

AN INVESTIGATION OF THE RELATIONSHIP
BETWEEN FREQUENCY OF SHORT TERM
SUSPENSION AND SELECTED
VARIABLES OF BEHAVIOR

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TABLE OF CONTENTS

| Chapter | Page |
|---|------|
| I. THE NATURE OF THE PROBLEM | 1 |
| Statement of the Problem and Purpose | 4 |
| Hypotheses | 4 |
| Definition of Terms | 5 |
| Limitations | 6 |
| II. REVIEW OF THE LITERATURE | 8 |
| Part A - A Proposed Rationale for Suspension | 8 |
| Part B - Current Research Regarding Suspension | 13 |
| Part C - Review of Selected Variables | 17 |
| III. METHODOLOGY AND DESIGN | 22 |
| Introduction | 22 |
| Sample Selection | 22 |
| Procedures for Collection of Data | 23 |
| Statistical Analysis | 28 |
| Amended Statistical Analysis | 29 |
| IV. RESULTS OF THE STUDY. | 31 |
| Introduction | 31 |
| The Criterion Variable | 32 |
| Testing for Significance | 33 |
| Findings | 35 |
| Summary | 43 |
| V. CONCLUSIONS AND RECOMMENDATIONS | 44 |
| Overview of the Study | 44 |
| Summary and Conclusions | 46 |
| Recommendations | 49 |
| Recommendations for Future Research | 50 |
| A SELECTED BIBLIOGRAPHY | 51 |
| APPENDIX A - KANSAS STATUTES ANNOTATED 1970 SUPPLEMENT 72-8901 AND 72-8902 AS AMENDED 1973 | 56 |
| APPENDIX B - BOARD OF EDUCATION POLICY P5113.00, WICHITA PUBLIC SCHOOLS, WICHITA, KANSAS SUSPENSION AND/OR EXPULSION OF PUPILS | 59 |

| Chapter | Page |
|---|------|
| APPENDIX C - INFORMATION AND GUIDELINES TO SCHOOL SOCIAL WORKERS . . | 64 |
| APPENDIX D - DIRECTIONS TO SCHOOL SOCIAL WORKERS FOR ADMINISTERING THE <u>TENNESSEE SELF CONCEPT SCALE</u> | 68 |
| APPENDIX E - DIRECTION FOR COMPLETING PARENT INTERVIEW FORM TO SCHOOL SOCIAL WORKERS | 70 |
| APPENDIX F - PARENT INTERVIEW FORM | 72 |

LIST OF TABLES

| Table | Page |
|--|------|
| I. Junior High School Enrollment by Race, 1973-74 School Year | 23 |
| II. Distribution of Suspended Students by Sex and Race (N = 2089) | 24 |
| III. Range, Mean, Median, and Standard Deviation of Criterion Variable for Sample and Total Populations | 32 |
| IV. Frequency of Suspensions as Officially Recorded for Each Student in 1973-74 | 34 |
| V. The Relationship of Frequency of Suspension with Total P Score | 36 |
| VI. The Relationship of Frequency of Suspension with Self Satisfaction Score | 36 |
| VII. The Relationship of Frequency of Suspension with Social Self Score | 37 |
| VIII. The Relationship of Frequency of Suspension with Frequency of Unexcused Absences 1973-74 School Year | 38 |
| IX. The Relationship of Frequency of Suspension with Frequency of Unexcused Absences 1974-75 School Year | 39 |
| X. The Relationship of Frequency of Suspension with Frequency of Disciplinary Referrals | 40 |
| XI. The Relationship of Frequency of Suspension with the Frequency of Reported Deviant Behavior | 41 |
| XII. The Relationship of Frequency of Suspension with the Level of Participation in Extracurricular Activities | 42 |
| XIII. The Relationship of Frequency of Suspension with the Availability of a Parent to Supervise During School Hours | 43 |

CHAPTER I

THE NATURE OF THE PROBLEM

It has been the writer's observation, in recent years, via both his own professional experience and the professional literature, that an increasing number of students are being "discouraged" from attending the public secondary schools. For many years we directed our attention to the concern of "dropouts," intimating at least, that this phenomenon was the result of the student's lack of interest or motivation, certainly none of our doing. More recently, educators began to contemplate the possibility that the curriculum was not meeting the needs of students and that this might be a significant reason why students were not attending school regularly or were quitting.

However, most recently, in the last five or six years, school personnel (both classroom teachers and administrators) have increasingly been removing students from both class and school by "decree." This decree has usually come in the form of suspension.

It appears that as educators we are no longer concerned with helping a student resolve a problem; rather it is preferred to put him/her out of sight, and in so doing, out of mind. It is inferred that what was once a "means to an end" (effort to remediate a problem) has become an "end" in itself (don't remediate, get rid of).

In developing this style or method of operation, we have done so under the guise of the interest of the rest of the students or, that

such action will cause the student in question to stop and think, and hopefully, change his unacceptable behavior. It is possible, and likely, that limited use of suspension as a disciplinary technique still has educational merit. The immediate concern, however, is the repeated use of suspensions when there is no indication of improved, school related behavior. It seems logical to assume, that when a student is repeatedly suspended, suspension as a form of discipline for that student is of little or no value. It logically follows, recognizing this situation, that the only reason for continuing to suspend a student is to "get him/her out of the way."

As a public school system, however, we cannot ignore our responsibilities. As Wenk (1974, p. 241) points out,

A democratic state can function equitably only with an educational system that serves all its citizens by preparing them for their social as well as their economic roles. Neglect of the social objectives may effect the psychological well-being of the individual, particularly in regard to existential questions of personal meaning, purpose, values, and goals.

If the student is not in school, we cannot perform our function nor can we carry out our responsibilities. Students are not only aware of what we do for them, but also what we do to them.

It was recently reported in a study conducted by the Children's Defense Fund (Hickman, 1975b, p. 32), that "at least ten percent of the junior and senior high school students in the states sampled, were suspended one or more times in the 1972-73 school year." The data from this study revealed that during the 1972-73 school year, "at least 15,904 children were suspended at least once for 575,000 school days or 3,200 school years" (Hickman, 1975b, p. 32). This perhaps gives some indication of the possible magnitude of this issue.

To date the attention that has been given to the issue of suspensions has been centered almost exclusively on the related legal issues. That is, when a student has been, or is about to be suspended, the major question is, have the elements of "due process" and all appropriate constitutional safeguards been afforded the student in question.

There is little evidence available to suggest that school personnel are asking themselves "how is this suspension, about to be imposed, going to affect the student involved?"

It must be asked, "what does suspension really accomplish?" It may make the individual student more aware of his/her "transgressions" which he/she may or may not choose to do something about. Suspension may help the student realize he/she is responsible for his/her behavior. Suspending a student may bring about parental concern and involvement. We know for certain it removes the student completely from the multifaceted environment of the school and all of the benefits attached thereto.

Suspension frequently places the student in a temporary state of "limbo." He/she may not know what to do or where to go; he/she is at the mercy of his/her circumstances. This dilemma includes such things as availability of a parent during school hours and questionable peer influence. In addition to not being in school together with those concerns just mentioned, we must include the possibility that we may have put a young person on his/her own, with no supervision, looking for something or someone to occupy his/her time. Much to our chagrin, what he/she frequently finds only compounds his/her problem and accentuates our failure.

Statement of the Problem and Purpose

Suspension as a disciplinary technique has gained considerable popularity in recent years. Unfortunately it has been used somewhat indiscriminantly with little knowledge or insight regarding its effect on the individual student involved. School personnel impose disciplinary suspensions based on the "seriousness" or "disturbing attributes" identified with the alleged offense, rather than how such action might resolve a problem.

This investigation will attempt to determine the relationship between the frequency of suspensions imposed on students and selected aspects of student behavior. In addition, selected variables which may affect the student's behavior will also be considered in relationship to his/her frequency of suspension.

Hopefully, information will result which can be used by school personnel to more wisely consider the use of suspensions. It is further hoped that the resulting information will provide some insight into the development of programs that could offer alternatives to the repeated use of suspensions.

Hypotheses

H1. There is no significant relationship between the frequency of suspension and the Total P score on the Tennessee Self Concept Scale (TSCS).

H2. There is no significant relationship between the frequency of suspension and the Self Satisfaction score on the Tennessee Self Concept Scale (TSCS).

H3. There is no significant relationship between the frequency of

suspension and the Social Self score on the Tennessee Self Concept Scale (TSCS).

H4. There is no significant relationship between the frequency of suspension and the frequency of unexcused absences.

H5. There is no significant relationship between the frequency of suspension and the number of disciplinary referrals to the school office.

H6. There is no significant relationship between the frequency of suspension and the frequency of deviant behavior reported to authorities.

H7. There is no significant relationship between the frequency of suspension and the level of participation in extracurricular activities.

H8. There is no significant relationship between the frequency of suspension and the availability of a parent for supervision during school hours.

Definition of Terms

For the purpose of this study the following terms and definitions will be used:

Suspension. For purposes of this study suspension will be used in lieu of the phrase "short term suspension" as defined by Kansas Statutes Annotated (1973). Such a suspension shall not exceed a period of five school days (see Appendix A). Combining the time limit with the educational considerations, suspension is the administrative authority delegated to the building principal to remove a student from school for a period of time not to exceed five school days. It may, by inference, be less (1, 2, 3, or 4 days) at the discretion of the principal (see Appendix B). There is neither a statutory nor an administrative

restriction on the number of short term suspensions that may be imposed on a student in a single school year.

Deviant. To identify behavior, deviant has been chosen in lieu of delinquent due to its somewhat broader implication. Deviant behavior is considered not only as illegal behavior (criminal acts - felonious or misdemeanor) but also as related to behavior that is contrary to community norms or behavior that might be regarded as detrimental to the student's own best interest (i.e., running away, sexual promiscuity, etc.).

Unexcused Absences. Unexcused absences are regarded as those times when a student is not in school without an excuse from a parent or due to some official school action (suspension or participation in school related activity). One to three hours of absence from class constitutes one-half day, and three or more hours of absence, in one day, constitutes one full day.

Dropouts. Dropouts are not to be confused or used synonymously with either suspended or unexcused absences. A dropout is considered a student who has taken some action to quit attending school. Such action is not applicable to this study due to the fact that the population involved are junior high students, under the age of sixteen, and subject to the compulsory attendance law.

Limitations

1. Due to the fact that this was a field study it should be noted that not all of the possible variables pertinent to this problem were studied or controlled (ex. socio-economic level, ability level, marital status of the parents, etc.).

2. The interpretation of results obtained from this study is limited to junior high school (grades 7, 8, and 9) students in the public schools in Wichita, Kansas.

3. One hundred percent of the sample was not obtained.

CHAPTER II

REVIEW OF THE LITERATURE

In this chapter attention will be given to a review of the literature which relates to the problem being investigated. Through this investigation it is hoped that some information can be obtained regarding selected characteristics of junior high school students and their relationship to the frequency of student suspensions.

The literature review included herein is grouped into three general areas: (a) a proposed rationale for the current level of concern for, and usage of, suspension; (b) current research regarding suspension; and (c) information regarding some of the selected variables, particularly self concept and the related issue of labeling, and deviant (delinquent) behavior.

Part A - A Proposed Rationale for Suspension

The attitudes and behavior of students have changed, and from the point of view of the student's benefactors (parents, teachers, counselors, school administrators, and community officials) it has not always been for the better. Those attitudes and behaviors are frequently observable not only at school, but at home, and in the community as well. It is neither reasonable nor fair to lay the responsibility of these changing attitudes exclusively on the doorstep of the public school. It must be asked: what has brought about these changes, both in

attitude and subsequent behavior? An answer to such a question would be extremely complex and at best somewhat tenuous.

It would be helpful perhaps, to briefly analyze what has taken place in the last eight to ten years that has in part contributed to: (1) the general problem of student "misbehavior," (2) how educators have attempted to work with student misbehavior, and (3) the subsequent use of student suspension.

Since the middle sixties, a "chain of events" both specific and general in nature, has taken place which has greatly affected the public schools. In 1967 the United States Supreme Court ruled on the "Gault Case," clearly stating that all U.S. citizens, regardless of age or station, have equal protection under the United States Constitution and the Bill of Rights.

A second major Supreme Court decision, and perhaps the more significant to secondary schools, was *Tinker vs. Des Moines Community School District*, 1969. This case brought the issue directly into the schools with Justice Fortas' comment, "School officials do not possess absolute authority over their students. Students in school, as well as out of school, are 'persons' under our Constitution..." (*Tinker vs. Des Moines Community School District*, 1969, p. 511).

Patricia M. Lines (1972), staff attorney at the Harvard Center for Law and Education, expressed in a very pointed way her position regarding the length of a suspension. The author being primarily concerned about "short term" suspension was particularly interested in Lines' (1972) premise that regardless of the length of the suspension due process should still be afforded the student in the name of fairness. It is Lines' contention that when suspensions are of a short duration

less fairness exists on the part of the school staff. Apparently the U. S. Supreme Court in its third and most recent case, related to students rights in secondary schools, Goss vs. Lopez (Shannon, 1975), had the same opinion when they ruled in favor of the student. Lines' (1972) argument is predicated upon the idea that whether the length of time the student is out of school is one, ten, or twenty days makes no difference if they were unjustly taken out of school. A parallel was presented in comparing a suspension from school with the suspension of a welfare check or garnishment of wages or the suspension of a driver's license, pointing out that in all three of the latter incidents prior hearings were ordered by the court. Certainly, the student will suffer a more serious loss than any of these three, for school continues while the student is gone, therefore, as Lines (1972) so pointedly states, "Suspension inevitably involves a permanent denial of access to education for the days missed; they cannot be recouped"(p. 41).

This issue was at the very heart of a case decided in the U. S. Supreme Court, Goss vs. Lopez, 1975, in which the Court ruled that "students cannot be suspended without the minimum due process of a 'rudimentary' hearing"(Shannon, 1975, p.14).

Also during this time, the concept of in loco parentis was challenged. In loco parentis as a quasi-legal definition means acting "in the place of, or for the parents"(Moore, p. 557). Manley-Casimir (1972) pointed out that recent judicial decisions involving the rights of public school students as guaranteed by the First Amendment have seriously undermined the viability of in loco parentis as an appropriate definition of the relationship between the school and the students. There is little question that the judicial decisions made thus far

have had the effect of circumscribing the wide discretionary power traditionally conferred upon school officials to act as parental surrogates, and placed many facets of student behavior that have previously fallen within the compass of in loco parentis beyond the limits of existing school regulations.

Civil Rights in general and public school integration specifically, became national issues, and many people were forced into an educational arrangement that they not only did not like, but did not understand.

Outside of the public school, students have been informally educated through their exposure and involvement with, the broader community. This education has included such things as violence in America which was highlighted by former Supreme Court Justice, Arthur J. Goldberg (1970) in a major address at the 1970 convention of the American Association of School Administrators. He points out the following: (1) assaults with guns in the United States increased 77 percent from 1964 through 1967; (2) there are 7,000 gun murders annually in the United States, compared with the combined total for England, Japan, and West Germany of about 135 a year; and (3) gun registration in Chicago alone revealed 357,598 guns (of course, no one can begin to conceive the number of weapons not registered).

Maybe, as Goldberg (1970) queries, this picture of adult violence and disregard for authority is a partial answer to the broader question of why young people in general, and students in particular, have no more respect for constituted authority than they are currently exhibiting.

It seems reasonable to assume that interaction of all of these circumstances has, in part, contributed to the current issues of

individual student rights, student activism, freedom of expression, and a general attitude of "do your own thing." Feelings regarding these issues have not only been expressed in the public schools, but in the home, community, and throughout society in general.

Numerous efforts have been undertaken to quell and/or redirect the actions and reactions of these young people. However, public education officials have found that many of the "old ways" of attempting to correct, change, or modify student behavior (misbehavior) are no longer applicable or effective. Therefore, in a state of frustration, educators have in many instances chosen to remove or relocate the problem student rather than treat or resolve his/her problem, hence the issue of suspension (Regal, 1971). Kvaraceus (1967) opinions that rather than recognizing and working with individual differences, most schools have made a concerted effort to eliminate them. It seems that the most common practice is simply to eliminate the deviant himself via "educational means" (special classes) or "noneducational means" (pushing him out).

It is somewhat ironic that at the same time that students are being suspended in such large numbers, and under such gross inequities that the Supreme Court of the U.S. deems it necessary and appropriate to intervene (*Goss vs. Lopez*, 1975), that the American Association of School Administrators (AASA) presented as their ninth resolution at their 1975 convention the following: "AASA views with great concern the suspension and expulsion of students from the schools of our nation, and particularly as it affects minorities" (*The School Administrator*, 1975, p. 9). AASA has urged that school administrators give positive leadership to develop alternatives to suspension, expulsion and other

noneducational forms of isolation. The alternatives must provide environments which meet the educational needs of the students and guarantee due process as reflected in Goss vs. Lopez Supreme Court decision (The School Administrator, 1975).

Part B - Current Research

Regarding Suspension

Although suspension has received little attention in the educational literature, it is not a new term, nor a new concept in education. It has been referred to either directly or indirectly for many years. Prior to the sixties, "sending students home" was both an assumed and an accepted function of the school staff.

Beginning in the middle sixties however, suspension assumed an altogether different purpose. There have been two schools of thought reflected in the literature: (1) the authority of the school officials; and (2) the legal rights of the individual student (built on the premise of due process). A third point of view that is obviously lacking and is an essential part of this study concerns not the legal issues, but the human issue of how such action affects the student as a person. Although the publications regarding suspension are relatively sparse, the material is generally associated with the legal issues. This can be attributed to the current political, social, and economic problems which influence public education.

Clayton and Jacobson (1974), in studying and analyzing court cases from 1960 through 1971, identified 30 cases that were heard on suspension and expulsion during that period of time, with 26 of them being heard between 1969 and 1971. As a side note, it was of some

interest that 12 of 14 cases heard by Federal Courts were decided in favor of the student and 8 of the 16 cases heard in State Courts were determined in favor of the student.

As far as could be determined there was no organized research reported regarding suspended students until Dr. Noel O. Walther (1965) conducted a study in the Seattle Public Schools entitled, "A Study of School Suspensions." The major purpose of this study was to examine pertinent and related information that preceded suspension, and then to follow up over a three year time period to ascertain what the impact of suspension was on each case. Additional purposes of the study were to determine the personal and academic characteristics of pupils suspended from school, what services were provided for these students, and what the magnitude of the problem of school suspensions was to the district. In addition to the intensive case study of 83 pupils over a three year period, 4,698 cases of suspension from 1961 to 1964 were noted as to sex, grade level, and tendency to repeat suspension. School records and personal interviews with school personnel were the sources of data used for this study.

Conclusions drawn from Walter's study were: (1) high school students accounted for 49.4%, junior high 38.6%, and elementary 7.5% of those suspended (4.5% in special classes); (2) boys accounted for 71% of the total; (3) 46.7% of those suspended were suspended more than once; (4) the mean IQ of 54 out of the 83 was 85; (5) retention was noted in 31 of the 83 cases; (6) grades and citizenship were consistently low; (7) work habits and self control were poor; (8) those suspended could not get along with school mates or follow school rules and regulations; and (9) suspension did not act as a "cure all" for

children with problems.

Dr. John M. Bogert (1967) published a doctoral dissertation entitled, "The Use of Secondary School Suspensions as a Disciplinary Technique." The purpose of this particular study was to investigate the use of disciplinary suspension in the public secondary school system of the State of Tennessee. This study included four subproblems: (1) extent of disciplinary suspensions; (2) effects of several variables upon the practice of disciplinary suspensions; (3) effectiveness of disciplinary suspensions; and (4) students' self concept as related to disciplinary suspensions. The methodology of this study included a mail questionnaire to all secondary principals in the state, the analysis of cumulative records of 32 suspended and 32 nonsuspended students, and the comparison of scores on the Tennessee Self Concept Scale of 24 students suspended two or more times and 24 nonsuspended students. Of particular interest among the findings of this study were the following: (1) the practice of disciplinary suspensions did not have a positive effect upon suspended students academic grades, withdrawal rate, or likelihood of future suspensions; (2) those students experiencing repeated disciplinary suspensions generally achieved lower self concept scores on the Tennessee Self Concept Scale; and (3) recidivist disciplinary suspended students received a statistically significantly lower score on the moral-ethical self section of the Tennessee Self Concept Scale.

Binkley, et al. (1972), members of the staff of the Nashville Public Schools, Nashville, Tennessee, did a study during the 1971-1972 school year of students that had been suspended within the Metropolitan Public School System. The primary instrument used to gather the data for this survey was a questionnaire administered to the principals of

the district. Selected findings of that study are as follows: (1) most suspensions were caused either by problems of attendance or behavior; (2) most suspensions did not involve legal matters; (3) the majority of students involved had not repeated any grades; (4) the majority of those involved had little or no meaningful extracurricular involvement; (5) the majority of those suspended ranked in the bottom three stanines of reading and math tests; (6) 40 percent of those suspended ranked in the bottom three stanines of academic aptitude; and (7) the behavior of slightly over half was improved as a result of suspension while there was no change in 34 percent, and 6 percent of those suspended had worse behavior following suspension.

The most recent study regarding student suspension was conducted by Dr. Sara L. Foulks (1973) in the New Orleans, Louisiana Public Schools. Dr. Foulks' (1973) study was based on the premise that self concept "as-a-learner" is an important aspect of the students' interaction with others in the school, and that poor self concept "as-a-learner" is related to the behavior which results in the students' suspension from school.

The design Foulks (1973) employed involved the pairing of 41 suspended students with 41 nonsuspended students on the variables of age, sex, race, and grade. In this particular study, all of the students involved came from the same socio-economic level (Title I schools). Students self reports on the "Self Appraisal Scale" and teacher student ratings on using the "Florida Key Scale" were used within each group.

The findings indicated that fourth grade suspended students from low socio-economic schools are generally black males, who are over age

for grade placement, deficient in academic skills, borderline or below in mental ability, and frequently absent from school. The suspended students' self concept "as-a-learner" mean scores were significantly lower than those of the nonsuspended student.

Foulks' (1973) position was supported by Lebeene and Green (1969): "Emperical and experimental data demonstrates a direct relationship between a child's self concept and his manifest behavior perception and academic performance " (p. iv).

It would seem logically to follow that if a student's self concept is a significant determiner of his behavior that in the case of a suspended student, suspension may act as a negative reinforcer. This would in turn adversely affect the student's self image and subsequent school adjustment.

Perhaps of most significant interest regarding suspension or removing a student from school is the evidence suggested by Heath (1970) that the crucial educational determinants of a student's development are the humanistic climate of the school, the student's sense of participant involvement, and the student's identification with the purposes of the faculty. The repeated use of suspension is in no way compatible with these suggested determinants.

Part C - Review of Selected Variables

The issues of school achievement, school attendance, school adjustment, self concept, and delinquent behavior are all either directly or indirectly related to the issue of suspension. Therefore, a great deal of material has been reviewed regarding these related areas. It seems almost trite, based upon the preponderance of evidence now available in

the literature, to include reference to the relationship of poor school adjustment, low academic achievement, and excessive absenteeism as highly correlated with what the literature refers to as "delinquent behavior."

As Kvaraceus (1945, p. 135) has pointed out:

Literature in the field of juvenile delinquency reveals, on the whole, rather unsatisfactory school adjustment for most children who fall into difficulty with the law. Retardation is usually high, low school achievement, and poor marks predominate, truancy is frequent, dislike for school and teachers is the rule rather than the exception, and early school leaving is very often the delinquents own solution of an unsatisfactory situation.

Haskell and Yablonsky (1974, p. 119) raise what seems to be a valid question: "Is the school guilty of sins of omission or of commission in its relation with juvenile delinquency?" It is generally conceded that school does not cause delinquency, but rather establishes conditions that may influence problem children to leave school and subsequently involve themselves in deviant behavior. It does appear in some instances, however, that the school does aid and abet in the development of juvenile delinquency (Haskell, 1970).

Tennent (1971) surveyed some twenty-five studies done in the United States and England between 1925 and 1968. All of these studies, without exception, produce a significant correlation between school nonattendance and later delinquency. These studies pertain not only to juveniles with immediate involvement of juvenile courts regarding attendance problems, but also includes studies involving incarcerated adults who also reflected that in most instances nonattendance in school was one of the first deviant acts in which they became involved.

Because of this overwhelming evidence, it is important to recognize that there are three ways to view this kind of information: (1) non-attendance may lead to delinquency as a result of "idle time;"

(2) delinquent behavior may lead to nonattendance due to the fact that the student is afraid to return to school; and (3) both nonattendance and delinquency may be symptomatic of a deeper problem. It must be kept in mind that nonattendance is considered a symptom and not a single syndrome in this relationship.

Hirschi (1969) has made considerable reference to the concept of the student's "attachment to the school." He not only found support for the hypothesis that low achievement and perceived low ability in school and "delinquent" behavior were related, he also found support for the relationship of one's bond to the school, and one's feeling about what teachers think of you, as being directly related to recorded delinquent behavior. This concept of attachment and relationship to staff was also emphasized by Walberg (1972).

These observations made by Hirschi (1969) and Walberg (1972) emphasize the need to recognize the role self concept and interpersonal relationships play in the development and behavior of the individual.

It has been hypothesized by Reckless (1967) that "the internalization of a favorable self concept is the critical variable in the 'containment' of delinquency." This study extended over four years and from the initial research through the follow up on the sample, the hypothesis held. Those who were identified as having a favorable self concept "contained" any leanings toward delinquent behavior even though they lived in an area known for its high rate of delinquency. A significant part of that favorable self concept resulted from a "good" relationship with others considered to be meaningful in the lives of those students.

It is difficult if not impossible for this author to resist from

emphasizing and reemphasizing the importance that he places on the total school staff for accepting their role among those considered as "significant" in the lives of junior high school students. The student's self perception (self concept) seems so much to be in the hands of these individuals.

As the individual student experiences difficulty he/she is recognized, labeled, and expected to be one to "misbehave" and subsequently be suspended. This sequence of events is perpetuated by the very ones charged with the responsibility of helping that individual student.

Merton (1968) and Rosenthal (1968) both make reference to the concept of the "self-fulfilling prophecy." Both references allude to the sequence suggested above.

It is about interpersonal self-fulfilling prophecies: how one's person's expectation for another person's behavior can quite unwittingly become a more accurate prediction simply for its having been made (Rosenthal, 1968, p. vii).

Although somewhat more poetic, Shaw (1940) provides a corollary in his Pygmalion:

You see, really and truly, apart from the things anyone can pick up (the dressing and the proper way of speaking, and so on), the difference between a lady and a flower girl is not how she behaves, but how she is treated. I shall always be a flower girl to Professor Higgins, because he always treats me as a flower girl, and always will; but I know I can be a lady to you, because you always treat me as a lady, and always will. (p. 80).

Such as the situation in which many students find themselves in relationship to selected members of the staff with whom they have contact. The unfortunate aspect of this phenomenon is the error or misunderstanding that can exist between what our biases cause us to believe, and what indeed are the facts (Chambliss, 1973).

Labeling is an issue that in recent years has incurred the growing

interest and concern of social scientists. Educators have been involved in the labeling enterprise for many years. The expanding awareness of the negative aspects of labeling hit hard at education, including the label "suspended."

As Schur (1971) suggests, a primary consideration of labeling is the ever present question of which comes first, the chicken or the egg. He states: "Deviant individuals and situations involving deviant behavior result not simply from discrete acts of wrong doing or departure from norms; they also reflect patterns and processes of social definition." (p. 4) The resulting question then becomes, was the act in and of itself deviant, or was it so labeled subsequently by society.

The question of what the label "suspended" does, or causes, is of particular interest to this study. The processes of labeling according to Schur (1971) are found on at least three levels of social action. Two that seem applicable to the study at hand are (1) interpersonal reactions and (2) organizational processing. To be repeatedly identified as a suspended student could negatively affect the individual's self concept as well as his/her relationship with staff members. Regardless of the reason for a suspension the issue of "stereotyping" becomes a problem.

Public schools, as agencies of social action, are continuously involved in organizational processing and although it represents a proportionately insignificant amount of processing, the manner in which suspended students are "handled" is certainly a part of that process.

It is not unlikely that any negative remarks or attitudes expressed to the suspended student are the direct result of his encounter with the school's organizational processing.

CHAPTER III

METHODOLOGY AND DESIGN

Introduction

This chapter is a presentation of the procedural approaches utilized in this study. The methodology of sample selection and data collection is given. A description of the Tennessee Self Concept Scale (TSCS) which was administered is included. The chapter concludes with a discussion of the statistical treatment to be applied to the data.

Sample Selection

Two hundred subjects were selected from the total population of 2,089 seventh, eighth, and ninth grade students who were suspended one or more times during the 1973-74 school year. The subjects were selected by the use of a stratified random sample as described by Guilford and Fruchter (1973) to maintain a proportionate distribution of male-female and caucasian-minority subjects. The subjects were enrolled in the junior high schools of the Wichita Public Schools, Wichita, Kansas. The subjects were identified through the use of a computer listing which identified the suspended population in alpha order. This listing was provided by the Department of Data Processing of the Wichita Public Schools.

The population for the purposes of this study was divided into two groups, caucasian and minority. This was done due to the fact that

black students constituted 84 percent of the minority population. A description of the junior high school enrollment by race for the 1973-74 school year may be seen in Table I.

TABLE I
JUNIOR HIGH SCHOOL ENROLLMENT
BY RACE, 1973-74 SCHOOL YEAR

| | AA* | B* | SM* | AI* | O* | TOTALS |
|---------|-----|------|-----|-----|-------|--------|
| Number | 45 | 2256 | 305 | 94 | 10779 | 13479 |
| Percent | .3 | 16.7 | 2.3 | .7 | 80.0 | 100.0 |

AA*-Asian American; B*-Black; SM*-Spanish Mexican; AI*-American Indian; O*-Other

As can be seen from Table I Black students and Other (Caucasian) students account for 97 percent of the total enrollment.

It was previously mentioned that 2,089 students were suspended; this accounts for approximately 15 percent of the total junior high school enrollment. Table II presents a distribution of the suspended population by sex and race.

Procedures for Collection of Data

A significant portion of the data used in this study was obtained with the assistance of school social workers from the Pupil Welfare Department, Wichita Public Schools. Each social worker, assisting in the data collection, was given a period of orientation regarding the nature of the study, and training to establish a uniform procedure

under which all data would be gathered. Printed guidelines and directions were provided (see Appendix C).

TABLE II
DISTRIBUTION OF SUSPENDED STUDENTS
BY SEX AND RACE
(N=2089)

| | MINORITY | | CAUCASIAN | | TOTAL | |
|--------|------------|-------------|------------|-------------|------------|-------------|
| | # | % | # | % | # | % |
| Male | 482 | 23.1 | 844 | 40.4 | 1326 | 63.5 |
| Female | <u>330</u> | <u>15.8</u> | <u>433</u> | <u>20.7</u> | <u>763</u> | <u>36.5</u> |
| Total | 812 | 38.9 | 1277 | 61.1 | 2089 | 100.0 |

Strict confidentiality of records was employed in all cases. The purposes of this investigation were concerned only with frequencies as they appeared.

Each subject's attendance record for the 1973-74 and the 1974-75 school years was obtained from the attendance records of their respective schools. The data was recorded in terms of the total number of days of unexcused absences which were identified as days of absences that were unexplained by either a parent or guardian or the school staff.

The disciplinary record for each student was obtained from the assistant principal of the school where the subject attended. An exact number of disciplinary referrals (number of times sent to the office

for behavior problems) was recorded for each subject for the 1974-75 school year.

Each social worker administered the Tennessee Self Concept Scale (TSCS) to those subjects attending the workers assigned school (see Appendix D). When possible the TSCS was administered to the students in groups at their respective schools. However in those cases where the student was absent or no longer was attending school, it was administered individually at the subject's place of residence.

The Tennessee Self Concept Scale (TSCS) was selected after the investigator reviewed other instruments. The reason for its selection was based upon the wide variety of scores it would yield as well as its reputation as a good instrument and its wide acceptance. It has been used extensively since its publication in 1965.

The TSCS was developed by William H. Fitts (1965) in an attempt to fulfill the existing need for a self concept scale which was simple for the subject, widely applicable, well standardized, and multidimensional in its description of the self concept. The TSCS is a self-administered scale, consisting of one hundred descriptive statements which the subject uses to portray his own picture of how he/she sees himself/herself. The TSCS can be used with subjects of age twelve or higher and is applicable to the entire range of psychological adjustment from healthy, well adjusted people, to psychiatric patients.

Since its development, the TSCS has proven to be a valuable tool for a variety of purposes -- counseling, clinical assessment and diagnosis, research in behavioral science, and personnel selection. It is available in two forms, a Counseling Form and a Clinical and Research Form. There is no difference in the two forms except for the system of

scoring and profiling.

The TSCS provides scores on self criticism, nine self esteem scores (identity, self satisfaction, behavior, physical self, moral-ethical self, personal self, family self, social self, and total) and three variability of response scores.

The primary score the author is interested in is the Total P Score (total of the nine self esteem scores), which is considered the most important single score on the Counseling Form of the Tennessee Self Concept Scale (TSCS). This score reflects the overall level of self esteem. Persons with high scores tend to like themselves, have feelings of value and worth, and have confidence in themselves. Those with low scores are doubtful about their worth, are often anxious, and unhappy.

Although the Total P Score is the single most important score, two other scores are of interest to the writer. They are the scores related to Social Self and Self Satisfaction. These scores are two of the nine scores which collectively constitute the Total P Score. The Social Self score reflects the subject's sense of adequacy and worth in his/her interactions with other people. The Self Satisfaction score reflects one's level of general self acceptance.

In developing the norms, Fitts used a very broad and diverse sample. The subjects were approximately equal in the distribution of sexes, including both Negro and white, representing all social and economic levels, as well as educational levels from grade six through the Ph. D. degree.

Reliability of the TSCS was determined by the use of the test-retest method. The reliability coefficient for Total P (the score reflecting overall level of self esteem) was .92; the reliability

coefficient for Self Satisfaction (this score reflects the level of self acceptance) is .88; the reliability coefficient for Social Self (this score reflects the person's sense of worth and adequacy in his/her social interactions with other people) is .90.

A thorough description of the validation procedures for the TSCS is reported in the Manual (Fitts, 1965). Content validity was based upon the fact that items were retained only if there was unanimous agreement among the judges that they were appropriate.

In addition to content validation there was discrimination between groups, and correlation with other personality measures. Of particular application to the study, involving between group discrimination, was Atchison's (1958) study in which he found a number of predicted differences between delinquents and nondelinquents. Lefebber (1964) found significant differences between juveniles who were first offenders and repeated offenders. The Manual (Fitts, 1965) includes a considerable number of correlations with other measures, particularly the MMPI and the Edwards Personal Preference Schedule.

Following the collection of the data at the school, the social workers were instructed to interview the parent or guardian of each subject. The purpose of the interview was to obtain data regarding the subjects' participation in extracurricular activities and the availability of the parent(s) based on working hours. A set of guidelines and a standard form were used by each investigator (see Appendices E and F).

A point system was established to give varying amounts of credit for different levels of participation. An activity was given points based on the following criteria:

- (1) Daily participation, year around -- 6 points
- (2) Daily participation, seasonally -- 5 points
- (3) Weekly participation, seasonally -- 4 points
- (4) Weekly participation, seasonally -- 3 points
- (5) Monthly participation, year around- 2 points
- (6) Monthly participation, seasonally - 1 point
- (7) Hobby or interest -- 1 point

The total number of points constituted a score to identify the students' level of participation. Parent availability was determined by whether or not there was a parent or guardian available at least four of the six hours during the school day.

The data regarding reported deviant behavior for each subject was obtained by the writer with the assistance of the record clerks of the Wichita Police Department and the Sedgwick County Juvenile Court. The information was released only after authorization was received from the Judge of the Sedgwick County Juvenile Court. The records were checked to determine the frequency of contacts, if any, for each subject, between September 1, 1973 and May 28, 1974.

Statistical Analysis

A Pearson Product-Moment Correlation Coefficient as set forth by Guilford and Fruchter (1973) was to have been obtained for hypotheses one, two, three, four, five, six, and seven. Due to the forced nature of the variable in hypothesis eight, a Biserial Correlation Coefficient (Guilford and Fruchter, 1973) was to have been obtained. The variable in hypothesis eight, the availability of a parent during school hours, although continuous in that a parent might be available from all of the

time to none of the time, was forced into a yes-no dichotomy. This was determined using the following rationale; if a parent or guardian was not available a minimum of four hours during the school day, then a classification of "no" or "not available" was made.

The significance of the obtained Coefficients of Correlation for all eight hypotheses was to have been determined by the use of tables of significance (Guilford and Fruchter, 1973, pp. 515-516). Each hypothesis was to have been tested at the .05 level of significance.

Amended Statistical Analysis

As previously indicated, it was the writer's intention to use a Pearson's Product-Moment Correlation Coefficient and a Biserial Correlation Coefficient. It was believed initially that all of the assumptions surrounding the use of these techniques had been met.

However, after analyzing and reviewing the collected data, it was determined that all of the assumptions associated with these techniques had not been met. Of particular concern were the issues of normal distribution and homoscedasticity. This was borne out when it was observed that 60 percent of the sample had a suspension frequency of one. This finding necessitated identifying an alternate statistic.

After further analysis of the data it was decided that a Contingency Coefficient (Siegal, 1956) would be an appropriate statistic to use to determine the relationship between the criterion variable, frequency of suspension, and the selected variables represented within the stated hypotheses. A Chi Square will be used to determine the significance of the correlation coefficient. Statistical significance will be determined by comparing the computed value of Chi Square with

the table of critical values for Chi Square, at the .05 level of confidence, using the appropriate degrees of freedom (Siegal, 1956, p. 249).

CHAPTER IV

RESULTS OF THE STUDY

Introduction

The writer investigated, in this study, the relationship between the frequency of suspension and selected aspects of student behavior as well as selected variables which affect student behavior.

The eight null hypotheses were as follows:

H1. There is no significant relationship between the frequency of suspension and the Total P score on the Tennessee Self Concept Scale (TSCS).

H2. There is no significant relationship between the frequency of suspension and the Self Satisfaction score on the Tennessee Self Concept Scale (TSCS).

H3. There is no significant relationship between the frequency of suspension and the Social Self score on the Tennessee Self Concept Scale (TSCS).

H4. There is no significant relationship between the frequency of suspension and the frequency of unexcused absences.

H5. There is no significant relationship between the frequency of suspensions and the number of disciplinary referrals to the school office.

H6. There is no significant relationship between the frequency of suspension and the frequency of deviant behavior reported to the

authorities.

H7. There is no significant relationship between the frequency of suspension and the level of participation in extracurricular activities.

H8. There is no significant relationship between the frequency of suspensions and the availability of a parent for supervision during school hours.

The Criterion Variable

The actual number of times (frequency) that a student was suspended and, the action taken administratively recorded, was the criterion variable. The criterion frequency range, mean, median, and standard deviation for the sample population and the total suspended population may be seen in Table III.

TABLE III
RANGE, MEAN, MEDIAN, AND STANDARD DEVIATION
OF CRITERION VARIABLE FOR SAMPLE
AND TOTAL POPULATIONS

| Population | n | Range | Median | Mean | Standard Deviation |
|------------|------|-------|--------|-------|--------------------|
| Sample | 144 | 1-15 | 1.0 | 1.94* | 1.80 |
| Total | 2089 | 1-20 | 1.0 | 1.97* | 1.91 |

*A t-test for a difference between the sample mean and the population mean was computed ($t = .199$) and was found nonsignificant at the .05 level of confidence.

Table III reflects the comparability between the sample population and the total suspended population. The difference between the sample and population means, ($t = .199$) was found to be nonsignificant.

The frequency of suspension for each student in the sample can be seen in Table IV. It can be determined from reviewing Table IV that approximately 60 percent of the students in the sample population were suspended only once. This compares with 61 percent of the students in the total population.

Testing for Significance

It had been the investigator's original intention, as noted in the methodology section of Chapter III, to use a Pearson's Product-Moment Correlation Coefficient between the criterion measure of frequency of suspension and the selected dependent variables as sighted in each hypothesis: H1 - score of Total P on TSCS; H2 - score of Self Satisfaction on TSCS; H3 - score of Social Self on TSCS; H4 - frequency of unexcused absences; H5 - frequency of disciplinary referrals; H6 - frequency of reported deviant behavior; H7 - level of participation in extracurricular activities. Hypothesis Eight was to have been tested by computing a Biserial Correlation Coefficient between the criterion measure of frequency of suspension and the availability of a parent during school hours.

However, it was determined in analyzing the data that all of the assumptions associated with the Pearson's Product-Moment Correlation Coefficient, namely those of normal distribution and homoscedasticity, had not been met. Therefore, it was necessary to select an alternate method to more appropriately test the stated hypotheses.

TABLE IV
 FREQUENCY OF SUSPENSIONS AS
 OFFICIALLY RECORDED FOR
 EACH STUDENT IN 1973-74

| Student Number | Freq. of Susp. | Student Number | Freq. of Susp. | Student Number | Freq. of Susp. | Student Number | Freq. of Susp. |
|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| 1 | 2 | 37 | 8 | 73 | 1 | 109 | 2 |
| 2 | 1 | 38 | 1 | 74 | 1 | 110 | 1 |
| 3 | 3 | 39 | 1 | 75 | 1 | 111 | 1 |
| 4 | 1 | 40 | 4 | 76 | 2 | 112 | 5 |
| 5 | 1 | 41 | 3 | 77 | 1 | 113 | 1 |
| 6 | 3 | 42 | 3 | 78 | 1 | 114 | 1 |
| 7 | 2 | 43 | 1 | 79 | 1 | 115 | 2 |
| 8 | 2 | 44 | 3 | 80 | 1 | 116 | 1 |
| 9 | 3 | 45 | 1 | 81 | 5 | 117 | 2 |
| 10 | 2 | 46 | 1 | 82 | 3 | 118 | 2 |
| 11 | 3 | 47 | 1 | 83 | 1 | 119 | 1 |
| 12 | 1 | 48 | 4 | 84 | 1 | 120 | 1 |
| 13 | 1 | 49 | 1 | 85 | 1 | 121 | 1 |
| 14 | 1 | 50 | 3 | 86 | 1 | 122 | 1 |
| 15 | 1 | 51 | 4 | 87 | 4 | 123 | 1 |
| 16 | 1 | 52 | 1 | 88 | 1 | 124 | 1 |
| 17 | 1 | 53 | 1 | 89 | 1 | 125 | 4 |
| 18 | 1 | 54 | 1 | 90 | 1 | 126 | 1 |
| 19 | 1 | 55 | 1 | 91 | 1 | 127 | 1 |
| 20 | 8 | 56 | 1 | 92 | 3 | 128 | 4 |
| 21 | 15 | 57 | 1 | 93 | 2 | 129 | 2 |
| 22 | 1 | 58 | 1 | 94 | 1 | 130 | 1 |
| 23 | 1 | 59 | 1 | 95 | 1 | 131 | 2 |
| 24 | 6 | 60 | 1 | 96 | 1 | 132 | 1 |
| 25 | 2 | 61 | 4 | 97 | 1 | 133 | 1 |
| 26 | 1 | 62 | 2 | 98 | 1 | 134 | 2 |
| 27 | 1 | 63 | 1 | 99 | 1 | 135 | 1 |
| 28 | 2 | 64 | 1 | 100 | 4 | 136 | 3 |
| 29 | 3 | 65 | 1 | 101 | 6 | 137 | 1 |
| 30 | 1 | 66 | 1 | 102 | 2 | 138 | 1 |
| 31 | 2 | 67 | 2 | 103 | 2 | 139 | 1 |
| 32 | 3 | 68 | 1 | 104 | 2 | 140 | 1 |
| 33 | 2 | 69 | 2 | 105 | 2 | 141 | 1 |
| 34 | 4 | 70 | 1 | 106 | 1 | 142 | 1 |
| 35 | 1 | 71 | 1 | 107 | 7 | 143 | 2 |
| 36 | 6 | 72 | 2 | 108 | 1 | 144 | 1 |

It was determined that the most ideal alternative for all eight of the hypotheses was to compute a Contingency Coefficient (C) (Siegal, 1956) to determine the degree of relationship. It was further determined that the most appropriate way to test for significance was to use Chi-Square (Siegal, 1956).

Findings

The first hypothesis required an investigation of the relationship between the frequency of student suspensions and the Tennessee Self Concept Scale (TSCS). It was stated as follows:

H1. There is no significant relationship between the frequency of suspension and the Total P score on the Tennessee Self Concept Scale (TSCS).

The results from testing this hypothesis may be seen in Table V which reveals a significant relationship ($\chi^2 = 8.58, p < .05$) between the criterion measure of frequency of suspension and the Total P score on the Tennessee Self Concept Scale (TSCS). Reviewing the contingency table it is evident that the significant relationship that existed supports the point of view that the fewer the suspensions the higher the score on the self concept scale.

Therefore the first hypothesis, with a significant relationship, must be rejected.

The second hypothesis required an investigation of the relationship between frequency of suspension and Self Satisfaction scores on the Tennessee Self Concept Scale (TSCS). The results from testing this hypothesis may be seen in Table VI.

The determined value ($\chi^2 = .994, p > .05$) was found to be nonsignificant. Therefore, the null hypothesis must be accepted. There is no

evidence from the tested hypothesis to suggest a significant relationship between the criterion measure and the Self Satisfaction scores on the TSCS.

TABLE V
THE RELATIONSHIP OF FREQUENCY OF
SUSPENSION WITH TOTAL P SCORE

| Frequency of Suspensions | Total P Scores | | | | Frequency Total |
|--------------------------------|----------------|---------|---------|---------|--------------------|
| | 211-254 | 255-298 | 299-342 | 343-386 | |
| 1 | 1 | 26 | 46 | 14 | 87 |
| 2 or more | 6 | 16 | 22 | 13 | 57 |
| Total | 7 | 42 | 68 | 27 | 144 |

df = 3; critical value $\chi^2 = 7.82$; $\chi^2 = 8.58$; $p < .05$; $\underline{c} = .237$

TABLE VI
THE RELATIONSHIP OF FREQUENCY OF SUSPENSION
WITH SELF SATISFACTION SCORES

| Frequency of Suspensions | Self Satisfaction Scores | | | | Frequency Total |
|--------------------------------|--------------------------|--------|---------|---------|--------------------|
| | 64-82 | 83-101 | 102-120 | 121-139 | |
| 1 | 11 | 45 | 25 | 6 | 87 |
| 2 or more | 10 | 28 | 14 | 5 | 57 |
| Total | 21 | 73 | 39 | 11 | 144 |

df = 3; critical value $\chi^2 = 7.82$; $\chi^2 = .994$, $p > .05$, $\underline{c} = .083$

The third hypothesis required an investigation of the relationship between the frequency of student suspension and scores on the Social Self sub-scale of the Tennessee Self Concept Scale (TSCS). It was stated as follows:

H3. There is no significant relationship between the frequency of suspension and the Social Self score on the Tennessee Self Concept Scale (TSCS).

There is no evidence from the tested hypothesis to indicate a significant relationship between frequency of suspension and Social Self scores on the Tennessee Self Concept Scale (TSCS). The results from testing this hypothesis may be seen in Table VII.

TABLE VII
THE RELATIONSHIP OF FREQUENCY OF SUSPENSION
WITH SOCIAL SELF SCORES

| Frequency of Suspensions | Social Self Scores | | | | Frequency Total |
|--------------------------------|--------------------|-------|-------|-------|--------------------|
| | 42-53 | 52-61 | 62-71 | 72-81 | |
| 1 | 5 | 37 | 38 | 7 | 87 |
| 2 or more | 7 | 20 | 25 | 5 | 57 |
| Total | 12 | 57 | 63 | 12 | 144 |

df = 3; critical value $\chi^2 = 7.82$; $\chi^2 = 2.268$, $p > .05$, $\underline{c} = .125$

The determined value ($\chi^2 = 2.268$, $p > .05$) was found to be nonsignificant. Therefore, the null hypothesis must be accepted. There is no evidence from the tested hypothesis to suggest a significant

relationship between the criterion measure and the Social Self scores on the TSCS.

The fourth hypothesis required an investigation of the relationship between the frequency of student suspensions and the frequency of unexcused absences. It was stated as follows:

H4. There is no significant relationship between the frequency of suspensions and the frequency of unexcused absences.

The frequency of unexcused absences was investigated for two different years; 1973-74 the year when the suspensions occurred, and 1974-75, one year later. The results from testing this hypothesis, as seen in Table VIII and Table IX, revealed a nonsignificant relationship ($x^2 = 6.938$, $p > .05$, for 1973-74 and $x^2 = 6.233$, $p > .05$, for 1974-75) between the criterion variable of frequency of suspension and the frequency of unexcused absences. Therefore, the null hypothesis must be accepted.

TABLE VIII

THE RELATIONSHIP OF FREQUENCY OF SUSPENSION
WITH FREQUENCY OF UNEXCUSED ABSENCES
1973-74 SCHOOL YEAR

| Frequency of Suspensions | Frequency of Unexcused Absences | | | | Frequency Total |
|--------------------------------|---------------------------------|-------|-------|-----|--------------------|
| | 0-15 | 16-30 | 31-45 | 46+ | |
| 1 | 56 | 18 | 8 | 5 | 87 |
| 2 or more | 25 | 15 | 9 | 8 | 57 |
| Total | 81 | 33 | 17 | 13 | 144 |

df - 3; critical value $x^2 = 7.82$; $x^2 = 6.938$, $p > .05$, $C = .214$

TABLE IX
 THE RELATIONSHIP OF FREQUENCY OF SUSPENSION
 WITH FREQUENCY OF UNEXCUSED ABSENCES
 1974-75 SCHOOL YEAR

| Frequency of Suspensions | Frequency of Unexcused Absences | | | | Frequency Total |
|--------------------------------|---------------------------------|-------|-------|-----|--------------------|
| | 0-20 | 21-40 | 41-60 | 61+ | |
| 1 | 59 | 15 | 4 | 5 | 83 |
| 2 or more | 28 | 13 | 8 | 3 | 52 |
| Total | 87 | 28 | 12 | 8 | 135 |

df = 3; critical value $\chi^2 = 7.82$; $\chi^2 = 6.233$, $p > .05$, $C = .210$

Although the resulting values were not significant for either year, it should be noted that both years came very close to reaching the critical value.

The fifth hypothesis required an investigation of the relationship between the frequency of student suspensions and the number of disciplinary referrals during the succeeding school year. It was stated as follows:

H5. There is no significant relationship between the frequency of suspensions and the number of disciplinary referrals to the school office. The results from testing this hypothesis may be seen in Table X.

The determined value ($\chi^2 = 5.091$, $p > .05$) was found to be nonsignificant. Therefore, the null hypothesis must be accepted. There is no evidence from the tested hypothesis to indicate a significant relationship between frequency of suspension and frequency of disciplinary referrals during the succeeding school year.

TABLE X

THE RELATIONSHIP OF FREQUENCY OF SUSPENSION
WITH FREQUENCY OF DISCIPLINARY REFERRALS

| Frequency of Suspensions | Frequency of Disciplinary Referrals | | | | Frequency Total |
|--------------------------------|-------------------------------------|-----|-------|-----|--------------------|
| | 0-4 | 5-9 | 10-14 | 15+ | |
| 1 | 53 | 13 | 9 | 8 | 83 |
| 2 or more | 22 | 15 | 8 | 7 | 52 |
| Total | 75 | 28 | 17 | 15 | 135 |

df - 3; critical value $\chi^2 = 7.82$; $\chi^2 = 5.091$, $p > .05$, $C = .191$

The sixth hypothesis required an investigation of the relationship between the frequency of student suspension and the frequency of reported deviant behavior. It was stated as follows:

H6. There is no significant relationship between the frequency of suspension and the frequency of deviant behavior reported to the authorities.

There is no evidence from the tested hypothesis to indicate a significant relationship between frequency of suspension and frequency of reported deviant behavior to the authorities. The results from testing this hypothesis may be seen in Table XI.

The determined value ($\chi^2 = .202$, $p > .05$) was found to be nonsignificant. Therefore, the null hypothesis must be accepted. There is no evidence from the tested hypothesis to indicate a significant relationship between frequency of suspension and frequency of reported deviant behavior to the authorities.

TABLE XI

THE RELATIONSHIP OF FREQUENCY OF SUSPENSION
WITH THE FREQUENCY OF REPORTED
DEVIANT BEHAVIOR

| Frequency of Suspension | Freq. of Reported Dev. Behavior | | | Frequency Total |
|-------------------------------|---------------------------------|-----|----|--------------------|
| | 0-1 | 2-3 | 4+ | |
| 1 | 66 | 15 | 6 | 87 |
| 2 or more | 43 | 9 | 5 | 57 |
| Total | 109 | 24 | 11 | 144 |

df = 2; critical value $\chi^2 = 5.99$; $\chi^2 = .202$, $p > .05$, $C = .037$

The seventh hypothesis required an investigation of the relationship between the frequency of student suspensions and the level of student participation in extracurricular activities. It was stated as follows:

H7. There is no significant relationship between the frequency of suspension and the level of participation in extracurricular activities.

The results from testing this hypothesis may be seen in Table XII which reveals a significant relationship ($\chi^2 = 7.536$, $p \leq .05$) between the criterion measure of frequency of suspension and the level of participation in extracurricular activities.

Reviewing the frequencies within the cells of the contingency table it was possible to observe that those with only one suspension had a higher level of participation than those with more than one suspension. Based on these findings, the null hypothesis must be rejected.

TABLE XII

THE RELATIONSHIP OF FREQUENCY OF SUSPENSION
WITH THE LEVEL OF PARTICIPATION IN
EXTRACURRICULAR ACTIVITIES

| Frequency of Suspensions | Level of Participation in Extracurricular Activities | | | Frequency Total |
|--------------------------------|---|------|-----|--------------------|
| | 0-6 | 7-12 | 13+ | |
| 1 | 40 | 25 | 20 | 85 |
| 2 or more | 37 | 16 | 4 | 57 |
| Total | 77 | 41 | 24 | 142 |

df = 2; critical value $\chi^2 = 5.99$; $\chi^2 = 7.536$, $p < .05$, $C = .224$

The eighth hypothesis required an investigation of the relationship between the frequency of student suspensions and the availability of a parent during school hours. It was stated as follows:

H8. There is no significant relationship between the frequency of suspension and the availability of a parent to supervise during school hours. The results from testing this hypothesis may be seen in Table XIII.

The determined value ($\chi^2 = 2.802$, $p > .05$) was found to be nonsignificant. Therefore, the null hypothesis must be accepted.

Consistency among the resulting correlations, for more than half (five of eight), should be emphasized. A range of .191 to .237 is very narrow between findings of significance and nonsignificance.

TABLE XIII

THE RELATIONSHIP OF FREQUENCY OF SUSPENSION
WITH THE AVAILABILITY OF A PARENT TO
SUPERVISE DURING SCHOOL HOURS

| Frequency of Suspensions | Availability of Parent to Supervise | | Frequency Total |
|--------------------------------|--|----|--------------------|
| | Yes | No | |
| 1 | 32 | 55 | 87 |
| 2 or more | 29 | 28 | 57 |
| Total | 61 | 83 | 144 |

df = 1; critical value $\chi^2 = 3.84$; $\chi^2 = 2.802$, $p \geq .05$, $C = .138$

Summary

In this chapter the writer identified the criterion variable both in the sample population and the total population, from which the sample was taken. The results of testing the eight hypotheses were given. The findings were as follows:

H1. Rejected after finding a significant Chi Square value of ($\chi^2 = 8.58$, $p < .05$) and a C of .237.

H2. Accepted as stated.

H3. Accepted as stated.

H4. Accepted as stated.

H5. Accepted as stated.

H6. Accepted as stated.

H7. Rejected after finding a significant Chi Square value ($\chi^2 = 7.536$, $p < .05$) and a C of .224.

H8. Accepted as stated.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Overview of the Study

This study emanated from a deep concern regarding student suspensions, which developed over the past ten years. In the last five years two issues reached discomfoting proportions: (1) the frequency with which junior high school students were being repeatedly suspended; and (2) the emphasis placed on the legal, due process issue and the accompanying lack of concern for the unknown effect such action might or might not have on the student so involved.

The purpose of this study was to determine the relationship between the frequency of suspensions imposed on students and selected aspects of student behavior. In addition, selected variables which might affect the student's behavior were also considered in relationship to his/her frequency of suspensions.

Eight hypotheses were presented for investigation in this study. They were:

H1. There is no significant relationship between the frequency of suspension and the Total P score on the Tennessee Self Concept Scale (TSCS).

H2. There is no significant relationship between the frequency of suspension and the Self Satisfaction score on the Tennessee Self Concept Scale (TSCS).

H3. There is no significant relationship between the frequency of suspension and the Social Self score on the Tennessee Self Concept Scale (TSCS).

H4. There is no significant relationship between the frequency of suspension and the frequency of unexcused absences,

H5. There is no significant relationship between the frequency of suspension and the number of disciplinary referrals to the school office.

H6. There is no significant relationship between the frequency of suspension and the frequency of deviant behavior reported to the authorities.

H7. There is no significant relationship between the frequency of suspension and the level of participation in extracurricular activities.

H8. There is no significant relationship between the frequency of suspension and the availability of a parent for supervision during school hours.

Subjects for this study were 144 seventh, eighth, and ninth grade students. These subjects constituted a stratified random sample of the 2,089 junior high school students who were suspended one or more times during the 1973-74 school year. These students attended one of the sixteen junior high schools in the Wichita Public School System, Wichita, Kansas.

Student self concept was measured by the scores on the Tennessee Self Concept Scale (TSCS) which was administered to each subject. Data pertaining to attendance (unexcused absences) and disciplinary referrals were obtained from the appropriate school records. Information on reported deviant behavior was obtained from the records of the Wichita

Police Department and the Sedgwick County Juvenile Court. Interviews in the home, involving at least one parent, were conducted to determine the level of participation in extracurricular activities, both in and out of school, and the availability of a parent during school hours.

Due to the resulting data it was necessary to select an alternate statistic. The investigator had originally planned to use the Pearson's Product-Moment Correlation Coefficient, however, the data did not adhere to the assumptions of normal distribution and homoscedasticity. Therefore a Contingency Coefficient was selected to measure the degree of relationship, using a Chi Square value to test for significance. Statistical significance was determined by comparing the resulting Chi Square value with the table of critical values for Chi Square, using the appropriate degrees of freedom.

Summary and Conclusions

1. There was a significant relationship ($\chi^2 = 8.58$, $p < .05$, $C = .237$) between frequency of suspension and the Total P score from the TSCS. The frequencies within the cells of the contingency table reflected that those students with more than one suspension tended to have a lower score, suggesting a lower self concept. This finding supports the literature in suggesting that such action may have a negative effect upon the individual student's self concept.

2. The findings for the subscales of the TSCS, Social Self ($C = .125$) and Self Satisfaction ($C = .083$) suggest a moderately low relationship between Social Self and the criterion measure, frequency of suspension; and almost a zero relationship between Self Satisfaction and the criterion measure. The relationship of Social Self ($C = .125$) with the

criterion measure may suggest to a slight degree that how one feels about him/herself, tends to be influenced by how he/she perceives how others feel about him/her, as indicated in the literature.

3. Although the relationship between unexcused absences and the criterion measure was noteworthy ($\underline{C} = .214$ for the 1973-74 school year, $\underline{C} = .210$ for the 1974-75 school year), neither was significant. Both Chi Square values approached the critical value suggesting further inquiry might be appropriate.

4. Although the relationship ($\underline{C} = .191$) between frequency of suspension and frequency of disciplinary referrals was nonsignificant, the fact that one year's time was involved may give further credence to the determined relationship. One factor that should be noted is that those students who were ninth graders during 1973-74 were tenth graders during 1974-75 and the issue of discipline is administered differently at the high school level than at the junior high school. It is important to keep this in mind when considering the findings related to this particular dependent variable.

5. A comparison of frequency of suspension and reported deviant behavior did not reveal a significant relationship. In fact, the relationship between these variables ($\underline{C} = .037$) was very close to zero. This finding could be considered from at least two different points of view. (1) Perhaps, contrary to the thinking of many people, it might be erroneous and unfair to think that just because a student is not in school that he is subsequently going to be involved in some type of deviant behavior. (2) A second point of view that should be considered is the use of the qualifying word "reported" in the tested hypothesis. A relationship might be significant between the criterion measure and

deviant behavior, but due to the possible nature or type of deviancy, it could be difficult to observe or detect, hence, no "reported" increase. A "self reporting" technique might have produced different results.

6. There was a significant relationship ($\chi^2 = 7.536, p < .05, C = .224$) between level of participation in extracurricular activities and frequency of suspension. The frequencies within the cells of the contingency table reflected a tendency for those with more than one suspension to have a lower score on level of participation. This observation supports the findings in the literature that the more involved a student is with extracurricular activities the less likely he/she is to have repeated suspensions.

7. The availability of a parent to supervise a student was found to have a nonsignificant relationship with the frequency of suspension. It is possible that part of this result is due to the difference between the quality of the parent's presence rather than the quantity.

8. Although only two of the eight hypotheses were found to be significant, the consistency among several of the resulting correlations should be noted. Five of the eight coefficients ranged from .191 to .237, suggesting a very narrow margin between a finding of significance and nonsignificance. Only two of the independent variables, Social Self scores and Reported Deviant Behavior reflected a near zero relationship. In recent years the importance of predetermined levels of confidence in considering the relationship between variables, has on occasion not been regarded as important as the resulting correlation coefficient. It must be kept in mind that regardless of whether or not the resulting correlation coefficient tests significant, the resulting degree of relationship provides useful information.

9. The Tennessee Self Concept Scale (TSCS) was found to be a useful instrument in this study. As indicated in the literature, the TSCS was easy to administer and to score, providing the researcher with a considerable amount of data. It is not the author's intention to accept the TSCS unequivocally. As with any instrument, the TSCS has both its strengths and weaknesses. Perhaps of greatest concern was the reading skills required to understand the statements to which the subjects were to respond. Although the norm data indicated the level of usage beginning with grade six, it is anticipated that without careful monitoring and available assistance, many students in grades six through eight would experience some difficulty.

Recommendations

The issue of suspension in the public schools will, in all likelihood, continue to be a problem and concern of considerable magnitude for the next few years at least. It is incumbent upon school personnel, administrators particularly, to become as knowledgeable as possible regarding as many of the ramifications of suspension as are available. Such an effort would enable them, when using suspension as a disciplinary technique, to make decisions which might be a little more in keeping with the goals and responsibilities of education.

The findings of this study together with the writer's observations would support the need for the following administrative action. (1) The development of in service training programs for the purpose of orienting staff to what is currently known about the use of suspensions and to develop programs which could serve as alternatives to suspension. (2) Staff review of existing Board of Education Policy related to suspension

to determine if changes are warranted in light of findings. (3) Staff review of existing State Statutes pertaining to suspension to determine if recommendations for change are warranted.

Recommendations for Future Research

The following recommendations are suggested for future research in hopes that more and better information regarding suspensions will be forthcoming.

1. Investigations involving the relationship of nonsuspended students as well as suspended students should be undertaken regarding frequency of suspension and selected variables of student behavior.

2. A more in-depth study should be pursued with more emphasis on demographic data being considered, particularly as they apply to grade levels and racial differences.

3. Attendance and discipline were investigated for the subsequent school year, 1974-75, for the purpose of determining any relationship that should perhaps be considered for its predictive value. Even though the relationship did not quite reach the significant level, it is considered sufficient to recommend further study in both areas.

4. An investigation of those students suspended a multiple number of times, disregarding those with one or two suspensions, might be of considerable value. Such a study would perhaps best be conducted through a case study approach, over an extended period of time.

5. As more information is made available, research designs should be developed which would make it possible to pursue and hopefully establish cause and effect relationships.

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APPENDIX A

KANSAS STATUTES ANNOTATED 1970

SUPPLEMENT 72-8901 AND

72-8902 AS AMENDED

1973

KANSAS STATUTES ANNOTATED 1970
SUPPLEMENT 72-8901 AND 72-
8902 AS AMENDED 1973

Be it enacted by the Legislature of the State of Kansas:

K.S.A. 72-8901. The board of education of any school district may suspend or expel, or by regulation authorize any certificated employee or committee of certificated employees to suspend or expel, any pupil or student guilty of any of the following:

- (a) Willful violation of any published regulation for student conduct adopted or approved by the board of education, or
- (b) conduct which substantially disrupts, impedes or interferes with the operation of any public school, or
- (c) conduct which substantially impinges upon or invades the rights of others, or
- (d) conduct which has resulted in conviction of the pupil or student of any offense specified in chapter 21 of the Kansas Statutes Annotated or any criminal statute of the United States, or
- (e) disobedience of an order of a teacher, peace officer, school security officer or other school authority, when such disobedience can reasonably be anticipated to result in substantial and material disorder, disruption or interference with the operation of any public school or substantial and material impingement upon or invasion of the rights of others.

K.S.A. 72-8902. (a) No suspension shall extend beyond the current school semester and no expulsion shall extend beyond the current school year. A suspension may be for a short term not exceeding five (5) school days, or for an extended term exceeding five (5) school days. A short term suspension may be imposed upon a pupil or student forthwith, and without affording such pupil or student or his parents or guardians, a hearing thereon. No suspension for an extended term and no expulsion shall be imposed upon a pupil or student until a hearing on such suspension or expulsion shall be afforded to such pupil or student. In all cases wherein a pupil or student might be suspended for an extended term or might be expelled, he shall first be suspended for a short term. A written notice of any short term suspension and

the reason therefore shall be given to the pupil or student involved and to his parents or guardians within twenty-four (24) hours after such suspension has been imposed. A written notice of any proposal to suspend for an extended term or to expel and the charges upon which the same is based shall be given to the pupil or student proposed to be suspended or expelled and to his parents or guardians within seventy-two (72) hours after the pupil or student has had imposed a short term suspension. Any such notice of a proposal to suspend for an extended term or to expel shall state the time, date, and place that the pupil will be afforded a hearing, and such date shall not be later than the last day of the short term suspension of such pupil or student. Such notice shall be accompanied by a copy of this act and the regulations of the board of education adopted under K.S.A. 72-8903, as amended.

APPENDIX B

BOARD OF EDUCATION POLICY P5113.00, WICHITA

PUBLIC SCHOOLS, WICHITA, KANSAS

SUSPENSION AND/OR EXPULSION

OF PUPILS

BOARD OF EDUCATION POLICY P5113.00, WICHITA

PUBLIC SCHOOLS, WICHITA, KANSAS

SUSPENSION AND/OR EXPULSION

OF PUPILS

BOARD POLICY:

THE AUTHORITY TO SUSPEND FOR A "SHORT TERM" AND TO PROPOSE AN "EXTENDED TERM" SUSPENSION AND/OR EXPULSION IS DELEGATED TO THE PRINCIPAL OR HIS DESIGNEE BY THE BOARD OF EDUCATION IN ACCORDANCE WITH THE GENERAL STATUTES OF THE STATE OF KANSAS. THE PROVISIONS OF THIS SECTION APPLY TO ALL PUPILS ENROLLED IN THE WICHITA PUBLIC SCHOOL SYSTEM. A "SHORT TERM" SUSPENSION MEANS TO REMOVE THE PUPIL FROM CLASSES FOR A MAXIMUM TIME PERIOD OF FIVE (5) DAYS. AN "EXTENDED TERM" SUSPENSION MEANS TO CUT OFF SCHOOL MEMBERSHIP FOR MORE THAN FIVE (5) DAYS, AND NOT TO EXTEND BEYOND THE LAST DAY OF THE CURRENT SEMESTER. AN EXPULSION MEANS TO REMOVE THE PUPIL FROM SCHOOL FOR THE REMAINDER OF THE CURRENT SCHOOL YEAR. (K.S.A. Supplement 1970, 72-8901, 72-8905; K.S.A. Supplement 1971, 72-8903, 72-8904; and K.S.A. Supplement 1973, 72-8902)

Administrative Implemental Procedures:

1. The principal or his designee may suspend or propose to expel a pupil from school for any of the following reasons:
 - a. Willful violation of any published regulation for pupil conduct adopted or approved by the Board.
 - b. Conduct which substantially disrupts, impedes, or interferes with the operation of any public school.
 - c. Conduct which substantially impinges upon or invades the rights of others.
 - d. Conduct which has resulted in the conviction of the pupil for any offense specified in Chapter 21 of the Kansas Statutes Annotated or any criminal statute of the United States.

- e. Disobedience of an order of a teacher, peace officer, school security officer, or any school authority when such disobedience can reasonably be anticipated to result in disorder, disruption, or interference with the operation of any public school or substantial and material impingement upon or invasion of the rights of others.
2. The principal or his designee will place on file in the school office a brief summary of the reasons for suspension and/or expulsion and a descriptive statement of any incidents reported or witnessed by a staff member that contributed to the decision to suspend or expel.
 - a. Included in the report will be names of witnesses, time and location of occurrences, specific nature of the offense, and any other information relevant to the case.
 - b. The report may be made available, upon request, to law enforcement authorities, but shall not otherwise be made public.
 3. The principal, or his designee, may impose a "short term" suspension (maximum five days) upon a pupil. There is no automatic procedure for appeal in the proceedings.
 - a. Prior to suspension, the principal or his authorized representative shall hold a conference with the pupil being suspended and shall explain to the pupil the reason, or reasons, for his suspension.
 - b. The principal shall notify the parents or legal guardians before a pupil is sent home during the school day. If parents or legal guardian cannot be contacted and it is necessary to send the pupil home during the school day, the pupil will be turned over to the juvenile authorities.
 - c. Within twenty-four (24) hours, the principal must provide written notification of the suspension to the parents or guardians, stating reasons for and length and terms of the penalty.
 - d. The principal should make every effort to resolve the problem and may, at any time, modify or terminate the suspension.
 4. A "short term" suspension shall precede an "extended term" suspension or expulsion.
 5. A written notice of the proposal to suspend for an "extended term" or to expel, and the charges upon which the action is based, shall be given to the pupil and to his parents or guardian within seventy-two (72) hours after the pupil has had a short term suspension imposed upon him.

- a. The notice must include the time, date, and place that the pupil will be afforded a hearing.
 - b. The date of the hearing must be no later than the last day of the "short term" suspension.
 - c. A copy of Board of Education policy "Suspension and/or Expulsion of Pupils" and appropriate Kansas Statutes regarding suspension and expulsion must be attached to the notice of hearing.
 - d. Notification of an "extended term" suspension or expulsion should meet the following criteria:
 - (1) The letter to the pupil and parents must be sent by registered or certified mail.
 - (2) Form letters should be avoided.
 - (3) Two (2) copies of the letter of notification must be sent to either the Director of Secondary or Elementary Education (whichever is appropriate), one (1) copy to the Coordinator of Pupil Welfare and Attendance, and one (1) copy to the Deputy Superintendent.
 - (4) The letter should avoid terms which might be libelous.
6. The Director of Pupil Services Division or his designee will be responsible for any hearing for an extended term suspension or expulsion. The person responsible for conducting the hearing may request additional person(s) to serve as a hearing committee as he deems appropriate.
 7. Whenever a hearing results in an extended suspension or expulsion, the director conducting the hearing will determine whether the pupil in question may or may not return to class, pending an appeal.
 8. A written notice of the result of a hearing shall be given to the pupil involved and to his parents or guardian within twenty-four (24) hours after a determination is reached.
 9. At the conclusion of a suspension and/or expulsion hearing, a written report, including findings and results, shall be submitted to the Superintendent, who in turn shall submit the same to the Board. This report, or a copy thereof, shall be available on request to the pupil and his counsel or other advisor. The principal initiating the action will also receive a copy of the findings.
 10. An appeal made from such a hearing must be filed with the Clerk of the Board not later than ten (10) days after

receiving written notice of the hearing findings.

11. Any appeal shall be heard by the Board of Education or a hearing officer appointed by the same Board, not later than twenty (20) calendar days after such notice of appeal is filed.
12. The Board of Education shall render its decision based upon the report of the hearing officer(s) no later than five (5) days after the conclusion of the appeal hearing.

APPENDIX C
INFORMATION AND GUIDELINES TO
SCHOOL SOCIAL WORKERS

INFORMATION AND GUIDELINES TO
SCHOOL SOCIAL WORKERS

To: Participating School Social Workers

From: James A. Gates

Re: Orientation and directions for purpose of gathering data to be used in research project regarding frequency of short term suspensions

1. Purpose of study: The purpose of this investigation is to determine the relationship between the frequency of suspension and student behavior; and to determine the relationship between the frequency of suspension and other selected factors, pertaining to the student, that might provide insight into the development of programs that would offer alternatives to the repeated use of suspension. Finally, the identification of "significant relationships" might lead to further study regarding causal relationships.
2. Those involved: Sample selected from among 7, 8, and 9 grade students suspended one or more times during the 1973-74 school year. All sixteen junior high assistant principals and seven high school attendance clerks will help provide necessary data. Your first contact should be with the building principal.
3. Data to be collected at the school
 - (a) Total number of unexcused absences for the school years 1973-74 and 1974-75; obtain from the Ss respective school attendance records. Less than four hours of class time equals one-half day, and four or more hours of class equals one full day.
 - (b) Obtain the exact number of disciplinary referrals to the office for the 1974-75 school year.
4. Administration of the Tennessee Self Concept Scale
 - (a) Contact the building principal (he has received a letter from me and has information from Dr. Walker's office - Research Division). Advise him as to the exact number of students involved in his building. Determine a time that is satisfactory, identify a location, and contact the students that are being asked to participate.

(b) Refer to the separate directions for administering the TSCS.

5. Parent Interview

- (a) Identify yourself and who you represent.
- (b) Explain that there is research being done in the school system to try and gain more understanding and information regarding the use of short term suspensions in the junior high schools.
- (c) Explain that their son/daughter was selected through a random sample and that we would appreciate their assistance. Insure them of the fact that all information will be treated confidentially.
- (d) You might point out to them that the information we are asking for may not seem particularly applicable to the issue of suspensions; ask them to accept and trust our efforts.

APPENDIX D

DIRECTIONS TO SCHOOL SOCIAL WORKERS

FOR ADMINISTERING THE TENNESSEE

SELF CONCEPT SCALE

DIRECTIONS TO SCHOOL SOCIAL WORKERS

FOR ADMINISTERING THE TENNESSEE

SELF CONCEPT SCALE

1. Point out and explain the following:
 - (a) This is a research project regarding the use of suspensions.
 - (b) Each participant was randomly selected from over 2000 students suspended last school year (1973-74).
 - (c) We are asking for your help and cooperation - this is voluntary - we want you to answer some questions about yourself.
 - (d) All information will be kept confidential; no names will be placed on the answer sheet, only an identifying number for bookkeeping purposes.
 - (e) Answer any questions and allow any that refuse to participate to be excused.
2. Distribute the answer sheets
 - (a) Ask the participants to fill in their current grade, sex, age, and the date.
 - (b) Answer any questions pertaining to the answer sheet.
3. Distribute the booklets
 - (a) Do not write on the booklets.
 - (b) Read the directions on the inside of the booklet cover. (Demonstrate the lining up of the answer sheet with proper page in the booklet; point out the fact that the statements are not numbered consecutively.)
 - (c) Emphasize the importance of answering all questions.
 - (d) Answer any questions from the participants.
 - (e) Reemphasize the importance of responding to the statements as honestly as possible.
4. Enter the beginning time on the answer sheet and proceed.

5. When finished have each individual participant enter time of completion, total minutes, and bring answer sheet and booklet to you. At that point you place the identifying number on the answer sheet.

APPENDIX E

DIRECTION FOR COMPLETING PARENT

INTERVIEW FORM TO SCHOOL

SOCIAL WORKERS

DIRECTION FOR COMPLETING PARENT

INTERVIEW FORM TO SCHOOL

SOCIAL WORKERS

1. Extracurricular Activities

- (a) Extracurricular activities should be identified as either organized activities, school related or nonschool related, or as personal hobbies and/or interests.
- (b) Organized, school-related activities include such things as athletics, music, drama, and interest clubs.
- (c) Organized, nonschool related activities include things as scouting, 4-H, FFA, church groups, and work.
- (d) Hobbies and interests include, among other things, raising pets, model building, sewing, painting, hunting, fishing, and photography.
- (e) When recording this information on the interview form be certain that you check either daily, weekly, or monthly and seasonally or year around.
- (f) Hobbies and interests should simply be listed.

2. Availability of Parent(s)

- (a) This information is needed to determine the parents' availability at home for supervision during school hours.
- (b) If both parents are in the home obtain information for both of them; include not only full time employment information, but part-time as well. If explanation is necessary use space provided.

REMINDER: The information taken regarding both student participation and parent employment, is to be for that period of between September 1, 1973 and May 28, 1974.

APPENDIX F

PARENT INTERVIEW FORM

Subject # _____

1. Pupil participation in extracurricular activities

ACTIVITY

School Related: Frequency of Participation

Daily Weekly Monthly Seasonally Year Around

| | | | | | |
|---------------------|--|--|--|--|--|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| Non-School Related: | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

Hobbies/Interests:

2. Availability of Parent(s)

_____ Both parents lived at home

_____ One parent in home (_____ mother; _____ father; _____ other)

Father

employed full time: Yes No
 hours: _____ to _____

employed part time: Yes No
 hours: _____ to _____

Mother

employed full time: Yes No
 hours: _____ to _____

employed part time: Yes No
 hours: _____ to _____

Explanation (if necessary) _____

VITA

James Arthur Gates

Candidate for the Degree of
Doctor of Education

Thesis: AN INVESTIGATION OF THE RELATIONSHIP BETWEEN FREQUENCY OF
SHORT TERM SUSPENSION AND SELECTED VARIABLES OF BEHAVIOR

Major Field: Student Personnel and Guidance

Biographical:

Personal Data: Born in Wichita, Kansas, February 23, 1936, the
son of Mr. and Mrs. Mel A. Gates.

Education: Graduated from Wichita High School East, Wichita,
Kansas, in May, 1954; received the Bachelor of Science degree
from Kansas State University, Manhattan, Kansas, with a
major in History, in 1958; received a Master of Science
degree from Kansas State University, Manhattan, Kansas,
with a major in Guidance and Counseling, in 1964; completed
requirements for the Doctor of Education degree at Oklahoma
State University in December, 1975.

Professional Experience: Employed as Program Director, Wichita
Y.M.C.A., Wichita, Kansas, 1958-60; classroom teacher,
Olathe Public Schools, Olathe, Kansas, 1961-62; classroom
teacher, special education, Wichita Public Schools, Wichita,
Kansas, 1962-64; Chief Probation Officer, Sedgwick County
Juvenile Court, Wichita, Kansas, 1964-67; Coordinator, Pupil
Welfare and Attendance, Wichita Public Schools, Wichita,
Kansas, 1967-74; graduate teaching assistant, Department of
Applied Behavioral Studies, Oklahoma State University,
1974-75.

Professional Organizations: International Association of Pupil
Personnel Workers, National Council Crime and Delinquency,
Wichita School Administrators Association, Phi Delta Kappa.