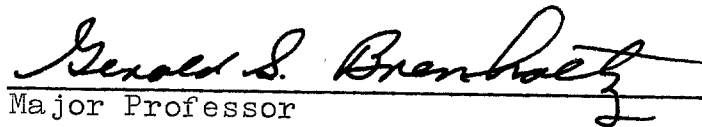


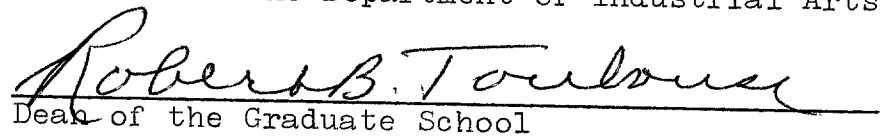
MEASURES AVAILABLE TO INDUSTRIAL ARTS TEACHERS
TO CONTROL DISCIPLINE IN INDUSTRIAL
ARTS LABORATORIES

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This study was concerned with corrective and preventive measures available to and used by industrial arts teachers to maintain and control student discipline in industrial arts laboratories. An industrial arts teacher is in a rather unique position of instructing students who, within certain limitations, are free to move about a laboratory to work on a project, get tools from a tool room, get wood or metal supplies from a stock room or work in a finishing room. Such freedom of movement, and the dispersed areas of a large laboratory can present unusual discipline control situations for a teacher. This study was made to determine what discipline control measures were available to a teacher, how often those measures were used, and how effective they were when used.

Data for this study were obtained from a research instrument sent to industrial arts teachers in the middle and high schools of the Fort Worth Independent School District. A letter of transmittal explained the reasons for the study and requested teacher cooperation in the survey. The research instrument requested general information about the teacher responding to the survey. The purpose of the check list was

explained, and instructions for completing the check list were provided. The check list contained thirty-six statements of corrective and preventive disciplinary measures that might be available for use. Each statement required three check mark responses. The first response was to whether or not the procedures were available for use, the second response on whether the procedures were used extensively, occasionally, or seldom, and the third response indicated whether the procedures were most, occasionally or seldom effective.

The study contained five chapters. Chapter one contained the introduction, background and significance of the study, a brief reference to related studies, definition of terms, limitations of the study, and treatment of data. Chapter two contained information on the selection of criteria, development and preparation of the instruments for gathering data. Application of data gathering was discussed in chapter three. The data gathered as a result of this study were presented in chapter four, and the summary, findings, conclusions and recommendations of the study were presented in chapter five. Following the numbered chapters were the appendix and the bibliography.

Findings of the study were that industrial arts teachers had a number of control techniques available for use to establish and maintain discipline in the laboratory or classroom. Discipline measures available included upper-level

techniques of democracy, leadership and bargaining, and lower-level control measures of compromise, compulsion and exploitation. The upper-level discipline control procedures were more available for use than were the lower-level measures. Upper-level discipline control techniques were used much more extensively than were the lower-level procedures, and the upper-level discipline control measures were more effective than were the lower-level control techniques.

Conclusions of the study were that upper-level discipline control techniques were more available, used more frequently, and were more effective than lower-level control processes. It was concluded that students respond more favorably to upper-level discipline control techniques.

Recommendations of the study were that industrial arts teachers continue to use upper-level control procedures to maintain and control proper classroom and laboratory discipline. It also recommends that lower-level discipline control procedures be replaced with upper-level control procedures, if feasible.

MEASURES AVAILABLE TO INDUSTRIAL ARTS TEACHERS
TO CONTROL DISCIPLINE IN INDUSTRIAL
ARTS LABORATORIES

THESIS

Presented to the Graduate Council of the
North Texas State University in Partial
Fulfillment of the Requirements

For the Degree of

MASTER OF SCIENCE

By

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Denton, Texas

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CHAPTER I

INTRODUCTION

Establishment and maintenance of adequate and proper discipline is essential to classroom decorum and a satisfactory learning atmosphere. Every teacher must have good classroom discipline for a learning situation to exist. Good student discipline is especially essential in industrial arts, where students are free, within some limitations, to move about the laboratory to use various power tools, go to work areas, check out tools from the tool room, apply finishing materials to projects in the finishing room, or select wood or metals from the stock room.

Standards of behavior must be maintained in a democratic way, so that the unruly student is corrected for his misdeeds before he can disrupt an entire class (1). A good classroom teacher strives to maintain a classroom or laboratory situation in which no or few discipline problems can occur, as the prevention of discipline problems is much more important than applying corrective or remedial disciplinary measures after a discipline problem has occurred (6). During the past decade, maintenance of good classroom or school laboratory discipline has become increasingly difficult, as more students, with some adult support, are requesting, or

demanding, more academic and classroom freedoms.

Student unrest and dissatisfaction with schools, school teachers, curriculum, and techniques have created discipline problems of such magnitude, that administrators, school boards, teachers and concerned civilian leaders are spending much time individually and collectively attempting to establish rules and regulations that are acceptable to student, teacher, parent, and school administrator. This study was done with these troubled areas in mind in an attempt to determine if proper discipline can be established and maintained in industrial arts study areas and laboratories.

Statement of the Problem

This study was concerned with corrective and preventive measures available to and used by industrial arts teachers to maintain and control student discipline in industrial arts laboratories.

Supporting information for the major problem has been derived from the areas of:

1. What preventive and corrective disciplinary measures are available for use by the industrial arts teacher?
2. What preventive and corrective disciplinary measures are most often used by industrial arts teachers?
3. How effective are preventive and corrective discipline measures taken by industrial arts teachers?

Limitations of the Study

Certain limitations have been applied to this study in order that the study may be more accurate and precise in its findings. Major limitations are:

1. The study was limited to industrial arts teachers in middle schools and high schools in the Fort Worth Public School District, Fort Worth, Texas. Spring, 1972.

2. The study was limited to the common types of corrective and preventive discipline measures available to, and used by, industrial arts teachers, and the effectiveness of such practices.

3. Legality of the various types of discipline measures available or used was not considered in the study.

Background and Significance of the Study

Unruly, violent, and sometimes riotous student behavior in colleges and secondary schools is of great concern to people in all levels of society today. There was a time when the college professor or secondary school classroom teacher could, through the imposition of various external standards and control techniques, maintain proper classroom discipline. However, that is not true in today's schools. Students are now demanding more influence in curriculum planning, establishment of school dress codes, and classroom activities (10). Permissiveness on the part of some college professors and adults in some sections of the nation has

deluded or completely removed adult control and guidance of young people, and those young people, as students, oftentimes create havoc in a classroom.

Student unrest and dissatisfaction with school policies concerning classroom discipline, curriculum, and student dress codes, have created many problems that have, and are being discussed and ruled on by various courts of law throughout the nation. Students, with the aid of parents and the American Civil Liberties Union, have filed various law suits against public schools in efforts to grant students more rights of speech and assembly and petition (4). In some areas, law suits have been filed by the American Civil Liberties Union and individual parents, against school districts, to abolish any type of physical punishment (use of a paddle) on students for corrective disciplinary reasons.

In the city of Fort Worth, a classroom disturbance between two students developed, over a period of weeks, into a series of gang feuds and fighting, both on and off the school campus. Tempers of young people were so heated that serious threats were made, and some parents became involved. It was necessary for the district attorney to call a meeting of young people and parents to cool tempers and halt a potentially dangerous situation (3).

Related Studies

A study entitled, "To Determine and Evaluate Practices

That are Used in Classroom Activity Involving the Correction or Prevention of Discipline Problems," by McCain, concluded that a majority of classroom teachers used preventive practices to control classroom discipline. Preventive practices of this study were defined as democratic, leadership and bargaining levels, which include student-teacher cooperation of purposing, planning and appraisal. A recommendation of the study was that all disciplinary practices be based on principles of cooperation, and democratic cooperation should be the goal of school activities (9).

Lee's "A Study to Determine a Sound, Positive Discipline Policy," was a study to determine positive discipline policies for secondary schools. The purposes of the study were to isolate major types of discipline problems, and to find the causes of those discipline problems. The study proposed an administrative policy to help develop democratic discipline, and to govern the actions of administrators in handling discipline cases that did not respond to established corrective measures (8).

A study conducted by Snyder, entitled, "A Study of Some Discipline Dangers in the Industrial Arts Laboratories of Fort Worth, Texas, Public Schools," discussed certain dangers in the industrial arts laboratories and their possible contribution to discipline problems. The conclusion of this study was that junior high school industrial arts teachers were more concerned with laboratory facilities and classroom organization,

while high school industrial arts teachers were more interested in the personal relationship between pupil and teacher. The study also concluded that discipline dangers in the senior high school industrial arts laboratories were more likely to develop into actual discipline problems in the area of pupil-teacher relationship (13).

A more recent study by Smith, entitled, "A Study of Practices Used in the Classroom for the Prevention or Correction of Discipline Problems," was concerned with the extent preventive and corrective practices are used to contain discipline problems by industrial arts and academic classroom teachers. Also, whether the size or geographical location of schools had any influence on the various levels of cooperation used by teachers in the prevention and correction of discipline problems. Major factors of the studies findings and conclusion were that regardless of teacher experience, level of teacher certification and training, geographical location of the schools, or sex of the teacher, most students responded similarly to discipline practices. The study found that a majority of teachers used democratic types of disciplinary practices (12).

Definition of Terms

Certain words and terms used in this study were defined to assure clarity and understanding.

Discipline, for the purpose of this study, was defined

as remedial measures, harsh or mild, that are taken to cause an improvement in personal conduct (5).

Frequency of use identifies the number of times a certain discipline practice is used. The frequency scale is: extensively, 66 - 100 percent; often, 33 - 65 percent; seldom, 0 - 32 percent.

Effectiveness of use identifies, as nearly as possible, the effectiveness of disciplinary practices used. The frequency scale is: most effective, 66 - 100 percent; occasionally effective, 33 - 65 percent; seldom effective, 0 - 32 percent.

Lower levels of cooperation are the areas of compromise, exploitation and compulsion.

Upper levels of cooperation are the areas of democracy, leadership, and bargaining in administering discipline.

Democracy is a state or society characterized by formal equality of rights and privileges, and it stresses individual worth and the integrity of the individual (11).

Leadership is the position, function or act of guidance, and for this study, is concerned with the interest and objectives of a group of people (5).

Bargaining is an agreement between parties to a transaction settling what each shall give and receive, or an agreement or mutual benefit between parties (4).

Exploitation is selfish or unfair utilization of a

person or thing to establish a position of advantage for one person over another (14).

Compromise is a settlement by arbitration or by consent reached by mutual concessions, or to adjust and settle by mutual concessions (14).

Compulsion is the act of driving or urging with force or subjection to force (14).

Sources of Data

An instrument, with a letter of explanation, was sent to each middle school and high school industrial arts teacher in the Fort Worth Public School District, Fort Worth, Texas. The instrument contained questions and statements covering corrective and preventive discipline practices available to and used by industrial arts teachers. The different techniques and measures are discussed in chapter two.

Organization of the Study

The study contains five chapters. Chapter one contained the introduction, background and significance of the study, a brief reference to related studies, definition of terms, limitations of the study, and treatment of data. Chapter two contained information on the selection of criteria, development and preparation of the instruments for gathering data. Application of data gathering was discussed in chapter three. The data gathered as a result of this

study were presented in chapter four, and the summary, findings, conclusions and recommendations of the study were presented in chapter five. Following the numbered chapters were the appendix and the bibliography.

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CHAPTER II

SELECTION OF CRITERIA AND PREPARATION OF CHECK LIST

Selection of Criteria

Criteria for the preparation of this study were developed from experiences in establishing and maintaining proper industrial arts laboratory discipline, and from information contained in unpublished studies completed by McCain (7) and Smith (9). As student rights and responsibilities change and as school administrators allow more freedom of choice and actions by students, classroom discipline standards are changing (8). Establishment and maintenance of appropriate classroom discipline is becoming increasingly difficult as many of the traditional forms of teacher classroom control over student conduct are no longer available or acceptable (1). This study was made to determine, as nearly as possible, what disciplinary practices were available for use within the industrial arts laboratories, how often teachers used those disciplinary measures, and the effectiveness of those disciplinary actions.

The number of years individual teachers have taught can have influence on the types of disciplinary decorum. Through formal education, teaching experiences in the classroom, and

much trial and error, teachers obtain knowledge of the most effective disciplinary techniques to be used for any given situation (3).

Types of industrial arts laboratories, such as wood-working, metalworking, power mechanics, mechanical drawing, or other instructional areas, have an influence on the amount and manner of disciplinary procedure required. In most laboratories, students are permitted to move about between work areas, tool rooms, finishing areas or storage spaces, and such freedom of movements create specific discipline problems. In other situations, students may work within a limited area such as a drafting laboratory, and different discipline control procedures are necessary.

Student enrollment per class has an important impact upon the type and amount of disciplinary practices required to maintain an acceptable teaching-learning atmosphere. An overly populated laboratory may require more vigorous disciplinary techniques than those needed in a moderately populated laboratory. The number of class periods a teacher conducts each day is also a factor in maintaining respectable laboratory harmony.

Teacher-student relationship in the classroom has gone through many changes during the past few years. Disciplinary techniques that were once used without question are no longer available or are under investigation. Therefore, it is necessary to know what corrective disciplinary procedures are

presently available for use by a teacher to establish and maintain discipline in the laboratory or classroom (6). For the purposes of this study, no consideration was given to proposed changes in school policies concerning student discipline, that were being considered by the Fort Worth Independent School District (2).

The frequency of use of various classroom discipline control practices is an important factor. For this study the frequency of use of disciplinary control techniques are:

Extensively used	66 - 100 percent
Occasionally used	33 - 65 percent
Seldom used	0 - 32 percent

The effectiveness of corrective and preventive disciplinary practices used have been weighted as follows:

Most effective	66 - 100 percent
Occasionally effective	33 - 65 percent
Seldom effective	0 - 32 percent

Statements and questions of the instrument were designed to determine the levels of cooperation and corrective measures used to establish and maintain suitable classroom or laboratory discipline. The statements were placed in a random manner so that each statement could be checked on its own merit without reference to the previous or following statement.

Preparation of Check List

The instrument for this study contained five parts (Appendix B). Part one requested general information from the teacher answering the check list. Responding teachers were requested to provide experience each has had, as classroom experience can have influence on the type and effectiveness of disciplinary measures used. Identification of industrial arts subject, or subjects, taught was also requested as the type of laboratory in use may effect the disciplinary rules and regulations to be implemented. The numbers of classes taught and students confronted each day can help in the establishment of disciplinary supervision by the teacher. Teaching certificate and type or level of educational degree were requested of each teacher surveyed.

An explanation for the purpose of the study was made in the second part of the introduction to the check list. Every industrial arts teacher is aware of unusual disciplinary situations that may be generated or occur when students are free to move about the different areas of a large laboratory. Industrial arts teachers have determined through classroom experiences, the best procedures and techniques to establish and maintain good laboratory discipline (5). All teachers were asked to make any comments or suggestions that could increase the effectiveness and accuracy of this study.

Instructions for completing the check list were provided in part three of the check list introduction. Each statement

or question had three responses and teachers were asked to check each statement. The first response to a statement was to check either "yes" or "no" on the availability for use of a disciplinary procedure. The second response for each statement required a check mark to indicate whether the practice was used extensively, occasionally, or seldom. The third response to each statement also required a check mark to indicate the effectiveness of use of disciplinary techniques as to whether the techniques were most effective, occasionally effective, or seldom effective. Teachers were asked to put a check mark in the response column that most nearly fit their particular situation.

A check list containing thirty-six statements was the fifth part of the research instrument. Statements on procedures and techniques for the establishment and maintenance of discipline in industrial arts laboratories covered discipline control areas of:

1. Simple discipline control
2. Individual conferences with students
3. Home-school-teacher cooperation and co-action
4. Restitution and reparation
5. Loss of certain privileges
6. Rewards and prizes
7. Detention after normal school hours
8. Dismissal from class or isolation

9. Punishing group for offense of one person
10. Extra tasks
11. Enforced student apologies
12. Corporal punishment
13. Suspension from school
14. Teacher-student cooperation (3).

A space was left at the end of the check list for individual teachers to offer any suggestions or comments that could make this study more reliable or accurate.

A letter of transmittal (Appendix A) was prepared and sent out with each research instrument. The letter stated the reasons for the study and requested that each teacher cooperate in answering the check list as soon as possible. Each recipient was advised that the check list would be held in complete confidence as no teachers name or school appeared on the check list itself. Each participant was asked to forward his or her name and address if they desired a copy of the findings of this study. A self-addressed, stamped envelope was enclosed with each check list sent out, as an additional reminder and incentive to return the check list. A copy of the letter of transmittal and instrument are contained in Appendix A of this study.

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CHAPTER III

APPLICATION OF DATA GATHERING INSTRUMENTS AND ORGANIZATION OF DATA

Application of Data Gathering Instruments

Discipline is necessary within any society or organization to provide for social order and individual productivity. In an organized school system, the teacher is responsible for the establishment and enforcement of discipline procedures within the classroom (2). As standards of conduct and discipline change rapidly throughout society, it is becoming increasingly difficult for the teacher to maintain good classroom discipline. It is more difficult for industrial arts teachers to establish and supervise adequate and safe disciplinary practices in a laboratory where students may work or study in an atmosphere of greater individual classroom freedom and movement. This study was made to obtain information on corrective and disciplinary measures available for use in the industrial arts laboratory, and to determine the effectiveness of those practices.

There are different levels of corrective disciplinary techniques available for use by the teacher. The upper levels of disciplinary control techniques include democracy, leadership, and bargaining. Democracy, in the administering

of discipline, recognizes the equal rights and privileges of student and teacher to obtain a reasonable, workable solution of any student deviation to acceptable or established standards. Democracy stresses the worth and integrity of the individual (4).

Leadership in administering discipline, is a function of the classroom teacher. Good leadership, or guidance, by the teacher can inspire students to seek higher standards in their classroom activities. Leadership is concerned with the overall objectives and interests of a group of people (1).

Bargaining is an agreement of mutual benefit between parties (6). There are normally no punitive actions connected with a bargain, so that all parties involved in the consummation of an agreement may be satisfied. Any bargain between a teacher and a student to help establish and maintain classroom discipline, must be fully understood by all parties involved.

The lower levels of cooperation are the areas of compromise, exploitation, and compulsion. Compromise is a settlement reached by arbitration or by consent reached by mutual concessions (6).[✓] A compromise usually means that a concession or surrender has been made that is prejudicial to one party involved. Exploitation is selfish or unfair utilization of a person or thing to establish a position of advantage for one person over another (6). Compulsion is the act of driving or urging with force or subjection to force (6). This type

of cooperation would indicate a dictatorial type rule of a person or persons over other people.

✓ The two levels of corrective disciplinary techniques used in this study were discussed in an unpublished study by McCain (3) and expanded upon in another unpublished study by Smith (5). For the purposes of this study, a decision, based upon previous definitions of terms, was made to place the following disciplinary techniques in the upper level of cooperation:

1. Publish and post detailed sets of laboratory rules to keep breaches of discipline to a minimum.
2. Keep written record of disciplinary offenses for future use.
3. Teacher-parent conference for student with disciplinary problem.
4. Teacher-student conference as soon as breach of discipline noticed.
5. All students assigned specific duties to assist in overall class management.
6. Teacher's leadership ability and experience assist in maintaining good laboratory decorum.
7. Student offender bargained with to gain more desirable cooperation.
8. Disciplinary committee manned by students established to review disciplinary offenses.
9. A self-disciplined, self-controlled teacher can

generate good discipline atmosphere in laboratory.

10. Teacher should get all facts of a breach of discipline case before taking punitive actions.
11. Build laboratory discipline upon the recognition of the rights and privileges of the student.
12. Actively seek out adjustments to a disciplinary problem rather than relying upon punishment.
13. Teacher-student committee to establish and maintain rules and regulations of proper conduct.
14. Keep laboratory, office, academic and storage areas clean and orderly so as to encourage good student conduct.
15. Assure that student understands reason for punishment being administered.
16. Implementation of good daily lesson plan helps maintain good laboratory discipline.
17. Teacher constantly alert for any misconduct in laboratory.

Using the same guide lines, the following disciplinary techniques have been placed in the lower level of cooperation:

1. Punish entire class if student committing breach of discipline cannot be identified.
2. Use threat of corporal punishment to maintain proper discipline.
3. Teacher yells at students to maintain or enforce discipline.

4. Suspend student privileges for breach of discipline.
5. Teacher-student compromise to resolve disciplinary problem.
6. Force a student to apologize for a breach of discipline.
7. Give a student a choice of punishment for breach of discipline.
8. Teacher assumes tough attitude to make students obey discipline rules.
9. Student is detained after school as punishment for breach of discipline.
10. Student may be expelled from class for breach of discipline.
11. Grades of student may be lowered for breach of discipline.
12. Corporal punishment (whipping) of student for breach of discipline.
13. Establish a specific punishment for specific disciplinary offense.
14. Student with breach of discipline immediately sent to principal.
15. Refuse student permission to talk as punishment for misconduct.
16. Make sure punishment for misconduct is not too harsh or unjust.

17. Tests given as punishment for student misconduct.
18. Daily written assignment given as punishment for student misconduct.
19. In extreme cases, arrange with principal to permanently remove student with chronic discipline problem from laboratory.

In order that the study be as accurate as possible, a list of names of all industrial arts teachers in the school district was obtained from the school district industrial arts consultant, and an instrument was sent to each teacher at his home address. Each piece of correspondence was identified by a number for recording purposes.

Organization of Data

Data from completed and returned research instruments were compiled on master answer sheets. Listings were made containing information from separate portions of the introductory statements and check list. Types and numbers of educational degrees held by teachers were presented in Table VI. Numbers of years of teaching experience were presented in Table II. Teaching areas were contained in Table III. Number of classes taught each day, and average class size were indicated in Tables IV and V.

Table VI contains disciplinary techniques ranked according to availability, and percent of availability. Discipline control techniques are also ranked according to extensive use and according to those procedures most effective in use.

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CHAPTER IV

PRESENTATION OF DATA

Data utilized in this study were derived from research instruments completed by sixty-nine percent of the industrial arts teachers surveyed. At the time of this survey there were eighty-five teachers of industrial arts teaching in the twelve high schools and twenty middle schools. Forty-four teachers were teaching in high schools, and forty-one were teaching in middle schools. No distinction was made between high and middle school teachers on the types of disciplinary practices used to establish and maintain discipline in industrial arts laboratories. Integration of minority groups into schools within the district was not considered for the purposes of this study.

Check Lists Returned

Eighty-four research instruments were sent out, and fifty-eight were completed and returned. Response to the survey was 69 percent. Each non-respondent was contacted at least one time and urged to complete and return the instrument as soon as possible.

Degrees Held by Teachers

Professional teacher education is a factor in the establishment and maintenance of proper classroom decorum.

Types and numbers of educational degrees held by teachers are displayed in Table I.

TABLE I

TEACHING DEGREES HELD BY TEACHERS RANKED
ACCORDING TO YEARS OF EXPERIENCE

Years of Teaching	Bachelor Degrees	Percent	Masters Degrees	Percent
1 - 5	24	41.4	4	6.9
6 - 10	3	5.2	10	17.4
11 - 15	2	3.4	4	6.9
16 - 20	0	0	1	1.7
21 - 25	1	1.7	4	6.9
26 - 30	0	0	2	3.4
31 - 35	0	0	1	1.7
36 - 40	1	1.7	1	1.7
Total	31	53.4	27	46.6

A total of thirty-one, 53.4 percent, of the teachers held bachelor degrees and twenty-seven, 46.6 percent, of the teachers held masters degrees. Two teachers with over twenty years of teaching experience had not received a masters degree. There were no known industrial arts teachers in the

Fort Worth Independent School District, teaching without a degree. There were also no known industrial arts teachers with doctor's degrees.

Teaching Experience

Teaching experience of those teachers responding to the survey varied from one year to thirty-six years. The average teaching experience for all teachers was seven and one-third years. Table II gives teaching experiences.

TABLE II

TEACHING EXPERIENCE OF RESPONDING TEACHERS

Years of Teaching	Number of Teachers	Percent
1 - 5	28	48.4
6 - 10	13	22.4
11 - 15	6	10.4
16 - 20	1	1.7
21 - 25	5	8.6
26 - 30	2	3.4
31 - 35	1	1.7
36 - 40	2	3.4
Total	58	100.0

Data from Table II indicate that twenty-eight, or 48.4 percent, of the responding teachers had five or less years of teaching experience. A total of fifty-one, or 70.8 percent of the teachers had ten or less years teaching experience. A total of 29.2 percent of the teachers had over ten years teaching experience.

Teaching Areas

Types of laboratories, or teaching areas, will determine to some extent, the disciplinary practices used. Table III provides information on the number of teaching areas in industrial arts being taught by responding teachers.

TABLE III

TYPES AND NUMBERS OF INDUSTRIAL ARTS SUBJECTS TAUGHT

Subject Area	Numbers
Wood.	31
Metal	27
Mechanical Drawing.	22
Plastics.	9
Power Mechanics	9
Electronics	3
General Laboratory.	3
Other type Laboratory	2
Total	<u>106</u>

At the time of this study fifty-eight teachers were teaching in eight different subject areas. A total of 106 industrial arts classes were being taught. A total of 54 percent of the teachers instruct in one subject area, while 46 percent teach in two or more subject areas.

Number of Classes Taught Each Day

Time spent by a teacher in the classroom or laboratory has some effect on disciplinary practices used. Numbers of classes taught each day by reporting teachers are shown in Table IV.

TABLE IV

NUMBER OF CLASSES TAUGHT EACH DAY

Classes Per Day	Number of Teachers	Percent
3	2	3.5
4	26	44.8
5	29	50.0
6	1	1.7
Total	58	100.0

There was no attempt to determine the number of teachers that were involved in team teaching projects, the number of teachers in schools on the semester system, or teachers in

schools on the newer trimester, or quarter, school year. Teachers in team teaching projects may have a continuous class, or several short class periods. Teachers in a school on the semester system may teach four or five class periods a day. In the newer trimester, or quarter system, teachers may have three or four of the longer class sessions each day.

Class Size

Student class size varied from twenty to thirty-six students per class period. Table V shows the average number of students assigned each class period, and the number of teachers that have such class sizes.

TABLE V

RANGE OF CLASS SIZE AND TEACHERS OF CLASS SIZE

Number of Students Per Class	Teachers of Class Size
20 - 23	2
24 - 27	17
28 - 31	26
32 - 35	12
36 - 39	1
	Total 58

The overall average size was 28.5 students per class, and 45 percent of the teachers had such a class size.

Numbers of students in each class are influenced by the semester or quarter plan of a particular school system. Team teaching will have some effect on class size.

Corrective and Preventive Disciplinary Measures
and Techniques Available for Use
by Industrial Arts Teachers

Information utilized in the remainder of this chapter was taken from the composite answers of the responding teachers. Appendix C contains the number of responses to each disciplinary technique, as listed in the instrument check list. Table VI shows disciplinary techniques ranked according to availability and percentage of availability, with the most available technique listed as number one, and the least available procedure listed as number thirty-six. Frequency and effectiveness of use of disciplinary control procedures were ranked in accordance with availability of procedures. Each statement was identified as being in the upper or lower area of discipline cooperation.

Data in Table VI indicate that teacher leadership qualities and democratic processes were the techniques most available for the establishment and maintenance of laboratory discipline, as indicated in Table VI. With one exception, the most frequently available control techniques ranked one through twelve were upper-level discipline control procedures. The remaining upper-level procedures are scattered through the instrument.

TABLE VI

DISCIPLINARY TECHNIQUES RANKED ACCORDING TO
AVAILABILITY WITH RANK AND PERCENT
OF USE AND EFFECTIVENESS

DISCIPLINARY CONTROL STATEMENT BY NUMBER AND LEVEL OF COOPERATION	Rank	Percent of Availability	Rank	Percent of Extensive Use	Rank	Percent Most Effective
30. Assure that student understands reason for punishment being administered (upper)	1	98.4	1	84.6	2	67.4
18. Teacher's leadership ability and experience assist in maintaining good classroom decorum (upper)	2	98.4	4	75.6	4	65.5
15. Teacher-student conference as soon as breach of discipline noticed (upper)	3	96.6	10	58.6	8	56.8
29. Keep laboratory, office, academic and storage areas clean and orderly so as to encourage good student conduct (upper)	4	96.6	7	74.2	10	55.2
31. Make sure punishment is not too harsh or unjust (lower)	5	96.6	5	74.2	9	56.8

TABLE VI --Continued

DISCIPLINARY CONTROL STATEMENT BY NUMBER AND LEVEL OF COOPERATION	Rank	Percent of Availability	Rank	Percent of Extensive Use	Rank	Percent Most Effective
23. A self-disciplined, self-controlled teacher can generate good disciplinary atmosphere in laboratory (upper) . . .	6	94.8	9	62.2	5	62.2
24. Teacher should get all facts of a breach of discipline case before taking punitive actions (upper) . . .	7	94.8	2	78.6	1	67.4
27. Actively seek out ad- justments to a disci- plinary problem rather than relying upon punishment (upper) . .	8	94.8	12	53.4	12	50.0
26. Build laboratory disci- pline upon the recog- nition of the rights and privileges of the student (upper) . . .	9	93.2	11	58.6	11	53.4
35. Teacher constantly alert for any mis- conduct in laboratory (upper).	10	93.2	3	78.6	7	58.6
32. Implementation of good daily lesson plan helps maintain good labora- tory discipline (upper)	11	91.4	8	67.4	6	62.2

TABLE VI --Continued

DISCIPLINARY CONTROL STATEMENT BY NUMBER AND LEVEL OF COOPERATION	Rank	Percent of Availability	Rank	Percent of Extensive Use	Rank	Percent Most Effective
17. All students assigned specific duties to assist in overall class management (upper)	12	89.8	5	75.8	3	65.6
36. In extreme cases, arrange with principal to permanently remove student with chronic discipline problem from laboratory (lower)	13	88.0	20	19.0	15	44.8
10. Give student choice of punishment for breach of discipline (lower) . .	14	86.4	13	41.4	13	46.6
5. Use threat of corporal punishment to maintain proper discipline (lower)	15	84.5	17	20.4	16	43.2
7. Suspend student privi- leges for breach of discipline (lower) . . .	16	84.6	23	8.6	23	22.4
4. Teacher-parent confer- ence for student with disciplinary problem (upper)	17	84.6	24	5.0	17	32.8
16. Corporal punishment (whipping) of student for breach of discipline (lower) . .	18	81.2	19	20.4	14	44.8

TABLE VI --Continued

DISCIPLINARY CONTROL STATEMENT BY NUMBER AND LEVEL OF COOPERATION	Rank	Percent of Availability	Rank	Percent of Extensive Use	Rank	Percent Most Effective
8. Student-teacher compromise to resolve disciplinary problem (lower)	19	81.2	21	10.4	24	22.4
20. Student with breach of discipline immediately sent to principal (lower)	20	75.8	25	5.0	21	27.6
6. Teacher yell at students to maintain or enforce discipline (lower)	21	72.4	22	8.6	26	12.0
13. Student may be expelled from class for breach of discipline (lower)	22	67.4	26	5.0	19	29.4
19. Establish a specific punishment for specific disciplinary offense (lower) . . .	23	67.4	14	32.8	18	31.0
3. Keep written record of disciplinary offenses for future use (lower)	24	65.6	16	31.0	22	22.4
11. Teacher assumes tough attitude to make students obey discipline rules (lower) .	25	65.6	18	20.4	25	22.4

TABLE VI --Continued

DISCIPLINARY CONTROL STATEMENT BY NUMBER AND LEVEL OF COOPERATION	Rank	Percent of Availability	Rank	Percent of Extensive Use	Rank	Percent Most Effective
1. Publish and post detailed sets of laboratory rules to keep breaches of discipline to a minimum (lower) .	26	60.4	15	32.8	20	29.4
21. Student offender bargained with to gain more desirable cooperation (upper) . .	27	58.6	29	3.5	30	8.6
25. Refuse student permission to talk as punishment for misconduct (lower)	28	55.2	27	5.0	31	6.9
14. Grades of student may be lowered for breach of discipline (lower) .	29	50.0	30	3.5	29	8.6
9. Force a student to apologize for a breach of discipline (lower) .	30	46.6	31	1.7	34	1.7
2. Punish entire class if student committing breach of discipline cannot be identified (lower)	31	41.4	32	1.7	28	8.6
12. Student is detained after school as punishment for breach of discipline (lower) . . .	32	41.4	33	1.7	28	8.6

TABLE VI --Continued

DISCIPLINARY CONTROL STATEMENT BY NUMBER AND LEVEL OF COOPERATION	Rank	Percent of Availability	Rank	Percent of Extensive Use	Rank	Percent Most Effective
28. Teacher-student committee to establish and maintain rules and regulations of proper conduct (upper)	33	39.6	28	5.0	33	5.0
34. Daily written assignment given as punishment for student misconduct (lower)	34	34.4	35	0.0	36	0.0
33. Tests given as punishment for student misconduct (lower)	35	32.8	36	0.0	35	0.0
22. Disciplinary committee manned by students established to review disciplinary offenses (upper)	36	29.4	34	1.7	32	5.0

Not all of the discipline control statements of the research instrument were checked by responding teachers, so the data presented in Table VI were the data derived from returned check lists. The reasons for a teacher not checking all responses required in the check list were unknown.

Statement thirty, as listed in Table VI, was available to 98.4 percent of responding teachers. Although punishment for a breach of conduct has been previously established through some lower-level of control, teacher leadership was used to ensure understanding by the student for the reasons and necessity of punishment being administered. Disciplinary control techniques of statement eighteen were also available to 98.4 percent of responding industrial arts teachers. Teacher's leadership ability and experience are essential in maintaining good laboratory decorum. Leadership is in the upper levels of disciplinary control techniques. Statement fifteen was available for use by 96.6 percent of industrial arts teachers. The teacher-student conference as soon as a breach of discipline is committed, indicated leadership on the part of the teacher, and provides a means of bargaining for the student and teacher. Statement twenty-nine, available to 96.6 percent of the teachers, is also good teacher leadership, as clean and orderly study, work and storage areas can give students pride in the laboratory and assist in maintaining good student conduct.

A review of information contained in Table VI, reveals that of the top twelve most available preventive and corrective disciplinary control procedures, eleven are upper-level corrective disciplinary techniques. The one lower-level corrective measure, of the top twelve practiced, was statement thirty-one, which states, "make sure punishment for

misconduct is not too harsh or unjust." Implications are that punishment for some breach of discipline is required, and a compromise is necessary to assure proper corrective practices are used. This particular corrective procedure was available for use by 96.6 percent of the surveyed teachers.

Statements twenty-three, twenty-four, and twenty-seven concern teacher leadership and democratic procedures to maintain discipline. These three upper-level corrective techniques were available for use by 94.8 percent of the teachers. A self-controlled, confident, well-trained teacher should be capable of maintaining control of students and laboratory activities. Self-disciplined teachers have a strong desire to control discipline in a democratic way by setting a good example for students to follow. Statements twenty-six and thirty-five are democratic discipline control procedures that consider the rights and privileges of students and teacher. A total of 93.2 percent of the teachers indicated the availability of use. Statements thirty-two and seventeen, available to approximately 90.0 percent of responding teachers, denote good teacher leadership in proper and adequate lesson plans that keep students advised of what is expected of them, and students are also given an active part in management of academic activities or laboratory work. A teacher-parent conference to discuss a student's discipline problems, as listed in statement four, was available for use by 84.6 percent of responding teachers.

Of the upper-level corrective measures covered, statement twenty-two, which suggests the establishment of a student committee to review discipline offenses, was least available of all measures listed. Only 29.4 percent of the teachers acknowledged that this technique was available for use. A similar disciplinary control technique on the use of a teacher-student committee to establish and maintain proper laboratory discipline, ranked low in availability for use by teachers. Only 39.6 percent of the teachers indicated that this democratic technique, of statement twenty-eight, was available.

One of the lower-level disciplinary control techniques most available for use, was the permanent removal from class of a student that is a chronic discipline problem. Statement thirty-six, proposing such a procedure, is available for use by 88 percent of the teachers. Permanent removal of a student from a laboratory is a drastic action to be used after other reasonable and appropriate disciplinary techniques have been tried. A compromise procedure of permitting a student to select the type of punishment to be administered, is contained in statement ten, which is available for use by 86.4 percent of the teachers.

A threat of corporal punishment to maintain proper discipline, statement five, and suspension of student privileges for breach of rules, statement seven, were available for use by 84.6 percent of responding teachers. An upper-level control

procedure, available to the same percent of teachers, is the use of teacher-parent conference to discuss a student with disciplinary problems, as listed in statement four. Close behind the use of the threat of corporal punishment, was the availability of the actual use of corporal punishment for a violation of discipline rules. This procedure, in statement sixteen, was available for use by 81.2 percent of the teachers. The use of these lower-level disciplinary tactics are harsh in nature, and are normally used as one of the last efforts to correct severe discipline problems. A less severe type of lower-level disciplinary procedures, also available to 81.2 percent of the teachers, was the use of a student-teacher compromise, statement eight, to resolve a discipline problem.

Statement twenty proposes that a student committing a breach of discipline be immediately sent to the principal. This discipline control technique implies that the laboratory teacher is transferring his discipline responsibilities to another person. However, 75.8 percent of the surveyed teachers indicated that this procedure was available for use. A more direct approach to maintaining laboratory discipline is listed in statement six, where 72.4 percent of the teachers checked that yelling at the students could be used to obtain or maintain proper discipline.

The discipline control techniques of expelling a student from class, statement thirteen, and the establishment of a specific punishment for a specific breach of discipline,

statement nineteen, were available for use by 67.4 percent of the teachers. The assumption of a tough attitude by a teacher to make students obey discipline rules, statement eleven, was available for use by 65.6 percent of the teachers, and a similar compulsory type disciplinary technique of refusing a student permission to talk for a breach of discipline, statement twenty-five, was available for use by 55.2 percent of responding teachers.

Lower-level corrective disciplinary techniques, such as lower grade levels, forcing a student to apologize, punishing entire class, detaining students after school, use of tests or home work assignments as punishment for breaches of discipline, were available for use. These control items all appear in the lower one-third ranking of the techniques available.

Teacher Use of Discipline Measures and Techniques

Teacher leadership ranked high in the use of control techniques to establish and maintain discipline in industrial arts laboratories. The most extensively used procedure was assurance that a student understands the reason for punishment being administered. This procedure, statement number thirty, in Table VI, was used by 84.6 percent of surveyed teachers. Leadership qualities were used extensively by 78.6 percent of the teachers to get all the facts in a discipline case before taking punitive action, statement

twenty-four, Table VI. Constant alertness by the teacher, for misconduct in the laboratory is also a control technique used by 78.6 percent of responding teachers. Statement eighteen suggests that teachers leadership ability and experience can assist in maintaining good classroom decorum, and 75.6 percent of the teachers indicated the use of this procedure.

Good planning by a teacher to involve students in class management by assigning specific laboratory duties, as listed in statement seventeen, was employed extensively by 75.8 percent of the teachers. Another effective discipline control procedure, listed in statement twenty-nine, is to keep academic and work areas clean and orderly. This technique was used extensively by 67.4 percent of responding teachers.

The one lower-level disciplinary control technique appearing in the top twelve available procedures was used extensively by 74.2 percent of the teachers. Statement thirty-one is a compromise situation to assure that punishment for a breach of conduct is not too harsh or unjust. Teacher leadership is involved in this situation to determine the proper corrective procedures to use.

Ranked number eight in use by 67.4 percent of the teachers, was another disciplinary control technique involving leadership. Statement thirty-two stresses the implementation of good daily lesson plans to help maintain proper

laboratory discipline. Ninth ranked, and used by 62.2 percent of surveyed teachers, was statement twenty-three, that points out how a self-disciplined, self-controlled teacher can generate a good discipline atmosphere in the laboratory. Statements fifteen and twenty-six are both upper-level techniques to obtain desired discipline. Both procedures were extensively used by 58.6 percent of the respondents. Statement fifteen suggests a teacher-student conference as soon as a discipline problem arises, and statement twenty-six recognizes the rights and privileges of students in establishing laboratory discipline. Statement twenty-seven, extensively used by 53.4 percent of the teachers, proposes that a teacher actively seek out adjustments to a disciplinary problem rather than relying upon punishment.

There was a significant drop in the extensive use of corrective procedures between the twelfth and thirteenth ranked techniques. Statement ten suggests that a student be given a choice of punishment for a breach of conduct. A total of 41.4 percent of the teachers indicated they used the procedure extensively, while 43.2 percent noted they occasionally used the measure. Statement five, as listed in Table VI, proposes that a teacher may use the threat of corporal punishment to maintain discipline. Just 20.4 percent of the teachers indicated that this technique was extensively used, but 46.6 percent indicated that the procedure was used occasionally. The disciplinary technique of suspending

student privileges for a breach of discipline, statement seven, was used extensively by 8.6 percent of responding teachers, while 51.8 percent of the teachers noted the procedure was occasionally used.

The upper-level discipline control technique of publishing and posting detailed sets of laboratory rules, statement one, was ranked twenty-sixth in availability, as shown in Table VI, yet 32.8 percent of the teachers note that this procedure was used extensively. A democratic discipline control process of establishing a committee manned by students to review disciplinary offenses, statement twenty-two, was the least available of all corrective procedures listed. It was used extensively by 1.7 percent of responding teachers and occasionally by 3.5 percent of the teachers. A similar democratic process, statement twenty-eight, was ranked number thirty-three in availability and ranked number twenty-eight in use, as only 5.0 percent of the responding teachers extensively used a teacher-student committee to establish and maintain rules and regulations of proper conduct.

Lower-level disciplinary control procedures, listed in the last one-third of Table VI, were used by a very small percent of the teachers. The two least available discipline control techniques concern the use of written assignments or tests as punishment for student misconduct. Statement thirty-four, ranked number thirty-four, as shown in Table VI, suggests written assignments be given as punishment, and

statement thirty-three, rank number thirty-five, proposes that tests be given as punishment. Only 5.0 percent of the teachers occasionally used written assignments, and 3.5 percent of the teachers occasionally used tests as punishment for student misconduct.

Effectiveness of Discipline Measures and Techniques Used by Teachers

Data contained in Table VI reveals that the top twelve ranked discipline control techniques available for use, were also ranked in the top twelve procedures most extensively used, and the same twelve techniques were most effective when used, although ranked differently. The two most effective discipline control techniques were statements twenty-four, which suggest that a teacher get all the facts in a discipline case before taking any corrective actions, and statement thirty, which states that a teacher should make sure that a student understands the reasons for punishment being administered. These discipline control procedures were most effective, and used by 67.4 percent of the teachers.

The assignment of students to specific duties, statement seventeen, and teacher's leadership abilities and experience, statement eighteen, were both upper-level discipline control techniques used most effectively by 65.6 percent of the teachers. Both of these control procedures imply teacher leadership in establishing and maintaining good classroom discipline. Two additional teacher leadership control

techniques, used most effectively by 62.2 percent of the surveyed teachers, suggests that a self-disciplined, self-controlled teacher, statement twenty-three, and a teacher that implements good daily lesson plans, statement thirty-two, can generate a good disciplinary atmosphere in the laboratory. Another teacher leadership control procedure, listed in statement thirty-five, suggests that a teacher constantly alert for any misconduct in a laboratory can maintain good discipline. This procedure was reported as most effective by 58.6 percent of the responding teachers.

Statement fifteen, Table VI, recommends a teacher-student conference as soon as a breach of discipline is noticed, and 56.8 percent of the teachers indicated that this procedure was used extensively. The same percent of teachers used the lower-level discipline control procedure of assuring that a student understands the reason for punishment being administered, as listed in statement thirty-one. The disciplinary control technique of keeping study and work areas clean and orderly, statement twenty-nine, used most effectively by 55.2 percent of the responding teachers. Statement twenty-six, a democratic control procedure of recognizing the rights and privileges of a student was used most effectively by 53.4 percent. A teacher leadership discipline control technique of seeking out adjustments to a discipline problem rather than relying on punishment, statement twenty-seven, was most effective for 50.0 percent of the teachers

and occasionally effective for 39.6 percent.

A lower-level corrective disciplinary procedure, used most effectively by 46.6 percent, and occasionally effective by 36.2 percent of the teachers, gave a student a choice of punishment for a breach of discipline. Corporal punishment of whipping a student for a breach of discipline, statement sixteen, was most effective for 44.8 percent and occasionally effective for 34.4 percent of the teachers. A total of 44.8 percent of the respondents noted that the permanent removal from class of a student with a chronic discipline problem, statement thirty-six, was a most effective discipline control procedure. A teacher yelling at students to maintain or enforce discipline, statement five, was used by 43.2 percent of the teachers. An upper-level discipline control technique of a teacher-parent conference to discuss a student with a discipline problem, statement four, was most effective by only 32.8 percent of the responding teachers.

Data in Table VI shows that disciplinary control techniques listed in the lower one-third of the table were used by less than 30 percent of the teachers as effective control procedures. It was noted that two related democratic processes on the establishment of a student disciplinary committee to review disciplinary offenses, statement twenty-two, and a teacher-student committee to establish and maintain rules and regulations of proper conduct, statement twenty-eight, were available to approximately 30.0 percent

of the teachers, but they were not used. Two related lower-level discipline control procedures of using a test, statement thirty-three, or using daily written assignments as punishment for student misconduct, were available to 35.0 percent of the teachers, but were not used, and as such, were not effective discipline control techniques.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Summary

This study was conducted to determine how industrial arts teachers in the Fort Worth Independent School District, Fort Worth, Texas, establish and maintain proper classroom and laboratory discipline. Supporting information necessary to resolve the basic problem was derived from three supporting questions. The first question requested an indication of what preventive and corrective disciplinary measures were available for use by the industrial arts teacher. The second sub-question asked for an indication of what preventive and corrective disciplinary measures were most often used, and the third supporting question requested a reply on the effectiveness of the use of the disciplinary measures.

Control measures listed in the research instrument check list were categorized as either upper-level or lower-level discipline control techniques or processes. Upper-level discipline control procedures were those that were based on democratic processes, teacher leadership qualities, or teacher-student bargaining. Lower-level discipline control procedures were based on compromise, compulsion or exploitation.

Data for the study were obtained from an instrument sent to industrial arts teachers in the middle and high schools of the Fort Worth Independent School District. A letter of transmittal, stating the purpose of the study, and requesting teacher support and participation, was sent out with each instrument. The research instrument requested general information concerning number of years teaching experience, teaching areas, number of classes taught each day, average class size, type of teaching certificate and educational degree, from each respondent. An explanation of the instrument was made, and instructions for filling in the informational check list were provided.

The informational check list contained thirty-six statements of various types of preventive and corrective disciplinary measures that might be available and used by teachers to sustain good classroom or laboratory discipline. Three responses were requested on each statement. The first response was to indicate whether or not a particular discipline technique was available. The second response was to indicate whether a discipline process was used extensively, occasionally or seldom. The third response was to indicate that a used discipline process was most, occasionally, or seldom effective.

Information gathered from returned check lists, was placed on master work sheets to provide a more graphic view of discipline techniques that were available, how frequently

they were used, and how effective they were when used. This information was then transferred to the various tables of the study for display and discussion. Conclusions and recommendations of the study were based upon information contained in Chapter IV.

This study has five chapters. Chapter I contained the introduction, background, and significance of the study, a brief reference to related studies, definitions of terms, limitations of the study, and treatment of data. Chapter II contained information on the selection of criteria, development and preparation of the instruments for gathering the data. Application of data gathering was discussed in Chapter III. The data gathered as a result of this study were presented in Chapter IV, and the summary, findings, conclusions and recommendations of the study were presented in Chapter V. Following the numbered chapters were the appendix and the bibliography.

Findings

The findings of this study are as follows:

1. Table I showed that 53.4 percent of the teachers held bachelor degrees, and 46.6 percent held masters degrees. Disciplinary procedures used in the laboratories could have been influenced by the educational level of the teacher.

2. Data contained in Table II showed that the average teaching experience for all teachers was seven and one-third

years. The data also showed that 70.8 percent of the responding teachers had less than ten years teaching experience.

3. Data contained in Table III indicated that a total of 106 industrial arts classes were being taught.

4. Table IV showed that 44.8 percent of the teachers taught four classes a day and 50.0 percent of the teachers taught five classes a day. The slight variation in classes taught each day could have been effected by the implementation of the trimester or quarter system by the school district.

5. Average class size of responding teachers was 28.5 students per class, as indicated in Table V.

6. Data contained in Table VI showed that industrial arts teachers in middle and high schools of the Fort Worth Independent School District, had a number of control techniques available for use to establish and maintain discipline in the classroom or laboratory.

7. Industrial arts teachers indicated that upper-level discipline control processes were more available for use than were the lower-level disciplinary techniques. Those control measures most available for use were those calling for teacher leadership to establish proper discipline, by setting a good example, accomplishing proper and adequate planning, and recognizing the rights and privileges of students and teachers alike.

8. There were some upper-level discipline control

processes, relying upon teacher-student democratic cooperation, that were not as available as some lower-level control procedures. The reasons for the non-availability of those democratic discipline control techniques are unknown.

9. Lower-level discipline control procedures most available for use were the more severe type of punishment, such as suspending a student from class, sending a student with a discipline problem to the principal immediately, using a threat of corporal punishment, or corporal punishment itself. The least available lower-level discipline control procedures were those that require the lowering of grades, the use of tests, or the use of written assignments as punishment for a breach of conduct.

10. Upper-level preventive and corrective discipline measures were most extensively used by industrial arts teachers. Control techniques of professional teacher leadership qualities were most used to establish and maintain good laboratory discipline. Democratic control measures were also most frequently used to establish a good discipline atmosphere in the laboratory.

11. A number of upper-level democratic control processes that directly involve students, were seldom used. The reasons for the infrequent use of such policies cannot be determined by this study.

12. Lower-level discipline control procedures were in most instances, used by less than 30 percent of the teachers

to establish and maintain classroom or laboratory discipline. A tough attitude by the teacher, a threat of corporal punishment, or suspension from the classroom, were the most commonly used lower-level discipline control techniques.

13. Upper-level discipline control processes were used most effectively by industrial arts teachers. The most effective control techniques used were those that involve the leadership qualities of the teacher. A good education, combined with proper classroom planning, and recognition of the rights and privileges of the students, assist in making a teacher a good leader.

14. There were some democratic discipline control procedures involving teacher-student cooperation that were infrequently used, and seldom effective when used. The reasons for this is unknown.

15. Lower-level discipline control techniques such as suspension of a student from class, threat of corporal punishment, and actual corporal punishment, were occasionally used to help maintain proper discipline. Other lower-level discipline control techniques were used occasionally or seldom.

Conclusions

The following conclusions are presented, based upon the findings of this study.

1. Teaching degrees held and years of teaching experience appeared to have little effect on the types of

disciplinary measures used in the industrial arts laboratory.

2. The number of classes being taught each day, and the number of students per class had little effect on the teachers use of disciplinary techniques.

3. Industrial arts teachers had a number of different types of techniques available for use in establishing and maintaining classroom discipline.

4. It was concluded that upper-level discipline control techniques involving democracy, leadership, and bargaining processes were more available for use than were lower-level techniques relying upon compulsion, compromise or exploitation.

5. It was concluded that upper-level discipline control measures utilizing professional teacher leadership qualities and democratic processes were most extensively used to maintain discipline in the industrial arts laboratories.

6. It was concluded that upper-level discipline control measures were most effective in maintaining proper discipline in industrial arts laboratories and classrooms.

7. It was concluded that some upper-level discipline control techniques were not being used as often and effectively as possible.

8. Since upper-levels of discipline control were more frequently used and most effective when used, it was concluded that these levels of control improve student attitudes and interest in school work.

Recommendations

Based upon the data contained in this study, and conclusions made, the following recommendations are presented.

1. It is recommended that teachers continue to use upper-level discipline control procedures to establish and maintain proper classroom and laboratory decorum.

2. It is recommended that lower-level discipline control procedures now in use be replaced with upper-level discipline control processes, if feasible.

3. It is recommended that a study be made to determine if there are other types of discipline control measures, not now in use, that could provide more effective discipline control in a classroom or laboratory.

4. It is recommended that a study be made to determine why an apparent majority of the industrial arts teachers in the Fort Worth Independent School District have less than ten years teaching experience.

APPENDIX A

3524 Sheridan Drive
Fort Worth, Texas 76117

Dear Fellow Industrial Arts Teacher:

I am engaged in a study of corrective and preventive measures available to and used by industrial arts teachers, in the Fort Worth Independent School District, to maintain student discipline in industrial arts laboratories.

Information necessary for the completion of this study must come from industrial arts teachers such as yourself. I will greatly appreciate your cooperation in completing the enclosed check list as soon as possible and returning it to me in the stamped envelope provided.

Names of teachers and the schools they represent have been omitted so that this check list is completely anonymous. The answers provided by you will be tabulated with information received from other teachers, and only total answers will appear in the study. If you desire a copy of the findings, please provide me with your name and address.

I thank you for your time, interest and cooperation in assisting me to complete this research study.

Sincerely,

Thomas E. Conley
Industrial Arts Teacher
Diamond Hill-Jarvis High School

Enclosures: Check List
Envelope

APPENDIX B

A STUDY OF CORRECTIVE AND PREVENTIVE MEASURES AVAILABLE TO
AND USED BY INDUSTRIAL ARTS TEACHERS TO MAINTAIN
AND CONTROL STUDENT DISCIPLINE IN
INDUSTRIAL ARTS LABORATORIES

GENERAL INFORMATION:

Number of years of teaching experience_____.

Teaching area: General Shop_____, Metal Shop_____,
Wood Shop_____, Power Mechanics_____,
Plastics_____, Mechanical Drawing_____,
Electronics_____, Other_____.

Number of classes taught per day_____, Average class size_____.

Teaching certificate: Provisional_____, Professional_____.

Type educational degree: Bachelor's_____, Master's_____,
Doctor's_____, Other_____.

EXPLANATION:

The purpose of this check list is to determine what corrective and preventive measures are available to and are used by industrial arts teachers to maintain and control student discipline in industrial arts laboratories. It is known that industrial arts teachers face unusual discipline situations as students are free to move about the laboratory, and they may talk as they work. It is also known that a majority of the industrial arts teachers establish and maintain good student discipline. However, there are times when breaches of discipline do occur, and preventive or corrective actions must be taken immediately by the teacher to maintain proper classroom decorum. It is within this framework that this check list is submitted. Please feel free to add comments or suggestions that could increase the effectiveness of this study.

CHECK LIST

A STUDY OF CORRECTIVE AND PREVENTIVE MEASURES AVAILABLE TO AND USED BY INDUSTRIAL ARTS TEACHERS TO MAINTAIN AND CONTROL STUDENT DISCIPLINE IN INDUSTRIAL ARTS LABORATORIES	Available		Used			Effective		
	Yes	No	Extensively	Occasionally	Seldom	Most	Occasionally	Seldom
29. Keep laboratory, office, academic and storage areas clean and orderly so as to encourage good student conduct								
30. Assure that student understands reason for punishment being administered								
31. Make sure punishment for misconduct is not too harsh or unjust								
32. Implementation of good daily lesson plan helps maintain good laboratory discipline								
33. Tests given as punishment for student misconduct .								
34. Daily written assignment given as punishment for student misconduct . . .								
35. Teacher constantly alert for any misconduct in laboratory								
36. In extreme cases, arrange with principal to permanently remove student with chronic discipline problem from laboratory . . .								

SUGGESTIONS OR COMMENTS:

APPENDIX C
 NUMERICAL RESPONSES TO RESEARCH
 INSTRUMENT CHECK LIST

CORRECTIVE AND PREVENTIVE MEASURES AVAILABLE TO AND USED BY INDUSTRIAL ARTS TEACHERS TO MAINTAIN AND CONTROL DISCIPLINE IN INDUSTRIAL ARTS LABORATORIES	Available		Used			Effective		
	Yes	No	Extensively	Occasionally	Seldom	Most	Occasionally	Seldom
1. Publish and post detailed sets of laboratory rules to keep breaches of discipline to a minimum	35	23	19	11	11	17	11	12
2. Punish entire class if student committing breach of discipline cannot be identified .	27	28	1	6	30	5	10	22
3. Keep written record of disciplinary offenses for future use	38	19	18	10	16	13	16	15
4. Teacher-parent conference for student with disciplinary problem .	47	10	3	22	26	19	19	13
5. Use threat of corporal punishment to maintain proper discipline	49	6	12	27	12	25	18	9
6. Teacher yell at students to maintain or enforce discipline .	39	18	5	16	23	7	6	21

NUMERICAL RESPONSES TO RESEARCH

INSTRUMENT CHECK LIST

CORRECTIVE AND PREVENTIVE MEASURES AVAILABLE TO AND USED BY INDUSTRIAL ARTS TEACHERS TO MAINTAIN AND CONTROL DISCIPLINE IN INDUSTRIAL ARTS LABORATORIES	Available		Used			Effective		
	Yes	No	Extensively	Occasionally	Seldom	Most	Occasionally	Seldom
7. Suspend student privileges for breach of discipline	49	8	5	30	16	13	25	13
8. Student-teacher compromise to resolve disciplinary problem .	44	14	6	26	19	13	22	16
9. Force a student to apologize for a breach of discipline .	27	28	1	5	31	1	9	27
10. Give student choice of punishment for breach of discipline .	50	7	24	25	2	27	21	2
11. Teacher assumes tough attitude to make students obey discipline ruled	38	18	12	21	8	13	19	8
12. Student is detained after school as punishment for breach of discipline	24	32	1	3	29	5	3	24
13. Student may be expelled from class for breach of discipline	39	18	3	11	31	17	7	18

NUMERICAL RESPONSES TO RESEARCH

INSTRUMENT CHECK LIST

CORRECTIVE AND PREVENTIVE MEASURES AVAILABLE TO AND USED BY INDUSTRIAL ARTS TEACHERS TO MAINTAIN AND CONTROL DISCIPLINE IN INDUSTRIAL ARTS LABORATORIES	Available		Used			Effective		
	Yes	No	Extensively	Occasionally	Seldom	Most	Occasionally	Seldom
14. Grades of student may be lowered for breach of discipline .	29	28	2	14	22	5	13	19
15. Teacher-student conference as soon as breach of discipline noticed	56	1	34	18	4	33	17	5
16. Corporal punishment (whipping) of student for breach of discipline	47	10	12	22	18	26	20	5
17. All students assigned specific duties to assist in overall class management . . .	52	5	44	10	2	38	12	2
18. Teacher's leadership ability and experience assist in maintaining good laboratory decorum . .	57	1	44	9	0	38	14	0
19. Establish a specific punishment for specific disciplinary offense	39	18	19	15	11	18	20	12

NUMERICAL RESPONSES TO RESEARCH

INSTRUMENT CHECK LIST

CORRECTIVE AND PREVENTIVE MEASURES AVAILABLE TO AND USED BY INDUSTRIAL ARTS TEACHERS TO MAINTAIN AND CONTROL DISCIPLINE IN INDUSTRIAL ARTS LABORATORIES	Available		Used			Effective		
	Yes	No	Extensively	Occasionally	Seldom	Most	Occasionally	Seldom
20. Student with breach of discipline immediately sent to principal	42	15	3	15	28	16	12	17
21. Student offender bargained with to gain more desirable cooperation	34	23	2	15	24	5	10	25
22. Disciplinary committee manned by student students established to review disciplinary offenses	17	40	1	2	26	3	3	23
23. A self-disciplined, self-controlled teacher can generate good discipline atmosphere in laboratory	55	0	36	13	1	36	12	2
24. Teacher should get all facts of a breach of discipline case before taking punitive actions	55	1	45	4	0	39	9	0

NUMERICAL RESPONSES TO RESEARCH

INSTRUMENT CHECK LIST

CORRECTIVE AND PREVENTIVE MEASURES AVAILABLE TO AND USED BY INDUSTRIAL ARTS TEACHERS TO MAINTAIN AND CONTROL DISCIPLINE IN INDUSTRIAL ARTS LABORATORIES	Available		Used			Effective		
	Yes	No	Extensively	Occasionally	Seldom	Most	Occasionally	Seldom
25. Refuse student permission to talk as punishment for misconduct	32	25	3	10	25	4	9	24
26. Build laboratory discipline upon the recognition of the rights and privileges of the student	54	2	34	17	2	31	19	2
27. Actively seek out adjustments to a disciplinary problem rather than relying upon punishment	55	2	31	22	2	29	23	2
28. Teacher-student committee to establish and maintain rules and regulations of proper conduct	23	32	3	7	20	3	10	15
29. Keep laboratory, office, academic and storage areas clean and orderly so as to encourage good student conduct	56	0	39	14	0	32	18	3

NUMERICAL RESPONSES TO RESEARCH
INSTRUMENT CHECK LIST

CORRECTIVE AND PREVENTIVE MEASURES AVAILABLE TO AND USED BY INDUSTRIAL ARTS TEACHERS TO MAINTAIN AND CONTROL DISCIPLINE IN INDUSTRIAL ARTS LABORATORIES	Available		Used			Effective		
	Yes	No	Extensively	Occasionally	Seldom	Most	Occasionally	Seldom
30. Assure that student understands reason for punishment being administered	57	0	49	5	1	39	12	2
31. Make sure punishment is not too harsh or unjust	56	1	43	7	2	33	13	2
32. Implementation of good daily lesson plan helps maintain good laboratory discipline	53	4	39	13	4	36	15	4
33. Tests given as punishment for student misconduct	19	38	0	2	28	0	4	26
34. Daily written assignment given as punishment for student misconduct	20	37	0	3	28	0	5	26
35. Teacher constantly alert for any misconduct in laboratory	54	3	45	6	1	34	15	2
36. In extreme cases, arrange with principal to permanently remove student with chronic discipline problem from laboratory . .	51	7	11	12	27	26	12	12

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