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THE EFFECT OF THE TYPE OF OFFENSE COMMITTED,  
APPEARANCE, AND PREVIOUS BEHAVIOR ON DISCIPLINE  
DECISIONS RENDERED BY PUBLIC SCHOOL  
DISCIPLINARIANS.

The University of Oklahoma, Ph.D., 1972  
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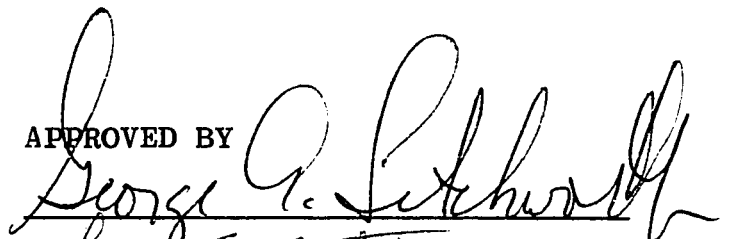
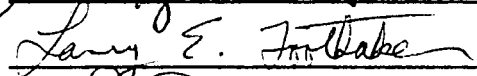
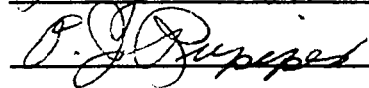
THE EFFECT OF THE TYPE OF OFFENSE COMMITTED, APPEARANCE, AND  
PREVIOUS BEHAVIOR ON DISCIPLINE DECISIONS RENDERED  
BY PUBLIC SCHOOL DISCIPLINARIANS

A DISSERTATION  
SUBMITTED TO THE GRADUATE FACULTY  
in partial fulfillment of the requirements for the  
degree of  
DOCTOR OF PHILOSOPHY

BY  
EDWARD WILLIAM PORTER  
Norman, Oklahoma  
1972

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## ACKNOWLEDGMENTS

It has been said that "Reading makes a full man, conference a ready man, and writing an exact man." In the progress of any one man's ventures all of these in one way or another serve to mold that man. That is definitely the case with this doctoral candidate.

I wish to thank Dr. George A Letchworth, the chairman of my dissertation committee for his constant interest and availability. I must regard him as a true scholar and seeker of knowledge. I also wish to thank the remaining members of my dissertation committee; Dr. Omer J. Rupiper--a worthy adversary, Dr. Thomas W. Wiggins--a true gentleman and scholar and there are damn few of us left in this world, and Dr. Larry E. Toothaker--the finest research and statistics teacher I have ever known.

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## CHAPTER I

### INTRODUCTION AND PROBLEM

The moment we perceive an individual we begin to form impressions of him. We use such cues as his age, sex, race, facial expression, dress, length and style of hair, the way he walks or talks, his physical build, and our previous relationships with him to form impressions and make decisions in light of these impressions (Secord & Backman, 1964). More often than not, we form these impressions from

based on information we have heard about the other person. To compound this problem even further, the information available for forming an impression has usually passed through several subjective processes prior to our own. A further limitation is that many situations provide a minimum amount of information about the subject to be judged, the judge has had no chance to interact with the person being judged, and the rules concerning the relationship between the judge and the person being judged are either ill-defined or undefined (Secord & Muthard, 1955). In such cases nonverbal cues are usually the primary source of information (Secord, Bevan & Dukes, 1953). The most ready source of nonverbal cues is the person's appearance. Thus, impressions and many decisions are often made simply on

the person's external appearance and presentation of himself.

The situation just described is quite analogous to the discipline decision process faced by high school disciplinarians. The high school disciplinarian, usually a principal or vice-principal, must make right and just decisions based on limited information, subjective reports of the offense committed, and his own opinions about the entire incident (Melson, 1970). Perhaps the plight of the high school principal (disciplinarian) is best described in this statement by Porter (1968):

The high school disciplinarian is caught in an unanswerable quandry. There is no way he can conduct his job and avoid criticism. He must expect this and be able to keep it in the proper perspective if he is to maintain his psychological equilibrium. For example, if he enforces the rules stated in the handbook, he is too authoritarian; If he doesn't enforce the rules, he is trying to be pals with the students; If he sends girls home because their dresses are too short, he is a dirty old man, If he doesn't send them home when their dresses are too short, he is really a dirty old man; If he is not congenial with parents, he is stuck up; If he is congenial with the women, he is a playboy; If he is congenial with the men, he's queer; If he tries to read and keep abreast of his field, he is an "educated idiot" If he doesn't read, he is shallow. This avoidance-avoidance conflict situation has no end and shows no signs of slackening. . . . It will continue to be a thankless job as long as the disciplinarian is having to render adverse decisions about something we are as emotionally involved with as our children.

pp. 21-22

The fact that the disciplinarian makes a decision

is not only approved, but expected. However, there is increasing evidence that disciplinarians are either not aware of the student's ability to take recourse against them or they are not fully aware of the criteria they use in making discipline decisions (National Law Review, 1971). This study was based on the latter premise.

In times past if the disciplinarian made a bad discipline decision he suffered very few consequences since the student very seldom sought recourse. Now, however, the changing attitudes of society and recent legislation adopted by the National Education Association (NEA) have paved the way for students to take legal action if they feel that they have been the subject of "unfair" disciplinary practices (National Education Association Bulletin, 1971). As a result of these developments, more and more disciplinarians are being asked to show evidence that their decision was based on something other than their personal preferences about the student's appearance or dress (National Law Review, 1971).

The essence of this study was to assist disciplinarians in the analysis and quantification of their decision processes. This was accomplished by having the disciplinarian make a decision from specific information provided, then parceling out the effect that the different types of information had on the final decision made.

### Review of Related Literature

Within the related literature section of this study, the researcher covered four areas which were considered to be the most relevant to person perception and the process of cue utilization in making discipline decisions. These four areas are as follows: (1) Person Perception and its subsets such as impression formation, stereotyping, and attitude formation. (2) Cognitive Balance Theory as proposed by Heider (1944, 1946) and its expansions by other researchers. (3) discipline research; such as its origins, changes, influences on discipline by external forces, and the changing aspects of the discipline in high schools. (4) The fourth section of the literature review presents a summary of the literature searched and shows the relationship of each of the most pertinent variables to the discipline decision process. A chart showing the important variables and the method used to control each is presented in a figure at the end of the literature search.

The literature search made in this study is not intended to be a comprehensive look at all phases of discipline and how it is performed. Most of these studies simply relate to discipline as it is performed in the classroom setting by the classroom teacher. The area of discipline dealt with in this study was related only to the high school disciplinarian who has to make discipline decisions after students have been ejected from the classroom.



Person perception. Tagiuri and Petrullo (1958) specifically defined person perception as follows:

We propose using the term person perception whenever the perceiver regards the object as having the potential of representation and intentionality. What do we mean by this? As a physical stimulus a person is, of course, not different from other stimuli. In the sense that, through information gained via perception, we infer properties and potentialities of the object that are not immediately given, persons are doubtless special objects, for persons have psychological properties. Indeed, when we speak of person perception or of knowledge of persons, we refer mostly to the observations we make about intentions, attitudes, emotions, ideas, abilities, purposes, traits--events that are, so to speak, inside the person. . . . Underlying this mode of comprehending human action is the capacity we have to note that the person whose actions we are following has within him a representation of his environment, that his actions are mediated by the representations he forms . . . . On this basis we can experience the other person as directing himself to us, with intentions, attitudes, and feelings. (pp.x-xi)

Closely allied to person perception, and certainly an integral part of it, are the impressions formed in human interaction. Secord and Backman (1964) cite the logic behind the study of person perception in the following passage:

Social psychologists are interested in person perception mainly because of its relevance for understanding human interaction. Since interaction is mediated by the feelings, thoughts, and perceptions that individuals have about each other, these subjective processes must be taken into account. In particular, person perception is important to understanding the interaction processes of communication, influence, and change. (pp. 49-50)

In forming an impression of another individual on the basis of stimulus cues available, there are three sets of cues that are immediately available. These are physical appearance, behavior, and race. In face-to-face interaction these three sets of cues are usually utilized to form at least part of the impression made of the stimulus person or object.

Face-to-face interaction has some definite advantages in that it optimizes the amount of stimulus information available to the perceiver (Secord & Bevan, 1956). Such cues as hand gestures, voice tones, facial expressions, body movements, and eye contact can be observed in face-to-face interaction whereas it would be impossible with photographs. However, face-to-face interaction can have its drawbacks too. When too many stimuli are available the measurement and control of these cues can become a virtual impossibility. One of the most common ways of reducing the stimulus information available to the decision maker has been by imposing certain limitations on the variables known to affect the decision process. Some of these methods of restriction are photographs (Darwin, 1873; Pinter, 1918; Anderson, 1921; Hollingsworth, 1922; Gaskill, Fenton, & Porter, 1927; Viteles & Smith, 1932; Hulin & Katz, 1935; Munn, 1940; Thornton, 1943, 1944; Schlosberg, 1952, 1954; Secord, Bevan & Dukes, 1954; Stritch, 1954; Secord & Muthard, 1955a, 1955b; Secord & Bevan, 1956; Beck, 1957;

Woodworth & Schlosberg, 1954; Secord, Bevan & Katz, 1956; Secord and Jourard, 1956; Stritch & Secord, 1956; Bevan, Secord & Richards, 1956; Triandis & Lambert, 1958).

Line drawing. One group of researchers were not satisfied with the subjectivity of photographs and used line drawings such as those shown in Figure 1.1. The use of line drawings eliminates some of the problems of photographs but they also have their restrictions.

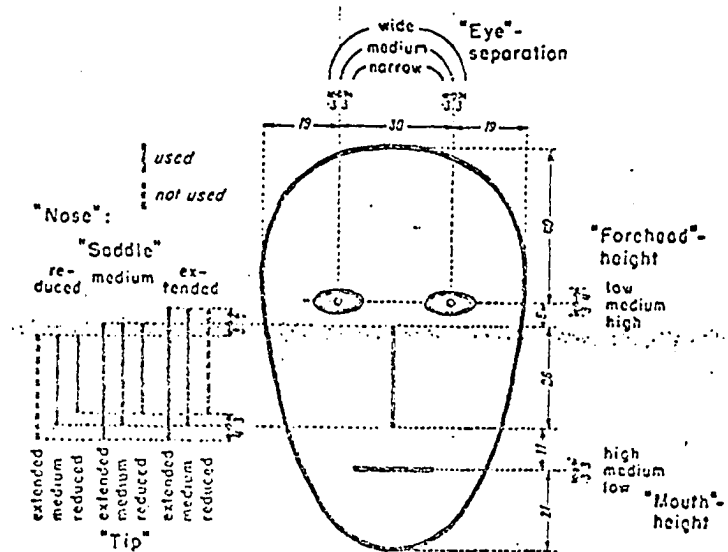


Fig. 1. (After Brunswick and Reiter, 1937.)  
Factorial Variation of a Schematized Face.

Some of the better known researchers who used line drawings are as follows: (Pidert, 1859; Boring & Titchner, 1923; Brunswick & Reiter, 1937; Allport, 1937; Samuels, 1939; Kremenak, 1950; Seiller & Tarbak, 1951; Winkler, 1951; Halstead, 1951a, 1951b; Brown, 1965).

Casual observation. Other studies (Cleeton & Knight 1924, Brunswick, 1945; Brunswick & Brown, 1965) all used a technique they referred to as "Casual Behavior." These

researchers used groups of raters who made inferences of certain personality and/or character traits from observed behavior of the subjects. The word casual was adopted for explanatory reasons since no attempt was made to restrict or facilitate the behavior being observed. The studies were based on the assumption that sampling errors would tend to cancel each other if large numbers of subjects were used.

Studies of facial physiognomy from photographs. The early studies by psychologists on facial physiognomy were directed toward two related areas--the recognition and identification of emotions in others and the judgment of personality. In trying to recognize and identify the emotions of others, Charles Darwin (1873) introduced the experimental technique of having subjects infer the emotions or emotion being displayed in certain photographs. Darwin showed that the amount of agreement among judges was very high for some photographs (85-95%) and very low for others (10-15%). Modifications of this type of study took on elaborate proportions. For instance, Hulin and Katz (1935) used 72 different photographs of the actor Frois Wittman to infer emotional states of faces. Later investigations began to utilize line drawings to compose many different combinations of eyes, noses, mouths, and hair styles for judgment tasks (Pidert, 1859; Boring and Titchner, 1923; Munn, 1940).

The attempts to judge personality from facial physiognomy were less ambiguous than emotional judgment studies in that they yielded almost totally no significant results. This was especially true in the area of judging intelligence from facial features.

Anderson (1921) asked twelve judges to estimate the intelligence of sixty-nine business firm employees (superintendents, buyers, managers, and assistants) from photographs. The judges ratings were summed and a correlation of  $+0.27$  between the judges' ratings and the employees' intelligence was computed. While these results showed a possible tendency, on the part of the judges, to discriminate intelligence above mere chance selection, the researcher reported no attempt to calculate sample size prior to conducting the study. There was also considerable agreement on certain photographs by most of the judges. Anderson's suggestion for this was that people, in judging a person by his photographs, will usually isolate a particular feature upon which to base their judgement. Unfortunately, this experiment was not designed to test such an assumption. Anderson concluded that it was very impractical to gauge intelligence by studying a photograph.

Hollingsworth (1922) found that higher correlations could be obtained from average group scores rather than by averaging the correlations from the judges treated as individuals. He found that an average of the coefficients of

10 subjects, who judged intelligence from photographs of 20 persons with a range from  $-.27$  to  $+.51$ . He also found, however, that two "group judges" combining the ratings of 25 men and 25 women before correlations were computed, an average as high as  $+.51$ . At the same time, the group averages established a single composite judge by Pinter, (1918) and Anderson (1921) yielded a correlation of judgments of intelligence of only  $.16$  and  $.27$  respectively. Viteles and Smith (1932) used 25 members of a personnel association to judge 40 photographs of five successful and five unsuccessful men in the fields of law, medicine, education, or engineering. One picture was of the individuals as college seniors, the other taken 25 years later. All of the judges were acquainted with one or another physiognomic systems of character analysis, with 10 having formal training. The conclusion was, that after judging both younger and older pictures, trained personnel workers could not determine, with significant accuracy, the success or failure of an individual simply by studying photographs.

Judgments from casual behavior observation. In a break with the tradition of presenting phototgraphs, Cleeton and Knight (1924) used groups of 10 subjects, two groups of women and one group of men, arranged on a stage. Seventy judges rated the subjects by casual observation on eight different traits ranging from intelligence to impulsiveness. The conclusions of the study were as follows: (1) The

ratings of close associates were reliable. (2) The ratings of 70 casual observers were also reliable. (3) The physical factors purporting to measure the same trait did not present even a suspicion of agreement ( $r = .017$ ). (4) The correlation between ratings of close associates and casual observation was slightly better than chance ( $r = +.26$ ). (5) The correlation between ratings of casual observations and physical measurements was very slight ( $r = .0031$ ). (6) Physical measurements which underlie character analysis agreed neither with themselves nor with other measures of character.

Brunswick (1945) conducted an investigation which closely paralleled the Cleeton and Knight study of 1924. The results of this study are exhaustively reviewed in Brunswick (1956, pp. 26-39) and essentially support the earlier study conducted by Cleeton and Knight.

School-related judgment studies. Pinter (1918) used college students to judge a series of photographs of children who varied widely in intelligence and age. He reported a correlation of only  $+ .10$  between the subject's measured and judged intelligence. Pinter concluded that the subjects used had little or no ability to judge intelligence from photographs.

Gaskill, Fenton, and Porter (1927) used photographs of eleven and twelve year-old boys in an attempt to partially replicate Pinter's study. They controlled such

independent variables as camera angle and distance, number of facial expressions, and position of the body while being photographed. Gaskill, et.al. concluded that the IQ of boys who were within the normal to superior range of intelligence cannot accurately be judged from photographs.

Again, the researcher wishes to stress that the reason for using photographs in this study was simply as a device to limit the number of stimuli being presented to the decision maker and not as a measure of some trait or quality of the person(s) being observed. Photographs eliminated the interaction between the disciplinarians and the offenders and thereby eliminated additional variables to be controlled.

The references cited in this section of the review have shown that the area of person perception is considered to be related to the decision process. Person perception in turn is related to the discipline process in that the disciplinarian is usually required to make his decision at least partially from the offender's appearance. Three of the variables believed to be used by disciplinarians in making their decisions, the student offender's appearance, his past discipline record, and the nature of the offense committed, were being manipulated in this study. However, it was anticipated that the variable of appearance would be one of the more influential forces to control.



Discipline. It is sometimes necessary to control or alter the behavior of individuals or groups within a society, in order to protect the basic privileges and rights of the majority or of those who are unable to protect themselves. This process of control is usually referred to as "Discipline."

Webster (1969) defines discipline as follows: Discipline; to punish or penalize for the sake of punishment, (2) to train or develop by instruction and exercise especially in self-control (3a) to bring a group under control (3b) to impose order upon. (4) a control gained by enforcing obedience or order (5) a rule or system of rules governing conduct.

The word "discipline" is being used in this study to imply the control techniques used by the teacher, principal, vice-principal, or others to maintain a classroom atmosphere that they (the disciplinarians) view as being conducive to the learning process in the public school setting.

Discipline in the public school setting. During the late 19th and early 20th centuries, the major concept of discipline in the public school was the use of physical force and corporal punishment at the first hint of disobedience (Morphett, Johns, & Reller, 1967). The dunce cap and "cane" were considered to be an essential part of the public school teacher's paraphernalia. However, this

has changed because of the following factors: (1) the application of psychological concepts to the classroom setting. (2) the increasing trend toward permissiveness with children. (3) the lack of results from using physical punishment. (4) the increasing resistance to teacher's using physical punishment techniques by parents and significant others in the community, and (5) the increasing opportunity of the student to take recourse against disciplinarians who use physical punishment techniques (Severenson, 1970).

Studies by Perry (1915) and Henning (1949) show an increasing trend toward non-violent types of discipline. In his 1915 study, Perry showed corporal punishment to be the most frequently used discipline technique. However, Henning showed corporal punishment to be the least used of 20 discipline techniques. The most commonly used technique in Henning's study was to have the offender to make restitution in money or services.

The impact of humanism on disciplinary practices. Psychological humanism has caused disciplinarians to rethink many of their policies and procedures and adopt a more humane point of view (Kounin, 1967). Learning theory has been used in some instances to modify student's behavior when the observed behavior was seen as disruptive (Kounin & Gump, 1961). In particular, the learning concepts of positive and negative reinforcement, punishment,

social modeling, and desensitization have been utilized.

Zimmerman and Zimmerman (1965) showed that children could actually be taught disruptive and offensive behavior by negatively reinforcing (spanking) them when they engaged in the undesirable behavior. They further showed that desirable behavior could be effectively learned by selectively reinforcing student's behavior patterns.

Liversedge & Sylvester (1955) demonstrated the ability to cure students of writers cramp by using aversive conditioning techniques. They used a machine equipped to deliver an aversive electrical shock whenever the maladaptive behavior took place. Conditions opposite to the positive reinforcement of getting out of a disagreeable situation were created. Sylvester and Liversedge (1960) reported that twenty-nine of thirty-nine cases benefited markedly following three to six weeks treatment and twenty-four of the thirty-nine at follow-up of up to four-and-a-half years were employed and most engaged in writing from four to six hours a day.

Malcolm and Wester (1970) demonstrated the ability of students to develop an extreme dislike for subjects which they had previously liked simply by assigning homework as punishment for undesirable behavior. In a follow up study, Glover (1971) demonstrated the ability to achieve significantly higher gains from these same students with positive reinforcement rather than punishment.

The application of psychological concepts to the educational processes is just becoming a major factor in the changing scene of discipline. However, discipline problems have made no drastic changes in the last four decades.

Discipline problems in the public schools setting.

The first major investigation of discipline problems in the public school was conducted by Wickman (1928). Since that time several other studies have been conducted on a less comprehensive basis (Thompson, 1940; Mitchell, 1942; Schrupp & Gjerde, 1953; Stouffer & Owens, 1955; Garrison, 1959; Horwitz, 1963). In all of these studies discipline problems (disturbing behaviors in the classroom setting) were classified either by severity of offense or frequency of occurrence. In an attempt to categorize some of the various behaviors into a smaller number of variables, Kooi and Schutz (1965) used data which had been reported earlier (Hayes, 1943). A Varimax-Rotation Factor Analysis (McNemar, 1948) was performed on the reported disturbing behaviors. The following five (5) categories emerged from the statistical analyses:

- I. Physical Aggression: The student who causes disturbances by attacking others.
- II. Peer Affinity: The student who will do almost anything to get his peer's attention.
- III. Attention Seeking: The student who will do almost anything to get anybody's attention.

- IV. Challenge of Authority: The student who is always challenging the teacher or any other authority figure present.
- V. Critical Dissension: The student who always complains or tries to get others to complain for him about the amount of work assigned, the seating arrangement, the meals in the cafeteria, etc.

In other studies, various attempts have been made to classify offenses by the frequency of their occurrence (Garrison, 1959). Studies which have used this technique usually report the types of behaviors listed in Table 1.

TABLE 1  
FREQUENCY OF DISTURBING BEHAVIOR\*

Behavior	Frequency of Occurrence
Talking in class	135 times
Inferior school work	15 "
Disturbing Class	13 "
Inattention	12 "
Laughing	12 "
Tardiness	11 "
Cutting Class	11 "
Violating school rules	10 "
Impudence	10 "
Passing notes	9 "
Throwing objects	9 "
Fighting	5 "

\*Garrison, 1959

The data shown in Table 1 were collected from two Georgia high schools. Problems listed in other studies would vary according to the age of the students and other factors, such as the type of school, geographical location, etc.

Discipline techniques used in the public school. Because of the many new developments mentioned earlier, the techniques for disciplining public school students have changed more drastically than the types of offenses committed. In a study of secondary schools, Henning (1949) reported the types of disciplinary techniques used in 225 different high schools. These disciplinary practices are listed from the "most frequently used" to "least frequently used" in Table 2.

The first three techniques were closely grouped and were used in approximately half of the schools reporting. These techniques were, "Payment by pupils in money or services for property destruction", "Handling petty thievery without needless publicity", and "Retention beyond regular school hours." The major point to be stressed from Table 2 however, is the fact that corporal punishment is shown as the least used with only three schools using it frequently and 109 never using it. However, these data must be interpreted in light of the way they were collected. That is, Henning used a mailout questionnaire to collect the data reported in Table 2. The data shown were collected from the first 225 questionnaires returned in response to the mailout, and they must be interpreted in light of the restrictions attributed to mailout questionnaires and the subjectivity of completing the inventory.

Table 2

Ratings by Secondary-School Principals on the Relative  
Frequency of Types of Disciplinary Measures Used

Disciplinary Techniques Used	How Often Used?		
	Often	Not Often	Never
1. Require offenders to pay in money or services	115	91	12
2. Petty thievery handled by school officials	115	78	25
3. Retain offenders after school	114	87	17
4. Give zeroes for cheating	99	78	40
5. Cut grades for truancy	94	72	51
6. Allow teacher to discipline	68	95	55
7. Suspend <u>S</u> for unexcused absences	51	62	104
8. All problems reviewed by principal	49	96	73
9. Cut grades for class offenses	47	73	98
10. Require additional work	46	115	57
11. Leniency for confession	45	122	49
12. Expulsion for misconduct	37	128	52
13. Withdrawl of privileges	31	82	105
14. Punish in peer's presence	29	96	93
15. Janitorial duties	18	47	153
16. Student council suggest.	13	47	157
17. " jury "	11	26	181
18. Give additional respon.	8	65	144
19. Publicize petty thievery	7	26	184
20. Corporal punishment	3	106	109

\*Henning, 1949

Disruptive behaviors requiring the disciplinarian's decision. Once a disruption of the learning atmosphere or activity has occurred, some course of action must be taken by those persons in charge. Fortunately, many disruptive behaviors are handled by the classroom teacher or the offender's peers. However, cases arise which the responsible person, usually the teacher, perceives as being too severe or time consuming for her jurisdiction and she asks the offender to report to the school official responsible for discipline.

When a decision is made, whether it is a discipline decision or not is irrelevant, there are certain variables which affect the decision process. Some external variables are related to the stimulus person or object such as physical appearance, motor behavior, verbal behavior, and external appearance. Other internal variables can be attributed to the perceiver such as his previous feelings toward the stimulus subject or object, the reward-cost value of the stimulus person's actions, implicit personality theory and stereotypes of persons who look like the stimulus person, and the self-concept of the perceiver. A third set of variables can be identified as process, situational, environmental, or interactional variables such as the role relationship of the perceiver and the stimulus person, the organizational climate, and the situational context of the stimulus.



Variables affecting the decision processes. Before the effect of certain independent variables can be measured on the dependent variable, it is necessary to identify those variables and sources of variables which act as potent forces in making the final decision. Figure 1.2 is a simplified design of the factors involved in forming impressions of another's personality.

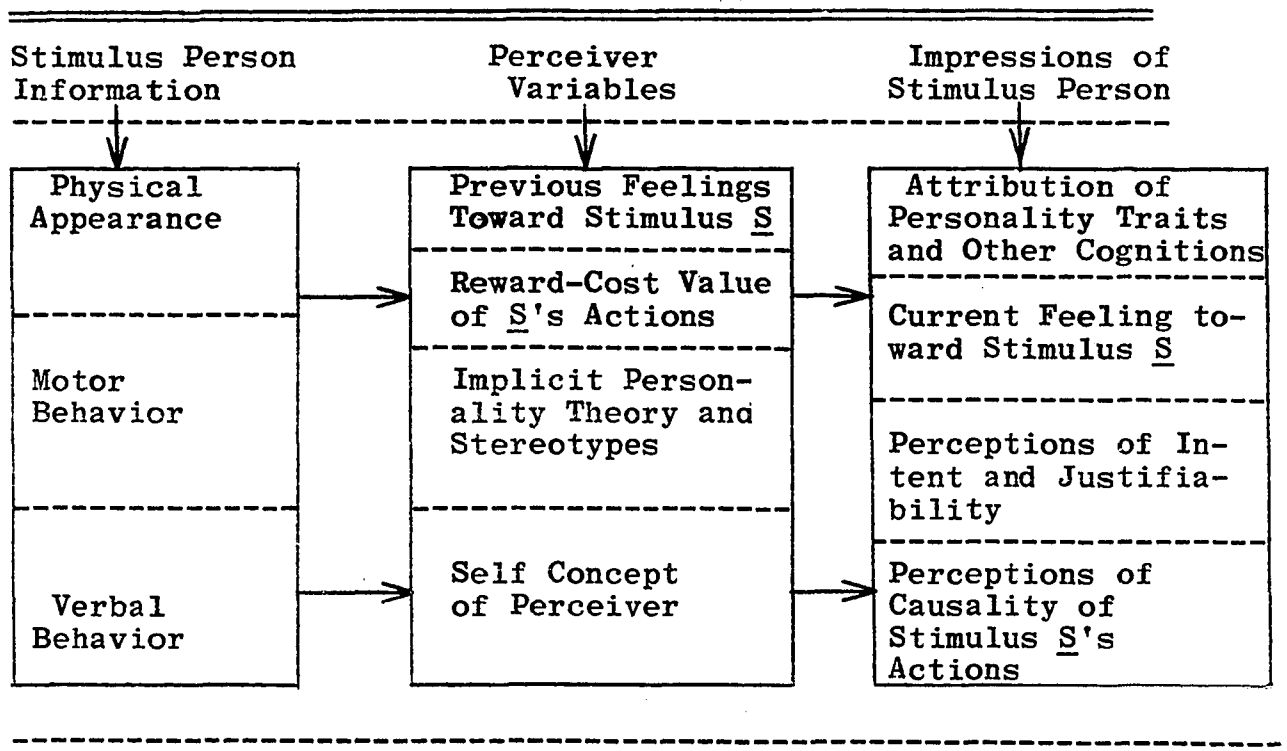


Fig. 1.2. Sources of variables used in forming a Personality impression (Secord & Backman, 1964)

Although Figure 1.2 is a very simplified version of impression formation procedures, it does convey the idea intended. That is, that the impression formed of an individual and the consequent decision concerning his actions

and intentions are formed by three major sources of variables. These three sources are, (1) the stimulus person, in this case the photographs being judged, (2) the perceiver, in this case the disciplinarians or judges being used in the study, and (3) the situational context in which the perception occurs (Secord & Backman, 1964). In the following sections of the study the researcher has sought to establish the relationship between the dependent variable, the decisions made by the disciplinarians used as subjects, and the most salient independent variables being manipulated. While there are other independent variables than those being controlled, their influence on the judgment of the disciplinarians' decisions was considered to be minimal since the amount of stimulus input was being limited by presenting all stimuli in the form of photographs.

In relation to the perceived or stimulus persons, three independent variables were being manipulated. These three were (1) Physical appearance, (2) Type of Offense committed, and (3) Previous behavior as far as the number of discipline referrals noted on the offender's record. The different levels of each variable were combined to form 20 unique combinations of factors. Each of these combinations served as a classification scheme for one group of the disciplinarians.  $(2 \times 5 \times 2) = 20$  groups

The relationship of the personality structure of disciplinarians to discipline decisions. This is shown in a direct way since person perception is directly related to the personality structure of the perceiver (Adorno, Else, Levinson, & Sanford, 1950), and person perception is the process being investigated in this study. Adorno, et al. have identified a syndrome of traits representing what psychologist call the "Authoritarian Personality". Adorno notes:

An individual of this type rigidly adheres to conventional middle-class values and has an exaggerated concern with such values, is submissive toward the moral authorities of his ingroup, condemns and rejects people who violate conventional values, is preoccupied with power and status considerations, tends to identify with powerful figures, and is generally hostile toward members of outgroups. These traits are thought of as belonging together. A person high in some of them tends to be high in the remaining ones, and similarly, a person average in some of them tends to be average in the remaining ones. . .

Several studies have shown that the personality of the perceiver definitely affects the decision processes he uses (Scodel & Mussen, 1953; Scodel & Freedman, 1956; Crockett & Meidinger, 1956; Jones, 1954; Kates, 1959; Lipetz, 1960; Rabinowitz, 1956). It therefore became necessary for the investigator to control the personality variables of the individual judges in order to keep from contaminating the measures being taken. This was accomplished by randomly selecting the experimental subjects.

The relationship of the student's appearance and discipline decisions. The relationship of the student offender's appearance and the decisions rendered by high school disciplinarians can be seen in the nature and number of incidents requiring a legal opinion. With the advent of the 1971-72 school year, incidents related to the hair styles of returning high school students began to occur throughout the nation. Oklahoma experienced several such incidents. One high school dismissed nine of its boys until they had received a haircut. However, one student appealed to the Oklahoma Supreme Court and was allowed to reenter school without having his hair cut (Court Record, 1971). Melson (1970) sums up school dress codes and student unrest in the following passage:

No area of school-pupil relations creates such a furor as the pervasive attempt of the schools to regulate the dress or hair-style of their students. Much of the problem results from the fact that many of us tend to place all teenagers in the same "bag." Seeing a boy with long hair, we conjure up visions of barricaded campus buildings, bearded motorcyclists terrorizing towns, or glassy-eyed hippies sprawling semi-conscious in cold water flats. Yet this long-haired youth may be an honor student whose only contact with "grass" is the lawn he cuts for his parents: p. 21

The incidents reported are only a few of those which have been brought to the public's attention. Undoubtedly, there are many more which are handled within the administrative framework of the school system. There can be little doubt that the student's appearance is related to discipline.

The relationship of the student's behavior and discipline decisions. The relationship of the student's behavior to discipline decisions can easily be seen in the nature of the rules adopted by public school systems. The vast majority of these rules are concerned with the regulation of student behavior. States, too, have a system of controlling student behaviors. The following examples are taken from different sections of the country:

The Massachusetts Supreme Judicial Court last June (1970) upheld the constitutionality of the state's "stubborn child" law, which makes "willful, obstinate, and persistent" disobedience a crime. The decision involved a 16-year-old girl who maintained she was exercising a right to dissent. The court rejected this view, saying that the right of dissent "does not permit or excuse stubborn refusal by children to obey reasonable and lawful commands of their parents or other persons similarly situated." (Note: All adjectives were undefined.) (Phi Delta Kappan, 1971)

The Texas legislature has passed, and the governor signed, a bill which prohibits willful disruption of classes or other school activities. The new law defines bad conduct to include noise, enticement of students away from their classes, and prevention of students from attending classes; All misdemeanors are punishable by a \$200 fine. (PDK, 1971)

A legislative commission in New York State has recommended that high school officials be authorized to drop from their rolls disruptive students who are 17 years old or older. (PDK, 1971)

From these examples, there can be little doubt that the behavior of students is directly related to the decision process of the school's disciplinarian. In this study the researcher presented five different types of offenses for the disciplinarians to consider.

The relationship of the student-disciplinarian role to discipline decisions. Jones and DeCharms (1957) have demonstrated the importance of the role relationships of two individuals by asking naval air cadets to assume different roles in judging a sergeant who had admitted signing propaganda materials while a prisoner of war in Korea. They found that the role being assumed at the time makes a significant difference in the traits that are attributed to the stimulus person.

All the subjects in this study were disciplinarians who were employed by public high schools in Oklahoma. The stimulus persons (offenders) were high school students enrolled in Oklahoma high schools. This disciplinarian-student relationship was maintained throughout the entire experiment. In this way the influence of the role expectations was distributed evenly over all the experimental conditions.

Figure 1.3 shows the independent variables which were considered to be related to the dependent variable being measured and were therefore controlled in this study. The method of controlling each variable is shown on the vectors leading from the variable to the decision process. The experimenter was hypothesizing that if the disciplinarian did not make discipline recommendations commensurate with their perceptions of the three bits of information (stimulus variables) presented, he would experience dissonance.

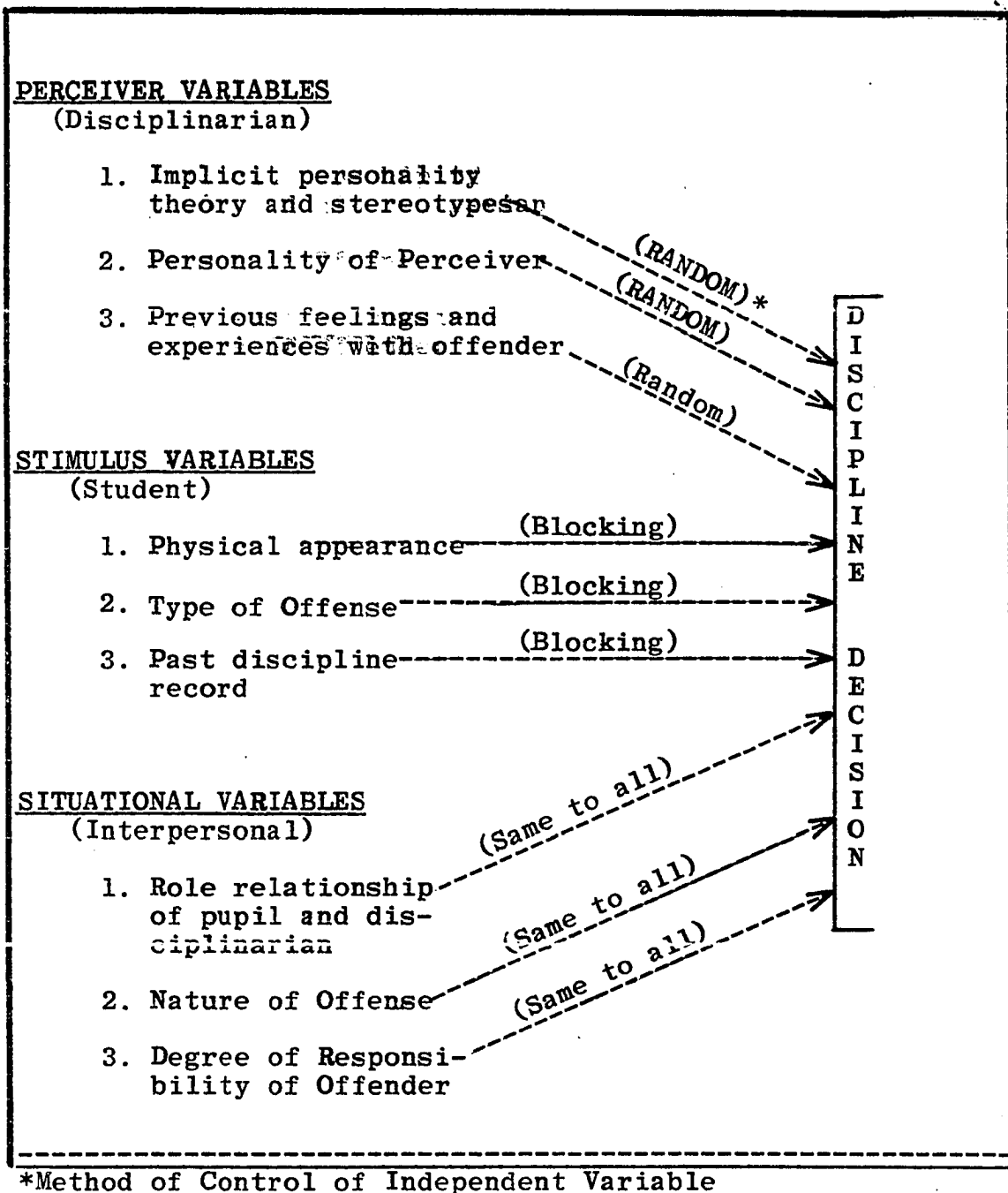


Fig. 1.3 This Figure shows the Independent Variables which are believed to affect the Discipline Decision Process and the Method of Control used with Each.

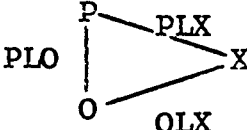
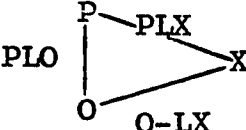
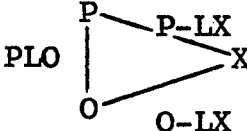
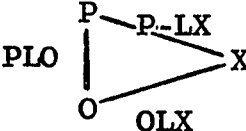
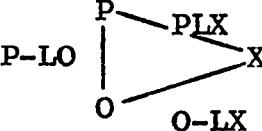
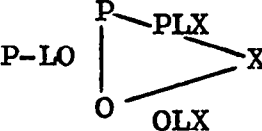
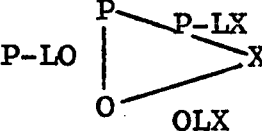
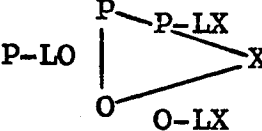
### Theoretical Framework

In the related literature section of this chapter, the researcher has shown the relationship of certain independent variables to the decision process of disciplinarians. However, this is not to be confused with the theoretical framework on which the actual investigation was based. The theoretical framework is presented in this section.

The basis for the theory had its beginnings in the principles espoused by Gestalt psychologists. The particular area they were interested in was the perception of objects. Gestaltists used such terms as "pragnance", "closure", and "good form". They were particularly interested in how people perceived objects. Heider (1944) extended their ideas of perception of objects to the perception of persons. He chose to call the area social perception. In later studies, Tagiuri and Petrullo (1958) sought to narrow the field of social perception to an area called person perception, which was defined in an earlier section of this paper. The most important aspect of social perception is the tendency to attribute causal ability to people. When a person is associated by proximity in time or space to some event, one tends to attribute the causation of that event to that person (Heider, 1944; Zillig, 1928). Heider's theory postulates that (1) there is a tendency for cognitive structures to achieve balanced states; (2) if no cognitive balance exists, forces toward



its attainment will arise; and (3) if no balance is attained, the residual state of imbalance will produce tension and discomfort for the perceiver. Figure 1.4 shows the basic model of Heider's P-O-X theory.

Balance	Imbalance	<p><b>Fig. 1.4.</b> Heider's P-O-X model of Interpersonal Perception and Attraction. An elaborate system of notation may be utilized to describe a vast array of possible kinds of affective and cognitive relationships. For example, PLO denotes that the perceiver likes the other person, while P-LO denotes that the perceiver does not like the other. Similarly, PLX or P-LX would denote (respectively) that the perceiver does or does not like some person, object, or event with which both he and another person are involved. Heider assumes that either only one or all three of the relationships of the P-O-X cognitive unit are positive, the perceiver's cognitive system is considered to be in a state of imbalance.</p>
		
		
		
		

L = "likes," "is attracted to"  
 -L = "does not like," "is not attracted to"

The limitations of the cognitive balance model became obvious at this point--it simply does not provide a way of determining the strength of attitudes attached to the model components. In order to provide this information it was necessary to approach the problem from another direction.

Leon Festinger (1957) offers an alternative explanation to the idea of cognitive balance. He presents dissonance as a negative drive state which occurs whenever an individual simultaneously holds two or more cognitions (ideas, beliefs, or opinions) which are psychologically inconsistent. Since dissonance is an unpleasant state, an individual will strive to reduce it by changing cognitions so that they become more compatible. There are many other ways to reduce dissonance but the changing of cognitions is the primary method considered in this study.

Interaction with other individuals is one of the most utilized methods of reducing cognitive dissonance. Festinger states that:

The social group is at once a major source of cognitive dissonance for the individual and a major vehicle for eliminating and reducing the dissonance which may exist in him (the perceiver).

Social disagreement is a prime source for dissonance since we are continually involved in human interaction. Festinger (1957) also states that dissonance stemming from social disagreement "may be reduced or perhaps even eliminated completely, by changing one's own opinion so that it corresponds more closely with one's knowledge of what others believe." He is actually alluding to the realignment of conflicting opinions in order to reduce the dissonance aroused by their disagreement.

While Festinger deals primarily with purely cognitive

components, it is, however, theoretically possible to extend his basic corollaries to include behaviors. Specifically, performing certain behaviors that are commensurate with the norms of the group should reduce cognitive dissonance. A behavioral extension of dissonance theory may be applied to the situation to be studied in this experiment. When students commit disruptive acts, the disciplinarian's reference group expects him to take some appropriate disciplinary action. Because of his desirability to conform to the group norm, dissonance would be aroused if he failed to perform the disciplinary act. Thus, the disciplinarian is compelled by social norms to make the appropriate discipline decision. The performance of this act, in turn, should reduce cognitive dissonance. Likewise, his actions should be pleasant to him since they would tend to reduce dissonance. The primary theoretical assumptions being made in this study were that the role expectations of the disciplinarian's position were a compelling force in his actions, and that Festinger's dissonance theory of cognitions may be extended to behaviors.

It is possible to identify another source of dissonance given that the disciplinarian has several sources of information which may or may not be dissonant with each other.

If the information such as appearance, type of offense, and past discipline record are dissonant, then the disciplinarian will be compelled to perform some act that will reduce

the dissonance or achieve consonance by mental manipulations such as rationalization (Aronson, 1969). The disciplinarian could rationalize an offense, appearance, or a past discipline which produces dissonance since rationalizing differences among these three variables is one of the ways the dissonance could be reduced. All of the offense situations used in this study were regarded as discretions requiring a disciplinarian's decision. Therefore, they were all considered to be "bad", but the level of "badness" was considered to be more for some offenses than others. The disciplinarians ratings of the offenses collected in the survey indicated that the offenses would be regarded from the most serious to the least serious in the following way: (1) "Caught smoking marihuana in the gymnasium" (2) "Forged parent's name to his report cards" (3) "Got in an argument with a teacher and shoved him" (4) "Refused to get his hair cut" (5) "Left school without permission". These seriousness ratings of the discipline problems indicated that none of the offenses would be regarded in a positive way, but it was anticipated that some of them would be regarded in a less-negative way than others (Aronson, 1961). For example, the offense, "Refused to get his hair cut", is regarded in a less negative way than smoking marihuana and would be more consonant with a good appearance and a good past discipline record. On the other hand, smoking marihuana, the most negative offense, would be viewed as more commensurate

with a bad appearance and a bad past discipline record. The result would be low cognitive dissonance for the disciplinarian but his role expectations and desire to meet these expectations should cause him to recommend severe discipline techniques since the offender typifies all the values and ideas that he is opposed to (Aronson, 1960). The combinations of the three independent variables and their expected perceptions are presented in Figure 1.5.

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A. Appearance

1. Good (Positive)
2. Bad (Negative)

B. Type of Offense

1. Smoking Marihuana (Extremely negative)
2. Forging Parent's Name (Negative but < no. 1)
3. Shoved a Teacher (Negative but < no. 2)
4. Refused to cut Hair (Negative but < no. 3)
5. Left Without Permission (Negative but < no. 4)

C. Past Discipline Record

1. Good Past Discipline Record (Positive)
2. Bad " " " (Negative)

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D. Role Expectations

1. Compliance (Positive)
2. Violation (Negative)

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Fig. 1.5 Sources of cognitive elements.

It was anticipated that the disciplinarians would recommend severe discipline techniques for student offenders when there was no dissonance among their perceptions of the three stimulus sources, all three sources were viewed as negative ( $A_2B_1C_2$ ), and they were voluntarily complying with role expectations (Aronson, 1960). On the other hand, it was anticipated that the disciplinarians would recommend the least severe discipline techniques when they were having the least amount of negative dissonance ( $A_1B_5C_1$ ) and were voluntarily complying with the role expectations of their position.

The limitations of the cognitive balance model were surmounted with the expanded approach of the cognitive dissonance model proposed by Festinger (1957). It was through an expansion of Festinger's model in an area that had previously been researched by proponents of Heider's model that the necessary framework for the study was developed.

Heider's theory was extended to include interactions among individuals by Newcomb (1959) and was expanded to include several individuals by Cartwright and Harary (1956). Osgood and Tannenbaum (1955) developed the theory further when they proposed a system of assigning various weights to

the interactions among the components of the model. Feather (1964) developed a structural balance model based on a further generalization of Cartwright and Harary's (1956) reformulation of Heider's balance theory. In a later study, Feather (1966) was able to show that the sign (positive or negative) and relative magnitude of any one relation can be predicted when the sign and magnitude of the other two relations are either given or can be easily determined.

Feather proposed what he called a "Discrepancy Principle" for explaining interactions between and among attitudes held about different sources of information. He was able to show that when two given attitudinal relations are of the same sign small discrepancies in their magnitudes will be associated with (or will induce) a strong positive third relation. But, when two given attitudinal relations are of opposite signs a large discrepancy between them will induce a strong negative third relation (interaction).

Wellens and Thistlethwaite (1971), in an extension of the composite discrepancy principle, found that when two attitudinal relations are of the same sign the smaller the discrepancy between their magnitudes, the stronger the interaction between them. They also showed that when two attitudinal relations are of opposite signs, the larger the discrepancy between their magnitudes, the stronger the interaction between them.

When these findings of Feather and Wellens and

Thistlethwaite were applied to the present study, the implications were as follows: (1) When the disciplinarians view the offender's appearance as good and his past discipline record as good, the importance placed on each of these criterion will determine the amount of interaction generated by them. If they are of almost equal magnitude, there will be a strong interaction between the two independent variables and the (A X C) interaction will be significant. (2) If the disciplinarians view appearance (A) as good and the offense (B) as bad, there will be an interaction between the two independent variables of (A X B) and their F value will be significant. Furthermore, the magnitude of the interaction will increase as the severity of the offense increases from "leaving school without permission", the least severe, to "Smoking marihuana," the most severe offense. However, the interaction is expected to be much less when the offender's appearance is bad and the offense situations increase in severity. (3) If the disciplinarians view the offender's past discipline record as good, there will be a strong interaction between their cognitions of the discipline record (C) and the type of offense committed (B). This interaction will increase as the severity of the offense increases, but there will be less interaction when the offender's appearance is viewed as bad. Thus, the F value of the (B X C) interaction should be significant. (4) If the disciplinarians view the offender's appearance as good or bad, and his past



discipline record in the same way (good or bad), the (A X C) interaction will be strong if their values are of equal magnitude but of little or no value if they are very discrepant in magnitude. If (A) and (C) are of opposite signs, there will only be an interaction if they are very discrepant in their magnitude. When the combined effects of (A), (B), and (C) are considered, the three-way interaction will be great only if the combined effects of the offender's appearance and past discipline are either similar or dissimilar enough to produce a high interaction and this (A X C) interaction is either similar or dissimilar enough with the disciplinarian's perceptions of the offense being considered to produce a strong interaction. The survey data collected from the 18 high schools indicated that the appearance (ranked 17th) was discrepant enough from the other two variables (nature of the offense, ranked number 1; past discipline record, ranked 3rd) to cause a significant interaction.

The researcher built the seven hypotheses on the theoretical framework provided above and the data collected in PHASE I of the study. It was necessary to conduct PHASE I prior to the formulation of the interactions since it could not be anticipated which discipline-decision criteria would be named by the disciplinarians nor their ascribed importance in the decision process.

### Need for the Study

In times past a bad decision rendered by public school officials was seldom challenged and almost never exonerated (Melson, 1970). However, since 1965 there have been three major developments which have forced disciplinarians to weigh their decisions more carefully. These are as follows: (1) the reexamination of loco parentis\* authority delegated to school officials by parents or guardians concerning the governance of public school students; (2) the knowledge, ability, and financial support necessary to challenge discipline decisions believed to be unjust (Melson, 1970); (3) the federal government's increasing efforts to insure equal and fair treatment to all public school students regardless of race, creed, or socio-economic status (Snyder, 1971). The full ramifications of these developments have not yet been fully realized. However, the consequences to date can be summarized in the statement that "Discipline decisions based on anything less than 'objective' data could have dire consequences for the disciplinarian and unnecessary and unwanted publicity for the institution involved." (Melson, 1970)

From a theoretical point of view, it is necessary

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\*The Latin term loco parentis has been interpreted in public education as the delegation of parental-like authority to school officials in order to maintain an atmosphere which is conducive to the educational process of the students. The term literally means "parents on location" or "substitute parent."

that this study be conducted in order to advance the hypotheses to be tested beyond their present level of sophistication. The state of the art is as follows: Fitz Heider (1946) was able to incorporate the concept of cognitive consistency into workable psychological theory. His P-O-X model was widely used to demonstrate the individual's attempt to maintain mental equilibrium which he called Cognitive Balance.

The next significant development in cognitive balance theory came when Newcomb (1953) introduced the interaction of people into his A-B-X model. This was a significant step in that he was able to describe interpersonal attraction.

However, the researcher was still not ready to formulate hypotheses since it was necessary to theoretically support the following propositions or assumptions:

1. There could be no personal interaction between the disciplinarians and the student offenders since the appearance variable was presented in the form of a photograph.
2. The model would have to account for the role relationship being experienced by the disciplinarian and the student offender.
3. The model would have to account for different levels of attitude toward the criteria being manipulated. The survey data had established the importance of these discipline decision criteria but it did not tell how each of the individual disciplinarians felt toward the criteria on an individual basis.
4. The model would have to be able to accomodate artificial situations, (the photograph), information (past discipline record), and actions (the type of offense committed).

The model which would meet the requirements listed above was found in research being conducted by Feather (1964). He was able to show that the amount of interaction between two individuals could be manipulated by varying the two persons' attitudes toward each other.

An expansion of Feather's Composite Discrepancy Formulation was made by Wellens and Thistlethwaite (1971). They were not only able to assign different weights or values to objects within the cognitive balance paradigm, but they were able to measure four different levels of interaction among persons and their attitudes about two different objects in the same paradigm. This theoretical framework was suitable for the testing of the hypotheses desired by the researcher and the theoretical framework was established. A summary of the Cognitive Balance framework from Heider's formulation to the present was made. However, the aspects of cognitive balance theory as it relates to this study are the only ones considered. The results of this synthesis show the originator of the theory, date of publication, and the unique contribution made by this researcher as it relates to this study. All the men cited made significantly more contributions than are cited in Figure 1.6. But the researcher is simply trying to show the progressive development of the theoretical framework necessary for formulating and testing the hypotheses desired. The results of the synthesis is shown in Figure 1.6.

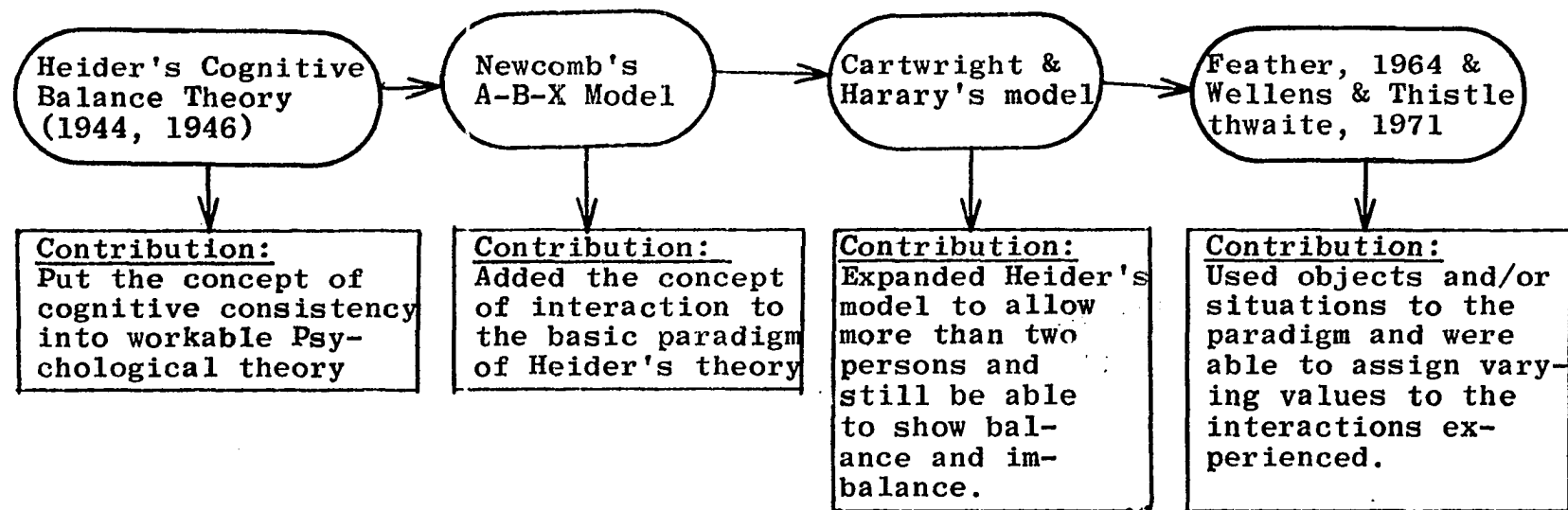


Fig. 1.6. Basic theoretical contributions which made the present study possible.

### Statement of the Problem

The problem investigated in this study was as follows: How do high school principals' recommended discipline techniques change when the offender's appearance, past discipline record and type of offense committed are varied and all other independent variables held constant?

### Statement of the Purpose

The purpose of this study was to compare the severity ratings of discipline techniques recommended by high school disciplinarians for student offenders who had committed one of five different types of offenses, had either a good or bad appearance, and had either a good or bad past discipline record. The three independent variables which were manipulated in this study were Appearance (A)--two categories of good and bad; Type of Offense committed (B)--five different types of offenses were presented, each representing a particular seriousness level; Past Discipline Record (C)--two types of discipline record, good and bad. The five types of discipline problems were presented to the 120 disciplinarians using a Latin squares rotation (Winer, 1962), as a means of controlling order effects. In each case the dependent measure taken was the mean severity rating of the discipline technique recommended for the student offender by the high school disciplinarian. The subjects were also asked to rate the appropriateness of the discipline technique recommended.

### Hypotheses

A 3-way Analysis of Variance was used to test the null hypotheses of the following propositions:

1. There is a difference in the severity ratings of the discipline techniques recommended for the good- and bad-appearance groups.
2. There is a difference in the severity ratings of the discipline techniques recommended for the five type-of-offense groups.
3. There is a difference in the severity ratings of the discipline techniques recommended for the good- and bad-past-discipline-record groups.
4. There is an interaction between the two independent variables of APPEARANCE and TYPE OF OFFENSE as reflected in the severity ratings of the discipline techniques recommended for participants.
5. There is an interaction between the two independent variables of APPEARANCE and PAST DISCIPLINE RECORD as reflected in the severity ratings of the discipline techniques recommended for participants.
6. There is an interaction between the two independent variables of TYPE OF OFFENSE and PAST DISCIPLINE RECORD as reflected in the severity ratings of the discipline techniques recommended for the participants.
7. There is an interaction among the three independent variables of APPEARANCE, TYPE OF OFFENSE, and PAST DISCIPLINE RECORD as reflected in the severity ratings of the discipline techniques recommended for participants.

Significant F values were followed by a Newman-Keuls Range Test (Kirk, 1968) in order to locate specific sources of differences among the means used in the testing. The interactions which were tested in hypotheses 4, 5, and 6 were graphed in order to clarify the relationship of the two independent variables to each other.

### Definition of Terms

For the purpose of this study the following definitions and explanations were proposed:

Public School: An institution which has been established to educate American children throughout their early childhood and adolescent years. It is normally free to all citizens and attendance is usually compulsory except in extreme cases.

Public-School Disciplinarians: Those persons who have been designated the responsibility of dispensing with the type and amount of punishment to be given to public school students who have been referred to them as the result of disruptive or improper behavior.

Discipline Decision: A decision concerning the amount and type of discipline to be given to a public school student made by a disciplinarian.

Offense/Discipline Situation: A predetermined situation involving a student's disruptive behavior and which must be dispensed with by a discipline decision by the disciplinarian. The situations chosen for this study were intended to be indicative of the type of offenses committed which are punished by a certain severity-category of discipline techniques. The offenses chosen for each category were determined by discipline experts.



Physical Appearance: A photograph of the student offender's upper bust as shown in Appendix E.

Stimulus Photographs: The photographs of the student offenders (stimulus persons) shown in Appendix E.

Good Physical Appearance: Physical appearance as shown in photograph number one of Appendix E.

Bad Physical Appearance: Physical appearance as shown in photograph number two of Appendix E.

Good Past-Discipline Record: The discipline record of students who have had no previous referrals for discipline reasons.

Bad Past-Discipline Record: The discipline record of students who have four (4) previous referrals for disciplinary reasons.

Administrator/Disciplinarian: The 210 subjects used in PHASE II to rate the severity and frequency of use of the discipline techniques and the seriousness of the discipline problems. All of these participants were either performing the duties of the disciplinarian at the time or had held that position within the past two years.

### Limitations

This study was limited by certain parameters as is any study. The most important of these limitations was as follows:

1. The discipline problems and techniques reported in this study were taken from the 18 high schools' discipline records by trained researchers in an attempt to minimize the subjectivity of the reports. However, the records contained a certain amount of subjectivity due to the lack of a standardized reporting form for discipline problems.

2. The sample was limited to 120 male disciplinarians who were occupying that position at the secondary public-school level in Oklahoma.

3. The design and sampling procedures used in the study kept the findings from being generalized beyond the parent population. However, the parent population consisted of all high school disciplinarians in Oklahoma's public high schools.

4. The stimulus photographs were taken of a white male student attending an Oklahoma high school.

5. The presentation of stimulus offender cues was limited by showing photographs of the student offender to the 120 disciplinarians.

6. The stimulus offense situations were limited by the disciplinarian's perception of them but the random selection of the subjects should have compensated for any differences caused by these individual perceptions.

## CHAPTER II

### METHODOLOGY

The major part of this study was concerned with determining the effects of a high school student's past discipline record, type of offense committed, and physical appearance on the discipline decisions rendered by the high school disciplinarians in Oklahoma high schools. The three independent variables were changed from one group of subjects to another and the disciplinarians were asked to recommend the type of discipline technique they would use in each situation. They were then asked to rate the degree of appropriateness of the technique recommended. A three-way analysis of variance was performed on the severity ratings of the discipline techniques recommended for student offenders.

The study was divided into three phases: (1) Discipline data collection procedures, (2) Discipline-data analysis procedures, and (3) Experimental procedures. Each of these phases and the steps within it are explained in this section of the study.

The Program-Evaluation-and-Review-Technique (PERT) networks in Figures 2.1 and 2.2 show the events and activities undertaken in the conduct of the study.

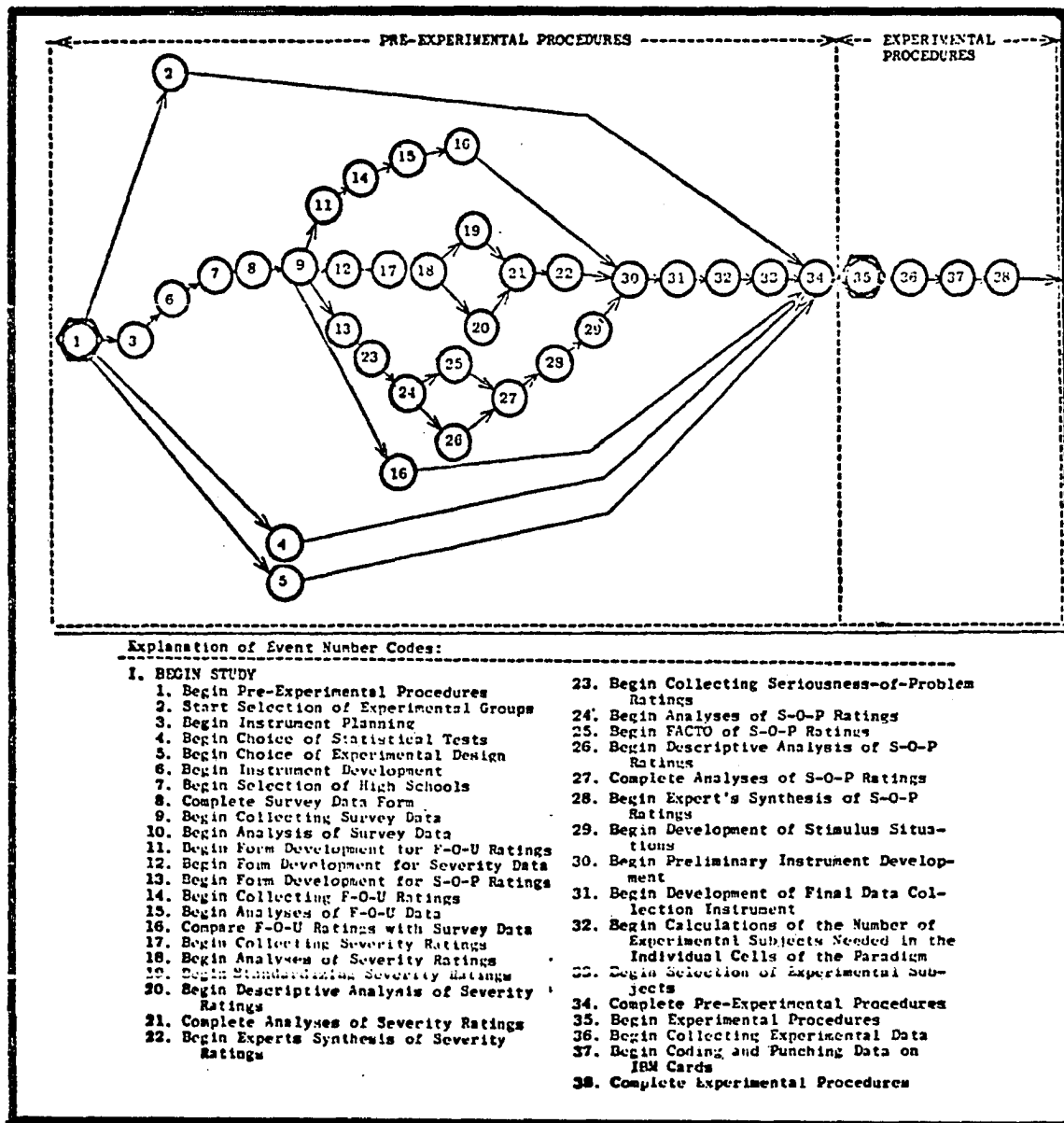


Fig. 2.1. Preexperimental and experimental procedures.

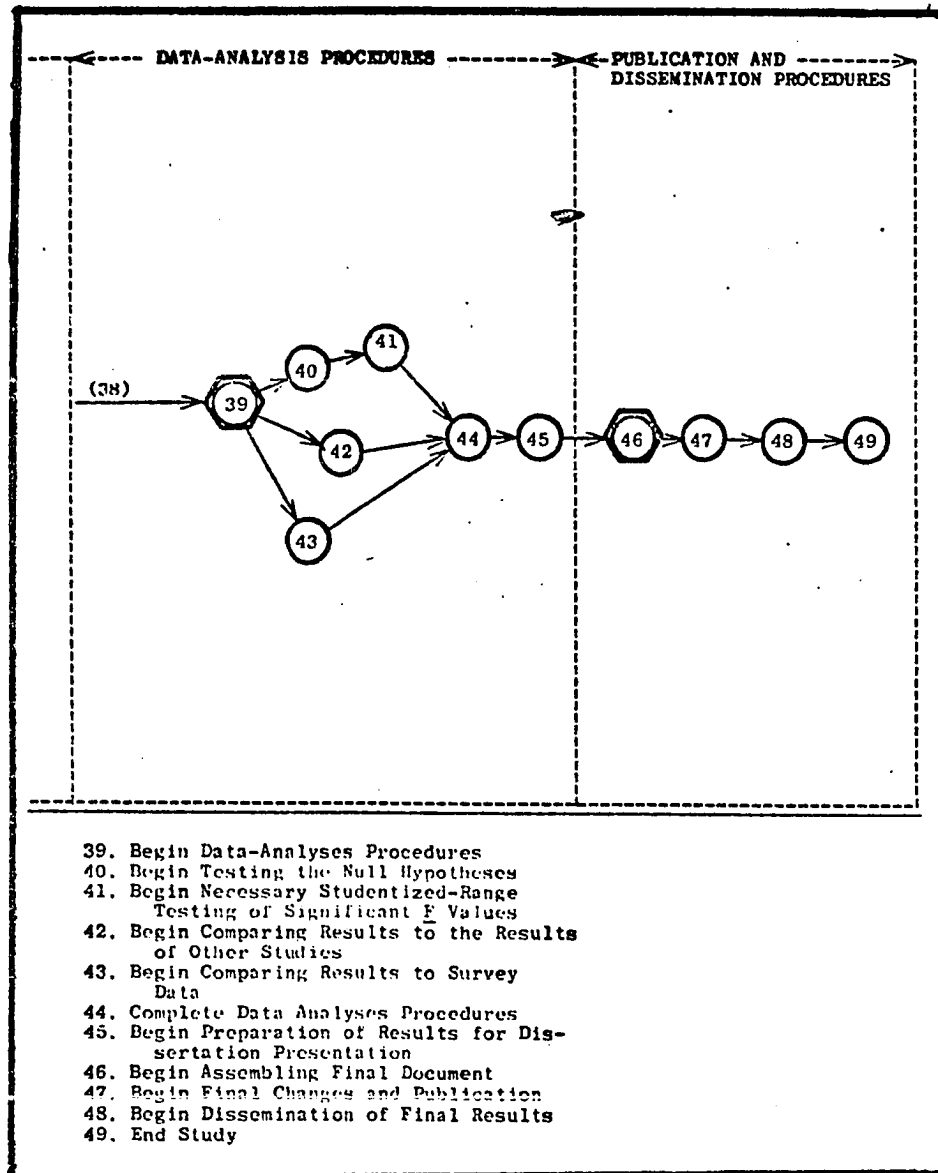


Fig. 2.2 Data Analysis and Publication-and-Dissemination procedures. The main event in the data analysis procedures was the testing of the seven hypotheses while the main event in the publication and dissemination procedures was the termination of the project.

## PHASE I: Step 1

Determining discipline techniques used by disciplinarians in secondary schools. (Collecting the survey data) Using the instrument shown in Appendix A the researcher was able to collect information on 3,101 discipline referrals from 18 Oklahoma high schools. The schools used in the data collection included six categories established by the Oklahoma Education Association. These size categories, 4A--C, are designated by the enrollment figures of the particular school. Three schools were chosen from each of the size categories since it was necessary to represent all sizes of schools but impossible to survey them all. The sample included an all Black high school in the 4A and 2A categories. Figure 2.3 shows the county location, size, and the number of discipline referrals of the 18 schools used in the study.

The number of discipline referrals shown represents a time period from September, 1969 to January 1972. Since discipline problems show frequent changes, no problems occurring prior to the 1969-70 school year were considered. In those cases where a student showed more than one referral for disciplinary reasons, only the last one was used for recording the type of offense and the discipline technique used in correcting it. However, the number of past referrals was noted on another part of the recording instrument.

#	Size	County	No. of Problems
1.	4A	Oklahoma	429
2.	4A	Tulsa	481
3.	4A	Pottawatomie	377
4.	3A	Payne	210
5.	3A	Comanche	206
6.	3A	Lincoln	167
7.	2A	Pottawatomie	181
8.	2A	McCurtain	193
9.	2A	Tulsa	140
10.	A	Pottawatomie	106
11.	A	Pottawatomie	142
12.	A	Comanche	109
13.	B	Ottawa	68
14.	B	Pottawatomie	73
15.	B	Pottawatomie	49
16.	C	Seminole	61
17.	C	Harper	68
18.	C	Major	41
TOTAL .			<u>.3,101</u>

Figure 2.3 The school size, School County, and Number of Discipline Problems reported for the School Years of 1969-70, 1970-71, and the first half of 1971-72.

#### Flowcharting of Survey Data-Collection Procedures.

A flow chart of the entire data collection procedures was prepared prior to the beginning of the project. The output listed as 1A, 1B, 1C, and 1D were compared to other phases of the study. The output shows only four sources. While the researcher collected several bits of biographical data on each discipline problem, only the techniques, problems, and decision criteria were considered to be germane to this study.

A flow chart of the data collection procedures is presented in Figure 2.4.

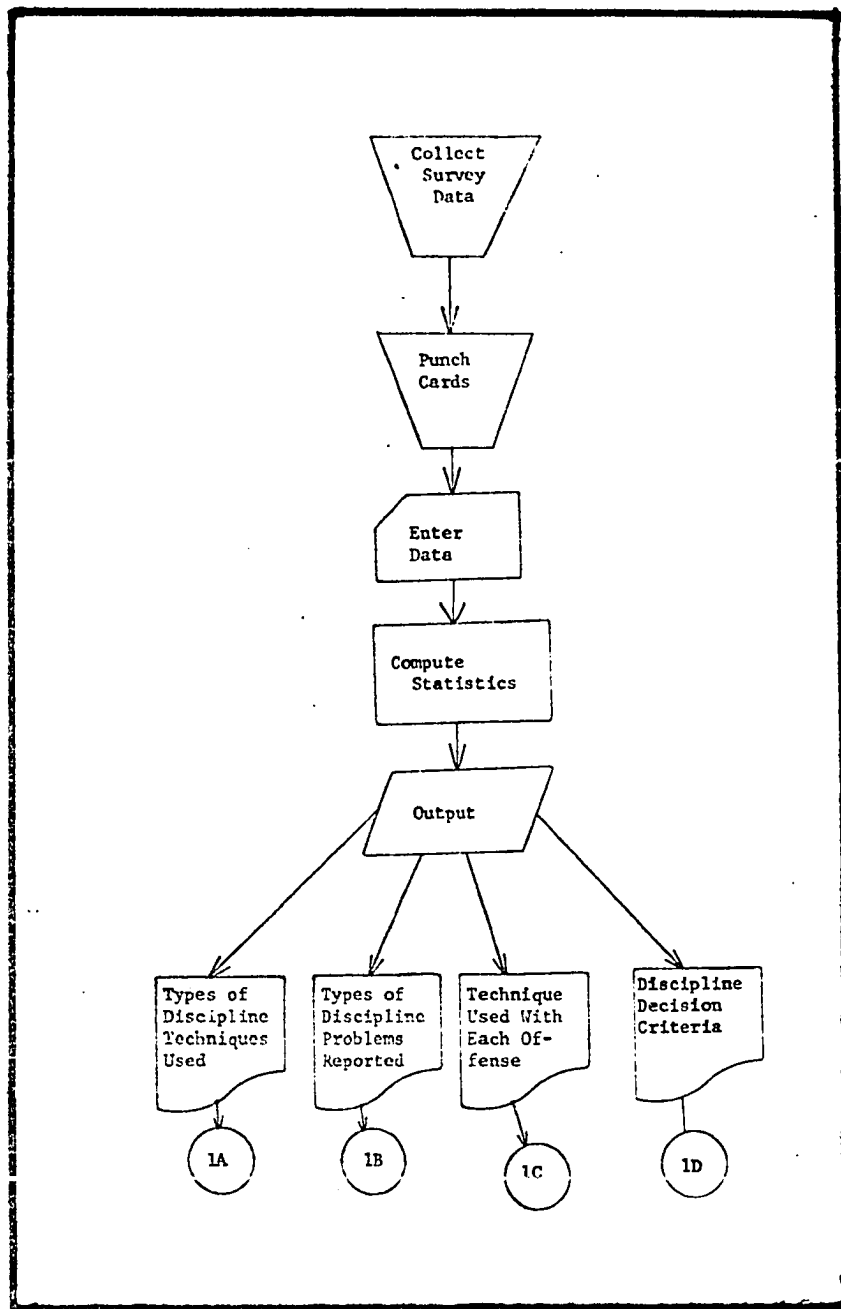


Fig. 2.4. A flowchart of the survey data Collection-and-analysis procedures. Sources 1A, 1B, 1C and 1D served as off-line input for other analyses (See Fig. 3.1).



Results of discipline data collected in survey. The 18 high schools surveyed represented different sizes, races, and geographical locations within Oklahoma. From September 1969 to January 1972 these schools reported 3,101 discipline problems.

Although it was mentioned in the limitations, the investigator feels that one limitation of the data collected must be emphasized again. That is, that the data collected were limited to the problems reported and noted on the individual pupil's record cards. The implications for this are as follows: Those problems which the disciplinarians chose not to record for one reason or another, were not reported in the results of this survey. Although the investigator was able to gain access to each school's most privy discipline records, the lack of a uniform reporting system limits the interpretation of the findings. However the researcher is grateful to the schools for the information recorded and this comment about the limitations should not be viewed as ungrateful criticism of their help.

Discipline problems. The discipline problems collected are shown in Table 3. Each of the 26 categories is the result of some previous grouping. The researcher employed the services of three competent behavioral scientists to help place the 3,101 discipline problems into a smaller number of categories for further processing and analyses. The final 26 categories of discipline problems were the result.

TABLE 3

DISCIPLINE PROBLEMS REPORTED BY EIGHTEEN  
OKLAHOMA HIGH SCHOOLS (N = 3,101)

Type of Discipline Problem	# of Times Reported	% of Total
1. Running in corridors and/or halls, horseplaying, shoving, etc. . . . .	228	7.35
2. Disrespect for administrative and teacher's authority . . . . .	215	6.93
3. Displaying hostility toward peers (Does not include Category 14) . . . .	212	6.84
4. Trying to skip class (Does not include truancy) . . . . .	201	6.48
5. Cheating on exams, term papers, lesson assignments, etc. . . . .	196	6.32
6. Using vulgar language and/or gestures . . . . .	175	5.64
7. Petty thievery in dressing rooms . . . . .	143	4.61
8. Misbehave in class until the instructor can no longer main- tain discipline . . . . .	142	4.58
9. Allow outside responsibilities to interfere with school work . . . . .	140	4.51
10. Smoking and drinking on the school premises . . . . .	139	4.48
11. Committing acts which involve law enforcement agencies . . . . .	121	3.90
12. Hazing of underclassmen and/or smaller students . . . . .	118	3.81
13. Experimenting with drugs (Does not include liquor) . . . . .	103	3.32
14. Threatening other students or instructors with weapons . . . . .	96	3.10

-----Continued on next Page-----

-----TABLE 3 (Cont'd)-----

15. Forging parent or guardian's name to excuses and/or report card . . .	90	2.90
16. Refusing to pay fees or bills owed the school . . . . .	89	2.87
17. Truancy from school (does not include category #4) . . . . .	88	2.84
18. Lying to teachers and administrators about activities, grades, etc. . . . .	86	2.77
19. Stealing supplies and/or equipment from the school . . . . .	80	2.58
20. Performing inferior school work . .	75	2.42
21. Improper dress (Does not include hair). . . . .	55	1.77
22. Improper driving of motor vehicles on the school premises (includes motor bikes and cars) . . . .	41	1.32
23. Refusal to have hair cut or shave off beard. . . . .	38	1.23
24. General violation of school rules . . . . .	31	1.00
25. Improper behavior while going to or coming from school (includes fights on buses). . . . .	24	0.77
26. All other offenses (Too numerous to mention by specific name) . . . . .	175	5.64

The most prevalent problem reported by the 18 high schools was "Disorderly conduct in corridors and hallways". "Disrespect for authority", "Hostility toward peers", "Cutting class" and "Cheating" were the next four most prevalent problems. Four of the first seven offenses were also listed by Henning in an earlier study (Henning, 1949). Although the offenses did not occupy the same positions in that study.

Discipline techniques used in the 18 high schools.

Table four shows the type of disciplinary practices reported by the 18 high schools. Techniques are listed in their order of frequency-of-use.

TABLE 4

DISCIPLINE TECHNIQUES USED IN EIGHTEEN  
OKLAHOMA HIGH SCHOOLS

Technique	No. of Times Reported
1. Lecture the student . . . . .	885
2. Make student pay for damages, repair or replace property . . . . .	675
3. Extend time spent at school . . . . .	411
4. Referral to the school counselor . . . . .	375
5. Forced apology . . . . .	316
6. Reason with the offender . . . . .	311
7. Increase academic work load . . . . .	281
8. Withdraw athletic privileges . . . . .	219
9. Withdraw special activities privileges . . . . .	211
10. Assign janitorial duties around school . . . . .	192
11. Suspend until certain acts have been performed such as getting hair cut, etc. . . . .	189
12. Ridicule the student . . . . .	182
13. Appeal to the student's best nature or family heritage . . . . .	127
14. Extract promises from the student . . . . .	112
15. Expulsion with no return privileges . . . . .	110
16. Threaten with words and/or gestures . . . . .	86
17. Referral to law enforcement agency . . . . .	81
18. Withdraw academic privileges . . . . .	71
19. Give bad conduct grades . . . . .	61
20. Paddling . . . . .	58
21. Expulsion with referral to a law enforcement agency . . . . .	47
22. Referral to a psychologist . . . . .	46
23. Suspension for a definite period of time . . . . .	38
24. Place offender in charge of other students . . . . .	37
25. Temporary expulsion . . . . .	36
26. Indefinite suspension . . . . .	32
27. Have student council decide punishment . . . . .	25
28. Place on athletic probation . . . . .	13
29. Punish student in presence of peers . . . . .	10
30. Have student to "think it over" . . . . .	8
31. Have parents decide the punishment . . . . .	6
32. Forced participation in athletic events . . . . .	6
33. Place on academic probation . . . . .	5
34. Ignore offense completely . . . . .	4
35. Forced public confession of offense . . . . .	3
36. Make public announcement of offense . . . . .	3
37. Cut academic grades . . . . .	2

A "Lecture" seems to be the most popular method of approaching a discipline problem in Oklahoma's high schools. It was reported as the discipline technique used most often (885 times). Lecturing was followed by "Remuneration", "Extending the student's time spent at school", and "Referral to the school counselor", in that order. The disciplinary technique used the least was reported to be "The cutting of the offender's academic grades". Henning (1949) reported that "Cutting the student's grades" was ranked 5th out of 20 possibilities. However, "Remuneration", and "Extending the student's time spent at school" were in approximately the same positions in both studies.

Listing and rating of discipline decision criteria.

All of the 18 high school disciplinarians were asked to list those factors which they believed to be important in making a discipline decision and to give the three most important of these factors ratings of 1st, 2nd, and 3rd according to their importance in the decision process. All disciplinarians were encouraged to name as many factors as they could but to rank only the three they thought to be the most important. The final results of this study were compared to these criteria ratings. In this way it was determined whether the disciplinarians were aware of the importance they were placing on certain criteria in their discipline decisions. The criteria listed by the disciplinarians and the ranking of each is shown in Table 5.

Table 5

Discipline Decision Criteria and the Mean Rating of Each

Decision Criteria	Mean Rating on a 5-Centimeter Scale
*1. Nature of the offense committed . . . . .	4.25cm
2. Degree of responsibility of <u>S</u> . . . . .	3.81 "
*3. Past discipline record . . . . .	3.42 "
4. GPA or scholastic rating . . . . .	2.58 "
5. Age . . . . .	2.46 "
6. Student's attitude about the offense . .	2.10 "
7. Maturity level . . . . .	1.94 "
8. Sex . . . . .	1.74 "
9. Personality of the student . . . . .	1.46 "
10. Status in social functions of school . .	1.10 "
11. Principal-student relationship . . . . .	1.08 "
12. Student's present responsibilities . . .	0.97 "
13. Past experiences . . . . .	0.75 "
14. Grade level . . . . .	0.68 "
15. Social context . . . . .	0.55 "
16. Physical size and condition . . . . .	0.45 "
*17. General appearance . . . . .	0.44 "
18. Future plans . . . . .	0.24 "
19. Influence in the community . . . . .	0.21 "
20. Family background . . . . .	0.20 "
21. Personal habits . . . . .	0.10 "

\*Factors being manipulated in this study.

The disciplinarians indicated that the nature of the offense was the most important factor in determining the nature of the punishment given. The degree of responsibility of the offender was second and the past discipline

record of the offender was rated third. Most of the top-ranked factors were either being held constant in this study or were being eliminated by presenting stimuli in the form of photographs. However, they do make some interesting speculation for future studies. Concerning the three independent variables being manipulated in this study, the nature of the offense was rated first, past discipline record was rated third, and general appearance was rated as seventeenth from a list of 21 criteria.

Summary of the discipline data collected. A summary of the discipline problems, techniques, and factors used in making discipline decisions showed that of the 18 high schools surveyed, rowdyism and disrespect were the two most prevalent problems; lecturing and remuneration were the most popular forms of discipline techniques; and the nature of the offense and the degree of responsibility of the student were the most important factors in making discipline decisions. It is of particular interest to note that the category of "disrespect for authority" has made considerable headway since Henning's study was conducted (Henning, 1949). Henning listed disrespect as 17th of 20 possibilities while this study showed disrespect for authority to be the second most prevalent problem among 26 problems listed. However, Henning dealt with a somewhat different population of students than was used in the present study.

## PHASE II: STEP 1

Ratings: Establishing the severity of discipline techniques. The next step in the development of the data collection instrument was to determine the severity of the discipline techniques. The Severity-of-Technique instrument shown in Appendix C was developed from the discipline data collected from the high schools. The instrument was developed with the assistance of a measurement consultant and was submitted for his comment after it was completed. Each of the discipline techniques was rated on a 5-centimeter continuum. The specific groups making the severity and frequency-of-use ratings were high school administrators/disciplinarians enrolled in evening and night classes at the University of Oklahoma, Central State University, and East Central State College.

The 210 participants not only made severity and frequency-of-use ratings of the discipline techniques but were asked to make seriousness-of-problem ratings of the 26 problem categories. All of these ratings were made on different instruments and served to aid in the development of the final data collection instrument used in the experimental study. A flow chart of the data collection procedures used in collecting the three sets of ratings is shown in Figure 2.6.



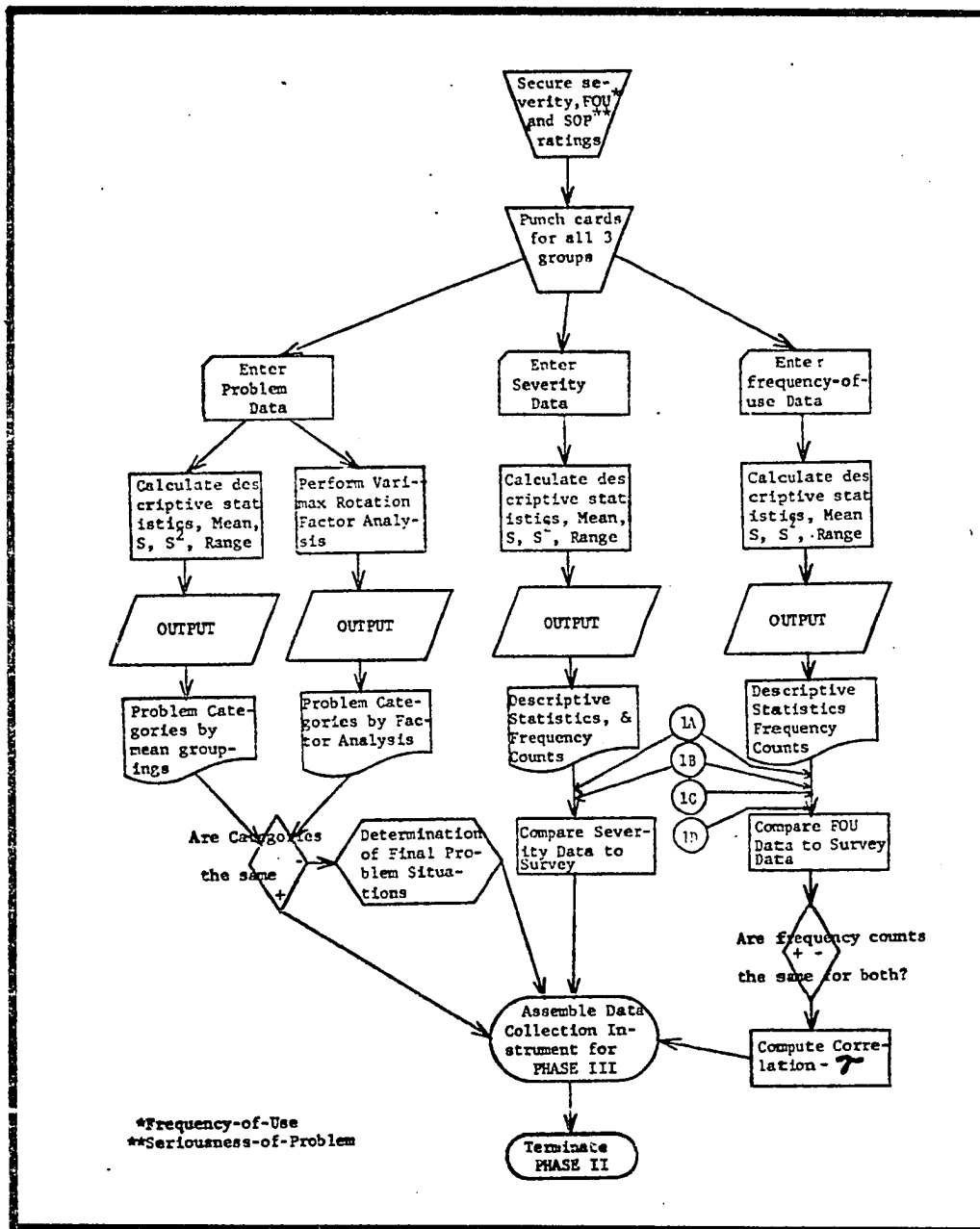


Fig. 2.6. Flow chart of the data collection and analysis procedures followed in securing the ratings of discipline techniques and problems. All three ratings were made at the same time by the same people. The results of the ratings were necessary for the development and scoring of the experimental subjects' instrument

Procedures for collecting severity ratings of techniques. Each participant was given a response sheet and the following directions were read by the investigators:

The sheet I have just given you contains some discipline techniques used by high school disciplinarians in disposing of disciplinary referrals. After each technique I would like for you to rate the severity of the technique as you see it. Make no attempt to equate the discipline technique with an offense of a particular student, simply rank its severity in relationship to the rest of the discipline measures. For example, if you see paddling as a severe punishment give it a rating near the left end of the continuum. If you see paddling as a mild discipline technique give it a rating near the right end of the continuum. Continue rating each technique until you have made an "X" on the continuum after each discipline technique.

After the data were collected, they were entered on IBM cards for further processing. The card format used in entering the data is shown in Appendix I. However the researcher chose not to enter the raw data from the ratings since they could be used only in a secondary way. At the same time, the raw data are available if the researcher who desires a copy is willing to pay for having the cards reproduced from a magnetic tape, and to acknowledge the copyright filed by this researcher.

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 \*The researcher wishes to express his appreciation to the 210 participants, the 11 professors, and the five investigators who furnished the information for PHASE II of this study.

Results of severity ratings of discipline techniques.

The 37 discipline techniques reported by the 18 Oklahoma high schools were rated as to their severity by 210 public school administrators/disciplinarians. The descriptive statistics, mean, standard deviation, and range, were used in assigning values to the discipline-technique recommendations made by the disciplinarians who acted as the experimental subjects.

The primary reason for conducting the survey of the 18 high schools was to obtain a valid sample of the types of problems being experienced by the high schools and the types of control techniques used in correcting them. Prior to collecting these data the researcher could not be sure whether recommended discipline techniques were similar to the actual practices being used in high schools or not.

The results of the descriptive static computations of the severity ratings made of discipline techniques are shown in Table 6. The means, standard deviations, and ranges presented in Table 6 were computed in order for the scoring of the experimental subjects' instruments to be assigned a quantitative value. The mean value of the severity ratings was assigned to the discipline techniques recommended by each of the experimental subjects. The standard deviations of the ratings were carried to three decimal places for purposes of discrimination since the small values, all less than one, made discrimination difficult.

Table 6  
Severity Ratings of Discipline Techniques

Discipline Technique	Mean Values*	Standard Deviation	Range
1. Expel and refer to local authorities . . .	4.61	0.220	1.10
2. Expel with no return privileges . . . . .	4.56	0.248	1.00
3. Refer to local law enforcement agency . . .	4.45	0.022	1.25
4. Temporary expulsion . . . . .	4.25	0.124	1.50
5. Indefinite suspension . . . . .	3.86	0.120	1.35
6. Suspend for a definite period of time . . .	3.46	0.145	0.75
7. Referral to a psychologist(outside sch.).	3.34	0.031	1.25
8. Suspend until certain acts are done . . .	3.33	0.042	1.10
9. Paddling or other corporal punishment . . .	3.10	0.138	1.06
10. Forced participation in physical exer. . .	2.85	0.239	0.80
11. Threaten with words and gestures . . . . .	2.80	0.232	1.20
12. Cut academic grades . . . . .	2.55	0.042	0.50
13. Increase academic workload . . . . .	2.45	0.226	1.11
14. Place on academic probation . . . . .	2.43	0.239	1.15
15. Give bad conduct grade . . . . .	2.43	0.143	0.82
16. Withdraw academic privileges . . . . .	2.33	0.044	0.91
17. Withdraw athletic privileges . . . . .	2.30	0.241	1.23
18. Place on athletic probation . . . . .	2.21	0.229	1.06
19. Withdraw special activities privileges . .	2.20	0.026	0.67
20. Extend time spent at school . . . . .	2.10	0.047	0.85
21. Repayment for damages incurred . . . . .	1.77	0.048	1.00
22. Assign janitorial duties . . . . .	1.75	0.127	1.36
23. Place student in charge of other students	1.75	0.230	1.05
24. Have parents decide punishment . . . . .	1.67	0.244	0.92
25. Forced public confession . . . . .	1.47	0.042	0.85
26. Announce offense publicly . . . . .	1.45	0.130	1.15
27. Punish <u>S</u> in the presence of peers . . . . .	1.45	0.140	1.03
28. Ridicule the student . . . . .	1.34	0.145	1.00
29. Extract promises from the student . . . . .	1.33	0.030	0.69
30. Referral to the school counselor . . . . .	1.30	0.045	0.75
31. Lecture the student . . . . .	1.24	0.221	1.30
32. Have student council decide punishment . .	1.25	0.130	1.14
33. Have student to apologize . . . . .	1.20	0.236	1.20
34. Have student to "think it over" . . . . .	1.20	0.236	1.00
35. Reason with the student . . . . .	1.19	0.149	1.15
36. Appeal to student's best nature . . . . .	1.10	0.221	0.96
37. Ignore offense completely . . . . .	0.80	0.135	1.10

\*Mean values are the average scores of the disciplinarians' ratings on a 5-centimeter continuum.

## PHASE II: Step 2

Establishing the frequency-of-use of discipline techniques. It was necessary to determine the frequency-of-use of the 37 discipline techniques. The investigator used the administrator's frequency-of-use (FOU) ratings in establishing the validity of the measuring instrument. The FOU ratings were compared with the actual usage frequencies recorded during the survey and the validity of the instrument was determined.

The instrument used in making the FOU ratings, shown in Appendix C, was identical to the severity rating instrument except the disciplinarians were asked to rate the frequency of use of the technique instead of the severity. Each discipline technique was followed by a 5-centimeter rating continuum and the participants were asked to make their responses on this continuum. Instructions to respondents were as follows:

The sheet I have just given you contains some discipline techniques used by high school disciplinarians in disposing of disciplinary referrals. After each technique I would like for you to rate the frequency-of-use as you perceive it. This does not mean how often is it used in your school, it means how often do you think it is used in Oklahoma's high schools in general. Mark an "X" toward the end of the continuum which you feel most nearly depicts the frequency-of-use (FOU) of the technique being judged. For instance, if you think that expulsion is hardly ever used in Oklahoma's high schools make an "X" toward the left end of the continuum. If you think that expulsion is used quite a bit in Oklahoma's high schools, make an "X" toward the right end of the continuum.

Continue rating the frequency-of-use of each technique until you have rated all 37 of them.

The subjects used in making the FOU ratings were the same subjects used in making the severity ratings. This was done simply as a matter of convenience to the experimenter.

Results of frequency-of-use ratings. After the participants had rated each of the 37 discipline techniques, a measure was recorded for each rating by measuring the actual distance of the subject's rating mark ("X") from the end of the five-centimeter line. Distances were carried to two decimal places for the mean values and three for the standard deviations. The descriptive statistics resulting from the computations are shown in Table 7.

The discipline technique "Lecture the student" seems to be the most popular in the high schools surveyed. Making the offender pay for damages or replace lost or destroyed property was rated as second and "Extending their time spent at school either by having them come to school early or stay after the other children have gone," was the third most popular technique. Some of the techniques that received the less severe ratings were "Announce the offense publicly," "Cut academic grades," and "Ignore the offense completely."\*

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\*It could be argued that "To ignore the offense completely" is no discipline technique since the disciplinarian is doing nothing to the offender. However, the lack of reinforcement for a disruptive behavior, which in effect is the result, is a theoretically sound corrective technique.

Table 7

## Frequency-of-Use Ratings of Discipline Techniques\*

Discipline Technique	Mean Rating	Standard Deviation	Range
1. Lecture the student . . . . .	4.92	0.135	0.95
2. Forced payment for damages or property . . . . .	3.81	0.221	1.22
3. Extend time spent at school . . . . .	3.77	0.149	1.68
4. Forced apology . . . . .	3.61	0.236	0.85
5. Reason with the student . . . . .	3.60	0.245	1.11
6. Increase the academic work load . . . . .	3.42	0.130	1.06
7. Withdraw special activities privileges . . . . .	3.40	0.221	2.10
8. Withdraw athletic privileges . . . . .	3.39	0.045	3.10
9. Withdraw academic privileges . . . . .	3.36	0.030	0.95
10. Place on academic probation . . . . .	3.27	0.145	1.14
11. Assign janitorial duties around school . . . . .	2.61	0.140	2.15
12. Suspend until certain acts have been done . . . . .	2.43	0.130	1.31
13. Referral to the school counselor . . . . .	2.41	0.042	0.85
14. Ridicule the offender . . . . .	2.15	0.244	0.90
15. Extract promises from the student . . . . .	1.92	0.230	1.10
16. Threaten with words and/or gestures . . . . .	1.90	0.127	1.00
17. Paddling or other corporal punishment . . . . .	1.86	0.048	0.93
18. Referral to a law enforcement agency . . . . .	1.74	0.047	1.15
19. Punish in the presence of peers . . . . .	1.73	0.026	1.20
20. Temporary expulsion . . . . .	1.60	0.229	2.00
21. Referral to a psychologist (Outside the school) . . . . .	1.55	0.241	1.19
22. Expulsion with no return privileges . . . . .	1.55	0.044	1.14
23. Referral to a law enforcement agency . . . . .	1.46	0.143	1.20
24. Appeal to the student's best nature . . . . .	1.45	0.239	0.95
25. Place on athletic probation . . . . .	1.43	0.226	0.80
26. Give bad conduct grades . . . . .	1.35	0.042	1.00
27. Place offender in charge of others . . . . .	1.31	0.232	0.85
28. Suspend for an indefinite period of time . . . . .	1.27	0.239	0.75
29. Suspend for a definite period of time . . . . .	1.18	0.138	1.10
30. Have student council to decide punishment . . . . .	1.11	0.042	1.30
31. Forced participation in physical exercises . . . . .	1.04	0.031	2.10
32. Have parents to decide punishment . . . . .	1.02	0.145	1.03
33. Have S to "think it over" . . . . .	0.95	0.137	0.85
34. Forced public confession . . . . .	0.91	0.451	0.95
35. Announce offense publicly . . . . .	0.88	0.230	0.80
36. Cut academic grades . . . . .	0.82	0.136	1.25
37. Ignore the offense completely . . . . .	0.26	0.140	0.60

\*Ratings were made on a 5-centimeter continuum.

Establishing the Validity of the  
Data Collection Instrument

The 210 administrators/disciplinarians indicated the frequency-of-use of the disciplinary practices on a 5-centimeter continuum. Each rated the techniques as to their frequency-of-use in high schools. These frequency-of-use (FOU) ratings were recorded in an attempt to establish the validity of the data collection instrument. The actual FOU of the discipline techniques was established noting the techniques used in the 18 high schools surveyed. The 18 schools actually use 37 techniques with "lecturing the student" as the most frequently used and "Cutting the student's academic grades" as the least frequently used. The ranks of these frequencies were compared to the rank order given by the 210 disciplinarians enrolled in evening and night classes at OU, Central State University and East Central State College. As expected, the FOU mean ratings of the disciplinarians were not identical to the FOU figures indicated by the survey results. However, a correlation between the ranks of the 37 techniques showed a significant amount of agreement. A Kendall's Tau (Ferguson, 1966) was computed between the two vectors of ranks. The resulting correlation (rank-order) was computed to be ( $\tau = .86$ );  $df = 35$ ;  $P < .001$ . When this figure was converted to  $t$  it became  $t = 10.27$ ;  $df = 35$ ;  $P < .001$ . These results indicated significant agreement



between the discipline techniques recommended for a particular discipline problem and the actual techniques used by disciplinarians in the 18 schools surveyed. Thus the concurrent validity of the data collection instrument was determined to be ( $T = 0.86$ ).

Summary of severity and frequency-of-use ratings of discipline techniques. The researcher asked 210 administrators/disciplinarians to rate the severity and frequency of use of 37 discipline techniques collected in PHASE I of the study. The frequency-of-use (FOU) ratings were compared to the actual frequency data collected from the 18 high schools and the concurrent validity of the participants' ratings was determined to be ( $T = 0.86$ ). The ratings of the 210 disciplinarians were averaged and the mean value recorded for future use as an assigned value for the discipline techniques recommended by the experimental subjects in PHASE III. Without these mean ratings the experimenter would have had no way of determining the severity of the discipline techniques recommended and no quantitative value could have been assigned.

Reliability of instrument. The test-retest reliability of the discipline data was established by administering the instruments to a class of 51 subjects attending East Central State College at Ada. A time lapse of one week was experienced by the participants between administrations. The  $r_{tt}$  was computed to be ( $r_{tt} = 0.82$ ).

## PHASE II: Step 3

Establishing the seriousness of problems reported by the 18 high schools in PHASE I. The survey data from the 18 Oklahoma high schools showed 3,101 discipline problems occurring in these schools from September 1969 to January 1972. The researcher utilized the services of three other investigators to distribute the 3,101 problems into 26 consensual categories. These 26 categories were further reduced to five by performing a factor analysis of the seriousness-of-problem ratings made by 210 disciplinarians/administrators. These were the same subjects used in making the ratings of the discipline techniques.

Collection of seriousness-of-problem ratings. The 210 participants were presented the instrument shown in Appendix D and asked to rate the 26 discipline problem/categories as to their seriousness in their school. All ratings were made on the five-centimeter continuum shown on the instrument.

After the ratings had been completed, the data were coded, punched, and verified on IBM cards. The descriptive statistics of the ratings were computed and the data prepared for further analysis.

The data were analyzed in two ways, they were grouped by their mean/standard deviation values into clusters and they were factor analyzed using a varimax-rotation factor analysis (McNemar, 1948). The means, standard deviations, and ranges of the problems appear in Table 8.

Table 8  
Seriousness-of-Problem Ratings Made by Disciplinarians

Discipline Problem	Mean Rating	Standard Deviation	Range
1. Threatening other students with weapons	4.92	0.236	0.86
2. Using/pushing drugs . . . . .	4.81	0.245	1.00
3. Cheating on exams, lessons, etc. . . .	3.77	0.130	0.65
4. Using vulgar language and gestures . .	3.61	0.045	0.40
5. Petty thievery (School property) . . .	3.60	0.030	0.67
6. Forging Parents name . . . . .	3.42	0.145	1.00
7. Lying about grades and activities . .	3.40	0.140	1.15
8. Petty thievery (Personal property) . .	3.39	0.135	0.90
9. Disorderly conduct in halls and rooms.	3.30	0.042	0.85
10. Disrespect for authority . . . . .	3.27	0.244	1.10
11. Hostility and aggression toward teach..	2.61	0.230	1.20
12. Disruption of classroom climate . . .	2.43	0.127	0.85
13. Hazing of other students . . . . .	2.41	0.048	0.62
14. Hostility and aggression toward peers .	2.36	0.047	0.47
15. Bad behavior in transit (on bus, etc).	2.34	0.026	0.89
16. Smoking on school premises . . . . .	2.15	0.130	1.21
17. Changing report card or lessons . . .	2.10	0.241	1.45
18. Illegal driving of vehicle on school premises . . . . .	2.04	0.143	2.13
19. Failure to pay fines, bills, or fees . .	1.92	0.239	1.79
20. Improper dress . . . . .	1.86	0.226	1.85
21. Failure to get hair cut . . . . .	1.74	0.042	0.82
22. violation of school rules and codes . .	1.73	0.232	1.14
23. Truancy . . . . .	1.27	0.239	1.23
24. Cutting class . . . . .	1.18	0.138	1.14
25. Performing inferior school work . . .	1.11	0.047	0.89
26. Letting outside responsibilities interfere with school work . . . . .	1.04	0.042	2.11

\*Ratings were made on a 5-centimeter continuum

The first analysis done of the seriousness-of-problem ratings was accomplished by comparing the descriptive statistics of each. The second analysis was the factor analysis performed on the SOP ratings.

It was necessary to reduce the number of discipline categories in order to develop offense situations for the data collection instrument used in PHASE III.

Underlying factors determined by descriptive statistics of seriousness ratings. The disciplinarian's ratings of the seriousness of discipline problems were analyzed according to their mean and standard deviation values. This procedure showed five (5) groups of problems. Each of these was considered in the following sections.

The first cluster was composed of the first two techniques. The most serious of the two was "Threatening other students with weapons" and the least serious was "Using or pushing drugs". These two problems seemed to have the commonality of Civil-Law Offenses.

The second cluster was composed of the next six (6) problems reported. The most serious was "Cheating on exams, lessons, term papers, etc." and the least serious was "Petty thievery of personal property". This cluster of problems appears to have the underlying factor of Moral Offenses and Petty Crimes. Although these two types of problems may need to be placed in separate categories, the mean values of the administrator's ratings would not merit such a move.

The third cluster was composed of the next seven (7) problems. The most serious of the problems was perceived to be "Disorderly conduct in the hallways and classrooms" and the least serious problem in the category was perceived to be "Bad behavior while getting to and from school".

(This category also contained offenses committed on school buses traveling to and from school.) This category seems to have the commonality of Aggression Toward and Disrespect for Others. All problems reported in this category seem to fit well into the paradigm selected. The problems listed are in almost the exact order you would expect from the administrator's/disciplinarian's ratings. They all regard disorderly conduct in the hallways and classrooms as a more serious problem than "Hostility toward teachers" or "Hostility toward peers".

The fourth cluster was composed of the next seven (7) discipline problems reported by the 18 Oklahoma high schools. The most serious problem was regarded as "Smoking on the school premises" and the least serious was reported to be "The violation of school rules and codes". It was very difficult to identify a commonality among the problems reported in their category. The only thing the researcher was able to identify was the Violation of Conduct and Dress Codes. The student's failure to get his hair cut was not regarded as a serious problem but disciplinarians may have avoided this problem as much as possible.

The fifth and final cluster of problems was composed of the final four (4) reported. "Truancy" was regarded as the most serious and "Letting outside responsibilities interfere with school work" was considered to be the least

serious. This was the most ill-defined of the five clusters. The first two problems seem to belong together but the last two are not nearly the same. A commonality of Lethargy and/or Disinterest was attributed to this group of problems. The final results of the categorization process are shown in Table 9.

TABLE 9

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UNDERLYING FACTORS OF THE 26 DISCIPLINE PROBLEMS

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Category	Underlying Factor
Category I:	CIVIL-LAW OFFENSES TOO SERIOUS FOR THE SCHOOL TO HANDLE
Category II:	MORAL OFFENSES AND PETTY CRIMES
Category III:	AGGRESSION TOWARD AND DISRESPECT FOR OTHERS
Category IV:	VIOLATION OF SCHOOL CONDUCT AND DRESS CODES
Category V:	LETHARGY AND/OR DISINTEREST IN SCHOOL

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After the data used in determining the categories shown in Table 9 above had been properly processed, they were entered on IBM cards and submitted to a factor analysis program. The researcher was interested in the comparison of the factors isolated by each of the techniques. The results of the factor analysis are presented in Table 10. The information shown is the variables, factor loadings, commonalities ( $h^2$ ), and the percentage of variance accounted for by each additional variable.

Table 10  
Principal Factor Patterns of Discipline Problems\*

Discipline Problems	Factors					
	I	II	III	IV	V	VI
2	957	467				
1	766	426				376
6	679		313			305
3	649		431	311		
4	633		463			
12	618					
7	591		413			
11	586			345		
20	552				388	
16	536				436	
5	516		540			
8	498	315				
9	492			445		434
19	481				423	
24	463					415
10	462			322		
17	453			420	614	
22	446				303	
26	424					311
18	418		308	357	420	
21	411					
23	407	375				362
14	403			386		
15	402	322		342		
13	397					
25	386					352

\*Only loadings greater than .300 (Kiaser, 1958) were included and the decimal points were dropped.

The correlation matrix of the 26 discipline problems is shown in Appendix J along with latent roots and the cumulative percent of trace accounted for by each of the variables.

Results of the factor analysis of seriousness-of-problem ratings. The factor analysis of the seriousness of problem ratings resulted in the factor loadings presented in Table 10. For the sake of simplicity, only those loadings of .300 were included and the decimal points were omitted. The latent roots, percent of cumulative trace accounted for, and the factor loadings are presented in Appendix J along with the intercorrelation matrix of the 26 discipline problems.

The factor analysis program identified six (6) underlying factors. However, it can be easily seen from the factor loadings in Table 10 and the percent of cumulative variance accounted for in Table 18 that there was one very strong variable which predominated all the others and ran through all the discipline problems. This factor, Factor I, was interpreted to be the pervasiveness of the offense situations observed. For the lack of a better word, the researcher chose to call this variable "Tort." This factor alone accounted for 44.71 percent of the total variance, but it did nothing to reduce the number of discipline problems since it was common to all of them.

The loadings of Factor II were compared to the first factor isolated by comparing the means of the SOP ratings. Discipline problems number one and two both had a high factor loading but so did problems numbered 8, 23, and 15. Since the researcher could find no commonality among these



five problems, the decision as to the first factor was left to a statistician/disciplinarian\* consultant.

The loadings of Factor III appeared on the problems numbered 3, 4, 5, 6, 7, and 18. With the exception of problem number 18, these were the identical factors isolated by mean groupings. Therefore, the researcher concluded that this factor was well supported.

The loadings of Factor IV showed support for five of the seven choices made for the next category by clustering the means. But, loadings were also shown on problems numbered 3, 17, and 18 which were not included in the category chosen by the first technique. From these loadings the researcher concluded that the category was supported but too narrow in its scope of problems covered.

Factor V loadings supported all the problems in the next category except number 21, "Failure to get hair cut." This category was well supported by the factor analysis.

Factor VI, the last factor, had loadings on problems numbered 1, 6, 9, 21, 22, 24, and 25. From these loadings, the researcher could not justify the category chosen by the mean values. Even though two of the four problems in the category had significant loadings, the other significant loadings were too diverse in nature to merit their being grouped together.

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\*The researcher wishes to thank Dr. Dan Pursuit, from the UCLA computer center for his assistance with the analyses.

## PHASE III: Step 1

Selection of stimulus offense situations to be used. Stimulus offense situations were selected for each of the five problem categories located by the factor analysis of the discipline problems. Several situations were selected for each category from among the 3,101 actual problems reported by the high schools participating in the original survey. The panel of discipline experts made the final selections for each category. The selected stimulus situations suggested for each category are shown in Table 11.

Three methods were used to determine the problem most appropriate to the category. First, the researcher took the problem whose mean rating was nearest the center of the discipline category. These were compared to the problems chosen by discipline experts as being most representative of each category. Next, the researcher compared these two groups of problems to the problems occurring the most frequently in each category as reported by the 18 high schools in the survey. The final choice is designated by the asterisk in Table 11.

Table 11

## FIVE PROBLEM CATEGORIES AND THE STIMULUS OFFENSE SITUATIONS

Problem Category	Stimulus Offense Situations
<u>CATEGORY I</u>	1. Threatened another student with a knife 2. Had amphetamines in his possession *3. Caught smoking marihuana in the gym. 4. Caught sniffing glue 5. Caught pushing Bennies
<u>CATEGORY II</u>	1. Caught cheating on a final exam 2. Cursed another student 3. Wrote vulgar graphics about a teacher 4. Stole money from another student *5. Forged parent's name to grade cards 6. Stole equipment from the science lab. 7. Made vulgar gestures at other students
<u>CATEGORY III</u>	1. Got in a fight in the hallway *2. Got in an argument and shoved a teacher 3. Refused to obey a teacher 4. Gave all the teachers a lot of mouth *5. Shoved another student's chair over, with him in it 6. Started a fight on the bus 7. Refused to obey the bus driver 8. Tore another student's shirt off 9. Made vulgar gestures at a teacher
<u>CATEGORY IV</u>	1. Caught smoking on the school premises 2. Drove a car during a prohibited time 3. Refused to pay typing fees 4. " " " laboratory fees 5. " " " library fines 6. " " " School lunch bill *7. " " get his hair cut or shave 8. Failed to wear his shirt or socks
<u>CATEGORY V</u>	1. Continually truant *2. Left school without permission 3. Cut class 4. Pretended to be sick and left class 5. Part-time job cut in on class time 6. Got married and dropped out of school 7. Got married and got pregnant; had to drop out of school 8. Went to work to support self and family 9. Marital problems caused study problems and grade decrease

\*Indicates the offense chosen by the panel of discipline experts to be used on the data collection instrument.

## PHASE III: Step 2

Development of stimulus photographs. Stimulus photographs were used in presenting the different variations of physical appearance. These photographs were prepared at the same time the discipline data were being collected from the 18 high schools.

The two categories of physical appearance required two distinct types of photographs. The subjects who appeared in the good-physical-appearance categories were shown as well-groomed individuals with relatively short hair and little or no facial hair (See Appendix E). The subjects shown in the bad-physical-appearance categories appeared as "hippy-types" with long hair, beards, sideburns, and moustaches. In order to minimize other differences in individual offenders, the same subjects were used for all categories. That is, the bad-physical-appearance offenders were really the good-physical-appearance offenders wearing wigs, beards, moustaches, and other appropriate hair pieces. All photographs were completed at one sitting since the artificial hair pieces were easily applied and removed. Actually, the only differences in the "good" and "bad" appearance groups was the length and style of head and facial hair. For this reason if the experimental subjects recommended different discipline techniques for an offender when the type-of-offense committed and past discipline record were held constant, the difference was

attributed directly to the variation in the offender's appearance.

All independent variables relevant to changes in the photographic process were closely controlled. Such factors as lighting, subject's posture, facial expressions, type of camera lens, type of film, camera angle, exposure time, developer, development time, and type of print paper were the same for all photographs. All stimulus pictures were printed on 2" x 3" mat-finish print paper to give them the appearance of "school pictures". The final good-appearance and bad-appearance photographs used on the data collection instrument are shown in Appendix E.

### PHASE III: Step 3

Development of final data collection instrument. The final data collection instrument was assembled after all preliminary steps had been taken. A small photograph of the student offender's face and upper bust was placed at the top of a sheet of plain bond paper while the necessary instructions and subject response blanks were printed on the remainder of the sheet.

The number of discipline referrals, appearance, and types of offenses were continually changed from one situation to the next. The type of offense committed was rotated via a Latin squares rotation (Winer, 1962) in order to control for any effect that might occur as the result of presenting one type of offense in the same position every time.

## PHASE III: Step 4

Choice of experimental groups. The next step of the pre-experimental procedures was to select the subjects who were to make the discipline recommendations in the study. The population used for selecting the sample was composed of all high school disciplinarians in the State of Oklahoma. The researcher stratified the population along three different lines. These were; (1) Racial--Black or white, (2) Geographical location--urban or rural and (3) Size--4A, 3A, 2A, A, B, and C.

Using this stratified population, the researcher chose 20 groups of subjects with six (6) subjects in each group (See Step 4a). The groups selected were as follows:

Groups 1, 2, 3, 4, and 5	These five groups saw only photographs of student offenders who were considered to be of <u>good appearance</u> , good past discipline record, and under all five of the offense situations.
Groups 6, 7, 8, 9, and 10	These five groups (6-10) were shown instruments of good appearance, bad past discipline record, and under all five of the offense situations.
Groups 11, 12, 13, 14, and 15	These five groups (11-15) were shown instruments of bad appearance, good past discipline record, and under all five of the offense situations.
Groups 16, 17, 18, 19, and 20	These five groups (16-20) were shown instruments of bad appearance, bad past discipline record, and under all five of the offense situations.

The computation of the number of subjects needed in the cells of the three-way ANOVA is presented in Step 4a.

Step 4a; Computation of the number of subjects needed per cell. The exact number of subjects needed for the study was computed by using a technique suggested by Hays (1964). The computations required the investigator to decide the amount of "true difference" in standard-deviation units he wanted to detect and at which level of power he wanted to make the detections. The final number computations were made in order to meet the following requirements: (1) A detection of "true" differences among group means as small as one-fourth ( $\frac{1}{4}$ ) standard deviation. (2) This detection must be made at least 95 percent of the time (The power of detection was established at 95%).

The necessary information was substituted into the computation formula and the number of subjects per cell was determined. In order to make the necessary computations, the standard deviation of the test had to be determined, i.e. The mean and standard deviation (s.d.) of the discipline techniques. These were computed to be as follows:

-----  
Mean ( $\bar{X}$ ) = 2.1720 Centimeters  
Standard Deviation (sd) = 0.8631 Centimeters  
-----

The number of subjects per cell needed to meet the two criteria stated was six (6). With a total of 20 experimental groups, this was computed to be 120 subjects for the entire experimental sample. The formation of the 20 experimental groups is shown in Figure 2.10.

A crossbreak presentation of the three independent variables being manipulated showed a 2 x 2 x 5 paradigm composed of 20 groups of subjects. Each group was classified three different ways; (1) By physical appearance, (2) By past discipline record, and (3) By type of offense committed. The crossbreak paradigm is presented in Figure 2.10.

		APPEARANCE (A)			
		Good App.		Bad App.	
		Discipline Record (B)		Discipline Record(B)	
		Good	Bad	Good	Bad
TYPE-OF-OFFENSE	No. 1	A <sub>1</sub> B <sub>1</sub> C <sub>1</sub>	A <sub>1</sub> B <sub>2</sub> C <sub>1</sub>	A <sub>2</sub> B <sub>1</sub> C <sub>1</sub>	A <sub>2</sub> B <sub>2</sub> C <sub>1</sub>
	No. 2	A <sub>1</sub> B <sub>1</sub> C <sub>2</sub>	A <sub>1</sub> B <sub>2</sub> C <sub>2</sub>	A <sub>2</sub> B <sub>1</sub> C <sub>2</sub>	A <sub>2</sub> B <sub>2</sub> C <sub>2</sub>
	No. 3	A <sub>1</sub> B <sub>1</sub> C <sub>3</sub>	A <sub>1</sub> B <sub>2</sub> C <sub>3</sub>	A <sub>2</sub> B <sub>1</sub> C <sub>3</sub>	A <sub>2</sub> B <sub>2</sub> C <sub>3</sub>
	No. 4	A <sub>1</sub> B <sub>1</sub> C <sub>4</sub>	A <sub>1</sub> B <sub>2</sub> C <sub>4</sub>	A <sub>2</sub> B <sub>1</sub> C <sub>4</sub>	A <sub>2</sub> B <sub>2</sub> C <sub>4</sub>
	No. 5	A <sub>1</sub> B <sub>1</sub> C <sub>5</sub>	A <sub>1</sub> B <sub>2</sub> C <sub>5</sub>	A <sub>2</sub> B <sub>1</sub> C <sub>5</sub>	A <sub>2</sub> B <sub>2</sub> C <sub>5</sub>

Fig. 2.10. A crossbreak presentation of the 20 experimental groups used in collecting the experimental data. Each group is categorized by three independent variables; (1) appearance (A<sub>1</sub> and A<sub>2</sub>), (2) Past discipline record (B<sub>1</sub> and B<sub>2</sub>), and (3) Type-of-offense committed (C<sub>1</sub>, C<sub>2</sub>, C<sub>3</sub>, C<sub>4</sub>, and C<sub>5</sub>).

The disciplinarians chosen for the study were stratified-randomly chosen from all public school disciplinarians in Oklahoma's high schools. Ss chosen were contacted and asked to participate. If they agreed to participate they were sent the letter shown in Appendix G. If the S



refused to participate, another subject was chosen. A total of 142 Ss were chosen before the 120 needed for the study were obtained.

### PHASE III: Step 5

Choice of statistical tests. The analyses of the data involved several statistical tests. The tests performed on the survey and experimental data are shown in Figure 2.11.

Source of Data	Statistical Tests Used
Survey Data from 18 Schools	Descriptive Statistics, Frequency counts, Chi Square, and Percentages
Severity Ratings of Techniques	Descriptive Statistics
Frequency-of-Use Ratings	Descriptive Statistics and Kendall's Tau for establishing validity
Seriousness-of-Problem Ratings	Descriptive Statistics and Factor Analysis
Experimental Data	Descriptive Statistics, F-Maximum Test for homogeneity of variance, 3-way ANOVA, Newman-Keuls Test for differences in mean ranges, Pearson's Product-Moment Correlation

Fig. 2.11. Statistical Tests used in data analysis.

### PHASE III: Step 6

Data collection procedures. Twenty trained investigators collected the data from the 120 Ss used in the study. Each S was also asked to complete an Awareness-of-Experiment instrument at the same time. (See Appendix H)

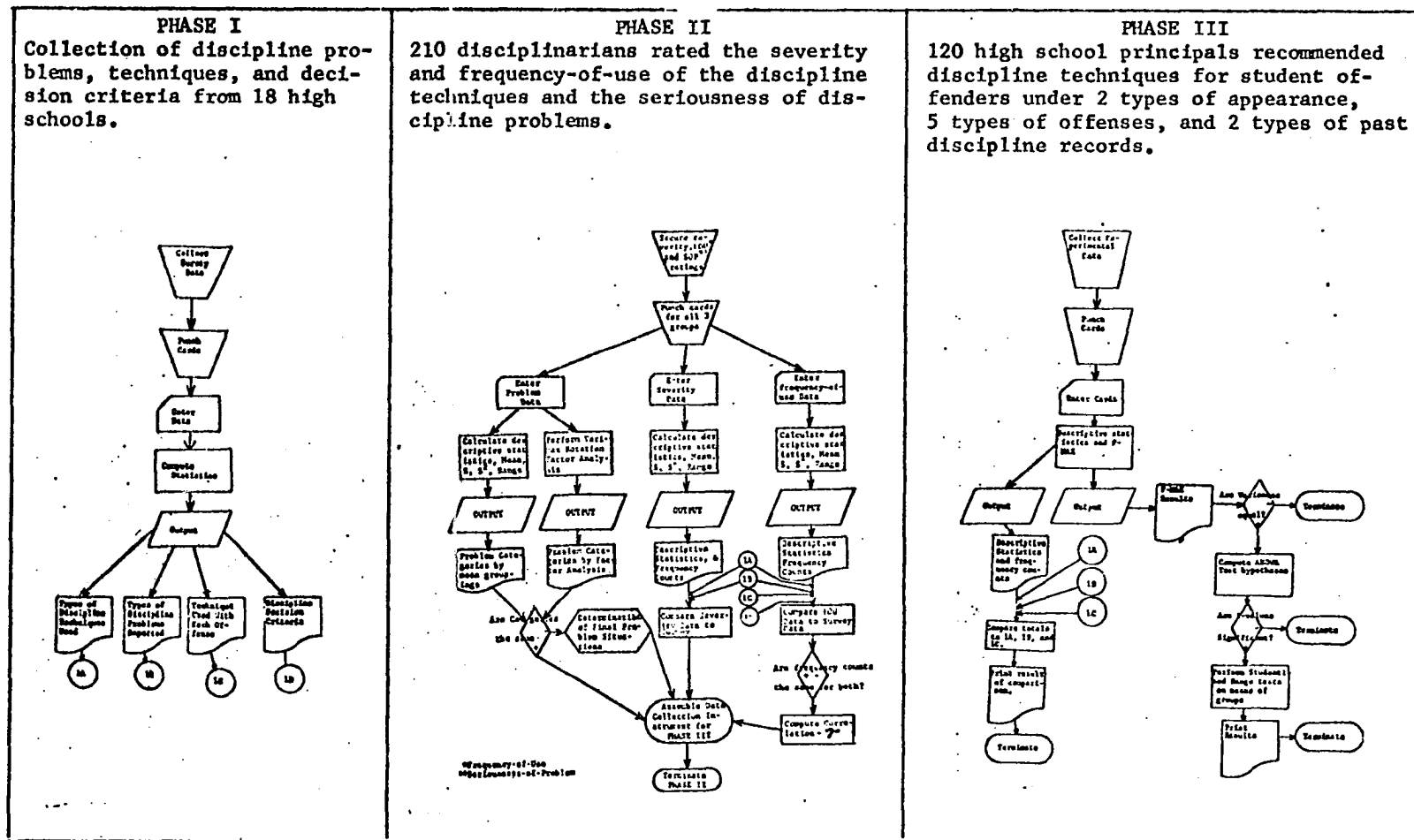


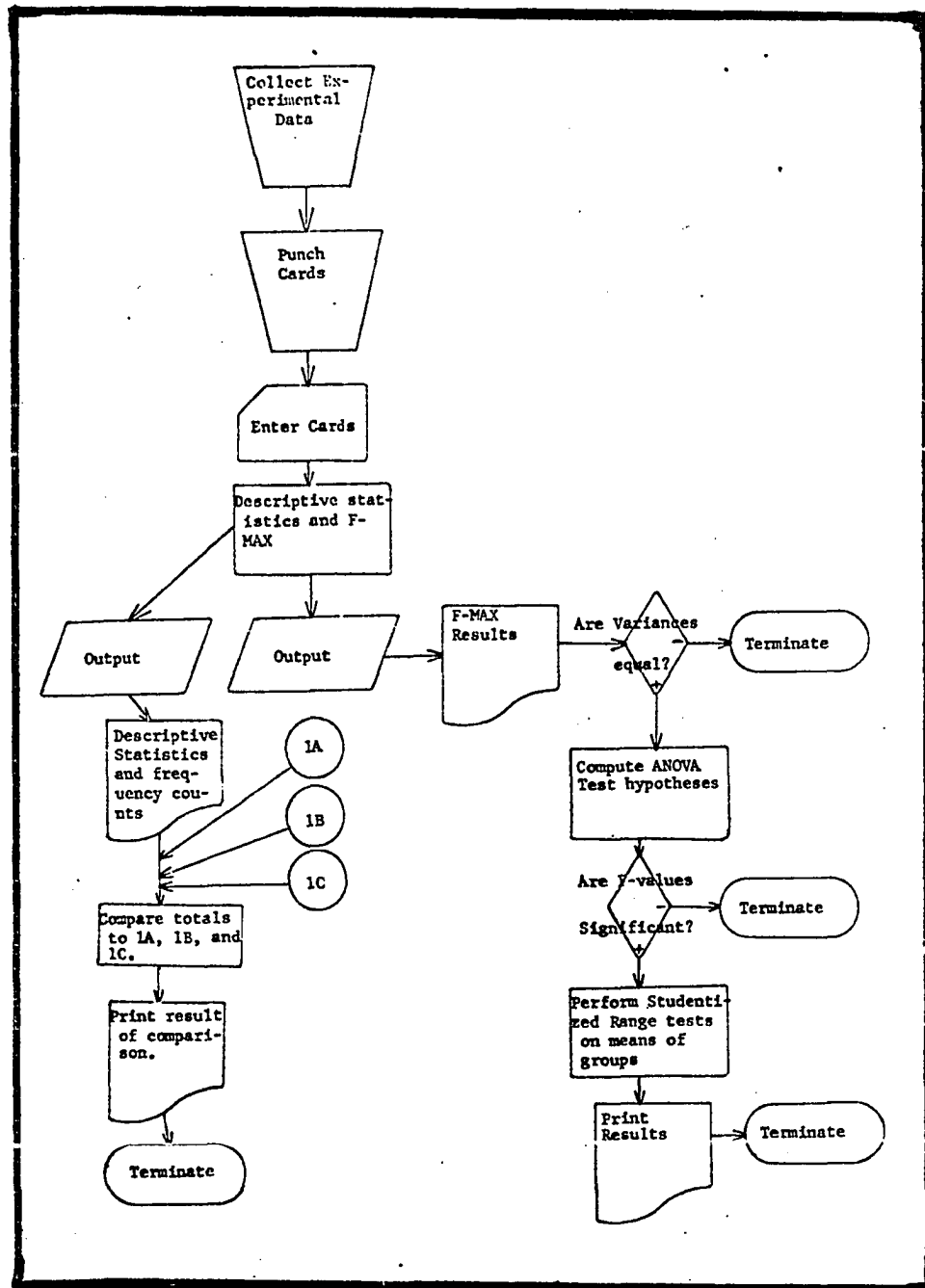
Fig. 2.12. Flow charts of the three areas of data collection and analyses in all three phases of the study. PHASE I: Was concerned primarily with collecting the discipline problems and techniques used by high school disciplinarians and in collecting the criteria they used to make their discipline decisions. PHASE II was concerned with having 210 disciplinarians rate the severity, and frequency of use of the techniques and to rate the seriousness of the discipline problems. PHASE III was concerned with the collection of recommended discipline techniques for 120 high school disciplinarians.

## CHAPTER III

### RESULTS

The severity ratings of discipline techniques recommended for student offenders by 120 Oklahoma high school disciplinarians were compared in determining the effect of physical appearance, past discipline record, and type of offense on the disciplinarian's decision process. The two types of past discipline records, two types of appearance and five types of offense situations were presented to the 20 (2 x 5 x 2) different groups using a Latin squares design. The Ss were asked to make their discipline recommendations from the information given and to rate the appropriateness of the suggested technique. Numerical values were assigned to the recommended techniques by using the severity ratings made by 210 disciplinarians in PHASE II of the thirty-seven discipline techniques reported by 18 Oklahoma high schools in PHASE I of the study.

A three-way analysis of variance was used to test seven hypotheses which were based on Cognitive Balance Theory as proposed by Heider (1944, 1946, & 1958) and generalized by Cartwright and Harary (1956). A flow chart of the data collection and analyses procedures for the experimental subjects is shown in Figure 3.1.



**Fig. 3.1.** Flow chart of data collection and analysis procedures used with experimental subjects. The off-line input indicated by sources 1A, 1B, and 1C is the result of the survey data collected from the 18 high schools. The results of the survey served as a validation check on the experimental subject's responses.

Experimental data. The raw data collected from the experimental subjects are shown in Appendix I. The descriptive statistics for each of the groups and the row and column totals are presented in Tables 12 and 13.

Preliminary statistical tests performed. Prior to testing the seven (7) hypotheses, several statistical manipulations were performed on the data collected. The descriptive statistics computed for each group were the mean ( $\bar{X}$ ), standard deviation (S), and variance ( $S^2$ ). It was also necessary to compare the variances of the various groups to determine their suitability for comparisons within a 3-way Analysis of Variances (Hays, 1964). The F-Maximum Test for Homogeneity of Variances was performed on the variances of the experimental groups (Brunig & Kintz, 1968).

The  $F_{\max}$ . for the 20 groups of subjects showed an  $F$  value of  $F = 221.75, df = 5/5, p < .001$ . A further check of the three main effects to be tested showed that two of the main effects were homogenous but the third was not. The values computed for the main effects were as follows: ( $F_A = 3.19, df = 59/59, p < .01$ ), ( $F_B = 1.05, df = 59/59, p > .05$ ), and ( $F_C = 1.80, df = 23/23, p > .05$ ). This led the researcher to conclude that the differences among the variances was primarily a function of the group size ( $n = 6$ ), the limited choice of discipline techniques, and the restrictions of choice dictated by the student offense situations.

Table 12

Means, Standard Deviations, and Variances  
of the Twenty Groups of Subjects (n=6)

	$A_1^a$		$A_2^b$		
	$B_{11}^c$	$B_{12}^d$	$B_{21}^e$	$B_{22}^f$	
	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$	$\bar{X}$
$C_1^g$	$\bar{X} = 2.73$	$\bar{X} = 3.72$	$\bar{X} = 4.49$	$\bar{X} = 4.58$	$\bar{X} = 3.88$
	$S = 1.27$	$S = 1.09$	$S = 0.14$	$S = 0.07$	$S = 1.13$
	$S^2 = 1.60$	$S^2 = 1.18$	$S^2 = 0.02$	$S^2 = 0.004$	$S^2 = 1.06$
$C_2^g$	$\bar{X} = 2.03$	$\bar{X} = 2.45$	$\bar{X} = 3.49$	$\bar{X} = 4.22$	$\bar{X} = 3.05$
	$S = 0.74$	$S = 0.86$	$S = 0.31$	$S = 0.57$	$S = 1.05$
	$S^2 = 0.55$	$S^2 = 0.74$	$S^2 = 0.10$	$S^2 = 0.33$	$S^2 = 1.10$
$C_3^g$	$\bar{X} = 1.90$	$\bar{X} = 2.53$	$\bar{X} = 3.67$	$\bar{X} = 4.33$	$\bar{X} = 3.29$
	$S = 0.84$	$S = 0.77$	$S = 0.41$	$S = 0.27$	$S = 0.92$
	$S^2 = 0.70$	$S^2 = 0.60$	$S^2 = 0.16$	$S^2 = 0.07$	$S^2 = 0.85$
$C_4^g$	$\bar{X} = 1.12$	$\bar{X} = 1.58$	$\bar{X} = 3.26$	$\bar{X} = 3.80$	$\bar{X} = 2.44$
	$S = 0.17$	$S = 0.62$	$S = 0.23$	$S = 0.45$	$S = 1.18$
	$S^2 = 0.03$	$S^2 = 0.39$	$S^2 = 0.05$	$S^2 = 0.21$	$S^2 = 1.40$
$C_5^g$	$\bar{X} = 1.07$	$\bar{X} = 1.61$	$\bar{X} = 2.68$	$\bar{X} = 3.63$	$\bar{X} = 2.25$
	$S = 0.22$	$S = 0.64$	$S = 0.94$	$S = 1.17$	$S = 1.23$
	$S^2 = 0.05$	$S^2 = 0.40$	$S^2 = 0.89$	$S^2 = 1.36$	$S^2 = 1.53$

a-Good Appearance

b-Bad Appearance

c-Good Past Discipline Record/Good Appearance

d-Bad Past Discipline Record/Good Appearance

e-Good Past Discipline Record/Bad Appearance

f-Bad Past Discipline Record/Bad Appearance

g-Type of Problem Conditions

Table 13

Means, Standard Deviations, and Variances of Good  
and Bad Appearance Groups and Good and  
Bad Past-Discipline-Record Groups

Group	Mean	Standard Deviation	Variance
Good Appearance/Good Past Discipline Record	1.77	0.93	0.86
Good Appearance/Bad Past Discipline Record	2.38	1.08	1.67
Bad Appearance/Good Past Discipline Record	3.52	0.74	0.55
Bad Appearance/Bad Past Discipline Record	4.26	0.36	0.13
Good Past Discipline Record	2.64	1.21	1.47
Bad Past Discipline Record	3.32	1.18	1.40
Good Appearance	2.07	1.05	1.11
Bad Appearance	3.89	0.59	0.35
-----			
Statistics for All Subjects	2.98	1.24	1.55

The researcher continued with the analyses despite the lack of homogeneity of the group variances since the equality of numbers within the subgroups of an ANOVA cause it to be robust to the "equal variances" assumption (Hays, 1964).

#### Results of Testing Hypotheses One Through Seven

All seven of the hypotheses stated were tested with one computation of the three-way ANOVA. (See Table 14)

Table 14

Analysis of Variance of the Effects of Appearance,  
Type-of-Offense, and Past Discipline Record  
on the Discipline Techniques Recommended

Source	df	MS	F	p
Appearance (A)	1	98.75	47.41	$< .0001$
Type-of-Offense (B)	4	13.66	6.56	$< .001$
Past Dis. Record (C)	1	10.42	5.01	$< .05$
A X B	4	0.79	0.38	ns*
A X C	1	0.13	0.06	ns
B X C	4	0.54	0.26	ns
A X B X C	4	1.69	0.81	ns
Error	100	2.08		

\*Not significant at the .05 level

Each of the seven hypotheses tested in the computations of the 3-way ANOVA is expanded below.

Results of testing hypothesis one. The null hypothesis tested in proposition number one was as follows:

There is no difference in the mean severity ratings of discipline techniques recommended for the good- and bad-appearance groups.

The results of the ANOVA showed a highly significant difference between the means of the two appearance groups ( $F = 47.41$ ,  $df = 1/100$ ,  $p < .0001$ ). The mean of the good-appearance group was 2.071 while the mean of the bad-appearance group was 3.89. This result indicated that the disciplinarians recommended much more severe discipline techniques for the bad-appearance group than for the good-appearance group.



Results of testing hypothesis two. The null hypothesis tested in proposition number two was as follows:

There is no difference in the mean severity ratings of the discipline techniques recommended for the five different type-of-offense groups.

The ANOVA results showed that the differences among the means of the five groups were significant ( $F = 6.56$ ,  $df = 4/100$ ,  $p < .001$ ). The mean rating of group  $C_1$ , subjects who were "caught smoking marihuana in the gymnasium" received the most severe discipline recommendations. Group  $C_2$ , subjects who had "forged their parent's name to report cards", had a mean severity rating of 3.05, the third most severe. Group  $C_3$ , subjects who "got in an argument with a teacher and shoved him", had a mean severity rating of 3.29, the second most severe. It had been anticipated that the five discipline problems would be ranked in the order presented, but the 120 high school disciplinarians apparently perceived the offense in  $C_3$  to be more severe than the offense in  $C_2$  and the mean ratings of the discipline techniques recommended for the subjects in these groups switched positions. Group  $C_4$ , subjects who had "refused to get their hair cut", had received a mean severity rating of 2.44, which was the fourth most severe of the five means. Group  $C_5$ , the offenders who had "left school without permission", received the least severe punishment recommendations of all groups. The mean severity ratings for this group were computed to

be 2.25.

In order to locate the specific differences among the mean values of the five type-of-offense groups, a Newman-Keuls Test (Kirk, 1968) was performed on the mean ratings of each. The results of this test are presented in Table 15.

Table 15

Summary Table for Newman-Keuls Test Among  
the Mean Ratings of the Five Different  
Type-of-Offense Groups

	$\bar{X}_5$	$\bar{X}_4$	$\bar{X}_2$	$\bar{X}_3$	$\bar{X}_1$
$\bar{X}_5 = 2.246$	--	0.59*	0.83*	1.44**	1.63***
$\bar{X}_4 = 2.440$		--	0.24	0.85*	1.04**
$\bar{X}_2 = 3.046$			--	0.61*	0.80*
$\bar{X}_3 = 3.289$				--	0.19
$\bar{X}_1 = 3.879$					--

MS Error = 2.080

\*p < .05

\*\*p < .01

\*\*\*p < .001

The results shown in Table 15 indicate that the mean of Group 1 is significantly larger than the means of Groups 5, 4, and 2. The mean of Group 3 is significantly larger than the means of Groups 5, 4, and 2. The mean of Group 2 is significantly larger than the mean of Group 5. Finally, the mean of Group 4 is significantly larger than the mean of

Group 5. The researcher concluded that the most severe discipline techniques were recommended for Group 1, those students who were "caught smoking marihuana in the gymnasium", and the least severe discipline techniques were recommended for Group 5, offenders who had "left school without permission".

Results of testing hypothesis three. The null hypothesis tested in proposition number one was as follows:

There is no difference in the mean severity ratings of discipline techniques recommended for the good and bad past-discipline record groups.

The results of the ANOVA showed a significant difference between the mean values of the two past-discipline-record groups ( $F = 5.01$ ,  $df = 1/100$ ,  $p < .05$ ). The mean of the good past-discipline-record group, 2.64 centimeters, was significantly smaller than the mean value of the bad past-discipline-record group, 3.32 centimeters. These results indicated that the disciplinarians recommended significantly more severe discipline techniques for the offenders with bad past discipline records than they did for those who had good past discipline records.

Results of testing hypothesis four. The null hypothesis tested in proposition number four was as follows:

There is no interaction between the two independent variables of Appearance (A) and Type-of-Offense (B) as reflected in the severity ratings of discipline techniques recommended for the different groups of student offenders

The results of the three-way ANOVA showed that there was no interaction between the two variables (A X B) since the F value was not significant ( $F = 0.061$ ,  $df = 1/100$ ,  $p > .05$ ). A graph of the interaction of these two variables is shown in Figure 3.2.

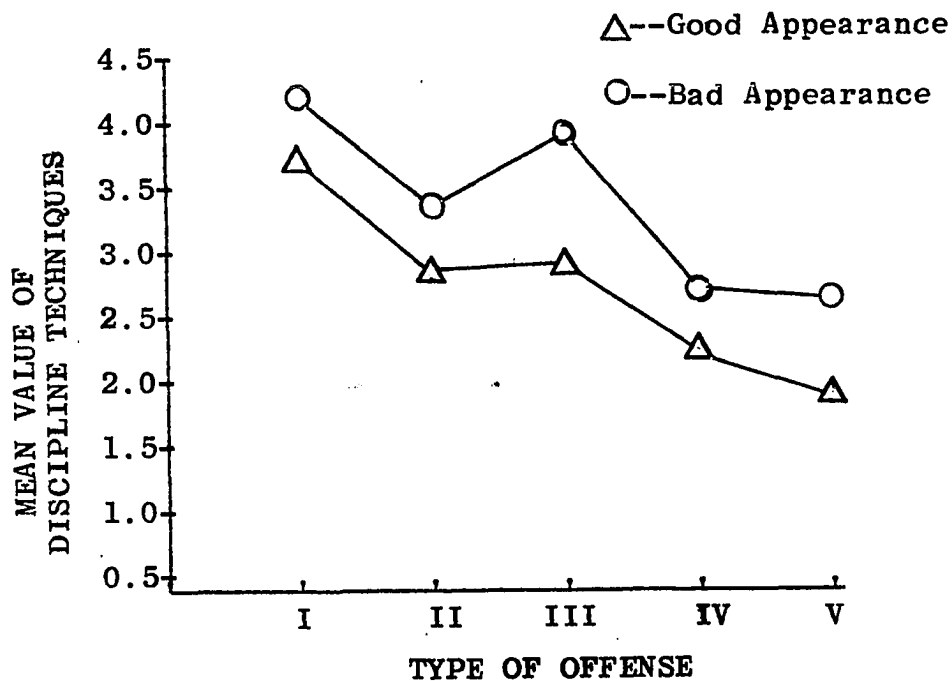


Fig. 3.2. Interaction of the two independent variables of Physical Appearance (A) and Type of Offense (B).

Results of testing hypothesis five. The null hypothesis tested in proposition number five was as follows:

There is no interaction between the two independent variables of Appearance (A) and Past Discipline Record (C) as reflected in severity ratings of discipline techniques recommended for the different groups of student offenders

The non-significant F value seen in Table 16 indicated that there was no interaction between the two independent

variables ( $F = 0.38$ ,  $df = 1/100$ ,  $p < .05$ ). A graph of the interaction between these two variables is shown in Figure 3.3.

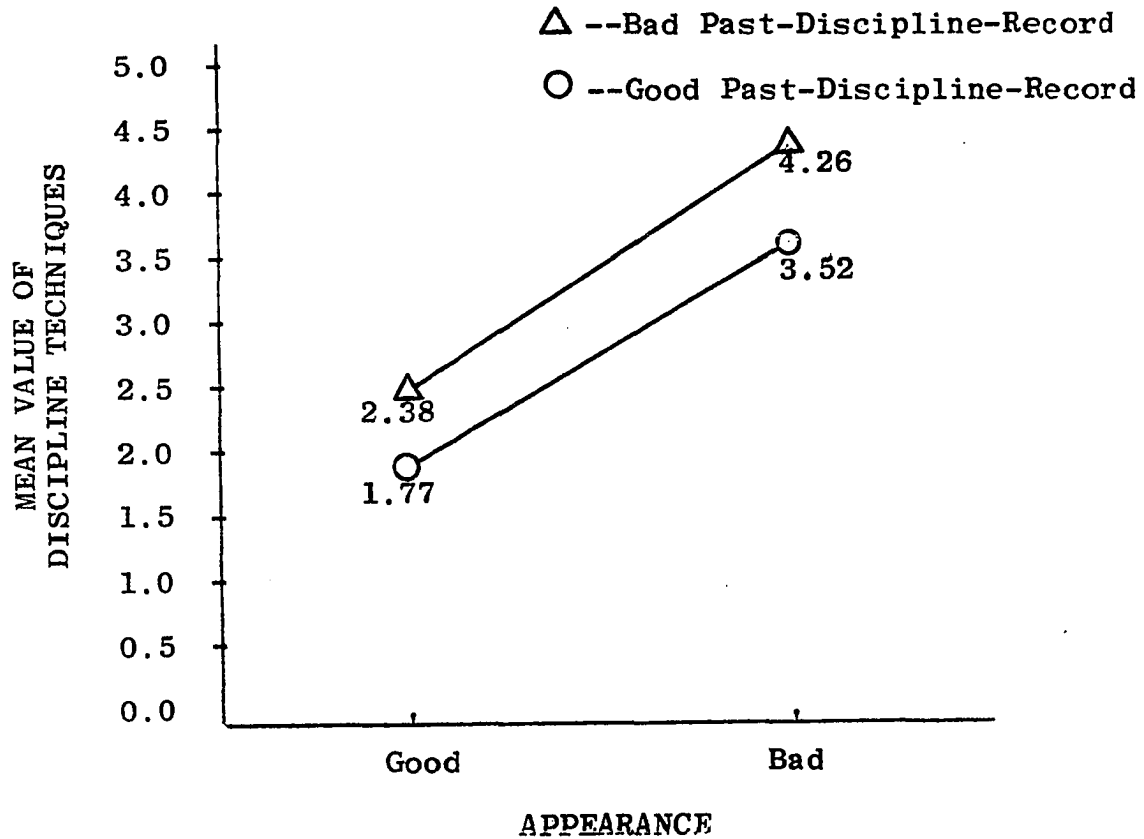


Fig. 3.3. Interaction of the two independent variables of Physical Appearance (A) and Past Discipline Record (C).

Results of testing hypothesis six. The null hypothesis tested in proposition number six was as follows:

There is no interaction between the two independent variables of Type of Offense (B) and Past Discipline Record (C) as reflected in the severity ratings of the discipline techniques recommended for the different groups of offenders.

The results of the three-way ANOVA indicated that a significant interaction did not occur between the two

independent variables ( $F = 0.26$ ,  $df = 4/100$ ,  $p > .05$ ). The graph of the interaction of these two variables is shown in Figure 3.4.

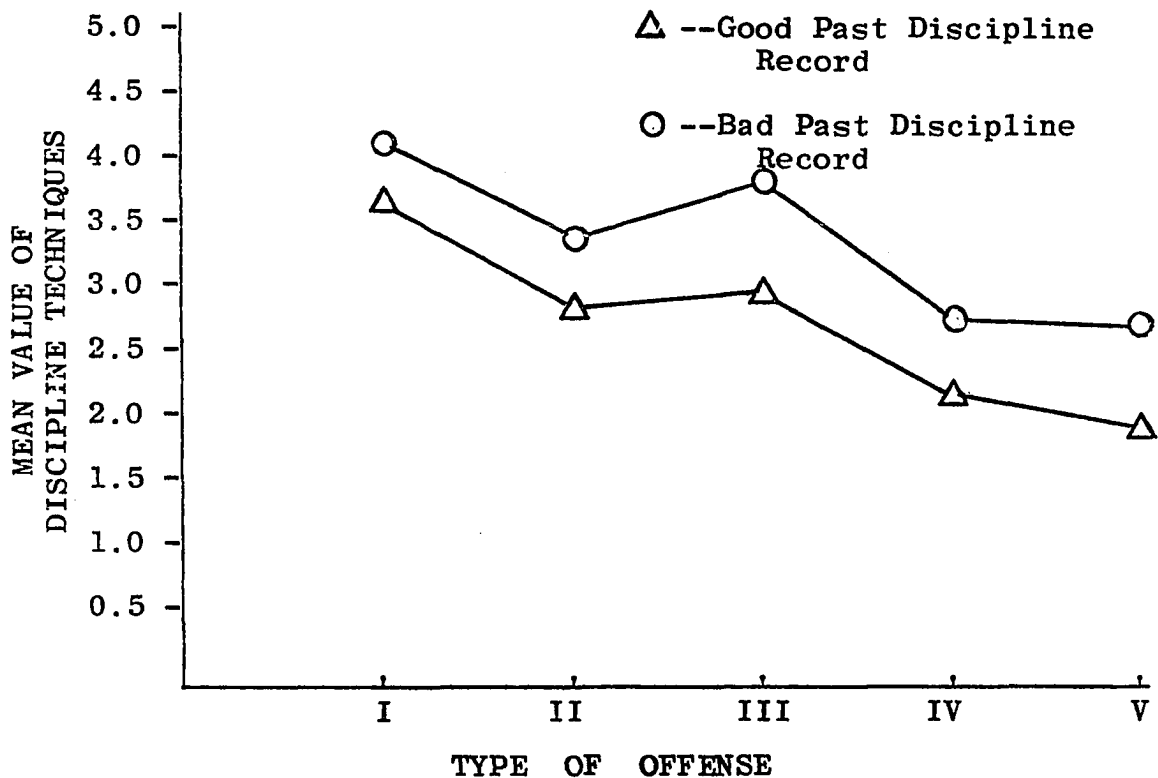


Fig. 3.4. Interaction of the two independent variables of Type of Offense (B) and Past Discipline Record (C).

Results of testing hypothesis seven. The null hypothesis tested in proposition number seven was as follows:

There is no interaction among the three independent variables of Appearance (A), Type of Offense (B), and Past Discipline Record (C) as reflected in the severity ratings of discipline techniques recommended for the different groups of student offenders.

The results of the ANOVA shown in Table 16 indicated that the interaction among the three variables was not significant ( $F = 0.81$ ,  $df = 4/100$ ,  $p > .05$ ). The interaction

of these three variables is presented in the two graphs shown in Figures 3.5 and 3.6. In order to obtain the interaction effect of all three variables at one time, it is necessary to superimpose one graph on the other.



Fig. 3.5. Interaction of Physical Appearance (A) and good Past Discipline Record ( $B_1$ ).

The conditions of the good discipline record under both good appearance and bad appearance are shown in Figure 3.5. The parallel position of the lines connecting the mean values seems to support in part the non-significant F value noted in the three-way interaction computations. However, it is

necessary to consider the results shown in Figure 3.5 with those shown in Figure 3.6 to obtain the three-way interaction effect intended.

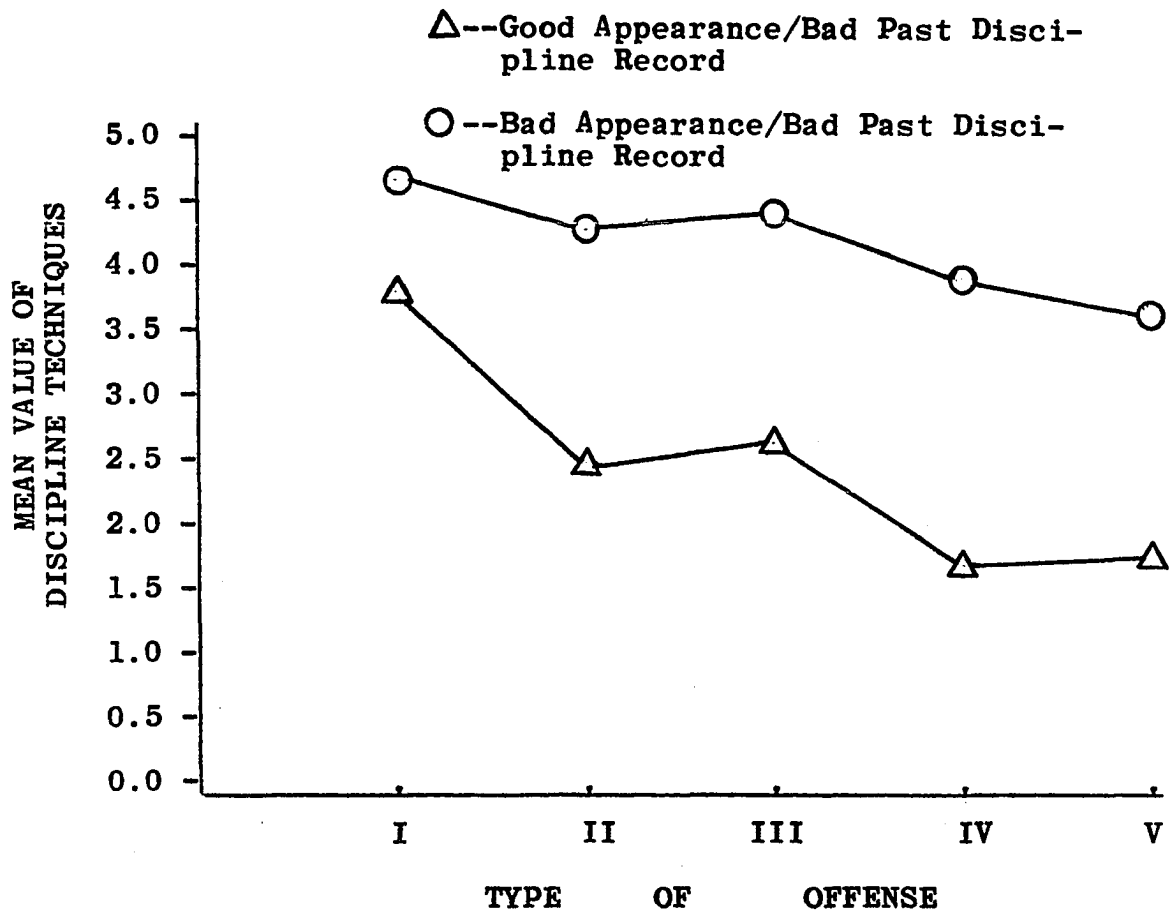


Fig. 3.6. Interaction of Physical Appearance (A) and bad Past Discipline Record ( $B_2$ ). Figures 3.5 and 3.6 should be juxtaposed to obtain the ( $A \times B \times C$ ) interaction of the independent variables of Physical Appearance (A), Type of Offense (B), and Past Discipline Record (C).

Summary of hypothesis testing. A three-way analysis of variance (ANOVA) was used to test seven hypotheses concerning the differences among the severity ratings of the discipline techniques recommended for student offenders by 20 groups ( $n=6$ ) of randomly selected disciplinarians. The results of



the ANOVA computations showed a highly significant difference between the good- and bad-appearance groups. The bad-appearance group received much more severe discipline recommendations than the good-appearance group. ( $F = 47.41$ ,  $df = 1/100$ ,  $p < .0001$ ). A highly significant difference was also noted among the five different type-of-offense groups ( $F = 6.56$ ,  $df = 4/100$ ,  $p < .001$ ). A Newman-Keuls Test (Kirk, 1968) was performed on the mean differences of the five different groups in order to locate the specific ranges that were significant. The results of the Newman-Keuls Test indicated that those students who were "caught smoking marijuana in the gymnasium" received much more severe discipline recommendations than those students who "left school without permission." These two groups received the most severe and the least severe discipline technique recommendations. A significant difference was also noted between the two past-discipline-record groups. Those offenders who had bad past discipline records received significantly more severe discipline recommendations than those who had a good past discipline record. None of the interactions was significant but they were graphed in Figures 3.2, 3.3, 3.4, 3.5 and 3.6.

In addition, the researcher calculated the amount of the total variance accounted for by each of the sources of variation. These sources included the three main effects, the four interactions, and the error variance. The results of these calculations are presented in Table 16.

Table 16

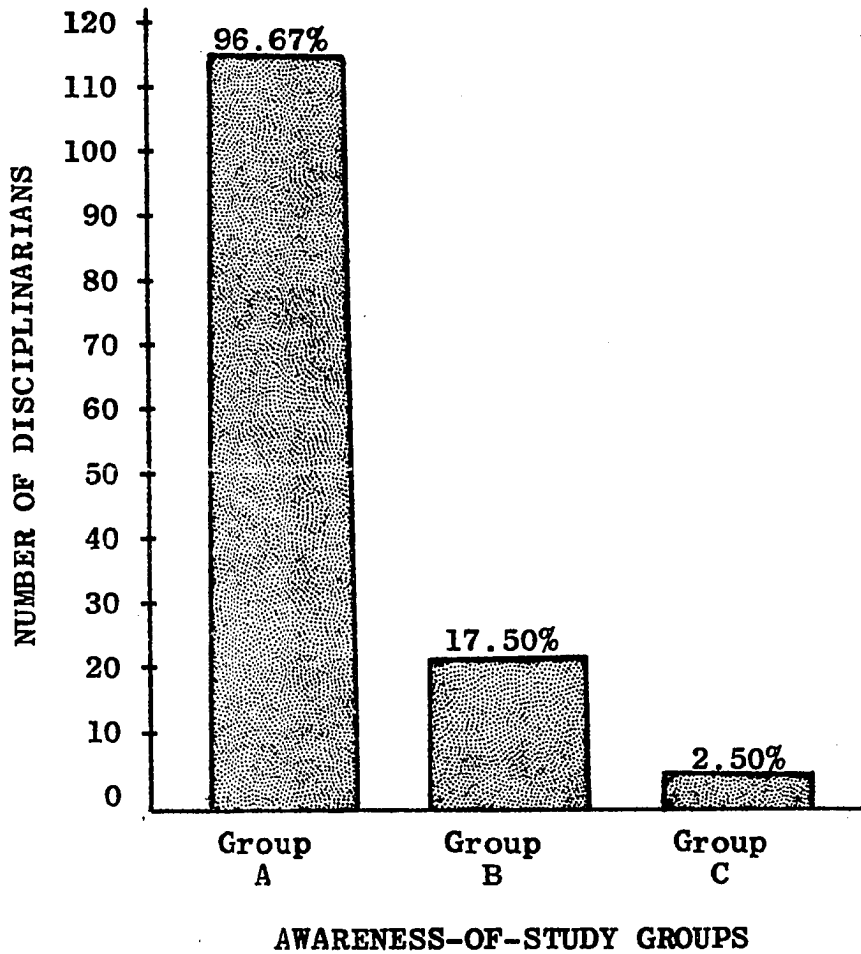
The Amount of Total Variance Accounted for  
by each of the sources of variation

Source	Sum of Squares	Percent of Total Variance
Appearance (A)	98.75	26.44
Type of Offense (B)	41.69	11.16
Past Dis. Record (C)	13.66	3.66
A X B	3.19	0.85
A X C	0.13	0.03
B X C	1.05	0.28
A X B X C	6.77	1.81
Error	208.32	55.77
<hr/>		
Totals . . . .	373.55	100.00%

The results of the calculations presented in Table 18 indicated that the appearance of the offender was the most influential factor in determining the discipline techniques recommended by the experimental subjects. The appearance variable alone accounted for 26.44 percent of the total variance (this included the error variance) and 59.76 percent of the variance accounted for by the three main effects and their four interactions. The next most important variable was the type of offense committed by the student, accounting for 11.16 percent of the total variance and 25.23 percent of the variance accounted for by the three independent variables and their interactions. The least influential

of the three main effects was the student offender's past discipline record. It accounted for only 3.66 percent of the total variance and 8.27 percent of variance accounted for by the three independent variables and their four interactions. The researcher interpreted Table 18 to infer that the appearance of the student offender was a more important factor in determining the discipline technique(s) recommended for his punishment than both the other variables of type of offense and past discipline record combined. In other words, the offense a student has committed and his past discipline record are not as important in determining his punishment as the way he looks to the person making the discipline decision. This is expanded further in the discussion section.

Analysis of awareness-of-study data. The responses to the Demand Characteristics Questionnaire (Orne, 1962) were analyzed to determine how aware the experimental subjects were of the true nature of the study. The results of the analysis are shown in Figure 3.7. The histogram indicates that 96.67 percent (N=117) of the disciplinarians were aware that they were part of an experimental study. However, only 17.5 percent (N=21) indicated that they were aware of the purpose of the study and only 2.5 percent (N=3) were able to correctly identify the true nature of the experiment. The proportion who did know about the study was so small that it had very little chance to alter the results.



Key:

- A - Disciplinarians who were aware that they were part of a discipline study.
- B - Disciplinarians who indicated that they aware of of true nature of the study.
- C - Disciplinarians who actually were able to relate the true nature of the study after indicating that they were aware of it.

Fig. 3.7. Histogram of Disciplinarian's Awareness-of-Study Scores

## CHAPTER IV

### DISCUSSION AND IMPLICATIONS FOR FURTHER RESEARCH

Cognitive Balance Theory was used to generate seven hypotheses concerning discipline techniques recommended for student offenders when the offender's appearance, past discipline record, and offensive act were presented in 20 different ways (conditions). The researcher had theorized that the 120 high school disciplinarians would experience various levels of cognitive imbalance (dissonance) if they were required to make decisions from the information (Appearance, Type of Offense Committed, and Past Discipline Record) presented on the data collection instrument. (see Appendix F) Further, it was hypothesized that the cognitive imbalance being experienced would influence the disciplinarian's recommendations of ~~control~~ techniques for student offenders.

The discipline techniques recommended by the disciplinarians were assigned predetermined severity ratings and the assigned values were compared in order to test the seven hypotheses generated earlier. The interaction hypotheses, hypotheses four, five, six, and seven, were of particular importance to the researcher. A generalization of the Cognitive Balance Theory (Cartwright & Harary, 1956) had supported hypotheses suggesting an interaction-generating

effect when two or more of the independent variables being manipulated in this study were combined.

Results of a three-way Analysis of Variance (ANOVA) and a Newman-Keuls test of the severity ratings of discipline techniques recommended for student offenders supported the researcher's hypotheses one through three. However, hypotheses four through seven, the interaction hypotheses, were tested and the results were shown to be non-significant. Thus, the researcher concluded that if a significant interaction had occurred between any two, or among the three independent variables, the results were not reflected in the discipline-technique severity ratings.

### Discussion of Results

An analysis of the three main-effect results showed that over half (59.76%) of the total variance accounted for by the three independent variables and their interactions was the result of the differences in the student offender's appearance. This can be interpreted to mean that in this study the 120 high school disciplinarians regarded the appearance of the student offender to be of more importance in making discipline decisions than the student's past discipline record or the type of offense he had committed. In fact, the offender's appearance was more influential on the decision process than the other variables, past discipline record and type of offense committed, combined. When the

importance placed on the student's appearance in this study was compared to the rank given that criterion by the disciplinarians from the 18 high schools surveyed, the results were not commensurate. The disciplinarians indicated that the student's physical appearance was of little importance to them in making discipline decisions. They ranked it as seventeenth out of twenty-one criteria. However, through this experiment the researcher was able to show that it was of ultimate importance, even more important than the type of offense committed or the student's past discipline record.

Discussion of interaction hypotheses. Feather's (1964) structural balance model of communication effects was used to formulate four interaction hypotheses. The composite discrepancy principle supported the proposition that four significant interactions, (A X B), (A X C), (B X C), and (A X B X C), would occur during the conduct of the study.

According to Feather's model, given cognitions of the same sign, an interaction is predicted only when effects show small discrepancies in their magnitudes. The fact that there was so much discrepancy between the two types of appearance groups, the two past-discipline-record groups, and among the five type-of-offense groups suggested that an interaction would be improbable. The differences noted among the five types of offenses and between the two types of past-discipline-record groups suggested that the type of offense was more important in making discipline decisions. Again,

Feather's model would predict no interaction since the discrepancy is large. Wellens and Thistlethwaite (1971) extended Feather's model such that direction of the discrepancy was predicted. Instead of predicting that a small discrepancy would produce an interaction, they predicted that the smaller the discrepancy, the greater the interaction. Thus, given a great discrepancy among the cognitive values assigned to the independent variables, no interaction would be predicted. The lack of interactions shown in the ANOVA results was explained by the researcher in the following way. The perceived importance of the three variables manipulated in this study were so discrepant to the disciplinarians that they failed to overlap or interact. The assigned values were located at extremely divergent points on the value continuum. This can be seen in the highly significant main effects of the first three hypotheses.

It is the researcher's observation that the disciplinarians do not regard themselves as using criteria that are interactive in nature. In the survey data taken in PHASE I of the study, they reported the appearance criterion as having very little influence on their decisions. Using their ratings of the criteria reported, Feather's model of interaction among cognitive elements supported strong interaction hypotheses. However, the importance placed on the offender's appearance was so great that the predictions concerning its value and the other variables failed to develop.



### Implications for Further Research

The implications for further research generated by this study are many and varied and, as expected, the questions it raised were more numerous than those it answered. But most of those it raised were in connection with the amount of importance the student's appearance has to the disciplinarian's decisions.

In the next few years the student's ability to challenge bad discipline decisions will compel school officials and administrators to implement a systematic approach to training their disciplinarians. In the following sections the researcher has suggested studies which would yield valuable information for conducting such training. Such information is sorely needed since it is not really clear which method of discipline is best or how the disciplinarian arrives at his ultimate decision.

Further survey studies. Further survey studies need to be conducted in order to keep up with the techniques used to handle the increasing number of drug-related problems in high schools. While this study was rather comprehensive, the lack of a uniform reporting system and the reinterpretation of juvenile laws will cause the data collected to become obsolete. Survey studies could be extended to junior high schools and to private schools. However, researchers will find that the discipline records of most schools are considered to be "off-limits" to investigators.

Further research with severity ratings. In this study 210 administrators/disciplinarians were used to rate the severity and frequency-of-use of the discipline techniques and the seriousness of the discipline problems. In future studies ratings of the discipline techniques should be taken from teachers, students, superintendents, and the parents of the public school students involved. Even though the 210 persons used in rating the problems and techniques were either disciplinarians or had been disciplinarians within the past two years, the researcher was not totally satisfied that the ratings collected were a true reflection of the discipline techniques used today. There seems to be an ever increasing tendency to expel students. Teachers and even the students themselves could furnish valuable data in this area.

Further research with high school disciplinarians and student offenders. The main thrust of the implications for further research should be considered in the area of true experimentation. i.e. The actual manipulation of the independent variables at the time they are occurring. There are so many studies which could be conducted in this area that the majority of them will be mentioned in outline form only. The researcher has presented a table containing the many possibilities for further research (Table 17). In considering future studies, interested investigators should be advised of certain conditions and limitations of research in public school discipline. Some of these limitations are as

Table 17

VARIATIONS OF FOUR AREAS SHOWING THE  
POSSIBILITIES AND IMPLICATIONS  
FOR FURTHER RESEARCH STUDIES\*

In the Present Study This was the Independent Variable Being Manipulated	In Future Studies, These Factors Could Be Varied To Change the Independent Variable
<u>DISCIPLINARIANS:</u> Randomly chosen public high school disciplinarians currently occupying that position in Okla. high schools.	(a) Vary the <u>S's</u> AGE (b) " " " EXPERIENCE (c) " " " SEX (d) " " " SELF CONCEPT (e) " " " RELATIONSHIP WITH THE STUDENT OFFENDER (f) Vary the <u>S's</u> PERSONALITY
<u>SUBJECTS:</u> The subjects used in this study are described above.	(a) Use Classroom Teachers as Subjects (b) Use Principals as Subjects (c) " Superintendents " (d) " Counselors as " (e) " Students " " (f) " Student Teachers "
<u>STIMULUS OFFENDERS:</u> The stimulus offenders in this study were White Anglo-Saxon-Protestant (WASP) Oklahoma high school students.	(a) Vary the Offender's AGE (b) " " " SEX (c) " " " RACE (d) " " " TYPE-OF-OFFENSE (e) Vary the DEGREE OF RESPONSIBILITY OF the <u>S</u> (f) Vary the PAST DISCIPLINE RECORD of the <u>S</u> (g) Vary the <u>S's</u> APPEARANCE
<u>STIMULUS INFORMATION:</u> The information given to the subjects in this study was the offender's photo, past-discipline record, and type-of-offense committed.	(a) Vary the TYPE of information (b) " " " AMOUNT of " (c) " " " ORDER OF PRESENTATION of information (d) Vary the METHOD OF PRESENTATION of information (e) Vary the RATE OF PRESENTATION of information (f) Vary the METHOD OF RESPONDING to the information

\*The main point to be stressed in future research is that the principles involved in the conduct of this study could be developed into a training model for disciplinarians. For example, disciplinarians could be made aware of their using the offender's appearance in discipline decisions, since they say they do not, cognitive dissonance and change should result.

follows: (1) Public school officials are quite reluctant to allow behavioral scientists to conduct research related to their discipline problems and/or techniques. (2) The information contained in the discipline records has been "screened" by the person or persons (usually the disciplinarian) responsible for keeping anecdotal records of problems reported. (3) The theoretical framework for conducting discipline problem/technique studies is not well developed and is usually difficult to generalize to complicated research designs.

In spite of these limitations, the area of discipline research appears to have a bright future for the enterprising researcher who is able to make the necessary adjustments. The National Science Foundation, Phi Delta Kappa, The Danforth Foundation, and Volk Inc. are but a few of the organizations who are currently sponsoring studies directly related to the area of discipline and classroom control techniques. The Department of Health, Education, and Welfare (HEW) is also considering the appropriation of funds for the application of psychological principles to controlling student behaviors in the public school setting (Commerce Business Daily, 1972).

## CHAPTER V

### SUMMARY AND CONCLUSIONS

The primary purpose of this study was to determine the effects of a student offender's Physical Appearance (A), Type-of-Offense Committed (B), and Past Discipline Record on the discipline technique recommended for his punishment. In order to accomplish this a three-phased study was conducted.

PHASE I of the study consisted of a data collection survey in which the discipline problems and techniques and discipline-decision criteria were collected from the discipline files of 18 selected high schools in Oklahoma. The researcher employed six investigators to collect, code, and process information concerning the 3,101 discipline problems reported by the 18 high schools in the time period from September 1969 to January 1972. The results of the survey data showed 26 different types of discipline problems, 37 types of discipline techniques and 20 discipline-decision criteria.

In PHASE II of the study, 210 administrators/disciplinarians used a five-centimeter continuum to make severity and frequency-of-use (FOU) ratings of the 37 discipline techniques and seriousness-of-problem (SOP) ratings of the

26 discipline problems. The frequency-of-use (FOU) ratings were used to establish the concurrent validity of a data collection instrument and 51 of the 210 participants were used to establish the test-retest reliability of the instrument. These two values were ( $r = .86$  and  $r_{tt} = .82$ ) respectively.

A factor analysis was performed on the seriousness-of-problem ratings made by the 210 disciplinarians. The varimax-rotation factor analysis isolated the following five categories:

- (1) Civil offenses too serious for the school to handle
- (2) Moral offenses and petty crimes
- (3) Aggression toward and disrespect for others
- (4) Violation of school conduct and dress codes
- (5) Lethargy and/or disinterest in school

PHASE II culminated in the development of a valid and reliable data collection instrument to be used in PHASE III. This instrument consisted of a photograph of the offender, information concerning his past discipline record, and the offense committed.

In PHASE III the severity ratings of the 37 discipline techniques collected in the PHASE I survey were assigned to discipline techniques recommended for the student offenders appearance on the data collection instrument. Discipline-technique recommendations were made by 120 randomly selected high school disciplinarians who acted as the subjects in determining the effects of appearance (two types), past

discipline record (two types), and type of offense committed (five types) on the severity of discipline techniques recommended for student offenders. The problem information regarding the stimulus offense situations was presented to the subjects via a Latin squares rotation. A three-way analysis of variance was performed on the severity scores assigned to the disciplinarian's recommendations. The researcher had extended seven hypotheses regarding the outcomes. These hypotheses were based on theories proposed by Heider, (1944, 1946, & 1958), Festinger (1957), and Aronson (1960). Variations of these theories were further extended by other researchers in later studies (Osgood & Tannenbaum, 1955; Morrisette, 1958; Weist, 1965; Insko, 1967; Zajonc, 1968; Shaw & Costanzo, 1970; Wellens & Thistlethwaite, 1971; and Feather, 1964 & 1966).

The results of the three-way ANOVA showed the three main effects all to be significant, but the four interactions were non-significant. These results were applied to the theoretical framework provided by Feather, Wellens, and Thistlethwaite.

From the results of the hypotheses tested the researcher concluded that the high school disciplinarians used in this study were unaware of the importance they attached to the student offender's appearance when making discipline decisions. It was actually more influential in their decision process than the nature of the offense committed.

### Concluding Statement

The increased emphasis on equal treatment for all public school students regardless of race, creed, or color, the increasing awareness of today's high school students, and the allocation of funds for legal fees have made the possibility of legal action against public school disciplinarians a distinct reality (Melson, 1969). In light of these developments it behooves the far-sighted disciplinarian to acquaint himself with the decision process and the variables he is using to make discipline decisions concerning student offenders. This is not easy since very limited data have been collected, analyzed, and published on the types of problems experienced and the types of control techniques used by disciplinarians. Several studies have been conducted concerning the problems experienced and the techniques used by classroom teachers (Wickman, 1928; Stouffer & Owens, 1956; Garrison, 1959; Henning, 1949). Perhaps this study will be more useful to the school disciplinarian than previous studies.

The researcher regards this study as having made a contribution in two ways. First, it has helped to clarify the perception/decision process used by disciplinarians in dispensing with student referrals in public schools. Second, the preliminary stages of the study, PHASE I and PHASE II, served to develop a valid and reliable data collection



instrument which can be used to conduct subsequent studies.

Every serious researcher hopes that the results of his work are instrumental in promoting ancilliary studies and thereby expanding the body of accrued knowledge. The researcher has such aspirations for the present study. One of the basic roadblocks to further studies in discipline techniques/problems in public schools has been the lack of accurate information concerning the discipline problems and control techniques used to cope with them. This problem has been further compounded by the public school official's reluctance to open discipline files for research and the lack of a uniform way of reporting their discipline problems and techniques. This study has provided future investigators with adequate and timely information about discipline problems and techniques used in public high schools in Oklahoma. However, the researcher feels that the most significant contribution made by this study has been the data collection instrument shown in Appendix F. It is anticipated that this instrument will soon appear with an administration manual and statistical information pertinent to its standardization. Some of the possible applications of this instrument would be as follows: (1) To determine how "With it" certain persons or groups are by having them take the instrument and then comparing their responses to the actual responses given by high school disciplinarians. These groups might include student teachers, parents, classroom teachers,

or even administrators. (2) To determine how much importance the subject is placing on the individual factors being manipulated in the decision process. Used in this way the instrument could be used as a screening device or a training device for disciplinarians. There are other applications that could be easily made.

The researcher feels that this study can have some timely and useful applications for public school officials. On the day of this writing, two high school boys have been "kicked out" of school until they get their hair cut. This unfortunate situation can be avoided with a minimum amount of training and selection of disciplinarians and the proper handling of student offenders. If the information provided in this study and the data collection instrument developed for its conduct can be instrumental in preventing and/or alleviating such incidents in the future, then this study will have accomplished all that could be expected of it.

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## **APPENDICES**

## Appendix A

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## Appendix B

# Instrument Used to Record the Severity Ratings of Discipline Techniques

NAME: \_\_\_\_\_ PRESENT POSITION: \_\_\_\_\_

SCHOOL: \_\_\_\_\_ No. yrs. in Secondary Ed. \_\_\_\_\_ No. yrs. in Present Pos. \_\_\_\_\_

## RATE THE FOLLOWING DISCIPLINE TECHNIQUES ACCORDING TO THEIR SEVERITY

Indicate the severity of each discipline technique by marking an "X" on the continuum (line) provided. If you perceive the discipline technique as being extremely severe, put a mark near the left end of the line. If you see the discipline technique as mild put a mark near the right end of the line. If you see it as moderate put an "X" in the middle. Rate all 37 techniques.

DISCIPLINE TECHNIQUE	RATING SCALE
1. Lecture the student	_____
2. Make student pay for damages or property	_____
3. Extend time spent at school	_____
4. Refer to the school counselor	_____
5. Make the student apologize	_____
6. Reason with the offender	_____
7. Increase academic work load	_____
8. Withdraw athletic privileges	_____
9. Withdraw special activities privileges	_____
10. Assign janitorial duties around school	_____
11. Suspend until certain acts have been performed such as getting hair cut, etc.	_____
12. Ridicule	_____
13. Appeal to the student's best nature or family heritage	_____
14. Extract promises from the student	_____
15. Expulsion with no return privileges	_____
16. Threaten with words and/or gestures	_____
17. Referral to law enforcement agency	_____
18. Withdraw academic privileges	_____
19. Give bad conduct grades	_____
20. Paddling	_____
21. Expulsion with referral to a law enforcement agency	_____
22. Referral to a psychologist	_____
23. Suspension for a definite period of time	_____
24. Place offender in charge of other students	_____
25. Temporary expulsion	_____
26. Indefinite suspension	_____
27. Have student council decide punishment	_____
28. Place on athletic probation	_____
29. Punish student in presence of peers	_____
30. Have student to "think it over"	_____
31. Have parents decide the punishment	_____
32. Forced participation in athletic events	_____
33. Place on academic probation	_____
34. Ignore offense completely	_____
35. Forced public confession of offense	_____
36. Make public announcement of offense	_____
37. Cut academic grades	_____

## Appendix C

# Instrument Used to Record the Frequency-of-Use Scores of Discipline Techniques

NAME: \_\_\_\_\_ PRESENT POSITION: \_\_\_\_\_  
 SCHOOL: \_\_\_\_\_ No. yrs. in Secondary Ed. \_\_\_\_\_ No. yrs. in Present Pos. \_\_\_\_\_

**RATE THE FOLLOWING DISCIPLINE TECHNIQUES ACCORDING TO THEIR FREQUENCY OF USE**  
 Indicate the frequency-of-use of each discipline technique by marking an "X" on the continuum provided. If the discipline technique is used frequently put an "X" near the left end of the line. If it is hardly ever used, put an "X" near the right end of the line. If it is used moderately, place an "X" near the middle of the line. Rate all 37 discipline techniques.

DISCIPLINE TECHNIQUE	RATING SCALE
1. Lecture the student	_____
2. Make student pay for damages or property	_____
3. Extend time spent at school	_____
4. Refer to the school counselor	_____
5. Make the student apologize	_____
6. Reason with the offender	_____
7. Increase academic work load	_____
8. Withdraw athletic privileges	_____
9. Withdraw special activities privileges	_____
10. Assign janitorial duties around school	_____
11. Suspend until certain acts have been performed such as getting hair cut, etc.	_____
12. Ridicule	_____
13. Appeal to the student's best nature or family heritage	_____
14. Extract promises from the student	_____
15. Expulsion with no return privileges	_____
16. Threaten with words and/or gestures	_____
17. Referral to law enforcement agency	_____
18. Withdraw academic privileges	_____
19. Give bad conduct grades	_____
20. Paddling	_____
21. Expulsion with referral to a law enforcement agency	_____
22. Referral to a psychologist	_____
23. Suspension for a definite period of time	_____
24. Place offender in charge of other students	_____
25. Temporary expulsion	_____
26. Indefinite suspension	_____
27. Have student council decide punishment	_____
28. Place on athletic probation	_____
29. Punish student in presence of peers	_____
30. Have student to "think it over"	_____
31. Have parents decide the punishment	_____
32. Forced participation in athletic events	_____
33. Place on academic probation	_____
34. Ignore offense completely	_____
35. Forced public confession of offense	_____
36. Make public announcement of offense	_____
37. Cut academic grades	_____

## Appendix D

Instrument Used in Recording the Seriousness-  
of-Problem Ratings of Subjects

NAME: \_\_\_\_\_ PRESENT POSITION: \_\_\_\_\_  
 SCHOOL: \_\_\_\_\_ No. of Yrs. \_\_\_\_\_ No. of Yrs. in  
 Secondary Ed.: \_\_\_\_\_ Present Position: \_\_\_\_\_

## RATE THE "SERIOUSNESS" OF EACH OF THE FOLLOWING DISCIPLINE PROBLEMS

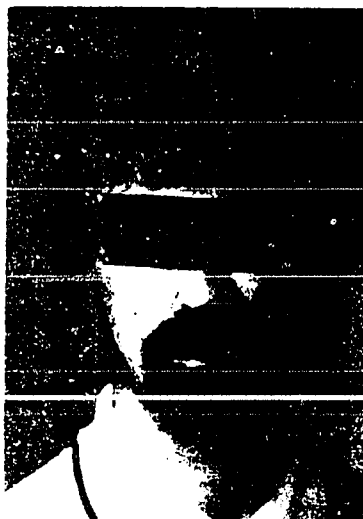
Indicate the Seriousness of each of the following discipline problems as you perceive it to be in your school. If it is an extremely serious problem in your school put an "X" near the left end of the line provided. If it is not a very serious problem put an "X" farther to the right. If it is no problem at all in your school put an "X" near the right end of the line. Be sure you rate the problem only as it relates to your school situation. Rate all 26 discipline problems by putting an "X" on the line (continuum) following each.

DISCIPLINE PROBLEM	RATING SCALE
1. Threatening other students with weapons . . .	_____
2. Using or pushing drugs . . . . .	_____
3. Cheating on exams, lessons, term papers . . .	_____
4. Using vulgar language and/or gestures . . .	_____
5. Petty thievery of school property . . . . .	_____
6. Forging parents name to report cards, lessons, tardy slips, etc. . . . .	_____
7. Lying about grades and activities . . . . .	_____
8. Petty thievery of personal property . . . . .	_____
9. Disorderly conduct in halls and rooms . . .	_____
10. Disrespect for authority . . . . .	_____
11. Hostility and aggression toward teachers . . .	_____
12. Disruption of classroom climate . . . . .	_____
13. "Hazing" of smaller students or underclassmen . . . . .	_____
14. Hostility and aggression toward peers . . .	_____
15. Misconduct going to and from school . . .	_____
16. Smoking and drinking on school premises . .	_____
17. Changing report cards, lessons, themes, and class records . . . . .	_____
18. Illegal driving of cars and motorbikes on the school premises . . . . .	_____
19. Failure to pay fines, bills, or fees . . .	_____
20. Improper wearing apparel . . . . .	_____
21. Failure to get hair cut or shave . . . . .	_____
22. General violation of school rules and codes . .	_____
23. Truancy . . . . .	_____
24. Cutting class . . . . .	_____
25. Performing inferior school work . . . . .	_____
26. Allowing outside responsibilities interfere with school work . . . . .	_____

APPENDIX E

GOOD APPEARANCE

This photograph of "good" appearance acted as the physical appearance stimulus for 60 of the 120 Ss in the study. It was used on the data collection instruments under both conditions of past-discipline-record and under all five of the Type-of-Offense conditions.



BAD APPEARANCE

This photograph of "bad" appearance acted as the physical appearance stimulus for the other 60 Ss used in the study. It appeared on data collection instruments under both past-discipline-record conditions and under all five of the type-of-offense conditions.



## Appendix F

# The Instrument Used to Record the Experimental Subjects' Responses (First Rotation)\*

**INSTRUCTIONS:** Notice the five offense situations below. After each offense relate (write in) the disciplinary technique you would use in punishing the student offender shown in the photograph if he was guilty of the infraction. Also indicate the degree-of-appropriateness of the technique suggested by making an "X" on the line in the right-hand column. Consider the offender to be guilty of only one offense at a time.

Make all decisions from the information provided.

Number of previous referrals  
for  
Disciplinary action: \_\_\_\_\_

<b>I. "CAUGHT SMOKING MARIHUANA IN THE GYMNASIUM"</b>			
1. _____ (Recommended Discipline Technique)	Highly Appropriate	Highly Inappropriate	
<b>II. "FORGED PARENT'S NAME TO REPORT CARDS"</b>			
2. _____ (Recommended Discipline Technique)	Highly Appropriate	Highly Inappropriate	
<b>III. "GOT IN AN ARGUMENT WITH A TEACHER AND SHOVEL HIM"</b>			
3. _____ (Recommended Discipline Technique)	Highly Appropriate	Highly Inappropriate	
<b>IV. "REFUSED TO GET HIS HAIR CUT"</b>			
4. _____ (Recommended Discipline Technique)	Highly Appropriate	Highly Inappropriate	
<b>V. "LEFT SCHOOL WITHOUT PERMISSION"</b>			
5. _____ (Recommended Discipline Technique)	Highly Appropriate	Highly Inappropriate	

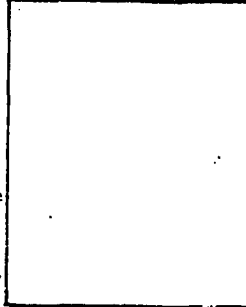
\*The word "rotation" is being used to designate the Latin squares rotation of the discipline problems.

## Appendix F (Cont'd)

## Instrument Used to Record the Experimental Subjects' Responses (Second Rotation)

INSTRUCTIONS: Notice the five offense situations below. After each offense relate(write in) the disciplinary technique you would use in punishing the student offender shown in the photograph if he was guilty of the infraction. Also indicate the degree of appropriateness of the technique suggested by making an "X" on the line in the right-hand column. Consider the offender to be guilty of only one offense at a time.

Make all decisions from the information provided.



II

Number of previous referrals for  
Disciplinary action: \_\_\_\_\_

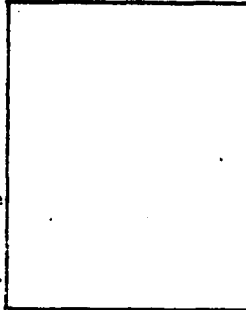
I. "LEFT SCHOOL WITHOUT PERMISSION"			
1.	(Recommended Discipline Technique)	Highly Appropriate	Highly Inappropriat
II. "CAUGHT SMOKING MARIHUANA IN THE GYMNASIUM"			
2.	(Recommended Discipline Technique)	Highly Appropriate	Highly Inappropriat
III. "FORGED PARENT'S NAME TO REPORT CARDS"			
3.	(Recommended Discipline Technique)	Highly Appropriate	Highly Inappropriat.
IV. "GOT IN AN ARGUMENT WITH A TEACHER AND SHOVED HIM"			
4.	(Recommended Discipline Technique)	Highly Appropriate	Highly Inappropriat.
V. "REFUSED TO GET HIS HAIR CUT"			
5.	(Recommended Discipline Technique)	Highly Appropriate	Highly Inappropriat.

## Appendix F (Cont'd)

## The Instrument Used to Record the Experimental Subjects' Responses (Third Rotation)

INSTRUCTIONS: Notice the five offense situations below. After each offense relate (write in) the disciplinary technique you would use in punishing the student offender shown in the photograph if he was guilty of the infraction. Also indicate the degree of appropriateness of the technique suggested by making an "X" on the line in the right-hand column. Consider the offender to be guilty of only one offense at a time.

Make all decisions from the information provided.



III

Number of previous referrals  
for  
Disciplinary action: \_\_\_\_\_

I. "REFUSED TO GET HAIR CUT"			
1. _____ (Recommended Discipline Technique)	_____	Highly Appropriate	Highly Inappropriate
II. "LEFT SCHOOL WITHOUT PERMISSION"			
2. _____ (Recommended Discipline Technique)	_____	Highly Appropriate	Highly Inappropriate
III. "CAUGHT SMOKING MARIHUANA IN THE GYMNASIUM"			
3. _____ (Recommended Discipline Technique)	_____	Highly Appropriate	Highly Inappropriate
IV. "FORGED PARENT'S NAME TO REPORT CARDS"			
4. _____ (Recommended Discipline Technique)	_____	Highly Appropriate	Highly Inappropriate
V. "GOT IN AN ARGUMENT WITH A TEACHER AND SHOVED HIM"			
5. _____ (Recommended Discipline Technique)	_____	Highly Appropriate	Highly Inappropriate

## Appendix F (Cont'd)

## Instrument Used to Record the Experimental Subjects' Responses (Fourth Rotation)

IV

INSTRUCTIONS: Notice the five offense situations below. After each offense relate(write in) the disciplinary technique you would use in punishing the student offender shown in the photograph if he was guilty of the infraction. Also indicate the degree of appropriateness of the technique suggested by making an "X" on the line in the right-hand column. Consider the offender to be guilty of only one offense at a time.

Make all decisions from the information provided.

Number of previous referrals  
for  
Disciplinary action: \_\_\_\_\_

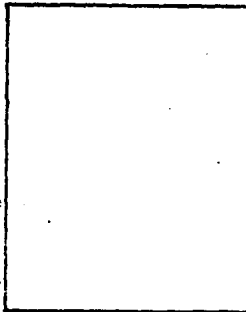
I. "GOT IN AN ARGUMENT WITH A TEACHER AND SHOVED HIM"			
1. _____	(Recommended Discipline Technique)	Highly Appropriate	Highly Inappropriate
II. "REFUSED TO GET HAIR CUT"			
2. _____	(Recommended Discipline Technique)	Highly Appropriate	Highly Inappropriate
III. "LEFT SCHOOL WITHOUT PERMISSION"			
3. _____	(Recommended Discipline Technique)	Highly Appropriate	Highly Inappropriate
IV. "CAUGHT SMOKING MARIHUANA IN THE GYMNASIUM"			
4. _____	(Recommended Discipline Technique)	Highly Appropriate	Highly Inappropriate
V. "FORGED PARENT'S NAME TO REPORT CARDS"			
5. _____	(Recommended Discipline Technique)	Highly Appropriate	Highly Inappropriate

## Appendix F (Cont'd)

## Instrument Used to Record the Experimental Subjects' Responses (Fourth Rotation)

INSTRUCTIONS: Notice the five offense situations below. After each offense relate (write in) the disciplinary technique you would use in punishing the student offender shown in the photograph if he was guilty of the infraction. Also indicate the degree of appropriateness of the technique suggested by making an "X" on the line in the right-hand column. Consider the offender to be guilty of only one offense at a time.

Make all decisions from the information provided.



Number of previous referrals \_\_\_\_\_

Disciplinary action: \_\_\_\_\_

I. "FORGED PARENT'S NAME TO REPORT CARDS"			
1. _____ (Recommended Discipline Technique)	Highly Appropriate	Highly Inappropriat	
II. "GOT IN AN ARGUMENT WITH A TEACHER AND SHOVED HIM"			
2. _____ (Recommended Discipline Technique)	Highly Appropriate	Highly Inappropriat	
III. "REFUSED TO GET HAIR CUT"			
3. _____ (Recommended Discipline Technique)	Highly Appropriate	Highly Inappropriat	
IV. "LEFT SCHOOL WITHOUT PERMISSION"			
4. _____ (Recommended Discipline Technique)	Highly Appropriate	Highly Inappropriat	
V. "CAUGHT SMOKING MARIHUANA IN THE GYMNASIUM"			
5. _____ (Recommended Discipline Technique)	Highly Appropriate	Highly Inappropriat	

## Appendix G

Demand-Characteristics Questionnaire  
Used with Experimental Ss.

Please answer the following questions concerning the task  
you have just completed.

-----

1. Were you aware of the fact that you were part of an  
experiment?

YES NO

2. Were you aware of the purpose of the study?

YES NO

3. If you feel that you were aware of the purpose of the  
study, please relate it in as few words as possible.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Date: \_\_\_\_\_ Examiner: \_\_\_\_\_

## Appendix H

CONFIRMATION LETTER SENT TO PARTICIPANTS

March 14, 1972

Mr. John Doe, Vice-Principal  
Spring City High School  
Spring City, Oklahoma 75000

Dear Mr. Doe:

Thank you for agreeing to participate in the Oklahoma High School discipline study. Your cooperation is not only appreciated but will be kept in the strictest confidence.

Pursuant to our recent telephone conversation, I am sending this letter for your confirmation of agreement to participate. A researcher will be calling on you within the next three (3) weeks. The completion of the two data collection instruments will require less than ten minutes of your time.

A copy of the results of the study will be mailed to you as soon as they are completed. The expected completion date is May, 1972.

Respectfully Submitted,

---

Edward W. Porter, Coordinator  
Evaluation and Testing  
Research and Public Service  
The University of Oklahoma  
Norman, Okla. 73069

Phone A/C (405) 325-1751

Appendix I

Card formats of all data collected and the raw data collected from the experimental subjects. The card formats used to enter the data collected in PHASE I (the survey data collected from the 18 high schools) and PHASE II (the severity and frequency-of-use ratings of the discipline techniques and the seriousness-of-problem ratings of the discipline problems). Only the raw data collected from the experimental subjects were included in the appendix since the data collected in PHASES I and II would have constituted approximately 100 pages.

Information	Column(s)
1. School Number	1-2
2. Student's Number	3-6
3. Age (in months)	7-9
4. Sex	10
5. Date of Last Offense	11-16
6. Type of Offense	17-18
7. Discipline Technique(s) Used	19-24
8. Number of Past Discipline References	25-26
9. Appearance (If Available)	27

Fig. 2.5. Card format used to enter survey data collected from the 18 Oklahoma high schools. The coded data resulted in 3,101 cards representing one discipline problem and the technique(s) used to correct it on each card.



Appendix I (Cont'd)

Information	Column(s)
1. Institution . . . . .	1
2. Subject's Number . . . . .	2-4
3. School Number (Where <u>S</u> is Employed) . . .	5-6
4. Present Position . . . . .	7-8
5. Number of Yrs. in Secondary Education .	9-10
6. " " " " Present Position . . .	11-12
7. Ranking of Discipline Techniques 1-22 .	13-78
-----	
1. Duplication of items 1-6 of First Card .	1-12
2. Ranking of Discipline Techniques 23-37 .	13-57

Fig. 2.8. Card format for entering Frequency-of-Use data onto IBM cards.

Information	Column(s)
1. Institution . . . . .	1
2. Subject's Number . . . . .	2-4
3. Setting (High School) . . . . .	5-6
4. Present Position . . . . .	7-8
5. Number of Years in Secondary Education .	9-10
6. " " " " Present Position . . .	11-12
7. Ranking of Discipline Problems 1-22 . . .	13-78
-----	
SECOND CARD	
1. Duplication of First Card . . . . .	1-12
2. Ranking of Discipline Problems 23-26 . .	13-24

Fig. 2.9. Card format used for entering seriousness-of-problem data.

## Appendix I (Cont'd)

Information	Column(s)
1. Group Number . . . . .	1
2. Subject's Number . . . . .	2-4
3. Group Code Number . . . . .	5-7
4. Class-Within-Institution Number . . . . .	8
5. Institution Number . . . . .	9
6. Present Position . . . . .	10-11
7. Educational Setting . . . . .	12-13
8. Educational Experience . . . . .	14-15
9. Role Experience . . . . .	16-17
10. Disciplinary Responsibilities . . . . .	18
11. Rotation of Offense Situations . . . . .	19-23
12. Responses and Ratings of Disciplinarians	24-53
13. Type of First Offense Rated . . . . .	54
14. Response Gradient Rating . . . . .	55
15. Experimental Condition . . . . .	56-57
16. Demand-Characteristics Responses . . . . .	58-66

Fig. 3.2. This is the IBM card format used in entering the data collected from the experimental subjects (Disciplinarians).

Appendix I

## Raw Data Collected From Experimental Subjects

39313072175422590932  
 39112461215533823370  
 39123770417741702145  
 39324673407540683870  
 40121828295839653667  
 41123048427933541637  
 40112563195231772266  
 41112257226627682266  
 42121119255059994481  
 42111952196025652266  
 40312359113623611136  
 41312359154922591446  
 42311543092826660828  
 43312868010025650618  
 43123669356718281534  
 40324673346556984582  
 41322133244935593262  
 42322031295837622349  
 43323759305922352247  
 43112359226628702684  
 4213174268429722684  
 24324470336422352349  
 44312665165226662062  
 24212665247513382475  
 34212665237028701857  
 24123352234738633565  
 24224266346542724175  
 34220912030048823667  
 14312563092827680828  
 24313257175430741448  
 34312563165234851754  
 34123556397344743262  
 44123031285646784277  
 34323235275431513262  
 44322432285644744073  
 24112054071824630932  
 34112461134326662789  
 44112257216426662060  
 4323759356741703565  
 4324774356745764379

Appendix I (Cont'd)

26224774153044743970  
28227844305946783870  
28313380237032802684  
29322438295840683161  
29122041346548824175  
29211133247531772684  
29222860457241703667  
29312257185922591343  
29112359144630741960  
30122337285638633363  
31121939336437622349  
30111850175429722579  
31112054175426661549  
30212665206226661652  
31211952257928702062  
32212868257925652370  
30224978528349853870  
31222438193927431943  
32223860122243734379  
32121674234742723464  
32112970103031772684  
13312868165229721857  
3212868185731772579  
13212665278928701754  
23322031336426427044  
30323352275440683464  
31322235265231511943  
23212257247530742379  
33211133226625651857  
23222235285658994277  
33223149538555974379  
23313174185719521857  
30312563247526661754  
32312155154928700828  
33312766071825651136  
33121828234748823667  
32322540285648824787  
33321828234738632552  
23112766256329722584  
33112054215526662164

Appendix I (Cont'd)

1213585257934852894  
 10212155237013382579  
 11212766268431772579  
 1223454275439653262  
 10223759224556983870  
 11222438183737623464  
 10323556285632523363  
 11323657265435592450  
 1312359092820541343  
 10312072257930742684  
 11312970206231771754  
 16221318265233543059  
 18312766154926661549  
 18324165305935592856  
 18212868247526662062  
 18112665196027682164  
 19324572101641704684  
 19123454397344744175  
 19221114050040683059  
 19312461196021571754  
 19212766226626662370  
 20111952235932802475  
 21124686416555974787  
 21111748092830740932  
 20122946397322351432  
 2213585237034852684  
 12213380247533822684  
 21211850144619522475  
 22212359237032802266  
 22122946377040682552  
 20222235183735593565  
 21223251275446783363  
 22221114020052933769  
 22113277289421571754  
 2122235356741702145  
 12121930305935593059  
 20212054175427681857  
 2221216224553944582  
 12222235111944743161  
 2112563257928701857

## Appendix J

Table 18  
Latent Roots of Discipline Problems

Root Number	Latent Root*	Cumulative Percent of Trace
1	11.2114	44.71
-----		
2	2.1603	57.23
3	2.0605	69.03
4	1.7723	80.74
5	1.6844	89.31
6	1.0212	98.02

\*The cutting point for the latent root values was determined by research conducted by Kaiser (1960).

Table 18 shows that there is an overall or pervasive variable acting among all the problem categories. However, this was not considered to be one of the isolated variables used in determining the offense categories by the mean values of the ratings.

Table 19  
Inter-Correlational Matrix of Problem Ratings

	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11	#12	#13	#14	#15	#16	#17	#18	#19	#20	#21	#22	#23	#24	#25
1																									
2	.53**																								
3																									
4																									
5																									
6																									
7																									
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23																									
24																									
25																									
26																									

\*Significant;  $P \leq .05$   
 \*\*Significant;  $P \leq .01$   
 \*\*\*Significant;  $P \leq .001$