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ABSTRACT

The purpose of this study of fourth-grade students in the New Orleans Public Schools during the 1972-73 session was to achieve a better understanding of the characteristics, reasons for suspension, and self-concept of students suspended from low socio-economic schools. The idea that poor self-concept as-a-learner is a significant factor which differentiates the suspended student from the non-suspended student was conceptualized and tested. The study used a non-experimental design involving the use of ex post facto research. This design involved the pairing of 41 suspended students with 41 non-suspended students on the variables of age, sex, race, grade, and socio-economic level. Student self-reports on the Self Appraisal Scale and the teacher-student ratings within each group. The findings indicate that fourth-grade students suspended from low socio-economic schools are generally black males who are overaged for grade placement, deficient in academic skills, borderline or below in mental ability, and frequently absent from school. The suspended students' self-concept as-a-learner mean scores were significantly lower than those of the non-suspended students on the FKS. (Author/JM)

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A COMPARISON OF SUSPENDED AND NON-SUSPENDED FOURTH-
GRADE STUDENTS IN URBAN LOW SOCIO-ECONOMIC LEVEL
SCHOOLS ON TWO MEASURES OF SELF-CONCEPT
AS-A-LEARNER

By

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B.S. Mississippi State College for Women, 1950

C.S.W. Louisiana State University, 1951

M.S.W. Louisiana State University, 1957

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A Dissertation Submitted in Partial Fulfillment of
The Requirements for the Degree of
Doctor of Philosophy

Walden University
July, 1973

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ABSTRACT

A clearer understanding of the characteristics, reasons for suspension, and self-concept of students suspended from low socio-economic schools is important. The focus is on the self-concept as-a-learner of fourth-grade students who were suspended from the New Orleans Public Schools during the first semester of the 1972-73 session for disciplinary reasons. The idea that poor self-concept as-a-learner is a significant factor which differentiates the suspended student from the non-suspended student was conceptualized and tested. The rationale was based on the premise that self-concept as-a-learner is an important aspect of the student's interaction with others in the school and that poor self-concept as-a-learner is related to the behavior which results in the student's suspension from school.

A sample of sixty fourth-grade students who were suspended from Title I schools was assessed to determine the characteristics and reasons for suspension. The design was non-experimental and involved the use of ex post facto research. This design involved the pairing of forty-one suspended students with forty-one non-suspended students on the

variables of age, sex, race, grade, and socio-economic level. The non-suspended students were selected by random from a previous study group involving achieving and low achieving fourth-grade students in Title I schools. Student self-reports on the Self Appraisal Scale (Davidson-Greenberg) and the Florida Key Scale (Purkey-Cage) were compared to determine whether there was a significant difference between the mean scores of suspended and non-suspended students. Additionally, comparisons were made between the teacher ratings on the FKS for each group and the teacher-student ratings within each group. The test-retest reliability coefficient correlations for the study group were .54 on the SAS and .47 on the FKS. The comparison group which was retested a year later was .75 on the SAS and .76 on the FKS.

The findings indicate that fourth-grade students suspended from low socio-economic schools are generally black males who are overaged for grade placement, deficient in academic skills, borderline or below in mental ability and frequently absent from school. The majority live in one parent homes where the parent is employed and there are three or more siblings. The major reasons for their suspension from school are fighting with other students and disrespect for superiors. The suspended students' self-concept as-a-learner mean scores were significantly lower (.01 level)

than the non-suspended students' mean scores on the FKS; no significant difference was found in the total mean scores between the groups on the SAS. The suspended students perceived themselves as significantly lower in the areas of Personal Competence, Relating, Investing, and Coping. The teacher assessment for the suspended students' self-concept is significantly lower (.001 level) than that of the non-suspended group. The suspended students, however, rated themselves significantly higher (.02 level) than their teachers viewed them.

With the current questions being raised regarding the legality of suspensions and deprivation of student rights to an education, the self-concept theory appears to offer a promising area for further exploration and experimentation. It is suggested that the most effective means to help increase student self-concepts which, in turn, may reduce the need for suspension of students are: (1) to provide opportunities in the elementary curriculum which are designed to insure student success and in so doing to help build positive student self-concepts; (2) to emphasize the value of positive teacher-student interaction on the development of student self-concepts and assist teachers in evaluating their interaction with students and in understanding how their attitudes and expectations may influence student self-concepts and

behavior; (3) to encourage teacher assessments of student self-concepts in order to provide support in those areas in which students have low self-concepts; and (4) to instigate a plan for positive parental involvement in order to coordinate the efforts of the home and school in strengthening the development of the student's positive self-concept as-a-learner.

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CHAPTER I

INTRODUCTION

Purpose and Scope of the Study

There has been an increasing concern on the part of school personnel about the student who, because of adjustment problems, is suspended from school. The school has been recognized as one of the basic social institutions of society and as such serves as "one of the primary agents in socialization of the child. . . . Lack of adaption to such a vital social institution as manifested in an indefinite [and in some cases short term] disciplinary suspension from school represents a potentially serious social problem as well as a threat to the individual's future adjustment " (16:4-5).

A clearer understanding of the student who is suspended from urban low socio-economic level elementary schools is needed. The focus of the investigation is on the self-concept as-a-learner of fourth-grade students who have been suspended from school for disciplinary reasons. The idea that poor self-concept as-a-learner is a significant factor which differentiates the suspended student from the non-suspended student will be tested. The assumption is that self-concept as-a-

learner is an important aspect of the student's interaction with others in the school and that poor self-concept as-a-learner is related to the behavior which results in the student's suspension. The purposes are (1) to determine the characteristics of fourth-grade students who have been suspended from urban low socio-economic level schools; (2) to determine the reasons for their suspension from school; (3) to compare the self-concept as-a-learner of fourth-grade students who have been suspended from school with those of non-suspended fourth-grade students; (4) to compare the student's self-concept as-a-learner in each group with the teacher's assessment of inferred self-concept as-a-learner for students in each group; and (5) to compare the teacher assessments of inferred student self-concept as-a-learner for students in each group.

The scope is limited to fourth-grade students who received a short term three day suspension from the twenty-five Title I schools in the New Orleans Public Schools during the first semester of the 1972-73 session. Data on sixty suspended students were obtained from school records for the analysis of the characteristics of suspended students and to determine the reasons for their suspension. The racial composition of this group was fifty-nine black and one white, their ages ranged from nine to thirteen and the sex distribu-

tion was forty-seven males and thirteen females. This sample represents 90.9% of the fourth-grade students reported to the Child Welfare and Attendance Section as having been suspended from Title I schools. Six students were dropped because they were not available for testing. Three had moved and three had been absent for several weeks before and during the testing period.

A contrasting group design was used for the comparison of suspended and non-suspended students on two measures of self-concept as-a-learner. Forty-one suspended students were matched with forty-one non-suspended students on the variables of age, sex, race, grade level, and socioeconomic level. Students in Group A, the suspended group, were administered two tests which measured their self-concepts as learners, and their teachers completed an assessment of inferred student self-concept as-a-learner on each student in March 1973. Group B, the non-suspended group, included twenty-two achieving and nineteen low achieving students. The data on students in Group B were drawn from "A Study of the Self-Concept of Selected Fourth Grade Students in Title I Schools" (6). This study was conducted in the New Orleans Public Schools during the 1971-72 session.

Two groups of fourth grade students were randomly selected from achieving and low achieving students enrolled in schools which were funded under the Elementary and Secondary Education Act of 1964, Title I schools. These students completed the two tests of self-concept as-a-learner scales and their teachers completed the inferred student self-concept as-a-learner scale on each student in February 1972.

The Self-Appraisal Scale (SAS) was completed by the students and involved a measurement of various types of learning behaviors as well as some personal and interpersonal qualities. There are four sub-scale scores in the areas of Social Competence, Academic Competence, Personal Competence, and Non-Intellectual Competence. The Florida Key Scale (FKS), on the other hand, was completed by both students and their teachers. It relates to specific classroom learning behaviors and yields a total score and sub-scale scores in the areas of Relating, Asserting, Investing, and Coping.

The same examiner administered the self-concept as-a-learner scales to both suspended and non-suspended students. The examiner was an experienced special education teacher whose communication skills and rapport with children were both considered attributes in her ability to clarify and administer the two tests.

It is recognized that multiple influences such as the

home and school environment, including peers, teachers, principals, and parents, all contribute to the student's development of self-concept and may thus be directly or indirectly contributing factors to the student's suspension from school. Since it is beyond the scope of the present study to include all of these factors, two areas have been selected: the student's perception of himself as measured by self-reports on two self-concept as-a-learner scales and the teacher's assessment of each student's self-concept as-a-learner as measured by a teacher form of one of the scales.

The following section will consider various aspects of the problem of suspension which indicates a need for research in this area.

Need for the Study

Suspension from school is one form of disciplinary action used by school officials when student behavior results in serious or consistent violation of the rules and regulations of the school. The number of students suspended in the New Orleans Public Schools is an example of the magnitude of the problem. During the 1971-72 session 2559 elementary school children were placed on short term three day suspensions. This number represents 4.1% of the total elementary school enrollment (62,037). In addition to short term

suspensions, 575 elementary children received long term suspensions which varied from a few weeks to a longer period of time. The fact that 694 students received more than one short term suspension raises serious question about the value of suspensions in helping to improve the student's behavior (37).

The need for the study does not seem to be limited to the New Orleans Public Schools but appears to reflect a general problem. It is serious enough to be recognized in the law. The Louisiana Statute not only permits suspension but describes how it should be conducted. Each school system has gone beyond the minimum and prepared its own elaboration of the statute. A study on school suspension in the Seattle Public Schools (57) which is described in detail in the Review of Literature indicates similar findings in terms of the magnitude of the problem. A Task Force on Children Out of School in the Boston Schools indicates "the extreme forms of exclusion are preventive of children from entering the classroom in the first place, and suspension from school of those who do attend school. The school system seems to operate on the implicit principle that schools exist for the instruction of a relatively homogeneous group of children, and that the educational process cannot tolerate the normal range of human differences that exist in the larger society. This principle presumably rests upon the assumption that classroom instruction can proceed better

if 'different' or 'difficult' children are removed" (45:55).

According to LaBenne and Green, "empirical and experimental data demonstrates a direct relationship between a child's self-concept and his manifest behavior, perceptions, and academic performance" (29:iv). The student's self-concept is thus considered an important determinant of his behavior. In the case of the suspended student, suspension may act as a negative re-enforcement which adversely affects the student's self-image and future school adjustment.

Another major factor which contributes to the development of self-esteem, according to Coopersmith, "is the amount of respect, acceptance, and concerned treatment that an individual receives from the significant others in his life" (15:37). It is generally accepted that teachers, especially at the elementary school level, are considered "significant others" in their position of influence in the lives of children. The research findings of Davidson and Lang have shown that "the interrelations found between children's perception of teachers' feelings, school achievement, behavior and socio-economic status are particularly significant since the majority of children in the public schools throughout the country come from families of low social class status. It is therefore likely that a lower class child, especially if he is not doing well in school, will have a negative perception of his teacher's feelings toward him. These negative perceptions

will in turn tend to lower his efforts to achieve in school and/or increase the probability that he will misbehave" (19:224).

Purkey indicates that "there is considerable and increasing evidence that student failure in basic school subjects, as well as misdirected motivation and lack of commitment characteristic of the underschiever, the dropout, the culturally disadvantaged, and the failure, are in large measure the consequence of faulty perceptions of the Self and the world" (41:3). The idea that poor self-concept is a relevant factor in the behavioral adjustment of students who have and have not been suspended from school appears to find support in self-concept theory and supports the need for this study.

Another area of importance in connection with school suspensions is the growing concern in recent years about the legal rights of students. The authority of school officials to regulate student conduct has traditionally been upheld when challenged in the appellate courts. However, in recent years students are no longer passively accepting rules and regulations which govern their behavior. They are questioning the underlying reasons for the adoption of rules and regulations which, in the opinion of school officials, promote efficient administration of the school but which may constitute arbitrary use of authority " . . . when authority is perceived in this

light, it now risks being challenged in the courts Consequently, a new dimension has been introduced into educational administration which sometimes makes it difficult for an administrator to ascertain whether or not a particular type of administrative behavior complies with 'case law'" (30:v-vi).

The question of the legality of suspension will not resolve student school adjustment difficulties but it may increase the school's responsibility for finding solutions other than suspension to cope with student problems.

Since no previous research was found which deals with student self-concept and elementary school suspension, empirical research is needed to clarify and add to our understanding of students who are suspended from school. There appears to be only a limited amount of research dealing specifically with the study of suspended students. Of the five studies found, only one at the secondary school level included the area of self-concept of the suspended student.

The need for the study has been demonstrated in terms of the magnitude of the problem in three urban school systems; the legal aspects of the school's responsibility for the suspended student and the rights of the student (covered in greater detail in the suspension section of the Review of Literature); and in terms of the fact that empirical research is needed since no previous research has been done in this

specific area. Related to the need for the study is the significance of the study which is discussed in the following section.

Significance of the Study

In a democratic society such as ours the expectation of the school is that it provide an educational opportunity for all children. The current concern of the school in attempting to meet its educational aims and objectives is reflected in a recent article by Sarri:

The public school confronts a serious dilemma in the requirement that it educate all children without regard to ability, interest, or prior preparation and often with fewer resources than are believed essential for such an ambitious task. It is expected to accommodate a wide range of personal attributes and social backgrounds. It is apparent from any study of the present ferment about education that the school is expected to perform multiple roles in society, but insufficient attention has been given to consideration of the means to achieve these ends and the feasibility for all types of students in differing neighborhoods and communities. (49:17)

The number of students who are suspended from school represents one of the dilemmas which currently confronts public education. While the relation of self-concept to school achievement has received considerable attention, there seems to be little or no research in the area of self-concept and suspension of elementary students from

school. If there is indeed a significant difference reflected in a poorer self-concept as-a-learner of the suspended student, this would suggest that more attention is needed in curriculum planning, and in the quality of teacher interaction with students, to assure greater emphasis on helping students develop adequate self-concepts which in turn might result in better school adjustment. If, on the other hand, there is no significant difference in the self-concepts of suspended and non-suspended students, then factors other than self-concepts must be related to the student's suspension from school.

The elementary school level was selected because this level offers a greater opportunity for the early identification of students with behavioral difficulties. Intervention can then be planned and executed before student problems become chronic and severe. The importance of the self-concept theory and its possible relationship to the suspended student "is the fact that self-concepts are not unalterably fixed, but rather are modified by every life experience through at least the maturing years. Inherent in the thought that self-concept is learned as a function of experience is the fact that it can be taught" (29:17).

Findings and recommendations to be presented should help to provide school administrators, teachers, and pupil

personnel staff with a clearer picture of the impact of suspension on the elementary school student. The student's failure to adjust in school reflects a failure on the part of the school to meet its goal of providing a constructive, uninterrupted educational experience for all students. Additionally, this research may help to identify the direction in which changes are needed in the areas of classroom management and curriculum which will further enhance the student's feeling of self-esteem and foster the development of a more positive self-concept. The value from a practical standpoint may be to help school personnel in identifying better ways to meet the needs of suspended students. These findings should identify areas in which further research is needed.

The statement of the problem in terms of the following null hypotheses provides a statistical means for testing the hypotheses in order to sustain or reject the hypotheses (60:20-21). Significance will be determined at the .05 level.

Hypotheses

Null Hypothesis I: There is no significant difference in the student assessment of self-concept as-a-learner of suspended and non-suspended fourth-grade students.

Null Hypothesis II: There is no significant difference in teacher assessment of inferred student self-concept as-a-learner of suspended and non-suspended fourth-grade students.

Null Hypothesis III: There is no significant difference in the teacher and student assessments of student self-concept as-a-learner for suspended and non-suspended fourth-grade students.

The following operational hypotheses provide a statement of the null hypotheses in terms of quantitative measures:

1. There is no significant difference in the total self-concept as-a-learner scores on the Self Appraisal Scale of suspended and non-suspended fourth-grade students.
2. There is no significant difference in the total self-concept as-a-learner scores on the Student Form of the Florida Key Scale of suspended and non-suspended fourth-grade students.
3. There is no significant difference in the teacher assessment of inferred student self-concept as-a-learner total scores on the Teacher Form of the Florida Key Scale for suspended and non-suspended fourth-grade students.
4. There is no significant difference in the teacher and student total self-concept as-a-learner scores on the Florida Key Scale for suspended and non-suspended fourth-grade students.

These hypotheses provide a framework and guide for the investigation. They assume that the self-concept theory is a factor which can be tested and that the student's self-report is an honest reflection of his perception of himself. If the null hypotheses can be rejected, it would seem that both student assessment of self-concept as-a-learner and teacher assessment of inferred student self-concept as-a-

learner are significant factors which differentiate the suspended student from the non-suspended student. This would suggest that there is a relationship between the student's self-concept as-a-learner, the teacher's perception of the student's inferred self-concept as-a-learner, and the student's suspension from school. If the self-concept as-a-learner is significantly lower in the suspended than the non-suspended student, this would suggest that changes are needed in the school curriculum and the quality of teacher interaction with students in order to facilitate the student's full utilization of the school experience. While it is recognized that the establishment of cause and effect cannot be assumed because of other possible unknown factors which might influence the student's suspension from school, the student's self-concept as-a-learner may be a central factor in its position of importance to the behavioral adjustment in students who are suspended from school. Should some of the factors prove significant and other factors not significant this would suggest the direction or areas in which changes are needed.

In the event that the null hypotheses can not be rejected, this would suggest that factors other than student self-concepts as learners and teacher assessment of inferred student self-concepts as learners are related to the student's suspension from school. This type of finding might lend

support to the school's premise that the use of suspension as a disciplinary action is an effective corrective experience which helps students to modify their behavior in order to achieve a more satisfactory adjustment in school. Another possibility is that the instruments used for the measurement of self-concept as-a-learner were not sufficient to provide the degree of discrimination necessary for determining statistical significance.

Definitions of Terms

Short term suspension is defined as an administrative disciplinary action by the principal or other authority whereby a student is restricted from school attendance for a three-day period of time. The school's authority for such action is mandated by state law which specifies sixteen conditions under which a student may be suspended from school (1). The school's premise regarding this type of disciplinary action assumes that suspension will serve to impress the student and his parent with the seriousness of his failure to conform to appropriate school behavior and will ultimately provide a corrective experience which will help the student modify his behavior for an improved future school adjustment. The student and/or parent may perceive the action as a punishment or chastisement which is of questionable value in

achieving its objective of improving the student's school adjustment.

The term self-concept has generally been defined in terms of the total feelings, beliefs, attitudes and opinions which a person has about himself. In its use in professional literature, self-concept "is a group of feelings and cognitive processes which are inferred from observed or manifest behavior" (29:10). For the purpose of this study self-concept as-a-learner is defined in terms of the total scores obtained from student self-reports on the Self Appraisal Scale (SAS) and Florida Key Scale (FKS), and teacher assessments on one of these measures of self-concepts.

Title I schools were selected on the basis of the number of low income families residing in the school attendance area. These schools met the guidelines for receipt of federal funds for educationally deprived students under Title I of the Elementary and Secondary Education Act of 1964.

Although the use of self-concepts as a measure of self-concept as-a-learner is controversial from the standpoint of validity, "self-reporting is probably the most common means of obtaining a measure of self-concept. . . . Despite its subjective nature, the self-concept yields evidence that can be obtained in no other way" (29:20).

Delimitations

Both the suspended and non-suspended students were drawn from low socio-economic level schools which met the guide lines established for eligibility for Title I funds under the Elementary and Secondary Education Act of 1964. Students in both groups were enrolled in Title I schools in New Orleans at the time they were seen. It may be assumed that they live in the same type or similar deprived areas of the city since eligibility requirements are established on the basis of the percentage of families whose income levels fall below the \$3,000 level. These children also met the requirements for free school lunches because of the low income level of the families whose children were enrolled in these schools.

Because of the above socio-economic classification of Title I schools, it is assumed that children coming from homes in similar attendance areas where the socio-economic status of the community is low will have the same or similar problems related to self-identification. No busing of students in these schools is done. The research findings of Davidson and Lang (29), Purkey (43), and others have found a significantly lower self-concept in disadvantaged students. The reverse was found by Soares and Soares (53;54) who indicate that "disadvantaged children do not necessarily

suffer lower self-esteem and lower sense of "personal worth" (53;54). Zirkel (63) indicates that ethnic group membership and mixture may have a positive or negative influence on the self-concept of the disadvantaged child. Since the students within the suspended group and the non-suspended group appear to be from similar backgrounds, the environmental factors may influence their self-concepts.

The suspended and non-suspended groups were matched in terms of age, sex, race, and grade level. In pairing the students on age the outer limits of nine months variation was permitted to obtain an approximate match. An additional variation between the groups in race was also permitted in matching the boys. The non-suspended comparison group includes three white males and the suspended group, one white male. Although the research findings regarding the relationship of age, sex, and race to self-concept are not always consistent, generally it has been found that student self-concept decreases with age (e.g. 10;52); boys tend to show less positive self-concepts than girls (e.g. 3;7;10); and that low self-concept is more closely related to the student's socio-economic level than to his race (e.g. 40;58;63).

The position taken is that the use of a matched-paired design on the variables of age, sex, race, grade, and

socio-economic level provides sufficient control for these variables to minimize the potential for bias which these factors might pose if not controlled. Wylie indicates the need for careful consideration in the selection of research design. "In any design correlating a contemporary characteristic of subjects ('objectively' or 'subjectively' determined) with a 'consequent' behavior of subjects, there is much danger of artificial contamination between the two measures being correlated" (62:20).

The rationale for the study is based on the postulate that student self-concept as-a-learner is related to the student's behavior and, in the case of the suspended student, poor self-concept is a significant factor which differentiates the suspended student from the non-suspended student. Related to this basic premise is the teachers' role as a "significant other" which can positively or negatively influence the student's self-concept as-a-learner. In relation to the suspended student, the teacher's assessment of inferred student self-concept as-a-learner is significantly lower for the suspended than the non-suspended student.

No attempt has been made to determine why some students conform to the rules and regulations of the school while other students who have similar socio-economic backgrounds do not conform.

CHAPTER II

REVIEW OF LITERATURE

This chapter has been divided into two parts. The first part on school suspension deals with some of the political, economic, and social influences which have affected the development of public education in this country; how these influences may be related to the school's perception of suspension; and research in the area of school suspension. The second part on student self-concept includes a brief history of self-theory and research related to two aspects of student self-concept; relationship to student adjustment and teacher influence as a "significant other."

Suspension

The problem of school suspension has received very limited attention in educational research and literature. This may indicate that suspension has not been considered to be a problem by educators because, from a legal standpoint, this comes under the rights and responsibilities of the school's authority. On the other hand, if recognized as a

problem, it may have been over-shadowed by problems which are considered to have greater magnitude. In considering the historical development of education, it seems likely that the former may have been the case. However, in recent years the question of suspension may have more relevancy in terms of the current political, social, economic, and legal pressures which are being brought to bear on public education.

According to Selakovich "the philosophy concerning the proper role of education in the [our] society has passed through three very distinct phases which were influenced by [the] political values" (50:39) of the times. "The first was characterized by a tradition of limited education, influenced by a theocratic aristocracy; the second, by pressure for enlightened citizenship; and the third and present phase, by a movement toward grass-roots democracy and a compulsory, multipurpose, and comprehensive mass education" (50:39).

During the early years of our nation formal education was not considered essential to man's upward mobility and economic success. A heavy emphasis on moral and character building training for children was a major consideration in the public assumption of responsibility for the provision of public education. The control of student conduct and, when necessary, suspension from school reflected the social and political expectations of past eras. The advent of modern

science and technology has resulted in increased recognition from a political, social, and economic standpoint, that formal education is essential if an individual is to attain any degree of political, social, or economic status in our present society. Those who have a limited or inadequate education are at a distinct disadvantage in obtaining a level of employment which can assure adequate economic security. Thus, the needs of our present society have resulted in a "new interest in formal education as an equalitarian force [which] has extensive political, economic, and social implications. A good example of this is the present belief in some quarters that schools may be the best single weapon for combating poverty" (50:58). If this assumption becomes a reality, it will necessitate an evaluation of the needs of minority students with concomitant changes in the school curriculum and the methodology of teaching to meet these needs.

Within the basic framework of compulsory education (established in Louisiana in 1944) and the current emphasis on equality of educational opportunity, the question of school suspension may well become a crucial issue as it relates to the protection of children's rights and society's expectation that the school become the responsible social institution for the alleviation of social problems in our society. This panacea expectation may become reflected in pressure for

changes in the interpretation of the laws which regulate the operation of the school and determine who, and how, students are to be educated.

Suspension from school has a legal basis. The school's authority for this action is mandated by state law which specifies the type of unacceptable behavior, indicates the procedure for handling suspension which must include "due process" and provides for the right of appeal when the student is in disagreement with the suspension decision (30:182;1).

School officials have traditionally been given the authority to regulate student behavior. "By law, rules and regulations, and court decisions, the teacher has been made to stand in loco parentis, and has had delegated to him so much of the authority of the state and the power of the parent to restrain and correct as is necessary to meet the needs of the situation he is employed to manage" (50:92). As long as the teacher and school officials act in good faith, with judgement and discretion in the correction of student conduct, they have not been held liable for arrest on charges of assault and battery or to be sued for damages (50:92-93).

Previous court decisions have held that "if the pupil persists in violating the laws or rules and regulations, he makes himself liable not only to punishment, but also to suspension or expulsion, with a forfeiture, in part or in

whole, of his right to attend the school" (50:92).

Whether the courts will continue to maintain this position will undoubtedly be determined in the near future. Several cases are currently pending in the courts which challenge the legality of exclusion of children from school. Three such suits are: Pennsylvania Association of Retarded Children v. Commonwealth of Pennsylvania, 334 F. Supp. 1257 (E.D. Pa. 1971) which "seeks the provision of some [type] publicly supported educational opportunity for every child;" Mills v. Bd. of Ed. of D.C., C.A. No. 1939-71 (D.D.C.) which "attacks the practice of exclusion directly by using similar constitutional theory on behalf of the class of all children excluded from school for any reason;" and LeBanks v. Spears, C.A. No. 71-2897 (E.D. La.) which attacks "the exclusion of retarded children from all educational opportunity" and includes "allegations of racial discrimination and substantially adverse disproportionate racial effect on black children" (20:33).

While suspension from school is applicable to students from all socio-economic levels, the prevalence of suspension in the low socio-economic group would seem to indicate a conflict in the cultural values which influence student behavior and middle class values which dictate the norms of acceptable school behavior. "If the lower-class student is unfortunate

enough to come into contact with an uninterrupted process of teachers who are middle-class rigidly and care little or know little about differences in behavior which stem from class values, his chances for success in school become increasingly impaired" (50:68).

Patricia Lines, staff attorney at the Harvard Center for Law and Education, in a recent article, "The Case Against Short Suspensions," questions the school's use of short term suspensions and "argues that the length of the suspension should not, in any way, affect the student's right to procedural due process" (31:30). She further indicates that "suspensions from school can be vastly more damaging than the temporary suspension of welfare or wage payments . . . Yet, the court ordered a prior hearing in both cases. A more serious loss faces the suspended student. There is no such thing as a temporary postponement of schooling. Suspension inevitably involves a permanent denial of access to education for the days missed; they cannot be recouped" (32:41).

Several research studies have explored various aspects of the problem of school suspension, its impact on the child and his family, and its implications for the school. Three such studies have been conducted in the New Orleans Public Schools where the problem of indefinite suspension (long term) has received sufficient attention to warrant major

consideration by school officials and the community. These studies are reported in greater detail because of relevance to the current investigation which draws its sample population from the New Orleans Public Schools.

The first of these studies was conducted in two phases (38;39) over a three year period from 1967 to 1969. In addition to the reports on both phases of the study, data from the second phase were further developed and analyzed in a dissertation by Crunk (16). The research from these studies was combined and reported in a recent article by Stretch and Crunk (56) who served as research consultants for the project.

The research involved students who were indefinitely suspended from the New Orleans Public Schools in grades one through nine. During the study period, the number of total indefinitely suspended students increased from 803 (enrollment 86,127) or 0.9% in 1967 to 1,075 (enrollment 88,317) or 1.2% in 1969. The research "tested the major hypothesis that indefinitely suspending a child from school results in counter-productive negative judgements, feelings, and behavior on the part of his family toward the suspending school in particular and toward the school system in general" (56:163).

In the Phase I study data on 400 (200 referred for school social work services and 200 not referred) indefinitely suspended students are analyzed (38). Phase II involves

a comparative analysis of characteristics of two suspended student groups and one non-suspended group (150 suspended and referred to the school social worker, 150 suspended but not referred, and 100 not suspended or referred) and the impact of suspension on the child and his family (30). The Crunk study tests the hypothesis that alienation is a differentiating factor in households that have and do not have a child indefinitely suspended from school (16).

The findings of these studies (16;38;39;56) indicate that the indefinitely suspended student in the elementary and junior high levels of the New Orleans Public Schools is characteristically a black adolescent boy, academically less bright than his peers, from a low socio-economic background in which the breadwinner tends to be poorly educated and manually employed, and is more likely to be suspended because of disrespect to superiors, fighting, and habitual violation of school rules. Additionally, the suspended student is usually returned to school, a factor which is probably related to his being in the compulsory school attendance age range. The suspended student is significantly different (.01 level) than the non-suspended student in his ability to get along with others and in his emotional state (happy-sad) both at home and at school. The parents of suspended students show more confused attitudes toward the school in terms of

knowledge and understanding of the educational process than parents of non-suspended students. They feel "that their children have been inadequately handled by school personnel, especially when discipline is concerned, and that the suspension process is unfair and prejudicial to their children's future educational chances" (56:189). They "interpret the social situation between themselves and the school as being beyond their control (powerlessness) and that the rules established by the school are designated to help others (normlessness). Since their child has been 'thrown out' of school, they experience a visible degree of separation from the school (isolation)" (16:Abstract). Thus, alienation (estrangement of the family from the school), perceived in terms of the dimensions of powerlessness, normlessness and social isolation, is statistically significant (.001 level) as a differentiating factor in families of suspended and non-suspended students (16:39). While these studies do not establish a cause-effect relationship between family alienations and school suspension they do show that "suspension is not viewed as positive but as punitive in intent and results. Rather than becoming more motivated to become involved with the school on behalf of the child, parents of suspended children become more negatively disposed toward the school" (56:195).

Another implication of suspension is related to the fact that "the way in which a child is handled by school personnel is important to a family. Research studies in social psychology have repeatedly shown that the manner in which someone is perceived and treated affects his self-image and, consequently, behavior" (56:186). This relationship would suggest that the use of suspension may have a negative effect on the self-image of the student as well as upon his parents and, subsequently, their respective behaviors in reference to the school.

The problem of suspension in the Seattle Public Schools is reported in a study conducted over a three year period from 1961 to 1964 (57). The purposes of this study were to determine the characteristics of suspended students, the services provided to these students, and the magnitude of the problem in the Seattle School District. Many of the findings are similar to those reported in New Orleans Public Schools (16;37;38;39;56), e.g., the number of students suspended each year was approximately 1.5% (N.O., 1.7%) of the total school population; boys accounted for the majority of suspended students, 71% in Seattle and 81% in New Orleans; a high prevalence of family disorganization (death, divorce, desertion, or separation) was present in the families of suspended students; a high degree of suspended students in both systems

exhibited behavioral and learning problems; and the suspended student frequently fell in the below-average range of intellectual functioning. Differences are reflected in the frequency of suspension by school level with the highest incidence of suspension occurring at the high school level in Seattle (49.4%) and at the junior high level in New Orleans (50%). In New Orleans the elementary school level accounts for 31% of the suspensions as compared to only 7.5% in Seattle. Other findings worth noting in the Seattle study are a 46.7% remission rate in the frequency of multiple suspensions; positive student attitudes toward school and respect for authority, although their work habits and self-control were poor; and positive results of the suspension frequently forcing parents to become involved in the student's problem, often seeking professional help from community agencies.

Of the relatively limited research on the problem of suspension, only one study which includes both suspension and self-concept was found. The purposes of this study were to determine the use of disciplinary suspension in public secondary schools in Tennessee, the effectiveness of suspension, and the self-concept of suspended students (5). It was found that the secondary schools in Tennessee made extensive use of disciplinary suspension; the practice of suspension did not show a positive effect in its relationship to the

variables of student academic grades, withdrawal rate and the probability of future suspension. On the Tennessee Self-Concept Scale, students who had repeated suspensions generally scored lower on total self-concept and significantly lower on the sections measuring moral and ethical values.

In summary, suspension has traditionally been used by school authorities as one means of handling student disciplinary problems. The school's authority to suspend a student from school is mandated by state laws which must include due process and the right of appeal. The expansion of public education is directly tied to and a reflection of the political, economic, and social climate in society. Suspension, although not previously viewed as a problem in education, may become a significant issue as it relates to the current legal considerations of the school's responsibility to provide equal educational opportunity for all students. Previous studies on the suspended student show that he is significantly more deficient than the non-suspended student in social, emotional, and academic areas. Consequently, the school may become responsible for providing an educational program to meet the needs of students with these kinds of deficiencies.

Self-Concept

The focus of this section includes a brief summary of the historical development of self theory and a review of

research in two areas of self-concept: the interactional relationship of self-concept and student behavior and the role of the teacher as a "significant other" who contributes either positively or negatively to the student's perception of himself.

The professional literature in psychology and education reflects a significant increase in research related to various aspects of the self-concept theory during the past two decades. The increase of research in this area parallels the development of a new humanistic movement in psychology which "seems to provide a refreshing mixture of a behavioral frame of reference that integrates science and its practicality and utility for man's attempts to understand himself and the world around him" (21:17). LaBenne and Green indicate that "perceptual psychology now accepts the idea that the feelings and beliefs one holds about himself motivates one's conduct: the antecedent for individual responses is the self-concept" (29:2). In discussing the importance of self-concept Purkey reports "a fresh, exciting, and humanistic development in contemporary education is the growing emphasis placed on the student's subjective and personal evaluation of himself, a dominate influence on his success in school" (43:v). Phenomenological theorists "believe that people select, even as children, what they perceive. . . . From a

child's experience with significant others, he begins to understand human relationships. Phenomenological thinking implies that self-understanding and acceptance are reflections of understanding and acceptance by 'significant people' in the environment and lead the individual to accept, to face up to, and to move toward, rather than away from life" (21:44). Thus, the search for a more plausible and meaningful explanation of the phenomena being observed by various psychologists in their work with people lead to "the possibility of fusing general psychological theories of cognition and motivation with the psychoanalytic or psychodynamic theories originating in the clinic. Consequently, we find that the theories of personality which have been put forth within the last two decades assign importance to a phenomenal and/or non-phenomenal self-concept with cognitive and motivational attributes" (62:2).

Various authors such as Gayle (21), LeBenne and Green (29), Purkey (42;43), and Wylie (62) have traced the historical development of self-theory. All are in accord that James' (25) discussion on the self in his book Principles of Psychology (1890) has contributed to the current theory on the self. "From James, then, came a view of self which incorporates feelings and attitudes along with a principle of causality" (29:2).

The theories of Freud, while not directly concerned with self-concept, do include important concepts of personality development, e.g. the interactional aspects of conscious and unconscious motivation on behavior and an emphasis on the development and functions of the ego which, although not directly related, appear to have influenced some aspects of self-theory development.

According to Purkey and others, self-theory received scant attention during the first half of this century. Exceptions noted were the contributions of three men during the 1930's; Mead (35) who included the self-concept as a significant part of his philosophy of society; Lewin (31) who conceptualized the self as the central organizing force which provides consistency to personality; and Goldstein (22) who developed a theory of self-actualization in relationship to healthy and unhealthy organisms (29:4;43:5). The contributions of Allport (2) "emphasized the importance of self in contemporary psychology and argued for a purposeful, rational man, aware of himself and controlling his future through his aspirations" (43:5).

The numerous publications of Rogers are noted by Purkey who indicates that Rogers "described the self as a social product, developing out of interpersonal relationships and striving for consistency. He believed that there is a

need for positive regard both from others and oneself, and that in every human being there is a tendency toward self-actualization and growth so long as this is permitted by the environment. . . . His impact (theory) was so great that his general approach soon became known as 'self-theory'" (43:6).

Another significant contribution to the establishment of self theory was that of Combs and Snygg (11) who "proposed that the basic drive of the individual is the maintenance and enhancement of the self. They further declared that all behavior, without exception, is dependent upon the individual's personal frame of reference" (43:6).

In summary, some of the various postulations of self theory, which include various properties of the self, are:

1. The Self develops out of the individual's interaction and communication with his environment; it is a social product.
2. The individual's perceptions of himself and his environment will determine his behavior.
3. The individual's continuous struggle to maintain and enhance the perceived Self is the basic motive for all behavior; thus, people are always motivated.
4. The Self strives for consistency and behaves in ways which are consistent with itself; Self-concepts are followed in a compulsive manner.
5. Learning is more rapid if it is perceived by the learner as related to positive aspects of Self.

6. The Self determines what is perceived, and the closer the experience to Self, the greater its effect.
7. The Self can be changed through school experiences. (41:3-4)

With this as a background, attention will be given to some of the research on self-concept which relates to the current study.

Reviewers of research in self-concept (29;43;62;63) indicate the difficulty in comparing the research findings in this area because of the wide variation in how the term "self-concept" is defined and the variation in instruments used in measurement of self-concept. This, in part, appears to contribute to some of the confusion and inconsistencies among various research conclusions. However, in spite of the limitations, "the self-concept is presented as a construct or linking mechanism used by psychologists [and educators] to infer a process from observable [and self-reported] behavior and to help explain the cause of that behavior" (29:20).

The recent shift to a comprehensive mass education with equality of educational opportunity for all has resulted in numerous studies of the self-concept of the "disadvantaged," the minority and the low socio-economic level student (6;18; 29;40;41;43;47;48;53;54;55;58;59;62;63). While the majority of these studies have found a significantly lower self-concept in disadvantaged students, the reverse was found in the studies

of Soares and Soares (53;54) and Whitt (59). Soares and Soares indicate that "despite their cultural handicaps, disadvantaged children do not necessarily suffer lower self-esteem and lower sense of personal worth" (53:34). Zirkel, in an extensive review of literature on self-concept and ethnic groups, concludes that "ethnic group membership and mixture may either enhance or depress the self-concept of a disadvantaged child. Whether self-concept is significantly affected depends to a large extent on the efforts that society and the schools expend on desegregation and the disadvantaged. . . . Such programs as bilingual-bicultural education and Black Studies can use the so-called 'disadvantages' of ethnic minority pupils for their scholastic self-realization" (63:20).

Cross-sectional studies of self-concept generally show a decrease in self-concept with age (e.g. 10;52). Bowman's (7) findings are an exception because over a two-year period of time, upper elementary school students showed an increase in self-concept. Sex differences also have been noted in relation to self-concept with girls generally being found to have a more positive concept of themselves than boys (e.g. 3;7;10). The relationship of self-concept and achievement indicate a positive and often significant relationship between the two (9;10;61). Purkey's review of literature in this area indicates "the research evidence clearly shows a persistent

and significant relationship between self-concept and academic achievement. . . . Male underachievers tend to have more negative self-concept than female underachievers" (43:15). A number of studies demonstrate that negative or low self-concept is more closely related to the student's socio-economic conditions than to his race (e.g. 40;58;63).

The relationship of demographic variables to self-concept has been presented as a background for the current study of self-concept and the suspended child. A review of literature related to student behavior and self-concept is pertinent but the number of studies in this area are limited. Kennedy (27), in a study of fourth-grade middle class boys of average intelligence, determined that boys showed significantly greater self-disparagement than girls on measures of emotional adjustment. Teachers rated girls as being significantly better than boys in emotional adjustment. The latter finding generally held true in teacher rating of student behavior (19). These findings also are reflected in suspension of students from school with the majority of the students who are suspended being boys.

Another study of interest which may have some implications for the current study is one by Riley (46), who devised a measure of masculine self-concept to determine whether fourth-grade boys with high masculine self-concepts were more

masculine in their behavior than boys with low masculine self-concepts. The findings indicate that although boys with high masculine self-concepts are masculine in behavior, boys with low masculine self-concepts are significantly more masculine. The implications suggest that the boys with low masculine self-concepts have a greater need to exhibit sex-role behavior than boys who feel more adequate in this area. Carried to the extreme, this could be a factor which influences the aggressive, acting out behavior frequently exhibited by the suspended student.

Davidson and Lang (19), in their study of fourth-, fifth-, and sixth-grade students in the New York City public schools, found that children who were rated as being undesirable in behavior (significant at the .001 level) perceived their teacher's feelings toward them as being less favorable; 58% of the children in the lower class were rated as undesirable in behavior while only 20% were rated in this manner in the upper class. This study further indicates the importance of the role of the teacher in his position of influence since the students' perception of their teacher's feelings toward them correlated positively and significantly with the student's self-perception. Academic achievement was found to be related directionally with high achievement found in those with more positive perception of their teachers'

feelings as well as being rated higher by their teachers on desirable behavior. The implication for the suspended student appears to be quite clear. He has been classified as a behavior problem and his teacher does view him or his behavior unfavorably.

A recent study by Loney (33) explored the relationship between self-esteem and impulse control in first- and sixth-grade students. The findings relative to age and self-esteem were in the predicted direction, adequate self-esteem decreased with age (significant at the .001 level). The proportion of both boys and girls who showed adequate self-esteem decreased significantly with age (boys .001 level and girls .01 level). On the measures of impulse control, the findings were contrary to expectations. The proportion of children scored as having adequate impulse controls decreased with age. As might be expected, fewer boys than girls showed adequate control (highly significant at the .001 level). The findings of the study may, in part, add to our understanding of the suspended student who is usually a boy whose aggressive behavior is assumed to be related to poor impulse control.

Since the suspended student is one who exhibits behavioral problems in school, attention to student discipline will also be considered. Cutts and Moseley's book, Teaching the Disorderly Student in Elementary and Secondary School

(17), provides a discussion on the teacher's role and responsibilities in classroom management. Some of the points emphasized include the importance of the teacher as a role model who is well groomed, shows respect, concern, and acceptance of each student as an individual, is alert, fair, firm and friendly. Thus, the teacher's enthusiasm for his subject, knowledge of methods and techniques of teaching, and his desire to help each student are all necessary ingredients if the teacher is to achieve the goal of discipline. In this context, discipline is the student's acceptance of the responsibility for self discipline. In reference to suspension, the authors indicate that this form of student discipline "is sometimes effective in forcing a student or his parents to cooperate, but it must be carefully administered and supervised. There have been surprising lapses where the parents have received no notice and the suspended student (who has not informed the parent) has roamed the streets until he got into serious trouble with the police. And there is always the problem of the work that the suspended student misses" (17:34). Previous studies on suspension indicate that feelings of frustration, hostility, and alienation are experienced by the suspended student and his family.

The last consideration in this section deals with the role of the teacher and research related to the importance of

the teacher as a "significant other" in his position of influence on student self-concept. This area has received considerable attention both in the development of self-concept (15;21;29;43) and in research studies dealing with the interactional relationship between the teacher and student (6;8;9;12;14;15;17;18;24;29;43;47;48;51;59;62).

Brookover and Erickson (8;9), influenced by the interactional theory of Mead (35), have developed a theory of school learning which emphasizes the significance of the teacher:

The basic proposition of this theory assents that a student's self-concept of academic ability results from his perceptions of the evaluations significant others hold of his ability. The student's self-concept of academic ability in turn functions to limit the level of academic achievement attempted. Self-concept of academic ability is therefore hypothesized as an intervening variable between the expectations and evaluations of significant others and school achievement. The relationship of perceived evaluations of significant others is conceptualized as a necessary and sufficient condition, i.e., a change in the perceived evaluations of others will be reflected in a change in self-concept. The relationship of self-concept of ability for academic achievement, on the other hand, is hypothesized as a necessary but not a significant condition for this occurrence of a particular level of academic performance. (8:140)

The research findings of Davidson and Lang (19), Coleman (13), Shultz (52), McCallon (34), Bourgeois and Warshauer (6), and Kleenfeld (28) are examples of studies which support the significance of the teacher's position of

influence on student self-concept. The findings of Davidson and Lang, previously cited, indicate a significant correlation between children's perception of themselves and their perception of their teacher's feelings toward them; the more positive the children's perception of their teachers' feelings toward them, the better was their academic achievement and the more desirable their classroom behavior was noted to be by their teachers. Answers to the question of how to set in motion this positive teacher-student interactional experience is urgently needed in the case of the suspended student.

Coleman's study, which involved the development of an instrument to measure negative self-concept and, once identified, a program to improve teacher-pupil relationship, may provide help in this area. The conclusion of this study was that negative self-concept is identifiable. All of the students who were identified as having negative self-concepts evidenced a significant reduction in negative self-concept when an opportunity was provided for positive interaction within the school setting. The teacher-pupil relationships helped students to become more positive in their self-concepts.

Shultry (52), in a cross-sectional study of seventy-two boys in grades two through twelve, found that self-esteem decreased significantly as the student became older; that older students tended to use the observation of others as a

source (influence) of their self-concept and that the most significant influence was related to the perceptions held by their peers. The latter (the importance of peer acceptance) is generally accepted in theories of child growth and development, especially during the adolescent years. The school's focus in planning a program designed to increase student self-concept should include knowledge of this phenomenon as well as teacher-pupil interaction in the program design.

A research study by McCallon (34) involving fifth- and sixth-grade students found that student self-concept and ideal self-concept become increasingly and significantly congruent through time. The teachers tend to rate themselves significantly lower in esteem than they rate students considered most desirable to teach (this relationship was present even when the teacher rated himself high on esteem). More experienced teachers tended to perceive the students least desirable to teach as having low self-esteem or negative traits to a greater degree. This indicates a possible identification by the teacher with the "desirable" student which is reflected in the teacher's value judgement in rating who is desirable and what is desirable (acceptable) behavior. If there is an identification factor involved, then the gap between the teacher's middle class value system and the misbehaving (suspended) low socio-economic level student becomes even harder

to bridge in effecting a positive interactional process between teacher and student.

A study was conducted by Bourgeois and Warshauer (6) in the New Orleans Public Schools to determine the difference in self-concept between fourth-grade achieving and low-achieving students in low socio-economic level schools. (The comparison group of non-suspended students for this study was drawn from that study population.) A second aspect of Bourgeois and Warshauer's study was to determine whether the self-concept reported by the students in the two groups differed with teacher assessment of self-concept for the students in the two groups. A significant difference (.001 level) was found in the mean scores on the SAS of the two groups with the low achievers having the less positive self-concepts. The four sub-scale scores indicated that low achievers considered themselves less favorable than high achievers in two areas, Personal Competence (.001 level) and Academic Competence (.01 level). A difference in total self-concept was also found on the FKS between the two groups at the .001 level. Two of the sub-scale scores in the areas of Relating and Coping were significant at the .01 level. The teacher rating for each group revealed a significant difference (.001 level) on both the total and the four sub-scale scores (Relating, Asserting, Investing, Coping) of the FKS. When comparing the teacher

rating with the student rating in each group, teachers tended to underrate low achievers and overrate high achievers.

This review of literature has established the current responsibility of public schools as the social institution designated by society to provide public education with equality of educational opportunity for all students. While the school's authority is mandated by law, the current trend of court decisions seems to indicate the strong possibility that changes in this area will be forthcoming in the not too distant future. The research evidence concerning the effects of suspension on the student and his family raises serious questions about the effectiveness of this method of student discipline. The high degree of alienation found in families of suspended children does not argue for a favorable interaction between the home and school in attempting to understand and meet the needs of these children. The self-concept theory establishes the significance of the school as well as the home in their positions of influence on the child's self-concept. The relationship of a positive self-concept, successful school achievement, and school adjustment appear to be interrelated and significantly influenced, either positively or negatively, by the quality of teacher-student interaction. The school appears to be in a strategic position to effect positive change in the student's perception of himself, thus lessening his chances of becoming suspended from school.

CHAPTER III

RESEARCH PROCEDURES AND FINDINGS

This chapter is concerned with a description of the methods and procedures used and the findings of the study. The first section includes the design, selection procedures of the sample population, data sources and collection. The second section presents the results of testing the hypotheses, the test-retest reliability of the self-concept scales, the descriptive characteristics of the suspended and non-suspended student study groups, and the reasons for fourth-grade student suspension from low socio-economic level schools.

Methods and Procedures

Design of the Study

The rationale for the selection of the fourth-grade level for this investigation was discussed in the Significance of the Study in Chapter I. Briefly restated, this grade level was selected because early identification of students with adjustment difficulties can provide an opportunity for intervention before problems become chronic and severe.

Since the investigation involves a determination of the characteristics, reasons for suspension, and self-concepts as learners of fourth-grade students suspended from low socio-economic level urban schools, the primary group (N=60) was selected on the basis of their suspension status. A non-suspended fourth-grade group, Group B, was selected on a matched paired basis from the high and low ends of the achievement continuum (N=41). This group was matched with a suspended group, Group A, on the variables of age, sex, race and socio-economic level background. A contrasting group design was used to compare (1) the suspended students, Group A, with the non-suspended students, Group B, on two tests of self-concept as-a-learner scales; (2) the teacher assessment of student self-concepts as learners for Group A and Group B; and (3) the teacher-student assessment of self-concept as-a-learner for Group A and Group B.

The structure of the research design is non-experimental in nature and may be described as ex post facto research. As defined in Wiersman's text, Research Methods in Education: An Introduction, ex post facto research is "research in which the independent variable or variables have already occurred and in which the researcher starts with observation of a dependent variable or variables. He then studies the independent variables in retrospect for their possible relationship

to, and effect on, the dependent variable or variables" (60:258).

The two primary variables identified for investigation in this study are student self-concept as-a-learner and suspension from school. While both of these factors could be classified as independent variables from the standpoint of prior existence, the students in the study were selected on the basis of suspension and non-suspension status. The presence or absence of suspension is the independent variable; the students selected themselves into the two levels (suspension and non-suspension). Self-concept as-a-learner is the dependent variable. The logic and structure of the research design involves the investigation of self-concept as-a-learner (dependent variable) of suspended and non-suspended students (independent variable) to determine whether there appears to be a relationship between self-concept as-a-learner and suspension from school. It is theorized that the student's self-concept as-a-learner is influenced by interaction with others in the school and that his self-concept is related to the behavior which results in his suspension and non-suspension from school. The basic question to be answered is whether the self-concept as-a-learner of suspended students is significantly lower than the self-concept as-a-learner of non-suspended students.

The hypotheses for the study involve comparison of suspended students in Group A with non-suspended students in Group B on the total scores of two measures of self-concept, the teacher assessments for both groups and the teacher-student assessments in Groups A and B. The following contingency model presents the hypothesized relationship between the two study groups:

MODEL 1

LOGIC OF THE HYPOTHESES

	Suspended	Non-Suspended	Total
Adequate Self-Concept	a	b	a+b
Low Self-Concept	c	d	c+d
Total	a+c	b+d	N

Null hypothesis (H_0). There is no significant difference between $\frac{a}{a+c}$ and $\frac{b}{b+d}$.

Alternate hypothesis (H_1). There is a significant difference between $\frac{a}{a+c}$ and $\frac{b}{b+d}$.

The symbols a, b, c, and d represent the observed proportion of students in each cell and the sum of a, b, c, and d, is "N." This design permits the use of various statistical tests for significant differences. The statistical tests used include the t-test for the difference between two means, chi-square, and analysis of variance. The level of significance required to reject the null hypotheses was set at the

.05 level. Hypotheses were confirmed if the null hypothesis (H_0) was rejected and a significant difference was found relative to the statement in the original hypothesis.

It is recognized that both factors being studied, self-concept as-a-learner and suspension from school, are subject to various interactional influences (e.g. family, peers, teachers, principals, age, sex, race, and socio-economic level), the effects of which cannot be determined. The research design attempted to minimize (control) the possible dependency of the two variables by the selection of a non-suspended group which was matched on the characteristics of age, sex, race, grade placement, and socio-economic level. While this design does not assume total independence of the two factors, it does provide for some degree of control in that direction. An additional factor which strengthened the investigation was the use of the same examiner to administer the self-concept scales to all of the students in the study. This provided continuity in administration of the tests and control for the personality interactional effect which would be present if more than one examiner was used. Blalock and Blalock point out the difficulty in providing controls for social science variables. "The subjects possess an infinite number of properties, and no experimenter can possibly restrict his sample to a tiny range on each of many tracts.

. . . He can only try to balance purity against breadth in the sample, judging shrewdly which are the important variables. . . . The point is that we cannot be free of the risk that some unrecognized variable is playing a role" (4:339).

Procedures for Selection of Subjects

A total of sixty-six fourth-grade students was reported to the Child Welfare and Attendance Section as having been suspended from the twenty-five Title I elementary schools in the New Orleans Public Schools during the first semester of the 1972-73 session. These students were enrolled in seven Title I schools. Complete data were obtained on sixty of these students (90.9%) who were enrolled in six schools since the remaining students were unavailable for testing. The names of the suspended students were obtained shortly after the semester ended on January 22, 1973. A letter, which is included in Appendix A, was sent to each parent explaining the study and asking the parent to call if he did not wish for his child to be seen. Five parents called and after an explanation, agreed to have their children included. The sixty suspended students are referred to as the total suspended group for purposes of clarification. This group, as indicated in the Purpose of the Study, was composed of fifty-nine black and one white student; the age range was nine to thirteen; and the sex distribution was forty-seven boys and thirteen girls.

The sixty students were enrolled in six Title I schools (the seventh school was dropped because the students had moved). The enrollment in these schools ranged from 318 to 1045 with the largest number of suspended students (20) coming from the school with the highest enrollment. The racial composition was all black in four of the schools and the other two schools were integrated (three white students in one school and 107 in the other).

The age distribution for the total suspended group was too diverse to obtain a match on this variable for the selection of a non-suspended comparison group. The age range was narrowed and students who fell within the nine through eleven range were selected. This group, Group A, was composed of forty-one suspended students, thirty-two boys and nine girls.

The non-suspended group, Group B, was selected from data compiled for a study of fourth-grade student self-concepts of achievers and low achievers in Title I schools in New Orleans during the 1971-72 session. This study by Bourgeois and Warshauer (6) is described in the Review of Literature in Chapter II. A total of 412 students were classified as achievers on the basis of scoring a grade equivalent of 4.0 or above (national norms) in either reading or mathematics on the Iowa Test of Basic Skills. This test

was administered in January, 1972. Fifty students were selected by random sampling and forty-five were actually tested. These students were enrolled in nineteen Title I public schools.

The low achievers were enrolled in remedial programs and were selected on the basis of standardized tests administered in October, 1971, as scoring two years below grade level in mathematics or reading. A group of fifty was selected by random sample from the 1,216 involved in these programs. The forty-three who were included in the study were enrolled in twenty-one public and three parochial Title I schools. The students in both groups were ranked by age distribution. The non-suspended students were selected at random on the basis of sex and closest match for chronological age with the forty-one students in Group A. As noted in Delimitations in Chapter I, the outer limits of nine months in age was permitted in order to obtain an approximate match. The non-suspended group contained twenty-two achievers and nineteen low achievers. These sub-groups are designated as Group B₁, achievers, and Group B₂, low achievers.

Data Sources and Collection

Data on all subjects were obtained from school records. This included birth data, race, sex, standardized achievement scores (ITBS), mental ability scores (Otis-Lennon), suspended

status, promotional status at the close of the 1971-72 session with over-all grade average, behavioral rating, record of attendance and family background information. The suspension information was obtained from the individual Report of Official Suspension on file in the Child Welfare and Attendance Section. A sample copy is included in Appendix A.

The Self Appraisal Scale (SAS) and the Florida Key Scale (FKS) were administered to the suspended group during the first two weeks in March of 1973. The examiner was a retired certified special education teacher who has been employed to test students in several research projects. Arrangements were made with the school principals for the students to be seen in small groups. The purpose of the testing was discussed with the students. The directions for self-rating and examples were reviewed and placed on the blackboard. Each item was then read aloud and the examiner provided time for each student to mark his response. The students were reported to be generally cooperative and, judging from the discussions with the examiner, rapport was good.

The same examiner administered the two measures of self-concept to the students in Group B in February of 1972.

The Florida Key Scale was completed by eighteen teachers in the six schools. A form letter of explanation, the Florida Key Scale and a stamped, addressed envelope were

left by the examiner for each teacher to complete. All teacher forms were completed and returned.

The letters to the parents and teachers, Self-Appraisal Scale, Florida Key Scale, data collection form, and Report of Official Suspension are included in Appendix A. Permission for use of the self-concept scales was obtained from the test authors by telephone and the confirmation letters are included in Appendix A.

This section has presented the methodology, the research design, the procedures employed in the selection of subjects and data sources and collection. The next section presents the analysis of data.

Findings

This section combines the analysis of data with a discussion of the findings. Four subsections are included: testing of the study hypotheses which are operationally based on the total self-concept as-a-learner scale scores; the reliability of the self-concept scales; the descriptive characteristics of the suspended and non-suspended groups; and the reasons for fourth-grade student suspension from low socio-economic level schools.

Testing the Hypotheses

Three null hypotheses and four operational hypotheses

were developed to serve as a framework for the investigation. Each hypothesis relates to student and/or teacher assessment scores on measures of student self-concept as-a-learner scales. It was theorized that if the student and teacher assessments of self-concepts as learners of suspended students are significantly lower than the self-concepts of non-suspended students that self-concept may be a central factor in the behavioral adjustment of students who are suspended from school. It was further theorized that the teacher as a "significant other" is in a position to influence the student's self-concept as-a-learner and the student's low self-concept would tend to increase his chances of suspension from school because of behavioral difficulties.

The operational hypotheses involve quantitative measures of student self-concepts as learners on two tests of self-concept. The Self Appraisal Scale (SAS) designed by Davidson and Greenberg (18) provides a total self-concept score and four sub-scale scores in the areas of Social, Academic, Personal, and Non-Intellectual Competences. This scale involves student self-rating on twenty-four items which are scored on a three point scale. The items included represent general learning behaviors in the four areas, e.g. "a big help at home," "a hard worker," "a pest" and "as lucky as others." Personal and interpersonal qualities were

included, e.g. "honest," "neat," "bad," "nervous" and "liked by other children."

The second measure of self-concept, the Florida Key Scale (FKS), was developed by Purkey and Cage (44) for use by teachers to determine inferred student self-concepts as learners. This Scale provides a total self-concept as-a-learner score and four sub-scale scores in the areas of Relating, Asserting, Investing, and Coping. Eighteen items are rated on a six point scale (0 to 5) and involve an assessment of the student's school related behaviors. Items such as "gets along with the teacher," "asks meaningful questions in class," "seeks out new things in school on his own" and "does his school work carefully" are included. Permission to adapt the scale for student use was obtained from Dr. William Purkey.

The following operational hypotheses were developed for the study:

1. There is no significant difference in the total self-concept as-a-learner scores on the Self-Appraisal Scale of suspended and non-suspended students.
2. There is no significant difference in the total self-concept as-a-learner scores on the Student Form of the Florida Key Scale of suspended and

non-suspended fourth-grade students.

3. There is no significant difference in the teacher assessment of inferred student self-concept as-a-learner total scores as measured by the Teacher Form of the Florida Key Scale for suspended and non-suspended fourth-grade students.
4. There is no significant difference in the teacher and student self-concept as-a-learner total scores on the Florida Key Scale for suspended and non-suspended fourth-grade students.

The statistical procedure used to test the hypotheses was the t-test for significant differences between two means. Table 1 presents the differences found between the two study groups. Since the level of significance for rejection of the null hypotheses was set at .05, it may be concluded that three of the four operational hypotheses of no significant difference are rejected. The probability of the difference between the two groups occurring by chance are 1 time in 100 (student assessment FKS), 1 time in 1,000 (teacher assessment FKS) and 2 times in 100 (teacher-student assessment suspended group FKS). It appears that the probability of the distribution of the data occurring by chance is sufficiently small that the observed results must be influenced by some factor or factors other than chance. While the conclusion of failed to reject

was found on the Self Appraisal Scale, the findings support a conclusion that self-concept as-a-learner is a factor which differentiates the suspended from the non-suspended fourth-grade student on the Florida Key Scale.

TABLE 1

COMPARISON OF MEAN SCORES USED IN
TESTING THE HYPOTHESES

Null Hypothesis I (Op. H ₀ 1 and 2)						
Self-Concept Scores	Group A		Group B		T-test	
	Means	S.D. ^a	Means	S.D.	Value	Sig.
SAS ^b	54.5	6.4	56.6	7.0	1.47	NS
FKS ^c	51.5	13.2	59.5	11.1	2.96	.01

Null Hypothesis II (Op. H ₀ 3)						
	Teacher Gp. A		Teacher Gp. B			
	Means	S.D.	Means	S.D.	Value	Sig.
FKS	44.4	20.0	60.1	21.6	3.42	.001

Null Hypothesis III (Op. H ₀ 4)						
	Teacher Gp. A		Student Gp. A			
	Means	S.D.	Means	S.D.	Value	Sig.
FKS	44.4	20.0	51.5	13.2	-2.60	.02
	Teacher Gp. B		Student Gp. B			
	Means	S.D.	Means	S.D.	Value	Sig.
FKS	60.1	21.6	59.5	11.1	.18	NS

Note--Group A represents suspended students and Group B non-suspended students. N = 41 in each group.

^aStandard Deviation.

^bSelf Appraisal Scale.

^cFlorida Key Scale.

As may be seen, the largest difference occurred in the teacher assessment of student self-concept with the difference in the anticipated direction, a significantly lower assessment for the suspended group. Although not always significant, the mean scores between the suspended and non-suspended groups are in the direction of lower self-concept for the suspended group. The lack of significance between the teacher-student assessment for the non-suspended group could be interpreted as an indication of positive interaction between the teachers and students. While not significant, the teachers seem to rate the non-suspended students slightly higher than the students rated themselves, which is contrary to the teacher-student rating for the suspended group. The suspended students rated themselves significantly higher (.01 level) than their teachers rated them.

Tables 2 and 3 show the comparison of suspended and non-suspended student ratings on the total scale and the subscale areas of the Self Appraisal Scale and the Florida Key Scale.

The data supports a conclusion of fails to reject operational H_0 . While no significant difference was found on the total SAS scores, a highly significant difference (.001 level) was found in the area of Personal Competence.

The behavioral items in this section are considered indicators

TABLE 2

COMPARISON OF SAS MEAN SCORES OF SUSPENDED
AND NON-SUSPENDED FOURTH-GRADE STUDENTS

Self-Appraisal Scale	Total Raw Score	Students Group A		Students Group B		T-Test Analysis Difference	
		Mean	S.D. ^a	Mean	S.D.	Value	Signif.
Total	72	54.5	6.4	56.6	7.0	1.47	N.S.
Social Competence	18	13.6	2.8	14.0	2.6	.66	N.S.
Academic Comp.	18	15.0	2.1	14.7	2.3	-.49	N.S.
Personal Comp.	18	12.4	2.5	14.5	2.6	3.67	.001
Non-Intellectual Comp.	18	13.5	2.4	13.5	2.1	-.05	N.S.

Note.--Group A represents suspended and Group B non-suspended students. N = 41 in each group.

^aStandard Deviation.

TABLE 3

COMPARISON OF STUDENT FKS MEAN SCORES

Florida Key Scale	Total Raw Score	Students Group A		Students Group B		T-Test Analysis Difference	
		Mean	S.D. ^a	Mean	S.D.	Value	Signif.
Total	90	51.5	13.2	59.5	11.1	2.96	.01
Relating	25	14.5	4.5	18.4	3.9	4.22	.001
Asserting	35	19.1	6.3	19.6	5.7	.33	N.S.
Investing	10	4.6	3.0	6.0	2.7	2.20	.05
Coping	20	13.3	4.7	15.5	3.5	2.44	.02

Note.--Group A represents suspended and Group B non-suspended students. N = 41 in each group.

^aStandard Deviation.

of less desirable qualities when rated by the student as being or feeling that way "most of the time." Table 1 in Appendix B provides an item analysis of student self-ratings on the SAS. The chi-square analysis of difference indicated that the suspended group rated themselves significantly lower (.001 level) than the non-suspended group on the item, "a pest" and significantly higher on "as lucky as others" (.01 level).

Student mean scores on the Florida Key Scale are presented in Table 3. The data rejects H_0 2 since a significant difference was found between the groups on the FKS.

As may be seen in Table 3, significant differences were found in three of the four areas on the FKS with the suspended group scoring significantly lower than the non-suspended group. In the area of Asserting, the group mean scores are comparable. The FKS item analysis of difference (chi-square) for the suspended and non-suspended groups is presented in Table 2 of Appendix B. Five of the items were found to be significant with the suspended group rating themselves as "seldom" on the items of "gets along with other students" (.02 level), "gets along with teachers" (.02 level), "keeps calm when things go wrong" (.05 level), "joins in school activities" (.01 level) and "seeks out new things to do in school on my own" (.05 level).

The teacher ratings for suspended and non-suspended groups on the FKS are presented in Table 4. The results indicate that H_0 3 is rejected since there is a highly significant difference in the teacher assessment of the suspended and non-suspended students.

TABLE 4
COMPARISON OF TEACHER ASSESSMENT OF
STUDENT FKS MEAN SCORES

Florida Key Scale	Total Raw Score	Teacher Group A Mean S.D. ^a		Teacher Group B Mean S.D.		T-Test Analysis Difference Value Signif.	
Total	90	44.4	20.0	60.1	21.6	3.42	.001
Relating	25	13.0	5.5	17.7	5.8	3.84	.001
Asserting	35	17.1	8.0	22.1	9.2	2.61	.02
Investing	10	3.1	3.3	5.4	3.2	3.30	.01
Coping	20	11.0	5.1	14.8	5.8	3.17	.01

Note.--Group A represents suspended and Group B non-suspended students. N = 41 in each group.

^aStandard Deviation.

The suspended group was rated by their teachers as significantly lower (.001 level) than the non-suspended group were rated by their teachers. The direction of significant differences were maintained in all four sub-scale areas although variations were found in the levels of significance from the .02 level (Asserting) to the .001 level (Relating).

While the level of significant difference for the students' self-rating and the teacher rating for each group are the same in the area of Relating (.001 level), a difference was found in the mean scores in the area of Asserting. The teacher rating was significant at the .02 level and no significant difference was found in the students self-rating in this area. The implications of this finding will be discussed in the next chapter.

A comparison of teacher-student ratings on the FKS for the suspended and non-suspended groups are presented in Tables 5 and 6. It may be concluded that H_0 4 is rejected since teachers rated the suspended student significantly lower on the total self-concept as-a-learner scale.

TABLE 5

COMPARISON OF TEACHER-STUDENT ASSESSMENT OF
FKS MEAN SCORES FOR SUSPENDED STUDENTS

Florida Key Scale	Total Raw Score	Teacher Group A		Student Group A		T-Test Analysis Difference	
		Mean	S.D. ^a	Mean	S.D.	Value	Signif.
Total	90	44.4	20.0	51.5	13.2	-2.60	.02
Relating	25	13.0	5.5	14.5	4.5	-1.56	N.S.
Asserting	35	17.1	8.0	19.1	6.3	-1.46	N.S.
Investing	10	3.1	3.3	4.6	3.0	-2.26	.05
Coping	20	11.0	5.1	13.3	4.7	-3.18	.01

Note.--Group A represents suspended students. N = 41.

^aStandard Deviation.

In all instances, whether or not significance was found, the suspended student mean scores were higher than the mean scores of the teacher ratings for the suspended group. The reverse was found in the standard deviations which were higher for the teacher assessments than for the student assessments.

Table 6 shows the teacher-student comparison for the non-suspended group on the FKS. While the same pattern was found in the standard deviations for the teacher assessments, as described above, the direction of differences between the means in the four areas is not consistent.

TABLE 6

COMPARISON OF TEACHER-STUDENT ASSESSMENT OF
FKS MEAN SCORES FOR NON-SUSPENDED STUDENTS

Florida Key Scale	Total Raw Score	Teacher Group B		Student Group B		T-Test Analysis	
		Mean	S.D. ^a	Mean	S.D.	Value	Signif.
Total	90	60.1	21.6	59.5	11.1	.18	N.S.
Relating	25	17.7	5.8	18.4	3.9	-.72	N.S.
Assenting	35	22.1	9.2	19.6	5.7	1.52	N.S.
Investing	10	5.4	3.2	6.0	2.7	-.93	N.S.
Coping	20	14.8	5.8	15.5	3.5	-.81	N.S.

Note.--Group B represents non-suspended students.
N = 41.

^aStandard Deviation.

Although not significant, the teacher mean scores were higher than the student mean scores in the non-suspended group on the total self-concept score and in the area of Asserting.

Data related to the differences between the suspended group, Group A, and the two levels included in the total non-suspended group, achievers, Group B₁, and low achievers, Group B₂, on the SAS and FKS will be presented in the section on Descriptive Characteristics of the Study Groups.

It is concluded from the testing of the study hypotheses that self-concept as-a-learner (FKS) is a factor which differentiates the suspended fourth-grade student from the non-suspended student. The non-suspended student mean scores were significantly higher (.01 and .001 levels) than the suspended student mean scores on the FKS in comparing the suspended and non-suspended student self-ratings and the teacher ratings for each group. Additionally, the teacher-student ratings for the suspended group were significant at the .02 level. The next section will present the test-retest reliability for the self-concept as-a-learner scales.

Test-Retest Reliability of the Self-Concept Scales

The reliability of the self-concept scales was determined by a test-retest correlation to determine the coefficient

of stability between the scores of the two administrations of the same tests (60:187). The reliability correlation coefficients presented in Table 7 were calculated by the Spearman rank correlation coefficient method (11:214-216).

TABLE 7
TEST-RETEST RELIABILITY CORRELATIONS ON
THE SAS AND FKS.

Tests	Group A ^a N=6	Group B ^b N=7
Self Appraisal Scale ^c	.54	.75*
Florida Key Scale ^d	.47	.76*

^aSuspended group re-test administered after one week.

^bNon-suspended group re-test administered after one year.

^cDavidson-Greenberg reported a split half reliability of .77 (29:175).

^dPurkey-Cage studies did not involve the use of this test in student self-ratings.

* .05 level of significance ($r_s = .714$).

Although the retest for the non-suspended group was administered one year later, the degree of stability between the results of the tests was found to be significant at greater than the .05 level. The lack of significance found in the test-retest stability for the suspended group may

relate in part to the variation in test scores for two of the six students on each scale. Since many factors may influence student responses in a given test situation (e.g. the student's general "frame of mind" related to the test situation or some prior situation), the small number involved in retesting may account for the lower degree of stability, or some other factor or factors may be operating within the suspended group and not in the non-suspended group. The degree of correlation, although not significant, was felt to be sufficient for adequate reliability. The characteristics of the two study groups are presented in the following section.

Descriptive Characteristics of the Study Groups

One of the purposes of the study was to determine the characteristics of fourth-grade students who are suspended from low socio-economic level schools. The characteristics of students will be presented for the total suspended group in Tables 8 through 12 and the non-suspended group by achievers, low achievers, and combined categories in Tables 13 through 18. Some of the similarities and differences in the groups will be discussed and the differences between the groups on the self-concept measures indicated in Tables 19 and 21.

It may be seen from the demographic characteristics presented in Tables 8 and 9 that the fourth-grade suspended

student is typically a black male (78%) who is overage for his grade placement (53%), has been suspended at least once during the first semester of the 1972-73 session (73%), and whose IQ falls below 76 on the Otis-Lennon Test of Mental Ability (52%).

TABLE 8
CHARACTERISTICS OF SUSPENDED STUDENTS

Descriptive Characteristics of Suspended Students	N	Per Cent
Age ^a		
9	11	18.3
10	17	28.3
11	13	21.7
12	17	28.3
13	2	3.3
Total	60	99.9
Sex		
Male	47	78.3
Female	13	21.7
Total	60	100.0
Race		
Negro	59	98.3
White	1	1.
Total	60	100.0
Number Suspensions ^b		
1	44	73.3
2	13	21.7
3	3	5.0
Total	60	100.0

^aAge as of February 1973.

^bNumber of suspensions first semester 1972-73 session.

TABLE 9
MENTAL ABILITY LEVELS OF SUSPENDED STUDENTS

Mental Ability of Suspended Students	N	Per Cent
Below 70	20	33.3
70-75	11	18.3
76-89	20	33.3
90-110	3	5.0
Not Available	6	10.0
Total	60	99.9

Note.--Mental ability scores obtained from the Otis-Lennon Test of Mental Ability administered January 1973.

The school characteristics for the suspended group are shown in Table 10. Although the majority (85%) were promoted during the previous school session, 40% were rated as unsatisfactory in both scholarship and behavior. A possible explanation for this discrepancy is the overage status of many of the students (53%) who may have been promoted for social reasons. Also of significance is the high percentage of absenteeism found in the suspended group with 43% of these students missing more than twenty days of school.

Another area which may be related to student attendance and school adjustment and/or suspension is academic achievement. Table 11 shows the distribution of suspended

TABLE 10

SCHOOL CHARACTERISTICS OF SUSPENDED STUDENTS

School Charac- teristics of Suspended Students	N	Per Cent
Promotion Status		
Promoted	51	85.0
Retained	6	10.0
Not Available	3	5.0
Total	60	100.0
Scholarship		
Satisfactory	35	58.3
Unsatisfactory	24	40.0
Not Available	1	1.7
Total	60	100.0
Behavior		
Satisfactory	35	58.3
Unsatisfactory	24	40.0
Not Available	1	1.7
Total	60	100.0
Days Absent		
0-10	14	23.3
11-20	18	30.0
21-30	16	26.7
31-40	4	6.7
41-above	6	10.0
Not Available	2	3.3
Total	60	100.0

Note.--Information obtained from student's school folder.

students by grade levels in reading comprehension and arithmetic concepts. Ninety per cent of the suspended students fall below grade level in reading and 75% below grade level in arithmetic. Over one-fourth (28%) either could not read

or functioned at a first-grade reading level.

TABLE 11
READING AND ARITHMETIC GRADE LEVELS
OF SUSPENDED STUDENTS

Grade Level of Suspended Students	<u>Reading Comprehension</u>		<u>Arithmetic Concepts</u>	
	N	Per Cent	N	Per Cent
Non-Reader	9	15.0		
1.0-1.4	4	6.7	6	10.0
1.5-1.9	4	6.7	3	5.0
2.0-2.4	8	13.3	10	16.7
2.5-2.9	14	23.3	13	21.7
3.0-3.4	10	16.7	9	15.0
3.5-3.9	5	8.3	4	6.7
4.0-4.4	1	1.7	2	3.3
4.5-4.9	1	1.7	1	1.7
Not Available	4	6.7	12	20.0
Total	60	100.1	60	100.1

Note.--Grade levels obtained from the Iowa Test of Basic Skills administered in January 1973.

The family characteristics of suspended students are presented in Table 12. It is noted that over half (52%) come from homes where there is an absent parent. Contrary to expectation, two-thirds of their parents are employed. The majority (70%) have from one to five siblings.

TABLE 12

FAMILY CHARACTERISTICS OF SUSPENDED STUDENTS

Family Characteristics of Suspended Students	N	Per Cent
Parental Status		
Both in Home	27	45.0
One in Home	31	51.7
Not Listed	2	3.3
Total	60	100.0
Employment Status		
Employed	38	66.3
Unemployed	17	28.3
Not Listed	5	8.3
Total	60	99.9
Siblings		
0-2	16	26.7
3-5	26	43.3
6-8	11	18.3
9-above	1	1.7
Not Listed	6	10.0
Total	60	100.0

Note.--Information on family characteristics obtained from school records.

The student self-ratings for the total suspended group on the Self Appraisal Scale and the Florida Key Scale are included in Tables 3 and 4 of Appendix B. Although half of the students rated themselves favorably on many of the items, it may be concluded that over one-fourth of the suspended students see themselves as having difficulty in peer relationships either in being liked by other students or in

getting along with them. They feel sad and hardly ever full of fun. They experience feelings of inadequacy reflected by their shyness, reluctance to speak up in class or look people in the eye. Additionally, they perceive themselves as being a pest and bad, which may reflect and be reinforced by their perception of the opinions of others in their environment (e.g. parents, teachers, or peers).

It may be concluded that the fourth-grade students who are suspended from low socio-economic level schools are usually black males who score in the borderline to retarded range of mental abilities and who are one to two years overage for grade placement. They are likely to be frequently absent from school and experience both academic and behavioral adjustment difficulties. Although promoted to fourth grade this year, they have repeated one or more grades. Approximately half live in one parent homes where the parent is employed and there are one to five siblings.

The characteristics of the non-suspended fourth-grade students are presented by achievers, Group B₁, low achievers, Group B₂, and the combined group, Group B, in Tables 13 through 18. The age range for the non-suspended group is representative of the achiever group but not necessarily representative of the non-suspended low achievers since the students in the latter group were drawn from those selected for the

remedial programs. Some of the non-suspended students in the overage category may have been eliminated by the selection criteria in determining the eligibility of students for remedial programs. As previously indicated, the non-suspended group was selected on a random basis from a previous study sample drawn from the fourth-grade populations of achievers and low achievers in remedial programs.

Table 13 shows the distribution of the non-suspended group by age, sex, and race. The criteria for selection of the non-suspended group were based on these variables since a matched, pair design was used.

TABLE 13
CHARACTERISTICS OF NON-SUSPENDED STUDENTS

Descriptive Characteristics	Achievers Group B ₁		Low Achievers Group B ₂		Combined Total Group B	
	N	%	N	%	N	%
Age						
9	14	63.6	6	31.6	20	48.8
10	7	31.8	6	31.6	13	31.7
11	1	4.6	7	36.8	8	19.5
Total	22	100.0	19	100.0	41	100.0
Sex						
Male	16	72.7	16	84.2	32	78.0
Female	6	27.3	3	15.8	9	22.0
Total	22	100.0	19	100.0	41	100.0
Race						
Negro	19	86.4	19	100.0	38	92.7
White	3	13.6			3	7.3
Total	22	100.0	19	100.0	41	100.0
Number Suspensions						
None	22	100.0	19	100.0	41	100.0

Note.--Ages for the non-suspended students were calculated as of February 1972 since this was when they were administered the self-concept scales.

While the highest percentage of non-suspended students fell within the nine year age range (48%) over half of the achievers (64%) were in this age range. The low achievers were fairly evenly distributed in the three age ranges. It is recalled that a variation of up to nine months of age was permitted in matching the suspended and non-suspended groups.

The mental ability distribution for the non-suspended group is presented in Table 14. While 42% of the low achievers scored in the IQ range of 75 or below, 69% of the achievers scored within the average range (IQ 90-100).

TABLE 14

MENTAL ABILITY LEVELS OF NON-SUSPENDED STUDENTS

Mental Ability	Achievers Group B ₁		Low Achievers Group B ₂		Combined Total Group B	
	N	%	N	%	N	%
Below 70			3	15.8	3	7.3
70-75			5	26.3	5	12.2
76-89	1	4.5	7	36.8	8	19.5
90-110	15	68.2	1	5.3	16	39.0
111-above	3	13.6			3	7.3
Not Listed	3	13.6	3	15.8	6	14.6
Total	22	99.9	19	100.0	41	99.9

Note.--Mental ability scores obtained from the Otis-Lennon Test of Mental Ability administered January 1972.

From the combined categories 46.3% of the non-suspended students fell within the average range of mental ability. There is considerable difference in the mental ability ranges between the total suspended and non-suspended groups. The low achievers, Group B₂, although higher than the suspended group, are similar with respect to the percentage which fall below an IQ of 76.

The school characteristics for the non-suspended group are presented in Tables 15 through 17. Similar findings are indicated in respect to promotion and scholarship for the achievers and low achievers. Although 85% of the total non-suspended group were rated as having satisfactory behavior during the 1971-72 session, 21% of the low achievers were rated as unsatisfactory. A similar situation is observed in regard to school attendance. For the total group, 76% were absent less than two weeks and 26% of the low achievers were absent from eleven to twenty days. While the suspended group was lower in all categories, the greatest differences were observed in scholarship, behavior and attendance.

Tables 16 and 17 show the reading comprehension and arithmetic concept grade levels for the non-suspended students. It is recalled that the achievers group was selected from students who scored at grade level or higher in either reading or arithmetic. The low achievers were selected from the

TABLE 15

SCHOOL CHARACTERISTICS OF NON-SUSPENDED STUDENTS

Characteristics	Achievers		Low Achievers		Combined Total	
	Group B ₁		Group B ₂		Group B	
	N	%	N	%	N	%
Promotion Status						
Promoted	22	100.0	18	94.7	40	97.6
Retained			1	5.3	1	2.4
Total	22	100.0	19	100.0	41	100.0
Scholarship						
Satisfactory	22	100.0	18	94.7	40	97.6
Unsatisfactory			1	5.3	1	2.4
Total	22	100.0	19	100.0	41	100.0
Behavior						
Satisfactory	21	95.5	14	73.7	35	85.4
Unsatisfactory	1	4.5	4	21.1	5	12.2
Not Listed			1	5.3	1	2.4
Total	22	100.0	19	100.0	41	100.0
Days Absent						
0-10	19	86.4	12	63.2	31	75.6
11-20	1	4.5	5	26.3	6	14.6
21-30	1	4.5			1	2.4
31-40	1	4.5	1	5.3	2	4.9
41-over			1	5.3	1	2.4
Total	22	99.9	19	100.1	41	99.9

Note.--Information obtained from student's school folder.

remedial reading or mathematics programs on the basis of scoring one or more years below grade level in the area of remediation. The criteria for selection accounts for the distribution of achievers below grade level and low achievers at grade level in either of the two areas.

TABLE 16
READING GRADE LEVELS OF NON-SUSPENDED STUDENTS

Reading Grade Level	Achievers Group B ₁		Low Achievers Group B ₂		Combined Total Group B	
	N	%	N	%	N	%
Non-Reader			2	10.5	2	4.9
1.0-1.4			1	5.3	1	2.4
1.5-1.9						
2.0-2.4	1	4.5	3	15.8	4	9.8
2.5-2.9			2	10.5	2	4.9
3.0-3.4	4	18.2	5	26.3	9	22.0
3.5-3.9	4	18.2	2	10.5	6	14.6
4.0-4.4	10	45.5			10	24.4
4.5-4.9	1	4.5			1	2.4
5.0-5.5						
6.0-6.5	1	4.5			1	2.4
7.0-7.5	1	4.5			1	2.4
Not Listed			4	21.1	4	9.8
Total	22	99.9	19	100.0	41	100.0

Note.--Reading comprehension grade levels obtained from Iowa Test of Basic Skills administered in January 1972.

TABLE 17

ARITHMETIC GRADE LEVELS OF NON-SUSPENDED STUDENTS

Arithmetic Grade Level	Achievers Group B ₁		Low Achievers Group B ₂		Combined Total Group B	
	N	%	N	%	N	%
1.0-1.4						
1.5-1.9			1	5.3	1	2.4
2.0-2.4			1	5.3	1	2.4
2.5-2.9			5	26.3	5	12.2
3.0-3.4	1	4.5	2	10.5	3	7.3
3.5-3.9	3	13.6	2	10.5	5	12.2
4.0-4.4	9	40.9	2	10.5	11	26.8
4.5-4.9	6	27.3			6	14.6
5.0-5.4	1	4.5			1	2.4
5.5-5.9	1	4.5			1	2.4
6.0-6.5						
7.0-7.5	1	4.5			1	2.4
Not Listed			6	31.6	6	14.6
Total	22	99.8	19	100.0	41	99.7

Note.—Arithmetic concept grade levels obtained from Iowa Test of Basic Skills administered in January 1972.

Considerable differences were found in the distribution of the suspended and non-suspended students in both reading and arithmetic grade levels. While the distribution of low achievers was below grade level in reading and arithmetic (with the exception of two students who scored at grade level), a larger percentage of the suspended students

showed greater deficiencies in both areas.

The family characteristics of the non-suspended students are presented in Table 18. No difference was found in the total percentage of non-suspended students and suspended students who live in one parent homes.

TABLE 18

FAMILY CHARACTERISTICS OF NON-SUSPENDED STUDENTS

Family Characteristics	Achievers Group B ₁		Low Achievers Group B ₂		Combined Total Group B	
	N	%	N	%	N	%
Parental Status						
Both in Home	11	50.0	7	36.8	18	43.9
One in Home	9	40.9	12	63.2	21	51.2
Deceased*	2	9.1			2	4.9
Total	22	100.0	19	100.0	41	100.0
Employment Status						
Employed	13	59.1	8	42.1	21	51.2
Unemployed	7	31.8	7	36.8	14	34.2
Not Listed	2	9.1	4	21.1	6	14.6
Total	22	100.0	19	100.0	41	100.0
Siblings						
0-2	11	50.0	6	31.6	17	41.5
3-5	6	27.3	10	52.6	16	39.0
6-8	2	9.1	1	5.3	3	7.3
9-over						
Not Listed	3	13.6	2	10.5	5	12.2
Total	22	100.0	19	100.0	41	100.0

Note.--Information on family characteristics obtained from school records.

*Living with relatives.

A slightly higher level of employment was present in the parents of the suspended group. The size of the families was smaller for the non-suspended group with 42% of the non-suspended group and 27% for the suspended group having less than three siblings.

An analysis of variance was calculated to determine the difference between the mean scores on the Self Appraisal Scale and the Florida Key Scale between the suspended group, Group A, and the non-suspended achievers, Group B₁, and the non-suspended low achievers, Group B₂. Since a significant difference between the means was found at the .001 level on the SAS and .01 level on the FKS, the Scheffé test for multiple comparison of means was calculated to determine where the differences occurred. Tables 19 and 20 present the results of the calculations for SAS, while Tables 21 and 22 present the results of the calculations for FKS.

A difference greater than the .01 level was found on the SAS between the suspended and non-suspended achievers groups and between the non-suspended achievers and low achievers groups. On the FKS a significant difference at the .01 level was found between the suspended and non-suspended achievers groups but no significant difference was found between the suspended-low achievers or achievers-low achievers groups.

TABLE 19

COMPARISON OF SAS MEAN SCORES BETWEEN
GROUP A,^a GROUP B₁^b AND GROUP B₂^c

Source of Variation	SS	df	MS	F
Between Groups	678.89	2	339.44	8.893*
Within Groups	3015.42	79	38.17	
Total	3694.30	81		

^aSuspended group N = 41.

^bNon-suspended achiever group N = 22.

^cNon-suspended low achiever group N = 19.

*P = .001.

TABLE 20

SCHEFFÉ TEST FOR MULTIPLE COMPARISONS OF
MEAN SCORES ON THE SAS

Groups	Group A ^a	Group B ₁ ^b	Group B ₂ ^c
Suspended		3.51*	1.09
Non-Suspended Achiever	3.51*		3.92*
Non-Suspended Low Achiever	1.09	3.92*	

^aSuspended group.

^bNon-suspended achiever group.

^cNon-suspended low achiever group.

*Significant > 3.40 (test static for .01 level).

TABLE 21

COMPARISON OF FKS MEAN SCORES BETWEEN
GROUP A,^a GROUP B₁^b AND GROUP B₂^c

Source of Variation	SS	df	MS	F
Between Groups	1,597.84	2	798.92	5.420*
Within Groups	11,644.62	79	147.40	
Total	13,242.45	81		

^aSuspended group N = 41.

^bNon-suspended achiever group N = 22.

^cNon-suspended low achiever group N = 19.

*p = .01.

TABLE 22

SCHEFFÉ TEST FOR MULTIPLE COMPARISON OF
MEAN SCORES ON THE FKS

Groups	Group A ^a	Group B ₁ ^b	Group B ₂ ^c
Suspended		3.29*	1.51
Non-Suspended Achiever	3.29*		1.42
Non-Suspended Low Achiever	1.51	1.42	

^aSuspended group N = 41.

^bNon-suspended achiever group N = 22.

^cNon-suspended low achiever group N = 19.

*Significant ≥ 3.16 (test statistic for .01 level).

It is concluded that students in the suspended group and non-suspended low achiever group are similar in their self-concepts as learners and both groups perceive themselves as lower in self-concept than the non-suspended achieving student.

In summary, it is concluded that the suspended students are absent from school with greater frequency, have a higher percentage of unsatisfactory rating for behavior and scholarship and have greater deficiencies in reading and arithmetic skills than do non-suspended students. While their family characteristics are similar in respect to the percentage who have only one parent in the home, the suspended student comes from a larger family where a greater percentage of the parents are employed which take them out of the home for varying periods of time each day. This factor may limit the amount of parental involvement which can realistically be expected of parents who are employed in low income type jobs.

The concluding section of this chapter will present the reasons for suspension of fourth-grade students from low socio-economic level schools.

Reasons for Suspension

Another purpose of the study was to determine the reasons for suspension of fourth-grade students from school

during the first semester of the 1972-73 session. The reasons for suspension are presented in Table 23.

As may be seen, 58% of the combined reasons for suspension of fourth-grade students from school relate to fighting between students and some form of student disrespect for superiors. Student self-reports of aggressive behavior and disrespect were not included on either of the self-concept scales. These types of behavior, however, would seem to be related more to the areas of Asserting and Coping if both types of behavior were categorized on the FKS. Although not significant, it is recalled that the suspended students rated themselves higher in the area of Asserting than their teachers rated them in this area. In the area of Coping, the suspended students rated themselves significantly higher (.01 level) than their teachers rated them.

This section has presented the analysis of data and the findings for the study. The underlying theory which guided this investigation has been confirmed. Self-concept as-a-learner was found to be a significant factor on the Florida Key Scale which differentiates the suspended from the non-suspended fourth-grade student. Suspended fourth-grade student means scores were significantly lower (.01 level) on the FKS than the mean scores of non-suspended fourth-grade

TABLE 23
REASONS FOR STUDENT SUSPENSIONS

Suspension Behavior ^a	Major Reason ^b		Contributing Reason ^c		Total ^d	
	N	%	N	%	N	%
Fighting	22	36.7	2	10.5	24	30.4
Disrespect of Superiors	19	31.7	3	15.8	22	27.8
Leaving Class or School Without Permission	5	8.3	2	10.5	7	8.9
Habitual Violation of Rules	4	6.7	1	5.3	5	6.3
Profane Language	4	6.7	2	10.5	6	7.6
Aggressive, Attention Getting Behavior	2	3.3	5	26.3	7	8.9
Conduct Injurious to Peers or Teachers	2	3.3	1	5.3	3	3.8
Defacing School Property	1	1.7	1	5.3	2	2.5
Parent Failed to Come for Conference	1	1.7			1	1.3
Threatening Peers or Teachers			1	5.3	1	1.3
Carry Implement Can Be Used as Weapon			1	5.3	1	1.3
Total	60	100.1	19	100.1	79	100.1

^aBehavior listed in Acts 194 and 306 of 1970, Amendments to Title 17 of the Louisiana Statutes of 1950.

^bBehavior judged as being the primary reason for the suspension.

^cBehavior listed on the Notice of Suspension but considered to be secondary or contributing to the suspension.

^dCombined reasons for suspension which indicates the overall incidence of each type behavior.

students in low socio-economic level schools. Additionally, teacher assessment of inferred self-concept as-a-learner mean scores for the suspended group were significantly lower (.001 level) than the teacher assessment mean scores for the non-suspended group. The teacher-student ratings for the suspended group indicated a significant difference (.02 level) between the teacher rating and the student rating with the latter rating themselves higher.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter is divided into three sections. The first provides a brief summation of the purpose, scope, methodology and delimitations of the study. The second presents the conclusions and the relationship of the findings to other pertinent works. The last section numerates the recommendations and areas for further research.

Summary

A clearer understanding of the characteristics, reasons for suspension and self-concept as-a-learner of fourth-grade students who are suspended from low socio-economic level urban schools is provided. The focus is on student self-concept as-a-learner of fourth-grade students who were suspended from Title I schools during the first semester of the 1972-73 session. The subjects were drawn from the New Orleans Public Schools. The idea that poor self-concept as-a-learner is a significant factor which differentiates the suspended student from the non-suspended student was conceptualized and tested. The rationale was based on the premise that self-

concept as-a-learner is an important aspect of the student's interaction with others in the school and that poor self-concept as-a-learner is related to the behavior which results in the student's suspension from school.

Multiple factors (e.g. student's total environment, peers, teachers, parents) are recognized as influences which contribute to the student's development of self-concept and may directly or indirectly be related to his suspension from school. The scope was limited to the student's perception of himself as reported on two self-concept as-a-learner scales and to his teacher's assessment of inferred student self-concept as-a-learner on one of these scales. The fourth-grade level was selected because early identification of students with adjustment difficulties provides an opportunity for intervention before the problems become severe.

The research design was non-experimental in nature and involved the use of an ex post facto investigation. In this design, the independent variable, suspension, had occurred and the students had already been classified into two groups, suspended and non-suspended. The dependent variable, self-concept as-a-learner, was investigated to determine whether there was a significant difference between self-concept as-a-learner of suspended and non-suspended fourth-grade students. The sample of sixty suspended students was

drawn from those who were enrolled in Title I schools in New Orleans and suspended for disciplinary reasons during the first semester, of the 1972-73 session. This group represented 91% of the suspended students in these schools. Forty-one of the suspended students from Group A were matched on five variables with a similar number of non-suspended students from Group B. The non-suspended group was composed of twenty-two achievers, Group B₁, and nineteen low achievers, Group B₂. They were drawn from a previous randomly selected study sample of fourth-grade students in Title I schools.

The research design attempted to provide some degree of control for the two variables investigated, suspension and self-concept as-a-learner. This was done through the use of a design in which the groups were matched on age, sex, race, grade placement and socio-economic status. The same examiner administered the scales to all of the students in the study. This provided control for the personality interactional effect between students and examiner.

Data included both personal and academic information obtained from student school records (birth date, race, sex, family data, standardized achievement and mental ability scores, grade average, behavioral rating and attendance). Two measures of self-concept as-a-learner were used in student self-rating and one was used for teacher assessment. The

analysis of data involved the use of frequency, per cents, t-test for significant differences between means, chi-square and analysis of variances. The test-retest reliability correlation coefficients for the suspended group were .54 on the Self Appraisal Scale and .47 on the Florida Key Scale. The retest for the suspended group was administered one week after the original tests. The non-suspended group was re-tested after one year and the correlation coefficients were .75 on the SAS and .76 on the FKS.

The Self Appraisal Scale designed by Davidson and Greenberg involved student self-rating on a twenty-four item three point scale. This scale provided a total self-concept score which represented general behavior in four areas-- Social, Personal, Academic, and Non-Intellectual Competences. The Florida Key Scale developed by Purkey and Cage involved student and teacher assessment of the student's self-concept as-a-learner. Eighteen items rated on a six point scale provided a total self-concept as-a-learner score and four sub-scale scores in the areas of Relating, Asserting, Investing, and Coping.

The delimitations of the study were identified in terms of the assumption that the students in the study shared the same or a similar type deprived socio-economic status. All were enrolled in Title I schools which met the guidelines

for eligibility for funds under the Elementary and Secondary Education Act of 1964. These students were assumed to have the same or similar problems related to self-identification. Pairing of students on the variables of age, sex, race, grade and socio-economic status was further assumed to provide sufficient control to minimize the potential for bias. No attempt was made to determine why some students conform to school regulations and other students from similar environments fail to conform.

Conclusions

The following major conclusions were drawn:

1. Null Hypothesis I: There is no significant difference in the student assessment of self-concept as-a-learner of suspended and non-suspended fourth-grade students.

Operational H_0 1: There is no significant difference in the total self-concept as-a-learner scores on the Self Appraisal Scale of suspended and non-suspended fourth-grade students.

Operational H_0 2: There is no significant difference in the total self-concept as-a-learner scores on the Student Form of the Florida Key Scale of suspended and non-suspended fourth-grade students.

The data support a conclusion of fail to reject Operational Hypothesis 1 and reject Operational Hypothesis 2. Suspended students perceive themselves as significantly lower on the total self-concept as-a-learner scores on the FKS and on the sub-scale scores in the areas of Relating, Investing, Coping and on the SAS on Personal Competence. The difficulties they perceive in getting

along with peers and with teachers are reflected in the major reasons for their suspension from school, fighting and disrespect for superiors.

2. Null Hypothesis II: There is no significant difference in teacher assessment of inferred student self-concept as-a-learner of suspended and non-suspended fourth-grade students.

Operational H_0 3: There is no significant difference in the teacher assessment of inferred student self-concept as a learner on the total scores Teacher Form of the FKS for suspended and non-suspended fourth-grade students.

Null Hypothesis II is rejected. The suspended student is assessed by his teacher as being significantly lower in self-concept as-a-learner than the non-suspended student in all four areas: Relating, Asserting, Investing and Coping.

3. Null Hypothesis III: There is no significant difference in the teacher and student assessments of student self-concept as-a-learner for suspended and non-suspended fourth-grade students.

Operational H_0 4: There is no significant difference in the teacher and student total self-concept as-a-learner scores on the FKS for suspended and non-suspended fourth-grade students.

Null Hypothesis III is rejected. The suspended student's perception of his self-concept as-a-learner is significantly higher than his teacher's assessment of him. The differences were in the areas of Investing and Coping.

4. Fourth-grade students suspended from low socioeconomic level public schools in New Orleans are generally black males who are overaged for grade placement, deficient in academic areas, borderline or below in mental abilities and frequently absent from school.
5. The majority of suspended students live in homes where the parents are separated, the parent is employed and there are three or more siblings.

6. The major reasons for suspension of fourth-grade students from school are fighting with other students and disrespect for superiors.
7. While suspended students are similar in characteristics and self-concept as-a-learner to the non-suspended low achieving student, they are academically more deficient and absent from school with greater frequency.

The above findings, related to the characteristics of students who are suspended from school, are consistent with the findings previously cited in the studies conducted in the New Orleans (16;38;39;56) and Seattle Public Schools (57). Although these studies were cross-sectional or longitudinal in scope and the current study was restricted to the fourth-grade level, the majority of all suspended students were found to be overaged boys who exhibited behavioral and learning problems, fell in the below average range of intellectual functioning level and had a disorganized family background.. It is important to note that these characteristics, as well as the reasons for suspension, followed a consistent pattern as the student became older and involved in long term suspension from school. Short term suspension at the elementary school level appears to provide a means for identification of students who are likely to become involved in long term suspensions as they grow older. The predictive value of this conclusion has implications for remediation for students with adjustment difficulties.

The findings also support the conclusions of LaBenne and Green (29), Purkey (14), and others which indicate a relationship between a child's self-concept, the behavior he exhibits, his perception, and his academic performance. The fourth-grade students were found to be significantly lower (.01 level) in total self-concept as-a-learner on the FKS than the non-suspended students; they perceived themselves as having more difficulties with peers and teachers (.01 levels); their major reasons for suspension were fighting (37%) and disrespect for superiors (32%); and academically they functioned below grade level in reading (90%) and in arithmetic (75%). Although the suspended students and non-suspended low achievers were found to have similar characteristics, the suspended students were generally lower in all instances and significantly lower than the non-suspended achieving students.

Additionally, the significant difference (.001 level) in the teacher's assessment of inferred self-concept as-a-learner rating of suspended and non-suspended students supports the conclusion of Davidson and Greenberg (19). They concluded that the interrelationship between the child's perception of his teacher's feelings, his school achievement, behavior, and low socio-economic status will likely result in the student's lower motivation to achieve as well as increase his chances for misbehaving in school. Numerous studies were cited in

the Review of Literature in Chapter II which deal with the interpersonal relationship between the teacher and the student and the role of the teacher as a "significant other" in his position of influence on student self-concept.

In view of the current findings, the theory of school learning developed by Brookover and Erickson (8;9) which emphasizes the significance of the teacher seems particularly applicable to the suspended student. It is recalled that this theory stresses the importance of the teacher's role in determining student expectations and evaluations. The student's self-concept of academic ability is thus influenced by and related to these factors.

With the current questions being raised in regard to the legality of suspension and deprivation of student rights to an education when he is suspended from school, self-concept theory appears to offer a promising area for further exploration and experimentation. The final section presents the recommendations.

Recommendations

The recommendations are focused on measures which may help increase the development of positive student self-concepts and reduce the need for suspension of students from school.

1. Since the self-concept of the suspended student is lower than the self-concept of the non-suspended student, provisions should be made within the school setting to assure the development of a positive self-concept on the part of the learners.
2. In connection with changes in the curriculum, in-service faculty training should be provided with expert leadership to assist teachers in evaluating their interaction with students, their attitudes which may interfere with effective use of themselves in working with students, and to gain a clearer understanding of the needs of students and the meaning of their behaviors.
3. Teachers should be encouraged to evaluate student self-concepts and to identify areas which may need the special attention of the teacher to help the student feel more positively about himself. The Florida Key Scale is one of several scales which could be made available to assist the teacher in obtaining an objective view of students' self-concepts and learning behaviors.
4. Positive parental involvement should be initiated by school personnel in order to provide coordination of school and home efforts to strengthen the development of positive self-concept for the student.

Areas in which additional research is needed are:

1. Identification of factors related to the question of why some students conform to school expectations and other students do not.
2. Exploration of the effects of teacher and principal attitudes and expectations of student behavior and expectations which are held by the community in which the student resides.
3. Determination of more effective means of reconciling the relationship between student self-expectation and the expectation of the school system.
4. Determination of effective ways to enhance student self-concept through a parent involvement program.

5. Establishment of alternative programs for the suspended student in order to determine effective ways to facilitate a better school adjustment.

APPENDIX A

CHILD WELFARE AND ATTENDANCE SECTION
NEW ORLEANS PUBLIC SCHOOLS
2717 Athis Street
NEW ORLEANS, LA. 70122

TO: Parents of Children Selected to Participate in a Study of
How Children Feel About Themselves

FROM: (Miss) Eloise E. LaBauve, Supervisor
Child Welfare and Attendance Section

SUBJECT: Research Study of Fourth Grade Children

DATE: February 22, 1973

Your fourth grade child has been selected to participate in a study of how boys and girls feel about themselves and school. We believe this study will help us to understand more about how children function in school and how we might improve the quality of education in our schools.

A trained interviewer will want to see your child at school and give a short test to help us understand what children think about themselves and school.

If you have any questions about the study, please call Miss Sara Foulks, Assistant Supervisor, Child Welfare and Attendance Section at 283-5531. She will be in charge of the study.

We plan to begin seeing children at their schools on March 1, 1973. Should you not want your child to be seen by the research worker call Miss Foulks (283-5531). If we do not hear from you by March 1, we will assume that we have your permission for your child to participate in the study.

Thank you very much for your cooperation.

Eloise E. LaBauve

(Miss) Eloise E. LaBauve, Supervisor
Child Welfare and Attendance Section

/sl

CHILD WELFARE AND ATTENDANCE SECTION
NEW ORLEANS PUBLIC SCHOOLS
2717 Athis Street
New Orleans, La. 70122

TO: Teachers of Fourth Grade Students Selected to Participate in a Study of Self-Concept

FROM: (Miss) Sara L. Foulks, Assistant Supervisor
Child Welfare and Attendance Section

DATE: February 23, 1973

RE: Research Study on Self-Concept of Fourth Grade Students

I would like to request your participation in a research study which I am currently conducting. The study involves a comparison of three groups of fourth grade students in Title I schools. One aspect of the study is a teacher assessment of student self-concept.

Several students from your school will be involved in the study. Letters have been sent to their parents informing them of the study and requesting that they call me if they do not want their child to participate. A trained interviewer will see the children in a small group to administer a paper and pencil test which will help us understand how they feel about themselves.

One or more of these children may be in your classroom. Would you please complete the attached Teacher Form of the Florida Key Learner Self-Concept Scale for these children. A stamped self addressed envelope is enclosed for your convenience in returning the form to me.

An abstract of the study, when it is completed, will be sent to your school as I am sure you will be interested in knowing the results.

If you have any questions, please call me at 283-5531.

Thank you for your cooperation.

(Miss) Sara L. Foulks, ACSW
Assistant Supervisor
Child Welfare and Attendance Section

/sl

*SELF-APPRAISAL SCALE

Helen Davidson and Judith Greenberg, City University of New York

NAME: _____

Directions: The words on this page tell different ways children are. Read the words next to each number. Put a cross (X) in one space on each line to show whether you think you are that way MOST OF THE TIME or ABOUT HALF THE TIME or HARDLY EVER.

I THINK I AM:	Most of the Time	About Half the Time	Hardly Ever
1. neat	_____	_____	_____
2. a big help at home	_____	_____	_____
3. smart in school	_____	_____	_____
4. shy	_____	_____	_____
5. a pest	_____	_____	_____
6. very good in art	_____	_____	_____
7. scared to take chances	_____	_____	_____
8. full of fun	_____	_____	_____
9. a hard worker	_____	_____	_____
10. polite	_____	_____	_____
11. trying my best	_____	_____	_____
12. nice looking	_____	_____	_____
13. lazy	_____	_____	_____
14. full of questions about new things	_____	_____	_____
15. going to do well	_____	_____	_____
16. sad	_____	_____	_____
17. good in sports	_____	_____	_____
18. careless	_____	_____	_____
19. honest	_____	_____	_____
20. nervous	_____	_____	_____
21. good at making things	_____	_____	_____
22. bad	_____	_____	_____
23. liked by other children	_____	_____	_____
24. as lucky as others	_____	_____	_____

*Permission to use the Self-Appraisal Scale obtained from Dr. Judith Greenberg on 2-20-73.

*THE FLORIDA KEY
LEARNER SELF-CONCEPT SCALE

STUDENT FORM

Dr. William W. Purkey
Dr. Bob W. Cage
University of Florida

This scale is to help you in thinking about yourself. Please select one of the following answers and place the number in the blank space.

NEVER: 0	VERY SELDOM: 1	ONCE IN AWHILE: 2	OCCASION- ALLY: 3	FAIRLY OFTEN: 4	VERY OFTEN: 5
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Your Name

Compared with other students my age, do I:

1. ask meaningful questions in class?.....
2. say good things about my school?.....
3. talk to others about my school work?.....
4. get along with other students?.....
5. get along with the teacher?.....
6. finish my school work?.....
7. read in class?.....
8. join in school activities?.....
9. speak up for my own ideas?.....
10. look people in the eye?.....
11. keep calm when things go wrong?.....
12. offer to answer questions in class?.....
13. offer to speak in front of the class?.....
14. offer to do extra work in school?.....
15. tell the truth about my school work?.....
16. seek out new things to do in school on my own?.....
17. do my school work carefully?.....
18. pay attention to class activities?.....

*Permission to use the Florida Key Scale obtained from Dr. W. Purkey on 2-19-73

/sl

*THE FLORIDA KEY
LEARNER SELF-CONCEPT SCALE

Dr. William W. Purkey
Dr. Bob N. Cage
University of Florida

TEACHER FORM

This scale is to assist the teacher in evaluating how the student perceives his or her "learner" self. Please select one of the following answers and record the number in the blank space.

<u>NEVER: 0</u>	VERY <u>SELDOM: 1</u>	ONCE IN <u>AWHILE: 2</u>	OCCASION- <u>ALLY: 3</u>	FAIRLY <u>OFTEN: 4</u>	VERY <u>OFTEN: 5</u>
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Name of student to be evaluated

Compared with other students his age, does this student:

1. ask meaningful questions in class?.....
2. say good things about his school?.....
3. talk to others about his school work?.....
4. get along with other students?.....
5. get along with the teacher?.....
6. finish his school work?.....
7. read in class?.....
8. join in school activities?.....
9. speak up for his own ideas?.....
10. look people in the eye?.....
11. keep calm when things go wrong?.....
12. offer to answer questions in class?.....
13. offer to speak in front of the class?.....
14. offer to do extra work in school?.....
15. tell the truth about his school work?.....
16. seek out new things to do in school on his own?.....
17. do his school work carefully?.....
18. pay attention to class activities?.....

*Permission to use the Florida Key Scale obtained from Dr. W. Purkey on 2-19-73
/sl

REPORT ON OFFICIAL SUSPENSION

_____ School _____ Date _____

Pupil _____

_____	_____	_____	_____
Last Name	First Name	Middle Name	Grade
_____			_____
Date of Birth			Age

Date Suspended _____ Number of Days _____

Parent or Guardian _____

Address _____

Telephone _____

Dear Parent or Guardian:

The above-named pupil has been suspended from school for the number of days indicated and will be readmitted on the date specified, if accompanied to school by you for a conference to discuss the pupil's behavior and scholarship.

The pupil has been suspended for the following reasons:

If accompanied by the parent or guardian, the pupil will be admitted on

_____ at _____

(Date) (Hour)

A copy of this suspension notice is being sent to the Assistant Superintendent in Charge of District No. _____ for his official information.

Very truly yours,

Principal

RESEARCH PROJECT
QUESTIONNAIRE

GROUP _____

1. Student: _____
2. Guardian: _____
3. Address: _____ Phone: _____
4. Birth Date: _____
5. Sex: _____
6. Race: _____
7. School: _____
8. Grade: _____
9. Suspension Data:
 - 3 Day Suspensions 1972-72 Session: Yes _____ No _____
 - 3 Day Suspensions 1972-73 Session: Yes _____ No _____
 - Indefinite Suspensions 1971-72 Session: Yes _____ No _____
 - Indefinite Suspensions 1972-73 Session: Yes _____ No _____
10. Academic Data:
 - Achievement Tests: _____
 - _____
 - Mental Ability Tests: _____
 - _____
 - Promoted 1971-72 Session: Yes _____ No _____
 - Attendance 1971-72 Session: Present _____ Absent _____
 - Scholarship 1971-72 Session: _____
 - Behavior 1971-72 Session: _____
11. Family Data:
 - Both Parents listed in home: Yes _____ No _____
 - Father's occupation: _____
 - Mother's occupation: _____
 - DPW Grant: Yes _____ No _____
 - Number of Siblings: _____

RESEARCH PROJECT, QUESTIONNAIRE

To be completed by Researcher:

12. Title I Test Data 1972-73

Achievement: _____

Mental Ability: _____

13. Self Appraisal Scale:

Total Score: _____

Social Competence: _____

Academic Competence: _____

Personal Competence: _____

Non-Intellectual Competence: _____

14. Learner Self Behavior Scale:

Total Score: _____

Relating: _____

Asserting: _____

Investing: _____

Coping: _____

15. Teacher Assessment of Self-Concept (Learner Self Behavior Scale)

Total Score: _____

Relating: _____

Asserting: _____

Investing: _____

Coping: _____

1
P.O. Box 24143
New Orleans, La. 70124
February 26, 1973

Dr. Judith W. Greenberg
The City College,
City University of New York
New York, New York

Re: Self-Appraisal Scale

Dear Dr. Greenberg:

Thank you for granting permission to use the Self-Appraisal Scale in my research and to include a copy of the Scale in my dissertation. Proper acknowledgement will be indicated and the reference given for the origin and use of the Scale.

If you happen to know of any sources of research in the area of self-concept and school suspensions or specifically dealing with student behavioral adjustment, I will appreciate your calling these to my attention.

Thank you again for your cooperation.

Sincerely yours,

Sara L. Foulks

P.O. Box 24143
New Orleans, La. 70124
February 26, 1973

Dr. William Purkey
College of Education
University of Florida
Gainesville, Florida

Re: The Florida Key Scale

Dear Dr. Purkey:

Thank you for granting permission to use the Florida Key Scale in my research and to include a copy of the Scale in my dissertation.

Your letter with the current information about the Florida Key and the brochures on the three books was received. I already have your book and will plan to obtain copies of the other two books.

As soon as the research is completed I will furnish you with the findings.

It was a pleasure to talk to you by telephone. I hope you will find your trip to New Orleans a pleasant and enjoyable one. Your good wishes in my research endeavor are appreciated.

Sincerely yours,

Sara L. Foulks

APPENDIX B

TABLE 1

COMPARISON OF SUSPENDED AND NON-SUSPENDED STUDENT RATINGS ON THE SAS

Self-Appraisal Scale	Group A			Group B			Chi-Square Analysis	
	Most Time	Half Time	Hardly Ever	Most Time	Half Time	Hardly Ever	Value	Difference Signif.
Social Competence								
Liked by other chn.	48.8	22.0	29.3	46.3	41.5	12.2	5.37	N.S. $\leq .10$
Polite	34.1	43.9	22.0	53.7	19.5	26.8	5.82	N.S. $\leq .10$
A big help at home	61.0	22.0	17.1	51.2	34.1	14.6	1.51	N.S.
Full of fun	51.2	24.4	24.4	61.0	19.5	19.5	.79	N.S.
Full of ques. re new things	46.3	26.8	26.8	53.7	36.6	9.8	4.10	N.S.
Honest	48.8	34.1	17.1	48.8	22.0	29.3	2.40	N.S.
Academic Competence								
Going to do well	65.9	26.8	7.3	51.2	24.4	24.4	4.57	N.S.
Trying by best	63.4	19.5	17.1	68.3	17.1	14.6	.22	N.S.
A hard worker	53.7	26.8	19.5	36.6	51.2	12.2	5.14	N.S. $\leq .10$
Neat	70.7	19.5	9.8	73.2	22.0	4.9	.74	N.S.
Nice looking	68.3	24.4	7.3	46.3	34.1	19.5	4.66	N.S. $\leq .10$
Smart in school	43.9	39.0	17.1	58.5	29.3	12.2	1.76	N.S.
Personal Competence								
Careless*	31.7	29.3	39.0	26.8	24.4	48.8	.79	N.S.
A pest*	39.0	26.8	34.1	7.3	14.6	78.0	17.40	.001
Bad*	36.6	26.8	36.6	19.5	19.5	61.0	5.10	N.S. $\leq .10$
Sad*	36.6	34.1	29.3	34.1	22.0	43.9	2.32	N.S.
Lazy*	24.4	43.9	31.7	19.5	26.8	53.7	4.23	N.S.
Shy*	24.4	29.3	46.3	14.6	29.3	56.1	1.38	N.S.

(Continued)

TABLE 1 (Continued)

Self-Appraisal Scale	Group A			Group B			Chi-Square Analysis	
	Most Time	Half Time	Hardly Ever	Most Time	Half Time	Hardly Ever	Value	Difference Signif.
Non-Intellectual Comp.								
Nervous*	41.5	22.0	36.6	24.4	24.4	51.2	2.87	N.S.
Good making things	48.8	29.3	22.0	31.7	43.9	24.4	2.74	N.S.
Very good in art	48.8	39.0	12.2	43.9	39.0	17.1	.44	N.S.
As lucky as others	63.4	29.3	7.3	34.1	41.5	24.4	8.23	.02
Good in sports	56.1	22.0	22.0	61.0	17.1	22.0	.33	N.S.
Scared to take chances*	39.0	19.5	41.5	19.5	36.6	43.9	4.83	N.S. $\leq .10$

Note.--Items rank in order of importance by test authors.

*Reverse scoring used to determine loading value

$$\chi^2 = 5.99$$

$$P = .05$$

$$DF = 2.$$

TABLE 2

COMPARISON OF STUDENT RATINGS ON THE FKS

Florida Key Scale	Group A		Group B		Chi-Square Analysis Difference	
	Seldom	Often	Seldom	Often	Value	Signif.
Relating						
Gets along other stu.	29.3	26.8	43.9	7.3	22.0	70.7
Gets along with tea.	14.6	31.7	53.6	2.4	14.6	82.9
Keeps calm when things go wrong	39.0	34.1	26.8	22.0	24.4	53.7
Says good things re. school	29.3	26.8	43.9	22.0	36.6	41.5
Tells truth re. sch. work	26.8	17.1	56.1	17.1	14.6	68.3
Asserting						
Speak up own ideas	19.5	24.4	56.1	22.0	31.7	46.3
Offer speak front of class	24.4	29.3	46.3	34.1	36.6	29.3
Offer answer quest.	24.4	26.8	48.8	14.6	24.4	60.9
Ask Meaningful quest. in class	31.7	29.3	39.0	39.0	34.1	26.8
Look people in eye	43.9	24.4	31.7	46.3	24.4	29.3
Talk to others re. school work	34.1	34.1	31.7	26.8	41.5	31.7
Join in sch activ.	36.6	14.6	48.8	7.3	29.3	63.4
					.65	10.78

(Continued)

TABLE 2 (Continued)

Florida Key Scale	Group A		Group B		Chi-Square Analysis	
	Seldom	Occas. Often	Seldom	Occas. Often	Value	Difference Signif.
Investing						
Seek new things to do	36.6	31.7 31.7	12.2	39.0 48.8	6.47	.05
Offer to do extra work	39.0	31.7 29.3	34.1	31.7 34.1	.29	N.S.
Coping						
Finish my school work	19.5	24.4 56.1	9.8	22.0 68.3	1.88	N.S.
Pay attn. in class	14.6	19.5 65.9	9.8	17.1 73.2	.62	N.S.
Do sch. wk. carefully	24.4	19.5 56.1	17.1	4.9 78.0	5.60	N.S. $\leq .10$
Read in class	19.5	29.3 51.2	7.3	26.8 65.9	3.07	N.S.

Note.--Areas were determined by test authors with items listed in order of importance. Six ratings of Never to Very Often combined to make three categories.

$$\chi^2 = 5.99$$

$$P = .05$$

$$DF = 2$$

TABLE 3
SUSPENDED STUDENT^a RATINGS ON THE SAS

Self-Appraisal Scale	Most of Time	Half of Time	Hardly Ever
Social Competence			
Liked by other children	50.0	26.6	23.3
Polite	35.0	43.3	21.6
A big help at home	58.3	30.0	11.6
Full of fun	46.6	23.3	30.0
Full of questions re new things	46.6	26.6	26.6
Honest	45.0	38.3	16.6
Academic Competence			
Going to do well	61.6	28.3	10.0
Trying my best	63.3	21.6	15.0
A hard worker	55.0	25.0	20.0
Neat	73.3	18.3	8.3
Nice looking	63.3	23.3	13.3
Smart in school	50.0	33.3	16.6
Personal Competence			
Careless*	36.6	28.3	35.0
A pest*	38.3	30.0	31.6
Bad*	36.6	26.6	36.6
Sad*	28.3	33.3	38.3
Lazy*	26.6	41.6	31.6
Shy*	26.6	28.3	45.0
Non-Intellectual Competence			
Nervous*	36.6	28.3	35.0
Good making things	53.3	26.6	20.0
Very good in art	48.3	35.0	16.6
As lucky as others	56.6	26.6	16.6
Good in sports	56.6	21.6	21.6
Scared to take chances*	41.6	25.0	33.3

Note.--Items are listed in order of their importance in each category as determined by the test authors.

^aTotal suspended group N = 60.

*Reverse scoring used on these items determine leading value.

TABLE 4
SUSPENDED STUDENT^a RATINGS ON THE FKS

Florida Key Scale	Seldom ^b	Occasionally ^c	Often ^d
Relating			
Get along other students	25.0	30.0	45.0
Get along with teacher	11.6	36.6	51.6
Keep calm when things go wrong	36.6	33.3	30.0
Say good things ab. my sch.	25.0	28.3	46.6
Tell truth ab. sch. work	26.6	18.3	55.0
Asserting			
Speak up for my ideas	21.6	20.0	58.3
Offer to speak in front cl.	28.3	35.0	36.6
Offer to answer questions	25.0	30.0	45.0
Ask meaningful quest. class	31.6	33.3	35.0
Look people in eye	36.6	30.0	33.3
Talk to others re my sch.wk.	26.6	30.0	43.3
Join in sch. activities	33.3	20.0	46.6
Investing			
Seek new thing to do in sch. on own	40.0	31.6	28.3
Offer to do xtra wk. in sch.	38.3	21.6	30.0
Coping			
Finish my sch. work	23.3	28.3	48.3
Pay attention class activ.	18.3	28.3	53.3
Do my sch. work carefully	21.6	26.6	51.6
Read in class	23.3	25.0	51.6

Note.--Items are listed in order of importance in each category as determined by the test authors.

^aTotal suspended group N = 60.

^bReplies in Never (0 rating) and Very Seldom (1 rating) combined.

^cReplies in Once in Awhile (2 rating) and Occasionally (3 rating) combined.

^dReplies in Fairly Often (4 rating) and Very Often (5 rating) combined.

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BIOGRAPHY

Sara L. Foulks was born on January 22, 1930, in Amite, Louisiana. She holds a Bachelor of Science degree (1950) with a major and minor in Social Studies from Mississippi State College for Women, Columbus, Mississippi; a Certificate of Social Work (1951); and a Master of Social Work degree (1957) from Louisiana State University, Baton Rouge, Louisiana. In July, 1972, she entered the Institute for Advanced Studies in Education at Walden University, Naples, Florida, for work towards the degree of Doctor of Philosophy.

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