --                   | --               | --                       | --                | 13.3                    | --                      | --                                     | --                         | --   | --             | --                         | --             | --   | --  | --   |
| Abuse of tools                 | 17.6                     | 11.8            | --      | 17.6      | --         | --                | --                       | --                   | --               | --                       | 5.9               | 5.9                     | --                      | 5.9                                    | 35.3                       | --   | --             | --                         | --             | --   | --  | --   |
| Horseplay, inappropriate       | --                       | 26.7            | --      | 33.3      | --         | 6.7               | 6.7                      | --                   | --               | 6.7                      | --                | 13.3                    | --                      | --                                     | --                         | --   | --             | 6.7                        | --             | --   | --  | --   |
| Breaking general rules         | 6.7                      | 20.0            | --      | 20.0      | --         | --                | --                       | 33.3                 | --               | --                       | 6.7               | --                      | --                      | 13.3                                   | --                         | --   | --             | --                         | --             | --   | --  | --   |
| Vulgar or profane talk         | 7.1                      | 21.4            | --      | 28.6      | --         | --                | --                       | --                   | --               | 7.1                      | 14.3              | 7.1                     | --                      | 7.1                                    | --                         | 7.1  | --             | --                         | --             | --   | --  | --   |
| Non-cooperation                | 17.6                     | --              | --      | 11.8      | --         | --                | 11.8                     | --                   | --               | --                       | 17.6              | --                      | 17.6                    | --                                     | --                         | 5.9  | --             | --                         | --             | --   | 17.6  | --   |
| Unauthorized use of tobacco    | 6.3                      | 18.8            | --      | 18.8      | --         | --                | 18.8                     | 6.3                  | --               | --                       | 6.3               | 6.3                     | 6.3                     | --                                     | --                         | 6.3  | --             | 6.3                        | --             | --   | --  | --   |
| Throwing things                | 12.5                     | 12.5            | --      | 31.3      | 25.0       | --                | --                       | --                   | --               | 6.3                      | --                | 12.5                    | --                      | --                                     | --                         | --   | --             | --                         | --             | --   | --  | --   |
| Property damage                | 13.3                     | --              | --      | 6.7       | --         | --                | --                       | 6.7                  | 6.7              | --                       | 6.7               | --                      | --                      | 20.0                                   | --                         | 33.3   | --             | --                         | --             | --   | --  | --   |
| Direct disobedience            | --                       | 10.0            | --      | 15.0      | --         | 10.0              | --                       | --                   | 5.0              | --                       | 15.0              | 15.0                    | --                      | 25.0                                   | --                         | --   | --             | --                         | --             | --   | 5.0   | --   |
| Rowdiness at fairs             | 7.1                      | 28.6            | --      | 14.3      | --         | --                | --                       | --                   | --               | --                       | 14.3              | 7.1                     | --                      | 14.3                                   | --                         | --   | --             | --                         | --             | --   | --  | 14.3 |
| Disrespect to others           | 5.9                      | 11.8            | --      | --        | 5.9        | --                | --                       | --                   | 29.4             | --                       | 11.8              | 11.8                    | --                      | 5.9                                    | --                         | --   | --             | 5.9                        | 11.8           | --   | --  | --   |
| Misuse of tools causing hazard | --                       | 26.7            | --      | 26.7      | --         | --                | 6.7                      | --                   | --               | --                       | --                | 6.7                     | --                      | 6.7                                    | 6.7                        | 20.0   | --             | --                         | --             | --   | --  | --   |
| Stealing                       | --                       | 4.5             | --      | 4.5       | --         | --                | 4.5                      | 13.6                 | --               | --                       | 27.3              | 13.6                    | --                      | 13.6                                   | --                         | --   | --             | 4.5                        | --             | --   | --  | 9.1  |
| Disrespect to teacher          | --                       | 10.5            | --      | 21.1      | --         | --                | 5.3                      | 5.3                  | --               | --                       | 10.5              | 21.1                    | --                      | 21.1                                   | --                         | --   | --             | --                         | 5.3            | --   | --  | --   |
| Brawling or fighting           | 5.0                      | --              | --      | 30.0      | 5.0        | --                | --                       | 15.0                 | --               | --                       | 15.0              | 5.0                     | --                      | 10.0                                   | --                         | --   | --             | --                         | 5.0            | 5.0  | --  | 5.0  |
| Disrespect to host             | 11.1                     | 5.6             | --      | 5.6       | 5.6        | --                | 16.7                     | --                   | 22.2             | --                       | 5.6               | 11.1                    | 11.1                    | 5.6                                    | --                         | --   | --             | --                         | --             | --   | --  | --   |
| Drinking intoxicants           | 5.3                      | --              | --      | 5.3       | --         | --                | --                       | 10.5                 | --               | --                       | 42.1              | 5.3                     | --                      | 10.5                                   | --                         | --   | --             | --                         | 5.3            | 5.3  | 5.3   | 5.3  |

B. Unnecessary noise: (1) warning, polite but firm was indicated by 23.5 percent; (2) sharp reprimand by 11.8 percent; (3) threats by 5.9 percent; (4) whippings by 29.4 percent; (5) themes or reports by 11.8 percent; (6) expell from class by 5.9 percent; (7) conference with student by 5.9 percent; and (8) reparation, clean-up, repair, or pay for damage done by 5.9 percent.

C. Lack of attention: (1) warning, polite but firm was reported for 20 percent; (2) sharp reprimand by 13.3 percent; (3) threats by 6.7 percent; (4) whippings by 13.3 percent; (5) extra work by 6.7 percent; (6) themes or reports by 6.7 percent; (7) expell from class by 6.7 percent; (8) conference with student by 6.7 percent; (9) conference with both student and parents present by 6.7 percent; (10) rectify, make student redo by 6.7 percent; and (11) reparation, clean-up, repair, or pay for damage done by 6.7 percent.

D. Unexcused absence or tardiness: (1) warning, polite but firm was used by 11.1 percent; (2) sharp reprimand by 5.6 percent; (3) extra work by 5.6 percent; (4) withdrawal of privileges by 5.6 percent; (5) sending to principal by 38.9 percent; (6) expell from class by 5.6 percent; (7) conference with student by 16.7 percent; (8) conference with both student and parents present by 5.6 percent; (9) lowered grades because of attitude or behavior by 5.6 percent.

The most commonly used method of correcting problems is warning, polite but firm, but not near to the extent as used in problem prevention. It can be seen that a sharp reprimand is used more along with whippings from the above problem areas and Table IX.

The responding teachers were asked if they handled their own disciplinary problems except in extreme cases and if their local administration

backed them up. In both questions the answers were yes by all the teachers reporting.

The Benefit of Sources of Information  
for Controlling Disciplinary  
Problems

The teachers were asked to rate in order of benefit the sources of information regarding the handling and prevention of disciplinary problems.

The three areas of greatest benefit that this study was most concerned with were joint discussion with other members of the school faculty, student teaching, and discussion in P. I. Group meetings.

In Table X it is shown that the greatest amount of benefit for the majority of the reporting teachers came from joint discussion with other members of the school faculty, in that 50 percent expressed that this course of information was of great benefit, 38.9 percent of some benefit, and 11.1 percent of little benefit.

The beginning teachers, in Table XI, reported that 62.5 percent felt joint discussion with other members of the school faculty was of great benefit, 25 percent of some benefit, and 12.5 percent of little benefit to them.

Table XII shows that the intermediate teachers reported 20 percent felt that joint discussion with other members of the school faculty was of great benefit, 60 percent of some benefit, and 20 percent of little benefit for them.

The experienced teachers listed in Table XIII indicated that 60 percent considered joint discussion with other members of the school faculty

TABLE X

THE DISTRIBUTION OF TEACHER RESPONSES IN THE RELATIVE BENEFITS OF THE USE OF SELECTED SOURCES OF INFORMATION ON THE PREVENTION AND HANDLING OF DISCIPLINARY PROBLEMS

| Sources of Information   | <u>Ratings</u>      |       |                    |       |                      |       | Avg.<br>Rating | Rank |
|--|---------------------|-------|--------------------|-------|----------------------|-------|----------------|------|
|  | Of Great<br>Benefit |       | Of Some<br>Benefit |       | Of Little<br>Benefit |       |                |      |
|  | N                   | %     | N                  | %     | N                    | %     |                |      |
| 1. Emphasis in undergraduate courses                                 | 8                   | 11.10 | 40                 | 55.60 | 24                   | 33.30 | 1.77           | 5    |
| 2. Consideration given in graduate courses and in in-service courses | 8                   | 11.10 | 48                 | 66.70 | 16                   | 22.20 | 1.88           | 4    |
| 3. Discussion in P. I. Group meetings                                | 24                  | 33.30 | 40                 | 55.60 | 8                    | 11.10 | 2.22           | 3    |
| 4. Books and articles for individual reading                         | 8                   | 11.10 | 32                 | 44.40 | 32                   | 44.40 | 1.67           | 6    |
| 5. Joint discussion with other members of the school faculty         | 36                  | 50.00 | 28                 | 38.90 | 8                    | 11.10 | 2.39           | 1    |
| 6. Student teaching  | 28                  | 38.90 | 36                 | 50.00 | 8                    | 11.10 | 2.28           | 2    |

TABLE XI

THE DISTRIBUTION OF BEGINNING TEACHER RESPONSES IN THE RELATIVE BENEFITS OF THE USE OF SELECTED SOURCES OF INFORMATION ON THE PREVENTION AND HANDLING OF DISCIPLINARY PROBLEMS

| Sources of Information   | Of Great Benefit |       | <u>Ratings</u><br>Of Some Benefit |       | Of Little Benefit |       | Avg. Rating | Rank |
|--|------------------|-------|-----------------------------------|-------|-------------------|-------|-------------|------|
|  | N                | %     | N                                 | %     | N                 | %     |             |      |
| 1. Emphasis in undergraduate courses                                 | 4                | 12.50 | 16                                | 50.00 | 12                | 37.50 | 1.47        | 6    |
| 2. Consideration given in graduate courses and in in-service courses | 8                | 25.00 | 20                                | 62.50 | 4                 | 12.50 | 2.13        | 4    |
| 3. Discussion in P. I. Group meetings                                | 12               | 37.50 | 20                                | 62.50 | --                | --    | 2.38        | 3    |
| 4. Books and articles for individual reading                         | 4                | 12.50 | 24                                | 75.00 | 4                 | 12.50 | 2.00        | 5    |
| 5. Joint discussion with other members of the school faculty         | 20               | 62.50 | 8                                 | 25.00 | 4                 | 12.50 | 2.50        | 1    |
| 6. Student teaching  | 20               | 62.50 | 8                                 | 25.00 | 4                 | 12.50 | 2.50        | 1    |

TABLE XII

THE DISTRIBUTION OF INTERMEDIATE TEACHER RESPONSES IN THE RELATIVE BENEFITS OF THE USE OF  
SELECTED SOURCES OF INFORMATION ON THE PREVENTION AND HANDLING OF DISCIPLINARY PROBLEMS

| Sources of Information  | <u>Ratings</u>      |       |                    |       |                      |       | Avg.<br>Rating | Rank |
|---|---------------------|-------|--------------------|-------|----------------------|-------|----------------|------|
|   | Of Great<br>Benefit |       | Of Some<br>Benefit |       | Of Little<br>Benefit |       |                |      |
|   | N                   | %     | N                  | %     | N                    | %     |                |      |
| 1. Emphasis in undergraduate courses                                    | --                  | --    | 12                 | 60.00 | 8                    | 40.00 | 1.60           | 4    |
| 2. Consideration given in graduate<br>courses and in in-service courses | --                  | --    | 12                 | 60.00 | 8                    | 40.00 | 1.60           | 4    |
| 3. Discussion in P. I. Group meetings                                   | 8                   | 40.00 | 8                  | 40.00 | 4                    | 20.00 | 2.20           | 1    |
| 4. Books and articles for individual<br>reading                         | --                  | --    | 8                  | 40.00 | 12                   | 60.00 | 1.40           | 6    |
| 5. Joint discussion with other members<br>of the school faculty         | 4                   | 20.00 | 12                 | 60.00 | 4                    | 20.00 | 2.00           | 3    |
| 6. Student teaching   | 4                   | 20.00 | 16                 | 80.00 | --                   | --    | 2.20           | 1    |

TABLE XIII

THE DISTRIBUTION OF EXPERIENCED TEACHER RESPONSES IN THE RELATIVE BENEFITS OF THE USE OF SELECTED SOURCES OF INFORMATION ON THE PREVENTION AND HANDLING OF DISCIPLINARY PROBLEMS

| Sources of Information   | <u>Ratings</u>      |       |                    |       |                      |       | Avg.<br>Rating | Rank |
|--|---------------------|-------|--------------------|-------|----------------------|-------|----------------|------|
|  | Of Great<br>Benefit |       | Of Some<br>Benefit |       | Of Little<br>Benefit |       |                |      |
|  | N                   | %     | N                  | %     | N                    | %     |                |      |
| 1. Emphasis in undergraduate courses                                 | 4                   | 20.00 | 12                 | 60.00 | 4                    | 20.00 | 2.00           | 2    |
| 2. Consideration given in graduate courses and in in-service courses | --                  | --    | 16                 | 80.00 | 4                    | 20.00 | 1.80           | 5    |
| 3. Discussion in P. I. Group meetings                                | 4                   | 20.00 | 12                 | 60.00 | 4                    | 20.00 | 2.00           | 2    |
| 4. Books and articles for individual reading                         | 4                   | 20.00 | --                 | --    | 16                   | 80.00 | 1.40           | 6    |
| 5. Joint discussion with other members of the school faculty         | 12                  | 60.00 | 8                  | 40.00 | --                   | --    | 2.60           | 1    |
| 6. Student teaching  | 4                   | 20.00 | 12                 | 60.00 | 4                    | 20.00 | 2.00           | 2    |

of great benefit and 40 percent felt that it was of some benefit.

Student teaching ranked second as a source of great benefit by 38.9 percent. Student teaching was of some benefit for 50 percent and of little benefit for 11.1 percent in handling and prevention of disciplinary problems, as listed in Table X.

The beginning teachers reported that 62.5 percent believe student teaching to be of great benefit, 25 percent of some benefit, and 12.5 percent of little benefit in Table XI.

Listed in Table XII the intermediate teachers indicated that 20 percent considered student teaching of great benefit and 80 percent considered it of some benefit.

The experienced teachers listed student teaching as a great benefit by 20 percent, of some benefit by 60 percent, and 20 percent think of it as of little benefit as shown in Table XIII.

All reporting teachers indicated discussion in P. I. Group meetings was of great benefit for 33.3 percent, of some benefit for 55.6 percent, and of little benefit for 11.1 percent as shown in Table X.

Table XI shows that the beginning teachers considered discussion in P. I. Group meetings of great benefit to 37.5 percent, and of some benefit to 62.5 percent of them.

The intermediate teachers listed discussion in P. I. Group meetings of great benefit for 40 percent, and of some benefit for 20 percent with of little benefit for 20 percent of the teachers in Table XII.

In Table XIII the experienced teachers indicated that discussion in P. I. Group meetings was of great benefit to 20 percent, of some benefit to 60 percent, and of little to only 20 percent.

## CHAPTER IV

### SUMMARY AND CONCLUSIONS

#### Summary

The purpose of this study was four-fold: (1) to determine the more common disciplinary problems encountered by the teachers of vocational agriculture; (2) to determine the frequency of the various problems; (3) to determine the most satisfactory methods of prevention of disciplinary problems; and (4) to determine the most satisfactory methods of correcting the various disciplinary problems.

The teachers responding in this study reported that the most frequent discipline problem encountered was excessive talking. The problem was reported as happening to all of the teachers who reported in this study.

Unnecessary noise and lack of attention ranked second. These problems were encountered by every teacher to some extent.

Unexcused absence or tardiness was the third ranked problem, and a majority of reporting teachers found it as an occasional or rare problem, while only four teachers reported it as never a problem.

The problem of scuffling was the next most common problem. This problem was reported by the teachers as occurring to the teacher either occasionally or rarely.

The fifth ranked problems were eating candy, gum, etc. and cutting class. These problems were encountered by the majority of the reporting

teachers as occasionally or rarely, while eight teachers reported it as never a problem.

Moving about the room without permission and abuse of shop tools were the next most common problems. These problems were found to occur either occasionally or rarely for 94.4 percent of the teachers and rarely for less than 6 percent.

Inappropriate horseplay ranked seventh and reported by the teachers as an occasional or rare problem to a majority of the reporting teachers.

The problem of breaking general rules of school or department was the eighth ranked problem and was reported as an occasional or rare problem for the majority of the reporting teachers.

Four problems tied for the ninth position. These problems were vulgar or profane talk, non-cooperation, use of tobacco at unauthorized time or place, and throwing things. The majority of the reporting teachers found these problems occurring rarely with a small percent ranking the problems as occasionally or never occurring.

Property damage was the tenth ranked problem and encountered as a rare or never occurring problem by over one-half of the teachers reporting.

Direct disobedience and rowdiness at fairs, etc. were the eleventh most common problems encountered by the reporting teachers. These problems were rarely encountered by a majority of the reporting teachers.

The problem of disrespect to others was ranked twelfth. These problems were rarely encountered by a majority of the reporting teachers.

Misuse of tools so as to cause safety hazards was never more than a rare problem for the reporting teachers and was ranked number 13.

Stealing was ranked number 14 and encountered as rare or never a

problem for the majority of the teachers reporting.

The number 15 ranked problem was disrespect to teacher. This problem was not rated above being encountered rarely by the teachers.

Brawling or fighting was the number 16 ranking problem of the reporting teachers. This problem was rarely encountered by the teachers.

The problem ranking number 17 was disrespect to host on field trips, tours, etc. This problem was reported as never being a problem for a majority of the teachers.

The last ranking problem was drinking intoxicants. This problem was never a problem for over two-thirds of the reporting teachers.

#### Comparison of Disciplinary Problems Between Beginning, Intermediate, and Experienced Teachers

Several pertinent questions were included in order to determine if any relationship existed between categories of teachers and the frequency with which disciplinary problems were encountered. The findings were as follows:

1. There was a definite relationship between the years of experience and the frequency of discipline problems. This showed that overall the beginning teachers had a higher rate of problems followed by intermediate with the experienced with a lower rate of frequency of problems encountered.

The intermediate teachers encountered the problem of excessive talking more frequently than either group. The beginning teachers encountered the problem to more of an extent than the experienced.

Unnecessary noise was a frequent problem for the beginning teachers

and only an occasional problem for the intermediate and experienced teachers.

Lack of attention was a frequent problem for the experienced and beginning teachers, but only an occasional problem for the intermediate.

The problem of unexcused absence or tardiness was a more frequent problem for the intermediate and experienced teacher than for the beginning teachers.

#### Comparison of Disciplinary Problems Between Rural and Urban Area Teachers

When comparing rural and urban area teachers, the three most frequently encountered problems were excessive talking, unnecessary noise, and lack of attention. The urban teachers listed lack of attention as being encountered more than unnecessary noise as opposed to the rural teachers listing them as being equally encountered.

When comparing the four least encountered problems, disrespect to teacher was listed first among both the rural and urban teacher. The urban teachers listed misuse of tools so as to cause a safety hazard next, while the rural teachers listed brawling or fighting next. Both groups listed drinking intoxicants next followed by disrespect to host on field trips, tours, etc. The only difference was that rural area teachers considered disrespect to host on field trips, tours, etc. as being equally encountered with drinking intoxicants.

#### Methods of Preventing Problems

Good discipline requires the setting up of clear educational and behavioral standards and goals and letting the student know how these

goals can be achieved. Good discipline is systematic, ordered learning. It promotes achievement and performance, according to an address given by Verl A. Teeter (10).

The most common method of preventing problems reported by the teachers, listed in order of frequency of occurrence, were (1) warning, polite but firm, (2) sharp reprimands, (3) threats, and (4) conference with the student.

#### Methods of Correcting Problems

According to an address given by Verl A. Teeter (10), good discipline is based on a firm, fair, and reasonable program of order and learning. In a well-disciplined class, there will be less wear and tear on the teacher as well as on the students. Less time will be wasted in corralling students. More time will be found for teaching.

The most common method used in correcting problems reported by the teachers was a warning, polite but firm, although not near as often as it was used in preventing problems. This method was followed by whippings, sharp reprimand, and then conference with the student.

From observing the questionnaire, it became evident that the rural area school teachers would use a more severe disciplinary method as opposed to the urban area.

#### Sources of Information

The most important source of information for handling discipline problems for the reporting teachers was joint discussion with other members of the school faculty. The next two main sources of information, ranking the same, were discussion in P. I. Group meetings and student

teaching. Emphasis in undergraduate courses was the third most important source of information for the teachers. Books and articles for individual reading was ranked fourth, and fifth ranked was consideration given in graduate courses and in in-service courses.

### Conclusions

There were several conclusions which can readily be drawn from the information derived from this study.

The first conclusions indicate that all teachers will have problems of minor importance when teaching a class. This was evidenced by the fact that all of the reporting teachers in the study indicated that they had a problem in controlling excessive talking. The teachers must realize that these problems will be present and learn how to deal with them effectively.

Table XIV shows the comparison of the average ratings and ranks of the problem areas encountered by all the reporting teachers. The beginning, intermediate, and experienced teachers were also included in this comparison.

Rural and urban area teachers encountered the same three most frequently encountered problems of excessive talking, unnecessary noise, and lack of attention.

The rural and urban area teachers encountered three of the same problems in their four least occurring problems. These were disrespect to teacher, disrespect to host on field trips, tours, etc., and drinking intoxicants. The difference was in that the rural teachers included brawling or fighting, while urban teachers listed misuse of tools so as to cause safety hazards in this group.

TABLE XIV

A SUMMARY OF THE AVERAGE RATING AND RANKING OF THE PROBLEM AREAS

| Problem Area                                      | R*              |     | B*              |     | I*              |     | E*              |     |
|---|-----------------|-----|-----------------|-----|-----------------|-----|-----------------|-----|
|   | <u>Teachers</u> |     | <u>Teachers</u> |     | <u>Teachers</u> |     | <u>Teachers</u> |     |
|   | Avg.<br>Rt.     | Rk. | Avg.<br>Rt.     | Rk. | Avg.<br>Rt.     | Rk. | Avg.<br>Rt.     | Rk. |
| Excessive talking                                 | 3.22            | 1   | 3.38            | 1   | 3.60            | 1   | 2.60            | 2   |
| Unnecessary noise                                 | 2.78            | 2   | 2.88            | 2   | 2.80            | 2   | 2.60            | 2   |
| Lack of attention                                 | 2.78            | 2   | 2.75            | 4   | 2.60            | 4   | 3.00            | 1   |
| Unexcused absence/tardiness                       | 2.56            | 4   | 2.50            | 5   | 2.80            | 2   | 2.40            | 4   |
| Scuffling   | 2.44            | 5   | 2.38            | 6   | 2.60            | 4   | 2.40            | 4   |
| Eating candy, gum, et.                            | 2.22            | 6   | 2.88            | 2   | 2.20            | 10  | 2.40            | 4   |
| Cutting class                                     | 2.22            | 6   | 2.38            | 6   | 1.80            | 20  | 2.40            | 4   |
| Moving about room without<br>permission           | 2.17            | 8   | 2.13            | 8   | 2.20            | 10  | 2.20            | 9   |
| Abuse of shop tools                               | 2.17            | 8   | 2.00            | 10  | 2.60            | 4   | 2.40            | 4   |
| Horseplay, inappropriate                          | 2.11            | 10  | 2.00            | 10  | 2.20            | 10  | 2.20            | 9   |
| Breaking general rules of<br>school or department | 2.06            | 11  | 2.00            | 10  | 2.20            | 10  | 2.00            | 14  |
| Vulgar or profane talk                            | 2.00            | 12  | 1.63            | 16  | 2.40            | 8   | 2.20            | 9   |
| Non-cooperation                                   | 2.00            | 12  | 1.88            | 14  | 2.00            | 15  | 2.20            | 9   |
| Use of tobacco at unauthor-<br>ized time or place | 2.00            | 12  | 1.63            | 16  | 2.60            | 4   | 2.00            | 14  |
| Throwing things                                   | 2.00            | 12  | 2.13            | 8   | 2.00            | 15  | 1.80            | 17  |
| Property damage                                   | 1.94            | 16  | 1.75            | 15  | 2.40            | 8   | 1.80            | 17  |
| Direct disobedience                               | 1.83            | 17  | 1.63            | 16  | 2.00            | 15  | 2.00            | 14  |
| Rowdiness at fairs, etc.                          | 1.83            | 17  | 1.63            | 16  | 2.20            | 10  | 1.80            | 17  |
| Disrespect to others                              | 1.78            | 19  | 1.38            | 22  | 2.00            | 15  | 2.20            | 9   |
| Misuse of tools so as to<br>cause safety hazard   | 1.72            | 20  | 1.63            | 16  | 2.00            | 15  | 1.60            | 22  |
| Stealing  | 1.67            | 21  | 2.00            | 10  | 1.80            | 20  | 1.80            | 17  |
| Disrespect to teacher                             | 1.61            | 22  | 1.50            | 20  | 1.60            | 22  | 1.80            | 17  |
| Brawling or fighting                              | 1.56            | 23  | 1.50            | 20  | 1.60            | 22  | 1.60            | 22  |

TABLE XIV (Cont.)

| Problem Area                                   | R*          |     | B*          |     | I*          |     | E*          |     |
|--|-------------|-----|-------------|-----|-------------|-----|-------------|-----|
|  | Teachers    |     | Teachers    |     | Teachers    |     | Teachers    |     |
|  | Avg.<br>Rt. | Rk. | Avg.<br>Rt. | Rk. | Avg.<br>Rt. | Rk. | Avg.<br>Rt. | Rk. |
| Disrespect to host on field trips, tours, etc. | 1.50        | 24  | 1.25        | 23  | 1.20        | 24  | 1.60        | 22  |
| Drinking intoxicants                           | 1.33        | 25  | 1.25        | 23  | 1.20        | 24  | 1.60        | 22  |

- R\* - All reporting teachers  
 B\* - Beginning teachers  
 I\* - Intermediate teachers  
 E\* - Experienced teachers

It was interesting to compare Hobbs' study (8), 1958, to this one in that the three most frequent problems Hobbs listed in his study were the same as in this study. These were excessive talking, unnecessary noise, and lack of attention. The bottom four disciplinary problems--brawling or fighting, disrespect to host on field trips, tours, etc., and drinking intoxicants--encountered in Hobbs' study were the same with the exception of inappropriate horseplay.

When comparing the beginning teachers of this study with the beginning teachers in Wilson's study (9), 1972, it was shown that the problem of excessive talking was the most frequently encountered as in this study. Furthermore, unnecessary noise ranked second as it did in this study. Wilson's study also shows that brawling or fighting and drinking intoxicants were at the end of his rankings as was again true in this

study. Another conclusion derived from the study was that excessive talking is recognized as the major problem for the reporting teachers. A further conclusion derived from the study was that no significant difference existed between the problem areas of the rural and urban area teachers.

Another conclusions derived from the study was that several teachers tend to rely on whippings as a corrective measure too much. The two most frequent methods of control were polite warning and the use of whippings. Whipping, which is a very questionable practice (1), was used as a punishment by a majority of teachers.

Another conclusion derived from the study was the success the teachers indicated having with the prevention of disciplinary problems by using warnings, polite but firm. This was indicated by the frequency which it had, thus signifying it was the most common method.

A final conclusion derived from the study was the importance of joint discussion with other members of the school faculty in helping teachers to handle various disciplinary problems.

#### Implications

All teachers must first understand just what is meant by school discipline and all it involves. They must be able to distinguish between what is and what is not a discipline problem.

Teachers need to familiarize themselves with the various methods of correcting and preventing disciplinary problems and the methods that have been found to work best in controlling these problems. Much is to be learned from joint discussion with other teachers, both in the school faculty and P. I. Groups, student teaching, and undergraduate courses.

Over a period of the last 18 years, the vocational agriculture teachers have been able to keep severe discipline problems at a minimum which indicates a high quality of teachers, teacher trainers, and state leadership.

The teacher who is interested and enthusiastic about his work, whose interest about each day's work is contagious to students, who is skilled in the art of motivation, who is firm and fair in his dealings with students, and is understanding of the students' problems is not likely to have many disciplinary problems.

The classroom cannot function properly without good discipline. Teachers cannot teach effectively unless they have their students' attention. Rules and regulations are necessary for any group to function well, for discipline is the base for every effective thing anyone ever does.

#### Recommendations

It is recommended, based on the information in this study, that more emphasis be placed on problem solving at the undergraduate course level.

The author would suggest that before student teachers leave for their centers that they be given an intensive session on disciplinary problems they may encounter and how to handle them. While discipline is not always a problem at the centers, this session would better prepare the students for their own classes and better enable them to cope with problems on their own.

The author would also suggest that all teachers be made aware of the major causes for the breakdown in discipline such as lack of

classroom preparation on the part of the teacher, lack of discipline in the home, lack of respect for teachers, failure on the part of the teacher to sell their subject to students, lack of humor and enthusiasm in the classroom, lack of sound disciplinary methods, and lack of proper preparation for class on the part of the teachers; these were all verified in Verl A. Teeter's address (10).

The above recommendations are only a few that might be useful in preparing future teachers for their jobs and helping them strengthen their weak areas. These suggestions will not solve all the problems the teachers will be faced with, but they will give them a basis from which to work in solving the disciplinary problems they may encounter.

## BIBLIOGRAPHY

1. Pringle, Ralph W. The Psychology of High School Discipline. New York: D. C. Heath and Company, 1931.
2. Good, Carter V. Editor. Dictionary of Education, 3rd edition. New York: McGraw Hill Company, 1973.
3. Bagley, William C. School Discipline. New York: Macmillan Company, 1914.
4. Smith, Walter R. Constructive School Discipline. New York: American Book Company, 1936.
5. Sheviakov, George, and Fritz Redl. Discipline for Today's Children and Youth. Washington, D.C.: Department of Supervision and Curriculum Development, M.E.A., 1956.
6. Scott, Marshall J. "Improving Student Behavior." Agricultural Education (September, 1952), 56-59.
7. Krebs, Alfred H. "Problem and Opportunity." Agricultural Education (October, 1955), 84-87.
8. Hobbs, Walter Wesley. "A Study of Disciplinary Problems Encountered by Teachers of Vocational Agriculture in Oklahoma High Schools." (Unpub. M.S. thesis, Oklahoma State University, 1958.)
9. Wilson, Gerald Lee. "A Study of the Disciplinary Problems Encountered by Beginning Teachers of Vocational Agriculture in Oklahoma." (Unpub. M.S. thesis, Oklahoma State University, 1972.)
10. Teeter, Verl A. "The Discipline Problem." Address given to Oklahoma school groups and organizations. Stillwater, Oklahoma, 1975..

APPENDIX

QUESTIONNAIRE

A STUDY OF DISCIPLINARY PROBLEMS ENCOUNTERED BY TEACHERS OF VOCATIONAL AGRICULTURE IN OKLAHOMA HIGH SCHOOLS

Please check the frequency of occurrence of the following disciplinary problems that occur in your classroom and include the number of the method you use to prevent the problem from occurring and correct the problem once it has occurred out of the list of methods below.

METHODS MOST COMMONLY USED IN PREVENTING OR HANDLING VARIOUS DISCIPLINARY PROBLEMS

- 1. Warning, polite but firm
- 2. Sharp reprimand
- 3. Threats
- 4. Whippings
- 5. Extra work
- 6. Themes or reports
- 7. Withdrawal of privileges
- 8. Sending to principal
- 9. Required apology
- 10. Dismiss from day's class
- 11. Expell from class
- 12. Conference with student
- 13. Conference with parents
- 14. Conference with both student and parents present
- 15. Rectify, make student redo
- 16. Reparation, clean-up, repair, or pay for damage done
- 17. Ignore problem
- 18. Shame student before class
- 19. Biting sarcasm
- 20. Lowered grades because of attitude or behavior
- 21. Use of rules of behavior and punishment made up by students
- 22. Other(Please specify)

|  | Check Blocks to Indicate Frequency of Problems Encountered (During past 2 years) |              |      |       | Use Numbers From Above to Indicate Methods Used To: |                 |
|--|--|--------------|------|-------|---|-----------------|
|  | Frequent   | Occasionally | Rare | Never | Prevent Problem                                     | Correct Problem |
| Excessive talking                              |  |              |      |       |   |                 |
| Scuffling                                      |  |              |      |       |   |                 |
| Throwing things                                |  |              |      |       |   |                 |
| Moving about room without permission           |  |              |      |       |   |                 |
| Property damage                                |  |              |      |       |   |                 |
| Direct disobediance                            |  |              |      |       |   |                 |
| Non-cooperation                                |  |              |      |       |   |                 |
| Unexcused absence or tardiness                 |  |              |      |       |   |                 |
| Eating candy, gum, etc.                        |  |              |      |       |   |                 |
| Breaking general rules of school or department |  |              |      |       |   |                 |
| Disrespect to teacher                          |  |              |      |       |   |                 |
| Unnecessary noise                              |  |              |      |       |   |                 |
| Lack of attention                              |  |              |      |       |   |                 |
| Use of tobacco at unauthorized time or place   |  |              |      |       |   |                 |
| Abuse of shop tools                            |  |              |      |       |   |                 |
| Misuse of tools so as to cause safety hazard   |  |              |      |       |   |                 |
| Vulgar or profane talk                         |  |              |      |       |   |                 |
| Disrespect to host on field trips, tours, etc. |  |              |      |       |   |                 |
| Disrespect to others                           |  |              |      |       |   |                 |
| Stealing                                       |  |              |      |       |   |                 |
| Rowdiness at fairs, etc.                       |  |              |      |       |   |                 |
| Cutting class                                  |  |              |      |       |   |                 |
| Horseplay, inappropriate                       |  |              |      |       |   |                 |
| Brawling or fighting                           |  |              |      |       |   |                 |
| Drinking intoxicants                           |  |              |      |       |   |                 |
| Other  |  |              |      |       |   |                 |

PLEASE GO BACK AND CIRCLE THE 5 MAJOR PROBLEMS YOU HAVE ENCOUNTERED.

Do you handle your own disciplinary problems except in extreme cases? \_\_\_\_\_

Does your local administration back you up? \_\_\_\_\_

Years you have been teaching? 5 or less \_\_\_\_\_ 6 to 15 \_\_\_\_\_ over 15 \_\_\_\_\_

How many students do you teach in all of your agriculture classes? \_\_\_\_\_

Is your school in an Urban \_\_\_\_\_ or Rural \_\_\_\_\_ Area?

Rate the benefit of the following as sources of information regarding the handling and prevention of disciplinary problems:

|  | Of Great<br>Benefit | Of Some<br>Benefit | Of Little<br>Benefit |
|--|---------------------|--------------------|----------------------|
| 1. Emphasis in undergraduate courses                                 | _____               |                    |                      |
| 2. Consideration given in graduate courses and in in-service courses | _____               |                    |                      |
| 3. Discussion in P. I. Group meetings                                | _____               |                    |                      |
| 4. Books and articles for individual reading                         | _____               |                    |                      |
| 5. Joint discussion with other members of the school faculty         | _____               |                    |                      |
| 6. Student teaching  | _____               |                    |                      |
| 7. Other (please specify)  | _____               |                    |                      |
| _____  | _____               |                    |                      |

Thank you for your professional opinions, time and consideration.

VITA

Richard Eugene Lee

Candidate for the Degree of

Master of Science

Thesis: A STUDY OF DISCIPLINARY PROBLEMS ENCOUNTERED BY TEACHERS OF  
VOCATIONAL AGRICULTURE IN OKLAHOMA HIGH SCHOOLS

Major Field: Agricultural Education

Biographical:

Personal Data: Born in Enid, Oklahoma, October 20, 1948, the son  
of Mr. and Mrs. Edward E. Lee.

Education: Graduated from Billings High School, Billings, Oklahoma,  
in May, 1966; attended Oklahoma State University and received  
the Bachelor of Science degree in May, 1970, with a major in  
Agricultural Education; completed requirements for the degree  
of Master of Science at Oklahoma State University, Stillwater,  
Oklahoma, in May, 1976.

Professional Experience: Entered military service August 7, 1970,  
by enlisting in the United States Army; served overseas in  
Korea for 13 months, and was honorably discharged May 7, 1973;  
taught vocational agriculture from June, 1973, until July,  
1974, at Solomon, Kansas, and at Red Rock, Oklahoma, from June,  
1974, until July, 1975.