



University of Tennessee, Knoxville

TRACE: Tennessee Research and Creative Exchange

Doctoral Dissertations

Graduate School

8-1997

Violence in secondary schools as perceived by business and marketing educators

William Hobert Salyer

Follow this and additional works at: https://trace.tennessee.edu/utk_graddiss

Recommended Citation

Salyer, William Hobert, "Violence in secondary schools as perceived by business and marketing educators. " PhD diss., University of Tennessee, 1997.
https://trace.tennessee.edu/utk_graddiss/9602

This Dissertation is brought to you for free and open access by the Graduate School at TRACE: Tennessee Research and Creative Exchange. It has been accepted for inclusion in Doctoral Dissertations by an authorized administrator of TRACE: Tennessee Research and Creative Exchange. For more information, please contact trace@utk.edu.

To the Graduate Council:

I am submitting herewith a dissertation written by William Hobert Salyer entitled "Violence in secondary schools as perceived by business and marketing educators." I have examined the final electronic copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy, with a major in Human Ecology.

Carroll B. Coakley, Major Professor

We have read this dissertation and recommend its acceptance:

Luther M. Kindall, Gregory C. Petty, Vickie J. Stout

Accepted for the Council:

Carolyn R. Hodges

Vice Provost and Dean of the Graduate School

(Original signatures are on file with official student records.)

To the Graduate Council:

I am submitting herewith a dissertation written by William Hobert Salyer, Jr. Entitled "Violence in Secondary Schools as Perceived by Business and Marketing Educators." I have examined the final copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy, with a major in Human Ecology.

Carroll B. Coakley
Carroll B. Coakley, Major Professor

We have read this dissertation
and recommend its acceptance:

G. J. Ditt
Vicki J. Stout
K. R. Schickel

Accepted for the Council:

Leuminkel
Associate Vice Chancellor and
Dean of The Graduate School

**Violence in Secondary Schools as Perceived
by Business and Marketing Educators**

A Dissertation

Presented for the

Doctor of Philosophy

Degree

The University of Tennessee, Knoxville

William Hobert Salyer, Jr.

August 1997

Copyright © William Hobert Salyer, Jr., 1997

All rights reserved

DEDICATION

This dissertation is dedicated to my parents

Charlotte Marie Horne Salyer

and

William Hobert Salyer

They have always been there whenever

I needed them. They provided me with all
their love, all their resources, all their support,

and told me to trust and believe

God was there with me.

ACKNOWLEDGMENTS

I wish there was a special way to acknowledge **Randy Elizabeth Dow's** "**RED**" contribution, not only to this dissertation, but throughout my educational career. Randy has read more of my papers than she has of her own. She has provided encouragement, competition, and faith in me to succeed at whatever I chose to attempt. I will never forget all that you have done for me--love always.

I want to tell Dr. Carroll B. Coakley, my chairperson, that I really appreciate the many things he has done. Several times he has exceeded his responsibilities as my chairperson. This dissertation would not have been completed without his encouragement, guidance, and most importantly his friendship. He has had a positive influence in my life. I wish him all the best as he embarks upon his retirement from the University of Tennessee. He will be missed by everyone--especially me.

I want to acknowledge the members of my doctoral committee; Dr. Luther M. Kindall, Dr. Gregory C. Petty, and Dr. Vickie J. Stout, for their assistance and suggestions in this dissertations as well as the many other areas that they have helped this country boy along the way. I will never forget what we have shared these past few years. I can recall several times that each one of you have offered help to me. Thanks from the bottom of my heart. God bless each and every one of you.

ABSTRACT

The purpose of the study was to examine the perceptions of Tennessee's business and marketing education teachers as to whether violence had increased within the past three years, and what were the underlying causes of any increased violence in secondary schools.

The population for the study consisted of business and marketing education teachers in Tennessee's secondary schools. The response rate from randomly selected teachers was 72 percent, which included 125 females and 45 males. Fifty-three percent of the respondents had 15 or more years of teaching experience.

Significant differences were found in responses on some questions based on gender. No significance difference was found based on the years of teaching experience, years of education, or population of the school districts. However, significant differences were found between school districts.

Central tendencies and multivariate procedures were used to examine the distribution of the data, and the relationship between two or more variables. A significance differences level of .05 was applied to all statistical test.

The major conclusion of this research was that teachers perceive an increase in violence within the past three years. Perceptions of increased violence were the same across gender, years of experience, and the location and population of school districts. The main perceptions as to the underlying causes of violence were related to the family.

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION.....	1
Statement of the Problem.....	7
Statement of the Purpose.....	9
Rationale.....	9
Research Questions.....	12
Limitations.....	13
Definition of Terms.....	14
II. REVIEW OF RELATED LITERATURE.....	16
The Underlying Causes of Youth Violence.....	16
School-Based Violence Prevention Programs.....	39
Violence Prevention Programs.....	39
Conflict Resolution School-Based Programs.....	53
Business and Marketing Education.....	63
III. METHODS AND PROCEDURES.....	71
Population.....	71
Design.....	72

Instrumentation.....	73
Data Collection.....	75
Data Analysis.....	77
IV. PRESENTATION OF DATA AND RESULTS.....	79
Introduction.....	79
Research Questions.....	84
Research Question One.....	84
Research Question Two.....	92
Research Question Three.....	98
V. SUMMARY, FINDINGS, CONCLUSIONS, AND	
RECOMMENDATIONS.....	106
Summary.....	106
Findings.....	108
Conclusions.....	111
Recommendations.....	114
Applications of Findings and Conclusions.....	114
Continued Research.....	115
REFERENCES.....	117
APPENDICES.....	129
Appendix A--Survey Instrument.....	130

Appendix B--Introductory Letter.....	135
Appendix C--Form A.....	137
VITA.....	140

LIST OF TABLES

TABLE	PAGE
1. Gender of Respondents.....	80
2. Teaching Experience of Respondents.....	81
3. Level of Professional Preparation.....	81
4. Makeup of School District.....	83
5. Population of School District.....	83
6. Responses to Increased Violence.....	86
7. Gender Comparisons.....	88
8. Cross Tabulation by Gender.....	89
9. Teacher's Experience.....	90
10. Professional Preparation.....	90
11. School District.....	91
12. Population of School District.....	91
13. Rank Order of Underlying Causes of Violence.....	95
14. Rank by Gender.....	97
15. Comparison of Demographic Factors-Gender.....	100
16. Comparison of Demographic Factors-Experience.....	101
17. Comparison of Demographic Factors-Education.....	103
18. Comparison of Demographic Factors-School District.....	104
19. Comparison of Demographic Factors-Population.....	105

CHAPTER I

INTRODUCTION

Traditionally, Americans have held on to their myths, especially when the reality has been so difficult to accept. The reality of today's classroom shatters the myth and conventional image of American education. America's conventional image of education--that peaceful mix of students, teachers, textbooks, and extracurricular activities--seemingly no longer exists (Smith, 1994). Muggings, beatings, knifings, and shootings characterize the current reality of American education, as well as the current environment in which today's students live (Hranitz, & Eddowes, 1990). It is not unusual today to find metal detectors, police, and security officers in the public school picture, creating a new reality for many school districts across the United States.

The cause of this changing picture is due primarily to a rise in secondary school violence--not only in urban neighborhoods, but in suburban and rural neighborhoods as well. In 1992, researchers at Cincinnati's Xavier University interviewed principals in 1,216 school systems. "Sixty-four percent of urban principals said violence had increased in their schools in the past five years; so did 54 percent of suburban principals and 43 percent of those in rural areas" (Toch, 1993, p. 32).

Secondary Schools

Students bring their ideas, hopes, aspirations, creativity, and cultures into America's hallowed halls of learning where they are expected to acquire knowledge and function successfully (Heller, 1996). Unfortunately, those same halls harbor individuals who make socially inappropriate and unacceptable decisions regarding the resolution of their personal conflicts. Those decisions sometimes manifest themselves in acts of verbal or physical violence that are directed at other individuals or even at the buildings that represent the system whose rules and regulations they find confining and unreasonable (Schwartz, 1995).

Most secondary students come to school each day to be successfully engaged in the excellent instructional programs and services that are available to them (Enger, & Howerton, 1993). Yet, the inappropriate actions of a few individuals cast aspersions on those same successful programs and services. Reading the daily newspaper or turning on the local news broadcast informs society of the many acts of violence occurring daily in secondary schools (Heller, 1996). Learning can not take place in an atmosphere of fear or intimidation, be it real or imaginary. The misdeeds of one individual can hamper the learning of many (Lawton, 1992).

Violence in America's secondary schools has been historically documented for over a century; however, school violence has received widespread national attention only during the past two decades. Nicholson, Stephens, Elder, &

Secondary Schools

Leavitt (1985) illustrated this point when they reported that "the level of violent crime perpetuated by juveniles in our society is three times greater today than it was in 1960" (p. 494). In 1993, a report by the National School Boards Association "concluded violence had reached 'epidemic' proportions" (Smith, 1994, p. 35). More than 75 percent of the surveyed school districts reported that they had experienced an increase in violence during the previous five years. Violence has become so pervasive that the Center for Disease Control in Atlanta "is studying the problem of violence as an epidemic" (Stephens, 1988, p. 2).

Even though some secondary schools have security and police officers in force at the school, the front line of defense against violence often falls to the teacher. Teachers who are intimidated by students, often become ineffective disciplinarians. In addition, disruptive students in their classes diminish the teachers' ability to teach (Smith, 1994). Ginsburg (1990) stated that secondary schools are facing a dilemma because schools are established and supported to provide an education. Teachers are trained to be educators only. "But because of the failure of national, state, and local leadership to address social problems...some communities have turned to the public schools for help with a wide range of problems..." (p. 75). These wide range of problems far exceed what is considered education.

Secondary Schools

The alarming rise of young adult violence has become one of the most serious and challenging issues facing contemporary society, affecting almost every community in the nation (Soriano, Soriano, & Jimenez, 1994). While the victimization rates for personal crimes committed by adults have declined in America, the violent crime rate for young people has increased. The National Crime Victimization Survey, 1973-1992, found that young adults have the highest victimization rates, with youth between the ages of 16-19 experiencing the highest rate (Lowe, 1995).

Another study conducted by the United States Department of Justice, found that arrest of youths under 18 years of age for violent crimes increased 57.1 percent between 1983 and 1992. In 1992, an estimated 83,794 males under 18 years of age were arrested for violent crimes (Lowe, 1995). A 1991 Federal Bureau of Investigation report showed statistically that violent crimes by juveniles of ages 10-17 had ballooned during the 1980's and are surging upward in the 1990's. In 1991, crimes among young adults, in the 14 to 16 year age group, have risen 54 percent since 1987 (Juvenile Court Statistics, 1994).

Youths are not only the perpetrator of violence, but also they are the victims. In a nationally representative sample of 6002 families, "Straus and Gelles found that 2.4 percent of children, approximately 1.5 million, were victims of severe parental violence--being kicked, bitten, punched, beat up, burned,

Secondary Schools

scalded, or threatened or attacked with a knife or gun" (Downs, Miller, Testa, & Panek, 1992, p. 365).

Statistics and research support the fact that violence is occurring within secondary schools. In 1989, the American School Health Association surveyed 11,419 high school students in a National Adolescent Student Health Survey. Their findings revealed that 49 percent of the males and 28 percent of the females had been in at least one physical fight in the past year, 34 percent of the students had been threatened, 14 percent had been robbed, and 13 percent had been attacked (Gorski, & Pilotto, 1994).

Research conducted by Hranitz and Eddowes (1990) revealed that approximately 28,200 students and 5,200 teachers were physically attacked in secondary schools every month. Students miss one or more school days a month for fear of being hurt. Based on this research, they estimated that approximately 200 million dollars were spent repairing acts of violence and vandalism.

Research findings have made it increasingly clear that America is becoming a very violent society. When America is compared with 21 other industrialized nations, American homicides among males 15-24 years of age were 4.4 times higher than the second highest country. Among males in the 15-24 year age bracket, homicide is the second leading cause of death. This violence is

Secondary Schools

perpetuated in secondary schools by one out of five students carrying a weapon to school (Enger, & Howerton, 1993).

A 1991 study by the National Center for Health Statistics, reported that every day 15 young adults ages 19 and under are killed in gun homicides, suicides and unintentional shootings (Schwartz, 1995). A 1990 Youth Risk Behavior Survey, conducted by the Center for Disease Control, showed that one out of five high school students had carried some form of weapon to school within the past thirty days. Handguns were carried by one out of twenty students (Gorski, & Pilotto, 1994). Violence due to handguns is a major cause of death among young adults in this country.

The fact of these statistics and studies of increased violence and the fiction of perceived increases have negatively impacted our nation's schools. Students do not feel safe in the school, and the school system is struggling to deal with this violence. In order to control this violence, educators must explore more deeply their perceptions of the underlying causes that perpetuate such destructive behavior. By understanding their own perceptions and contrasting them with the reality of violence, educators may be able to better address violent behavior and perhaps even their own misunderstanding of school based violence. The statistics on school violence; therefore, raise questions regarding the actual underlying causes of this increased violence.

Secondary Schools

The workforce of the future will be drastically different from today's workforce. Groups which are currently labeled as minorities will become the majority around the year 2000. The workforce is not alone in this change. The work place is also changing. The goods producing industries are quickly giving way to the service providing industries. Additionally, technology is rapidly becoming an integral part of everyone's daily life. In order for this new workforce to be properly prepared to enter the work place, business and marketing education's responsibility will be to teach the necessary skills and work place competencies for individuals to be successful. These skills will have to be taught jointly by business and marketing education teachers and businesses. Business and marketing education programs, such as cooperative education, apprenticeships and partnerships will be instrumental in educating and preparing today's students for the transition from school to careers.

Statement of the Problem

Research indicates that violence is permeating American society at all levels. This increase in violence is especially alarming when youths are the participants or the victims of violence. Because American secondary schools are microcosms of society, this violence has reached classrooms at all levels;

Secondary Schools

and business and marketing educators are being forced to deal with these problems.

The problems faced by educators attempting to deal with violent students is that there is no clear, simple solution, in part because there is no single identifiable cause for the epidemic of youth-related violence (Gorski, & Pilotto, 1994). Numerous underlying causes have been identified such as:

- * Socioeconomic factors
- * Drug and alcohol abuse
- * Gang activity
- * Weakened family structure
- * Race relations
- * Availability of guns/weapons
- * Exposure to violence in the mass media
- * Cultural diversity
- * Lack of parents' support/interest
- * Sexual/physical/emotional abuse

Students who are affected by these underlying causes enter secondary classrooms with the potential for violent eruptions. This potential violence not only disrupts the school environment, it may result in the debilitation of personal development which may lead to hopelessness and helplessness.

Secondary Schools

Furthermore, it erodes the very foundations of the American educational system (Soriano, Soriano, & Jimenez, 1994). The perceptions teachers have toward violence in the secondary schools is critical to developing a base for understanding how educators can or should deal with this issue.

Statement of the Purpose

The purpose of the study was to examine the perceptions of Tennessee's business and marketing education teachers as to whether violence had increased within the past three years, and what were the underlying causes of any increased violence in secondary schools.

Rationale

Violence is a result of many complex factors outside the control of schools; such as poverty, indifferent or violent parents, drug and alcohol abuse, a violent and materialistic culture, and societal conditions. Even though schools did not create these situations, they must deal with the victims and educate them in a safe environment. The toll of juvenile violence goes far beyond those who are caught in the line of fire, however. It

Secondary Schools

undermines the ability of secondary schools to educate students in a secure environment (Salyer, & Coakley, 1996).

Henkoff (1992) believed that the rising trend of youth violence indicates that no one is ready to deal with this situation. America is constantly reacting, instead of being proactive, to eradicate youth violence. "We are constantly acting after the fact, trying to mend bodies after they have been broken" (p. 63). Henkoff also advocated that youth violence be treated just as any other public health threats such as smoking, drunken driving, or drug abuse.

Violence in America's secondary schools is destroying the ability of America's school system to provide society with educated citizens. As Secretary of Education Richard Riley told a national forum on juvenile violence in July 1993,

'Violence in schools or among school-aged youth not only destroys our country's most precious natural resource, our youth, it also creates an environment in which children cannot learn, teachers cannot teach, and parents are reluctant to send their children to school'(Melville, & Gokyigit, 1996, p. 5).

Violence has been so prevalent that attending school represents an act of courage for many students. According to Toch (1993), "Sixteen percent of eight graders, 14 percent of 10th graders and 12 percent of 12th graders told

University of Michigan researchers that they fear for their safety" (p. 32).

With students fearing literally for their lives, learning has become next to impossible in some schools. Violence, says Secretary of Education Richard Riley, "has turned classrooms into war zones" (p. 32).

Bettmann and Moore (1994) stated that violence problems stem from intolerant and inequitable schools. These schools provide no sense of community or individual respect. "The climate at these schools is filled with frustration, fear, and a sense of failure" (p. 15).

The 27th Annual Phi Delta Kappa Gallup Poll (1995) confirms that the public's attitude concerning the underlying causes of violence agrees with some of the causes identified in this section. The poll cited lack of discipline and financial support as the major problems facing schools. Fighting, violence, and gangs tied for third place, followed by drugs. The poll also cited the lack of parental control and the deterioration of family life as the major causes of the increase in school violence (Elam, & Rose, 1995).

If the American educational system is to continue to function, it is necessary for educators to identify their own perceptions as to the underlying causes of the increased violence. Until the major underlying causes are identified, educational solutions can not be developed nor implemented.

Research Questions

To achieve the purpose of the study, three research questions were developed:

1. Do Tennessee's business and marketing education teachers perceive that the frequency of youth violence in secondary schools has increased within the past three years?
2. What are the underlying causes of the increased violence in secondary schools as perceived by Tennessee's business and marketing education teachers?
3. Do the perceptions of business and marketing education teachers differ according to:
 - * Gender
 - * Years employed in present job
 - * Level of professional preparation
 - * Makeup of school district
 - * Total population of school district

Limitations

The following limitations apply to the study:

1. Random sample of business and marketing education teachers currently teaching in the state of Tennessee.
2. There was no procedure to determine if the individuals surveyed were representative of the entire population of business and marketing education teachers currently teaching in the state of Tennessee.
3. Data collection in the study was based on the cooperation and perceptions of business and marketing education teachers currently teaching in the state of Tennessee.
4. Survey instrument listed only a few of the major underlying causes of violence in secondary schools.
5. Persons often respond to items on a questionnaire in a manner which they perceive as being socially acceptable. Therefore, in responding to the questionnaire, they may not have expressed their actual perceptions concerning violence in secondary schools.
6. Questionnaire responses are vulnerable in the reliability and validity due to factors such as; interpretation of the meaning of statements,

willingness to respond accurately, and time and carefulness taken to answer the statements.

7. Focused on business and marketing education teachers currently teaching in Tennessee. The results may not be generalized to other curricular areas or to other states.

Definition of Terms

1. Business Education--The aspect of the total educational program that provides the knowledge, skills, understanding and attitudes needed to perform as a producer and consumer.
2. Conflict resolution--Is a multi-disciplinary, analytical, problem-solving approach to conflict which seeks to enable the participants to work collaboratively towards its resolution.
3. Marketing Education---The aspect of the total educational program providing students with learning experiences in marketing, merchandising, and management.
4. Mediation-- involving two individuals who voluntarily agree to settle their differences with the aid of a third, impartial, trained individual

Secondary Schools

5. Secondary Schools--Educational activities designed for students in grades 9 through 12.
6. Tennessee Business Education teachers--Teachers at the secondary school level who provide certified occupational training programs in business and office skills and concepts for entry level into the business world.
7. Tennessee Marketing Education teachers--Teachers at the secondary school level who teach and train students in marketing, merchandising and management.
8. Violence--Includes any act that causes harm to the individual either physically, psychologically or developmentally.

CHAPTER II

REVIEW OF RELATED LITERATURE

A review of related literature was divided into three sections. The first section sought to provide a background on the statistics and studies that can have an effect on teachers' perceptions about youth violence. The second section sought to provide a background on school-based violence prevention programs, including conflict resolution. The third section sought to provide a background on the changing role of business and marketing education.

The Underlying Causes of Youth Violence

When framed in the context of school safety, violence requires a much broader definition than is usually associated with the term violence. In this paradigm, violence includes any act that causes harm to the individual either physically, psychologically, or developmentally. Under this broad definition of violence, all students can be perceived as experiencing risk of harm. A single incident involves the risk of harm, and the accumulation of

Secondary Schools

risks increases the likelihood of damage. Considered in this context, the educational mission of America's secondary schools is to create safe environments that minimize all sources of risk and facilitate maximum learning potential.

Violence appears to be permeating American society at all levels. This is especially alarming when this violence is performed by our youth or directed at them. This violence has reached America's classrooms at all levels and educators are being forced to deal with these problems. According to the California Commission on Teacher credentialing Advisory Panel on School Violence, " violence is a public health and safety condition which results from individual, social, economic, political, and institutional disregard for basic human needs. It includes physical and nonphysical harm which causes damage, pain, injury, or fear" (Soriano, Soriano, & Jimenez, 1994, p. 218). Violence disrupts the school environment and results in the debilitation of personal development which may lead to hopelessness and helplessness.

Across the country, serious offenses committed by juveniles have risen sharply, and there is a growing sense of urgency about dealing with this problem. But there is no consensus of urgency about why juvenile crime has become worse or the best way to attack it (Melville, & Gokyigit, 1996)

Many complicated factors contribute to the growing prevalence of violence in America. The Ad Hoc Committee on Violence of the National

Health Association (1995) noted that experts most frequently cited the following societal casual factors for the increase in violence:

1. Poverty.
2. Racism.
3. Alcohol and other drug abuse.
4. Frequent exposure to violence in the home and community.

Henkoff (1992) believed that the rising trend of youth violence indicates that no one is ready to deal with this situation. America is constantly reacting, instead of being proactive, to eradicate youth violence. "We are constantly acting after the fact, trying to mend bodies after they have been broken" (p. 63). Henkoff also advocated that youth violence be treated just as any other public health threats such as smoking, drunken driving, or drug abuse.

One of the strongest indicators of America's violent youth may be in the American juvenile-justice system. According to Laycao (1994), this system "was designed 100 years ago to reform kids found guilty of minor crimes" (p. 60). Today, the system is overwhelmed by drug runners and 15-year old gunmen. The response of the system has been to remove the worst juvenile offenders into the adult system by lowering the age at which juvenile offenders will be tried as adults for serious crimes--murder, rape and armed assault. California, Arkansas, and Georgia have lowered this age to 14, with

Secondary Schools

Georgia mandating that youths between the ages of 14-17 charged with certain crimes be tried as adults automatically.

A recent federal study of juvenile courts cited by Toch (1993) "showed that fewer than one-third of youths accused of violent acts remain in custody; the rest are put on probation or set free" (p. 33). Even though get-tough advocates have pushed for the popular tactic of trying youths as adults, only three percent of the juvenile population are actually tried as adults. The offenders, who are tried as adults, sometimes receive less punishment such as more probation because judges compare them with older, more dangerous criminals.

Not surprisingly, the high youth crime rate has brought crime into America's secondary schools. According to the United States Department of Education, "one in five secondary students recently reported carrying a weapon to school at least once in the previous month, and 16 percent said they have been threatened at school by someone carrying a weapon" (Melville, & Gokyigit, 1996, p. 5).

The violence that "used to be confined to some isolated streets or neighborhoods now has spilled over into the school setting. Students often carry weapons to school, either to continue their battles or because they are genuinely afraid for their own lives" (Gorski, & Pilotto, 1994, p. 39). Given the proliferation of guns, it is not surprising that young adults say they need to

Secondary Schools

carry one to protect themselves. "But the line between 'protection' and 'aggression' is often so thin that it disappears (Henkoff, 1992, p. 64).

Violence due to handguns is a major cause of death among young adults in this country. A 1991 study by the National Center for Health Statistics, reported that every day 15 young adults ages 19 and under are killed in gun homicides, suicides and unintentional shootings (Schwartz, 1995). These statistics will only continue to rise as more students carry weapons to school. A 1990 Youth Risk Behavior Survey, conducted by the Centers for Disease Control, showed that one out of five secondary school students had carried some form of weapon to school within the past thirty days. Handguns were carried by one out of twenty students (Magnet, 1993).

Henkoff (1992) suggested that the most pressing prevention task is to remove guns from young adults. Widespread availability of guns makes it far too easy for youths to kill other youths. Guns are involved in more than 75 percent of youth homicides. What is even more tragic, they are involved in more than one-half of youth suicides.

Many people in this country are calling for a return to family values as an answer to youth violence. People long for the nostalgic illusion of Ozzie and Harriet, an illusion that never really existed in American homes. The facts of family violence are now being exposed--instead of families hiding these dark secrets within the family. The research, statistics, and crime reports are

Secondary Schools

beginning to stir the consciousness of Americans as to the devastating effects of family violence, and are proving the old adage that children live what they learn (Alder, & Denmark, 1995).

The gap between the rich and poor in America is increasing. Population statistics estimate that "almost 25 percent of United States children under six years of age come from families that have living below the poverty level, and increasing number of children come from single-parent families" (Maruyama, 1992, p. 156). Therefore, family structure and economic problems are other causes of violence that America now faces.

Curcio and First (1993) cited the cause of violence as stemming from problems with the community. They advocated the need for interventions developed from an understanding of community and family conditions. People must be willing to participate in and help America's communities. In poor urban settings, that are stressed by economic deprivation, youth live in neighborhood projects where violent crimes occur regularly. These crimes are witnessed by youth who know the perpetrators and/or victims. Youth in these settings are victimized, not only by abuse, but by an onslaught of psychological, emotional, and social conditions born of poverty, denigration, neglect and lack of respect.

Guliano (1994) believed that "disadvantaged urban youth, who live in

Secondary Schools

families where violence and adult discord are common, are at greatest risk" (p. 159). These youth are victimized, growing up in an environment of witnessing and participating in acts of violence. A 50 percent increase in all-cause death in the urban pediatric population in American between 1980 and 1988 was recorded, while there was no change in the rate for suburban and national populations. "Most of the increase was in the African-American population where homicides rose a dramatic 252 percent" (p.159).

The societal conditions that have created this economically deprived African-American community were the loss of millions of manufacturing jobs, and the changes in the United States' economy. Research has shown these economic conditions will lead to violence in any race when men are not working, or where houses are headed only by women (Arbetter, 1995). Staub (1996) reported that changes in social conditions among African-American families and communities were the reason for this increased violence.

Even though Curcio and First (1993) advocated involving minority parents in the school environment, that is difficult because American families are culturally and structurally diverse. America is no longer a country where a family has two parents and two children. The fact that women now account for about one-half of the total work force in America's cities is relevant. Many single women are heading households and making less than their male

counterparts which leads to the lack of affordable child care and other forms of discrimination.

A report by the Children's Planning Council Strategic Plan Development Committee indicated that another reason for the lack of school involvement of ethnic minorities parents is that where two parents are present in the home, they both work long days in low-paying jobs (M. Soriano, et al. 1994). These parents become enslaved by their jobs, leaving their children unattended after school and with little time to be involved in the school. "Thus, the cycle of poverty, despair, and loss of personal control ultimately leads to cynicism, indifference, and often hostility by an ever growing 'underclass' of people of color" (p. 221).

Staub (1996) theorized that widespread violence in a society has its origins in cultural characteristics, current societal conditions, or a combination of each. The societal condition of poverty is a strong predictor of violence in a society. 'Poverty is likely to impact children primarily by reducing parents' capacity for consistent, supportive parenting and by leading to harsher behavior towards children' (p. 124). Poverty, in combination with prejudice, discrimination, and structural inequities creates feelings of frustration, deprivation, injustice, and anger.

M. Soriano et al. (1994) quoted other research indicating that "poverty plays a 'far greater role than race in determining whether a person is likely to

engage in violence or become a victim of it" (p. 228). These conditions are found in most culturally and economically depressed urban areas in America. The culture of a group that is suffering from poverty--without the necessary societal supports--accentuates the impact of poverty. The extent to which culture, social structure, and institutions of society convey prejudice, create discrimination, and limit support contributes to the relationship between poverty and youth violence.

According to Staub (1996), strong guiding values coupled with community cohesion and hope can counteract the violence-producing potential of poverty, even when poverty is combined with prejudice and discrimination. However, the most usual reaction to poverty, disadvantage, and discrimination is an increase in violence within the home and community.

Lindquist and Molnar (1995) cited poverty, child abuse, our materialistic culture, and pressures to achieve as the main causes of violence:

1. Poverty--Americans continue to express outrage over the lawlessness and violence of the nations' youth; however, they fail to address the underlying cause--America has the highest rate of childhood poverty in the industrial world. Expressing alarm over the outcome without addressing the cause will never eliminate the problem.

Secondary Schools

2. Child Abuse--Statistics show that in America parents are usually the murderers of young adolescents. A recent Department of Justice study revealed that 'for every violent and sexual offense committed by a youth under 18, there are three such crimes committed by adults against children and teens' (p. 50). In short, children are more likely to be victims of adults, instead of the perpetrators of violence.
3. Our materialistic Culture--As adults continue to condemn our youth for a lack of proper values, they continue to condone treating them as an economic resource to be exploited. America has a culture in which young people have been killed because of the clothes they wear or are humiliated over their lack of material possessions.
4. Pressures to Achieve--Even middle-class children are at risk of having their childhood warped because adults cannot seem to love them for the person they are, instead what they have or will achieve.

According to David Elkind (1988), many children have 'the feeling of being used, of being exploited by parents, of losing the identity and the uniqueness of childhood without just cause...' (p. 73). People provide well for children materially, but expect high achievement in return. Parents do not like to

Secondary Schools

admit that their offspring may be average and make them feel like failures if they do not perform. Many children react to this pressure and devaluation by committing anti-social acts.

Brendto and Long (1995) attributed the increase in violence to broken social bonds, stress and conflict, a culture of violence and unhealthy brains:

1. Broken Social Bonds--In a society where community and values have crumbled, adolescents and young adults still need healthy human attachments. These attachments are the most powerful restraints on violent behaviors.

Adolescents and young adults who have these healthy attachments learn trust, competence, self-management and correct social behavior. When they are denied these human attachments, the development of a conscience is impaired, and they fail to internalize values.

2. Stress and Conflict--Reasonable stress is a normal part of life, and some adolescents and young adults are resilient enough to handle it reasonably well. However, others are overwhelmed by stress and use inappropriate behavior to handle their feelings. Schools are major stressors for many students, because students risk bad grades, bullies, and peer rejection daily. If the school is not a place to secure

positive self-esteem, some students will seek status

through antisocial behavior.

3. A Culture of Violence--Societies, that wish to be nonviolent, place clear, consistent, and reasonable sanctions on acts of aggression. America has strong laws against violence; however, they are inconsistently applied and complete with pro-violence messages. America's infatuation with violence extends to the media, sports, politics, the military, movies, and television programs.
4. Unhealthy Brains--Violence can be due to neurological-triggered aggression. Angry impulses are controlled by a rational, sober brain. Many acts of violence are committed under the influence of alcohol. "Mental illness due to neurological trauma, disease, or chemical imbalances can also cause impaired thinking and perception" (p. 53).

Psychiatrist Robert Hunt (1993) summarized research on the neurobiological roots of aggression. He observed that some children with prefrontal-cortical deficits, the slightest irritation can trigger rage. People with paranoid disorders may plot revenge, setting off a predatory pattern of brain activation like that of a stalking lion. Extremely hyperactive children manifest tornado-like aggression which passes as quickly as it begins. Hunt

speculates that even psychologically-based aggression can cause secondary impairment in brain functioning.

Alcohol and other drug abuse chemically alters brain states, leading to loss of self-control, angry outbursts, and deadly violent acts. In the view of pollster George Gallop, Jr., 'America does not have a crime problem; it has an alcohol and drug problem' (Pearson, 1994, p. 55). A recent report to Congress tied alcohol to 49 percent of murders and 52 percent of rapes. By the ninth grade, 90 percent of young people have tried alcohol, and a third of twelfth graders are binge drinkers.

With the alarming rise in teenage pregnancies, this raises concerns over the impact of chemicals on fetal brains. Babies with fetal alcohol syndrome are at risk for later violence, because brain damage can impair cognitive controls and social bonding. Hranitz and Eddowes (1990) reported a study, on children of teenage mothers, that found more behavior problems in these children. This behavior included running away, fighting, stealing, smoking, or other problems that might result in some form of school discipline.

Various studies linked family violence with mental problems of the victims. Such mental health problems as diminished self-esteem, depression, suicidal feelings, self-contempt, and an inability to trust and develop intimate relationships are the psychological consequences of such family violence (Ad Hoc Committee on Violence of the National Mental Health Association, 1995).

Secondary Schools

Family violence leads the victims to follow the violent cycle once they become parents or spouses. Furthermore, abused youths are two to three times more likely than other children to fail in school, cause discipline problems in the school, and use physically abusive behavior inside and outside of the school.

Young adults tend to learn how to resolve conflict by observing how their parents handle marital conflict. "Children from high-conflict homes are especially vulnerable to externalized disorders, including excessive aggression, unacceptable conduct, vandalism, noncompliance, and delinquency" (Cummings, & Davies, 1994, p. 4). Also, young adults living in homes with high levels of marital conflict are at risk to develop dysfunctional social skills and relationships.

According to Laursen (1995), marital conflict is linked to poor academic performance, and the ability of children to interpret social situations and interpersonal relationships. Theoretically, yet not factually proven, children in these types of homes are more likely to view themselves and their social worlds in overly negative and angry ways (Downs, Miller, Testa, & Panek, 1992).

This same research indicated that a "Father's verbal aggression may influence a daughter's self-concept in a manner different than mother's verbal aggression, thereby setting the stage for development of adulthood alcohol problems' (Downs et al. 1992, p. 379). The mother's verbal aggression might

impact some elements of the daughter's self-concepts by setting the stage for later victimization by a partner. While the father's verbal aggression might affect other parts of a daughter's self-concept which may lead to alcohol-related problems (Downs et al., 1992).

Family violence also includes several forms of abuse--spouse abuse and domestic violence, child abuse, and neglect. Family violence maybe in the form of physical, psychological, and/or sexual assault. The Ad Hoc Committee on Violence of the National Mental Association (1995) estimated that between 21 percent and 30 percent of all women, and 5 percent to 25 percent of pregnant women, have been beaten by a partner at least once. Men that abuse their wives; also, beat their children. "In 1993, approximately three million children nationwide were reported as suspected victims of child abuse/neglect" (p. 27). Fatalities occurred in 1,299 of these cases, with almost 86 percent of these victims being under the age of five at the time of their death, and 46 percent being under the age of one.

Studies on child abuse and battered women have concluded, as an example, that a little boy who witnesses his father batter his mother is 700 times more likely to use violence in his own life as compared to a child who has witnessed no abuse at home. If the little boy is abused himself, the risk of his perpetrating violence is increased to 1,000 times the norm. Children

exposed to this violence have difficulty learning how to feel empathy for any other person's pain (Alder, & Denmark, 1995).

O'Leary, and Arias stated that 'Research on men who batter women indicate that they learn to use intimidation and aggression punctuated by physical assaults in order to get women to do what they want them to do' People who work with men that have been ordered into court treatment say that men who abuse women:

1. Believe that they are not doing anything wrong;
2. if they understand that their behavior is wrong, do not believe they will be caught;
3. if they get caught, believe they will talk their way out of trouble;
4. if they can't talk their way out completely, believe the consequences will be light.

(Adler, & Denmark, 1995, p. x)

Guliano (1994) further attributed the higher incidence of violence and criminality of males versus females to the fact that males are socialized differently. Males are taught to be aggressive, controlling and dominant.

Secondary Schools

Because aggressive behavior predisposes males to violence, it would be a logical step in violence prevention to target this population.

Arbetter (1995) proclaimed that the nation's shock and disbelief over the Susan Smith incident should serve as a wake up call for Americans.

According to the United States Department of Justice, there are 600 cases yearly where mothers kill their children. Arbetter provided statistics on family violence that were staggering:

1. Every 15 seconds a woman in this country is battered. Almost two million women are severely assaulted every year. One-third of female homicide victims are killed by a husband or partner.
2. Spousal abuse occurs in families of every racial, ethnic, and economic group. In a recent study at the University of Rhode Island, for example, nearly 20 of every 1,000 women with family incomes over 40,000 dollars reported being victims of severe violence.
3. Last year more than one million teens ran away from home. Most left, not for the excitement of the

streets or to be grown up, but to escape beatings and sexual abuse and worse at home.

4. Three million cases of child abuse or neglect were reported in 1994. About one-half involved neglect, which means that adults are not providing a safe environment with adequate shelter, clothing, food, and sanitation. Abuse includes physical or emotional injury or sexual abuse. (p. 6)

Alder, & Denmark (1995) performed in-depth clinical studies of 50 abused children and their families to identify the characteristics of the abused children and the abusive environment that might facilitate the transmission of violence from one generation to another. From these studies, the following major factors that contributed to violent behaviors were identified:

1. Identification with the aggressor or victim embedded in the compulsive reenactment of early traumatic events,
2. paranoid distortion of object relationships,
3. fears of object loss, and
4. central nervous systems impairment. (p. 51)

Violence has become so prevalent in American society that a highly respected principal of East Harlem describes the actions of one of his students accused of taking part in the rape and attack on a Central park joggers as follows:

‘Violence is normal in the world of today’s adolescent.....

From Rambo to the corporate raiders, it’s the aggressive, tough-minded guys who get the job done regardless of laws and the societal constraints....They’re the admirable, effective people.’ The difference between middle-class working class, and poor children, she suggests, is that the former sees cruelty as necessary, temporary conformity and the latter sees it as the way the world is’.

(Curcio, & First, 1993, p. 7)

“Feminist psychologists believed that violence in the home is the underbelly of all violence in the streets and society’ (Alder, & Denmark, 1995, p. x). The victims of this family violence become alienated from their own families, many men and some females learn to use violence as a survival mechanism (Barnett, & LaViolette, 1993).

Economics, family violence, and lack of purpose may lead a youth to gang related activity. Hamner (1991) stated that there has been an explosion of gang violence in the United States, which has been fostered

by the lack of economic opportunity and a lack of purpose in life. Both of these conditions are further aggravated by the buying and selling of narcotics. Hranitz and Eddowes (1990) attributed the disintegrating structure of the family as a reason that many children--even children as young as eight, nine, and ten--turn to gangs to fulfill their unmet family needs. Once a boy or girl joins a gang, the odds against them ever being able to leave a gang are overwhelming.

Prejudice in America also fuels the fire of violence. The civil unrest and violence that occurred in Los Angeles in 1992 demonstrates how intergroup conflict leads to hate crimes. Curcio and First (1993) define hate crimes as "manifestations of prejudice against and hatred of certain groups of individuals not only because of their race or national origin but also because of the religion, sexual preference, or other distinctive characteristics" (p. 31). Hate crimes, happening in some schools, are manifested in the use of racial slurs, name-calling, graffiti, physical confrontations, distribution of racist literature, waving of the Confederate flag, and the use of weapons.

M. Soriano et al. (1994) categorized hate crimes into three categories: "Social unease, economic unease, and political unease" (p. 220). These conditions evoke attitudes of "white entitlement and acts of aggression toward ethnic minorities" (p. 220). A national sample of high school

Secondary Schools

students cited incidents of racially motivated violence having occurred in their school by 32 percent of the students. Racially motivated violence was attested to by 40 percent of urban students and 27 percent of rural students.

Research conducted by the California Commission Teacher's Credentialing Advisory Panel on School Violence (CCTC) makes it clear that schools are ill prepared to handle hate crimes. Their findings indicate that schools were ill-equipped to handle this form of violence because of:

1. Absence of a plan by the administration.
2. Lack of educator awareness of cultural diversity.
3. Lack of parental involvement with the school system.
4. Ineffective teacher listening and communications skills. (M. Soriano et al. 1994, p. 217)

The media has also increasingly come under attack as a major contributor to youth violence. Legislators, parents and other governmental officials have been calling for censorship. A 1994 editorial called for gathering more information--not censorship--about the effect of media violence on children. Research has not been able to clearly state the causality of media violence, "some children may watch violence on the

screen because they are prone to violence, not the other way around”

(Violent Reactions, 1994, p. 18).

Violent Reactions, (1994) pointed out that children and youth inclined to violence have parents who are least likely to control what programs their children watch. “Bad parents cannot be banned, nor, unfortunately can all violent instincts” (p. 18). Since media technology is difficult to regulate, parental responsibility is still necessary to control what America’s youth is viewing on the media.

Davidson (1996) pointed out that even experts, who have studied the relationship between media violence and youth violence, cannot agree on how strong the link is or how to measure it. Even those who adamantly argue that there is a strong link, agree that the biggest problem of media violence may be in the Saturday morning cartoons.

Eron, a research scientist at the University of Michigan, studied how aggression develops in children by testing 875 third graders and interviewing about 80 percent of their parents (Davidson, 1996). Their findings concluded that they are more vulnerable to the violence on television between the ages of two to about eight. At this age, they are not capable of distinguishing between reality and what is seen on television, and this is the age that most children are watching more cartoons than any other programs. If this research is correct, then

Saturday morning network cartoon shows, such as Power Rangers and Ninja Turtles, containing "sinister combat violence or violence of violence" (p. 39) may be the real culprits in media violence.

The 27th Annual Phi Delta Kappa Gallup Poll (1995) confirms that the public's attitude concerning the underlying causes of violence agrees with some of the causes identified in this section. The poll cited lack of discipline and financial support as the major problems facing schools. Fighting, violence, and gangs tied for third place, followed by drugs. The poll also cited the lack of parental control and the deterioration of family life as the major causes of the increase in school violence (Elam, & Rose, 1995).

The societal problems reflected in this section have created a new reality for the American teacher:

The United States is in the grip of what some now call a culture of violence. Teachers who just a few years ago worried about such disciplinary problems as talking in class, running in the halls, spitballs or an occasional fistfight on the playground, now are often in fear for their own personal safety as they are confronted with potentially lethal situations.

(Gorski, & Pilotto, 1994, p. 38)

Secondary Schools

America has become a very violent society, and this violence does not stop at the classroom door. In an attempt to deal with this violence, school systems have adopted different types of violence prevention programs. Integral in this effort, is for schools to understand their own contributions to creating a violent school environment.

School-Based Violence Prevention Programs

Violence Prevention Programs

Schools are microcosms of society, reflecting the same conflicts, tensions, fears, and inequities that exist in the world. Before any new program is implemented, there must be social justice within that program. Social justice ensures that all students have a participatory role in defining educational mission, have equal access to education opportunities that are applied equally to all students, and that academic and behavioral expectations are structured to both acknowledge and respect individual differences (Bettmann, & Moore, 1994).

Schools may facilitate violence by fostering negative expectations for some students and applying social consequences for school failure. The

Secondary Schools

National Research council's report delineates four characteristics of schools that contribute to violence:

1. Relatively high number of students crowded into a limited amount of space.
2. The capacity of schools to avoid student confrontations is somewhat limited.
3. The imposition of behavioral routines and conformity may result in feelings of anger, resentment, and rejection.
4. The poor design features of school buildings (Morrison, Furlong, & Morrison, (1994).

Bettmann and Moore (1994) stated that violence problems stem from intolerant and inequitable schools. These schools provide no sense of community or individual respect. "The climate at these schools is filled with frustration, fear, and a sense of failure" (p. 15).

Kreidler (1984), author of the Creative Conflict Resolution, listed six situations that create intolerant schools:

1. A competitive environment.
2. An unfriendly and mistrustful environment.
3. Poor communications that fail to address misunderstandings and misconceptions.
4. Emotion is not addressed appropriately.

5. Lack of conflict resolution skills.
6. Resorting to authoritarian use of power

Piaget believed that the aim of education was moral and intellectual autonomy, with the theory of autonomy defined as not the right--but the ability to be self governing, in the moral as well as the intellectual realm. Autonomy is based on making moral and intellectual decisions independent of reward and punishment. Autonomy is the opposite of heteronym, in which persons are governed by someone else, instead of thinking for themselves. However, children are not encouraged to think autonomously in school because teachers use reward and punishment to illicit correct answers. Under these conditions, students learn to doubt their own ability to think (Kamii, Clark, & Dominick, 1995).

Autonomous students are capable of dealing with conflict by considering the effects of their behavior on other people. They are more open to exchanging viewpoints from different people; thereby, gaining perspectives from diverse people and enabling them to respect other people (Kamii et al. 1995).

Since schools have to accept the responsibility for creating violence, they must also assume a role in the prevention of violence. Guliano (1994) believed that the overall goal of a school-based violence prevention program

Secondary Schools

is to decrease the incidence of violent episodes in the school. This may be accomplished through the following techniques:

1. A formation of a Violence Prevention Advisory Board composed of members of the community, parents, teachers, students, and school administrators.
2. Development of peer leaders and educational teams trained to teach nonviolent conflict resolution.
3. Increased student knowledge, through peer education, in the practice of conflict resolution.

Johnson and Johnson (1994) recommended structuring academic controversy into learning situations which result in students learning that conflicts are potentially constructive. Their recommended procedure for structuring these academic controversies is to have students prepare scholarly positions on certain academic issues. They should also defend and debate the issues as well as view the issue from others' perspective, and to come to an agreement based on the best-reasoned judgment. While participating in these academic controversies, business and marketing students learn to use critical problem-solving skills to make quality decisions, respect an opposing position, and to engage in the social skills of separating the person from the idea in providing constructive criticism.

The Health, Education, and Human Services Division of the United States General Accounting Office (1995) submitted a report to the Subcommittee on Children and Families Committee on Labor and Human Resources of the United States Senate on School Violence in 1995. This report stated that violence-prevention literature and experts consistently associate at least seven characteristics with promising school-based violence-prevention programs. These characteristics are:

1. A comprehensive approach: Programs that address more than one problem area, and involve a variety of services that link schools to the community because violence is a complex problem that requires a multifaceted response.
2. An early start and long-term commitment: Programs that focus on reaching young children, while they are still open to positive influences, in order to shape their attitudes, knowledge, and behavior. This intervention is sustained for multiple years.
3. Strong leadership and disciplinary policies: Strong leadership is displayed at the school level. Principals and school administrators need to maintain stable funding, staff, and program components, while collaborating with others to reach program goals. Student disciplinary policies and procedures are clear and consistently applied.

Secondary Schools

4. Staff development: Training is provided for key school administrators, teachers, and staff that enables them to handle disruptive students, and mediate conflict. This is done in conjunction with the incorporation of prevention strategies into school activities.
5. Parental involvement: Parental involvement is sought in order to reduce violence by providing training on violence-prevention skills, making home visits, and using parents as volunteers.
6. Interagency partnerships and community linkage: Encourages community support in making school anti-violence policies programs work by developing collaborative agreements in which the school and other community agencies work together to address the multiple causes of violence.
7. A culturally sensitive and developmentally appropriate approach: Programs that consider racial and ethnic students' cultural values and norms by using bilingual materials and program activities that are culturally appropriate. Also, the participants' age and level of development needs to be considered in the design of program materials and activities.

In the process of completing this report, the GAO (1995) looked at four school-based violence-prevention programs that were showing initial signs of

success. They found that violence-prevention programs and strategies generally fall within three broad categories:

1. Educational and Curricula-Based: These programs seek to teach students the skills to manage their behavior and resolve conflict nonviolently and constructively. The programs focus on conflict resolution, gang aversion, social skills training, mentoring, and law-related education.
2. Environmental Modification: These programs focus on the social or physical environment of the student by improving students' social environment and modifying students' physical environment. To improve the social environment, home visitations are made and after-school recreational and academic activities are offered. Modifying the students' physical environment includes installing metal detectors and gates to limit access to building entrances and exits.
3. School Organization and Management: These programs focus on establishing school discipline policies and procedures relating to student behavior, creating alternative schools, and developing cooperative relationships with the outside community; such as, the police and other governmental agencies.

Curwin (1995) advocated that it is more important to teach students the meaning of values than it is to implement more programmatic solutions. Every school needs to be transformed into a community that "actively demonstrates, models and advocates in every way the spirit, courage, and commitment to the humane superhighway--a merger of the technological and the benevolent: all life is precious and needs to be respected, protected, and valued" (p. 74).

Curwin's four major approaches that will lead a school down the humane superhighway are:

1. Reduction of cynicism--When cynicism is present, there is no hope.

Nonviolent schools have a strong sense of hope based "on a belief that people matter, the future matters, and that individual choices have consequences that matter" (p. 74). Administrators may encourage hope in schools by trusting students and teachers, encouraging creativity, and standing up against any program that is not conducive to learning. A more difficult, but important, measure is to involve parents in school decision making, without giving in to unreasonable demands of parent groups that have social or political agendas.

2. All students should be welcomed--This means more than just greeting students; it means that no matter how different the student is, they are treated constantly as belonging in the school.
3. Discipline-based rewards and punishments should be replaced with values--"Rewards and punishments do not teach the importance of values or the use of values in decision making" (p. 75). Strong values motivate students to make correct choices. Young adults do not need to learn that they can do whatever they want to as long as they are not caught (punishment) or that kindness is only expressed if they receive something in return (reward). Principles (values) should be established prior to developing a discipline program. Principles provide reasons for following rules that define behavior. Rules that are enforced should be based on principles.
4. Students should be asked to contribute--Students should be allowed to express their own views on violence. "Thus, another way to create a humane highway is to ensure that the voices of all students are heard--not only the 'good ones'---" (p. 75).

Larson (1994) reviewed commercially published and research literature curricula on procedures that are available for violence prevention programs within the school setting. "The *Violence Prevention Curriculum for Adolescents* was designed as a school-based health education program for

high school students" (p. 152). The curriculum for this program was designed to:

1. Provide statistical information on adolescent violence and homicide.
2. Present anger as a normal, potentially constructive emotion.
3. Create a need in the students for alternatives to fighting by discussing the potential gains and losses from fighting.
4. Have students analyze the precursors to a fight and practice avoiding fights using role-play and videotape.
5. Create a classroom ethos which is nonviolent and values violence prevention.

To accomplish these goals, this program uses a combination of "didactic presentation, student brainstorming techniques, role-play procedures, and creative homework assignments over the course of ten sessions" (p. 153). Results, reported from this training, were that significant differences were shown through a pre-and-post-test instrument measuring knowledge and attitudes about anger, violence, and homicide. The effect of the curriculum in a pool of 347 high school students in four major urban areas, showed significantly fewer self-reports of fights.

Even though many schools have tried violence prevention programs, not all have succeeded. Johnson and Johnson (1996) offers reasons why

violence prevention programs fail:

1. Many programs are poorly targeted--Schools lump students together who have a broad range of violent behavior. Lumping these students together, ignores the fact that different students are violent for different reasons. Also, schools do not focus on the relatively small group of students who commit most of the serious acts of violence.
2. The programs provide materials, but does not focus on program implementation. The materials without adequate training are useless; however, the assumption many schools make are: (a) that a few hours of educational intervention can change violent students; (b) that a few hours of training is all that teachers need to enable them to conduct a program; and (c) that no follow up is needed to maintain and update the program. These are erroneous assumptions that doom a program to failure.
3. Proponents of violence prevention programs confuse methods that work in neighborhoods with those that work in schools--Conflicts on the street involve short interactions involving competition for status, access to drugs, and significant amounts of money. The school is a cooperative setting in which conflicts must be dealt with on a long-term basis by working together, sharing resources, and making

decisions. Different conflict resolution procedures are required in each setting.

4. Many programs are unrealistic about the strength of the social forces that impel adolescents and young adults toward violence--To correct the social norms that cause violence requires efforts that involve families, neighbors, the mass media, employers, health care officials, schools and governments. Schools do not have the physical nor the emotional resources to guarantee health care, housing, food, parental love, and hope for the future. Educators cannot eliminate the availability of guns, the lack of respect for others' lives and properties, the poor economic situation, or the danger of walking to and from school. Because of these limitations, violence prevention programs must have realistic goals that are obtainable within the limited scope of the educational environment.

Discussing strategies for preventing school violence would be incomplete if racial and ethnic conflict is not addressed. Ethnic and racial conflict erupts because of underlying prejudices; therefore, it is necessary for schools to be able to recognize early signs of conflict. Escalating signs of conflict are:

1. Sharing prejudicial attitudes and feelings with like-minded peers.

Secondary Schools

2. Avoiding contact, even totally withdrawing from contact, with certain ethnic or racial groups--turf is established, intercommunication is cut off.
3. Discriminating against ethnic and racial minority groups by exclusion from certain social functions.
4. Physical attacks.
5. Extermination. (Curcio, & First, 1993, p. 29)

The prevention of racial and ethnic conflict in schools should be a continuous, on-going process. Curcio and First (1993) advocate that schools may minimize inter-group conflict by providing:

1. A consistent program of curriculum development to encourage better understanding among the different groups.
2. Opportunities for students and staff to have an open forum to discuss these racial and ethnic issues.
3. Building trusting relationships by having opportunities for opening and maintaining channels of communication.
4. Teaching inter-groupings of student skills of group dynamics and conflict resolution.
5. The fostering of positive attitudes about each other by focusing on common values; such as, democracy, fairness, and honesty.

Secondary Schools

6. Both regular subjects areas and electives should include classroom instruction confronting stereotyping.
7. A proactive, continuous attempt to reach out to and involve the minority parents and community in the school's effort.

A report of the Children's Planning Council Strategic Plan Development Committee indicated a reason for the lack of school involvement of ethnic minorities parents is that where two parents are present in the home, they both work long days in low-paying jobs (M. Soriano, et al. 1994). These parents become enslaved by their jobs, leaving their children unattended after school and with little time to be involved in the school. "Thus, the cycle of poverty, despair, and loss of personal control ultimately leads to cynicism, indifference, and often hostility by an ever growing 'underclass' of people of color" (p. 221).

Some experts do not agree with treating an entire school population. For example, Shanker (1995), President of the American Federation of Teachers, believed that young adults are not learning in classrooms where one or two students take up 90 percent of class time through disruption, violence, or threats of violence. By placing the welfare of a few violent and disruptive students above the majority of the students, the school system is doing a disservice to all students. When responsibilities for one's actions are removed, young adults lose their sense of control over their own destiny.

Secondary Schools

Young adults who do not feel any responsibility for the consequences of their actions have no difficulty justifying anti-social behavior.

Shanker (1995) advocated that schools have formal codes of conduct which may be developed through collective bargaining or mandated by legislation. Enforcement should be a critical part of a code of conduct, and the punishment for code violations should be spelled out in advance.

Other experts believe that America's secondary schools have become too concerned with the punitive models of discipline--the-get-tough, zero-tolerance perspectives that are too expensive and ineffective. More and more educators are realizing that they need to teach students how not to resort to violence. America's secondary schools do need to insure a safe, learning environment for students and violence must be prevented. However, America's secondary schools must go well beyond violence prevention programs to constructive conflict resolution training.

Conflict Resolution School-Based Programs

Tillett (1991) defined conflict resolution as "a multi-disciplinary, analytical, problem-solving approach to conflict which seeks to enable the participants to work collaboratively" (p. 1). According to John Burton, one of the world's leading scholars in the field of conflict resolution, "the analysis of conflict

Secondary Schools

requires the study of the totality of human relationships, whether conflictual or not" (p. 1). All areas must be understood because it is human motivation and values that are involved in relationships which are conditioned by the totality of the environment--economic, political, social, and ecological.

Taking this definition and applying it to the classroom means that "the best conflict resolution programs seek to do more than change individual students. Instead, they try to transform the total school environment into a learning community in which students live by a credo of nonviolence" (Kamii, Clark, & Dominick, 1995, p. 11). Conflict resolution is not a mere settlement of a conflict, but it is a permanent solution to a problem. Conflict resolution deals with the total individual in the total society, encompassing social differences (Tillett, 1991).

Bettmann and Moore (1994) stated that according to the estimates of the National Association for Mediation in Education (NAME), there are more than 5,000 school-based conflict resolution programs operating in United States secondary schools. Educators have been propelled to seek programs that teach students how to develop nonviolent solutions to conflict because of the increased school violence.

Horowitz and Boardman (1994) believed that "constructive procedures for resolving conflicts will be most beneficial if they become an integral part

of our social structure" (p. 200). They offer the following suggestions as preliminary steps in this direction:

1. Mainstream constructive conflict management in schools as part of a continuing core curriculum.
2. Train individuals in non-school settings.
3. Design culturally relevant programs for high-risk inner-city youth.
4. Protect children from adverse environments. (p. 204)

School-based conflict resolution programs are often used interchangeably with peer mediation; however, there are several different program formats. Conflict resolution programs can include any of the following formats:

1. Curriculum and classroom instruction.
2. Training workshops in conflict management, violence prevention, communications skills, cultural diversity, negotiation, and mediation.
3. Collaboration and consensus building for schools.

"Peer mediation programs, in essence, promote the use of facilitation, conciliation, and negotiation skills by third-party neutral intervenors who assist disputing parties in resolving their conflicts" (Bettmann, & Moore, 1994, p. 17).

Because mediation is only a part of a conflict resolution program, Guerra (1996) defined mediation as involving "two individuals who voluntarily agree to settle their differences with the aid of a third, impartial, trained individual" (p. 9). The steps in informal mediation include:

1. Setting the ground rules prior to mediation.
2. Gathering information by asking open-ended questions, listening, and awareness of body language.
3. Defining the problem.
4. Discussing possible solutions.
5. Evaluating all possible solutions.
6. Deciding on a solution.

Johnson and Johnson (1995) defined most conflict resolution programs in schools as either cadre or total student body programs. In the cadre approach, a small number of students serve as peer mediators for an entire school. This type of approach is "relatively easy and inexpensive to implement, having a few peer mediators with limited training is not likely to decrease the severity and frequencies of conflicts in school" (p. 66). The total student body approach involves teaching all students conflict resolution skills.

An example of the total student body approach is *The Teaching Students to be Peacemakers Program* (Johnson, & Johnson, 1995), which consists of

Secondary Schools

progressive training in which students learn increasingly more complicated negotiation and mediation procedures. The negotiation procedure consists of six steps. These steps are:

1. Students define what they want to accomplish through conflict resolution.
2. Describe what they are feeling.
3. Explain the reason for these underlying feelings.
4. Students reverse perspectives in order to view the conflict from each other's perspective.
5. The students generate at least three optional agreements which will maximize benefits for both sides.
6. The students agree on the best course of action

The mediation process consisted of four steps:

1. Stopping the hostilities.
2. Ensuring that the students involved in the conflict are committed to the mediation process.
3. That negotiations are facilitated between the students in conflict.
4. That an agreement is formalized

Once the students have completed negotiation and mediation training, the *Peacemakers Program* is implemented by selecting two students as

Secondary Schools

mediators each day. In addition to the actual use of these procedures, students receive additional training twice a week to expand and refine their new skills (Johnson, and Johnson, 1995).

The purpose of any conflict resolution program is to develop a well-disciplined school. Heller (1996) viewed a well-disciplined school as one that is sensitive to students' racial and socioeconomic concerns and the way these are manifested in the instructional program. In a well-disciplined school; all students are informed and aware of their rights and responsibilities, a wide range of intervention strategies are available and used, and staff members are skilled in identifying at-risk students. These schools realize that school climate and available school activities have a positive impact on school discipline.

Some intervention strategies that are used in well-disciplined schools; such as the Monroe-Woodbury Senior High School in Central Valley, New York, are:

1. Anger Management Seminar--This seminar teaches socially appropriate skills to enable students to deal with anger in a positive, constructive manner instead of a violent one. The curriculum of this seminar offers a wide variety of alternative options to express and deal with anger. Attendance is mandatory

Secondary Schools

for this seminar if a student has been involved in a fight or a serious verbal altercation.

2. H. U. G. Program--Human Understanding and Growth Program offers weekly workshops to a small group of students. The curriculum covers different areas of adolescent development, placing emphasis on decision-making skills during this 20-week program.
3. P. A. I. R. Program--Partners Acting as Instructional Resources teams volunteered faculty members with selected students who have exhibited some characteristic that will hinder the student from achieving his/her full potential.
4. Peer Mediation--This program provides an opportunity for trained student mediators working, in conjunction with faculty facilitators, and providing an opportunity to assist students in resolving complaints with other students.
5. Periodic Review of Disciplinary Code--The student disciplinary code and the student rights and responsibility booklet are reviewed annually along with data on student suspensions in the school. Successful practices of other school districts are also evaluated. A review committee encourages participation by students, parents, staff, and interested community members (Keller, 1996).

Elimination of violence does not mean that all conflict should be eliminated. Johnson and Johnson (1995) stated that "positive conflict may increase achievement, motivation to learn, higher levels of reasoning, long-term retention, healthy social and cognitive development, and the actual fun students can have in school" (p. 67). Conflicts dealt with in a positive manner may improve personal development such as enriching relationships, clarifying personal identity, increasing ego strength, promoting resilience in the face of adversity, and clarifying how an individual needs to change.

Bodine, Crawford, and Schrumpf (1995) stated that when young adults peacefully express their concerns and learn to deal with conflict constructively, they promote the values of human dignity and self-esteem, and provide strong reasons for instituting conflict resolution programs in schools. Fundamental outcomes of using school-based conflict resolution programs include the following:

1. Using mediation, negotiation, and group problem-solving to resolve disputes improves the school climate, making it safe and conducive to learning.
2. Conflict resolution training helps students and teachers deepen their understanding of self and others, and provides a forum for addressing concerns.

3. Conflict resolution training provides the recipient of the training with important life skills.
4. Shifting the responsibility for resolving conflicts to students reduces violence, vandalism, chronic school absence, and suspension.
5. Conflict resolution training increases skills in listening, critical thinking, and problem-solving--skills basic to all learning.
6. Negotiation and mediation emphasize the ability to see others' points of view, and the peaceful resolution of differences--skills crucial for one to live in a multi-cultural world. (p. 4)

Powell, Muir-McClain, and Halasyamani (1995) examined nine school projects that utilize conflict resolution or peer mediation (cr/pm) and found considerable variation in the implementation of these projects. Differences were found in how schools target students, the role of a project consultant, the teacher and student training, the teaching methods and curriculum content, the mediation format, the complementary strategies, and the project cost. The most significant difference was in the role of the project consultant. Based on their study, the following recommendations were made:

Secondary Schools

1. More evaluations of conflict resolution/peer mediation projects are needed. Many schools are implementing these projects at an unknown cost and with unproved benefits.
2. Success of any project adopted by a school should be assessed. Because of the "limited evidence of success, burgeoning number of curricula, and wide range of implementation efforts" (p. 43), assessment of these projects should be done. This assessment does not have to be necessarily expensive or exhaustive. Not all educators do not view conflict resolution programs as the answer to violence in America's secondary schools.

Johnson and Johnson (1994) believed that students cannot learn to manage conflict constructively in a school environment where competition and individuality are stressed. In this type of environment, constructive conflict resolution procedures are often ineffective. Schools should seek to create a cooperative context for conflict management, by having a majority of the learning situations fostered by a cooperative environment.

Research indicates that violence is permeating American society at all levels. This increase in violence is especially alarming when youths are the participants or the victims of violence. Because American secondary schools are microcosms of society, this violence has reached classrooms at all levels;

and business and marketing educators are being forced to deal with these problems.

The problems faced by business and marketing education teachers attempting to deal with violent students is that there is no clear, simple solution. In part, because there is no single identifiable cause for the epidemic of youth-related violence. Even though schools did not create these situations, they must deal with the victims and educate them in a safe environment. The toll of juvenile violence goes far beyond those who are caught in the line of fire, however. It undermines the ability of business and marketing education teachers in secondary schools to educate students in a secure environment.

Business and Marketing Education

The workforce of the future will be drastically different from today's workforce. Groups which are currently labeled as minorities will become the majority around the year 2020. The workforce is not alone in this change. The work place is also changing. The goods producing industries are quickly giving way to the service providing industries. Additionally, technology is rapidly becoming an integral part of everyone's daily life. In order for this new workforce to be properly prepared to enter the work place, business and

Secondary Schools

marketing education's responsibility will be to teach the necessary skills and work place competencies for individuals to be successful. These skills will have to be taught jointly by business education and marketing education teachers and businesses. Business and marketing education programs, such as cooperative education, apprenticeships and partnerships will be instrumental in educating and preparing today's students for the transition from school to careers (Salyer, & Coakley, 1996).

According to Clark(1994) by the year 2000, 35 percent of school age children will be what has conventionally been termed minority: African-American, Latino and Asian. In 1985, 14.9 percent of all school children in America were African-American, by the year 2000 this figure will be 16 percent. Latino children will grow from 9.6 percent in 1985 to 16 percent by 2000. Fertility and immigration patterns indicate that Latinos and Asian Americans are the fastest growing minority groups in the country. The white non-Latino population will decrease to 66 percent by the year 2000. From these data, it is clear that America is rapidly becoming a society where the minority is really the majority. In order for this new workforce to be properly prepared to enter the work place, business and marketing education's responsibility will be to teach the necessary skills and work place competencies for individuals to be successful.

Nelson (1994) estimated that the workforce demographics between now and the year 2000 will be as follows:

Secondary Schools

1. The population and the workforce will grow more slowly than at any time since the 1930's.
2. The average age of the population and the workforce will rise, and the pool of young workers entering the workforce will shrink.
3. More women will enter the workforce, and women will make up almost two-thirds of the new entrants.
4. Minorities will make up 29 percent of new workforce entrants, twice the current figures.
5. Immigrants will represent the largest share of the increase in population and the workforce since the First World War. (p. 96)

Total employment is expected to increase from 121.1 million in 1992 to 147.5 million in 2005, or by 22 percent (Nelson, 1994). Bartholome (1991) stated these jobs will be filled by today's students that have been prepared through business and marketing education courses in secondary schools. Business and marketing education offers students the training needed to find employment in corporations, and in businesses as diverse as office technology, management consulting, and marketing of merchandise.

Jobs that will grow faster than the average employment growth are those requiring relatively high levels of education or training. The long-term shift from

Secondary Schools

goods-producing to service-producing employment is expected to continue (Silvestri, & Lukasiewicz, 1987). The service-producing industries, including transportation, communications and utilities, retail and wholesale trade, government, finance, insurance and real estate are expected to account for 24.5 million of the 26.4 million job growths over the 1992-2005 period. This growth includes health, business, and business educational services which contain 15 of the 20 fastest growing industries (Clark, 1994).

Executive, administrative and managerial occupations will provide 15.2 million jobs by the year 2005, with a growth rate of 26 percent faster than average (Cetron, & Appel, 1985). Business and marketing education must assume the leadership role in providing the necessary skills and work place competencies for a smooth transition to the new work place.

The "School-To-Work Opportunities Act of 1993" (Wilson, 1989, p. 38), jointly administered by the Department of Education and Labor, will bring together partnerships of employers, educators, and others to build a high quality school-to-work system that prepares young people for careers in high-skill, high-wage jobs (Petty, 1996). The School-To-Work Opportunities Act has a number of specific goals in relating to the overall purpose of the Act.

These goals include: (a) establishing a mechanism for states to create school-to-work programs for youths in order to increase their opportunities for continuing education;

Secondary Schools

(b) increasing opportunities for minorities, women and disabled students in careers not traditionally open to their race, gender and disability; (c) motivating students to stay in school by joining employers and the school in developing the workplace into 'active learning environments'; (d) creating a national 'transitional system' that will assist students in finding productive employment; (e) promoting school-to-work partnerships between states and businesses as an investment in future productivity; and (f) implementing the Goals 2000 legislation. (Petty, Brewer, & Hall, 1994, p. 3)

The School-To-Work Opportunities Act authorizes grants to states to develop and implement school-to-work transition systems. These grants were to be used by states and local partnerships as venture capital to get states started on the task of creating a "system" for transitioning students from school to work. After five years, federal funding will end and the states will take over full funding.

The School-To-Work Opportunities Act allows for flexibility so that programs can address local needs and respond to changes in the local economy and labor market. While the legislation requires core components and goals, it does not dictate a single method for fulfilling those requirements. Multiple sources of support--federal grants to states, waivers, direct grants to local partnerships, and

Secondary Schools

high poverty area grants--will allow all states to build school-to work systems within the first few years (Petty, 1996).

Cooperative education, included in the School-to-Work Opportunities Act of 1993, is defined as a structured program in which periods of study alternate with periods of related work experience. The secondary school is usually structured where students attend classes for a portion of the day and work for a portion of the day. Cooperative education can enhance classroom instruction by providing practical work experience that is relevant to students career goals (Smith, & Rojewski, 1993). Cooperative education offers benefits to all involved: students, schools and employers.

Ascher (1994) offered another program that is instrumental in educating and preparing today's students for the transition from school to careers, the student apprenticeship program. The student apprenticeship program is also included in the School-to-Work Opportunities Act of 1993. Apprenticeships are distinguished from cooperative education in that apprenticeships are much more structured. Work-based student apprenticeships have a structured applied training curriculum with a significant amount of education taking place on the jobsite, while cooperative education has a less-structured approach. Apprenticeship programs should be designed to serve as a vehicle of school reform and create institutional structures that link employers and schools.

Among the principles that should be followed in designing youth apprenticeship programs are:

1. Permit students to change their minds about choices.
2. Link work and school in a substantive way.
3. Encourage schooling beyond high school.
4. Provide high quality work placements rather than just work experiences. (Bailey, 1993, p. 10)

Some small businesses may not be able to provide students a paid employment experience. However, they may be agreeable to work with the cooperative teacher in establishing a partnership arrangement. This may even be better than a paid work experience because more students may be involved (Miller, & Coady, 1989).

When looking at the new jobs that should be created between now and the millennium, the training requirements will remain similar. The reason for these similarities is that many of these new jobs will be based on computer technology (Bartholome, 1991). Understanding how to operate a computer, how to gather, retrieve, and write information will give business and marketing education students a foundation for several job classifications.

While technology will be responsible for some job elimination, it is projected that technology should create 10.5 million new jobs over the next ten years (Silvestri, & Lukasiewicz, 1987). These new jobs will demand more on-the-job

Secondary Schools

training. Business and marketing education is an excellent way to prepare students for new technology and expanding job requirements needed in America today and in the future.

To prepare students to join the workforce of the future, five of the more critical functions of business and marketing education are:

1. To train students for entry-level employment.
2. To offer employment counseling.
3. To work with the community and business leaders in establishing partnerships that give students some work experience.
4. To identify and foster employability skills.
5. To develop job-seeking skills.

These functions must be reviewed, updated and supplemented frequently if business is to succeed in its major function in order to assure that today's business and marketing education students will be optimally prepared to succeed in tomorrow's work place. Through these functions, business and marketing education can ease the transition from school to career for non college bound students (Goodlad, 1984). Business and marketing education teachers will be instrumental in educating and preparing today's students for the transition from school to their careers.

Chapter IV further documents statistical procedures and gives results from the data analysis in this study. Also, the three research questions are answered.

CHAPTER III

METHODS AND PROCEDURES

The study examined perceptions of Tennessee business and marketing education teachers regarding the underlying causes of increased youth violence in secondary schools. This chapter describes the methods and procedures used in the study. Included, also, is the population of the study, the design, the instrumentation, the data collection, and the data analysis used in the study.

Population

To assess the underlying causes of increased youth violence in secondary schools, a state-wide random sample was conducted from the business and the marketing education teachers in Tennessee's secondary schools. A separate directory for the business education and the marketing education teachers currently teaching in Tennessee, alphabetized by the counties in Tennessee, was obtained from Melissa Wilson, the State Educational Consultant for Marketing Education. All the teachers listed in the directories are certified by the State of Tennessee to teach business and / or

Secondary Schools

marketing courses. After the vocational education teachers were eliminated, the directory of the business education teachers totaled 490. The marketing education teachers directory totaled 139.

According to Krejcie and Morgan, " the total population of 629 requires a sample size of 238" (Gay, 1996, p. 125). The Business Education directory was used first in numbering each teachers name starting with number 1 and continuing until number 490 had been recorded. At this point, numbering of the Marketing Education directory continued until number 629 had been recorded.

For selecting the random target sample, a "table of 10,000 random numbers" (Gay, 1996, p. 602) was employed. The table consisted of 10,000 five digit numbers. The researcher used only the first three digits of each number, starting at the top and working down the list, to select the participants to be surveyed.

Design

The design of the study was to examine the perceptions of business and marketing education teachers in Tennessee's secondary schools, as to what they perceived as the underlying causes of the increased youth violence. To determine the teachers perceptions about the increased youth violence in

secondary schools, descriptive methodology was employed. This descriptive study of teachers perceptions of increased violence in secondary schools is a pre-experimental design. The intent of the study was to examine the perceptions of Tennessee business and marketing education teachers as to whether violence had increased within the past three years, and what were the underlying causes of any increased violence in secondary schools. The study was designed for participants to provide demographic information which was used to make comparisons.

Instrumentation

The survey instrument applied in the study was a questionnaire, "Violence in Secondary Schools as Perceived by Business and Marketing Educators" (Appendix A), developed by the researcher at the University of Tennessee. The questionnaire utilized a Likert-type scale with seven response categories, ranging from one to seven. One equals strongly disagree; two equals disagree; three equals moderately disagree; four equals no opinion; five equals moderately agree; six equals agree; and seven equals strongly agree. The survey instrument consisted of these sections:

1. An introductory letter (Appendix B) that explained the purpose of the study and gave directions for completion

Secondary Schools

2. Title page with the University of Tennessee's seal in the middle
3. A 17-item section that measured actual perceptions of business education and marketing education teachers regarding the underlying causes of violence in secondary schools
4. Demographic section that documented information about the participants
5. A final section soliciting comments or suggestions

The 17-item section of the questionnaire that measured actual perceptions of business and marketing education teachers regarding the underlying causes of violence in secondary schools were drawn from the review of literature. Although many different studies were reviewed to select the underlying causes of increased youth violence, studies cited in the review of literature that were particularly helpful were: Staub (1996); The Ad Hoc Committee on Violence of the National Health Association (1995); Lindquist and Molnar (1995); Gorski and Pilotto (1994); Soriano, Soriano, and Jimenez (1994); Curcio and First (1993); and Henkoff (1992).

The survey instrument was subjected to a pilot test by 23 business and marketing education teachers attending Tennessee's Region I or Region II DECA conferences. The teachers who completed the instrument mentioned areas (by personal hand written notes) in which more clarity was needed. The Region I conference was held on February 4, 1997 at East Tennessee

Secondary Schools

State University, Johnson City. The Region II conference was held on February 6, 1997 at The University of Tennessee, Knoxville.

During the pilot test, all teachers were encouraged to list any additional underlying causes or to recommend removal of any underlying causes. The pilot test instrument included 23 underlying causes of violence in secondary schools. Reliability of the survey instrument was determined by using the Statistical Package for the Social Sciences (SPSS, 1994) entered into the excel program on a personal computer. The reliability coefficient alpha of all 23 items was .9070. This figure, when compared to 1.0, is a reflection of the teachers' consistency in answering the same to both the pilot instrument and the survey instrument. Three items on the pilot instrument, dealing with abuse, were combined into one item. Four items on the pilot instrument showed low comparisons and they were omitted on the survey instrument.

Upon completion of Form A (Appendix C), permission was granted by the Committee on Research Participation at the University of Tennessee in Knoxville to conduct research using human subjects, as the human subjects surveyed in the study were anonymous.

Data Collection

The survey method followed the procedures prescribed by Dillman (Dilliam, 1978). Materials mailed to the selected random sample were an introductory letter and survey instrument. The introductory letter explained the purpose of the study and provided instructions for the completion of the survey instrument. The survey instrument which includes a title page with the University of Tennessee's seal in the middle, a 17-item section that measured actual perceptions of business teachers and marketing education teachers regarding the underlying causes of violence in secondary schools. A demographic section was also included that documented information about the participants, along with a section soliciting comments or suggestions. A self-addressed return envelope was enclosed to facilitate return of the survey instrument to the researcher. These materials were mailed on April 14, 1997 to the 238 state-wide randomly selected business and marketing education teachers that represented the total population.

The survey instrument was coded for the purpose of identifying members of the sample who did not respond to the original mailings. Eighteen days following the original mailings, telephone calls were placed to the non-respondents at their schools of employment. Some teachers were available to answer the telephone at that time, and their response was that they would

return the survey questionnaire immediately. Several survey instruments were mailed again as requested. The survey concluded on May 9, 1997.

There were 170 respondents to the state-wide survey, representing an 72 percent response rate. The response rate was low because four survey instruments were returned by the United States Post Office because they had moved and left no forwarding address, and several teachers had chosen to retire after the directories had been published.

Data Analysis

One hundred and seventy returned questionnaires were reviewed for completeness. Data on both the questionnaire and the demographic sections were coded to provide numerical data for analysis. The generated database was analyzed using the Statistical Package for the Social Sciences (SPSS, 1994) at the University of Tennessee, Knoxville, computer center.

The information gathered from the questionnaire was appropriate for descriptive statistical treatment. Although the data collection method was a non-parametric procedure, parametric tests were used on the data. The data met all the assumptions for parametric statistics. To determine if there was a significant difference, more powerful statistical procedures needed to be employed.

Statistical tests employed, to answer the following three research questions :

1. Do Tennessee's business and marketing education teachers perceive that the frequency of youth violence in secondary schools has increased within the past three years?
2. What are the underlying causes of the increased violence in secondary schools as perceived by Tennessee's business and marketing education teachers?
3. Do the perceptions of business and marketing education teachers differ according to:
 - * Gender
 - * Years employed in present job
 - * Level of professional preparation
 - * Makeup of school district
 - * Total population of school district

Included central tendencies and multivariate procedures to examine the distribution of the data and the relationship between two or more variables.

An overall level of significance was set at .05 level of significance.

CHAPTER IV

PRESENTATION OF DATA AND ANALYSIS

Introduction

The purpose of the study was to examine the perceptions of Tennessee's business and marketing education teachers as to whether violence had increased within the past three years, and what were the underlying causes of any increased violence in secondary schools. This chapter presents the three research questions and the corresponding data resulting from the "Violence in Secondary Schools as Perceived by Business and Marketing Educators" (Appendix A) questionnaire. Statistical Package for the Social Sciences (SPSS) computer programs were utilized for statistical analysis of data (SPSS, 1994).

The business and marketing education teachers in the state of Tennessee were chosen as the population for the study. From this population, a random sample of teachers was selected which included 125 or 73.5 percent females and 45 or 26.5 percent males (Table I).

A vast majority of the business and marketing education teachers responding to the questionnaire had considerable teaching experience. Over

Table 1. Gender of Respondents

Gender	Frequency	Percent
Females	125	73.5 %
Males	45	26.5 %
Total	170	100.0 %

90 respondents or 53 percent had 15 or more years teaching experience.

Approximately two-thirds or 117 of the teachers surveyed had more than ten years of teaching experience. In Table 2, a frequency and percentage distribution of business and marketing education respondents over five categories of years of teaching experience is presented.

The level of professional preparation of the teachers averaged above a Master's Degree. Eleven or 6.5 percent had attained their Doctor of Philosophy or Doctor of Education Degree. All the business and marketing education teachers responding to the questionnaire indicated a Bachelor's Degree as the lowest professional level of preparation that had been attained. In Table 3, a frequency and percentage distribution of business and marketing

Table 2. Teaching Experience of Respondents

Gender	Frequency	Percent
Less than one year	7	4.1 %
1 - 4 years	24	14.1 %
5 - 9 years	22	12.9 %
10 - 14 years	27	15.9 %
15 or more years	90	53.0 %

Table 3. Level of Professional Preparation

Present degree status	Frequency	Percent
Bachelor's Degree	65	38.2 %
Master's Degree	94	55.3 %
Ph. D / Ed. D	11	6.5 %

Secondary Schools

education respondents over three categories of level of professional preparation is presented.

The makeup of the school district for business and marketing education teachers resembled the makeup of the state of Tennessee. Forty-eight percent or 82 of the business and marketing education respondents classified themselves as teaching in a largely rural school district. Twenty-two percent or 38 of the business and marketing education respondents classified themselves as teaching in a largely urban school district. The data in Table 4 provides a frequency and percentage distribution of respondents over three categories by school district.

The population of the school district differs somewhat from the above classifications. Thirty-five percent or 60 respondents indicated that their population was between 20,000 - 49,000. Following closely were the respondents that indicated that their total population was less than 20,000. Table 5 shows a frequency and percentage distribution of respondents over four categories of population by school district.

Table 4. Makeup of School District

Makeup of school district	Frequency	Percent
Largely rural	82	48.2 %
Largely urban	38	22.4 %
Mixed: rural, urban, suburban	50	29.4 %

Table 5. Population of School District

Population of school district	Frequency	Percent
Less than 20,000	58	34.1 %
20,000 - 49,000	60	35.3 %
50,000 - 75,000	28	16.5 %
Over 75,000	24	14.1 %

Research Questions

Research Question One

The first research question asked: **Do Tennessee's business and marketing education teachers perceive that the frequency of youth violence in secondary schools has increased within the past three years?** The questionnaire's number one item to be surveyed stated "Violence in secondary schools: Has increased within the past three years" (Appendix A). To answer this question, the perceptions of business and marketing education teachers were assessed on a Likert-like scale with seven response categories ranging from one to seven. One equals strongly disagree; two equals disagree; three equals moderately disagree; four equals no opinion; five equals moderately agree; six equals agree; and seven equals strongly agree.

The disbursement of the business and marketing education respondents answers to the question of increased violence showed that the mean was 5.7 with a standard deviation of 1.34 using the .05 level of significance. This indicated that the majority of respondents scored on the scale between moderately agree and agree that the frequency of violence has increased within the past three years. All the available options on the scale were

Secondary Schools

selected by the respondents except strongly disagree. The fact that none of the business and marketing education teachers selected strongly disagree signified that violence has increased within the past three years. Over 30 percent or 52 respondents selected number seven which indicated they strongly agree that the frequency of violence has increased within the past three years. Only 2.4 percent or four respondents selected number four on the scale which indicated they had no opinion.

Females and males business and marketing education teachers responding to the questionnaire had very similar perceptions on the increased violence in secondary schools. Neither gender selected strongly disagree with the statement that the frequency of violence in secondary schools has increased within the past three years. The majority of teachers scored number six on the questionnaire likert-like scale--agree with the statement that the frequency of violence in secondary schools has increased within the past three years. Those omissions and selections further prove the similarities between the two genders. Table 6 provides the frequency for each number on the scale.

Comparing the business and marketing education females versus males, the females mean score is higher than the males. A higher score indicated more agreement with the statement that the frequency of violence in secondary schools has increased within the past three years.

Table 6. Responses to Increased Violence

Selection	Total
Strongly Disagree-Number 1	0
Disagree-Number 2	7
Moderately Disagree-Number 3	9
No Opinion-Number 4	4
Moderately Agree-Number 5	37
Agree-Number 6	61
Strongly Agree-Number 7	52
Mean = 5.7	
Standard deviation = 1.34	

Secondary Schools

The 73.5 percent or 125 females mean was 5.8 with a standard deviation of 1.32 using the .05 level of significance. The 26.5 percent or 45 males mean was lower at 5.4 with a standard deviation of 1.39 using the .05 level of significance. The median for the females and for the males was 6.00. The mean rank for the females was higher than the males. Females mean rank equals 78.85, and the males mean rank equals only 66.29. The sum of ranks for the females were 8673.50. The sum of ranks for males were 2651.50 (Table 7).

There were only four responses that offered no opinion. Two females and two males responded with no opinion. To further illustrate the minor differences between business and marketing education females and males regarding their perceptions of the increased violence in secondary schools, a comparison of the demographics were used. Table 8 provides a cross tabulation by gender, Table 9 provides five categories of business and marketing teacher's experience, Table 10 provides the professional preparation, Table 10 provides the school district, and Table 12 provides the population of the school district.

Table 7. Gender Comparisons

Comparisons *	Females	Males
Mean	5.80	5.40
Standard deviation	1.32	1.39
Median	6.00	6.00
Mean rank	78.85	66.29
Sum of Ranks	8673.50	2651.50

* Significant at .05 level of significance

Table 8. Cross Tabulation by Gender

Scale Number		Gender		Total
		Female	Male	
Number 2 *	Count 6	1		7
	% within Q-1	85.7%	14.3%	100.0%
	% within Gender	4.8%	2.2%	4.1%
Number 3	Count	4	5	9
	% within Q-1	44.4%	55.6%	100.0%
	% within Gender	3.2%	11.1%	5.3%
Number 4	Count	2	2	4
	% within Q-1	50.0%	50.0%	100.0%
	% within Gender	1.6%	4.4%	2.4%
Number 5	Count	26	11	37
	% within Q-1	65.6%	34.4%	100.0%
	% within Gender	20.8%	24.5%	21.8%
Number 6	Count	47	14	61
	% within Q-1	79.2%	20.8%	100.0%
	% within Gender	37.6%	31.1%	35.8%
Number 7	Count	40	12	52
	% within Q-1	77.8%	22.2%	100.0%
	% within Gender	32.0%	26.7%	30.6%

*Scale number 1 not selected

Table 9. Teacher's Experience

Years teaching	Mean	Standard deviation
Less than one year	5.71	1.38
1 - 4 years	5.29	1.57
5 - 9 years	5.41	1.42
10 - 14 years	5.96	1.36
15 or more years	5.75	1.25

Table 10. Professional Preparation

Degree	Mean	Standard deviation
Bachelor's degree	5.60	1.36
Master's degree	5.67	1.40
Ph. D / Ed.D	6.00	0.77

Table 11. School District

Makeup of district	Mean	Standard deviation
Largely rural	5.65	1.29
Largely urban	5.79	1.57
Mixed: rural, urban, suburban	5.62	1.31

Table 12. Population of School District

Population	Mean	Standard deviation
Less than 20,000	5.72	1.41
20,000 - 49,000	5.53	1.37
50,000 - 75,000	5.87	1.22
Over 75,000	5.68	1.29

Research Question Two

The second research question asked: **What are the underlying causes of the increased violence in secondary schools as perceived by Tennessee's business and marketing education teachers?** To answer this question, the perceptions of business and marketing education teachers were assessed on a Likert-like scale with seven response categories. One equals strongly disagree; two equals disagree; three equals moderately disagree; four equals no opinion; five equals moderately agree; six equals agree; and seven equals strongly agree.

Table 13 provides a rank order of business and marketing education teacher's perceptions of the underlying causes of increased violence in secondary schools. The survey revealed that the highest ranked three underlying causes of increased violence were questions Q -04, Q - 11, and Q - 05 which dealt with the family structure. The highest ranked three underlying causes of the increased violence in secondary schools were:

- * weakened family structure
- * lack of discipline
- * lack of parents' support/interest

The means of these highest ranked three were very close. The top three means were separated by only 0.10 of a percentage point; 6.21 for the above

Secondary Schools

number one underlying cause, 6.17 for the above number two underlying cause, and 6.11 for the above number three underlying cause.

The fourth through sixth underlying causes were radically different in nature. The fourth ranked underlying cause was Q - 08, the fifth ranked underlying cause was Q - 01, and the sixth ranked underlying cause was Q - 15. The fourth, fifth, and sixth underlying causes of increased violence in secondary schools were:

- * drug/alcohol abuse
- * violence in secondary schools has increased within the past three years (refer to research question number one).
- * exposure to violence in the mass media

The mean of these three underlying causes were separated by 0.11 of a percentage point.

There was a tie for the number nine underlying cause between Q - 07 and Q - 10. Both had identical means scores of 5.1800, even though the two questions had nothing in common. The question number seven had a standard deviation of 1.30, and question number 10 had a standard deviation of 1.69. Question number 07 underlying cause was peer pressure, and question number 10 underlying cause was availability of guns/weapons.

Ranked number 16, Q - 06, and ranked number 17, Q - 13, were a consensus choice among the business and marketing education teachers.

Secondary Schools

These two questions were the only ones to have a mean below 4.33. In fact, both of these questions had a mean of 3.92 and 3.72 respectively. These two questions had comparable standard deviations of 1.59 for Q - 16 and 1.69 for Q - 17.

Table 13 not only provides the rank order of business and marketing education teacher's perceptions of the underlying causes of increased violence in secondary schools, Table 13 also provides the mean of each underlying cause, and the standard deviation.

Table 14 compares the perceptions of females and males according to their respectively ranking of the underlying causes of violence in secondary schools. A closer look reveals that females and males selected the same top six underlying causes of violence. Though their rank order was different. For their number one underlying cause of violence, females selected question number four--Is caused by weakened family structure. For their number one underlying cause of violence, males selected question number five--Is caused by a lack of parents' support/interest. Five questions: number one, six, thirteenth, fourteenth, and sixteenth were ranked exactly the same. An asterisk marks the five questions that were ranked identically.

Table 13. Rank Order of Underlying Causes of Violence

Rank	Variable	Mean	Std dev	Item
1	Q - 04	6.21	0.97	Is caused by weakened family structure
2	Q - 11	6.17	1.10	Is caused by a lack of discipline
3	Q - 05	6.11	1.11	Is caused by a lack of parents' support/interest
4	Q - 08	5.75	1.12	Is caused by drug/alcohol abuse
5	Q - 01	5.67	1.35	Has increased within the past three years
6	Q - 15	5.64	1.23	Is caused by exposure to violence in the mass media
7	Q - 09	5.33	1.43	Is caused by gang activity
8	Q - 12	5.25	1.34	Is caused by students' lack of self-esteem

Table 13. (Continued)

Rank	Variable	Mean	Std dev	Item
9	Q - 07	5.18	1.30	Is caused by peer pressure
9	Q - 10	5.18	1.69	Is caused by the availability of guns/weapons
11	Q - 03	5.05	1.34	Is caused by socioeconomic factors
12	Q - 14	4.63	1.41	Is caused by sexual/physical emotional abuse
13	Q - 02	4.53	1.73	Is a part of culture (life)
14	Q - 16	4.49	1.65	Is caused by race relations
15	Q - 17	4.33	1.52	Is caused by cultural diversity
16	Q - 06	3.92	1.59	Is caused by limited community resources
17	Q - 13	3.72	1.73	Is caused by overcrowded schools

Table 14. Rank by Gender

Question number	Rank	
	Females	Males
Q - 01 *	5th	5th
Q - 02	15th	10th
Q - 03	11th	9th
Q - 04	1st	2nd
Q - 05	3rd	1st
Q - 06 *	16th	16th
Q - 07	10th	7th
Q - 08	4th	6th
Q - 09	7th	11th
Q - 10	8th	14th
Q - 11	2nd	3rd
Q - 12	9th	8th
Q - 13 *	17th	17th
Q - 14 *	12th	12th
Q - 15	6th	4th
Q - 16 *	13th	13th
Q - 17	14th	15th

* Same rank

Research Question Three

The third research question asked: **Do the perceptions of business and marketing education teachers differ according to:**

- * **Gender**
- * **Years employed in present job**
- * **Level of professional preparation**
- * **Makeup of school district**
- * **Total population of school district**

To answer this question, the five above mentioned demographic factors were selected as general indicators of perceptions to be tested. Demographic questions are seen in the General Background Information section of the questionnaire in Appendix A. The random sample of business and marketing education teachers responses to all questions were entered into the database as numbered responses corresponding to the numbered questions. The data collection method was a parametric procedure and parametric tests were used on the data. To determine if a significant differences occurred among the independent variables: gender, level of professional preparation, makeup of school district, and total population of school district, a more powerful statistical procedures needed to be employed.

Secondary Schools

The data were determined to come from a multivariate normal distribution. Multivariate analysis of variance (MANOVA) was used to determine whether there was a significant differences in perceptions of business and marketing education teachers on each requested demographic. The MANOVA focuses on whether or not there is a difference or differences among a set or composite of measures rather than a single mean response per group. The dependent variables were the questions one through seventeen on the Violence in Secondary Schools as Perceived by Business and Marketing Educators questionnaire. An overall level of significance was set at .05 level.

The first demographic analysis was completed on gender. There was a significance differences in the scores of females and males on question number eight. There were also a significance differences on question numbers nine, ten, and twelve. Question number seventeen had a significance differences of exactly .05 (Table 15).

No significant differences were identified for business and marketing teachers perceptions based on the number of years of teaching experience. The closest significance differences was on question number sixteen (Table 16).

Table 15. Comparison of Demographic Factors-Gender

Independent Variable	Dependent Variable	Significant Differences*
Gender	Q - 01	.144
	Q - 02	.305
	Q - 03	.345
	Q - 04	.630
	Q - 05	.343
	Q - 06	.309
	Q - 07	.865
	Q - 08	.007 *
	Q - 09	.011 *
	Q - 10	.003 *
	Q - 11	.746
	Q - 12	.040 *
	Q - 13	.469
	Q - 14	.357
	Q - 15	.197
	Q - 16	.784
	Q - 17	.050 *

* Significant at .05 level of significance

Table 16. Comparison of Demographic Factors-Experience

Independent Variable	Dependent Variable	Significant Differences*
Experience	Q - 01	.437
	Q - 02	.606
	Q - 03	.763
	Q - 04	.697
	Q - 05	.287
	Q - 06	.529
	Q - 07	.767
	Q - 08	.561
	Q - 09	.286
	Q - 10	.665
	Q - 11	.502
	Q - 12	.725
	Q - 13	.276
	Q - 14	.461
	Q - 15	.971
	Q - 16	.229
	Q - 17	.443

* Significant at .05 level of significance

Secondary Schools

Table 17 represents all three levels of education attained by the random sample of business and marketing education teachers. There were no significance differences of perceived underlying causes of violence in secondary schools. Questions six and seven showed the closest significance differences. Question seven's significance differences was .093, and question six had a significance differences of .105.

There were significance differences when the school districts (see Table 4) were compared. Questions nine and fourteenth had the identical significance differences of .017 (Table 18). Question nine stated: Is caused by gang activity. Question fourteenth stated: Is caused by sexual/physical/emotional abuse. Table 19 provides an analysis on the significance differences using the population of the school district as the independent variable. There were no significance differences as perceived by the random sample of teachers.

Table 17. Comparison of Demographic Factors-Education

Independent Variable	Dependent Variable	Significant Differences*
Education	Q - 01	.669
	Q - 02	.772
	Q - 03	.387
	Q - 04	.522
	Q - 05	.254
	Q - 06	.105
	Q - 07	.093
	Q - 08	.189
	Q - 09	.915
	Q - 10	.727
	Q - 11	.756
	Q - 12	.175
	Q - 13	.431
	Q - 14	.895
	Q - 15	.306
	Q - 16	.978
	Q - 17	.646

* Significant at .05 level of significance

Table 18. Comparison of Demographic Factors-School District

Independent Variable	Dependent Variable	Significant Differences*
District	Q - 01	.868
	Q - 02	.206
	Q - 03	.385
	Q - 04	.425
	Q - 05	.240
	Q - 06	.689
	Q - 07	.602
	Q - 08	.434
	Q - 09	.017 *
	Q - 10	.672
	Q - 11	.340
	Q - 12	.561
	Q - 13	.373
	Q - 14	.017 *
	Q - 15	.684
	Q - 16	.224
	Q - 17	.424

* Significant at .05 level of significance

Table 19. Comparison of Demographic Factors-Population

Independent Variable	Dependent Variable	Significant Differences*
Population	Q - 01	.758
	Q - 02	.723
	Q - 03	.164
	Q - 04	.163
	Q - 05	.073
	Q - 06	.545
	Q - 07	.479
	Q - 08	.056
	Q - 09	.835
	Q - 10	.313
	Q - 11	.604
	Q - 12	.590
	Q - 13	.575
	Q - 14	.331
	Q - 15	.732
	Q - 16	.822
	Q - 17	.201

* Significant at .05 level of significance

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of the study was to examine the perceptions of Tennessee's business and marketing education teachers as to whether violence had increased within the past three years, and what were the underlying causes of any increased violence in secondary schools.

The review of literature indicated that many studies on increased youth violence have enumerated many underlying causes for this increase. Yet, educators, law enforcement officials, government agencies, nor society as a whole can provide a single dominant reason. It is critical that educators learn to deal with violent youth, as well as, provide an education for all students. In order to do this, they must understand what their perceptions are as to the underlying causes of violence, before they are able to validate these perceptions and address the growing violence problem.

To assess the underlying causes of increased youth violence in secondary schools, a state-wide random sample was taken from business and marketing

education teachers in Tennessee. A survey instrument was designed for this purpose in the form of a questionnaire entitled "Violence in Secondary Schools as Perceived by Business and Marketing Educators". A Likert-type scale with seven response categories, ranging from one to seven, was utilized with one being strongly disagree to seven being strongly agree. There were seventeen questions included in the questionnaire, along with a section to document demographic information.

Statistical procedures were employed to answer the following three research questions:

1. Do Tennessee's business and marketing education teachers perceive that the frequency of youth violence in secondary schools has increased within the past three years?
2. What are the underlying causes of the increased violence in secondary schools as perceived by Tennessee's business and marketing education teachers?
3. Do the perceptions of business and marketing education teachers differ according to:
 - * Gender
 - * Years employed in present job
 - * Level of professional preparation
 - * Makeup of school district

- * Total population of school district

Central tendencies and multivariate procedures were used to examine the distribution of the data, and the relationship between two or more variables. A significance differences level of .05 was applied to all statistical tests.

Findings

The major findings of this study were divided into demographic information, teachers' perceptions of increased violence, and teachers' perceptions of the underlying causes if violence has increased.

The respondents to the questionnaire were composed of 73.5 percent females and 26.5 percent males. Over 90 respondents or 53 percent had 15 or more years of teaching experience. Approximately two-thirds of the business and marketing education teachers surveyed had more than ten years teaching experience. The lowest level of education of the respondents was a Bachelor's Degree, 65 respondents or 38.2 percent , 94 respondents or 55.3 percent had attained a Masters Degree, and 11 respondents or 6.5 percent had a Ph.D. or Ed.D. Degree.

School districts were identified as largely rural, largely urban, or mixed (rural, urban, suburban). The largest response came for the rural district at

Secondary Schools

48.2 percent. Mixed district respondents were next with 29.4 percent, followed by urban at 22.4 percent. School districts were further broken down by population as less than 20,000; 20,000 to 49,000; 50,000 to 75,000; and over 75,000. Less than 20,000 and 20,000 to 49,000 had the closet frequencies with 34.1 percent and 35.3 percent respectively. The 50,000 to 75,000 had a frequency of 16.5 percent, and the over 75,000 had a frequency of 14.1 percent.

The consensus of the study was that the frequency of violence had increased over the past three years. The majority of respondents indicated answers between moderately agree and agree to the survey statement that violence has increased over the past three years. Over 30 percent or 52 of the respondents, selected strongly agree to this statement. Only 2.4 percent or four respondents indicated that they had no opinion. A significant difference was found in how females and males responded to the increase in violence in the past three years. Female respondents chose agree (number six on the Likert-type scale), while males chose moderately agree (number five on the Likert-type scale) more often. Gender differences were also noted in that females and males identified the same six underlying causes of violence, but ranked them differently.

The survey revealed that the highest ranked three underlying causes of increased violence were:

Secondary Schools

1. weakened family structure
2. lack of discipline
3. lack of parents' support/interest

Gender differences also existed with females selecting weakened family structure first, and males selecting lack of parents' support/interest.

From the "Violence in Tennessee's Secondary Schools questionnaire", the teachers ranked the remaining questions as follows:

4. Violence is caused by drug/alcohol abuse.
5. Violence has increased within the past three years.
6. Violence is caused by exposure to violence in the mass media.
7. Violence is caused by gang activity.
8. Violence is caused by students' lack of self-esteem.
9. Violence is caused by peer pressure.
9. Violence is caused by the availability of guns/weapons.
11. Violence is caused by socioeconomic factors.
12. Violence is caused by sexual/physical/emotional abuse.
13. Violence is part of culture (life).
14. Violence is caused by race relations.
15. Violence is caused by cultural diversity.
16. Violence is caused by limited community resources.
17. Violence is caused by overcrowded schools.

Significance differences in the score of females and males were noted on questions number eight, nine, ten and twelve. No significance differences were obtained based on the numbers of years teaching, level of education, or population of the district. Significance differences were noted in the instructional districts on questions number nine and fourteen.

Conclusion

Within the limitations of the study, the literature review and to the extent to which the data and findings were valid and reliable, the following conclusions are made by the author:

1. Conclusive data provided by this study revealed that the random sample population of business and marketing education teachers perceived that the frequency of youth violence has increased, which agrees with the statistics cited in the review of literature. These statistics indicated that youth violence has increased in America's secondary schools.
2. The findings in the study revealed significant differences in how females and males responded to the increase of violence in the past three years. Traditionally, America has socialized men to be more

aggressive than women. The review of literature revealed that women have been the victims of violence more than they been the perpetrators of violence.

3. The findings in the study revealed that gender made no significance differences in selecting the highest six underlying causes of the increase in violence. The only differences were in the ranking order of the underlying causes. While the ordering was different, both females and males identified the same six underlying causes of the increased violence in secondary schools indicating that business and marketing education teachers in Tennessee agree on the following:
 1. Violence has increased.
 2. Family structure and parental support/interest and discipline are the main underlying causes of the increased violence.
 3. Drug/alcohol abuse, as well as, exposure to violence in the mass media are strong contributors to increased youth violence.
4. The findings in the study revealed that the three highest ranked underlying causes, chosen by both females and males, for the increased violence in secondary schools were:
 1. weakened family structure
 2. lack of discipline

3. lack of parents' support/interest

The female respondents perceived weakened family structure as the number one underlying cause, while the male respondents perceived parents lack of support/interest as the number one underlying cause.

5. The findings in this study revealed that perceptions of the underlying causes for increased violence were mainly related to family problems. Even though this was the perception, the respondents rated socioeconomic factors and sexual/physical/ emotional abuse low in the survey of underlying causes. Reviewing the comparisons of these rankings, it appears that teachers perceive the family structure as being faulty, without giving credence to factors that cause this breakdown.
6. The research findings in the study supported the review of related literature's contention that increased violence has reached all communities, regardless of location or population. The study revealed no significance differences when location and population were analyzed.

Recommendations

Based on the findings of the study and the conclusions derived from these findings, several recommendations are offered concerning business and marketing education teachers' perceptions of the underlying cause of the increased violence in secondary schools. The following recommendations are presented by category.

Applications of Findings and Conclusions

1. Tennessee's business and marketing education teachers should examine their perceptions concerning the realities of American families today. The problem of violent youth cannot be addressed within the school system by placing the majority of the responsibility for this behavior on the family, without fully understanding the socioeconomic and other societal factors affecting families.
2. Female and male business and marketing education teachers should define jointly their definition of violence. Conflict resolution programs will fail if both sexes do not admit and understand gender perception differences about violence.

Continued Research

Youth violence has become a very serious problem in America. A problem that can destroy the educational system and future generations of this country. Further research should be conducted to identify the causes of violence and how the educational system can be proactive in dealing with youth violence.

1. This study should be replicated by:
 - a. Increasing the population to include other states' business and marketing education teachers to compare rankings.
 - b. Expanding the study to other segments of the teaching profession and curricula areas for comparisons.
 - c. Using a stratified sampling technique to compare the perceptions of teachers in affluent school districts with those teachers in economically-disadvantaged school districts. Past research has shown that poverty plays an important role in students' tendencies toward violence.

More research is needed that is much broader in scope than the study.

Future research implications should include:

2. Research that is not focused just upon the victims of violence or the consequences of such action, but the impact violence has on the

entire educational system. The educational outcomes for an entire generation of America's youth could be at stake.

3. Research conducted on the effectiveness of social agencies to network in a manner that enables them to provide a wide range of services when needed. In order to strengthen the family structure, families must be provided with the essentials of survival such as food, clothing and shelter.
4. Research conducted on a more cross-cultural basis. Since America has become a more culturally diverse society, violence must be understood through varying perspectives.
5. Research on the impact of violence upon America's teachers. The focus of this research should include teachers' effectiveness, retention and recruitment.
6. Research completed in order to identify the most effective conflict resolution programs. Violence can never be completely eradicated, therefore, schools need to teach students how to deal with conflict constructively.

REFERENCES

REFERENCES

- Ad Hoc Committee on Violence of the National Mental Health Association. (1995, Spring). Violence in America: A community mental health response. The Journal of Intergroup Relations, 22(1), 23-32.
- Adler, L. L. , & Denmark, F. L. (Eds.). (1995). Violence and the prevention of violence. Westport, CT: Praeger Publishers.
- Arbetter, S. (1995, November). Family violence. Current Health 2, 22(3), 6-7.
- Arbus, J. (1994, November). Building a successful school conflict resolution program. Primary Voices K-6, 2(4), 6-11.
- Ascher, C. (1994). Cooperative education as a strategy for school-to-work transition. Centerfocus, 3, 15-20.
- Bailey, T. (1993). Can youth apprenticeship thrive in the United States? Educational Researcher, 22(3), 4-10.
- Barnett, O. W. , & LaViolette, A. D. (1993). It could happen to anyone: Why battered women stay. Newbury Park, CA: Sage.
- Bartholome, L. (1991). Preparing business education for the 21st century. Business Education Forum, 15-18.

Secondary Schools

Bettmann, E. H. , & Moore, P. (1994, November). Conflict resolution programs and social justice. Education and Urban Society, 27(1), 6-11.

Bodine, R. , Crawford, D. , & Schrupf, F. (1995). Creating the peaceable school mission. New Orleans, LA: Annual Meeting of the American Association of School Administrators. (Eric Document Reproduction Service No. ED 380 908).

Brendtro, L. , & Long, N. (1995, February). Breaking the cycle of conflict. Educational Leadership, 52, 52-56.

Cetron, M. J. , & Appel, M. (1985). Jobs of the future (1st ED.). NY: McGraw-Hill.

Clark, N. M. (1994). Health educators and the future: Lead, follow, or get out of the way. Health Education, 25(3), 131-141.

Crapo, R. F. (1986, Winter). It's time to stop training...And start facilitating. Public Personnel Management, 27, 443-449.

Cummins, E. M. , & Davies, P. (1994). Children and marital conflict: The impact of family dispute and resolution. NY: The Guilford Press.

Curcio, J. L. , & First, P. F. (1993). Violence in the schools: How to proactively prevent and defuse it. Newbury Park, CA: Corwin Press Inc.

Curwin, R. L. (1995, February). A humane approach to reducing violence in schools. Educational Leadership, 52, 72-75.

Secondary Schools

- Davidson, J. (1996, February). Menace to society. Rolling Stone, 728, 38-40.
- Dillman, D. (1978). Mail and telephone surveys: The total design method. NY: John Wiley and Sons.
- Downs, W. R. , Miller, B. A. , Testa, M. & Panek, D. (1992, September). Long-term effects of parent-to-child violence for women. Journal of Interpersonal Violence, 7(3), 365-382.
- Elam, S. M. , & Rose, L. C. (1995, September). Of the public's attitudes toward the public schools. Annual Phi Delta Kappan/Gallup Poll, 27, 41-56.
- Elkind, D. (1988). The hurried child. NY: Addison-Wesley.
- Enger, J. M. , Howerton, D. L. (1993, November). Principal reports of violence in schools and need for a violence prevention program. Paper presented at the Mid-South Educational Research Association's 22nd. Annual meeting, New Orleans, LA.
- Evans, R. N. (1971). Foundations of vocational education. Columbus, OH: Charles E. Merrill Publishing Company.
- Fisher, C. D. , Schoenfeldt, L. F. , & Shaw, J. B. (1996). Human Resource Management. Boston: Houghton Mifflin Company.
- Furlong, M. J. , & Morrison, G. M. (1994). School violence and safety in perspective. School Psychology Review, 23(2), 139-143.

Secondary Schools

Gay, L. R. (1996). Educational research: Competencies for analysis and application (5th ed.). Upper Saddle River, NJ: Prentice-Hall.

General Accounting Office, Health, Education, and human Services Division. (1995). School safety: Promising initiatives for addressing school violence (HEMS Publication No. 95-106). Washington, DC: U. S. Government Printing Office.

Ginsburg, E. H. (1990). Effective interventions: Applying learning theory to school social work. NY: Greenwood Press.

Giuliano, J. D. (1994, March-April). A peer education program to promote the use of conflict resolution skills among at-risk school age males. Public Health Reports, 109(2), 158-161.

Goodlad, J. (1984). A place called school. NY: McGraw-Hill.

Gorski, J. , & Pilotto, L. (1994, Summer). Violence in American schools. The Delta Kappan Gamma Bulletin. 38-42, 46.

Guerra, D. S. (1996, February). Integrate violence prevention into schools. The Educational Digest, 61(6), 8-11.

Report author: Hamner, C. J.

Date of publication: (1993).

Report title: Youth violence: Gangs on main street, USA.

Publication information: Philadelphia: Pew Charitable Trusts. (Eric Document Reproduction Service No. ED 366 706).

Heller, G. S. (1996, April). Changing the school to reduce violence: What works? Bulletin: The National Association of Secondary School Principals, 80(579), 1-10.

Henkoff, R. (1992, August). Kids are killing, dying, bleeding. Fortune, 126(3), 62-68.

Horowitz, S. V. , & Boardman, S. K. (1994). Managing conflict: Policy and research implications. Journal of Social Issues, 50, 197-209.

Hranitz, J. R. , & Eddowes, E. A. (1990, Fall). Violence: A crises in homes and schools. Childhood Education, 67(1), 4-7.

Hunt, R. (1993). Neurobiological patterns of aggression. Journal of Emotional and Behavioral Problems, 2(1), 14-19.

Johnson, D. W. , & Johnson, R. T. (1994). Constructive conflict in the schools. Journal of Social Issues, 50(1), 117-137.

Johnson, D. W. , & Johnson, R. T. (1995, February). Why violence prevention programs don't work-and what does? Educational Leadership, 52, 63-67.

Johnson, D. W. , & Johnson, R. T. (1996, April). Reducing school violence through conflict resolution training. Bulletin: The National Association of Secondary School Principals, 80(579), 11-18.

Secondary Schools

Juvenile Court Statistics. (1994). U. S. Department of Justice, Office of Justice Programs. Office of Juvenile and Delinquency. National Center for Juvenile Justice. Washington, DC.

Kamii, C. , Clark, F. B. , & Dominick, A. (1995, Spring). Are violence-prevention curricular the answer? Southern Early Childhood Association: Dimensions of Early Childhood, 23, 10-13.

Knowles, M. (1978). The adult learner: A neglected species. Houston, TX: Gulf Publishing.

Kottler, J. A. (1994). Beyond blame: A new way of resolving conflicts in relationships. San Francisco: Jossey-Bass Publishers.

Kreidler, W. (1984). Creative conflict resolution: More than 200 activities for keeping peace in the classroom. Glenview, IL: Scott Foresman.

Lacayo, R. (1994, September 19). When kids go bad. Time, 144(12), 60-64.

Larson, L. (1994). Violence prevention in the schools: A review of selected programs and procedures. School Psychology Review, 23(2), 151-162.

Laursen, B. (1995). Conflict and social interaction in adolescent relationships. Journal of Research on Adolescence, 5(1), 55-70.

Lawton, M. (1992, September 9). Study shows steep rise in juvenile violent crime. Education Week. 18.

Lindquist, B. , & Molnar, A. (1995, February). Children learn what they live. Educational Leadership, 52, 50-51.

Lowe, K. (1995, Spring). Youth violence: Its victims and impact. Update on Law-Related Education/Law, Governance, and School Violence, 19(2), 22-26.

Magnet, M. (1993, March 15). Rebels with a cause. National Review, 45(5), 46-51.

Maruyama, G. (1992, Summer). Lewin's impact on education: Instilling cooperation and conflict management skills in school children. Journal of Social Issues, 48(2), 155-167.

McCracken, D. (1990). Rethinking the importance of values as vocational education outcomes. Journal of Vocational Education Research, 15(4), 1-17.

Melville, K. , & Gokyigit, E. (1996). Kids who commit crimes. National Issues Forums, 1-24.

Meyers, C. , & Jones, T. B. (1993). Promoting active learning. San Francisco: Jossey-Bass Publishers. Ann Arbor, MI: Prakken Publications, Inc.

Miller, G. E. (1994). School violence miniseries: Impressions and implications. School Psychology Review, 23(2), 257-261.

Miller, M. D. (1990). Policy issues perspectives. In A. J. Pautler, Jr. (Ed.) , Vocational education in the 1990s: Major issues (pp. 25-44).

Secondary Schools

Miller, P. , & Coady, W. (1989). Teaching the ethics of work. Vocational Education Journal, 64(5), 32-33.

Morrison, G. M. , Furlong, M. J. , & Morrison, R. L. (1994). School violence to school safety: Reframing the issue for school psychologists. School Psychology Review, 23(2), 236-256.

Morrison, G. M. , Furlong, M. J. , & Smith, G. (1994, August). Factors associated with the experience of school violence among general education, leadership class, opportunity class, and special day class pupils. Education and Treatment of Children, 17(3), 356-369.

Nelson, P. (1994, July 11). Workers may get scarce, but nobody's scared. Businessweek, 95-98.

Nicholson, G. , Stephens, R. , Elder, R. , & Leavitt, V. (1985). Safe schools: You can't do it alone. Phi Delta Kappan, 66, 491-496.

Pearson, D. F. (1994). Black males and crime and delinquency: Violence in search of purpose. Journal of Multicultural Social Work, 3(4), 1-17.

Petty, G. C. (1996). Philosophy and principles for workforce education. Workforce Development and Training, 8.

Petty, G. C. (1996). Introduction to foundations of workforce education. Workforce Development and Training, 3.

Petty, G. C. (1996). Delivery systems of workforce education. Workforce Development and Training, 16-17.

Secondary Schools

Petty, G. C. (1996). Educational legislation. Workforce Development and Training, 7.

Petty, G. C. , Brewer, E. , & Hall, S. (1994). Utilization of federal programs. Workforce Development and Training, 3-9.

Powell, K. E. , Muir-McClain, L. , & Halasyamani, L. (1995, December). A review of selected school-based conflict resolution and peer mediation projects. Journal of School Health, 65(10), 426-432.

Rubel, Robert J. (1977). The unruly school: Disorders, disruptions, and crimes. Lexington, MA: D. C. Heath and Company.

Salyer, W. H. , & Coakley, C. B. (1996, May). Violence in America's secondary schools: Is conflict resolution the answer? Paper presented at the Young Adult Institute's 17th. Annual International Conference, NY.

Schwartz, M. P. (1995, January 9). Met study focuses on increasing school violence. National Underwriter, 99(2), 13-16.

Schwartz, M. P. (1995, January 16). Met study focuses on increasing violence in schools. National Underwriter, 99(3), 32.

Shanker, A. (1995, Spring). Classrooms held hostage: The disruption of the many by the few. American Educator, 19(1), 8-13.

Silvestri, G. T. , & Lukasiewicz, J. M. (1987). A look at occupational employment trends in the year 2000. Monthly Labor Review, 46-63.

Smith, C. , & Rojewski, J. (1993). School to work transition: Alternatives for educational reform. Youth and Society, 25(2), 222-250.

Smith, F. L. (1994, October). Fighting back. The Executive Educator, 16(10), 35-37.

Soriano, M. , Soriano, F. I. , & Jimenez, E. (1994). School violence among culturally diverse populations: Sociocultural and institutional considerations. School Psychology Review, 23, (2), 216-235.

Statistical Package for the Social Sciences. (1994). SPSS 6.1 for Windows. Englewood Cliffs, NJ: Prentice-Hall.

Staub, E. (1996, February). Cultural-societal roots of violence. American Psychologist, 51(2), 117-132.

Stephens, R. (1988, Spring). Reaching out to our at-risk youth. School Safety, 2.

Stephens, R. D. (1994). Planning for safer and better schools: School violence prevention and intervention strategies. School Psychology Review, 23(2), 204-215.

Tillett, G. (1991). Resolving conflict: A practical approach. Sydney, Australia: Sydney University Press.

Toch, T. (with Gest, T. , & Guttman, M.). (1993, November). Violence in schools. U. S. News & World Report, 115(18), 30-36.

Violent reactions. (1994, August 13). The Economist, 332(7876), 18.

Wilson, J. (1989). Assessing outcomes of cooperative education. Journal of Cooperative Education, 25(2), 38-45.

APPENDICES

APPENDIX A
Survey Instrument

**VIOLENCE IN SECONDARY SCHOOLS AS PERCEIVED
BY BUSINESS AND MARKETING EDUCATORS**

UNIVERSITY OF TENNESSEE'S

SEAL

Dissertation research by William H. Salyer on violence in Tennessee's secondary schools. Your cooperation will be greatly appreciated.

Violence in Tennessee's Secondary Schools

Please respond to the following statements regarding your perception of violence.
Your responses will be kept strictly confidential

1	2	3	4	5	6	7
Strongly Disagree	Disagree	Moderately Disagree	No Opinion	Moderately Agree	Agree	Strongly Agree

Please circle your responses:

Violence in Secondary Schools:	SD	D	MD	NO	MA	A	SA
1. Has increased within the past three years	1	2	3	4	5	6	7
2. Is a part of culture (life)	1	2	3	4	5	6	7
3. Is caused by socioeconomic factors	1	2	3	4	5	6	7
4. Is caused by weakened family structure	1	2	3	4	5	6	7
5. Is caused by a lack of parents' support/interest	1	2	3	4	5	6	7
6. Is caused by limited community resources	1	2	3	4	5	6	7
7. Is caused by peer pressure	1	2	3	4	5	6	7
8. Is caused by drug/alcohol abuse	1	2	3	4	5	6	7
9. Is caused by gang activity	1	2	3	4	5	6	7
10. Is caused by the availability of guns/weapons	1	2	3	4	5	6	7
11. Is caused by a lack of discipline	1	2	3	4	5	6	7
12. Is caused by students' lack of self-esteem	1	2	3	4	5	6	7
13. Is caused by overcrowded schools	1	2	3	4	5	6	7
14. Is caused by sexual/physical/emotional abuse	1	2	3	4	5	6	7
15. Is caused by exposure to violence in the mass media	1	2	3	4	5	6	7
16. Is caused by race relations	1	2	3	4	5	6	7
17. Is caused by cultural diversity	1	2	3	4	5	6	7

General Background Information

The following information will be kept in strictest confidence. These items will form groups for a basis of comparison. Please answer the questions as accurately as possible. Place one check only (✓) in the appropriate box.

Gender:

- ☐ Female
- ☐ Male

Employment status:

- ☐ Part-time
- ☐ Full time

Years employed in your present job:

- ☐ Less than 1 year
- ☐ 1 - 4 years
- ☐ 5 - 9 years
- ☐ 10 - 14 years
- ☐ 15 years or more

Your level of professional preparation:

- ☐ Bachelor's Degree
- ☐ Master's Degree
- ☐ Ph.D./ Ed.D.

Makeup of your instructional district:

- ☐ Largely rural
- ☐ Largely urban
- ☐ Mixed: urban, rural, suburban

Total population of your instructional district:

- ☐ Less than 20,000
- ☐ 20,000 - 49,000
- ☐ 50,000 - 75,000
- ☐ Over 75,000

Comments or suggestions on the causes of violence.

PLEASE RETURN WITHIN 7 DAYS TO:

William H. Salyer
310 Jessie Harris Building
University of Tennessee, Knoxville
Knoxville, Tennessee 37996-1900

Code number_____

APPENDIX B
Introductory Letter

**Questionnaire Concerning Violence in
Tennessee's Secondary Schools**

Dear

We are conducting a state-wide survey of Tennessee's Business Education and Marketing Education teachers to determine perceptions of the causes of violence in secondary schools. It is hoped that this research will assist teachers in understanding the prevalent underlying causes of violence.

With this knowledge, further research can be conducted into prevention and treatment of youth violence.

Your responses will be kept strictly confidential. The questionnaire is numbered to aid in follow-up efforts, but the individual responses will not be released to anyone. The responses of all the participants will be combined for reporting in aggregate form. It is important to gain the input from all Business Education and Marketing Education teachers and **your individual response is important.** The return of your completed questionnaire constitutes your consent to participate.

The questionnaire will take less than 5 minutes to complete. Please return your completed questionnaire in the enclosed stamped envelope within 7 days from receipt. If you have any questions, please call Bill H. Salyer at (423) 974-2574 or (423) 573-7831. In addition, if you desire the results of this survey, you may contact me at the above telephone numbers.

**THANK YOU FOR YOUR PARTICIPATION
AND PROFESSIONAL EXPERTISE**

Bill H. Salyer, Project Director
Dr. Carroll B. Coakley, Major Professor
330 Jessie Harris Building
College of Human Ecology
Department of Human Resource Development
University of Tennessee, Knoxville
Knoxville, Tennessee 37996-1900

APPENDIX C
Form A

(This form is Federally
auditable and must be
TYPED.)

FORM A

Certification of Exemption from Review by Full Committee
for Research Involving Human Subjects

CRP # _____

Date received in RA _____

A. PRINCIPAL INVESTIGATOR(s) and/or CO-PI(s): (For student projects, list both the student and the advisor.)
William Robert Salyer, Jr. Dr. Carroll B. Coakley

B. DEPARTMENT:
Human Resource Development

C. COMPLETE MAILING ADDRESS AND PHONE NUMBER OF PI(s) and CO-PI(s):
1642 Hillwood Drive H-24
Knoxville, TN 37920 (423) 573-7831

310 Jessie Harris Building
Knoxville, TN 37996-1900
974-2574

D. TITLE OF PROJECT:
Tennessee's Business and Marketing Educators
Perceptions of Youth Violence in Secondary Schools

E. EXTERNAL FUNDING AGENCY AND ID NUMBER (if applicable):
N/A

F. GRANT SUBMISSION DEADLINE (if applicable):

G. STARTING DATE: Upon certification by Coordinator of Compliance. (NO RESEARCH MAY BE INITIATED UNTIL
April 1, 1997 CERTIFICATION IS GRANTED.)

H. ESTIMATED COMPLETION DATE (Include all aspects of research and final write-up.):
August 1, 1997

I. Objective(s) of Project (Use additional page, if needed.):
See attached.

II. Subjects (Use additional page, if needed.):
See attached.

III. Methods or Procedures (Use additional page, if needed.):
See attached.

IV. CATEGORY(S) FOR EXEMPT RESEARCH PER 45 CFR 46 (see reverse side for categories): _____

CERTIFICATION: The research described herein is in compliance with 45 CFR 46 101(b) and presents subjects with no more than minimal risk as defined by applicable regulations.

Principal
Investigator William H. Salyer, Jr.

Name

Signature

Date 4-3-96

Advisor Dr. Carroll Coakley

Name

Signature

Date 4-1-96

Dept. Review

Comm. Chair Dr. Ernest C. Brewer

Name

Signature

Date 4-7-96

Dept. Head Dr. Peter J. Dean II

Name

Signature

Date 4-8-96

APPROVED: Edith M. Szathmari
Coordinator of Compliance
Research Administration

Signature

Date _____

ATTACHMENT — FORM A

H.

I. Objective(s) of Project

1. Perceptions of Business and Marketing Educators on the Increase of Youth Violence in Secondary Schools
2. Perceptions of Business and Marketing Educators as to the Underlying Causes of This Increased Youth Violence
3. Test the Significant Differences Between Business and Marketing Educators

II. Subjects

From the total population of business and marketing educators in secondary schools, a computer will randomly select a sample to be mailed a questionnaire to be voluntarily completed and mailed back.

III. Methods or Procedures

There will be no risks involved to the subjects. Questionnaires will remain anonymous.

VITA

Vita

William Hobert Salyer, Jr. (Bill) was born in Wise Virginia, on October 9, 1946. He graduated from J. J. Kelly High School, Wise, Virginia in the spring of 1965. He then completed three semesters of college at Clinch Valley College in Wise, Virginia before his grades required him to seek other opportunities.

Bill has lived in Richmond, Virginia; Charleston, West Virginia; Pittsburgh, Pennsylvania; Houston, Texas; Atlanta, Georgia; Johnson City, Tennessee and Knoxville, Tennessee. Bill's past work experiences include the Research and Development Department of Firestone Tire Company and as an assistant manager for a debit life insurance company. His main occupation, however, has been in sales. Primarily, for a general contractor specializing in auto dealerships. He has designed and sold several million dollars in this speciality commercial area. He has been the sole owner of his own general contracting firm since 1982.

Although he was successful in these many fields of endeavor, something was missing from his life. Until his son Billy, who was attending the University of Kentucky, tried to shift the conversation from his grades to the fact that Bill had not finished his college education. Bill

told his son that anyone could made a letter grade of B on any course. Billy responded that the courses were harder now than in the past. That was the challenge Bill needed. He enrolled at East Tennessee State University shortly after this conversation. He graduated Summa Cum Laude from The University of Tennessee in the spring of 1995. Two years later, Bill is attempting to do something he never dreamed possible. He will graduate with the Doctor of Philosophy Degree from the University of Tennessee in 1997.