University of Northern Iowa

UNI ScholarWorks

Graduate Research Papers   **Student Work**

1981

Characteristics of discipline and non-discipline freshmen living in the residence halls at the University of Northern Iowa enrolled in fall semester 1980

Gary Robert Carlson

University of Northern Iowa

Let us know how access to this document benefits you

Characteristics of discipline and non-discipline freshmen living in the residence halls at the University of Northern Iowa enrolled in fall semester 1980

Abstract

All through our society, people have to live and work together harmoniously or chaos is the result. Whenever a large number of different types of individuals live within close proximity of one another, problems are bound to appear. This phenomena occurs not only in the "real world" but in the college/university setting as well, particularly in the residence halls.

CHARACTERISTICS OF DISCIPLINE AND NON-DISCIPLINE FRESHMEN

LIVING IN THE RESIDENCE HALLS AT THE UNIVERSITY OF

NORTHERN IOWA ENROLLED IN FALL SEMESTER 1980

A Research Paper

Presented to

the Department of School Administration

and Personnel Services

University of Northern Iowa

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts in Education

---

by

Gary Robert Carlson

July 1981

This Research Paper by: Gary Robert Carlson

Entitled: Characteristics of Discipline and Non-Discipline Freshmen

Living in the Residence Halls at the University of

Northern Iowa Enrolled in Fall Semester 1980

has been approved as meeting the research paper requirement for the

Degree of Master of Arts in Education.

J. F. Kimball

July 9, 1981
Date Approved   Director of Research Paper

R. P. Brimm

July 9, 1981
Date Approved   Second Reader of Research Paper

Robert L. Frank

July 10, 1981
Date Received   Graduate Faculty Adviser

Donald L. Hanson

July 10, 1981
Date Received   Head, Department of School
                                   Administration and Personnel
                                   Services

TABLE OF CONTENTS

LIST OF TABLES

Chapter 1

INTRODUCTION

All through our society, people have to live and work together
harmoniously or chaos is the result. Whenever a large number of
different types of individuals live within close proximity of one
another, problems are bound to appear. This phenomena occurs not only
in the "real world" but in the college/university setting as well,
particularly in the residence halls.

In a residence hall perhaps 40-50 students or more live within
a number of yards of one another. Each of these individuals has a
distinct personality. Since each of these people has a unique person-
ality, one can guess that certain conflicts are going to emerge during
the course of an academic year. Since the residence halls are educa-
tional as well as housing vehicles, it is to the advantage of the
"normal" students that administrators and housing officers try and
detect the students who will upset the living-learning balance of
the residence halls. Also, since the problem student is the one
most likely to cause damage to the residence halls, it is in the best
interest of the college itself, financially to investigate which
students may cause the most problems in the residence halls.

Statement of the Problem

The problem under exploration is whether different characteristics
exemplify disciplinary problem students in a residence hall from

non-disciplinary students. It is hypothesized that there is no difference between disciplinary and non-disciplinary students in a college residence hall.

Significance of the Study

This particular study is designed so that a Head Resident or other housing officials, administrators can evaluate, through a detailed test of student characteristics, the conduct of students in a residence hall. The study can help residence hall counselors give ample notice to student staff members as to who may become a potential problem student in the dormitory.

College or university officials, and counseling personnel can use this study as to who they may contact for future counseling sessions.

Residence hall staff members can use this study not only for keeping a watchful eye on potential discipline problem students, but by knowing who they may go out of their way for, to help these individuals adapt to collge residential life and responsibilities and accepted ways of behavior that come with residential living.

The study, therefore, should be used to help the potential problem student adjust to living with a number of different individuals and cooperating with those students.

Finally, since most research in this area is seriously outdated it is in the best interest of the housing officials and the students that research be updated and reanalyzed for more contemporary scrutinization.

Limitations of the Study

The UNI New Student Inventory used in this study was designed to measure self perceived traits of freshmen entering the University of Northern Iowa directly from high school. Freshmen entering the University of Northern Iowa are unique from any other university. Since the students at the University of Northern Iowa are a unique group, little generalization to other institutions can be related. The University of Northern Iowa is a public, state supported university and comparison to other types of institutions would be difficult. Any institution wishing to use this study as an assessment of characteristics for their student residents would have to do its own study and analysis. Also, since student characteristics change periodically, a study such as this should be re-done every few years.

All intellective data used in this study is, hopefully, a representative sample of all freshmen at the University of Northern Iowa.

Assumptions

It can be assumed that since there is not an extensive list of research done in this field, there is a real and valid need for a study in this area. It can also be assumed that college and university administrators and counselors can benefit by this type of study. Furthermore, it can be assumed that there are, indeed, discipline problem students living in the residence halls and that correctly pin-pointed, can be adjusted to collegiate living.

Definitions of Terms

Discipline problem student: Any student residing in the residence hall who received a fine and/or been placed on disciplinary probation for violation of any of the University's behavior codes.

Intellective: Those factors having to do with grades and/or scholastic performance.

Non-Intellective: Those extraneous factors that are used for comparison but are not related to scholastic performance.

Scholastic Ability: Scores on ACT or School and College Ability tests.

Chapter 2

REVIEW OF RELATED LITERATURE

Unfortunately, there has been little expert research done in the area of predicting potential discipline problem students. There has been little attempt to understand or to predict various types of behavior in residence halls (Clark, 1964). Emery Cummins (1966) states that we do indeed need much more research in the area of disiciplinary behavior. There is a lack of objective research on how disciplinary cases can be predicted (Bazik and Meyering, 1965).

Bazik and Meyering (1965) did a study in a teacher education institution about disciplinary students in a residence hall and came up with the following conclusions: (1) The disciplinary students are of equal scholastic ability but have lower academic records than non-disciplinary students, and (2) more males were involved in disciplinary cases than females. Bazik and Meyering used the following characteristics for comparison: (a) Personal and family background (sex, age, father's occupation level), and (b) college background (GPA, grade level, major field and type of housing), and (c) scholastic ability (verbal, quantitative, and total scholastic ability). This study was conducted from 1958-1962. One group of 105 discipline students was randomly selected from the school disciplinary files and another random group of 105 non-discipline students who were enrolled at the same time was chosen for comparison.

The grade point average for the students were calculated through the semester preceding the one from which they were chosen for the study. The father's occupational level was based on the eleven point occupation scale developed by Hieronymus (1948). For estimate of a student's scholastic ability, the group used scores on the School and College Ability Test, Level I. These tests were taken when the students entered college. All test raw scores were converted to standard scores for data analysis and the chi square and t tests were used to determine the significant differences at the .001 level of significance between discipline and non-discipline students.

The results from this study are as follows: (a) the discipline group was younger, (b) the discipline group had lower scholastic records, but not significant differences in scholastic ability, and (c) the father's occupational level had no significant value. There were more freshmen and sophomores in the discipline problem group then the non discipline problem group. More physical education majors were involved in discipline cases. The conclusions reached by the researchers were: (1) Discipline students had equal scholastic ability but had lower scholastic achievement and (2) more males then females were involved in discipline cases.

In another study done at the University of Kentucky (Elton and Rose, 1966), freshmen males were divided into two discipline groups and one non-discipline group. The study included 41 students who received more than one disciplinary reprimand, 36 students who were reprimanded once, and 34 non-reprimanded students. The conclusions of the study showed that a combined intellective-personality

dimension accounts for 91% of the variance and effectively separates reprimanded from non-reprimanded students and that reprimanded students have less ability, are less conforming and are less able to adopt their impulse controls to the demands of the environment. Chi square tests were used at .001 and .05 levels of significance.

This study investigates the hypothesis that freshmen whose behavior constitutes an infraction of generally accepted ways of dormitory living will exhibit less impulse control than students who are able to live harmoniously with others.

The Omnibus Personality Inventory (OPI) was given to all entering freshmen at the University of Kentucky from 1962-1964. ACT scores were also available. The scores on the 16 scale OPI were rotated and the scores were applied to the raw scores of the freshman class of 1965. The scores on the OPI were factor analyzed on an IBM 7040 computer and subjected to various rotation to extract five factors.

The number of subjects were selected from a population of 520 male freshmen. The various reprimands included: stealing, drinking, gambling, fighting, vandalism, firecrackers, and illegal use of fire extinguishers.

Five OPI scores and the ACT composite score constituted the independent variables in a multiple discriminant analysis. The factor loadings for the rotation of OPI scores identified the five factors as: (1) tolerance and autonomy, (2) suppression and repression, (3) masculine role, (4) scholarly orientation, and (5) social introversion.

The factors most closely associated with disciplinary students
are: (1) ACT scores, (2) suppression-repression, and (3) social
introversion. The factors were significant at .05 level of signifi-
cance for suppression-repression and social introversion and .01
for ACT scores.

Lower tolerance and autonomy scores were recorded by the
non-reprimanded students. This can be interpreted in two ways. The
first, and most likely, is that these freshmen have not yet reached
the developmental stage at which they resent authority and have a
great need for autonomy and second, pre-college experiences may have
already resolved autonomy struggles (Elton and Rose, 1966). The
differences found between the three student groups on suppression-
repression would lend support to the hypothesis that disciplinary
students will exhibit less impulse control than non-discipline
students.

Work (1970) has offered another hypothesis and study. Little
is yet known about most of the important personality dimensions of
those students who are involved in disciplinary action. However the
Californial Psychological Inventory (CPI) was used to measure per-
sonality traits of discipline and non-discipline students at the Ohio
State University. A matched sample of 66 pairs of male undergraduates
were selected. These groups were matched by age and their total
raw scores on the Ohio State University Psychological Test. The
discipline group consisted of: 42 cases of disciplinary warning,
15 cases of disciplinary probation, and 9 cases of suspension. The
non-discipline group was made up of residence hall floor counselors.

Classes of the CPI were: Class I-Measures of Poise, Ascendancy, and Self-Assurance; Class II-Measures of Socialization, Maturity, and Responsiblity; Class III-Measures of Achievement Potential and Intellectual Efficiency; Class IV-Measures of Intellectual and Interest Modes.

The most significant differences between the two groups came in Class II where the non-discipline group scored significantly higher in responsibility, socialization, and self-control. The non-discipline group also scored higher in tolerance and good-impression. The non-discipline group scored higher for achievement via conformance and achievement via independence in Class III.

There is a need for College Student Personnel workers to aid discipline offenders in making more satisfactory adjustments to collegiate living. LeMay and Murphy (1967) conducted a study at Oregon State University to (1) determine if the Minnesota Multiphasic Personality Inventory could aid in understanding the dynamics behind disciplinary types of behavior, and to (2) determine what, if any, differences exist between students involved in various categories of misconduct.

The researchers selected two groups of 70 undergraduate males. The first group contained students who were referred to the Dean of Students and/or the Dean of Men. These students were referred to the Deans during the spring term for various types of misconduct. Categories for misconduct included theft or burglary, disorderly conduct, alcohol misconduct, minor misconduct and miscellaneous.

The researchers concluded that the discipline group had significant higher mean scores on Psychopathic Deviant and Hypomania Scales. This means that the discipline group showed higher impulsiveness and less conformity than the non-discipline group.

A study at Kansas State University measured discipline and non-discipline students on the intellective and non-intellective characteristics of each group (Kaiser and Britton, 1967). Two randomly selected groups of 59 discipline students and 59 non-discipline students were taken from a population of 661 students. Criteria for discipline problem students were: judicial board action and recommendation to deny future dormitory residence.

Thirty factors were chosen from which the research group drew their comparisons. These thirty factors came from the registrar, application form for matriculation, traffic office, counseling center, dean of students' office and housing office. The size of the students' home towns and father's occupation was also used.

The intellective results showed ACT scores as the best determinants for discipline problem students. Disciplinary problem students had lower potential for college success but it only approached significance (.10 at .05) level of significance. A chi square analysis was done for the two groups, discipline and non-discipline. The analysis showed that the discipline group was lower in academic potential and performance; academic load failed to describe either group; agricultural and engineering students were disproportionately represented in the non-discipline group and physical and biological science students, physical education students and students interested

in participating in athletics were disproportionately represented in the discipline group.

Schroeder and Sledge (1966) reported intellective factors were better predictors of college success than non-intellective factors. Their study went on to say that high school grades were the best single factor for prediction.

Shaw and Brown (1957) agree with Bazik and Meyering in that underachievers scored about as high as non-discipline students on standardized achievement tests but received lower grades.

The review of non-intellective characteristics showed that academic load or number of curriculum changes failed to describe either group but curricula chosen did differ significantly. Agricultural and engineering students were disproportionately represented in the non-disciplinary group, and general, biological science, physical education and participation in varsity athletics were significantly disproportionately represented in the disciplinary group. Parent's occupation and education were not significant. Chi square tests were used at the .05 level of significance.

Williamson, Jorne, and Tagerstedt-Knudson (1952) presented the hypothesis that students who misbehave are a random sampling of students in general. The study was made at the University of Minnesota from 1941-1948. Criteria for comparison included year of origination of offense, type of offense, sex, veteran status, college, class, high school rank, grades in the university and percentile rank on the American Council on Education Psychological Examination.

The result of the study showed: more men were involved in discipline problems than women; College of Agriculture, Forestry and Home-Economics students were not a discipline problem; and students with lower high school grades were more likely to be discipline problems.

Summary

As was stated by the authors earlier, there is a great lack of extensive research done in the area of characteristics of discipline problem students in the college residence halls. Most of the literature this researcher has come across deals with attitudes of student behavior, measures of discipline, kinds of discipline behavior, and living areas that tend to show more discipline problems. These sources are not concerned with what characteristics these discipline people exhibit. The review of literature, therefore in this case, is relatively short. However the review is not inconclusive, and this research will make a contribution.

The studies provided here tend to show the same results, with some exceptions. Most researchers agree that discipline problem students do not achieve as high a grade point average as their non-discipline counterparts. There is a little disagreement, however, in the area of student ability. Some researchers say that the discipline students have the same scholastic ability as the non-discipline group; other researchers say that the discipline group does not have the same ability. The researchers do agree that parent occupation and education are not significant to student behavior, and that high

school grades for the discipline students are lower than for the non-discipline students.

Chapter 3

DESIGN OF THE STUDY AND
ANALYSIS OF DATA

The data for this study was obtained through the Student

Housing Office at the University of Northern Iowa for disciplinary

problem students, through the Office of Student Research for New

student data forms, and through a random sampling of freshmen students

entering the University of Northern Iowa directly for high school.

All names were kept strictly confidential.

Of 2,142 entering freshmen in the fall of 1980, a total of 60

had been placed on disciplinary probation by the end of the academic

year. Of these, 46 had filled out and returned a UNI New Student

Inventory and had all other information available, such as ACT scores,

first semester grade point average, and high school decile rank. These

46 students comprised the disciplinary problem group.

From a list of all entering freshmen in the fall of 1980

compiled by the Admissions Office and made available through the

Office of Student Research, 46 freshmen were randomly selected to

comprise the non-disciplinary group. The procedure was thus: every

40th student on the new freshmen list was selected; the student data

form was then checked; if the student had not returned the form, the

next person on the new freshmen list was selected. If one of the

disciplinary problem students was chosen, the next person on the new

freshmen list was selected.

Variables needed to test student's characteristics are:
ACT cumulative scores, first semester college grade point average
(GPA), first semester self predicted GPA, high school decile rank,
prospective major, sex, parents' education, parents' occupation, and
self-image personal traits. Factors in the self-image personal traits
were: academic ability, athletic ability, impulsiveness, independence,
mathematic ability, intellectual self-confidence, social self-
confidence, and tolerance.

The student self-image traits have three types of responses:
High, Average, and Low. For purposes of statistical analysis in this
research, a numerical value was assigned to each of the three possible
responses, two points were given a High response, one point to an
Average response, and no points for a Low response.

All intellective data was gathered from the Office of Student
Research at the University of Northern Iowa. All non-intellective
data was obtained from the UNI New Student Inventory which the fresh-
men had returned to the Office of Student Research.

Chi square statistical testing was used for significance
difference testing. Significant testing differences is at the .05
level of significance, unless otherwise noted.

The data will show whether characteristics of discipline
problem freshmen differ significantly from non-disciplinary freshmen.
The analysis will also help college administrators and residence hall
staff stop potential problems before they have a chance to develop.
If the analysis proves that a significant difference between discipline
and non-discipline students does exist, then we may be able to predict

future potential discipline problem students. If the analysis shows that no significant difference exists between the two groups, it must be assumed that students who create problems in a residence hall are a random sample of all freshmen and are more than likely a product of their environment or are influenced in some ways toward creating problems when they enter a residence hall. That is, they may be going through a rebellious stage or they are being influenced by their friends.

Analysis of the Data

The Office of Student Research had sent out the personal data form to 2,142 freshmen who entered the University of Northern Iowa directly from high school in the fall semester of 1980. Of the 2,142 students sent the form, 1,732 freshmen returned it (80.859%).

The "n" factor used in chi-square statistical analysis is consistent as all of the 92 subjects, 46 discipline and 46 non-discipline, had answered all of the questions and provided all requested information.

Table 1 shows the chi-square difference between discipline and non-discipline freshmen in regards to ACT composite scores. The mean ACT score for the discipline group was 18.674 and the standard deviation, 4.049. The mean ACT score for the non-discipline group was 20.761 and the standard deviation was 4.461. The combined mean was 19.717 and the combined standard deviation was 4.582. The combined mean of 19.717 was rounded to 20 and represented the average ACT score. The standard deviation of 4.582 was rounded to 5 and was subtracted and added to the mean score of 20 to create a range of scores of 15-25 and comprising the "average" ACT range of scores.

Scores of 0-14 represented the "below average" scores and ACT scores of 26 on up represented the "above average" range.

Of the discipline group, 6 of the 46 freshmen received a "below average" ACT composite score (13.043%); 38 received an "average" score (82.609%); and 2 freshmen had an "above average" socre (4.348%). Of the non-discipline group, 6 received a "below average" ACT score (13.043%); 30 obtained an "average" ACT composite score (65.217%); and 10 freshmen had "above average" ACT scores (21.739%). The chi-square value of 6.276 with 2 degrees of freedom was significant at the .05 level of significance.

The next intellective characteristic tested was the first semester college grade point average (GPA). Table 2 represents the data found for the discipline and non-discipline freshmen and their respective first semester GPA they obtained at the University of Northern Iowa.

The mean GPA for the discipline group was 2.186 with a standard deviation of .666. The mean GPA for the non-discipline freshmen was 2.590 with a standard deviation of .723. The combined mean for the two groups was 2.388 and the combined standard deivation was .7. The grade ranges which comprised the "below average," "average," and "above average" ratings were, 0.00-1.68, 1.69-3.09 and 3.10 up respectively. The discipline group had 30.435% of its members in the "below average" group, (14 of 46); 63.043% in the "average" category (29 of 46); and 6.522% in the "above average" range, (3 of 46). The non-discipline group had 15.217% of its freshmen group in the "below average" group, (7 of 46); 58.696% in the "average" range, (27 of 46) and 26.087%

Table 1

Chi Square Test Comparing Discipline and
Non-Discipline Freshmen and
ACT Composite Scores

Group	Below Average 0-14 %	Average 15-25 %	Above Average 26-on %	Total
Discipline	6 (13.043)	38 (82.609)	2 (4.348)	46
Non-Discipline	6 (13.043)	30 (65.217)	10 (21.739)	46
Total	12	68	12	92

Discipline Mean ACT Score: 18.674

Non-Discipline Mean ACT Score: 20.761

Combined Mean: 19.717

X^2 Calculated Value: 6.276

Significance: Significant at .05 level

Degrees of Freedom: 2

in the "above average" score range, (12 of 46). With 2 degrees of freedom, the chi-square analysis of 7.806 was significant at the .05 level of significance.

High school decile ranking was the next intellective characteristic measured for comparison between the two freshmen groups. Table 3 contains the information pertaining to the discipline and non-discipline freshmen high school decile rankings.

The discipline group had a mean H.S. decile ranking of 5.543 and a standard deivation of 1.994. The non-discipline group had a mean H.S. decile ranking of 6.152 and a standard deviation of 2.293. The combined mean for the two freshmen groups was 5.847 and the combine standard deviation was 2.170. This value was subtracted and added to the combined mean to form the boundaries for the chi-square testing cells. The rounded mean for the discipline and non-discipline groups was 6 and the rounded standard deviation was 2. The divisions were thus; 9-3 for "below average," 4-8 for "average," and 9-10 for "above average." The discipline group had 10 members in the "below average" range, 33 in the "average" range, and 3 in the "above average" range. The percentage of students in each group were: 21.739, 71.739, and 6.522 respectively. The non-discipline group had 8 persons in the "below average" range, (17.391%), 27 in the "average" group, (58.696%) and 11 in the "above average" ranking, (23.913%). The computed chi-square value was 5.394 which is significant at the .1 level of significance with 2 degrees of freedom.

The values presented so far have been tests of intellectual nature. In all intellective variables there was a significant difference

Table 2

Chi Square Test Comparing Discipline and
Non-Discipline Freshmen and First
Semester College Grade Point
Average

Group	0.00-1.68 %	1.69-3.09 %	3.10-4.00 %	Total
Discipline	14 (30.435)	29 (63.043)	3 (6.522)	46
Non-Discipline	7 (15.217)	27 (58.696)	12 (26.087)	46
Total	21	56	15	92

Discipline Mean GPA: 2.186

Non-Discipline Mean GPA: 2.590

Combined Mean: 2.388

X^2 Calculated Value: 7.806

Significance: Significant at .05

Degrees of Freedom: 2

Table 3

Chi Square Test Comparing Discipline and
Non-Discipline Freshmen and High
School Decile Rankings

Group	High School Decile Ranking						Total
	0-3	%	4-8	%	9-10	%	
Discipline	10	(21.739)	33	(71.739)	3	(6.522)	46
Non-Discipline	8	(17.391)	27	(58.696)	11	(23.913)	46
Total	18		60		14		92

Discipline Mean H.S. Decile Rank: 5.543

Non-Discipline Mean H.S. Decile Rank: 6.152

Combined Mean: 5.847

X^2 Calcualted Value: 5.394

Significance: Significant at .1

Degrees of Freedom: 2

between the discipline and non-discipline freshmen groups. The rest of the investigation will pertain to non-intellective characteristics obtained from the student data form submitted to the Office of Student Research.

On the UNI New Student Inventory the entering freshmen were asked to predict the first semester grade point average they expected to receive at the University of Northern Iowa. The discipline and non-discipline groups were divided thusly; those who correctly predicted their grade point averages, those who received lower grades than predicted, and those who received higher grades than they had predicted. The range of predicted grade point averages was devised by the Office of Student Research and was broken down as; 1.33-1.99 (D/C-), 2.00-2.66 (C/C+), 2.67-3.32 (B-/B), and 3.33-4.00 (B+/A).

Of the 46 discipline problem students, 34 received lower grades than they predicted, 9 predicted their GPA correctly, and 3 received higher grades than they predicted. In the non-discipline problem group, 19 received lower grades than they expected, 18 correctly predicted their grade point averages, and 9 received higher grades than they predicted. Table 4 shows all appropriate numbers and percentages. The calculated chi-square value was 10.246 and with 2 degrees of freedom, this value is significant at the .01 level of significance.

Sex proved to be insignificant between discipline and non-discipline groups. The discipline group had 23 males and 23 females while the non-discipline group had 20 females and 26 males. The

Table 4

Chi Square Test Comparing Discipline and
Non-Discipline Freshmen and Self
Predicted First Semester Grade
Point Average

Group	Discipline	%	Non-Discipline	%	Total
Received Lower Grades Than Expected	34	(73.913)	19	(41.304	53
Correctly Predicted Grade Point	9	(19.565)	18	(39.130)	27
Received Higher Grades Than Predicted	3	(6.522)	9	(19.565)	12
Total	46		46		92

X^2 Calculated Value: 10.246

Significance: Significant at .01

Degrees of Freedom: 2

chi-square calculated value was .402 with one degree of freedom.
Table 5 illustrates the data.

Student self-perceived traits were obtained from the UNI
New Student Inventory submitted by the new freshmen to the Office of
Student Research. The self traits were: academic ability, athletic
ability, impulsiveness, independence, mathematic skills, intellectual
self-confidence, social self-confidence, and tolerance. Table 6 and
7 relate the findings.

The student had a choice of three responses to each of the
personal traits, High, Average, and Low. Two points were given for a
High response, one point for an Average response, and no points for a
Low response. The means for the discipline group in the various
categories were: academic ability 1.043, athletic ability 1.217,
impulsiveness 1.348, independence 1.348, math skills .862, intellectual
self-confidence 1.217, social self-confidence 1.217, and tolerance
1.196. The means for the non-discipline group were: academic ability
1.283, atheltic ability 1.130, impulsiveness 1.109, independence 1.196,
math skills .935, intellectual self confidence 1.174, social self-
confidence 1.174, and tolerance 1.130.

The chi-square test was given in each of the divisions on a High,
Average, and Low basis with the number of individuals in each cell. The
following calculated values for chi-square were found: academic ability
10.776, athletic ability 2.916, impulsiveness 4.632, independence
3.948, math skills .60, intellectual self-confidence .504, social self-
confidence .842 and tolerance .598. The areas where a significant

Table 5

Chi Square Test Comparing Discipline
Non-Discipline Freshmen
and Sex

Group	Male	%	Female	%	Total
Discipline	23	(50)	23	(50)	46
Non-Discipline	20	(43.478)	26	(56.522)	46
Total	43		49		92

X^2 Calculated Value: .402

Significance: Not significant

Degrees of Freedom: 1

difference occurred were academic ability (significant at .01), and
impulsiveness (significant at .1). There were two degrees of freedom.

Table 8 presents information concerning students' parents
occupation level. The divisons for the parents' occupation were
taken from the Office of Student Research's Profile of Students Enrolled
at the University of Northern Iowa Fall Semester 1980. The different
occupational levels prescribed by the Office of Student Research
include; Professional, Technical, and Managerial; Clerical and Sales;
Service Occupations; Agricultural, Fishery, Forestry, and related fields;
Processing Occupations; Machine Trades; Bench Work; Structural Work;
Miscellaneous; Homemaker; Unemployed; Retired; Deceased; and no
response. Table 8 is set up to illustrate the numbers and percentages
of students' parents and their occupational level. The highest per-
centage of discipline problem students' mother's occupation is Homemaker
while the non-discipline students' mother's occupation is split between
Homemaker and some type of Sales or Clerical work. There is no
difference between the discipline and non-discipline groups fathers'
occupational level. Both of the groups' fathers showed the greatest
percentage of work in the Professional, Technical, and Managerial fields.
No significant difference is seen in the parents' occupation of
discipline and non-discipline freshmen.

Table 9 shows what was investigated by chi-square analysis to
test the difference between discipline and non-discipline freshmen and
their parents' education. The cells in the chi-square were based on
A Profile of Students Enrolled at the University of Northern Iowa Fall
Semester 1980. The cells were divided by these educational labels:

Table 6

Totals of Responses to Selected Freshmen's
Self-Perceived Traits; High,
Average, and Low
N-92

Traits	Discipline			Non-Discipline			Total
	L.	A.	H.	L.	A.	H.	N
Academic Ability	1	42	3	1	31	14	92
Athletic Ability	1	34	11	5	30	11	92
Impulsiveness	1	28	17	5	31	10	92
Independence	2	26	18	1	35	10	92
Math Skills	15	24	7	12	25	9	92
Intellectual Self-Confidence	2	32	12	1	31	14	92
Social Self-Confidence	3	30	13	2	34	10	92
Tolerance	3	30	13	4	32	10	92

Table 7

Chi Square Test Comparing Discipline and
Non-Discipline Freshmen and
Self-Perceived Traits

Traits	Discipline Points	Non-Discipline Points	X^2	Significance
Academic Ability	48	59	10.776	.01
Athletic Ability	56	52	2.916	**
Impulsiveness	62	51	4.632	.1
Independence	62	55	3.948	**
Math Skills	38	43	.60	**
Intellectual Self-Confidence	56	59	.504	**
Social Self-Confidence	56	54	.842	**
Tolerance	56	52	.598	**

Degrees of Freedom: 2

Table 8

Comparison of Discipline and
Non-Discipline Freshmen
Parents' Occupation

Mother's Occupation	Discipline N	%	Non-Discipline N	%
Professional, Technical, and Managerial	6	13.043	13	28.261
Clerical, Sales	15	32.609	16	34.783
Agricultural, Forestry and Related Occupations	0	0.000	0	0.000
Processing Occupations	2	4.348	0	0.000
Machine Trades	0	0.000	0	0.000
Bench Work	0	0.000	0	0.000
Structural Work	0	0.000	0	0.000
Miscellaneous	1	2.174	1	2.174
Homemaker	17	36.957	16	34.783
Unemployed	0	0.000	0	0.000
Deceased	1	2.174	0	0.000
Unknown or No Response	2	4.438	0	0.000
Retired	0	0.000	0	0.000

Table 8 (continued)

Father's Occupation	Discipline N	%	Non-Discipline N	%
Professional, Technical, and Managerial	23	50	25	54.348
Clerical, Sales	6	13.043	4	8.696
Service Occupations	1	2.174	1	2.174
Agricultural, Forestry and Related Occupations	5	10.870	5	10.870
Processing Occupations	0	0.000	0	0.000
Machine Trades	2	4.348	0	0.000
Bench Work	0	0.000	0	0.000
Strucutural Work	0	0.000	1	2.174
Miscellaneous	4	8.696	4	8.696
Homemaker	0	0.000	0	0.000
Unemployed	0	0.000	1	2.147
Deceased	4	8.696	2	4.348
Unknown or No Response	0	0.000	0	0.000
Retired	1	2.174	3	6.522

8th grade and below, 9th grade to high school graduate, 1-2 years of college, 2-4 years of college, and graduate school, plus. Table 9 shows the percentages represented in each division of educational level. The chi-square values were this: 3.282 for the mother's education and 2.592 for the father's education. There were 4 degrees of freedom, there was no significant difference between discipline and non-discipline students and their parents' education.

The last non-intellective variable tested was the students' prospective major. Table 10 reports the results found in this part of the study. The majority percentage of the discipline students were undecided in their major (23.913%), and those who had declared a major were split between the Humanities and Fine Arts and the Natural Sciences, each with 13.043% of the discipline population. The majority percentage of the non-disciplinary group chose business as their major (43.478%).

In summary, the results of the data shows that intellective factors are better predictors of college discipline problems in a residence hall than non-intellective factors. This corresponds with Schroeder and Sledge (1966) and their findings. In this study, ACT composite scores showed a significant difference as did high school decile rank and first semester grade point average while in college. Predicted first semester grade point average also showed a significant difference. Among the non-intellective factors that showed a significant difference, student academic ability and impulsiveness were the best determinants of student behavior. Intellective factors showed the most significance between the two groups, ACT scores, high school rank, and grade

Table 9

Chi Square Test Comparing Discipline and
Non-Discipline Freshmen
Parents' Education

Mother's Education	Discipline	%	Non-Discipline	%	Total
8th Grade and Below	0	0.000	0	0.000	0
9th Grade-H.S. Graduate	30	65.217	27	58.696	57
1-2 Years College	8	17.391	7	15.217	15
3-4 Years College	8	17.391	9	19.565	17
Grad School Plus	0	0.000	3	6.522	3
Total	46		46		92

X^2 Calculated Value: 3.282

Significance: Not significant

Degrees of Freedom: 4

33

Table 9 (continued)

Father's Education	Discipline	%	Non-Discipline	%	Total
8th Grade and Below	0	0.000	1	2.174	1
9th Grade-H.S. Graduate	21	45.652	24	52.174	45
1-2 Years College	7	15.217	7	15.217	14
3-4 Years College	12	26.087	7	15.217	19
Grad School Plus	6	13.043	7	15.217	13
Total	46		46		92

X^2 Calculated Value: 2.592

Significance: Not significant

Degrees of Freedom: 4

Table 10

Chi Square Test Comparing Discipline and
Non-Discipline Freshmen and
Prospective Major

Major	Discipline	Non-Discipline	Total
Social and Behavioral Sciences	4	6	10
Education	8	8	16
Business	9	20	29
Humanities and Fine Arts	6	1	7
Natural Sciences	6	4	10
Pre-professional	2	3	5
Undecided	11	4	15
Total	46	46	92

X^2 Calculated Value: 12.01

Significance: Significant at .1

Degrees of Freedom: 6

point average were all significant in determining the differences between discipline and non-discipline groups of students.

Chapter 4

SUMMARY AND CONCLUSIONS

Purpose

The purpose of this study was to determine if there were significant differences in the intellective and non-intellective characteristics of discipline and non-discipline freshmen that live in a residence hall at the University of Northern Iowa. Previous research has had conflicting views as to what characteristics, if any, have been significant in determining potential discipline problem students.

It is hoped that this study will help residence hall staff members locate and help counsel potential problem students before problems develop.

Procedure

A questionnaire was given to all freshmen entering the University of Northern Iowa directly from high school which had information pertinent to this study. The entire questionnaire was not used, only potential major, predicted first semester grade point average, parents' education, parents' occupation and student self-perception traits. Those traits were academic ability, athletic ability, impulsiveness, independence, math skills, intellectual self-confidence, social self-confidence, and tolerance.

36

Other information such as ACT composite scores, first semester college grade point average, and high school decile rank were obtained from a print out list processed by the Admissions Office at the University of Northern Iowa.

All responses were tabulated and were reported in numbers and most included percentages. Chi square statistical values were computed to determine relatedness for all variables except parent occupation. In this case straight percentages were used.

Findings

Of the 2,142 newly enrolled freshmen at the University of Northern Iowa entering directly from high school, 1,732 returned the UNI New Student Inventory. Of these, 46 were randomly selected to match the 46 disciplinary students.

Significant findings were:

1. Intellective factors are better determinants of student behavior than non-intellective factors. ACT composite scores, first semester college grade point average, and high school decile rank all proved to be significantly different between the two groups. Discipline students had lower ACT scores, lower first semester grade points, and ranked lower in their high school class.

2. Non-intellective characteristics that did show a significant difference between the two groups were impulsiveness, and self-perceived academic ability. Discipline problem freshmen rated themselves lower in academic ability and higher in impulsiveness than did the non-discipline freshmen.

3. Sex was not a significant factor in discipline problem students.

4. Parents' occupation was not a significant factor in freshmen behavior.

5. Parents' education was not significant.

6. Prospective major was significant between the two groups. A significant number of non-discipline freshmen chose Business as their major.

The findings both agree with and are at odds with previous research. Bazik and Meyering (1965) had the following conclusions:

1. Disciplinary students are of equal scholastic ability but have lower academic records than non-disciplinary students.

2. More males were involved in disciplinary cases than females. The data shown in this study reveals that discipline problem freshmen have lower academic potential and that sex was not a significant factor in disciplinary cases. This represents a change in the behavior in freshmen women.

This study agrees with Elton and Rose (1966) that discipline problem freshmen exhibit less impulse control than non-discipline problem students.

The results of this study, then, include the fact that intellective characteristics are better determinants of potential problem behavior in freshmen than non-intellective characteristics. Specifically, discipline problem freshmen obtained lower ACT scores, received lower grade point averages, and ranked lower in high school

than non-discipline freshmen. In terms of non-intellective factors, discipline problem freshmen exhibit less impulse control than non-discipline freshmen. And in terms of student's major course of study, more discipline freshmen chose Industrial Technology as a major while more non-discipline freshmen chose Business as a major.

Testing of the Hypothesis

The researcher must reject the null hypothesis of no difference between discipline and non-discipline problem freshmen. There is significant difference between the two groups in certain areas, as reported above.

Recommendation for Further Study

Because of the nature and number of the subjects in this study, further research would be desirable. This study evaluated only 92 freshmen at the University of Northern Iowa. A larger sampling may be better representative of the entire residence hall population and could better be generalized to other institutions.

Personality tests could also enhance results in this type of study. This study evaluated intellective and non-intellective data but certain personality tests could illustrate what certain types of individual is more likely to violate accepted residence hall behavior policies. This study was not meant to delve into psychological aspects of student behavior, but only to see if there are basic differences between discipline and non-discipline freshmen students from an academic, personal background, and self-perceived trait standpoint.

BIBLIOGRAPHY

Alexander, N. and Woodruff, R.J. "Determinants of College Success," Journal of Higher Education, 11 (1940), p. 479-485.

Bazik, Anna Marie and Meyering, Ralph A. "Characteristics of College Students Involved in Discipline Problems," Journal of National Association of Women's Deans and Counselors, 28 (Fall-Summer) 1964-65, p. 173-176.

Biggs, Donald A. and Brown, Joel M. "Student Causal Attributions and Disciplinary University Students," Journal of College Student Personnel, 18 (March) 1977, p. 105-109.

Bledsoe, J.C. "An Analysis of the Relationships of Size of High School to Marks Received by Graduates in First Year of College," Educational Sociology, 27 (1953), p. 414-418.

Clark, Donald. "Exploring Behavior in Men's Residence Halls Using the MMPI," Personnel and Guidance Journal, 43:3 (November) 1964, p. 249-251.

Coleman, C.T. "Characteristics of Discipline Problem Pupils in High School," School Review, 38 (June) 1930, p. 434-442.

Cummins, Emery J. "Are Disciplinary Students Different?" Personnel and Guidance Journal, 44 (1966), p. 624-627.

Eells, K. "How Effective is Differential Prediction in Three Types of College Curricula?" Educational Psychological Measurement, 21 (1961), p. 459-471.

Elton, Charles and Rose, Harriet. "Personality Characteristics and their Relevance in Disciplinary Cases," Journal of Counseling Psychology, 13:4 (Winter) 1966, p. 431-435.

Farnsworth, D.L. "Some Non-Academic Causes of Success and Failure in College Students," College Admissions, 1955, p. 72-128.

Hieronymous, Albert N. "Relationships Between Anxiety for Education and Certain Socio-Economic Variables," Doctor's Thesis, University of Iowa, 1948, p. 239 (unpublished).

Kaiser, Herbert E. and Britton, Gale. "Intellective and Non-Intellective Characteristics of Students Involved in Dormitory Discipline Problems," Journal of College Student Personnel, 8:6 (November) 1967, p. 393-396.

Kelso, Paul C. "Profile of Students Enrolled at the University of Northern Iowa Fall Semester 1980," Report #5-80-G, Office of Student Research, University of Northern Iowa, Cedar Falls, Iowa, (December) 1980, p. 29-49.

LeMay, Morris and Murphy, Thomas. "MMPI Patterns of College Male Disciplinary Referrals," Journal of College Student Personnel, 8 (March) 1967, p. 85-89.

Schroeder, D.L. and Sledge, G.W. "Factors Related to Collegiate Academic Success," Journal of College Student Personnel, 7 (1966), p. 97-104.

Shaw, M.C. and Brown, D.J. "Scholastic Underachievement of Bright College Students," Personnel and Guidance Journal, 36 (1957), p. 195-199.

Williamson, E.G., Jorne, Warrren, and Tagerstedt-Knudson, Barbara. "What Kinds of College Students Become Disciplinary Cases?" Educational and Psychological Measurement, 12 (1952), p. 608-619.

Work, Gerald G. "CPI Patterns of College Male Discipline Cases and a Comparison Group," Journal of College Student Personnel, 20 (1979), p. 223-226.

Name_____ Social Security No.____-____-____

    Last   First   Middle

Permanent Address_____ Tel. No.(___)_____

              Street or RFD   City   State   Zip

To UNI Students: Your responses to the items in this inventory are confidential and will
                 be summarized in a group profile of UNI students.

Single_____   Age_____   Teaching_____

Married_____   Sex_____   Prospective major_____   Non-Teaching_____

                                       Be specific

Transferred from _____ college   Number of brothers & sisters_____

YOUR PERSONAL GOALS AT UNI

Circle the letter (V, S, N) which indicates
the degree of importance of each of the
following objectives:

Very important
| Somewhat important
| | Not important
↓ ↓ ↓
V S N Become more independent
V S N Prepare for a career
V S N Improve my self-image
V S N Make new acquaintances
V S N Obtain a college degree
V S N Achieve a feeling of belonging
V S N Improve chances of making money
V S N Participate in social activities
V S N Become a better citizen
V S N Participate in religious activities
V S N Receive academic honors
V S N Become a self-directed learner
V S N Become aware of different cultures
          and lifestyles
V S N Meet future wife or husband
V S N Complete requirements for entrance
          into professional or graduate school
V S N Acquire specific skills for a job
V S N Budget time(leisure, study, work)
V S N Secure part-time employment at UNI
V S N Participate in extra-curricular
          activities
V S N Become involved in current issues
V S N Join a social fraternity or sorority
V S N Participate in intercollegiate athletics
V S N Develop lifetime leisure interests
V S N Other(indicate)_____

SELF IMAGE

Circle the letter (H, A, L) which indicates
how you rate yourself with others your
age on the following traits:

High
| Average
| | Low
↓ ↓ ↓
H A L Ability to handle stress
H A L Academic ability
H A L Athletic ability
H A L Artistic ability
H A L Cheerfulness
H A L Drive to achieve
H A L Idealism
H A L Impulsiveness
H A L Independence
H A L Leadership ability
H A L Listening skills
H A L Mathematical ability
H A L Mechanical ability
H A L Optimism
H A L Originality
H A L Personal organization
H A L Persistence
H A L Popularity
H A L Public speaking ability
H A L Reading ability
H A L Resourcefulness
H A L Self-confidence(Intellectual)
H A L Self-confidence(Social)
H A L Sensitivity to criticism
H A L Stubborness
H A L Tolerance
H A L Writing ability

Check (✓) area(s) in which you would like to be contacted for assistance your first semester:

_____ Academic Matters (about courses, selecting a major, grades, etc.)
_____ Career Exploration (about jobs, job requirements, vocational interests, etc.)
_____ Health Concerns (weight control, medication, etc.)
_____ Personal Counseling (anxiety reduction, interpersonal relations, assertiveness)
_____ Reading (comprehension, speed, etc.)
_____ Study Skills (note-taking, test preparation, budgeting time)
_____ Writing (themes, term papers, etc.)
_____ Other, (indicate)_____

GENERAL INFORMATION

What are your attendance plans at UNI? (Check one and fill in blanks)

_____ Attend _____ year(s) until I receive a degree
_____ Attend _____ year(s) and transfer to _____
_____ Attend _____ year(s) and get a job
_____ Take pre-professional courses for _____
_____ Enroll for a few courses to improve my present skills
_____ Take a few courses to help me determine what I want to do
_____ Other(indicate)_____

Check the time you made your initial decision to attend college

_____ Grade 6 or before   _____ Immediately following high school
_____ Grades 7, 8 or 9   _____ After being employed for __ year(s)
_____ Grade 10   _____ After being a homemaker for __ year(s)
_____ Grade 11   _____ Other(indicate)_____
_____ Grade 12

Indicate the number of times you visited the campus prior to admission to UNI

_____ None   _____ Once   _____ 2-5   _____ More than 5

Check the grade point average you expect to receive your first semester at UNI
(A = 4.00, B = 3.00, C = 2.00, etc.)

____ (B+/A) 3.33 - 3.99   ____ (B-/B) 2.67 - 3.32   ____ (C/C+) 2.00 - 2.66
____ (C-/D+) 1.33 - 1.99   ____ (D-/D) 0.67 - 1.32

Where will you live your first year at UNI? (Check one)

_____ In UNI Residence Hall   _____ In UNI Family Housing
_____ Off Campus with Parents or Relatives _____ Off Campus (Room or apartment)
_____ Other(indicate)_____

Check how your Mother, Father, and Spouse feel about your college education:

	Mother	Father	Spouse
Waste of time and money	( )	( )	( )
Very important, will help me get it	( )	( )	( )
Important, but can't help me	( )	( )	( )
Not too important, but don't object	( )	( )	( )
Other(indicate) _____	( )	( )	( )

Father's occupation (Be specific) _____

Mother's occupation (Be specific) _____

Spouse's occupation (Be specific) _____

CIRCLE the highest grade completed by each of the following:

	Elementary	High School	Tech or College	Grad School
Mother:	1 2 3 4 5 6 7 8	9 10 11 12	13 14 15 16	17 18 19+
Father:	1 2 3 4 5 6 7 8	9 10 11 12	13 14 15 16	17 18 19+
Spouse:	1 2 3 4 5 6 7 8	9 10 11 12	13 14 15 16	17 18 19+

Indicate relatives who participated in orientation:

_____ None   _____ Mother   _____ Father   Other_____

Indicate your primary reason for choosing UNI rather than another college:

Did you have your ACT scores sent to UNI?   _____ Yes   _____ No

PLEASE TURN IN THIS SHEET AT THE FIRST ORIENTATION MEETING, OR RETURN TO DR. PAUL C. KELSO, OFFICE OF STUDENT RESEARCH, 161A BAKER HALL, UNI, CEDAR FALLS, IA 50614.