

A STUDY OF PUNITIVE AND REHABILITATIVE ATTITUDES
OF SELECTED JUDICIAL BODIES AT
KANSAS STATE UNIVERSITY

by 4589

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CHAPTER I

THE PROBLEM, BACKGROUND OF THE STUDY, AND DEFINITIONS OF TERMS

The Problem

Aristotle in his famous description of equity states:

Equity bids us be merciful to the weakness of human nature; to think less about the laws than about the man who formed them, and less about what he said than about what he meant; not to consider the actions of the accused so much as his intentions, nor this or that detail so much as the whole story; to ask not what a man is now, but what he has always or usually been. It bids us remember benefits rather than injuries, and benefits received rather than benefits conferred; to be patient when we are wronged; to settle a dispute by negotiation and not by force (Cahn, 1966, p. 239).

The above statement summarizes the ideas expressed by many writers concerning a rehabilitative approach to remedying problems of misbehavior in the university. Unfortunately, little has been written about the development of a judicial system that utilizes the above approach to misbehavior. Even less has been written about evaluation techniques that would assess the kinds of attitudes a given individual or group holds with regard to handling misbehavior in the university.

It was the purpose of this study to assess attitudes of several groups of relevant people at Kansas State University toward disciplinary procedures and principles, to compare the attitudes of subgroups, and

to judge the consensus of all groups studied on these attitudes.

Background of the Study

Students and administrators have expended much time and effort during the past three years to develop a sound judicial system at Kansas State University. Prior to the academic year, 1967-1968, the judicial system was administered by the Dean of Students staff and a tribunal composed of students and faculty. Minor offenses were, upon the recommendation of the Dean of Students staff, processed by dormitory staff and Greek housemothers and executive boards. The role of students in this system was minimal.

Dr. Walter Friesen, Dean of Students, implemented a new program in the fall of 1967 designed to add uniformity to the judicial system and to give students increased responsibility in the disciplinary process. The basic principles, functions, and structures of the new program are described below.

The overriding principle of the new program was the need for community to facilitate the learning process. Friesen (1967, p. 1) stated:

A related way of emphasizing the community is to recognize that persons come to know themselves from their interactions with each other. If an education were merely the memorization of facts and figures or the acquisition of skills, then it could be achieved on a mass scale in quite impersonal ways. But since education is infinitely more than the "taking in"

of knowledge, we need community. Education is the process of discovering one's self and investing it. For persons to become fulfilled and fulfilling in this educational sense, the University must be a community.

The requirement that a group must take the responsibility and have the authority to be self-managing in order to develop a community of individuals interdependent with each other was stressed. After establishing the concept of community, Friesen (1967, p. 2) proceeded to illustrate the relationship of misbehavior to the concept of community.

Acute mental health problems are almost universally associated with a lack of or a loss of effective personal relationships and the return to mental health is largely a function of developing or rediscovering open relations with others.

Friesen (1967, p. 6) described the functions, within the context of the above statement, of those involved in the judicial process.

The work of disciplinary counseling (whether performed by trained professionals or by peers) is the work of enabling persons to experience, acknowledge and affirm their relationship to others. Where relationship is broken it is the work of assisting to repair such relationship.

The need for an active intervention to occur before help is asked was stressed as necessary to prevent severe disruptions in the community. The purpose of discipline was described by Friesen (1967, p. 4) as:

The task of confronting each other with those attitudes and deeds which disrupt relationship and growth. The purpose of such confrontation is to place before each other the expectation of a return to responsible, interdependent relationship.

The use of rules and laws to prevent misbehavior was discussed by Friesen (1967, p. 2) as follows: "All rules, regulations and laws are agreements and commitments made by persons to preserve and enhance enduring, safe human relationships." He stated that laws are ready-made symbols for maintaining human relationships. A rule, regulation, or law has validity only to the extent that it fulfills the above purposes.

The final topic discussed by Friesen was the restructuring of the old judicial system to embody the principles of the new program. The functions of the Dean of Students staff and tribunal, as the groups responsible for coordination, consultation, and development of the judicial system, were retained. The major change implemented was the creation of student judicial boards in dormitories, sororities, and a special board for students living off campus. This change was necessary to fulfill the requirement that a group must be self-governing to develop a spirit of community.

The system proposed by Friesen was rehabilitative in nature as opposed to punitive. It was assumed that people connected with the judicial system at Kansas State University should be rehabilitative in their attitudes toward handling misbehavior.

Definition of Terms Used

Attitudes. An enduring system of three components centering

about a single object: the beliefs about the object--the cognitive component; the affect connected with the object--the feeling component; and the disposition to take action with respect to the object--the action tendency component (Kretch, Crutchfield, and Ballachey, 1962, pp. 46-47).

Punitive attitudes. Punitive attitudes were characterized, for the purposes of this study, by the following beliefs: a person who repeatedly breaks rules should receive increasingly severe measures of punishment; the primary purpose of a judicial system is to determine guilt or innocence and to impose appropriate penalties on the guilty; punishment is the most effective method of encouraging people to follow rules and regulations; a person should never break a law; a person should be punished when he breaks a law; dismissal and suspension are not used as often as they should be in college discipline cases; strict enforcement of rules and regulations through the use of preestablished punishments is necessary to develop an orderly community; an important function of punishment is to provide a warning for others; two people who break the same rule should get the same punishment; a campus court or board should not become involved in the personal problems of the offender; punishment is necessary to make people "pay" for offenses committed by breaking a rule or law; judicial hearing should be formalized to insure that personal biases

will not influence the outcome; a judicial system must impose clear-cut punishment for each offense in order to be effective; the institution should take primary responsibility to insure that people are not ignorant of its rules, values and standards; and, fear of punishment is an effective deterrent to breaking rules and laws.

Rehabilitative attitudes. Rehabilitative attitudes were characterized, for the purposes of this study, by the following beliefs: a primary purpose of a judicial system is to reestablish trust between the offender and the offended; often, punishing a student will make him so resentful that he will break more regulations; matching a given offense to a prescribed punishment makes insufficient allowances for the individual or the circumstances; rules, morals, values, and standards are not absolute; what is "wrong" for one person may not be "wrong" for another; most people who repeatedly break rules can be helped by psychological counseling; some students break rules and laws because they have not learned socially acceptable ways of gaining recognition; the individual's motives in committing an infraction of the rules should be a major consideration in the type of disciplinary action to be taken; persons who break rules are probably experiencing personal problems; punishment may have the effect of absolving an individual from accepting responsibility for his misbehavior; punishment frequently adds to the problem rather than

solving it; many students who break rules repeatedly have conscious or unconscious needs to be helped, noticed, or punished; campus courts or boards should be trained to help the offender find support for more desirable behavior; an offender can usually learn more by staying in the institution than by dismissal or suspension; in a disciplinary situation, it is important to help the offender understand why he broke a rule; and, one of the best ways of insuring that students will follow rules and regulations is to inform them of the purpose of the rules and regulations.

CHAPTER II

REVIEW OF THE LITERATURE

The first 13 studies reviewed have been included on the basis of their contribution to describing attitudes regarding misbehavior in the university. Statements pertaining to misbehavior, functions of disciplinarians, and structures for remedying misbehavior were viewed, for purposes of this paper, as indicators of attitudes pertaining to misbehavior. Following the examination of these studies, five empirical studies dealing with misbehavior are assessed.

Studies Describing Attitudes

Williamson (1955) described a number of common concepts regarding discipline and counseling in the university. His reason for presenting these concepts stemmed from his belief that discipline must be fused with counseling before it can be rehabilitative. Discipline that is not tied to counseling would be "repressive and growth arresting" because the root causes of misbehavior would not be identified and alleviated. He differentiated between a discipline approach that was characterized as "repressive, regulatory, forced conformity, law abiding, orderliness, imposed and forced control," and a counseling

approach characterized as "growth producing, ego strengthening, self-regulatory, affect integration, confidence development, self-initiated and self-centered." Other differences between counseling and discipline were: discipline is a "public matter"; discipline is imposed by external forces; whereas counseling is self-initiating, private and confidential. Williamson discussed the traditional function of a counselor as a consultant in disciplinary cases and then defined three other functions for disciplinary counselors: (1) the active rehabilitation of misbehaving offenders; (2) prevention of misbehavior through counseling to achieve normal development and inner control of self; and (3) counseling as a way of aiding students to perceive and to accept that external authority which influences inner development and "modifies unbridled individualism."

Williamson (1955, p. 78) concluded by offering the following conception of discipline:

If we redefine "discipline" as a constructive life style of living as a human being involving the maintaining of human relationships with others, we then see new ways in which counseling can play a significant role in discipline.

Williamson (1955, p. 68) discussed a framework for viewing misbehavior in educational institutions.

Error in behavior is, therefore, to be expected as a deduction from the general theories and observations on human learning in all aspects of development. It follows, I believe, that the school must adapt itself to the probability that negative behavior is as much to be expected as positive.

Six causes of misbehavior as well as the methods of remedying these was presented to illustrate some of the many underlying factors that can cause misbehavior.

1. Pathology--a severe emotional problem--psychotherapy was the recommended treatment.

2. Excess physical energy of adolescence--develop recreational and social facilities to drain off excessive energy.

3. Repressive rules and mores--periodic review and revision of rules and regulations.

4. Bad institutional morale--must attempt to create a community atmosphere of friendliness.

5. Substitution of faculty for parental authority--consult with student leaders about issues that affect students.

6. Move from parental restriction to freedom of college--make clear to students and parents what is expected from the student.

Williamson concluded by criticizing the student personnel approach for being oriented toward growth for growth's sake without sufficient emphasis toward developing in students an interdependence of individuals in society.

Williamson and Foley (1949) systematically analyzed, structured, and integrated discipline into a student personnel framework. Five attitudes, regarding the disposition and treatment of misbehavior by faculty and administrators, were discussed.

1. Strict and impersonal enforcement of numerous and detailed rules--the basis of this approach was a stern, rigidly consistent system that utilized specific penalties attached to violations of a rule or regulation. This approach was considered as being neither positive, as was an individual approach, nor negative, as was the punitive approach.

2. The punitive approach--basic beliefs held by people utilizing this approach were: a need to show students who is boss; severe punishment always prevents misbehavior; making examples of offenders is necessary to control misbehavior; and, an administrator must not appear weak and afraid to take disciplinary action. This approach was considered to be ineffective in identifying and alleviating root causes of misbehavior.

3. Indulgent laxity--"boys will be boys"--this approach may stem from the administrator's guilt feelings regarding disciplinary situation he was involved in as a youth. It was viewed as being irresponsible because nothing was done to develop independent judgement and a sense of social responsibility in students.

4. Preventive group work--this approach utilizes organized social, recreational, athletic and religious groups to channel the interests of students into constructive educational endeavors. This approach stresses the need for students to learn to become capable of "individual self-government, self-direction, self-discipline, and personal

responsibility."

5. Individual counseling as prevention--this approach stresses the identification and correction of antisocial tendencies, frustrations, and aggressions before severe disciplinary problems arise. All administrators, faculty, and student personnel workers are responsible for identification and referral of potential offenders to trained counselors. This approach, in conjunction with preventive group work, was preferred by the author.

Five general structures used in the administration of college disciplinary programs were identified and evaluated.

1. An all faculty committee--the effectiveness of this method is determined by the type of faculty selected, i. e., selection by seniority, haphazard selection, or selection of conservative disinterested faculty versus the selection of humane, sensitive, professional type faculty.

2. Student committee--students are used in this approach to handle minor offenses as a general rule. Cases that are severe in nature are processed by the president or disciplinary officer. The authors disapproved of this method on the grounds that students tend to be severe and harsh and lack the maturity and experience to choose long range rehabilitative methods of helping the offender.

3. Faculty-student committee--this method was a combination of the two presented above. This type of committee was criticized

because of difficulties in following through beyond the committee hearing, in so far as enforcement and reeducation were concerned.

4. Disciplinary officer--this method utilizes the services of the president of the university, or deans of men, women and/or students, and was criticized because these people do not have time to administer a rehabilitative disciplinary system and still perform their other functions in a responsible manner.

5. Discipline as personnel work--this method utilizes the full-time services of one or more psychologically trained counselors, in addition to a faculty committee. The authors favored this approach because it provided the resources to complete detailed case studies and because the faculty were trained in the areas of medicine, law, psychology and sociology, and could contribute specialized knowledge about students and their environment. Students were specifically excluded to maintain the continuity and consistency of approach from individual to individual and from year to year.

Williamson and Foley (1949) concluded their study of discipline by presenting a general hypothesis and eight propositions concerning misbehavior. The purpose of these was to identify and recommend research that needed to be conducted to determine the effectiveness of a rehabilitative approach to discipline. The hypothesis and propositions were reported in this review because they contained a summary of the attitudes discussed by the authors.

1. In disciplinary situations, the counseling process helps the individual to face and gain insight into the consequences of his delinquent behavior, aids him in understanding the motivations and behavioral patterns which underlie his social conflict and assists him in acquiring that personal growth and integration which facilitates the development of a more socially satisfactory and personally satisfying personality structure. In this sense, the counseling process promotes and effects rehabilitation and is, in its own right, a rehabilitation process. Within its inherent dimensions, disciplinary counseling is rehabilitation (Williamson and Foley, 1949, pp. 205-206).

2. Proposition 1. If the origin of the disciplinary problem is found in emotional pathology, such as neurosis, the effectiveness of rehabilitation is dependent upon the utilization of the treatment techniques of clinical psychology and psychiatry. Moreover, unless clinical therapeutic treatment is utilized with respect to the underlying and causally related pathology, disciplinary rehabilitation will not be achieved by administrative methods, punishment, restrictions, or by other noncounseling techniques (Williamson and Foley, 1949, p. 206).

3. Proposition 2. If the origin of the disciplinary and personal maladjustment lies in conditions not involving pathology or abnormality of the individual, then the counseling-teaching of rules, mores, and social behavior becomes the major function of the disciplinary counselor (Williamson and Foley, 1949, p. 207).

4. Proposition 3. If the focal point of the disciplinary difficulty lies in the social pathology of the environment, and not in personal pathology of the individual, appropriate techniques, such as environmental manipulation, constitute the indicated counseling method and should effect favorable outcomes (Williamson and Foley, 1949, p. 208).

5. Proposition 4. Punishment, or other administrative action, may be evaluated as an effective method of rehabilitation of students in disciplinary situations, in contrast with the effects of counseling methods (Williamson and Foley, 1949, p. 208).

6. Proposition 5. The prevailing mores that apprehended misbehaving students should feel and exhibit attitudes of remorse, moral guilt, or repentance should be tested to determine the extent to which such feelings and exhibitions are profoundly related to depth of perception and functionally related to effective rehabilitation (Williamson and Foley, 1949, p. 209).

7. Proposition 6. Counseling as therapy can be no more effective under disciplinary conditions than under nondisciplinary conditions, and possibly not as much so, if the condition of permissiveness materially affects the outcome of therapy (Williamson and Foley, 1949, p. 210).

8. Proposition 7. Effective disciplinary counseling is possible under nonpermissive conditions (Williamson and Foley, 1949, p. 210).

9. Proposition 8. Under certain conditions rehabilitation is facilitated by deep insight into the inherent nature and consequences of the delinquent behavior (Williamson and Foley, 1949, p. 213).

Wrenn (1949) discussed the "law of marginal antisepsis"--one should go as far as possible in looking after the welfare and growth of the individual without injuring the welfare and morale of the group. He believed that most colleges are more interested in their image than in student growth. Other beliefs held by Wrenn were: (1) a counselor that has disciplinary authority over a client will risk losing his rapport with the client, and (2) students are usually more severe than faculty. (He cited one new system in which students were doing an effective job of discipline.)

Mueller (1958) described an approach to discipline that was based on relative standards determined by empirical, quantitative and statistical methods of measuring likenesses and differences of values of all members of the university community. She stated that through the use of quantitative methods a dean could understand his faculty and students and could anticipate the types of problems that would occur by the amount of heterogeneity present on campus. The

function of the counselor in this system was to resolve differences in values that occurred between various subgroups on campus. Mueller stated that the greater the individual variation in attitudes among students the greater the probability of having problems on a campus.

Miner (1948) stated that the "first, and foremost" task in implementing a rehabilitative approach to misbehavior is to "indoctrinate, reshape and imbue" the attitudes of the president, faculty and students into an educational concept of misbehavior. He then recommended that a group of faculty and students who are best fitted by "training, ability, willingness, and interest" be appointed to a committee to work with misbehavior.

Penny (1966) suggested the following guidelines for developing a sound university community. Reflected within these guidelines were a number of attitudes pertaining to misbehavior in the university.

1. Obligations and expectations are clearly delineated in terms of who is to do what and when, who is empowered to act in what ways, and what presumably will happen if obligations are not fulfilled.

2. Only rules that are absolutely necessary exist and these are conveniently available, concisely stated, aptly discussed, and readily interpreted.

3. Continuous dialogue should occur in the areas of institutional and individual objectives, rights, freedoms, and responsibilities.

4. All factions of the university should be alert to possibilities

of enhancing mutual freedoms and intrainstitutional relationships.

Pfeiffer and Walker (1957) stated that many of the problems that college administrators face, when working with misbehavior, arise from a lack of clear cut interview techniques. They then presented a model for a therapeutic discipline interview. As a prerequisite to the model the authors listed a group of attitudes that an interviewer should possess to use the interview technique effectively.

1. The manifestation of a real but objective concern for the problem at hand.
2. The act is condemned, not the student.
3. The administrator presents himself as merely the spokesman of the institution.
4. The penalties that are indicated should be presented as natural consequences of the act.
5. The spirit of a common problem should exist.
6. The purpose of the interview is to help the student develop greater self-understanding and reorientation.

Glasser (1965) described a new technique for treating people who were unable to fulfill their needs because of an irresponsible approach to human relationships. Reality therapy, although not designed specifically for a college setting, reflects many of the attitudes proposed by Friesen in Chapter I. Many similarities between the two approaches were illustrated in the following statement by Glasser.

Usually the most difficult phase of therapy is the first, the gaining of the involvement that the patient so desperately needs but which he has been unsuccessful in attaining or maintaining up to the time he comes for treatment. Unless the requisite involvement exists between the necessarily responsible therapist and the irresponsible patient, there can be no therapy. The guiding principles of reality therapy are directed toward achieving the proper involvement, a completely honest, human relationship in which the patient, for perhaps the first time in his life, realizes that someone cares enough about him not only to accept him but to help him fulfill his needs in the real world (Glasser, 1965, p. 21).

The attitudes germane to this technique were: (1) the irresponsible person is not allowed to use mental illness as an excuse for being irresponsible, and (2) past experiences are not accepted as excuses for misbehavior. The major emphasis of this technique is to help an individual develop a responsible approach to his present and future life situations. (3) The irresponsible person is related to by the helping individual as a person, not as an individual to transfer feelings to. (4) The irresponsible person is not allowed to use unconscious motivations as excuses for misbehavior. (5) Judgements regarding the morality of behavior are made by the people working with the irresponsible person. (6) An active attempt to teach better methods of need fulfillment is made by the person and/or persons working with the irresponsible person.

Beier (1952) illustrated with actual cases the use of three client-centered approaches for handling involuntary clients. The attitudes present in these approaches are reflected within the following descriptions.

1. They do not accept him, but "wait him out," until he is ready to seek help on his own. (He is free to leave or not say anything unless he so desires.)
2. They accept him and actively engage in resistance reflections. (After "two or three" sessions the counselor begins to pick out underlying problems and begins to reflect them even though the client hasn't expressed them.)
3. They accept him and discuss with him in an "above board" fashion the fact that he is considered a client and the ways he can go about helping himself (anxiety-arousal).

Fley (1964) completed an extensive review of the literature on discipline from 1900 to 1960. She found that student personnel workers have always expressed an educational approach to discipline. Although the terminology used to describe discipline has changed, the actual definitions, purposes, and philosophies have changed very little. Fley believes that student personnel workers should terminate the debate about whether or not they should be disciplinarians, accept this role and begin to develop methods of handling it. Suggested ways of becoming more effective include the study of ethics, sociology, philosophy, social psychology and by questioning what the nature of man is, and what the nature of society is.

Gometz and Parker (1967) stated that peoples' attitudes toward counseling and discipline were unclear and incongruent. Four mis-

conceptions that many counselors have about the relationship of counseling and discipline were: (1) the counselor is a "good guy"; (everyone else is a "bad guy" or is viewed with suspicion); (2) the counselor never sets limits; (3) counseling to be effective, must be voluntary; and (4) the counselor cares only about his client; the administrator cares only about the institution.. The author then discussed the fact that counseling and discipline have socially acceptable meanings that makes a linkage between the two difficult. They concluded the above problem should be viewed in light of misleading, confusing, and inappropriate titles.

Seward (1961) stated that the type of philosophy an administrator has will many times influence the outcome of the discipline encounter. Three philosophies identified by Seward concerning the nature of man were:

1. Do we feel man is essentially evil, a savage to be tamed, a wild spirit to be captured, a rollicking force not to stand free without harness? Or

2. Do we feel man is neutral, a breathing vegetable capable of action and reaction, to be conditioned for productive, facilitating activity if conditioned in a correct, knowledgeable manner? Or

3. Do we conceive of man as good, that is, well-intentioned, flourishing when in harmony with the world about him, and desirous of this harmony?

Seward (1961, p. 197) offered the following as the best approach to student discipline. "Young people respond best to those who show that they trust them and continue to trust them despite their errors. The adult who chooses to be a policeman and lawmaker is destined to be both busy and unhappy."

Research Information

Houdinko (1964) used a student opinionnaire to discover the opinions of undergraduate students regarding the relative censure they would place on fellow students committing violations of the school conduct code at Pennsylvania State University. He used the chi-square test of independence to assess differences in the amount of censure reported by students on the following variables: age, sex, grade level, grade point average, fraternity-sorority membership, religious preference, and use or nonuse of alcoholic beverages in company of parents. Students were asked to report how they would censure each of 17 hypothetical conduct situations by picking one of five responses: (1) do nothing, (2) warn or counsel, (3) place on probation with conditions to meet, (4) suspend, and (5) expel. The results yielded a ranking of offenses from "theft for material value," the most severe offense, "to drinking by minors," the least severe. The results yielded significant differences between sexes, grade level, age, and fraternity-sorority membership. Men were more critical than women of acts

involving cheating, property destruction, and theft. They were less critical than women on offenses involving alcoholic beverages and sexual promiscuity. Upperclassmen were less strict than underclassmen on sexual promiscuity and more strict on acts of predesigned cheating, malicious destruction of property, theft for material value, and setting a false fire alarm. Fraternity men were less strict in all cases than nonfraternity men. Sorority members were more strict than nonsorority members in all cases.

Murphy and Hanna (1964) used the Houdinko opinionnaire to study tribunal members, resident hall counselors, faculty and staff members and students at Pennsylvania State University. The results indicated a high degree of correlation between all groups studied. In certain cases there were significant differences between these groups, i. e., students were less severe on cheating and residence hall counselors were most strict on noise in residence halls. The authors concluded that judicial committees should be composed of representatives of the groups studied so that differences in opinions could be expressed and mediated fairly.

Hubbel (1966) used a questionnaire to determine the amount of censure student personnel workers, faculty, parents and students would recommend for 10 detailed disciplinary situations. Five methods of censure were used: (1) nonjurisdiction, (2) verbal warning, (3) disciplinary probation, (4) suspension, and (5) expulsion. The respondents

were also asked to specify the method the university would use to censure the 10 offenses. Significant differences were found between all groups when estimating university action. Students were the most severe, student personnel workers were the most lenient, and faculty and parents were in between. In four cases the majority of students guessed the actual action of the university correctly, whereas the faculty and student personnel workers guessed right only once, and the parents missed all of the actual actions taken. With the exception of the situation involving alcoholic beverages, the four groups differed significantly in the actions they selected. Parents' recommendations were the most severe, student personnel workers were the most lenient, and faculty and students were in between. Hubbel concluded that representatives from faculty, student personnel workers, and students should be members of university judicial committees so all viewpoints would be considered.

Prusok (1961) used a questionnaire with 76 hypothetical situations covering 11 different categories of discipline offenses to determine how students, parents, and student personnel workers would censure these on a six-point continuum form from no action to expulsion. The students and parents were randomly selected from the college of liberal arts at Iowa State University. The results indicated that as a general rule student personnel workers were the most punitive of all groups. Female students were more lenient than male

students, and male and female parents. Students also indicated that the university should not exercise jurisdiction over offenders in more situations than did parents or student personnel workers in that order. Prusok (1963) reevaluated the results of his first questionnaire by adding 57 student personnel workers. The results of the reevaluation were similar to the ones found in the original study.

Sillers and Feder (1964) developed a perceptionnaire to determine attitudes of key administrators in an institution with regard to disciplinary situations; to determine if these attitudes were patterned by institution, by type of personnel, by kind and extent of professional training; and to determine if the administrator's position or role influences his perceptions concerning disciplinary situations. College presidents, male disciplinary officers, female disciplinary officers, and nine academic deans, representing nine different institutions from six states in the midwest, participated in this study. The respondents were first asked to choose one of five methods of censuring these seven offenses and to then rank order ten different types of information (counseling file-grade point average) that would be useful in disciplining a student in the seven situations. Two weeks after the perceptionnaire was mailed each of the respondents were interviewed for an hour. The interview was taped and the respondents were given detailed information (an actual counseling file-grade point average) for each of the seven hypothetical situations. The respondents in light of

the new information were asked to again fill out the perceptionnaire. The results of the mailed perceptionnaire were then compared to the interview perceptionnaire with no significant differences being found. The tapes were analyzed by judges to determine the attitudes of each respondent. The judges used the five attitudes identified by Williamson and Foley (1949).

The results indicated that attitudes toward the seriousness of the offense and the methods of censuring bear no relationship to an administrator's institutional role, field of training, age or experience. Information and knowledge about the offender appears to have little influence on how an offense is perceived. This was especially true for male disciplinary officers. The authors interpreted this to mean that certain offenses carried built-in sanctions and that the process of information-gathering serves only to justify the action that has already been taken. The philosophies expressed by all of the administrators in this study correspond with those expressed by leaders in this field. The manner of putting these philosophies into practice differed greatly from individual to individual and institution to institution. The authors concluded that there is no unique student personnel approach to discipline. There appeared to be no clear-cut institutional attitudes about the seriousness of offenses which suggests that the disciplinarians' individual attitudes determined the type of censure used. The study did indicate that administration within a given institution

tended to reflect similar attitudes. Apparently the people in charge of hiring pick a stereotyped individual with attitudes consistent with those already existing in the institution.

There were a number of studies that reported attitudes about the nature of discipline at the university. The majority of writers in this area differentiated between two broad general categories of attitudes. The first of these was an approach that was considered to be undesirable and for purposes of this discussion was entitled the punitive approach. The attitudes germane to this approach were: a belief that examples made of offenders were necessary to control misbehavior; an administrator must not appear weak; rules and regulations are necessary for an orderly society; punishment should be consistently administered; discipline cases should be made public; protection of the institution should be the primary concern of a disciplinarian; the offense, not the individual or the motives, should determine the action taken; misbehavior is always the fault of the offender; and the student is responsible, not the institution for knowing what is acceptable behavior.

The second category was emphasized by all the writers as being the one that should be used by all college disciplinarians. This category for purposes of this paper was entitled the rehabilitative approach. A large number of attitudes germane to this approach were discussed and are summarized below.

All writers were in agreement that misbehavior was caused by individual and/or environmental inadequacies. Some common causes cited were: pathology, insufficient knowledge of rules and regulations, lack of opportunity for impulse expression, and bad environmental conditions. The writers were also in agreement that the purpose of discipline was to correct the above problems through education, therapy, environmental manipulation, and to develop in students an ability to relate responsibly as an interdependent person in society.

The major area of disagreement in the literature centered around the actual methods of handling misbehavior. The largest portion of the disagreement centered around the differences between counseling and discipline and the differences between various theories of counseling. Many writers believed that counseling must be voluntary and without limitations placed on the client. Other writers disagreed and suggested that counseling and discipline must be fused because misbehavior was viewed as a natural consequence of development. A number of writers stated that research was needed to determine effective ways of handling misbehavior, but at the present time this research is minimal. Another area of disagreement concerned the structuring of a university judicial system. A number of structures were recommended ranging from an all student committee to an all faculty committee supported by professional counselors. Again research was not available to suggest which structure was the most effective.

The writers were in agreement that the needs of the offender should be considered as well as the institution's protection. Agreement on the need for the rule of parsimony in the number of rules and regulations necessary was present as was the belief in the need for constant dialogue, education, revision and evaluation to occur with regard to individual and institutional rights and freedoms.

The literature on attitudes was scattered and lacked systematic treatment. A number of writers discussed attitudes necessary for different aspects of the judicial system but few comprehensive studies were available. At the present time much research needs to be conducted to establish the validity of the principles, procedures, functions and methods of treatment described in the first 13 studies.

Few studies relating to discipline in the university have been conducted. Four of the five reported measured the amount of censure that various groups would recommend for a given hypothetical situation. These studies could not be compared because of the different subpopulations each was designed to measure. Houdinko measured difference between students whereas Murphy and Hanna measured differences among tribunal members, residence hall counselors, faculty and staff, and students. Hubbel studied student personnel workers, faculty, parents and students. Prusok studied parents, student personnel workers and students but limited his study to the college of liberal arts. None of the above studies was designed to measure attitudes about approaches

to discipline. The only conclusion that was generalizable from these studies was that representatives from all factions of a campus should be members of judicial committees.

Williamson and Foley (1949) and Sillers and Feder (1964) both identified five categories of attitudes that determine approaches to misbehavior. For purposes of this study these five categories were combined into two larger areas for the following reasons. The first two groups of attitudes described by Williamson and Foley (1949), strict and impersonal enforcement and the punitive approach, are similar in that neither considers the causes of misbehavior. The punitive approach is more severe than the strict and impersonal approach but both are based on a nonindividualistic method of handling misbehavior. The third approach, indulgent laxity, was disregarded because of the lack of theory to describe this approach. It is the investigator's belief that this approach would be used by people who disliked discipline and therefore had failed to develop an understanding of how it contributed to the total development of the student. The last two attitudes, the preventive group work and individual counseling as prevention, seem to represent two approaches to misbehavior that are similar in content and theory but that are designed to remedy different problems.

The present state of the theory on discipline indicates that much effort is needed to systematically develop sound approaches to misbe-

havior. The present study should help assess the type and the amount of agreement of attitudes of relevant groups at Kansas State University. Information gained from this study should begin to clarify specific attitudes associated with the approaches to misbehavior discussed in the literature.

CHAPTER III

THE DESIGN AND CONDUCT OF THE STUDY

Development of Attitude Scales

A 30 question attitude scale was developed by the investigator to reflect punitive and rehabilitative attitudes. These questions were examined and critiqued by a group of graduate students and faculty members familiar with attitude scales. Twenty-one items (Appendix C) were selected by this group and were administered to 76 students in 3 human relations classes in the Department of Family and Child Development.

Item-total correlations were computed (Appendix D). The Kuder-Richardson coefficient of reliability was 0.494. Two-thirds of the items were nondiscriminating, raising serious doubts about the value of the device. To gain more information a rotated, orthogonal, factor analysis was conducted with three, four, and five factors being rotated (Appendix D). The results of the factor analysis suggested that the 21 questions were measuring more than one attitude.

Two of the five factors that resulted appeared to be comprised of items measuring punitive and rehabilitative attitudes. The items loading on these two factors were later used as criteria for developing

the 30 items comprising the new scale. Two types of items were included in both subscales. Six items in each scale consisted of statements relating to discipline principles (rehabilitative items--5, 6, 11, 13, 19, 20, and punitive items--8, 9, 18, 25, 29, 30) while nine items in each scale consisted of a statement relating to an actual behavior presumably an indicator of underlying philosophy (rehabilitative items--1, 3, 4, 12, 14, 17, 21, 22, 27, and punitive items--2, 7, 10, 15, 16, 23, 24, 26, 28).

The punitive and rehabilitative attitudes were considered to be continuously distributed. A Likert cumulative scaling method was used with the following five responses: (1) strongly disagree, (2) disagree, (3) undecided, (4) agree, and (5) strongly agree. The items on each scale were worded so that a high score indicated a strong positive attitude. The maximum score on each scale was 75 and the minimum score was 15. A score of 75 would indicate that a respondent chose "strongly agree" on all 15 items on a scale.

A table of random numbers (Roscoe, 1969) was used to order the items into the 30-question survey in an effort to reduce response bias. (A copy of the survey is in Appendix A.)

To determine the reliability of the attitude scales a split-half technique utilizing the odd-even approach was used (Roscoe, 1969). The coefficients of internal consistency were .7522 and .5932 for the punitive and rehabilitative scale, respectively.

An item analysis was performed to examine the content validity of the two scales (Roscoe, 1969). The correlation coefficients of each item with the appropriate total score are reported in Table 1. Three items (4, 27, 29) were not significantly related to the corresponding total and not considered valid items for predicting attitudes. The punitive scale was somewhat more internally consistent than the rehabilitative scale. The lower reliability of the rehabilitative scale and the lower discriminating power of these items made the results of the rehabilitative scale less clear.

TABLE 1
CORRELATION COEFFICIENTS OF EACH ITEM
WITH THE TOTAL SCORE ON THE PUNITIVE
AND REHABILITATIVE SCALE

Item Number	r Rehabilitative	Item Number	r Punitive
1	.4976	2	.6054
3	.4386	7	.5752
4	.1110	8	.6144
5	.4542	9	.3684
6	.4599	10	.6429
11	.3767	15	.5009
12	.3011	16	.5483
13	.4666	18	.5048
14	.4886	23	.3187
17	.6224	24	.2203
19	.3229	25	.6023
20	.3763	26	.5190
21	.3792	28	.5967
22	.5069	29	-.0347
27	.1988	30	.4720

Comparison of Individual Groups Studied

Dormitory student judicial boards. A listing of the dormitories, their capacity and occupants, and the composition of the judicial boards is given in Table 2. (The number of board members corresponds to the number of students participating in the study.)

TABLE 2

LISTING OF DORMITORIES, THEIR CAPACITY AND
OCCUPANTS, AND COMPOSITION OF
JUDICIAL BOARDS

Dormitory	Capacity and Occupants		Composition of Boards	
	<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>
Marlatt	600		6	
Moore	400	200	9	3
Haymaker	600		10	
Goodnow		600		7
Putnam		240		5
Boyd		240		6
Ford		600		6
Van Zile	80	60	3	4
West		400		6

Considerable variation existed in the criteria and methods used to select judicial board members. Some boards were selected on the

basis of one student per floor elected by a majority vote of the students living on each of the floors in the dormitories (Marlatt, Haymaker, West, Moore, and Boyd). Other halls interviewed applicants submitting applications for a position on the board (Van Zile and Putnam). One dormitory (Ford) limited applicants to one student for each class, i.e., freshman, sophomore, junior, senior. One selection committee tried specifically to pick students with variability in their attitudes (Goodnow). All dormitories selected their students at the beginning of each academic year with the exception of Van Zile. Their review board members were chosen at the beginning of the spring semester. The number of cases these boards reviewed during the past year ranged from one at Marlatt to thirty at Moore. There were two months of school remaining when this study was conducted.

Students on the dormitory boards were responsible for reviewing cases involving misbehavior. The number of cases reviewed was dependent in part upon the role of the staff in handling misbehavior. Some dormitories sent only very severe cases to the boards, whereas others sent the majority of their cases to the board.

Ad Hoc Committee on Judicial Revision. In the fall of 1969 the Student Senate at Kansas State University passed a bill creating the Ad Hoc Committee on Judicial Revision. This committee was composed of five student senators (two males and three females), the Dean of Students and the investigator. The tasks of this committee

were to revise the Student Governing Association Constitution in the area of discipline, to study the system that existed at the time the committee was formed, and to study recent judicial literature. The need for this committee arose because the system developed by Friesen was never formally written into the Student Constitution.

Dean of Students staff. The formal authority and responsibility for discipline at Kansas State University was delegated by the President to the Dean of Students, who, in turn, delegated much of this authority and responsibility to Tribunal and the living group boards. The Dean of Students and his staff of six males and two females, however, did continue to actively support the system through consultation and coordination. The Dean of Students' questionnaire results were recorded with his staff, not with the committee.

Traffic and security officers. Kansas State University employs 14 regularly trained police officers for traffic and security purposes. Eight of these officers were included in this study. Their job consists of coordinating traffic, processing cases of traffic violations on campus and providing security for campus property. Students apprehended by these officers were either referred to student boards or to city police officials. The method of handling a case was left to the discretion of the individual officer. Students apprehended for noncampus violation were sometimes prosecuted in civil courts and on other occasions,

depending upon the offense, were reported to the traffic and security officers who in turn referred the student to the Dean of Students' staff so that appropriate action could be taken. These officers confronted a large number of students in their work. Any student wishing to appeal a traffic offense was required to contact the officer giving the ticket. The officer could, depending upon the situation, revoke the ticket.

Tribunal. Tribunal is the supreme judicial body at Kansas State University. Its major functions involved hearing appeals from student boards, ruling on Student Governing Association's Constitution, and ruling on cases involving dismissal from the University. Five students (three males and two females appointed by the student body president and ratified by the Student Senate) and three faculty members (two females and one male appointed by the President of the University and approved by Faculty Senate) constituted the membership of this body. In addition to the functions listed above, Tribunal was responsible for keeping all of the judicial bodies informed of current discipline philosophies, practices, and procedures. The one male faculty member was not available on campus at the time the study was conducted.

Procedures

The procedure for collecting the data consisted of contacting the person in charge of each of the judicial groups and the security officers

and requesting an opportunity to meet with the members of their groups for approximately 15 minutes so that the survey could be administered. In every case, the investigator made the request in person. Two methods of data collection resulted from the contacts. A majority of the groups were contacted, given a brief explanation of the study and asked to participate. All of the groups contacted in this manner consented to fill out the survey.

A different procedure was used for collecting data from the traffic and security officers, Boyd, Putnam, and West residence halls. The chief of police and two of the directors requested that they be allowed to explain the study and give the survey when it was most convenient for their staff and students. One assistant director refused to explain or allow the investigator to visit the judicial board. She did allow the investigator to place a copy of the survey, with a cover letter (Appendix B) in the mail box of each student on the judicial board.

The two procedures were consistent in that very little information was given by the investigator to groups visited personally. Only general statements about the need for research on judicial processes were made to any of the groups before the survey was completed.

Statement of Hypotheses and Treatment of Data

The attitude survey in this study was separated into a 15-question

punitive scale and a 15-question rehabilitative scale. Six null hypotheses for the scales and the methods used to test them were formulated.

Hypothesis (A). There was no difference among the mean scores on the punitive scale of dormitory student judicial boards, Dean of Students' Staff, Ad Hoc Committee on Judicial Revision, Traffic and Security Officers or Tribunal.

Hypothesis (B). There was no difference among the mean scores on the rehabilitative scale of dormitory student judicial boards, Dean of Students' Staff, Ad Hoc Committee on Judicial Revision, Traffic and Security Officers or Tribunal.

Hypothesis (C). There was no difference among the mean scores on the punitive scale of all dormitory student judicial boards combined, Dean of Students' Staff, Ad Hoc Committee on Judicial Revision, Traffic and Security Officers or Tribunal.

Hypothesis (D). There was no difference among the mean scores on the rehabilitative scale of all dormitory student judicial boards combined, Dean of Students' Staff, Ad Hoc Committee on Judicial Revision, Traffic and Security Officers or Tribunal.

Hypothesis (E). There was no difference between the mean scores on the punitive scale of female respondents and male respondents.

Hypothesis (F). There was no difference between the mean scores on the rehabilitative scale of female respondents and male respondents.

Simple analyses of variance (Roscoe, 1969) were used to test these hypotheses. If an hypothesis was rejected then a Scheffe test of multiple mean comparisons (Roscoe, 1969) was used to ascertain which of the groups were significantly different from each other.

Hypotheses C and D were stated after the Scheffe test for multiple mean comparisons failed to discriminate between the means of the groups that were found to be significantly different by the simple analysis of variance. These hypotheses were developed to increase the size of the dormitory sample. Assuming that dormitory attitudes were relatively homogenous across groups, this procedure should increase the power of the Scheffe test.

CHAPTER IV

THE DATA

Hypothesis (A). There was no difference among the mean scores on the punitive scale of dormitory students judicial boards, Dean of Students' Staff, Ad Hoc Committee on Judicial Revision, Traffic and Security Officers, or Tribunal.

The data were subjected to a simple analysis of variance test shown in Table 3.

TABLE 3

SIMPLE ANALYSIS OF VARIANCE ON DIFFERENCE
BETWEEN ALL GROUP MEANS ON PUNITIVE SCALE

Sources of Variation	d. f.	S. S.	M. S.	F-Ratio
Between groups	12	1897.9370	158.1615	3.2644**
Within groups	81	3924.5000	48.4506	
Total	93	5822.4370		

**significant at .01 level R 2.50

The hypothesis was rejected ($p .01$), however, the Scheffe test did not yield significant differences between the means. Roscoe (1969, p. 241) explains this phenomenon as follows:

Unfortunately, it is not at all uncommon to follow a significant finding by the analysis of variance with the Scheffe procedure and find that no two means differ significantly. This may be

attributed to the fact that the analysis of variance provides a more powerful test of the hypothesis of equal means. When this occurs, if the various samples are of equal (or nearly equal) size, and the analysis of variance yields a significant finding, it is reasonable to conclude that the largest mean is significantly larger than the smallest mean, even though the Scheffe test was unable to detect the difference. Of course, the investigator may wonder whether there are other significant differences that are not detected by the Scheffe test.

A listing of the means and standard deviations for each of the judicial bodies is reported in Table 4. The mean scores of the groups suggest that the Ad Hoc Committee on Judicial Revision was the least punitive and the traffic and security officers were the most punitive in their attitudes. The size of the standard deviations indicated considerable variability in attitudes within groups. The only exceptions were two dormitory boards, West and Ford.

TABLE 4

RANK ORDERING BY MEANS OF JUDICIAL BODIES AND A
LISTING OF STANDARD DEVIATIONS ON
THE PUNITIVE SCALE

Judicial Body	Mean	Stdv.	N
Traffic and Security	47.75	5.82	8
Moore	44.17	4.45	12
Marlatt	43.33	6.89	6
Haymaker	42.70	7.12	10
West	40.67	2.94	6
Tribunal	39.86	6.54	7
Boyd	39.33	6.22	6
Van Zile	37.43	9.78	7
Ford	36.50	3.62	6
Goodnow	36.14	10.53	7
Dean of Students	35.00	7.39	8
Putnam	34.60	8.68	5
Ad Hoc Committee	30.83	7.68	6
Overall Mean and Stdv.	39.10	6.20	

Hypothesis (B). There was no difference among the mean scores on the rehabilitative scale of dormitory student judicial boards, Dean of Students' Staff, Ad Hoc Committee on Judicial Revision, Traffic and Security Officers, or Tribunal.

The data were subjected to a simple analysis of variance test, shown in Table 5.

TABLE 5
SIMPLE ANALYSIS OF VARIANCE ON DIFFERENCE BETWEEN
ALL GROUP MEANS ON REHABILITATIVE SCALE

Sources of Variation	d.f.	S.S.	M.S.	F-Ratio
Between groups	12	741.8125	61.8177	1.9520*
Within groups	81	2565.1870	31.6690	
Total	93	3307.0000		

*significant at .05 level R 1.92

Again, the hypothesis was rejected ($p .05$); and the Scheffe test, again, did not yield a significant difference between any of the means. An explanation of this phenomenon was given in the previous section.

A listing of the means and standard deviation for each of the judicial bodies follows in Table 6. The Ad Hoc Committee was the most rehabilitative and the Marlatt dormitory was the least rehabilitative in their attitudes. Standard deviations on this scale were somewhat smaller than on the punitive scale, suggesting more within-group agreement in rehabilitative attitudes.

TABLE 6

RANK ORDERING BY MEANS OF JUDICIAL BODIES AND A
LISTING OF STANDARD DEVIATIONS ON
REHABILITATIVE SCALE

Judicial Body	Mean	Stdv.	N
Ad Hoc Committee	64.17	7.57	6
Ford	58.33	3.88	6
Dean of Students	58.13	5.67	8
Boyd	57.50	4.18	6
Moore	56.33	6.20	12
Tribunal	56.00	5.51	7
Van Zile	55.71	5.25	7
West	55.33	3.78	6
Putnam	55.00	5.24	5
Traffic and Security	54.86	6.98	7
Goodnow	53.86	3.98	7
Haymaker	53.10	6.61	10
Marlatt	51.67	5.92	6
Overall Mean and Stdv.	59.10	6.20	

Hypothesis(C). There was no difference among the mean scores on the punitive scale of all dormitory student judicial boards combined, Dean of Students' Staff, Ad Hoc Committee on Judicial Revision, Traffic and Security Officers, or Tribunal.

Table 7 shows the results of the simple analysis of variance used to test this hypothesis.

TABLE 7

SIMPLE ANALYSIS OF VARIANCE ON THE DIFFERENCE
BETWEEN GROUP MEANS OF ALL DORMITORY BOARDS
COMBINED, THE AD HOC COMMITTEE, DEAN OF
STUDENTS, TRAFFIC AND SECURITY, AND
TRIBUNAL ON PUNITIVE SCALE

Sources of Variation	d. f.	S.S.	M.S.	F-Ratio
Between groups	4	1175.3750	293.8438	5.6277**
Within groups	89	4647.0620	52.2142	
Total	93	5822.4370		

**significant at .01 level R 3.65

The results of the Scheffe test indicated that the Ad Hoc Committee on Judicial Revision and the Dean of Students' Staff were significantly less punitive than the Traffic and Security Officers at the .01 and .05 levels respectively. The significant Scheffe test findings recorded in Table 8 support the assertion that the two extreme means noted in Hypothesis (A) were significantly different. A rank ordering of the mean scores and a listing of the standard deviations when all dormitory groups were combined is reported in Table 9.

TABLE 8

F-VALUE FOR SCHEFFE TEST FOR MULTIPLE COMPARISONS
BETWEEN THE MEANS ON THE PUNITIVE SCALE

Judicial Bodies	1	2	3	4	5
1. Ad Hoc Committee	0.00	1.26	4.70	0.28	2.24
2. Tribunal	1.26	0.00	1.11	0.42	0.00
3. Traffic and Security	4.70**	1.11	0.00	3.11*	2.02
4. Dean of Students	0.28	0.42	3.11	0.00	0.87
5. All Dormitories	2.24	0.00	2.02	0.87	0.00

** significant at .01 level R 3.65

* significant at .05 level R 2.53

TABLE 9

RANK ORDERING BY MEANS OF ALL DORMITORY BOARDS
COMBINED, AD HOC COMMITTEE, DEAN OF STUDENTS'
STAFF, TRAFFIC AND SECURITY, AND TRIBUNAL AND
A LISTING OF STANDARD DEVIATIONS ON
PUNITIVE SCALE

Judicial Body	Mean	Stdv.	N
Traffic and Security	47.75	5.82	8
All Dormitories	40.65	7.37	65
Tribunal	39.86	6.54	7
Dean of Students	35.00	7.39	8
Ad Hoc Committee	30.83	7.68	6
Overall Mean and Stdv.	38.81	6.96	

Hypothesis (D). There was no difference among the mean scores on the rehabilitative scale of all dormitory student judicial boards combined, Dean of Students' Staff, Ad Hoc Committee on Judicial Revision, Traffic and Security Officers, or Tribunal.

Table 10 shows the results of simple analysis of variance test of this hypothesis. Again it was rejected (p. .01).

TABLE 10

SIMPLE ANALYSIS OF VARIANCE ON THE DIFFERENCE
BETWEEN GROUP MEANS OF ALL DORMITORY BOARDS
COMBINED, AD HOC COMMITTEE, DEAN OF STUDENTS
STAFF, TRAFFIC AND SECURITY AND TRIBUNAL ON
REHABILITATIVE SCALE

Source of Variation	d.f.	S.S.	M.S.	F-Ratio
Between groups	4	502.1875	125.5469	3.9838**
Within groups	89	2804.8120	31.5147	
Total	93	3307.0000		

**significant at .01 level R 3.65

The results of the Scheffe test indicated that the Ad Hoc Committee was significantly more rehabilitative in their attitudes than were the Traffic and Security officers and all dormitory student judicial boards. The significant Scheffe test findings reported in Table 11 support the assertion that the two extreme means noted in Hypothesis (B) were significantly different. A rank ordering of the mean scores and a listing of the standard deviations when all dormitory groups were com-

bined is reported in Table 12.

TABLE 11

F-VALUES FOR SCHEFFE TEST FOR MULTIPLE
COMPARISON BETWEEN THE MEANS ON THE
REHABILITATIVE SCALE

Judicial Bodies	1	2	3	4	5
Ad Hoc Committee	0.00	1.71	2.61	0.99	3.53
Tribunal	1.71	0.00	0.08	0.13	0.03
Traffic and Security	2.61*	0.08	0.00	0.45	0.04
Dean of Students	0.99	0.13	0.45	0.00	0.49
All Dormitories	3.53*	0.03	0.04	0.49	0.00

*significant at .05 level R 2.45

TABLE 12

RANK ORDERING BY MEANS OF ALL DORMITORY BOARDS
COMBINED, AD HOC COMMITTEE, DEAN OF STUDENTS'
STAFF, TRAFFIC AND SECURITY, AND TRIBUNAL AND
LISTING OF STANDARD DEVIATIONS ON
REHABILITATIVE SCALE

Judicial Body	Mean	Stdv.	N
Ad Hoc Committee	64.17	7.57	6
Dean of Students	58.13	5.67	8
Tribunal	56.00	5.51	7
All Dormitories	55.17	5.35	65
Traffic and Security	54.38	6.28	8
Overall Mean and Stdv.	56.57	6.06	

Hypothesis (E). There was no difference between the mean scores on the punitive scale of female respondents and male respondents.

The hypothesis was tested by a simple analysis of variance test. Table 13 shows that it was rejected. Females were significantly less punitive in their attitudes than were males.

TABLE 13
SIMPLE ANALYSIS OF VARIANCE ON THE DIFFERENCE
BETWEEN MEANS OF ALL FEMALES AND ALL MALES
ON PUNITIVE SCALE

Sources of Variation	d.f.	S.S.	M.S.	F-Ratio
Between groups	1	267.8125	267.8125	4.4357*
Within groups	92	5554.6250	60.3764	
Total	93	5822.4370		

*significant at .05 level R 4.00

Hypothesis (F). There was no difference between the mean scores on the rehabilitative scale of female respondents and male respondents.

Table 14 shows the results of the simple analysis of variance which supported the null hypothesis.

TABLE 14

SIMPLE ANALYSIS OF VARIANCE ON THE DIFFERENCE
BETWEEN MEANS OF ALL FEMALES AND ALL MALES
ON REHABILITATIVE SCALE

Sources of Variation	d.f.	S.S.	M.S.	F-Ratio
Between groups	1	37.0000	37.0000	1.0410N.S.
Within groups	92	3270.0000	35.5435	
Total	93	3307.0000		
N.S. nonsignificant finding				

An item analysis was used to judge the amount of consensus of individuals on the attitudes assessed. Three levels of consensus were arbitrarily specified: (1) high consensus--ratio of equal to or greater than 4:1 of disagree-agree or agree-disagree; (2) medium consensus--ratio of equal to or greater than 2:1 of disagree-agree or agree-disagree; (3) low consensus--ratio of less than 2:1 of disagree-agree or agree-disagree. The results of this procedure in addition to the item total correlations were reported in Table 15. These results indicated that considerable consensus in the direction of "agreement" existed on the rehabilitative attitudes. Only four items on this scale were included in the low consensus category. These results indicated that considerable consensus existed with regard to the punitive attitudes. The amount of consensus was not, however, as strong on these attitudes as on the rehabilitative scale. This finding was based on the

following factors: (1) the largest number of punitive items were located in the medium consensus category, whereas the majority of rehabilitative items were in the high consensus category; (2) two items (10 and 18) were agreed with by over two-thirds of the respondents, whereas all other items in the medium consensus category were disagreed with by over two-thirds of the respondents. Again, only four items on the punitive scale were located in the low consensus category.

The majority of the respondents agreed with the rehabilitative attitudes whereas the majority of the respondents disagreed with the punitive attitudes. Tables 16 and 17 report graphically the means and standard deviations of all groups on the two scales. Only one group, the Traffic and Security officers, were over the "undecided" (neutral) point (45) on the punitive scale. All other groups disagreed with the punitive attitudes. The results also show that all groups were above the neutral response (45) on the rehabilitative scale. Apparently all groups favored the rehabilitative approach to the punitive approach to discipline.

ITEM ANALYSIS RESULTS AND DISAGREE-AGREE AND AGREE-DISAGREE
CONSENSUS FOR PUNITIVE AND REHABILITATIVE SCALES

*These items were medium consensus--Agree-Disagree 2:1

TABLE 16

GRAPHICAL REPRESENTATION OF MEANS AND STANDARD DEVIATIONS
OF GROUPS ON THE PUNITIVE SCALE

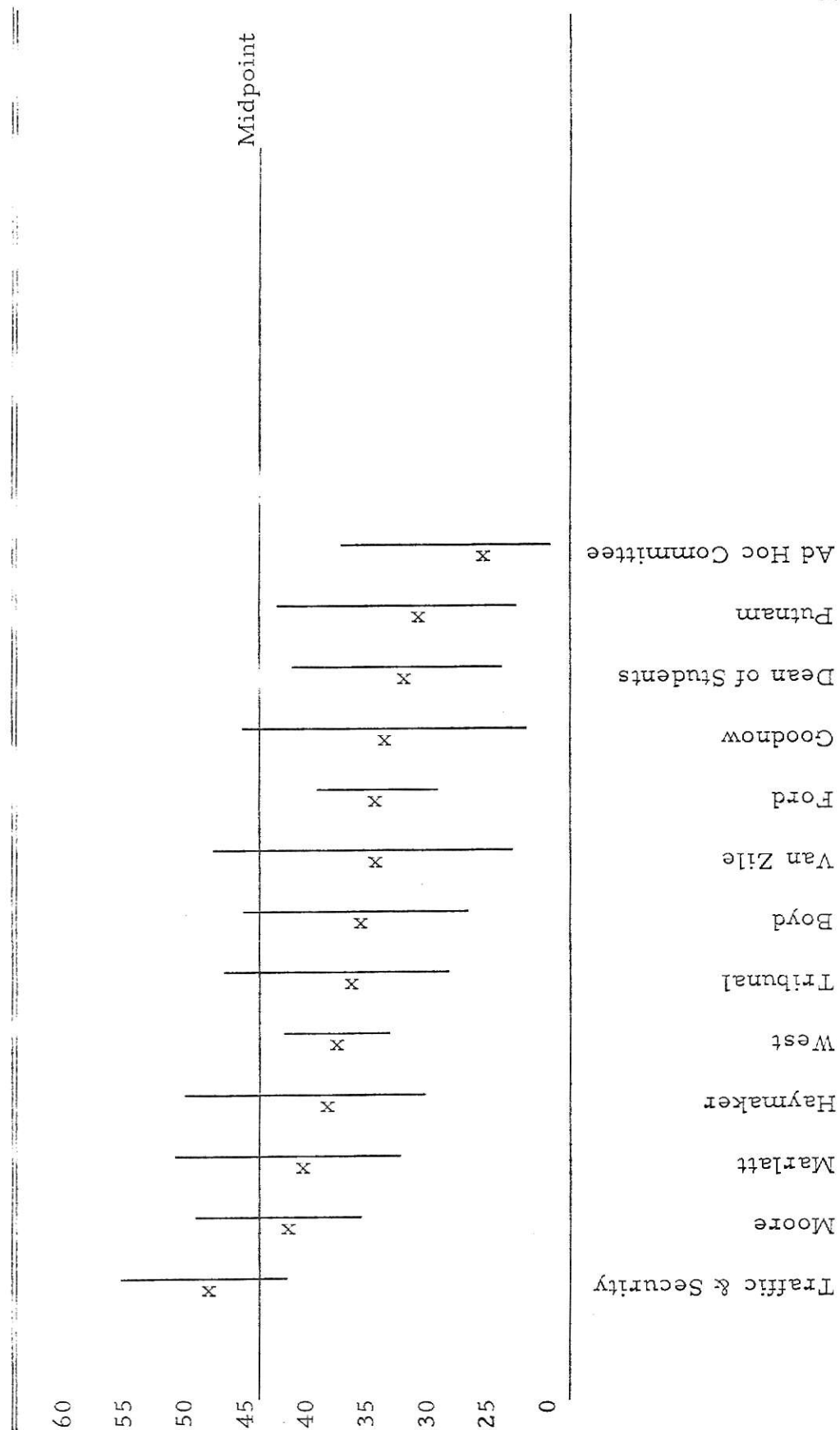
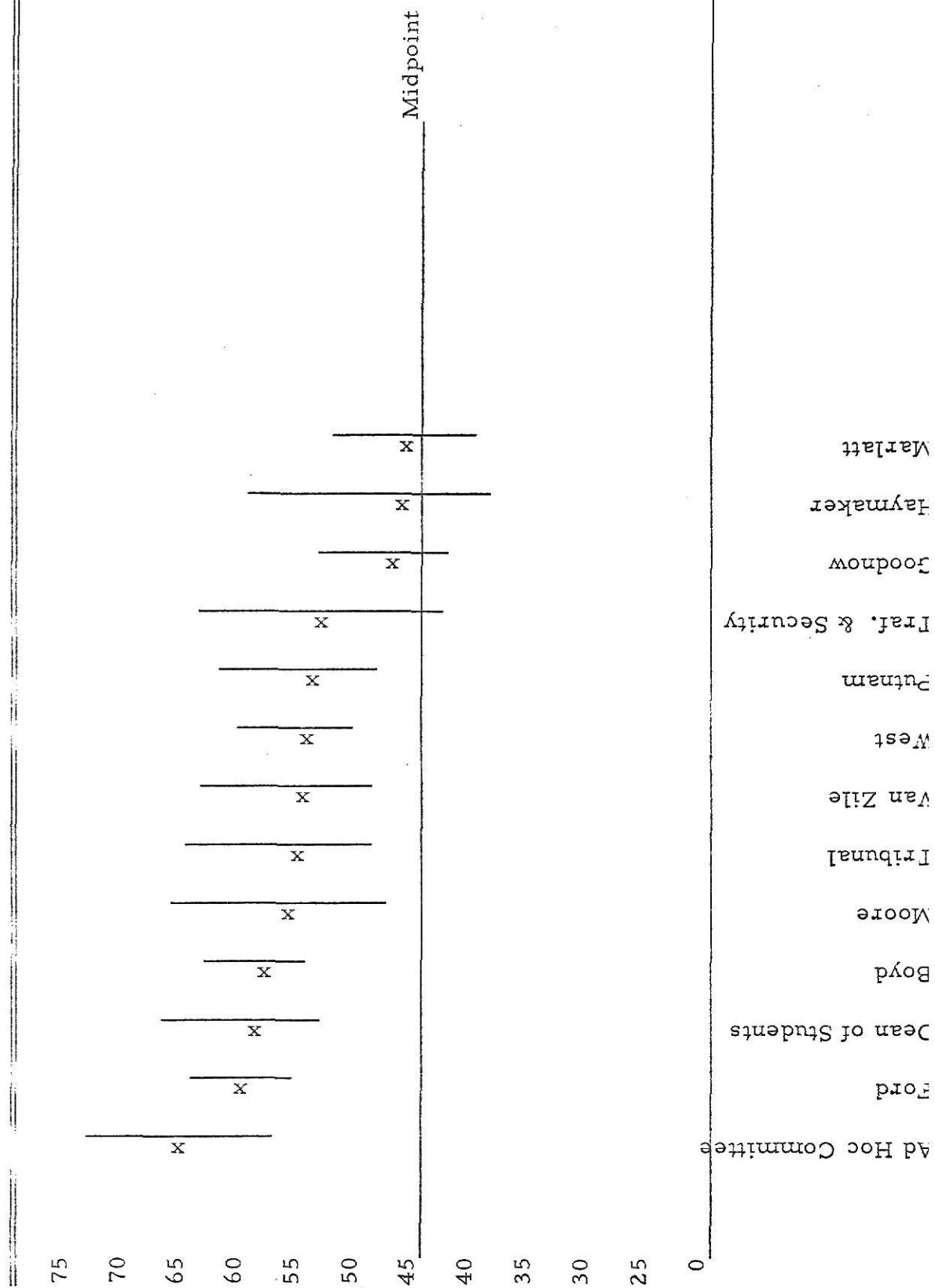


TABLE 17
 GRAPHICAL REPRESENTATION OF MEANS AND STANDARD DEVIATIONS
 OF GROUPS ON THE REHABILITATIVE SCALE



CHAPTER V

SUMMARY AND CONCLUSIONS

It was the purpose of this study to assess attitudes of several groups of relevant people at Kansas State University toward disciplinary procedures and principles, to compare the attitudes of subgroups, and to judge the consensus of all groups studied on these attitudes.

Representatives of each of the relevant judicial groups were contacted to request permission to administer the two 15-question attitude surveys. The data collected were then analyzed to ascertain significant differences between groups or sexes. Judgments were made concerning the degree of consensus of attitudes among all the judicial bodies studied.

Findings with Regard to Hypotheses

Hypothesis (A) There was no difference among the mean scores on the punitive scale of dormitory student judicial boards, Dean of Students' staff, Ad Hoc Committee on Judicial Revision, Traffic and Security officers, or Tribunal.

The results of the simple analysis of variance indicated a significant difference among the means at the .01 level; however, the

Scheffe test did not indicate which groups were significantly different. The mean scores of the groups suggest that the Ad Hoc Committee on Judicial Revision was the least punitive and the Traffic and Security officers were the most punitive in their attitudes. The size of the standard deviations indicated considerable variability in attitudes within groups. The only exceptions were two dormitory boards, West and Ford.

Hypothesis (C) There was no difference among the mean scores on the punitive scale of all dormitory student judicial boards combined, Dean of Students' staff, Ad Hoc Committee on Judicial Revision, the Traffic and Security officers, or Tribunal.

The results of the simple analysis of variance indicated a significant difference among the means on the punitive scale at the .01 level. The results of the Scheffe test indicated that the Ad Hoc Committee on Judicial Revision and the Dean of Students' staff were significantly less punitive than the Traffic and Security officers at the .01 and .05 levels, respectively. These results suggest that Putnam Hall would be significantly different from the Traffic and Security officers because the mean score of this hall (34.60) was higher than the Dean of Students' staff (35.00). The significant Scheffe test findings support the assertion that the two extreme means in Hypothesis (A) were significantly different.

The differences observed suggest that differing attitudes prevail across different groups connected to judicial problems. To the extent

that these attitudes reflect behavior, the groups may be perceived as being inconsistent in their approaches. On the other hand, the possible differences in the kinds of cases handled by the various groups may make comparison difficult.

Hypothesis (B) There was no difference among the mean scores on the rehabilitative scale of dormitory student judicial boards, Dean of Students' staff, Ad Hoc Committee on Judicial Revision, Traffic and Security officers, or Tribunal.

The results of the simple analysis of variance indicated a significant difference among the means at the .05 level; the Scheffe test did not indicate which groups were significantly different. The mean scores of the groups suggest that the Ad Hoc Committee on Judicial Revision was the most rehabilitative and the Marlatt dormitory was the least rehabilitative in their attitudes. The smaller standard deviations on this scale suggest that the groups tended to be more consistent in their rehabilitative attitudes.

Hypothesis (D) There was no difference among the mean scores on the rehabilitative scale of all dormitory student judicial boards combined, Dean of Students' staff, Ad Hoc Committee on Judicial Revision, Traffic and Security officers, or Tribunal.

The results of the simple analysis of variance test indicated a significant difference among the means on the rehabilitative scale at the .01 level. The results of the Scheffe test indicated that the Ad Hoc

Committee was significantly more rehabilitative in their attitudes than were the Traffic and Security officers and all dormitory student judicial boards combined at the .05 level. These results suggest that the Ad Hoc Committee on Judicial Revision was significantly more rehabilitative than were the Goodnow, Haymaker, and Moore Residence Halls because their means (53.86, 53.10, 51.67) were smaller than the Traffic and Security officers (54.86). The significant Scheffe test findings support the assertion that the two extreme means noted in Hypothesis (B) were significantly different.

The differences observed suggest that different attitudes prevail across different groups connected to judicial problems. To the extent that these attitudes reflect behavior, the groups may be perceived as being inconsistent in their approaches. On the other hand, the variable of self-selection may have been the cause for high scores of the Ad Hoc Committee on Judicial Revision.

Hypothesis (E) There was no difference between the mean scores of female respondents and male respondents.

The results of the simple analysis of variance test indicated a significant difference between the two means at the .05 level. The results indicate that the males were significantly more punitive than the females. These results were in agreement with the results of Prusok (1961) and Houdinko (1964) that indicated males tend to be more severe in their censure of misbehavior than do females. The number

of males compared to females was 48 to 46, respectively. One possible explanation for this difference was the inclusion of the Traffic and Security officers who were found to be the most punitive group in this study. However, when examining the mean scores (Table 7), a trend indicating that females scored lower than males on the punitive scale appeared. This suggests that the traditional role of the male in discipline may be a factor in the development of punitive attitudes.

Hypothesis (F) There was no difference between the mean scores of female respondents and male respondents.

The results of the simple analysis of variance test indicated no significant difference between the two means. This suggests that sex is not a factor in determining the presence of rehabilitative attitudes. It is also possible that the rehabilitative scale was not sensitive enough to pick up differences that may exist. A more discriminating instrument might indicate differences between sexes.

Other Findings

An item analysis was used to judge the consensus of agreement or disagreement of individuals with the item statements. The results indicated that considerable agreement consensus existed with regard to the rehabilitative attitudes. The results also indicated that considerable disagreement consensus existed on the punitive scale. This

disagreement consensus was not, however, as strong on the punitive scale. These results suggested that the majority of respondents preferred a rehabilitative approach to a punitive approach to handling misbehavior. This assertion was supported on the basis that the Traffic and Security officers were the only group scoring above the "undecided" (neutral) category on the punitive scale and all groups were above the neutral response on the punitive scale.

The high correlations with the total score on the punitive scale suggested that these attitudes were well understood and conceptualized by the respondents. The lower correlations and the lower coefficient of reliability suggested that the rehabilitative attitudes were less well understood and conceptualized by the respondents. The presence of large "undecided" responses on items 21, 28, and 29 on the rehabilitative scale supported this assertion as did the smaller loadings on Factor I (Appendix E) for the rehabilitative items. This finding raises questions about the ability of the groups to carry out rehabilitative approaches to handling misbehavior even though this may be the preferred approach.

Another possible explanation for the higher overall mean scores for the groups on the rehabilitative scale was the lack of discriminating items. It is possible that several of the items on this scale were acceptable to people holding either punitive or rehabilitative attitudes. If this were the case then the higher mean scores and smaller standard

deviations could be attributed to the "bad" items.

The lack of discriminating items on the rehabilitative scale suggests that a purer scale could be built which would assess more accurately these attitudes. However, the question as to whether or not this purification would reflect more accurately the attitude differences "in the real world" is moot. While persons may be inclined to reject the punitive approach, an alternative idea like the "rehabilitative approach" may not be an alternative clarified in their minds.

Furthermore, there is the problem of sequence. Perhaps to some, the punitive approach is the appropriate place to start and then the rehabilitative approach is appropriate later. Here too, "purer" scales may not reflect useful differences.

The test of whether or not the nondiscriminating items are simply "bad" items may lie in checking the effect of the items after the respondents have been involved in a training program which teaches them to discriminate between approaches and to see alternatives. If the items still do not discriminate, their lack of usefulness would be more clear.

Discussion

A number of significant differences were found among the groups studied. The reasons for the differences found were difficult to ascertain. Some of the probable causes of these differences are discussed below.

The method of selecting groups and the types of cases handled by each may, in part, explain the differences found. The methods of selecting the members for each judicial body varied considerably. Sillers and Feder (1964) found that administrators within a given institution tended to reflect similar attitudes due to stereotyped selection. It is therefore possible that the people charged with selecting the members of the judicial bodies picked those members that appeared to reflect the attitudes they felt desirable. There was no central selection committee at Kansas State University and it was therefore possible that each judicial body was selected on a different basis.

The types of cases handled by many of the groups varied. The Traffic and Security officers handled mainly traffic offenses for which there was a specified sanction for an infraction. The dormitory student judicial boards handled cases ranging from closing hour violations to destruction of property for which there were no specified sanctions. It is quite possible that the type of cases handled may, in fact, determine the attitudes of a group. For example, if a student judicial board member were to change roles with an officer the student might then reflect a more punitive attitude toward certain offenses.

Another key variable not considered was the possible influences of attitudes other than those studied. The factor analyses of both the 21-question survey and the 30-question survey indicated that these questions were measuring more than one attitude (Appendix E). It is

quite possible that attitudes, other than those studied, may play a major role in determining the approach or approaches an individual uses in handling misbehavior. More research is needed to solve this problem.

Conclusions

The results of this study found significant differences between the attitudes of several groups of relevant people relating to disciplinary principles and procedures. These differences may suggest that different approaches to dealing with misbehavior are utilized by the judicial bodies studied. It is also possible that the factors of self selection for the Ad Hoc Committee on Judicial Revision; the different methods of selecting dormitory boards; and the different types of cases handled by the groups (Traffic and Security officers worked mainly with traffic offenses and Tribunal worked mainly with constitutional interpretation) may explain the differences that resulted.

The attitudes of the females in this study were significantly less punitive than the attitudes of the males. This suggested that the punitive attitudes may have sex role factors influencing their development. There were no significant differences on the rehabilitative scale. This may be a function of the lack of discriminating items or it may indicate that rehabilitative attitudes are without sex role differentiation.

The results indicated that all groups tended to favor the rehabilitative approach to discipline. The results of the item analysis suggested that the rehabilitative attitudes of the respondents may not have been as clearly understood and conceptualized as the punitive attitudes. This finding suggests that even though the respondents favored the rehabilitative approach, they may, in fact, lack the understanding necessary to utilize this approach.

Lack of agreement about attitudes, especially on the punitive scales, were found within groups. This suggests that many of the groups may face difficulties in agreeing upon methods for handling cases of misbehavior. Training programs should be utilized to help the judicial bodies understand and conceptualize attitudes about misbehavior in the university.

Questions for Further Study

1. The attitude survey could be administered to a random sample of all Kansas State University students, faculty, and administrators to assess the level of understanding these groups have of the judicial program. This information would give an indication of the training necessary for the total community to understand the judicial program.

2. Efforts should be made to compare the effectiveness of judicial groups that score high on the rehabilitative scale to judicial

groups that score high on the punitive scale, and to compare the effects of these attitudes on different types of discipline cases.

3. The attitude survey could be used to pretest a group that was to receive training in handling misbehavior and later used to evaluate the effectiveness of the training program.

4. The rehabilitative scale could be used as the basis for developing other rehabilitative scales that measure different rehabilitative approaches (Rogerian versus Psychoanalytic versus Reality Therapy). Efforts could then be made to ascertain which of these approaches was most effective.

5. The attitude scale could be used as a teaching device by allowing groups to answer the questions and then to discuss any differences that existed.

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APPENDIX A

INSTRUCTIONS

Listed below are thirty statements pertaining to discipline procedures in the university. Below each statement are five responses numbered from one to five. Please read each question carefully and pick the response that you agree with most. There are no right or wrong answers. Please mark your answers on the IBM sheet carefully.

1. A primary purpose of a judicial system is to re-establish trust between the offender and the offended.
(1) strongly disagree (2) disagree (3) undecided (4) agree (5) strongly agree.
2. A person who repeatedly breaks rules should receive increasingly severe measures of punishment.
(1) strongly disagree (2) disagree (3) undecided (4) agree (5) strongly agree.
3. Often, punishing a student will make him so resentful that he will break more regulations.
(1) strongly disagree (2) disagree (3) undecided (4) agree (5) strongly agree.
4. Matching a given offense to a prescribed punishment makes insufficient allowances for the individual or the circumstances.
(1) strongly disagree (2) disagree (3) undecided (4) agree (5) strongly agree.
5. Rules, morals, values, and standards are not absolute; what is "wrong" for one person may not be "wrong" for another.
(1) strongly disagree (2) disagree (3) undecided (4) agree (5) strongly agree.
6. Most people who repeatedly break rules can be helped by psychological counseling.
(1) strongly disagree (2) disagree (3) undecided (4) agree (5) strongly agree.
7. The primary purpose of a judicial system is to determine guilt or innocence and to impose appropriate penalties on the guilty.
(1) strongly disagree (2) disagree (3) undecided (4) agree (5) strongly agree.
8. Punishment is the most effective method of encouraging people to follow rules and regulations.
(1) strongly disagree (2) disagree (3) undecided (4) agree (5) strongly agree.
9. A person should never break a law.
(1) strongly disagree (2) disagree (3) undecided (4) agree (5) strongly agree.

10. As a general rule a person should be punished when he breaks a law.
(1) strongly disagree (2) disagree (3) undecided (4) agree (5) strongly agree.
11. Some students break rules and laws because they have not learned socially acceptable ways of gaining recognition.
(1) strongly disagree (2) disagree (3) undecided (4) agree (5) strongly agree.
12. The individual's motives in committing an infraction of the rules should be a major consideration in the type of disciplinary action to be taken.
(1) strongly disagree (2) disagree (3) undecided (4) agree (5) strongly agree.
13. Persons who break rules are probably experiencing personal problems.
(1) strongly disagree (2) disagree (3) undecided (4) agree (5) strongly agree.
14. Punishment may have the effect of absolving an individual from accepting responsibility for his misbehavior.
(1) strongly disagree (2) disagree (3) undecided (4) agree (5) strongly agree.
15. Dismissal and suspension are not used as often as they should be in college discipline cases.
(1) strongly disagree (2) disagree (3) undecided (4) agree (5) strongly agree.
16. Strict enforcement of rules and regulations through the use of preestablished punishments is necessary to develop an orderly community.
(1) strongly disagree (2) disagree (3) undecided (4) agree (5) strongly agree.
17. Punishment frequently adds to the problem rather than solving it.
(1) strongly disagree (2) disagree (3) undecided (4) agree (5) strongly agree.
18. An important function of punishment is to provide a warning for others.
(1) strongly disagree (2) disagree (3) undecided (4) agree (5) strongly agree.
19. Many students who break rules repeatedly have conscious or unconscious needs to be helped, noticed, or punished.
(1) strongly disagree (2) disagree (3) undecided (4) agree (5) strongly agree.
20. Campus courts or boards should be trained to help the offender find support for more desirable behavior.
(1) strongly disagree (2) disagree (3) undecided (4) agree (5) strongly agree.

21. An offender can usually learn more by staying in the institution than by dismissal or suspension.
(1) strongly disagree (2) disagree (3) undecided (4) agree (5) strongly agree.
22. In a disciplinary situation, it is important to help the offender understand why he broke a rule.
(1) strongly disagree (2) disagree (3) undecided (4) agree (5) strongly agree.
23. Two people who break the same rule should get the same punishment.
(1) strongly disagree (2) disagree (3) undecided (4) agree (5) strongly agree.
24. A campus court or board should not become involved in the personal problems of an offender.
(1) strongly disagree (2) disagree (3) undecided (4) agree (5) strongly agree.
25. Punishment is necessary to make people "pay" for offenses committed by breaking a rule or law.
(1) strongly disagree (2) disagree (3) undecided (4) agree (5) strongly agree.
26. Judicial hearings should be formalized to insure that personal biases will not influence the outcome.
(1) strongly disagree (2) disagree (3) undecided (4) agree (5) strongly agree.
27. One of the best ways of insuring that students will follow rules and regulations is to inform them of the purposes of the rules and regulations.
(1) strongly disagree (2) disagree (3) undecided (4) agree (5) strongly agree.
28. A judicial system must impose clear cut punishments for each offense in order to be effective.
(1) strongly disagree (2) disagree (3) undecided (4) agree (5) strongly agree.
29. The institution should take primary responsibility to insure that people are not ignorant of its rules, values, and standards.
(1) strongly disagree (2) disagree (3) undecided (4) agree (5) strongly agree.
30. Fear of punishment is an effective deterrent to breaking rules and laws.
(1) strongly disagree (2) disagree (3) undecided (4) agree (5) strongly agree.

APPENDIX B

April 8, 1970

Dear Judicial Board Member:

The attached questionnaire is part of a study that is being conducted to measure attitudes that relate to the handling of disciplinary cases in the university. The results of this study will be used to determine key attitudes relating to discipline and to determine consistency between the attitudes of judicial bodies at Kansas State University.

Your assistance is being asked because of your experience in working with disciplinary cases at Kansas State University. I hope that the results of this questionnaire will help clarify some of the issues currently being discussed in the area of discipline in the university. I have given this questionnaire to several other judicial bodies on campus and the average time required for completion was fifteen minutes.

I would appreciate having this questionnaire returned to your assistant director by noon, Friday, April 10. If you are interested in the results of this study you can contact me at Van Zile Hall. I would be happy to visit with your board about this study as soon as it is completed. Thank you for your cooperation.

Sincerely yours,

Terry E. Waldren

APPENDIX C

- T F *1. As a general rule a person should be punished when he breaks a rule or law.
- T F 2. When an individual disrupts a group by breaking a rule, the welfare of the group should be considered first and the welfare of the individual second.
- T F 3. Rules set up by university authorities should be obeyed at all times.
- T F 4. A person should never be punished.
- T F *5. Two people who break the same rule at different times should be disciplined in the same manner.
- T F 6. A person should evaluate each situation separately and decide what is the best action in that situation.
- T F 7. Counseling should not be used as a means of disciplining students.
- T F 8. Parents and other authorities usually prove to know what is best.
- T F *9. Rules, morals, values, and standards are not stable.
- T F 10. Some people are naturally bad or prone to misconduct.
- T F *11. An important function of punishment is to serve as an example for others.
- T F 12. Punishment has been used for centuries as a method of making people obey rules and we have no reason to try any other methods of making people obey rules.
- T F 13. The purpose of disciplinary action should be to reeducate students.
- T F *14. Punishment is the most effective method of educating people to follow rules and regulations.
- T F *15. Persons who break rules are many times experiencing personal problems.
- T F *16. Most people who break rules repeatedly can be helped by counseling.

- T F *17. Many times punishing a student will cause him to break more rules rather than less.
- T F 18. The reason for the unrest on college campuses today is because people in charge of discipline are not strict enough.
- T F *19. A person should never break a law.
- T F 20. Human nature being what it is, there will always be war and conflict.
- T F 21. Every person should have complete faith in some supernatural power whose decisions he obeys without question.
22. Sex _____ Age _____ Major _____
Residence _____ Class _____
23. Comments or criticisms:

*These items, or ones similar in content, were included in the 30-question survey.

APPENDIX D

ITEM ANALYSIS RESULTS AND KUDER-RICHARDSON
RELIABILITY COEFFICIENT FOR 21-ITEM SURVEY

Item Number	Item Correlation with Total Score
1.	0.408
2.	0.133
3.	0.588
4.	0.000
5.	0.454
6.	0.122
7.	0.097
8.	0.357
9.	0.369
10.	0.278
11.	0.375
12.	0.290
13.	0.147
14.	0.447
15.	0.025
16.	0.108
17.	0.452
18.	0.269
19.	0.535
20.	0.143
21.	0.323
Kuder-Richardson Reliability Coefficient	0.494

APPENDIX E

FACTOR LOADINGS FOR ROTATED, ORTHOGONAL,
FACTOR ANALYSIS OF 21 ITEMS

Item Number	Factor I	Factor II	Factor III	Factor IV	Factor V
1	.04097	.06813	.35784	.00342	.05359
2	-.03060	.05926	.03260	-.28230	-.00135
3	.46444	.49737	.14527	-.06756	.09228
*4	.06362	.30621	.20600	.22316	.02618
5	.01625	-.33913	.04886	.03758	.05429
6	-.02872	.08013	.12007	-.04764	-.33583
7	.52945	.08013	-.19044	-.13283	.05077
8	-.00155	.08635	-.09013	.03735	-.04410
9	.00991	-.61589	.39822	-.14120	-.07993
10	.12902	.03283	.05461	.24181	-.04676
11	.45757	-.01334	.08581	.01333	.01317
12	.08905	.02084	.04240	-.30346	-.20949
13	.35469	-.14380	.49889	.15039	-.21037
14	-.01884	.06508	-.03738	-.59022	.08897
15	.33605	-.02803	-.40125	.05064	-.06464
16	-.46956	.09968	-.23355	.08766	-.11366
17	.01182	-.18920	.09311	-.07247	.53499
18	.16922	.17839	.38185	-.01616	.43861
19	.10465	-.18783	.16316	-.40521	.05064
20	.36108	.10048	.00457	.12214	.02185

*Item 4 on scale deleted because of 0.0 correlation

FACTOR LOADINGS FOR ROTATED, ORTHOGONAL,
FACTOR ANALYSIS OF 30 ITEMS

Item Number	Factor I	Factor II
1	-.28929	.02039
2	.58051	-.11189
3	.31869	.26845
4	-.14329	-.50839
5	-.56148	.12020
6	-.28461	.39140
7	.56278	.01222
8	.58277	.31009
9	.31788	-.09235
10	.54796	.31554
11	-.11608	.44677
12	-.04632	.28633
13	-.12557	.30084
14	-.42615	.31948
15	.53230	.00173
16	.43615	.37064
17	-.64694	.16926
18	.36136	.22771
19	-.01609	.18175
20	-.26612	.00241
21	-.51541	-.05455
22	-.18982	.34376
23	.31213	-.18388
24	.05216	.17929
25	.60080	.08117
26	.43215	-.04587
27	.05137	.22723
28	.45479	.30093
29	-.09149	-.24424
30	.41701	.37910

A STUDY OF PUNITIVE AND REHABILITATIVE ATTITUDES
OF SELECTED JUDICIAL BODIES AT
KANSAS STATE UNIVERSITY

by

TERRY EDWARD WALDREN

AN ABSTRACT OF A MASTER'S THESIS

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Department of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1970

The purpose of this study was to assess attitudes of several groups of relevant people at Kansas State University toward disciplinary procedures and principles, to compare the attitudes of subgroups, and to judge the consensus of all groups studied on these attitudes.

Nine dormitory student judicial groups, the Dean of Students' staff, the Ad Hoc Committee on Judicial Revision, the Traffic and Security officers, and the Tribunal comprised the samples studied.

The procedure for collecting the data consisted of contacting the person in charge of each of the judicial groups and the security officers and requesting an opportunity to meet with the members of their groups for approximately 15 minutes so that the survey could be administered. Two methods of data collection resulted from the contacts. A majority of the groups were contacted, given a brief explanation of the study, and asked to participate. Three of the people in charge of the groups requested permission to administer the survey themselves and the fourth person requested that the survey, with a cover letter, be placed in each member's mailbox. The procedures were consistent in that very little information was given by the investigator to groups visited personally.

The analysis of the findings of this study led to the following conclusions.

1. Significant differences between the attitudes of several groups

of relevant people were found relating to disciplinary principles and procedures. These differences may suggest that different approaches to dealing with misbehavior are present in the judicial bodies studied. It is also possible that the factors of self selection for the Ad Hoc Committee on Judicial Revision, the different methods of selecting dormitory judicial boards, and the different types of cases handled by the groups may explain the differences that resulted.

2. The attitudes of the females in this study were significantly less punitive than the attitudes of the males. This suggested that the punitive attitudes may have sex role factors influencing their development. There were no significant differences on the rehabilitative scale. This may be a function of the lack of discriminating items or it may indicate that rehabilitative attitudes are without sex role differentiation.

3. The results indicated that all groups tended to favor the rehabilitative approach to discipline. The results of the item analysis suggested that the rehabilitative attitudes of the respondents may not have been as clearly understood and conceptualized as the punitive attitudes.

4. Lack of agreement about attitudes, especially on the punitive scale, were found within groups. This suggested that many of the groups may face difficulty in agreeing upon method for handling cases of misbehavior.

5. Training programs should be utilized to help judicial bodies

understand and conceptualize attitudes about misbehavior in the university.

6. More research is needed to ascertain the influence of attitudes, other than those studied, on handling misbehavior in the university.