

A COMPARATIVE STUDY OF RATINGS BY INTERMEDIATE-LEVEL
STUDENTS ON DIVERGENT BEHAVIOR IN PROBLEM
AREAS COMMON TO CHILDREN

by *JDS*

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

Behavior problems in schools seem to persist despite the efforts of teachers to enforce conformity to rules and regulations via punishment of certain behaviors or indulgence of others. Insight into the persistence of these problems may come about by considering what actions children regard as "serious."

I. THE PROBLEM

Statement of the problem. This study was designed to compare student ratings of divergent behavior in five problem areas common to children. Specifically, the study was designed to compare students' ratings by sex and grade level on selected aspects of cheating, stealing, truancy, bullying, and disrespect for authority.

Importance of the study. The development of ethical standards in children is an important aim of education; however, techniques for measuring a child's behavior in an ethical situation are few and inadequate. Giving children opportunities to express their ethical opinions can be valuable in helping teachers access their value judgments, and consequently direct emphasis appropriately.

Understanding children's ethical opinions can also serve as a significant means of determining reward and punishment. In this study an attempt was made to secure children's opinions regarding certain behavior problems and relate their responses to the above application.

II. DEFINITIONS OF TERMS USED

Cheating. This term is used to describe a way of doing schoolwork that is dishonest. The factors of concern were (1) the person who completed the homework; and (2) the type of schoolwork involved.

Stealing. In this study the term "stealing" refers to the taking of something that does not belong to one. The value of the object stolen and the location of the incident were the primary considerations.

Truancy. Throughout this paper the term "truancy" will be interpreted as meaning the staying away from school without the school's permission. The reason for a student missing school and the time-of-year of the truancy were investigated.

Bullying. This term is used to describe the exerting of one's aggressiveness on someone smaller or weaker in order to frighten the latter. The habits of the

bully and the situations in which he operates were two points considered.

Disrespect for authority. The term "disrespect for authority" means an expression of contempt for authority; authority refers to any individual charged with enforcing society's rules. The two aspects of this problem investigated were the kinds of misconduct exhibited in public settings and the authority figure involved.

III. DELIMITATION OF THE STUDY

This study was limited to intermediate-level students attending Kalaheo School on the island of Kauai, Hawaii. Conclusions drawn from the findings of the study cannot be applied to all populations because of the extreme heterogeneous racial background and unique situation of these students.

IV. ORGANIZATION OF REMAINDER OF THE PAPER

The review of literature pertinent to the study of this problem is compiled in Chapter II. Then in Chapter III a description of the procedures is presented briefly. The analysis and summary parts of the study are presented in Chapters IV and V.

CHAPTER II

REVIEW OF THE LITERATURE

Numerous articles have been written about behavioral problems in education, but only a few seem closely related to the topic under investigation. Thus a relatively brief review of literature is being presented.

The five behavior problems selected for consideration in this study have been continually rated by teachers as serious behavior problems. The best example of an early study supporting this viewpoint is the classical study in psychology conducted by Wickman¹ in 1926. This study compared the ratings of teachers and mental hygienists as to the relative seriousness of fifty behavior problems. In the case of teacher ratings, all five behavior problems fell within the top ten regarded as the most serious.

Hunter,² in a study identical to Wickman's conducted in 1957, found similar results. The teachers had rated the five behavior problems within the top six. The consistency of such high ratings by teachers of these five behavior

¹E. K. Wickman, Children's Behavior and Teachers' Attitudes (New York: The Commonwealth Fund, 1928), p. 46.

²E. C. Hunter, "Changes in Teachers Attitudes Toward Children's Behavior Over the Last Thirty Years," Mental Hygiene, 41:3-11, May, 1957.

problems indicates their significance in education, and their desirability for use in this study.

Green and Rothenberg³ have suggested six major criteria for making an analysis of the seriousness of an act of stealing. These include:

- (a) frequency of the act;
- (b) value of the stolen object;
- (c) duration of the stealing;
- (d) age of the child;
- (e) amount of punishment the child is willing to accept in order to steal;
- (f) his general behavior at home and school.

Only the criteria (a) and (b) are related to this study. They were factors considered in constructing stealing items for the questionnaire.

Byers,⁴ in his article on cheating, discusses a factor also relating to the construction of the questionnaire. This factor is the person who completes the schoolwork for the student, and was used as an item on the questionnaire relating to the problem of cheating.

The numerous other articles read on behavior problems had no direct application to the study. They were very informative but lacked discussions concerning the factors singled out for emphasis in this study.

³S. L. Green and A. B. Rothenberg, A Manual of First Aid for Mental Health (New York: The Julian Press, 1953), p. 45.

⁴Paul R. Byers, "What Can Be Done About Cheating?" Education Digest, 23:28-29, November, 1967.

CHAPTER III

PROCEDURE

Preliminary preparation. In order to secure students' opinions regarding their view of "seriousness" of behavior problems common to them, a questionnaire was constructed. This questionnaire included items relating to five behavior problems. These behavior problems included stealing, cheating, truancy, bullying, and disrespect for authority.

Each behavior problem was considered from only two aspects, with each aspect representing a question on the questionnaire. These selected aspects are as follows: (1) stealing--the value of the object stolen (Question #1), and the location of the incident (#2); (2) cheating--the person who completes the homework (#3), and the type of schoolwork involved (#4); (3) truancy--the time of year of the truancy (#5), and the reason for missing school (#6); (4) bullying--the habits of the bully (#7), and the situations in which he operates (#8); and (5) disrespect for authority--the authority figure involved (#9), and kinds of misconduct exhibited in public settings (#10).

The questions on the questionnaire were structured so that a simple rating would be possible. Each question had five items and the students rated the five items from

the viewpoint of "most serious" and "least serious." An "M" was designated for "most serious" and an "L" for "least serious."

Design of study. The sampling to whom the questionnaire was given included all intermediate-level students at Kalaheo School on the island of Kauai, Hawaii. The students were distributed in the following manner:

Grade IV	42
Grade V	45
Grade VI	54

The questionnaire was administered to the Kalaheo students during the months of March and April. Consent had been given by the principal and intermediate-level teachers with whom the investigator worked.

One teacher administered the questionnaire to all the students, with only one of five classrooms responding at a time. This was an attempt to make the classroom presentations of the questionnaire as similar as possible.

Before the questionnaire was distributed among the students, the administering teacher took about five minutes to explain the purpose of the questionnaire, noting particularly that the questionnaire results would have no effect on the students' grades. These introductory remarks were mentioned to inform the students of the questionnaire and to set a relaxing atmosphere.

The administering teacher distributed the mimeographed questionnaires and read and explained the directions very carefully in an attempt to clarify any misunderstandings. In addition he read all questionnaire items to assist the non-readers. He also observed the students to see that their markings were consistent with the directions.

An allotment of twenty minutes was scheduled for each administration of the questionnaire. This time allotment proved to be sufficient.

When all questionnaires were completed they were collected and grouped according to sex-within-grade-level. After all students had taken the questionnaire, the results were tabulated in terms of percentages. Comparisons were then made involving grade levels and sex.

CHAPTER IV

QUESTIONNAIRE RESULTS

Introduction. The student population desired for the study involved all intermediate-level pupils at Kalaheo School. The distribution of students and the number completing the questionnaire are as follows:

	<u>Total Enrollment</u>		<u>No. Completing Questionnaire</u>	
Grade IV	42		39	
Grade V	43		42	
Grade VI	54		52	
	<u>139</u>	Total	<u>133</u>	Total

Of the 133 students completing the questionnaire, 68 were girls and 65 were boys.

In order to compare the results obtained from the questionnaire ten tables were constructed, with each table representing the students' responses to a particular question. Comparisons by percentages were made between grade levels and sex.

Table I. The pupil responses with regard to attitudes of "most serious" and "least serious" in a theft situation involving the object stolen are presented in Table I. While observations show that fourth and fifth graders regard stealing lunch money as "most serious", one notices that sixth graders place more emphasis on stealing car parts. One can also readily observe that boys regard

TABLE I

INTERMEDIATE-LEVEL STUDENTS' JUDGMENTS OF THE
SERIOUSNESS OF STEALING DIFFERENT OBJECTS

Item	Percentages											
	Grade						Sex					
	IV		V		VI		B		M		G	
	M*	L**	M	L	M	L	M	L	M	L	M	L
1. A person stealing												
a pencil	5	32	0	48	2	42	2	43	3	40		
car parts	30	13	33	0	62	2	58	2	29	7		
lunch money	49	3	45	2	23	4	23	6	52	0		
school supplies	13	13	22	7	13	6	17	6	14	10		
candy	3	39	0	43	0	46	0	43	2	43		
Totals	100	100	100	100	100	100	100	100	100	100	100	100

*M indicates "most serious"

**L indicates "least serious"

stealing car parts as "most serious" at a high percentage twice that of girls. The tendency to regard candy or a pencil as "least serious" is shared by all grade levels and both sexes.

Table II. The intermediate-level students' attitudes about the location or "place" in a stealing-money situation are contained in Table II. Fourth and fifth graders tended to regard "stealing from the store" as "most serious" while sixth graders selected "stealing from the church." In terms of "least serious" both sexes and all grade levels selected "the home" by a vast majority as being least significant.

Table III. Table III illustrates pupil responses concerning cheating from the standpoint of "who is completing a child's homework." All grade levels agreed on the item of "having parents complete homework" as being the "most serious." The students also tended to agree somewhat in their opinion regarding the "least serious" item. Fifth and sixth graders felt that having a classmate complete his homework was least questionable whereas fourth graders felt least guilty about having a brother or sister complete his homework. By comparing sexes, both boys and girls shared similar attitudes concerning the seriousness of this aspect of cheating.

TABLE II

INTERMEDIATE-LEVEL STUDENTS' JUDGMENTS OF THE
SERIOUSNESS OF VARIOUS LOCATIONS OF THEFT

Item	Percentages										
	Grade						Sex				
	IV		V		VI		B		G		
	M*	L**	M	L	M	L	M	L	M	L	
2. Taking money from											
the church	23	18	31	10	54	4	40	12	35	7	
the store	64	8	45	7	33	4	40	6	52	6	
the school	8	3	12	7	2	4	5	3	8	6	
the home	5	58	7	59	11	69	12	59	5	68	
the bowling alley	0	13	5	17	0	19	3	20	0	13	
Totals	100	100	100	100	100	100	100	100	100	100	

*M indicates "most serious"

**L indicates "least serious"

TABLE III

INTERMEDIATE-LEVEL STUDENTS' JUDGMENTS OF THE
SERIOUSNESS OF CHEATING BY VARIOUS PERSONS ASSISTING
IN COMPLETING HOMEWORK

Item	Percentages											
	Grade						Sex					
	IV		V		VI		B		G			
	M*	L**	M	L	M	L	M	L	M	L	M	L
3. A student having homework being done by												
his parents	56	23	69	17	69	10	57	17	68	15		
a brother or sister	5	29	7	12	2	1	8	25	2	14		
other relatives	3	10	3	7	2	11	3	6	1	13		
an older friend	5	18	5	21	4	8	6	12	3	18		
a classmate	31	20	16	43	23	52	26	40	26	40		
Totals	100	100	100	100	100	100	100	100	100	100		

*M indicates "most serious"

**L indicates "least serious"

Table IV. The observations noted in Table IV represent intermediate-level students' attitudes towards cheating from the aspect of "the type of schoolwork involved." Not only were the sexes similar in their judgments about the seriousness of the items but also the students of each grade level. "Having a student cheat on a test" was the item regarded as "most serious" while "having a student cheat on a notebook" was the item least objectionable. An interesting observation is the little emphasis given to a project or report.

Table V. The students' responses to the topic of truancy from the standpoint of "time of year" are presented in Table V. All groupings seem to show inconsistencies, particularly the boys. No strong tendencies appear throughout all grade levels. Some agreement is shared, however, by the girls and by fourth and sixth graders on their attitude of the "most serious" item--missing the first 2 weeks of school.

Table VI. Table VI represents intermediate-level students' opinions regarding the "reasons for a student missing school." Both fifth and sixth graders feel "missing school to have fun" is the "most serious" reason. Fourth graders, on the other hand, regard studying for a test as the "most serious" reason. Little agreement is shared by

TABLE IV

INTERMEDIATE-LEVEL STUDENTS' JUDGMENTS OF THE
SERIOUSNESS OF CHEATING AT VARIOUS TYPES OF SCHOOLWORK

Item	Percentages												
	Grade							Sex					
	IV		V		VI			B		L		G	
	M*	L**	M	L	M	L		M	L	M	L	M	L
4. A student cheating on													
an assignment	13	8	5	10	8	19		6	15	10	19		
a test	82	5	90	2	84	4		84	9	86	0		
a project	0	10	0	9	4	6		2	15	2	9		
a report	5	15	5	16	2	14		6	19	2	11		
a notebook	0	62	0	63	2	57		2	42	0	61		
Totals	100	100	100	100	100	100		100	100	100	100		

*M indicates "most serious"
**L indicates "least serious"

TABLE V
INTERMEDIATE-LEVEL STUDENTS' JUDGMENTS OF THE
SERIOUSNESS OF TIME-OF-YEAR OF TRUANCY

Item	Percentages											
	Grade						Sex					
	IV		V		VI		B		M		L	
	M*	L**	M	L	M	L	M	L	M	L	M	L
5. A student missing the												
first 2 weeks of school	39	20	33	32	45	23	34	34	45	18		
last 2 weeks of school	18	29	33	17	14	21	21	21	21	22		
first 2 weeks in November	15	15	7	12	14	12	14	14	10	12		
first 2 weeks in March	0	13	5	22	8	11	6	11	3	19		
first 2 weeks after Christmas vacation	28	23	22	17	19	33	25	20	21	29		
Totals	100	100	100	100	100	100	100	100	100	100		

*M indicates "most serious"
**L indicates "least serious"

TABLE VI

INTERMEDIATE-LEVEL STUDENTS' JUDGMENTS OF THE
SERIOUSNESS OF DIFFERENT CAUSES OF TRUANCY

Item	Percentages											
	Grade						Sex					
	IV		V		VI		B		L		G	
	M*	L**	M	L	M	L	M	L	M	L	M	L
6. A student missing school												
to have fun	13	44	61	17	50	23	46	26	40	28		
to study for a test	56	15	19	28	29	10	26	14	41	20		
to baby-sit	10	13	3	19	10	25	9	25	6	15		
to keep from going to PE class	13	8	12	17	9	15	14	15	9	12		
to keep a brother or sister company	8	20	5	19	2	27	5	20	4	25		
Totals	100	100	100	100	100	100	100	100	100	100		

*M indicates "most serious"

**L indicates "least serious"

any of the groupings in regard to the "least serious" reason for missing school.

Table VII. The students' responses to the question involving "the habits of the bully" are contained in Table VII. All grade level groups and sex groupings held identical attitudes in terms of "most serious" and "least serious." Injuring someone weaker was the item regarded as most offensive whereas teasing someone smaller was the item revealing least objection.

Table VIII. The observations noted in Table VIII represent the students' attitudes toward "bullying" from the standpoint of "situations in which the bully operates." The fourth graders felt that a student acting in a bullying manner on a class excursion was the "most serious" condition. The sixth graders differed and believed that a student being bossy in regular classes was the worst condition. The fifth graders, however, were divided equally in their opinions. Half agreed with the fourth graders' choice and half agreed with the sixth graders' choice. The tendency to regard "a bully causing trouble during recesses" as the "least serious" condition is shared predominately by all grade levels and by boys and girls.

TABLE VII

INTERMEDIATE-LEVEL STUDENTS' JUDGMENTS OF THE
SERIOUSNESS OF DIFFERENT FORMS OF BULLYING

Item	Percentages											
	Grade						Sex					
	IV	V		VI			B		G			
	M**	L**	M	L	M	L	M	L	M	L	M	L
7. A person seeking attention by												
teasing someone smaller	15	51	12	43	4	50	11	49	9	47		
threatening someone younger	5	13	5	5	13	6	8	5	9	10		
injuring someone weaker	57	8	68	0	71	2	71	2	61	5		
bossing someone quieter	15	8	10	19	4	15	6	15	12	13		
shoving someone aside	8	20	5	33	8	27	4	29	9	25		
Totals	100	100	100	100	100	100	100	100	100	100		

*M indicates "most serious"

**L indicates "least serious"

TABLE VIII

INTERMEDIATE-LEVEL STUDENTS' JUDGMENTS OF THE
SERIOUSNESS OF CIRCUMSTANCES IN WHICH
BULLYING OCCURS

Item	Percentages											
	Grade						Sex					
	IV		V		VI		B		L		G	
	M*	L**	M	L	M	L	M	L	M	L	M	L
8. A student being bossy												
in regular classes	26	13	31	24	37	12	36	17	28	13		
during recesses	15	39	17	24	19	44	17	31	17	41		
during lunch period	5	15	5	7	6	4	9	9	2	7		
at parties	3	18	14	17	15	17	9	18	13	16		
on class excursions	51	15	33	28	23	23	29	25	40	23		
Totals	100	100	100	100	100	100	100	100	100	100		

*M indicates "most serious"

**L indicates "least serious"

Table IX. Table IX illustrates the pupils' responses to the behavior problem "disrespect for authority," specifically considering the authority figure involved. All grade levels and both boys and girls regarded "talking back to a policeman" as being the "most serious." The students' opinions were similar also in relation to their judgment of the items regarded as "least serious." "Talking back to a neighbor" and "talking back to a salesman" were the items labeled least significant. An additional observation worth noting is the little emphasis placed on "talking back to a teacher."

Table X. The students' attitudes about "kinds of misconduct employed in public settings" are presented in Table X. The strong tendency to regard speeding on public highways as the "most serious" item was shared by all the groupings. A similar pattern resulted when comparing the students' "least serious" choice. Teasing animals in zoos was the item selected by every group as being least offensive.

TABLE IX
INTERMEDIATE-LEVEL STUDENTS' JUDGMENTS OF THE
SERIOUSNESS OF TALKING BACK TO
AUTHORITY FIGURES

Item	Percentages											
	Grade						Sex					
	IV		V		VI		B		G		L	
	M*	L**	M	L	M	L	M	L	M	L	M	L
9. A student talking back to												
a policeman	59	10	43	3	50	2	48	6	53	3		
a parent	18	23	45	17	35	17	32	20	34	18		
a teacher	20	3	12	21	11	11	15	11	13	13		
a neighbor	0	44	0	26	2	35	2	31	0	38		
a salesman	3	20	0	33	2	35	3	32	0	28		
Totals	100	100	100	100	100	100	100	100	100	100		

*M indicates "most serious"

**L indicates "least serious"

TABLE X

INTERMEDIATE-LEVEL STUDENTS' JUDGMENTS OF THE
SERIOUSNESS OF KINDS OF MISCONDUCT EXHIBITED IN
PUBLIC SETTINGS

Item	Percentages											
	Grade						Sex					
	IV		V		VI		B		M		L	
	M*	L**	M	L	M	L	M	L	M	L	M	L
10. A person												
speeding on public highways	64	8	40	9	42	8	45	8	52	4	52	9
teasing animals in zoos	5	57	10	38	4	48	8	42	4	42	4	52
making big noise in public buildings	15	5	28	10	21	6	18	11	25	3	25	3
ignoring rules in public swimming pools	3	10	0	12	12	19	6	11	5	17	5	17
leaving trash scattered in public parks	13	20	22	31	21	19	23	28	14	19	14	19
Totals	100	100	100	100	100	100	100	100	100	100	100	100

*M indicates "most serious"

**L indicates "least serious"

Table XI. Table XI represents a different kind of table from those previously illustrated. This table contains intermediate-level students' attitudes in regard to the five problem areas used in constructing items for the questionnaire. By comparing the various percentages one easily observes that the problem of "stealing" was regarded as "most serious" by all groupings, whereas the problem of "bullying" was regarded as "least serious" by all groupings. The fact that all groupings also regarded "cheating" as of little consequence deserves attention.

TABLE XI

INTERMEDIATE-LEVEL STUDENTS' JUDGMENTS OF THE
SERIOUSNESS OF FIVE BEHAVIOR PROBLEMS

Problem Area	Percentages												
	Grades								Sex				
	IV		V		VI		B		G				
	M*	L**	M	L	M	L	M	L	M	L	M	L	
Stealing	87	0	53	7	69	2	72	3	66	3			
Cheating	5	36	7	24	0	35	0	34	7	29			
Truancy	0	18	2	14	2	28	2	18	2	24			
Bullying	0	46	5	50	0	31	3	40	0	42			
Disrespect for authority	8	0	33	5	29	4	23	5	25	2			
Totals	100	100	100	100	100	100	100	100	100	100	100	100	

*M indicates "most serious"

**L indicates "least serious"

CHAPTER V

SUMMARY AND CONCLUSIONS

Summary. This study was designed to compare intermediate-level student ratings of divergent behavior in five problem areas common to children. These problem areas were investigated from select viewpoints only. The different aspects under study included: (1) stealing--the value of the object stolen, and the location of the incident; (2) cheating--the person who completes the homework, and the type of schoolwork involved; (3) truancy--the time of year of the truancy, and the reason for missing school; (4) bullying--the habits of the bully, and the situations in which he operates; and (5) disrespect for authority--the authority figure involved, and kinds of misconduct exhibited in public settings.

A questionnaire was designed using the selected aspects above as a foundation upon which items were constructed. The questionnaire was then given to a unique sampling of students. This sampling included all intermediate-level pupils attending Kalaheo School on the island of Kauai. These students were unique because of their extreme heterogeneous racial backgrounds.

The results of the questionnaire were tabulated with the use of percentages. Comparisons were then made by

grade levels and by sex regarding student responses of "most serious" and "least serious" to the questionnaire items.

Conclusions. The analysis of student responses to the questionnaire can easily be comprehended by noting similar tendencies within the tabulation. An attempt was made in the following paragraphs to group related items.

Many of the students' responses to the questionnaire items were anticipated to reveal what the results confirm. The following list of tables illustrate these expected tendencies:

- Table II -- All groupings regarded taking money from the home as "least serious"
- Table IV -- All groupings regarded cheating on a test as "most serious" and cheating on a notebook as "least serious"
- Table VI -- Fifth and sixth graders considered a student missing school to have fun as "most serious"
- Table VII -- All groupings agreed that injuring someone weaker was "most serious" and teasing someone smaller was "least serious"
- Table VIII -- Predominantly all groupings regarded a student being bossy during recesses as "least serious"
- Table IX -- All groupings agreed that talking back to a policeman was "most serious"
- Table X -- All groups agreeing that speeding on public highways was "most serious"

A definite number of responses to certain questionnaire items revealed that the students had a vague notion

of the idea presented. A good example is found in Table I where the girls regarded stealing lunch money as "more serious" than stealing car parts. Another example is the little emphasis placed on "cheating on a project or report" by all groupings as illustrated in Table IV. The inconsistencies presented in Table V also revealed that the students have a vague concept of time. In addition the fourth graders seemed to misunderstand the first item in Table VI where they labeled "a student missing school to have fun" as "least serious."

Another series of responses by the students seems to be analyzed best by regarding the child's immediate experiences as being those most significant to him. This suggestion perhaps explains why most students regarded stealing lunch money as "most serious" in Table I. Also this idea might explain the students' choice of "taking money from the store" as "most serious" in Table II, and choosing "stealing" as the "most serious" problem and "bullying" as the "least serious" problem in Table XI.

The school related items seem to reveal attitudes characteristic of many parents of the school community. In Tables I and II, one notices the little emphasis placed on stealing school supplies or stealing from the school. One also notices the minor objections revealed in talking back to a teacher as illustrated in Table IX. These examples of

negative attitudes perhaps stem from the negative attitudes shared by many parents in the school community.

A final point of discussion is the little significance placed on the problem of cheating as illustrated in Table XI. The attitude that cheating makes little difference is shared by many students at Kalaheo School. The prevalence of this attitude is revealed by the severity of the cheating problem at Kalaheo School.

The author feels that a repetition of this study on a different group of intermediate-level students would prove interesting.

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APPENDIX

FOLLOW ALONG CAREFULLY AS I READ EACH PART. THEN MARK EACH GROUPING ACCORDING TO YOUR VIEW OF MOST SERIOUS AND LEAST SERIOUS. USE AN M FOR MOST SERIOUS AND AN L FOR LEAST SERIOUS.

- | | |
|--|---|
| <p>(1) A person stealing</p> <ul style="list-style-type: none"> <input type="checkbox"/> a pencil <input type="checkbox"/> car parts <input type="checkbox"/> lunch money <input type="checkbox"/> school supplies <input type="checkbox"/> candy | <p>(2) Taking money from</p> <ul style="list-style-type: none"> <input type="checkbox"/> a church <input type="checkbox"/> the store <input type="checkbox"/> the school <input type="checkbox"/> the home <input type="checkbox"/> the bowling alley |
| <p>(3) A student having home-work being done by ...</p> <ul style="list-style-type: none"> <input type="checkbox"/> his parents <input type="checkbox"/> a brother or sister <input type="checkbox"/> other relatives <input type="checkbox"/> an older friend <input type="checkbox"/> a classmate | <p>(4) A student cheating on..</p> <ul style="list-style-type: none"> <input type="checkbox"/> an assignment <input type="checkbox"/> a test <input type="checkbox"/> a project <input type="checkbox"/> a report <input type="checkbox"/> a notebook |
| <p>(5) A student missing the.</p> <ul style="list-style-type: none"> <input type="checkbox"/> first 2 weeks of school <input type="checkbox"/> last 2 weeks of school <input type="checkbox"/> first 2 weeks in November <input type="checkbox"/> first 2 weeks in March <input type="checkbox"/> first 2 weeks after Christmas vacation | <p>(6) A student missing school</p> <ul style="list-style-type: none"> <input type="checkbox"/> to have fun <input type="checkbox"/> to study for a test <input type="checkbox"/> to baby-sit <input type="checkbox"/> to keep from going to PE class <input type="checkbox"/> to keep a brother or sister company |
| <p>(7) A student seeking attention by</p> <ul style="list-style-type: none"> <input type="checkbox"/> teasing someone <input type="checkbox"/> smaller <input type="checkbox"/> threatening someone <input type="checkbox"/> younger <input type="checkbox"/> injuring someone <input type="checkbox"/> weaker <input type="checkbox"/> bossing someone <input type="checkbox"/> quieter <input type="checkbox"/> shoving someone <input type="checkbox"/> aside | <p>(8) A student being bossy..</p> <ul style="list-style-type: none"> <input type="checkbox"/> in regular classes <input type="checkbox"/> during recesses <input type="checkbox"/> during lunch period <input type="checkbox"/> at parties <input type="checkbox"/> on class excursions |

- (9) A student talking
back to
— a policeman
— a parent
— a teacher
— a neighbor
— a salesman

- (10) A person
— speeding on public
highways
— teasing animals in
zoos
— making big noise in
public buildings
— ignoring rules in
public swimming
pools
— leaving trash scat-
tered in public
parks

A COMPARATIVE STUDY OF RATINGS BY INTERMEDIATE-LEVEL
STUDENTS ON DIVERGENT BEHAVIOR IN PROBLEM
AREAS COMMON TO CHILDREN

by

JOHN DAVID STEGNER

B. S., Kansas State University, 1966

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

College of Education

KANSAS STATE UNIVERSITY
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This study was designed to compare intermediate-level student ratings of divergent behavior in five problem areas common to children. These problem areas were investigated from select viewpoints only. The different aspects under study included: (1) stealing--the value of the object stolen, and the location of the incident; (2) cheating--the person who completes the homework, and the type of school-work involved; (3) truancy--the time of year of the truancy, and the reason for missing school; (4) bullying--the habits of the bully, and the situations in which he operates; and (5) disrespect for authority--the authority figure involved, and kinds of misconduct exhibited in public settings.

A questionnaire was designed using the selected aspects above as a foundation upon which items were constructed. The questionnaire was then given to a unique sampling of students. This sampling included all intermediate-level pupils attending Kalaheo School on the island of Kauai. Of the 133 students who completed the questionnaire, 68 were girls and 65 were boys. These students were unique because of their extreme heterogeneous racial backgrounds.

The questions on the questionnaire were structured so that a simple rating would be possible. Each question had five items and the students rated the five items from the viewpoint of "most serious" and "least serious." An

"M" was designated for "most serious" and an "L" for "least serious."

The results of the questionnaire were tabulated with the use of percentages. Comparisons were then made by grade levels and by sex regarding student responses of "most serious" and "least serious" to the questionnaire items.