

SELECTED AFFECTIVE AND COGNITIVE CHARACTERISTICS
OF STUDENT DISCIPLINARY OFFENDERS

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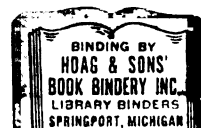


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ABSTRACT

SELECTED AFFECTIVE AND COGNITIVE CHARACTERISTICS OF STUDENT DISCIPLINARY OFFENDERS

by Emery J. Cummins

This study was concerned with cognitive and affective characteristics which distinguish the student disciplinary offender from the non-offender and which differentiate among the four main categories of disciplinary offenses. These categories included 1) Very severe disciplinary offense, 2) Severe disciplinary offense, 3) Moderately severe disciplinary offense, and 4) Disciplinary offense of minor severity. Rating into these categories was done by the three chief student personnel administrators at Michigan State University.

The instruments used to measure cognitive characteristics were the College Qualification Test and the Test of Critical Thinking. Those used to measure affective characteristics were the Inventory of Beliefs, Rokeach's Dogmatism Scale, and the Differential Values Inventory.

A control group, matched on the basis of College Qualification Test (total) score and Socio-Economic-Educational Index score, was selected with which to compare the disciplinary group.

The writer hypothesized that the disciplinary

offender would tend to be more flexible, less dogmatic, and hold a more emergent value system than the non-disciplinary offender. Conversely, the non-disciplinary student would tend to be less flexible, more dogmatic, and hold a more traditional value system.

Regarding the different categories of disciplinary offenders, the writer hypothesized that there would be no significant differences among them.

With regard to cognitive characteristics, no differences were predicted either between or among groups.

The data generally supported hypotheses relating to cognitive characteristics between disciplinary offenders and non-disciplinary offenders. Also supported were the hypotheses relating to differences among the four groups of disciplinary offenders.

It was found that on the affective measures the disciplinary and non-disciplinary students did not differ significantly. This led the writer to conclude that disciplinary students are essentially similar to non-disciplinary students with regard to those factors measured by the instruments used in this study. That is, they are not more flexible, less dogmatic, nor do they hold more emergent value systems than the non-offenders. This could lead to the possibility that differences between these students may be due more to environmental factors than cognitive and affective characteristics.

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OF STUDENT DISCIPLINARY OFFENDERS**

by

Emery J. Cummins, II

A THESIS

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CHAPTER I

INTRODUCTION

Our knowledge about the kind of college student who becomes involved in disciplinary situations is largely conjectural. Relatively little research has been devoted to the task of identifying this student. Educators are becoming increasingly aware of the fact that an institution's disciplinary program can play an important part in the total development of the individual. Costar (9:2-3) writes:

Providing a positive kind of assistance for students who demonstrate undesirable forms of behavior is now considered to be an important function of most colleges and universities. Whether or not schools are effective in carrying out this activity is dependent upon the possession of a comprehensive understanding of the unique educational needs of these students.

Williamson (35) emphasizes the need to approach discipline as a normal part of the ongoing educational program. It is his contention that rehabilitation should be an integral part of education and should not be looked upon as an undesirable chore.

If these observations are valid, then it logically follows that more information about disciplinary students would aid greatly in the development of both prevention and rehabilitation.

Statement of the Problem

The essential problem of this investigation was to study differences between disciplinary and non-disciplinary students and to examine differences among disciplinary students with regard to selected cognitive and affective characteristics.

Rationale and Purpose of the Study

The writer felt that a study of this nature was needed because of the lack of information regarding the disciplinary offender. Methods are not available at the present time which allow us to identify ahead of time who the disciplinary offenders will be. With information of this nature, it would be feasible to predict the potential offenders before they committed the offense.

If the disciplinary student is markedly different from the non-disciplinary student, and if these differences can be identified early in the student's career, preventive measures may be taken. If, however, he is essentially the same in his cognitive and affective characteristics, other methods will have to be devised in order to identify him.

The problem now is that we really don't know in which ways he is different from or similar to the non-disciplinary student. Until more information is gathered, it will remain difficult to identify him ahead of time.

Most university administrators are interested more in preventing than treating offenses.

The purpose of this study, then, was to investigate whether the disciplinary offender tends to be more flexible, less dogmatic, and have a more emergent value system than the non-disciplinary student. In order to do this, three steps were employed. 1) Systematic steps were taken to isolate selected cognitive and affective factors which differentiate the disciplinary offender from other students at Michigan State University. 2) An effort was made to discover differences among the students involved in disciplinary situations of varying degrees of severity. 3) The writer analyzed the nature and extent of these differences and drew conclusions which may assist those who are involved in this aspect of the educational program. A more detailed explanation of these steps is found in the section dealing with hypotheses to be tested.

Definition of Terms and Disciplinary Labels

The author is using the following terms and labels as defined below:

Cognitive characteristics: those characteristics dealing primarily with intellectual ability. These include verbal skills, numerical skills, and general information as well as the ability to think critically. In this study they are measured by the College

Qualification Test and the Test of Critical Thinking, Form G.

Affective characteristics: those characteristics dealing in the areas of attitudes and values. This study is specifically concerned with the flexibility and/or inflexibility of belief systems as measured by the Inventory of Beliefs, Form 1; the degree of dogmatism and authoritarianism as measured by Rokeach's Dogmatism Scale, Form E; and value orientation (traditional vs. emergent) as measured by the Differential Values Inventory.

Disciplinary offender: a student who is referred to the office of the Dean of Students for disciplinary action.

Disciplinary situation: a situation that arises as a result of a student's being referred to the office of the Dean of Students.

Warning probation: this action does not restrict the activities of an individual, but the student is removed from good standing as a student. He then has an opportunity to modify his behavior before more serious action is necessary.

Disciplinary probation: the restriction of this action is the same as that of Strict disciplinary probation (see below) with the exception that this is not placed on the student's transcript.

Strict disciplinary probation: this action

indicates that a person is permitted to remain at the university in spite of some violation of the established standards of conduct. Particular privileges are lost and specific restrictions are applied for an indefinite period of time.

Suspension: this action indicates that a person is administratively withdrawn from the university for an indefinite period of time.

Disciplinary offense of minor severity: an offense which would warrant a verbal reprimand and/or warning probation.

Moderately severe disciplinary offense: an offense which would warrant probation with limitations curtailing some of the student's privileges.

Severe disciplinary offense: an offense which would warrant either suspension from the university or strict disciplinary probation, depending on the student's background and the circumstances surrounding the case.

Very severe disciplinary offense: an offense which would warrant either suspension from the university or a permanent hold on registration; if the case involved civil authorities, the student would be turned over to them.

The writer will frequently refer to the entire group of disciplinary offenders as "the offender". This is done generically, and is not meant to be taken in an individual sense.

CHAPTER II

REVIEW OF THE LITERATURE

There is a notable lack of literature dealing with the nature of the disciplinary student at the college level. Much that is written tends to reflect the particular views of a given writer and lacks a background of research. One of the reasons for this may be the uniqueness of the rules and regulations in each institution. A student who is a disciplinary problem at one school is not necessarily a problem at another. Drinking in one's room at one institution may be a suspension offense; at another, it may result in probation; and in still another, it may be an accepted practice. Depending on the nature of the institution, whether it be private, church-related, public, having most students in residence or having most students commute, the rules and regulations vary considerably. However, this does not mean that research cannot be done. We must start somewhere, and what follows is a breakdown of related published studies, which will serve as a foundation for this research effort.

Discipline is sometimes thought of as the enforcement of external standards with which the offender may or may not agree. Although most educators would agree that this is necessary, they would not want to put the emphasis on this aspect of discipline. Costar (9) stated that in

almost every published article since 1920 dealing with discipline the emphasis is upon the desirability of programs which "emphasize the education and rehabilitation of students instead of punishment and coercion." Many of the more recent educators and administrators, such as Mueller (19), Coleman (5), and Peiffer and Walker (21), express an attitude towards discipline similar to that of Clark, Hagie, and Landrus (4):

Discipline at its best is not a negative list of 'thou shalt nots' enforced by standardized or unusual punishment, but rather, it is a positive process of learning and development achieved through responsible participation in real life situations.

Problem of Defining the Disciplinary Offense

This section is composed of studies which establish the fact that the "disciplinary offense" is not a well-defined concept. Disciplinary offenses vary widely from institution to institution, and for this reason it is difficult to research adequately in this area. Any conclusions which might arise from this study must be taken in this light.

Conway (6) studied 312 institutions of higher learning in the North Central Association in an attempt to find out how disciplinary problems were being handled. He thought it significant that only 218 of the institutions answered the questionnaire he sent out, but from those returned he found three major types of disciplinary

situations: those arising from scholastic difficulties, academic dishonesty, and social misconduct. Students tended to fall short of university expectations most often in the area of social misconduct.

Social misconduct is, of course, defined by each institution. The diversity of institutional criteria for misconduct is well stated by Levine and Pines (17):

Rules have relaxed to the point where boys and girls at one co-educational college in the Midwest, for instance, are allowed to spend the night in sleeping bags in an adjoining park, as long as five students are present--a supposedly magic figure; on the other hand, the colleges severely penalize anyone who gets caught in 'illicit sexual relations'. One young man and woman were suspended from the same college recently--despite the fact that both were in excellent academic standing--for producing a baby only six months after they were married.

Other colleges...have a wide and rather comical array of regulations about who may visit a student dormitory, where (in downstairs lounges, called 'passion pits', or in student rooms), when, and how (doors open, lights on, four feet on the floor). While the boys are given considerable freedom, the girls' dormitories impose strict curfews--which occasionally backfire, as when girls stay out all night rather than be punished for coming in too late. A number of schools go so far as to outlaw student-owned cars, at least for freshmen (sometimes for lack of parking facilities, as well as for moral reasons, to be sure). If nothing else, such restrictions may succeed in obstructing ordinary friendly relationships.

It can be readily seen that social misconduct is determined almost entirely by the set of rules and regulations which the institution has established. Unfortunately, many of these rules and regulations were set

up years ago in a different social and cultural setting, and it is becoming increasingly difficult to justify them to our current student population. Many of the existing regulations have little or no relevance to the present university situation. Seward (27) writes:

We need to gain perspective on the learning opportunities of discipline and recognize that our concern goes beyond the act itself to the attitude behind the behavior. A re-examination of the teachings of psychology in regard to learning will be useful to us in realizing the involvement of learning with discipline.

It should be noted here that changing rules and regulations is no easy task. Pressures from parents, citizens, boards of control, special interest groups, faculty, legislature, and other agencies make it extremely difficult to revise existing regulations. Clark, Hagie, and Landrus (4) advocated the necessity for students to play an important part in the establishing and maintaining of standards of conduct.

It would seem that some basic principles should be established before revising rules and regulations. They should be part of a theoretical framework, not a patchwork system consisting mainly of stopgap measures. The aims and objectives of the institution should be incorporated into this framework as well. Whitaker (32) reported the results of a faculty committee which was assigned the task of drawing up some principles around which rules and regulations could be revised:

1. It is generally agreed by students of the problem that honesty is not a general characteristic. A person may be completely honest in one situation or circumstance and not in another.
2. The right attitude or thinking will usually lead to right action or response to a situation. However, the individual must have the experience of responding properly in a given situation in order that he may develop a habit of being honest. His attitude or point of view needs to be reinforced by a well-established habit.
3. The purpose or goal of our approach must be to develop those ideals, attitudes, and habits which will enable a person to become a responsible, self-directed individual.
4. Youth is much concerned about acceptance in his peer group, and any plan that has success potential must recognize this fact. It becomes imperative, therefore, that an effort be made to create a proper climate of opinion in various student organizations and groups as well as among the student body at large.

This is, in a sense, combining discipline and guidance in such a way that the disciplinary program, or system of rules and regulations, becomes a part of the student's overall educational experience. Williamson (33) defines three goals of what he calls "disciplinary counseling;" the first is that of rehabilitating disciplinary offenders; second, the prevention of misbehavior through counseling to achieve an inner-control of self; third, the modification of unbridled individualism. He goes on to explain:

License to develop as one wishes could result in chaos from the standpoint of membership in a group or a society. And what we want in

counseling is surely not individualism run wild under the guise of optimum development. Rather do we seek to help the individual to develop the optimum measure of his self-determination and self control within the necessary limitations and influences imposed by membership of individuals in groups of other individuals.

Not all faculties or administrative officers would necessarily agree with the conclusions of Williamson, but whether they agree or not they should have their own set of principles by which to operate. The disciplinary offense must be defined in terms of a larger code if it is to have meaning to the student, and it must have meaning to the student if it is to have any educational value.

Truitt (31) conducted structured interviews with the disciplinary officers in each of the Big Ten universities and found that these administrators agreed that the university should accept the responsibility for the total development of each student. This, concluded Truitt, includes the disciplinary program, and it should be given a priority in keeping with the other programs of the university.

The Disciplinary Offense Perceived by Parents, Administrators, and Students

Not only do differences of opinion regarding discipline occur between universities, but within universities as well. The following studies report some of these differences in terms of administrative, parental, and

student attitudes toward discipline. Again, let it be understood that we are dealing with a fluid concept, and the boundaries are not well defined.

Prusok (24) found that, in general, student personnel administrators held more punitive attitudes toward disciplinary offenses than did either students or their parents. The exceptions were situations involving disorderly conduct, alcoholic beverages, and violation of probation; in these cases parents held the most punitive attitudes. Students held the least punitive attitudes on all situations but one, alcoholic beverages, where they were between parents and student personnel administrators. The list of hypothetical cases tested consisted of the following:

Unapproved housing	Assorted misconduct
Illegal mass activity	Alcoholic beverages
Disorderly conduct	Academic or related offenses
Theft	Automobile cases
Gambling	Violation of probation and miscellaneous offenses
Misuse of privileges and fraud	

Prusok also found that women students generally tend to be less punitive than men in their views toward disciplinary offenses. He concluded that these findings indicate a need for more student involvement in the disciplinary process.

Murray (20) conducted a study to find the particular areas in which students were encountering personal difficulties because of conflicts and tensions. He found

that the major sources of difficulty grew out of poor teacher-pupil relationships, low grade-point averages, negative encounters with dormitory regulations, and unsatisfactory heterosexual relationships.

An interesting study was done by Anderson and Dvorak (2) in which three generations, grandparents, parents, and college students, were compared. It was found that college students differ from parents and grandparents in the standards on which they base their conduct in that they prefer the standards of prudence and esthetics to those of right and wrong. This conclusion is at least partially supported by the work of another writer, (13) who studied a group of Pennsylvania State University students and concluded the following:

Students support standards which severely condemn stealing and cheating....Students do not support strong policies against the use of alcohol.

Williamson (33) wrote that the individual involved in disciplinary situations usually presents a hostile attitude to the counselor, even to the point of vociferous protest against "dictatorial, arbitrary, unilateral, and even 'unconstitutional' interference with his 'private life,' especially in the case of sex offenses.

Factors Contributing to Student Disciplinary Offenses

Although the research in this area is sparse, the following efforts do tell us something about the nature of

the disciplinary offender. Costar (9) studied the academic records of all students admitted to Michigan State University in 1953 and subsequently reported to the Dean of Students office for disciplinary action during the next four years. No significant differences were found between disciplinary and non-disciplinary students regarding scholastic aptitude or academic major. However, the grade-point averages of the disciplinary students were lower than the grade-point averages of the non-disciplinary students throughout the four-year college program. These differences were significant in nine of the twelve terms. It is interesting to note that no significant differences were found among the disciplinary students for the two quarters before and the two quarters following the term in which the offense was committed. Costar concluded that disciplinary students are not as well-adjusted academically as their non-disciplinary counterparts during the four-year college period.

Silverman (29), in a disciplinary study done in the public schools, found six factors which cause undesirable individual conduct:

1. Dissatisfaction in the work process
2. Emotional unrest in interpersonal relations
3. Disturbances in group climate
4. Mistakes in organization and group leadership
5. Emotional strain and sudden change

6. The composition of the group

These factors certainly relate to the college situation as well.

In a study done in conjunction with the U.S. Office of Education, Goldman (12) studied some of the factors which caused vandalism in a given city. These factors seemed relevant to the writer and are included below:

1. Low socio-economic status and high instability of the student
2. Change and instability in the school
3. Low interest in the academic program and low personal identification with the school
4. Weak administration; students not involved in planning school programs

Theoretical Considerations

Some of the recent studies on prejudice have indicated that certain behavioral traits are manifest in several personality syndromes. Among those high scorers on the F Scale, which was devised by Adorno and his associates, (1:759-62) there are several types of individuals. The authoritarian syndrome is closest to the overall description of this group.

It was hypothesized that authoritarianism was a variable with its own dimensions and could be investigated and quantified. According to Adorno, the authoritarian person "achieves his own social adjustment only by taking

pleasure in obedience and subordination." The other most frequent syndrome occurring among high scorers on the F Scale is the conventional type. Concerning him Adorno (1:756) writes, "Acceptance of prevailing standards is more important than is discontent."

Several theoretical considerations grow out of the instruments used in this study. For example, Rokeach (26:121-23) attempted to correlate his Dogmatism Scale with the F Scale and found that people who score relatively high on one test tend to score relatively high on the other as well. Correlations ranged from .54 to .77. (A high score on the Dogmatism Scale indicates a high degree of dogmatism). From this we would expect to find that students scoring high on the Dogmatism Scale would manifest some of the characteristics of the person scoring high on the F Scale. However, the converse is not as easily established. Adorno (1:771-83) found that the low scorers on the F Scale were not as easily typed as the high scorers; he also found that there were greater differences among the low scorers. In general, there are indications that the syndromes of the low-scoring group are more loosely connected than those of the high-scorers. This might suggest that the disciplinary student would be more difficult to identify because of his greater syndrome diversity.

The Inventory of Beliefs was another instrument used in this study and is a measure of stereotypy of-

beliefs. The instrument purports to identify those whose belief systems are independent, adaptive, and non-stereotypic as against those whose belief systems are defensive, conforming, resistant, and immature. (7)

Lehmann and Ikenberry (16:56) report correlations between the Inventory of Beliefs and Rokeach's Dogmatism Scale of $-.63$ for males and $-.61$ for females. The negative correlations are due to scoring procedures only. A high score on the Dogmatism Scale represents a high degree of dogmatism, while a low score on the Inventory of Beliefs represents a high degree of stereotypy. The two concepts are positively related. From this we might expect that students scoring high on the Dogmatism Scale would also demonstrate stereotypic belief systems.

The Differential Values Inventory scores were also analyzed. As described by Prince (23) this is a measure of emergent vs. traditional values. Traditional values are defined as placing a greater emphasis on personal respectability, self-denial, individualism, and a willingness to sacrifice present needs for future rewards. In contrast to this, persons with emergent value orientations place greater emphasis on ability to get along with others over individuality. These persons place greater value on today and worry less about tomorrow.

Since the rules and regulations of a university generally reflect traditional societal values, we might

expect that the disciplinary offender would most likely score high on the emergent value scale and low on the traditional value scale because of his needs for immediate, here and now, gratification and group acceptance.

From the considerations mentioned above, we might expect that the more conventional, authoritarian, or dogmatic student is less likely to become involved in disciplinary problems because of his relative acceptance of the traditional bases on which the rules and regulations are established. Conversely, the less conventional, more individualistic student is more likely to find himself in trouble with the university because he may disagree with the rules and regulations.

Summary of Review of the Literature

We have seen from this review that the treatment of discipline can and does vary from institution to institution. Although most educators and student personnel administrators agree that discipline should be integrated into the total educational program, not all can agree on the means for accomplishing this.

It seems apparent that parents, administrators, and students all perceive the disciplinary situation in a different light. This may be due in part to the fact that standards of conduct have not been thoroughly reviewed at many campuses for several years and it may also be indicative of a general lack of communication among these

differing groups.

Little information is available concerning the disciplinary offender himself. Some reasons have been offered to explain the causal factors behind undesirable behavior, but we know little about the type of person who becomes involved. The work of Adorno (1) may cast some light upon this problem, but specific research in the area of college discipline is needed before conclusions may be drawn.

CHAPTER III

HYPOTHESES AND LIMITATIONS OF THE STUDY

Hypotheses to be Tested

General Hypothesis

Stated in general terms, the writer is hypothesizing that the disciplinary offender tends to be more flexible, less dogmatic, and holds a more emergent value system than the non-disciplinary offender. Conversely, the non-disciplinary student tends to be less flexible, more dogmatic, and holds a more traditional value system.

Regarding the different types of disciplinary offenders, the writer is hypothesizing that there are no significant differences among them.

Operational Hypotheses Related to Differences Between Disciplinary and Non-Disciplinary Students

1. There is no significant difference in critical thinking ability as measured by the Test of Critical Thinking, Form G, between those involved in disciplinary offenses and those not involved in disciplinary offenses.

2. Those involved in disciplinary offenses score higher (are more flexible) on the inventory of Beliefs, Form I, than those not involved in disciplinary offenses.

3. Those involved in disciplinary offenses score lower (are less dogmatic) on Rokeach's Dogmatism Scale, Form E, than those not involved in disciplinary offenses.

4. Those involved in disciplinary offenses have more emergent values as measured by the Differential Values Inventory than those not involved in disciplinary offenses.

Operational Hypotheses Related to Differences Among Disciplinary Students

5. There is no significant difference in academic ability as measured by the College Qualification Test among those students classified into four groups of disciplinary offenses.

6. There is no significant difference in critical thinking ability as measured by the Test of Critical Thinking, Form G, among those four classifications of disciplinary offenses.

7. There is no significant difference in flexibility as measured by the Inventory of Beliefs, Form I, among those four classifications of disciplinary offenses.

8. There is no significant difference in degree of dogmatism as measured by Rokeach's Dogmatism Scale, Form E, among those four classifications of disciplinary offenses.

9. There is no significant difference in value orientation as measured by the Differential Values Inventory among those four classifications of disciplinary offenses.

The confidence level for those hypotheses was set at the .05 level of significance.

Limitations and Scope of the Study

This study will be concerned only with those students who were referred to the office of the Dean of Students for disciplinary action. Students who may have been disciplinary problems in other areas of the campus community cannot be included because of the inadequacy of existing records. The writer realizes that many students escaped being sent to the dean's office only because they were not caught, and this shortcoming must be recognized.

The study will not be able to account for those students who might have been disciplinary offenders but who withdrew from the university before becoming involved.

A limitation which is inherent in the research tools, should be mentioned. Instruments measuring attitudes and values are, at best, approximations, and we would be well-advised to work within the confines of this limitation and temper our conclusions accordingly.

Since only students matriculating at Michigan State University were tested, this restricted population is also a limitation. Foreign and transfer students were not included. Any inferences made from the results in this study will have to take into account the nature of the student population at a large, state-supported university.

An additional limitation involves the classification of disciplinary offenders into four groups. These groupings are not discrete, but for purposes of analysis

they were made so. The ratings of the judges also constitute a limitation. Three administrators at Michigan State University determined which offenses fell into each classification, and the rather low reliability of these ratings cannot be ignored and is another factor which must temper our conclusions. This is discussed more thoroughly in Chapter IV.

CHAPTER IV

PROCEDURE AND METHODOLOGY

This chapter deals with the population and samples used in the study, the instruments used to measure cognitive and affective characteristics, a description of data collection techniques, and the statistical procedures used.

Population and Samples Used in the Study

The entire freshman class entering Michigan State University in the fall term, 1958, constituted the population from which the sample was drawn. The only exceptions to this include those who transferred to Michigan State University from another institution, foreign students, and those for whom usable test data was not obtained. The population consisted of 2,746 students, 1,436 males and 1,310 females. This particular class was the subject of a large-scale investigation carried out by Lehmann and Dressel (15) and supported by the U.S. Office of Education.

Definition of the Population

More complete information concerning the population can be found in a preliminary study by Lehmann and Ikenberry (16:19). Following is their summary which describes a profile based on majority responses to a biographical questionnaire.

He is 18 years of age, single and Protestant. Prior to enrolling at Michigan State, he lived most of his life in a community with a population of under 100,000. He attended a public high school that had less than 200 students in the graduating class and ranked in the upper half of his class. While at high school he participated (in a moderate sense) in the activities offered. Both his parents are native born and had high school or some college education. His father's occupation would be classed in the middle socio-economic stratum. His mother is a housewife and his father holds only one job. His parental relationship is good. While going through college, he is primarily dependent upon his family for financial support. He would like and expects to attend college for four years and he chooses to major in a technical or vocationally oriented curricula (sic) rather than just get a broad general education in the humanities or social sciences. He is presently living in a dormitory on campus.

Selection of the Sample

The sample was selected from the disciplinary files in the office of the Dean of Students. Of the 2,746 students, all who were referred for disciplinary action were included in the sample. This consisted of 95 males and 49 females.

Classification of the Sample

The writer read the disciplinary reports of all students referred to the office of the Dean of Students. These reports were then classified into twenty-eight different categories of disciplinary offenses.¹

¹ See Appendix A.

1. Very severe disciplinary offense
2. Severe disciplinary offense
3. Moderately severe disciplinary offense
4. Disciplinary offense of minor severity

Since the three chief student personnel administrators at Michigan State University were in the best position to judge the relative severity of each disciplinary offense, the writer chose them to rank each disciplinary case into one of four categories. These judges include the Dean of Students, Associate Dean of Students, and Assistant Dean of Students, who collectively represent over twenty years of experience in student personnel work. None of them was directly involved in the disciplinary situations that are part of this study.

The three deans were asked to rate these offenses according to the existing rules and regulations of Michigan State University. When they were returned, the writer determined the consensus for each of the twenty-eight categories and assigned the appropriate rating to each of the disciplinary offenders. For example, if two raters chose category 2 and one chose category 3, the consensus would fall on category 2. If the raters each chose a different category, the middle category chosen would be selected. This procedure made it possible to differentiate among the various types of disciplinary situations.

Reliability coefficients were computed for the

three deans. The Dean of Students is represented as 1, the Associate Dean of Students as 2, and the Assistant Dean of Students as 3.

$$r_{1.2} = .441$$

$$r_{1.3} = .503$$

$$r_{2.3} = .646$$

It is evident that these reliability coefficients are not as high as could be desired. However, as pointed out in the literature review, agreement on this kind of data is not easily obtained. Since these three deans are in the best possible position to evaluate discipline at this university, these ratings were used in spite of the low coefficients. This will certainly have to be taken into account when drawing conclusions.

Instruments Used in the Study

The following instruments were used in this study: Measures of cognitive characteristics included 1) the College Qualification Test and 2) the Test of Critical Thinking, Form G. Measures of affective characteristics included 1) the Inventory of Beliefs, Form I, 2) Rokeach's Dogmatism Scale, Form E, and 3) the Differential Values Inventory. Further, when matching the disciplinary group against a non-disciplinary group, the Social Status Index was used in order to control for factors relating to socioeconomic status.

The College Qualification Tests (3) consists of three tests of ability which yield three individual scores as well as a comprehensive total score. This instrument was designed to serve as an indicator of college success as measured by grade-point average. The three areas into which the test is divided are verbal facility, numerical ability, and general information.

The verbal section includes seventy-five vocabulary items, fifty of which ask for identification of synonyms, and twenty-five of which ask for identification of antonyms. The time limit on this section is fifteen minutes.

The numerical section includes fifty items, which are taken from arithmetic, algebra, and geometry. It purports to measure conceptual ability rather than computational or clerical speed. The time limit on this test is thirty-five minutes.

The general information section consists of seventy-five items from broad general categories dealing with such subjects as physical science, biological science, and chemistry, as well as history, economics, geography, and government. The time limit is thirty minutes.

The total score represents the sum of the raw scores of the three sections. This is generally used more than any of the three individual scores because of its greater predictive power.

Concerning reliability, the test manual reports a split-half reliability of .97 for males and .96 for females.

Using the data collected from the population studied by Lehmann and Dressel (16), the reliability of the CQT was .93 as measured by the Kuder-Richardson formula 20.

The Test of Critical Thinking, Form G, was developed in the Cooperative Study of Evaluation in General Education, (8). In this test, the emphasis is placed on problem-solving ability. In order to measure this aspect of critical thinking, the questions were designed to measure the ability to achieve the following tasks: (8)

1. Recognize the existence of a problem
2. Define the problem
3. Select information pertinent to its solution
4. Recognize assumptions
5. Make hypotheses
6. Draw conclusions
7. Judge the validity of the conclusions
8. Evaluate the conclusions in life situations

The Test of Critical Thinking manual indicated a reliability ranging from .71 to .89. This was based on split-half reliability, comparing the odd with the even items.

Using the population of the study conducted by Lehmann and Dressel (16) the Kuder-Richardson formula 20 showed a reliability coefficient of .79.

The Inventory of Beliefs, Form I, was developed by the Inter-College Committee on Attitudes, Values, and

Personal Adjustment of the Cooperative Study of Evaluation
in General Education. (10)

This measure contains 120 pseudo-rational, cliché-like statements. Students respond by means of a four-point scale: strongly agree, agree, disagree, strongly disagree.

High scorers, or those who reject a majority of the statements in the Inventory of Beliefs, are thought to have belief systems which are independent, adaptive, and non-stereotypic. Low scorers are more likely to be characterized as defensive, conforming, resistant, and stereotyped in beliefs at an immature level. (7)

The following table was reported by Lehmann and Ikenberry (16:56)

Table 1. An Intercorrelation Matrix of the Inventory of Beliefs, Rokeach's Dogmatism Scale, and College Qualification Test for Male and Female Freshman Students

	Rokeach's Dogmatism Scale *		College Qualification Test	
	Male	Female	Male	Female
Inventory of Beliefs	-.63	-.61	.33	.28
Rokeach's Dogmatism Scale			-.19	-.16

*The negative correlations between the Inventory of Beliefs and Rokeach's Dogmatism Scale are resultant from the scoring procedure. The "concepts" of stereotypy and dogmatism are positively related.

This table indicates that the Inventory of Beliefs is related to the College Qualification Test, but not nearly so much as to Rokeach's Dogmatism Scale. We can conclude, therefore, that although the factors measured by the Inventory of Beliefs are not independent of cognitive factors, they are much more closely related to the affective factors measured by Rokeach's Dogmatism Scale.

The Inventory of Beliefs manual (7) reports reliability estimates ranging from coefficients of .69 to .95 with a median coefficient of .86.

A reliability of .84 was found when the Kuder-Richardson formula 20 was applied to the data of the population which Dressel and Lehmann tested. (16)

Rokeach's Dogmatism Scale, Form E, was developed by Milton Rokeach as a measure of general authoritarianism, general intolerance, and openness of belief systems.

The Dogmatism Scale, Form E, contains forty dogmatic statements, to which the subject is asked to indicate agreement on a six-point scale, -3 to +3, with the zero point excluded in order to force responses toward agreement or disagreement. (26)

Following is Rokeach's definition of dogmatism:
(25:5)

(Dogmatism) represents a total ideological defense against threat and at the same time a cognitive framework for satisfying one's need to know and comprehend the world one lives in. In other words, dogmatic thinking and believing makes it possible to ward off threatening aspects of reality and at the same time gives one the satisfaction of feeling that one understands it.

Table 1 indicates the relationship between the Dogmatism Scale and the Inventory of Beliefs. Since these scales were constructed independently, and purport to measure related traits, the rather high correlations tend to support the claim for validity of both measures.

Even-odd reliability coefficients for the Dogmatism Scale of .84 for males and .85 for females were reported by Plant, Minium, and Myers. (22)

An internal consistency reliability of .76 was found using the population of Lehmann and Dressel. (16)

The Differential Values Inventory, developed by Prince (23), attempts to measure the relative weights of four "traditional" value orientations, including the following:

1. Puritan morality
2. Individualism
3. Work-success ethic
4. Future-time orientation

and four "emergent" value orientations including:

1. Sociability
2. Conformity
3. Moral relativity
4. Present-time orientation

These categories were originally set forth by Spindler.
(30)

As developed by Prince, high traditional values place high value on personal respectability, thrift, self-denial, respect for elders; valuing hard work as good in itself and necessary for success; placing individual

ideas and desires above those of the group; willing to sacrifice present needs for future satisfaction and reward.

Emergent value orientation emphasizes the ability to get along with others over individuality. This system questions absolutes and accepts group-determined morality. The present is valued over the future.

The Differential Values Inventory contains sixty-four items, each pitting one traditional value over an emerging value. The subject is forced to choose between the two.

In validating this measure, Prince found that parochial high school students are more traditional than public high school students, and parochial high school teachers are more traditional than public high school teachers. Teachers, he found, are more traditional in both school settings than are students. Administrators are more traditional than teachers, and older teachers are more traditional than younger teachers.

Using the population from which the sample in this study was drawn, Lehmann and Ikenberry (16) found that students aspiring toward more than four years of college were more traditional than those aspiring toward four years or less. They also found that students from rural homes were more traditional than students from urban homes.

Using the Kuder-Richardson formula 20, the reliability coefficient came out to .75 in the population

studied by Lehmann and Dressel. (16)

The evidence for validity and reliability in the Differential Values Inventory is not as extensive as in other measures used in this study, but the research done to this point shows it to have more evidences of validity and reliability than most value instruments available.

The Socio-Economic-Educational Index was developed by Ikenberry and reported in Lehmann and Ikenberry. (16:96) In developing this index, he used the occupational rating scale developed by Hatt and North in assigning a point value to the fathers' occupations.

Regarding educational levels of fathers and mothers, point values were given according to the following scheme:

<u>Points</u>	<u>Category</u>
1	If attended grade school (grades 1 to 8) but did not finish
2	If completed grade school through grade 8
3	If attended high school (grades 9 to 12) but did not finish
4	If graduated from high school
5	If attended college but did not graduate
6	If graduated from college
7	If attended graduate school or professional school but did <u>not</u> attain a graduate or professional degree
8	If graduated from graduate or professional school

A single socio-economic-educational index score was obtained by combining the three variables--occupational prestige rating of father, educational level of father, and educational level of mother--through the use of factor analysis.

Lehmann and Ikenberry report the following correlation coefficients of each of the three variables with the first factor as follows:

Educational level of the father	.786
Educational level of the mother	.584
Occupational prestige rating of the father	.731

The formula used to transform the raw scores into the socio-economic-educational index score is listed in Appendix B.

Collection of the Data

Prior to registration all entering freshmen at Michigan State University are required to take a battery of psychological tests during Orientation Week. The College Qualification Tests, M.S.U. Reading Test, and M.S.U. Arithmetic Test are normally administered to all new students. In addition to these, the measures used in this study were given in the fall of 1958. All scores used in this study were gathered prior to the opening of school in the same year.

The disciplinary data was collected by examining the files for the period from September 1958 through June 1962. Among the males, the offenses occurred during the following years:

Freshman	40
Sophomore	33
Junior	14
Senior	8

Among the females, the offenses occurred as follows:

Freshman	17
Sophomore	14
Junior	8
Senior	10

It is evident that the great majority (72%) of offenders committed their offenses during the first two years of college. Since this is the case, predictive instruments would be most helpful in attempting to prevent disciplinary situations from occurring early in the student's college career.

Statistical Procedures Used in the Study

In order to account for two important variables affecting student behavior--scholastic ability and socioeconomic background--a control group was selected from the population with which to compare the experimental group. An identical number of male and female control subjects were chosen, each corresponding with a member of the disciplinary group on the basis of College Qualification Test (total) score and Social Index score.

This study attempted to accomplish two basic tasks; namely, to make comparisons between the observed differences or similarities of the disciplinary group and the non-disciplinary group and to investigate differences or

similarities among the four types of disciplinary offenders within the disciplinary group.

After matching the disciplinary students with non-disciplinary students according to the two variables mentioned above, the analysis of variance, as described in Edwards (11:117-21), was used to test for significant differences between each group. Hypothesis 1, stated in null form, is tested according to the two-tailed table. Hypotheses 2, 3, and 4 are all directional and are tested against the one-tailed table. The analysis of variance was used because the data was readily adaptable to it, and it is more powerful than comparable non-parametric techniques.

The hypotheses concerning differences among the four types of disciplinary offenders were tested by using Fisher's analysis of variance, as described in Edwards.

Data for male and female students were analyzed separately for two reasons. One, Lehmann & Dressel (15) found that male and female students differed significantly both in cognitive and affective characteristics. Two, disciplinary referral procedures vary for males and females.

Summary

The population from which the sample was drawn consisted of all entering freshmen at Michigan State

University in the fall of 1958, except for a small number for which usable test data was not obtained.

The sample was made up of all those students from that population who were referred to the office of the Dean of Students for disciplinary action during the next four years. The sample was classified on the basis of severity of the disciplinary offense, and this classification was made by the Dean of Students, Associate Dean of Students, and Assistant Dean of Students.

The instruments used are measures of certain affective and cognitive characteristics. The latter included the College Qualification Test and the Test of Critical Thinking, Form G; the former included the Inventory of Beliefs, Form I, Rokeach's Dogmatism Scale, Form E, and the Differential Values Inventory.

The Socio-Economic-Educational Index, devised by Ikenberry, was used in selecting a control group with which to match the experimental group.

The data from which this study was derived was made available by Lehmann and Dressel and was collected from the entering freshman class of 1958 at Michigan State University.

The statistical procedure used in the study was the analysis of variance as described in Edwards. (11) Data for males and females were analyzed separately due to previously demonstrated differences in both cognitive and

affective characteristics. Differences in referral procedures also indicated differential analysis.

CHAPTER V

ANALYSIS OF THE DATA

The analysis of the data is presented in two parts. First, differences between disciplinary and non-disciplinary students are analyzed; second, differences among the four types of disciplinary students are examined. For reasons mentioned previously, data for male and female students are analyzed separately. The confidence level in this study was established at the .05 level.

Differences Between Disciplinary and Non-Disciplinary Students

In order to accurately analyze differences between disciplinary and non-disciplinary students, a matched group of non-disciplinary students was selected. This selection was made on the basis of academic aptitude and socio-economic background. Randomized selection of a control group was considered, but it was decided that academic aptitude and socio-economic background were too much related to attitudes and values to be left to chance. The control group is, then, virtually identical to the experimental group with regard to these two variables.

The analysis of variance technique was then applied to the data, and the results are reported on the following pages. Table 2 reports the means and standard deviations

Table 2. Means and Standard Deviations of Disciplinary and Non-Disciplinary Group Scores on Cognitive and Affective Measures

	Disciplinary Group				Non-Disciplinary Group			
	Males		Females		Males		Females	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
Inventory of Beliefs	59.15	12.95	63.31	13.29	62.03	14.15	64.14	13.08
Test of Critical Thinking	31.35	7.07	32.02	6.32	29.86	7.32	30.88	6.05
Differential Values Inventory	33.86	7.19	31.20	6.11	34.26	6.23	33.59	7.25
Dogmatism Scale	109.24	22.41	160.35	24.84	171.06	26.92	162.65	21.35

N males = 95
 N females = 49
 N total males = 190
 N total females = 98

for both males and females on the Test of Critical Thinking, Inventory of Beliefs, Dogmatism Scale, and Differential Values Inventory.

Table 3 indicates the means and standard deviations for the population from which the sample was drawn as reported by Lehmann and Dressel. (15:27)

It is evident from a comparison of mean scores that the non-disciplinary group does not appear to differ sharply from the total population in these measures.

Cognitive Factor

Test of Critical Thinking

It was hypothesized that there was no difference in critical thinking ability as measured by the Test of Critical Thinking between disciplinary students and non-disciplinary students. This hypothesis was borne out in the data. Tables 4 and 5 show the results of the analysis of variance for both males and females on the Test of Critical Thinking.

Since the groups were matched on the basis of CQT (total) score, no significant difference on this mean test was expected. However, the writer tested for differences in spite of this because he felt that if there was a variation in scores, it would be worth knowing. As indicated in Tables 4 and 5, no differences were found.

Table 3. Means and Standard Deviations for the Cognitive and Affective Measures on the Freshman Year Pre-Test

Test	Mean*		S.D.	
	Males	Females	Males	Females
CQT - Total Score	126.46	116.47	26.28	24.65
Test of Critical Thinking	31.51	31.29	7.18	7.15
Inventory of Beliefs	62.86	64.77	14.08	12.84
Dogmatism Scale	168.19	163.56	25.36	25.47
DVI - Traditional Values	34.67	33.59	6.93	6.99

*N_{males} = 1,436

N_{females} = 1,310

N_{total} = 2,746

Table 4. Analysis of Variance for Disciplinary and Non-Disciplinary Males - Test of Critical Thinking

Source of Variance	Sum of Squares	Degrees of Freedom	Mean Square	F
Between Groups	104.64	1	104.64	2.02
Within Groups	9730.76	188	51.76	
Total	9835.40	189		

$$P \{ F \leq .05 \} = 3.84$$

Table 5. Analysis of Variance for Disciplinary and Non-Disciplinary Females - Test of Critical Thinking

Source of Variance	Sum of Squares	Degrees of Freedom	Mean Square	F
Between Groups	31.99	1	31.99	.84
Within Groups	3674.24	96	38.27	
Total	3706.23	97		

$$P \{ F \leq .05 \} = 3.84$$

Affective Factors

1. Inventory of Beliefs

It was hypothesized that the disciplinary students would score higher than the non-disciplinary students on the Inventory of Beliefs. That is to say, the disciplinary students would tend to be more independent, adaptive, and non-stereotypic, while the non-disciplinary students would

tend to be more defensive, conforming, resistant, and stereotypic in beliefs. This hypothesis was based in part on the research reported by Adorno (1) and Rokeach (25) concerning authoritarianism.

This was not evident in the data. Differences for both males and females were found to be non-significant. Tables 6 and 7 report the findings.

Although not predicted, this raises some interesting questions concerning this aspect of the disciplinary offender. If in fact his belief system is no less conforming than that of the non-disciplinary student, there may be other factors in his particular environment which contributed to his becoming involved. His relationship with certain students may play a part in this. Special circumstances totally unrelated to his belief system may have caused him to break the rules. Tension built up as a result of academic or personal problems may have been responsible. Belief systems could also change in the course of one or two years. Scores compared were collected prior to the first year of college.

Whatever the cause, it would be difficult to build a case on the disciplinary student's problem lying in an independent, non-conforming belief system. The data does not appear to support this contention.

Table 6. Analysis of Variance for Disciplinary and Non-Disciplinary Males - Inventory of Beliefs

Source of Variance	Sum of Squares	Degrees of Freedom	Mean Square	F
Between Groups	395.14	1	395.14	2.15
Within Groups	34606.84	188	184.08	
Total	35001.98	189		

$$P \{ F \leq .05 \} = 2.69$$

Table 7. Analysis of Variance for Disciplinary and Non-Disciplinary Females - Inventory of Beliefs

Source of Variance	Sum of Squares	Degrees of Freedom	Mean Square	F
Between Groups	17.15	1	17.15	.10
Within Groups	16690.41	96	173.86	
Total	16707.56	97		

$$P \{ F \leq .05 \} = 2.69$$

2. Rokeach's Dogmatism Scale

It was hypothesized that the disciplinary students would score lower on the Dogmatism Scale than the non-disciplinary students, indicating that they were not as authoritarian or intolerant. This hypothesis was based largely on the research reported by Adorno (1) and Rokeach. (26)

The data did not show this to be true. No significant differences were found among either males or females.

This poses another interesting finding. From this analysis it would appear that no appreciable difference in dogmatism exists between disciplinary and non-disciplinary students. The fact that a student is a disciplinary offender may not, then, indicate that he necessarily lacks those attributes Adorno and his associates (1) link with authoritarianism. This may lead us to the speculation that he (the offender) may not necessarily be acting on the principle of non-conformity, but may be acting merely on the expediency of the moment. However, the fact that he commits a disciplinary offense indicates some degree of non-conformity. This particular instrument evidently does not measure it.

Table 8. Analysis of Variance for Disciplinary and Non-Disciplinary Males - Dogmatism Scale

Source of Variance	Sum of Squares	Degrees of Freedom	Mean Square	F
Between Groups	157.52	1	157.12	.26
Within Groups	115323.05	188	613.42	
Total	115480.57	189		

$$P \{ F \leq .05 \} = 2.69$$

Table 9. Analysis of Variance for Disciplinary and Non-Disciplinary Females - Dogmatism Scale

Source of Variance	Sum of Squares	Degrees of Freedom	Mean Square	F
Between Groups	454.30	1	454.30	.85
Within Groups	51492.20	96	536.38	
Total	51946.50	97		

$$P \{ F \leq .05 \} = 2.69$$

From the theoretical base of this study the writer felt that the disciplinary offender would have more emergent values than the non-disciplinary student. From this, it was assumed that part of the reason underlying the disciplinary problem was the discrepancy in value systems. This was not supported in the data for men (see Table 10), and may suggest the following possibilities.

First, the relative value system of the disciplinary offender may not play as important a part in the disciplinary problem as might have been expected. In terms of this instrument, we may be dealing with students whose values are similar to those of the general student population.

Second, if there are values that differentiate between offenders and non-offenders they are not measured on this particular instrument. It may be that the traditional vs. emergent dichotomy does not apply here.

Among the women, however, we can accept the hypothesis that the values of the disciplinary women are significantly different from those of the non-disciplinary women. ($p = .05$) That is, the disciplinary women have a more emergent value system than the non-disciplinary women.

This discrepancy between the sexes illustrates the inherent differences between men and women. The dynamics of misbehavior may vary considerably between the sexes, and preventive disciplinary procedures must take this into account.

Table 10. Analysis of Variance for Disciplinary and Non-Disciplinary Males - Differential Values Inventory

Source of Variance	Sum of Squares	Degrees of Freedom	Mean Square	F
Between Groups	7.60	1	7.60	.17
Within Groups	3509.64	133	45.26	
Total	3517.24	139		

$$P \{ F \leq .05 \} = 2.69$$

Table 11. Analysis of Variance for Disciplinary and Non-Disciplinary Females - Differential Values Inventory

Source of Variance	Sum of Squares	Degrees of Freedom	Mean Square	F
Between Groups	139.68	1	139.68	3.11
Within Groups	4317.79	96	44.98	
Total	4457.47	97		

$$P \{ F \leq .05 \} = 2.69$$

This concludes the section dealing with differences between disciplinary offenders and non-disciplinary offenders. In general, the hypotheses set forth were accepted in the cognitive area and rejected in the affective area. The section which follows reports the analysis of differences among disciplinary students.

Differences Among Disciplinary Students

As reported in Chapter III, the disciplinary offenders were classified into four categories by the three chief student personnel administrators at Michigan State University. The categories are:

1. Very severe disciplinary offense
2. Severe disciplinary offense
3. Moderately severe disciplinary offense
4. Disciplinary offense of minor severity

An analysis of variance was computed separately for males and females on five different measures, two cognitive and three affective. It should be noted here that among the females, only one subject was rated in the first category. Since this was not sufficient to meet the requirements of the analysis of variance, the writer combined groups one and two by adding the single subject to group two. Among the females, then, only three groups are compared.

The fact that only one female was rated in category one poses some interesting questions. The writer mentioned previously that women were more likely than men

to be referred to the dean's office for minor offenses. Yet almost twice as many men than women were referred-- 95 men, 49 women--in spite of the fact that the population included 1,436 males and 1,310 females. The disproportionate share of males leads one to speculate that women tend to conform to the rules and regulations more readily than do men, even though women's regulations are stricter.

All hypotheses regarding differences among disciplinary offenders were stated in null form because there was no basis for stating them otherwise. The reason for analyzing them at all was to investigate the possibility that disciplinary students might differ in degree with regard to either cognitive or affective characteristics. A difference in one of these areas might enable us to predict which students might be prone to certain types of misbehavior. Differences in cognitive or affective characteristics might, for example, imply the use of personal counseling as a preventive measure.

Tables 12 and 13 indicate the mean and standard deviation for each group within the male and female offenders respectively.

Cognitive Factors

1. College Qualification Test

Hypotheses concerning cognitive factors among disciplinary students were stated in null form for lack of a rationale for predicting directions. An analysis of

the College Qualification Test scores showed no significant differences among either males or females. Tables 14 and 15 report these analyses.

Findings on Tables 14 and 15 are not surprising in the light of past research. Costar (9) found no significant differences in scholastic aptitude among disciplinary students, and there appears to be no basis for assuming otherwise. There were, however, some observed differences among the males on the Test of Critical Thinking. Tables 16 and 17 report the analyses of variance for both males and females on this test.

2. Test of Critical Thinking

The F score in Table 16 is significant at the .05 level of confidence. This finding is unexpected on two counts: no differences were observed among the female disciplinary offenders in Table 17, and no differences were observed among either male or female offenders in the College Qualification Test scores reported in Tables 14 and 15. The explanation for this factor could lie in any of several directions, but two seem most plausible at this point.

The men in groups three and four (less severe) score higher than those in groups one and two. The largest difference occurs between those in groups two and three, the break-off point between severe and less severe. Could it be that critical thinking ability is a

Table 12. Means and Standard Deviations for Disciplinary Males on Five Measures

	Group 1		Group 2		Group 3		Group 4		Total	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
CQT										
Total Score	128.29	23.37	120.67	23.01	122.85	16.57	120.43	21.31	122.32	22.37
Test of Critical Thinking	32.12	7.58	29.31	7.03	35.31	4.91	34.86	7.53	31.35	7.07
Inventory of Beliefs	53.00	14.37	57.93	12.33	64.00	11.73	63.00	12.59	59.15	12.95
Dogmatism Scale	166.59	18.42	173.05	23.53	163.54	20.25	154.71	11.71	169.24	22.41
DVI Traditional Values	33.76	10.29	33.28	6.49	36.69	5.11	33.71	4.53	33.86	7.19

Group 1, N = 17
Group 2, N = 59
Group 3, N = 13
Group 4, N = 7
Total N = 95

Table 13. Means and Standard Deviations for Disciplinary Females on Five Measures

	Group 1		Group 2		Group 3		Total	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
CQT Total Score	119.45	21.63	100.60	18.75	115.33	19.10	115.02	21.22
Test of Critical Thinking	32.90	5.78	29.00	7.14	32.33	5.66	32.02	6.32
Inventory of Beliefs	62.55	13.13	64.10	12.97	65.25	13.22	63.31	13.29
Dogmatism Scale	155.00	23.34	163.70	24.60	170.63	22.94	160.35	24.84
DVI Traditional Values	29.74	6.39	34.10	4.37	33.25	4.33	31.20	6.11

Group 1, N = 31
Group 2, N = 10
Group 3, N = 3
Total N = 49

Table 14. Analysis of Variance for Disciplinary Males-College Qualification Test

Source of Variance	Sum of Squares	Degrees of Freedom	Mean Square	F
Between Groups	792	3	264	.51
Within Groups	46737	91	513	
Total	47529	94		

$$P \{ F \leq .05 \} = 2.72$$

Table 15. Analysis of Variance for Disciplinary Females-College Qualification Test

Source of Variance	Sum of Squares	Degrees of Freedom	Mean Square	F
Between Groups	2694	2	1347	3.00
Within Groups	20639	46	448	
Total	23333	48		

$$P \{ F \leq .05 \} = 3.20$$

Table 16. Analysis of Variance for Disciplinary Males - Test of Critical Thinking

Source of Variance	Sum of Squares	Degrees of Freedom	Mean Square	F
Between Groups	437	3	145	3.04
Within Groups	4355	91	47	
Total	4792	94		

$$P \{ F \leq .05 \} = 2.72$$

Table 17. Analysis of Variance for Disciplinary Females - Test of Critical Thinking

Source of Variance	Sum of Squares	Degrees of Freedom	Mean Square	F
Between Groups	116	2	58.00	1.48
Within Groups	1803	46	39.19	
Total	1919	48		

$$P \{ F \leq .05 \} = 3.20$$

determining factor in a student's decision regarding his involvement in disciplinary offenses? Is it possible that the student who thinks more critically knows better where to stop?

On the other hand, could it be that the student who thinks most critically is clever enough to not let himself get caught, and for this reason has an empty record of disciplinary offenses. The somewhat arbitrary nature of these classifications and the low correlation coefficients of those who rated the offenses make it difficult to establish any firm conclusions.

Whatever the reason behind the differences, it would be helpful to have more information regarding some of the dynamics behind these students' behavior. Critical thinking ability may play a role in these differences, but undoubtedly there are other factors involved.

Affective Factors

The writer hypothesized that disciplinary students would not differ significantly among themselves on the three affective measures. Since there was no research evidence to predict direction, the hypotheses were stated in null form.

In each case the data turned out as predicted. No significant differences were found in any of the affective factors among disciplinary students. The indication is that disciplinary offenders comprise a rather homogeneous group regarding belief system, dogmatism, and value orientation. Differences may well occur in other areas not studied in this investigation.

1. Inventory of Beliefs

Tables 18 and 19 report the F score for disciplinary males and females on the Inventory of Beliefs.

Table 13. Analysis of Variance for Disciplinary Males - Inventory of Beliefs

Source of Variance	Sum of Squares	Degrees of Freedom	Mean Square	F
Between Groups	518	3	172	1.03
Within Groups	15256	91	167	
Total	15774	94		

$$P \{ F \leq .05 \} = 2.72$$

Table 19. Analysis of Variance for Disciplinary Females-Inventory of Beliefs

Source of Variance	Sum of Squares	Degrees of Freedom	Mean Square	F
Between Groups	54	2	27	.15
Within Groups	8417	46	182	
Total	8471	48		

$$P \{ F \leq .05 \} = 3.20$$

Negligible differences for both males and females on the Inventory of Beliefs are indicative of the homogeneity of their belief systems. It would appear, therefore, that this measure of belief stereotypy does not differentiate among disciplinary offenders.

2. Rokeach's Dogmatism Scale

The null hypothesis was also stated for differences among disciplinary students on Rokeach's Dogmatism Scale, Form E. As with the other affective measures, it was not felt that there was any indication to justify a directional hypothesis. The results, reported in Tables 20 and 21, show no significant differences.

Those small differences that do occur are irregular. The mean scores recorded in Table 14 show that among the males, groups one and two are higher than groups two and three; among the females, however, (Table 13) group one is lower than groups two and three. Results of this

nature are not conclusive.

Table 20. Analysis of Variance for Disciplinary Males - Dogmatism Scale

Source of Variance	Sum of Squares	Degrees of Freedom	Mean Square	F
Between Groups	2862	3	954	1.96
Within Groups	44349	91	487	
Total	47211	94		

$$P \{ F \leq .05 \} = 2.72$$

Table 21. Analysis of Variance for Disciplinary Females - Dogmatism Scale

Source of Variance	Sum of Squares	Degrees of Freedom	Mean Square	F
Between Groups	2429	2	1214	2.06
Within Groups	27155	46	590	
Total	29584	48		

$$P \{ F \leq .05 \} = 3.20$$

3. Differential Values Inventory

The last of the affective measures to be reported is the Differential Values Inventory. As in the case of previous hypothesis, this hypothesis was stated in null form because again, there was no evidence that would

justify predicting direction.

No significant differences were found among either males or females, but a slight difference was noted among the females at the .10 level of confidence. Table 23 indicates that among the females groups two and three have somewhat higher means than group one. (It will be recalled that groups one and two were combined into group one because only one subject was classified type one.) Differences among the males, however, are irregular and give little cause for speculation.

It should be noted that a significant difference was found between disciplinary and non-disciplinary female offenders on the Differential Values Inventory. Table 20 shows a difference at the .05 level of confidence, and there may be some relation between this finding and the one reported in Table 23. This will be discussed in the conclusions.

Table 22. Analysis of Variance for Disciplinary Males-Differential Values Inventory

Source of Variance	Sum of Squares	Degrees of Freedom	Mean Square	F
Between Groups	124	3	41	.79
Within Groups	4733	91	52	
Total	4857	94		

$$P \{ F \leq .05 \} = 2.72$$

Table 23. Analysis of Variance for Disciplinary Females-Differential Values Inventory

Source of Variance	Sum of Squares	Degrees of Freedom	Mean Square	F
Between Groups	184	2	92	2.63
Within Groups	1608	46	34	
Total	1792	48		

$$P \{ F \leq .05 \} = 3.20$$

CHAPTER VI

SUMMARY AND CONCLUSIONS

Statement of the Problem

The essential purpose of this investigation was to study differences between disciplinary and non-disciplinary students and to examine differences among disciplinary students with regard to selected affective and cognitive characteristics.

Method of Procedure

Two basic kinds of information were sought. First, the writer attempted to find how the disciplinary student differed from the non-disciplinary student on selected cognitive and affective measures. Second, he attempted to find differences which might exist among various types of disciplinary offenders.

A matched group was chosen from the 1958 entering freshman class at Michigan State University with which to compare the experimental group. The latter group consisted of all students from this freshman class who were referred to the dean's office for disciplinary action in the following four years. The groups were matched on the basis of academic ability (as measured by the College Qualification Test score) and Socio-Economic-Educational Index score. Data for males and females were analyzed separately.

Two measures were used to analyze cognitive characteristics: 1) the College Qualification Test and 2) the Test of Critical Thinking. Three instruments were used to measure affective characteristics: 1) the Inventory of Beliefs, 2) Rokeach's Dogmatism Scale, 3) and the Differential Values Inventory.

Test scores analyzed in this study were gathered by Lehmann and Dressel in a study supported by the U.S. Office of Education. The writer was given unlimited use of this data for his research effort.

In order to investigate differences among disciplinary offenders, they were classified into four categories according to the severity of the offense committed. These offenses were rated by the three chief student personnel administrators at Michigan State University who included the Dean of Students, Associate Dean of Students, and Assistant Dean of Students. The four categories used for rating purposes include:

1. Very severe disciplinary offense
2. Severe disciplinary offense
3. Moderately severe disciplinary offense
4. Disciplinary offense of minor severity

Among the women disciplinary offenders, categories one and two were combined because only one subject fell into the first category. Possible reasons for this were discussed in Chapter IV.

In comparing the disciplinary and non-disciplinary groups and in analyzing the four classes within the

disciplinary group, Fisher's analysis of variance technique was used. (11)

Summary of the Findings

Hypotheses Related to Differences Between Disciplinary and Non-Disciplinary Students

Hypothesis 1. There is no significant difference in critical thinking ability as measured by the Test of Critical Thinking, Form G, between those involved in disciplinary offenses and those not involved in disciplinary offenses.

Result: Hypothesis accepted. This finding suggests that disciplinary students do not become involved because of lack of critical thinking ability. The disciplinary offender appears to have critical thinking skills equal to his non-disciplinary classmate. This finding provides further evidence that the causes of discipline may not necessarily be related to critical thinking ability.

Hypothesis 2. Those involved in disciplinary offenses score higher (are more flexible) in the Inventory of Beliefs, Form I, than those not involved in disciplinary offenses.

Result: Hypothesis rejected. There appeared to be no significant differences on this measure. Those differences which did occur were too small to serve as the basis for any definite conclusions.

Hypothesis 3. Those involved in disciplinary offenses score lower (are less dogmatic) on Rokeach's Dogmatism Scale, Form E, than those not involved in disciplinary offenses.

Result: Hypothesis rejected. The data did not support this hypothesis. Differences between these two groups of students were small, and it may be assumed that no appreciable difference in dogmatism as measured by Rokeach's Dogmatism Scale exists between them.

The basis for the directional hypothesis was the research conducted by Adorno and his associates (1) in which the authoritarian syndrome was established. His findings indicated that the authoritarian individual took pride in conforming and was generally rigid and inflexible. Since the disciplinary student is usually in trouble because he does not conform, it was felt that he would tend to show this on Rokeach's Dogmatism Scale. (The relationship between the Dogmatism Scale and Adorno's F Scale is discussed in Chapter II.)

Since this did not appear in the data, it may be possible that the disciplinary offender is no less conforming than the non-disciplinary student. This finding is also supported by hypothesis 2, which suggested this same trend.

Hypothesis 4. Those involved in disciplinary offenses have a more emergent value system, as measured

by the Differential Values Inventory, than those not involved in disciplinary offenses.

Result: Hypothesis accepted for females, but rejected for males. Among the females, the disciplinary group scored significantly (.05 level of confidence) in the direction toward emergent values when compared with the non-disciplinary group. This finding fits in with the general theory of this research that the disciplinary student is not as traditionally oriented as the non-disciplinary student. No significant difference was found between non-disciplinary and disciplinary males.

This finding does raise one rather important question. If the disciplinary offenders hold more emergent value systems, is it not possible that the rules and regulations for women need review? Are we penalizing the women who are more progressive in their value systems? Or do we want to penalize those who question the established values?

Hypotheses Related to Differences Among Disciplinary Students

Hypothesis 5. There is no significant difference in academic ability as measured by the College Qualification Test among those students classified into four groups of disciplinary offenses.

Result: Hypothesis accepted. This adds further evidence to the work of Costar (9), who found no significant differences regarding scholastic aptitude in his

study of disciplinary students at Michigan State University. This would suggest that within the broad spectrum of disciplinary offenders academic ability is much the same. In situations where discrepancies concerning grade-point averages are evident, there may well be factors other than ability at work. In situations such as these it is important to analyze closely the particular individual involved and attempt to find reasons for his poor performance--academically, behaviorally, or both--when formulating a plan for preventive action.

Hypothesis 6. There is no significant difference in critical thinking ability as measured by the Test of Critical Thinking, Form G, among those four classifications of disciplinary offenses.

Result: Accepted for females, but rejected for males. The four groups of male offenders turned up a difference at the .05 level of confidence. This was not expected in light of the fact that no differences appeared between disciplinary and non-disciplinary males. It appears that critical thinking ability may not be a factor determining disciplinary involvement, but it may be a determinant regarding degree of disciplinary involvement.

Table 12, on page 53, indicates that the mean scores for disciplinary males in groups three and four are significantly higher than the mean scores for those in groups one and two, with the greatest difference occurring

between groups two and three. Since groups one and two represent the more serious offenses, while groups three and four represent the less serious offenses, it appears that the men who scored highest on the test of critical thinking are not as apt to become involved in more serious offenses. It could be that they are the men who know where to stop, who know just how far to tamper with the outer limits. The student's score on the Test of Critical Thinking may be a factor in his decision regarding involvement in potential disciplinary matters.

The disciplinary females, who did not demonstrate a significant difference on this measure, appear to differ from men in this area.

Hypothesis 7. There is no significant difference in flexibility as measured by the Inventory of Beliefs, Form I, among those four classifications of disciplinary offenses.

Result: Hypothesis accepted. This fits in with the finding reported for hypothesis 4. Differences of belief systems are negligible among both disciplinary males and females on this measure. This may indicate that those students involved in major and minor offenses do not generally differ significantly regarding flexibility of belief systems.

Implications from hypotheses 4 and 5 are that disciplinary students do not differ markedly among themselves or from non-disciplinary students in belief systems.

Hypothesis 8. There is no significant difference in degree of dogmatism as measured by Rokeach's Dogmatism Scale, Form E, among those four classifications of disciplinary offenses.

Result: Hypothesis accepted. Differences among the groups on this measure were minimal. In light of the finding on hypothesis 7, this is not unexpected. It further substantiates the general pattern that the various types of disciplinary offenders tend to be homogeneous regarding these selected affective characteristics as measured by the instruments used in this study.

Hypothesis 9. There is no significant difference in value orientation as measured by the Differential Values Inventory among those four classifications of disciplinary offenders.

Result: Hypothesis accepted. The data showed no significant differences on this measure. It appears that the general hypothesis regarding disciplinary students has been supported by this study. That is, the disciplinary offenders as a whole do not differ significantly on the affective characteristics measured in this study.

One small difference among the females (.10 level of confidence) does raise some questions regarding values. Group one appears to indicate a more emergent value system than either groups two or three. This does not fit a theoretical consideration but it does indicate a possible

difference among disciplinary females. However, in the light of the other findings, it is not feasible to speculate beyond this.

Conclusions

Conclusions Related to Cognitive Factors

The literature indicated that scholastic aptitude did not seem to be a factor in differences between disciplinary and non-disciplinary students. Since the control group was chosen partly on the basis of scholastic aptitude (as measured by the CQT score) no differences were predicted on the Test of Critical Thinking. No differences were found, and it may be concluded that disciplinary students are able to think as critically as non-disciplinary students. That is, they have not fallen into difficulty because of an inability to think through the issues. The implication is that the Critical Thinking Test does not distinguish between the disciplinary and non-disciplinary student.

On the basis of the review of the literature, the writer did not expect to find differences among the disciplinary groups on either the CQT scores or the Test of Critical Thinking. None was found on the former, but among male offenders on the latter measure a difference at the .05 level of confidence was found. The subjects in groups three and four (less severe disciplinary offenders)

scored significantly higher than the subjects in groups one and two (more severe offenders). The largest difference occurred between groups two and three, the dividing point between severe and less severe offenses.

It is possible that the disciplinary offenders who score higher on the critical thinking test know where to stop. They indulge in the mischief that is not severely punished by suspension or strict probation. Perhaps the reason for their not becoming involved in the more serious offenses lies in the ability to think critically and anticipate consequences.

If this is true, then it is possible that the most critical thinkers of all are not in this study because either they did not let themselves get caught or they are less prone to the usual varieties of student misbehavior.

To sum up, the major point here is that scholastic aptitude does not appear to be a major factor in student misbehavior. Other causes apparently underlie this phenomenon.

Conclusions Related to Affective Factors

Based largely on the work of Adorno (1) and Rokeach (26) the writer hypothesized that the disciplinary student, who was unable to conform to the rules and regulations of the university, was more adaptive, independent, less dogmatic, and held a more emergent value system than his non-disciplinary counterpart.

Generally speaking, this hypothesis was not found to be true. From all appearances, the disciplinary offender scored essentially the same as the non-disciplinary student on all of the affective measures in this study. The one exception was found among female students on the Differential Values Inventory, where the disciplinary women were discovered to have more emergent values than the non-disciplinary women. This lone finding is particularly interesting in light of the number of women who were referred. Only about half as many women than men were referred for disciplinary action out of a population that consisted of 1,436 males and 1,310 females. Of these women that were referred, only one was rated in the category labeled very severe. It may be that the female offenders at Michigan State University do hold more emergent value systems than the non-offenders or it may simply be that student personnel workers are less inclined to be as harsh with women as with men.

The general pattern, however, would indicate that if there are differences between disciplinary and non-disciplinary students they are not adequately measured by the instruments used in this study. This would suggest the possibility that differences could occur in the areas measured, but the instruments simply do not detect them. On the other hand, it is possible that differences may more likely be related to environmental rather than affective or cognitive factors.

Regarding differences among the disciplinary groups, it was hypothesized that no significant differences would be evident. This was predicted largely because there were no indications to warrant directional hypotheses.

As predicted, no significant differences among either male or female offenders appeared on any of the affective measures--Inventory of Beliefs, Dogmatism Scale, or Differential Values Inventory.

It may be assumed that the disciplinary offenders are generally homogeneous concerning the affective measures tested by the instruments used in this study. They appear to have a similar value orientation; they seem to adhere to similar belief systems; the indications are that they do not differ regarding their degree of dogmatism. Any differences that do exist in these areas may be due to an inability of the instruments to measure them. As mentioned previously, the major differences among them may be environmental.

Recommendations for Further Research

The writer has served in advisory capacity in residence halls for eight years. This study was an outgrowth of his interest in disciplinary behavior of college students. On the basis of his observations, the following recommendations are offered in the hope that more knowledge may be gathered regarding the dynamics underlying student misbehavior.

1. We need to know more about the dynamics of the disciplinary offender. What circumstances in his immediate environment caused him to become involved? To what extent is misbehavior a group function? Is the need for acceptance an important factor in determining individual misbehavior? If, in fact, he is similar to the non-offender with regard to selected affective and cognitive characteristics, he may differ significantly in one of the areas mentioned above.

2. Rules and regulations, particularly for the women, need to be examined in detail. Are women being referred for unnecessary infractions? Does the fact that women offenders hold more emergent value systems than non-offenders relate to existing rules and regulations?

3. In what ways do the disciplinary offenders and non-offenders differ? Does level of aspiration play a part? Does the home situation have an effect? To what extent does personal adjustment apply, and would it be possible to effect preventive measures?

These and other questions need to be answered before university disciplinary programs can reach maximum effectiveness. We have every reason to believe that further research in this area will be welcomed by researchers and university administrators.

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APPENDIX A

DISCIPLINARY OFFENSES RATED BY THREE CHIEF STUDENT PERSONNEL ADMINISTRATORS AT MICHIGAN STATE UNIVERSITY

Directions: Read the disciplinary offense. In the light of existing university regulations rate the offense according to the following scale:

1. **Very severe**
Suspension from the university or permanent hold on registration. If case involves civil authorities, student should be turned over to them.
 2. **Severe**
Either suspension or strict disciplinary probation, depending on the student's background and circumstances surrounding the case.
 3. **Moderately severe**
Probation with limitations which will curtail some of the student's privileges.
 4. **Of minor severity**
Verbal reprimand and/or warning probation.
-
1. A student in the residence hall is found with alcohol in his possession.
 2. A student in the residence hall is found with alcohol in his possession and it is discovered that he used a falsified I.D. to obtain the alcohol.
 3. A student over twenty-one years of age living in an off-campus apartment is found to be keeping alcoholic beverages in his refrigerator.
 4. A student under twenty-one years of age living in an off-campus apartment is discovered with alcohol he obtained using falsified I.D.
 5. A student over twenty-one years of age living in an off-campus apartment is discovered holding an unauthorized, unchaperoned party and serving alcoholic beverages.

6. A student comes into the residence hall under the influence of alcohol and proceeds to start a fight.
7. A student is arrested by the Campus Police for drunken driving on campus.
8. A student in the residence hall initiates a student disturbance which involves at least twenty people.
9. A student invites a member of the opposite sex into his living quarters without approval of the householder.
10. A student willfully enters the living quarters of a member of the opposite sex without approval of the householder.
11. A student is arrested for malicious destruction of property off campus.
12. A student is discovered destroying university property on campus.
13. A student is caught trying to sell a book he has stolen.
14. A student is found playing cards for money in the residence hall.
15. A group of students, both over and under twenty-one, are discovered at an unauthorized, unchaperoned party with members of the opposite sex and alcoholic beverages.
16. A student is reported for making homosexual advances toward another student. It is established that he is homosexual.
17. A girl leaves the residence hall without signing out so that she may return late without being discovered.
18. A girl leaves the residence hall but does not return until long after the hour indicated on the sign-out sheet. It is past curfew.
19. A girl stays out all night without permission.
20. A girl helps a friend re-enter the residence hall after hours without signing in.
21. A student is discovered passing bad checks.
22. A student is found to have falsified his address at registration.

23. A student lends his I.D. card to a non-student for a football game.
24. A student violates some minor regulations and shows no respect for authority when approached about this.
25. The same student (#24) continues to show no respect for authority or regulations after a second offense.
26. A student is placed on disciplinary probation and does not keep the conditions stated at that time.
27. A student is found in possession of explosives in the residence hall.
28. A student is found setting off explosives in the residence hall.

APPENDIX B

SOCIO-ECONOMIC-EDUCATIONAL INDEX SCORE

Following is the formula used to determine the Socio-Economic-Educational Index Score described on pages 34-35 in this study. It was devised by Ikenberry and reported in Lehmann and Ikenberry. (16:97)

$$I = .786 \frac{(x_1 - \bar{x}_1)}{s_1} + .584 \frac{(x_2 - \bar{x}_2)}{s_2} + .731 \frac{(x_3 - \bar{x}_3)}{s_3}$$

where I = the index score of socio-economic-educational level.

x_1, x_2, x_3 = the raw scores of the three variables.

$\bar{x}_1, \bar{x}_2, \bar{x}_3$ = the mean scores of each variable.

s_1, s_2, s_3 = the standard deviation of each variable.

ABSTRACT

SELECTED AFFECTIVE AND COGNITIVE CHARACTERISTICS OF STUDENT DISCIPLINARY OFFENDERS

by Emery J. Cummins

This study was concerned with cognitive and affective characteristics which distinguish the student disciplinary offender from the non-offender and which differentiate among the four main categories of disciplinary offenses. These categories included 1) Very severe disciplinary offense, 2) Severe disciplinary offense, 3) Moderately severe disciplinary offense, and 4) Disciplinary offense of minor severity. Rating into these categories was done by the three chief student personnel administrators at Michigan State University.

The instruments used to measure cognitive characteristics were the College Qualification Test and the Test of Critical Thinking. Those used to measure affective characteristics were the Inventory of Beliefs, Rokeach's Dogmatism Scale, and the Differential Values Inventory.

A control group, matched on the basis of College Qualification Test (total) score and Socio-Economic-Educational Index score, was selected with which to compare the disciplinary group.

The writer hypothesized that the disciplinary

offender would tend to be more flexible, less dogmatic, and hold a more emergent value system than the non-disciplinary offender. Conversely, the non-disciplinary student would tend to be less flexible, more dogmatic, and hold a more traditional value system.

Regarding the different categories of disciplinary offenders, the writer hypothesized that there would be no significant differences among them.

With regard to cognitive characteristics, no differences were predicted either between or among groups.

The data generally supported hypotheses relating to cognitive characteristics between disciplinary offenders and non-disciplinary offenders. Also supported were the hypotheses relating to differences among the four groups of disciplinary offenders.

It was found that on the affective measures the disciplinary and non-disciplinary students did not differ significantly. This led the writer to conclude that disciplinary students are essentially similar to non-disciplinary students with regard to those factors measured by the instruments used in this study. That is, they are not more flexible, less dogmatic, nor do they hold more emergent value systems than the non-offenders. This could lead to the possibility that differences between these students may be due more to environmental factors than cognitive and affective characteristics.

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