

**MAJOR DISCIPLINE PROBLEMS
REPORTED BY STUDENT TEACHERS**

BY

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MAJOR DISCIPLINE PROBLEMS REPORTED
BY STUDENT TEACHERS

A Research Paper
Presented to
the Graduate Council of
Austin Peay State University

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in Education

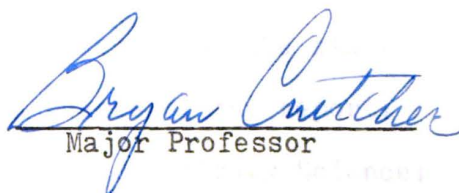
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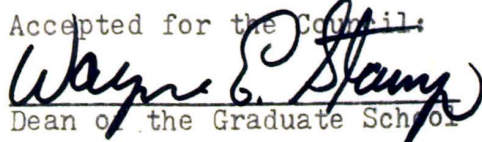
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To the Graduate Council:

I am submitting herewith a Research Paper written by Norma Jean Brown entitled "Major Discipline Problems Reported by Student Teachers." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Arts in Education, with a major in Curriculum and Instruction.


Major Professor

Accepted for the Council:

Dean of the Graduate School

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Chapter 1

STATEMENT OF THE PROBLEM

Most educators agree that effective control of the learning situation is not only desirable but necessary. Very little of importance can ever be learned where chaos exists.

Many recent studies reported the importance of discipline. Kolson reported that the major problem of teachers with five or less years of experience was discipline.¹ De Zafra maintained that the careers of many potentially fine teachers suffered because of pupil discipline.² Ragan stated that the major cause of failure among beginning teachers was their inability to cope with discipline problems.³ Michaelis and Dumas stated that many student teachers and beginning teachers report classroom

¹Clifford J. Kolson, "The Student Teacher and Discipline," Peabody Journal of Education, 35:156-59, November, 1957.

²Carlos de Zafra, Jr., Elizabeth B. Mitchell, and Richard L. Berndt, Effective Classroom Discipline (New York: Mohawk Press, 1964), p. 4.

³William B. Ragan, Teaching America's Children (New York: Holt, Rinehart, and Winston, 1961), p. 277.

discipline problems crucial enough to interfere with effective teaching.⁴

Kolson held that it was useless to tell student teachers that they must keep control without giving them any means of achieving this task. He felt that definite practical suggestions should be given to these beginning teachers "to prevent the loss of potentially fine teachers, because they were unable to control the learning situation."⁵ In order to better prepare teachers for their future careers, Bond asserted that teacher education institutions needed to devote more time to analyzing "specific behaviors and personal qualities" involved in teacher-pupil relationships.⁶

In view of these findings, it was the purpose of this study to determine why beginning teachers have difficulty with discipline in the classroom, what the major problems were, and what suggestions do student teachers need to avoid discipline problems.

⁴John U. Michaelis and Enoch Dumas, The Student Teacher in the Elementary School (2d. ed.; Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1960), p. 117.

⁵Kolson, op. cit., p. 156

⁶Jesse A. Bond, "Analysis of Observed Traits of Teachers Who Were Rated Superior in School Discipline," Journal of Educational Research, 45:507-16, March, 1952.

IMPORTANCE OF THE STUDY

The importance of this study lies in the fact that teachers must know effective discipline techniques as well as have an abundant knowledge of subject matter. It was hoped that this information would aid beginning teachers in their quest for a better teaching situation.

ASSUMPTIONS

From past experience as a beginning teacher, the writer assumed that beginning teachers tended to have more discipline problems than experienced teachers. It was assumed that student teachers were able to report on questionnaires the discipline problems they had encountered while teaching, and it was also assumed that they answered truthfully.

LIMITATIONS OF THE STUDY

This study was limited to the student teachers of Austin Peay State University who taught during the Fall Quarter from September to December, 1968. The small number of studies written about discipline problems limited the report.

DEFINITION OF TERMS

School discipline. School discipline pertains to the specific degree and types of order in a particular

school or the means by which that order is achieved; the maintaining of conditions which would contribute to the maximum achievement of the functions of the school.⁷

Misbehavior. The term misbehavior applies to pupil behavior that indicates opposition to authority, antagonism to established standards of society concerning neatness, decency, or routine, failure to do schoolwork, or insufficient integrity.⁸

Misconduct. Misconduct of the pupil is an expression which means the "violation of implied or established rules" controlling student behavior in school.⁹

SOURCE OF THE DATA

The data for this study were obtained from questionnaires completed by seventy student teachers from Austin Peay State University who taught during the Fall Quarter of 1968.

ORGANIZATION OF THE STUDY

The data were arranged in tables to make the information more readily understood.

⁷Carter V. Good (ed.), Dictionary of Education (New York: McGraw-Hill Book Co., Inc., 1945), p. 135.

⁸Ibid.

⁹Ibid.

Chapter 1 discussed the problem of the study. Chapter 2 contained a review of the literature, and Chapter 3 reported the treatment and analysis of the data. Chapter 4 gave a summary and conclusions drawn from the study.

A copy of the questionnaires used are contained in the appendix.

Chapter 2

REVIEW OF THE LITERATURE

The fabled incantations of witches practicing black magic could scarcely have evoked a more dread fascination than the subject of discipline. One has but to utter this word softly in educational circles, and the cauldrons of opinion, argument, and despair begin bubbling ominously.¹

This quotation represents the consensus of the writers surveyed.

TRADITIONAL VIEWS ON CLASSROOM DISCIPLINE

The management of classroom discipline in colonial schools, idealistic in philosophy, was closely associated with the theological beliefs of that era. The Puritan religion insisted that children were "conceived in iniquity and born in sin," and the proponents believed that the "rod of correction," properly administered by the schoolmaster was all that would save them. In fact, that familiar

¹William J. Gnagey, Controlling Classroom Misbehavior (Washington, D.C.: National Education Association, 1965) p. 3.

expression, "to beat the devil out of them," actually had a literal meaning in those days.²

Dunce caps and whipping posts were familiar equipment to the colonial educational environment. Strict discipline was even stressed to the extent that the New England colonies passed laws permitting young people to be put to death because of disobedience to parents.³

Gradually, certain minority sects such as the Quakers came out with more liberal religious views. They maintained that children must not be expected to live up to strict adult standards. Instead, they emphasized methods based upon love rather than fear, of sympathy and understanding, and of positive motivations of interest in a greater variety of activities instead of mere rote memorization of subject matter. This was perhaps setting the stage for the modern view that children vary in aptitudes and interests, and that instructors should make allowances for these individual differences.⁴

In Europe such men as Rousseau, Locke, and Pestalozzi were advancing the idea that man was neither born good nor bad; but it was his environment which

²William B. Ragan, Teaching America's Children (New York: Holt, Rinehart and Winston, 1961), p. 50.

³Ibid.

⁴Freeman R. Butts, A History of Education in American Culture (Henry Holt and Company: New York, 1953), p. 71.

determined what he was. Therefore, a classroom based on these principles would be based on kindness and love rather than fear.⁵

The early nineteenth century was the setting for the typical one-room school. A variety of age groups attended, and instruction was primarily on an individual basis. The schoolmaster would sit in the center of the room while one student after the other came up, gave his recitation, was rewarded with a smile or a blow, and returned to his seat. As might be expected, discipline was a problem, and the inadequate facilities only aggravated the situation.⁶

CURRENT VIEWS AND PRACTICES

A change in education came with the beginning of the nineteenth century. About the same time that Idealism began its decline, another educational philosophy, Experimentalism, whose founder was John Dewey, achieved major educational importance.⁷

Dewey's philosophy viewed the child as an "active being" with his own ideas to communicate, his own desires

⁵Ibid., pp. 218-19.

⁶Butts, op. cit., pp. 492-94.

⁷Kenneth Hansen, Public Education in American Society (2d ed.; Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1963), pp. 17-18.

to create, to build things, and to communicate.⁸ The type of discipline that Experimentalism upheld was self-discipline by which students learned to control themselves in the classroom. The children, themselves, set up rules by which they were governed. This type of discipline emphasized intrinsic control rather than external control.⁹

Another philosophy which also gained popularity after the 1930's was Realism, which asserted that it was the school's function to pass on society's accepted values and truths as well as its scientific facts. It was, therefore, the teacher's duty to see that children obtained this fundamental knowledge, regardless of what method was necessary.¹⁰

During the 1920's and 1930's, the traditional school program received much criticism from the supporters of the modern educational movement; but, as the 1940's and 1950's made their appearance, other critics complained that schools were neglecting the three R's, that they were too soft on students, and that modern methods were producing a group of undisciplined, bad mannered ruffians. The evidence from research, however, clearly supported the sound, modern, teaching methods.¹¹

⁸Butts, op. cit., pp. 345-47.

⁹Van Cleve Morris, Philosophy and the American School (Boston: Houghton Mifflin Co., 1961), p. 427.

¹⁰Butts, op cit., pp. 492-94.

¹¹Ibid., p. 542.

It is obvious from the preceding research, that the philosophy of discipline has made a distinct change in the past 300 years. From the concept of a child born in sin, who needed the "rod of correction," the concept has changed to a more sympathetic attitude toward the child. Teachers, therefore, started giving more concern to guidance and helping the child learn the degree of self-control and responsibility appropriate to his stage of development.¹²

As a consequence, now, more allowance is made for individual variations, as it has been realized that everyone is not the same, that we all vary in intelligence and physical development.¹³

PROBLEMS OF THE BEGINNING TEACHER

Kolson attempted to analyze the discipline problems of the student teacher. It was found that their problems could be grouped into three categories: (1) "those caused by the situation, (2) those caused by inexperience, and (3) those caused by the student teacher."¹⁴

¹²Merle M. Ohlsen, Guidance Services in the Public Schools, ed. Willard B. Spalding (New York: Harcourt, Brace, and World, 1964), p. 395.

¹³Chester W. Harris (ed.), "Concepts of Discipline," Encyclopedia of Educational Research (New York: The Macmillan Co., 1960), pp. 381-82.

¹⁴Clifford J. Kolson, "The Student Teacher and Discipline," Peabody Journal of Education, 35:156-59, November, 1957.

No matter how well prepared any student teacher might be, they may still have classroom discipline problems due to the fact that they do not have complete authority. Children considered the student teacher a type of "straw-boss." Even though he was an authority figure, he lacked the "power to make misbehavior unprofitable." Consequently, those children who had home problems realized that the student teacher was a good one on which to take out their troubles and hostilities.¹⁵

The second major category of discipline problems was the result of inexperience. The experienced teacher, less burdened by anxiety and more confident in presenting the lesson plan than the beginner, gave most of his attention to the students' reactions. Conversely, the student teacher gave most of his attention to the sequence of the lesson plan; and he did not as readily discern the symptoms of a developing trouble area. This made the job of correcting the situation much harder than it might otherwise have been.¹⁶

A third main class of discipline problems was concerned with those created by the student teacher. One cause of a teacher's failure to control the learning situation was brought about when the student teacher was hesitant

¹⁵Ibid.

¹⁶Ibid.

to correct a child because of his fear that the pupil would not like him.¹⁷

The misbehavior continued until, sooner or later, the student pushed the teacher too far. Then, as the student teacher attempted to correct the situation, the last child felt he was being done a grave injustice, and that the teacher was against him, as several others did the same thing and were not corrected.¹⁸

SUGGESTIONS FROM THE LITERATURE

Contrary to popular belief, there is a panacea to the discipline problem. Actually, there are two: (1) expulsion, and (2) the Harry Flotz method.¹⁹

Expulsion

Many people feel that if the chronic discipline problems were eliminated from the classroom that the entire problem would be solved. Merely expelling the class cut-ups, clowns, and the truants was the solution offered.

There was one problem involved here. It has always been "democracy's dream" that every child have a good, free education. Teachers, also, argued that this method

¹⁷Kolson, op. cit., 157-59.

¹⁸Ibid.

¹⁹Anna B. Darden (comp.), Byrns L. Darden School Policy Manual for Third Grade Teachers (unpublished handbook used by staff of Byrns L. Darden School, 1967).

defeated their whole purpose, as the very ones who were expelled were the ones who needed to be in school the most.²⁰

The Harry Flotz Method

When Harry Flotz was hired to teach in Virginia City, Nevada, hearing that his class would be hard to handle, he came well-equipped. When one of the students whispered to another, he whipped out his revolver, pointed it directly at the student and said, "Don't do that again. I never give a second warning." In spite of its straightforwardness, this method, also, had a serious handicap. It was against the law. Most of the research on discipline has failed to offer a definite panacea. There are, however, many positive approaches and techniques which, when properly employed, will contribute to a better learning situation.²¹

Other Methods

The writer found many suggestions in the literature, for solutions to discipline problems in the classroom. All the following list was compiled from these suggestions.

1. Arrive at school a few minutes early so you can take care of routine matters before the pupils arrive.²²

²⁰Ibid.

²¹Ibid.

²²Raymond H. Harrison and Lawrence E. Gowin, The Elementary Teacher in Action (San Francisco: Wadsworth Publishing Company, 1958), pp. 137-38.

2. Begin your class when the bell rings.
3. Teach students things which are interesting to them.
4. Be enthusiastic.²³
5. Begin with tight control, which can be relaxed as students show the needed responsibility.²⁴
6. Never assign extra homework as punishment.
7. Stick to the rule that only one person speaks at a time.
8. Avoid making threats or predicting definite punishments.
9. Identify yourself with your group.
10. Don't punish the group because of something an individual does.
11. Don't belittle students' fads.
12. Never argue with your pupils.
13. Never make "deals." When you resort to this, students may feel that they are controlling you.
14. Reject unacceptable behavior, but never reject a pupil.
15. Praise your class when they merit it.
16. Keep a sense of humor.
17. Act your age.

²³Carlos de Zafra, Elizabeth B. Mitchell, and Richard L. Berndt, Effective Classroom Discipline (New York: Mohawk Press, 1964), pp. 8-9.

²⁴Alfred H. Buschhorn, Discipline: How to Get It and How to Keep It (New Jersey: Buschhorn, 1965), pp. 1-9.

18. Give your pupils a chance to see you as someone other than a teacher by associating with them in school functions outside the classroom.
19. Don't be afraid to admit it when you are wrong.
20. Try to solve your own discipline problems without sending them all to the principal.²⁵
21. Never demand the impossible.
22. Be consistent.²⁶
23. Try to cultivate a pleasant but firm tone of voice.
24. Don't be too quick to diagnose.
25. "Listen more than you talk. You may learn something."²⁷
26. Never do something which may make a student feel that he is an outsider.²⁸
27. Strive for a well-organized, congenial atmosphere in the classroom.²⁹

²⁵De Zafra, op cit., pp. 12-20.

²⁶Mildred S. Fenner, "A Student Says," Journal of the National Education Association, 45:344, September, 1956.

²⁷Emery Stoops, Classroom Personalities (New Jersey: Economics Press, 1961), p. 40.

²⁸Donald Snygg, "Discipline," Childhood Education, 30:258-59, February, 1955.

²⁹Guides for Pupil Conduct (Washington, D.C.: National Education Association, n.d.).

28. Let children help to make their own rules for behavior in the classroom.
29. Keep the students involved in stimulating activities which will leave no time for misbehavior.
30. Help each child to be both a leader and follower.
31. Help each child to have an activity in which he can succeed.
32. Remember that misbehavior is "energy directed into the wrong channels." The solution to this problem involves "redirection rather than suppression."³⁰
33. Pace the group in order to contribute to good discipline.³¹
34. Establish certain routines early in the year for such things as passing out papers, sharpening pencils, and going to the lavatory.³²
35. Make wise seating arrangements, for this contributes to good discipline.
36. Postpone the penalty until both parties can view the behavior objectively. Never punish a pupil while

³⁰Frances Holliday, "A Positive Approach to School Discipline," Journal of the National Education Association, 50:25-26, April, 1961.

³¹Ruth Cunningham, et al., "Group Discipline," Journal of the National Education Association, 27:34-35, January, 1949.

³²William J. Gnagey, Controlling Classroom Misbehavior (Washington, D.C.: National Education Association, 1965), p. 7.

you are angry.

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37. Do an unexpected kindness for a chronic mis-behaver; this may cause the child to suddenly drop his hostility.

38. Concentrate on the leader when the entire group seems prone to misbehavior. If you can gain his respect, you may recover control of your group.

39. never punish a child in a way that you would object to being punished.

40. Attempt to fit the punishment to the child as well as to the offense.

41. Have a chronic offender write his parents a letter telling them about his behavior and his future intentions. Then have him return the letter with both parents signatures.³³

42. Separate your troublemakers.³⁴

43. Keep careful records if you are bothered with stealing in your room. This may prevent loss of books and equipment.

If stealing continues and the culprit is identified, speak to him privately. Show your disappointment and

³³Carlos de Zafra, Jr., Elizabeth B. Mitchell, and Richard L. Berndt, Effective Classroom Discipline (New York: Mohawk Press, 1964), pp. 24-28.

³⁴John and Lavona Dunsworth and Emery Stoops, "Room Arrangement," Discipline, 115:2-3, December 10, 1968.

concern, and most of all let him know you blame his action "on lack of understanding not lack of character." Serious cases should be referred to the principal or a psychologist.³⁵

44. Avoid being shocked by profanity and obscenity, as pupils do it mostly to "show off." Show your disappointment and emphasize that thoughtful people avoid profanity as a "matter of good manners."³⁶

45. Never use study periods as a time to catch up on routine matters such as grading papers. Be ready to help any student who needs help.³⁷

46. Use the group as a positive force in setting up room standards. Ask pupils' opinions concerning problems which arise.³⁸

47. Develop your own collection of "time-fillers," to use during the moments you have left after recess and before going home.³⁹

³⁵John and Lavona Dunsworth, and Emery Stoops, "Stealing," Discipline, 116:1-8, December 25, 1968.

³⁶John and Lavona Dunsworth, and Emery Stoops, "Profanity and Obscenity," Discipline, 120:1-8, February 25, 1969.

³⁷John and Lavona Dunsworth, and Emery Stoops, "Study Periods," Discipline, 125:1-8, May 10, 1969.

³⁸John and Lavona Dunsworth, and Emery Stoops, "Using the Group," Discipline, 118:1-8, January 25, 1969.

³⁹John and Lavona Dunsworth, and Emery Stoops, "Tricks of the Trade," Discipline, 119:1-8, February 10, 1969.

48. Be "on your toes," and don't try to conduct your class from behind a desk.⁴⁰

SUMMARY

Chapter 2 contains a review of the literature concerning discipline. The traditional views of discipline and their harsh methods are first to be discussed, followed by a discussion of certain minority sects who came out with more liberal views regarding discipline. Then, a description of the early nineteenth century one-room school follows.

The next topic to be taken up is current views and practices, which contains brief discussions of Dewey's contributions to more modern views of discipline for children; the criticism of the 1920's and 1930's toward traditional methods; the later criticism of the newer methods during the 1940's and 1950's; Kolson's analysis of the problems of the beginning teacher; and a lengthy list of suggestions concerning discipline developed from the research.

⁴⁰ John and Lavona Dunsworth, and Emery Stoops, "On Your Toes," Discipline, 124:1-8, April 24, 1969.

Chapter 3

PRESENTATION OF THE DATA

During November of the Fall Quarter of 1968, seventy student teachers from Austin Peay were given a survey on student behavior problems. These student teachers were selected because they were available and met the needs of the study.

Several of the items on the survey (see page 22) were from Michaelis and Dumas' book, The Student Teacher in the Elementary School, the rest were the author's own ideas. The survey contained twenty-one discipline problems with three categories following each item. These categories were called areas of difficulty, and student teachers were asked to read the problems on the survey list and check one of the boxes beside each item, thus indicating whether they had had no, little, or much difficulty with each area of discipline described.

These surveys were checked during student-teacher seminars and returned to the author, but it was explained that this data would in no way affect the participants' grades.

The results were tabulated in the number of responses and percentages (see Tables 1 and 2, pages 22 and 24); these were arranged in descending order. The report of the data appears as follows: Table 3, which contains areas

marked much difficulty; Table 4, for little difficulty; and Table 5, for no difficulty. All these data are reported in the percentage of responses.

Table 1

Tabulated Responses for Each Item on the Survey of
Student Behavior Problems

		<u>Please check one area of difficulty</u>		
		None	Little	Much
1.	Coarse or boisterous behavior when entering the room.....	10	42	18
*2.	Loud noise and confusion when it is time to begin a class period....	10	45	15
*3.	Rushing and pushing when dismissed.....	13	38	19
*4.	Undue commotion during study or activity periods.....	20	41	9
*5.	Inattention, shouting, and pushing while supplies or books are being distributed.....	26	37	7
6.	Talking.....	2	36	32
7.	Throwing things.....	48	20	2
8.	Breaking general regulations.....	16	49	5
9.	Practical jokes.....	36	31	3
10.	Property damage.....	47	22	1
11.	Chewing gum.....	33	31	6
12.	Accidents.....	40	28	2
*13.	Disobedience, defiance, and bad manners.....	13	47	10
*14.	Rudeness or profanity.....	26	39	5
*15.	Tattling.....	25	26	19
16.	Cheating.....	20	47	3
*17.	Stealing.....	48	19	3
18.	Unexcused absence..... (Tardiness or truancy)	24	35	11

Table 1 (continued)

*19. Temper tantrums.....	44	23	3
20. Physical attack.....	39	29	2
21. Writing or passing notes.....	33	34	3
Others: (Please list)			
(None)			

*John U. Michaelis and Enoch Dumas, The Student Teacher in the Elementary School (New Jersey: Prentice-Hall, Inc., 1960), pp. 134-39.

Table 2

Reported Responses in Percentage for Each Item
on the Survey of Student Behavior Problems

		Please check one <u>area of difficulty</u>		
		None	Little	Much
1.	Coarse or boisterous behavior when entering the room.....	14	60	26
*2.	Loud noise and confusion when it is time to begin a class period...14		64	22
*3.	Rushing and pushing when dismissed.....	19	54	27
*4.	Undue commotion during study or activity periods.....	29	59	12
*5.	Inattention, shouting, and pushing while supplies or books are being distributed.....	37	53	10
6.	Talking.....	3	51	46
7.	Throwing things.....	68	29	3
8.	Breaking general regulations.....	23	70	7
9.	Practical jokes.....	52	44	4
10.	Property damage.....	67	31	2
11.	Chewing gum.....	47	44	9
12.	Accidents.....	57	40	3
*13.	Disobedience, defiance, and bad manners.....	19	67	14
*14.	Rudeness or profanity.....	37	56	7
*15.	Tattling.....	36	37	27
16.	Cheating.....	29	67	4
*17.	Stealing.....	69	27	4
18.	Unexcused absence..... (Tardiness or truancy)	34	50	16

Table 2 (continued)

*19. Temper tantrums.....	63	33	4
20. Physical attack.....	56	41	3
21. Writing or passing notes.....	47	49	4
Others: (Please list)			
(None)			

*John U. Michaelis and Enoch Dumas, The Student Teacher in the Elementary School (New Jersey: Prentice-Hall, Inc., 1960), pp. 134-39.

Much Difficulty

The items marked much difficulty marked in the order of their appearance on the survey are as follows: (6) Talking--forty-six percent; (3) Pushing and (15) Tattling--twenty-seven percent each; (1) Boisterous behavior--twenty-six percent; (2) Loud noise--twenty-two percent; (18) Truancy--sixteen percent; (13) Disobedience--fourteen percent; (4) Undue commotion--twelve percent; (5) Inattention--ten percent; (11) Chewing gum--nine percent; (14) Rudeness and (8) Breaking rules--seven percent each; (21) Writing notes, (19) Tantrums, (17) Stealing, (16) Cheating, and (9) Practical jokes--four percent each; (20) Physical attack, (12) Accidents, and (27) Throwing things--three percent each; and (10) Property damage--two percent. See Table 3 on page 27 for a table containing this data.

Little Difficulty

The items marked little difficulty marked in the order of their appearance on the survey are as follows: (8) Breaking rules--seventy percent; (16) Cheating and (13) Disobedience--sixty-seven percent; (2) Loud noise--sixty-four percent; (1) Boisterous behavior--sixty percent; (4) Undue commotion--fifty-nine percent; (14) Rudeness--fifty-six percent; (3) Pushing--fifty-four percent; (5) Inattention--fifty-three percent; (6) Talking--fifty-one percent; (18) Truancy--fifty percent; (21) Passing notes--forty-nine percent; (11) Chewing gum and (9) Practical jokes--forty-four percent; (20) Physical attack--forty-one percent; (12)

Accidents--forty percent; (15) Tattling--thirty-seven percent; (19) Tantrums--thirty-three percent; (10) Property damage--thirty-one percent; (7) Throwing things--twenty-nine percent; and (17) Stealing--twenty-seven percent. Refer to Table 4 on page 28 for a table containing this data.

No Difficulty

The following items marked no difficulty marked in the order that they appeared on the survey are as follows: (17) Stealing--sixty-nine percent; (7) Throwing things--sixty-eight percent; (10) Property damage--sixty-seven percent; (19) Tantrums--sixty-three percent; (12) Accidents--fifty-seven percent; (20) Physical attack--fifty-six percent; (9) Practical jokes--fifty-two percent; (21) Passing notes and (11) Chewing gum--forty-seven percent; (14) Rudeness and (5) Inattention--thirty-seven percent; (15) Tattling--thirty-six percent; (18) Truancy--thirty-four percent; (16) Cheating and (14) Undue commotion--twenty-nine percent; (8) Breaking rules--twenty-three percent; (13) Disobedience and (3) Rushing--nineteen percent; (12) Loud noise and (10) Boisterous behavior--fourteen percent; and (6) Talking--three percent. Refer to Table 5 on page 29 for a table containing this data.

The results indicated the items checked by student teachers as the discipline problems with which they had much difficulty were: (6) Talking--forty-six percent; (3) Pushing and (15) Tattling--twenty-seven percent; (1) Boisterous behavior--twenty-six percent; (2) Loud noise--twenty-two percent; and (18) Truancy--sixteen percent.

Table 3

Student Behavior Problems Causing Much Difficulty Ranked
According to Responses and Percentages in
Descending Order

Behavior Problems	Number of Responses	Percentages
Talking	32	46
Tattling	19	27
Pushing	19	27
Boisterous behavior	18	26
Loud noise	15	22
Truancy	11	16
Disobedience	10	14
Undue commotion	9	12
Inattention	7	10
Chewing gum	6	9
Rudeness	5	7
Breaking general rules	5	7
Writing notes	3	4
Tantrums	3	4
Stealing	3	4
Cheating	3	4
Practical jokes	3	4
Physical attack	2	3
Accidents	2	3
Throwing things	2	3
Property damage	1	2

Table 4

Student Behavior Problems Causing Little Difficulty Ranked
According to Responses and Percentages in
Descending Order

Behavior Problems	Number of Responses	Percentages
Breaking general rules	49	70
Cheating	47	67
Disobedience	47	67
Loud noise	45	64
Boisterous behavior	42	60
Undue commotion	41	59
Rudeness	39	56
Pushing	38	54
Inattention	37	53
Talking	36	51
Truancy	35	50
Passing notes	34	49
Chewing gum	31	44
Practical jokes	31	44
Physical attack	29	41
Accidents	28	40
Tattling	26	37
Tantrums	23	33
Property damage	22	31
Throwing things	20	29
Stealing	19	27

Table 5

Student Behavior Problems Causing No Difficulty Ranked
According to Responses and Percentages in
Descending Order

Behavior Problems	Number of Responses	Percentages
Stealing	48	69
Throwing things	48	68
Property damage	47	67
Tantrums	44	63
Accidents	40	57
Physical attack	39	56
Practical jokes	36	52
Passing notes	33	47
Chewing gum	33	47
Rudeness	26	37
Inattention	26	37
Tattling	25	36
Truancy	24	34
Cheating	20	29
Undue commotion	20	29
Breaking general rules	16	23
Disobedience	13	19
Rushing	13	19
Loud noise	10	14
Boisterous behavior	10	14
Talking	2	3

Chapter 4

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS FOR FURTHER STUDY

The following contains a summary of the study, in conclusions of the writer, and recommendations for further study.

SUMMARY

The purpose of this study was to determine why beginning teachers have difficulty with discipline in the classroom, what the major problems were, and what suggestions do student teachers need to avoid discipline problems. Student teachers from Austin Peay State University who taught during the Fall Quarter of 1968 were the seventy participants in the study.

Information was obtained from these student teachers by the use of survey sheets listing twenty-one areas of probably difficulty of student behavior problems.

CONCLUSIONS

This study agreed with much of the literature which indicated that student teachers do have problems with classroom discipline. It was hoped, however, that from the

suggestions, student teachers might find some items which may prove helpful to them in their teaching.

RECOMMENDATIONS FOR FURTHER STUDY

As classroom discipline greatly concerns student teachers, it is recommended that further study be done in this field. It would be interesting to give student teachers access to these suggestions and to give a follow-up survey to determine if the preceding suggestions were helpful, and to see what additional suggestions they might add or delete from this list.

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PLEASE CHECK ONE
AREA OF DIFFICULTY

None Little Much

APPENDIX

APPENDIX

SURVEY OF STUDENT BEHAVIOR PROBLEMS

Please check one
area of difficulty

- | | None | Little | Much |
|---|------|--------|------|
| 1. Coarse or boisterous behavior when entering the room..... | | | |
| *2. Loud noise and confusion when it is time to begin a class period... | | | |
| *3. Rushing and pushing when dismissed..... | | | |
| *4. Undue commotion during study or activity periods..... | | | |
| *5. Inattention, shouting, and pushing while supplies or books are being distributed..... | | | |
| 6. Talking..... | | | |
| 7. Throwing things..... | | | |
| 8. Breaking general regulations..... | | | |
| 9. Practical jokes..... | | | |
| 10. Property damage..... | | | |
| 11. Chewing gum..... | | | |
| 12. Accidents..... | | | |
| *13. Disobedience, defiance, and bad manners..... | | | |
| *14. Rudeness or profanity..... | | | |
| *15. Tattling..... | | | |
| 16. Cheating..... | | | |
| *17. Stealing..... | | | |

18. Unexcused absence.....
(Tardiness or truancy)
- *19. Temper tantrums.....
20. Physical attack.....
21. Writing or passing notes.....
- Others: (Please list)

*John U. Michaelis and Enoch Dumas, The Student Teacher in the Elementary School (New Jersey: Prentice-Hall, Inc., 1960), pp. 134-39.