

STUDENT MISBEHAVIOR IN VOCATIONAL AGRICULTURE:

A NATIONAL STUDY

by

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## DEDICATION

This dissertation is dedicated with sincere love and appreciation to my wife, Sandra, and to our son, Jared. Sandra's patience, understanding, and sacrifice during this study made its completion possible. Jared's vigor and vitality provided me an outlet many times from the rigorous study and writing necessary for completion of this work.

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## Chapter 1

### INTRODUCTION

Student misbehavior in education has been an area of much concern by educators and the general public for many years. As far back as 3000 years ago student behavioral problems were being addressed by educators. Even then, according to Lucas (1972:24), schoolmasters would "cane" a schoolboy for being late to school. Thus, for millennia, students have been expected to behave in a closely prescribed manner, or be punished.

Today, student behavioral problems appear to be as prevalent as they have always been. The thirteenth annual Gallup Poll of the public's attitudes on public schools reported that "discipline continues, as it has for many years, to be regarded as the number one problem facing the local public schools" (Gallup, 1981:34).

Various journals stress the importance of student misbehavior, classroom management, and student disciplinary problems. In the past few years several education journals have devoted entire issues to student behavioral problems and have included articles about the causes of such misbehaviors, methods of dealing with them, and studies that have been conducted about student misbehavior. For example, the February, 1979, issue of the National Association of

Secondary School Principals' Bulletin was devoted to the area of discipline, as were the September, 1979, and January, 1981, issues of the same journal. The April-May, 1980, issue of Today's Education was devoted to the same subject. The September, 1981, issue of The Agricultural Education Magazine was devoted to student misbehavior and classroom management.

Literally thousands of articles have been written which give suggestions of how to handle student behavioral problems. Most of these articles are not research oriented but are based upon opinions and experiences of the writers. The methods proposed to alleviate the student behavioral problems range from corporal punishment to simply a loving attitude toward a student.

The causes of student misbehavior have been discussed throughout the literature. The causes cited range from lack of concern by parents or teachers, to lack of love by these same groups. Some writers even see a societal aspect entering into the causes of student misbehavior.

Even though a vast amount of literature exists on student behavior, classroom management, and student discipline, there is little current research on the seriousness of specific student misbehaviors in the public schools. Specifically, there is a void of information about the seriousness of the misbehaviors vocational agriculture teachers are facing nationally. This study gathered

information to help alleviate this void.

#### STATEMENT OF THE PROBLEM

Over the past several years programs in vocational agriculture have experienced considerable changes. The changes have been a result of advancing technology, new classroom techniques, and a more mobile society. Wolfgang and Glickman (1980:4) state that "schools now contain a heterogenous mix of youngsters." They contend that these changes have created problems for the teacher in being able to manage effectively the classroom instructional process. Thus, the need for the teacher to become a better classroom manager has continued to increase as extra responsibilities have been added, and certainly, student behavior is one component of classroom management.

A number of studies have been conducted in the area of student discipline, classroom management, and student behavior over the past few years. However, there is a lack of information describing the seriousness of student behavioral problems facing teachers involved in agricultural education on a national basis. That lack of information set the stage for this study. The study answered the following general question: How serious are the various student misbehaviors as perceived by vocational agriculture teachers?

## PURPOSE OF THE STUDY

The primary purpose of the study was to determine the seriousness of specific student misbehaviors as perceived by vocational agriculture teachers. The secondary purpose was to determine if differences exist among groups of vocational agriculture teachers based on selected demographic and situational variables with regard to the perceived seriousness of student misbehaviors. To address that secondary purpose, the study sought to answer the following research questions:

1. Are there differences in the seriousness of student misbehaviors as perceived by vocational agriculture teachers with regard to the college degree held?
2. Is there a difference in the seriousness of student misbehaviors as perceived by male and female vocational agriculture teachers?
3. Are there differences in the seriousness of student misbehaviors as perceived by vocational agriculture teachers with regard to grade level taught?
4. Is there a relationship between teachers' age and the seriousness of student misbehaviors as perceived by vocational agriculture teachers?

5. Is there a relationship between years of teaching experience and the seriousness of student misbehaviors as perceived by vocational agriculture teachers?
6. Are there differences in the seriousness of student misbehaviors as perceived by vocational agriculture teachers among different regions of the country?
7. Are there differences in the seriousness of student misbehaviors as perceived by vocational agriculture teachers in rural, urban, urban fringe, and central city school settings?
8. Are there differences in the seriousness of student misbehaviors as perceived by vocational agriculture teachers in regard to school size?
9. Is there a difference in the seriousness of student misbehaviors as perceived by vocational agriculture teachers in single teacher departments and multi-teacher departments?

#### NEED FOR THE STUDY

Student misbehaviors confront all teachers at one time or another. Student misbehaviors are often cited as being reasons for teachers' dissatisfaction or teachers leaving the profession. Knight, J. (1978:11) identified

student-related concerns as four out of the fifteen highest factors related to why teachers leave the profession. He stressed a need to "determine the real reason for their [students'] influence" (1978:15) on why teachers leave the profession. He listed an area called "disliked student attitudes" as a major concern. These factors of student concerns have implications concerning the seriousness of behavioral problems faced by teachers of vocational agriculture.

Mulkey (1970) studied the opinions toward student behaviors of third and sixth grade teachers and a select group of teachers in a large suburban school system in Texas. She asked them to rate the seriousness of forty-seven behaviors as they were read aloud to them. She concluded that there were differences in the opinions of the groups studied, and suggested that further research be conducted relating to the seriousness of student behavioral problems.

Hollomon (1976) asked teachers to list and describe, in descending order, no more than three behaviors they felt were unacceptable. Those behaviors which required teacher intervention were the only ones classified as unacceptable. Along with the three unacceptable behaviors, the teachers were asked to identify and describe, in descending order, no more than three techniques they judged to be the most effective in dealing with these unacceptable behaviors. His



study was limited to 119 female K-3 grade teachers with three or more years of teaching experience.

Riley (1979) conducted a study to identify critical and frequent discipline problems and the appropriate strategies for handling them. Her study was confined to 79 first-year vocational education teachers in public secondary schools in Florida.

The National School Boards Association Discipline Committee studied the problem of discipline in 100 large urban school districts. They concluded that districts should establish task forces to collect information on discipline problems (National School Boards Association, 1977:45).

Camp (1980:33) conducted a study to determine the perceived discipline problems of teachers and administrators in the public secondary schools in Indiana. He concluded that "a need exists for research of this nature to quantitatively establish the actual, current situation with regard to student discipline problems in public secondary schools."

Despite the fact that numerous studies have been conducted which relate to student discipline, classroom management, and student misbehavior, little systematic research has been conducted to determine the seriousness of student misbehaviors faced by the public school teacher. No national studies were located which investigated the

seriousness of student misbehaviors faced by vocational agriculture teachers. This study should help to alleviate this void of information.

#### LIMITATION OF THE STUDY

This study was limited to the population of the vocational agriculture teachers in 1981-1982 as listed in the 1981 Agriculture Teachers' Directory (Smith, 1981).

#### DEFINITION OF TERMS

The following terms are defined to ensure clarity of their meaning for this study:

Central City School Programs -- agricultural programs located in major cities of 50,000 inhabitants or more (U. S. Department of Commerce, 1980).

Junior High School -- a school typically containing only grades seven, eight, and nine.

Real Student Discipline Problem -- any intentional behavior by one or more students, which in and of itself infringes upon the rights of other students, teachers, or school employees or results in damage to school property and which is normally the responsibility of school officials to handle.

Rural School Programs -- agricultural programs

located in rural farm or non-farm areas with fewer than 2,500 inhabitants (U. S. Department of Commerce, 1980).

Senior High School -- a school typically containing only grades nine through twelve.

Seriousness -- overall magnitude of the problem caused by the specific student misbehavior.

Student Misbehavior -- any behavior by one or more students which is improper in the opinion of the teacher at a given point in time and in a given educational setting.

Urban Fringe School Programs -- agricultural programs located in closely settled territories surrounding major central cities with 2,500 inhabitants or more (U. S. Department of Commerce, 1980).

Urban School Programs -- agricultural programs located in cities, towns, and villages with 2,500 inhabitants or more (U. S. Department of Commerce, 1980).

Vocational Agriculture Teacher -- professional faculty member employed by local (city or county) boards of education for the purpose of teaching classes of vocational agriculture in the public secondary schools.

#### CHAPTER SUMMARY

The major purpose of this study was to determine the seriousness of specific student misbehaviors as perceived by vocational agriculture teachers.

Chapter 1 presented an introduction to student misbehavior as broadly defined for the purposes of this study. Specific portions of the chapter consisted of information pertaining to: statement of the problem, purpose of the study, need for the study, limitation of the study, and definition of terms.

## Chapter 2

### REVIEW OF RELATED LITERATURE

#### INTRODUCTION

An extensive computer and personal review of the literature revealed that the majority of published materials in this area related to handling student behavioral problems or causes of student behavioral problems in the public schools. Most of the literature appears to be based on personal opinions and observations of the writers, rather than on the results of research conducted. However, a few studies were located which were research based and dealt with the seriousness of student behavioral problems either on a statewide basis, or on a local school system basis. No studies were located which investigated the student behavioral problems as they relate to vocational agriculture teachers on a local, state, or nationwide basis.

This chapter was organized to (1) discuss the literature specifically dealing with the seriousness of student behavioral problems, and (2) review the literature related to the variables in this study.

STUDIES RELATED TO THE SERIOUSNESS OF STUDENT  
BEHAVIORAL PROBLEMS

The following section is a sample of the literature dealing with the seriousness of student behavioral problems.

The most in-depth research-based study found by the writer on student discipline, and still the landmark in this type of research, was that conducted by Wickman (1928) in the Cleveland and Minneapolis school systems. Data were compiled from the Minneapolis study which formed a basis for the Cleveland school system study, and was conducted and written between 1924-28.

Wickman's study focused upon measuring "the teachers' reactions to the behavior of their pupils" instead of measuring children's behavior (Wickman, 1928:8). The methods that were employed in the study were specific to each school system. The Minneapolis study (Wickman, 1928:9) proceeded as follows:

First, the teachers in the school individually reported . . . all the kinds of behavior problems . . . encountered in their teaching careers. Second, they rated all of their pupils on a behavior record containing a list of the behavior problems which had been reported most frequently on the previous questionnaire. Third, the teachers again rated their pupils on a behavior and personality rating scale which was devised by the writer . . . and personality characteristics considered important by mental hygienists . . . . These two ratings of the pupils were obtained under controlled conditions.

The Cleveland study was an extension and revision of the study conducted in Minneapolis. By using the Minneapolis " experiment as a control and by refining the techniques employed . . . data were secured which supported and crystallized the suggestions obtained" in the Minneapolis study and " led to a direct experimental study of teacher attitudes" (Wickman, 1928:11).

As a result of these two studies, Wickman compiled a list of 51 specific observed undesirable student behaviors. The 27 Cleveland teachers and 29 Minneapolis teachers submitted a total of 428 items (Wickman, 1928:14). Through a process of testing, validation, and consolidation, Wickman arrived at a final list of behaviors.

A study which resulted in 19 unacceptable classroom behaviors and 12 techniques for handling those behaviors was conducted by Hollomon (1976). His study involved 114 female K-3 grade teachers with three or more years of teaching experience. Those teachers studied were limited to listing three of the problems they perceived to be the most unacceptable. In addition they were asked to describe the three most often used techniques of handling behavior problems.

Hollomon (1976:20) concluded that "children's unacceptable behaviors in the classroom are functions of teacher perceptions (prejudices)." He also stated that experienced teachers are using techniques that are

effective, versus non-experienced teachers using less effective techniques of handling their student behavioral problems.

Riley (1979) conducted a study in Florida which involved 79 first-year vocational education teachers. The study focused around the following purposes:

To identify critical and frequent discipline incidents and the appropriate alternatives for handling them; to identify discipline problems which should be included in preservice and/or inservice education; and to compare the solutions used by the teachers with the solutions proposed by experts in the field (Riley, 1979:2).

The study resulted in seven categories of discipline problems as reported by the teachers to be the most critical and the most frequent (Riley, 1979:3). She listed four strategies used by the teachers as being the appropriate alternatives for handling the discipline problems cited.

A study conducted by Camp (1980:1) in Indiana had the following research questions:

1. What specific student behaviors are perceived by Indiana public secondary teachers and administrators to be problems in student discipline as opposed to other kinds of problems?
2. How frequently do these identified discipline problems occur in Indiana schools?
3. How serious do teachers and administrators perceive the identified student discipline problems to be?
4. To what extent do the identified discipline problems interfere with the learning environment as perceived by teachers and administrators?



The list of discipline problems in the Camp study was a result of a review of the literature encompassing "student behaviors, mannerisms, or characteristics viewed as causing concern or expressly cited as disciplinary in nature" (Camp, 1980:8).

Through an editing process and review by a panel of experts, the final instrument contained a validated list of 101 student misbehaviors. This instrument was sent to a "stratified random sample of all secondary level teachers and administrators in Indiana . . ." (Camp, 1980:9). The useable return rate was 29 percent (310).

The study concluded that only 47 of the 101 student misbehaviors were perceived to be discipline problems by the majority of the teachers responding (Camp, 1980:12). Only 46 of the 101 student misbehaviors were perceived to be discipline problems by the majority of administrators who responded.

The study indicated that "those behaviors which were perceived to be most serious by responding Indiana educators were primarily drug, alcohol, and violence related" (Camp, 1980:33). The conclusions also state that "those student misbehaviors occurring most frequently, according to respondents to this survey, are quite mild in nature centering around apparent passive evasion and motivational problems" (Camp, 1980:34).

The differences between those behaviors perceived to be the most serious and those perceived to interfere the most were pointed out. The study also made comparisons between rural, urban, and suburban schools in Indiana.

#### LITERATURE RELATED TO THE BIOGRAPHICAL VARIABLES IN THIS STUDY

While the majority of the literature located on student misbehavior did not directly relate to the seriousness of student misbehaviors in public schools, some studies were located that looked at student misbehavior and the biographical variables this study addressed. This section will discuss those studies as they relate to the variables specified in Chapter 1 of this study. The section will be divided into the two major categories of demographic variables and situational variables.

##### Demographic Variables

Degree held by the teacher. Lea (1978) found that teachers with bachelor's degrees use techniques such as giving a pop quiz, talking with other teachers about students, and taking away privileges of a student or class more often than teachers with master's degrees or higher. The purpose of his study was to "ascertain to what extent various disciplinary techniques were utilized in Missouri

secondary schools" (Dissertation Abstracts). He listed seven categories of techniques used more by those teachers with bachelor's degrees than with higher degrees.

Knight, R. (1978) studied the relationship of various teacher attributes with the number of disruptive behavior referrals in Baltimore, Maryland schools. He stated that "teachers with noneducational baccalaureate degrees made more referrals than did teachers with educational baccalaureate degrees" (Dissertation Abstracts).

Puckett (1978) conducted a comprehensive review of research findings related to classroom discipline. He located 1096 studies which had been research based and discussed some aspect of student discipline. One of the 114 categories which evolved from his study was a category termed as educational background. Six studies revealed that "the teachers' educational background (subject area and amount of preparation) was related to their interpretation and/or handling of misbehavior" (Puckett, 1978:56).

Sex of the teacher. A study which resulted in 19 unacceptable classroom behaviors and 12 techniques for handling those behaviors was conducted by Hollomon (1976). His study involved 114 female K-3 grade teachers with three or more years of teaching experience. Those teachers studied were limited to listing three of the problems they perceived to be the most unacceptable. In addition they

were asked to describe the three most often used techniques of handling behavior problems. He concluded that "children's unacceptable behaviors in the classroom are functions of teacher perceptions (prejudices). . ." (Puckett. 1978:20).

Robertson (1980) investigated the perceptions of Tennessee middle school principals toward discipline. She found no significant differences in sex of the principal in regard to their perception of discipline problems.

While there were no differences in principals' perceptions of discipline problems, Knight, R. (1978) indicated that there were differences in the referral rates of male and female teachers. He stated that "female teachers made more referrals than did male teachers" (Dissertation Abstracts).

Grade level taught. Mulkey (1970) studied the opinions of third and sixth grade students in a large suburban school system in Texas. She asked them to rate the seriousness of 47 behaviors as they were read aloud to them. She concluded that there were differences in seriousness of problems among grade levels taught.

In a similar study, Deno (1979) utilized a method to measure discipline problems with direct observations. His study was conducted in a midwestern inner-city elementary school with 550 students, grades K-6.

Puckett (1978:51-52) located 28 studies which indicated that "students at certain age or grade levels present more behavior problems than normally expected." He indicated that little agreement existed among the studies as to what age group or grade level exhibited the greatest differences.

Teacher age. Rice (1977) studied four high schools nationwide to compare perceptions of school discipline among students, parents, teachers, and school administrators. He found that 7 out of 10 teachers and the over 30 respondents identified discipline as a major problem. On the other hand, he found that 6 out of 10 administrators and those under 30 did not perceive discipline as a major problem.

In a similar study in the state of Missouri, Lea (1978) found that teachers between the ages of 21 and 35 use certain techniques such as direct a question at the inattentive student, give a pop quiz, take away privileges, and give the student a menial task to do more often than those teachers between the ages of 36 and 64. Knight, R. (1978) found similar results in a Maryland study. He concluded that teachers under 30 years of age made more referrals to the administration than those over 30 years of age.

Years of teaching experience. Four studies were

located which addressed the question of whether years of teaching experience made a difference in discipline problems. All four studies reached the same conclusion: the more experience a teacher has, the fewer student behavioral problems he or she will experience.

The studies by Lea (1978) and Hillhouse (1979) were both conducted in the state of Missouri. Hillhouse studied the attitudes of 247 elementary and secondary principals and assistant principals, randomly selected from The Missouri School Directory. The study by Lea revealed that teachers with 0-5 years of experience use certain discipline techniques such as assign extra work to the student, take away privileges, use a firm tone of voice when dealing with a student, and give a student a menial task to do more often than those with 6-36 years of experience.

Similar results were found in Maryland by Knight, R. (1978). He studied the referral rate of teachers in a large junior high school in Baltimore. All of the teachers in the school were surveyed (n=37) and a sample size of 287 was surveyed. One of the findings reported in his study was that a significant negative relationship existed between the number of referrals and the years of experience. As years of experience in teaching increased the number of referrals by teachers decreased.

Puckett (1978) reviewed the literature on discipline and concluded that experienced teachers have fewer student

discipline problems than beginning teachers.

### Situational Variables

Regions of the country. Several studies on discipline were located which had been conducted on a statewide basis, however, only one study was located which considered discipline on a national level. Rice (1977) studied perceptions of teachers, administrators, students, and parents concerning the strictness of school discipline. Only one school from each of the four regions was surveyed. He concluded that southern and western respondents agreed on their perceptions about the use of strict discipline practices with teachers and parents, while northern and eastern respondents were evenly divided on their perceptions about the use of strict discipline practices.

Other studies concerning discipline on a statewide basis include a study by Camp (1980) in Indiana, which surveyed teachers and administrators; a study by Riley (1979) in Florida, which involved first-year vocational teachers; a study by Robertson (1980) in Tennessee, which surveyed principals' perceptions of discipline problems; and a study conducted by Clarke (1976) in North Carolina, which studied the opinions about discipline problems of students, teachers, and principals.

Type of school setting. In a presentation to the National Association of Secondary School Principals, Laneve (1980) reported that discipline-related problems are increasing in frequency and have become a major concern to school authorities. He surveyed more than 100 school districts in the United States concentrating on large urban districts. Camp (1980) surveyed a sample of teachers and administrators to determine the seriousness of discipline problems. He found very little difference among respondents from rural, urban, and suburban high schools in Indiana.

School size. Hinson (1978) studied the relationship between high school size and number of discipline problems. The study concluded that two significant differences exist in regard to school size: (1) the proportion of assaults on teachers, and (2) the time spent by administrators on dealing with discipline problems. The larger schools experienced more discipline problems than smaller schools.

In a similar study in California, Williamson (1979) found a negative relationship between school size and rate of disruptive behavior at the elementary school level.

#### CHAPTER SUMMARY

Chapter 2 contains a review of selected literature concerning the seriousness of student misbehaviors and the



biographical variables included in this study. While the number of studies conducted in the area of student discipline or student misbehavior in general are numerous, studies dealing with the seriousness of student misbehaviors are limited. None were located regarding the seriousness of student misbehaviors faced by vocational agriculture teachers on a local, state, or nationwide basis. The specific studies relative to the variables in this research were discussed.

Chapter 2 was concerned with providing a sample of the literature located by the researcher. As Puckett's (1978) study pointed out, thousands of studies have been conducted which address the student discipline issue. While these studies did not address the seriousness of the student misbehaviors which this study addressed, they did reveal that no national studies had been conducted and therefore no decisive conclusions can be given in regard to vocational agriculture teachers.

## Chapter 3

### RESEARCH DESIGN AND METHODOLOGY

Chapter 3 describes how the study was designed and conducted. Information is presented on the population and sample, research design, instrumentation, data collection procedures, and statistical analyses.

#### THE POPULATION AND SAMPLE

The population was composed of the 12,726 vocational agriculture teachers employed in departments or programs administered in junior high schools, senior high schools, area vocational centers, and county vocational schools in the United States as listed in the 1981 Agriculture Teachers' Directory.

A systematic sampling procedure with a random start was used to select those teachers for inclusion in this study. The first phase of the sampling procedure involved sequentially numbering all vocational agriculture teachers listed in the 1981 Agriculture Teachers' Directory.

A sample size of 373 was determined to be appropriate according to Krejcie and Morgan (1970:608) for a population of 12,726, assuming a 5 percent error rate with a 95 percent confidence level. However, for the purposes of

this study the sample size was increased to 604 to facilitate the use of a factor analysis procedure on the instrument. It was assumed that the return rate would be 65 percent yielding 393 responses which was adequate for use of factor analysis. The instrument contained 86 items, and according to Hair et al., (1979:219) "as a general rule there should be four or five" individuals to every variable for statistically sound analysis. Sudman (1976:30) contends that the sample size for each major category on an instrument should be 100 and the minor areas should contain 20 to 50. Where at least 20 individuals were not obtained for categories of the independent variables, the categories were combined with other appropriate categories.

The second phase of the sampling procedure was the actual selection of the teachers within the states to be included in the sample. A table of random numbers from Popham and Sirotnik (1978:367-371) was used in making the selection of the first teacher from among the first 21 teachers. After the first teacher was randomly selected, every 21st teacher listed thereafter was chosen to be included in the sample, thus giving the desired sample size. The number of teachers, listed by state, included in the samplé is shown in Table 1.

Table 1

Number of Vocational Agriculture Teachers  
by State and Number in Sample<sup>a</sup>

State	Number of Teachers	Number in Sample
Alabama	431	21
Alaska	27	1
Arizona	79	4
Arkansas	281	13
California	637	31
Colorado	99	4
Connecticut	66	3
Delaware	44	2
Florida	548	26
Georgia	316	15
Hawaii	25	2
Idaho	83	3
Illinois	472	21
Indiana	284	14
Iowa	294	14
Kansas	186	9
Kentucky	311	15
Louisiana	287	13
Maine	65	3

Table 1  
(continued)

State	Number of Teachers	Number in Sample
Maryland	101	5
Massachusetts	116	6
Michigan	213	10
Minnesota	626	30
Mississippi	251	12
Missouri	345	16
Montana	82	4
Nebraska	146	7
Nevada	22	1
New Hampshire	36	1
New Jersey	75	4
New Mexico	74	3
New York	392	19
North Carolina	432	21
North Dakota	110	5
Ohio	763	36
Oklahoma	451	22
Oregon	137	6
Pennsylvania	364	17
Rhode Island	17	1
South Carolina	179	9

Table 1  
(continued)

State	Number of Teachers	Number in Sample
South Dakota	82	4
Tennessee	268	12
Texas	1605	77
Utah	69	3
Vermont	44	2
Virginia	398	19
Washington	264	13
West Virginia	136	6
Wisconsin	342	16
Wyoming	51	3
	12,726	604
Total		

Source:

<sup>a</sup>1981 Vocational Agriculture Teachers' Directory

## THE RESEARCH DESIGN

Chapter 2 pointed out that there exists a lack of empirical data in regard to the seriousness of student behavioral problems of vocational agriculture teachers. This study determined the seriousness with which vocational agriculture teachers perceive specific student misbehaviors and it is descriptive in nature.

Borg (1981:129), in discussing descriptive research, stated:

Much of the early work in a new science is descriptive, since it is necessary to know something about the characteristics of our subjects before trying to study more complex research questions.

He further emphasized the importance of descriptive research by making the observation that there remains a great deal of information to learn about students and teachers. This study gathered information of a descriptive nature about the perceptions of teachers of vocational agriculture.

Descriptive research basically deals with either survey research or observational research. This study would be classified as survey research. Survey research was considered appropriate because it "typically employs questionnaires and interviews in order to determine the opinions, attitudes, preferences, and perceptions of persons

of interest to the researcher" (Borg, 1981:130).

#### INSTRUMENTATION FOR THE STUDY

The questionnaire used for this study was a revision of the instrument used by Camp (1980:9). The original instrument, "Survey of Discipline Problem Behaviors in Indiana Secondary Schools," was validated before being used for that study. Camp's (1980:7-8) methodology for validation included the collection of a list of "student misbehaviors" from the literature search. After the list was compiled, the duplications were extracted and those which were not clear were revised. Following this procedure,

The revised list was submitted to a panel of experts consisting of eight teachers and administrators from both the university and secondary school levels. The panel members were specifically instructed not to determine which behaviors were actually discipline problems, but rather were to verify that the items were undesirable student behaviors which could be of concern to educators. Additionally, they were asked to review the list for duplications and ambiguities and to determine whether any further items were needed. The result of the foregoing process was a validated list of 101 student misbehaviors which are of general concern to educators. It does not represent solely a list of student discipline problems, but rather includes discipline problems among other types of misbehaviors.

The revised instrument as used in this study



contained a list of 86 student misbehaviors and was a result of refinement of the original instrument taking out 15 misbehaviors which were termed as ambiguous or duplications by a second panel of experts, and from the results of an additional field test and actual studies using the instrument. The scale used for the instrument was as follows: 0 = Not a problem (never observed or so unimportant it is not a problem to me), 1 = Minor problem (presents no real problem to me), 2 = Moderate problem (presents somewhat of a problem to me), 3 = Major problem (presents a serious problem to me), and 4 = Critical problem (causes an extreme problem to me). (See Appendix B for a copy of the instrument.) The mail survey instrument for this study consisted of three parts: Part I included the biographical information specified by the research questions in Chapter 1, Part II consisted of the "Student Misbehavior Survey," as revised by Camp (1981), and Part III contained items relative to job satisfaction. Those items in Part III were used as a part of a staff study in agricultural education, and were not used as part of the information for this study. The reliability of the instrument was estimated using Cronbach's alpha (Nie, et al., 1975).

#### DATA COLLECTION PROCEDURES

The data for this study were collected utilizing the

mail survey technique. Best (1977:118) observed that:

The survey method gathers data from a relatively large number of cases at a particular time. It is not concerned with characteristics of individuals as individuals. It is concerned with the generalized statistics that result when data are abstracted from a number of individual cases.

A survey packet was mailed to each participant. The survey packet contained the following:

1. A letter of transmittal from the researcher explaining the purpose of the study, insuring anonymity, and requesting the participant's assistance. (See Appendix A for a copy of the letter of transmittal.)

2. A copy of the instrument printed on green paper. Survey instruments were coded for follow-up and identification purposes only. (See Appendix B for a copy of the instrument.)

3. A stamped, pre-addressed return envelope.

Follow-up procedures were used to obtain the maximum possible number of responses. Three weeks after the initial mailing a post card was sent as a reminder to those who had not returned the questionnaire. (See Appendix C for a copy of the post card reminder.) One week after the post card reminder a second survey packet was mailed to all non-respondents. (See Appendix D for a copy of the cover letter for the second mailing.) Two weeks after the second survey packet mailing a telephone call was made to a five percent

random sample of the non-respondents. The non-respondents were asked to provide the biographical information on the instrument. In addition, a sample of the student misbehavior items was asked to indicate that the study dealt with student misbehavior. Tuckman (1978:237) recommended that:

Five to ten percent of the non-respondents should be contacted for all or critical portions of the questionnaire. This additional procedure is necessary to establish that those who have not responded are not systematically different from those who have.

#### ANALYSIS OF THE DATA

This study was descriptive in nature and utilized a sample of teachers drawn from the population of all vocational agriculture teachers listed in the 1981 Agriculture Teachers' Directory. Therefore, the data were analyzed using inferential statistical methods. Hinkle, Wiersma and Jurs (1979:9) defined inferential statistical methods as those where "generalizations are made about a population by studying a subset or sample of that population."

A variety of statistical techniques were used to analyze the data. Those techniques used were factor analysis, multivariate analysis of variance, analysis of variance, Pearson product-moment correlation, and the

Scheffé post hoc multiple comparisons test.

The use of common factor analysis provided for data-reduction of the instrument and determined the underlying constructs among the variables (Nie, et al., 1975:469). The program FACTOR was used for the data reduction process (Nie, et al., 1975). The scree test was used to determine the number of underlying constructs or factors to retain with subsequent reduction of the data through a varimax rotation procedure. Hair, et al. (1979:232-233) postulate that "the scree tail test is an approach used to identify the optimum number of factors which can be extracted" during the data-reduction process. Upon completion of this procedure, the factors scores were used as variables in the analysis of the research questions (Nie, et al., 1975:469).

The program MANOVA was used to test seven of the research questions. The program MANOVA available through the SPSS Update 7-9 (Hull and Nie, 1981) provided the multivariate analysis of variance and univariate analysis of variance. Where statistical significance was found in the ANOVA, the Scheffé post hoc multiple comparison test provided the comparison of all possible pairs of group means. Hinkle et al. (1979:276) state that "the Scheffé method [of multiple comparisons] is recommended when there is a significant F-ratio in the ANOVA, and when the group sample sizes are unequal." Nie and others give added support for the Scheffé method. They postulate that the

Scheffé "is stricter than the other tests . . . exact, even for unequal group sizes" (Nie, et al., 1975:428).

Seven research questions were answered using the program MANOVA with the factors scores as variables. The Pearson product-moment correlation was used to answer the other two research questions dealing with the relationship of the teachers' total score to age and years of teaching experience. It was suspected that age and years of teaching experience would be highly intercorrelated. Where highly intercorrelated variables are studied, only one variable is used to correlate with the dependent variable to avoid the multicollinearity problem (Nie, et al., 1975:340). Nie and others (1975:340) state that "if extreme collinearity exists (intercorrelation in the .8 to 1.0 range)," only the independent variable which is the most highly correlated with the dependent variable should be analyzed.

#### CHAPTER SUMMARY

Chapter 3 presented a description of the research design and methodology that were used in this study. Particular emphasis was placed on the population and sample, the research design, instrument used in the study, data collection procedures, and analysis of the data collected in this study.

## Chapter 4

### PRESENTATION AND ANALYSIS OF DATA

#### INTRODUCTION

The primary purpose of this study was to determine the seriousness of specific student misbehaviors as perceived by vocational agriculture teachers. The study also determined differences among groups of vocational agriculture teachers based on selected demographic and situational variables with regard to the perceived seriousness of student misbehaviors. The research questions set in place for this study and the statistical analyses of the findings are presented in this chapter.

The instrument used for collection of teacher perceptions data was "The Student Misbehavior Survey," by Camp (1981). The estimated reliability of the instrument using Cronbach's alpha was .975.

The telephone follow-up of non-respondents revealed that there were no systematic differences between the respondents and non-respondents. Therefore, this study can be generalized to the population from which it was drawn.

#### DESCRIPTION OF THE SAMPLE

A questionnaire was mailed to 604 vocational

agriculture teachers selected from the 1981 Agriculture Teachers' Directory representing the total population of 12,726. The national study included at least one teacher from all 50 states in the United States. A total of 474 questionnaires were returned representing a 78.48 percent response rate. However, some were not useable because of various reasons such as: adult programs only, teacher left that position, incorrect address, and teacher deceased and program discontinued. Four hundred thirty-seven questionnaires were useable which represented 72.02 percent of those mailed. The 72.02 percent useable response rate included distribution across all six regions of the country as defined by the National Vocational Agriculture Teachers' Association (1979). Appendix E gives the number included in the sample, the frequency of returns, and the percentage from the 50 states. The number included in the sample from each region, the frequency of returns, and the percentage of returns are shown in Table 2. (See Appendix F for a listing of states by regions.) The frequency and percentage of selected biographical data appears in Appendix G.

#### SERIOUSNESS OF STUDENT MISBEHAVIORS

Individual questionnaire item score means were used to determine the most serious student misbehaviors as perceived by vocational agriculture teachers. The scale

Table 2

Number of Vocational Agriculture Teachers  
in the Sample by Regions, Number  
Received and Percentage of Returns

Region	Number Mailed	Number Received	Percentage
1	148	118	79.73
2	64	42	65.63
3	76	62	81.58
4	112	93	83.04
5	116	90	77.59
6	<u>88</u>	<u>69</u>	78.41
Total	604	474	78.48



used ranged from 0 = not a problem to 4 = critical problem. The student misbehaviors with the highest item score means clearly tended to come from the set of items which will be reported in the next section as the student attitude factor. The student behavioral problem perceived to be the most serious according to the respondents was ambivalence. This behavior was at least a slight problem to 416 (95.2 percent) of those responding. The mean rating of ambivalence was 2.133, which made it the most serious student misbehavior vocational agriculture teachers were facing. The second most serious problem was failing to bring books, paper, pencil, etc., with a mean rating of 2.043. The twenty most serious student misbehaviors and mean scores as perceived by vocational agriculture teachers are shown in Table 3. The twenty least serious student misbehaviors and mean scores as perceived by vocational agriculture teachers are shown in Table 4. For a complete listing of the 86 student misbehavior items and their respective mean seriousness ratings, see Appendix H.

#### FACTOR ANALYSIS PROCEDURES

The 86 item questionnaire was factor analyzed using common factor analysis (Nie, et al., 1975:473) to facilitate data reduction of the instrument. The initial unrotated analysis revealed 15 factors with eigenvalues of 1.0 or

Table 3

The Twenty Most Serious Student Misbehaviors  
Ranked by Mean Scores as Perceived by  
Vocational Agriculture Teachers

Rank	Misbehavior	Mean Score <sup>a</sup>
1	Ambivalence (doesn't care attitude)	2.133
2	Failing to bring books, paper, pencil, etc.	2.043
3	Negative attitude toward school	1.927
4	Talking without permission	1.851
5	Not following instructions	1.773
6	Making and leaving a mess	1.732
7	Clowning/foolish behavior	1.659
8	Failing to do in-class assignments	1.547
9	Smoking/chewing tobacco in any form	1.538
10	Interfering with work of others	1.532
11	Profanity/abusive language	1.529
12	Blaming others (not assuming responsibility)	1.490
13	Disrespectful toward other students	1.478
14	Failing to turn in homework	1.455
15	Inattentiveness (daydreaming, etc.)	1.451
16	Absenteeism (excused but excessive)	1.444
17	Vandalism to school property	1.396
18	Absenteeism (unexcused truancy)	1.367
19	Tardiness to class	1.362
20	Teasing	1.346

<sup>a</sup> 0=Not a problem, 1=Minor problem, 2=Moderate problem,  
3=Major problem, 4=Critical problem

Table 4

The Twenty Least Serious Student Misbehaviors  
Ranked by Mean Scores as Perceived by  
Vocational Agriculture Teachers

Rank	Misbehavior	Mean Score <sup>a</sup>
67	Slipping out of class (after start)	.414
68	Violations of dress code	.399
69	Gambling (cards, penny-tossing, etc.)	.389
70	Injuring others (intentional)	.373
71	Selling drugs	.363
72	Ethnic or racial disturbances	.320
73	Bringing dangerous weapons to school or school functions	.302
74	Bringing pornographic materials to to school/class	.259
75	Stealing exams or tests	.245
76.5	Threatening school employees	.229
76.5	Socially delinquent behavior (indecent exposure, etc.)	.229
78	Striking school employee	.130
79	Injuring self (intentional)	.089
80	Protests, political	.085
81	Homosexual activity	.080
82	Masturbation	.076
83	Picketing or strikes by students	.073
84	Homicides (attempted or actual)	.055
85	Student political activism (underground newspapers, agitation, etc.)	.048
86	Rape (attempted or actual)	.046

<sup>a</sup> 0=Not a problem, 1=Minor problem, 2=Moderate problem,  
3=Major problem, 4=Critical problem

greater. The scree test (Cattell, 1978:76-86) shown in Figure 1 was applied to the 15 factors and revealed that there were possibly six factors that should be retained. The six factors were rotated using varimax rotation to determine the item loadings on each factor. This procedure revealed that no variables loaded heavily enough to be considered on the sixth factor. A loading of + or -.300 or greater was considered to be sufficient to indicate that a variable was loaded on a given factor (Child, 1970:46). Consequently, the five factors were rotated and revealed that there were not any variables loaded heavily enough to be considered on the fifth factor. Similarly, the four factors were rotated and revealed that there were not any variables loaded heavily enough to be considered on the fourth factor. The rotation of three factors revealed that there were enough variables loaded on factor three to retain it for further analyses. (See Appendix I for the loadings of each factor on the instrument.) Where a variable was loaded on more than one factor, the highest loading was considered to be the factor to which the variable belonged (Child, 1970:32-33).

The three factors retained were named as follows: factor 1, student attitude; factor 2, violence related; and factor 3, use of drugs. The variables which are included in each factor are shown in Appendix J. The first factor includes the largest number of variables loading on any of

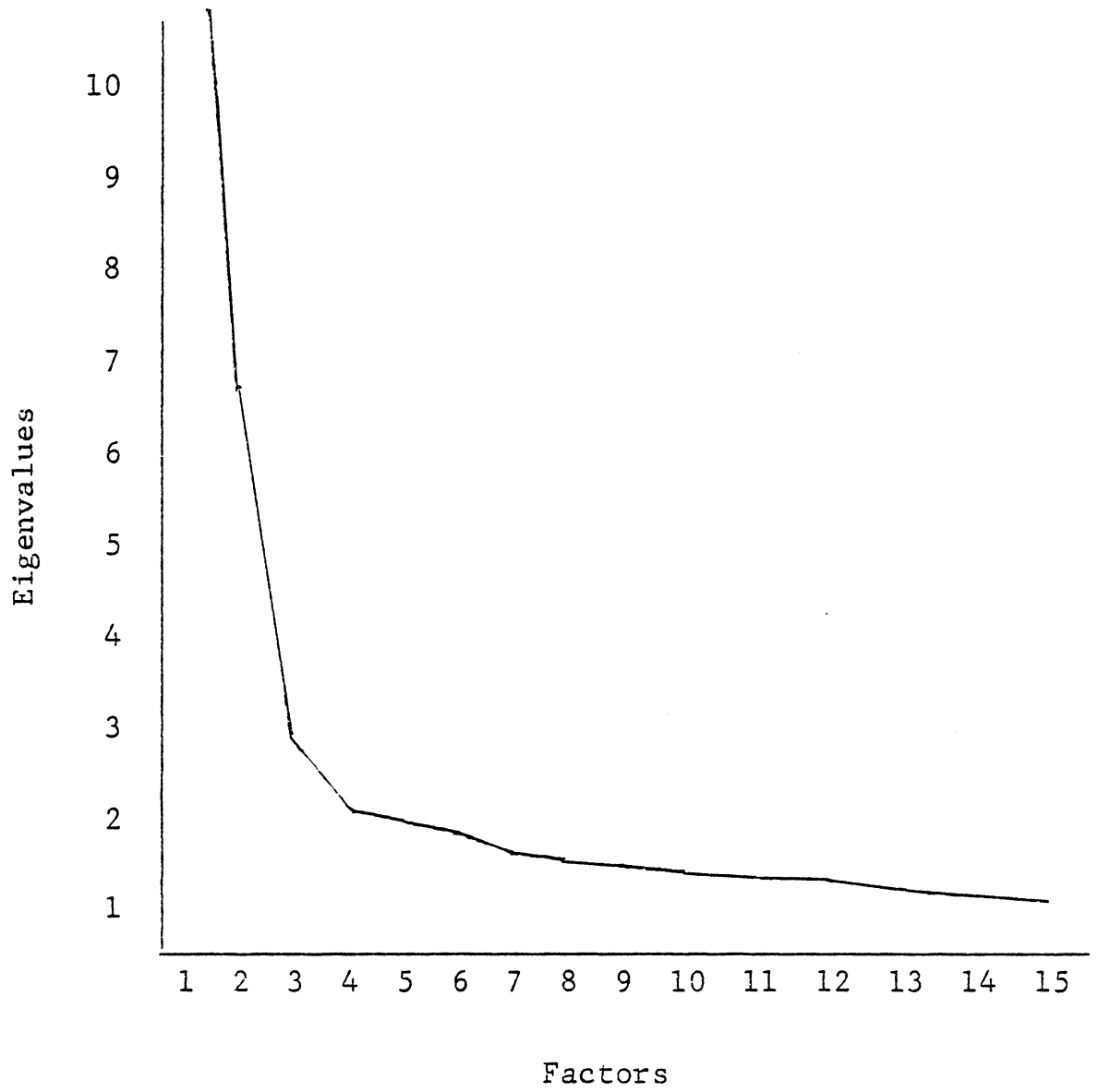


Figure 1

Scree Test of Eigenvalues for the  
Initial 15 Factors

the three factors. There were 52 variables loading on factor 1, 23 variables loading on factor 2, and 10 variables on factor 3. One variable, sleeping in class, was not loaded on any of the three factors retained in this analysis.

### Demographic Variables

Research Question No. 1: Are there differences in the seriousness of student misbehaviors as perceived by the vocational agriculture teachers with regard to the college degree held?

There were 11 respondents that had less than bachelor's degrees, 216 with bachelor's degrees, 128 with master's degrees, 78 with post master's degrees, and 3 with doctoral degrees. Due to the small n size of the minor categories of less than bachelor's degree and doctor's degrees, these two were added to the bachelor's degree category and the post-master's degree category, respectively (Sudman, 1976). The Wilks' Lambda test (Hull and Nie, 1981) was used to test for significant differences between the three factors and degrees held by the teacher. The value of the Wilks' Lambda was .987 which was not significant at the .05 level. Therefore, further analysis of this research question was not conducted. Table 5 shows the mean factor scores for the college degree held by the vocational

Table 5  
 Mean Factor Scores of Vocational Agriculture  
 Teachers by College Degree Held

Factor	Degree Held		
	Bachelor's or Less (n=227)	Master's (n=128)	Post Master's or Doctorate (n=81)
1. Student attitude	.087	-.072	-.121
2. Violence related	-.033	.070	-.011
3. Use of drugs	-.030	.064	-.054

agriculture teachers.

Research Question No. 2: Is there a difference in the seriousness of student misbehaviors as perceived by male and female vocational agriculture teachers?

There were 412 males and 24 females who returned useable responses. The Wilks' Lambda test was used to test for significant differences between the male and female teachers on the three factors. The value of the Wilks' Lambda was .983 which was not significant at the .05 level. Therefore, further analysis of this research question was not conducted. Table 6 shows the mean factor scores for the male and female vocational agriculture teachers.

Research Question No. 3: Are there differences in the seriousness of student misbehaviors as perceived by vocational agriculture teachers with regard to the grade level taught?

Three grade categories were represented among the respondents. There were 15 teachers in the junior high school grade level, 378 teachers in the senior high school grade level, and 36 teachers in a combination of junior and senior high school grade levels. Due to the small n size of respondents in junior high schools, the junior high school category was collapsed with combination junior-senior high schools (Sudman, 1976). The Wilks' Lambda test was used to



Table 6  
Mean Factor Scores by Male and Female  
Vocational Agriculture Teachers

Factor	Male (n=412)	Female (n=24)
1. Student attitude	-.026	.479
2. Violence related	.010	-.156
3. Use of drugs	-.016	.146

test the significance of the factors by the two grade levels represented. The value of the Wilks' Lambda was .961 which was significant at the .05 level. The mean factor scores for the grade levels taught by vocational agriculture teachers appear in Table 7.

Since statistical significance was found in Wilks' Lambda, univariate analyses were used to determine which factor contained the significant differences across grade levels. Table 8 shows the ANOVA summary for the grade levels taught by vocational agriculture teachers. The source of significance lay in factor 1, student attitude, which indicated that combination junior-senior high school vocational agriculture teachers perceived student attitude to be more serious than did vocational agriculture teachers in senior high schools.

Research Question No. 4: Is there a relationship between teacher age and the seriousness of student misbehaviors as perceived by vocational agriculture teachers?

Before answering this research question, it was felt that age and years of experience (research question No. 5) would be intercorrelated. The use of Pearson product-moment correlation revealed a correlation of .898. Therefore the problem of multicollinearity existed between age and years of teaching experience. The variable of age was deleted and

Table 7  
 Mean Factor Scores of Vocational Agriculture  
 Teachers by Grade Level Taught

Factor	Grade Level	
	Senior (n=378)	Combination Junior Senior High (n=51)
1. Student attitude	-.055	.448
2. Violence related	-.020	.155
3. Use of drugs	.016	-.203

Table 8  
ANOVA Summaries of Factors  
Across Grade Levels

Factor	SS	MS	F value	Prob. of F
1. Student attitude	11.235	5.617	6.029	.003
2. Violence related	1.393	.696	.757	.470
3. Use of drugs	2.154	1.077	1.311	.271

years of experience was used in the analyses since years of experience correlated more highly with the total scores.

Research Question No. 5: Is there a relationship between years of teaching experience and seriousness of student misbehaviors as perceived by vocational agriculture teachers?

Years of experience was correlated with mean factor scores to answer this question. Factor 1, student attitude, had a correlation of  $-.195$ ; although this correlation was relatively low, it was significant at the  $.05$  level. Factor 2, violence-related misbehaviors, had a correlation of  $-.049$ , which was not significant at the  $.05$  level. Factor 3, use of drugs, had a correlation of  $-.057$ , which was also not significant at the  $.05$  level. The factor 1 correlation indicated that as years of experience increase the perceived level of seriousness of student attitude decreased.

#### Situational Variables

Research Question No. 6: Are there differences in the seriousness of student misbehaviors as perceived by vocational agriculture teachers among different regions of the country?

Teachers in each of the six regions responded with useable returns. The Wilks' Lambda test was used to test

for differences among mean factor scores and regions of the country. The value of the Wilks' Lambda was .922 which was significant at the .05 level. The mean factor scores of teachers from the regions of the country appear in Table 9.

Since statistical significance was found in Wilks' Lambda, univariate analyses were used to determine which factors differed significantly across the regions of the country. Table 10 shows the ANOVA summary for the regions of the country.

The source of significance lay in factor 3, which was use of drugs. The Scheffé post hoc multiple comparisons test revealed that the significant differences appear between regions 1 and 4. The mean scores indicated that teachers in region 4 perceived student use of drugs to be less serious than did teachers in region 1.

Research Question No. 7: Are there differences in the seriousness of student misbehaviors as perceived by vocational agriculture teachers in rural, urban, urban fringe, and central city school settings?

There were 33 respondents from central city settings, 64 representing urban fringe, 102 located in urban areas, and 234 vocational agriculture teachers from rural areas among the respondents. The Wilks' Lambda test was used to test for significant differences among factor scores across school settings of the vocational agriculture

Table 9  
 Mean Factor Scores of Vocational Agriculture  
 Teachers by Regions of the Country

Factor	NVATA Regions <sup>a</sup>					
	1 (n=112)	2 (n=38)	3 (n=54)	4 (n=84)	5 (n=86)	6 (n=63)
1. Student attitude	-.067	-.372	.034	-.011	.153	.126
2. Violence related	-.017	.066	-.200	.045	.007	-.003
3. Use of drugs	.218	.354	-.188	-.225	-.125	.033

<sup>a</sup>For a listing of states by geographic region see Appendix F

Table 10  
ANOVA Summaries of Factor Scores Across  
Regions of the Country

Factor	SS	MS	F Value	Prob. of F
1. Student attitude	8.854	1.771	1.878	.097
2. Violence related	3.020	.604	.651	.661
3. Use of drugs	17.677	3.535	4.325	.001



teachers. The value of the Wilks' Lambda was .986 which was not significant at the .05 level. The mean factor scores in each category of school settings appear in Table 11. Since the Wilks' Lambda was not significant, no further analysis was conducted for this research question.

Research Question No. 8: Are there differences in the seriousness of student misbehaviors as perceived by vocational agriculture teachers in regard to school size?

Each size of school on the instrument was represented among the respondents. There were 298 teachers who had under 1000 enrolled in their schools, 112 teachers with 1000 to 2000 enrolled in their schools, and 26 teachers who had over 2000 enrolled in their schools. The Wilks' Lambda test was used to test the significance of the factors and sizes of schools responding. The value of the Wilks' Lambda was .963 which was significant at the .05 level. The mean factor scores for the teachers from each school size appear in Table 12.

Since statistical significance was found in the Wilks' Lambda, univariate analyses were used to determine which factor contained significant differences across the school sizes. Table 13 shows the ANOVA summary for the factor scores across size categories.

The source of significance lay in factor 3, student use of drugs. The Scheffé post hoc multiple comparisons

Table 11  
 Mean Factor Scores of Vocational Agriculture  
 Teachers by School Setting

Factor	Type of Setting			
	Central City (n=33)	Urban Fringe (n=64)	Urban (n=102)	Rural (n=234)
1. Student attitude	.157	-.034	-.136	.046
2. Violence related	.030	.060	-.063	.004
3. Use of drugs	.184	.029	-.016	-.041

Table 12  
Mean Factor Scores of Vocational Agriculture  
Teachers by Size of School

Factor	School Size		
	Under 1000 (n=298)	1000-2000 (n=112)	Over 2000 (n=26)
1. Student attitude	-.002	-.002	.053
2. Violence related	-.003	.029	-.070
3. Use of drugs	-.072	.010	.669

Table 13  
ANOVA Summaries of Factors Across  
School Sizes

---

Factor	SS	MS	F value	Prob. of F
1. Student attitude	.074	.037	.038	.962
2. Violence related	.220	.110	.118	.888
3. Use of drugs	13.160	6.580	8.207	.000

---

test revealed significant differences as follows: mean scores of teachers in both schools of under 1000 and of 1000-2000 perceived student use of drugs to be less serious than did teachers in schools with enrollments of over 2000.

Research Question No. 9: Is there a difference in the seriousness of student misbehaviors as perceived by vocational agriculture teachers in single teacher departments and multi-teacher departments?

There were 225 respondents who were in single teacher departments while 208 were located in multi-teacher departments. The Wilks' Lambda test was used to test for significant differences between factor scores and type of department of the teachers. The value of the Wilks' Lambda was .983 which was not significant at the .05 level. The mean factor scores for the types of department appear in Table 14. Since the Wilks' Lambda was not significant, no further analysis was conducted for the types of department.

#### CHAPTER SUMMARY

This chapter has presented the analyses and interpretation of the data obtained for this study. Major areas were presented in regard to: the sample included in this study, the perceived seriousness of specific student misbehaviors, determining the factors used through the

Table 14  
Mean Factor Scores of Vocational Agriculture  
Teachers by Type of Department

Factor	Single teacher (n=225)	Multi-teacher (n=208)
1. Student attitude	.048	-.054
2. Violence related	.031	-.030
3. Use of drugs	-.102	.100

common factor analysis procedure, reporting the results of the demographic variables in this study, and reporting the results of the situational variables included in this study. The factor scores were used to answer seven of the research questions set in place for this study. The remaining two research questions were answered using correlation.

## Chapter 5

### SUMMARY, CONCLUSIONS, RECOMMENDATIONS, AND DISCUSSION

#### SUMMARY

Student misbehavior has been a concern of educators for many years. According to Lucas, (1972:24) as far back as 3000 years ago schoolmasters would "cane" a schoolboy for being late to school. The thirteenth annual Gallup Poll on the public's attitudes on public schools (Gallup, 1981:34), further emphasized this concern when they stated that "discipline continues, as it has for many years, to be regarded as the number one problem facing the local public schools." A vast amount of literature exists on student behavior, classroom management, and student discipline. However, there is little current research on the seriousness of specific student misbehaviors in the public schools. There is a void of nationally based information about the seriousness of the student misbehaviors facing vocational agriculture teachers. It is the lack of information about these factors and their degree of concern to agricultural educators which served as a basis for this study.

The primary purpose of this study was to determine the seriousness of specific student misbehaviors as perceived by vocational agriculture teachers. The study



also sought to determine if differences exist among groups of vocational agriculture teachers based on selected demographic and situational variables with regard to their perceptions of the seriousness of student misbehaviors.

### Procedure

The sample for this study included 604 vocational agriculture teachers employed by city or county boards of education in all six regions as specified by the National Vocational Agriculture Teachers' Association (1979). The 604 teachers represented the total population of 12,726 as listed in the 1981 Agriculture Teachers' Directory (Smith, 1981).

A mail survey questionnaire was used to collect the data. The questionnaire for this study consisted of three parts: Part I included the biographical information specified in Chapter 1, Part II consisted of the "Student Misbehavior Survey," as revised by Camp (1981), and Part III contained items relative to job satisfaction. Those items in Part III were used as a part of a staff study in agricultural education and were not used as part of the information for this study.

The questionnaire was mailed to 604 vocational agriculture teachers along with a letter of transmittal and a stamped, pre-addressed return envelope. Useable returns

were received from 437 teachers representing a 72.02 percent response rate. All data were analyzed using the programs provided in the Statistical Package for the Social Sciences (Nie, et al., 1975) and the SPSS Update 7-9 (Hull, et al., 1981). The statistical methods used to analyze the data included common factor analysis, multivariate analysis of variance, analysis of variance, Pearson product-moment correlation, and the Scheffé post hoc multiple comparisons test.

### Findings

The primary purpose of this study was to determine the seriousness of specific student misbehaviors as perceived by vocational agriculture teachers across the United States. The 86 items listed on the questionnaire were rated according to the scale provided. Appendix H shows each of the 86 items in rank order of seriousness by mean scores. The most serious problem as perceived by vocational agriculture teachers was ambivalence followed by failing to bring books, paper, pencil, etc. and negative attitude toward school. These problems received mean ratings of 2.133, 2.048, and 1.927, respectively. The least serious problems were rape (attempted or actual) followed by student political activism, and homicides (attempted or actual). These problems received mean ratings of .046,

.048, and .055, respectively. While these were perceived to be problems confronted by the vocational agriculture teachers, no student misbehavior was rated as a major or critical problem based on the mean ratings.

This study also sought answers to nine research questions. Each of the nine research questions are presented along with their associated data and findings.

Research Question No. 1: Are there differences in the seriousness of student misbehaviors as perceived by vocational agriculture teachers with regard to the college degree held?

The largest number of respondents (49.5 percent) had bachelor's degrees or less with those having master's degrees being second in percentage (29.4 percent). There were no significant differences found among the student attitude, violence related, or use of drugs factors and the college degree held by vocational agriculture teachers.

Research Question No. 2: Is there a difference in the seriousness of student misbehaviors as perceived by male and female vocational agriculture teachers?

A large majority of the respondents (94.5 percent) were male. While the perceptions of seriousness of misbehaviors differed somewhat between male and female

teachers, those differences were not significant at the .05 level.

Research Question No. 3: Are there differences in the seriousness of student misbehaviors as perceived by vocational agriculture teachers with regard to grade level taught?

The largest number of respondents (378) were in senior high school grade levels which represented 88.1 percent of those useable returns. Vocational agriculture teachers in senior high schools perceived student attitude to be significantly less serious than those in combination junior-senior high schools.

Research Question No. 4: Is there a relationship between teacher age and the seriousness of student misbehaviors as perceived by vocational agriculture teachers?

Because of the multicollinearity problem identified between this demographic variable and the demographic variable of years of experience (research question No. 5), data for this question were not analyzed.

Research Question No. 5: Is there a relationship between years of teaching experience and the seriousness of student misbehaviors as perceived by vocational agriculture

teachers?

Because teachers' years of experience and age were highly correlated (.893), thus indicating the existence of multicollinearity, only the years of experience was used. Although the negative correlation between the student attitude factor and years of experience was relatively low, it was significant; the correlations for the other two factors were not significant.

Research Question No. 6: Are there differences in the seriousness of student misbehaviors as perceived by vocational agriculture teachers among different regions of the country?

All six regions of the National Vocational Agriculture Teachers' Association were represented among the respondents. Significant differences were found between Region 1 and Region 4 teachers in their perception of the use of drugs in schools. Teachers in Region 1 perceived use of drugs to be more serious than did teachers in region 4.

Research Question No. 7: Are there differences in the seriousness of student misbehaviors as perceived by vocational agriculture teachers in rural, urban, urban fringe, and central city school settings?

The largest number of respondents were located in

rural schools (54 percent). The perceptions of the seriousness of student misbehaviors were not significantly different among the different school settings.

Research Question No. 8: Are there differences in the seriousness of student misbehaviors as perceived by vocational agriculture teachers in regard to school size?

The largest number of respondents (68.3 percent) were located in schools with enrollments of less than 1000. Significant differences in the seriousness of student misbehaviors were found in school sizes of over 2000 compared to schools of 1000-2000 and less than 1000 in the use of drugs. Teachers of agriculture in schools of over 2000 perceived use of drugs to be more serious than did agriculture teachers in schools of under 1000 and schools with 1000 to 2000 enrolled.

Research Question No. 9: Is there a difference in the seriousness of student misbehaviors as perceived by vocational agriculture teachers in single teacher departments and multi-teacher departments?

The number of respondents in the two types of departments were about equal with 225 (51.8 percent) in single teacher departments, and 208 (47.9 percent) in multi-teacher departments. No significant differences were found

in the seriousness of student misbehaviors between the different types of departments.

#### CONCLUSIONS

The findings of this study warrant the following conclusions regarding the seriousness of student misbehaviors as perceived by vocational agriculture teachers in public schools in the United States.

1. This research did not find a major or critical student behavioral problem to exist as perceived by vocational agriculture teachers. Those misbehaviors which were rated the most serious to vocational agriculture teachers were generally attitudinal in nature, i.e. ambivalence, negative attitude toward school, clowning/foolish behavior, etc. Those misbehaviors which might be considered to be severe in nature, i.e. rape, homicides, protests, etc., were not serious problems for vocational agriculture teachers.

2. There were no differences in the seriousness of student misbehaviors as perceived by vocational agriculture teachers with varying degree levels.

3. There was no difference in the seriousness of student misbehaviors as perceived by male and female vocational agriculture teachers.

4. Senior high school teachers of vocational agriculture perceived student attitude to be less serious

than did combination junior-senior high school vocational agriculture teachers.

5. As years of experience increase, the perceived level of seriousness of student misbehavior decreases in regard to student attitude.

6. Vocational agriculture teachers in Region 1 of the National Vocational Agriculture Teachers' Association perceived use of drugs to be more serious than teachers in Region 4.

7. There were no differences among central city, urban fringe, urban, or rural vocational agriculture teachers in their perceptions of the seriousness of student misbehaviors.

8. Vocational agriculture teachers in schools of over 2000 enrolled perceived use of drugs to be more serious than did teachers in schools with enrollments of under 1000 and those with enrollments between 1000 and 2000.

9. Vocational agriculture teachers in single teacher departments and multi-teacher departments did not differ concerning their perception of the seriousness of student misbehaviors.

#### RECOMMENDATIONS

As a result of the findings of this study the following recommendations are made:



1. The findings of this study should be made available to teacher educators and supervisors in agricultural education.
2. Prospective teachers should be made aware, through pre-service training, that the major student behavioral problems they are likely to experience will be primarily attitudinal rather than drug or violence related.
3. In-service programs on student motivational techniques should be made available to teachers.
4. This study should be replicated to investigate the seriousness of student misbehaviors across grade levels, regions of the country and size of school enrollment.
5. This study should be replicated across service areas of vocational education to determine the seriousness of student misbehaviors among the respective vocational service areas.
6. This study should be replicated in general education to determine similarities and differences from vocational agriculture teachers in regard to the seriousness of student misbehaviors.
7. A study should be made of vocational agriculture students' attitudes.
8. Vocational agriculture teachers in combination junior-senior high schools should seek ways to reduce the student attitudinal problems in their classes.
9. Vocational agriculture teachers in schools of

over 2000 enrolled should be alerted to ways of coping with student use of drugs and possible ways of handling these problems.

## DISCUSSION

Even though the past several Gallup polls on the public's attitudes toward the public schools have reported that "discipline" is the number one concern among the general public about the public schools in this country, it would appear that this is not true among teachers of vocational agriculture. The highest mean rating given any misbehavior was 2.133 (with a 0 - 4 rating scale) which indicates only a moderate problem.

The general public may have a misconception of the student misbehaviors, and that misconception may exist for several reasons. First, the news media play a vital role in building public attitudes in general and about education in particular. When problems occur in schools, the news media are quick to exploit all the sensationalism. Three murders in one day in a large city would hardly be news, but a murder in a rural school hits the national television news. Moreover, when the local vocational agriculture teacher gains state or national recognition for something good in the program, news coverage is seldom easy to secure and even more infrequently is it initiated by the media. Rather, the

teacher usually has to submit the story and pictures. Secondly, educators frequently talk about their problems instead of talking about the good or positive aspects of teaching. The problem students which teachers encounter are more easily remembered and make better stories than those good students, and probably are quite naturally remembered longer than those good day-to-day students who are in the schools. Thirdly, vocational agriculture students might not be representative of the total student body. We do not know if students in vocational agriculture are the same as the general education students. Therefore, students in vocational agriculture might not cause serious behavioral problems. It might be possible that vocational agriculture students are more conservative and pose fewer problems to teachers than the students who do not enroll in vocational agriculture.

Most individuals would consider attitudinal problems of students as not being very serious. While not a serious problem in the sense of being detrimental to someone's health, etc., attitudinal problems appear nonetheless to be the most serious concern for vocational agriculture teachers. Those problems such as rape and homicides, which would be very severe should they occur, are not serious problems for vocational agriculture teachers probably because they occur so rarely.

It is important that teacher educators, state

supervisors, and administrators of vocational agriculture programs be made aware of this research. The pre-service training of vocational agriculture teachers should be designed to prepare students to meet the challenges of teaching, and certainly, motivating students is one of those challenges.

#### CHAPTER SUMMARY

This chapter has presented the summary of the study. Major areas were presented in regard to: the summary, conclusions, recommendations, and discussion of this study. The specific sections presented the findings of the research as they relate to the variables included in Chapter 1 of this study. The discussion presented is a result of the findings of this study and the review of literature presented in Chapter 2.

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APPENDIX A  
COVER LETTER FOR SURVEY INSTRUMENT



COLLEGE OF EDUCATION

## VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

*Blacksburg, Virginia 24061*

DIVISION OF VOCATIONAL &amp; TECHNICAL EDUCATION

January 6, 1982

Student misbehavior problems are faced by every teacher in the profession. As a vocational agriculture teacher you are faced with concerns each day which determine your actions as well as those of your students. We all have an idea of what problems we face in teaching, but we have not taken a close look at how serious these problems are for vocational agriculture teachers.

You are one of a small number of carefully selected individuals being asked to give your opinion about student misbehavior and job satisfaction. In order that results truly represent the thinking of each group of participants nationally, it is extremely important that every questionnaire be completed and returned. Because you are carefully selected as a participant, it is also important that only you complete the questionnaire.

All information will be treated as confidential. It will not be used for any purpose other than as related to this study, nor will any individual or institution be identified. All forms are number coded so that we may check your name off the mailing list without ever placing it on the questionnaire.

Return of the completed questionnaire by January 25, 1982 will be greatly appreciated. If you have any questions regarding the study, please feel free to write or call me. The telephone number is (703) 961-6836. Thank you for your assistance.

Sincerely,

James M. Garrison  
Instructor  
Agricultural Education  
221 Lane Hall

APPENDIX B  
INSTRUMENT FOR THE STUDY

## STUDENT MISBEHAVIOR SURVEY

INSTRUCTIONS

1. Fill out the biographical section. (Part I)
2. Rate behaviors according to the scale given below. (Part II)
3. Complete the job questionnaire. (Part III)
4. Return the student misbehavior survey (Parts I and II) and the job questionnaire (Part III) in the stamped, self-addressed envelope.

PART I: BIOGRAPHICAL DATA

Code Number \_\_\_\_\_

SEX: MALE \_\_\_\_\_ AGE: (to the nearest year) \_\_\_\_\_  
 FEMALE \_\_\_\_\_

EDUCATION: (please check one of the following)

<input type="checkbox"/> LESS THAN BACHELORS	<input type="checkbox"/> POST MASTERS STUDY
<input type="checkbox"/> BACHELORS	<input type="checkbox"/> Ph. D. or Ed. D
<input type="checkbox"/> MASTERS	

YEARS OF TEACHING EXPERIENCE: (including this year) \_\_\_\_\_

CIRCLE EACH GRADE YOU TEACH: (vocational agriculture only)

K 1 2 3 4 5 6 7 8 9 10 11 12

SIZE OF SCHOOL: (check the one which best represents the total enrollment in your school)

UNDER 1000  
 1000 - 2000  
 OVER 2000

TYPE OF SCHOOL SETTING: (check the one which best represents your school setting)

CENTRAL CITY (located in major city of 50,000 population or more)  
 URBAN FRINGE (located in closely settled territory surrounding a central city with 2,500 population or more)  
 URBAN (located in city, town, or village with 2,500 population or more)  
 RURAL (located in rural farm or non-farm area with fewer than 2,500 population or more)

TYPE OF DEPARTMENT: (check one of the following)

SINGLE TEACHER DEPARTMENT  
 MULTI-TEACHER DEPARTMENT

SERIOUSNESS OF BEHAVIOR

Although some of the listed behaviors may be very grave, they occur so infrequently that they present no real problem in your classroom or school. On the other hand, some very trivial misbehaviors may cause serious problems because of their frequency. Please rate each behavior according to how serious a problem it actually creates in your duties as vocational agriculture teacher. Use the following scale:

- 0 = NOT A PROBLEM (never observed or so unimportant it is not a problem to me)  
 1 = MINOR PROBLEM (presents no real problem to me)  
 2 = MODERATE PROBLEM (presents somewhat of a problem to me)  
 3 = MAJOR PROBLEM (presents a serious problem to me)  
 4 = CRITICAL PROBLEM (causes an extreme problem to me)

(BE SURE TO COMPLETE ALL PAGES)





APPENDIX C  
FOLLOW UP POST CARD REMINDER

January 29, 1982

As one of a select group of vocational agriculture teachers nationwide, you recently received a survey form to obtain information about student misbehavior and job satisfaction in vocational agriculture.

As of this date, I have not received your response which is most important for the completion of this study. If you have not already done so, it would be greatly appreciated if you would return the form as soon as possible. Thank you for your prompt attention to this matter.

Sincerely,

James M. Garrison, Instructor  
Agricultural Education  
221 Lane Hall



APPENDIX D  
SECOND COVER LETTER FOR SURVEY INSTRUMENT



COLLEGE OF EDUCATION

## VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Blacksburg, Virginia 24061

DIVISION OF VOCATIONAL &amp; TECHNICAL EDUCATION

February 15, 1982

Recently I mailed a survey to you concerning student misbehavior and job satisfaction. At the present time I have not received your completed survey. I am enclosing a second copy of the survey form along with a self-addressed, stamped envelope in the event the first one has been misplaced.

You are one of a select group of vocational agriculture teachers nationwide being asked to give your opinion about student misbehavior and job satisfaction, and it is vitally important that the completed survey be returned. If you have replaced the teacher to whom this letter is addressed, please complete the survey yourself.

All information will be treated as confidential. It will not be used for any purpose other than as related to this study, nor will any individual or institution be identified.

If you have already completed and mailed the survey, thank you very much for your cooperation. If not, please take a few minutes of your time and complete the survey. Return of the completed survey by February 25, 1982 will be greatly appreciated.

Sincerely,

James M. Garrison  
Instructor  
Agricultural Education  
221 Lane Hall

enclosure

APPENDIX E

NUMBER OF VOCATIONAL AGRICULTURE TEACHERS IN THE SAMPLE,  
FREQUENCY OF RETURNS, AND PERCENTAGE OF RETURNS  
BY STATES

NUMBER OF VOCATIONAL AGRICULTURE TEACHERS IN THE SAMPLE,  
FREQUENCY OF RETURNS, AND PERCENTAGE OF  
RETURNS BY STATES

State	Number Mailed	Number Returned	Percentage
Alabama	21	17	81
Alaska	1	0	0
Arizona	4	3	75
Arkansas	13	8	62
California	31	23	74
Colorado	4	2	50
Connecticut	3	2	66
Delaware	2	1	50
Florida	26	18	69
Georgia	15	11	73
Hawaii	2	2	100
Idaho	3	3	100
Illinois	21	16	76
Indiana	14	11	79
Iowa	14	10	71
Kansas	9	7	78
Kentucky	15	12	80
Louisiana	13	10	77
Maine	3	2	66
Maryland	5	4	80
Massachusetts	6	5	83
Michigan	10	9	90
Mississippi	12	10	83
Missouri	16	14	88
Montana	4	3	75
Nebraska	7	7	100
Nevada	1	1	100
New Hampshire	1	1	100
New Jersey	4	3	75
New Mexico	3	1	33
New York	19	15	79
North Carolina	21	19	90
North Dakota	5	4	80
Ohio	36	31	86
Oklahoma	22	14	64
Oregon	6	5	83
Pennsylvania	17	17	100
Rhode Island	1	1	100
South Carolina	9	5	56
South Dakota	4	3	75
Tennessee	12	10	83
Texas	77	60	78

NUMBER OF VOCATIONAL AGRICULTURE TEACHERS IN THE SAMPLE,  
FREQUENCY OF RETURNS, AND PERCENTAGE OF  
RETURNS BY STATES  
(continued)

State	Number Mailed	Number Returned	Percentage
Utah	3	3	100
Vermont	2	0	0
Virginia	19	13	68
Washington	13	12	92
West Virginia	6	5	83
Wisconsin	16	12	75
Wyoming	3	3	100

APPENDIX F

LIST OF STATES BY GEOGRAPHIC REGIONS OF THE NATIONAL  
VOCATIONAL AGRICULTURE TEACHERS' ASSOCIATION

LIST OF STATES BY GEOGRAPHIC REGIONS OF THE NATIONAL  
VOCATIONAL AGRICULTURE TEACHERS' ASSOCIATIONRegion 1

Alaska  
Arizona  
California  
Hawaii  
Idaho  
Montana  
Nevada  
Oregon  
Texas  
Utah  
Washington  
Wyoming

Region 2

Arkansas  
Colorado  
Kansas  
Louisiana  
New Mexico  
Oklahoma

Region 3

Iowa  
Minnesota  
Nebraska  
North Dakota  
South Dakota  
Wisconsin

Region 4

Illinois  
Indiana  
Kentucky  
Michigan  
Missouri  
Ohio

Region 5

Alabama  
Florida  
Georgia  
Mississippi  
North Carolina  
South Carolina  
Tennessee

Region 6

Connecticut  
Delaware  
Maine  
Maryland  
Massachusetts  
New Hampshire  
New Jersey  
New York  
Pennsylvania  
Rhode Island  
Vermont  
Virginia  
West Virginia

APPENDIX G  
SELECTED BIOGRAPHICAL DATA OF RESPONDENTS



## SELECTED BIOGRAPHICAL DATA OF RESPONDENTS

Biographical Information	Respondents	
	Number	Percentage
Male	412	94.5
Female	24	5.5
Age		
22-30	146	34.4
31-40	146	34.4
41-50	70	16.5
51-60	44	10.4
61-71	19	4.5
Years of Experience		
1-10	234	63.6
11-20	51	13.9
21-30	49	13.3
31-40	31	8.4
41-49	3	.8
Education		
Less than Bachelor's	11	2.5
Bachelor's	216	49.5
Master's	128	29.4
Post-Master's	78	17.9
Doctor's	3	.7
Grade Level Taught		
Middle	--	--
Junior	15	3.5
Senior	378	88.1
Combination Middle-Junior High	--	--
Combination Junior-Senior High	36	8.4
Size of School		
Under 1000	298	68.4
1000-2000	112	25.7
Over 2000	26	6.0
Type of Setting		
Central City	33	7.6
Urban Fringe	64	14.8
Urban	102	23.6
Rural	234	54.0
Type of Department		
Single teacher	225	52.0
Multi-teacher	208	48.0

APPENDIX H  
STUDENT MISBEHAVIORS IN RANK ORDER BY  
MEAN SERIOUSNESS RATING

STUDENT MISBEHAVIORS IN RANK ORDER  
BY MEAN SERIOUSNESS RATING

Rank	Misbehavior	Mean <sup>a</sup>
1	Ambivalence (doesn't care attitude)	2.133
2	Failing to bring books, paper, pencil, etc.	2.048
3	Negative attitude toward school	1.927
4	Talking without permission	1.851
5	Not following instructions	1.773
6	Making and leaving a mess	1.732
7	Clowning/foolish behavior	1.659
8	Failing to do in-class assignments	1.547
9	Smoking/chewing tobacco in any form	1.538
10	Interfering with work of others	1.532
11	Profanity/abusive language	1.529
12	Blaming others (not assuming responsibility)	1.490
13	Disrespectful toward other students	1.478
14	Failing to turn in homework	1.455
15	Inattentiveness (daydreaming, etc.)	1.451
16	Absenteeism (excused but excessive)	1.444
17	Vandalism to school property	1.396
18	Absenteeism (unexcused truancy)	1.367
19	Tardiness to class	1.362
20	Teasing	1.346
21	Theft (minor)	1.314
22	Disrespectful toward authorities	1.309
23	Lying (to teacher, others)	1.278
24	Tardiness to school	1.265
25	Name calling	1.254
26.5	Noise making (laughing, coughing, foot tapping, etc.)	1.245
26.5	Cheating in class (on tests, projects, classroom, etc.)	1.245
28	Abusing privileges (hall, bathroom, etc.)	1.213

STUDENT MISBEHAVIORS IN RANK ORDER  
BY MEAN SERIOUSNESS RATING  
(continued)

Rank	Misbehavior	Mean <sup>a</sup>
29	Arrogance/antagonism	1.195
30	Passive evasion (hiding, delaying, stalling on errands, etc.)	1.185
31	Turning in assignments late	1.183
32	Cheating outside class (plagiarizing, copying homework, etc.)	1.181
33	Squirming, fidgeting	1.171
34	Getting out of seat without permission/ moving about	1.165
35	Vocal outbursts	1.126
36	Reading non-class materials in class	1.103
37	Skipping class	1.087
38	Throwing objects (paperwads, rocks, etc.)	1.085
39	Destroying own or other's property	1.069
40	Vandalism to community property	1.059
41	Eating/drinking in class (candy, food, soda, etc.)	1.050
42	Defiance (openly refusing to comply)	1.030
43	Hyperactivity (abnormally active)	.993
44	Slovenly manner/appearance	.960
45	Verbal confrontations with authorities	.959
46	Running in the halls	.956
47	Sulking	.949
48	Use of alcohol (at school or school functions)	.922
49	Making obscene gestures	.906
50	Hitting/fighting with other students	.894
51	Leaving campus	.794
52	Use of drugs other than marijuana (before school)	.748

STUDENT MISBEHAVIORS IN RANK ORDER  
BY MEAN SERIOUSNESS RATING  
(continued)

Rank	Misbehavior	Mean <sup>a</sup>
53	Threatening other students	.741
54	Smoking marijuana (before school)	.740
55	Theft (major)	.695
56	Smoking marijuana (at school or school functions)	.686
57	Obscene notes/writing/graffitti	.666
58	Use of alcohol (before school)	.627
59	Sleeping in class	.609
60	Entering prohibited areas	.530
61	Tattling	.518
62	Heterosexual activity	.517
63	Unauthorized persons on campus	.499
64	Use of drugs other than marijuana (at school or school functions)	.492
65	Note passing	.442
66	Group misbehavior (crowds, mobs, etc.)	.431
67	Slipping out of class (after start)	.414
68	Violations of dress code	.399
69	Gambling (cards, penny-tossing, etc.)	.389
70	Injuring others (intentional)	.373
71	Selling drugs	.363
72	Ethnic or racial disturbances	.320
73	Bringing dangerous weapons to school or school functions	.302
74	Bringing pornographic materials to school/class	.259
75	Stealing exams or tests	.245
76.5	Threatening school employees	.229
76.5	Socially delinquent behavior (indecent exposure, etc.)	.229

STUDENT MISBEHAVIORS IN RANK ORDER  
BY MEAN SERIOUSNESS RATING  
(continued)

Rank	Misbehavior	Mean <sup>a</sup>
78	Striking school employee	.130
79	Injuring self (intentional)	.089
80	Protests, political	.085
81	Homosexual activity	.080
82	Masturbation	.076
83	Picketing or strikes by students	.073
84	Homicides (attempted or actual)	.055
85	Student political activism (underground newspapers, agitation, etc.)	.048
86	Rape (attempted or actual)	.047

<sup>a</sup> 0=Not a problem, 1=Minor problem, 2=Moderate problem,  
3=Major problem, 4=Critical problem

APPENDIX I  
FACTOR LOADINGS OF 86 ITEMS ON QUESTIONNAIRE

VARIMAX ROTATED FACTOR MATRIX PRINT-OUT  
OF 86 ITEMS ON QUESTIONNAIRE

VARIMAX ROTATED FACTOR MATRIX

	FACTOR 1	FACTOR 2	FACTOR 3
* M1	0.47703	0.14751	0.16551
M2	0.63610	0.10393	0.13651
M3	0.26077	0.16715	0.11044
M4	0.62662	0.02984	0.05125
M5	0.49147	0.40517	-0.02452
M6	0.41194	0.12445	0.09200
M7	0.22021	0.37973	0.22060
M8	0.16647	0.55484	0.01605
M9	0.30803	0.22012	-0.04578
M10	0.61776	0.22805	0.15368
M11	0.33213	0.51459	0.13423
M12	0.37190	0.18201	0.17589
M13	-0.07492	0.60080	-0.01302
M14	0.57641	0.25915	0.16839
M15	0.53115	0.22154	0.15468
M16	0.47759	0.24026	0.55368
M17	0.66177	0.15074	0.17030
M18	0.19195	0.40192	0.47407
M19	0.45183	0.35930	0.00375
M20	0.27521	0.52683	0.16387
M21	0.23651	0.45930	0.16126
M22	0.36949	0.43034	0.08886
M23	0.60266	0.17573	0.12015
M24	0.66555	0.01486	0.20571
M25	-0.02966	0.79527	0.05205
M26	0.69918	0.16705	-0.00676
M27	0.65223	0.26276	0.16352
M28	0.17728	0.46227	0.19904
M29	0.51669	0.20931	0.34352
M30	0.52660	0.35699	0.37311
M31	0.66965	0.69792	-0.02909
M32	0.66635	0.12576	-0.00006
M33	0.48746	0.15991	0.05621
M34	0.45709	0.10572	0.42400
M35	0.65002	0.13775	0.16910
M36	0.19342	0.57034	0.60901
M37	0.67722	0.17025	0.01920
M38	0.61931	0.17976	0.23755
M39	0.24766	0.60055	0.25245
M40	0.20132	0.64431	0.26204
M41	0.16287	0.65406	0.04594
M42	0.16171	0.57370	0.59766
M43	0.33604	0.28930	0.41451
M44	0.07029	0.44570	0.66015
M45	0.55691	0.51525	0.17576
M46	0.46374	0.12389	0.32656
M47	0.72244	0.12456	0.08416
M48	0.26090	0.59159	0.22085
M49	0.19214	0.54688	0.29325
M50	0.58656	0.16215	0.16009
M51	0.65207	0.00057	0.59554
M52	0.15246	0.31359	0.55768



VARIMAX ROTATED FACTOR MATRIX PRINT-OUT  
 OF 86 ITEMS ON QUESTIONNAIRE  
 (continued)

M53	0.01932	0.44339	0.09262
M54	0.34439	0.08177	0.38870
M55	0.00913	0.32347	0.30989
M56	0.62062	0.03205	0.29470
M57	0.73043	0.13270	0.24270
M58	0.43390	0.25862	0.40398
M59	0.22717	0.27634	0.34690
M60	0.59241	0.07614	0.39467
M61	0.70334	0.02334	0.25338
M62	0.68349	-0.03998	0.22473
M63	0.57171	0.36434	0.22987
M64	0.51220	0.43304	0.22929
M65	0.40797	0.31896	0.29898
M66	0.68352	0.21750	0.19017
M67	0.55095	0.26883	0.32989
M68	0.08423	0.63249	0.13028
M69	0.47331	0.20020	0.18142
M70	0.11600	0.33210	0.61323
M71	0.04037	0.30032	0.03944
M72	0.71590	0.07483	0.17280
M73	0.57331	-0.00484	0.28173
M74	0.67320	0.20073	0.33062
M75	0.34917	0.14936	0.13718
M76	0.62973	0.00642	0.26070
M77	0.51309	0.33033	0.36433
M78	0.67726	0.22074	0.34333
M79	0.42170	0.32236	0.31719
M80	-0.01263	0.49762	0.13037
M81	0.46659	-0.02236	0.23871
M82	0.29033	0.33038	0.33064
M83	0.03231	0.73999	0.07460
M84	0.46000	0.02730	0.30317
M85	0.57743	0.24097	0.32070
M86	0.62930	0.06391	0.33026

\* Each misbehavior item was coded with the letter 'M' to designate misbehavior.

APPENDIX J

VARIABLES LOADING MOST HEAVILY ON EACH FACTOR

## VARIABLES LOADING MOST HEAVILY ON EACH FACTOR

## Factor 1 - Student Attitude

1. Verbal confrontations with authorities
2. Interfering with work of others
4. Talking without permission
5. Hitting/fighting with other students
6. Sulking
9. Note passing
10. Defiance (openly refusing to comply)
12. Cheating outside class (plagiarizing, copying homework, etc.)
14. Profanity/abusive language
15. Slovenly manner/appearance
16. Theft (minor)
17. Arrogance/antagonism
19. Tattling
23. Passive evasion (hiding, delaying, stalling on errands, etc.)
24. Ambivalence (doesn't care attitude)
26. Name calling
27. Throwing objects (paperwads, rocks, etc.)
29. Vandalism to school property
31. Squirming, fidgeting
32. Teasing
33. Reading non-class materials in class
34. Tardiness to school
35. Blaming others (not assuming responsibility)
37. Getting out of seat without permission/moving about
38. Abusing privileges (hall, bathroom, etc.)
45. Making obscene gestures
46. Smoking/chewing tobacco in any form
47. Noise making (laughing, coughing, foot tapping, etc.)
50. Hyperactivity (abnormally active)
51. Negative attitude toward school
56. Failing to do in-class assignments
57. Disrespectful toward other students
58. Vandalism to community property
60. Tardiness to class
61. Not following instructions
62. Failing to bring books, paper, pencil, etc.
63. Threatening other students
65. Entering prohibited areas
66. Vocal outbursts
67. Destroying own or other's property
69. Eating/drinking in class (candy, food, soda, etc.)

VARIABLES LOADING MOST HEAVILY ON EACH FACTOR  
(continued)

Factor 1 - Student Attitude  
(continued)

- 72. Clowning/foolish behavior
- 73. Failing to turn in homework
- 74. Disrespectful toward authorities
- 75. Running in the halls
- 76. Inattentiveness (daydreaming, etc.)
- 77. Absenteeism (unexcused truancy)
- 78. Lying (to teacher, others)
- 79. Obscene notes/writing/graffiti
- 81. Turning in assignments late
- 85. Cheating in class (on tests, projects, classroom, etc.)
- 86. Making and leaving a mess

Factor 2 - Violence Related

- 7. Unauthorized persons on campus
- 8. Bringing pornographic materials to school/class
- 11. Injuring others (intentional)
- 13. Rape (attempted or actual)
- 20. Violations of dress code
- 21. Ethnic or racial disturbances
- 22. Group misbehavior (crowds, mobs, etc.)
- 25. Homicides (attempted or actual)
- 28. Socially delinquent behavior (indecent exposure, etc.)
- 39. Bringing dangerous weapons to school or school functions
- 40. Threatening school employees
- 41. Picketing or strikes by students
- 44. Protests, political
- 48. Heterosexual activity
- 49. Stealing exams or tests
- 53. Masturbation
- 55. Selling drugs
- 64. Gambling (cards, penny-tossing, etc.)
- 68. Striking school employee
- 71. Student political activism (underground newspapers, agitation, etc.)
- 80. Homosexual activity
- 82. Slipping out of class (after start)
- 83. Injuring self (intentional)

VARIABLES LOADING MOST HEAVILY ON EACH FACTOR  
(continued)

## Factor 3 - Use of Drugs

- 18. Use of drugs other than marijuana (before school)
- 30. Theft (major)
- 36. Smoking marijuana (at school or school functions)
- 42. Smoking marijuana (before school)
- 43. Leaving campus
- 52. Use of alcohol (before school)
- 54. Skipping class
- 59. Use of alcohol (at school or school functions)
- 70. Use of drugs other than marijuana (at school or school functions)
- 84. Absenteeism (excused but excessive)

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STUDENT MISBEHAVIOR IN VOCATIONAL AGRICULTURE:  
A NATIONAL STUDY

by

James Marion Garrison

(ABSTRACT)

The major purpose of this study was to determine the seriousness of specific student misbehaviors as perceived by vocational agriculture teachers. The secondary purpose was to determine if differences exist among groups of vocational agriculture teachers based on selected demographic and situational variables with regard to the seriousness of student misbehaviors.

The population for this study was composed of 12,726 vocational agriculture teachers as listed in the 1981 Agriculture Teachers' Directory. A sample of 604 teachers was selected for inclusion in this study.

The instrument used to collect data contained demographic and situational information with a five point Likert-type scale to measure the specific student misbehaviors. Useable returns from 437 teachers represented 72.02 percent of the sample.

The statistical techniques used to analyze the data were factor analysis, multivariate analysis of variance, analysis



of variance, Pearson product-moment correlation, and the Scheffé post hoc multiple comparisons test.

The major conclusions of this study were:

1. Those misbehaviors which were rated the most serious to vocational agriculture teachers were generally attitudinal in nature, i.e. ambivalence, clowning/foolish behavior, etc. Those misbehaviors which might be considered to be severe in nature, i.e. rape, homicides, etc., were not a serious problem for vocational agriculture teachers.

2. Senior high school teachers of vocational agriculture perceive a less serious student attitudinal problem than combination junior-senior high school vocational agriculture teachers.

3. Teachers in schools of over 2000 enrolled and teachers in Region 1 of the National Vocational Agriculture Teachers' Association perceived use of drugs to be more serious than teachers in Region 4 and teachers in schools with enrollments of less than 2000.

Studies of this nature should be conducted across service areas of vocational education to determine the seriousness of student misbehaviors in each respective area. Studies of this nature should also be conducted outside of vocational education to determine similarities and differences from vocational agriculture teachers in regard to the seriousness of student misbehaviors.