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Parent and teacher perceptions of discipline problems and solutions in small, urban, Western Piedmont North Carolina high schools

Hill, Raymond Stephen, Ed.D.

The University of North Carolina at Greensboro, 1993

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PARENT AND TEACHER PERCEPTIONS OF DISCIPLINE PROBLEMS
AND SOLUTIONS IN SMALL, URBAN, WESTERN PIEDMONT
NORTH CAROLINA HIGH SCHOOLS

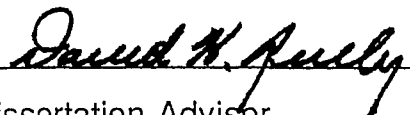
by

Raymond Stephen Hill

A Dissertation Proposal Submitted to
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HILL, RAYMOND STEPHEN, Ed.D. Parent and Teacher Perceptions of Discipline Problems and Solutions in Small, Urban, Western Piedmont North Carolina High Schools. (1993) Directed by Dr. David Reilly. 162 pp.

This study investigated the extent of discipline problems in small, urban, Western Piedmont North Carolina high schools as perceived by teachers and parents of high school students.

It examined and compared teacher and parent responses to the severity of serious acts of student misbehavior and selected contributors to student misbehavior. It compared preferences of in-school suspension, out-of-school suspension, and exclusion from school in dealing with students involved in fighting, assault, intimidation, vandalism, possession of weapons, and use/possession and sale of illegal drugs.

Also, the study examined involvement of law enforcement agencies in addressing serious discipline matters. Finally, the study compared teacher and parent suggestions for improving current systems of managing and reforming unruly high school youths.

Parents and teachers agreed that serious acts of misbehavior are significant problems for schools. There was also agreement on external and internal contributors to school discipline problems.

Both groups indicated that lack of student self-discipline is a significant cause for discipline problems. Teachers indicated that lack of parental support of the school in the discipline process and the number of single-parent homes also leads to misbehavior.

There was agreement among parents and teachers on proper methods for punishing students involved in serious acts of misbehavior. The only significant disagreement was with fighting. Parents recommended in-school suspension for the first occurrence of fighting, while teachers called for out-of-school suspension.

Parents and teachers also agreed that school officials should involve the police when serious acts of misbehavior are committed. The only area of significant disagreement was fighting. While the majority of teacher respondents recommended involving the police in student fighting, 80% of parents did not.

Finally, there was a high level of agreement between parents and teachers on strategies for improving high school discipline. The groups' suggestions fell into several categories: tougher discipline policies and punishment, more parental involvement, greater consistency in issuance of punishment, removal of chronic offenders from school, involvement of police, alternative classes/schools for chronic offenders, and restoration of prayer/the Bible in the schools.

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CHAPTER I

INTRODUCTION

The lack of strong discipline in the public schools is a major problem in the eyes of the American public. It has been ranked among the highest concerns nearly every year since 1969 in polls of public attitudes about education (Bybee & Gee, 1984).

The 1991 Gallup Poll of the Public's Attitudes Toward the Public Schools (Stanley, Rose, & Gallup) ranked discipline second among the biggest problems with which public schools must deal, gave a disciplined environment free of drugs and violence the number-one ranking among the six national goals, and ranked maintenance of student discipline second among factors important to parents in choosing a public school for their child. It also rated firmer discipline first among suggestions for helping low-income and racial or ethnic minority students succeed in school.

In the 1983 A Nation at Risk, the National Commission of Excellence In Education recommended:

The burden on teachers for maintaining discipline should be reduced through the development of firm and fair codes of student conduct that are enforced consistently and by considering alternative classroom programs and schools to meet the needs of continually disruptive students. (pp. 23-24)

The progressive reforms being proposed for education in the 1990s will probably not be fully executed unless schools first address the problem of how to establish and maintain harmonious, uninhibited school settings within which education can thrive. Reform must begin with an understanding of the processes and procedures which cultivate safe and orderly school environments and a commitment from educators to provide the same.

Major (1990) suggests, "Discipline should be given as high a priority in our curriculum as we now give reading, writing, and arithmetic" (p. 9). There is little societal disagreement that effective schools require a climate of order that allows students an opportunity to focus their full attention on the curricular opportunities at hand. There is disagreement, however, over which strategies should be used in addressing the characteristics, functions, and scope of school discipline.

Hollingsworth, Lufner & Clune (1984) describe five major perspectives from which people view discipline in the schools. First is an influential group of thinkers who focus on discipline as part of the systematic development of maturing youth where discipline is a part of the process by which an individual develops a sense of moral order and orchestrates a sense of responsibility to self, family, peer groups, institutions, and general society. The function of a properly conceived discipline system, according to this view, is to promote the capacity of the individual and the institution to act interdependently, between individual autonomy and social order, and

with the ultimate effect that the individual has an appreciation of the moral order and his/her obligations toward maintaining it.

Another conceptualization, much less concerned with the emergence of the responsible individual, emphasizes the organizational context of discipline where schools are perceived as organizations more concerned with promoting uniformity than with fostering diversity. However strong the interest of schools in providing maximal learning environments for individual pupils, this view holds that schools should give even more emphasis to minimums, regularity of performance, and technology-oriented batch processing rather than individual or particular performance.

A third view holds that discipline is part of the teaching of obedience and respect for authority. Often accompanying this view is a philosophical position that schooling functions as a tool used by the ruling classes to socialize youth into accepting as legitimate the prevailing economic and social systems. As with the moral order point of view, there are strong links between the micro (the individual student) and the macro (society).

The fourth theory of discipline, based on concepts of common law, is *in loco parentis*. This theory posits that it is the responsibility of the school--for the sake of the children--to impose and execute systems of discipline in the school, much as the parent is expected to do at home.

Finally, a fifth, less developed, point of view about discipline is based on the concepts of entitlement. It regards discipline in

schools as a legal issue. Disciplinary exclusion becomes a denial of the right to an education and cannot be imposed without due process protection.

Some researchers adapt these components to form an eclectic philosophy of school discipline. Lawrence, Steed, & Young (1984) perceive schools as the gatekeepers of values. They argue that by using publicly accepted norms of conduct and behavior as a blueprint, schools are expected to produce children who are well behaved, who can exercise self control and the ability to master appropriate behavior in a variety of public contexts and with an armamentarium of personal character traits which will fit them for membership in society. In short, schools are responsible for instilling in youth a sense of honesty, truthfulness, respect for others and for authority.

It is possible that somewhere within these differing perspectives there lies a hidden solution to society's school discipline problems. Only by identifying and challenging the current unsuccessful processes for managing school discipline and by testing, validating, and initiating alternative theories can there be refinement of the current approaches.

The public debate of the performance of school discipline in the education process is not a new one. More than a century ago there was discussion of how some townspeople were afraid to walk past schools for fear of being attacked, of mutinies and school takeovers,

of students who burned their books and left class *en masse* (Newman, 1980).

More recently, during the late 1950s and early 1960s, school crime escalated enough that by 1965 it had clearly become a major problem. By that time the National Education Association had begun confronting the problem directly, and Stinchcombe (1964) had completed his startling book, Rebellion in a High School, which asserted that school-related crime and violence were taking on major proportions. The phenomenon of school violence continued to escalate into the early 1970s until it had become a significant enough public issue to warrant Congressional investigation (Bybee & Gee, 1982).

Today, as in the past, the public views school discipline as a model from which students learn how to cooperatively exist in society (Bybee & Gee, 1982). It is a process for teaching youth to prevent and solve problems similar to those they may face in the future. The role of school discipline is to encourage and help children to learn how to behave now so they will know how when they no longer have schools to guide them (Major, 1990).

Education reformers of the 1990s must acknowledge the discipline crisis which faces many public high schools. They must determine what components of school discipline systems are most problematic, and what must be done to achieve a better fit between the need for strong discipline and order in schools and the need for student development of autonomy. Until this has been accomplished,

America's goal of revolutionary improvement within the public high schools can probably not be realized.

Hopefully, this study will encourage educators to address the discipline crisis head on by investigating deficiencies in high school discipline policies and by developing strategies for improving them.

Problem Statement

Americans have a long history of placing trust and confidence in their public education system. However, today many are becoming increasingly troubled by a barrage of indicators evidencing serious discipline problems within the schools. The main problem is that many schools in this country are being held hostage by disruptive, violent youths who place little or no value on the importance of obtaining an uninterrupted, comprehensive education or on the rights of others to have the same.

Hawkins & Doueck (1984) found that 80 to 90% of teenagers admit to having committed crimes for which they could be arrested. Theft is the offense reported most often by students and teachers. Eleven percent of secondary students and 12% of teachers report having had something stolen in a typical month (Bybee & Gee, 1982).

Bybee & Gee (1982) found that physical attacks affect 282,000 secondary students each month. Over 5,000 teachers are physically attacked each month. Robberies affect 112,000 students and 6,000 teachers each month. Vandalism occurs at a rate of 42,000 incidents each month and results in an annual cost of \$200 million.

Explanations for disruptive behavior in schools show close parallels with those offered for crime--the belief that violence is acceptable, the insistence that individual needs be met at any cost, the lack of secure family environments, and the difficult temperaments of some individuals (Curwin & Mendler, 1988). Also, the decline in the authority of the church, of parents, and of schools makes children less amenable to discipline (Lawrence, Steed, & Young, 1984).

School-related disruption invades all corners of the country including urban, suburban, and rural school systems (Bybee & Gee, 1984). Media coverage of children, teaching, and learning is often overshadowed by stories of violence, vandalism and student disruption. Education policy-makers are pressed to redirect scarce financial resources to provide security measures which will adequately insure the safety of the children in their charge.

Educators of the 1990s must acknowledge the crisis which faces many public high schools and determine which components of school discipline are most problematic. Only by identifying and challenging the current unsuccessful processes for managing school discipline and by testing, validating, and initiating alternative theories can there be positive change. Until this has been accomplished, substantial improvement within the public high schools can not be realized.

Purpose

The purpose of this study was to investigate parent and teacher responses related to selected student behavior and school disciplinary methods in small, urban, Western Piedmont North Carolina high schools.

It investigated the extent of serious student misbehavior and sought to determine whether teachers and parents rate current school discipline policies and methods adequate in addressing society's constantly changing needs. It examined and compared teacher and parent responses to the success or failure of policies and methods currently used by high school administrators in dealing with severe discipline problems. It sought to find whether there is agreement on the uses of in-school and out-of-school suspension in dealing with students involved in major violations of school rules, such as: fighting, assault, intimidation, vandalism, possession of weapons, and use/possession and sale of illegal drugs.

Also, this study examined the role of local law enforcement agencies in addressing serious discipline matters. Finally, this study compared teacher and parent suggestions for improving current systems of managing and reforming unruly high school youths.

Research Questions

In order to address the purpose of this study, the following null hypotheses were tested:

1. There is not a statistically significant difference between teacher and parent ratings of the frequency of selected student misbehaviors in small, urban, Western Piedmont North Carolina high schools.

2. There is not a statistically significant difference between teacher and parent ratings of methods for improving student behavior in small, urban, Western Piedmont North Carolina high schools.

Conceptual Base

The study of school discipline must involve a conceptualization of the multiformity of complex and conflicting interrelationships affecting it--organizational policy formation, school laws, and adolescent behavior. Schools cannot improve the structure of discipline without, first, addressing broad educational issues and the structure of schooling itself (Hollingsworth, Lufler & Clune, 1984).

Educational Issues

Since discipline is an organizational necessity of the school, it is important to study the realm of organizational policy formation which serves as the vehicle for developing strategies for maintaining order in schools. It is vitally important to identify the participants in the policy formation process, to investigate the methods employed in developing discipline rules and policies, and to evaluate the worth of the consequential outcomes.

Wayson (1985) found that approximately four of every five disruptive incidents could be traced to some dysfunction in the way educators organize schools, train staff members, or run schools.

Similarly, Bybee and Gee (1982) place major importance on the role of effective policy formation in high schools. Their study of factors associated with schools experiencing high rates of violence and vandalism found direct relationships with school policies. First of all, they found that consistent enforcement of rules by classroom teachers and school administrators and coordination among all school personnel, results in lower levels of student violence and property loss due to vandalism. Second, arbitrary and unnecessarily punitive enforcement of rules appears to be a factor contributing to student crime. Schools where such practices exist are usually characterized as having weak disciplinary policies.

Society's Rules

Those school rules which subsequently evolve from the organizational policy formation process are then meshed with society's rules--local, state, and federal laws--to establish the credibility necessary for educators to demonstrate they are dutifully promoting and enforcing society's standards for behavior.

During the past 25 years, there have been several important Supreme Court rulings related to school discipline. One of the most important statements concerning the rights of students was handed down by the Supreme Court in 1969 (Bybee & Gee, 1982). The case of

Tinker v. Des Moines Independent School District, 393 U. S. 503 (1969) involved students' freedom of expression concerning the Vietnam War. In upholding the wearing of black armbands as a protest against the war, the Court ruled that the Constitution does not stop at the school doors, thus putting student and adult rights on equal footing.

In re Gault, 387 U. S. 1 (1964) was the first in a series of decisions guaranteeing juveniles due process protection similar to that afforded adults. The Court ruled that before a youth could be found guilty and penalized, punished, expelled, or suspended from schools there should be 1) a notice of charges, 2) right to counsel, 3) right to question witness, 4) immunity from self-incrimination, and 5) a right to review of the decision (Bybee & Gee, 1982).

In *Goss v. Lopez*, 419 U. S. 565 (1975), the Supreme Court ruled that a ten-day suspension could cause sufficient damage to a student's educational program to warrant a due process hearing. Another Supreme Court case addressing the denial of a student's constitutional rights was *Wood v. Strickland*, 420 U. S. 308 (1975). Here the Court held that school officials cannot claim ignorance of, or ignore, a student's constitutional rights, and that, in fact, school officials and school board members can be held personally liable for civil damages for violation of those rights (Bybee & Gee, 1982).

Other Supreme Court findings impacting upon school discipline include *Ingraham v. Wright* (1977) which declared that excessive punishment is illegal but not unconstitutional, and *Baker v. Owens*

(1975) which said that schools do not have to get approval from parents in order to use corporal punishment. More recently, *New Jersey v. T.L.O.* (1985) found that school searches are justified when there is evidence that the student has violated either the law or the school rules. In *Bethel School District 1 v. Fraser* (1986) the Court ruled that it was "highly appropriate" for public schools to "prohibit the use of vulgar and offensive" language (Schimmel & Fischer, 1988).

Although these rules--both schools' and society's--differ from school to school and state to state, each is pursuant to the belief that schools must provide safe and orderly environments for learning. Unfortunately, however, it is evident that some schools are not successful in that pursuit.

Adolescent Behavior

Any study of discipline would be incomplete without a review of the field of adolescent behavior to explore underlying reasons why children misbehave. Major (1990) identifies eight reasons why children break rules. First is an overdependence on making good grades. Second are physical conditions, such as poor eyesight, lack of sleep, hearing problems, hunger, etc. Third is an irrelevant curriculum. Fourth is the student's belief that his/her future is hopeless. Fifth is the fact that for many students, the school has become their parent. Sixth is a student's perspective that he/she becomes trapped by his/her reputation. Seventh, educators have

been intimidated by Supreme Court rulings which recognize student rights. And eighth, children misbehave because too much emphasis has been placed on what is best for the child and too little on what is best for society.

Examining the problem from a different perspective, Tattum (1982) incorporated a study of pupils' expressed motives for misbehavior. His study led to the categorization of pupils' motives or explanation of their behavior into the following five types: it was the teacher's fault, being treated with disrespect, inconsistency of rule application, we were only messing, and it's the fault of the school system.

Since the characteristics of most discipline systems are shaped more by the needs of organizations that function in social environments than by the desire to respond to the social and psychological needs of youth, there must, also, be an understanding of the relationship of socio-economic factors upon adolescent behavior (Hollingsworth, Lufler & Clune, 1984).

The growth of sociology during the twentieth century has eroded the view of holding the child guilty for what he is. Today he is seen as the product of factors and forces in his environment, the institutions of culture, state, family and school. This perspective joins the increasing concern in psychological studies with the role played by the environment, from birth or conception, in developing any inherited components in the child's make-up (Lawrence, Steed, and Young, 1984).

During the past decade, schools have witnessed an increasing awareness of the social and cultural differences in the children who walk through their doors. Within these educational systems which are increasingly defined in terms of cultural diversity, of cultural heterogeneity rather than cultural homogeneity, there is a wide area of discretion in invoking rules. Culturally different behaviors, whether ethnic, class, or religious in origin, may be perceived and reacted to differently (Lawrence, Steed, & Young, 1984). An awareness of these social and cultural differences in children are necessary in developing and implementing effective discipline policies.

A further complication to the understanding of high school discipline lies in the acknowledgement that values affect adolescent behavior. Bybee & Gee (1982) summarize a relationship among student values and school factors related to violence and vandalism in one word--alienation. Simply defined, alienation is the condition of being separated, removed, or isolated from one's group or society. The authors based their definition of alienation on Seeman's (1959) five components influencing alienation. The first, powerlessness, is the individual's belief that he/she is unable to influence his or her world under the present rules. Second, meaninglessness is the lack of a clear set of values by which to interpret society. Third, normlessness is the breakdown in the regulatory power of social values over individual behavior. Normlessness usually occurs in schools with ineffective and inconsistent discipline policies or where rules

are administered arbitrarily or unfairly. Fourth, isolation is the individual's feeling of being separated from the social institution. Finally, self-estrangement is an individual's reliance on external rewards such as grades or honors and the subsequent frustration when he or she does not receive the expected rewards.

Bybee & Gee (1982) concluded that:

The relationships between the components of alienation and school violence reveals a great disparity between the differing value systems of the student and the institution. Furthermore, the interaction between the two systems is dominated by processes that exacerbate rather than resolve the differences. This suggests the need for fair and equal treatment in the administration of school rules and policies (p. 6).

The ingredients of school organizational policy formation, school laws, and adolescent behavior blend together to create a climate that either encourages or discourages an orderly climate for learning. Bybee and Gee (1982) discuss this interaction between student and school. First, large school size and the associated impersonality seem to contribute to higher rates of violence and vandalism. Second, firm and consistent enforcement of rules by teachers and administrators and coordination among all school personnel, results in lower levels of student violence and property loss. Third, arbitrary and unnecessarily punitive enforcement of rules appears to be a factor contributing to student crime. Fourth, the school's reward system also is related to student behavior. Schools that emphasize good grades have lower rates of violence.

Schmidt (1989) found that educators continuously look for strategies that move schools and classrooms away from traditionally punitive methods of student discipline toward approaches that promote learning and encourage positive discipline.

Simply knowing how to discipline without recognizing the value of the student in the process will not provide acceptable outcomes. Recognizing the value and worth of the student's interaction in the discipline process enables educators to establish a professional stance from which a positive approach to discipline can be developed (Purkey & Strahan, 1986).

A positive student/school relationship is necessary for creating a climate of positive school discipline. There are four distinct qualities which can contribute to the success of all personal and professional relationships: optimism, respect, trust, and intentionality (Purkey & Schmidt, 1987; and Schmidt, 1989).

First, educators who are optimistic demonstrate a quality of believing in themselves and others, having faith in humankind, and establishing goals and objectives with a focus on positive behavior and development. Optimism in schools is measured, in part, by teacher confidence, a healthy school climate, positive goals, faith in students, and parent support.

Respect, the second quality of positive discipline, stresses the importance of courtesy, civility, and responsibility in creating a healthy, productive school climate. Respect among students and staff is attained through open communication, logical and reasonable

rules, logical consequences, interesting and relevant instruction, and equitable processes.

Trust is a parallel quality to respect; there cannot be trust without respect. Trust is found in schools that demonstrate responsible adult behavior, encourage consistent actions, have clear expectations, invite student involvement, and avoid blame.

Finally, when optimism, respect, and trust are orchestrated into a consistent and reliable professional stance, they enable intentionality. Intentional schools provide appropriate instruction and curricula, supervision of staff and students, a plan of action, and genuine caring for all involved.

Only after integrating these variables--school organizational policy formation, school laws, and adolescent behavior--can an attempt be made to understand the resulting relationships which will produce a divergency of needs, methods, degrees of success, and strategies for improving high school discipline.

Definition of Terms

For the purpose of this study the following definitions of terms are used:

Piedmont North Carolina--The central portion of the state located between the Mountain and Coastal Plains regions.

Small Urban--Cities with populations between 20,000 and 35,000.

High School--Public secondary school with grades 9-12.

Discipline Problems--Fighting, assault, intimidation, vandalism, possession of weapons, and use/possession and sale of illegal drugs.

Significance of the Study

Without question, parents and teachers play important roles in preparing young people for adulthood. In the educational process, parents and teachers hold primary responsibilities for ensuring that students pursue and attain social and academic maturity. Consequently, the observations, opinions, and recommendations of parents and teachers are vital in evaluating and improving the system within which children learn.

Obviously, parents and teachers are situated in opportune positions to evaluate the public education system. But, although each is in a position to observe day-to-day school activities, parents and teachers observe from uniquely different perspectives. Parents often see the school from the students' perspective while teachers are likely more influenced by the organization's viewpoint.

Although parent opinions about schools are shaped by a variety of sources, including personal contact with the school, media reports about schools, rumors in the community, etc., the most important stimulus probably comes directly from relationships with their children. Because parents are subjected to an influx of data from a variety of sources, they hold an excellent vantage point to observe the school and espy problems.

While parents commonly observe schools from a distance, teachers are in a position to observe the system from a somewhat less remote perspective. Like parent opinions, teacher opinions are formed from a variety of sources, including input from parents and the community, media reports, rumors, etc. Primarily, though, teachers form opinions based on their direct daily contact with the system. Subsequently, their perceptions tend to be influenced and manipulated by the stance of the organization.

The perceptions of parents and teachers, therefore, are fundamentally important to education leaders. Parent and teacher perceptions are shaped by interrelationships with the community and those parties directly involved in the educational process. Peters & Austin (1985) note the importance of obtaining and valuing the opinions of these "customers" (p. 83). They insist:

Perception is all there is. There is no reality as such. There is only perceived reality, the way each of us chooses to perceive a communication, the value of a service, the value of a particular product feature, the quality of a product. The real is what we perceive (p. 83).

The significance of this study lies, first, in its investigation of perceptions--the perceptions of parents and teachers in relation to school discipline. It recognizes the similarities and differences in parent and teacher perceptions and solicits suggestions for improvement. Consequently, if the perceptions revealed by this study have, indeed, become as Peters and Austin describe, "perceived

reality," then those parties responsible for maintaining discipline must acknowledge the importance of parent and teacher perceptions.

Second, there is significance in the timeliness of this study. The literature reveals that over the past 10 years, as the state of high school discipline has worsened in this country, the amount of published research on the subject has declined. With the current public cry for school reform, educators can no longer justify avoiding the problem. School reform cannot take place without first addressing school discipline. The process must begin with renewed dialogue among educators, researchers, parents and the community. This study is a step in that direction.

Regardless of whether the null hypotheses of this study had been accepted or rejected, the results would have been equally significant to school administrators. If it had been concluded that there are differences in how parents and teachers perceive school discipline, it would have been imperative that these differences be further defined and analyzed through subsequent research. Since, however, the results indicated there is agreement among parents and teachers on the current state of school discipline, a point of departure has been established for improvement.

Finally, this study addressed both the practical and theoretical implications of school discipline. Hopefully, this has made the results of the study particularly useful to high school principals.

Organization of the Study

This study is organized into five chapters. Chapter I has provided an introduction, a statement of the problem, the purpose of the study, the conceptual base, and the significance of the study. Chapter II begins with a general discussion of discipline problems in public schools before addressing organizational policy formation, laws related to school discipline, and adolescent behavior. Chapter III contains the procedures used in collecting and analyzing the data. Chapter IV presents an analysis of the collected data. Chapter V provides a summary of the findings and conclusions, as well as recommendations for further research.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

Chapter II consists of a review of the literature relating to high school discipline. The first section provides a general overview of the subject. Subsequent sections address organizational discipline policy formation, laws related to school discipline, and adolescent behavior.

General Perspective

There is little new research in the area of school discipline. (Tauber, 1989). Despite the fact that the level of violent crime perpetrated by juveniles in our society is three times greater today than it was in 1960 (Nicholson, Stephens, & Leavitt, 1985), the literature does not reveal an overwhelming rush to provide solutions.

One only has to look at the number of articles published in recent years in respected journals having primary interest in school and classroom management to see that there has been a significant decline in the number of discipline articles. For example, Table 1, which results from an examination of the NASSP Bulletin from 1977 to 1986, reveals that in recent years less has been written, or at

least published, on the subject of discipline (Tauber, 1989, p. 2). The January 1982 issue of Phi Delta Kappan reveals that of 19 educational psychology textbooks from 12 major publishers, only 2.1% of the pages contained material on discipline.

Compounding the problem, when discipline is discussed in texts, authors are unable to agree on whose opinions and research are relevant (Garrett, 1988). Zern (1982) asks, "But how much consensus can we expect when 95% of the references to primary materials are different in each textbook? An educational problem that the public sees as paramount might be expected to merit more extensive coverage" (p. 359).

As a nation, we stand now at a crossroad in the struggle to alleviate the problems of crime, violence, and disruption in our schools. The situation calls for united action on the part of parents, students, educators, and the legal and professional communities serving our young people. Our ability to respond to this crisis will directly affect the excellence and productivity of our nation's classrooms and will ultimately affect our national future. (Nicholson, Stephens, & Leavitt, 1985).

If we are to improve discipline in our schools, we must first agree that a problem exists (Baker, 1985). Between 1960 and 1975 a dramatic increase in juvenile crime occurred. Although there are signs indicating the trend toward increasing violence has peaked, the level of violent juvenile crime is far higher today than it was

Table 1

Number of NASSP Bulletin Articles Pertaining to School Discipline--
1977-1986

Year	No.	Year	No.
1977	16	1982	4
1978	4	1983	7
1979	25	1984	7
1980	5	1985	2
1981	26	1986	3

(Tauber, 1989, p. 2)

two decades ago and is likely to remain so (Nicholson, Stephens, & Leavitt, 1985).

The 23rd Annual Gallup Poll of the Public's Attitudes Toward the Public Schools (Elam, Rose, & Gallup, 1991) finds the public thoroughly consistent in its perceptions that students in America's public schools lack discipline and that improved discipline is the answer to many of the school's problems. For example, concerning the goal that "by the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning," 86% of those polled assigned either a high or very high rating (p. 43). When polled on "different factors that might be considered in choosing a public school for a child, assuming free choice of public schools were allowed," 76% gave a "very Important" rating and 20% a "fairly important" rating (p. 48).

As has been true for the past 10 years, the 1991 Gallup Poll found lack of discipline among the nation's top concerns. Use of drugs was the only concern receiving more mention. When asked to rate eight measures often suggested to help prevent low-income and racial or ethnic minority students from dropping out of school, the leading suggestion was firmer discipline. Also, 63% of those surveyed reported teachers who work in "hazardous or challenging situations" should receive extra pay (p. 42).

The Center for Educational Statistics (1987) found that almost a third of the public school teachers surveyed had seriously considered leaving the teaching profession because of student

misbehavior. Teachers estimated that approximately seven percent of the students they taught had habitual behavior problems.

Curwin & Mendler (1988) describe the dilemma as the 80-15-5 Principle. Eighty percent of the students rarely break rules or violate principles. They are motivated to learn, prepared to work, and accepting of the restrictions of a classroom setting. Discipline plans are unnecessary or intrusive to these students.

Fifteen percent of the students break rules on a somewhat regular basis. They question classroom principles and fight restrictions. Without a structured set of expectations and consequences these students can disrupt learning for others.

The remaining 5 percent are chronic rule breakers and generally out of control most of the time. Typically, these students have experienced failure in school from an early age and see no hope for success in the future. They believe it is useless to try to behave and learn.

Curwin & Mendler maintain that the challenge is to develop a discipline plan which will control the 15 percent without alienating or overly regulating the 80 percent and without backing the 5 percent into a corner.

Clapp (1989) found that most teachers feel that discipline problems have increased during the past 10 years. When posed the open-ended question, "What do you consider the major educational problem today?" 38 percent of the teachers surveyed agreed that the

changing American family and the resulting lack of support and guidance at home was the major problem (p. 32).

Brown & Payne (1988) report that high school teachers in both urban and rural settings, found lack of motivation and poor parental support as the major contributors to discipline problems.

A 1989 Instructor survey of education concerns (Clapp) cited family concerns more than twice as often as other education problems, but also included: students' lack of motivation, lack of responsibility and self-discipline, an emphasis on pushing youngsters to learn and grow up too fast, lack of respect for teachers and authority, lack of basic skills and drugs, alcohol, and sex.

To the question: "What is your biggest discipline problem in the classroom?" Clapp found that almost half the teachers identified disruptive students--

those who interrupt, are rude, leave their seats, are sarcastic, and who seek attention--as the biggest discipline problem, prompting one public school teacher to write: 'I feel disruptive students do not belong in regular classrooms. Their inclusion prevents the teacher from teaching. Parents should revolt against allowing schools to include these students in regular classes.' (p. 32-33)

Wayson (1985) provides a different perspective. He argues that violence and school discipline are separate problems and that combining them only reduces the likelihood of solving either. When people discuss school problems, someone inevitably confuses the

issue of school discipline with violence. In reality, violence and school discipline are separate problems, and confusing them leads to an inaccurate view of school discipline. It also serves as a smoke screen, providing everyone with excuses for failing to accept personal responsibility for developing students' self-discipline.

Wayson (1985) describes several groups which have a vested interest in compounding violence and school discipline. These groups include: 1) those politicians and their followers who hope to extract votes from a fearful and an ill-informed public, 2) those teachers who hope that, once aroused, public indignation will arouse sympathy for their plight, 3) those school boards that hope to thwart court-ordered desegregation or justify discriminatory practices by using distorted statistics to play on public prejudices against minority students or those who live on the "wrong side of town," and 4) those consultants who sell solutions designed to fix things that aren't broken.

Wayson also argues that few realize that the discipline problem is not nearly as serious as everyone seems to think. Random and unpredictable violence, which is rare, is probably impossible to eradicate and should not be used to justify policies and practices that are educationally unsound. Most schools never experience incidents of crime or violence, and those that do seldom experience them frequently or regularly. Neither disruptive behavior nor crime occurs exclusively in any one kind of school or community. The most

serious incidents of crime and violence in the schools are committed by individuals from outside the schools (Wayson, 1985).

Tauber's (1989) research of the field of school discipline reveals minimal development of new theories during the past decade.

Gordon is still promoting Parent, Leader, and Teacher Effectiveness Training with its active listening, I-Messages, and no-lose conflict resolution. Glasser still promotes reality therapy, and Dreikurs' Goals of Misbehavior (Attention, Power, Revenge, Withdrawal) still are quoted as rationale, though often unconscious, reasons why youngsters misbehave. Dinkmeyer's logical and natural consequences still are offered as alternatives to contrived consequences (punishment). Behavior modification (with its language of positive and negative reinforcement, punishment and time-out, and its supporters such as Lee J. Canter and his Assertiveness Training) appears timeless. (p. 1)

Nicholson, Stephens, & Leavitt (1985) relate that safe and effective schools are always characterized by positive school climates. They found six factors essential to the establishment and maintenance of positive climates: 1) leadership, 2) discipline, 3) security, 4) attendance, 5) conflict management, and 6) curriculum.

Furtwengler & Konnert (1982) reveal three dimensions in evaluating and improving discipline effectiveness: position, unit, and organizational effectiveness. Each dimension has three important components which help determine the measures of discipline effectiveness within each dimension.

The components within position effectiveness relative to discipline are:

1. The way the person acts (individual behavior).
2. The results of the person's behavior (individual outcomes).
3. The person's attitudes, beliefs, values, and needs (individual characteristics). (p. 6)

The following components may be assessed for unit effectiveness relative to discipline:

1. The functions of the group (group activities).
2. The results of these functions (group outcomes).
3. The norms of the group (group characteristics). (p. 6-7)

Organization effectiveness or program effectiveness may be assessed by measuring the following three components:

1. The discipline processes involved in achieving the aims of the organization (organizational processes).
2. The aims of the organization that relate to discipline (organizational outcomes).
3. The atmosphere of the organization relative to discipline (organizational climate). (p. 6)

Heitzman & Wiley (1987) identified 4 factors which explain education's failure to find a satisfactory solution to the problem of discipline. First, school district priorities have not been established. Many administrators see the discipline problem as one symptom of a more general malady plaguing society as a whole. Since school districts lack the mandate to diagnose and treat that more general malady, the symptom continues to flourish.

Second, discipline continues to be a problem because the dimensions of the problem are unclear. Lack of discipline can mean anything from minor classroom disruptions to assaults on teachers.

This leads to inaccurate labels and definitions of misbehavior and contributes to the inability to solve the problem.

Third, few teacher training institutions offer courses devoted solely to the principles of group control. Many teacher educators expect prospective teachers to learn disciplinary techniques during their student teaching experience or through hints from senior teachers.

Finally, few educators have been taught systematic psychological orientations that will help them control student behavior during their preservice training or inservice experiences. Current educational psychologies usually include one or a combination of three psychologies: biophysical, interactionist, and behaviorist.

Schonberger (1986) also finds fault in how schools deal with discipline. He asserts that the traditional approach to classroom management depends upon a ruler and ruled atmosphere. Faced with discipline problems, school boards and educators have resorted to providing teachers and administrators with unjust power over student behavior.

Curwin and Mendler (1988) describe a longitudinal study by Rutter and associates of secondary schools in Great Britain which found that the school does make a difference in student behavior and achievement even when factors such as socioeconomic status, school location, and family background are controlled. The findings which relate directly to effective or ineffective discipline are:

1. High levels of corporal punishment and frequent disciplinary interventions led to worse student behavior.
2. Praise for work in the classroom and frequent public praise for good work or behavior at general assemblies or other meetings was associated with better behavior.
3. Schools and classrooms that were well decorated with plants, posters, and pictures were associated with better student behavior.
4. The willingness to see children about problems at any time was associated with better student behavior.
5. Better behavior was noted in schools where a high proportion of students had opportunities to hold some position of responsibility.
6. An interesting and perhaps unexpected finding was that schools with highest staff turnover often had the best behavior among students.
7. Schools with good outcomes had most decisions made at a senior level (administrators) when staff members felt that their views were clearly represented in the decisions.
8. An agreed upon set of standards, consistently maintained, appeared more important in maintaining effective discipline than specific rules or a certain type of teaching approach.
9. Frequent homework and a check on staff members regarding administering homework was associated with better student achievement and behavior.
10. Very little class time (2 to 13 percent) spent in setting up equipment and materials was associated with better student behavior.
11. Starting the class on time, pacing throughout the lesson, and not ending early was associated with better student behavior.
12. A high proportion of topic time per lesson (65-85) percent spent in interaction with the whole class rather than with individuals was positively related to good student behavior. (p. 11-12)

It is widely acknowledged that the level of crime in our schools reflects the criminal activity in the surrounding community.

The escalation of violent crimes committed by juveniles has clearly spilled over into schools throughout the U.S. Consequently, a crisis of crime and violence does exist in many of our nation's schools (Nicholson, Stephens, & Leavitt, 1985).

This crisis is greatest in urban settings (Gottfredson, 1987). Schools located in urban communities characterized by poverty and disorganization are far more likely to experience higher levels of disorder than those in rural settings (Gottfredson & Gottfredson, 1985).

Researchers, educators, and the public agree that a severe problem exists with American public school discipline. The challenge to provide positive, orderly, and crime-free schools requires strong administrative support, the active involvement of parents and the surrounding community, and an understanding of social and psychological complexities youths face.

Organizational Discipline Policy Formation

Organizational policy formation serves as the vehicle for developing strategies for maintaining order in schools. Hollingsworth, Lufler & Clune (1984) see discipline as an organizational necessity which is shaped more by the needs of organizations to function in social environments than by the desire to respond to the social and psychological needs of youth. They insist that the nature of the school organization--its sharing of authority, the amount of decentralization, the attitude toward

outside information--very much shapes the definition and content of discipline.

Bybee and Gee (1982) place major importance on the role of effective policy formation in high schools. Their study of factors associated with schools experiencing high rates of violence and vandalism found direct relationships with school policies. First of all, they found that consistent enforcement of rules by classroom teachers and school administrators and coordination among all school personnel results in lower levels of student violence and property loss due to vandalism. Second, arbitrary and unnecessarily punitive enforcement of rules appears to be a factor contributing to student crime. Schools where such practices exist are usually characterized as having weak disciplinary policies.

Properly formulated and disseminated, a school discipline policy communicates clearly to students, teachers, and parents those behaviors that are necessary prerequisites to a school fulfilling its mission. This decreases the probability of behavioral digressions based on a misunderstanding of expectations (Lescault, 1988).

It is vitally important to identify the participants in the policy-making process, to investigate the methods employed in developing discipline rules and policies, and to evaluate the worth of the consequential outcomes.

Most school policy formation writers agree that discipline policies should not be designed in a vacuum. The principal should not

attempt to develop a policy without the help of a number of people. "Participation leads to commitment, which equals success" (Nicholson, Stephens, & Leavitt, 1985, p. 491).

The entire community should take part in developing and implementing a multifaceted school discipline program. Following such democratic processes increases the credibility and acceptability of the procedures and standards that are eventually adopted. In this way, the community can achieve a sense of ownership of the program (Nicholson, Stephens, & Leavitt, 1985).

The following strategies should enable administrators to capitalize on these feelings of ownership and involvement:

- 1) establishing codes of conduct for entire schools, as well as for individual classrooms;
- 2) requiring formal acceptance of the codes by parents and students;
- 3) enforcing code violations promptly and fairly;
- 4) developing disciplinary and crisis intervention committees that include student members;
- 5) adopting procedural safeguards for handling incidents;
- 6) involving experts on behavioral management and discipline in staff development activities designed to insure that teachers can control their classrooms effectively;
- 7) collaborating with youth-serving agencies in developing special student services, multidisciplinary assessments, and case-management strategies. (Nicholson, Stephens, & Leavitt, 1985, p. 494)

Major (1984) concludes that schools should undertake ongoing school based monitoring of behavior. The benefits of such a policy should result in:

1. Improved staff morale and confidence in the classroom from an acknowledgement that problems have been recognized and understood.

2. The existence of information collected routinely, which over a period of time could give indications of the effectiveness of measures taken, and of the need for further development and change in the classroom and in the curriculum and in aspects of the school organization.

3. Involvement of staff in research and development which could contribute importantly to the understanding and cohesion of staff--most particularly it might meet the criticism of classroom teachers, that their problems are not understood by their colleagues at senior management level.

4. Schools with a developed and agreed Behavior Policy which will be expected to keep constantly under review aspects of the organization and curriculum which could contribute significantly to disruption experienced in the classroom.

5. Change and development within schools which can be seen as less threatening and related specifically to the achievement of agreed educational aims within the constraints and opportunities of the particular circumstances of the school and its resources.

Wayson (1985) writes that schools with effective discipline policies: 1) teach staff members to work together to solve problems; 2) spread authority for decision making and reduce status differences among both staff and students; 3) find ways to make all

students feel a sense of ownership of the school; 4) develop rules and procedures that promote self-discipline; 5) design curriculum and instruction to reach, interest, and challenge the greatest number of students; 6) deal with personal problems that affect the behavior of both staff and students; 7) reach out for stronger school/home cooperation; and 8) insure that physical facilities and organizational structures reinforce the practices mentioned above.

Wagner (1987) attributes four strategies to the success of a discipline policy: consistency in enforcing the rules, continual record keeping, communication with parents, on-campus suspension, and positive reinforcement.

Teachers and other educators search for specific models and strategies that encourage appropriate student behavior and create productive learning environments. In most cases, they look for strategies that move schools and classrooms away from traditionally punitive methods of student discipline toward approaches that promote learning and encourage positive discipline (Schmidt, 1989).

MacNaughton & Johns (1991) describe four approaches to management and discipline which are classified according to psychological and philosophical bases and to the degree of direct teacher influence. First, Behavior Management Models have their roots in behavioral psychology. They concentrate on determining desired classroom conditions, and on a process of systematic application of positive and negative reinforcement. These models

work to strengthen desirable behaviors and to eliminate undesirable ones. The approach includes token economies and contingency contractings.

Second, the Classroom Management Model has its foundation in research and in systematic observation of teachers judged effective in maintaining high on-task behavior by students. This model stresses the need to plan management procedures, teach the procedures to students, monitor pupil behavior, and deal with inappropriate behavior. The Classroom Management Model places a great deal of emphasis on the first days of the school year as setting the tone for the entire year.

Third, Socioemotional Models have their basis in counseling, personality theory, and psychotherapy. They emphasize a positive learning environment and interpersonal relationships between teacher and students, and stress a climate of genuine acceptance, clear and open communication, and democratic procedures.

Finally, Group Process Designs borrow from the principles of social psychology and developmental psychology. These models stress that the central role of the teacher is to establish and maintain an effective classroom group. Proponents believe that a task-oriented classroom enhances department, offers opportunities for student leadership, provides for a high level of interpersonal relationships, and communicates accurate and realistic goals.

But, simply knowing how to discipline without recognizing the value of the student in the process will not provide consistent and

dependable outcomes. Recognizing the value and worth of students enables educators to establish a professional stance from which a positive approach can be developed (Purkey and Strahan, 1986; Schmidt, 1989).

Purkey and Strahan (1986) found the following four qualities essential to the development of positive discipline in schools, and fundamental to the success of all personal and professional relationships: optimism, respect, trust, and intentionality (Schmidt, 1989).

First, teachers and principals who are optimistic demonstrate a quality of believing in themselves and others, having faith in humankind, and establishing goals and objectives with a focus on positive behavior and development. Optimism is measured, in part, by teacher confidence, a healthy school climate, positive goals, faith in students, and welcome parent support.

Confident teachers understand different learning styles, demonstrate multicultural sensitivity, and empathize with the concerns of students.

Schools that emanate a spirit of hope about the future and demonstrate faith in students and staff are likely to construct optimal settings and encourage positive behavior.

Policies that merely list the specific punishments for missing a certain number of days of school are not as powerful as policies that regularly educate students about the importance of schooling,

consistently invite students to the celebration of learning, or honor students who have exemplary and improved class attendance.

Second, respect stresses the importance of courtesy, civility, and responsibility in creating a healthy, productive school climate. Mutual respect is attained through open communication, logical and reasonable rules, logical consequences, interesting and relevant instruction, and equitable processes.

To achieve logical and reasonable rules, administrators must limit the number of policies and regulations. Most codes of conduct can be limited to a few statements that cover a wide range of student behavior. Penalties must not demean, humiliate, or harm students, physically or otherwise. Fairness, equity, and integrity cannot be compromised.

The third quality, trust, is established by educators who demonstrate exemplary behavior in a consistent and dependable fashion and are, consequently, accepted by students because of their high level of credibility.

Finally, when optimism, respect, and trust are orchestrated into a consistent and reliable professional stance, they enable intentionality.

A variety of effective approaches and practices have been used in dealing with discipline over the last 15 years: reality therapy, peer influence programs, codes of conduct, assertive discipline, contracts, isolation alternatives, and intervention teams, plus old standbys such as staying in, suspension, and expulsion (Burns, 1985).

One of the most popular approaches to school discipline during the 1980's was Canter & Canter's (1986) Assertive Discipline. Assertive Discipline resulted from the Canters' exposure to the theoretical and practical aspects of Assertion Training. Assertion Training is a systematic approach designed to help individuals learn to express their wants and needs and to increase their ability to get their needs met in both personal and professional training. It focuses on three general response styles of individuals: non-assertive, assertive, and hostile.

The Canter's identified six skill strategies associated with assertiveness:

1. Identify the wants and feelings in interpersonal situations.
2. Verbalize both positive and negative wants and feelings in interpersonal situations.
3. Persist in stating wants and feelings.
4. Verbalize in a firm tone of voice.
5. Maintain eye contact when speaking.
6. Reinforce verbal statements with congruent non-verbal gestures.

Assertive Discipline encourages teachers to implement the following "rights:"

1. The right to establish a classroom structure and routine that provides the optimal learning environment in light of the teachers own strengths and weaknesses.

2. The right to determine and request appropriate behavior from students which meet the teacher's needs and encourage the positive social and educational development of the child.

3. The right to ask for help from parents, the principal, etc., when the teacher needs assistance with a child.

Canter & Canter (1986) found that Assertive Discipline can:

1. help the teacher identify situations in which she needs to be assertive for her benefit and the benefit of the child.
2. help the teacher to develop more consistent and effective communication with her students. It can help her to know when and how to set limits verbally, as well as when and how to provide the children the verbal praise and support they need.
3. help the 'passive, inconsistent' teacher gain the confidence and skills to become firmer and more consistent in her demands of her students.
4. help the 'hostile, angry' teacher learn to influence the students' behavior without constant yelling and vague, unrealistic threats.
5. help the 'negative' teacher learn how to use her 'positive' influence on the behavior of her students.
6. help the 'overwhelmed' teacher gain the confidence and learn the skills necessary to gain the influence she needs to help the children learn the appropriate behavior in the classroom.
7. provide any teacher the *confidence* and *skills* necessary to help her work more successfully with 'the Behavior Problem' in her class she has been unable to get through to. (p. 12)

Curwin & Mendler (1989) assert, however, that an effective discipline plan must emphasize respect and responsibility while addressing behavioral problems. They argue that Assertive Discipline does little other than tell students to behave or else.

Curwin & Mendler (1989) identified the potential dangers of implementing a power-based obedience model, no matter what it is called. They found Assertive Discipline as little more than an attractive, well-marketed behavior modification program in which one person, generally a teacher or administrator, has all the power to define the rules while offering group and individual rewards for compliance and administering punishments through public disclosure. They found no systematic means by which students are allowed input into the process. Nowhere are students viewed as critical thinkers or decision makers.

Similarly, Render, Padilla, & Krank, (1989) found no studies which systematically investigated the effectiveness of Assertive Discipline in comparison with any other specific approach. They argued that the studies of Assertive Discipline have been generated primarily by beginning researchers, and no strongly generalizable data have resulted.

They contend that Assertive Discipline could be helpful in severe cases where students are behaving inappropriately more than 96 percent of the time. However, they found no evidence that Assertive Discipline is an effective approach deserving schoolwide or districtwide adoption. They dispute Canter's suggestion that the program is "proven" effective and argue that even after years of investigation and numerous studies and replications, no reputable scholar would state that "the research proves" any particular educational approach (p. 72).

McDaniel (1989), in response to Curwin & Mendler, wrote that any school contemplating Assertive Discipline, or any model of discipline, should measure the program on the following criteria:

- 1) It should be philosophically sound. That means it has clear definitions and concepts and coherent theoretical premises. Teachers and administrators, parents and communities, should reach some measure of consensus on the goals of the program consistent with the school's educational philosophy.
- 2) It should be pedagogically defensible. Discipline is always a learned behavior; discipline techniques should be based on what we know about learning theory and instructional methods. Teachers should understand how the program relates to educational needs of students.
- 3) It should be psychologically appropriate. The theories, principles, and practices of any discipline model should lead to better self-concepts and more positive attitudes about human relationships, learning, and life.
- 4) It should be pragmatically feasible. Training time, materials, consultants, follow-up inservice, logistical arrangements--all of these should be financially affordable. But the school or district must provide sufficient resources and support, human as well as financial, to make the program possible. Consideration must be given to the politics of implementation.
- 5) It should be professionally evaluated. Sufficient research, as well as anecdotal reports, should be available to satisfy administrators, teachers, and parents who want to know if the program has been effective elsewhere and if it has been effective in your school. (p. 82)

In 1988 Cooley & Thompson entered the discipline debate by offering the Saturday School Model which is comprised of the following 9 components:

- 1) Diagnosis and assessment of student behavioral problems.

- 2) Providing the student with a rigidly controlled environment and a pamphlet illustrating good study habits and general student academic responsibilities that will lead to success.
- 3) Initiating student contact with successful members of the business and industrial community.
- 4) Completion of the Saturday School Worksheet.
- 5) Completion of the behavioral contract by the student.
- 6) Follow-up counseling with a trained contact person or guidance counselor.
- 7) A coordinated effort by all staff members to provide students opportunities for success followed by positive reinforcement and/or other appropriate sanctions.
- 8) Positive reinforcement and recognition for successfully completing the behavioral contract and modifying problem behavior.
- 9) Continuous evaluation and program modifications built around identified weaknesses. (p. 12)

Another alternative discipline management model, Mediated Dispute Resolution, places a great deal of responsibility on students. Koch (1988) argues that by enabling students to mediate their own disputes, educators may be synthesizing the finest potential in the school, namely the creative constructive dynamic inherent in conflict.

Mediated dispute resolution (MDR)--wherein students themselves are the conflict mediators--has been around for approximately eight years. At one New York City school, after the first year of the MDR program, suspensions for fighting dropped 50 percent; 93 of 116 mediations resulted in agreements. In a multi-ethnic high school in Hawaii, fighting incidents dropped from 83 to 19 in the program's first two years (Koch, 1988).

Lescault (1988) examined the relationship between a discipline code and a safe and orderly environment and found that the two are related by the power of expectations. Students tend to learn or act in a way that fulfills the school's or society's prophecy or expectation of them. The school and society cannot, however, assume students understand those expectations for the same reasons they cannot depend on them having a common set of values or an experience and understanding of the parameters of acceptable and unacceptable behavior. The greatest responsibility of a discipline code, then, is its ability to fill that gap of understanding.

A discipline code encourages uniformity and consistency in handling unacceptable behavior. So then, beyond communicating behavioral expectations, a discipline code can communicate that justice and fairness are more than abstract ideas and that they are in fact the philosophical constructs or underpinnings upon which the operation and governance of the school are based (Lescault, 1988).

The need to provide opportunities for involvement by all faculty and staff members, students, and parents in the development of a written discipline code cannot be overstated. Involvement is critical to the development of the sense of ownership that is a prerequisite to receiving the support necessary for the discipline policy to be a useful tool (Lescault, 1988).

Lescault argues that beyond generating support for the discipline code, faculty and staff member involvement is a first step to dispelling a dangerous myth that the vice principal is the

sole individual responsible for maintaining discipline in the school. The vice principal may be responsible for coordinating the discipline policy and may be viewed correctly as the chief disciplinarian of the school, but maintaining discipline is the responsibility of every school employee. Expecting a single person to be responsible for maintaining discipline is not only unrealistic, it is absurd. No discipline policy, regardless of how appropriate and well-conceived, will be effective under those circumstances (Lescault, 1988).

By involving students in the development or revision process of policy formation, students will feel committed to the discipline policy, even if they do not agree completely with its content. They will also better understand the motivation underlying the code's rules and regulations (Lescault, 1988).

Burns (1985) describes the following "commitments" in developing a discipline policy:

Commitment One: The principal and teachers shall agree upon standards of conduct and the respective roles of all key personnel.

Commitment Two: The principal/designee is not the disciplinarian of the school. Teachers are responsible for disciplining students. The principal becomes involved after the teacher has taken steps to resolve the problem.

Commitment Three: Emphasis is placed upon letting students know the expectations of behavior, and ensuring through supervision that students know there is a certainty that violations will be caught and dealt with.

Commitment Four: Students who are hard-core discipline problems must not be allowed to set the tone.

Commitment Five: Teaching values to students must become

an accepted goal of the school system and be integrated into the culture of the school.

Commitment Six: The board and the superintendent must establish a philosophy that makes the first four commitments possible. (p. 3-4)

Burns (1985) further contends that teaching values to students must become an accepted goal of the school system and be integrated into the culture of the school. Because of cultural diversity, religious activism, and legal issues, schools have retreated from their appropriate role in passing on the rules of a civilized society which are the foundation of our social fabric. This includes respect for law, for learning, for country, for property, for adults, and for ourselves.

Hollingsworth, Lufler & Clune (1984) insist that certain kinds of organizations require certain kinds of social control, and it is to those organizational variables that one must look, not pupil or staff characteristics or educational theory, to explain discipline. Furthermore, their research found that: 1) Discipline problems in the Middle-American schools do not threaten the social control of the school. 2) There is a great deal of "slippage" in the system, since enforcement is very decentralized. 3) Teachers vary in their perceptions of misbehavior, their orientations toward punishment, and their desire to be actively involved in disposing of individual discipline problems. 4) The sanctions schools use for student misbehavior are not imposed systematically, and often their use seems more counterproductive than effective. And, 5) schools lack

factual information about the origins of discipline problems and create myths about the origins of school disorder which relate to the social class characteristics of students.

Hollingsworth, et al., (1984) concludes that since these five major ways of looking at discipline are considerably at variance--and since there are value judgments involved with each--there is a potentially large community of disagreement about the subject.

The literature on development of discipline policies and strategies for maintaining an orderly learning climate reveals a diversity of professional opinions, each supported by an array of management and child psychology theories. The main reoccurring theme found among writers is that the discipline methods currently used by schools is ineffective.

Laws Related to School Discipline

The existence of disruption and violence in America's schools troubles many citizens because Americans have a long history of trust and confidence in education. It has led to a reevaluation of the rights and responsibilities of youth toward school personnel and, conversely, of school personnel toward youth. As a result of this rethinking of the interaction between educators and students, school personnel are beginning to develop new values and attitudes. They are searching for new models and policies to help them deal constructively with the inevitable conflicts between school rules

and the behavior of youth in the educational setting (Bybee & Gee, 1982).

One of the most significant of these policy questions involves the relationship of the concept of justice to the schools, particularly when discipline problems arise. Justice as it applies to the resolution of school conflicts is becoming increasingly difficult to understand, while at the same time it is taking on ever greater importance to the educational enterprise (Bybee & Gee, 1982).

Principals and other administrators often voice the sentiment that many of the problems in public schools have been brought about by overzealous intervention by the courts. They believe the courts have concerned themselves with the rights of individual students, and in doing so have failed to take adequate account of the educational interests of the vast majority of other students (Gluckman, I. B., 1985).

During the 1950s and early 1960s, the main premise underlying the thinking on discipline policies was that of *in loco parentis*. The late 1960s and 1970s introduced an era of student rights and responsibilities which stressed concepts such as democratic decisionmaking, student self-governance, creative discipline policies, educational sanctions, and concern for the needs of students involved in discipline problems (National School Resource Network, 1980).

Administrative decisions on the types of student behavior that will be allowed or disallowed are usually based on the extent to

which the behavior enhances or detracts from an orderly learning environment. The concept of student rights and responsibilities proposes that students have certain rights or freedoms guaranteed by federal and state constitutions. However, there are other laws that emphasize that the student has the responsibility for not interfering with the identical rights of others. By taking into consideration the legal rights and responsibilities of students, administrators can compliment these rights and responsibilities with discipline procedures and techniques that guarantee all students and educational environment conducive to learning (National School Resource Network, 1980).

The major rights and freedoms usually addressed in school discipline policies are: the First and Fourteenth Amendments and related activities, student privacy (search and seizure), student government, student records, the right to an education, freedom from discrimination, and rights of handicapped students and special education students (National School Resource Network, 1980).

Where student rights are specifically spelled out, the corresponding student responsibilities are often only implied. Responsibility statements frequently found in system discipline policies direct students to:

1. Become informed of and adhere to rules and regulations established by local boards and implemented by the schools.
2. Respect the human dignity and worth of every individual.
3. Refrain from libel, slanderous remarks, and verbal and

written obscenity.

4. Be punctual and present in the regular school program.
5. Dress and groom in a manner that meets reasonable standards of health, cleanliness, and safety.
6. Help maintain and improve the school environment, preserve school property, and exercise care while using school facilities.
7. Refrain from gross disobedience or misconduct or behavior that disrupts the educational process.
8. Respect the reasonable exercise of authority by school administrators and teachers in maintaining discipline in the school and at school-sponsored activities.

(National School Resource Network).

During the past quarter century, there have been several important Supreme Court rulings related to school discipline. One of the most important, *Tinker v. Des Moines Independent School District*, 393 U. S. 503 (1969), involved students' freedom of expression concerning the Vietnam War (Bybee & Gee, 1982). Here the Supreme Court upheld the wearing of black armbands as a protest against the war. The ruling guaranteed students rights similar to those of adults.

The first in a series of Court decisions guaranteeing juveniles due process protection similar to that afforded adults came in 1964 with *In re Gault*, 387 U. S. 1 (1964). The Court ruled that before a youth could be found guilty and penalized, punished, expelled, or

suspended from schools there should be 1) a notice of charges, 2) right to counsel, 3) right to question witness, 4) immunity from self-incrimination, and 5) a right to review of the decision (Bybee & Gee, 1982).

In *Goss v. Lopez*, 419 U. S. 565 (1975), the Supreme Court ruled that a ten-day suspension could cause sufficient damage to a student's educational program to warrant a due process hearing. *Wood v. Strickland*, 420 U. S. 308 (1975) also addressed the school's denial of a student's constitutional rights. Here the Court held that school officials cannot claim ignorance of, or ignore, a student's constitutional rights, and that, in fact, school officials and school board members can be held personally liable for civil damages for violation of those rights (Bybee & Gee, 1982).

Gluckman (1985) believes that administrators feel that the courts are depriving students of their full educational opportunity by weakening the appropriate authority of administrators and thus weakening the public's trust in the schools.

Gluckman believes the Supreme Court has no general supervisory role over state institutions and is not a super board of education. However, he argues that the federal court should intervene in cases where there is clear and convincing evidence showing that some right guaranteed by the Constitution of the United States has been violated (Gluckman, I. B., 1985).

Decisions concerning the use of severe consequences in dealing with student misbehavior are usually made at the state, school

system, or school level. These severe consequences include, physical punishment, suspension, and expulsion (Bacon, 1990).

Corporal punishment is one of the most controversial penalties for student misbehavior. Over the past two decades, courts have constantly reviewed corporal punishment procedures. The U.S. Supreme Court, however, rendered a decision that neither the Fourteenth nor the Eighth Amendment is applicable to corporal punishment in the public schools. Instead, state and local governments are responsible for the decisions relating to corporal punishment (Furtwengler & Konnert, 1982). Interestingly, North Carolina is the last state in the country that specifically empowers teachers to paddle school children (Hyman, 1990).

Long-term suspension and expulsion frequently overlap and are generally defined as disciplinary removal from school for more than 10 days. Policies governing suspensions and expulsions vary widely among and within states. In most states, before a student can be expelled or or given a long-term suspension, there must be a formal hearing and the parents must be personally notified (Bacon, 1990).

Disciplinary removal from school for less than 10 days is referred to as suspension. When a student is suspended, he or she is entitled to: some kind of notice, some kind of hearing, an opportunity to tell his or her side, and a statement of the reasons for the disciplinary action (Center & McKittrick, 1987). Parents should be given a full statement of the reason for suspension and a notice of their right to a due process hearing. If a hearing is held,

the parents and the pupil may appear to discuss the suspension with the hearing officer (Bacon, 1990).

In-school suspension, removing students from their regular classroom to do their work in isolation, has become a widely used discipline alternative. The program requires students to work on class assignments in a secluded environment. Students are not allowed to talk, associate with peers or participate in extracurricular activities. Some programs have additional assignments, such as writing an essay related to the cause of the misbehavior or to personal goals and the effect of misbehavior on reaching those goals (Bacon, 1990).

Center and McKittrick (1987) compiled the following guidelines for a successful in-school suspension program:

1. The age range among students in the program should be no more than three grades or three years.
2. A maximum enrollment of approximately 15 should be set.
3. Specific criteria should be set for assigning a student to the program. The criteria should ensure uniform treatment of all students in the program.
4. All placements should be for fixed periods that are preset and uniform.
5. Placement in the program should have a consistent beginning point.
6. Return to the student's regular program should be contingent on successful participation in the program.

7. Failure to meet the participation criteria successfully should result in a hearing to consider other options such as suspension from school, a change in placement to a more restrictive environment, or expulsion.

8. For any student placed in the in-school suspension program, successful participation should be a criterion for acceptance in other school programs.

The courts have played an important role in interpreting the roles and responsibilities of participants in the school discipline process. While constantly guarding the constitutional rights of the student, the courts have supported and defended the attempts of educators to maintain school discipline.

Adolescent Behavior

Identification of unacceptable student behavioral patterns is perhaps the easiest step in understanding adolescent behavior. However, diagnosing the cause or causes of student misbehavior is substantially more difficult (Cooley & Thompson, 1988).

Too often in the past, educators have focused on the symptoms of student misconduct rather than examining the causes. In the future, educators must attempt to diagnose the reasons students experience difficulty in school and provide remedies for these problems (Cooley & Thompson, 1988).

Most recent studies of adolescent behavior eventually focus on the effects (or the lack of effects) of socioeconomic factors in

dealing with disruptive children, or they defend the importance of the child's value system in analyzing why he/she misbehaves.

Socioeconomic Effects

The growth of sociology during the twentieth century has been attributed to an awareness of the variety of factors which affect adolescent behavior. Today's youth is seen as the product of factors and forces of his environment, the institutions of culture, state, family and school. This perspective joins the increasing concern in psychological studies with the role played by the environment, from birth or conception, in developing any inherited components in the child's make-up (Lawrence, Steed, and Young, 1984).

During the past decade, schools have witnessed an increasing awareness of the social and cultural differences in the children who walk through their doors. Within these educational systems which are increasingly defined in terms of cultural diversity, of cultural heterogeneity rather than cultural homogeneity, there is a wide area of discretion in invoking rules. Culturally different behaviors, whether ethnic or class or religious in origin may be perceived and reacted to differently (Lawrence, Steed, & Young, 1984). An awareness of these social and cultural differences in children is necessary in developing and implementing effective discipline policies.

Hollingsworth, Lufler & Clune (1984) write that since the characteristics of most discipline systems are shaped more by the

needs of organizations which function in social environments than by the desire to respond to the social and psychological needs of youth, there must be an understanding of the relationship of socio-economic factors upon adolescent behavior.

Recently, A Nation at Risk (National Commission on Excellence in Education, 1983) and other national reports have called attention to the implications of the decline in test scores for this nation's youth. Some reports have stated that poor academic performance is a function of student misbehavior and, more generally, a lack of discipline in the classroom. While educators have focused on the consequences of misbehavior, researchers in the area of juvenile delinquency have hypothesized that misbehavior is attributable to poor school performance (Myers, Milne, Baker, & Ginsburg, 1987).

The past two decades have witnessed a number of changes in family demographics which are directly related to student behavior and success. Foremost among these trends are increases in the incidence of single-parent families and working mothers. Between 1970 and 1980, the proportion of children living in one-parent families increased from about 11 percent to nearly 19 percent. In the same decade, the labor force participation of mothers with children under 18 increased from about 42 percent to more than 56 percent (Myers, Milne, Baker, & Ginsburg, 1987)

Early theorists believed that juvenile delinquency was a problem associated with low socioeconomic status. In an attempt to account for this relationship, Merton (1968) proposed that the poor

socialization of lower-class students or the academic deficiencies they brought to school would lead to school failure, which would subsequently lead to discipline problems. Cohen (1955) further theorized that many students with these lower-class characteristics, when confronted with the middle-class values inherent in the schools, would become frustrated and fail (Myers, Milne, Baker, & Ginsburg, 1987).

However, some researchers have found little class difference in the backgrounds of delinquents and nondelinquents. Stinchcombe (1964) discovered that it was not family status but status prospects (i.e., a student's educational and occupational outlook) that were important. Stinchcombe showed that misbehavior at all class levels was lower among college-oriented or high-achieving students.

Rich (1982) argues that by viewing discipline problems exclusively from a school perspective overlooks some of the most significant influences in the shaping of these problems: the home environment's strong influence on youth.

Educators have long recognized that home life has an important effect on academic achievement. They have also recognized the need to secure parental cooperation in dealing with chronic cases of student misbehavior. However, too often insufficient attention is given to the family's role in student misbehavior (Rich, 1982).

Rich (1982) describes the changing of the role of parent:

With industrialization and urbanization, the American nuclear

family increasingly succumbed to individualism and the self-interest of individual members. Parental authority attempted to rest on the provision of services, but as such erstwhile services families provided--religious, economic, educational, and recreational--were increasingly taken over by other institutions and agencies, families without property could exact obedience only through affection, deference, and a sense of duty. Yet as outside economic values pervaded the family, former traditions and hierarchical structures no longer seemed legitimate to youth, especially when these forms seemed to conflict with their own social and economic interests. The decline of parental authority reduced dependency and weakened the affective bonds between generations. The family's role in socialization subsequently declined, and the school, media, and peers have imperfectly substituted. (p.3)

Myers, et al., (1987) found that academic performance and family situation play an important role in determining student misbehavior. They studied the relationship between student misbehavior and academic performance, and the effects of family structure and mother's employment on misbehavior and performance. Their study found that sophomores with low grades misbehave more as seniors than those with high grades. Academic achievement in the sophomore year, however, has little effect on changes in misbehavior. They also found that misbehavior has negative effects on changes in grades and achievement test scores, and that living in a single-parent family and mother's employment negatively affect both achievement and behavior.

Myers, et al., (1987) found that white students from one-parent families have slightly higher levels of misbehavior than white students from two-parent families. Students whose mothers

work tend to have somewhat higher levels of sophomore misbehavior. But, living in a single-parent family or having a mother who works has few significant effects for blacks. Increases in mother's educational attainment are generally related to gains in achievement for white students but not to changes in grades or misbehavior.

They also found that for white males and females, high family income is related to high levels of misbehavior. For black students, no relationship between family income and misbehavior was observed.

The influence of family income on changes in misbehavior and academic performance were mixed. The researchers observed positive effects for misbehavior. This indicates that students from families with high income tend to increase their misbehavior between the sophomore and senior years of high school at a greater rate than those with low family income; this was particularly true of white males and females.

Finally, Myers, et al., studied the effects of school program and educational attainment expectations on changes in misbehavior and academic performance. They found that enrollment in a general or vocational curriculum has a weak effect on changes in misbehavior. However, educational attainment expectations generally have no impact on changes in misbehavior.

Curwin & Mendler (1988) identify five other ways society contributes to school discipline problems. First, students have been

constantly exposed to community violence, and as a result have become desensitized. Second, television and other media have a potentially damaging effects on children. By adolescence, children have viewed approximately 18,000 acts of television violence. The third, is the absence of emotional nourishment. The "me generation" has created a throw away society that discards husbands, wives, and children. As a result, many children have adopted the attitude of, "Meet my needs first. I do not intend to wait. I come first" (p. 6).

The fourth contributor deals with child temperments which Curwin & Mendler describe as more "plastic" than formerly believed. Particularly at the extreme ends of the continuum, youngsters who are very difficult to deal with are likely to remain so. The authors' believe, however, that the single largest influence is the quality of their home life.

Values

A further complication to the understanding of high school discipline lies in the acknowledgement that values affect adolescent behavior. Bybee & Gee (1982) investigated the relationship between student values and school factors related to violence and vandalism. They discovered that alienation, the condition of being separated, removed, or isolated from one's group or society, contributed to incidences of violence and vandalism.

Bybee & Gee (1982) concluded that the relationships among the components of alienation and school violence reveals a great

disparity between the differing value systems of the student and the institution. The interaction between these systems is dominated by processes that exacerbate rather than resolve the differences.

Major (1990) writes that schools are expected to produce children who are both minimally knowledgeable and in possession of certain ways of knowing. The point at which the school exercises its gatekeeping function will vary according to which audience it is most sensitive to--the local authority, the parents, the professional groups of teachers, the community, etc. Such decisions are likely to be influenced by previous experience of success. The possibility of achieving a match between aims of teachers, parents and pupils was always potentially higher in the grammar school than the secondary school.

Also, many teachers are understandably reluctant to acknowledge that the reasons for pupil misbehavior may be found as often in their teaching as in the pupil's inability or failure to learn. Having problems with classroom control is not easy to admit. Teachers are expected to cope. Senior staff may express irritation at the number of behavioral problems referred to them which they consider should have been dealt with in the classroom. An increase in the number of exclusions may produce pressure on staff to operate selective procedures. The staff may become more tolerant and settle for lower expectations by lowering their demands on children to avoid conflict (Major, 1990).

Major insists that other explanations for the rise in disruptive behavior involve the improvement in the past few decades in child health. Today children have food in their stomachs, and are no longer, in most cases, exhausted by long hours of employment outside school. Historically the view of the child as a minor adult, to be subjected to a rigid and often painful regime conducive to conformity into an adult proper, has changed enormously under the impact of psychological and sociological thinking. The development of a child-centered view of education, side-by-side with that of dynamic psychology, has led teachers, in general, away from harsh punishments. It has also offered explanations of deviant behavior in terms of child frustration, and in term of learning difficulties (Major, 1990).

Major further argues, as admirable as we may find all these developments, together they have made the teacher less secure and confident in dealing with disruptive behavior. Previously the act could be punished, in an automatic fashion. Now it is the child who is seen behind the act, a child who is an individual, different from the others, who is sensitive to pain, and whose reasons for behaving badly may be attributable to the teacher's failure to motivate, failure to satisfy needs, or failure to teach effectively.

Examining the problem from a different perspective, Tattum (1982) incorporated a study of pupils' expressed motives for misbehavior. His study led to the categorization of pupils' motives or explanation of their behavior into the following five types:

1. It was the teacher's fault.
2. Being treated with disrespect.
3. Inconsistency of rule application.
4. We were only messing.
5. It's the fault of the school system.

Kritsonis & Adams (1987) found eight reasons why students misbehave: Some feel an obligation to try out the teacher; some are not interested in the material being studied; some are born conformists; for some, rebellion is a part of growth; all feel the need for recognition as a person; some face academic base problems; and some need to be referred to other agencies.

Nicholson, et al., (1985) describe the role of values in the relationship between school safety and effective education in the following way:

Schools with positive climates are characterized by people-centered belief and value systems, procedures, rules, regulations, and policies. People care, respect, and trust one another, and the school, as an institution, cares, respects, and trusts people. In such a school, people feel a high sense of pride and ownership which comes from each individual having a role in making the school a better place. (p. 492)

Finally, civil behavior in the classroom is a prerequisite for learning. Even a few disorderly students can disrupt the education of the majority of students who are in school to study and learn. To prevent this situation, schools need to do more than merely maintain civil behavior. They must require students to take the responsibility

for attending school and learning--and for not interfering with the learning of others (Bauer, G. L., 1985). They must encourage students to accept responsibility for their own behavior. When students assume responsibility, they behave properly with little or no pressure from school administrators and teachers (Nicholson, Stephens, & Leavitt, 1985).

Summary

By synthesizing an understanding of successful methods for formulating school policy, with an understanding of adolescent behavior and school law as related to high school discipline, and coupling that with an understanding of society's expectations, school administrators can begin to turn the tide of school violence and disruption. An administrator's understanding of society is as important as his/her understanding of youth. Both are necessary in order to gain an understanding of school discipline.

CHAPTER III

METHODOLOGY

This chapter details the research procedures used in completing the study. Procedures discussed include the population and sample, the instrumentation, methods of data gathering, and analysis of the data.

Population and Sample

The Piedmont region of North Carolina is the central portion of the state located between the Mountain and Coastal Plains regions. There are four cities in Piedmont North Carolina with populations between 20,000 and 35,000: Kannapolis, 32,000; Hickory, 28,000; Statesville, 20,000; and Salisbury, 24,000 (Cleney, 1988). Each of these small Piedmont cities lies within the western half of the region.

Aside from size and close proximity within the state, the four cities share other similarities. First, the economic makeup of Kannapolis, Hickory, Statesville, and Salisbury are similar. For example, the per capita personal income for Cabarrus, Catawba, Iredell, and Rowan Counties, the counties within which the four cities lie, are as follows: Cabarrus, \$11,573; Catawba, \$11,812; Iredell, \$10,560; and Rowan, \$10,901. This can be compared with the state average of \$10,852; Mecklenburg, the Piedmont county having the highest per capita income, with \$14,099; and Richmond,

the Piedmont county having the lowest per capita income, with \$8,585 (Crutchfield, 1988).

The mean incomes for the four counties are: Cabarrus, \$18,307; Catawba, \$18,437; Iredell, \$17,470; and Rowan, \$17,379. All have mean incomes at or above the \$17,376 state average. Mecklenburg County leads the Piedmont and the state with a \$21,142 mean income. Richmond County's mean income, one of the lowest in the Piedmont, is \$16,418 (Crutchfield, 1988).

All four of the counties fall well below the state average of 11.6 percent of families with incomes below poverty level and below the 31.6 state percentage of families with female heads with incomes below poverty level. Only Rowan County had an unemployment rate as high as the state's 4.2 average in December 1987. Also, each of the four cities relies upon either the textile or furniture industry as a primary employment base (Crutchfield, 1988).

Finally, being located within 50 miles of the state's largest metropolitan area, the citizens of these four cities have witnessed the frightening array of social problems Charlotte has struggled with over the past decade. Unfortunately, Kannapolis, Hickory, Statesville, and Salisbury are beginning to face problems which, until recently, had only plagued major urban areas. One of those problems is how to maintain discipline in the public schools.

The makeup of the secondary schools of the four cities in this study are similar as well. Kannapolis, Hickory, Salisbury, and

Statesville each have a single 9-12 high school. Enrollment at A.L. Brown in Kannapolis is approximately 1200; Hickory, 1,000; Salisbury, 700; and Statesville 850. The student population at A.L. Brown is comprised of approximately 55% Caucasian, 44% African American, and 1% other. At Hickory, the breakdown is 66% Caucasian, 33% African American, and 1% other. At Salisbury the make-up is 54% Caucasian, 45% African American, and 1% other. Statesville High has 56% African American, 43% Caucasian, and 1% other. The population for this study is comprised of teachers and parents of students from these four high schools.

Since the survey instrument used in this study was administered at the beginning of the 1992-93 school year, parents of the approximately 2,600 tenth, eleventh, and twelfth grade students were selected for participation. Parents of ninth graders were not included in the sample. Although the opinions of parents of ninth graders are vitally important in developing an understanding of high school discipline, the opinionnaire questions used in this study were aimed directly at obtaining information on the four individual high schools being studied. It is believed that by December, parents of ninth graders would not have had adequate time to develop an accurate perception of the discipline process at their child's school. By concentrating on the opinions of tenth, eleventh and twelfth grade parents, the perceptions of the participants were shaped by actual experiences and relationships with the schools and were not disproportionately shaped by forces external to the high school

educational process as would have been the case with ninth grade parents. The information in this study, therefore, can be generalized about schools with similar characteristics without concern that the study was flawed by participants whose opinions were shaped more by the media's perception of public high schools than by assessments of relationships based upon actual experiences with those schools.

The high schools examined in this study have combined teacher populations of approximately 260. The ethnic breakdown of the teacher population at each school is approximately 85% Caucasian and 15% African American. Approximately 70% of the teachers are female.

A random sample of teachers from each of the high schools was selected and surveyed. Krejcie & Morgan's (1970) table for determining sample size of a given population indicates 155 of the 260 teachers should be selected to obtain an adequate sample size. Using an alphabetized listing of teachers from each school, 160 participants--or approximately 60% of the teacher population from each school--were randomly selected.

The parent sample was selected similarly, using Krejcie & Morgan's (1970) table and an alphabetized listing of students enrolled at each school. It consisted of 340 participants, or approximately 13% of the parents from the 2,600 student population. The sample was obtained by selection of every 7th student on the individual school rosters.

Surveys were distributed with assistance from the individual school's administrators and guidance counselors. Teacher surveys were either individually delivered or placed in the teachers' school mail boxes. Parent surveys were mailed directly to the home.

Instrumentation

Data were gathered using a three section, researcher developed opinionnaire. Section I consisted of 15 statements relating to the general state of discipline, the significance of specified acts of misconduct, and the causes of misbehavior. Each statement was to be rated by the participant using the following Likert scale:

1. Strongly disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly agree

Section II asked participants to respond to strategies for dealing with seven acts of misbehavior: fighting, theft, assault, vandalism, possession of weapons, possession and use of illegal drugs, and sale of illegal drugs. The respondents were instructed to choose the single strategy which they would prefer seeing used for the first occurrence of each offense. The following scale was used:

1. No opinion
2. In-school suspension, 1-3 days

3. In-school suspension, 4 or more days
4. Out-of-school suspension, 1-5 days
5. Out-of-school suspension, 6-10 days
6. Exclusion from school

Also, the respondents were to indicate for each of the acts of misbehavior whether or not the school should contact the local law enforcement agency to press charges. The choices were "yes" or "no."

Section III asked respondents to identify strategies which might be used by the schools to improve high school discipline.

The instrument was reviewed by four professors from the Educational Administration, Higher Education, and Educational Research Department at the University of North Carolina at Greensboro. A field test using 10 parents and 5 teachers from Statesville High School was administered after which several minor modifications were made to the instructions.

Data Gathering Procedures

After finalization of the opinionnaire, letters were mailed to the principals of the four schools. The letters gave a brief overview of the study, including the purpose, the selection of participants, the data gathering procedures, and an assurance of anonymity. A consent form was included to be signed and returned by the principal.

Each principal was then contacted by phone to determine a convenient time for selection of participants and distribution of

instruments. The teacher opinionnaires were distributed to randomly selected teachers and then collected by the principal or his designee. Additional contact with the individual participants by the principals was necessary to insure an adequate return rate.

A Student Information Management System (SIMS) computer printout of names and addresses of students and parents was used by the researcher to send opinionnaires to the homes of the parent participants. Initially, 40 instruments were distributed to parents of Statesville High School students and returned to school by students. It was apparent on the survey return due date that the survey return rate was too low. Slightly more than 30% of the surveys had been received. Forty-five additional parent participants were randomly selected for Statesville High School and the remaining 255 instruments were mailed directly to the homes of parents. A stamped, self-addressed envelope was provided.

Data Analysis

The UNCG Computer Center's VAX 8700 computer was used in conjunction with the SAS Statistical Package to compile and analyze all data collected. The assistance of the staff of UNCG's Department of Educational Administration, Higher Education, and Educational Research was solicited for statistical advice. Also, the services of the UNCG Statistical Consulting Center were used.

For questions 1-15, which utilize an interval scale from 1-5, mean scores were obtained. Mean scores for parent responses were then compared with mean scores for teacher responses.

For the second page of the instrument, ordinal data were converted to scales of 1-6. Totals and percentages were obtained for each offense. Parent response totals were then compared with teacher response totals.

Answers for the question concerning whether or not the school should notify police and press charges were converted to either a 1 or 2, with 1 representing yes and 2 representing no. Totals and percentages were obtained and compared. Parent responses were compared with teacher responses.

Section III provided respondents with space to list major strategies they would recommend using for improving high school discipline. The responses were reviewed and several reoccurring themes were identified by the researcher.

CHAPTER IV

ANALYSIS OF DATA

Introduction

This chapter discusses the data analysis procedures and the results obtained. The first section contains a brief restatement of the null hypotheses that were tested. The second section presents the data related to the hypotheses. The third section presents the results of the statistical procedures used to test hypothesis 1. The fourth section assesses whether the data support or fail to support research hypothesis 1. The fifth section presents the results of the statistical procedures used to test hypothesis 2. The final section assesses whether the data support or fail to support research hypothesis 2.

Research Questions

This study addresses the following research questions:

1. There is not a statistically significant difference between teacher and parent ratings of the frequency of selected student misbehaviors in small, urban, Western Piedmont North Carolina high schools.
2. There is not a statistically significant difference between teacher and parent ratings of methods for improving student

behavior in small, urban, Western Piedmont North Carolina high schools.

Survey Data

This research study involved solicitation of opinions from 500 individuals who should have a vested interest in effective school discipline. Participants responded to 15 statements concerning the current state of student discipline in the schools in which they have association. They also provided opinions on strategies for dealing with seven types of serious misbehavior.

Three hundred and forty surveys were distributed to parents of randomly selected students--85 each from Hickory, Salisbury, Statesville, and A.L. Brown High Schools. One hundred and ninety-three, or approximately 57% of the parent surveys, were returned and are included in this study. Of the 160 teacher surveys distributed, 138, approximately 86%, of the surveys were returned.

The higher return rate for teacher participants can be explained by the differing distribution procedures. Principals from two schools distributed surveys directly to randomly selected teachers during faculty meetings. This method afforded those teachers the convenience of being able to complete the surveys and return them at the end of the meeting. At the other schools, survey instruments were placed in the school mail slots of the randomly selected teachers. Those teachers were responsible for completing the surveys and returning them to the office. The survey

distribution process for parents was less convenient, however. Although furnished with a pre-addressed, stamped envelope, parent participants had the additional burden of mailing the completed instrument.

Hypothesis 1 Data

Statements 1-15 of the parent and teacher surveys addressed the degree to which respondents agreed or disagreed with the significance of selected types of misbehavior at their schools and the significance of selected possible contributors to those types of misbehavior. Participants were asked to respond to statements pertaining to seven acts of serious student misbehavior--fighting, assault, vandalism, theft, possession of weapons, possession or use of illegal drugs, and sale of illegal drugs. Respondents also rated the following possible contributors to student misbehavior: ineffective principals, lack of parental support of the discipline process, ineffective teaching, lack of support in the discipline process by central office administrators, lack of support given school officials by the courts, lack of self-discipline, and the number of single-parent homes. Also, one statement dealt with whether discipline is more of a problem for schools today than it was 20 years ago.

Respondents used a scale of 1-5 to rate each statement, with 1 being strongly disagree, 2 disagree, 3 neutral, 4 agree, and 5 strongly agree. Response rates for the 193 parents and 138 teachers

who participated in the survey ranged from 188 to 193 for parents and from 136 to 138 for teachers on statements 1-15.

Table 2 lists mean scores for the 15 statements which address hypothesis 1. Statement 1, that discipline is more of a problem today than 20 years ago, received the highest rate of agreement among both parents and teachers. The mean score for parents was 4.67 and teachers 4.69. The only other statement receiving a mean score of 4.0 or more by both groups was statement 14 which identified student self-discipline as a significant problem. Statement 10, dealing with lack of parental support, and statement 15, concerning the number of single-parent homes, also received mean scores of 4.0 or more among teachers.

The statement drawing the highest rate of disagreement among parents concerned ineffective principals as a significant cause for student misbehavior. The parent mean score was 2.82; the teacher mean score was 2.80. The statement receiving the lowest mean score among teachers was question 11 which suggested that ineffective teaching is a significant cause for discipline problems.

Hypothesis 1 Results

Comparison of parent mean scores and teacher mean scores reveals differences from .02 to .91 (see Table 2). Statements 1 and 9 showed the least difference between the two groups--both had a difference of .02.

Table 2
Mean Scores of Questions 1-15

Q#	Parents			Teachers			Diff.
	N	Mean	SD	N	Mean	SD	
01	193	4.67	0.69	138	4.69	0.87	0.02
02	191	3.57	0.98	137	3.42	0.01	0.15
03	188	3.13	1.05	138	2.88	1.03	0.25
04	190	3.15	1.04	138	3.37	1.09	0.22
05	190	3.52	1.03	138	3.70	0.98	0.18
06	192	3.47	1.12	138	3.38	1.05	0.09
07	192	3.71	1.08	138	3.80	0.98	0.09
08	191	3.42	1.12	137	3.48	0.96	0.06
09	190	2.82	1.23	137	2.80	1.28	0.02
10	192	3.56	1.19	138	4.09	1.08	0.53
11	191	2.93	1.15	138	2.36	1.07	0.57
12	190	3.10	1.18	137	3.05	1.07	0.05
13	191	3.21	1.19	136	3.58	1.09	0.37
14	191	4.20	0.94	138	4.34	0.88	0.14
15	191	3.13	1.30	138	4.04	0.92	0.91

Statement 15 had a .91 difference between the means. The mean score for parents was 3.13, while the mean score for teachers was 4.04. It is possible that the nature of the question and the makeup of the population is responsible for some of the difference. Since single-parent respondents would be less likely to be critical of single-parent homes as contributors to student discipline problems, it is possible that the mean score does not accurately reflect the opinions of the group.

Individual t-tests could have been performed on the means of the 15 statements to determine whether there are significant differences between the groups. However, any subsequent assignment of significance to such small differences could be explained by the large number of survey respondents. Even small mean differences can result in large t-ratios if *n*'s are large. Statistically there would be a difference, but practically there would not. Therefore, the null hypothesis that there is not a statistically significant difference between parent and teacher opinions cannot be rejected.

Hypothesis 2 Data

To test hypothesis 2, respondents were asked to determine which discipline measure would be most effective in dealing with the first occurrence of each of the 7 previously named offenses. The six choices were: no opinion, in-school suspension 1-3 days, in-school suspension 4 or more days, out-of-school suspension 1-5

days, out-of-school suspension 6-10 days, and exclusion from school. Frequencies and percentages were obtained for parent and teacher groups for each offense.

Also, respondents were asked to indicate whether or not police should be notified and charges pressed for the first occurrence of each of the 7 offenses. Results are displayed in Table 11.

Hypothesis 2 Results

There was a wide range of agreement between parents and teachers on most questions in the section of the survey dealing with effective measures for punishing students involved in serious acts of misbehavior.

There was a significant difference, however, between teacher and parent recommendations for punishing students involved in fighting. Table 3 reveals that 40% of parents suggested that students be assigned 1-3 days of in-school suspension for the first offense of fighting, while 49% of teachers called for 6-10 days out-of-school suspension. Sixty-one percent of parents reported they preferred punishment involving in-school suspension, while seventy-seven percent of teachers recommended out-of-school suspension (see Table 5).

For theft, there was greater agreement among the groups (see Table 4). The discipline measure receiving the highest percentages for both parents and teachers was out-of-school suspension for 1-5 days. However, when percentages were combined for both I.S.S.

Table 3
Punishment for Fighting (Frequencies and Percentages)

	Parents		Teachers	
	F	%	F	%
No opinion	1	0.5	0	0.0
I.S.S. 1-3 Days	75	40.1	16	12.1
I.S.S. 4 or More days	39	20.9	10	7.6
O.S.S. 1-5 Days	51	27.3	65	49.2
O.S.S. 6-10 Days	15	8.0	37	28.0
Exclusion from School	6	3.2	4	3.0

Table 4
Punishment for Theft (Frequencies and Percentages)

	Parents		Teachers	
	F	%	F	%
No opinion	0	0.0	2	1.5
I.S.S. 1-3 Days	21	11.7	14	10.7
I.S.S. 4 or More days	34	18.9	12	9.2
O.S.S. 1-5 Days	59	32.8	44	33.6
O.S.S. 6-10 Days	40	22.2	44	33.6
Exclusion from School	26	14.4	15	11.5

Table 5

Comparison of Preferences for In-school Suspension, Out-of-School Suspension, or Exclusion

Offense	Punishment	Parents	Teachers
Fighting	I.S.S.	61%	20%
	O.S.S.	35%	77%
	Exclusion	3%	3%
Theft	I.S.S.	30%	20%
	O.S.S.	55%	67%
	Exclusion	14%	12%
Assault	I.S.S.	13%	4%
	O.S.S.	52%	54%
	Exclusion	34%	41%
Vandalism	I.S.S.	22%	14%
	O.S.S.	52%	71%
	Exclusion	26%	14%
Possession of Weapon	I.S.S.	3%	0%
	O.S.S.	15%	6%
	Exclusion	82%	94%
Possess/Use of Drugs	I.S.S.	4%	1%
	O.S.S.	17%	27%
	Exclusion	79%	72%
Sale of Drugs	I.S.S.	2%	0%
	O.S.S.	4%	7%
	Exclusion	94%	93%

categories and both O.S.S. categories, 67% of teachers selected O.S.S. as opposed to 55% of parents. Thirty-one percent of parents and 20% of teachers chose I.S.S.

Most respondents recommended exclusion from school for the first offense of assault--34% of parents and 41% of teachers (see Table 6). There was also agreement on using O.S.S. instead of I.S.S. ; 52% of parents and 54% of teachers selected O.S.S. Thirteen percent of parents selected I.S.S. while only 4% of teachers suggested in-school punishment.

There was a wider range of disagreement, however, on punishing students involved in vandalism (see Table 7). While the discipline measure receiving the highest percentage of choices for both groups was out-of-school suspension 6-10 days, when total I.S.S. percentages were compared with those for O.S.S. and exclusion, 71% of teachers and 52% of parents recommended out-of-school suspension (see Table 5). But the 26% percent of parents selecting exclusion from school was higher than the 14% of teachers.

In identifying strategies for dealing with students who bring weapons to school, there was a significant level of agreement among groups to remove the students from school (see Table 9). All but 33 parents and 8 teachers recommended exclusion from school.

For students who possess or use illegal drugs while at school, both groups indicated that exclusion from school was in order (see Table 9). Only 21% of parents and 27% of teachers recommended

Table 6
Punishment for Assault (Frequencies and Percentages)

	Parents		Teachers	
	F	%	F	%
No opinion	0	0.0	1	0.8
I.S.S. 1-3 Days	4	2.1	3	2.3
I.S.S. 4 or More days	21	11.2	3	2.3
O.S.S. 1-5 Days	46	24.6	28	21.4
O.S.S. 6-10 Days	52	27.8	43	32.8
Exclusion from School	64	34.2	53	40.5

Table 7
Punishment for Vandalism (Frequencies and Percentages)

	Parents		Teachers	
	F	%	F	%
No opinion	1	0.5	2	1.6
I.S.S. 1-3 Days	12	6.5	6	4.8
I.S.S. 4 or More days	29	15.8	12	9.5
O.S.S. 1-5 Days	36	19.6	41	32.5
O.S.S. 6-10 Days	59	32.1	48	38.1
Exclusion from School	47	25.5	17	13.5

Table 8
Punishment for Possession of Weapon on Campus (Frequencies and Percentages)

	Parents		Teachers	
	F	%	F	%
No opinion	0	0.0	0	0.0
I.S.S. 1-3 Days	0	0.0	0	0.0
I.S.S. 4 or More days	5	2.7	0	0.0
O.S.S. 1-5 Days	6	3.2	1	0.7
O.S.S. 6-10 Days	22	11.9	7	5.2
Exclusion from School	152	82.2	126	94.0

Table 9
Punishment for Possession/Use of Illegal Drugs on Campus (Frequencies and Percentages)

	Parents		Teachers	
	F	%	F	%
No opinion	0	0.0	0	0.0
I.S.S. 1-3 Days	1	0.5	0	0.0
I.S.S. 4 or More days	7	3.7	1	0.8
O.S.S. 1-5 Days	5	2.7	5	3.8
O.S.S. 6-10 Days	27	14.4	31	23.5
Exclusion from School	147	78.6	95	72.0

discipline measures which would involve allowing students to remain in school.

Similarly, for students involved in the sale of illegal drugs on campus, there was significant agreement among the groups--94% of parents and 93% of teachers chose exclusion from school (see Table 10). Only 12 parents and 10 teachers recommended In-school suspension or Out-of-school suspension.

Table 11 addresses whether school officials should involve the police when serious acts of student misbehavior are committed. There was a significant level of agreement on most of the seven offenses. Both groups had high percentages of "yes" votes for incidents of theft, assault, vandalism, possession of weapons, possession/use of illegal drugs, and sale of drugs. Parent "yes" percentages ranged from 78% to 99.5%, and teacher percentages from 85.7% to 97.7%. There was significant disagreement on involving police when there is fighting, though. Fifty-nine percent of teachers recommended calling the police, while only 20% of parents selected "yes".

There was also a high rate of agreement when comparing percentage scores of the individual categories. For assault, vandalism, possession of weapons, possession/use of illegal drugs, and sale of illegal drugs, the differences between parent and teacher "yes" votes were less than 5% for each category. For theft, the

Table 10
Punishment for Sale of Illegal Drugs on Campus (Frequencies and Percentages)

	Parents		Teachers	
	F	%	F	%
No opinion	0	0.0	0	0.0
I.S.S. 1-3 Days	0	0.0	0	0.0
I.S.S. 4 or More days	4	2.2	0	0.0
O.S.S. 1-5 Days	2	1.1	3	2.3
O.S.S. 6-10 Days	6	3.2	7	5.3
Exclusion from School	174	93.5	123	92.5

Table 11
Should School Notify Police and Press Charges (Percentages)

Offense	Parents		Teachers	
	Yes	No	Yes	No
Fighting	20.4	79.6	59.0	41.0
Theft	78.0	22.0	85.7	14.3
Assault	88.8	11.2	93.5	6.5
Vandalism	83.9	16.1	86.3	13.7
Possession of Weapon	98.9	1.1	98.5	1.5
Possession/Use of Drugs	97.3	2.7	97.0	3.0
Sale of Drugs	99.5	0.5	97.7	2.3

difference was approximately 8%. There was, however, a significant difference of opinion on whether to notify police when students were involved in fighting. Nearly 80% of parents felt there should be no police involvement for fighting.

Part III of the instrument solicited strategies which could be used to improve high school discipline. Seventy percent of the parents and 80% of the teachers responded to the open-ended question. Review of the responses revealed several reoccurring themes among both parents and teachers. The groups' suggestions related to the following general areas: tougher discipline policies and punishment, more parental involvement, greater consistency in issuing punishment, removal of chronic offenders from school, involvement of police, alternative classes/schools for chronic offenders, and restoration of prayer/Bible in the schools.

Table 12 provides a listing of general themes resulting from an examination of the parent teacher surveys. The area of improvement mentioned most by both parents and teachers was that of school discipline policies and the resulting types of punishment. Of the 142 parents responding to Part III, 69 listed solutions which involved tougher school discipline policies and tougher punishment for those who break rules. Of the 94 teachers who responded, 33 listed tougher policies and punishment. Most of the parent and teacher responses dealing with tougher policies and punishment suggested that schools develop strong discipline policies and adhere to them. There was concern among both groups that the policies

Table 12
General Areas for Discipline Improvement From Parent, Teacher Responses to Part III.

Area for Improvement	Parent Responses		Teacher Responses	
	#	%	#	%
Tougher policies/ punishment	69	49	33	35
Parental involvement	40	28	29	31
Consistency	22	14	17	18
Removal of chronic offenders	15	11	7	.07
Police involvement	11	.08	13	14
Alternative class/school	6	.04	8	.09
Prayer/Bible in school	7	.05	1	.01

were not being adequately enforced by teachers and administrators.

Also, 19 parents and 10 teachers suggested specific types of punishment for student misbehavior, from menial tasks such as scrubbing floors, picking up trash, etc., to after-school detention, in-school suspension, out-of-school suspension, and community service. Five parents and two teachers recommended corporal punishment.

Several responses dealt with strengthening policies and punishment by improving security at school. Seven parents and one teacher recommended improving campus security by using security guards or police officers. Six parents suggested the use of metal detectors or student searches to reduce the occurrence of weapons and illegal drugs on campus.

The area receiving the second most responses by parents and teachers dealt with increasing parent involvement in the school, particularly in the discipline process. Forty parents and 29 teachers responded that the role of the parent is important in school discipline. Most of the responses dealt with keeping the parent informed, and involved. Seventeen parents and seven teachers provided specific methods for improving parent involvement requiring increased parent/school contact and communication. Six parents and nine teachers recommended that parents be held more accountable for their child's misbehavior. Three parents and one teacher suggested that parents be held legally responsible for their child's behavior. Six parents and three teachers called for more

support of the school staff by parents. Eight parents and six teachers blamed school discipline problems on the home environment.

The third most common area of concern among both parents and teachers was that of consistency in the carrying out of discipline policies in the schools. Twenty-two parents and 17 teachers listed problems with consistency in enforcement of rules by teachers and/or administrators and uniform punishment of offenders.

The fourth most commonly listed concern by parents and sixth most common theme among teachers involved the removal of chronic offenders from school. Fifteen parents and seven teachers recommended the removal of habitual of serious offenders from the regular school.

The area receiving the fourth most responses by teachers and the fifth most responses by parents was that of increased involvement from law enforcement agencies. Thirteen teachers and 11 parents listed the need for more police involvement when serious acts of misbehavior occur on school campuses.

Eight teachers and six parents called for alternative educational settings for serious or habitual offenders. The most common of these solutions was the creation of an "alternative" school.

Seven parents and one teacher suggested that school discipline could be improved by restoring prayer/the Bible into the school.

The respondents to Part III provided a multitude of other strategies for improving student behavior. Those receiving multiple responses by parents and/or teachers were: more counseling, improving student self-esteem, more support from the central office staff, strong administrators, better teacher attitudes, reward system for students who behave, recognition of cultural differences, giving authority back to teachers, better communication between teachers, students, and administrators, involving community resources, positive reinforcement, less suspensions, prohibiting sports participation, racial balance, stronger support of teachers by administrators, higher standards, moral values, smaller class size, and positive role models.

The high rate of agreement among parents and teachers on strategies for addressing student misbehavior indicates there is little difference between teacher and parent ratings for improving behavior in small, urban, Western Piedmont North Carolina high schools. The only major disagreement among the groups was in the area of punishing students involved in fighting. Therefore, the research results do not warrant rejecting hypothesis 2.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS FOR FURTHER STUDY

Summary

The purpose of this study was to investigate how discipline in small, urban high schools of Western Piedmont North Carolina is perceived. In doing so, the study began with an investigation into the extent of discipline problems in the public high schools as perceived by teachers and parents. This included research on where teachers and parents place blame for serious types of student misbehavior.

It also investigated whether or not teachers and parents rate current school discipline policies and methods adequate in addressing society's constantly changing needs. It examined and compared teacher and parent responses to the success or failure of policies and methods currently used by high school administrators in dealing with severe discipline problems. It sought to find whether there is agreement on the uses of in-school suspension, out-of-school suspension, and exclusion from school in dealing with students involved in major violations of school rules, such as:

fighting, assault, intimidation, vandalism, possession of weapons, and use, sale, or possession of drugs/ alcohol.

Also, this study examined how parents and teachers view the role of local law enforcement agencies in addressing serious discipline matters. Finally, this study compared teacher and parent suggestions for improving the current systems of managing and reforming unruly high school youths.

Conclusions and Discussion of Results

There was agreement among parents and teachers that the following types of behavior are serious problems at school: 1) fighting, 2) assault, 3) vandalism, 4) theft, 5) possession of weapons, 6) possession and use of illegal drugs, and 7) sale of illegal drugs. There was also agreement between the groups on external and internal contributors to discipline problems in the schools.

Parents and teachers alike reported discipline is more of a problem for schools today than it was 20 years ago. They also reported that lack of student self-discipline is a significant cause for discipline problems. Teachers indicated that the lack of parental support of the school in the discipline process and the number of single-parent homes also leads to student misbehavior.

There was agreement among parents and teachers on proper methods for punishing students involved in serious acts of misbehavior. The only discipline offense yielding disagreement

between the groups was fighting. Parents recommended in-school suspension for the first occurrence of fighting, while teachers called for out-of-school suspension.

Parents and teachers also agreed that school officials should involve the police when serious acts of misbehavior are committed. Again, the only area of disagreement was fighting. While the majority of teacher respondents recommended involving the police in student fighting, 80% of parents did not.

Finally, there was a high level of agreement between parents and teachers on strategies for improving high school discipline. The groups' suggestions can be grouped into several categories: tougher discipline policies and punishment, more parental involvement, greater consistency in issuance of punishment, removal of chronic offenders from school, involvement of police, alternative classes/schools for chronic offenders, and restoration of prayer/the Bible in the schools.

Recommendations for Further Study

Despite the fact that the level of violent crime perpetrated by juveniles in our society is three times greater today than it was in 1960, and despite the fact that the American public ranks strong discipline in the schools among its highest concerns, since 1982 very little new research has been introduced to the field of school discipline.

In addition to this problem, when discipline is discussed in educational texts, authors are unable to agree upon whose opinions and research are relevant. Educators, for the most part, have been abandoned by the education research community.

As crime, violence, and disruption continues in the American public schools, it is imperative that students, parents, educators, researchers, and the community admit that a problem exists and form a coalition to gain control of the situation. Failure to do so could ultimately lead to the collapse of this country's public education system.

Opportunities for the further study of school discipline are enormous. Seymour Sarason, in The Culture of the School and the Problem of Change (1982), describes a series of revolutions in American public schools. The first was the introduction of compulsory education. The second developed around the 1954 desegregation decision. Sarason predicts a third will be federal legislation mandating integration of handicapped children into the regular classroom. If today, Sarason were to publish a third edition of his treatise on changes in school culture, he would be forced to describe a fourth revolution--the struggle of public schools to provide safe and orderly school climates. This revolution of the 1990s and beyond will not only provide the opportunity for further school discipline research, it will demand it.

Sufficient public concern exists to warrant the expansion of this study. An obvious place to begin would be with a survey of

all public high schools in the state. This could be accomplished using university researchers, private researchers, and the Research Division staff of the State Department of Public Instruction. The survey instrument could be expanded to survey randomly selected groups of principals, teachers, parents, and students. Opinions could be solicited in the areas of: a) to what extent is discipline a problem in the public schools?; b) what can education leaders do to improve discipline in schools?; c) what can the State Board of Education do to improve discipline in the schools?; d) what can the state legislature do to improve discipline in the schools?; and e) what can community leaders do to improve discipline in the schools?

After the data have been collected, researchers would have the job of analyzing the data and identifying viable solutions. A knowledgeable team of educators, local and state government officials, law enforcement officials, researchers, representatives from teacher and administrator training programs, and concerned superintendents, principals, teachers, parents and students could develop and implement individualized school improvement plans with specific goals and time lines. Initial emphasis should be directed to the schools which research indicates are having the most problems with discipline. Principals and superintendents from those schools, along with teachers, parents and students should share in designing individualized implementation plans.

State researchers should also review the latest discipline research and critique other state programs in order to develop information which could be shared with local school administrators. Trained state consultants, armed with a bank of strategies for improving school discipline, should then be made available to travel the state providing resources and assistance to high school administrators.

Sarason (1982) recommends that the implementation process for any type of school change include: extended teacher training, teacher observation of similar projects, regular meeting focusing on practical problems, teacher participation in project decisions, and principal participation in training. These strategies should be implemented to insure that the results of the research are not ignored.

The challenges of changing the current state of school discipline is similar to the challenges of change in any other institution. Positive change does not come automatically. According to Sarason, observers are not neutral; the same is true for school principals and superintendents. What school administrators observe about their own or someone else's setting is biased by the structure, traditions, and the ideology of their own setting. Further research must be designed to encourage educators to suppress these deep rooted biases in order to implement change.

Another role of a state-wide expansion of this study would involve keeping media and public attention focused on the subject of

school discipline. Likewise, it is imperative that lawmakers are kept apprised of the developments of this and other studies. Legislative support, possibly affected by public pressure on legislators, will be required for schools to gain the additional fiscal resources necessary to fully implement positive change.

Sarason also writes that over the years, the most vocal critics of school culture have been our universities. It is important that university professors and researchers, especially those involved in teacher and administrator training, freely communicate with public school educators and remain knowledgeable of what is going on in the schools. Evolving from that communication could be education courses which focus on the intricacies of classroom discipline and prepare prospective teachers and administrators for the challenges which lie before them.

Sarason proposes overhauling the teacher education programs. A similar plan could involve providing student teachers with hands-on experiences in dealing with problem children. It is even possible that courses of study concentrating on educating unruly children be developed. Courses exploring the unique problems of urban high school discipline, alternatives to regular classroom education for problem children, and especially understanding ghetto children and their culture, would contribute to a better understanding of adolescent behavior.

Additional study of high school discipline should also include investigation of the impact of supplemental programs currently being

used in some schools, such as tutoring programs, school preparedness programs, nutrition programs, etc.

Further study of high school discipline will require an understanding of the often strained relationship between the principal and the specialist/researcher. Unlike the relationship between principal and teacher, the specialist/researcher is expected to have knowledge and skills not possessed by the principal. The principal is aware that he bears responsibility for what takes place in the school, but feels a strong need to decide whether or not the recommendations of the specialist should be implemented and in what ways. The principal often feels that the specialist is a transient whose expertise does not include an intimate knowledge of what is distinctive about his particular school. It is important for the principal to understand that both she and the specialist are seeking improvement. The principal must be willing to recognize the potential for conflict and spent her intellectual energies on methods for implementing positive change.

It is possible that somewhere within the differing perspectives outlined in the review of literature of this study there is a hidden solution to society's school discipline problems. Only by identifying and challenging the current unsuccessful processes for managing school discipline and by testing, validating, and initiating alternative theories can there be positive change.

Education reformers of the 1990s must, first, acknowledge the crisis which faces many public high schools. Second, they must

determine which components of school discipline are most problematic and then determine what must be done to achieve a better fit between the need for strong discipline and order in the schools and the need for development of student autonomy. Until this has been accomplished, substantial improvement within the public high schools can not be realized.

Hopefully, this study will help encourage educators to attack the discipline crisis head on by investigating deficiencies in high school discipline practices and by recognizing strategies for improving them.

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APPENDICES

APPENDIX A

Correspondence

January 4, 1993

Dr. Winston Eagle, Principal
Salisbury High School
500 Lincolnton Rd.
Salisbury, N.C. 28144

Dear Dr. Eagle:

I am currently enrolled as a part-time student in the Dept. of Education Administration at UNCG. As part of my dissertation, I am conducting a survey of parent and teacher perceptions of high school student discipline. I am concentrating this study on small, urban, western Piedmont North Carolina high schools. I want to see if there is a relationship between how teachers and parents view high school discipline. I am hoping I can impose upon you for a few minutes to help with this study.

The population for this study consists of the four small, urban high schools in this part of North Carolina--Hickory, Statesville, Salisbury, and Kannapolis. The design requires a random sample of 155 teachers and 335 parents from the four schools. I am hoping I can include approximately 40 teachers and 80 parents from your school who would be willing to complete a short survey. I realize how busy a high school principal is, so I have developed a process which will require very little of your time. I would, however, need to consult with your SIMS coordinator for approximately 30 minutes.

If you have no objections, I would like to call and schedule an appointment to meet briefly with you or one of your administrators to discuss the project.

I hope this research will provide information which will be helpful to high school administrators as we face the challenges ahead. Thank you.

Sincerely,

Steve Hill

January 4, 1993

Mr. John Maye, Principal
A.L. Brown High School
415 East First St.
Kannapolis, N.C. 28083

Dear Mr. Maye:

I am currently enrolled as a part-time student in the Dept. of Education Administration at UNCG. As part of my dissertation, I am conducting a survey of parent and teacher perceptions of high school student discipline. I am concentrating this study on small, urban, western Piedmont North Carolina high schools. I want to see if there is a relationship between how teachers and parents view high school discipline. I am hoping I can impose upon you for a few minutes to help with this study.

The population for this study consists of the four small, urban high schools in this part of North Carolina--Hickory, Statesville, Salisbury, and Kannapolis. The design requires a random sample of 155 teachers and 335 parents from the four schools. I am hoping I can include approximately 40 teachers and 80 parents from your school who would be willing to complete a short survey. I realize how busy a high school principal is, so I have developed a process which will require very little of your time. I would, however, need to consult with your SIMS coordinator for approximately 30 minutes.

If you have no objections, I would like to call and schedule an appointment to meet briefly with you or one of your administrators to discuss the project.

I hope this research will provide information which will be helpful to high school administrators as we face the challenges ahead. Thank you.

Sincerely,

Steve Hill
Assistant Principal

January 4, 1993

Dr. Dan Massey, Principal
Hickory High School
1234 3rd Street, N.E.
Hickory, N.C. 28601

Dear Dr. Massey:

I am currently enrolled as a part-time student in the Dept. of Education Administration at UNCG. As part of my dissertation, I am conducting a survey of parent and teacher perceptions of high school student discipline. I am concentrating this study on small, urban, western Piedmont North Carolina high schools. I want to see if there is a relationship between how teachers and parents view high school discipline. I am hoping I can impose upon you for a few minutes to help with this study.

The population for this study consists of the four small, urban high schools in this part of North Carolina--Hickory, Statesville, Salisbury, and Kannapolis. The design requires a random sample of 155 teachers and 335 parents from the four schools. I am hoping I can include approximately 40 teachers and 80 parents from your school who would be willing to complete a short survey. I realize how busy a high school principal is, so I have developed a process which will require very little of your time. I would, however, need to consult with your SIMS coordinator for approximately 30 minutes.

If you have no objections, I would like to call and schedule an appointment to meet briefly with you or one of your administrators to discuss the project.

I hope this research will provide information which will be helpful to high school administrators as we face the challenges ahead. Thank you.

Sincerely,

Steve Hill
Assistant Principal

January 4, 1993

Ms. Penny Howard, Principal
Statesville High School
474 North Center St.
Statesville, N.C. 28677

Dear Ms. Howard:

I am currently enrolled as a part-time student in the Dept. of Education Administration at UNCG. As part of my dissertation, I am conducting a survey of parent and teacher perceptions of high school student discipline. I am concentrating this study on small, urban, western Piedmont North Carolina high schools. I want to see if there is a relationship between how teachers and parents view high school discipline. I am hoping I can impose upon you for a few minutes to help with this study.

The population for this study consists of the four small, urban high schools in this part of North Carolina--Hickory, Statesville, Salisbury, and Kannapolis. The design requires a random sample of 155 teachers and 335 parents from the four schools. I am hoping I can include approximately 40 teachers and 80 parents from your school who would be willing to complete a short survey. I realize how busy a high school principal is, so I have developed a process which will require very little of your time. I would, however, need to consult with your SIMS coordinator for approximately 30 minutes.

If you have no objections, I would like to call and schedule an appointment to meet briefly with you or one of your administrators to discuss the project.

I hope this research will provide information which will be helpful to high school administrators as we face the challenges ahead. Thank you.

Sincerely,

Steve Hill
Assistant Principal

APPENDIX B

Cover Letters

January 12, 1993

Dear Parent:

I am currently enrolled as a doctoral student in the Dept. of Education Administration and Research at the University of North Carolina at Greensboro. As part of my dissertation, I am conducting a survey of parents' perceptions of student discipline in the high schools and how discipline procedures might be improved.

You are one of 85 Salisbury High School parents randomly selected to receive this survey. I am hoping you can spare a few minutes to share your opinions on high school discipline by completing the brief survey which is attached. As you will note, there is no place on the survey or the return envelope for your name or your child's name. This is done to insure that your comments remain anonymous and to encourage you to be open and sincere with your answers.

The survey can be completed in 3-5 minutes. Page one contains fifteen statements related to various aspects of high school discipline. Page two deals with seven types of student misbehavior and the types of punishment you feel should result. Also, at the end of each line there is a place to indicate whether or not you believe the police department should be notified for each of the seven types of misbehavior. Finally, at the bottom of page two is space to list ways you think high school discipline can be improved.

After completing the survey, please seal it in the stamped envelope which is supplied and mail by **Thursday, February 4.**

The opinions of parents are important to every school. **Thank you for taking time to share your opinions.** Hopefully, they will help contribute to a better understanding of high school discipline.

Sincerely,

Steve Hill

January 16, 1993

Dear Teacher:

I am currently enrolled as a doctoral student in the Dept. of Education Administration and Research at the University of North Carolina at Greensboro. As part of my dissertation, I am conducting a survey of parents' perceptions of student discipline in the high schools and how discipline procedures might be improved.

You are one of 135 Hickory, Salisbury, Statesville, and A.L. Brown High School teachers randomly selected to receive this survey. I am hoping you can spare a few minutes to share your opinions on high school discipline by completing the brief survey which is attached.

The survey can be completed in 3-5 minutes. Page one contains fifteen statements related to various aspects of high school discipline. Page two deals with seven types of student misbehavior and the types of punishment you feel should result. Also, at the end of each line there is a place to indicate whether or not you believe the police department should be notified for each of the seven types of misbehavior. Finally, at the bottom of page two is space to list ways you think high school discipline can be improved.

After completing the survey, please seal it in the envelope and return it to the person printed on the front. I will pick up the surveys from your school on **Thursday afternoon, February 4.**

The opinions of teachers are important to every school. **Thank you for taking time to share your opinions.** Hopefully, they will contribute to a better understanding of high school discipline.

Sincerely,

Steve Hill

APPENDIX C

Survey Instruments

PARENT QUESTIONNAIRE ON HIGH SCHOOL STUDENT DISCIPLINE

I. INSTRUCTIONS: Please use the following scale for each item on the questionnaire. Circle your number choice for each item.

Scale:				
1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree

- | | | | |
|----------------------------------------------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| 1. Discipline is more of a problem for schools today than it was 20 years ago. | 1 2 3 4 5 | 10. Lack of parental support of the school discipline process is a significant problem at your child's school. | 1 2 3 4 5 |
| 2. Fighting is a significant problem at your child's school. | 1 2 3 4 5 | 11. Ineffective teaching is a significant cause for discipline problems at your child's school. | 1 2 3 4 5 |
| 3. Assault is a significant problem at your child's school. | 1 2 3 4 5 | 12. Lack of support in the discipline process by central office administrators is a significant cause for discipline problems at your child's school. | 1 2 3 4 5 |
| 4. Vandalism is a significant problem at your child's school. | 1 2 3 4 5 | 13. Lack of support given school officials by the courts is a significant cause for discipline problems at your child's school. | 1 2 3 4 5 |
| 5. Theft is a significant problem at your child's school. | 1 2 3 4 5 | 14. Lack of self discipline by students is a significant cause for discipline problems at your child's school. | 1 2 3 4 5 |
| 6. Possession of weapons is a significant problem at your child's school. | 1 2 3 4 5 | 15. The number of single-parent homes is a significant cause for discipline problems at your child's school. | 1 2 3 4 5 |
| 7. Possession and use of illegal drugs is a significant problem at your child's school. | 1 2 3 4 5 | | |
| 8. Sale of illegal drugs is a significant problem at your child's school. | 1 2 3 4 5 | | |
| 9. Ineffective school principals are a significant cause for discipline problems at your child's school. | 1 2 3 4 5 | | |

(over)

II. Listed below are 7 discipline offenses which occur in the public schools. Determine which single discipline measure would be most effective in dealing with the first occurrence of each of these offenses. Indicate your choice by marking an X in the appropriate box. Also, at the end of each column indicate whether or not the school should notify the local law enforcement agency to press charges for that particular offense.

	No Opinion	In-School-Suspension 1-3 days	In-School-Suspension 4 or more days	Out-of-School Suspension 1-5 days	Out-of-School Suspension 6-10 days	Exclusion From School	Should school notify police & press charges?	
							Yes	No
Fighting								
Theft								
Assault								
Vandalism								
Possession of weapon on campus								
Possession or use of illegal drugs on campus								
Sale of illegal drugs on campus								

III. List one or more major strategies that could be used for improving high school discipline.

TEACHER QUESTIONNAIRE ON HIGH SCHOOL STUDENT DISCIPLINE

1. INSTRUCTIONS: Please use the following scale for each item on the questionnaire. Circle your number choice for each item.

Scale:

1 Strongly Disagree 2 Disagree 3 Neutral 4 Agree 5 Strongly Agree

- | | | | |
|-----------------------------------------------------------------------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| 1. Discipline is more of a problem for schools today than it was 20 years ago. | 1 2 3 4 5 | 10. Lack of parental support of the school discipline process is a significant problem at the school in which you work. | 1 2 3 4 5 |
| 2. Fighting is a significant problem at the school in which you work. | 1 2 3 4 5 | 11. Ineffective teaching is a significant cause for discipline problems at the school in which you work. | 1 2 3 4 5 |
| 3. Assault is a significant problem at the school in which you work. | 1 2 3 4 5 | 12. Lack of support in the discipline process by central office administrators is a significant cause for problems at the school in which you work. | 1 2 3 4 5 |
| 4. Vandalism is a significant problem at the school in which you work. | 1 2 3 4 5 | 13. Lack of support given school officials by the courts is a significant cause for discipline problems at the school in which you teach. | 1 2 3 4 5 |
| 5. Theft is a significant problem at the school in which you work. | 1 2 3 4 5 | 14. Lack of self discipline is a significant cause for discipline problems at the school in which you teach. | 1 2 3 4 5 |
| 6. Possession of weapons is a significant problem at the school in which you work. | 1 2 3 4 5 | 15. The number of single-parent homes is a significant cause for discipline problems at the school in which you teach. | 1 2 3 4 5 |
| 7. Possession and use of illegal drugs is a significant problem at the school in which you work. | 1 2 3 4 5 | | |
| 8. Sale of illegal drugs is a significant problem at the school in which you work. | 1 2 3 4 5 | | |
| 9. Ineffective principals are a significant cause of discipline problems at the school in which you work. | 1 2 3 4 5 | | |

(over)

II. Listed below are 7 discipline offenses which occur in the public schools. Determine which single discipline measure would be most effective in dealing with the first occurrence of each of these offenses. Indicate your choice by marking an X in the appropriate box. Also, at the end of each column indicate whether or not the school should notify the local law enforcement agency to press charges for that particular offense.

	No Opinion	In-School-Suspension 1-3 days	In-School-Suspension 4 or more days	Out-of-School Suspension 1-5 days	Out-of-School Suspension 6-10 days	Exclusion From School	Should school notify police & press charges?	
							Yes	No
Fighting								
Theft								
Assault								
Vandalism								
Possession of weapon on campus								
Possession or use of illegal drugs on campus								
Sale of illegal drugs on campus								

III. List one or more major strategies that could be used for improving high school discipline.

APPENDIX D

Teacher Responses to Part III
of Opinionnaire

Part III Teacher Responses

LIST ONE OR MORE MAJOR STRATEGIES THAT COULD BE USED FOR
IMPROVING HIGH SCHOOL DISCIPLINE.

Involve police.

Segregate high risk, discipline problem students into a separate school. Students with police records should automatically go to this type school. No class at this school should be larger than 10 students.

Immediate involvement of the legal system including fines.

Consistency in enforcement of the rules.

Some way tie the court system in; make parents accountable.

More enrichment classes &/or activities. Eliminating chronic offenders from the roles faster. Work time as punishment.

Major trouble-makers (repeatedly get into trouble) should be asked to leave for a year.

Parental involvement.

Legislation in the courts and support for weapons on campus as automatic exclusion from schools and legal action as a major not minor offense.

First offense should be stronger example of what will happen in future.

Stronger punishments, less chances. Students should be taught how to act and behave. Inform police on all major offenses; allow students to work as punishment.

To develop more of a college atmosphere.

Racial balance.

Be consistent, firm, but fair. The same discipline code for all schools in N.C.

Alternative school.

Consistency. Greater use of law enforcement for major offenses.

It is probably time that we to back to old fashioned punishment for offenses such as scrubbing bathroom commodes, scraping gum off floors, picking up paper, etc. If we could get support for these things it might stop some of our problems. Suspensions do not seem to be working for the chronic offenders.

Get parents more involved. Bring back corporal punishment.

Having students better directed into the course of study that student has aptitude for.

Getting parents on campus to see students in action. Could invite "blocks" of parents at one time. You could run a bus into an area and offer a ride to any parent to school and back. Call it a block party, a parent day, or something and really talk it up in the communities. Get parents involved. Have a special assembly for the parents that day. They will probably know each other and will work together. Make them feel special. Make buttons for them saying I am the proud parent of _____ a student at _____. Set up invitations; get RSVPs; give incentives to students that influence parents to come. Also, make students do community service at school for vandalism. Get the judge to make it mandatory for staying out of jail.

Get tuff.

Alternative school is a necessity.

Parents more involved. Parents take responsibility for child. If child

can't sit in class without disruption, parents responsible for taking them home until they can come to school and sit and behave. Alternative school a must. Too many students losing out on an education because teachers, principals, and counselors are spending too much time on discipline and students who do not care.

Consistent standards of discipline.

Inappropriate behavior which leads to discipline problems are a reflection of the home environment. Schools can not cure all ills. Also, _____ system needs an alternative school now. The same few are the same problems and failures.

Involve Brother to Brother/Big Brother type organizations. The Housing Authority has a program called TADS & other things that will involve teens. They help with transportation also.

Make school a privilege. Don't allow students to attend who interfere with the rights of others to learn. Students need to use the right to attend, not abuse it.

Alternative school or expulsion for chronic offenders.

Immediate severe action to start with for any offense, and make sure it is publicized.

Couple punishment with counseling on problem. Parent contacts and involvement prior to discipline problems arising.

Racial balance.

Parent called in on first offense. Guidance conference on first offense.

Involve parents more. Make them responsible for child's actions. Notify police and press charges for serious offenses.

Consistency. Consistency between different classes, teachers, etc.

Raise academic standards.

Strong assistant principals. No second and third warnings.
Superintendent to back principals. School board to back up superintendent.

Parent/student moral values. Discipline in the homes.

Involving police. All students required to go through a class/group which teaches students about interpersonal skills.

More parental initiative in accepting and dealing with the responsibility of child's actions--accountability.

Firm, consistent enforcement of rules which are currently in place by all personnel from teachers to superintendents to the courts (and parents too).

Increase punishments. Empower teachers with more authority to make punishments (suspensions, etc.).

After-school detention. Campus clean up.

Consistent discipline actions.

Schools should take a stand and let parents know that they can not be responsible for teaching kids things they should learn at home.

Police in the school--a resource officer.

Strong support of teachers by discipline principal. Parental involvement.

Consistent, swift consequences meted out by a caring, yet firm principal or assistant principal.

No exceptions, enforce rules for everyone as written.

Lower student teacher ratio.

Tightening monitoring in hallways, entrances, and restrooms.

Parental involvement. Stricter discipline: teachers and administrators must consistently enforce rules.

Get rid of the students who don't want to be here. Cannot have low dropout rate and perfect discipline--which one do we want?

School-wide discipline program so that consistent in each class--basic rules for classroom discipline/teacher expectations of students.

Parent involvement--sitting in the classroom or on the buses. Parents have to "see" what is happening in order to get action from home and community on getting students under control again.

Consistency between teachers and administrators.

I do not believe that having students miss class is effective punishment. Many of them enjoy it. I would prefer for the student to suffer his punishment on his own time--Saturdays or after school for example.

Action/reaction--list behaviors and effect of that misbehavior so if you fight you get punishment.

Set standards that are clear with no exceptions. Course of study in lower grades on acceptable/unacceptable behavior in school.

I believe that if we would clamp down and kick students out for these behaviors, our schools would not have all of the problems that we are experiencing today. With fighting, it depends on who instigated the fight (self defense or instigating or intimidation). No measure if someone is just defending his/her name (self defense) if the other person is constantly creating problems.

- More parental involvement and backing for teachers. Administration should not waiver from rules and should support its teachers.
- Parents arrested along with students who are disruptive. We need to get parents more attentive to what their students are doing. As a single mom who has reared two children with advanced degrees, both they and I are offended by the inference that single parent children are programed for trouble. The problem is not the marital condition as much as poor preparation for parenting.
- All employees from principal to the cafeteria worker should have specific rules which are enforced fairly and consistently. I think inconsistent enforcement is often the problem. A list of offenses and consequences posted in every room may seem elementary, but it saves a lot of argument.
- Smaller class size. Involvement of parents of all types of students, not just the privileged.
- Constant alertness and awareness of what is going on and being visible and on duty at all times.
- Saturday detention, community service, prosecution of parents, emphasis on conflict resolution.
- Proactive counseling programs in all secondary schools with peer-trained conflict resolution teams and peer-helper classes and visible presence of peer-helpers between classes and during lunch breaks.
- For theft and vandalism, a program of retribution would be significant. Fighting and assault could best be addressed by teaching coping skills, values clarification, etc. Weapons and drugs, educators are not trained/prepared to handle. I do not know the answer, except that the person in possession is not the one who concerns me. I am, first of all, concerned about the other students.

Instruct parents to help us do our job by instructing their children about respect, responsibility, and proper manners. Of course many parents today need this instruction themselves. They should be more concerned with these topics than trying to run the schools. Leave that to the professionals with proper training.

Make student call his/her own parent when offense happens while administrator stands by phone. Saturday detention much more punitive than ISS and teachers are not punished when Saturday detention is used in schools (make-up work, work assignments, etc.).

Student, parent, teacher, administrator, law enforcement combine to take simultaneous measures to correct serious problems which may result in exclusion from school.

Consistency from administration down.

Mental health program requirement for parents and student before admitting back to school. Better security in schools--security guard patrol.

Give teachers more authority to discipline (spank) in elementary school. Let students who want to drop out do so or get a GED--not keep them in public schools.

All students get same punishment. Follow up (probation period) for each offense. Suspension should be punishment, not a place to get away from problems.

Discipline problems need to be removed. So often, they are tolerated. This teaches kids it is O.K. to be disruptive.

Stick to the same discipline for all students. Do not do one thing for one and something else for another for the same discipline problem.

Parent cooperation and involvement.

Stricter discipline policy. Do not tolerate inappropriate behavior. Students who continually disrupt class should be put in an alternative school other than regular classes. Disruption of classes is the major problem in the school. More severe punishment for misbehavior. Do not tolerate disruptions.

Expel habitual trouble makers or have an alternative school for them. Stick to the policy on discipline as written and stop backing down.

For vandalism, let student pay for damage. For theft, let student pay for items if they cannot be returned in good order. Police should be called when major theft is involved. For possession of drugs, parent involvement may suffice for first offense. In order for any discipline to be effective, it must: 1) be something that the student does not want to happen to them; 2) be consistent. Our courts should also have options available to them (such as training schools) to reinforce schools when students don't respond to school discipline. Those students who show repeated actions that they will not conform should be removed from school.

Alternative school. Parents charged for child's offense and brought to school court.

Well defined discipline policy that is adhered to and enforced by all administrators so students, parents, and teachers know the consequences for the offenses.

Peer groups. Each teacher who desires to do so should be given one extra duty-free period for counseling, provided they use this period for this purpose only.

Mandatory attendance policy/parental responsibility for absences (warrant taken out by school in extreme cases). Consistency in any policy. Support personnel, not classroom teacher responsible for after-school detention.

Counsel parents. Communicate to the community that we are in the

business of education, not behavior modification. Have required workshops for student in order to relate to students the value of learning with future in mind. Find mentors from the business, military, etc. to come in and speak to students.

Strictly enforce all rules so students will understand that rules are set to be followed. The first time a rule and its penalty are not enforced, students immediately get the message that the rule does not have to be followed.

Suspend students for cursing and yelling at teachers. After-school detention is not enough. Students who have been incarcerated should be excluded permanently from public school.

Involve parents and churches with community groups and seek to change attitudes about parents and students.

Develop a strict discipline policy and enforce it firmly without exceptions. Make parents more accountable for their child's actions (cutting, fighting, etc.). Without a firm policy and parent involvement, discipline will not exist.

Attendance policy, positive role models, motivational rewards, more parental involvement.

Strict enforcement of discipline/attendance policy. Inconsistencies in punishments, etc., cause a complete breakdown of the policy.

Re-institute the Bible and prayer back in our public schools and teach creation equally with evolution.

The more extreme the punishment, the less problems you will have to deal with. We are too lenient a society. People can only learn responsibility by being given responsibility. Irresponsibility is fostered by giving people too many chances.

Enforce existing rules. Enforce existing rules. Enforce existing rules. Better support from parents and community.

A comprehensive high school plan including after-school detention

and Saturday School.

Make student and parents more accountable for actions. Establish alternative schools. Enforce established policies. Often policy is weakened or dropped when it is tested. Establish an attendance policy and enforce stiffer than 20 days.

APPENDIX E

Parent Responses to Part III
of Opinionnaire

Part III Parent Responses

LIST ONE OR MORE MAJOR STRATEGIES THAT COULD BE USED FOR IMPROVING HIGH SCHOOL DISCIPLINE.

Have meetings at school with parents and students to discuss all these problems and try to help school become a model school-- which it can with everyone's help.

Use of metal detectors, on campus video, and maybe even guards.

You could keep the boys and girls after school for work.

Taking out all sports programs for whole school period. School should follow list so they don't do the same thing. Written apology to school, teacher, or student.

I think there should be a law officer on the school grounds at all times to keep all illegal drugs and weapons off of school's campus.

Better student teacher relationship.

High school officials and teachers have to get tough on school discipline. It is very important that they have the support of the parents.

Teachers should be more strict. Discipline is a must in school. A detector might need to be used if more weapons are brought to school. School is for learning and not for violence. Make the laws tougher in school.

If a child isn't disciplined at home they aren't going to let teacher do so. I think the teachers should have the right to enforce stricter discipline, but the courts have the teachers' hands tied. I truly don't know what the answer is.

Take no garbage for committed offenses. Put all convicted offenders in a common "exclusion from school" school. Remember to

reward the people who follow the rules. Our emphasis today is "how much discipline" rather than "how much reward." Take a hard line stand on offenders.

Enforce all laws and conduct code to the letter regardless of race or athletic department interests. Prosecute violators--don't sweep it under the rug to save face. Call the police chief; he promised to enforce laws regarding guns/drugs on campus. I am unimpressed.

Make consequences clear; be consistent. Provide counseling for first and "lesser" offenses to identify students with potential to be repeat offenders. Defiant behavior should be punished. Punishment for initial offense deters repeat offenders.

When students fight or steal or have drugs, then the student needs some counseling-some professional help, because when they return to school the problems are still there. We need more people to care about kids, because there is hope if they are given the right chance. If the parent and teacher would work more closely together we could get these kids back on the right track. There is a lot more we can do as a team. If students could have more of an outlook on life to see what the real world is like. Guns have no place in schools. Parents with guns should not leave them where their kids can get them. Students caught with guns shouldn't come back. Drugs have no place in school either. Students caught with drugs shouldn't come back. The school is doing a great job; but there is room for improvement. There needs to be more caring teachers. Some students don't know they should respect teachers or listen to them because they haven't been taught it at home or they don't think its that important. What they don't know is no matter what walk of life your child follows, there is always someone you have to answer to. That counseling is important and needed with problem teens because once they are on the street, the problem just grows with our teens that are trying to do right.

Teachers who will stand up to the kids and not back down. Get rid of trouble makers.

A class that discusses day to day problems dealing with relationships between young adults to build up self esteem (example-- girls feel the only way they can have a relationship with the male partner is by having sex and carrying their babies. This causes problems. Drugs become their means of support). Education goals show them a positive way by giving them a chance to speak out. Ask them to give you their ideas on the problems.

Give better feedback to parents regarding behavior and attitude problems. Involve the parents more and demand respect. Seek the support of the parents for stronger disciplinary action.

Promote legislation to hold parents legally liable for their child's behavior and actions. Principals and teachers should not have to be to a child what a parent should have already been. Get tougher on parents and make them be parents or face the consequences if they choose not to be.

Give kids a chance to explain.

Be more lenient on students for the first offenses. But be harder on them for the second offenses.

Parents backing school officials. Rules should be enforced. More support from central office.

Truthful counselors to hear out students their reasons for actions at hand.

Principals and staff respect students and students respect principals and teachers. I pray for you all all the time. We need prayer back in the school.

Letting both parents and students be aware of the discipline policy and that punishment will be enforced uniformly against anyone found in violation of stated policy.

Reoccurring offenses by same students should force parents to be brought in pending exclusion from school.

Cursing the teacher out or first being disrespectful.

Better understanding of the "normal" behavior patterns of adolescents by teachers. Don't sweat the small offenses (such as giggling, etc.) by over reacting. Firm and consistent punishment for unacceptable behaviors as outlined in the discipline code. Better teacher attitudes (if the teachers don't care, why should students).

Stronger action taken on child's parents. Put a stop to so many teacher work days. Keep teacher and child in school where they need to be.

Having group meetings between parents, teachers, students. Giving students goals to reach--not forgetting to reward good. Trying to not judge all the same.

Remove those who cause trouble and hinder learning.

The teachers are some of the reasons they have discipline problems. They should treat students like they want to be treated. Some of those problems between students and school staff wouldn't occur. I've seen some school staff have an attitude toward students for no reason, cause they can.

Find a way to make it harder on student that won't listen.

Teachers and school officials should have more freedom for discipline. If need be, call parents for actions taken.

Have conference with student's parents when the child is having disciplinary problems at school.

Paddling. Student positive pressure. Threat of legal action.

Since there is fighting, assault, vandalism, possession of weapons, drugs, I feel there should be a work program--community

service that these students should be made to attend.

There should be a program that the child should go through based on the offense committed, such as the sessions DWI persons have to attend in order to get their licenses back. These should be geared toward their initial problems without any monetary charge attached so that anyone needing the help or guidance can go.

The teachers need to be supportive.

Children who cause problems should have to do school service after school, cleaning windows, yard work or some type of community service with supervision and guidance.

Behave or get out.

Put two or more security guards on campus.

The rule that if a person is hit, they cannot hit back or they will be suspended should be dropped.

Those suspended should have to do some kind of work or "good works" for the community during that time.

Be more open minded and understanding of cultural differences. Also, school administrators and teachers should support parental input from all walks of life.

More effective student/parent/teacher relations. Weekly discipline reports for each student. Reward system for those who abide.

More parental support. Strict and consistent enforcement of policies. Do not back down when "racial discrimination" is cried.

Tougher discipline rules. More parent contact and more parent responsibility. Parents should have a cooperative plan with teacher and administration. Parents need to be more concerned and stay in touch with teachers and staff. Parents

need to punish their children in a more corrective way by letting them know that they will whip their back side. Form a team that would recognize children with good behavior. Let students have input into making discipline rules and how they would carry them out. The Bible needs to be put back into the schools. We, as adults, need to seek God's guidance and direction on problems and issues.

The principal should have the legal authority to search a student's person and property when there is significant suspicion of drug or weapon possession. When a student is in violation of any part of the discipline policy, their name and violation and punishment should be announced to entire student body over the intercom. When a student commits an offense for which an adult would be punished by the law, the student should be treated as an adult and punished by the law the first time. He or she should be taken from school to the police station, charged, and the parents called to post bail. Metal detectors and drug detecting police dogs should be liberally used. Any student who habitually has behaviors which are a danger to the welfare of other students or teachers should be excluded from school for the year and fail that grade. Reward students who have no discipline problems for designated period of time, such as no homework days, picnic lunches, free periods with movie, in-school party, freebies at local businesses. Also, announce these names and rewards over the intercom.

Maximum discipline by the school and notification to the police on any student who infringes on the rights and safety of another student. Anyone who breaks the law involving drugs and weapons should be expelled immediately with no second chance. If they can't conform to society by high school, boot them out.

Put God back as the center of the home and classrooms. Don't you see that when prayer left school, so did God and so did discipline and respect.

When you set the rules you should abide by them (strictly enforce them) without preference as to whomever the person or

persons are that didn't abide by the rules of the school. Once students see you mean what you say, then school will remove these problems. Other than that if there are respectable people, things will never improve. Sometimes it hurts to see these children thrown out of school, but right is right and wrong never hurt anyone. Explain the new rules and stick to them.

Restore ability of teachers to easily use disciplinary actions, including corporal punishment before kids ever get to high school. Restore the right of the teachers to discipline without fear of parental recrimination or lawsuits. Permit this from the first grade. By the time kids reach high school, they would have respect for authority. Further, eliminate the fear that teachers and principals have in disciplining racial minorities. My two high school aged kids have told me of many examples where disciplinary actions have differed for the same offense, depending on the ethnic backgrounds of the students. It appears that some principals and teachers fear that actions may be taken against them if discipline is given to certain kids. Although I realize it may sound "police state," I think that metal detectors should be used in schools to detect weapons. Also, random locker checks for drugs and weapons should be mandated by law. We must do something to reverse this trend or education will be ruined.

Get the Bible and prayer back in school. Put the ones that continuously cause problems in a special class with a tuff teacher--one that is not afraid to discipline them.

Discipline starts in the home.

Consistent punishment for all. Community awareness of disciplinary measures for each offense. Positive reinforcement.

Parents being involved with their children on all levels (at home and at school). Teachers being more concerned with teaching students.

Rules should be strictly enforced.

Respect and self-discipline must be instilled in students early in their formal education. In some classrooms, teachers are unable to complete their lectures because of classroom disturbances, therefore interested students are denied that day's education. I attended parochial school; discipline problems were not tolerated. You were out of class (but not out of school). The only exceptions for expulsion should be possession of drugs or weapons. If expulsion and police involvement are carried through immediately and aggressively with these offenses, with the school and the administration (Dr. _____ etc.) in full cooperation with every offense regardless of who the parents are, this garbage would stop. The students must accept the consequences for their actions--good actions = positive consequences (better education); bad actions = negative consequences (expulsion and police involvement). Out of school suspension should not be an option for classroom discipline problems. Keep the student in school but do not tolerate classroom disturbances. The students will straighten up fast if actions are carried out and followed thru immediately. I hope you share your findings with Dr. _____ and Dr. _____.

Continue strong communications between administration and students. They need to know the consequences of their acts. So should the parents be aware of what will happen to their children if they are found in any of the above situations.

Utilize community resources more to create "surrogate father" or "big brother" attachments for single parent children (as early age as possible). This might help stem tide of above problems.

Discipline must be started in the home by both parents. Single parenting (by choice, such as divorce, etc.) is probably the biggest reason we have problems in high school.

Lack of support by courts is a major problem. There also appears to be a double set of standards between white and black students. Black students are often given special treatment and numerous teachers are afraid to deal with them.

Implementation of a strict code of ethics for students and teachers.

Hire only teachers, principals, and other officials willing to enforce it.

Permanent exclusion from school for serious offenses. Hold parents legally and financially accountable for child's actions.

Positive reinforcement. Strong family support. Treat children with respect and have high expectations for them. Get parents involved early. Keep them involved. Kids with good self-confidence and self-worth don't get into trouble. Everything should be done to help self-esteem. Suspension does nothing to help. Students who usually get suspended don't care and look at it as a vacation. In-school suspension does nothing but keep them from learning.

More parental involvement during the school day.

Enforce the rules; let all students know the consequences of their actions and carry thru on it all the time. No parent's child should be exempted.

We all know, prejudice still exists and listening to my child, some things are caused or maybe even the child's attitude is brought on by the teacher and the way the child is treated. Some of the problem solving should start at the root of the problem.

Instead of out of school suspension, high school needs in-school suspension. I feel out-of-school suspension defeats the purpose.

I think teachers and principals need to be consistent with punishments and always follow through.

Strict and evenly applied enforcement of all rules.

Use stronger penalties such as exclusion from school and press criminal charges. Bring in the parents and charge additional fines to them to encourage stronger discipline in the home.

Separate schools for self-disciplined kids who want to learn with very high standards of discipline, safety, money, and experienced teachers. As a reward for students who want an excellent education, difficult students should go to alternative school. Rules and standards high but attendance not mandated so students and parents have the choice to cooperate with system and don't have to send their kids. But the opportunity exists to the well behaved motivated student to go to a school that is drug free, sexual harassment free, violence free, and learning friendly. Private funds could be enlisted to establish and support these programs, but each student could have the opportunity to go regardless of intelligence, race, or economic status.

Support from parents and the community. Be consistent with all punishment.

Harsher punishment for first time offenders. Presence of retired uniformed officer on campus at all times (it has helped somewhat at my child's school).

Discipline in high school should definitely begin at the lower levels, in elementary schools--so that by the time the students have reached the high school level, they have a complete understanding of the rules. If we have to wait until high school to find out what the rules are, then all rules should apply and be strictly adhered to, and this disciplinary procedure should apply to the administrative kids also-especially the administrative kids. There should be no exceptions with all rules being carried out to the letter.

Parents talk to kids. Good communication between teachers/principals and parents.

At _____ High School, because the administration and the principal are spineless, we now have a police officer on campus during school hours. I'm involved in a strategic planning committee for the school board and there are many times when I'm in the minority. We need to quit the social

engineering and get on with education. Read America: To Pray or Not to Pray, by David Barton. Since 6/25/62, when prayer was taken out of school, discipline has worsened because there is no acknowledgement of authority higher than the individual. That, coupled with an A.C.L.U. mentality has crippled the administration of appropriate and significant disciplinary measures. We have shot ourselves in the foot and then tried to kick a field goal.

Appoint school students as a "team" of school monitors-students who are caught doing wrong by these monitors should have an in-school "court" of their peers to decide punishment.

More communication between parents and school. Rules should be enforced more.

Have security guards.

Corporal punishment--students know that they aren't going to be punished and most don't care if they are kicked out of school. If kids aren't in school to learn, then they shouldn't be allowed to stop those that want to.

If they cause problems and disrupt learning, they should not be allowed to be in school with those who wish to learn. An alternative school should be made available for disruptive students. They should not be allowed to continue to cause trouble and only get a slap on the hand.

Let the child fail the grade they're in and plus 10 days out-of-school suspension.

Treat each child the same; do the same "crime" do the same "time". Let teachers and principal have more authority and say so. They are with children more than most parents. Let the students see that the law enforcement, parents, teachers, and principals, plus the administration are willing to work together to make a better school.

Enforcement of school rules. Special privileges for students who

obey rules. Alternative schools for those kids causing trouble all the time.

Metal detectors, regular locker checks for illegal substances, devices to check for drugs, and fingerprints of all students.

At _____ High School, if someone hits you, you should report it and don't hit back because both will be suspended. This rule I don't like. I think everyone should defend themselves. I don't know, children today are in their own world and too far gone to change. I hope one day you will be able to make a difference. Good luck.

Parents must first discipline children at home and uphold strict guidelines on discipline and proper behavior at school.

Seek parental support.

Make punishment more strict.

Saturday detention. After school detention.

More out-of-school suspensions that last a longer time. More police and more parents involved in school programs.

Daily search for students--women search the girls and men search the boys.

Don't discriminate against whites because you're afraid of stepping on black toes. There is a big lack of backbone in the principal of things.

Getting parents and teachers more involved on a personal basis.

My ideal is getting more security.

Staggered release of students changing classes so that not so many students can congregate in crowded hallways at once. Full-time uniformed police officer on duty all day. Be tough but fair.

Tougher teachers. They need to report problems and not overlook them.

Involving students in activities that foster high self-esteem and self-worth. Let students feel responsible for keeping their school safe and attractive. Students must learn respect for property and the rights of others. Much of this respect must be fostered at home.

Set strict rules and adhere to them. Fast track programs for problem kids.

Excluding from school those students who are known "trouble makers" without exception. Peer counseling programs.

Pass a state law that requires that parents and teachers confer face-to-face on a regular basis. School discipline is based on parents teaching values at home. Home/school communication; accountability on both sides is essential.

Stricter discipline rules will have to be enforced and everyone needs to learn to talk and get along.

At my children's school, there is an on ground police officer at the school all day long. This has really improved the problems at the school.

In-school suspension, make students work during punishment. For example, mop floors, clean walls, loss of privileges. Make students pay for all damages and reward good behavior.

Prayer and Bible reading back in the school. Old fashioned punishment (spankings). Parents taking time with their children to talk to them, tell them they love them and not just tell them but show them. Learn to listen to their children talk and let them know they can talk to them about anything. And teach morals in the home.

School after school or on Saturdays. "Boot camp." No sports partici-

pation.

Giving teenagers who are well disciplined more involvement and input into all facets of the education program. Having clear guidelines for behavior developed with student/teacher/administrator input and using meaningful positive incentives to create an atmosphere of trust within the school. Treat students as part of the process not as products. Students proven guilty of minor theft or minor vandalism should be put in in-school suspension for two weeks, be required to have counseling, and be required to make compensation through work or in some other manner appropriate to the misbehavior. For major theft or vandalism, authorities should be notified and charges pressed. In regard to expulsions, a young person under 18 and a first time offender, after fulfilling whatever penalties the legal system would require, should be reinstated to school. However, repeat offenders of those types of activities inviting expulsion would be permanently excluded from the public schools, but required to get education or training while undergoing civil punishment.

I feel it's too late at the high school level to do very much for students who are so troubled. In the beginning, kindergarten schools should have principals who are strong disciplinarians, but compassionate. At the high school level, I feel students who are in trouble a lot of time should be sent to a different school, one that deals with students (like our alternative school).

Teachers could be made to eat in lunch room with students. They also should be on bus and ground duty before and after school.

Giving teachers the authority, as in the past, to deal with discipline problems as they see fit without fear of prosecution by parents or other outside forces.

Consistency in disciplinary policies. Better teacher control and if necessary, dismissal of passive instructors for discipline oriented ones. Back to corporal punishment and most of all, parents who care about their children, at home and at school.

Prayer in school. Bring back paddling. Give teachers authority to discipline students. Have special area for troublemakers with bars and guards. Strip search and feed them and treat them like prisoners. It might make them think twice before making trouble again. Could also have probation program in school.

Undercover police.

Stick to the guidelines where punishment is concerned. If you are caught smoking, etc., do not bend the rules, appeal, etc. Make the school a place for education not a nursery. If you are not there for an education, get out so the rest can learn.

Have main offenders do community service, such as working in homeless shelter.

I believe all fighting should be turned over to police as it would be in any publicly owned building. School administrators have to spend too much time investigating incidents. If a person suffers theft, likewise, they should be allowed to press charges.

A stronger principal (administrator). Having classes at school on discipline. Better communication between teachers, students, and parents.

Give teachers more authority to discipline instead of the students running all over the teachers and doing as they please. Students need to respect their teachers.

Do not have courts send kids back to school while they wait months for a court date. The kids know the school can not touch them so they continue to cause problems. Do away with out-of-school suspension--have kids add time to school (hours after school or Saturdays) to paint walls, yard work, etc.

Support of teachers by administrators and parents. Curriculum that is meaningful and challenging. Smaller class size.

Instead of suspension or detention why not make the student work off their penalty? Scrub the floors in the halls, scrub toilets, pick up trash, etc. Detention is just a place to sleep. Suspension from classes may be something to look forward to.

Professional monitors. Effective demerit system requiring community service for offenses served at school, school grounds. Twenty page essay on topic of their misbehavior.

Continue the police at high school. My daughter goes to _____ high school and said that the police are doing a good job. Also, let the troubled kids do community work, like cleaning bathroom at schools or hard work outside of school.

Enforcement of all rules to all students regardless of race, sex, or parental influence or community status. Faculty members who do not conduct themselves as they demand respect and admiration will not get respect which leads to discipline problems.

Spare the rod and spoil the child.

Make sure students are aware of punishment for all offenses and stick to guidelines when offense occurs--no exceptions.

Talk to students about the damage poor discipline has and the results it causes in their education.

Have students know the rules and administrators enforce them.

The school's job is to educate all children. Those who are not in school cannot be educated. It is, therefore, counter productive to the school's mission to suspend or expel the very students who need education the most. Each school district should establish some type of alternative school for repeat offenders, with specially trained teachers to teach these discipline problems. The courts and jails are full of these types (former students). The schools will have failed if they continue to throw them out into the community because they, the schools, haven't got the ability to solve this problem. Establish an in-

school justice system. Offenders not only would be involved with above, but would also have to do school/community service projects. For example, clean up the restrooms, pick up trash after athletic events, paint things, etc. All under the supervision of trained counselors, hired specifically for this purpose. Family shifts job to schools, who shift it to courts, who shift it to jails. Result, human failure. Passing the education buck.

More support in the discipline process by central office administrators.

Parental involvement. In-school suspension, add no attendance to extra curricular activities to second or more offense. Must make up all school work while in in-school suspension along with extra work. No idle or free time. O.K. for my child to clean bathrooms, kitchen, wash windows, file papers, anything needed to be done around school. Earn points through good behavior and hard work and get back into class early.

Teachers need to be more concerned about students learning and understanding what is being taught.

More drug and alcohol awareness classes, stricter rules, less homework. Let problem child's parent sit in class with them for the day.

For parents to back school authorities in their handling of discipline measures.

Simply enforce discipline, period. For every theft, vandalism, assault, possession of weapons, drug related incidents, the student must have to spend a day in jail. He/she shouldn't be locked up, but they should have to associate with the prisoners for 24 hours.

Exclusion from school does nothing but create illiterate people. However, these offenders should be separated from students who want to be in school and those who are borderline and could be persuaded to get into trouble. Fighting should be

handled on an individual basis because it may be less severe according to circumstance. The student committing these other offenses should be placed in a military style school and made to become a contributing member of society. If we don't stop this stuff now, it will only force more problems in the future (this can be in more ways than one). I would rather pay to educate these kids than to keep them in jail.

Use in-school suspension for most all minor problems. Make kids stay after school for repeat minor offenses. Suspend or expel 3-time minor offenders or first-time offenders (assault, weapons, drugs).

This does not start in high school. It starts at home and in grade school. It is almost too late at this stage. If the students knew for sure, this would not be tolerated and they would be sent to reform school school, away from home for second time offenders, I think we would see a change.

Police on duty during school hours (already used at our high school). More group discussion among the students with diplomatic persuasion brought to bear. Close working relationships between administration and student representatives.

Sale and possession of illegal weapons and drugs--permanent suspension from sports activities and school events plus one year suspension from school.

Assistant principals responsible for one or two grades only, keeping administration more in touch with students. Eliminating students with behavior problems from all sports activities and participation. Conduct grades in each class for high school students--not just academic grade.

APPENDIX F

Raw Data

