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Donald J. Kennedy

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August 10, 1971

A SURVEY INVESTIGATING SPECIFIC DISCIPLINARY PROBLEMS
AND THE METHODS OF SOLUTION PRESENTLY BEING
USED BY THE ADMINISTRATORS OF THE CLASS
AA AND A SCHOOLS OF MONTANA

by

DONALD JAMES KENNEDY

A professional paper submitted to the Graduate Faculty in
partial fulfillment of the requirements for the degree

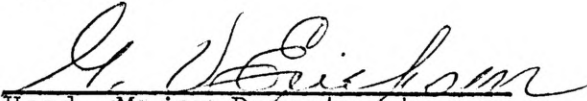
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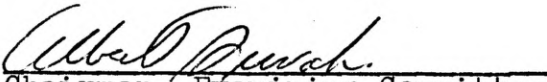
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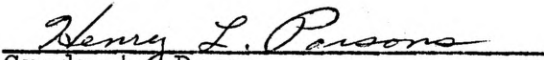
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djk

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ABSTRACT

A questionnaire was constructed so as to determine those specific discipline problems and the administrative methods of handling each and was sent to each administrator of the Class AA and Class A schools in Montana. Responses from the questionnaire were tabulated and a comparison of statistics was made between the Class AA and Class A schools.

Those discipline problems which occurred most frequently in the Class AA schools were: Habitual Tardiness (#1), Unexcused Absence (#2), Truancy (#3), and Long Hair (#4). Those occurring in the Class A schools are: Unexcused Absence (#1), Habitual Tardiness (#2), Use of Vulgar Language to the Student, and Long Hair (#3), and Cutting Classes (#4).

Most discipline problems were handled by the Administrator-Student conference and the Administrator-Student-Parent conference in both classes of schools. The other methods were not extensively used by either class of school. The Class A school did report that they used all of the available methods offered in one school or another. The Class AA schools reported that the Office Secretary conference and Corporal Punishment were not used at all by any Class AA school. Those discipline problems which are definitely handled in different ways between the Class AA and Class A schools are: Smoking on School Grounds, Use of Vulgar Language in Presence of Teacher, Destruction of School Property After Hours, and the Use of Alcoholic Beverages.

The time spent per week by Administrators in handling discipline problems was greater in the Class AA schools than in the Class A schools. This is probably due to the larger enrollment in the Class AA schools. With this same thought in mind, it was also concluded that counselors were used more extensively in handling problems in the Class AA schools.

When referral to other agencies was used, both Class AA and Class A schools showed that the Guidance Center was the most popular agency used, the Psychiatrist second, and clergymen and probation officer third.

Both the Class AA and Class A administrators agreed that an administrator should not perform any disciplinary action concerning those cases where students perform unlawful actions not on school property or outside regular school hours.

CHAPTER I

INTRODUCTION

Good citizenship training is best learned in the setting of classroom. By far, the most effective discipline is taught as an integral part of a well-planned curriculum. It comes as a residue of good teaching. In a typical secondary school situation most discipline problems, however, become too involved for the classroom teacher alone to attend; others concern the conduct and citizenship attitudes of students while they are outside the classroom but under the auspices of the school. Very little research has been done on the disposition of discipline problems in Montana, especially as to how school administrators handle cases which are referred to them by teachers or which originate outside the classroom.

Statement of the Problem

It is the purpose of this study (1) to identify discipline problems which are recognized as such by Class AA and Class A secondary school administrators in the State of Montana, and (2) to determine which methods are most frequently used in handling these discipline problems.

Need or Purpose of the Study

The researcher feels that the success of a school administrator is in a large part dependent upon his success in handling discipline problems. The past six years that the researcher has taught in secondary schools, it has been observed that a common factor appears in most cases of "teacher and administrator dismissal from the schools." That common factor is, "lack of good discipline in the classroom and the school." This seems to be more prominent with beginning teachers or administrators than the experienced ones. The classroom problems are usually of a minor nature as compared with those problems the administration faces. The administration usually deals with major problems which the teacher submits or even larger that have no connection with the teacher. With either problem the major or minor, both the teacher and administration are being judged by the community and others on their ability to control pupils and subsequently help them gain self control.

Although individual school and community situations differ, the researcher feels that an interchange of knowledge of types of discipline problems and current methods of solving them would be valuable to the success of the beginning or experienced administrator and teacher.

There is also a definite lack of primary research on this particular subject, especially pertaining to Montana. Most of the primary sources pertaining to this subject are at least ten years of age and they do not relate to Montana.

General Questions to be Answered

Research indicates that solutions to the following questions are critical to the results of this study.

1. What are the most common discipline problems occurring in the Class AA and Class A schools of Montana?
2. Which of the specific problems are increasing and which are decreasing in frequency occurrence?
3. What are the most common methods of handling specific discipline problems by administrators of the Class AA and Class A schools in Montana?
4. Is there a relationship between the Class AA and Class A schools in their responses to the above question?

General Procedure

A questionnaire was developed to investigate the above general questions to be answered and was sent to each of the Class AA and Class A administrators in Montana.

The design of the questionnaire was constructed so as to determine:

1. What types of disciplinary problems have warranted the attention of the administrator to the point of being considered a problem by him.

2. What method is used for solving each particular problem.
3. Those specific discipline problems which are on the increase and those which are on the decrease within the Class AA and Class A schools of Montana.

Replies to the questionnaire were essential toward the completion and success of the study; therefore, the researcher mailed questionnaires as many times as needed in order to receive a reply from a certain school administrator. Each mailing included the following:

1. Questionnaire
2. A cover letter explaining the need and purpose of the study and the importance of the completed questionnaire toward the completion and success of the study.
3. Explanation sheet defining the terms used in the questionnaire.
4. Stamped return addressed envelope.

Responses on questionnaires were tabulated into three tables in the form of the questionnaire, according to Class AA, Class A and the total. From these tables data concerning each discipline problem and its particular method of handling it was summarized individually in order for the conclusions to be drawn. Comparison of statistics were then made between Class AA and Class A schools in order to obtain some type of correlation, if any, between the two schools.

Limitations of the Study

This study was limited to those discipline problems and their methods of treatment by administrative offices in the Class AA and Class A three and four year secondary high schools as reported by questionnaires to be returned during the spring semester of the 1970-71 school year. The study was limited to mailing questionnaires rather than personal interviews. The study was also limited to the administrators candidness in completing the questionnaire for the administrator must have complete confidence in the researcher's statement that names of schools will be withheld in strict confidence.

Definition of Terms

Unexcused Absence - Throughout this report the term "unexcused absence" shall be interpreted as meaning the situation where the parents have approved the absence of a student from school, but the school itself has not approved the absence of the student.

Habitual Tardiness - shall be construed as referring to cases of frequent or repeated tardiness of a student where there is no apparent "hardship" reason for the lateness in reporting to classes.

Cutting Classes - refers only to the circumstances where the parents believe the students to be in school and the child has deliberately missed school.

Truancy - applies to cases where the student is out of school with the knowledge of the parent.

Insubordination - through this report, the term "insubordination" shall be interpreted as cases where the student refuses to obey or defies the teacher.

Fighting in School - As the word "in" implies, this term is used as meaning that the two or more students involved in the fighting are in the school building itself or on the school property.

Smoking on school property - was concerned with instances wherein the student is smoking either on the school grounds, in rest rooms, or in any other suitable area within the school building.

Gambling in School - shall be interpreted as meaning gambling in any form--from matching pennies to handling parlay cards--any place on school property.

Cheating in Class - Throughout this report, the term "cheating in class" shall include all forms of unfair behavior where a student uses work of others, be it students or textbooks, to attempt to achieve a grade unfairly.

Thefts - In this research paper, "thefts" shall be considered only as stealing committed by students during school hours.

Vulgar Language - shall be construed as meaning language not acceptable in our society in three areas: (1) to another student, (2) in the presence of the teachers, (3) to the teacher.

Hazing - is considered as any act of force upon a student such as cutting a students hair, paddling a student, taking a student for a ride in a car and leaving him to walk back, or any act to intimidate other students in any way.

Unconventional Dress - will be considered in this report as any clothing worn by a student or any method of wearing clothing by a student which is unacceptable by parents and school officials in a particular locale. Examples of clothing unacceptable to some communities would be mini-skirts for girls, and T-shirts, cut-off jeans and sandals for men.

Unauthorized Walkout - In this report, the term "unauthorized walkout" will be interpreted to mean only group, class, or all school walkouts.

Sex Deviation - In this report, the term "sex deviation" is considered those actions by students on school property that are unacceptable in our society such as indecent exposure, homosexual actions, or immoral actions of any kind.

Long Hair - is to be meant as hair on the face or head worn by a male student where-by its length may be unacceptable by parents or school officials in a particular locale for reasons of personal hygiene, safety or neatness. Examples of unacceptable long hair worn by male students are: long sideburns, beards, mustaches or head-hair worn below the neck or covers the eyes in front.

Drug Abuse - the term "drug abuse" is to include the possession of or the partaking of various organic and inorganic compounds, pills or medicine that may cause hallucinatory effects or any other unnatural behavior on behalf of the student while on the limits of school property. Examples of common drugs, marijuana, amphetamines, pain pills and others.

Use of Alcoholic Beverages - will be used to include the possession of or the partaking of various alcoholic beverages such as beer, wine and whisky by the students while on the premises of the school property.

"Is it a Problem?" - By "is it a problem" in this investigation we mean, does the disciplinary problem in the school occur often enough to warrant the attention of the administrator.

"How Frequently?" - The question "how frequently" will be asked in order to establish the relative frequency of the

problem's occurrence in the categories the administrator considered as occurring often, occasionally, or rarely.

Office Secretary Conference - This term will be used throughout this report as a proposed solution of minor rule infractions capable of being solved by the administrator's secretary in the line of her regular duties following prescribed penalties laid out by the administrator.

Administrator-Student Conference - is to be interpreted as a conference between only the student and the principal.

Detention - This term will be interpreted to mean, keeping the student after school. He must work in the area he received the detention in as prescribed by the teacher.

Administrator-Student-Parent Conference - as used in this paper, it is to be understood as those conferences wherein the parent was asked to come to the principal's office and take part in the attempted solution to the student's disciplinary problem.

Loss of Credit - means giving a student an "F" in a course or dropping the student's grade one letter grade.

Student Reimburse the School - This term will be used as a proposed solution to the problem whereby, as part of the punishment, the student or the parent were asked to reimburse the school and another individual through the school for any

damage caused by acts of the student.

Corporal Punishment - is to be interpreted as that act of physical punishment of a student such as paddling, shaking and hitting.

Putting on the Gloves - is a supervised boxing match to let two boys "fight it out" in order to settle their differences under supervision rather than to continue other methods of violence to settle real or imagined differences.

Drop the Subject - will be a term offered to the principals as a possible method of handling a problem a student might have in some particular class.

Eliminated from extra curricular activities - will be used to mean those instances where the principal chose to bar the student from representing the school in athletics, forensics, dramatics or other school activities.

Call in the police - the act of asking the police to sit in on a conference with the student and both offer advice or recommend more drastic police action.

Referral to other agencies - the policy of calling in, or recommending, a guidance center or a psychiatrist to help a maladjusted child to better fit the school environment.

Suspension - is to be meant that the student might be suspended from school for three days to two weeks.

Expulsion - means the outright dropping of a student from class rolls and refusing to permit his re-entering until such a time as the school authorities permit him to do so.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

A conscious effort was made to obtain recent literature that concerns the role of the school administrators in the disciplinary problems they may encounter and their methods of handling them. The researcher's investigation found very little recent literature pertaining to the specific topic which would indicate all the more reasons for the support of this particular study being performed at the present time.

Review of the Literature

Too few administrators have made a conscious effort to describe their methodology for handling specific disciplinary problems. Most of what has been written involves disciplinary practices as an integral part of classroom instruction. According to Strang(6:212):

A much closer connection appears to exist between practice and philosophy than between practice and the results of the research. There were few references to objective studies in the schoolmen's published articles on discipline.

Olsen(5:41) made a study of the attitudes of teachers and referral personnel concerning disciplinary procedures which they thought were effective in the secondary school. He stated that:

When a classroom teacher refers an unruly student to a dean or principal, it is usually with the expectation that the student will return to class and cause no further disturbance. If this occurs, the teacher considers the technique used by the dean or principal (referral person) to be effective. If the student returns and does not display an improvement in conduct, the teacher considers the referral person's disciplinary procedures to be ineffective.

Olsen(5:42) further lists seven effective techniques which, in the opinion of some teachers, deans, and principals, have proven value, as follows:

1. The referral person uses good judgement in employing such "standard" disciplinary procedures as the suspension after school, detention, and withdrawal of privileges.

The administrator's subjective judgment in the case contributes heavily in the balance of success versus failure in the disciplinary maneuver. Before making a decision, he must consider all available data about the student along with a knowledge of the student's reactions to various disciplinary practices.

2. The referral person helps referred students understanding the consequences and the undesirability of misconduct.

Students must feel that they are being treated fairly. They must know "where they stand" in regard to standards of expected conduct. They must also understand the total effect of any misconduct upon their peers.

3. The referral person obtains the cooperation and understanding of parents of referred students.

Sometimes the parents' concept of the problem is in wide disagreement with the referral person's concept, thus leading to misunderstanding. When this is true, these parents need helpful counseling to understand that the school is interested in the progress of the student and that often a solution to the problem lies in a cooperative program between home and school.

4. The referral person adequately preserves the referring teacher's authority and works with him in determining the best procedure in referred disciplinary cases.

If teachers do not have the complete support of the dean or principal, they will soon lose confidence in him and will not refer cases to his office. His reputation, thus lowered, produces a further reduction of cooperation and communication between his staff and himself. On the other hand he can "preserve and increase positive working relationships with teachers" by consulting with them regarding cases of misconduct in the classroom.

5. The referral person makes adequate use of all available resources in order to study referred disciplinary cases.

These suggested resources include the student's school achievements, his interests and abilities and his home background. Case study records are also valuable. Usually a competent investigation of previous misconduct helps one to understand the reasons contributing to the current disciplinary problems.

6. The referral person establishes a genuine feeling of rapport with the referred student.

Listening to the student's own story can help produce a feeling of friendliness with a consequent feeling of rapport while at the same time the teacher is fully supported by the administrator. Students should be told in a positive way that nothing but their best is expected of them.

7. The referral person understands and uses peer group values and organizations.

Since peer groups tend to exert tremendous pressures on students, the wise dean or principal uses this effect as a tool for good conduct. If he can genuinely communicate with such groups in their own language, he can apply group pressure to secure desirable behavior.

Olsen concluded that:

These findings represent those procedures that both teachers and referral personnel considered effective in producing improved conduct. They are areas of agreement which facilitate cooperative and understanding and promote effective handling of secondary school disciplinary problems.

The causes of discipline problems in the secondary school are often difficult to identify. Therefore, the inability of the school staff to devote sufficient time and study to the basic causes of misconduct has led to the general practice of treating conduct symptoms superficially. Butterworth(1:70) conducted a study of the causes of behavior problems and the measures taken in attempting to solve them in secondary schools. He developed five basic methods from his study which can be used in handling disciplinary problems:

1. Preventative method. Causes of trouble should be anticipated and plans made in advance to eliminate them. "An ounce of prevention is worth a pound of cure." Materials left around can be expected to be handled, taken, or broken.
2. Remedial method. The individual or group is restored to proper attitude through psychological or psychiatric aid.
3. Vindictive method. The teacher feels the discipline act is directed toward her and resolves to get even or repay.
4. Retributive method. This is paying for what was done-- "An eye for an eye."
5. Deterrent method. Secures the prevention of repetition of an offense by making the punishment of the offender obvious to others.

The principal as the head of a school is responsible

for the general discipline of his pupils. Hymes(3:2) feels that many of the problems of discipline are created by lack of social training of individual pupils, the solution of disciplinary problems often becomes a matter of social guidance rather than of law enforcement and managerial control. The idea of rendering guidance services through disciplinary situations has motivated Hymes to develop three general ways to meet student misbehavior:

1. If children do not know or understand, talk it over--explain it.
2. If it is a natural product of the stage of growth, live with it or channel it if you must.
3. If the setting surrounding the child is pulling behavior down, change the setting, fix up the environment and leave the youngster alone.

If punishment must be used, he outlines four conditions which should be used:

1. Use it only with stable, sturdy, healthy youngsters,
2. Use it only when these youngsters are ignorant of the law.
3. Use it only when they must learn the law quickly, when there is not a moment to waste.
4. Use it only when the law is a specific one, applicable to some clearly defined and definite situation.

Christophe(2:43), in his discussion of the responsibilities of a principal in developing and maintaining discipline in high school maintains there are two distinct

approaches to effective discipline. The positive method may be used to prevent disciplinary problems before they occur, whereas; the negative method, a means of handling them and should be given serious consideration before execution. For positive control he lists:

1. The teacher should keep pupils busy in purposeful work.
2. The teacher should show interest in pupils.
3. Routine should be handled quickly.
4. There should be no mass punishment.
5. Drastic action should seldom be taken.
6. The teacher should do careful planning.
7. Threats should be avoided.
8. School policies should be enforced.
9. Attendance should be carefully checked.
10. Good citizenship should be recognized.
11. Individual responsibility should be cultivated.
12. There should be provision for success of the pupils.

Under negative control he gives the following:

1. Dismissal from class. To be used sparingly.
2. Personal and group conferences. Care should be used in assigning penalty in the group.
3. Loss of privilege. Effective.
4. Detention after school. Not severe enough to be effective and serves as an avenue of teacher escape from discipline responsibility.

5. Apology. Effective if voluntary but aggravating if forced.
6. Suspension and expulsion. To be used with extreme caution.
7. Corporal punishment. Most objectionable of all negative methods. When used, know legal status, school district regulations, be sure of guilt, be sure pupil is healthy, have a witness, avoid bodily injury, and have parents' permission.
8. Pupil handbook. Solicits pupil participation.

Kulstad(4:169) in his summary of practices in school discipline which develop good relationships between students and the school, gives five basic factors against which a school can determine its success toward the proper outcomes:

1. In order to do an adequate job there must be an adequate school plant with necessary appropriate facilities to meet the educational needs.
2. The school must have a child-centered and adequate curriculum to meet the needs of the students.
3. Any school must have a professionally minded and professionally trained staff adequate to cover all phases of the educational process.
4. If we are to do the job cut out for us, good attendance is a pre-requisite, for after all, we haven't a chance to teach students if they are not in attendance.
5. No one can teach unless good order is maintained in the classroom. With these five conditions met satisfactorily, we are in a position to do the educational job that is ours.

Summary

Because of the lack of recent literature relating to methods of handling discipline problems, the researcher feels that comparison of disciplinary practices apparently transpire conversationally rather than literally. The foregoing review of literature in this field has revealed the following general methods presently used:

1. The study of attitudes of teachers and referral personnel concerning disciplinary procedures which they thought were effective in secondary schools.
2. Basic measures taken in attempting to solve classified types of behavior problems.
3. Solution of disciplinary problems as a matter of social guidance rather than of law enforcement and managerial control.
4. Positive and negative approaches to prevent disciplinary problems.
5. Methods of solving disciplinary problems by developing a better relationship between the students and school.

CHAPTER III

PROCEDURES

Introduction

The procedure used in conducting any type of research or study is of the utmost importance. Procedures may vary in different types of research, but no matter how comprehensive they may be, they must be clearly thought out and clarified or they may affect the results of the research.

This particular study has demanded the following procedures in an effort to obtain a high validity in this study. It is necessary in the study to describe the population, the method of collecting data and how it is organized, the statistical hypothesis to be tested and precautions taken for accuracy.

Population Description

The secondary schools of Montana have been classified by two methods:

- a. Schools may be grouped into area districts with no limits on their enrollments. This method includes only public schools and not private schools.
- b. The athletic association of Montana has classified all accredited secondary schools by the enrollment process without regard to the district they reside in. This method includes all secondary

public and private schools. They are classified in descending order with:

Class AA	having the largest enrollment,
Class A	the next largest enrollment,
Class B	the next largest, and
Class C	having the smallest enrollment.

The researcher has chosen to use the athletic method of classification because it does not discriminate between public and private schools. Therefore, we have a total population of secondary schools which will include both the public and private secondary schools of Montana. The researcher has chosen to conduct a survey of the two largest classifications which include the Class AA and Class A secondary high schools of Montana. There are 16 Class AA schools and 16 Class A schools in the state of Montana.

The Class AA school enrollment ranges from 600 students upward, and the Class A school enrollment lies between 250 and 600 students.

Method of Collecting Data

This specific study has utilized a questionnaire as the instrument used to collect data needed to conduct this survey. The design of the questionnaire was made with the advice of the committee chairman. It was conducted so that it would determine:

1. What kind of discipline problems have warranted

the attention of the administrator to the point of being considered a problem by him?

2. What specific methods are used in handling each of the discipline problems mentioned in the questionnaire?
3. What extent are counselors used in dealing with discipline problems?
4. What percent of the administrators time is spent handling discipline problems?
5. What percent of the administrators take action on those unlawful actions performed by students which are not directly or indirectly connected with the school?

The questionnaire was mailed to the respective principals of each of the 16 Class AA and 16 Class A secondary schools of Montana. Included with each questionnaire (see Appendix, page 82) was a cover letter (see Appendix, page 83) and an explanation sheet (see Appendix, page 84) of the terms used. The questionnaire was mailed in January, 1971.

Method of Organizing Data

When the responses from the questionnaires were returned, the results were tabulated into tables for each discipline problem. Each table was entitled "Comparison between the Class AA and Class A Schools Relating to the Discipline Problem" The tables were then broken into three categories with each showing the frequency of responses for each class of school and the Chi

Square between the two classes of schools in each category. The three categories were entitled "Is It a Problem", "How Frequently" and "The Method Used in Handling Each Disciplinary Problem."

Statistical Hypotheses

The following null hypotheses was tested:

1. There is no significant difference between the Class AA and Class A schools pertaining to:

- a. Each of the nineteen listed disciplinary problems.
- b. The frequencies of the nineteen listed disciplinary problems on the questionnaire.
- c. The methods used in handling each specific disciplinary problem.

The alternate hypotheses in each of the above three listed cases was, "There is a significant difference between the Class AA and Class A schools.

Each hypothesis will be tested using the Chi Square to see if there is any significant differences between the Class AA and Class A schools. The degrees of freedom were computed by the formulas $(\text{Rows}-1)(\text{Columns}-1)$. The columns will remain constant at 2 since there are only 2 schools being compared, but the Rows will differ in each case as those items claiming zero responses by both schools were eliminated, thus making the Chi Square zero.

The level of significance was set at the .05 level. Those cases showing a significant difference were noted by an asterisk (*), and noted on the respective table.

Precautions Taken For Accuracy

The number of responses and setting up the frequencies for use in the Chi square test were made by hand calculations, but the final results were computed by the computers in the Computing Center at Montana State University.

Summary

This survey was administered to the Class AA and Class A schools of Montana. These schools have been classified as such by the Athletic Association of Montana utilizing the enrollment method as a means of classifications are the two largest types of schools in Montana on an enrollment basis. They include both public and private secondary schools in Montana.

This study has used a questionnaire to collect the data needed to conduct the survey. It was constructed with the advice of the committee chairman so as to determine the solutions to the general questions listed in Chapter I. The questionnaire was mailed to the administrators of the 32 Class AA and Class A schools in Montana during January 1971.

When the questionnaires were returned, the items checked were totaled and combined on a master chart for each class of school. From the totals, a frequency distribution was set up for each type of discipline problem, the frequency of occurrence, and the methods of handling each. The Chi square test was then administered to each of the nineteen null hypotheses and the nineteen alternative hypotheses in order to determine the significant difference, if any, for each type of disciplinary problem, the frequency of occurrence, and the methods of handling each between the Class AA and Class A schools of Montana.

CHAPTER IV

RESULTS

Introduction

With any survey, utilizing the questionnaire as an instrument, a great deal depends upon the attitude of the administrator at the moment he completes the questionnaire. It was assumed, however, that each administrator filled in the questionnaire as honestly as he could.

While there is a tendency toward agreement in the relationships between category 1 (Is It a Problem) and category 2 (How Frequently) in the following tables 1-27, there is no direct correlation. The reason being that a discipline problem could occur in the school occasionally, or perhaps often, without coming to the attention of the administrator or being a problem.

Returns

The returns on the questionnaires were not as high as the researcher expected. Possibly a second mailing should have been sent, but the percentage of returns were consistent for both Class AA and Class A schools, each being 81.25%. Class

breakdown is listed as follows:

	<u>Class AA</u>	<u>Class A</u>	<u>Total</u>
Questionnaires Sent	16	16	32
Questionnaires Returned	13	13	26
Percentage of Returns	81.25%	81.25%	81.25%

Results of the Twenty-Five Specific Discipline Problems,
Frequency of Occurrence and Methods of Handling

In each of the tables 1-25, a specific discipline problem is analyzed. This analysis includes the number of responses in each category of a specific problem and the Chi-Square for each category. If the Chi-Square denotes a significant difference between the Class AA and Class A schools at the .05 level of confidence, it will be noted with an asterick (*).

As shown in Table 1, both Class AA and Class A schools indicated that Unexcused Absences were a problem, and that it occurred from occasionally to often, but there was no significant difference between the two schools. Of the administrative methods available, the Administrator-Student conference ranked first and Detention second for both schools, but again, no significant difference was noted.

Table 2 shows that Habitual Tardiness was a problem and occurred occasionally in the Class AA schools. The Class

Table 1

Comparison between the Class AA and Class A Schools
 Relating to the Discipline Problem:
 UNEXCUSED ABSENCE

	Class AA	Class A	
<u>Is it a Problem?</u>			
Yes	9	8	Chi Square = 0.000
No	4	5	
<u>How Frequently?</u>			
Often	3	5	Chi Square = 3.7975
Occasionally	8	3	
Rarely	2	0	
<u>Method</u>			
Administration Student Conference	9	9	Chi Square = 7.7801
Detention	7	4	
Administration Student-Parent Conference	6	4	
Loss of Credit	3	0	
Drop Subject	1	0	
Elimination from Extra Activities	1	1	
Referral to Police	1	0	
Referral to Other Agencies	2	0	
Suspension	3	2	
Expulsion	1	0	
Lowering Grade	0	1	

Table 2

Comparison between the Class AA and Class A Schools
 Relating to the Discipline Problem:
 HABITUAL TARDINESS

	Class AA	Class A
<u>Is it a Problem?</u>		
Yes	9	6
No	4	7
Chi Square = 0.6303		
<u>How Frequently?</u>		
Often	4	3
Occasionally	5	8
Rarely	4	2
Chi Square = 1.5018		
<u>Method</u>		
Office Secretary Conference	0	1
Administration Student Conference	7	7
Detention	6	9
Administration Student-Parent Conference	3	4
Loss of Credit	1	0
Drop Subject	1	0
Referral to Other Agencies	1	0
Suspension	5	2
Expulsion	1	0
Chi Square = 7.8744		

A schools reported that it was not a problem but occurred occasionally. The Chi-Square at the .05 level indicates there was no significant difference in either category between the two schools. The Administrator-Student conference ranked first and Detention second as the most popular means of handling Habitual Tardiness in the Class AA schools, whereas the Class A schools reported that Detention ranked first and Administrator-Student conference second. The Chi-Square showed no significant difference in the methods used between the two schools.

As indicated in Table 3, Cutting Classes seemed to be a problem in the Class AA schools, but occurred only occasionally. The Class A schools reported that it was not a problem and only occurred occasionally, although the responses show a difference. The Chi-Square at the .05 level shows no significant difference in these categories between the two schools. The Class AA schools favor the Administrator Student-Parent conference, whereas the Class A schools favor the Administrator-Student conference in dealing with students who cut classes, but there is no significant difference between the two schools.

The results in Table 4 show that Class AA schools reported Truancy as a problem and that it occurred occasionally.

Table 3

Comparison Between the Class AA and Class A Schools
 Relating to the Discipline Problem:
 Cutting Classes:

	Class AA	Class A	
<u>Is it a Problem?</u>			
Yes	8	5	Chi Square 0.6154
No	5	8	
<u>How Frequently?</u>			
Often	1	2	Chi Square 0.7302
Occasionally	8	6	
Rarely	4	5	
<u>Method</u>			
Administration Student Conference	5	6	Chi Square 8.1779
Detention	7	4	
Administration Student-Parent Conference	8	2	
Loss of Credit	1	2	
Drop Subject	1	0	
Eliminate from Extra Activities	1	0	
Referral to Other Agencies	2	0	
Suspension	3	1	
Lowering Grade	0	1	

Table 4

Comparison Between the Class AA and Class A Schools
Relating to the Discipline Problem:
TRUANCY

	Class AA	Class A	
<u>Is it a Problem?</u>			
Yes	9	7	Chi Square = 0.1625
No	4	6	
<u>How Frequently?</u>			
Often	2	1	Chi Square = 0.7576
Occasionally	6	5	
Rarely	5	7	
<u>Method</u>			
Administration Student Conference	2	5	Chi Square = 8.6150
Detention	3	4	
Administration Student-Parent Conference	9	7	
Loss of Credit	1	2	
Eliminate From Extra Activities	1	0	
Referral to Other Agencies	2	0	
Suspension	9	2	

Class A schools also reported Truancy as a problem but it only occurred rarely. The Chi-Square indicated no significant difference in either category between the two schools. The Administrators of the Class AA schools treated Truancy by suspension or the Administrator-Student-Parent conference. Both methods had the same number of responses. The Class A Administrators treated Truancy with the Administrator-Student-Parent conference. There was no significant difference between the two schools in their methods of handling Truancy.

Most administrators treated Insubordination as a rarity. Both Class AA and Class A schools reported that it was not a problem and occurred only rarely. When it did occur, both schools handled the problem with the Administrator-Student conference as indicated in Table 5. There was no significant difference in any of the 3 categories between the two schools related to the problem of Insubordination.

Fighting in School as also reported by both Class AA and Class A schools as not a problem and occurred only rarely as shown in Table 6. When it did occur, it was treated by both schools using the same method, Administrator-Student conference. There was no significant difference in any of the three categories related to the problem of Fighting in School.

Table 5

Comparison Between the Class AA and Class A Schools
 Relating to the Discipline Problem:
 INSUBORDINATION

	Class AA	Class A	
<u>Is it a Problem?</u>			
Yes	2	3	Chi Square = 0.0000
No	11	10	
<u>How Frequently?</u>			
Often	0	0	Chi Square = 0.0149
Occasionally	3	2	
Rarely	8	8	
<u>Method</u>			
Administration Student Conference	5	7	Chi Square = 3.3218
Administration Student-Parent Conference	4	3	
Suspension	3	0	

Table 6

Comparison Between the Class AA and Class A Schools
 Relating to the Discipline Problem:
 FIGHTING IN SCHOOL

	Class AA	Class A	
<u>Is it a Problem?</u>			
Yes	3	2	Chi Square = 0.0000
No	10	11	
<u>How Frequently?</u>			
Often	0	0	Chi Square = 0.0024
Occasionally	0	1	
Rarely	11	9	
<u>Method</u>			
Administration Student Conference	4	6	
Administration Student-Parent Conference	4	3	
Student Put on Gloves	2	1	Chi Square = 5.8005
Eliminate From Extra Activities	1	0	
Suspension	5	0	

Table 7, concerning Smoking on the School Grounds, indicated a significant difference in two categories between the Class AA and Class A schools. Class AA schools reported that it was a problem and occurred occasionally, whereas Class A schools reported that it was not a problem and occurred rarely. Although each school dealt with the problem differently, there was no significant difference in the administrative methods used. The Class AA schools used Suspension as a means of handling the problems, and the Class A schools used the Administrator-Student conference.

As indicated in Table 8, the Class AA and Class A schools reported that Cheating in Class was not a problem and that it occurred from occasionally to rarely respectively. When it did occur, both schools dealt with it in the same manner, using the Administrator-Student conference. There was no significant difference between the two schools in any of the three categories.

In Table 9, Gambling in School was not considered a problem by either class of school. There was no outstanding method used in handling the problem as reported by the Class AA schools as a variety of methods were noted. The Class A schools were very definite in reporting that they favored the Administrator-Student conference. There was no significant

Table 7

Comparison Between the Class AA and Class A Schools
 Relating to the Discipline Problem:
 SMOKING ON SCHOOL GROUNDS

	Class AA	Class A	
<u>Is it a Problem?</u>			
Yes	12	4	Chi Square = 7.9625*
No	1	9	
<u>How Frequently?</u>			
Often	1	1	Chi Square = 11.5890*
Occasionally	11	2	
Rarely	1	8	
<u>Method</u>			
Administration Student Conference	4	7	
Detention	3	0	
Administration Student-Parent Conference	5	2	Chi Square = 8.9122
Eliminate From Extra Activities	1	0	
Suspension	8	2	
Expulsion	0	1	

*Significant if beyond the .05 level

Table 8

Comparison Between the Class AA and Class A Schools
 Relating to the Discipline Problem:
 CHEATING IN CLASS

	Class AA	Class A	
<u>Is it a Problem?</u>			
Yes	4	4	Chi Square = 0.1806
No	9	9	
<u>How Frequently?</u>			
Occasionally	3	3	Chi Square = 1.4222
Rarely	1	9	
<u>Method</u>			
Administration Student Conference	1	1	Chi Square = 3.1429
Loss of Credit	2	0	
Lowering Grades	0	1	

Table 9

Comparison Between the Class AA and Class A Schools
 Relating to the Discipline Problem:
 GAMBLING IN SCHOOL

	Class AA	Class A	
<u>Is it a Problem?</u>			
Yes	2	0	Chi Square 0.5417
No	11	13	
<u>How Frequently?</u>			
Rarely	1	8	Chi Square 0.0000
<u>Method</u>			
Administration Student Conference	1	6	Chi Square 5.1352
Administration Student-Parent Conference	1	1	
Eliminate From Extra Activities	1	0	
Suspension	1	0	

difference in any of the three categories between the two classes of schools.

As can be seen in Table 10, both Class AA and Class A schools indicated that Thievery was a problem and that it occurred occasionally. The two most popular means of handling the problem by the Class AA schools are: Administrator-Student-Parent conference, Referral to the Police and Suspension respectively. The Class A schools use the Administrator-Student conference and the Administrator-Student-Parent conference first, then referral to the Police second. The Chi-Square indicated no significant difference in any of the three categories between the two schools.

Table 11, concerning the Use of Vulgar Language to Another Student showed that both Class AA and Class A schools reported that it was not a problem. The Class AA schools reported that the problem did occur from occasionally to often and the Class A schools said that the problem occurred from rarely to occasionally. The most popular means of handling the problem when it did occur in the Class AA schools was the Administrator-Student conference or Detention. The Class A schools were very definite that they used the Administrator-Student conference.

The Chi-Square showed no significant difference in any of the three categories between the two schools.

Table 10

Comparison Between the Class AA and Class A Schools
 Relating to the Discipline Problem:
 THEFTS

	Class AA	Class A	
<u>Is it a Problem?</u>			
Yes	9	7	Chi Square 0.1625
No	4	6	
<u>How Frequently:</u>			
Often	0	1	Chi Square 1.5592
Occasionally	7	6	
Rarely	2	4	
<u>Method</u>			
Administration Student Conference	2	6	Chi Square 6.4571
Administration Student-Parent Conference	1	1	
Student Reimburse School	4	3	
Eliminate from Extra Activities	1	1	
Referral to Police	5	4	
Referral to Other Agencies	0	1	
Suspension	5	2	
Expulsion	2	0	

Table 11

Comparison Between the Class AA and Class A Schools
 Relating to the Discipline Problem:
 USE OF VULGAR LANGUAGE TO ANOTHER STUDENT

	Class AA	Class A	
<u>Is it a Problem?</u>			
Yes	6	6	Chi Square 0.1548
No	7	7	
<u>How Frequently?</u>			
Often	2	3	Chi Square 2.2399
Occasionally	2	3	
Rarely	0	4	
<u>Method</u>			
Administration Student Conference	4	10	Chi Square 2.6729
Detention	3	0	

As indicated in Table 12, the Use of Vulgar Language In the Presence of the Teacher was not considered a problem and occurred rarely in both the Class AA and Class A schools. There was no significant difference in either category between the two schools. When the problem did arise, the Chi-Square showed that there was a significant difference in the administrative methods used. The Class AA schools favored the Detention or Suspension method in dealing with the problem; whereas, the Class A schools strongly favored the Administrator-Student conference.

Table 13 showed that the Use of Vulgar Language to the Teacher was, as in the preceeding two tables, on different facets of the same subject, not regarded as a problem and occurred only rarely. Again, there was no significant difference between the two schools. Of the Administrative methods available, the Class AA schools definitely favored Suspension and the Class A schools strongly favored the Administrator-Student conference. There was definitely a significant difference in the Administrative methods used between the two schools.

In Table 14 entitled, the Destruction of School Property During School Hours, there was a significant difference in the category "Is It a Problem." The Class AA schools

Table 12

Comparison Between the Class AA and Class A Schools
 Relating to the Discipline Problem:
 USE OF VULGAR LANGUAGE IN PRESENCE OF TEACHER

	Class AA	Class A	
<u>Is it a Problem?</u>			
Yes	2	2	Chi Square 0.2955
No	11	11	
<u>How Frequently?</u>			
Often	0	1	Chi Square 0.7091
Occasionally	0	2	
Rarely	2	8	
<u>Method</u>			
Administration Student Conference	0	8	Chi Square 11.9999*
Detention	2	0	
Drop Subject	0	1	
Suspension	1	0	

*Significant if beyond the .05 level

Table 13

Comparison Between the Class AA and Class A Schools
 Relating to the Discipline Problem:
 USE OF VULGAR LANGUAGE TO THE TEACHER

	Class AA	Class A	
<u>Is it a Problem?</u>			
Yes	1	1	Chi Square = 0.5416
No	12	12	
<u>How Frequently?</u>			
Occasionally	0	1	Chi Square = 0.4424
Rarely	3	9	
<u>Method</u>			
Administration Student Conference	0	2	Chi Square = 8.7428*
Drop Subject	0	1	
Suspension	3	2	

*Significant if beyond the .05 level.

Table 14

Comparison Between the Class AA and Class A Schools
Relating to the Discipline Problem:
DISTRUTION OF SCHOOL PROPERTY
DURING SCHOOL HOURS

	Class AA	Class A	
<u>Is it a Problem?</u>			
Yes	7	1	Chi Square = 4.5139*
No	6	12	
<u>How Frequently?</u>			
Occasionally	1	1	Chi Square = 0.2449
Rarely	6	9	
<u>Method</u>			
Administration Student Conference	0	6	Chi Square = 11.9317
Student Reimburses School	6	8	
Eliminate from Extra Activity	1	0	
Referral to Police	1	1	
Call in the Police	0	2	
Suspension	3	0	

*Significant if beyond the .05 level.

reported that it was a problem but only occurred rarely, whereas the Class A schools reported that it was not a problem and occurred rarely. Both Class AA and Class A schools treated the problem by using the Administrative-Student-Parent conference and Student Reimburse School procedures. There was no significant difference in the methods used between the two schools.

Table 15 indicated that the Destruction of School Property After School Hours was considered a problem and occurred rarely in the Class AA schools. The Class A schools reported that it was not a problem and rarely occurred. There is a significant difference between the two schools in these categories. The Administrative methods used also showed a significant difference between the two schools because of the variety of methods used by each. The Class AA schools reported that the Administrator-Student-Parent conference and Student Reimburse the School ranked first, Suspension second, and Referral to the Police third. The Class A schools showed that Call the Police ranked first, Referral to the Police and Student Reimburse the School second, and Administrative-Student conference third.

Table 16 shows a unique situation and the value of conducting a Chi-Square test to determine any significant

Table 15

Comparison Between the Class AA and Class A Schools
 Relating to the Discipline Problem:
 DESTRUCTION OF SCHOOL PROPERTY
 AFTER SCHOOL HOURS

	Class AA	Class A	
<u>Is it a Problem?</u>			
Yes	7	3	Chi Square = 14.6249*
No	6	10	
<u>How Frequently?</u>			
Occasionally	2	2	Chi Square = 0.01420
Rarely	4	7	
<u>Method</u>			
Administration Student Conference	0	3	Chi Square = 13.9943*
Administration Student-Parent Conference	5	2	
Student Reimburse School	5	4	
Eliminate From Extra Activities	1	0	
Referral to Police	2	4	
Call in the Police	0	5	
Suspension	3	0	

*Significant if beyond the .05 level

Table 16

Comparison Between the Class AA and Class A Schools
Relating to the Discipline Problem:
Hazing

	Class AA	Class A	
<u>Is it a Problem?</u>			
Yes	6	0	Chi Square = 5.4167*
No	7	13	
<u>How Frequently?</u>			
Occasionally	1	0	Chi Square = 0.0000
Rarely	5	6	
<u>Method</u>			
Administration Student Conference	5	4	Chi Square = 3.6363
Detention	1	0	
Administration Student-Parent Conference	1	0	
Eliminate From Extra Activities	1	0	
Suspension	3	0	

*Significant if behind the .05 level.

difference. Both schools show that Hazing is not a problem, but the Chi-Square shows a significant difference. This is due to the fact that the Class AA schools showed a response of 6 Yes and 7 No, which could be determined either way, whereas the Class A schools response of 0 Yes and 13 No definitely indicate that it is not a problem. Because of the minimum range in response of the Class AA schools and the maximum range in response of Class A schools the Chi-Square shows there is a significant difference in this category between the two schools. Both schools reported that the problem occurred rarely and both agreed the Administrative-Student conference was the method to use in handling the problem.

Table 17 indicated that Unconventional Dress is a problem in the Class AA schools and it is not a problem in the Class A schools. There is a significant difference between the two schools in this category. Both schools showed that it occurred occasionally and there was no significant difference. The Class AA schools favored the Administrative-Student-Parent conference as the best method and Administrative-Student conference and Suspension second. The Class A schools favored the Administrative-Student Conference first and the Administrative-Student-Parent conference second. This indicated no significant difference in the methods used.

Table 17

Comparison Between the Class AA and Class A Schools
 Relating to the Discipline Problem:
 UNCONVENTIONAL DRESS

	Class AA	Class A	
<u>Is it a Problem?</u>			
Yes	7	1	Chi Square = 4.5138*
No	6	12	
<u>How Frequently?</u>			
Often	1	0	Chi Square = 2.0680
Occasionally	4	4	
Rarely	2	5	
<u>Method</u>			
Administration Student Conference	4	5	Chi Square = 4.3870
Administration Student-Parent Conference	6	3	
Eliminates From Extra Activities	1	0	
Suspension	4	0	

*Significant if beyond the .05 level.

As indicated in Table 18, Unauthorized Walkout was not considered a problem by either class of school and it occurred only rarely. When it did occur, both classes of schools agreed they would use the Administrative-Student conference in dealing with the problem. There was no significant difference in any of the three categories between the Class AA and Class A schools.

It was very definitely agreed by both classes of schools that Sex Deviation was not a problem and that it occurred rarely as indicated in Table 19. If the problem occurred, both Class AA and Class A schools agree they would refer the person or persons to other agencies such as a Psychiatrist or Counselor. There was no significant difference between the Class AA and Class A schools in any of the three categories.

Table 20 indicates that Long Hair was considered a problem by the Class AA schools and occurred occasionally. The Class A schools reported that it was not a problem and occurred only rarely. There was no significant difference between the Class AA and Class A schools in either category. When the problem does occur, the Class AA administrators deal with the problem by using the Administrative-Student-Parent conference, whereas, the Class A schools most popular

Table 18

Comparison Between the Class AA and Class A Schools
 Relating to the Discipline Problem:
 UNAUTHORIZED WALKOUT

	Class AA	Class A	
<u>Is it a Problem?</u>			
Yes	2	0	Chi Square = 0.5417
No	11	13	
<u>How Frequently?</u>			
Occasionally	1	1	Chi Square = 0.0114
Rarely	1	6	
<u>Method</u>			
Administration Student Conference	1	3	Chi Square = 6.3333
Detention	0	1	
Administration Student-Parent Conference	2	1	
Loss of Credit	1	0	
Eliminate From Extra Activities	0	1	
Suspension	2	0	

Table 19

Comparison Between the Class AA and Class A Schools
 Relating to the Discipline Problem:
 SEX DEVIATIONS

	Class AA	Class A	
<u>Is it a Problem?</u>			
Yes	1	0	Chi Square = 0.0000
No	12	13	
<u>How Frequently?</u>			
Occasionally	1	0	Chi Square = 0.2625
Rarely	1	5	
<u>Method</u>			
Administration Student Conference	1	1	Chi Square = 1.7678
Referral to Other Agencies	1	3	

Table 20

Comparison Between the Class AA and Class A Schools
 Relating to the Discipline Problem:
 LONG HAIR

	Class AA	Class A	
<u>Is it a Problem?</u>			
Yes	7	4	Chi Square = 0.6303
No	6	9	
<u>How Frequently?</u>			
Often	2	3	Chi Square = 4.3046
Occasionally	5	3	
Rarely	0	4	
<u>Method</u>			
Administration Student Conference	5	5	Chi Square = 4.3198
Administration Student-Parent Conference	6	3	
Eliminate From Extra Activities	1	0	
Suspension	4	0	
Expulsion	1	0	

method was the Administrative-Student conference. There was no significant difference between the two types of schools in the Administrative methods category.

Table 21 concerning Drug Abuse shows that Marijuana was a problem in the Class AA schools and occurs occasionally. The Class A schools reported that it was not a problem and occurs rarely. In the category, "Is It a Problem" there is a significant difference between the schools, but not in the frequency of occurrence. In the Class AA schools the most popular discipline methods was the Administrative-Student-Parent conference first and Referral to Other Agencies as the second choice. If the problem did occur in the Class A schools they would deal with the problem by referring the person or persons to another agency. The Chi-Square showed no significant difference in the Administrative methods used by the Class AA and Class A schools.

Table 22 concerning Drug Abuse, shows that Amphetamines were a problem as reported by the Class AA schools, but occurred only rarely. The Class A schools reported very definitely that it was not a problem and has hardly ever occurred. When the problem did occur in the Class AA schools, the Administration-Student conference ranks first, Referral to Other Agencies and Suspension as second. If the problem

Table 21

Comparison Between the Class AA and Class A Schools
 Relating to the Discipline Problem:
 MARIJUANA

	Class AA	Class A	
<u>Is it a Problem?</u>			
Yes	7	0	Chi Square = 7.0376*
No	6	13	
<u>How Frequently?</u>			
Occasionally	6	1	Chi Square = 1.8591
Rarely	2	4	
<u>Method</u>			
Administration Student Conference	0	1	Chi Square = 8.0196
Administration Student-Parent Conference	7	1	
Eliminate From Extra Activities	1	0	
Referral to Police	1	0	
Referral to Other Agencies	5	4	
Suspension	3	0	
Expulsion	2	0	

*Significant if beyond the .05 level.

Table 22

Comparison Between the Class AA and Class A Schools
 Relating to the Discipline Problem:
 DRUG ABUSE - AMPHETAMINES

	Class AA	Class A	
<u>Is it a Problem?</u>			
Yes	7	2	Chi Square = 2.7189
No	6	11	
<u>How Frequently?</u>			
Occasionally	3	2	Chi Square = 0.0483
Rarely	4	4	
<u>Method</u>			
Administration Student Conference	0	2	Chi Square = 11.7053
Administration Student-Parent Conference	6	1	
Eliminate From Extra Activities	1	0	
Referral to Police	1	0	
Referral to Other Agencies	3	5	
Suspension	3	0	
Expulsion	2	0	

occurred in the Class A schools they would refer the person or persons to Other Agencies. There was no significant difference in any of the three categories between the Class AA and Class A schools.

Table 23, Drug Abuse, indicated that both the Class AA and Class A schools did not consider Barbiturates a problem and that it rarely occurred. If the problem had arisen, both Class AA and Class A schools reported they would refer the person or persons to Other Agencies. There was no significant difference between the school in any one of the three categories concerning Barbiturates.

Table 24, Drug Abuse, showed that L.S.D. was not considered a problem by either Class AA or Class A schools. Class A schools were definite in reporting that it was not a problem but because of the near equal responses of the Yes and No's reported by the Class AA schools, the Chi-Square test showed a significant difference between the two classes of schools. Both Class AA and Class A schools reported that the problem of L.S.D. occurred only rarely and there was no significant difference. If the problem did occur the Class AA schools reported they would use the Administrative-Student-Parent conference. Class A schools reported they would refer the person or persons to Other Agencies. There was no

Table 23

Comparison Between the Class AA and Class A Schools
 Relating to the Discipline Problem:
 DRUG ABUSE - BARBITURATES

	Class AA	Class A	
<u>Is it a Problem?</u>			
Yes	6	2	Chi Square = 1.6250
No	7	11	
<u>How Frequently?</u>			
Occasionally	3	2	Chi Square = 0.0000
Rarely	3	4	
<u>Method</u>			
Administration Student Conference	0	1	Chi Square = 10.0954
Administration Student-Parent Conference	6	1	
Eliminate From Extra Activities	1	0	
Referral to Police	1	0	
Referral to Other Agencies	3	5	
Suspension	3	0	
Expulsion	2	0	

Table 24

Comparison Between the Class AA and Class A Schools
 Relating to the Discipline Problem:
 DRUG ABUSE - L.S.D.

	Class AA	Class A	
<u>Is it a Problem?</u>			
Yes	6	0	Chi Square = 5.4167*
No	7	13	
<u>How Frequently?</u>			
Occasionally	1	0	Chi Square = 0.0462
Rarely	5	4	
<u>Method</u>			
Administration Student Conference	0	1	Chi Square = 12.5469
Administration Student-Parent Conference	6	0	
Eliminate from Extra Activities	1	0	
Referral to Police	1	0	
Referral to Other Agencies	3	5	
Suspension	3	0	
Expulsion	2	0	

*Significant if beyond the .05 level.

significant difference in the method used by either Class AA or Class A schools.

As indicated in Table 25, the use of Alcoholic Beverages was reported by both the Class AA and Class A schools as being a problem, but only occurred rarely to occasionally. There was no significant difference between the two classes of schools in this category. When the problem did arise, there was a significant difference in the discipline methods used to handle the problem. Class AA schools favored suspension and Administrative-Student-Parent conference. The Class A schools reported using the Administrative-Student-Parent conference and Administrative-Student conference.

Results of the Extent That Counselors Are Used
In Handling Discipline Problems

Table 26 shows how frequently counselors are used in handling discipline problems in the Class AA and Class A schools. The Chi-Square test showed a significant difference between the two classes of schools. The response reported by the Class AA schools showed that counselors are rarely used in handling discipline problems, whereas, the Class A reported their counselors are used occasionally. Because of the significant difference the researcher indicates counselors are used more frequently in handling discipline problems in the

Table 25

Comparison Between the Class AA and Class A Schools
 Relating to the Discipline Problem:
 USE OF ALCOHOLIC BEVERAGES

	Class AA	Class A	
<u>Is it a Problem?</u>			
Yes	11	7	Chi Square = 1.6250
No	2	6	
<u>How Frequently?</u>			
Often	0	2	Chi Square = 3.1649
Occasionally	3	3	
Rarely	8	4	
<u>Method</u>			
Administration Student Conference	0	3	Chi Square = 14.3967
Administration Student-Person Conference	9	5	
Eliminate From Extra Activities	2	1	
Referral to Police	0	1	
Call in the Police	0	1	
Referral to other Agencies	0	2	
Suspension	10	2	
Expulsion	0	1	

*Significant if beyond the .05 level.

Table 26

Comparison Between the Class AA and Class A Schools
 Relating to the Discipline Problem:
 HOW FREQUENT ARE COUNSELORS USED
 IN HANDLING DISCIPLINE PROBLEMS?

	Class AA	Class A	
<u>How Frequently?</u>			
Often	1	0	
Occasionally	2	7	Chi Square
Rarely	10	6	73.3767*

*Significant if beyond the .05 level.

Class A schools than they are in Class AA schools.

Results of Discipline Actions Not On School Property
 Or After School Hours

The questions, "Do You Perform Discipline Actions on those Cases Where Students Perform Unlawful Actions Not on School Property or After School Hours" has arisen among administrators many times and pros and cons have been discussed. Table 27 shows how the administrators of the Class AA and Class A schools are answering this question. Administrators of both Class AA and Class A schools generally agree that an administrator should not perform disciplinary action on those

Table 27

Comparison Between the Class AA and Class A Schools Relating
to the Discipline Problem:

DO YOU PERFORM DISCIPLINARY ACTION ON THOSE CASES WHERE
STUDENTS PERFORM UNLAWFUL ACTIONS NOT ON SCHOOL
PROPERTY OR OUTSIDE OF SCHOOL HOURS?

	Class AA	Class A	
Yes	5	5	Chi Square = 0.0000
No	8	8	

cases where students perform unlawful actions not on school property or outside of regular school hours. There was no significant difference in the response by the Class AA and Class A schools.

Results of the Amount of Time Spent Per Week Handling Discipline Problems in the Class AA and Class A Schools

Included on the questionnaire of specific discipline problems and the methods of handling each is the question: "How much time do you the Administrator and/or the Counselor, spend per week in handling discipline problems?" The following table shows the range, mean and median for the Class AA schools and the Class A schools pertaining to the amount of time spent per week in handling discipline problems.

Table 28

Comparison Between the Class AA and Class A Schools Relating
to the Discipline Problem:

HOW MUCH TIME DO YOU THE ADMINISTRATOR AND/OR THE COUNSELOR,
SPEND PER WEEK IN HANDLING DISCIPLINE PROBLEMS?

Class AA		Class A	
Range	25-2 hours	Range	20-1 hours
Mean	12 hours	Mean	7 hours
Median	8 hours	Median	5 hours

Results of the Breakdown Concerning Discipline
Methods and Referral to Other Agencies

The questionnaire used in conducting this study included Referral to Other Agencies as one type of disciplinary action which could be used in handling various types of discipline problems. This particular method was divided into three categories: (1) Guidance Center, (2) Psychiatrist, and (3) Other - which was completed by the respective administrators completing the questionnaire.

The following table shows the responses for each category in the Class AA and Class A Schools.

Table 29

Class AA		Class A	
Guidance Center	7	Guidance Center	8
Psychiatrist	5	Psychiatrist	4
Other:		Other:	
Probation Officer	1	Clergyman	1

Outstanding discipline problems were determined by their frequency of occurrence as reported by each of the Class AA and Class A schools. Table 30 is constructed to show the rank order of the outstanding discipline problems based on their reported frequency of occurrence. As indicated by Table 30, Habitual Tardiness ranked first and Unexcused Absences ranked second as the two most outstanding discipline problems in the Class AA schools. Among the Class A schools, Table 30 shows that Unexcused Absences rank number one and Habitual Tardiness second. It should be emphasized at this point that a high frequency of response does not necessarily indicate the seriousness of a disciplinary problem. There is little relationship shown between the attention demanded of the administrator and the frequency of response of a particular problem.

Table 30 merely shows the rank order of the disciplinary problems occurring in the Class AA and Class A schools based on frequency of occurrence. It is not meant to be interpreted that there is a significant difference in each problem between the rank order of the two schools. The only discipline problems which definitely showed a significant difference were Smoking on the School Grounds, Thefts, Use of Vulgar Language to the Teacher, Destruction of School

Property After School Hours, Hazing, Unconventional Dress,
Drug Abuse - Marijuana and Drug Abuse - L.S.D.

Table 30

OUTSTANDING DISCIPLINE PROBLEMS OCCURRING MOST FREQUENTLY IN THE CLASS AA AND A SCHOOLS OF MONTANA	
Rank Order of Class AA	Rank Order of Class A
1. Habitual Tardiness	1. Unexcused Absences
2. Unexcused Absence	2. Habitual Tardiness
3. Truancy	3. {Use of Vulgar language to another student Long Hair
4. Long Hair	4. Cutting Classes
5. Use of Vulgar Language to another student	5. Use of Alcoholic Beverages
6. Smoking on School Grounds	6. Thefts
7. Cutting Classes	7. Truancy
8. Unconventional Dress	8. {Smoking on school grounds Use of Vulgar Language in Presence of Teacher
9. Theft	9. Unconventional Dress
10. Drug Abuse - Marijuana	10. Cheating in Class
11. {Insubordination Use of Alcoholic Beverages	11. Insubordination
12. Drug Abuse - Amphetamines	12. Distruction of school property after school hours
13. Drug Abuse - Barbiturates	13. {Drug Abuse - Amphetamines Drug Abuse - Barbiturates
14. Cheating in Class	14. {Fighting in School Use of Vulgar Language to Teacher Destruction of school property during school hours
15. Destruction of School property after school hours	15. Unauthorized Walkout
16. Destruction of school property during school hours	16. Drug Abuse - Marijuana
17. {Drug Abuse - L.S.D. Hazing	17. Gambling in School
18. {Sex Deviation Unauthorized Walkout Gambling	18. Hazing
19. Fighting in School	19. Sex Deviation
20. Use of Vulgar language in Presence of Teacher	20. Drug Abuse - L.S.D.
21. Use of Vulgar Language to the Teacher	

Administrative Techniques Used in Discipline

In both Class AA and Class A schools, the Administrator-Student conference and the Administrator-Student-Parent conference are used frequently with most of the twenty-five disciplinary problems considered. There is a tendency to use the Administrator-Student-Parent conference for those discipline problems generally regarded as more serious in nature. The Class AA schools used more strict actions such as Suspension and Detention more frequently than the Class A schools. Table 31 shows the rank order of the five most popular methods used for handling discipline problems by the Class AA and Class A schools.

Table 31

THE FIVE MOST POPULAR ADMINISTRATIVE METHODS USED IN HANDLING DISCIPLINE PROBLEMS BY THE CLASS AA AND CLASS A SCHOOLS IN MONTANA

Class AA	Class A
1. Administrator-Student-Parent Conference	1. Administrator-Student Conference
2. Administrator-Student Conference	2. Administrator-Student-Parent Conference
3. Suspension	3. Referral to Other Agencies
4. Detention	4. Detention
5. Referral to Other Agencies	5. Student Reimburse School

The remaining techniques available in the questionnaire were not used extensively.

There were two methods which were not used at all in the Class AA school and they were: The Office Secretary Conference, and Corporal Punishment. The Class A schools responded to all the available methods offered.

General Statements Regarding the Results

The testing of the hypothesis indicated the following results:

1. The most common discipline problems occurring in both the Class AA and Class A schools of Montana are those of: Absenteeism, Tardiness, Truancy, Use of Vulgar Language to Another Student, Cutting Classes, and Long Hair.
2. The least common discipline problems occurring in the Class AA and Class A schools of Montana are those of Drug Abuse - LSD, Sex Deviation, Hazing, Gambling in School, Fighting in School, Unauthorized Walkouts, Use of Vulgar Language in the Presence of the Teacher and to the Teacher.
3. The only discipline problems which indicate a significant difference between the Class AA and Class A schools are as follows: Class AA had greater incidence of discipline problems relating to Smoking on the School Grounds, Destruction of School Property After School and During School Hours, Hazing, Unconventional Dress, Drug Abuse - Marijuana, and Drug Abuse - LSD.
4. Those discipline problems which showed a significant difference in the Administrative method used by the Class AA and Class A schools were as follows: Class AA had greater incidence of method problems relating to Smoking on the School Grounds, Use of Vulgar Language, In the Presence of the Teacher, Destruction School Property after School Hours and the Use of Alcoholic Beverages.

5. Administrators of the Class AA schools in Montana appeared to spend more time on discipline problems per week than the administrators of the Class A schools.
6. The Guidance Center was the most popular agency used by both the Class AA and Class A schools when they referred a person or persons to other agencies. The Psychiatrist ranked second. The Probation officer and clergyman were listed as other agencies used.
7. The most popular administrative techniques used in handling discipline problems were the Administrator-Student-Parent conference and the Administrator-Student conference.
8. Those administrative techniques never used by the Class AA schools are the Office Secretary Conference and Corporal Punishment.
9. Counselors were used more frequently in handling discipline problems in the Class AA schools than in the Class A schools of Montana.
10. Administrators of both Class AA and Class A schools generally agree that an administrator should not perform disciplinary actions on those cases where students perform unlawful actions not on school property or outside regular school hours.
11. Drug Abuse as a whole was not considered as a major problem in either Class AA or Class A schools, but it does seem to be increasing in frequency occurrence in the larger schools of Montana.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMENDATIONS FOR FURTHER STUDY

Introduction

The researcher recommends to the reader of this study that when making evaluations regarding the conclusions it must be remembered that this study includes only 81.25% of both Class AA and Class A schools in Montana. The study represents the 1970-71 school year and that it is assumed that the administrator completed the questionnaire as honestly and accurately as he could to the best of his knowledge.

Summary of the Problem, Hypothesis, Related Literature and Procedures

It was the purpose of this study to identify discipline problems and the methods used in handling them in the Class AA and Class A schools in Montana.

The lack of primary research on this particular subject in Montana; and lack of good discipline in the classroom and throughout the school, which seems to be a basis for teacher and administrator dismissal from schools, was the stimulus which initiated this study.

A questionnaire was constructed so as to determine

those specific discipline problems and the administrative methods of handling each and was sent to each administrator of the Class AA and Class A schools in Montana. Responses from the questionnaire were tabulated and a comparison of statistics was made between the Class AA and Class A schools.

A review of literature was conducted on the particular problems presented in this study. Because of the lack of recent literature on the subject, the researcher felt that comparison of discipline practices have transpired conversationally rather than literally. The review of literature did reveal a few general methods of handling discipline problems presently being used.

Conclusions

An analysis of Tables 1 through 31 has indicated that those disciplinary problems which are occurring most frequently in the Class AA schools are those of Habitual Tardiness (#1), Unexcused Absence (#2), Truancy (#3) and Long Hair (#4). Those occurring in the Class A schools are: Unexcused Absence (#1), Habitual Tardiness (#2), Use of Vulgar Language to the Student and Long Hair (#3), and Cutting Classes (#4).

The index of seriousness of most discipline problems is the same for both classes of schools, except for the

following which did show a significant difference: Smoking on the School Grounds, Destruction of School Property after School Hours and During School Hours, Hazing, Unconventional Dress, Drug Abuse - Marijuana and Drug Abuse, LSD. Drug Abuse as a whole was not considered as a major problem in either the Class AA or Class A schools, but it does seem to be increasing in frequency occurrence in the larger schools of Montana.

Most discipline problems were handled by the Administrator-Student conference and the Administrator-Student-Parent conference, in both classes of schools. The other methods were not extensively used by either class of school. The Class A school did report that they used all of the available methods offered in one school or another. The Class AA schools reported that the Office Secretary conference and Corporal Punishment was not used at all by any Class AA school. In general, most discipline cases are handled by the same method in both the Class AA and Class A schools except where a significant difference was shown. Those discipline problems which are definitely handled in different ways between the Class AA and Class A schools are: Smoking on School Grounds, Use of Vulgar Language in Presence of Teacher, Destruction of School Property After Hours, and the Use of Alcoholic Beverages.

The time spent per week by Administrators in handling discipline problems was greater in the Class AA schools than in the Class A schools. This is probably due to the larger enrollment in the Class AA schools. With this same thought in mind, it was also concluded that counselors were also used more extensively in handling problems in the Class AA schools.

Throughout Chapter Four, both Class AA and Class A frequently use Referral to Other Agencies in handling various types of disciplinary problems. When this method was used, both Class AA and Class A schools showed that the Guidance Center was the most popular agency used, a Psychiatrist second, and clergymen and probation officer third.

According to the questionnaires returned, both the Class AA and Class A administrators agreed that an administrator should not perform any disciplinary actions concerning those cases where students perform unlawful actions not on school property or outside regular school hours.

Recommendations for Further Study

If a similar study were to be made, the researcher would make the following recommendations:

1. Valuable information could be obtained from responses from other school personnel rather than just the principals.

2. It would be an improvement to have an "index of seriousness" indicated by each administrator, for each problem. This would give a more objective criterion for evaluating the data.
3. Counselors should be given an opportunity to express their ideas.
4. An evaluation of the extent to which student organization should be involved in the establishment of school policy on specific discipline problems.
5. Companion studies should be conducted using the technique of personal interviews. One such study would involve finding how effective are the administrative methods used to handle present discipline problems. Another study could involve the problems of attendance and the problems of personal conduct.

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SELECTED REFERENCES

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APPENDIX

QUESTIONNAIRE

Miles Community College
2600 Dickenson Street
Miles City, Montana 59301

Mr. John Doe, Principal
Excellent High School
Everywhere, Montana 59301

Dear Mr. Doe:

One of the basic duties of a school administrator is processing specific disciplinary problems. On behalf of Montana State University I am conducting a survey to discover the more prominent disciplinary problems and the methods of handling them by the administrators of the Class AA and Class A secondary high schools of Montana.

It is the purpose of this survey to utilize the results in order to benefit future and possibly experienced administrators of Montana. The study will also be used as a requirement for a graduate professional paper.

Enclosed is an instrument containing types of disciplinary problems in the vertical column, and methods of handling them in the horizontal column. It requires only that you check your most frequently used method of handling each specific disciplinary problem. Evaluation of the instrument has shown it should take approximately fifteen minutes of your time.

When responding to this questionnaire, you will note that your name and school are omitted from the questionnaire and its enclosed envelope. The location of a particular school or its name is not needed, only your check marks are needed for tabulation in completing the statistical analysis of this study. It is my intent in this study that names of schools be withheld in strict confidence.

If your questionnaire contains a star at the top right hand corner, this is my indicating mark so I may differentiate a Class AA school from a Class A school.

Thank you for your time and consideration in the completion of the enclosed questionnaire. If you wish a copy of the final analysis, please feel free to write for one at the above address in June, 1971.

Sincerely yours,

Donald J. Kennedy

EXPLANATION OF TERMS USED IN QUESTIONNAIRE

Disciplinary Problems (Individual Students)

Problem No.

1. Unexcused Absence - parents approved - school does not
2. Habitual Tardiness - Where there is no "hardship" reason for repeated tardiness i.e. - student negligence
3. Cutting Classes - Parent believes child is in school
4. Truancy - Parent knows student is out of school
5. Insubordination - Student refuses to obey or defies teacher
6. Fighting in school
7. Smoking on School Property - either on grounds, rest rooms or in halls.
8. Gambling in School - Any type - consider only those responsible.
9. Cheating in Class - consider only those directly involved
10. Thefts - Consider only those during school hours
11. Use of Vulgar language - Please check separately
 - a. To another student
 - b. In presence of a teacher
 - c. To the teacher
12. Destruction of school property - Consider only malicious or intentional
13. Hazing - i.e. Using force upon other students to:
 - a. cut hair
 - b. take for a ride

- c. intimidate other students in any way.
- 14. Unconventional Dress - or personal appearance - indecent dress, no shoes, mini-skirts, etc.
- 15. Unauthorized Walkout - Consider only group, class, or all school.
- 16. Sex Deviation - immoral acts, indecent exposure, homosexuals, etc.
- 17. Long Hair - Consider shoulder length, covering the ears or types of beards, etc.
- 18. Drug Abuse - any type on school grounds
- 19. Use of Alcoholic Beverages - any type on school property.

Methods of Disciplinary Action

- 1. By "Is it a problem," we mean, does it occur often enough to warrant the attention of the Administrator.
- 2. How Frequently - merely to establish the relative frequency as related to other problems.
- 3. Office Secretary Conference - A discussion with the office secretary. If school regulations clearly apply, office secretary may apply rules, or refer to administrator.
- 4. Administrator - Student Conference - Problem needs personal attention of the Administrator.
- 5. Detention - Keeping after school - study hall - an appropriate number of hours of conferences assigned.
- 6. Administrator-Student-Parent Conference - Parent called to "sit in" on Student-Administrator conference.

7. Loss of Credit - Giving student an "F" in a course, or dropping students grade one letter grade.
8. Student Reimburse School - Student or Parents pay money to school.
9. Corporal punishment - Paddling errant student, shaking, spanking.
10. Students "Putting on the Gloves" - supervised boxing match to let two boys "fight it out" until one admits defeat.
11. Drop Subject - Student excluded from that class only.
12. Eliminate from extra curricular activities. Bar student from athletics, drama, etc.
13. Referral to Police - Notifying police of circumstances, turning over all evidence, school taking no action.
14. Call in Police - Asking police to sit in and offer both advice and possibly recommend drastic action.
15. Referral to other agencies - Guidance center - Psychiatrist
16. Suspension - Student to be suspended for from 3 days to two weeks.
17. Expulsion - Student expelled indefinitely from school.

Please check the most frequently used method of handling each specific discipline problem																					
Disciplinary Problems	Is it a Problem		How Frequently			Office Secretary Conference	Administration Student Conference	Detention	Admin-Stud. Parent Conf.	Loss of Credit	Student Reimburse School	Corporal Punishment	Student Putting on Gloves	Drop Subject	Elimination from Extra Curric Activ.	Referral to Police	Call in Police	Referral to other Agencies*	Suspension	Expulsion	Other methods of handling discipline problems not listed.
	Yes	No	Often	Occasionally	Rarely																
1. Unexcused Absence																					
2. Habitual Tardiness																					
3. Cutting Classes																					
4. Truancy																					
5. Insubordination																					
6. Fighting in School																					
7. Smoking on School Grounds																					
8. Cheating in Class																					
9. Gambling in School																					
10. Thefts																					
11. Use of a. To another																					
Vulgar Student																					
Language b. In presence																					
of teacher																					
c. To teacher																					
12. Destruction of School																					
Property																					
a. During School Hours																					
b. After School Hrs.																					
13. Hazing																					
14. Unconventional Dress																					
15. Unauthorized Walkout																					
16. Sex Deviation																					
17. Long Hair																					
18. Drug Abuse																					
a. Marijuana																					
b. Amphetamines																					
c. Barbiturates																					
d. L.S.D.																					
19. Use of Alcoholic Beverages																					

How frequently are your counselors used in handling disciplinary prob?

How much time do you and/or the counselor spend per week in handling disciplinary problems? _____ Hours

Do you perform disciplinary actions on those cases where students perform unlawful actions not on School Property or outside of the School Hours? Yes _____ No _____

If you have any comments regarding the instrument or the study, please feel free to do so on the reverse side of the instrument.

Guidance Center⁴
Psychiatrist²

*Other Agencies