

A STUDY OF DISCIPLINARY REFERRALS
AT PORTERVILLE UNION HIGH SCHOOL

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A THESIS

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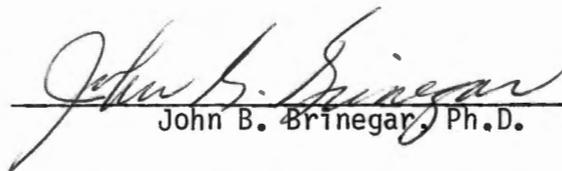
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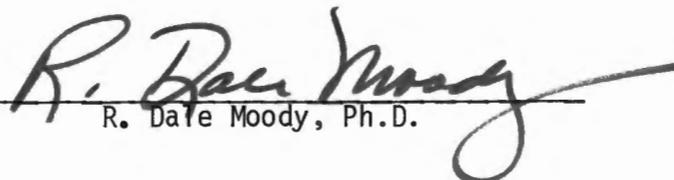
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Chapter 1

INTRODUCTION

BACKGROUND OF THE STUDY

Maintaining discipline is one of the most persistent problems teachers face in the performance of their professional duties. A teacher's concept of normal, good, or acceptable behavior and of behavior designated otherwise varies from classroom to classroom. As far as these writers could determine, there had never been any study made into the nature and scope of problem behavior as perceived by the teachers at Porterville High School.

Porterville High School, located in Tulare County, is unique in the respect that it serves both a large rural-agricultural community and metropolitan area in the San Joaquin Valley. Porterville High School has an enrollment of 1603 students, of which the Mexican-American student population is reported by the high school district to be 27 percent.

The term diversity can be used to describe the district and the various interests of its residents. The socio-economic structure of the district ranges from the migratory agricultural worker and the welfare-supported to the large-scale landowners. There are also a significant number of people who are in the professions and reside primarily within the greater metropolitan area. The composition of the student population reflects this multiformity of the economic structure of the area.

The Porterville High School District reflects a unique organizational structure of the various school districts in the service area. The elementary school system within the city is comprised of seven elementary schools and two junior high schools, while the high school district administers to three local high schools, each district is governed by a separate Board of Trustees. A common superintendent is shared by both systems.

Additionally, the Porterville High School District services thirteen independent elementary school districts in the rural communities. There is a general lack of coordination in the working relations of the various schools and districts because of the large geographical boundary and the rural-metropolitan area that it serves. This type of organizational design has apparently contributed to problems in social adjustment for some students at Porterville High School.

NEED FOR THE STUDY

Across the nation, the public school systems are being attacked for apparently not doing the job they were designed to do. Accountability has become the household word with all factions of the society: taxpayers, parents, educators, administrators, and students blaming one another for the breakdown in the system. The Eighth Annual Gallup Poll of the Public's Attitudes Toward the Public Schools confirms that discipline continues to head the list of major problems when a sample of the nation's adults cite what they perceive as the most important problems of the public schools in their communities. In fact, discipline has been named most often, seven times, during the last eight years.

The percentage of respondents citing discipline as the primary problem, however, has shown no increase during the recent years (Phi Delta Kappan 58, 1976).

Historically, the public schools were established for the apparently uncomplicated purpose of educating students. Teachers and administrators were given the necessary authority to fulfill their teaching responsibilities. Because of the expanded social responsibility placed upon the schools and the increasing rights of students, the educational effectiveness of schools today may be threatened.

Disruption of a classroom learning situation is frequently considered a serious infringement on the rights of the students who wish to be educated. Many students are convinced they have inalienable rights but few responsibilities. When a school is converted into a custodial institution, teachers and staff must fight disruptive behavior with paperwork and confront students who refuse to do work, use abusive language, destroy property, disregard authority, and simply do not obey the rules. These actions become losses not only in money, but also losses in learning for the majority of the individuals who desire to learn, but are hindered because of these various types of disruption. As a result, an ineffective learning situation prevails. Therefore, it is the opinion of these writers that a descriptive survey of the problems of social adjustment at Porterville High School is needed to identify the present conditions that exist on this campus. The problem student must be accepted for better or worse--for occasional hours or days of conformity and good behavior, and for times of disturbance and poor conduct. Identification of the problems related to social adjust-

ment is necessary if there is to be developed an atmosphere that promotes conformity to the accepted standards of behavior and yet allows for frankness, trust, and individuality.

STATEMENT OF THE PROBLEM

The number of overall student referrals to the discipline office is high in comparison to the school enrollment, as identified by the district. In the fall semester 1975-76 there were 758 first time student referrals of a student population of 1608 and there were 490 first time student referrals for the fall semester 1976-77 from a population of 1603. A significant reduction in the number of referrals for the fall semester 1976-77 is attributed to a change in the policy for reporting tardiness. The new policy directs students with problems of tardiness to their counselors first, and only if they become a chronic problem are they referred to the assistant principal. The total number of referrals reflects only the initial visit and does not show the possibility that the student has had reoccurring behavior problems. Excessive tardiness and absenteeism are documented by school records. Discipline problems, major and minor, are so numerous that there is inadequate time to work on solving problems that may be causing abnormal behavior. A reactionary management technique in which work with the problems stresses the system so that negativism rather than positivism is reflected in handling school discipline. In order to determine the nature of these discipline problems occurring on the Porterville High campus, a study should be conducted of student referrals to the assistant principal in charge of discipline matters.

The purpose of this investigation was to determine the relationship between ethnic membership and socio-economic status which could affect the social adjustment of students referred to the assistant principal by the teachers at Porterville High School.

During the course of this study, the following will also be accomplished:

1. To determine which students were referred to the assistant principal most often in a controlled time period.
2. To determine the ethnic membership for those students referred.
3. To compare the data of student referrals from different ethnic groups and any similarities of socio-economic background.

HYPOTHESES

The following hypotheses will be tested:

Null Hypothesis I: There is no significant difference between the number of student referrals for the fall semester 1975-76 in comparison with the fall semester 1976-77.

Null Hypothesis II: There is no significant difference between the ethnic membership and the socio-economic level of student referrals for the fall semester 1975-76.

Null Hypothesis III: There is no significant difference between the ethnic membership and the socio-economic level of student referrals for the fall semester 1976-77.

Null Hypothesis IV: There is no significant difference between the ethnic membership and the socio-economic level of student referrals

for the fall semester 1975-76 in comparison with the fall semester 1976-77.

DEFINITION OF TERMS

The following terms were used in this study:

Acculturation. The absorption by any group of certain features of the culture of another group, as a result of contact or interaction between the two; the merging of two or more cultures ranging from accommodative arrangements to full assimilation or synthesis of cultures.

Adjustment. The process of finding and adopting modes of behavior suitable to the environment or to changes in the environment; the process by which individuals or groups accept, compromise with, or acquiesce with social forces or one another.

Assimilation. The act of incorporating material to be learned into one's thought patterns; the fusion of divergent habits, attitudes, and ideas of two or more groups or societies into a common set of habits, attitudes, and ideas.

Community. A group or company of people living fairly close together in a more or less compact, contiguous territory, who are coming to act together in the chief concerns of life.

Discipline. The process or result of directing or subordinating immediate wishes, impulses, desires, or interests for the sake of an ideal or for the purpose of gaining more effective, dependable action; persistently active, and self-directed pursuit of some considered course of action in the face of distraction, confusions, and difficulty.

Marginal group. Group that lives "on the fringe" of the culture pattern of an area because its cultural heritage is rooted in a different social background.

Normal behavior. The way in which an organism acts, thinks, or feels which is consistent with a norm or standard set to promote the society in which he lives.

Problem behavior. Behavior that is disapproved of by the dominant social groups; non-conformity to rules and standards; behavior that is perceived as being actually or potentially damaging to the individual or group, whether physically, mentally or socially (Dictionary of Education, 1973).

Alienation. A feeling of non-involvement in, and estrangement from one's society and culture.

Barrio. A residential area inhabited primarily by poor Mexican minorities, generally geographically affixed in the outer fringe area of a community or the older section, characterized by substandard conditions.

Colony. A residential area inhabited primarily by poor Anglo minorities, generally geographically affixed in the outer fringe area of a community or the older section, characterized by substandard conditions.

Socialization. The basic social process through which an individual becomes integrated into a social group by learning the group's culture and his role in the group; it is a life-long process.

Socio-economic influences. The social and economic forces bearing upon an individual or group, institution, law, policy.

Socio-economic status. In a system of social stratification, a combination of various social and economic influences indicative of both the social and economic status of an individual or group (Dictionary of Sociology, 1969).

Anglo-American. Largest single group representation of citizenry in the United States, resultant of the melting pot theory, commonly identified by the use of the English language along with the expressed identification of societal mores, customs, traditions, values.

Mexican-American. Largest of the groups of Spanish-surnamed Americans, numbering over five million; the vast majority of this group are citizens of Mexican descent who are born in the United States; primary population concentration is in the southwest; usually defined by use of Spanish language in many common circumstances (Encyclopedia of Sociology, 1974).

Ethnic membership. For the purpose of this paper, ethnic membership will be defined in terms of surname, geographic location, free-lunch program, and compensatory education guidelines (as defined by the writers).

LIMITATIONS AND ASSUMPTIONS

The limitations of this study are as follows:

1. The element of time is a necessary factor of consideration since student referrals are a continuous process. The period of study must be strictly controlled in order to maintain validity.
2. The selection of subject samples to the number of student referrals must be in the same ratio as the student population so as not to reflect biased data.

3. There is no uniform method of interpretation of inappropriate behavior identified by the faculty at Porterville High School.

4. The restrictions placed on generalizations made from this study are limited to Porterville High School, from which the sampling and data analysis were drawn.

The assumptions of this study are as follows:

1. That the faculty at Porterville High School presently uses some form of consistency in the interpretation of student behavior.

2. That the subjects selected are a representative sample of the student population.

3. That the chi-square test of measuring group frequencies is a valid tool for comparing differences with respect to the sampling.

ORGANIZATION OF THE REMAINDER OF THE THESIS

Chapter 2 is a review of the literature and the theoretical framework for the research.

The methods and procedures are presented in Chapter 3. A description of the cultural characteristics of the Mexican-American and Anglo-American students pertinent to the study are also included.

Presentation of the statistical data with interpretations and implications as it relates to the study are discussed in Chapter 4.

A general summary and conclusions with recommendations for further research are found in Chapter 5.

Chapter 2

REVIEW OF THE LITERATURE

INTRODUCTION

The purpose of this chapter is to report on selected studies which the writers found to be representative of current research related to social adjustment/behavior problems in high school. A discussion of the literature that is related to this study will be reviewed in the following five major areas: discipline-student behavior; behavior problems related to sex differences; delinquency and non-adjustment patterns and characteristics; comparisons of Mexican-American and Anglo-American culture values; and social adjustment problems and achievement levels related to socio-economic factors.

Discipline-Student Behavior

Maintaining discipline is one of the most persistent problems teachers face in the performance of their professional duties. Davidson and Lang (1960) found that the same problem behavior in children was rated differently as to degree of seriousness by teachers, nurses, and mental hygienists. Also, those who have to deal directly with children are likely to rate as more serious such symptoms as impudence or rowdiness which disturbs the orderliness of their particular agency.

Trout (1964) stated that prospective teachers should know that each child is a combination of types and should recognize students as

they are, and be aware of changing moods as they relate to behavior. Each child has a right to know himself and be secure through discipline.

Weden (1959) stated one need not be greatly sophisticated to know that the norms established in our legal codes and school regulations are, by and large, those of the middle class. . . . Under the circumstances, it hardly seems surprising that many lower-class youngsters fail to measure up to the standards. . . . The inculcation of the middle-class values into the lower-class pupils is obviously no easy matter, for the time which the child spends in the classroom is slight as compared with the time he spends elsewhere. Darling (1963) traces some behavior problems to the fact that most teachers are from stable, middle-class families, and that most of our aggressive delinquent youngsters are from unstable, lower-class families, resulting in a clash in the values system.

Judgments by adults on problem behavior have been found to vary greatly. Kyllomen (1964) noted that adults have varying conceptions of acceptable and normal behavior, and that these are culture bound. He found 45 percent of the teachers polled responded positively to the question of discipline being more difficult today. It was interesting to note there was a moderate correlation between the ages of the teachers and the positive answer. The more experienced teachers responded more positively.

Teachers and school officials are in a special position to detect behavior disorders. The under-achieving students need attention; otherwise, they drop out prematurely or create various other problems.

When children are adequately dealt with during the stages of maladjustment, the problems can be more easily solved than later in the process.

Kvaraceus (1945) called attention to frustrating experiences in schools. Delinquents or predelinquents are often enmeshed in unwholesome, unsatisfactory, unhappy, and frustrating situations. More than half of the children referred to the Passie Children's Bureau came from an age span of six to ten inclusive. Almost all referrals had repeated one or more grades, girls repeating more grades than boys. Almost without exception, they had received low grades. Thus, scholastic failure or near failure characterized most of the juvenile offenders. One-third had been truant before being referred to the bureau for misdemeanors. Two-thirds expressed a marked dislike for school or some person connected with the school, and one-fifth had unsatisfactory social adjustments. About three-fourths had moved and had transferred from one school to another at least once. A large proportion had left school as soon as they reached the age of sixteen. Most of them did not go beyond the junior high school level. Kvaraceus (1945) concluded that extremely frustrating situations either preceded or accompanied undesirable behavior, which indicates that the school plays an active part in shaping the reaction patterns of children. For many maladjusted and potentially delinquent children, going to school is just another frustrating and unhappy experience.

What opinions do teachers and principals have concerning problem behavior? A study by Stouffer and Owens (1955) showed that teachers were most concerned about aggressive behavior that upsets the smooth-school routine in the classroom. Those items that concerned them the

most were disorderliness, irresponsibility, aggressiveness, untruthfulness, and disobedience. Similar results were obtained in another research project by Clark (1951). Henning (1949) pointed out that principals are concerned with misbehavior in lavatories, in the halls, and on stairs, and in the wasting of school materials, and inconsideration and rudeness towards other students.

In a study done by the Educational Research Council of Greater Cleveland, it was found that teachers who manage their classes in arbitrary and autocratic ways and make their decisions with little reference to the students' interests may cause an increase in the incidence of over-aggressiveness and other forms of non-cooperative behavior (Ojemann, 1969).

Kyllomen (1964) concluded teachers should study disruptive behavior for underlying problems for referral purposes; they should do some soul searching to understand the child who bothers them. Kyllomen (1964) states that today frankness and openness are important and conformity is stressed less than in the past. Individuality is allowed and this obviously will give vent to feelings and help prevent disruptive behavior.

Lippitt, Lippitt, and Fox (1964) were of the opinion that teachers should build an atmosphere of trust and tolerance, which would help students examine their own values and develop new and more positive attitudes.

Behavior Problems Related to Sex Differences

Sex differences in rates of delinquency patterns have been clearly demonstrated in several investigations. Kyllomen (1964) cites

that adults should expect and encourage sexes to react differently as psychological sexuality is not differentiated when the child is born, but rather psychological sex becomes differentiated during the course of the many experiences dictated by his/her own body. Waetjen (1962) showed that girls have a more positive reaction to school situations than do boys and are more sensitive to people including teachers and peers.

Overall differences were found in the patterns of problems for boys and girls by Buller (1962). Aggression, hyperactivity, and impulsiveness appeared more often in boys than girls. Buller (1962) concluded that girls tended to overcontrol and indirectly respond to impulses.

Terman and Tyler (1954) secured teachers' ratings on problem behavior of 800 children in grades one through eight. The mean score was high (more unfavorable) for boys in every grade.

Such writers as Boynton and McGraw (1943), Mullen (1956), and Eaton (1956) confirmed the greater incidence of problem behavior and delinquency among boys than among girls.

Delinquency and Nonadjustment Patterns and Characteristics

Studies have confirmed that the delinquency and nonadjustment characteristics of students form into patterns, which are identifiable early in the educational program. Glueck and Glueck (1950) conducted a study comparing delinquency and non-delinquency patterns. The study showed considerable differences in the groups regarding their school status, retardation, subject preference, scholarship and achievement,

attitude toward school, relation to schoolmates, maladaptive behavior, and truancy. Results of the study found that delinquents dropped out of school earlier, attended more schools, were more educationally retarded, and placed in more special classes. They had more pronounced feelings of inferiority, resented restrictions, and had greater lack of interest. Nava (1973) further confirmed that delinquency and non-adjustment patterns as related to Mexican-American students in high school traced back to the early educational program. Nava (1973) cites that the lack of motivation and ambition correlate to the Gluecks' (1950) study.

Ganzar and Sarason (1973) confirmed that the greatest percentage of delinquents came from broken homes. They found that females more often came from broken homes than did males. Monohan (1957) has reported similar findings.

The study by Arciniega (1971) identified three groups of students within the school system: participants, conformists, and resisters. Arciniega confirms the earlier Gluecks' (1950) study that the resisters and conformists were comparable in traits to the delinquent, and the participant was comparable to the non-delinquent. Results of the study by Arciniega (1971) reported that the Mexican-American employed resister techniques to maintain his ethnic identity and to avoid acculturation, and possible assimilation, into the Anglo-American middle-class value system promoted by the school.

Arciniega (1971) concluded that the identified lower socio-economic Anglo-American and Mexican-American students' resistance of the Anglo middle-class value system was generally identified by the school system as delinquency.

Such writers as Romero (1966), Ramirez (1968), and Gynn (1974) confirmed that cross-cultural value conflicts form the basis for social adjustment deviation among low socio-economic Anglo-American and Mexican-American students in high school.

Comparisons of Mexican-American and Anglo-American Culture Values

Schwartz's (1971) study of values and achievements of Mexican-American and Anglo-American secondary school pupils reveals important commonalities as well as important differences. Foremost among the commonalities are high expectations from school attendance. Both a generalized faith in mankind and an optimistic orientation toward the future are held by a greater proportion of Anglos and Mexican-Americans; these orientations are related to achievement. Within the Mexican-American subpopulation, these value orientations are distributed differentially; Mexican-American pupils at higher grade levels and of high socio-economic status are more similar to the Anglos than Mexican-American pupils of lower grade levels and lower socio-economic status. These findings suggest that the Mexican-American group is not as homogeneous as earlier research has suggested.

Such writers as Jackson and Klinger (1974), Romero (1966), and Patella (1971) confirmed Schwartz's (1971) conclusions that although the Mexican-American and Anglo cultures do have differences, there are more commonalities in their value system than previously identified. The implications of these findings are important to the school in attempting to meet the value needs for both groups.

Ramirez and Taylor (1967), conducted a study to identify areas of conflict common to Mexican-American children but not common to Anglo-American children of comparable ability and economic background. Utilizing an attitude scale, a word-association test, cumulative file data, and standardized statistical analysis techniques with a population of 300 Mexican-American and 300 Anglo-American boys and girls, it was concluded that there are numerous significant differences between males and females of the two subcultures when related to the teachers and educational environment. The investigators cited recommendations within the educational environment which they felt would tend to reduce areas of potential cultural conflict involving secondary students.

Nava (1973) states that the Mexican-American student is faced with three areas which demand of him continual adjustment: (1) the community to which he has been relegated and in which he has surrounded himself with those ancestral cultural elements rendering optimum security; (2) the total community, which in spite of himself, will not accept him as bonafide citizen; (3) the school which ignores the fact that his life is molded by living in two worlds. This cultural dichotomy is not touched by the curriculum.

Kuvlesky and Patella (1970) conducted research into the relationship between identification with the Mexican-American subculture and the desire with upward social mobility. Analysis of the data showed those Mexican-Americans striving for upward mobility tend to identify more with the Anglo value system than the Mexican-American value system.

With increased educational achievement and increased economic opportunities, it is logical to assume that the Mexican-American culture and the Anglo-American culture will become increasingly heterogeneous.

Social Adjustment Problems and Achievement Levels Related to Socio-Economic Factors

Adolescent values and attitudes are related to social class (Coster, 1963; Kohn, 1963; Rosen, 1963). Coster (1963) found that high school students of families of middle and high-income groups participate more in extra curriculum activities, have higher grade point averages, and go on to higher education. In Rosen's (1963) study social class was consistently associated with achievement motivation. Social class was also related to social leadership and social participation. Social leaders tend to originate in the higher socio-economic strata. Coster (1963) states that the growth of inner desire to achieve must occur in the first four grades. Family relations play so dominant a role in creating ambition, mental illness, antisocial behavior, and moral maturity that schools should include courses in the study of family experiences to help with the social adjustment of those students who come from low socio-economic homes where family life tends to be more unstable.

Educational psychologists warn of the built-in biases of the middle-class professional educators, with little or no training in cross-cultural understanding and no sophistication in dealing with the lower socio-economic groups, which tends to impede the adjustment patterns of the ethnic and low socio-economic student (Stoddard, 1973).

Stoddard (1973) noted that in all regions of the United States the Anglo-American poverty class outnumbered Spanish-speaking poor. However, in terms of population ratios the Spanish poor are two to three times more heavily represented in the poverty category. Since the majority of the Mexican-American families are classified in the lower socio-economic group, economic pressures have caused a need for children to work to acquire enough income to survive, thus resulting in the children being denied an adequate opportunity for education. This tends to dispute the myth that Mexican-American parents are non-supportive of education, but rather links the lack of support of education to economic status more than ethnic status.

Studies show that students who tend to become behavior problems have a low self-concept. Munro and Oles (1975), Soares and Soares (1970-71), and Healey (1969) conducted studies which confirmed this statement. Culture factors compound familial ones in influencing perception and self-concept. Disadvantaged youth in the American culture seem to have inadequate views of themselves. This inadequacy is shaped by the reflected appraisal of a society and is learned during the pre-school years. Because of the impoverished home situation, children of lower socio-economic class seem to have fewer experiences of stability, warmth, and attention (Gordon, 1969). Erikson (1950) postulates that the foundation for all later development of the personality consists in acquiring a basis of trust. Social factors which do not permit this development, such as economic and emotional deprivation or inadequate or incomplete interpersonal relationships, leads to inadequate self concepts. Therefore, a child's self esteem is not only related to his

family background variables, but also can be modified by the school situation (Gordon, 1969).

Guynn (1974) conducted a study on the effects of ethnicity and socio-economic status on social adjustment of students at the high school level. The only significant difference for ethnicity was found at the eleventh grade level. There was no significant difference found for the variable of socio-economic status at any grade level.

Schwartz (1969), Thornburg, Gellespie, and Millford (1971), Juarez and Kuvlesky (1968) found that ethnicity and socio-economic factors had a positive correlation with student adjustment in school. These authors to a point agreed with Guynn's (1974) research except in the area of socio-economic influence.

Davidson and Lang (1960), found a positive correlation between favorable perception and better achievement. The more positive the children's perception of these teachers' feelings toward them, the higher was the academic achievement and fewer social adjustment problems were noted. The Stone and Ruiz (1971) research project showed scholastic performance and future educational goals more closely related to socio-economic class than racial group. Inferences which emerged from the study were that generalizations from one ethnic minority group to another may be risky even when based on empirical data; and that different types of programs designed to involve ethnic minority members in the mainstream of American society may be necessary for different racial groups.

In a study conducted by Felice (1973), it was concluded that school racial-ethnic climate exercised the largest affect on variance

in Mexican-American achievement and social adjustment. Mexican-Americans achieved more academic success in desegregated school climates, while Anglo-Americans achieved greater success academically in segregated facilities. Felice's (1973) study also showed a positive correlation between a student's self-concept, his academic achievement level, and his social adjustment in school. It was further concluded that segregated school climates produced more Mexican-American dropouts, while desegregated school climates produced more Anglo-American dropouts.

SUMMARY

These studies presented by the writers, add to the strength of the argument that our educational system should be attending to, and utilizing, the variety of talents and aptitudes of the students, rather than attempting to treat everyone as a member of the majority group. The fact that schools are geared for a middle-class society sets the stage for an environment in which students of different ethnic backgrounds and low socio-economic classes are alienated from the educational process, resulting in a high incidence of poor social adjustment.

Chapter 3

METHODS AND PROCEDURES

POPULATION

The study was conducted at Porterville High School which is a part of the Porterville Public School System. The selected population was limited to student referrals to the assistant principal. A record is kept on every student referred to this office. This record, in the form of a citizenship referral, is written by the teacher who observes the misbehavior. There were 758 students referred in the Fall semester 1975-76, and 590 students referred in the Fall semester 1976-77. These referrals are forwarded to the assistant principal who conducts a conference with the student to discuss the nature of the problem, and to reach a decision concerning what action should be taken to remedy the situation. Once the matter is resolved, the information is recorded and filed for future reference. Since these records are filed alphabetically, for the collection of the data for this study, a number was assigned to each student referral to maintain his anonymity. The control periods of the Fall semester 1975-76 and the Fall semester 1976-77 were arbitrarily selected by the school principal.

SAMPLING PROCEDURE

The sampling procedures were twofold. First, a compilation of the data of the total identified population in the control time periods

was categorized according to specific criteria. Referrals were classified under a simple arrangement of behavior patterns relating primarily to the areas of work methods, social relations, authority, school rules, and personal adjustments, as shown in Table 1. The major headings and subheadings were taken from Tiegs and Katz (1941). The nature of this study includes characteristics of ethnicity; therefore, selection of subgroups was necessary. Four subgroups were identified from the population: (1) Anglo-American male; (2) Mexican-American male; (3) Anglo-American female; and (4) Mexican-American female.

Second, a stratified sampling technique was utilized to designate the control groups of the identified population (Gay, 1976). The sample was composed of 100 subjects from each of the control time periods. To maintain a consistent and unbiased approach, the subjects selected were in an equal proportion to their respective percentages established by the referral records as shown in Table 2 and Table 3.

Socio-economic status was coded from census tract data (U.S. Department of Labor, 1977) and other information of special programs designed for families with low income as provided by the school district. There is a recognized cultural and environmental dichotomy between the Anglo-American and Mexican-American, as shown in Table 4 and Table 5 (Schwartz, 1971; Nava, 1973; Wagner, Haug, 1971).

Duran and Bernard (1973) cite that with each successive generation of the Mexican-American living in the United States there occurs the process of assimilation. Therefore, there is an increasing recognizable cultural similarity emerging among the Anglo-American and

Table 1
Classification of Behavior Patterns

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- | | |
|---|--|
| <p>1. WORK METHODS</p> <ul style="list-style-type: none"> a. Lack of interest b. Inattention c. Lack of initiative d. Procrastination e. Evasion of work f. Work materials not brought to class g. Nonparticipation in physical education <p>2. SOCIAL ADJUSTMENT</p> <ul style="list-style-type: none"> a. Rudeness b. Discourtesy c. Annoying d. Bullying e. Fighting f. Tattling g. Selfishness h. Insolence i. Disturbing the class j. Profanity k. Destructive | <p>3. AUTHORITY</p> <ul style="list-style-type: none"> a. Tendency to argue b. Disobedience c. Defiance <p>4. SCHOOL REGULATIONS</p> <ul style="list-style-type: none"> a. Tardiness b. Truancy c. Stealing d. Littering e. Loitering f. Gambling g. Smoking h. Drinking i. Firecrackers j. Haircuts k. Cleats l. Sunflower seeds m. Spit wads n. Water pistols or water balloons o. Improper attire |
| | <p>5. AUTHORITY</p> <ul style="list-style-type: none"> a. Tendency to argue b. Disobedience c. Defiance |
-

Table 2

Identification of Subgroups Fall Semester 1975-76

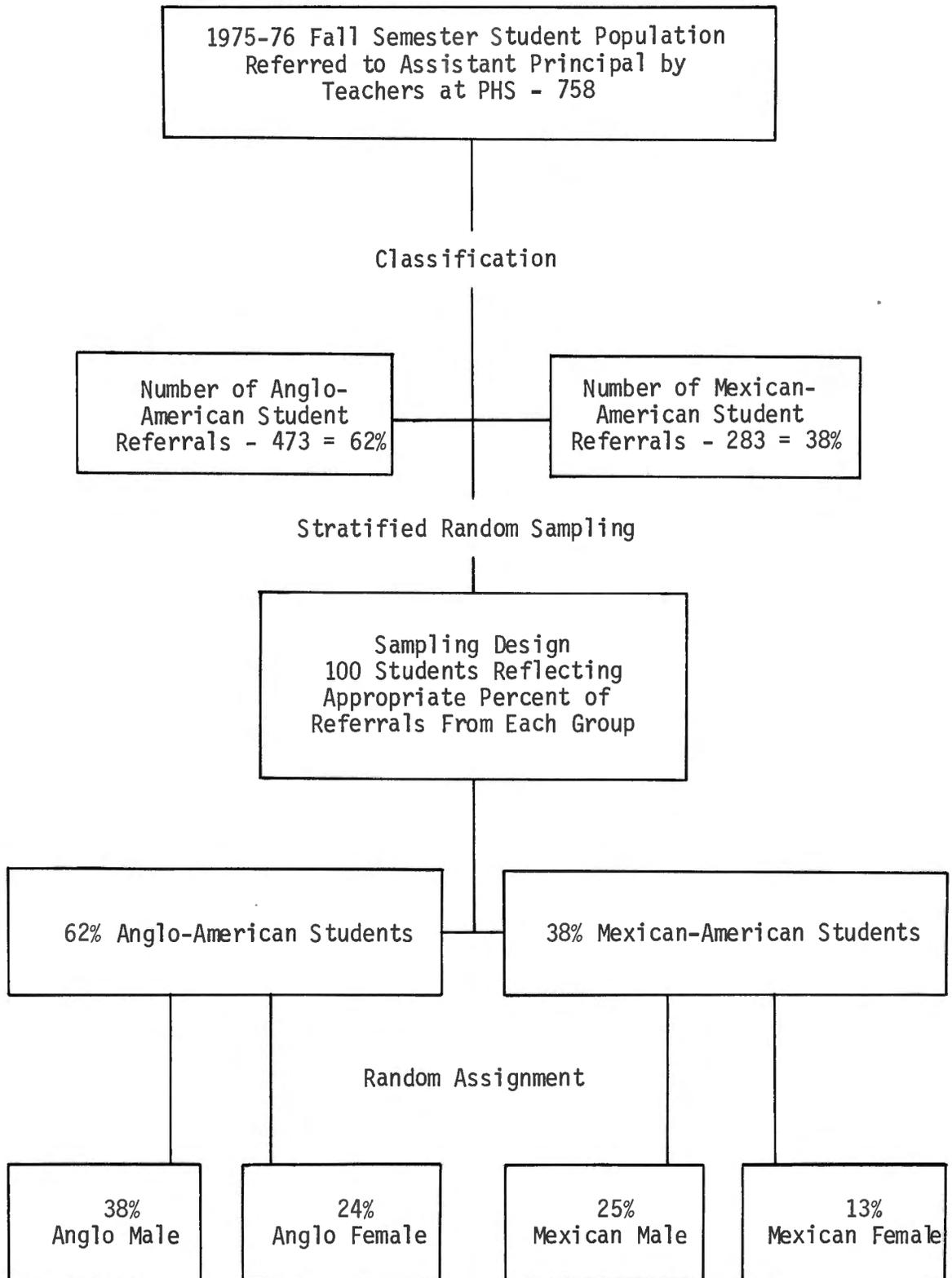


Table 3

Identification of Subgroups Fall Semester 1976-77

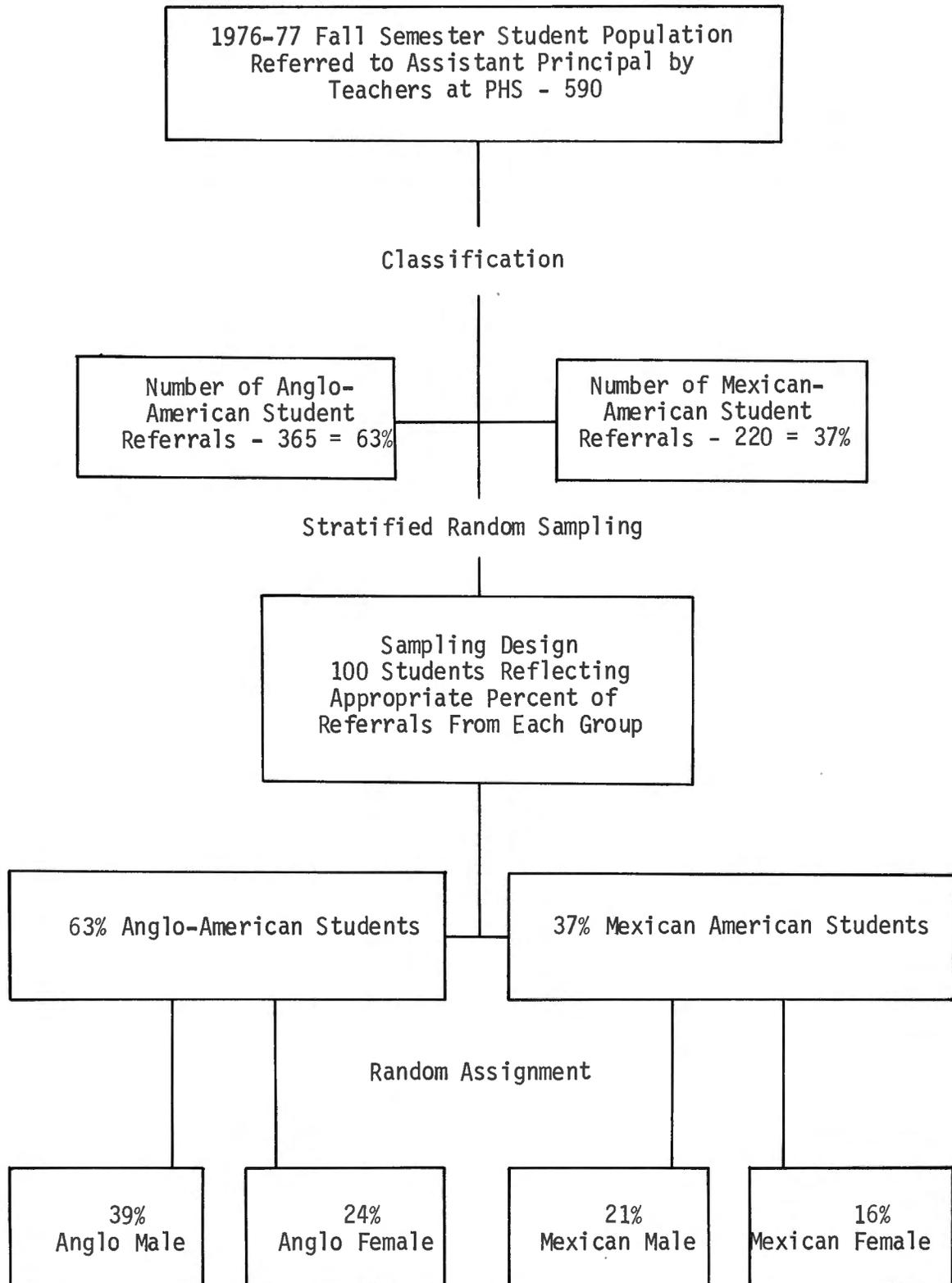


Table 4
Contrasting Cultural Elements

Anglo-American Culture	Mexican-American Culture
1. Stress on individualism.	1. Stress on the family as a whole unit.
2. Orientation toward ideas, abstracts, and the future.	2. Orientation toward persons, concrete, and the present.
3. Life based on specific goals: success, class mobility, education, and conspicuous consumption.	3. Life based on agrarian pursuits and vicissitudes of the seasons. The "slow" life is the good life.
4. Strength of the family based on the strength of the individuals in the family working as a unit.	4. Strength of the family based on complete separation of sexes and roles.
5. All members of the family participate equally.	5. The man is the sole head of the household. The "machismo" idea prevails.
6. "Necessity is the mother of invention."	6. "The old (traditional way is the best way."
7. Children urged to "get out on their own" as soon as possible.	7. Children expected to live with parents after marriage and take care of them later in life.
8. Tendency to surrender individuality for the good of the group.	8. Tendency to adhere strongly to family ties.
9. Urban centered, life faster paced.	9. Rural centered, life slower paced.
10. People proud of the "melting pot" theory.	10. People proud of their Mayan and Aztec heritage.
11. Government based on law and order.	11. Government based on person in power at the time.
12. Described as: "thieving," "greedy," and "selfish."	12. Described as: "shiftless," "lawless," and "Lazy."

(Schwartz, 1971; Nava, 1973; Wagner and Haug, 1971.)

Table 5
Environmental Dichotomy

Anglo-American School Environment	Mexican-American Home Environment
1. School urged competition.	1. Home stressed cooperation.
2. School demanded one change and question things.	2. Home taught one to accept things as they were.
3. School showed one how to be proud.	3. Home impressed modesty.
4. At school, the individual was second to none in importance.	4. At home, the family always came first.
5. School taught one to forget his past culture.	5. Home taught one never to forget his heritage.
6. "Plan for tomorrow" was the school theme.	6. "Live for today" was the home creed.
7. School called it-- "misfortune."	7. Home called it--"fate."
8. At school, man controls and dominates the world.	8. At home, "la voluntad de Dios" (the will of God) controls everything.
9. Schools's teachings were in English.	9. Home's teachings were in Spanish.

(Schwartz, 1971; Nava, 1973; Wagner and Haug, 1971.)

Mexican-American. Thus, for purposes of this study, ethnicity is identified by the respondent's surname.

METHOD AND DESIGN

The basic structure of this study is based on the Causal-Comparative Method (Gay, 1976). This method attempts to determine the cause, or reason, for existing differences in the behavior or status of groups or individuals. The variables under this type of method are non-manipulative and have already occurred. The groups for this study were selected from a compilation of student referrals in the controlled time periods. These referrals showed numerous problems of student adjustment to the high school educational environment. The researchers are seeking to identify possible causes for this lack of adjustment.

The hypotheses formulated will test selected variables to determine if any relationship exists among them. The following variables will be used: ethnic membership, socio-economic level, identified student referrals, and sex factor.

The socio-economic level was determined by the free-lunch program, qualification for the compensatory educational program, and the census tract map which identifies geographic location based on income levels for a family of five. The income levels were based on the following criteria: (1) level one is heavy concentration of low-income families--salary range from \$3,000 to \$6,810, this is most characteristic of the barrio and colony setting; (2) level two is medium concentration of lower middle-income families--salary range from \$7,000 to \$10,650; (3) level three is a light concentration of low-income families

as compared with middle-income families--salary range from \$10,700 to \$14,960; and (4) level four is upper-income families--salary range from \$15,000 and upward (U.S. Department of Labor, 1977).

One constraint that can emerge in this type of study is a third variable, undetected by the researchers, which may have caused both the identified cause and effect (Gay, 1976).

PROCEDURE OF STUDY

This study was initiated in the fall of 1975. Two semesters were identified for the control time periods, fall semester 1975-76 and fall semester 1976-77. The sampling was identified from the student referrals. Data was compiled for each student referred. Variables for testing the hypotheses were collected and categorized. The data utilized in this study is represented by the nominal scale and by the usage of the chi square.

SUMMARY

This chapter presented a discussion of the sample population and method utilized for selection of the sample. The process for determining the data was identified. The chi square formula was presented and defined. Chapter 4 will include the treatment of the data, interpretations, and implications as it relates to the hypotheses.

Chapter 4

DATA ANALYSIS - FINDINGS OF THE STUDY

ANALYSIS OF THE DATA

After the data was assembled, the data was subjected to the chi square analysis. Since the data of this study was mainly in the form of frequency counts, or the number of times an ethnic membership or socio-economic pattern or patterns appeared in a given sample, it was necessary that the chi square statistic be used to determine if there were any significant differences as stated in the hypotheses.

The frequency of pattern appearance was then analyzed in the following manner:

1. The student referrals of the fall semester 1975-76 versus the student referrals of the fall semester 1976-77.
2. The ethnic membership versus the socio-economic level of student referrals for the fall semester 1975-76.
3. The ethnic membership versus the socio-economic level of student referrals for the fall semester 1976-77.
4. The ethnic membership and socio-economic level of student referrals for the fall semester 1975-76 versus the ethnic membership and socio-economic level of student referrals for the fall semester 1976-77.

LEVEL OF SIGNIFICANCE

One of the most essential factors in choosing a sample population is that it is of sufficient size to assure the researcher that the sample will be representative of the population he is testing. While he cannot be certain of this representativeness, he can establish that the sample is representative of the population on critical parameters at an acceptable level of probability. The probability level is called a confidence level. It is usually set at 95 percent (called the .05 level) meaning that there is a 95 percent chance that the sample is distributed in the same way as the population being tested; and the confidence level which might be selected is 99 percent (the 0.01 level) probability when greater control is desired.

FINDINGS OF THE STUDY

The study was designed to inquire into the nature of student social adjustment. The study reflects research previously done by the writers on this topic. The findings correlate with similar research conducted by Guynn (1974) and Ramirez (1972).

Null Hypothesis I: There is no significant difference between the number of student referrals for the fall semester 1975-76 in comparison with the fall semester 1976-77.

The findings of the chi square analysis of student referrals are summarized in Table 6. The chi square calculated value was determined to be $x^2 = .351$, while the table value was $x^2 = 7.82$ at the $P \leq 0.05$ level of significance, with $df = 3$. There was no significant difference

Table 6

Chi Square Analysis of Student Referrals for Fall
Semester 1975-76 Versus Fall Semester 1976-77

Variable	Frequencies				Total
	Anglo Boy	Anglo Girl	Mexican Boy	Mexican Girl	
Fall 75-76	Fo 80 Fe 82.1	Fo 37 Fe 35.5	Fo 47 Fe 45.7	Fo 25 Fe 25.8	189
Fall 76-77	Fo 89 Fe 86.9	Fo 36 Fe 37.5	Fo 47 Fe 48.3	Fo 28 Fe 27.3	200
df = 3 $\chi^2 = .351$ calculated value was not significant at $P \leq 0.05$					

found for the number of student referrals between the two semesters; therefore, Hypothesis I was found tenable.

As can be seen in Table 6, there was a distinct similarity in the number of observed and expected frequencies between the referrals for the two semesters considering the time span. The proportion of the male and female referrals in the two semesters remained constant.

Null Hypothesis II: There is no significant difference between the ethnic membership and the socio-economic level of student referrals for the fall semester 1975-76.

This study was concerned with the socio-economic level of students. For purposes of this study, the socio-economic levels were separated into three components: (1) population distribution by census tract map--salary range (1977); (2) students identified on the free-lunch program; and (3) the compensatory education program. Ethnic mem-

bership was identified by the participants' surname as defined by the writers (see p. 8). The sampling maintained the ethnic balance as pre-determined by the percentages of the total student referrals per semester.

Table 7 and Table 8 summarized the findings of the chi square analysis and indicated that there was no significant difference between ethnic membership and socio-economic levels for the fall semester 1975-76.

Table 7

Chi Square Analysis of Lunch Program, Compensatory Education Program and Ethnic Membership for the Fall Semester 1975-76

Variable	Frequencies				Total
	Anglo Boy	Anglo Girl	Mexican Boy	Mexican Girl	
Lunch Program	Fo 12 Fe 15	Fo 12 Fe 11.5	Fo 14 Fe 13.7	Fo 12 Fe 9.8	50
Compensatory Education Program	Fo 23 Fe 20	Fo 15 Fe 15.5	Fo 18 Fe 18.3	Fo 11 Fe 13.2	67
df = 3	$x^2 = 1.95$ calculated value was not significant at $P \leq 0.05$				

For the purposes of analysis, the data from the free-lunch program and the compensatory education program were combined for computation. The chi square calculated value, as shown in Table 7 was $x^2 = 1.95$, while the table value was $x^2 = 7.82$ at the $P \leq .05$ level of

Table 8

Chi Square Analysis of Socio-Economic Level of Census Map
and Ethnic Membership for the Fall Semester 1976-76

Variable*	Frequencies				Total
	Anglo Boy	Anglo Girl	Mexican Boy	Mexican Girl	
Level 1	Fo 11 Fe 10.6	Fo 7 Fe 16.7	Fo 6 Fe 7	Fo 4 Fe 3.6	28
Level 2	Fo 15 Fe 19.4	Fo 10 Fe 12.2	Fo 17 Fe 12.8	Fo 9 Fe 6.6	51
Level 3	Fo 7 Fe 4.9	Fo 5 Fe 3.1	Fo 1 Fe 3.3	Fo 0 Fe 1.7	13
Level 4	Fo 5 Fe 3	Fo 2 Fe 1.9	Fo 1 Fe 2	Fo 0 Fe 1	8
df = 9 $\chi^2 = 11.9$ calculated value was not significant at $P \leq 0.05$					

*Socio-economic level description (see p. 29).

significance, with $df = 3$. Therefore, Hypothesis II was found as tenable.

The findings of the chi square analysis for socio-economic level by the census map data and for the ethnic membership are summarized in Table 8. This table shows a calculated value of $\chi^2 = 11.9$ compared to the table value of $\chi^2 = 16.9$ at the $P \leq .05$ level of significance with $df = 9$. There was no significant difference found between the socio-economic levels as indicated by the census map data and ethnic membership; therefore, Hypothesis II was found acceptable.

As can be seen in Table 8, there was a significant number of total students clustered in level one and level two of the four socio-economic variables; however, more were found in level two. A significant number of Anglo male and female students were located in levels three and four in comparison with the Mexican male and female.

Null Hypothesis III: There is no significant difference between the ethnic membership and the socio-economic level of student referrals for the fall semester 1976-77.

There was a direct relationship between Hypothesis II and Hypothesis III regarding the variables of socio-economic levels, ethnic membership, lunch program, and the compensatory education program. The data analyzed for Hypothesis III was for the fall semester 1976-77.

Table 9 and Table 10 summarized the findings of the chi square analysis and indicated no significant difference between ethnic membership and socio-economic levels for the fall semester 1976-77.

Table 9

Chi Square Analysis of Lunch Program, Compensatory Education Program, and Ethnic Membership for the Fall Semester 1976-77

Variable	Frequencies				Total
	Anglo Boy	Anglo Girl	Mexican Boy	Mexican Girl	
Lunch Program	Fo 11 Fe 15.6	Fo 15 Fe 12.3	Fo 15 Fe 14.4	Fo 11 Fe 9.7	52
Compensatory Education Program	Fo 26 Fe 21.4	Fo 14 Fe 16.7	Fo 19 Fe 19.6	Fo 12 Fe 13.3	71
Df = 3	$\chi^2 = 3.79$ calculated value was not significant at $P \leq 0.05$				

As shown in Table 9, there was no significant differences at the $P \leq .05$ level of significance. The calculated value was $\chi^2 = 3.79$ and the table value was $\chi^2 = 7.82$ with $df = 3$. Therefore, Hypothesis III was found as tenable.

The findings of the chi square analysis for socio-economic level by the census map data and for the ethnic membership are summarized in Table 10. This table shows a calculated value of $\chi^2 = 13.5$ compared to the table value of $\chi^2 = 16.9$ at $P \leq .05$ level of significance with $df = 9$. There was no significant difference found between the socio-

Table 10

Chi Square Analysis of Socio-Economic Level by Census Map
and Ethnic Membership for the Fall Semester 1976-77

Variable*	Frequencies				Total
	Anglo Boy	Anglo Girl	Mexican Boy	Mexican Girl	
Level 1	Fo 5 Fe 9.4	Fo 7 Fe 5.8	Fo 6 Fe 5	Fo 6 Fe 3.8	24
Level 2	Fo 16 Fe 15.6	Fo 6 Fe 9.6	Fo 12 Fe 8.4	Fo 6 Fe 6.4	40
Level 3	Fo 15 Fe 10.5	Fo 7 Fe 7.3	Fo 2 Fe 5.7	Fo 3 Fe 4.3	27
Level 4	Fo 3 Fe 3.5	Fo 4 Fe 2.2	Fo 1 Fe 1.9	Fo 1 Fe 1.4	9
df = 9	$\chi^2 = 13.5$ calculated value was not significant at $P \leq 0.05$				

*Socio-economic level description (see p. 29).

economic levels as indicated by the census map data and ethnic membership; therefore, Hypothesis III was found tenable.

As can be seen in Table 10, there was a significant number of total students clustered in level one and level two of the four socio-economic variables; however, more were found in level two. A significant number of Anglo male and female students were located in levels three and four in comparison with the Mexican male and female. In comparing the total number of students for each semester in Table 8 and Table 10 of the four socio-economic levels there appeared to be a trend of mobility from level two to level three for all students.

Null Hypothesis IV: There is no significant difference between the ethnic membership and the socio-economic level of student referrals for the fall semester 1975-76 in comparison with the fall semester 1976-77.

The findings of the chi square analysis of the socio-economic level and ethnic membership in comparison to each semester are summarized in Tables 11, 12, and 13. As identified in Tables 11 and 12, the chi square calculated value for the lunch program was $\chi^2 = .415$ and $\chi^2 = .391$ for the compensatory education program. The table value for each was $\chi^2 = 7.82$ at $P \leq .05$ probability level with three degrees of freedom. There was no significant difference found for the participants in the lunch program and compensatory education program in comparison to ethnic membership for each semester; therefore Hypothesis IV was accepted.

The socio-economic levels were coupled for comparison purposes in Table 13. Levels one and two and levels three and four, for each semester, were combined and used in a combination with ethnic membership.

Table 11

Chi Square Analysis of Lunch Program Participation for the
Fall Semester 1975-76 Versus Fall Semester 1976-77

Variable	Frequencies				Total
	Anglo Boy	Anglo Girl	Mexican Boy	Mexican Girl	
1975-76 Lunch Program	Fo 12 Fo 11.3	Fo 12 Fe 13.2	Fo 14 Fe 14.2	Fo 12 Fe 11.3	50
1976-77 Lunch Program	Fo 11 Fe 11.7	Fo 15 Fe 13.8	Fo 15 Fe 14.8	Fo 11 Fe 11.7	52
df = 3 $\chi^2 = .415$ calculated value was not significant at $P \leq 0.05$					

Table 12

Chi Square Analysis of Compensatory Education
Program Participation for the Fall Semester
1975-76 Versus the Fall Semester 1976-77

Variable	Frequencies				Total
	Anglo Boy	Anglo Girl	Mexican Boy	Mexican Girl	
1975-76 Compensatory Education Program	Fo 23 Fe 23.8	Fo 15 Fe 13	Fo 18 Fe 17.9	Fo 11 Fe 11.2	67
1976-77 Compensatory Education Program	Fo 26 Fe 25.2	Fo 14 Fe 14.9	Fo 19 Fe 19	Fo 12 Fe 11.8	71
df = 3 $\chi^2 = .391$ calculated value was not significant at $P \leq 0.05$					

Table 13

Chi Square Analysis of Ethnic Membership and Socio-Economic Levels (Coupled) for the Fall Semester 1975-76 Versus the Fall Semester 1976-77

Variable	Frequencies				Total
	Anglo Boy	Anglo Girl	Mexican Boy	Mexican Girl	
1975-76, 1976-77 Levels 1 and 2	Fo 47 Fe 55.1	Fo 30 Fe.34.3	Fo 41 Fe 32.9	Fo 25 Fe 20.7	143
1975-76, 1976-77 Levels 3 and 4	Fo 30 Fe 21.9	Fo 18 Fe 13.7	Fo 5 Fe 13.1	Fo 4 Fe 8.3	57
df = 3 $\chi^2 = 17.2$ calculated value was significant at $P \leq 0.05$					

The chi square results showed a calculated value of $\chi^2 = 17.2$ as compared with the $\chi^2 = 7.82$ table value at $P \leq .05$ level of significance with $df = 3$. This particular combination of variables resulted in a significant rejection of Hypothesis IV. As previously cited by the writers in the Causal-Comparative Research Method (Gay, 1976), it is possible that a third unknown variable may be in operation which may have affected any conclusive findings. Further investigation would be necessary to identify the unknown variable.

For the purposes of this investigation, the researchers restricted the social adjustment factors to be tested to three elements: (1) total number of student referrals; (2) ethnic membership; and (3) socio-economic levels.

Hypothesis I was accepted as the number of student referrals remained constant from semester to semester.

Analysis of the collected data for Hypothesis I revealed a distinct similarity in the number of observed and expected frequencies between the referrals for the two semesters considering the time span. The proportion of the male and female referrals in the two semesters remained constant. Although the total number of one time referrals decreased from one semester to the other semester, there was a slight increase in the total number of referrals per student for the latter semester.

Hypotheses II and III were accepted as there was a direct relationship found regarding the variables of socio-economic levels, ethnic membership, lunch program, and the compensatory education program. There was a significant number of total students clustered in level one and level two of the four socio-economic variables; however, more were found in level two. A significant number of Anglo male and female students were located in levels three and four in comparison with the Mexican male and female (see p. 29).

Hypothesis IV was accepted for comparing the participants in the lunch and compensatory education programs for both semesters.

The observed and expected frequencies remained constant in both programs for each semester. However, there were more identified participants in the lunch program for the same time period.

The comparison between the socio-economic levels and ethnic membership for both semesters was significantly rejected. The socio-economic levels were coupled into levels one and two and levels three and four for each semester and used in combination with ethnic membership. The total number of frequencies recorded at levels one and two

for both semesters were significantly higher than were the frequencies in levels three and four for the same time period. It is possible that a third unknown variable may have been in operation which may have affected this particular combination of variables.

The chi square computations for testing the hypotheses merely indicate preferences or tendencies in the relationship of variables. The fact that the hypotheses in this study were accepted is not sufficient evidence in itself to establish a cause-effect relationship between socio-economic levels and ethnic membership regarding student behavior problems. A further statistical analysis must be conducted to determine more conclusive evidence.

Chapter 5

CONCLUSIONS AND RECOMMENDATIONS

SUMMARY OF THE STUDY

The increase in the number of student referrals to the assistant principal during the last three years has become of paramount concern to the teachers and administrators at Porterville High School. As far as these writers could determine, there had never been any study conducted into the nature and scope of social adjustment and behavior problems of students referred to the assistant principal.

This study was the initial step in attempting to determine the underlying causes for behavior problems, and to identify possible common factors associated with this type of student who has social adjustment problems. Identification of the problems related to social adjustment was necessary to develop programs to assist and meet the needs of these students.

Behavior problems have many causative factors. For this study three factors were chosen to be tested: (1) total number of student referrals; (2) ethnic membership; and (3) socio-economic levels.

The investigations conducted in this study were based on data compiled from the student referral records for the fall semesters 1975-76 and 1976-77. The comparisons made in this study were as follows:

1. The number of student referrals for the fall semester 1975-76 was compared with the fall semester 1976-77.
2. The ethnic membership was compared to the socio-economic level of student referrals for the fall semester 1975-76.
3. The ethnic membership was compared to the socio-economic level of student referrals for the fall semester 1976-77.
4. The ethnic membership and the socio-economic level of student referrals were compared from one semester to another semester.

The null hypotheses proposed were as follows:

Null Hypothesis I: There is no significant difference between the number of student referrals for the fall semester 1975-76 in comparison with the fall semester 1976-77.

Null Hypothesis II: There is no significant difference between the ethnic membership and the socio-economic level of student referrals for the fall semester 1975-76.

Null Hypothesis III: There is no significant difference between the ethnic membership and the socio-economic level of student referrals for the fall semester 1976-77.

Null Hypothesis IV: There is no significant difference between the ethnic membership and the socio-economic level of student referrals for the fall semester 1975-76 in comparison with the fall semester 1976-77.

The study was conducted at Porterville High School where the selected population was limited to student referrals to the assistant principal. These referrals were written by the teachers who observed the misbehaviors and forwarded the information to the assistant prin-

cipal where the investigations were then conducted. There were 758 first-time student referrals in the fall semester 1975-76, and 590 first-time student referrals in the fall semester 1976-77.

A stratified sampling technique was utilized to designate the control groups of the identified population (Gay, 1976). Four subgroups were identified from the population: (1) Anglo-American male; (2) Mexican-American male; (3) Anglo-American female; and (4) Mexican-American female. The sample was composed of 100 subjects from each of the control time periods. To maintain a consistent and unbiased approach, the subjects selected were in an equal proportion to their respective percentages established by the referral records (see pp. 25 and 26).

The hypotheses formulated tested selected variables to determine if any relationship existed among them. The following variables were used: ethnic membership, socio-economic level, identified student referrals, and sex factor.

The socio-economic level was determined by the free-lunch program, qualification for the compensatory education program, and the census tract map which identified geographic location based on income levels for a family of five. The income levels were based on the following criteria: (1) level one is heavy concentration of low-income families--salary range from \$3,000 to \$6,810; this is most characteristic of the barrio and colony setting; (2) level two is medium concentration of lower middle-income families--salary range from \$7,000 to \$10,650; (3) level three is a light concentration of low-income families as compared with middle-income families--salary range from \$10,700 to

\$14,960; and (4) level four is upper-income families--salary range from \$15,000 and upward (see p. 29).

For the purpose of this study, ethnic membership was identified by the student's surname.

After analyzing the collected data, this information was then placed in table form. Since the data for this study mainly represented that of frequency, or the number of times an ethnic membership or socio-economic pattern or patterns appeared in a given sample, it was necessary that a chi square statistic be used to determine any significant differences at the 0.05 level of confidence.

Analysis of the collected data revealed no significant differences existed between ethnic membership and socio-economic levels when comparing student referrals in the fall semester 1975-76 and the fall semester 1976-77.

Hypothesis I was accepted as the number of student referrals remained constant from semester to semester.

Hypotheses II and III were accepted as it was found that similar relationships existed between ethnic membership and socio-economic levels of student referrals for each semester.

Hypothesis IV was accepted for comparing the participants in the lunch program and the compensatory education program for both semesters, but in the analysis which combined the socio-economic levels with the ethnic membership for both semester the hypothesis was rejected.

The results of the four hypotheses implied that the students who were having adjustment problems were predominantly located in the lower socio-economic levels. The sampling further suggested that a signifi-

cant number of those students who were referred were also participants in the free-lunch program and compensatory education program, which are associated with families of the lower socio-economic strata.

The examination of the data revealed that a very high percentage of the students referred were clustered in socio-economic levels one and two, and that a greater proportion were Mexican-American than were Anglo-American. The results of this study parallel studies by Schwartz (1969), Thornburg, Gillespie, and Millford (1971), and Juarez and Kuvlesky (1968) who found that ethnicity and socio-economic factors had a positive correlation with student adjustment in school.

RECOMMENDATIONS OF THE STUDY

It might be concluded from the number of lower socio-economic students referred to the office that emphasis should be placed on developing programs designed to better meet the special needs of this type student. Adolescent values and attitudes are related to social class. Studies by Munro and Oles (1975), Soares and Soares (1971), and Healey (1969) confirmed that students who tend to become behavior problems have a low self-concept. Therefore, a student's self-esteem and self-concept is not only related to his family background variables, but also can be modified by the school situation (Gordon, 1969).

It is suggested by the authors of this study that the administration and faculty at Porterville High School give consideration to some possible alternatives for meeting the needs of these identified students. The curriculum might be expanded to include the teaching of values clarification for the building of positive self-esteem and self-

concept. This approach should permeate the curriculum in "all" departments, continuously, rather than presented in short-term units. Social class has been consistently associated with student motivation.

Felice's (1973) study showed a positive correlation between the student's self-concept, his academic achievement level, social adjustment in school, and his socio-economic level.

The faculty could become directly involved with these students in academic and personal counseling. Teachers willing to work with these students could be assigned a small group for personal assistance and communication. A team effort should be coordinated with the faculty and the campus guidance and counseling department for seeking best possible alternatives and for planning. Exploration of improved techniques and approaches of working with these students should be continued and expanded.

RECOMMENDATIONS FOR FURTHER RESEARCH

The recommendations for further research are as follows:

1. It is recommended that further research be conducted in the area of the various types of student misbehavior in comparison with sex factor and ethnic background.
2. It is recommended that further research be conducted into the various referrals on a grade level basis for contrast.
3. It is recommended that further research be conducted on the distribution ratio of referrals from academic and nonacademic departments.

4. It is recommended that a longitudinal study be conducted on freshmen student referrals through their senior year to identify existing relationships in social adjustment.

5. It is recommended that a further research study be conducted on incoming freshmen students with identified behavior problems for determining methods of assistance for improved social adjustment.

It is proposed that the findings and recommendations of this study be shared with the personnel of the Porterville High School District.

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