

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

By

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Bachelor of Science

Oklahoma State University

1949

Submitted to the Faculty of the Graduate School of  
the Oklahoma State University  
in partial fulfillment of the requirements  
for the degree of  
MASTER OF SCIENCE  
July, 1958

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## ACKNOWLEDGEMENT

Indebtedness is acknowledged to the many persons whose cooperation helped make the successful completion of this study possible.

The author wishes to express his appreciation to Professor Don M. Orr for his guidance and aid while serving as the major thesis adviser. Appreciation is also expressed to Dr. Robert R. Price for his valuable assistance while serving as minor thesis adviser.

The appreciation of the author is also extended to Mr. Bryle Killian, Mr. Benton Thomason, Mr. Ralph Driessen, Mr. Cleo Collins, and Mr. J. B. Morton of the State Department of Vocational Agriculture and the fifty teachers of vocational agriculture who cooperated in this study.

Appreciation is also duly expressed to Mrs. Linnie Castleberry of the Ninnekah High School English Department for her assistance in the grammatical construction of this study.

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

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## CHAPTER I

### PURPOSE AND DESIGN OF THE STUDY

#### Introduction

The Constitution of the United States of America provides that every citizen shall have "freedom from fear". We can safeguard this freedom only by imposing correct discipline upon ourselves, instead of having to have it imposed upon us. Since our public schools are one of the foremost proponents of good discipline; it behooves us as teachers to continually work and study in order that we may become even better qualified to train boys and girls how to discipline themselves correctly and democratically.

The modern concept of high school discipline is, according to Fringle, a gradual transition from control by rule to control by reason. High-school pupils must grow into freedom, but eternal vigilance is the price of this freedom, and it calls for much firmness on the part of those in authority.<sup>1</sup>

It is to this end that this study is undertaken.

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<sup>1</sup>Ralph W. Fringle, The Psychology of High-School Discipline (New York, 1931), p. 7.

### Statement of the Problem

The maintaining of discipline conducive to effective learning is one of the most critical problems facing the beginning teacher. He must prove himself a disciplinarian before he can prove himself a teacher, because very little learning will result unless there is discipline in the classroom. The inability to maintain the proper discipline conducive to effective learning has caused many potentially good teachers to leave the profession. An unpublished study was made in 1946, covering the ten year period of 1936 to 1946, by the staff of the State Office of Vocational Agriculture, on the reasons why teachers were dismissed from their jobs. In the study it was found that the failure to maintain proper discipline was the most common reason causing teachers to be dismissed from their jobs.

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

### Purpose of the Study

The purposes of this study are fourfold. The first being - to determine the more common disciplinary problems encountered by teachers of vocational agriculture; second - to determine the frequency and causes of the various problems; third - to determine the most satisfactory methods of prevention of disciplinary problems; and fourth -

to determine the most satisfactory methods of handling the various disciplinary problems.

#### Limitations of the Study

The scope of this study was limited to the experiences of fifty teachers of vocational agriculture from four supervisory districts of vocational agriculture. The teaching experience of the various teachers ranged from one-half year to twenty-five years.

No attempt was made to make a random selection of the teachers cooperating. All teachers meeting in one professional improvement meeting, in each of the four supervisory districts, were presented with and completed one of the questionnaires. It is of significant interest in this problem that no teacher failed to complete and turn in a questionnaire.

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

#### Methods of Procedure

The first step in making this study was to make an extensive study of the literature available pertaining to high school discipline. Since the author found only a limited number of studies made on this particular problem, the survey of literature consists chiefly of a summary of books and other material on discipline as it concerns public schools.



The author was able to formulate a questionnaire based on the information gained from the survey of literature, from conferences with members of the agricultural education staff of the Oklahoma State University, and from staff members of the Oklahoma department of vocational agriculture.

A survey was made with fifty teachers from the four supervisory districts of vocational agriculture cooperating. The cooperating teachers filled out the questionnaire at their respective professional improvement meetings. The author was present to assist when needed. Other than to explain the questionnaire, the author offered no other advice in filling out the questionnaire. The questionnaires were filled out anonymously, because the author felt that the cooperating teachers would be more thorough and frank.

After all the questionnaires were completed, the data were tabulated in the various tables, which were then analyzed and discussed.

## CHAPTER II

### REVIEW OF LITERATURE

The author was able to find only a limited number of studies of this particular nature. A search was made of Summaries of Studies in Agricultural Education, Vocational Education Bulletin 180, and its various supplements, but only a limited number of studies on discipline was found. This review, therefore, will consist chiefly of a summary of books and other material on discipline as it concerns public schools.

#### Aims of Discipline

Before proceeding any further in this review, it is necessary that the word "discipline" be understood. The definition of discipline as given in the dictionary of education is, "the degree and kind or orderliness in a given school or the means by which that order is obtained; the maintenance of conditions conducive to the efficient achievement of the school's functions".

In every discussion of discipline we should ask ourselves these questions: Discipline for what? What are we trying to accomplish through discipline? What are the aims and goals for which we aspire? If we know not the goal of discipline, then we are groping in the dark. In answering the question, "Discipline for what?", Bagley<sup>1</sup> suggests the

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<sup>1</sup>William C. Bagley, School Discipline (New York, 1915), p. 10.

following objectives or goals:

(1) The creation and preservation of the conditions that are essential to the orderly progress of the work for which the school exists; (2) the preparation of the pupils for effective participation in an organized society which, while granting many liberties, balances each with a corresponding responsibility; and which, while allowing each individual much freedom in gratifying his desires and realizing his ambitions, also demands that the individual inhibit those desires and repress those ambitions that are inconsistent with social welfare; and (3) the gradual impression of the fundamental lessons of self-control, especially through acquainting the pupil with the importance of remote, as contrasted with immediate ends, and through innumerable experiences which will lead him to see that persistence and sustained effort brings rewards that are infinitely more satisfying than can be attained by following the dictates of momentary desire.

Smith<sup>2</sup> states that the aim of classroom discipline should be of a twofold nature.

First, to maintain enough system and order to provide a wholesome atmosphere in which pupils may live and work. Second, to maintain the kind of moral conduct that will best stimulate worthy motives, cultural appreciations, and useful habits.

In answering the question, "What is the goal of discipline?", Sheviakov and Redl<sup>3</sup> have this to add:

(1) We want discipline based on devotion to humanitarian principles and ideals such as freedom, justice, and equality for all; (2) we want discipline which recognizes the inherent dignity and rights of every human being, rather than discipline attained through humiliation of the undisciplined; (3) we want self-directed self-discipline, rather than discipline based upon obedience to a master; and (4) we want discipline based on understanding of the goal in view, rather than discipline based on "taking" someone's word for it.

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<sup>2</sup>Walter R. Smith, Constructive School Discipline (New York, 1936), p. 142.

<sup>3</sup>George Sheviakov and Fritz Redl, Discipline for Today's Children and Youth, Department of Supervision and Curriculum Development, N.E.A., (Washington, 1945), pp. 7-8.

It is of the utmost importance that every teacher realize that instruction and discipline are inseparable. Instruction is directed primarily toward an increase in knowledge, while discipline is directed toward the refinement of character. Good or bad, both are present in every class conducted.

#### Causes of Disciplinary Problems

In this review of literature, it was found that all the authors were pretty much in agreement on the causes of disciplinary problems. The author of this study will summarize the causes of disciplinary problems in the school room as given by Pringle.<sup>4</sup> X

1. Lack of respect of superiors
2. Lack of regard for rules.
3. Stubbornness
4. Motor type of pupil - live wire type caused by unusual vitality.
5. Nervous irritability
6. Low mentality
7. Immaturity
8. Unreasonable desire for fun
9. Maliciousness
10. Natural excessive talkativeness
11. Desire for class attention
12. Undesirable home conditions
13. Too wide a variation in students' I. Q.

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<sup>4</sup>Pringle, pp. 149-164.

14. Bad physical environment of classroom:
  - A. Poor lighting
  - B. Inadequate heating
  - C. Overcrowding
  - D. Poor ventilation
15. Causes brought about by teacher:
  - A. Insufficient preparation for class
  - B. Attempt to control pupils by mere entertainment
  - C. Lack of poise or want of self-control
  - D. Lack of self-assurance on problem to be taught
  - E. Lack of a sense of humor
  - F. Dullness on part of teacher

Scott<sup>5</sup> found in his study that teachers who have trouble with student behavior have certain undesirable habits or characteristics.

He found that they tend to:

1. Talk too much,
2. Interrupt others who are talking,
3. Permit themselves to become involved in personal arguments before or during class,
4. Act as if they are on the defensive,
5. "Blow their tops" for little reason,
6. Laugh too much or grin more or less constantly,
7. Fail to think ahead of the class,
8. Miss logical steps in group thinking or fail in adjustment to the ability level of specific groups,
9. Emphasize mistakes instead of recognizing improvement,
10. Appear to be lost or not sure where they are going,
11. Lack integrity,
12. Play favorites,
13. Procrastinate,
14. Hold grudges,
15. Have poor general health,

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<sup>5</sup>Marshall J. Scott, "Improving Student Behavior," Agricultural Education Magazine, September, 1952, pp. 56, 59.

16. Have poor vision or hearing,
17. Have a poorly developed speaking voice.

Of course no teacher has all the bad qualities listed. However, there is a tendency for a poor teacher to have several of the bad qualities listed.

In Scott's<sup>6</sup> study, he also found that inadequate facilities were many times contributing factors to the causes of disciplinary problems. In order to prevent facility caused or aggravated disciplinary problems, Scott suggests:

1. Keep rooms orderly and clean.
2. Provide adequate storage and filing space.
3. Brighten room with cheerful, harmonious colors.
4. Provide comfortable furniture in good state of repair.
5. Reduce number of class interruptions by phone calls, visits, etc.
6. Provide floor coverings which reduce noise.
7. Improve acoustics by ceiling treatment, etc.
8. Cover lower part of windows if they provide views which distract the attention of students.
9. Display appropriate pictures, charts, etc.
10. Improve heating and ventilation.

#### Prevention of Disciplinary Problems

It is the opinion of Sheviakov and Redl<sup>7</sup> that if our schools spent more time on orienting the students and on explaining the reasons for rules, discipline would be less of a problem. Teachers should have enough respect for a student's intelligence to explain to them why they cannot do a certain thing.

There are certain prerequisites to effective discipline which every teacher must have. These according to Smith,<sup>8</sup> are:

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<sup>6</sup>Ibid.

<sup>7</sup>Sheviakov and Redl, p. 12.

<sup>8</sup>Smith, pp. 144-150.

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

Scott<sup>9</sup> in his study lists eighteen characteristics or mannerisms that seem to be associated with prevention of disciplinary problems. He found that teachers who are successful in developing desirable student behavior tend to be:

1. Skillful in planning work,
2. Enthusiastic and generally optimistic,
3. Courteous in dealing with students,
4. Tactful when possible,
5. Firm while acting as a leader or teacher,
6. Courageous and confident,
7. Consistent from day to day,
8. Honest and fair,
9. Sincere,
10. Methodical,
11. Interested in students and people in general,
12. Skilled in the art of questioning.

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<sup>9</sup>Scott, p. 59.

13. Able to wait for group approval,
14. Able to conduct effective conferences with individuals or small groups,
15. Able to ignore insignificant behavior problems,
16. Quick to praise and recognize abilities in others,
17. Capable of working with adults in the community,
18. Strong in maintaining good public relations.

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

Good teaching procedures can do much to prevent disciplinary problems from arising. Krebs<sup>10</sup> gives ten examples of such teaching procedures.

1. Teach in such a way that both the teacher and students always know what work is to be done, and the reasons for doing the work. Variety in teaching techniques is also very important.
2. Follow a definite routine for such daily matters as roll-taking and daily announcements. Begin and end classes promptly.
3. Make it a practice to check on the light and temperature of the classroom at the beginning of each class, as well as on the seating arrangement.
4. Provide for definite instruction, as part of the course of study, on such items as the kind of behavior acceptable in school, how to get along with other people, and how to get the most out of school. Too often teachers take it for granted that someone else has taught our students how to behave.
5. Establish early the rules needed for orderly conduct of the class. The making of the rules for the class can be shared with the students. Above all, be certain that the rules are reasonable.
6. Treat all students fairly, consistently, and impartially. Teachers can ill afford to "lose their tempers" when dealing with trying situations.
7. Learn as much as possible about each student from every available source of information. This should include a knowledge of the home situation.

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<sup>10</sup>Alfred H. Krebs, "Problem and Opportunity," Agricultural Education Magazine, October, 1955, pp. 84, 87.



8. Challenge constantly the best in each student by giving as much responsibility as he is ready for.
9. Use praise and reward to promote good conduct. This will also help develop good morale in the group.
10. Be alert to everything that goes on in the classroom. Nothing is more challenging to the mischievous student than a teacher who appears unable to see more than one thing at a time.

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

#### Handling of Disciplinary Problems

There are three general principals for the administration of punishment which are generally accepted, and of which every teacher should be cognizant. These are: (1) Certainty of punishment. (2) Justice tempered by kindness. (3) Punishment should be adapted to the kind and degree of offense.

In handling disciplinary problems, it is Pringle's<sup>11</sup> opinion that one should not deal with an angry pupil, or when you are angry, if it can be postponed effectively. An angry person is not conducive to suggestion or to admitting he was in the wrong. Both teacher and pupil should have time to think it over and "cool off".

In the specific methods of handling disciplinary problems,

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<sup>11</sup>Pringle, pp. 288-289.

several of the authors in this review were of the same general opinion; therefore, the author of this study will review the various methods as given by Pringle<sup>12</sup>:

1. Admonishment or good natured warning - this is good. X
2. Sharp reprimand - when occasion demands, it is fine; but be brief, dignified, and unemotional. Value is lost many times when these three things are lacking. Avoid cutting remarks.
3. Conference with pupil - serious, friendly talk, in private. Emphasize the good qualities of pupil first and then gradually go into the problem at hand. Let student talk. Do not be hasty, because time is required for a change to be effected. If this method does not work, no harm is done as is the case in many other methods.
4. Threats - are a sign of weakness and indicate a lack of control. Threats of punishment to be inflicted if a certain thing is done, is too often a suggestion to do that very thing. Always be aware of the power of suggestion.
5. Extra work - this is a questionable method of punishment. Tasks assigned should never be something other than school work.
6. Themes - should be on work that student should have been doing when discipline problem arose.

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<sup>12</sup>Pringle, pp. 283-316.

7. Lowered grades - should never be used.
8. Withdrawal of privileges - special privileges should be automatically surrendered when pupil fails to maintain the standards of scholarship or behavior. Group privileges should never be withdrawn because of bad conduct on the part of certain members. It would be unjust and would probably create an atmosphere for other problems to arise.
9. Forced apology - rarely if ever accomplishes anything except to make student more resentful. A forced apology is not an apology at all, but is merely a hypocritical statement. Unless you can explain things in such a way as to get the pupil to want to apologize, then the trouble should be settled in another manner.
10. Conference with parents - this is best set up by a brief, courteous letter stating the problem and asking, not demanding, their help. The success of this method depends mostly upon the relationship between the pupil and his parents. If pupil has little respect for his parents, then it is doubtful if conference will help, and it may hinder the solving of the problem.
11. Expell from class - as a last resort only in most cases. If student has no interest in class and he could be in some other class that might be better for him, then this method might be used. This will require careful study of pupil's background, capabilities, aptitudes, interest, etc. This would also require the assistance of the principal.

12. Expelling from school - this should be done only with the consent of the board of education. Do this only after all other means have failed, and it is evident that it would be disastrous to allow such a pupil to remain in school.
13. Corporal punishment or whippings - is a very questionable practice. Whippings during adolescence by a teacher are sure to bring resentment. If and when this method is used, be sure to have another teacher as a witness.

Several specific control measures found to be most useful in helping to correct poor discipline by Krebs<sup>13</sup> in his study are:

1. Ignoring minor classroom misbehavior. This control measure is used to a greater or lesser extent by all good teachers. Many teachers however hold it in disrepute because of the difficulty of knowing just what misbehavior may be safely ignored and what misbehavior must not be ignored.
2. Using simple classroom control measures early through being alert to everything going on in the room, and by using a warning look, a shake of the head, or an immediate question to call attention to the teacher's disapproval. Many teachers recommend this kind of control as the first step rather than ignoring misbehavior. It is, without a doubt, one of the best ways of keeping the classroom situation under control.
3. Loss of privilege. This is slightly more severe than the first two control measures, but well within the understanding of the students. It is one of the most common control measures used outside of the school.
4. Removal from the situation. The student may be removed from the classroom, or he may be moved to a new location within the classroom. In either case, he has lost a certain amount of control over his own movements.

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<sup>13</sup>Krebs, p. 87.

5. Sending to the principal. There should be a definite understanding between teacher and principal regarding the kinds of misbehavior which should be referred to the principal. Such referrals should be as few as possible. Too many referrals weaken the control of both teacher and principal, and are definite signs of weakness on the part of the teacher.
6. Suspension and expulsion. These are severe forms of loss of privilege of attending class or school. Such action cannot be taken without consultation with the administrator.

McInvale<sup>14</sup> found in his study that certain methods of handling disciplinary problems were more frequently used than others, by vocational agriculture teachers in Texas. His findings were:

1. Oral reprimand was the most commonly used method of handling disciplinary problems. This method was most effectively used by teachers over 36 years of age. Its least effective use was among teachers under 26 years of age.
2. Ignoring a situation was a popular method except with the teachers under 26 years of age. These teachers had not had enough experience to distinguish which problems could be safely ignored.
3. Corporal punishment was a popular method, especially with those teachers between the ages of 26 and 36. Those teachers over 36 years of age did not use this method very often.
4. Depriving students of privileges was a popular method with those teachers over 36 years of age. It was not very popular with the younger teachers.

In the summary of his study, McInvale<sup>15</sup> made the following statement: "There is little evidence that the teachers in this study use educational psychology."

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<sup>14</sup>Elbert R. McInvale, "Discipline of Boys Enrolled in Vocational Agriculture in the Public Schools of Texas" (unpub. M.A. Research Paper, Sam Houston State Teachers' College, 1953), pp. 6-20.

<sup>15</sup>Ibid., p. 42.

## CHAPTER III

### PRESENTATION AND ANALYSIS OF DATA

This chapter consists of the presentation and analysis of the data derived from the fifty questionnaires completed by the cooperating teachers. All teachers presented with questionnaires completed and returned them. This is indicative of the interest in finding out better ways and means of prevention and handling of disciplinary problems.

In the presentation of the data relative to this study, the author has tabulated the various disciplinary problems into groups similar in nature. On the questionnaire, however, the problems were listed at random as the author felt that the cooperating teachers would be more apt to consider each problem separately, than if they were listed in groups similar in nature.

#### FREQUENCY WITH WHICH THE VARIOUS DISCIPLINARY PROBLEMS HAVE BEEN ENCOUNTERED

It was found that excessive talking was the most common disciplinary problem encountered by the fifty teachers cooperating in this study. As indicated by Table I, seventy-two per cent of the cooperating teachers reported excessive talking as being an occasional problem, while only twenty-four per cent reported it as being a problem only rarely. It is significant that no teacher reported that excessive

talking was never a problem.

TABLE I  
DISTRIBUTION OF TEACHER RESPONSES REGARDING THE  
FREQUENCY WITH WHICH SELECTED DISCI-  
PLINARY PROBLEMS WERE ENCOUNTERED

Area of Problem	Teachers Reporting							
	Frequently		Occasionally		Rarely		Never	
	No.	%	No.	%	No.	%	No.	%
Excessive talking	2	4	36	72	12	24		
Unnecessary noise	1	2	29	58	15	30	5	10
Lack of attention	3	6	35	70	12	24		

Table I also indicates that fifty-eight per cent of the cooperating teachers encountered the problem of unnecessary noise occasionally, while thirty per cent of them encountered it only rarely.

Reporting teachers indicated that lack of attention has been an occasional problem for seventy per cent of them. Twenty-four per cent of the teachers reported that it was a problem only rarely. It is interesting to note that lack of attention, like excessive talking is a problem common to all the teachers reporting since no teacher listed either of them as never being a problem.

Non-cooperation is another problem that has been encountered occasionally by thirty-eight per cent of the reporting teachers, as indicated in Table II. The greatest number, or fifty-six per cent,

of the reporting teachers encountered non-cooperation only rarely.

Table II shows that direct disobedience is rarely a problem with sixty per cent of the reporting teachers. An indicated thirty-two per cent listed direct disobedience as never being a problem.

TABLE II

DISTRIBUTION OF TEACHER RESPONSES REGARDING THE FREQUENCY  
WITH WHICH SELECTED DISCIPLINARY PROBLEMS  
WERE ENCOUNTERED

Area of Problem	Teachers Reporting							
	Frequently		Occasionally		Rarely		Never	
	No.	%	No.	%	No.	%	No.	%
Non-cooperation	1	2	19	38	28	56	2	4
Direct disobedience			4	8	30	60	16	32
Breaking general rules of School or department	1	2	13	26	34	68	2	4

Breaking of general rules of school or department shows a more definite relationship with non-cooperation than does direct disobedience. Twenty-six per cent of the teachers reported that breaking of general rules was an occasional problem, while sixty-eight per cent indicated that it was only rarely a problem. It is interesting to note that only two per cent reported it as a frequent problem, which was the same percentage as for non-cooperation. Both problems were reported as never being a problem to four per cent of the teachers.

There is a very definite relationship shown between the three



problems in Table III. This further validates the author's opinion that the various problems within a group of problems arise from the same or similar cause or causes and tend to aggravate the course of each other.

The greatest number of teachers, or seventy-eight per cent, reported that scuffling was only rarely a problem, while twenty-two per cent experienced it as an occasional problem. No teacher reported it as never being a problem.

The reader of this study is reminded that this study covers the students actions, not only in the classroom, but in the shop and on field trips where there is a much greater opportunity for such problems as reported in Table III to arise.

Table III indicates that throwing things is rarely a problem for sixty per cent, never a problem for twenty-eight per cent, and occasionally a problem for ten per cent of the teachers reporting. While showing a definite comparison between throwing things and the other two problems in this group, Table III also shows that it is not as severe a problem as is scuffling and moving about the room without permission, since less than one-half as many teachers listed it as an occasional problem. Twenty-eight per cent, as compared to zero and sixteen per cent for the other two problems, reported throwing things as never being a problem.

Unauthorized moving about room was the most frequently encountered problem in this group. Table III indicates that six per cent of the teachers reported it as a frequent problem. Thirty-two per cent found it to be an occasional problem and forty-six per cent reported it as

rarely being a problem. Sixteen per cent do not have this problem.

TABLE III

DISTRIBUTION OF TEACHER RESPONSES REGARDING THE FREQUENCY WITH WHICH SELECTED DISCIPLINARY PROBLEMS WERE ENCOUNTERED

Area of Problem	Teachers Reporting							
	Frequently		Occasionally		Rarely		Never	
	No.	%	No.	%	No.	%	No.	%
Scuffling			11	22	39	78		
Throwing things	1	2	5	10	30	60	14	28
Moving about room without permission	3	6	16	32	23	46	8	16

Property damage, as shown in Table IV, has been encountered frequently by two per cent of the teachers reporting, occasionally by twenty-two per cent, and rarely by sixty per cent. Sixteen per cent reported that they had never encountered the problem.

Table IV indicates that the abuse of shop tools is one of the more common problems that teachers encountered. Six per cent reported it as occurring frequently, forty-two per cent occasionally, forty-six per cent rarely, and only six per cent had never encountered this problem. It is possible that the six per cent never encountering this problem do not have a farm shop program.

The misuse of tools so as to be unsafe apparently has not been very much of a problem. The data presented in Table IV shows that

only sixteen per cent of the teachers reporting found this to be an occasional problem, while the majority or seventy-two per cent reported it as rarely being a problem. Eight per cent reported it as never being a problem. There seems to be a definite relationship between the three problems reported in Table IV.

TABLE IV

DISTRIBUTION OF TEACHER RESPONSES REGARDING THE FREQUENCY WITH WHICH SELECTED DISCIPLINARY PROBLEMS WERE ENCOUNTERED

Area of Problem	Teachers Reporting							
	Frequently		Occasionally		Rarely		Never	
	No.	%	No.	%	No.	%	No.	%
Property damage	1	2	11	22	30	60	8	16
Abuse of shop tools, etc.	3	6	21	42	23	46	3	6
Misuse of tools so as to cause safety hazards			8	16	38	72	4	8

Disrespect to the teacher is only a minor problem among the reporting teachers. Table V indicates that only four per cent find this an occasional problem, while seventy-two per cent report it as rarely occurring. Twenty-four per cent of those reporting have not encountered this problem.

Table V indicates that disrespect to the host on field trips, like disrespect to teachers, is only a minor problem. Only four per cent reported it as an occasional problem, while fifty-eight per cent reported

it as rarely happening, and thirty-eight per cent have never encountered this problem.

There is a definite relationship between disrespect to the teacher and disrespect to a host.

TABLE V  
DISTRIBUTION OF TEACHER RESPONSES REGARDING THE FREQUENCY WITH WHICH SELECTED DISCIPLINARY PROBLEMS WERE ENCOUNTERED

Area of Problem	Teachers Reporting							
	Frequently		Occasionally		Rarely		Never	
	No.	%	No.	%	No.	%	No.	%
Disrespect to teacher			2	4	36	72	12	24
Disrespect to host on field trips			2	4	29	58	19	38
Disrespect to others			7	14	38	76	5	10

Disrespect to others is somewhat more of a problem than the other two problems reported in Table V. Fourteen per cent report it as being an occasional problem, as compared to only four per cent for the other two problems. Seventy-six per cent reported it as rarely being a problem and ten per cent never encounter the problem.

Table VI indicates that unexcused absences and tardiness are occasional problems to forty-two per cent of the teachers reporting. Thirty-four per cent report them as occurring rarely, while only eight per cent list them as never being a problem. Six per cent find them to be

frequent problems.

The unauthorized eating of candy and chewing of gum are encountered frequently by six per cent of the teachers reporting. Thirty-six per cent find it as an occasional problem, and forty-four per cent report it as rarely a problem. Fourteen per cent report it as never being a problem.

TABIE VI

DISTRIBUTION OF TEACHER RESPONSES REGARDING THE FREQUENCY WITH WHICH SELECTED DISCIPLINARY PROBLEMS WERE ENCOUNTERED

Area of Problem	Teachers Reporting							
	Frequently		Occasionally		Rarely		Never	
	No.	%	No.	%	No.	%	No.	%
Unexcused absence and tardiness	3	6	21	42	17	34	4	8
Eating candy, gum, etc.	3	6	18	36	22	44	7	14

The data do not indicate any relationship between the two problems in Table VI. They were recorded together merely for the sake of brevity.

Table VII indicates that the unauthorized use of tobacco is an occasional problem to twenty-two per cent, rarely a problem to fifty-eight per cent, and never a problem to twenty per cent of the teachers reporting. The cooperating teachers reported that this problem occurred more frequently at fairs and shows than any other time or place.

The use of vulgar language, as indicated by the data in Table VII, has been encountered frequently by ten per cent, and occasionally by sixteen per cent of the teachers reporting. Fifty-eight per cent encountered this problem only rarely. This is never a problem for sixteen per cent of the reporting teachers.

TABLE VII

DISTRIBUTION OF TEACHER RESPONSES REGARDING THE FREQUENCY WITH WHICH SELECTED DISCIPLINARY PROBLEMS WERE ENCOUNTERED

Teachers Reporting								
Area of Problem	Frequently		Occasionally		Rarely		Never	
	No.	%	No.	%	No.	%	No.	%
Unauthorized use of tobacco			11	22	29	58	10	20
Vulgar language	5	10	8	16	29	58	8	16

As indicated by the data presented in Table VIII, rowdiness at fairs and shows has been encountered frequently by two per cent, occasionally by twenty-four per cent, and rarely by twenty-four per cent of the teachers reporting. Only eight per cent never encounter this problem.

Table VIII indicates a definite relationship between rowdiness and unauthorized horseplay.

The data presented in Table VIII shows that unauthorized horseplay has the same frequency distribution as rowdiness at fairs and

shows. Teachers reporting one reported the other without exception. Unauthorized horseplay has been a frequent problem for two per cent, an occasional problem for twenty-four per cent, and rarely a problem for sixty-six per cent of the teachers reporting. Eight per cent reported unauthorized horseplay as never being a problem.

TABLE VIII

DISTRIBUTION OF TEACHER RESPONSES REGARDING THE FREQUENCY WITH  
WHICH SELECTED DISCIPLINARY PROBLEMS  
WERE ENCOUNTERED

Teachers Reporting									
Area of Problem	Frequently		Occasionally		Rarely		Never		
	No..	%	No.	%	No.	%	No.	%	
Rowdiness at fairs, etc.	1	2	12	24	33	66	4	8	
Unauthorized horseplay	1	2	12	24	33	66	4	8	

The data presented in Table IX indicates that brawling at fairs and shows is rarely a problem. Fifty per cent report it as never being a problem, forty-six per cent as only rarely a problem, and only four per cent reported it as an occasional problem.

Table IX indicates that two per cent of the cooperating teachers encountered the problem of drinking of intoxicants, frequently. Another two per cent reported it as an occasional problem, while twenty per cent found it rarely a problem. Seventy-six per cent of the teachers reported that the drinking of intoxicants was never a problem to them.

TABLE IX

DISTRIBUTION OF TEACHER RESPONSES REGARDING THE FREQUENCY WITH WHICH SELECTED DISCIPLINARY PROBLEMS WERE ENCOUNTERED

Area of Problem	Teachers Reporting							
	Frequently		Occasionally		Rarely		Never	
	No.	%	No.	%	No.	%	No.	%
Brawling at fairs, etc.			2	4	23	46	25	50
Drinking at fairs, etc.	1	2	1	2	10	20	38	76

The author, in his questionnaire, asked several pertinent questions concerning discipline, in order to determine if any relationship existed between each individual question, and the frequency with which disciplinary problems were encountered by the individual teacher.

In response to the question of whether or not the teacher received the backing of his administrator on disciplinary problems, only six per cent reported that the administrator did not back them up. The frequency with which the teachers not receiving the backing of the administrator encountered disciplinary problems, was not significantly greater than was the case when teachers received the full backing of the administration.

The cooperating teachers were asked to give the number of years that they had taught vocational agriculture in order to determine the relationship between years of experience and the frequency of encountering disciplinary problems. There were ten teachers, or twenty



per cent, who had taught three years or less. These teachers encountered disciplinary problems much more frequently than did teachers with more experience. There was no significant difference between years of experience after three years and the frequency of encountering disciplinary problems. One might surmise from this that if a teacher remains in the profession longer than three years, he has learned to keep disciplinary problems from arising very often. This is not always true, however. The author found two notable exceptions in his study involving teachers with considerably more experience than three years.

The study was unable to determine any significant differences between the number of different schools a teacher had taught in, and the frequency with which he encountered disciplinary problems.

There was no evidence of any significant difference between the giving of a separate grade in citizenship, and not giving a grade in citizenship, insofar as frequency of encountering disciplinary problems was concerned.

#### MOST COMMON CAUSES OF DISCIPLINARY PROBLEMS

Any study or analysis of the problems arising or existing in any given area, would not be complete and meaningful unless that study tried to determine the causes of those particular problems. In this study, the author asked the cooperating teachers for their opinions on what would be the major causes of disciplinary problems. The questionnaire did not list any of the causes, but asked the teachers to write in their own opinions of what would be the six major causes of

disciplinary problems. The reasons were somewhat varied, but still fell within the six general areas listed herein: (1) Failure to keep students busy was listed by 100 per cent of the cooperating teachers. (2) Insufficient preparation for teaching of each class was listed by eighty-eight per cent of the teachers. (3) Lack of proper motivation was listed by seventy-six per cent of the teachers. (4) Lack of firmness on the part of the teacher was listed by seventy-four per cent of the teachers. (5) Failure of teacher to show proper interest in the lesson taught was listed by sixty-four per cent of the teachers. (6) The lack of proper discipline at home was listed by forty-six per cent of the teachers.

#### PREVENTION OF DISCIPLINARY PROBLEMS

The reader of this study is reminded that good discipline is primarily a process of prevention, rather than a cure of misbehavior.<sup>16</sup> The results of prevention of disciplinary problems are much more pleasant and rewarding than those obtained from having to handle a problem after it has occurred.

Mindful of the above point of view, the author asked the cooperating teachers to list the most successful methods they have found to prevent certain designated problems from arising. Although individual teachers had several methods used in preventing problems from arising, there were several methods used successfully by the majority of those reporting. These methods, the per cent of teachers using them, and the

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<sup>16</sup> Bagley, p. 11.

problems they help to prevent are as follows:

A. Controlling excessive talking during class: (1) Beginning the class promptly was used by eighty per cent of the teachers; (2) proper motivation of students on the day's lesson was used by 100 per cent of the teachers; and (3) keeping students busy was reported by 100 per cent of the teachers.

B. Preventing the throwing of magazines, etc.: (1) Keep students busy at all times was reported by 100 per cent of the teachers, and (2) students knowing that such action will not be tolerated was reported by eighty-six per cent of the teachers.

C. Ways of encouraging a prompt start in studying after an assignment is made: (1) Proper motivation on the day's lesson to create interest in the problem under consideration was used by 100 per cent of the teachers; (2) clear assignment was used by ninety-two per cent of the teachers; (3) firmness on the part of the teacher was reported by eighty per cent; and (4) good references and adequate number of them was reported by eighty-eight per cent of the teachers.

It was interesting to note in studying the completed questionnaires, the frequency with which "proper motivation" and "keeping students busy" arose. The successful disciplinarian never underestimates the value of these two methods. They are basic to the maintaining of good discipline.<sup>17</sup>

An analysis of Table X indicates that sixty per cent of the teachers reporting were of the opinion that joint consideration and discussion

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<sup>17</sup>Pringle, p. 156.

with other faculty members would be of much benefit in the prevention and handling of disciplinary problems, while thirty-four per cent were of the opinion that such action would be of some benefit.

TABLE X

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

Teachers Reporting						
Source of Information on Discipline	Much Benefit		Some Benefit		Little Benefit	
	No.	%	No.	%	No.	%
More emphasis in undergraduate courses	22	44	21	42	7	14
Consideration given in graduate courses and in in-service courses.	18	36	29	58	3	6
Occasional discussion in professional improvement groups.	19	38	27	54	4	8
Good references for individual reading.	14	28	24	48	12	24
Joint consideration and discussion with other members of the school faculty.	30	60	17	34	3	6

Table X indicates that forty-four per cent of the teachers reporting were of the opinion that more emphasis in undergraduate courses on the prevention and handling of disciplinary problems would be of much benefit, and forty-two per cent stated that such emphasis would be of some benefit.

Fifty-eight per cent of the teachers reported in Table X that consideration given in graduate courses and in in-service courses would be of some value as a source of information on the prevention and handling of disciplinary problems, and thirty-six per cent were of the opinion that such consideration would be of much benefit.

Occasional discussion in professional improvement group meetings would be of some benefit in the prevention and handling of disciplinary problems, according to fifty-four per cent of the teachers reporting in Table X. Thirty-eight per cent of the teachers were of the opinion that discussion in professional improvement meetings would be of much value as a source of information on the prevention and handling of disciplinary problems.

Table X indicates that forty-eight per cent of the teachers reporting were of the opinion that use of good references for individual reading would be of some value, and twenty-eight per cent were of the opinion that good references are of much value as sources of information on the prevention and handling of disciplinary problems.

In the methods of treatment of the problem of excessive talking, method number one, polite warning, was found to be the method most commonly used; as is indicated in Table XI by eighty-two per cent of the teachers reporting. Method number two, sharp reprimand, was used by thirty-six per cent to make it the second most commonly used method. Method number ten, dismiss from class for the day, was used by twenty per cent of the teachers reporting. The wide difference in the percentage of use of methods one, two, and ten indicates that excessive talking can usually be successfully treated by the judicious use of a polite firm warning.

TABLE XI

THE RESPONSES OF FIFTY TEACHERS CONCERNING THE METHODS OF TREATMENT FOR  
SPECIFIC DISCIPLINARY PROBLEMS

Area of Problem	Percent* of Teachers Using the Three Post Comm on Methods**																					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
Excessive talking	82	36								20												
Scuffling	48	38	20																			
Throwing things	34	28					14															
Moving about room without permission	62	18		12													34					
Property damage	18												18									
Direct disobedience	24										16	18										
Non-cooperation	20												42								22	
Unexcused absence or tardiness	22				18			32														
Eating candy	56	20				14																
Breaking general rules of school or department	38							24					20									
Disrespect to teacher	26	16											38									
Unnecessary noise	64	36				18																
Lack of attention	48	11		11																		
Unauthorized use of tobacco	28	24											22									
Abuse of shop tools	38	26											24									
Misuse of shop tools so as to be unsafe	36	32											24									
Vulgar language	44	34								20												
Disrespect to host while on field trips, etc.	32	22											20									
Disrespect to others	26									20		24										
Rowdiness at fairs, etc.	40	36					26															
Horseplay at inappropriate times or places	44	40											18									
Brawling or fighting	18	16											14									
Drinking intoxicants											10	6	8	8								

\*Percentages add up to more than 100 because some teachers used more than one method  
\*\*Methods 1 through 21 are explained below:

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

Table XI indicates that method number one, polite warning, used by forty-eight per cent of the teachers, was the most commonly used method in the treatment of the problem of scuffling. In second place was method number two, sharp reprimand, used by thirty-eight per cent of the teachers. Method number four, whippings, was used by twenty per cent of the teachers reporting.

The analysis of Table XI indicates that in the treatment of the problem of students throwing things, method number one is again the one most commonly used, as reported by thirty-four per cent of the cooperating teachers. In third place, being used by fourteen per cent of the teachers, is method number seven, withdrawal of privileges.

In the treatment of the problem of moving about the room without permission, Table XI indicates that a polite firm warning was used by sixty-two per cent of the cooperating teachers as compared to eighteen per cent using method number two, and twelve per cent using method number five, extra work. This seems to indicate that method number one is nearly always successful in the treatment of this particular problem.

The analysis of Table XI indicates a definite change in the methods of treatment of the problem of property damage compared to the previously reported problems. In first place being used by thirty-four per cent of the teachers, is method number sixteen, reparation, clean-up, repair, or pay for damage done. In second place, with eighteen per cent of the teachers using, is method number one, polite warning. Method number twelve, conference with student, was also used by eighteen per cent of the cooperating teachers.

Table XI indicates that the problem of direct disobedience is not a frequent one. This is shown by the relatively low total number of

teachers using any method of treatment. Method number one, polite warning, reported by twenty-four per cent of the teachers, was most commonly used. In second place with eighteen per cent of the teachers using, was method number twelve, conference with student. Method number eleven, expell from class, was in third place with sixteen per cent of the teachers using this method.

An analysis of Table XI shows that the methods used in the treatment for non-cooperation are somewhat different than for most disciplinary problems. Method number twelve, conference with student, was the one most commonly used as was indicated by forty-two per cent of the cooperating teachers. In second place was method number twenty, lowered grades because of attitude, with twenty-two per cent of the teachers reporting its use. Method number one, polite warning, was third with twenty per cent of the teachers using that method.

Table XI indicates that in the treatment of the problem of unexcused absence or tardiness, method number eight, sending to the principal, was used by thirty-two per cent of the teachers reporting. Used in second place by twenty-two per cent of the teachers was method number one, polite warning. Method number five, extra work, was used in third place by eighteen per cent of the cooperating teachers.

An analysis of Table XI indicates that in the treatment of the problem of eating candy in class, method number one, polite warning, was used by fifty-six per cent of the teachers reporting. The second most commonly used method was number two, sharp reprimand, used by twenty per cent of the reporting teachers. Method number six, requiring students to write themes or reports, was used by fourteen



per cent of the cooperating teachers.

Table XI indicates that in the treatment of the problem of breaking general rules of the school or department, method number one, polite warning, was used by thirty-eight per cent of the teachers reporting. In second place with twenty-four per cent of the teachers using it was method number eight, sending pupils to the principal. Method number twelve, conference with the student, was used by twenty per cent of the cooperating teachers.

In the treatment of the problem of disrespect to the teacher, thirty-eight per cent of the teachers used method number twelve, conference with student, as is shown in Table XI. Twenty-six per cent of the teachers used method number one, polite warning. In third place is method number two, sharp reprimand, used by sixteen per cent of the teachers reporting.

The relatively high number of teachers having to use one or more methods in handling the problem of unnecessary noise, as shown in Table XI, indicates that this is one of the more common disciplinary problems with which teachers have to deal. The method most commonly used in treatment of the problem of unnecessary noise is method number one, polite warning, used by sixty-four per cent of the teachers. Next is method number two, sharp reprimand, with thirty-six per cent of the teachers reporting its use. The method used in third place was number six, themes or reports by students with eighteen per cent of the teachers using the procedure.

Table XI shows that method number one, polite warning, was used by forty-eight per cent of the teachers in the treatment of the pro-

blem of lack of attention. Methods number two, sharp reprimand, and number five, extra work, were used by an equal number, each practice reported by eleven per cent of the teachers. The wide difference in the percentage of use of method number one and the combined use of the other two methods seems to indicate that method number one, polite warning, is usually successful in the handling of the problem of lack of attention of the students.

In the treatment of the problem of unauthorized use of tobacco, Table XI indicates that method number one, polite warning, is the method most commonly used as indicated by twenty-eight per cent of the teachers reporting. The second most commonly used method is number two, sharp reprimand, used by twenty-four per cent of the reporting teachers. In third place, used by twenty-two per cent of the teachers reporting, is method number twelve, conference with students. While the relatively low total percentage of use of the methods of treatment for the problem of unauthorized use of tobacco indicates that it is not a very frequent problem, the closeness between the percentages of the three methods seems to indicate that it is somewhat more difficult to handle than most other problems.

Table XI shows that method number one, polite warning, was the method most commonly used in the treatment of the problem of abuse of shop tools. Method number one, was used by thirty-eight per cent of the teachers reporting, while method number two, sharp reprimand, was used by twenty-six per cent of the reporting teachers. Method number twelve, conference with student, was in third place, being used by twenty-four per cent of the teachers reporting.

The closeness of the percentages of the methods used to treat the problem of misuse of shop tools so as to be unsafe, indicates that the most commonly used method is not always successful. As shown by Table XI the most common method of treatment is number one, polite warning, used by thirty-six per cent of the reporting teachers. The second most commonly used method which is number two, sharp reprimand, was used by thirty-two per cent of the teachers reporting.

Method number twelve, conference with student, was in third place. Its use was reported by twenty-four per cent of the teachers.

An analysis of Table XI shows that method number one, polite warning, is the most commonly used method of treatment of the problem of the use of vulgar language. Method number one was used by forty-four per cent of the teachers, while in second place, being used by thirty-four per cent of teachers reporting, was method number two, sharp reprimand. Method number ten, dismiss from the day's class, reported by twenty per cent of the teachers, was the third most commonly used method of controlling vulgar language.

The problem of disrespect to the host while on field trips is not a very common one as is shown by the rather low total percentages of the methods used. Table XI shows method number one, polite warning, being used by thirty-two per cent of the teachers, to be the method most commonly used. Next is method number two, sharp reprimand, with a percentage of use of twenty-two. The third most commonly used practice is number twelve, conference with student, used by twenty per cent of the teachers reporting.

Table XI indicates that in the treatment of the problem of dis-

respect to others, method number one, polite warning, was used by twenty-six per cent of the teachers. This is followed by method number twelve, conference with student, with twenty-four per cent of the teachers using this method. In third place, with twenty per cent of the teachers using it, is method number nine, required apology. The relatively low total percentages of the methods used indicate that this is a rather infrequent problem.

In the treatment of the problem of rowdiness at fairs and shows, Table XI indicates that the method most commonly used is number one, polite warning, used by forty per cent of the teachers. In second place, with thirty-six per cent of the teachers using it is method number two, a sharp reprimand for rowdiness. In third place is method number seven, withdrawal of privileges, with twenty-six per cent of the cooperating teachers using this method. The relative closeness of the percentage use of the method used first and the percentages of the other two methods indicates that method number one is not always effective. The fact that twenty-six per cent of the teachers used withdrawal of privileges, indicates that it has to be used in many cases.

In the treatment of the problem of horseplay at inappropriate times and places, Table XI shows method number one, polite warning, to be the method most commonly used, as is reported by forty-four per cent of the teachers. In second place with forty per cent of the teachers using it is method number two, sharp reprimand. In third place is method number twelve, conference with student, used by twenty-six per cent of the teachers. Here again the closeness between the first two methods indicates that both of them are frequently needed in the

treatment of this problem.

An analysis of Table XI shows a relatively low total percentage reported for the methods of treatment of the problem of brawling or fighting. This indicates that brawling or fighting is only a rare problem, but the closeness of the individual percentages shows that it is not an easy one to handle. The method most commonly used was number one, polite warning, reported by eighteen per cent of the teachers. In second place, with sixteen per cent of the teachers reporting, was method number two, sharp reprimand. Method number twelve, conference with student, was in third place with fourteen per cent of the teachers indicating they used this method.

The extremely low number of methods used in the treatment of the problem of drinking intoxicants indicates that it is a very rare problem. Table XI shows method number twelve, conference with student, being used by ten per cent of the teachers. In second place with eight per cent of the teachers using it is method number fourteen, conference with parents and the student present. In third place with six per cent of the teachers reporting its use is method number thirteen, conference with parents. The extreme closeness of the percentages indicates that all three methods may need to be used in an individual case.

## CHAPTER IV

### SUMMARY AND CONCLUSIONS

#### Summary

The frequency with which various disciplinary problems have been encountered by the fifty cooperating teachers were:

1. Excessive talking was the most common problem encountered. It was an occasional problem for seventy-two per cent, rarely a problem for twenty-four per cent, and a frequent problem for four per cent of the teachers.
2. Unnecessary noise was an occasional problem for fifty-eight per cent, rarely a problem for thirty per cent, never a problem for ten per cent, and a frequent problem for only two per cent of the cooperating teachers.
3. Lack of attention was an occasional problem for seventy per cent, rarely a problem for twenty-four per cent, and frequently a problem for six per cent of the respondents.
4. Non-cooperation was reported as rarely a problem by fifty-six per cent of the teachers, occasionally a problem by thirty-eight per cent, never a problem by four per cent, and frequently a problem by two per cent.
5. Direct disobedience was rarely a problem for sixty per cent, never a problem for thirty-two per cent, and occasionally a problem for only eight per cent of the teachers.

6. The breaking of general rules of the school or department was found to be rarely a problem for sixty-eight per cent of the respondents, occasionally a problem for twenty-six per cent, never a problem for four per cent, and frequently a problem for two per cent.
7. Scuffling was reported as rarely a problem by seventy-eight per cent, occasionally a problem by twenty-two per cent, with no teachers reporting it as a frequent problem.
8. Throwing things was reported as rarely a problem by sixty per cent, never a problem by twenty-eight per cent, occasionally a problem by ten per cent, and frequently a problem by two per cent of the cooperating teachers.
9. Moving about room without permission was found to be rarely a problem by forty-six per cent of the teachers, occasionally a problem by thirty-two per cent, never a problem by sixteen per cent, and frequently a problem by six per cent.
10. Sixty per cent of the teachers reported that property damage was rarely a problem, occasionally a problem by twenty-two per cent, never a problem by sixteen per cent, and frequently a problem by two per cent.
11. Abuse of shop tools and other equipment was reported to be a problem only rarely by forty-six percent, occasionally by forty-two per cent, frequently by six per cent, and never a problem by six per cent of the teachers.
12. Misuse of shop tools so as to cause safety hazards was reported by seventy-two per cent of the cooperators to be rarely a pro-

blem, sixteen per cent as an occasional problem, and eight per cent as never being a problem.

13. Disrespect to teacher was reported by seventy-two per cent as rarely a problem, twenty-four per cent as never a problem, and four per cent as an occasional problem by the fifty respondents.
14. Disrespect to host on field trips was reported as rarely a problem by fifty-eight per cent, never a problem by thirty-eight per cent, and occasionally a problem by four per cent of the cooperating teachers.
15. Disrespect to others was found to be a problem only rarely by seventy-six per cent, never a problem by ten per cent, and occasionally a problem by fourteen per cent of the teachers.
16. Unexcused absence and tardiness was reported to be a problem occasionally by forty-two per cent, rarely a problem by thirty-four per cent, never a problem by eight per cent, and frequently a problem by six per cent of the cooperating teachers.
17. Eating candy and gum was reported by forty-four per cent of the teachers as rarely a problem, by thirty-six per cent as an occasional problem, by fourteen per cent as never a problem, and by six per cent as a frequent problem.
18. Unauthorized use of tobacco was reported as rarely a problem by fifty-eight per cent, occasionally a problem by twenty-two per cent, and never a problem by twenty per cent of the teachers.
19. Vulgar language was found to be rarely a problem by fifty-



- eight per cent, occasionally a problem by sixteen per cent, and frequently a problem by ten per cent of the respondents.
- 20. Rowdiness at fairs, shows, and contests was reported as rarely a problem by sixty-six per cent, occasionally a problem by twenty-four per cent, never a problem by eight per cent, and frequently a problem by two per cent of the teachers.
- 21. Horseplay in inappropriate times and places was reported to be rarely a problem by sixty-six per cent, occasionally a problem by twenty-four per cent, never a problem by eight per cent, and frequently a problem by two per cent of the teachers.
- 22. Brawling at fairs, shows and contests was reported as never a problem by fifty per cent, rarely a problem by forty-six per cent, and occasionally a problem by two per cent.
- 23. Drinking at fairs and shows was reported by seventy-two per cent as never a problem, by twenty per cent as rarely a problem, by two per cent as occasionally a problem, and by two per cent as frequently a problem.

The author, in his questionnaire, asked several pertinent questions in order to determine if any relationship existed between those questions and the frequency with which disciplinary problems were encountered. The findings were as follows:

There was no significant difference in the frequency of encountering disciplinary problems between six per cent of the teachers who reported that they did not receive the backing of their administration

in disciplinary problems, and the teachers who did receive such backing. This was surprising to the author.

There was a definite relationship existing between the years of experience, up to three years, and the frequency of encountering disciplinary problems. Twenty per cent of the cooperating teachers had taught three years or less. These teachers encountered disciplinary problems much more frequently than did those teachers with more experience.

No significant relationship was found between the number of schools taught in and the frequency of disciplinary problems encountered by the teacher.

The giving of a grade in citizenship by the teacher did not prove to be of any significance in the frequency of disciplinary problems encountered by the teachers included in this study.

The most common causes of disciplinary problems reported by the cooperating teachers were: (1) Failure to keep students busy at all times; (2) insufficient preparation for teaching the class; (3) lack of proper motivation of students on the day's work; (4) lack of firmness on the part of the teacher; (5) teacher does not show enough interest himself about the day's lesson; (6) the lack of proper discipline of students at home.

The cooperating teachers were of the opinion that the following sources of information would be of either much benefit, or some benefit:

1. Eighty-six per cent indicated that more emphasis on discipline in undergraduate courses would help.
2. Consideration given in graduate courses and in in-service

courses. Ninety-four per cent indicated this practice would be helpful.

3. Ninety-one per cent of the teachers indicated that occasional discussion in professional improvement group meetings would be helpful.
4. Good references for individual reading would be desirable, as indicated by seventy-six per cent of the teachers.
5. Joint consideration and discussion with other members of the school faculty would be a desirable practice in the opinion of ninety-four per cent of the cooperating teachers.

Only an average of twelve per cent of the teachers were of the opinion that these above mentioned sources of information would be of little value.

The responses of the cooperating teachers concerning methods of treatment for specific disciplinary problems, revealed several methods used much more frequently and on a broader range of problems than the other methods. The study revealed that a polite, firm warning was the method most commonly used. This method was used in treatment of all the problems except the one of drinking intoxicants. The next most commonly used method was sharp reprimand. The third most commonly used method was conference with student.

#### Conclusions

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

A new teacher, or any teacher, must first understand just what

is the meaning of the term school discipline and all its connotations. He must be able to distinguish between what is and what is not a discipline problem.

New teachers, and experienced ones as well, need to familiarize themselves with the various causes of disciplinary problems, the methods found to be most successful in prevention of those disciplinary problems, and the methods found to be most successful in the handling of the disciplinary problems. Much can be learned about the problem of school discipline by consulting with other teachers in the school system, other vocational agriculture teachers within the professional improvement group, and from good references for individual reading.

The teacher who is enthusiastic about his work, whose interest about each daily problem is contagious to the students, who is skilled in the art of motivation, who is firm and fair in his dealings with his students, and who is understanding of the students problems and their human failings is not likely to have many disciplinary problems.

#### OPINIONS OF THE AUTHOR

It is the opinion of the author, based upon his experience and upon the information derived from this study, that there are certain basic qualities which a teacher must possess to a considerable degree if he is to be a successful teacher and disciplinarian. One cannot be a successful teacher unless he is first a successful disciplinarian in the educational sense.

✓ A successful teacher must possess most of the following characteristics:

1. He must have a genuine interest in working with youth.
2. He must be enthusiastic about his work to the point that his enthusiasm becomes contagious to most of his students and the people with whom he works.
3. He must be firm in his dealings with his students, and at the same time be fair and courteous at all times.
4. He must exhibit interest in every day's work and in every day's problem. He should show interest in every student's problems.
5. He must understand, and never forget that problems which may seem trivial to him, may be very serious to a boy.
- ★ 6. He must be able to often play a "father" role to his students, but never a "buddy" role. He must be somewhat reserved in his relations with his students.
7. He must be aware at all times of what is going on in the classroom, but notice only those things which should be noticed.
8. He must respect the rights of students, just as he expects them to respect his rights.
9. He should be quick to check disorder, but slow to express anger. An angry teacher, many times, is at a disadvantage.
- ★ A cool head is required to effectively handle most disciplinary problems.
10. He must be able to skillfully motivate students so that they will want to, or at least see the value of working on the problem.
11. He must be able to recognize and praise abilities which in-

- dividual students possess. He should never fail to give praise when it is merited.
12. He must emphasize the good qualities that students have, instead of dwelling on the bad ones.
  13. He must plan his work so that he knows exactly what is to be done, and so that the students know that he knows what he is doing.
  14. He must be able to make clear assignments of duty, be able to delegate responsibility to students, recognize individual differences in the ability and time required to do various jobs.
  15. He must be able to improvise when necessary.
  16. The teacher must recognize that students must be kept gainfully busy if he is to avoid disciplinary problems.
  17. He must be able to feel and to exhibit confidence in students' abilities to do difficult tasks. Nothing stimulates a student's confidence in his own abilities as much as someone else expressing confidence in his ability.
  18. He must be a skillful organizer of classwork and group activities.
  19. He must never be guilty of underestimating the abilities of his students nor of himself.
  20. He must set an example by his own actions of what he expects of his students.

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APPENDIX



APPENDIX

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

Problems (During past 2 years)	Frequency				1-3 methods of handling in order of use.*
	Frequent	Occasionally	Rare	Never	
Excessive talking					
Scuffling					
Throwing things					
Moving about room without permission					
Property damage					
Direct disobedience					
Non-cooperation					
Unexcused absence or tardiness					
Eating candy, gum, etc.					
Breaking general rules of school or department					
Disrespect to teacher					
Unnecessary noise					
Lack of attention					
Use of tobacco at un- authorized time or place					
Abuse of shop tools					
Misuse of tools so as to cause safety hazard					
Vulgar or profane talk					
Disrespect to host on field trips, tours, etc.					
Disrespect to others					
Rowdiness at fairs, etc.					

Horseplay, inappropriate					
Brawling or fighting					
Drinking intoxicants					

\*See below listing of methods. Use number of methods in blanks.

METHODS MOST COMMONLY USED IN HANDLING VARIOUS DISCIPLINARY PROBLEMS

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

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

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

Years you have been teaching? 3 or less \_\_\_ 4 to 5 \_\_\_ over 5 \_\_\_?

How many years have you taught in your present school? \_\_\_\_\_

How many different schools have you taught in? \_\_\_\_\_

Do you give a grade in citizenship? \_\_\_\_\_ Does your school? \_\_\_\_\_

List three or four ways or factors that will prevent the following disciplinary problems from arising:

Excessive talking during class

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Throwing things

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Failure to start studying after assignment is made

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In your opinion, what would be the five major causes of disciplinary problems?

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

	Much Needed	Of some benefit	Of little benefit
1. More emphasis in undergraduate courses	•	•	•
2. Consideration given in graduate courses and in in-service courses	•	•	•
3. Occasional discussion in P. I Group meetings	•	•	•
4. Good references for individual reading	•	•	•
5. Joint consideration with other members of the school faculty	•	•	•

VITA

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