

A STUDY OF THIRTY FACTORS RELATED TO MALE STUDENTS  
WHO HAVE HAD DISCIPLINARY PROBLEMS IN A COLLEGE  
DORMITORY AT KANSAS STATE UNIVERSITY, 1965-1966

by

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## TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION . . . . .	1
Statement of the Problem . . . . .	1
Purpose of the Study . . . . .	2
Hypothesis for the Study . . . . .	2
Definition of Terms . . . . .	5
II. RELATED LITERATURE . . . . .	7
Introduction . . . . .	7
History of Housing and Disciplinary Problems in Universities . . . . .	7
Discipline Problems as Related to Intellective and Non-Intellective Factors .	11
College Achievement as Related to Intellective and Non-Intellective Factors .	15
Summary . . . . .	21
III. METHODS AND PROCEDURES . . . . .	22
Description of Population . . . . .	22
Characteristics of the Disciplinary Problem Group . . . . .	29
Characteristics of the Control Group . . . . .	30
Organization of the Study . . . . .	33
Statistical Analyses of Data . . . . .	38
Summary . . . . .	40

CHAPTER	PAGE
IV. ANALYSIS OF THE DATA . . . . .	41
Introduction . . . . .	41
Relating the Disciplinary Problem Group and the Control Group by Chi Square on Intellective Factors . . . . .	41
Relating the Disciplinary Problem Group and the Control Group by Chi Square on Non- Intellective Factors . . . . .	45
Summary . . . . .	50
V. SUMMARY AND CONCLUSIONS . . . . .	51
Introduction . . . . .	51
Hypotheses . . . . .	51
Summary . . . . .	59
VI. INFERENCES AND RECOMMENDATIONS . . . . .	60
Introduction . . . . .	60
ACT Composite Score . . . . .	60
Semester Credit Load . . . . .	61
Curriculum . . . . .	61
Curriculum Changes . . . . .	62
Age . . . . .	63
Application Date . . . . .	64
Home Town Size . . . . .	64
Operation of Car . . . . .	65

CHAPTER	PAGE
Interested in Fraternity Membership . . . . .	65
Recommendations . . . . .	66
Summary . . . . .	68
BIBLIOGRAPHY . . . . .	69

## LIST OF TABLES

TABLE	PAGE
I. Curriculum, Class, Semester Hours, Grade Points, and Grade Point Average of Marlatt Hall Residents, Fall Semester 1965 . . . . .	23
II. Number and Percentage of Freshmen Males by College Coming from Different Sizes of Home Towns . . . . .	25
III. Number and Percentage of Freshmen Males Classified by College and Father's Level of Education . . . . .	26
IV. Number and Percentage of Freshmen Males Classified by College and Mother's Level of Education . . . . .	27
V. Number and Percentage of Freshmen Males Classified by College and Father's Occupation . . . . .	28
VI. Types of Offenses Committed by Dormitory Residents . . . . .	31
VII. Discipline Problem Group Vs. Control Group on Thirty Factors . . . . .	42

## CHAPTER I

### INTRODUCTION

#### Statement of the Problem

This study is an investigation and analysis of characteristics associated with a group of students who have been classed as disciplinary problem students due to their misconduct in a college dormitory, during the school year 1965-1966 at Kansas State University.

The dormitory Head Resident spends much time and effort correcting these disciplinary problem students, as do the Head Resident Assistants and Assistant Head Resident Assistants. Student Judicial Board members also give many hours of their time, much of it during the last, busy weeks of the semester, to review and make recommendations on these student's cases. However, the individual dormitory resident, living near these disciplinary problem students, is the one who suffers the most. The good student, and the socially inclined student with good academic potential, despite their initial favoring of dormitory life, are mostly lost to the dormitory system because of the bad conduct of the disciplinary problem students.

### Purpose of the Study

The purpose of this study was to investigate whether or not certain factors are more characteristic of this group of disciplinary problem students than a random sample of all other dormitory residents.

### Hypotheses for the Study

After reviewing literature related to the problem and critically analyzing certain dormitory situations, hypotheses were developed for this study as follows:

Hypothesis 1--The two groups have significantly different college potential as measured by the American College Test Program (ACT).

Hypothesis 2--The groups have significantly different levels of academic achievement, measured in high school by grade point average and, in college, both by number of grade points received per semester in the 1965-1966 school year and total grade points received at Kansas State University and transferred from other institutions of higher education.

Hypothesis 3--The educational load of the students is significantly different between the two groups. This is measured by number of semester hours completed per

semester.

Hypothesis 4--The curriculums are significantly different between the two groups. These groups have also changed curriculums a significantly different number of times during the 1965-1966 school year.

Hypothesis 5--The two groups have significantly different numbers of varsity athletes in major sports. The groups are also significantly different in regard to number of students taking different numbers of semester hours through the Physical Education department.

Hypothesis 6--The groups are significantly different in chronological age at entrance to school in the school year 1965-1966, and in length of time spent in college as approximated by the total number of semester hours completed at Kansas State University and transferred from other institutions of higher education.

Hypothesis 7--The number of days intervening between application date and the start of the student's original enrollment at Kansas State University is significantly different for the two groups.

Hypothesis 8--The two groups are significantly different in regard to the following personal background



factors: size of home town, in-state or out-of-state residence, father's occupation, father's education, mother's education, religion, evidence of broken home, and number of siblings.

Hypothesis 9--The groups are significantly different in regard to the number of members operating cars and to the number of members receiving different numbers of parking tickets and arrests.

Hypothesis 10--Number of illnesses and injuries as shown by visits to the Student Health Center during the school year 1965-1966 is significantly different between the groups.

Hypothesis 11--The two groups are significantly different in regard to number of members causing damage to their rooms, and the amount of that damage.

Hypothesis 12--The two groups plan to attend college significantly different amounts of time as indicated by their answers to the question, "I plan to complete \_\_\_\_\_ years of college".

Hypothesis 13--Members of the two groups answered the questions; "My church is important to me and I attend regularly", "I prefer to study with the record player/radio

on/off", and "I am interested in joining a fraternity", in significantly different manners.

Hypothesis 14--The two groups lived in the dormitory during the 1965-1966 school year for significantly different lengths of time.

Hypothesis 15--Evidence of the total amount of disciplinary problems the student has been involved in as recorded by Dean of Student's office is significantly different between the groups.

#### Definition of Terms

Disciplinary Problem Students are those students who have violated major dormitory regulations and/or appeared before the dormitory Student Judicial Board for the violation of dormitory regulations and/or students whose Head Resident Assistants or Assistant Head Resident Assistants have recommended that they not be allowed to return to the dormitory in the next school year.

Major Dormitory Regulations are those regulations covering dangerous and/or destructive acts of students.

Intellective Factors are factors of high school and college achievement and, measures of the individual's potential to succeed in college.

Non-intellective Factors are other factors of the individual's home and community background, socio-economic status, religion, physical factors such as age, and college situation relating to college major, activities and number of college units.

Varsity Athletes in Major Sports are athletes competing in the sports of football, basketball, baseball and track.

The Curriculums at Kansas State University for this thesis are: Engineering, Agriculture, Architecture, Commerce, Physical Education, other Education, and the following College of Arts and Sciences subheadings: Biological Science, Physical Science, Pre-veterinary Medicine, Social Science, and General.

Level of Significance has been set at the 5 percent level, meaning that differences reported will be accepted only if such differences would occur by chance less than five times in one hundred times. Findings approaching significance, 10 percent level, and those showing a tendency, 25 percent level will also be reported in this study.

## CHAPTER II

### RELATED LITERATURE

#### Introduction

The review of literature related to the problem of this study includes (1) a brief history of housing and disciplinary problems in universities, (2) discipline problems as related to intellectual and non-intellectual factors, and (3) college achievement as related to intellectual and non-intellectual factors.

#### History of Housing and Disciplinary Problems in Universities

A journal article by Cowley<sup>1</sup> traces the history of college housing and discipline in college housing up to 1934. The housing problem first became a concern of universities in the middle ages, when large numbers of poor students flocked to the universities of Europe. Due to the poor conditions these students lived in, they began to withdraw from the homes of townspeople and form their own houses. At first these houses were completely student

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<sup>1</sup>W. H. Cowley, "The History of Student Residential Housing," School and Society, 40:705-12, December 1, 1934; 40:758-64, December 8, 1934.

controlled, but student self-government slowly wore away and the universities assumed control. University controlled housing was most successful in England but also was the system used in Germany until the reformation and in France until the revolution. Later, the private boarding house system replaced the residential college system in these countries.

The English residential college system was adopted by early American universities. However, the English and American systems of colleges did not develop in the same way. In English universities, teachers were relieved of almost all disciplinary functions, which became a responsibility of deans and proctors, and a good student-teacher relationship developed. In American universities however, teachers were required to live in the dormitories and to enforce dormitory and college regulations and regulate the morals of the students. Consequently student-teacher relations were poor and academic matters suffered as well.

The early history of American universities is full of stories of destructive student riots and rebellions. The universities were mostly controlled by religious groups at this time and many of the teachers were ministers. The students were controlled by many rules and regulations; the food and housing were poor, but students were required to live in university dormitories. The resulting student-

teacher conflict resulted in much damage to college property and injury or death to some teachers.

In the middle 1800's, there was a reaction against these riots, and the dormitories where the riots originated. Administrators favoring the German philosophy of education of letting the students provide for their own housing became leaders in American universities. In the latter half of the nineteenth century, dormitories were frowned upon. New ones seldom were built and occasionally old ones were converted to classrooms. Fraternities became very popular at most universities during this time.

In the 1890's dormitories started to come back into favor partially as the result of the favor and influence of the presidents of Yale, Princeton, and the University of Chicago. The need to provide decent housing for women students also favored the development of dormitories.

Riots were not associated with dormitories as they once were since teachers no longer disciplined dormitory residents. Also, other activities to provide for release of the student's energy became established in the later nineteenth century. These activities included varsity and intramural sports, debating, musical activities and clubs for people of many interests. The growth of co-educational colleges and the development of new college curriculums also led to the lessening of student-teacher tensions.

A journal article by Cowley<sup>2</sup> in 1957 summarized his earlier article and brought it up-to-date by mentioning the recent trends toward greatly increased use of college housing and better student-teacher relations.

Higher Education in Transition by Brubacher and Rudy<sup>3</sup> covered the history of American higher education from its earliest days until 1956. Housing of students and disciplinary measures and philosophy in use at various times were covered in this history.

A book by Leonard<sup>4</sup> covered the history of student personnel programs in American universities from earliest times to 1862 when the Land Grant Universities were founded. This book gave a detailed description of dormitory life at the universities with its associated riots and rebellions.

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<sup>2</sup>W. H. Cowley, "Student Personnel Services in Retrospect and Prospect," School and Society, 85:19-23, January 19, 1957.

<sup>3</sup>John S. Brubacher and Willis Rudy, Higher Education in Transition, (New York: Harper and Brothers, 1956) pp. 1-390.

<sup>4</sup>Eugenie A. Leonard, Origins of Personnel Services in American Higher Education, (Minneapolis: University of Minnesota Press, 1956) pp. 3-114.

Discipline Problems as Related to Intellectualive  
and Non-intellective Factors

Students who fail to conform to the university rules present a large problem to institutions of higher education. While there is much published material concerned with disciplinary theory and procedures, several writers<sup>5</sup> have pointed up the lack of objective research in this area. The most closely related study to the subject of this paper was one made by Bazik and Meyering.<sup>6</sup> In this research, the authors investigated several characteristics of college students involved in discipline problems that would differentiate them from college students in general. Some of the characteristics investigated were: age, father's occupational background, grade point average, grade level, and scholastic ability.

The discipline problem group consisted of 105

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<sup>5</sup>H. W. Bailey, "Disciplinary Procedures," Encyclopedia of Educational Research, 1st ed., (New York: The Macmillan Company, 1941), 294-296; H. W. Bailey, "Student Personnel Work, Disciplinary Procedures," Encyclopedia of Educational Research, 2nd ed., (New York: The Macmillan Company, 1950), 1330-33; and Asahel D. Woodruff, "Discipline," Encyclopedia of Educational Research, 3rd ed., (New York: The Macmillan Company, 1960), 381-85.

<sup>6</sup>Anna M. Bazik and Ralph A. Meyering, "Characteristics of College Students Involved in Discipline Problems" National Association of Women Deans and Counselors Journal, 28:173-77, Summer, 1965.



individuals whose cases were reviewed by the discipline board at Illinois State University between April 25, 1958 and June 3, 1962. The second group was a stratified, random sample of the same number of individuals selected from the remainder of the university population. Chi square and t tests were used to determine differences and the significance of differences between these two groups. The discipline problem group was significantly younger and more homogeneous in age. No significant differences were found between the groups on any of the measures of scholastic ability, or on father's occupational level. The disciplinary problem group had a significantly lower grade point average and was significantly lower in grade level. Most of the disciplinary problem group were freshmen or sophomores. Type of housing, dormitory or off campus, was not significantly different between the two groups. Finally, the differences in curriculums between the two groups were significant. A disproportionate number of students involved in disciplinary cases were health and physical education majors.

A study by Wrenn<sup>7</sup> indicated that disciplinary offenders had significantly lower English test scores

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<sup>7</sup>C. Gilbert Wrenn, "Student Discipline in a College," Educational and Psychological Measurement, 9:625-33, Autumn, 1949.

(The Cooperative English Test) than other college men. Scores in other areas were about the same between the two groups. Sophomores were the most frequent disciplinary offenders and composed 35 percent of the disciplinary problem group.

Coleman<sup>8</sup> in 1930 reported that a significantly larger number of failing students in a high school were included in the group of disciplinary problem students, as compared to other high school students. The disciplinary problem group included 83 percent of the failing students. The disciplinary problem group tended to include an over-representation of varsity athletes, and students coming from homes broken by divorce. The oldest child in the family tended to be a problem child. The two groups were almost the same on a measure of mental ability.

Springer<sup>9</sup> investigated two groups of students aged 6-12. The experimental group was drawn from a poor neighborhood and the control group was drawn from a middle class neighborhood, both in the same large, urban area.

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<sup>8</sup>C. T. Coleman, "The Characteristics of Disciplinary Problem Pupils in High School," School Review, 38:434-42, June, 1930.

<sup>9</sup>N. Norton Springer, "The Influence of General Social Status on School Children's Behavior," Journal of Educational Research, 32:583-91, April, 1939.

The two groups were equated on intelligence and age. The fathers of experimental group members had significantly lower status occupations. Differences in behavior between the two groups were then investigated. The experimental group had significantly more members who were discipline problems. In both groups, there was a tendency for number of discipline problems and intelligence to be negatively correlated.

Brady<sup>10</sup> stated that the use of automobiles on campus added tremendously to discipline problems. He estimated that a large university located in a small city will find from 50-70 percent of its discipline cases associated in some way with the use of cars.

Williamson and others<sup>11</sup> compared a group of college students who were disciplinary problems; those reported to the central disciplinary counseling office, and a group who were not. They reported that students were enrolled in the various colleges of the university in about the same proportions in both groups, but there was a tendency for

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<sup>10</sup>Thomas A. Brady and Leverne F. Snoxell, Student Discipline in Higher Education, (Washington: The American College Personnel Association, 1965), p. 2.

<sup>11</sup>Edmund G. Williamson and others, "What Kinds of College Students Become Disciplinary Cases," Educational and Psychological Measurement, 12:608-19, Winter, 1952.

fewer Agriculture students to be in the disciplinary problem group. The student's grade level was not significantly different between the groups, but there was a tendency for more freshmen and sophomores to be in the disciplinary problem group. No significant differences were found between the two groups with respect to college achievement, ability or high school grades. The disciplinary problem group contained significantly more out-of-state and foreign students. Williamson concluded that students with disciplinary problems were much the same as other students.

#### College Achievement as Related to Intellectual and Non-intellectual Factors

The hypothesis has been made that disciplinary problem students receive lower grades in college, and this was supported by a review of the most recent literature. A review of studies pertaining to college achievement will give further insight into the characteristics of disciplinary problem students.

Recently Schroeder and Sledge<sup>12</sup> investigated the

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<sup>12</sup>Wayne L. Schroeder and George W. Sledge, "Factors Related to Collegiate Academic Success," Journal of College Student Personnel, 7:97-105, March, 1966.

relationship of many factors to college achievement. A review of sixty studies completed since 1950 was made. This included over one thousand studies investigated second-hand via four previously published reviews. The majority of studies defined achievement criteria as overall first term or first year grade point averages.

Intellective factors were found to be more predictive of college achievement than non-intellective factors. Intellective factors were found to be related to college achievement, in this decreasing order of importance: high school achievement, subject-matter test scores and measures of mental ability.

Many non-intellective factors were examined and the results showed few significant correlations with college achievement. Findings of studies were inconclusive when differences in curriculum, religion, and size of the high school were examined. Age was found to be negatively related to achievement, but this relationship was not maintained when the problem was approached from the standpoint of timespan between high school graduation and college enrollment. Both a large number of siblings and absence of siblings were negatively related to college achievement. Educational level of parents was revealed as a more positive force than father's occupational status, but results of studies in this area were inconclusive.

Many years ago Dwyer<sup>13</sup> investigated a number of studies relating age at entrance to college and freshmen scholastic success. Age was significantly correlated negatively with success and this trend continued to an entering age of about 21. The trend reversed at older entering ages.

Fullmer<sup>14</sup> reported on students who had changed their curriculums as compared to students that had not. He concluded that changing curriculums was not a sign of weakness on the part of the student, as students who changed their curriculums were as successful academically and were more likely to graduate from college than students who had not changed their curriculums.

A study by Weitz and others<sup>15</sup> indicated that male students who have identifiable educational goals appear to be better prepared for college than those who do not. These students also did significantly better in college.

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<sup>13</sup>Paul S. Dwyer, "The Correlation Between Age at Entrance and Success in College," Journal of Educational Psychology, 30:251-64, April, 1939.

<sup>14</sup>Daniel W. Fullmer, "Success and Perseverance of University Students," Journal of Higher Education, 27:445-47, November, 1956.

<sup>15</sup>Henry Weitz and others, "The Relationships Between Choice of a Major Field of Study and Academic Preparation and Performance," Educational and Psychological Measurement, 15:28-38, Spring, 1955.

Weitz and Wilkinson<sup>16</sup> investigated the relationship between certain nonintellectual factors and success in college. A group of male students who were only children were found to have significantly lower grades than a group of male students with siblings. Male students having one or both parents deceased or parents divorced were not significantly different than other students.

Shaw and Brown<sup>17</sup> reported some of the distinguishing characteristics of students who did not live up to their academic potential. These underachievers carried a significantly smaller college load. Underachievers tended to come from larger families and to have fathers with less formal education. Mother's level of education and religious preference, Catholic or Protestant, were not related to under or overachieving. Both groups scored about the same on standard achievement tests.

Washburne<sup>18</sup> reported that socio-economic status, a

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<sup>16</sup>Henry Weitz and H. Jean Wilkinson, "The Relationship Between Certain Nonintellectual Factors and Academic Success in College," Journal of Counseling Psychology, 4:54-60, Spring, 1957.

<sup>17</sup>Merville C. Shaw and Donald J. Brown, "Scholastic Underachievement of Bright College Students," Personnel and Guidance Journal, 36:195-99, November, 1957.

<sup>18</sup>Norman F. Washburne, "Socio-Economic Status, Urbanism and Academic Performance in College," Journal of Educational Research, 53:130-37, December, 1959.

combination of parent's educational level and father's occupation was not significantly related to college success. Size of community was significantly positively correlated with college success in areas under 500,000 in population, but there was no relationship above this point.

In his Master's thesis, Cox<sup>19</sup> reported a study of athletes and non-athletes at the junior college level. He found that there was no significant difference between the grades of athletic letterman and non-athletes, either in identical or overall courses. The study was only concerned with graduating athletes and non-athletes. However, 66.2 percent of athletic lettermen dropped out of college as compared to 48.8 percent of non-athletes.

A study on prediction of college success was conducted through the counseling center at Kansas State University.<sup>20</sup> This study reported how freshmen men predicted their future academic success and showed that in the four scholastic ability levels as measured by the ACT

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<sup>19</sup>Ray L. Cox, "A Study of Academic Achievement of Athletic Lettermen and Non-Athletes at Independence Community College," (unpublished Master's thesis, University of Kansas, Lawrence, Kansas, 1963), p. 41-2.

<sup>20</sup>Student Counseling Center, "Differences Between Student Predictions and Statistical Predictions of Future Academic Success: The Relationship of these Differences to Scholastic Ability." Research Report No. 21, Mimeographed report of the Student Counseling Center, Kansas State University, September, 1962, pp. 1-8.



composite score average, students were more optimistic than statistically generated measures. The high ability group was most optimistic and the lowest ability group was next in optimism for college success. In the lower three groups, student and statistical prediction of academic success were significantly different.

In her Master's thesis, Hanson<sup>21</sup> reported that a group of women students who applied for university housing early, 200 days or more before school started, had significantly higher grades than those students who applied late, 45 days or less before school started.

Summerskill<sup>22</sup> found no difference between the number of visits to the college clinic at Cornell University when length of college stay was controlled as compared to whether a student was in a group of withdrawals, or failing students, or other students.

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<sup>21</sup>Audrey I. Hanson, "A Study of Freshmen Women who Apply Late for Housing at the University of Kansas," (unpublished Master's thesis, University of Kansas, Lawrence, Kansas, 1962), pp. 32-34.

<sup>22</sup>John Summerskill, "Dropouts from College," The American College, Nevitt Sanford, editor, (New York: John Wiley and Sons, 1962), p. 646.

### Summary

Literature dealing with the history of college discipline and housing, and characteristics of disciplinary offenders and college overachievers and underachievers has been surveyed in this chapter. Attention was given both to intellectual and non-intellectual factors related to disciplinary problems and college achievement.

The literature reveals that intellectual factors are more closely related to the areas of disciplinary problems and college achievement than are non-intellectual factors. Still, non-intellectual factors, although harder to define and measure, are valuable to use as they can give a more detailed and accurate picture of the student's capabilities, when combined with intellectual factors.

## CHAPTER III

### METHODS AND PROCEDURES

#### Description of Population

This study was based on two groups of men dormitory residents: a group of fifty-nine disciplinary problem students and a random sample of fifty-nine other dormitory residents. Both groups were drawn from a group of 661 dormitory residents who had lived at least one month in a 600-man residence hall at Kansas State University during the school year, 1965-1966.

Dormitory residents at the end of the fall semester 1965 were enrolled in colleges and classified as to grade level as shown in Table I. This table also indicates number of grade points, semester hours taken and grade point average by curriculum, class and total. The percentage of students in each college represented is also shown. Of the 597 dormitory residents whose grade point averages were tabulated at the end of the fall semester, 1965, 409 or 68.78 percent were freshmen, 116 or 19.43 percent were sophomores, 41 or 6.89 percent were juniors, 27 or 4.23 percent were seniors and 4 or 0.67 percent were graduate students.

Dormitory residents were assigned to dormitories in

TABLE I

CURRICULUM, CLASS, SEMESTER HOURS, GRADE POINTS AND GRADE POINT  
AVERAGE OF MARLATT HALL RESIDENTS, FALL SEMESTER 1965

School	Freshman				Sophomore				Juniors			
	No.	Hours	GP	GPA	No.	Hours	GP	GPA	No.	Hours	GP	GPA
Arts & Sciences	183	2686	5903	2.197	44	644	1599	2.408	12	178	367	2.061
Engineering	87	1379	3267	2.369	29	441	1050	2.380	12	169	345	2.041
Agriculture	67	943	2020	2.142	16	249	661	2.453	5	79	226	2.860
Architecture	29	404	704	1.742	13	189	446	2.359	7	99	220	2.222
Commerce	39	554	1024	1.848	7	103	210	2.038	4	62	94	1.516
Education	1	13	18	1.384	7	105	196	1.866	1	15	50	3.333
Home Economics	2	28	38	1.357	--	--	--	.000	--	--	--	.000
Veterinary Med.	1	17	39	2.294	--	--	--	.000	--	--	--	.000
Graduate	--	--	--	.000	--	--	--	.000	--	--	--	.000
Total	409	6024	13013	2.160	116	1751	4112	2.348	41	602	1302	2.162

  

School	Senior				Total					
	No.	Hours	GP	GPA	No.	Percentage of Total	Hours	GP	GPA	
Arts & Sciences	4	58	139	2.396	243	40.75	3586	8008	2.233	
Engineering	6	87	200	2.298	134	22.44	2076	4862	2.342	
Agriculture	4	61	144	2.360	92	15.41	1332	3001	2.253	
Architecture	5	66	182	2.757	54	9.04	758	1552	2.047	
Commerce	4	62	151	2.435	54	9.04	781	1479	1.893	
Education	4	55	174	3.163	13	2.18	188	438	2.329	
Home Economics	--	--	--	.000	2	.33	28	38	1.357	
Veterinary Medicine	--	--	--	.000	1	.17	17	39	2.294	
Graduate	--	--	--	.000	4	.67	45	142	3.155	
Total	27	389	990	2.544	597	100.03	19559	8811	2.219	

the following manner. There were two twin 600-man dormitories located on the Kansas State University campus. Students that wanted to live in a certain dormitory were assigned to this dormitory. Athletes were assigned to dormitories after coordination of the university Housing Office and the Physical Education Department. Other students with no preference were assigned to a dormitory after they applied for residence in the university dormitory system. Every second student with no preference was assigned to the dormitory in question until it was full. The dormitory accepted all students who applied for residence regardless of their race, religion, state of residence or college potential.

In a Kansas State University counseling center study<sup>1</sup> the following information about freshmen males who entered Kansas State University in the fall of 1961 was reported. The total freshmen class was about 61.5 percent men which were grouped into three categories: Agriculture, Arts and Sciences--men, and Engineering. A few women students were included with the men in the Colleges of Agriculture and Engineering but were disregarded because of

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<sup>1</sup>Student Counseling Center, "KSU Freshmen Biographical Information," Research Report No. 23. Mimeographed report of the Student Counseling Center, Kansas State University, December, 1962, pp. 1-6.

their small number. The present colleges of Commerce and Education were part of the college of Arts and Sciences and the Architecture college was part of the college of Engineering when this information was collected. About 92 percent of the males were between the ages of 17.5 and 19.5 when they entered college. The authors also gave information, which follows, on home-town size, father's education, mother's education and father's occupation of these men who were freshmen in 1961.

Home Town Size: This information is presented in Table II.

TABLE II

NUMBER AND PERCENTAGE OF FRESHMEN MALES BY COLLEGE  
COMING FROM DIFFERENT SIZES OF HOME TOWNS

Town Size	Agriculture N=158	Arts and Sciences-Men N=518	Engi- neering N=333	Total N=1009
0-999	43.67(69)	21.81(113)	21.62(72)	25.17(254)
1000-2499	22.15(35)	15.25(79)	14.71(49)	16.16(163)
2500-9999	15.82(25)	19.50(101)	18.92(63)	18.73(189)
10,000-24,999	8.23(13)	19.88(103)	19.52(65)	17.94(181)
25,000+	10.13(16)	23.55(122)	25.22(84)	22.00(222)

Kansas State University students had a pronounced bimodal rural-urban background. Communities of less than 1,000 and cities of more than 25,000 provided almost half of the men in the 1961 freshmen class.

Father's Formal Education: The results of the analysis of father's education are presented in Table III.

TABLE III

NUMBER AND PERCENTAGE OF FRESHMEN MALES CLASSIFIED  
BY COLLEGE AND FATHER'S LEVEL OF EDUCATION

Years	Agriculture N=158	Arts and Sciences-Men N=518	Engineering N=333	Total N=1009
0-11	31.64(50)	27.61(148)	27.02(90)	28.54(288)
12	38.61(61)	31.08(166)	33.93(113)	33.70(340)
13-14	15.19(24)	14.48(65)	13.81(46)	13.38(135)
15+	14.56(23)	26.84(139)	25.22(84)	24.38(246)

Over 60 percent of fathers of Kansas State University freshmen males had high school educations or less. About 25 percent have had at least fifteen years of formal education.

Mother's Formal Education: The results of the analysis of mother's education are presented in Table IV.

TABLE IV

NUMBER AND PERCENTAGE OF FRESHMEN MALES CLASSIFIED  
BY COLLEGE AND MOTHER'S LEVEL OF EDUCATION

Years	Agriculture N=158	Arts and Sciences-Men N=518	Engineering N=333	Total N=1009
0-11	20.25(32)	17.95(93)	21.32(71)	19.43(196)
12	45.57(72)	44.82(229)	40.84(136)	42.23(437)
13-14	18.99(30)	20.66(107)	19.82(66)	21.19(203)
15+	15.19(24)	17.18(89)	18.01(60)	17.15(173)

Over 60 percent of the mothers of freshmen males at Kansas State University had a high school education or less. Less than 20 percent of the mothers have had at least fifteen years of formal education.

Father's Occupation: Father's occupation was coded according to a modification of the occupational classification system used in the U.S. Department of Labor's Dictionary of Occupational Titles.<sup>2</sup> The results are

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<sup>2</sup>U.S. Department of Labor, Dictionary of Occupational Titles, II, Third ed. (Washington: U.S. Government Printing Office, 1965), p. 1.



presented in Table V.

TABLE V  
NUMBER AND PERCENTAGE OF FRESHMEN MALES CLASSIFIED  
BY COLLEGE AND FATHER'S OCCUPATION

Classifications	Agriculture N=158	Arts and Sciences -Men N=518	Engineer- ing N=333	Total N=1009
Professional, Technical, and Managerial	12.66(20)	24.13(125)	26.43(88)	23.09(233)
Blue Collar, Minor White Collar service, and Miscellaneous	18.35(29)	51.16(265)	50.75(169)	45.89(463)
Farming	68.99(109)	24.71(128)	22.82(76)	31.02(313)

The different colleges attracted students whose fathers had different occupational backgrounds. Fathers of students enrolled in the college of Agriculture were mostly farmers, while the colleges of Arts and Sciences and Engineering drew more students whose father's occupation could be classed as professional, technical, or managerial.

### Characteristics of the Disciplinary Problem Group

The disciplinary problem group was composed of fifty-nine college students who were residents of one 600-man dormitory for at least one month during the 1965-1966 school year. Students were placed in this group on the basis of dormitory conduct reports, judicial board reports and lists of students not to be allowed to return to the dormitory.

Conduct reports on a resident's deviant behavior were usually filled out by Head Resident Assistants or Assistant Head Resident Assistants but could also be turned in by any dormitory resident. Judicial board reviews of individual student's offenses were conducted for severe violations of dormitory rules or a history of minor violations of rules. The behavior standards for dormitory residents were given in the Men's Residence Halls Handbook for Residents, 1965-1966,<sup>3</sup> a copy of which was given to every student at the beginning of the school year. At the end of the school year, Head Resident Assistants and Assistant Head Resident Assistants were asked to turn in a list of any students whose conduct indicated that they

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<sup>3</sup>Men's Residence Halls Handbook for Residents, 1965-1966, (Manhattan, Kansas: Kansas State University, 1965), pp. 9-18.

should not be allowed to return to the dormitory the following school year.

After all records were reviewed, students who were adjudged guilty by a judicial board review, those students who were recommended not to be allowed to return, and a few students who were charged in conduct reports with violating major dormitory rules involving destructive and/or dangerous activity were included in the group of disciplinary problem students. These totaled fifty-nine. Many students, of course, fell in all three of these categories, some in two, and a few in just one category.

Table VI lists the offenses charged to all dormitory residents as reported on conduct reports and judicial board records during the school year 1965-1966.

#### Characteristics of the Control Group

The control group was selected randomly from the 602 students out of 661 who had no record of bad conduct or had only committed minor misdeeds, and who had lived at least one month in the dormitory in the 1965-1966 school year. The selection procedure was done as described by Borg.<sup>4</sup> In this method, the total population was known so this

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<sup>4</sup>Walter R. Borg, Educational Research: an Introduction, (New York: David McKay Company, Inc., 1963), p. 169.

TABLE VI

TYPES OF OFFENSES COMMITTED BY DORMITORY RESIDENTS REPORTED  
ON CONDUCT REPORTS AND JUDICIAL BOARD REPORTS

Type of Incident	No. of Times Reported
Quiet Hour Violations	
Excessive noise	46
Playing ball	17
Running in the halls	5
Wrestling	6
Drunk and disorderly	7
Destruction or Misuse of Dorm Property	
Destroying dorm property	14
Water fights	11
Throwing firecrackers	7
Throwing food	5
Shaving cream misuse	5
Misuse of the intercom	3
Setting fires	2
Spitting on floor in lobby	1
Skateboarding in halls	1
Jamming doors	1
Piling furniture in lobby	1
Emptying fire extinguisher	1
Offenses Against Fellow Students	
Fighting	4
Stealing	3

TABLE VI (CONT.)

Type of Incident	No. of Times Reported
Offenses Against Fellow Students (cont.)	
Foul language	3
Gambling	4
Lounge magazines in room	4
Chasing another resident with knife	2
Firing tear gas pistol	1
Opening doors of other residents	2
Miscellaneous	
Removing window screens	14
Throwing objects from window	3
Lounge furniture in room	8
Violation of dress code at food center	3
Unauthorized objects in room	3
Loaning of meat card	7
Alcohol in room	1
Stealing food from food center	1
Stealing cups and silver from food center	3
Firearms in room	1
Indecent exposure	1
Pets in room	5
Refusing to cooperate with staff members	4

<sup>a</sup>These are the offenses listed for all 661 dormitory residents, not just the disciplinary problem group members.

number, 602, was divided by the sample size of fifty-nine desired, which gave about ten. Numbers one through ten were placed in a container and one number was drawn randomly. The dormitory population was listed alphabetically. Starting with the drawn number, every tenth person on the list thereafter was included in the control group until fifty-nine persons had been drawn.

#### Organization of the Study

After the disciplinary problem group and the control group were determined, the following information was collected on each group member and analyzed. Information was only collected for the actual time span the individual lived in the dormitory during the 1965-1966 school year.

1. Semester hours and grade points for the fall and spring semesters, 1965-1966, were obtained from the official grade sheets in The Admissions Office. The following information was also taken from this official record: Curriculum, changes in curriculum from September, 1965 to July, 1966, total number of semester hours and grade points completed at Kansas State University and other institutions of higher learning to July, 1966, number of semester hours taken through the Physical Education department and grade point average received, and evidence of being enrolled in a major varsity sport. Dormitory records

also provided information on varsity sport enrollment.

The above information was coded in the following manner. Semester hours completed per semester for the time the student lived in the dormitory were coded: 0-10, 10.5-11.5, 12-13, 13.5-14.5, 15-16, 16.5-17.5, or 18 and more. Grade points per semester for the same period of time as the semester hours were coded: 0-14.5, 15-24.5, 25-34.5, 35-44.5, or 45 and more. Curriculum was coded as: Engineering, Agriculture, Architecture, Commerce, Physical Education, Education except Physical Education, and the following division of the College of Arts and Sciences; Physical Science, Biological Science, Pre-Veterinary Medicine, Social Science, and General. Changes in curriculum were coded as none or one. No student changed curriculums two or more times during their stay in the dormitory during the 1965-1966 school year. Total semester hours earned from Kansas State University and other institutions of higher education to July, 1966 were coded: 0-19, 20-29, 30-39, 40-59, 60-79, or 80 and more. Similarly, total grade points earned were coded: 0-29, 30-59, 60-89, 90-119, 120-149, or 150 and more. Semester hours completed per semester taken through the Physical Education department were coded: 0, 1/2-2, or 2 1/2 and more. Varsity athlete status was coded as yes or no.

2. The student application form to Kansas State

University contained several categories of biographical information on the student. After The Admissions Office received this form, part was filed in the student's permanent file at this office and the other part was filed at the Office of the Dean of Students for about a year and a half, after which it was destroyed. The following information was recorded on one or both of the sections of this form: age at entrance to school in the 1965-1966 school year, date of original application to college and semester or summer actually entered, home town and state of residence, father's occupation, father's education, mother's education, religion, evidence of broken home, and number of siblings.

The above information was coded in the following manner. Age was coded: 17 or less, 18, 19, 20, 21, or 22 and over. Period of time in days of college application before actual entrance to college was coded as: 0-49, 50-99, 100-149, 150-199, 200-249, 250-299, or 300 and more. Home town size was determined from the Commercial Atlas and Marketing Guide,<sup>5</sup> pp. 1-524 and coded as: 0-999, 1000-2499, 2500-9999, 10,000-24,999, or 25,000 or more. State of residence was coded as in-state or out-of-state.

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<sup>5</sup>Richard L. Forstall, ed., Commercial Atlas and Marketing Guide, (Chicago: Rand, McNally and Company, 1966), pp. 48-514.



Father's occupation was coded according to a modification of the Dictionary of Occupational Titles classification system, as follows: professional, technical, and managerial; minor white collar, blue collar, service, and miscellaneous; and farming. Father's education was coded: non-high school graduate, high school graduate, some college or advanced schooling but non-college graduate, or college graduate. Mother's education was coded like father's education. Religion was coded as: Protestant denomination named, Protestant, Roman Catholic, Other, or none given. Evidence of broken home was coded: parents living together, one or both parents deceased, or parents separated or divorced. Number of siblings were recorded: singleton, 1, 2, 3, 4, 5, or 6 and more.

3. Data concerning the operation of cars, and number of traffic tickets and arrests for the school year 1965-1966 were collected from the Traffic and Security Office at Kansas State University. Operation of car was coded as yes or no. Number of parking tickets and arrests per semester were coded: 0, 1/2, 1, 1 1/2, or 2 and more.

4. The counseling center at Kansas State University provided the student's American College Test Program (ACT)

scores and high school grades. The ACT<sup>6</sup> measured potential ability in four areas: English, Mathematics, Social Studies and Natural Sciences. The ACT composite score was coded: 0-69, 70-79, 80-89, 90-99, 100-109, or 110 and more. A grade point average was determined of the student's average high school grades in the four areas of English, Mathematics, Social Studies, and Natural Science and was coded as follows: 0-1.999, 2.000-2.499, 2.500-2.999, 3.000-3.499, or 3.500-4.000.

5. Student Health Center records were reviewed and number of visits during the student's residence in the dormitory were noted. Number of visits per semester was coded as follows: 0, 1/2-4, or 4 1/2 and up.

6. The Office of the Director of Housing provided information on charges to students for damage in the dormitory during the 1965-1966 school year. The total charge to students was coded: 0, .01-\$1.99, or \$2.00 or more.

7. The application form for university housing which was filed in the dormitory director's office provided information on these questions: (1) I plan to complete \_\_\_\_\_ years of college, (2) I prefer to study with the record \_\_\_\_\_

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<sup>6</sup>Student Counseling Center, "KSU Freshmen 1960-1964, Potential Ability (ACT) and Obtained Grades," Research Report No. 30, Mimeographed report of the Student Counseling Center, Kansas State University, December, 1965, pp. 1-4.

player/radio on/off, (3) My church is important to me and I attend regularly, and (4) I am interested in joining a fraternity. Number of years of expected schooling was coded: 0-3, 3 1/2-4, 4 1/2-5, or 5 1/2 and up. Question 2 was coded on or off. Questions 3 and 4 were coded yes or no. This application form also provided the following information discussed previously: age of student, home town and state, father's occupation, father's education, and mother's education.

8. The dormitory director's files provided the information on the length of the student's residence in the dormitory. This amount of time could be determined from beginning of semester rosters and weekly occupancy reports, and was coded: 0-3.9 months, 4.0-5.0, 5.1-8.9, or 9.0.

9. The Dean of Students provided information on evidence of disciplinary counseling through his office. This category was coded yes if the individual had been counseled, or no.

#### Statistical Analyses of Data

Chi square was chosen as the method to test the differences in distributions of the data selected for the disciplinary problem group and the control group. This method made possible a comparison between the distribution of frequencies. The observed frequency for each cell was

recorded and a theoretical frequency was computed by the use of marginal tables. The formula for the calculation of chi square is:<sup>7</sup>

$$\chi^2 = \sum_1^k \frac{(N_i - N_i')^2}{N_i'}$$

$N_i$  is an observed frequency

$N_i'$  is an expected frequency

In order to determine whether chi square was statistically significant, the concept of degrees of freedom<sup>8</sup> must be considered. Degrees of freedom may be determined for any  $r \times k$  contingency table by the following formula:

$$df = (r - 1)(k - 1)$$

The degrees of freedom were computed for each table and used in reading the level of confidence from the chi square table, because chi square is different for the different numbers of degrees of freedom. The author chose the five percent level as the level of significance.

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<sup>7</sup>Allen L. Edwards, Statistical Methods for the Behavioral Sciences, (New York: Rinehart and Company, Inc., 1957), p. 367.

<sup>8</sup>Ibid., pp. 380-81.

### Summary

This chapter was a review of the research methods employed in this study. Included were a brief description of the population, a summary of the data needed to test the fifteen hypotheses, a review of coding of the data, and a description of the statistical analysis made.

## CHAPTER IV

### ANALYSIS OF THE DATA

#### Introduction

This chapter presents an analysis of the data concerning the comparison of the disciplinary problem group and the control group.

#### Relating the Disciplinary Problem Group and the Control Group by Chi Square on Intellectualive Factors

ACT Composite Score (Table VII:row A) Disciplinary problem group members had lower ACT composite scores. This difference approached significance (.05-.10 level).

Grade Points Per Semester (Table VII:row B) The control group earned more grade points per semester than the disciplinary problem group. This difference was significant at the .005 level.

Total Grade Points (Table VII:row C) The control group had earned more grade points from Kansas State University and other institutions of higher education than the disciplinary group. The difference in grade points for the year 1965-1966 was significant at the .01 level.

TABLE VII

## DISCIPLINE PROBLEM GROUP VS. CONTROL GROUP ON THIRTY FACTORS

Factors		$\chi^2$	df	Significant .05 level	Approaching Significance .10 level	Tendency .25 level
ACT Composite Scores	A	9.540 <sup>a</sup>	5		X	
Grade Points per Semester	B	19.976	4	X		
Total Grade Points	C	15.521	5	X		
High School Grades	D	11.154 <sup>a</sup>	4	X		
Semester Hours Completed per Semester	E	5.390	4			X
Total Semester hours	F	3.902	5			
Curriculum	G	27.039	10	X		
Changes in Curriculum	H	2.360	1			X
Semester hours through Physical Education Dept.	I	6.186	1	X		
Varsity Athlete	J	9.790	1	X		
Age	K	4.704	4			
Date of Original Application	L	6.381	6			
Size of Home Town	M	14.059	4	X		

TABLE VII (CONT.)

Factors		$\chi^2$	df	Significant .05 level	Approaching Significance .10 level	Tendency .25 level
State Residence	N	20.260	1	X		
Father's Occupation	O	9.334	2	X		
Father's Education	P	1.540	3			
Mother's Education	Q	.299	3			
Religion	R	8.390	3	X		
Evidence of Broken Home	S	2.145	1			
Number of Siblings	T	.428 <sup>a</sup>	5			
Parking Tickets and Arrests	U	6.611	4			X
Operation of Car	V	5.057	1	X		
Visits to Student Health Center	W	3.763	2			X
Damage to room	X	10.432	2	X		
I plan to complete _____ years of college	Y	3.100 <sup>a</sup>	2			X
I prefer to study with radio/record player on/off	Z	.631 <sup>a</sup>	1			
My church is important to me	AA	.771 <sup>a</sup>	1			



TABLE VII (CONC.)

Factors		$\chi^2$	df	Significant .05 level	Approaching Significance .10 level	Tendency .25 level
I am interested in joining a fraternity	AB	6.024 <sup>a</sup>	1	X		
Months of residence in dormitory	AC	4.636	2		X	
Discipline through Dean of Student's office	AD	16.782	1	X		

<sup>a</sup>Information was not available on all group members.

High School Grades (Table VII:row D) Members of the control group had significantly higher high school grades. This difference was significant at the .05 level of confidence.

Relating the Disciplinary Problem Group and the Control Group by Chi Square on Non-Intellective Factors

Semester Hours Completed Per Semester (Table VII: row E) There was a tendency for the control group to have earned more semester hours, but this relationship was not significant at the .05 level.

Total Semester Hours (Table VII:row F) The number of total semester hours taken at Kansas State University and other institutions of higher education was not significantly different between the groups.

Curriculum (Table VII:row G) The control group and the disciplinary problem group were enrolled in different curriculums, significant at the .005 level of confidence. Engineering and Agriculture students were over-represented in the control group while three Arts and Sciences sub-headings, Biological Science, Social Science, and General, and Physical Education were over-represented in the disciplinary problem group.

Changes in Curriculum (Table VII:row H) There was a tendency for the disciplinary problem group members to have changed their curriculums more, but this relationship was not significant at the .05 level.

Semester Hours Through Physical Education Department (Table VII:row I) Disciplinary problem group members took more semester hours from the Physical Education department. This difference was significant at the .05 level of confidence. During their residence in the dormitory, the fifty-nine disciplinary problem group members took fifty-eight semester hours from the Physical Education department receiving a grade point average of 2.98. At the same time, the fifty-nine control group members took nine semester hours, receiving a grade point average of 3.11 in Physical Education courses.

Varsity Athlete (Table VII:row J) More members of the disciplinary problem group were varsity athletes. This difference is significant at the .005 level.

Age (Table VII:row K) The age of the two groups are not significantly different. Most of the members in both groups were eighteen or nineteen.

Date of Original Application (Table VII:row L) There was no significant difference between the groups when

this category was investigated.

Size of Home Town (Table VII:row M) The size of home towns between the groups is significantly different at the .01 level. Control group members come more from small towns and rural areas.

State Residence (Table VII:row N) The control group contained more in-state residents. This difference was significant at the .005 level.

Father's Occupation (Table VII:row O) Members of the control group had fathers with occupations different than the fathers of disciplinary problem group members. This difference was significant at the .01 level. More fathers of control group members were classified as farmers.

Father's Education (Table VII:row P) Father's education level was not significantly different between the groups.

Mother's Education (Table VII:row Q) As with father's education level, mother's education level was not significantly different between the groups.

Religion (Table VII:row R) The groups had significantly different religious backgrounds, at the .05 level.

Disciplinary problem group members indicated their religious preference more as Roman Catholic or Protestant (nondenominational). More control group members indicated preference of a Protestant denomination.

Evidence of Broken Homes (Table VII:row S) There was no evidence of differences between the groups as to broken homes. The large majority of both groups came from homes having both parents.

Number of Siblings (Table VII:row T) There was no evidence of difference between groups on number of siblings. The two groups were almost identical.

Parking Tickets and Arrests (Table VII:row U) There was a tendency for the disciplinary problem group to have received more parking tickets and arrests, but this relationship was not significant at the .05 level.

Operation of Cars (Table VII:row V) More members of the control group operated cars at Kansas State University. This difference was significant at the .05 level.

Visits to Student Health Center (Table VII:row W) There was a tendency for the disciplinary problem group members to make more visits to the Student Health Center, but this relationship was not significant at the .05 level.

Damage to Room (Table VII:row X) Members of the disciplinary problem group were charged for more damage to their rooms. This difference was significant at the .01 level of confidence.

I plan to complete (\_\_\_\_) years of college (Table VII:row Y) There was a tendency for members of the disciplinary problem group to plan to complete more years of college than control group members, but this difference was not significant at the .05 level.

I Prefer to Study With the Record Player/Radio on/off (Table VII:row Z) No difference was found when this factor was studied. The groups were almost identical and overwhelmingly wished to study with the record player/radio off.

My Church is Important to me and I Attend Regularly (Table VII:row AA) As with the above question, no difference was found. Their church was important to the majority of both groups.

I am Interested in Joining a Fraternity (Table VII:row AB) More disciplinary problem group members were interested in joining fraternities. This difference was significant at the .05 level.

Months of Residence in Dormitory (Table VII:row AC)

Members of the disciplinary problem group left the dormitory more often in the middle of a semester. This difference approached significance (.05-.10 level).

Discipline Through Dean of Student's Office

(Table VII:row AD) Members of the Disciplinary problem group were more likely to have been counseled in the Dean of Students' office for their misdeeds. The difference was significant above the .005 level.

Summary

This chapter presents the findings of this study. A total of thirty variables, four intellectual and twenty-six non-intellectual, were investigated to find if they made significant distinctions between the two groups of the study.

## CHAPTER V

### SUMMARY AND CONCLUSIONS

#### Introduction

It has been the purpose of this study to explore the assumption that disciplinary problem students differ in certain respects from other students in a college dormitory.

In this chapter, the fifteen hypotheses investigated were reviewed, the evidence regarding each was summarized and conclusions were made.

Hypothesis 1--The two groups have significantly different college potential as measured by the American College Test Program (ACT).

Members of the disciplinary problem group had lower college potential than members of the control group at a level of confidence approaching significance (.05-.10 level). Hypothesis 1 may be accepted with slight reservation.

Hypothesis 2--The groups have significantly different levels of academic achievement, measured in high school by grade point average, and in college, both by number of grade points received per semester in the 1965-



1966 school year, and by total grade points received at Kansas State University and transferred from other institutions of higher education.

Members of the control group had a higher high school grade point average, significant at the .05 level. The control group had more grade points per semester and more total grade points, significant respectively at the levels of .005 and .01. Hypothesis 2 may be accepted.

Hypothesis 3--The educational load of the students is significantly different between the two groups. This was measured by number of semester hours taken per semester.

There was a tendency for control group members to complete more semester hours per semester but this difference was not significant. Most of the members of both groups took sixteen semester hours or less, 90 percent did this in the disciplinary problem group and 75 percent in the control group. Hypothesis 3 must be rejected.

Hypothesis 4--The curriculums are significantly different between the two groups. These groups have also changed curriculums a significantly different number of times during the 1965-1966 school year.

The groups were enrolled in different curriculums significant at the .005 level. More members of the control

group were enrolled in the curriculums of Engineering, Agriculture and Arts and Sciences, Physical Science. Members of the disciplinary problem group were enrolled to a greater extent in the curriculums of Physical Education, and the College of Arts and Sciences subheadings of Biological Science, Social Science and General.

A tendency was shown for disciplinary problem students to change their curriculums more but this difference was not significant over the time period of this study. Most students did not change their curriculums; 81 percent of the disciplinary problem group and 90 percent of the control group did not. The first part of Hypothesis 4 may be accepted but the last part must be rejected.

Hypothesis 5--The two groups have significantly different numbers of varsity athletes in major sports. The groups are also significantly different in regard to number of students taking different numbers of semester hours through the Physical Education department.

There were seventeen varsity athletes in the disciplinary problem group compared to four in the control group. This difference was significant at the .005 level. Out of the seventeen athletes, thirteen were out-of-state residents, thirteen came from towns of over 25,000 population, and fifteen were enrolled in the curriculums of

Commerce, Physical Education, or Arts and Sciences, General. During the school year 1965-1966, these seventeen athletes took 447 semester hours for 820 grade points, a grade point average of 1.834. During the same time, these athletes took fifty-six semester hours for 166 grade points from the Physical Education department, for a grade point average of 2.964. Through other departments at Kansas State University besides Physical Education, the seventeen athletes had 391 semester hours with 654 grade points for a grade point average of 1.673.

Disciplinary problem group members took significantly more semester hours from the Physical Education department, at the .05 level. Varsity athletes accounted for fifty-six of the fifty-eight total semester hours taken by this group. Hypothesis 5 may be accepted.

Hypothesis 6--The groups are significantly different in chronological age at entrance to school in the school year 1965-1966, and in length of time spent in college as approximated by the total number of semester hours completed at Kansas State University and transferred from other institutions of higher education.

Age was not significantly different between the groups. Of disciplinary problem group members, 87 percent were nineteen or younger, while 84 percent of the control

group members fell in this age range.

Total semester hours taken was about the same between the two groups. Of the disciplinary problem group members, 82 percent had completed fifty-nine or fewer semester hours, while 71 percent of the control group members fell in this range. Hypothesis 6 must be rejected.

Hypothesis 7--The number of days intervening between application date and the start of the student's original enrollment at Kansas State University is significantly different for the two groups.

There was no significant difference between the groups. Hypothesis 7 must be rejected.

Hypothesis 8--The two groups are significantly different in regard to the following personal background factors: size of home town, in-state or out-of-state residence, father's occupation, father's education, mother's education, religion, evidence of broken home, and number of siblings.

Size of home town was significantly different between the groups at the .01 level. Disciplinary problem group members came from larger home towns.

More out-of-state residents were in the disciplinary problem group, significant at the .005 level. Of the disciplinary problem group, 53 percent indicated out-of-

state residence compared to 13 percent in the control group. Also, 71 percent of the out-of-state residents lived in cities with population over 25,000.

Father's occupation was significantly different between the groups at the .01 level. The control group had more fathers classified as farmers. No out-of-state resident or athlete in the disciplinary problem group had a father in this classification.

There was no evidence of difference between the groups on the factors of father's education, mother's education, evidence of broken home, or number of siblings.

There were significant religious differences between the groups, at the .05 level. The disciplinary problem group contained more Roman Catholics and Protestants (nondenominational). However, the largest single category in both groups was Protestant of a named denomination. Hypothesis 8 may be accepted as four of the eight variables separate the groups significantly.

Hypothesis 9--The groups are significantly different in regard to the number of members operating cars and to the number of members receiving different numbers of parking tickets and arrests.

More members of the control group operated cars at Kansas State University, significant at the .05 level.

There was a tendency for disciplinary group members to have received more parking tickets and arrests but this was not significant at the .05 level. However, as operation of cars was different, Hypothesis 9 may be accepted.

Hypothesis 10--Number of illnesses and injuries as shown by number of visits to the Student Health Center during the school year 1965-1966 is significantly different between the groups.

There was a tendency for disciplinary problem group members to visit the Student Health Center more, but this difference was not significant at the .05 level. The majority of both groups, 76 percent of the disciplinary problem group and 63 percent of the control group made at least one visit to the Student Health Center during this time. Hypothesis 10 must be rejected.

Hypothesis 11--The two groups are significantly different in regard to number of members causing damage to their rooms, and the amount of that damage.

Members of the disciplinary problem group caused more damage to their rooms, significant at the .01 level. A majority of both groups were not charged for damages, but 43 percent of the disciplinary problem group as compared to 17 percent of the control group were. Hypothesis 11 may be accepted.

Hypothesis 12--The two groups plan to attend college significantly different amounts of time as indicated by their answers to the question, "I plan to complete \_\_\_\_\_ years of college."

There was a tendency for the disciplinary problem group members to expect to complete more years of college. In both groups, however, the large majority planned to complete exactly four years of college. Hypothesis 12 must be rejected.

Hypothesis 13--Members of the two groups answered the questions; "My church is important to me and I attend regularly," "I prefer to study with the record player/radio on/off," and "I am interested in joining a fraternity," in significantly different manners.

Of the three questions, the only one which separated the groups significantly was the one, "I am interested in joining a fraternity." This was answered Yes by more disciplinary problem group members, at the .05 level. Hypothesis 13 may be accepted with some reservation.

Hypothesis 14--The two groups lived in the dormitory during the 1965-1966 school year for significantly different lengths of time.

The disciplinary problem group members left the dormitory in the middle of the semesters more than control

group members to an extent that approached significance (.05-.10 level). Hypothesis 14 may be accepted with some reservation.

Hypothesis 15--Evidence of the total amount of disciplinary problems the student has been involved in as recorded by the Dean of Students' office is significantly different between the groups.

The disciplinary problem group member was much more likely to have a record of discipline through the Dean of Students' office. This difference was significant at the .005 level. Hypothesis 15 may be accepted.

#### Summary

This study has investigated thirty factors, four intellectual and twenty-six non-intellectual to determine if they were characteristic of a group of disciplinary problem students or a control group.

Of these factors, fourteen characterized one of the two groups to a significant degree, and two others approached significance (.05-.10 level). On the basis of the factors selected and the data collected, the hypothesis of difference may be accepted.



## CHAPTER VI

### INFERENCES AND RECOMMENDATIONS

#### Introduction

In Chapter V, the fifteen hypotheses were investigated, the evidence regarding each was summarized, and conclusions were made. This final chapter of the thesis includes inferences and recommendations.

#### ACT Composite Scores

Members of the two groups in the study had different ACT composite scores, at a level of confidence approaching significance (.05-.10 level). Bazik and Meyering<sup>1</sup> did not report a corresponding difference. This difference possibly was even greater than recorded as it might be inferred that out-of-state residents would be highly motivated to do well on the ACT as their acceptance to Kansas State University depended to some extent on what they scored on this test. Varsity athletes may be, as a group, less highly motivated to do well on this test, but it seems reasonable that the entire group of disciplinary problem students was as highly or more highly motivated

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<sup>1</sup>Bazik and Meyering, op. cit., p. 174.

when they took this test than the control group members, who were mostly Kansas residents.

#### Semester Credit Load

Shaw and Brown<sup>2</sup> reported that underachievers took a significantly smaller course load. The disciplinary problem group members in the present study received significantly lower grades, however, there was no difference between the groups on number of semester hours completed per semester.

This finding may have been partially due to the present world situation as all male college students eligible for the draft had to take at least thirty semester hours per year. If a non-war situation had existed, disciplinary problem group members possibly would have taken significantly fewer semester hours.

#### Curriculum

Control group members were in significantly different curriculums than disciplinary group members, at the .005 level. They tended to be enrolled in the relatively harder curriculums of Engineering and Arts and Sciences, Physical Science, and in Agriculture as a result

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<sup>2</sup>Shaw and Brown, op. cit., p. 196.

of their backgrounds. Students in these curriculums very seldom caused trouble in a dormitory. The disciplinary problem students were enrolled in the relatively easier curriculums of Physical Education and the Arts and Sciences subheadings of Social Science and General. Students who are undecided as to academic major often enroll in these curriculums. In summary, control group members were in harder curriculums and, in spite of it they received significantly higher grades.

#### Curriculum Changes

Disciplinary problem group members showed a tendency to change curriculums more, but not to a significant extent. This finding contradicted Fullmer's<sup>3</sup> report that changing curriculums was not a sign of weakness on the part of the student, as students who changed curriculums were as successful academically and more likely to graduate from college than students who had not changed curriculums.

Possibly it was true that disciplinary problem students tended to change their curriculums at slightly higher rates during their first year of college, but hereafter many of the disciplinary problem students dropped out of school and the remaining higher percentage of

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<sup>3</sup>Fullmer, op. cit., pp. 445-47.

control group members changed their curriculums more and graduated more often. A longitudinal study needs to be completed on the final outcome of the college careers of both groups of students.

When students changed their curriculums they tended to change to a relatively easier area, such as Engineering to Commerce or Arts and Sciences, Biological Science to Arts and Sciences, General.

#### Age

Age was not significantly different between the groups. Bazik and Meyering<sup>4</sup> and Schroeder and Sledge<sup>5</sup> reported that disciplinary offenders and underachievers were significantly younger. The finding in this study may be due to the fact that the dormitory population was composed mostly of eighteen and nineteen year olds, which was not characteristic of a usual university population. Total semester hours completed did not differentiate between the two groups for the same reason.

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<sup>4</sup>Bazik and Meyering, op. cit., p. 174.

<sup>5</sup>Schroeder and Sledge, op. cit., p. 98.

### Application Date

In this study, the number of days from the student's original application date to the time he entered college, was not significantly different between the groups. However, any relationship may be hidden by conflicting application dates of two subgroups of the disciplinary problem group, the out-of-state non-athlete and the in-state resident. It would seem reasonable that out-of-state non-athletes would have to apply earlier to be sure of being accepted, and the in-state resident could apply close to the time school began with no problem. A further study should be done to investigate this relationship.

### Home Town Size

More disciplinary problem students came from larger cities, to an extent significant at the .01 level. This finding tends to dispute the finding by Washburne<sup>6</sup> that urban area size was positively correlated with achievement in college, up at least to the 500,000 population level. This difference was probably partially due to differences in the populations measured and also that overachieving, urban students tend to go to college at other universities

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<sup>6</sup>Washburne, op. cit., p. 137.

than Kansas State University.

#### Operation of Car

More members of the control group operated cars at Kansas State University, significant at the .05 level. This finding seems to be contradictory to the report by Brady<sup>7</sup> that a large percentage of disciplinary cases involve cars. This finding can possibly be explained by the fact that the control group was composed mostly of Kansas residents who pay much less tuition than out-of-state residents, and consequently can use difference in money to operate a car. Also, Kansas residents may be given the use of the car more as a reward for responsibility rather than an indulgence.

#### Interested in Fraternity Membership

Disciplinary problem group members indicated that they might like to join a fraternity. The difference was significant at the .05 level. This indicates that these students were more easily dissatisfied with dormitory life, but since their contract to live in the dormitory ran for nine months, and since it was very difficult to change, the frustrations for these students led to bad living

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<sup>7</sup>Brady, op. cit., p. 2.

conditions for the other residents. A more lenient contract, possibly covering a semester would be a great help in the treatment of disciplinary problems.

#### Recommendations

In summary, it appeared that two groups of residents caused a disproportionate amount of trouble in the dormitory: non-athlete out-of-state residents and varsity athletes.

It should be easier to prevent an non-athlete out-of-state resident from becoming a disciplinary problem. This resident came to a new environment as he was probably raised in a large, urban area. He found that some students did not like him because of his accent and/or other characteristics. To achieve status in this new peer group, this resident would often become loud and obnoxious. His dormitory staff member would then type him as a trouble-maker. To prevent this process, the non-athlete out-of-state resident must be thoroughly oriented to the college, and his staff member must be thoroughly oriented to provide support for and give the benefit of the doubt to this resident.

Varsity athletes caused the most trouble in a college dormitory and were the most difficult to handle. It has been related how varsity athletics arose in the

latter nineteenth century to provide an outlet for student energy. Varsity athletics in the 1920's provided college prestige and entertainment for the easy going college students of the time. However, at the present time, with its stress on excellence in education, varsity athletics, particularly football, have outlived their usefulness to the university. A football team and coaching staff bear much the same relationship to the university now as a fireman does to a diesel locomotive. However, like the firemen, the varsity athletic departments have strong friends, such as alumni.

Eventually, the athletic departments will change from their concentration on varsity sports to a concentration on intramural sports. Also, hopefully, the quality of scholarship of the courses taught in the Physical Education departments will be improved.

Until these changes are made, some way must be found to make the athlete into a more acceptable dormitory resident. A large step in this direction is to include them as much as possible in the activities of the dormitory. As many athletes only have friends who are also athletes, this will have some effect on broadening their circle of friends. Also, a policy of firmness with understanding should be adopted by staff members in the dormitory. This will help the athlete feel that he, too,



is a worthwhile resident of the dormitory and not just an animal. If the vicious circle of intergroup conflict between athletes and non-athletes can be broken in the college dormitory, there is no reason why at least some varsity sports cannot be saved.

#### Summary

Nine inferences were made on the results indicated in this study. Finally, a recommendation was offered on a possible method to include the two prominent subgroups in the disciplinary problem group, the non-athlete out-of-state resident and the varsity athletes, more successfully into the program of activities of the dormitory.

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A STUDY OF THIRTY FACTORS RELATED TO MALE STUDENTS  
WHO HAVE HAD DISCIPLINARY PROBLEMS IN A COLLEGE  
DORMITORY AT KANSAS STATE UNIVERSITY, 1965-1966

by

GALE EDWARD BRITTON

B. S., Kansas State University, 1961

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AN ABSTRACT OF A MASTER'S THESIS

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

College of Education

KANSAS STATE UNIVERSITY  
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1967

## ABSTRACT

### Statement of the Problem

This study is an investigation and analysis of characteristics associated with a group of students who have been classed as disciplinary problem students due to their misconduct in a college dormitory, during the school year 1965-1966 at Kansas State University.

### Purpose of the Study

The purpose of this study was to investigate whether or not certain factors are more characteristic of this group of disciplinary problem students than a random sample of all other dormitory residents.

### Procedures

The population for this study consisted of 661 men who were residents of one college dormitory for at least one month during the school year 1965-1966 at Kansas State University. Two groups were selected from this population. A disciplinary problem group of fifty-nine residents was selected after the review of dormitory conduct records and judicial board reviews. Another group of fifty-nine residents was selected randomly from the remainder of the dormitory residents.

The analysis of the data was a series of chi square computations investigating differences, of thirty factors, between the two groups. Of the thirty factors, four were classed as intellectual, and twenty-six as non-intellectual.

### Findings

Based upon the analyses of the data, the following results are reported:

1. The disciplinary problem group scored lower ACT composite scores. This difference approached significance (.05-.10 level).

2. The control group did significantly better, on at least the .05 level, on academic performance both in high school and college.

3. The control group and the disciplinary problem group were enrolled in different curriculums. This difference was significant at the .005 level.

4. More members of the disciplinary problem group were varsity athletes, significant at the .005 level. Also, members of the disciplinary problem group had taken more semester hours through the Physical Education department, significant at the .05 level.

5. The groups were not significantly different in age or in total number of semester hours completed.



6. The difference in size of home towns between the groups was significant at the .01 level. Members of the control group came from smaller towns.

7. The difference in state residence between the groups was significant at the .005 level. The disciplinary problem group contained more out-of-state residents.

8. Father's occupation was significantly different between the groups, at the .01 level. More fathers were classified as farmers, in the control group.

9. The groups were not significantly different in original application date to Kansas State University, father's education, mother's education, evidence of broken home or number of siblings.

10. The groups had significantly different religious backgrounds at the .05 level. Disciplinary problem group members indicated their religious preference more as Roman Catholic or Protestant (nondenominational).

11. Members of the control group were more likely to operate cars at Kansas State University, significant at the .05 level. The disciplinary group members showed a tendency to receive more parking tickets and arrests, but this was not significant at the .05 level.

12. There was a tendency for members of the disciplinary problem group to visit the Student Health Center a greater number of times, and to plan to complete

more years of college, but these differences were not significant at the .05 level.

13. Members of the disciplinary problem group were charged for more damage to their rooms. This difference was significant at the .01 level.

14. Members of the disciplinary problem group expressed a desire to join a fraternity, to a greater extent, significant at the .05 level, than control group members.

15. Dormitory disciplinary problem students also were problem students at the university level, as shown by the Dean of Students' discipline files. The difference between the groups exceeded the .005 level.