THE DIFFERENCES IN THE TREATMENT OF DISCIPLINE PROBLEMS IN SECONDARY SCHOOLS AND THEIR RELATIONSHIP TO ORGANIZATIONAL CLIMATE

By

RANDALL KENT RABURN

Bachelor of Science in Education
North Texas State University
Denton, Texas
1962

Master of Education
North Texas State University
Denton, Texas
1967

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Graduate College of the
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Thesis Approved:

Kennett St. Clair
Thesis Adviser

Carl R. Anderson

Russell Olson

Ralph A. Brown

Norman N. Durham
Dean of the Graduate College

1016626

PREFACE

This study has sought to determine the type and severity of treatments for student behavioral problems as they actually occur in secondary schools in Oklahoma, and their relationship to organizational climate. This allowed a view of discipline practices in relationship to other aspects of the school and its participants.

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CHAPTER I

NATURE OF THE PROBLEM

Introduction

The control of students in schools has long been a problem. Pounds (55) reported that discipline of students was a problem during the middle ages in Europe. The doctrine of original sin seemed to support the belief that all youth were rebellious and stubborn and severe physical punishment was often prescribed (55, p. 92). This type of thought was prevalent in the early American schools, but Bagley (6), in 1915, placed coercion last among the best approaches for establishing discipline and Row (59) reported in 1920 that corporal punishment was being used less and that it was often reserved for the headmaster to administer.

Discipline can be defined in several ways. Two commonly used definitions are:

(1) The degree of order observed in the behavior of a group or class.

(2) The steps or acts taken to penalize a student for some undesirable behavior or violation (67).

Webster (67) prefers to define discipline as the development within individuals of the necessary personal controls to allow them to be effective, contributing members of society. The concern of this paper will be with the steps or

acts taken by the school to control or punish a student for misbehavior.

Discipline and Organizational Climate

Discipline continues to be a problem today in American education. The 1977 Gallup Poll (36, p. 33) reports that for the eighth time in nine years, discipline, or a lack of discipline, is the number one concern of the American public in regard to schools. As a sub-group within the total survey population, educators have listed discipline, or lack of discipline, among their top problems each year. Even more disturbing is the fact that among the top concerns of the public are integration/segregation problems and the use of drugs which are both related to and often cause discipline problems (33, 34, 35). In 1976 they were ranked second and fifth respectively while crime moved into the top ten list (34, p. 16).

Discipline policies and regulations are developed through a variety of means. Community standards as expressed by members of the board of education, the attitudes of school administrators, faculty members, the students themselves, and court decisions all influence these policies and regulations. Litigation in recent times has changed pupil control measures employed by schools considerably. Rules and regulations must be written, clear and understandable, and disseminated to the student body. The punishment must fit the violation and be administered fairly and

consistently (27). Student due process is a familiar term to today's administrator.

In Goss V. Lopez in 1975, the Supreme Court laid down some guidelines to be followed to meet "due process" provisions of the Fourteenth Amendment when suspending students from school. In general, they require the student be notified of the charges against him and that the student be given opportunity to deny these charges. Lengthy expulsions, the court pointed out, should have more elaborate procedures (24, p. 38).

Because of litigation, the development and administration of discipline codes that are educationally and legally sound has gained importance in the last decade. Written policies presenting school regulations, offenses, punishments, and procedures have been adopted and updated in the belief that clearly defined standards of student rights and responsibilities can provide needed guidelines for all parties in the educational process (17). Sheviakov and Redl (62, p. 1) warn that in times of strain and anxiety, there are demands for speeded up action and patient educational procedures and complex judgements are often bypassed in favor of a more expedient procedure. Some people are looking for a universalistic scale where a prescribed punishment exists for each wrong (62, p. 1). The use of such scales seems likely to increase (62).

George Gallup (34) reported in 1976, that there is a trend toward more traditional values in almost every field

and that the public is now demanding stricter rules for student behavior. In 1974, he reported that extra time in school, paddling, or expulsion as punishment for students were approved of by 57% of the parents polled who had school age children. Of the total sample, 59% approved of some type of rehabilitation program such as counseling (32, p.24). Public pressure for better discipline will possibly cause the increased use of coercive type of treatment for student behavioral problems (60). The trend toward more coercive type treatments is widespread although there is a strong trend in theory toward the use of psychological techniques to control and correct behavior without jeopardizing mutual good will (8, p. 265).

In approaching the problem of student discipline, several questions must be answered by schools today. What type of behavioral treatment should be used and which type of organizational climate is best to foster good pupil control are among the questions to be faced.

The dominant influence on the tone of public schools is pupil control (68, p. 107). Pupil control problems play a major role in the interaction of students, teachers, and the principal. The organizational climate described by Halpin and Croft (44) is determined by the interaction between teachers and between the teachers and the principal. Research has shown a relationship exists between student discipline and the climate of the school (68) and a study establishing a specific relationship promises useful

information.

The term "organizational climate" was used by Cornell (15) in 1955 to describe a person's interpretations or perceptions of his role and the roles of others in an organization. Halpin (42, p. 131) stated, "analogously, personality is to the individual what Organizational Climate is to the organization."

Halpin (42) described the differences in the "feel" of different schools.

> In one school the teachers and the principal are zestful and exude confidence in what they are doing. They find pleasure in working with each other; this pleasure is transmitted to the students, who thus are given at least a fighting chance to discover that school can be a happy experience. In a second school the brooding discontent of the teachers is palpable; the principal tries to hide his incompetence and his lack of a sense of direction behind a cloak of authority, and yet he wears this cloak poorly because the attitude he displays to others vacillates randomly between the obsequious and the officious. The psychological sickness of such a faculty spills over on the students who, in their own frustration, feed back to the teachers a mood of despair. A third school is marked by neither joy nor despair, but by hollow ritual. Here one gets the feeling of watching an elaborate charade in which teachers, principal, and students alike are acting out parts. The acting is smooth, even glib, but it appears to have little meaning for the participants; in a strange way the show just doesn't seem to be for real. And so, too, as one moves to other schools, one finds that each appears to have a personality of its own. (p. 131).

Research by Nicholas, Virjo, and Wattenberg (54, p. 7) indicate that there might be a direct relationship between pupil control problems and the teacher's perception of the organizational climate of the school. Clark (14, p. 75)

found in his study of alienation and coercion in secondary schools that as the amount of coercion utilized in school increases, the student's alienation will also increase.

Another study reported that pupil control problem, more than any other factors, influenced the tone of the school (5).

Public schools fall in a category of organizations in which the organization has no control over client selection. Usually in this situation client control is a major concern as the participants are not voluntary and often they are not committed to the goals of the organization. Etzioni's (22, p. 5) theory of compliance relationships classifies organizations according to types of power employed to secure the compliance of the lower participants and the kinds of involvement of the participants. The three types of power are coercive, remunerative, and normative and the three kinds of involvement are alienation, calculative, and moral. The associations between power and involvement form nine compliance relationships of which three are congruent. The three congruent or effective relationships are coercive power and alienative involvement, remunerative power and calculative involvement, and normative power and moral involvement (22). According to Etzioni (22, p. 45), educational organizations use normative control to get positive commitment from the students but coercive control is a strong secondary pattern. In other words, if normative power does not achieve proper student commitment or compliance then

coercive power will be employed. Normative controls in schools include the use of honors, grades, influence of teachers, talks with the principal, peer influence, and sometimes a scolding or sarcasm (22, p. 45). Coercive controls would involve the use of punitive type measures.

The climate of the school depends upon the attitudes of the teachers and administrators and this climate will affect their perceptions of pupil discipline problems. The treatment prescribed by a principal for a given problem seems likely to be affected by his perception of what is expected of him according to the climate of the school.

Whether the climate of the school affects student behavior problems or whether student behavior problems affect the climate is a difficult question; however, it seems reasonable to assume that the severity or coerciveness of treatments used for discipline problems is related to the organizational climate.

If student alienation is increased by an increase in the use of coercive punishments, and if the types of punishment used are related to organizational climate, the implication might be drawn that a change in the organizational climate could change student alienation. If organizational climate were changed so as to reduce coercive punishments, then student alienation would lessen. Another possibility would be that if student alienation were decreased by lessening the use of coercive punishments, then the organizational climate would change positively also. Less alienation

might cause fewer problems to occur.

Role expectations are likely to influence the behavior of the principal. If role expectations as perceived by the principal are affected by the organizational climate, then the type of punishments used for the treatment of behavioral problems will also be affected by the climate of the school. An analysis of the relationship between the organizational climate and the severity of punishment used by the school could reveal information that would be useful in dealing with the complex problems of student discipline.

Definition of Terms

Organizational Climate

> Organizational climate is a concept based on the interaction among teachers and between teachers and the principal. It is to the organization what personality is to the individual (42, 44). The school climate is conceptualized along a continuum ranging from "open" at one end to "closed" at the other (5, p. 4).

The Open Climate

> The open climate depicts a situation in which the members have high morale and enjoy working together. They are not bothered by burdensome amounts of routine work. The teachers possess the incentive to work hard and keep things moving. Work from the teachers flows free

and easy (42, p. 175). The principal is genuine and sets an example by working hard, but he also is helpful and will correct problems. His policies facilitate the teachers' accomplishments of tasks. He has the ability to let leadership emerge from the faculty (42). Satisfaction of both task achievement and social needs comes easily (5, p. 4).

The Closed Climate

The members obtain little satisfaction in respect to either task achievement or social needs (42, p. 180). The school is characterized by a high degree of apathy on the part of all members (5, p. 4). Teachers have many reports to complete as well as many housekeeping details to see after. Morale is low and the teachers do not work well together (44). The principal is aloof and impersonal and fails to provide adequate leadership for the group. He is ineffective in directing the tasks of the teachers and does not look out for their welfare (44).

Severity

Strictness or harshness in the treatment of student behavioral problems.

Behavioral Problem

The failure of a student to conform to rules of behavior,

expressed or implied, that are seen to be appropraite by the teacher/principal.

Treatment

The technique or procedure employed by teachers in dealing with behavioral problems (15).

Statement of the Problem

There is a need for additional information about the type and severity of treatments used for various behavioral problems and their relationship to organizational climate. It seems increasingly clear that the practice of leaving the student disciplinary treatments completely to the discretion of one individual without guidelines will no longer be acceptable because of the probable inconsistencies. In order to compare practices of different schools and to develop policies and regulations for dealing with discipline problems, information is needed about what schools are doing now. The development of policies that prescribe the punishment for specified behavior problems cannot be accomplished without additional information. This information would also be useful in evaluating present policies and practices.

The relationship of the type and severity of treatments used to other aspects of the school could be important, particularly the relationship to organizational climate as has been previously discussed.

The purpose of this research is to determine the

differences in the treatment of specified discipline problems by secondary schools in Oklahoma and to analyze these differences in relation to organizational climate. The questions to be answered are:

1. Do schools with "closed" organizational climates use different types of treatments for student discipline problems than schools with "open" climates for the same violations?
2. Is there a significant relationship between the severity of the treatment used for discipline problems and the organizational climate of schools?
3. How different are the types of punishment prescribed for treatment of discipline problems among secondary schools?
4. What types of treatments are used most often for each specific violation?
5. Is there a significant relationship between geographic locations of schools and
   a. the organizational climate of schools?
   b. the severity of the treatment used for discipline problems?
6. Is there a trend in Oklahoma schools toward the use of a scale that sets the treatment for specific student behavioral violations?

Limitations of the Study

This study will concern itself with Oklahoma secondary schools of between 500 and 1007 students. The study will seek to determine the differences in the treatment of discipline problems and their relationship of that treatment to the organizational climate of the school. It will not deal with all possible types of treatments nor all types of

student misbehavior.

The concern of this study will be with misbehavior as handled by the principal at the building level. While this study concentrates on treating the symptoms rather than causal factors, it does recognize the existence of human relations approaches to discipline that utilize psychological principles and attempt to remove the causes of student misbehavior. Some of these approaches are reviewed in Chapter II. However, a principal usually receives students who have experienced a problem with another person, usually a classroom teacher, and while the principal may display outstanding personal qualities and a knowledge of modern discipline methods, he rarely has the opportunity to use them to avoid the original problem (8). Too often the problem has become acute before the principal is involved. This study seeks to document what actually does happen and not what should happen when student disciplinary problems occur. The accuracy of the data is dependent upon the perceptions of principals in regard to the treatment of behavioral problems and of teachers in regard to organizational climate. While the psychological effects of certain treatments and their implications may offer valuable information, this study has not attempted to ascertain those answers.

Summary

The control of students in schools continues to be a major concern of the public and of school officials. The

pressure from the public for stricter control of students and the effect of recent litigation on practices and policies of discipline point to the need for additional research in this area. Pupil control has been shown to have an effect on the tone or climate of the school (68). Information is needed concerning current discipline practices of schools and the implications of these practices in relation to the organizational climate of the school.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

The control of students has been a concern of educators for as long as students have been taught in groups. It is generally assumed to be necessary to control students in order to teach and guide learning activities efficiently. The methods and types of punishment employed have changed throughout time but can be classified in two general categories. One relies upon force or coercion and can be classified as punitive. The other can be classified as rehabilitative and relies upon human relations and psychological techniques to correct or prevent student misbehavior. Modern discipline practices such as those proposed by Dreikurs (17), Glasser (39), and Gordon (41) rely upon human relations skills and psychological techniques.

The use of severe physical punishment to control youth was prevalent in early American schools (55). Bagley (6) reported that in 1910, a punishment used for treatment of a student for constant mischief was flogging with a whalebone whip. Even though the wholesome effect of such a treatment was declared, coercive methods were not considered the best

means of establishing good control even then (6). In 1920, corporal punishment was being used less often and was often restricted to use by the principal (59).

Changes in attitudes toward discipline and the effects of recent litigation have required alterations in school policies regarding discipline. For eight out of the past nine years, the Gallup Poll has listed discipline or lack of discipline as the number one concern of the American public in regard to public schools (37). In 1974, Gallup (32, p. 21) stated that, "The findings are disturbing and suggest that something must be done if the public's confidence and respect for schools is to remain at a high level." Because of the concern of the public about student discipline, a trend toward the increased use of corporal punishment and other coercive measures may be developing in practice (53, 62), while the trend in theory is toward human relations approaches to discipline (8).

An important element in determining the climate of a school is the interaction of role participants. Willower and Jones (68, p. 107) report that, while many other matters influence the tone of the school, the dominant factor was clearly pupil control. This chapter will review the literature on current discipline practices and philosophies in public schools, the organizational climate of schools, and their relationship to each other.

The Modern Setting

The general attitude of the American public toward education can best be ascertained by examining the nation-wide surveys conducted by George Gallup. According to these polls, the number one criticism of the public schools has been their perceived lack of discipline (36, p. 27). Gallup (33, p. 227) reports that the type of discipline that most people have in mind is a matter of obeying rules, respecting the authority of teachers and school administrators, and being considerate of fellow students who wish to learn in a peaceful atmosphere. Gallup (33) recognized that the problem existing was not just a school problem as he stated:

> It would be unfair to deal with the problem of discipline without first pointing out that schools are victims of an era when lack of respect for rules and authority is universal. The permissive era was not ushered in by the schools but by the public. However, regardless of whose fault it is, schools are suffering and will continue to suffer unless corrective measures are taken (p. 16).

While there are many reasons for the existing problem such as the enforced idleness of youth and the lessening respect for authority, Gallup (34, p. 16) feels that schools have not maintained high standards. They have, in his opinion, given in too often to those who believe that anything difficult should be removed from the curriculum.

Thompson (64), places the blame for poor discipline on poor communication between school and parent. Teachers should know their students better by becoming familiar with their families.

The National Education Association has estimated that approximately 63,000 classroom teachers were physically attacked by students during the 1975-76 school year (7, p. 58). In a survey of incidents on school property, the Senate Juvenile Delinquency Subcommittee reported that between 1970 and 1973, murders increased 19%; rapes 40%, robberies 37%, and attacks on teachers 77% (7, p. 58). Indeed this seems to be an era when youth are problems in all areas of our society.

Student Rights

The issue of student rights has become important in the last decade. Students do not lose their constitutional rights when they enter the school building and recent court decisions concerning these rights have greatly affected discipline procedures in public schools. Educational opportunity is considered a right and not a privilege. The right to due process of law, both substantively and procedurally, is one protected and specifically reiterated in the Fifth Amendment (24, 27).

In Tinker v. Des Moines, Iowa, Independent Community School District, 1969 (24), the court made it clear that students enjoy the same general constitutional rights, both substantive and procedural, as do other citizens. In this case, the students wore black arm bands to school and were suspended. This punishment was ruled a violation of the students' freedom of expression and the students were

reinstated. The school must have sufficient reason for making a rule and the rule must be reasonable in the light of the circumstances. In this case, the wearing of the arm bands was not shown to be disruptive (24).

The principles of the Tinker Case apply to actual speech, literature, and symbolic speech which could include dress and grooming. Unless school officials can show actual disruption, or a reasonable forecast of disruption, the speech elements of these activities cannot be curtailed (24).

In the area of student suspension or expulsion from school, the courts have had considerable impact. In the case of Wood v. Strickland (26), three girls were suspended from school for spiking the punch at a school function. Several points were made by the Supreme Court that have important implications. A board member is not immune from liability for damages if he knew or reasonably should have known that the action he took, within his sphere of official responsibility, would violate the constitutional rights of the student affected (26, p. 35).

The Supreme Court also ruled that the students have substantive and procedural rights while at school (65, p. 216). The Civil Rights Acts does not extend the right to relitigate evidentiary questions arising in school disciplinary cases, nor is it the role of the court to rule on the wisdom or compassion of school board regulations (27, p. 89). The importance of written regulations was evident. Dealing with the question as to whether or not the beverage involved

was intoxicating, the Supreme Court (65) stated:

> The term 'intoxicating beverage' as used in the school's regulations shall be interpreted as school officials meant it, and a federal court should not supplant this interpretation by linking the term to the definition of 'intoxicating liquor' under state statute (p. 216).

The Supreme Court ruled that the evidence was ample and that substantive due process was not violated. They directed the question of a procedural due process violation to the Court of Appeals (65, 27).

Goss v. Lopez (24) was heard on the same day as Wood v. Strickland. The Supreme Court affirmed the decision of the lower court that suspensions deprived plaintiffs of their rights to procedural due process and also laid down some guidelines that in general call for notification of charges against the student. The student is to be given opportunity to present his side of the case. Expulsions for a semester or an entire school year might require more formal procedures (24, 27).

Usually, students are allowed to appeal to a higher school official and/or to the board of education. Flygare (24) reports that a number of courts have held that before or shortly after an expulsion has begun, the student is entitled to notice and a hearing before an impartial fact-finder; at this time he may confront and cross-examine adverse witnesses and be represented by counsel. The courts have tried to balance the individual's right to due process against the state's need to administer its programs in an

efficient manner (24).

In substantive due process issues the three primary questions considered by the courts are:

1. Does the punishment fit the alleged violation?
2. Does the school board have authority to order this type of punishment?
3. Are the rules being administered consistent with the principles of equal protection? (24)

The courts ruled in Cook v. Edwards (24) that the punishment was too severe. In use of the "balancing process", the court felt that the rights of the student were more important than the need of the school to expel the student for the school year (24).

Another example is a case heard by the Oklahoma Supreme Court, Independent School District Number 8 of Seiling v. The Honorable J. Russell Swanson, et al. (27), concerning the length of a male student's hair. In this case the court held the following:

1. School rules regarding student appearance must have a reasonable connection with educational functions.
2. Any rule that causes a student to be excluded from school must exist for a reasonable or necessary purpose.
3. The hair rule affected the student twenty-four hours a day, not just while at school.
4. A rule of this type must have greater justification and demonstrable need than one regulating purely in-school behavior.
5. Without the presence of a reasonable connection between a dress code and proper educational functions, the adoption of such a rule is violative

> of statutory authority granted school boards (27, pp. 49, 50).

In April, 1977, the Supreme Court ruled that school spankings do not violate the Constitution's ban on cruel and unusual punishment, this despite the fact that two students had been swatted as many as twenty times with wooden paddles (24). Newsweek (53) reported:

> The majority also ruled that the students' right to due process had not been violated when they were disciplined without a hearing. Paddling, they held, is a routine form of punishment in most parts of the country (p. 65).

The courts have had a tremendous effect upon school discipline as demonstrated by this brief review of cases. School districts must consider the legal aspects of student discipline when developing policies and regulations. The practices followed by schools in disciplining students must be consistent with court rulings.

Current Discipline Philosophy and Practice

With pressures from the public and the courts, schools have been forced to evaluate their rules and regulations concerning discipline. The public appears to be demanding stricter enforcement of rules. In 1975, 70% of those polled by Gallup with children in school chose the option of sending children to a special public school that emphasized strict discipline, a strict dress code, and placed emphasis on the three R's (33, p. 231). Sheviakov and Redl (62, p. 1) warn that "in the face of uncertainty, many persons tend to

regress to simple and primitive ways of dealing with difficulties." When pressure produces strain and anxiety, there tends to be speeded up demands for action (62, p. 1). In order to satisfy public demands for better discipline, some schools are turning to coercive techniques (62, p. 1).

Because of the demands for consistency and fairness in the treatment of student discipline problems, some schools are developing policies that prescribe punishment for a specified offense. The Tyler, Texas, schools have policies that divide offenses into classes and punishment is prescribed for each class (17, p. 30). While coercive type solutions are appealing to some educators, others claim they are ineffective because children are not taught how to behave when coercion is removed (21).

Thompson (64, p. 37) states that "school systems should have definite rules, and everyone in a system should stick by those rules." Systems must be consistent in establishing rules and "indeed in establishing methods of punishment" (p. 37). Because of the demands of the public and the courts, a trend may be developing toward more use of corporal punishment and rules prescribing type and severity of punishment.

The Supreme Court in its 1977 decision on spanking, considered paddling as a routine form of punishment in most parts of the country and, in the vast majority of cases, inflicted only in justifiable situations (53). Newsweek (53), however, disagreed and said that paddling is rare in most areas and used only as a last resort. In Massachusetts,

New Jersey, and a few cities, corporal punishment is banned by law while in the South and rural areas of the Midwest the practice has never died out (53). Because of the disturbing wave of violence in schools, there are signs of growing support for corporal punishment. Since 1972, nineteen states have passed new laws that explicitly permit the use of corporal punishment (53). With the recent Supreme Court decision, this trend may continue (53).

One of the concerns of this study is with the types of discipline employed by school districts for various violations and to determine how much disparity exists in their application. For example, it is of concern that the treatment for smoking marijuana would be a verbal reprimand in one school, while another school might suspend the student for the remainder of the year for the same offense. It is obvious that community standards influence school practices and most agree that this is good. There is a tendency for schools to develop characteristics similar to that of the community in which they are located (21, p. 24). In other words, if a school were located in a middle class community, it would tend to become middle class oriented (21, p. 24). This could account for the differences in treatment of student misbehavior; however, the magnitude of these differences seems noteworthy. Such disparities could be due to a lack of information about current discipline practices by school districts.

Gallup (32, p. 24) reports that 59% of the total sample

in 1974, in response to the question, "What should be done with a high school student who refuses to obey his teacher?" answered with some type of rehabilitative treatment. Among those mentioned were work study, change of teachers or course, discussion with teacher and principal, involvement of parents, and other similar treatments. Fifty-seven percent of the parents with children in school answered with expulsion, extra time in school, and paddling. La Grand (49) lists seven types of punishment as: detention hour, after-school tasks, temporary loss of privileges, subtle punishments, making restitution, corporal punishment, and expulsion. Other types of treatments used are extra work, removal from extra-curricular activities, and counseling. Addicott (1, p. 8) stated that "reasoning with older pupils at times may lead them to cooperate and to learn." In a stronger statement, Richard Kindsvatter (46, p. 324) reports, "All things considered and excluding the early childhood levels, the most effective control technique for serious misbehavior is the private teacher/student conference."

The two types of punishment that are most often involved in controversy and dispute are corporal punishment and suspension from school. Corporal punishment has already been discussed in connection with current court cases affecting discipline. One of the questions that this study will seek to answer will be how widespread is the use of corporal punishment in Oklahoma high schools.

Flygare (24) reports that suspensions and expulsions

occur at an astounding rate in public schools. Estimates run as high as ten percent of all junior and senior high school students annually being suspended one or more times (24).

The Tyler, Texas, Public Schools suspend students for three days or less if found guilty of serious misconduct for a Class I offense. A Class II offense would warranty suspension for more than three days or expulsion. For lengthy suspension, a jury composed of teachers, administrators, and students assesses the final punishment (17). Other school districts have similar practices even if unwritten. Some limit the number of days a student can be suspended.

The three components of discipline according to Kindsvatter (47, p. 323) are behavior expectations, behavior adjustment, and control techniques. As mentioned previously, the school tends to take on the characteristics of the community in which it is located (21, p. 24). The sources of misbehavior (47) are:

> (1) serious emotional and adjustment problems;
> (2) the student's negative opinion of the teacher or of the classroom activities; and (3) the tendency of young persons to engage in unpremeditated, often capricious, temporarily disruptive activity (p. 323).

Teachers' reactions to student behavior problems are largely determined by the direct effect which the act has upon the teacher (52, p. 13). The Wickman study (52) dealing with classroom control and student misbehavior revealed that:

> The degree of visibility of the defiant act, both its visibility to the teacher and to the student population, was directly related to the degree of seriousness which it held for teachers (p. 14).

The principal, however, usually receives the problem student from the classroom teacher. While modern discipline philosophy and methods such as those described by Dreikurs, Glasser, and Gordon, can be utilized by principals, the application is different. Rarely does the principal have opportunity to avoid the original problem, rather he must take steps to stop the deviant behavior and attempt to keep it from happening again (8).

The principal must not only deal with the problem student but with the problem teacher. Some teachers are too ready to employ punitive measures (8, p. 265). A common practice by many teachers is to send offending students from the classroom, usually to the principal's office.

Willower and Jones (68, p. 107), in a 1962 study of large junior high schools, found that older teachers brought socializing pressures to bear on newcomers to the staff to maintain "tough discipline" as a matter of first importance, thus perpetuating a system of strict student control. This socializing process may be aided by the principal, or a new principal may be affected by it in the same way that teachers are. Boardman (8) describes a typical situation:

> Too often the principal cannot resist the pressure by the teacher to punish harshly and yields to his better judgement instead of patiently working along with the teacher until the teacher has learned the value of other methods and acquired some skill in using them (p. 265).

The teacher who demands harsh punishment and strong control methods often views the principal who suggests a more subtle and friendly approach as being too soft or lacking in moral courage (8, p. 265). Getzels and Guba (38, p. 426) say that roles are defined in terms of role expectations. The expectations of the principal define what he should do under various circumstances (38). Likewise, the principal from his position can greatly influence the expectations held for teachers and thus affect the climate of the school (38). As was noted in Chapter I, the principal is important in determining the organizational climate of the school. He is also an important factor in determining discipline practices in the school.

In spite of the strong trend in theory toward rehabilitative discipline measures that do not destroy mutual good will, the use of coercive methods seems to be on the rise (8, p. 265). The old idea of the superior efficiency of punishment for wrongdoing is widespread (8, p. 265). Teachers are too ready to employ punitive measures, attaching undue importance to temporary and expedient outcomes and losing sight of the ultimate educational aims of discipline (8, p. 265).

Punishment as a means of dealing with behavioral problems has been strongly criticized. "In the nineteenth century, Nietzshe wrote, 'Punishment hardens and numbs, it sharpens the consciousness of alienation, it strengthens the power of resistance'" (19, p. 65). Dreikurs (19, p. 62)

stated that, "punishment invites retaliation and is not an effective teaching method" and Glasser (39) believes that punishment is not effective today, if it ever was. Addicott (1, p. 25) warns that "Sarcasm, with its bitterness and lop-sided humor, is impolite, unfair, and ultimately ineffective", and advises that school work should not be used as punishment as it creates a negative attitude toward the subject matter concerned.

Clark (14, p. 75), studied the relationship of alienation of students and coercion in secondary schools. Among his findings was that as the amount of coercion utilized in school increases, the students' alienation will increase. The students' sense of powerlessness and self-estrangement will increase as the amount of coercion utilized in school increases (14). Etzioni's (22, p. 13) study focused upon lower participants in an organization such as students in a school. Educational organizations use normative control but coercive control is a secondary pattern and is used if normative control fails. Etzioni (22) has predicted that when schools use coercive control patterns, alienative involvement of students will result. It is caused by the illegitimate use of power or from the use of power which tends to frustrate the individual's need-dispositions (22, p. 15). Examples of the use of power which tend to frustrate would be corporal punishment and suspension from school. An example of the illegitimate exercise of power would be the use of severe punishment of a student for a minor infraction

Sanders (60) stated:

> The use of punitive sanctions in general and corporal punishment in particular are at cross purposes with commonly accepted psychological principles and guidance and counseling practices (p. 3).

The cold, inflexible, unfriendly teacher may achieve surface order and control in the classroom; however, studies have shown that students in such a teacher's class achieve less, are less interested, and are less creative (60, p. 11). Other studies show that many teachers have a bad effect on the mental health of students (60, p. 12). A 1936 study of 312 high schools reported that either corporal punishment or detention was used 22% of the time (60, p. 15). The overuse of coercive control is likely to result in student alienation (60, p. 15).

Kounin and Gump (48, p. 44) attempted to assess the influence of punitive and non-punitive teachers upon children's attitudes. The results showed that children taught by teachers classified as punitive placed greater emphasis on their misconduct and were more agressive than students of teachers classified as non-punitive. Students of non-punitive teachers placed greater emphasis upon failure to learn and losses in achievement (48, p. 49).

Sanders (60, p. 60) reports "an interesting finding was the apparently consistent tendency toward coerciveness in the public secondary schools of Oklahoma". The average teacher in Oklahoma would employ coercive sanctions to control throwing paper wads, stealing money, and defacing or destroying

school property (60, p. 60). If a teacher damages the self-respect of a student by using sarcasm, ridicule, or humiliating comments, loses his temper, or uses corporal punishment, rapport is apt to be lost (60, p. 17).

In a study of elementary schools, Dobson (16) reported that teachers of culturally-deprived students considered most behavioral acts by elementary children as being less serious than did teachers of middle-class students. Teachers surveyed in the study ranked acts on the "Behavioral Problem Inventory" with the act receiving the highest ranking being physical attacks on the teacher followed by defacing school property or equipment, sex-related offenses, and willful disobedience (16). Teachers with three to ten years of experience differed significantly from teachers with more than ten years experience. The teachers with more than ten years experience viewed behavioral acts more seriously (16, p. 98). In the treatment of various behavioral acts, there was no significant difference between teachers of middle-class pupils and teachers of culturally-deprived students. The groups of elementary teachers surveyed all viewed the pupil-teacher conference as the most effective method of treatment of behavioral problems. As a whole, more were concerned about transgressions against orderliness and perhaps morality than about withdrawal behavioral traits (16).

Dobson (16) made two recommendations of particular interest to this study.

> Standards of behavior should not lose sight of social integrity. In guidance of children, extremes of liberty are to be avoided as much as extremes of discipline. . .The key element in a behavioral system is judgement based on responsibility to others. Since the teachers in this study tended to disagree on the intensity or severity of behavioral problems but tended to agree on methods of treatment it became clear that teachers must develop a wide variety of strategies for dealing with behavioral problems in desirable ways (p. 102).

Psychology and School Discipline

The concern over lack of school discipline has caused some educators to look for other ways to achieve good pupil control. In the minds of most persons, enforcing stricter discipline means tightening control and increasing demands upon students. "Enlightened educators, on the other hand, realize that becoming more structured and stringent is at best a partial answer, appropriate only part of the time" (47, p. 322). Kindsvatter's view is that "the more thoughtful solution lies in finding ways to improve the social and learning climate within schools and classrooms (47, p. 322).

An alternative to the use of punishment is the use of psychology. When psychology is defined as the prediction and control of behavior it seems especially appropriate for pupil control.

Behavior Modification

One such approach is the use of techniques based on Skinnerian principles called behavior modification, operant conditioning, or social reinforcement (50, p. 457). Behavior

modification, as defined by professionals in the mental health field, is a program which precisely and systematically applies basic principles from psychological research to teach desirable behavior or to eradicate undesirable behavior. It is not a single method but a family of techniques that have been derived from research in experimental psychology (11).

The various techniques employed usually center around positive reinforcement, negative reinforcement, and punishment. Praise or some other type of reward are referred to as positive, while a negative reinforcement could be a reaction that is either ignored or disapproved in a manner less than punishment (11). Approval, praise, and reward are important reinforcement tools (11). Tangible rewards such as tokens, grades, and privileges have been shown to increase the effectiveness of behavior modification (46, p. 168).

These techniques are applied irrespective of the motives or judgement behind the child's behavior. Kohlberg and Turiel (50) report:

> If success is defined in terms of those changes in classroom behavior that solve classroom management problems such as orderliness, attention, task completion, and homework assignments, then it can be said that such behavior modification programs have been used with considerable sucess in pre-schools, high schools, and reform schools. However, these classroom behavior changes do not have reliable predictive meaning for behavior in later life (p. 457).

While behavior modification has been applauded by many educators and has successfully demonstrated effectiveness in bringing about improved behavior, it is criticized by others (11). Supporters say that it employs good human relations

theory and need not be used to manipulate children for the wrong purposes (11). If teachers develop the skill to use it correctly and wisely, it can be used effectively to strengthen self-control by expanding children's skills, abilities, and independence (11).

Others fear behavior modification because of a concern that the purpose behind its use is the manipulation of children for the good of teachers and administrators. Brown (11) indicated that it was not a method that could be successfully imposed on an unwilling individual. Richard Schmuck (50, p. 524) says that "behavior modification in many ways increases the emotional distance between teachers and students." The teacher attempts to condition students' responses by selectively reinforcing students as they perform appropriately or inappropriately. The very nature of this approach sets up a gulf between teachers and students when only the teacher determines which rewards are appropriate, who should receive them, and how they are to be issued (50, p. 524). As students get older, the emotional distance increases. For the teacher to behave as consistently accepting, when he truly feels annoyed or angry, presents a phony facade that in the long run will lead to diminished trust between students and teacher. (50). "Authenticity on the part of the teacher is more important than a rigid consistency of warmth and acceptance that has the ring of dishonesty", according to Schmuck (50, p. 524).

The Dreikurs Approach

Rudolf Dreikurs is a proponent of the use of psychology in the classroom. He believes that teachers need more training in order to cope with problem students. Dreikurs (18) suggests that if teachers would become familiar with psychological and group approaches, they could become capable of exerting strong and effective influences on the child for both the prevention and correction of maladjustment (18, p.4).

Children behave in a chosen manner in order to find their place in the class. The methods they decide to use are based on faulty logic. Dreikurs (18, p. 12) states that "...every action of a child has a purpose", and "his basic aim is to have his place in the group". A well-behaved child has gained social acceptance by conforming with group requirements and by making useful contributions. However, even the child who misbehaves believes that his actions will give him social status (18, p. 13). The four goals of misbehavior for which a child strives are: getting attention, proving his power, seeking revenge, or displaying his deficiency in order to get special service or exemptions (18, p. 13). Whichever goal is chosen, his behavior is based on his conviction that only in this way can he function within the group (18, p. 13).

Dreikurs' methods of behavior control emphasize a change in attitudes and beliefs rather than immediate behavior changes as brought about by the use of punishment or behavior

modification. Dreikurs and Cassel (19, p. 62) report that all recent research in education and child-adult relationships find that punishment is, as best, only a temporary deterrent to repeated misbehavior. In behavior modification, the reward is considered as a temporary crutch. "Modifying just the behavior is not enough, we must modify the students' motivation" (19, p. 32).

The book, Discipline Without Tears by Dreikurs and Cassel (19), proposes and describes alternative methods to punishment and behavior modification. To begin with, a teacher needs to establish a friendly relationship and learn what motivates the child. Sincerity on the part of the teacher is very important. "A teacher must understand, that if a child resists learning or misbehaves, he is not dealing with a personal maladjustment but rather with a cultural predicament", according to Dreikurs and Cassel (19, p. 9). Corrective procedures advocated by Discipline Without Tears call for a teacher to be neither permissive nor punitive. The authors include four main points which are: (1) teaching democratic principles, (2) encouragement, (3) logical consequences and (4) natural consequences.

Teaching democratic principles in the classroom can nip hostilities in the bud (19, p. 10). If the teacher uses the cooperation of the pupils instead of her own authority for behavior correction, there will be many advantages for all (19, p. 78). The discouraged or misbehaving child will begin to feel that he belongs to the group and this reduces his

discouragement and stimulates him to change his behavior. Using a democratic approach, the teacher is a group leader, not a boss. Children often behave in line with what they perceive to be adult or teacher expectations. The personality and actions of a teacher can promote acceptable behavior in a happy environment, eliminating wrong behavioral problems (19, p. 20). In all human relationship problems, the key words are mutual respect (19, p. 72).

The essence of encouragement is to increase the child's confidence in himself and to convey to him that he is good enough as he is, not just as he might be (19, p. 49). "Undefeatable courage is the courage to be imperfect" (19, p. 49).

Logical consequences, structured and arranged by the adult, must be experienced by the child as logical in nature. He will see the consequence of his behavior by experience and will learn from it (19, p. 62). The use of logical consequences is not appropriate in a power struggle between student and teacher.

Natural consequences are based on the natural flow of events and are those which must take place without adult interference (19, p. 62). Proper evaluation of an incident of misbehavior and sufficient resourcefulness suggests the natural consequence inherent in a given situation. They impress the child with the disadvantage of continuing his nonconformity, disregard for order, and other forms of noncooperation (18, p. 76). Natural consequences should not

be confused with punishment. Natural consequences permit the maintenance of order without humiliating the child.

In summary, Dreikurs advocates sincere teacher involvement with students, which allows understanding of their motivations, and dealing with them in an atmosphere of mutual respect and cooperation. Behavior is corrected with non-humiliating attitudes and beliefs.

Teacher Effectiveness Training

Thomas Gordon (41) has taken Rogerian concepts of being open, authentic, and accepting, along with the Perlsian motto of being responsible for oneself and translated them into systematic and easily understood procedures called Teacher Effectiveness Training (T. E. T.), designed to increase teacher effectiveness by reducing the time spent on conflict.

Gordon (41) states that:

> In most schools a very high percentage of time is taken up with student problems that teachers are rarely trained to help solve, or teacher problems created by reactive or rebellious students whom teachers cannot control (p. 5).

Teacher Effectiveness Training (41), a book written by Gordon with Noel Burch, shows teachers the skills and procedures to actually implement abstract ideas such as "being democratic", "accepting students", "two-way communication", and "openness". The book is organized around three major communication techniques which Gordon (41) calls "active listening", "sending I-Messages", and the "no-lose method"

of resolving conflicts. Different types of communication skills are selected from the location of a student's behavior within a model for effective teacher-student relationships (41).

"Active listening" is a counseling skill that can increase teacher effectiveness in helping students with problems that interfere with learning. The help to students is supplied in a way that enables the student to find his own solution (41).

"I-messages" put the responsibility directly on the student for correcting his behavior (41). The student is given a chance to initiate a change in his behavior out of consideration for the teacher's needs, not because of a threat of punishment. This type of relationship reduces the defensiveness that students often display when coerced or "put down" by the teachers (41).

The "no-lose method" of resolving conflict urges that teacher talk be descriptive rather than evaluative, predictive rather than prescriptive, and oriented toward problem solving rather than control (41). It involves negotiations in which both the needs of the teacher and student are respected. The teacher refuses to demonstrate his power and also refuses to be pushed around by the student. Using the "no-lose method", both teacher and students begin to concentrate on relevant academic problems and are less preoccupied with attack and defense strategies (41).

Gordon (41) states:

> It is time adults stopped wishing that our youth would act more responsibly, and instead learned how to encourage and foster greater responsibility in the young people we teach. As long as the lives of children are directed and controlled by punishment and threats of punishment or by rewards and promises of rewards they will be locked into babyhood with little chance to learn to take responsibility for their own behavior - they won't grow up (p. 11).

Gordon (41, p. 15) believes that so much time is spent on discipline because teachers rely too heavily on threats of punishment, punishment, or verbal shaming and blaming. Repressive power-based methods usually provoke resistance, rebellion, and retaliation from students, and, if successful at all, usually change student behavior for the time being only (41).

The Teacher Effectiveness Training system offers an approach to classroom management which advocates neither permissiveness and freedom for students which allows them to use their power to make life miserable for teachers, nor a stance that advocates strictness, regimentation, and strong authority to direct and control youngsters (41, p. 15). Instead Gordon (41) proposes an alternative method designed to facilitate communication between teacher and student which will lead to a relationship of mutual respect and cooperation.

Reality Therapy

Techniques developed by William Glasser (39) called "Reality Therapy" have proven successful in improving student behavior in may schools that have implemented them. Therapy

is described as a special kind of teaching or training which attempts to accomplish in a relatively short intense period what should have been accomplished during normal growing up (39, p. 24). Reality therapy is an effective psychiatric treatment that helps the student or patient toward reality by helping him to accept responsibility (39). Students are asked to evaluate their behavior and take responsibility for planning better behavior (40, p. 333).

Reality therapy is a treatment applicable to both groups and individuals with psychiatric problems. Glasser (39) says:

> Using Reality therapy, there is no essential difference in the treatment of various psychiatric problems. As will be explained in later chapters, the treatment of psychotic veterans is almost exactly the same as the treatment of delinquent adolescent girls. The particular manifestation of irresponsibility (the diagnosis) has little relationship to the treatment. From our standpoint, all that needs to be diagnosed, no matter with what behavior he expresses, is whether the patient is suffering from irresponsibility or from organic illness (p. XIV).

Reality therapy is made up of three separate but interwoven procedures (39). The first procedure is called "involvement". The therapist must become so involved with the patient that the patient can begin to see how his behavior is unrealistic and begin to face reality. Secondly, the therapist must reject the behavior which is unrealistic but still accept the patient and maintain his involvement (39, p. 25). The third procedure requires that the therapist teach the patient better ways to fulfill his needs within the confines of reality (39). For Glasser (39), the basic human needs are relativeness and responsibility and those who need

psychiatric help are those that have not been satisfying their needs. To satisfy those needs, one must do what is realistic, responsible, and right.

Glasser (40, p. 332) stated that "when we are called into a school to improve discipline, we find that we must quickly offer more students more acceptance." One method of doing this is the class meeting. Some time each day is donated to talking with the class about the classroom and the school. Two-way communication is stressed. The student must be made to feel that he is a part of and has a stake in the school.

The emphasis of reality therapy is on a change in behavior, not a change in attitudes. It is on ways of coping with the situation, not in changing the situation. It is on what you do and not on what you feel. According to Glasser (39, p. 195), "The teachers have no trouble understanding that they must become involved with a child, reject his irresponsible behavior, and then teach him better ways to behave." Suspension of a student is sometimes necessary in order for the school to function, but it never helps the student. Students need warmth and acceptance from the teacher (39).

Glasser (40) believes that punishment is no longer effective. In Reality Therapy, students are asked to evaluate their behavior and take the responsibility for planning better behavior. If they don't do this and are out of order, there has to be a consequence. For the consequence to be meaningful,

the student must have a stake in the school. Glasser (40, p. 333) suggests "two consequences: (1) the loss of privileges and (2) the loss of freedom". Schools should worry less about consequences and more about privileges so that when students break rules there is something to take away temporarily (40).

Glasser (40) advocates the use of in-school suspension as a good method to use when students fail to follow their own plan of good behavior. Once the student believes he has some positive involvement with the school, then the loss of freedom becomes effective (40).

Glasser (40) also advocates parental involvement. He thinks that parents should be specifically taught better techniques of dealing with their children at home and in the community (40).

Fundamental schools, a currently popular movement which emphasizes the basic; tough discipline and retention, are working well according to Glasser (40) despite their conflict with his philosophy. He explains that these schools are on the spot in the eyes of the community. Glasser (40) observes:

> Parents and teachers work harder and students who don't cooperate are removed - a discipline measure that parochial schools also use with great effect, but one that is only available because there are other schools to act as wastebaskets for their failures. Nevertheless, in basic schools, private schools, and parochial schools, many students interpret the rigid rules and regulations as caring; if coupled with reasonable humanity, this is what they mean (p. 333).

If all schools in a community were fundamental, the effect would be lost (40).

Organizational Climate

Research studies have indicated that there may be a direct relationship between pupil control problems and the teacher's perception of the organizational climate of the school. Andrew W. Halpin and Don B. Croft (44) developed an instrument in 1962 to ascertain the climate of schools called the Organizational Climate Description Questionnaire. The instrument is commonly known as the OCDQ. They identified and described eight dimensions of school climate by using the OCDQ. The eight dimensions are:

Teacher's Behavior

1. DISENGAGEMENT refers to the teachers' tendency to be "not with it." This dimension describes a group which is "going through the motions," a group that is "not in gear" with respect to the task at hand. It corresponds to the more general concept of anomie as first described by Durkeim. In short, this sub-test focuses upon the teachers' behavior in a task-oriented situation.

2. HINDRANCE refers to the teachers' feeling that the principal burdens them with routine duties, committee demands, and other requirements which the teachers construe as unnecessary busy-work. The teachers perceive that the principal is hindering rather than facilitating their work.

3. ESPRIT refers to "morale." The teachers feel that their social needs are being satisfied, and that they are, at the same time, enjoying a sense of accomplishment in their job.

4. INTIMACY refers to the teachers' enjoyment of friendly social relations with each other. This dimension describes a social-needs satisfaction which is not necessarily associated with task-accomplishment.

Principal's Behavior

5. ALOOFNESS refers to behavior by the principal which is characterized as formal and impersonal. He "goes by the book" and prefers to be guided by rules and policies rather than to deal with the teachers in an informal, face-to-face situation. His behavior, in brief, is universalistic rather than particularistic; nomothetic rather than idiosyncratic. To maintain this style, he keeps himself--at least, "emotionally"--at a distance from his staff.

6. PRODUCTION EMPHASIS refers to behavior by the principal which is characterized by close supervision of the staff. He is highly directive and plays the role of a "straw boss." His communication tends to go in only one direction, and he is not sensitive to feedback from the staff.

7. THRUST refers to behavior by the principal which is characterized by his evident effort in trying to "move the organization." "Thrust" behavior is marked not by close supervision, but by the principal's attempt to motivate the teachers through the example which he personally sets. Apparently, because he does not ask the teachers to give of themselves any more than he willingly gives of himself, his behavior, though starkly task-oriented, is nonetheless viewed favorably by the teachers.

8. CONSIDERATION refers to behavior by the principal which is characterized by an inclination to treat the teachers "humanly," to try to do a little something extra for them in human terms (pp. 40, 41).

These eight dimensions were used to determine six organizational climates (21), as follows:

1. The Open Climate. The prototype of the open climate describes an energetic, lively school which is moving toward its goals, and which provides satisfaction for the group members' social needs. Leadership acts emerge easily and appropriately from both the group and the leader. Group members are preoccupied disproportionately with neither task achievement nor social-needs satisfaction; satisfaction on both counts seems to be obtained easily and almost effortlessly. The main characteristic of this climate is the

"authenticity" of the behavior that occurs among all the group members.

2. The Autonomous Climate. The prototype of the autonomous climate is the school in which leadership acts emerge primarily from the group. The leader exerts little control over the group members; high esprit results primarily from social-needs satisfaction. Satisfaction from task achievement is also present, but to a lesser degree.

3. The Controlled Climate. The prototype of the controlled climate is the school where group's behavior is directed primarily toward task accomplishment, while relatively little attention is given to behavior oriented to social-needs satisfaction. Esprit is fairly high, but it reflects achievement at some expense to social-needs satisfaction. This climate lacks openness, or "authenticity" of behavior, because the group is disproportionately preoccupied with task achievement.

4. The Familiar Climate. The prototype of the familiar climate describes a school where the members of the organization satisfy their social needs, but pay relatively little attention to social control in respect to task accomplishment. Accordingly, esprit is not extremely high simply because the group members secure little satisfaction from task achievement. Hence, much of the behavior within this climate can be construed as "inauthentic."

5. The Paternal Climate. The prototype of the paternal climate describes a school in which the principal constrains the emergency of leadership acts from the group and attempts to initiate most of these acts himself. The leadership skills within the group are not used to supplement the principal's own ability to initiate leadership acts. Accordingly, some leadership acts are not even attempted. In short, little satisfaction is obtained in respect to either achievement or social needs; hence, esprit among the members is low.

6. The Closed Climate. The prototype of the closed climate is the school characterized by a high degree of apathy on the part of all members. The school is not "moving"; esprit is low because the group members secure neither

> social-needs satisfaction nor the satisfaction that comes from task achievement. The members' behavior can be construed as 'inauthentic'; indeed, the organization seems to be stagnant (pp. 4-6).

Appleberry (5) used the OCDQ in his study of the relationship between organizational climate and pupil control ideology in elementary schools. His study revealed that schools with relatively open climates were significantly more humanistic in their pupil control ideology than schools with relatively closed climates. Teachers in the "open" schools were predictably also more humanistic in their pupil control ideology than those from "closed" schools. The more open the school climate, the more humanistic the pupil control ideology. There was not a significant difference in the pupil control ideology of principals of "open" and "closed" climates (5).

One of the characteristics of the American educational system is the concept of local control. It is generally held that the community should influence the school or that, in other words, the school should meet the needs of the community, and thus each school would differ in some of its ideology. Appleberry's (5) study showed a relationship between community categories and the climate of the school. Urban schools were the most open with suburban schools next, followed by town and small city schools, and rural schools. The community categories were also related to the humanistic pupil control ideology in the same way with urban schools being the most humanistic followed by the others in the same

order as before (5).

Appleberry (5) suggested several items for further study which are related to a study of the treatment of discipline problems and their relationships to organizational climate:

> Does the hierarchical structure of the school system influence the pupil control ideology of the school? To what extent do changes in the pupil control orientation of schools influence other aspects of organizational climate? Is there a relationship between the organizational climate of schools and the pupil control ideology of schools at the secondary level? (pp. 72-73).

Andrews (4) concluded from the results of a validity study that the OCDQ is as equally valid for other type schools as it is for elementary schools. Combined schools, that is, both elementary and secondary schools, were found to have fewer open and more closed climates (4, p. 321).

Emmet Francis McWilliams (52) found no statistically significant relationships between the variables of size, grade organization, supervisor-teacher ratios, and the subject matter assignment of teachers in each school in his study of nine high schools and their organizational climate. As the size of the school increases, the schools tended to become more open, and as the supervisor-teacher ratio decreased, the climates tended to be more closed (52). However, Nicholas, Virgo, and Wattenburg (54, pp. 10-11) indicated that size may be related to the climate of the school. They report that there seemed to be a positive association between the size of the enrollment and the per capita rate of pupil behavioral problems (54, p. 11). The number of problems may be a determining factor in the principal's

ability to initiate a variety of activities, involve parents in school affairs, and encourage livelier interaction with staff and community (54, p. 11).

In his study of the relationship between organizational climate and student morale, Smith (63) revealed that neither open nor closed schools had the highest student morale. The highest morale scores clustered toward the middle of the continuum (63). Teachers in open climate schools, according to Hoagland (45), exhibit higher levels of job satisfaction than teachers in closed schools. In studies by Creaser and Flagg, (5, p. 16) both concluded that the larger the school, the less open the climate.

Watkins (66) reports that ethnic composition of the faculty is related to school climate. Negro staffs tend to perceive their schools to be more closed than do staffs of white faculties.

Halpin (43, p. 809) reviewed reports of many studies that investigated the situational factors and the concomitant organizational climate of schools. A preponderant number of schools located in urban-core areas have closed climates. Halpin (43) proposes that the low socioeconomic status of the students, the density of the population, racial problems, and these schools being parts of large school systems with a hierarchical and pyramidal administrative structure, are factors that may account for this.

English's (21, p. 55) study of peripheral and inner-city schools found that Halpin's observation was correct. Thirteen

of fifteen inner-city schools were found to have closed climates, and only three of the fifteen schools located in peripheral areas of the city had closed climates (21, p. 55). English (21, p. 59) also noted that the principal influences the behavior of the teachers, and the teachers influence the behavior of the principal.

Anderson's (3) interpretation of information based on the school's high or low score on each of the OCDQ subtests showed the principal of an open climate school to be confident, selfsecure, cheerful, sociable, and resourceful. The principals of closed schools tend to be evasive, worrying, submissive, conventional, and frustration-prone (3).

Carl Anderson (2, p. 70) examined characteristics of the high school as an organization and the student attitudes toward the school. His basic question was "Are selected bureaucratic characteristics of the school related to selected characteristics of student alienation?" His findings did not show that selected bureaucratic characteristics result in student alienation; in fact, he reports that they may reduce alienation.

Attitudes of teachers toward students have been linked to the OCDQ climate classifications. Several studies have shown a tendency by teachers with good attitudes to perceive all eight dimensions of climate as relatively open, while teachers with a poor attitude tended to view them as relatively closed (5, p. 17). Nicholas, Virgo, and Wattenberg (54, p. 7) note that there might be a direct relationship

between student behavioral problems and the teachers' impression of the organizational climate. In speculating about a possible cause and effect relationship between a "closed" climate and pupil control problems, they indicated the difficulty of determining whether the climate affects the problems or the problems affect the climate. Rather than the interaction of teachers and the principal, the effect of many pupil problems on the staff may account for the teachers' perception of the climate as closed (54, p. 7).

Willower and Jones (68, p. 107) reported in their study of junior high schools in Pennsylvania, that, while many other factors influenced the tone of the school, pupil control was clearly the dominant integrating theme. Pupil control problems constituted a large percent of the time spent in interaction between the principal and teachers (68, p. 107).

Eileen Brekenridge (10), in writing about improving school climate, described a specific school with a closed climate. Student attitudes were deteriorating; there were fights on the playground and incidents in the classroom. The faculty was divided into factions and gossip and rumors were widespread. The facility was innovative but the climate was closed. Teachers cited lack of democracy as a problem (10, p. 314).

Several changes were made that successfully improved the climate of the school. The student council became very active and involved in setting standards and making rules.

The teachers were given real input into many decisions concerning the school, and the principal became more approachable (10, p. 314). The interaction among role participants had been increased; they were given a "stake" in the school.

Addicott (1), Glasser (39), and Boardman, Douglas, and Bent (8) advocate the involvement of students in developing group standards and report that where this has been done, it has generally proved sucessful in contributing to good behavior. This has been particularly true when students have been given "reasonable leeway in formulating a code of behavior and in conducting discussions of various items in the code" (8, p. 263). According to Boardman, Douglas, and Bent (8), student punishment is seldom successful and is usually discarded after a few years.

Suggestions for improving the discipline of a school are often the same as those for improving the climate of the school and involve some of the same elements. The practice of democratic principles in both interaction between teachers and students and between the principal and teachers is important (1, 8, 10, 18, 39). Meaningful involvement by all participants is important if climate and discipline are to improve (10, 39). Attitudes have been shown to be important elements in determining both pupil control ideology and organizational climate.

Summary

The pressure from the public for better discipline in

the public school is increasing as school administrators are still reeling from recent litigation concerning due process and students rights. Schools are caught up in an era when lack of respect for rules and authority is widespread. Policies and procedures followed by schools in disciplining students are being questioned in the courts.

With these pressures increasing, the punishments prescribed for various behavioral problems are also being scrutinized and changes contemplated. The demand for consistency and reasonableness in assessing punishments causes a need for additional information about how schools are treating problems. This information would be useful in developing and evaluating policies and practices.

The implications of the type and severity of treatments for behavioral problems must be studied before drastic changes take place. For instance, a school system changing to stricter enforcement of discipline rules and the use of more severe punishment for violators should be aware of their possible effects on other aspects of the school. Coercive control is likely to cause students to be more alienated. Schools with relatively open climates appear to be more humanistic in their pupil control ideology than schools with relatively closed climates. An analysis of the relationship between the organizational climate of schools and the type and severity of punishment used in treating behavioral problems could help administrators in dealing with discipline.

CHAPTER III

METHODS AND PROCEDURES

Introduction

The research design of this study requires the use of two instruments in order to answer the questions posed. One of the instruments is the Organizational Climate Description Questionnaire (OCDQ) which was developed to assess the organizational climate of schools (44). The reliability and validity of this instrument have been established and will be discussed later in this chapter. The other instrument is designed to gather information about the types of treatments and their severity used in secondary schools in Oklahoma. This instrument was titled the Behavioral Problem/Treatment Questionnaire.

Instrumentation

The Organizational Climate Description Questionnaire

The Organizational Climate Description Questionnaire is formulated to assess the organizational climate of schools. The OCDQ is composed of sixty-four Likert-type items divided into eight subtests (44). Four of the eight subtests pertain to the behavior of the principal as a leader, and four

to the behavior of the teachers as a group (44, pp. 35, 38). From the eight subtests, Halpin and Croft (44) developed six discrete patterns of organizational climate. A description of these patterns is contained in the previous chapter.

Responses to the OCDQ are obtained from teachers in a particular school. The score of each respondent is calculated for each subtest, and from this a standard score for each school is obtained. The pattern formed by the standard scores becomes the climate profile for that school (44). Halpin and Croft (44) developed a prototypic profile for each school. These prototypes were viewed as descriptions of six different "organizational climates", and were named and ranked in order from open to closed along a continuum (44, p. 78). The climate continuum order was Open, Autonomous, Controlled, Familiar, Paternal, and Closed (44, p. 79). Halpin and Croft (44, p. 78) noted that, "the rankings of the climates on Openness roughly parallels the scores which the schools receive on Esprit". Esprit is the best single indicator of morale and is the key subtest for describing a school's organizational climate (44, p. 78).

Classification of a school's standard scores is accomplished by computing the absolute difference between each subtest score in a school's profile and the corresponding score in the first prototypic profile, and then in the second one, and so on (44, p. 91). The sum of the absolute differences between the profile scores is computed and each school assigned to the set defined by that prototypic profile for

which its profile-similarity score was the lowest (44, p. 91).

This study will follow a recommendation by Croft (5, p. 28) that does not identify discrete climates but allows a ranking of the school along a climate continuum from open to closed. Appleberry (5) utilized this method to determine schools which were "relatively open" and "relatively closed". The schools scoring in the upper third were designated as "relatively open" schools and the schools scoring in the lower third were classified as "relatively closed" (5, p. 41). This method requires the summing of the school's scores on the Esprit and Thrust subtest, then subtracting the score on the Disengagement subtest (5, pp. 28,29).

After reviewing the results of reliability tests, Halpin and Croft (44, p. 65) concluded that the correlations showed that a good balance between a set of highly related subtests had been achieved, and that the estimates were satisfactory. Halpin and Croft (44, p. 66) show the results of these tests of reliability in Table I.

The original studies conducted by Halpin and Croft (44) were on elementary schools. They had concluded that it was not feasible to build a single questionnaire that would do justice to elementary schools and secondary schools alike (44, p. 9). However, a study conducted by John H. M. Andrews (4) concluded that the OCDQ was as valid for other kinds of schools as it was for elementary schools. Validity is the extent to which measurements are useful in making decisions relevant to a given purpose (61, p. 225).

TABLE I

ESTIMATES OF INTERNAL CONSISTENCY
AND OF EQUIVALENCE FOR THE
EIGHT OCDQ SUBTESTS

		A	B	C
1.	Disengagement	73	59	66
2.	Hindrance	68	54	44
3.	Esprit	75	61	73
4.	Intimacy	60	49	53
5.	Aloofness	26	76	72
6.	Production Emphasis	55	73	53
7.	Thrust	84	75	68
8.	Consideration	59	63	64

A - Split-half coefficient of reliability, corrected by the Spearman-Brown Formula for an estimate of Internal Consistency.

B - Correlation between scores of the odd-numbered and the even-numbered respondents in each school for an estimate of equivalence.

C - Communality estimates for three-factor rotational solution. Communality estimates are lower-bound, conservative estimates of equivalence.

* Source: 42, p. 66

Andrews (4) conducted his validity studies of the OCDQ using the construct validity approach. Construct validity regards a measure as valid to the extent that it demonstrates relationships with other measures which can be predicted in accordance with theory (4, p. 318). All indications favored the broader applicability of the OCDQ beyond the elementary school. Combined elementary and secondary schools were found to have fewer open climates and more closed climates. The subtests of the OCDQ provided reasonably valid measures of important aspects of the school principal's leadership in the perspective of interaction with his staff. Andrews (4, p. 332) also concluded "that the overall climate categorizations may be considered only as descriptions of commonly occurring patterns of principal-staff interaction or of leadership". Overall climate was not found to be related to achievement (4).

Brumbaugh and Christ (13) conducted a case study on organizational climate and attitudes toward educational change in a non-public high school. The intercorrelations between this school's item subtest data and Halpin's original item subtest data were closely comparable. Brumbaugh and Christ (13) also reported:

> Further confidence in the OCDQ was inspired when it was found that Halpin's original three-factor solution or explanation for the eight subtests was recovered to some extent from the large, non-public high school data (p. 6).

The three-factor solution provided encouragingly high estimates of reliability for the eight subtests as used with

the high school staff members in this study (13, p. 6) The OCDQ data resulted in a climate classification of "Controlled", which was the same rating given by an observer trained in climate descriptions who rated the school. McFadden (51), on the other hand, reported that non-participant raters in his study did not agree significantly with the measures of the subtest dimensions and climate evaluations obtained with the OCDQ. The comparability of the subtest intercorrelations between OCDQ data from the large non-public high school and Halpin and Crofts' earlier data from elementary schools indicates the possible genotypical descriptive value of the OCDQ (13, p. 9).

The results of the Brumbaugh and Christ study are in contrast to the Sergiovani and Carver (13) study of thirty-six large high schools in Illinois that found none of the schools with profiles toward the open end of the organizational climate continuum. McWilliams' (52), in his study of nine high schools, had similar results in that eight of the nine high schools had closed climates. Andrews (4) has reported that combined K-12 schools were found to have fewer schools with open climates.

A validation study by Roseveare (57) on the selected subtests of the OCDQ found high reliability coefficients of .77 and .81 on Esprit and Thrust, respectively. Item analysis showed each item to correlate adequately to their subtest scores. Reliability coefficients on Intimacy, Aloofness, and Production Emphasis were very low (57).

Brown (12) replicated the work of Halpin and Croft in a study in Minnesota. He identified eight climate profiles rather than six but considered the OCDQ a well-constructed instrument. He found the instrument reliable (12). Brown (12), McFadden (51), Pritchard (56), and Watkins (66) have questioned the method of classifying schools into discrete climates. Brown (5, p. 32) concluded that while it is possible to identify a climate continuum, the practice of identifying discrete climates may be refining the results further than can be substantiated.

Pritchard (56, p. 100) conducted a study to estimate the concurrent validity of the OCDQ using non-faculty school personnel. He was unable to consistently assign schools to six discrete climates but concluded that this did not destroy the validity of the organizational climate concept. Pritchard (56, p. 100) reported significant correlation for five of the eight subtests.

Watkins (66) has reported a negative relationship between Fiedler's concept of psychological distance of the school principals and openness as defined by the OCDQ. Also, he reported a negative relationship between Fiedler's concept of psychological distance and the subtests Esprit and Thrust, which confirms the validity of these subtests (59).

According to this review of studies on the OCDQ, the OCDQ subtests can be considered reliable and valid, and applicable to high schools. The classification of discrete climates to schools was shown to be questionable.

The Behavioral Problem/Treatment Questionnaire

The questions posed by this study require an instrument to ascertain the treatments used by secondary schools in treating student behavioral problems. Based on research reviewed in Chapter I, an instrument was constructed that listed fifteen behavioral problems that occur in secondary schools. Eighteen common treatments of behavioral problems were enumerated. Neither the treatments nor the problems were considered exhaustive inventories, although the treatment list was intended to contain most of the acceptable treatments. This instrument was mailed to five high school principals and they were asked to respond to several questions concerning the instrument. From this sample of selected schools, items were added and the directions improved.

A jury of experts comprised of members of the faculty of the College of Education at Oklahoma State University were then asked to review the instrument. The directions were changed to limit the response to only one treatment for each problem. Some items were deleted or combined while another was added.

With the refinements suggested, the instrument was approved as valid by the jury of experts. The behavioral problems were realistic ones that actually occur in secondary schools in Oklahoma. The treatments were common practices employed in public schools for the control of students. Data with which to answer the questions posed by this study could

be acquired by the use of the Behavioral Problem/Treatment Questionnaire (Appendix B).

Sample Selection

The Oklahoma State Department of Education provides data on the size of schools in the state. From this data, all secondary schools ranging in size from 500 students to 1007 students were selected and the Behavioral Problem/Treatment Questionnaire was sent to the principal of each school. The principal was selected instead of a subordinate who might be responsible for discipline, for several reasons. The principal is very important in determining the organizational climate of the school as determined by the Organizational Climate Description Questionnaire. The principal establishes guidelines and supervises the discipline of the school, therefore, his viewpoints were considered the best for determining his school's actual practices. Responses were returned by thirty-five of the thirty-six principals who were sent questionnaires.

From the thirty-five schools of the sizes indicated, ten schools were selected to be sent the OCDQ. Five of these were located in metropolitan areas. A metropolitan area includes a central city or cluster of cities and the surrounding area that is functionally related (5, p. 23). This area should have at least one central city of 50,000 population and include one or more contiguous counties (5, p. 24). Five other schools, not located in a metropolitan area, were also

chosen. These schools were geographically scattered throughout Oklahoma. Only schools in which the principal had served more than one full year were selected. Table II presents pertinent information concerning the ten schools.

The usual procedure followed by the investigator was to contact the superintendent of the school district and request permission to talk to the high school principal about surveying the faculty. On several occasions the principal was contacted first as he was known to the investigator.

The purpose of the study was explained to either the superintendent or the principal and sometimes to both. They were asked to allow a random sampling of their faculties. After permission was granted, procedures were agreed upon that best suited each school.

Data Collection

A random sample was drawn from the faculties of each school participating in the Organizational Climate Description Questionnaire portion of the study. Only faculty members who had been serving under the principal for at least one full year were included in the lists of faculties. In most cases, the principal or superintendent preferred to administer the OCDQ himself. In three cases, the OCDQ was administered to entire high school faculties as part of an in-service training session. In two cases, the sample participants were contacted directly through the mail. Stamped and addressed envelopes were provided for the return of the questionnaires.

TABLE II

DEMOGRAPHIC INFORMATION FOR
SELECTED SCHOOLS

School	Grade Span	Student Population	Geographic Location	Faculty Response	Response Percent
A	9-12	785	Metro	10	100%
B	10-12	661	Metro	10	100%
C	9-12	708	Non-Metro	11	100%
D	10-12	676	Non-Metro	11	100%
E	10-12	503	Metro	10	100%
F	10-12	894	Metro	10	100%
G	9-12	569	Non-Metro	8	80%
H	10-12	610	Non-Metro	8	89%
I	10-12	709	Non-Metro	9	90%
J	10-12	1007	Metro	10	83%

In the three high schools where the entire faculty participated, only a random sample was used from each for the study.

The sample scores and the total faculty scores were computed for one school. The scores of the total faculty did not change the rankings of any schools. The differences between the sample mean score and total population mean score was 77.20 and 78.20 respectively. The difference was not noteworthy, thus the sample seemed adequate.

These basic directions were given to each individual or group:

Directions for Administering the OCDQ

> The items in this questionnaire describe typical behaviors or conditions that occur within school organization. Please indicate to what extent each of these descriptions characterizes your school. Do not evaluate the items in terms of "good or "bad" behavior, but read each item carefully and respond in terms of how well the statement describes your school.
>
> The purpose of this questionnaire is to secure a description of the different ways in which teachers behave and of the various conditions under which they work. From the results, the organizational climate of your school can be described.
>
> Please do not discuss the questions.
>
> Your responses will remain confidential and no individual or school will be named in the report of this study.

Provided in Appendix A is a letter written to participants in the OCDQ.

The Behavioral Problem/Treatment Questionnaire was sent to thirty-six principals of high schools ranging in size from

500 to 1007. Responses were received from thirty-five principals. Provided in Appendix B is a copy of the Behavioral Problem/Treatment Questionnaire. A sample of the letter sent with each questionnaire is in Appendix A. The directions were:

> This questionnaire is to be answered by the school principal. Place the letter of the treatment used in the blank at the left of each problem. Place only one letter in each blank. Choose the treatment most likely to be used in treating each problem. You may use the same treatment as many times as needed.
>
> Assumptions:
>
> 1. Problems occur on the school campus.
> 2. All due process procedures are followed.
> 3. The student is guilty.

Treatment of Data

Responses to the Organizational Climate Description Questionnaire were hand scored. The schools were placed on a continuum by using the method followed by Appleberry (5) which Croft suggested. The sub-scores of Esprit and Thrust were summed and the score on Disengagement subtracted. The resulting scores were used to rank the ten schools on a climate continuum from open to closed.

The information collected from the Behavioral Problem/Treatment Questionnaire was quantitatively collected and a profile developed for each school. Assigning point values to the punishments as ranked by a jury of experts allowed the ten schools to be ranked along a continuum according to their severity.

The Spearman Rho formula (23) for rank correlation was used to determine the relationship between the severity of treatments for behavioral problems and the organizational climate. The mean scores for organizational climate and severity were both calculated and t tests used to determine if a significant difference exists between the mean scores. A t test was also used to determine if a significant difference exists between the mean scores for geographic location and organizational climate, and between geographic location and severity.

Summary

In order to obtain the answers to the research questions, the Organizational Climate Description Questionnaire was used and a second instrument was developed. The reliability and validity of each were discussed in this chapter. The development of the Behavioral Problem/Treatment Questionnaire was described. With the information collected by the two instruments, the relationship between climate and severity of secondary schools was ascertained.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

Two instruments were used to gather the information needed to answer the research questions. The Behavioral Problem/Treatment Questionnaire was sent to thirty-six schools and responses were received from all but one. From this group of thirty-five high schools, ten schools were selected, five from metropolitan areas and five that were not. A sample of each faculty was used to determine the climate rankings. Each of the ten schools were ranked along a climate continuum and on a severity scale. The process followed is explained and the data from the two instruments is presented as it relates to each research question. The chapter concludes with a review of related information and a summary.

Severity of Treatment and Organizational Climate Classification

A severity of treatment profile was developed for each school in the following manner: First, each discipline treatment was assigned a point value from one to eighteen

points, according to their rank, with the most severe treatment having the lowest point value and the least severe treatment being assigned the highest. The severity ranking for each treatment is displayed in tables appearing later in this chapter. The points for each problem were added together, giving the total score. This score was then used to rank the schools along a continuum from most severe to least severe.. The ranking of the schools slong a continuum is presented in Figure 1.

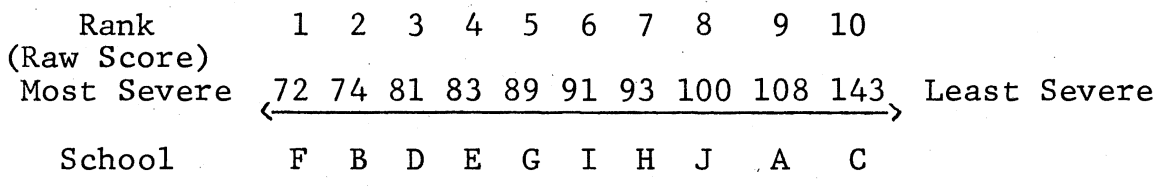

Figure 1. Severity Continuum

Organizational Climate profiles for each school were also developed and ranked along a continuum from "open" to "closed", using an alternate method of classification suggested by Croft (5). Using this method, the scores on Esprit and Thrust are summed and the scores on Disengagement then subtracted from the resulting total. The higher the final score, the more open the climate of the school. Figure 2 presents this continuum. The upper third of the schools were considered to be "relatively open" and the lower third to be

"relatively closed".

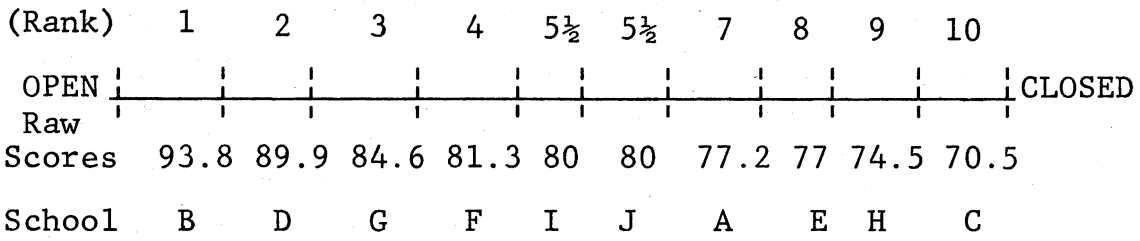

Figure 2. Organization Climate Continuum

After studying this particular continuum, the researcher designated the upper four schools as "relatively open" and the lower four as "relatively closed". This was done because two sets of school were either the same or very close.

Summary of Results

The basic question of this study concerns the relationship of organizational climate and the severity of the treatment employed for dealing with student behavioral problems. Six research questions were posed so that this relationship could be ascertained and analyzed.

1. Do schools with closed organizational climates use different types of treatments for behavioral problems than schools with open organizational climates?

The means were calculated for the four "relatively open" schools and for the four "relatively closed" schools on their severity scales. The "relatively open" schools have a mean

of 79 and the "relatively closed" schools have a mean of 106.75, with the lower score being the most severe. The open climate schools obviously use more severe treatments than do closed climate schools. A t test for significant difference between means requires a 2.447 with six degrees of freedom for a two-tailed test at the .05 level of confidence. The t computed was only 2.029, and therefore is not significant at the .05 level of confidence. There is not a significant difference between the means.

Table III shows the treatments used by each school and their severity scores. Table IV quantitatively compares the treatments used by each group. The differences are more apparent when the six most severe treatments are analyzed. Long suspensions were used for treatments of various problems sixteen times by the "open" climate group and only four by the "closed". Mid-length suspensions were used only five times by the "open schools and eight by the "closed". This difference can be explained in that when a problem occurred which needed severe treatment, the more severe schools used long suspensions rather than mid-length suspensions, and the "closed climate" schools used the less severe of the two more often. When both long and mid-length suspensions are added together, the "open" schools used them twenty-one times as compared to twelve for "closed" schools.

Both groups used short suspensions thirteen times and used "notify police" twice each. Corporal punishment was used eleven times by "open" schools compared to only three

TABLE III

SCHOOL BEHAVIORAL PROBLEM/TREATMENT PROFILES

	Closed				Open			
School	A	C	E	H	F	G	D	B
Problem								
1	A	A	A	A	C	C	B	A
2	A	E	B	A	C	C	A	P
3	A	D	B	D	C	P	I	A
4	A	I	I	I	A	A	I	I
5	E	D	N	A	R	I	R	A
6	E	E	B	J	C	A	C	B
7	J	J	F	J	D	I	I	I
8	A	D	I	J	I	I	A	I
9	H	H	H	J	H	E	A	D
10	B	B	C	A	C	C	A	B
11	B	B	C	A	C	C	A	B
12	B	A	J	E	C	H	J	B
13	B	C	C	P	C	C	C	C
14	E	F	R	A	B	A	A	I
15	Q	Q	Q	J	Q	D	M	J
	*108	143	83	93	72	89	81	74

* Total Severity Points - The lower the number, the more severe.

TABLE IV

QUANITATIVE COMPARISON OF TREATMENTS
FOR BEHAVIORAL PROBLEMS

	Treatments	Severity Rank	Open School** Usage	Closed School Usage
A.	Short Suspension	4	13	13
B.	Mid-length Suspension	2	5	8
C.	Long Suspension	1*	16	4
D.	Reasoning and persuasion	18	3	3
E.	Conference with Parents	17	1	6
F.	Lecture	7	0	2
G.	Removal from Class	10	0	0
H.	Refer to Counselor	16	2	3
I.	Corporal Punishment	6	11	4
J.	Detention	8	2	8
K.	Loss of Privileges	11	0	0
L.	Writing Sentences	15	0	0
M.	Extra Class Work	12	0	0
N.	Work Detail	9	0	1
O.	Assign to Diff. Class	14	0	0
P.	Notify Police	3	2	2
Q.	Reduction in Grade	5	1	3
R.	Restitution	13	3	1

* Most Severe Treatment
** Number of Times Reported

times for "closed" climate schools. The fifth most severe treatment, "reduction in grade", was used three times by the "closed" climate schools and only once by the "open" schools. "Closed" climate schools employed "conference with parents" and "detention" more often and both groups used "refer to counselor" and "reasoning and persuasion" about equally.

In summary, the notable differences between types of treatments employed by "relatively open" and "relatively closed" schools occur in the more frequent use of long suspensions and corporal punishment by "open" schools and the more frequent use of "detention" and "parental conferences" by "closed" climate schools. The "open" climate schools, which are the most severe, did not use scolding or lecture at all.

2. Is there a significant relationship between the severity of the treatments used for discipline problems and the organizational climate of schools?

"Open" climate schools were shown to have a positive relationship to the severity of treatments used for behavioral problems. A Spearman Rho of +.720 was obtained, indicating that the more open the climate the more severe the treatment.

For significant association in a positive direction on a one-tailed test, a Rho of .564 or greater is needed for a .05 level of confidence (23, p. 458). A coefficient of .720 approaches significant at the .01 level of confidence for which a .746 is needed (23, p. 458). A significant relationship between severity of treatments for behavioral problems

and organizational climate in secondary schools of 500 to 1007 students has been shown to exist.

3. How different are the types of treatments prescribed for behavioral problems among secondary schools in Oklahoma?

One of the concerns of this study was the wide variation between schools in the severity of treatment for the same behavioral problem. It was the writer's assumption that such differences existed and that additional information on the subject, if widely disseminated, would aid in reducing this variation. Table V displays the number of times each treatment was used by the thirty-five schools, the rank in severity of each treatment used, and the range in rank of the treatments used. For example, problem No. 1 shows that the range of the treatments in severity is seventeen. The range was computed by taking D, ranked #18, or the least severe treatment choice, and subtracting C, ranked #1, or the most severe treatment choice. Treatment A was used sixteen times and treatment B six times, etc.

The greatest possible range is seventeen and was calculated for five problems. Ranges of sixteen and fifteen were calculated four and two times respectively. Table VI shows the use of each punishment in percentages. Figure 3 displays the frequencies graphically.

The most severe treatment dealt out overall was for an "attack on a teacher". Sixty percent used "long suspension", twenty-nine percent "mid-length suspension", nine percent "notify police", and three percent "short-term suspensions".

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TABLE V

FREQUENCY OF TREATMENTS RANKED FROM MOST SEVERE TO LEAST SEVERE

PROBLEM / TREATMENT	Range	1. Long Suspension	2. Mid-length Suspension	3. Notify Police	4. Short Suspension	5. Reduction in Grade	6. Corporal Punishment	7. Lecture	8. Detention	9. Work Detail	10. Removal from Class	11. Loss of Privileges	12. Extra Class Work	13. Restitution	14. Assign to Other Class	15. Writing Sentences	16. Refer to Counselors	17. Parent Conference	18. Reasoning/Persuasion
Extortion	17	3	6	4	16	0	1	0	0	0	0	0	0	0	0	0	0	2	2
Possession of Dangerous Weapon	17	3	7	9	9	0	0	0	0	0	0	0	0	0	0	0	0	6	1
Physical Threat to Teacher	17	3	9	3	9	0	2	0	0	0	3	0	0	0	1	0	0	4	1
Fighting with Other Students	13	0	0	0	22	0	8	0	2	0	0	0	0	0	0	0	1	2	0
Willful Damage to School Property	16	0	8	0	5	0	2	0	1	7	0	0	0	6	0	0	0	4	2
Continual Disobedience to Rules	15	4	12	0	7	0	3	0	1	2	0	0	0	0	0	0	0	6	0
Disruptive Classroom Behavior	17	1	0	0	4	0	6	2	5	0	1	0	0	0	0	1	0	3	12
Use of Vulgar or Abusive Language	16	0	1	0	10	0	13	2	1	0	1	0	0	0	0	0	0	1	6
Repeated failure to do Assigned Work	15	0	0	0	0	1	1	0	3	0	1	2	1	0	0	1	9	13	3
Possession of Drugs	3	9	12	5	9	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Use of Drugs	12	9	16	3	6	0	0	0	0	0	0	0	0	0	0	0	1	0	0
Habitual Truancy	17	1	8	1	5	0	1	0	8	0	0	0	0	0	0	0	1	9	1
Physical Attack on Teacher	3	21	10	3	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Stealing Money	16	1	5	3	12	0	3	1	0	0	0	0	0	2	0	0	0	8	0
Cheating on an Exam	16	0	1	0	2	17	2	0	2	0	1	0	1	0	0	0	4	2	2
Frequency of Application		55	95	31	117	18	42	5	23	9	7	2	2	8	1	2	16	60	30

TABLE VI

FREQUENCY OF TREATMENTS IN PERCENTAGES RANKED FROM MOST SEVERE TO LEAST SEVERE

PROBLEM / TREATMENT	Range	1. Long Suspension	2. Mid-length Suspension	3. Notify Police	4. Short Suspension	5. Reduction in Grade	6. Corporal Punishment	7. Lecture	8. Detention	9. Work Detail	10. Removal from Class	11. Loss of Privileges	12. Extra Class Work	13. Restitution	14. Assign to Other Class	15. Writing Sentences	16. Refer to Counselors	17. Parent Conference	18. Reasoning/Persuasion
Extortion	17	9	17	11	46	0	3	0	0	0	0	0	0	0	0	0	6	6	
Possession of Dangerous Weapon	17	9	21	26	26	0	0	0	0	0	0	0	0	0	0	0	18	3	
Physical Threat to Teacher	17	9	26	9	26	0	6	0	0	0	9	0	0	0	3	0	0	11	3
Fighting with Other Students	13	0	0	0	63	0	23	0	6	0	0	0	0	0	0	0	3	6	0
Willful Damage to School Property	16	0	23	0	14	0	6	0	3	29	0	0	0	17	0	0	0	11	6
Continual Disobedience to Rules	15	11	34	0	29	0	9	0	3	6	0	0	0	0	0	0	0	17	0
Disruptive Classroom Behavior	17	3	0	0	11	0	17	6	14	0	3	0	0	0	0	3	0	9	34
Use of Vulgar or Abusive Language	16	0	3	0	29	0	37	6	3	0	3	0	0	0	0	0	0	3	17
Repeated failure to do Work	15	0	0	0	0	3	3	0	9	0	3	6	3	0	0	3	26	37	9
Possession of Drugs	3	26	34	14	26	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Use of Drugs	12	26	46	9	17	0	0	0	0	0	0	0	0	0	0	0	3	00	0
Habitual Truancy	17	3	23	3	14	0	3	0	23	0	0	0	0	0	0	0	3	26	3
Physical Attack on Teacher	3	60	29	9	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Stealing Money	16	3	14	9	34	0	9	3	0	0	0	0	0	6	0	0	0	23	0
Cheating on an Exam	16	0	3	0	6	49	6	0	6	0	3	0	3	0	0	0	11	6	6

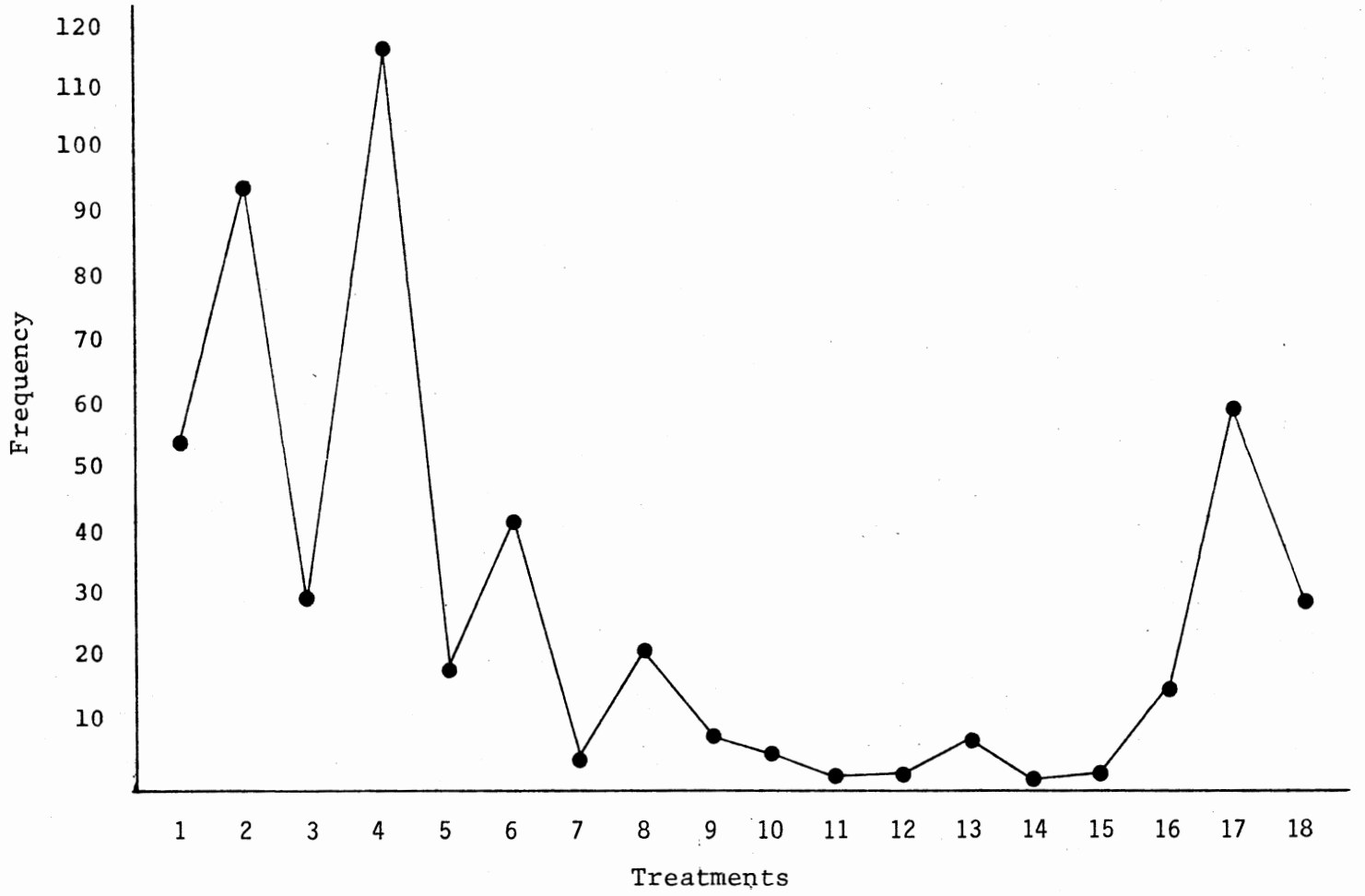

Figure 3. Frequency Distribution of Treatments

Most respondents who use "notify police" noted that they also suspend a student, usually for longer than one semester.

Problem #10, "possession of drugs or controlled dangerous substances", is the second most severely treated and has a range of only three, from rank #1 to #4; only one school used other than suspension or notification of police. For "possession of a dangerous weapon", problem #13, eighty percent either suspend students or notify the police. "Use of drugs" was the third most severely treated problem.

The highest percentage of schools that employ corporal punishment do so when treating "vulgar and abusive language", i.e. thirty-seven percent. Twenty-three percent use corporal punishment when treating students fighting other students. Another sixty-two percent suspend students for fighting. The next highest use of corporal punishment is seventeen percent, when a student exhibits disruptive classroom behavior.

The least severely treated problems are numbers 7, 9, and 12, yet the ranges are seventeen, fifteen, seventeen, respectively. "Extra classwork" was used as a treatment only one time on the problems listed, and that was for "cheating on an exam". "Assignment to a different class" was used just once as treatment for a "physical threat to a teacher".

The sole problem for which short-term suspension was never used was "repeated failure to do classwork". "Lecture or scold" was merely used five times and "removal from class" seven times. "Loss of privileges" was used only twice, for "failure to do assigned classwork". "Writing sentences" was

used one time for "failure to do assigned classwork" and once for "disruptive classroom behavior". "Work detail" was used seven times for "willful damage to school property" and twice for "continual disobedience of school rules".

While the treatment "conference with parents" is ranked just seventeen in severity, it is used quite often for problems for which other schools use much more severe treatments. An example is problem #14 which has a range of sixteen. Thirty-four percent treated this problem with short-term suspension, fourteen percent mid-length suspension, and three percent with long suspension. Twenty-three percent used "conference with parents" as the treatment. While not ranked severe, school officials must consider "conference with parents" an effective treatment for rather serious violations.

4. What type treatments are used most often for each specific violation?

Table V shows the number of times each treatment was used for each problem. The range between severity rankings and the rank of each treatment is also displayed. Table VI shows the percentage of the thirty-five schools surveyed who used each type treatment for each specified problem. Question #3 and #4 are similar questions and several notable details were discussed in reference to #3 and will not be repeated here.

"Habitual truancy", a common problem for public schools, has a range in severity rankings of 17. Forty percent treat this by suspending the student from school from one day to

one year. Twenty-six percent have "conference with parents" and twenty-three percent "administer corporal punishment".

"Disruptive classroom behavior" also has a range of 17, meaning that treatments range from the most severe to the least severe. Thirty-four percent employ "reasoning and persuasion", ranked least severe, while seventeen percent of the schools "administer corporal punishment, ranked sixth.

For "cheating on an exam", forty-four percent reduce the grade while twelve percent refer the student to the counselor. The other treatments are widely dispersed as indicated by the range of sixteen.

Referring students to counselors was used as a treatment just sixteen times, and nine of those were for problem #9, "repeated failure to do class work", and four times for "cheating on an exam".

Tables V and VI show the total collection of data concerning the types of treatments employed for the problems listed. Table V also shows the total times various punishments were used. Short suspensions were used 116 times and mid-length suspensions 65 times.

5. Is there a significant relationship between geographic locations of schools and

   a. the organizational climate of schools?

   b. the severity of treatments used in treating student behavioral problems?

a. The mean of the organizational climate scores for schools located in the metropolitan area was 81.76. They had a median of 79.5 and a range of 16.8. The non-metropolitan

area schools had a mean of 79.81, a median of 80 and a range of 19.45.

A t test for significance was calculated between the means. At the .05 level of confidence for a two-tailed test with eight degrees of freedom, a $t \geq 2.306$ is required (22, p. 450). A t of .0418 was computed; therefore, there is not a significant difference between means. A significant relationship between geographic location and organizational climate of the ten schools studied does not exist.

b. The mean score of the metropolitan area schools on severity of treatments was 87.40 with a range of 36 and a median of 83. The non-metropolitan area schools had a mean of 99.40 with a range of 62 and a median of 89.

A t test was again calculated. At the .05 level of confidence for a two-tailed test with eight degrees of freedom, a $t \geq 2.036$ is required. A t of 2.035 was computed. It is obviously very close to being significant at the .05 level and is significant at the .10 level of confidence. A relationship approaching significance at the .05 level of confidence exists between geographic location and severity of punishment. The non-metropolitan schools tend to be less severe in treatment of student behavioral problems than do metropolitan area schools.

6. Is there a trend in Oklahoma schools toward the use of a scale that sets the treatment for specific student behavioral problems?

In the general information section of the Behavioral Problem/Treatment Questionnaire, question number one addressed

itself to this point. The general information gathered by this instrument is summarized on the following page. Sixty percent of the thirty-five schools have written policies that prescribe punishments for specific behavioral problems. Another fourteen percent said that they had a few policies while twenty-six percent said that they did not have policies of this type. According to this information, the use of a scale that sets treatments for specific behavioral violations is a widespread practice. Thirty-one percent have developed these policies within the past four years. Thirty-seven percent have had such policies for five or more years, while twenty-six percent do not have policies of this type. Six percent failed to answer the question. It appears that a trend toward such policies does exist.

Related Information

Although not directly related to the research questions, other information was gathered from the thirty-five schools participating. Discipline policies are reviewed at least yearly by eighty percent of the schools. Seven percent gave no response, indicating perhaps that revisions are not scheduled and do not occur each year.

Only three schools had been in court during the past three years because of a discipline matter. Twenty-one (60%) of the responding schools had not engaged in any activities involving teachers and/or students designed to prevent discipline problems. Eight schools had activities concerning

behavior modification and three each had done work involving Glasser's "Reality Therapy" and Gordon's "Teacher Effectiveness Training".

Listed below is the data taken from the General Information section of the Behavioral Problem/Treatment Questionnaire.

1. Does your school have written policies that prescribe punishments for specific behavioral problems?

   Yes - 60%
   No - 26%
   Few - 14%

2. When did you develop these policies?

   1 - 4 years - 31%
   5 or more yrs. - 37%
   No answer - 6%
   No policies - 26%

3. How often are these policies reviewed?

   Annually -80%
   Every two or more years-13%
   No answer - 7%

4. Has your school been in court because of a discipline matter during the past three years?

   Yes - 9%
   No -91%

5. Has your school engaged in any activities involving teachers and/or students, designed to prevent discipline problems?

   Check List

   9% A. Reality Therapy - William Glasser

   9% B. Teacher Effectiveness Training - Dr. Thomas Gordon

   6% C. Logical and Natural Consequences - Rudolf Dreikurs

   23% D. Behavior Modification

20% E. Other

6% - In-service review of rules and policies stressing prevention

3% - Flexibility of practices

3% - Value clarification workshop

3% - Seminar on Discipline Prevention

6% - Not specified

Summary

The data collected to answer the six research questions of the present study was presented in summary with analysis of the findings. Information related to the study was also presented. Chapter V presents the findings, implications, and recommendations for further study.

CHAPTER V

FINDINGS AND IMPLICATIONS

Introduction

The preceding chapter presented and analyzed the data collected for this study. In this chapter the findings are to be summarized and the implications explored. The chapter concludes with suggestions for further study.

Summary of Findings

1. Schools with relatively open climates tended to be more severe in treatments of student behavioral problems. This difference was not statistically significant at the .05 level of confidence for a t test but was significant at the .10 level of confidence.
2. A significant relationship exists between the severity of the treatments used for discipline problems and the organizational climate of schools. The more closed the organizational climate the less severe the treatments while the more open the climate the more severe the treatment of student behavioral problems.

3. There are wide variations in the severity of treatments administered for student behavioral problems. The range between the most severe treatment and the least severe treatment used for each problem was twelve or greater for thirteen of fifteen problems. The exceptions were "physical attack on teacher" and "possession of drugs" which had ranges of only three each.
4. The most commonly used treatment for student behavioral problems was "short-term suspension" followed by "mid-length suspensions" and "conference with parents", respectively. One of the three types of suspension was used as treatment for over one half of the specified behavioral problems.

Other conclusions reached concerning types of punishment are:

a. Corporal punishment was widely used; however, a low percentage of schools used it for each problem with two exceptions.
b. A treatment commonly used for "habitual truancy" is suspension from school.
c. "Physical attack on teacher", "possession of drugs", and "use of drugs" are the most severely treated behavioral problems.
d. Few schools use "referral to counselors" as treatments for student behavioral problems.

e. The involvement of parents in seeking solutions to discipline problems is widespread.

5. The following conclusions were reached concerning geographic location of schools and the severity of treatment used in treating student behavioral problems.

   a. There is not a significant relationship between geographic location and the organizational climate of schools.

   b. The metropolitan area schools are more severe in treating behavioral problems. The non-metropolitan area schools are less severe. The relationship between geographic location and the severity of treatments practiced for student behavioral problems approaches statistical significance at the .05 level of confidence.

6. A trend toward the use of a scale that delineates the treatment for specific student behavioral violations exists in secondary schools in Oklahoma. Discipline policies are reviewed by most schools annually.

7. Other findings:

   a. Court appearances were made by only three schools because of discipline problems during the last three years.

   b. The majority of schools do not engage in any activities involving teachers and/or students

designed to prevent discipline problems.

c. Of the schools who have engaged in such activities, "behavior modification" was the activity most often mentioned.

Implications

Based on information from previous studies, it was expected that the more closed the climate of the schools, the more severe the treatments for student behavioral problems. The research data from this study showed the opposite to be true. An implication stated earlier in this study surmised that it might be possible to change the climate of a school toward openess by reducing the coerciveness or severity of discipline practices. Since this study has produced the opposite results, is it possible to change the climate of a school toward openess by increasing the severity of treatments? This does not seem logical.

Other explanations for this relationship may exist. Perhaps, particularly in secondary schools, when the discipline is more severe, teachers feel more secure and this affects their morale. It might also indicate that when behavior patterns are firmly established and understood by teachers and students alike, anxiety is reduced. Anderson's (2) study revealed that certain bureacratic characteristics tended to reduce student alienation rather than increase it as he had predicted. This could be linked to the fact that highly organized, efficient, and impartial systems of

administering discipline may help produce an open climate. When patterns are clearly established, both teachers and students may be more comfortable.

Another possibility is that those schools who are more severe may have eliminated many student problems and thus the severity is not that evident. This study did not attempt to ascertain the frequency of each behavioral problem. The number of student behavioral problems that exists has been shown to affect the teacher's perception of the school's organizational climate. If fewer problems exist because of severe treatment of student behavioral problems, then the relationship between relatively open schools and the severity of treatment could be understandable. Weak discipline is likely to increase anxiety and decrease morale. Weak discipline, on the other hand, may not be as tied to severity as to inconsistency, unfairness, and generally a lack of detection. In other words, a large number of students, for example, might be smoking marijuana but very few are detected and dealt with. While the punishment might be severe, the odds of being detected were not enough to act as a deterrent for others.

Another explanation could be tied to the characteristics of the open and closed schools. Closed climate schools are characterized by apathy on the part of teachers. The principal emphasizes production and sets up rules and regulations, yet he does not work hard himself and fails to motivate his teachers. If the principal does not set a good

example in dealing with behavioral problems, teachers will gradually follow his example. He will not allow teachers the freedom to take the initiative yet he expects it (44). Teachers could easily develop the attitude of "he doesn't care, why should I?" and student behavior will deteriorate. Without proper leadership from the principal and cooperation from the teachers, effective student control for the school as a whole is not likely.

In contrast to the closed climate, the "open climate" principal sets an example by working hard himself and is flexible enough to criticize a teacher's actions or go out of his way to help a teacher (44). Teachers in this climate are effective and productive. An entire faculty, working together, is more likely to achieve consistent and steady pupil control. While severe treatments may be employed when problems do occur, they might be less likely to happen.

Teachers in open climates may be more adept at preventing problems from occurring and thus the principal would not become involved. The knowledge that they will receive support from the principal when needed gives the teacher more confidence in dealing with problem students.

Because a school is rated as less severe in its treatment does not necessarily mean that its discipline is less effective or weak. The ultimate criterion for judging discipline practices is whether or not they are effective. If the problem is eliminated or fails to recur, it is considered effective by most standards.

Teacher's perceptions of the climate of schools have been shown to be affected by the frequency of student problems. Open climate schools might have highly organized, consistent, and impartial practices of treating student behavioral problems. If this were the case, even though severe treatments were used, the frequency of problems might be very low. Also, other positive aspects of the open climate itself might reduce the number of problems.

Previous research had indicated that the more open the organizational climate, the more humanistic the pupil control ideology. Based upon this and related information, it was anticipated that the more severe the treatment of behavioral problems, the more closed the climate. Other studies have generally looked at ideology while this one looks at actual practice and that alone may explain the differences in results. It has been shown that practices followed by teachers are often inconsistent with their expressed philosophy of education.

Glasser (40) has expressed the viewpoint that rigid rules and regulations when enforced with reasonable humanity may be interpreted by the student as caring. Coupled with other possible explanations, the conclusion might be drawn that the more severe treatment of student behavioral problems contributes to the "openess" of the organizational climate of the school because it reduces the frequency of problems and enhances productivity on the part of teachers and students. This conclusion requires acceptance of an

assumption made without documentation to support it: that more severe discipline practices are the most effective. It has also been pointed out that other characteristics of discipline practices may have more effect than does their severity.

The wide variation in the methods and practices utilized for the treatment of the behavioral problems posited for the study indicates that both the severity of the treatment and the seriousness of the problem may be viewed differently by principals, schools, and communities. It may also indicate a lack of knowledge of alternative strategies to achieve good behavior.

The use of "refer to counselors" as the treatment of behavioral problems is limited. By the time the problem reaches the principal it might be felt that it is too late to involve the counselor. That counselors should not be involved in administering punishment is generally an accepted rule as it might destroy their effectiveness. The use of counselors in treating problems may be limited because of their work load. If more counselors were available and if they were effective, their use in this area might increase.

The schools located in metropolitan areas were more severe in their treatment of behavioral problems. Because of court cases and media coverage it might be expected that metropolitan area schools would have become less severe than non-metropolitan area schools. Accordingly, non-metropolitan schools might be thought to have a pupil control ideology

that would be more severe and more physical. Since this is not the case, why should metropolitan area schools be more severe? They may have more problems and thus have reacted with more severe treatments.

Another possibility offers an interesting viewpoint. The schools in the study were from metropolitan areas but not from inner city locations. The growth of suburban schools has been great in the past decade and has occurred mostly because of troubles in inner city schools. Parents have fled the inner city to find better schools and to parents this usually means higher academic standards and stronger disciplinary practices. From patrons of this persuasion, school administrators have both support and demands for strong discipline practices.

The treating of truancy by use of suspension from school is an often criticized practice. It does not make sense to punish a student for missing school by forcing him to do so. Why then is this done? Suspension secures the attention of the parent who then will see that the student attends school. This reason may have merit unless the parent doesn't care or has lost control. Parental involvement could be gained without the suspension. This viewpoint could be a possible reason; however, it may simply be that other alternatives have neither been developed nor explored.

The fact that a trend toward the use of discipline policies that prescribe specific punishments for given behavioral violations exists in Oklahoma may bring support from

advocates of consistency and impartiality; however, those who advocate flexibility and stress the uniqueness of each situation will not be encouraged. Flexibility is needed because each person and each situation is different. What works for one person in a particular situation may not work for another. If the purpose of the treatment is to remove the cause of the problem and not just to punish the student, flexibility is needed.

If discipline problems are a major concern of the thirty-five schools surveyed, it was not evident by their efforts to prevent problems. The conclusion could be drawn that student behavioral problems are not a major concern of the survey group. On the other hand, it might be that concern is expressed and teachers urged to "tighten up", but no in-service activities planned to aid teachers.

Recommendations

The results of this study have immediate implications for public schools in the area of student discipline. One such implication is that greater thought and preparation should go into the development of effective treatments for behavioral problems. Alternative strategies need to be explored and developed and the most appropriate and effective treatment applied to each situation. Flexibility needs to be built into policies so that the uniqueness of the individual and the situation can be considered. Trial and error may be necessary in order to find the most effective

treatment.

It is also recommended that schools assess the knowledge of discipline techniques and practices possessed by their faculties. If needed, in-service sessions should be designed to increase the teachers' knowledge of methods, techniques, and strategies in dealing with student behavioral problems.

If cooperative effort from the faculty is to be achieved, the more open the climate the better. It is recommended that efforts be made to increase the openness of closed climate schools.

The results of this study also suggest the need for additional research to confirm the relationship between high severity in the treatment of student behavioral problems and open organizational climate as shown herein. Listed below are some other recommendations for further study.

1. Is the frequency of student behavioral problems related to organizational climate?
2. Does the frequency of student behavioral problems affect the severity ranking of schools?
3. Which behavioral treatments are most effective for specific problems?
4. Are teachers in "relatively open" climate schools more adept at preventing discipline problems than teachers in "relatively closed" climate schools?
5. Is the practice of using psychological techniques and methods to achieve appropriate student behavior widespread among teachers?
6. Is the frequency of serious behavioral problems related to organizational climate?
7. Is there a significant relationship between the number of teachers in a faculty with a

humanistic pupil orientation and the organizational climate of the school?

8. Is there a significant relationship between students' perceptions of fairness and equity in the assessment of treatments by the principal for student behavioral violations and the severity ranking of the school?

The proposed additional studies in the area of student discipline and organizational climate should provide useful information for school administrators in the development of effective discipline practices. The relationship of discipline practices to other aspects of the school, such as organizational climate, warrant further research.

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APPENDIX A

CORRESPONDENCE

Dear Sir:

I am attempting to establish the validity or appropriateness of the enclosed questionnaire by having several administrators react to it prior to conducting the actual research. As we discussed in our recent conversation, I would appreciate it if you would complete the questionnaire and return it to me along with your reactions. Thanks for your help.

Sincerely,

Randall Raburn

After completing the questionnaire, please answer the questions below.

1. Are the directions clear?

2. Are the problems representative of those actually faced by high school principals?

3. Are the treatments listed representative of those actually employed by high school principals?

4. Will this questionnaire provide the necessary information to find out how principals treat specific behavioral problems?

5. Please list suggestions for improving the questionnaire.

Dear Principal:

The principal's role in secondary schools is a difficult one, and discipline of students is one of the main reasons. I am conducting a study of high schools with 500 to 1007 students to determine how schools of this size handle behavioral problems. We are interested in knowing how other schools handle problems similar to ours. When the results are compiled, we will compare our practices with those of the survey group as a whole.

This project is approved by the Oklahoma Public School Research Council at Oklahoma State University. The names of the schools and their principals will not be used in reporting the findings. All schools in Oklahoma with 500 to 1007 students have been asked to participate.

Please take ten minutes of your time to complete the enclosed questionnaire and return it to me.

Your cooperation is appreciated.

Sincerely,

Randall Raburn,
Asst. Superintendent

Dear Faculty Member:

I am conducting a study on the relationship between the treatment of student discipline problems and the organizational climate of secondary schools. Your principal has given permission for me to conduct this survey in your school, providing that participation by teachers be on a voluntary basis. I realize that you are very busy, but I would appreciate it very much if you would take ten to fifteen minutes to complete the attached questionnaire and return it to your principal.

The purpose of this questionnaire is to secure a description of the different ways in which teachers behave and the various conditions under which they work. From the results, the organizational climate of your school can be described.

Your responses will remain confidential and no individuals or school will be named in the report of this study.

The items in this questionnaire describe the typical behaviors or conditions that occur within the school organization. Please indicate to what extent each of these descriptions characterizes your school. Do not evaluate the items in terms of "good" or "bad" behavior, but read each item carefully and respond in terms of how well the statement describes your school.

Thank you for your help,

Randall Raburn,
Assistant Superintendent
Mustang Schools

APPENDIX B

INSTRUMENTS

BEHAVIORAL PROBLEM/TREATMENT

QUESTIONNAIRE

_____
Name of School

Directions:

This questionnaire is to be answered by the school principal. Place the letter of the treatment used in the blank at the left of each problem. Place only one letter in each blank. Choose the treatment most likely to be used in treating each problem. You may use the same treatment as many times as needed.

Assumptions:

1. Problems occur on the school campus.
2. All due process procedures are followed.
3. The student is guilty.

PROBLEM:

_____1. Extortion

_____2. Possession of dangerous weapon

_____3. Physical threat to teacher

_____4. Fighting with other students

_____5. Willful damage to school property

_____6. Continual disobedience of school rules

_____7. Disruptive classroom beahvior

_____8. Use of vulgar and abusive language

_____9. Repeated failure to do assigned classwork

____10. Possession of drugs or controlled dangerous substances

____11. Use of drugs or controlled dangerous substances

____12. Habitual truancy

____13. Physical attack on teacher

____14. Stealing money

____15. Cheating on an exam

TREATMENT:

A. Short-term suspension from school (1-10 days)
B. Mid-length suspension (10 days to one semester)
C. Long-term suspension (longer than one semester)
D. Reasoning and persuasion
E. Conference with parents
F. Lecture (criticize and castigate student), berate, scold
G. Removal from class
H. Refer to counselors
I. Corporal punishment
J. Detention
K. Loss of privileges
L. Writing sentences
M. Extra class work
N. Work detail (clean up at school, etc.)
O. Assign to a different class
P. Notify police
Q. Reduction in grade
R. Other: Please specify_____

_____

General Information

1. Does your school have written policies that prescribe punishments for specific behavioral problems? _____

2. When did you develop these policies?_____

3. How often are these policies reviewed?_____

4. Has your school been in court because of a discipline matter during the past three years?_____

5. Has your school engaged in any activities involving teachers and/or students, designed to prevent discipline problems?

   Check List

   _____A. Reality Therapy - William Glasser

   _____B. "Teacher Effectiveness Training" - Thomas Gordon

   _____C. Logical and Natural Consequences - Rudolf Dreikurs

   _____D. Behavior Modification

   _____E. Other

ORGANIZATIONAL CLIMATE DESCRIPTION

QUESTIONNAIRE

_____
Name of School

Years served with current principal_____

Form IV*

Instructions:

Following are some statements about the school setting. Please indicate the extent to which each statement characterizes your school by circling the appropriate response at the right of each statement.

RO--Rarely Occurs, SO--Sometimes Occurs, OO--Often Occurs, VFO--Very Frequently Occurs

1. Teachers' closest friends are other faculty members at this school . . . . . RO SO OO VFO
2. The mannerisms of teachers at this school are annoying . . . . . RO SO OO VFO
3. Teachers spend time after school with students who have individual problems . . . . . RO SO OO VFO
4. Instructions for the operation of teaching aids are available . . . . . RO SO OO VFO
5. Teachers invite other faculty members to visit them at home . . . . . RO SO OO VFO
6. There is a minority group of teachers who always oppose the majority . . . . . RO SO OO VFO
7. Extra books are available for classroom use . . . RO SO OO VFO
8. Sufficient time is given to prepare administrative reports . . . . . RO SO OO VFO
9. Teachers know the family background of other faculty members . . . . . RO SO OO VFO
10. Teachers exert group pressure on nonconforming faculty members . . . . . RO SO OO VFO
11. In faculty meetings, there is the feeling of "let's get things done" . . . . . RO SO OO VFO
12. Administrative paper work is burdensome at this school . . . . . RO SO OO VFO

13. Teachers talk about their personal life to other faculty members . . . . . RO SO OO VFO

14. Teachers seek special favors from the principal . . . . . RO SO OO VFO

15. School supplies are readily available for use in classwork . . . . . RO SO OO VFO

16. Student progress reports require too much work . . . . . RO SO OO VFO

17. Teachers have fun socializing together during school time . . . . . RO SO OO VFO

18. Teachers interrupt other faculty members who are talking in staff meetings . . . . . RO SO OO VFO

19. Most of the teachers here accept the faults of their colleagues . . . . . RO SO OO VFO

20. Teachers have too many committee requirements . . . . . RO SO OO VFO

21. There is considerable laughter when teachers gather informally . . . . . RO SO OO VFO

22. Teachers ask nonsensical questions in faculty meetings . . . . . RO SO OO VFO

23. Custodial service is available when needed . . . RO SO OO VFO

24. Routine duties interfere with the job of teaching . . . . . RO SO OO VFO

25. Teachers prepare administrative reports by themselves . . . . . RO SO OO VFO

26. Teachers ramble when they talk in faculty meetings . . . . . RO SO OO VFO

27. Teachers at this school show much school spirit . . . . . RO SO OO VFO

28. The principal goes out of his way to help teachers . . . . . RO SO OO VFO

29. The principal helps teachers solve personal problems . . . . . RO SO OO VFO

30. Teachers at this school stay by themselves . . . RO SO OO VFO

31. The teachers accomplish their work with great vim, vigor, and pleasure . . . . . RO SO OO VFO

32. The principal sets an example by working hard himself . . . . . RO SO OO VFO

33. The principal does personal favors for teachers . . . . . RO SO OO VFO

34. Teachers eat lunch by themselves in their own classrooms . . . . . RO SO OO VFO

35. The morale of the teachers is high . . . . . RO SO OO VFO

36. The principal uses constructive criticism . . . . RO SO OO VFO

37. The principal stays after school to help teachers finish their work . . . . . RO SO OO VFO

38. Teachers socialize together in small select groups . . . . . RO SO OO VFO

39. The principal makes all class-scheduling decisions . . . . . RO SO OO VFO

40. Teachers are contacted by the principal each day . . . . . RO SO OO VFO

41. The principal is well prepared when he speaks at school functions . . . . . RO SO OO VFO

42. The principal helps staff members settle minor differences . . . . . RO SO OO VFO

43. The principal schedules the work for the teachers . . . . . RO SO OO VFO

44. Teachers leave the ground during the school day . . . . . RO SO OO VFO

45. Teachers help select which courses will be taught . . . . . RO SO OO VFO

46. The principal corrects teachers' mistakes . . . . RO SO OO VFO

47. The principal talks a great deal . . . . . RO SO OO VFO

48. The principal explains his reasons for criticism to teachers . . . . . RO SO OO VFO

49. The principal tries to get better salaries for teachers . . . . . RO SO OO VFO

50. Extra duty for teachers is posted conspicuously . . . . . RO SO OO VFO

51. The rules set by the principal are never questioned . . . . . RO SO OO VFO

52. The principal looks out for the personal welfare of teachers . . . . . RO SO OO VFO

53. School secretarial service is available for teachers' use . . . . . RO SO OO VFO

54. The principal runs the faculty meeting like a business conference . . . . . RO SO OO VFO

55. The principal is in the building before the teachers arrive . . . . . RO SO OO VFO

56. Teachers work together preparing administrative reports . . . . . RO SO OO VFO

57. Faculty meetings are organized according to a tight agenda . . . . . RO SO OO VFO

58. Faculty meetings are mainly principal-report meetings . . . . . RO SO OO VFO

59. The principal tells teachers of new ideas he has run across . . . . . RO SO OO VFO

60. Teachers talk about leaving the school system . . . . . RO SO OO VFO

61. The principal checks the subject-matter ability of teachers . . . . . RO SO OO VFO

62. The principal is easy to understand . . . . . RO SO OO VFO

63. Teachers are informed of the results of a supervisor's visit . . . . . RO SO OO VFO

64. The principal insures that teachers work to their full capacity . . . . . RO SO OO VFO

* Halpin, Andrew W., and Don B. Croft. The Organizational Climate of Schools. Washington, D.C.: U. S. Office of Education, Department of Health, Education, and Welfare, 1962.

VITA[2]

Randall Kent Raburn

Candidate for the Degree of

Doctor of Education

Thesis: THE DIFFERENCES IN THE TREATMENT OF DISCIPLINE PROBLEMS IN SECONDARY SCHOOLS AND THEIR RELATIONSHIP TO ORGANIZATIONAL CLIMATE

Major Field: Educational Administration

Biographical:

Personal Data: Born in Wellington, Texas, September 27, 1939, the son of Mr. and Mrs. O. B. Raburn.

Education: Attended grade school, junior high school, and high school in Wellington, Texas, graduated 1958, received Bachelor of Science in Education degree from North Texas State University with a major in Secondary Education in May, 1962, received a Master in Education degree from North Texas State University in August, 1967, with a major in Secondary School Administration; attended North Texas State University, summers, 1968, 1970, 1972, 1973; attended University of Oklahoma, spring 1974; completed requirements for the Doctor of Education degree at Oklahoma State University in July, 1978.

Professional Experience: Teacher of government and basketball in the Lipan, Texas, Public Schools 1962-1964; teacher of history and basketball in the Central High Public Schools, Marlow, Oklahoma, 1964-Jan. 1969; Teacher/Principal at Central High Public Schools, Marlow, Oklahoma, Jan. 1969-June of 1970, Superintendent of Central High Public Schools, Marlow, Oklahoma, 1970-1973; Assistant Superintendent of Mustang Public Schools, Mustang, Oklahoma, 1973-1978.

Professional Organizations: Phi Delta Kappa, Association of School Business Officials of Oklahoma, National Education Association, Oklahoma Education Association.