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D E C I S I O N S

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A THESIS

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We hereby recommend that the thesis prepared under  
our supervision by Becky Nowlin McCullough

entitled IDENTIFYING STUDENT PROBLEMS IN A  
SUBURBAN AREA AS A BASIS FOR HOMEMAKING  
DECISIONS

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## CHAPTER I

### I N T R O D U C T I O N

The student of today desires to be recognized, heard, and respected by school administrators, teachers, and parents. Communities and school districts experience student problems ranging from apathy to disruption, mild involvement to agitation. There is great need for a more positive learning environment within the school. Students need evidence of adult concern and support for their educational experience. Ferguson (10) stated that too many adolescents see few avenues for meaningful interaction with their teachers and administrators.

Recognition of student needs builds the potential for good student-teacher relationships. Fundamental change is mandatory according to Commissioner of Education, James E. Allen (33), who supported the current view that:

Many school administrators and parents, especially in suburbs, hope that young people's problems will go away so we can return to 'the good old days.' The young don't see it that way. They are concerned about their future and values in society.

There are going to be some drastic changes. We just have to go through a difficult period until we find the answers. We have to listen to the young people and build from there. I think they will respect us more.

A knowledge of the problems of our present student population would be helpful to administrators, teachers, and to adolescents themselves. The purpose of this study will be to determine problems of greatest concern to Homemaking I students. Hoeflin (13) stated that:

An understanding of the basic needs that everyone has and a realization that the importance of a specific need at a specific time in life varies for each person can help an individual form a concept of himself as a person and aim toward goals which will satisfy his needs without conflicting with those of others.

Havinghurst (12) defined a developmental task as:

A task which arises at or about a certain period in the life of the individual, successful achievement of which leads to his happiness and to success with later tasks, while failure leads to unhappiness and difficulty with later tasks.

According to Hurlock (15) and Hoeflin (13) much of the difficulty and stress accompanying any new situation can be eliminated by knowing what experience will come next and by preparing for it. Havinghurst's developmental tasks meet this need by enabling the adolescent to understand what is currently expected of him and what will be expected



of him in later phases of his development. The developmental tasks of adolescence compiled by Havinghurst (12) were:

- 1) Accepting one's physique and accepting a masculine or feminine role.
- 2) New relations with age-mates of both sexes.
- 3) Emotional independence of parents and other adults.
- 4) Achieving assurance of economic independence.
- 5) Selecting and preparing for an occupation.
- 6) Developing intellectual skills and concepts necessary for civic competence.
- 7) Desiring and achieving socially responsible behavior.
- 8) Preparing for marriage and family life.
- 9) Building conscious values in harmony with an adequate scientific world-picture.

Hurlock (15) viewed adolescence as a period of many changes. Social pressures play an important role in changes occurring during early adolescence as shown by attitudes of parents and teachers. Some adults expect and require perfect behavior from adolescents. Recognition of unfavorable social attitudes toward poor conduct motivates the adolescent to adopt a more grown-up behavior. Attitude and behavior change most during the rapid physical changes of early adolescence.

Hurlock (14) cited a number of informative characteristics of adolescence and possible explanations for these noticeable differences in youth of today. Peer conformity has been strengthened through emphasis on popularity and a search for status in a culture conscious of social class. Lack of responsibility in adolescence has been attributed to failure of parents and teachers in the delegation of responsibilities, beginning in early childhood. Irresponsibility, as adults may have thought, does not lead to happiness. An anti-work attitude stems from poor models at home. The parent who griped and put forth little effort in his job has not set a favorable example. Anti-intellectualism has been seen in the lack of intellectual curiosity among youth. Further expression of values has been shown in acceptance of cheating on examinations. New values have replaced a future oriented philosophy with a present oriented, live for today idealism. Disrespect for the older generation has left no source to transmit values and attitudes of general principles. The parental expression of negative feelings for older relatives has made a strong impression on the adolescent. Today's adolescent has expressed an unrealistic level of aspiration brought about by the dream that accomplishments can be attained with little effort.

Adolescence, as the term is used today, was scarcely recognized before 1900. Little attention had been focused on the stage and its characteristic behavior. Demos and Demos (7) observed that around 1900 G. Stanley Hall and his colleagues made adolescence the center of a new psychological study. Although their work received much popular response, authoritarians soon discredited Hall's work. The discovery of adolescence took its place in the changing American way of life as the family structure adapted to the new urban and industrial order. Stone and Church (27) interpreted adolescence in our society as a cultural phenomenon taken from views people hold concerning physical maturation. Role identity is defined for the adolescent by both adult and peer groups. Formation of an individual philosophy and establishment of life goals and values emerge as a central theme of the adolescent period. Although the adolescent worries about various facets of his personal life - money, personal appearance, intelligence, personality - primary concern is progress toward physical maturity.

Problems appear more frequent and more immense during the period of adolescence than at other periods of development. Many of the concerns that confront the individual relate to aspects of life which are unfamiliar to him. According to Hurlock (14) adolescent problems

center around the individual, his personal relationships with family and friends, and the role identity he is in the process of forming. Problems of girls often focus on relationships and social situations. The author further stated that girls tended to have more problems that upset them than boys during the early stages of adolescence. Levande and Marshall (16) administered the Mooney Problem Check List to find students' problems and teachers' perceptions of them. These authors showed that age, sex, grade, and position in the family influenced expressed problems of students. The study included 128 family living students, 16 to 19 years old, from three communities in central lower Michigan. Levande and Marshall cited the importance of teacher awareness of problems if curriculum was to be pertinent to the student needs. Areas which students repeatedly indicated as problems were adjustment to school work, courtship, sex, and marriage, personal-psychological relations and social-psychological relations. Ten home economics teachers underlined problems considered important to students enrolled in family living classes. Results indicated that teachers had a better perception of problems which were important to students than they did to students' general problems. Levande and Marshall concluded that a curriculum based upon the expressed concerns of the pupils would lend further reality focus to the learning experience.

Spector (26) cited an example of the interplay of problems and solutions in a study of adult evaluation of adolescents in Brussels, Belgium. Among 93 adults participating in the sample, 57 were teachers, 11 principals, nine professors of education, eight artists, five psychologists, five social workers, and three children's court judges. Disobedience, rudeness, poor manners, emotional control, and late hours were home problems attributed to youth. Causes were permissiveness, parental marriage conflict, lack of adequate child training, and parental indifference. Important correctives for home problems were firmness, persuasion, and good parental guidance. Disobedience, profanity, temper tantrums, fighting, refusal to assume responsibility in work, vandalism, and rebellion were indicated as school problems. Causes of school problems were permissiveness, little respect for school and teachers, student unpreparedness for school, inadequate teacher preparation and weak school leadership. Reprimand, teacher counseling, pressure on parents, and psychological help were correctives named. Disobedience of laws, littering, vandalism, disturbance, and petty theft were community trends. Lack of discipline, adult apathy, poor schools, and adolescent conflict were major causes of community problems. Correctives cited were criticism of school and home, warning to parents, and punishment for offenses.

Maloney (18) cited failure to acknowledge that the accelerated pace of change has produced young people of a culture very different from the past as the basis of communication difficulty between youth and adults. The adult population has advanced technologically, yet failed to use new capabilities for more effective application of moral and social problems. Today children and adolescents are continuously exposed to important professional communication through the news media. This author explained adolescent accelerated growth and maturity as a partial reply to this added stimuli. Maloney expressed the belief that adolescents today have problems, but that frustration and dissatisfaction with contemporary life is a widespread phenomena of our era, not of one generation. Too often adults fail to recognize change, yet youth have a determination to use change constructively. Adults can achieve better communications with adolescents by being open to the ideas of youth and by sharing leadership responsibilities.

Stress is evident as the adolescent breaks innumerable ties with his family in search of independence. Stone and Church (27) summarized by stating that an industrialized society has created another concern for the youth of today. Technology has lengthened the period of adolescence causing the gap between sexual maturity and adult status to broaden.

One noticeable change produced by a delay in reaching adult status is within the dating pattern. The adolescent dates more frequently and at an earlier age.

The adolescent who feels free to discuss problems with parents and teachers develops self-confidence and feelings of adequacy. The adolescent, unwilling to discuss personal problems, may fear rejection or loss of independence if he seeks help from adults. Hurlock (15) quoted Frank from the monograph Society for Research in Child Development in discussing the problems youth must face and solve:

The schools should not try to prepare them for future living by specific instruction and training for tasks they will meet later, but help them to meet their present adolescent... Here, as in all other ages, the best preparation for tomorrow is to live adequately today, to deal with today's requirements so as to be able to go forward without too much 'unfinished business'.

Stone and Church (27) offered a similar viewpoint suggesting that today's schools are not meeting student needs:

A major portion of the adolescent's time, at least until the minimum legal school-leaving age and probably well beyond, is spent in school. It seems safe to say that, for most adolescents, the academic side of school

and college seems merely the price one has to pay in dull drudgery for the privilege of being an adolescent. And, to anticipate future discussion, let us say that what we know of most school and college programs leads us to feel that young people are all too often right.

Elseroad (9) stated that problems with students and schools are caused by the lack of relevant material available to students. The author stressed the need for principals and administrators to develop a current understanding of the present youth population to more effectively deal with their problems. Relations between student and teacher would be greatly fostered by cooperation in curriculum decisions. Elseroad suggested more student projects, long-term studies, and options for students as conducive to learning. Elseroad further voiced the student complaint that there was no one to talk to at school. This statement should serve as a challenge and responsibility to the classroom teacher to listen to and talk with students.

McElhinny (19) reported a survey in which 6,000 students, grades four to six, responded to a 72 item questionnaire, 11 items of which suggested possible alienation of the age group. Twenty-five per cent indicated school had little relationship to life outside school. Over half of the group tested were of the opinion there was little relationship between what they learned in school



and life outside of school. The author cited the importance of study and careful observation of pupils to further teacher understanding of students. Subject content should be examined by both teachers and pupils to insure congruence of teaching materials presented with the needs of students.

In an effort to provide more relevant curriculum, the Fresno City Unified School District (28) surveyed and found perceived educational needs of 2,443 junior high and high school students centered in these areas: curriculum, job and career training, minority group education, school responsibilities, development of ethical values, extracurricular activities, counseling and guidance, and general improvements. The school district felt that through involvement of youth in educational planning of their own lives, a more realistic, acceptable appraisal of their needs would be obtained. In 21 groups of students surveyed, 14 groups expressed a desire for more instruction and curriculum emphasis in family life and sex education. Within the eight problem areas, curriculum emphasis in family life and sex education was the fifth most frequently checked item of 20 most often recognized needs of students.

According to Lippitt (17) conditions of student life, personal identity, and feeling of worth can affect the adolescent's readiness for learning. The individual's

personal situation interacts with the teacher's attempts to provide growth opportunities and to stimulate interest in curriculum. The teacher must be aware of the numerous situations dependent upon success of effective learning. Considerations of peer structure, communication among class participants, and between teacher and class, and adaptation of learning opportunities to the individual are essential in the creation of an effective learning situation. Ferguson (10) concluded that the climate is right for development of better student-teacher relationships. The classroom emphasis must be placed on the student. A high level of student participation in curriculum decisions would make the educational experience more stimulating and fulfilling to the individual. In working toward a more student-centered curriculum, Tuckman (32) provided suggestions for innovation of curriculum. The relevant curriculum must be defined in terms of student educational needs. It must be defined in terms of the psychological structure and educational experiences of the individual. Learning is seen to be most meaningful when experienced within the student's own environment or situation.

Dye and Akers (8) investigated the range of personal problems and concerns experienced by college students in an effort to discover the student's need for and awareness

of counseling services. The survey stated that problem areas of greatest concern were centered around adjustments in course work and social and recreational activities. The authors were of the opinion that counselors should play an important role in helping students deal with their problems. The value of student services could be greatly enhanced if students were encouraged to make use of facilities.

In junior high and high school, the teacher serves as mediator between the guidance counselor and the student. Cavan (4) viewed the teacher as an important figure during adolescent years. Teachers replace parents, in part, in role identification and as a model during the adolescent transition period.

In the Texas Cooperative Youth Study, 12,892 high school youth expressed opinions about themselves and their families. Moore and Holtzman (23) summarized the findings from this study. These authors pointed out that families remain the major influence in the socialization of youth and the foremost institution for conveyance of culture. Attitudes toward mankind and society were found to be associated with the parents' educational level. Pressures of peer group conformity were found to depend upon the family and community from which the youth came. The mental health of those studied, their individual

feelings of worth and social competence were linked with the sociocultural status of their parents. Younger adolescents were of the opinion that they faced more problems pertaining to conformity in their age group than did older youth. The younger adolescents were more critical of education and had more difficulty in finding satisfaction with school and teachers.

The development of conformity as a function of age and sex was studied by Costanzo and Shaw (5). The sample, composed of 72 subjects between the age of seven and 21 years, revealed that in the age group of seven to 13 years conformity increased, then decreased from 15 to 21 years. Data supported the theory that from the preadolescent to adolescent period of development the amount of conformity to external social pressures increased. Tec (29) reported the relationship between several aspects of family life and differential involvement with marijuana. The study included 1,700 high school youth from an affluent suburban community. Results showed a negative association between the degree of involvement with marijuana and available and quality of parental models for behavior; the amount of recognition received within the family; a perception of the family as warm, not indifferent; and a feeling of satisfaction and involvement with the family unit.

Both parents and peers exert tremendous influence upon the individual during adolescence. Brittain (2), in determining choices adolescents make in relation to conflicting parent-peer expectations, found the more important the adolescent perceived a choice to be, the more likely parental influence would be employed. Choices tended to be parent-compliant when perceived as valuable to both peers and parents and peer-compliant when valued as unimportant by both groups. The sample consisted of Anglo-American teenage girls, 14 to 16 years of age, from selected high schools in the southern United States.

In a study of rural high school girls, Crawford (6) found high school freshmen to have more problems than older adolescent girls in the areas of finance; home and family; morals and religion; and courtship, sex, and marriage. Thomas (31) concluded from a survey of urban ninth grade girls that adolescents have many problems, most of which could be grouped in three specific categories: school, personal, and home and family relationships. The author further suggested that the homemaking teacher has a special opportunity to reach adolescents through incorporation of problem areas within units of study. McElroy (20) agreed with Thomas (31) that home economics lends itself to many experiences in which the teacher acts as counselor. Situations often imply

referral to the school guidance counselor, whereby the teacher and counselor assist the student in clarifying and resolving problems. Additional guidance training for the home economics teacher is suggested to broaden knowledge in effectively working with individuals.

According to Simpson (25) the challenge of home economics education today falls directly in line with the quality of education the adolescent desperately wants. The Texas Education Agency (30) has acknowledged the students' desire for family living curriculum. One direction of study would be to multiply the roles in which youth function and to provide help in adjusting to the conflicting demands of these roles.

McGrath (24) stated that the focal point of home economics has and will continue to be directed to the family. Home economics covers a spectrum of human interests and concerns that deal with life activities as they apply to the present and relate to the future. The author stressed that the profession has a great deal to offer in meeting future needs of the family. Education relating to home economics will give individuals access to current knowledge about their own well-being and that of their families. Byrd (3) defined home economics as:

The study of the human and material  
forces affecting homes and families

and the utilization of this knowledge for the benefit of mankind.

Byrd (3) described the following needs which offer numerous challenges to the classroom teacher as attempts are made to prepare the adolescent for his role in the twenty-first century:

- 1) A constructive approach to the realities of the human condition, providing youth and families guidance in developing intellectual and emotional stability to cope with change and the marked diversity in the world environment.
- 2) An increased public awareness of environmental quality relationships to human welfare.
- 3) Emphasis on the optimum development of families, capitalizing on strengths, interactions, and relationships.
- 4) The development of high quality interpersonal relationships and partnerships between men and women in the family as a means of preserving family stability.
- 5) The development of new norms for a new kind of parenthood, since working wives and mothers are a permanent part of our technological society.
- 6) A creative approach to the solution of people problems in the urban complex with the ultimate objective of assisting the urban dweller in designing an environment which will enable him to develop his humaneness.
- 7) New approaches to maximizing the utilization of resources - man, material, money and machines - in the attainment of family goals.

- 8) A broadening of understandings and competences in assuming the varied functional roles of family members.

The objectives of the present study were to:

- 1) Identify types of problems and frequency of occurrence in a specific group of adolescent girls.
- 2) Study needs of the individual in an effort to reach more students enrolled in the homemaking program.
- 3) Open channels for more effective work with school counselors and administrators in meeting the challenge of making education relevant for the youth of today.
- 4) Meet the challenge of making curriculum relevant so that students will look to advanced homemaking to meet needs in later adolescence.



## CHAPTER II

### P R O C E D U R E

Data were collected from 101 female students enrolled in Guy C. Hutcheson Junior High School in Arlington, Texas, during the school year of 1971-1972. The sample included 99 Anglo-American and two Mexican-American students in the ninth grade who were enrolled in Homemaking I classes.

Arlington is a suburban city located in the Dallas-Fort Worth metropolitan area. This is a progressive area, expanding in population, building, and industry. According to the Chamber of Commerce (1), Arlington's population was 100,000 in 1970.

The city's educational needs are met through various facilities. A number of state licensed private and parochial schools offer kindergarten instruction. Higher education is provided by the University of Texas at Arlington of which the 1969-1970 enrollment included 13,869 men and women according to information obtained from the Chamber of Commerce (1).

This Is Arlington, Texas (1), published by the Arlington Chamber of Commerce, stated that the Arlington

Independent School District is composed of 30 schools including three high schools, five junior high schools, 20 elementary and two special education schools. In 1970 an estimated 24,000 students were enrolled and 1,000 professional personnel were employed in the system.

The Mooney Problem Check List, Form Hm (21), was administered during regular class periods to students enrolled in Homemaking I classes in the fall semester of 1971. Before the instrument was administered, the students were informed that the data would serve as a basis for program decisions and a part of this study.

The Mooney Problem Check List, Form Hm (21), is presently available in four forms, junior high, high school, college, and adult. The high school form contains 330 items classified under 11 areas with 30 problems in each area. The problem areas as outlined by the test were as follows:

- 1) Health and physical development
- 2) Finances, living conditions, and employment
- 3) Social and recreational activities
- 4) Courtship, sex, and marriage
- 5) Social-psychological relations
- 6) Personal-psychological relations
- 7) Morals and religion
- 8) Home and family

- 9) The future: vocational and educational
- 10) Adjustment to college, school, or work
- 11) Curriculum and teaching procedure

Each student underlined the number on the answer sheet which suggested an area that was of personal concern. After marking the answer sheet in this manner, the student then reread the list of underlined statements and selected those of greatest personal concern. The latter was indicated by circling the number of the problem. The investigator then compared the present data with data from a previous study conducted by Crawford (6).

Students in the present study were then divided into two categories: Group One, which had no previous homemaking; and Group Two, which had one year of homemaking. The first group contained 27 students, while the second group included 74 students. Data from individual answer sheets were statistically analyzed to see whether students with prior homemaking had fewer general problems than those with no background in homemaking.

In the manual, Mooney (22) emphasized that:

The Problem Check List is not a test. It does not measure the scope or intensity of student problems in such a way as to yield a test score. There is a temptation to treat the number of items checked as a score, but such counts must

be regarded only as a 'census count' of each student's problems-limited by his awareness of his problems and his willingness to reveal them.

A copy of the Mooney Problem Check List, Form Hm (21), is shown in the Appendix.

## CHAPTER III

### FINDINGS AND DISCUSSION

The following discussion summarizes the findings obtained through the Mooney Problem Check List, Form Hm (21), which was designed to identify types of problems with which adolescents are confronted. This information should enable teachers to help students with concerns on an individual basis. Problems identified by this instrument are associated with health, school, home, social relationships, personality, or other personal problems. Students are able to show a well-rounded picture of their problems by marking simple phrases. These phrases represent problems that are either of concern or of most concern. In addition, by writing a summary in their own words, the student is able to give a clearer picture of the way in which he perceives his own problems.

The adolescent period is one of contrast and conflict. In order to meet the educational needs of students during this critical period, it is most important to understand students and the problems troubling them. This study attempts to identify student problems, their intensity, and the frequency of their occurrence.

The Mooney Problem Check List, Form Hm (21), classifies 330 items in the following 11 areas:

- 1) "Health and Physical Development"--problems involving weight, general health, physical appearance, physical handicaps, rest, and food habits.
- 2) "Finances, Living Conditions, and Employment"--items concerning family money problems, housing and living conditions, and a desire for financial independence.
- 3) "Social and Recreational Activities"--items concerning social skills, etiquette, use of leisure time, sports, and social participation.
- 4) "Courtship, Sex, and Marriage"--items concerning dating, going steady, love, sex urge, sex behavior, and marriage.
- 5) "Social-Psychological Relations"--problems concerned with personality, making friends, leadership ability, getting along with people, and feelings of inferiority.
- 6) "Personal-Psychological Relations"--emotional problems such as temper, nervousness, worrying, daydreaming, moodiness, bad dreams, and thoughts of insanity and suicide.
- 7) "Morals and Religion"--items involving God, the Bible, religious beliefs, death, worship, prayer, attending church, using profanity, temptations, and a guilty conscience.
- 8) "Home and Family"--problems concerned with getting along with family members, separation, divorce, family quarrels, sickness, and lack of understanding between parents and teen-agers.
- 9) "The Future: Vocational and Educational"--vocational choice and abilities, selection of subjects to prepare for college and a job, knowing more about college, and job training.
- 10) "Adjustment to College, School and Work"--items related to reading, writing, spelling and mathematics, as well as study habits, and school adjustments.

- 11) "Curriculum and Teaching Procedure"--problems concerned with student-teacher relations, tests, grades, school spirit, student responsibility and school activities.

The data from this study were compared with data obtained from a study conducted by Crawford (6) in 1964 with 150 high school girls. In discussing the findings, the author will present the data in three general categories: the underlined items or problems of general concern, the circled items or problems of more serious concern, and the responses to the open-end questions. In presenting the data from the first category, the author will discuss the problem areas checked, the most frequently checked items, and the least frequently checked items, followed by a discussion of the 11 test areas. The areas will be discussed in rank order as they were checked by the students. Findings from the present study will then be compared to findings from the Crawford study (6).

A total of 101 ninth grade girls participated in the study. The participants ranged in age from 13 to 15 years. The age distribution shows that 78.2 per cent of the ninth grade girls were 14 years old. There were ten 13 year old

girls and twelve 15 year old girls. The age distribution of the study participants follows:

<u>Age in Years</u>	<u>Participants</u>	
	<u>Number</u>	<u>Per Cent</u>
13	10	9.9
14	79	78.2
15	12	11.9

### PROBLEMS OF GENERAL CONCERN

The Mooney Problem Check List, Form Hm (21), consists of a total of 330 items. The number of items underlined, checked as of general concern, by the 101 participants ranged from 10 to 209, with an average of 63.1 items per student.

### Items Most Frequently Checked

Figure 1 shows the descending rank order of the 10 general problems most frequently checked by the 101 ninth grade students and the percentages of students checking each item. In general, these items were related to school, personal appearance, and financial matters.

The 30 items most frequently checked and the percentages of students checking the respective items are shown in Table I. Each of the 30 items most frequently checked were checked by 26.0 per cent or more of the participants and will be discussed in relation to the 11 problem areas.



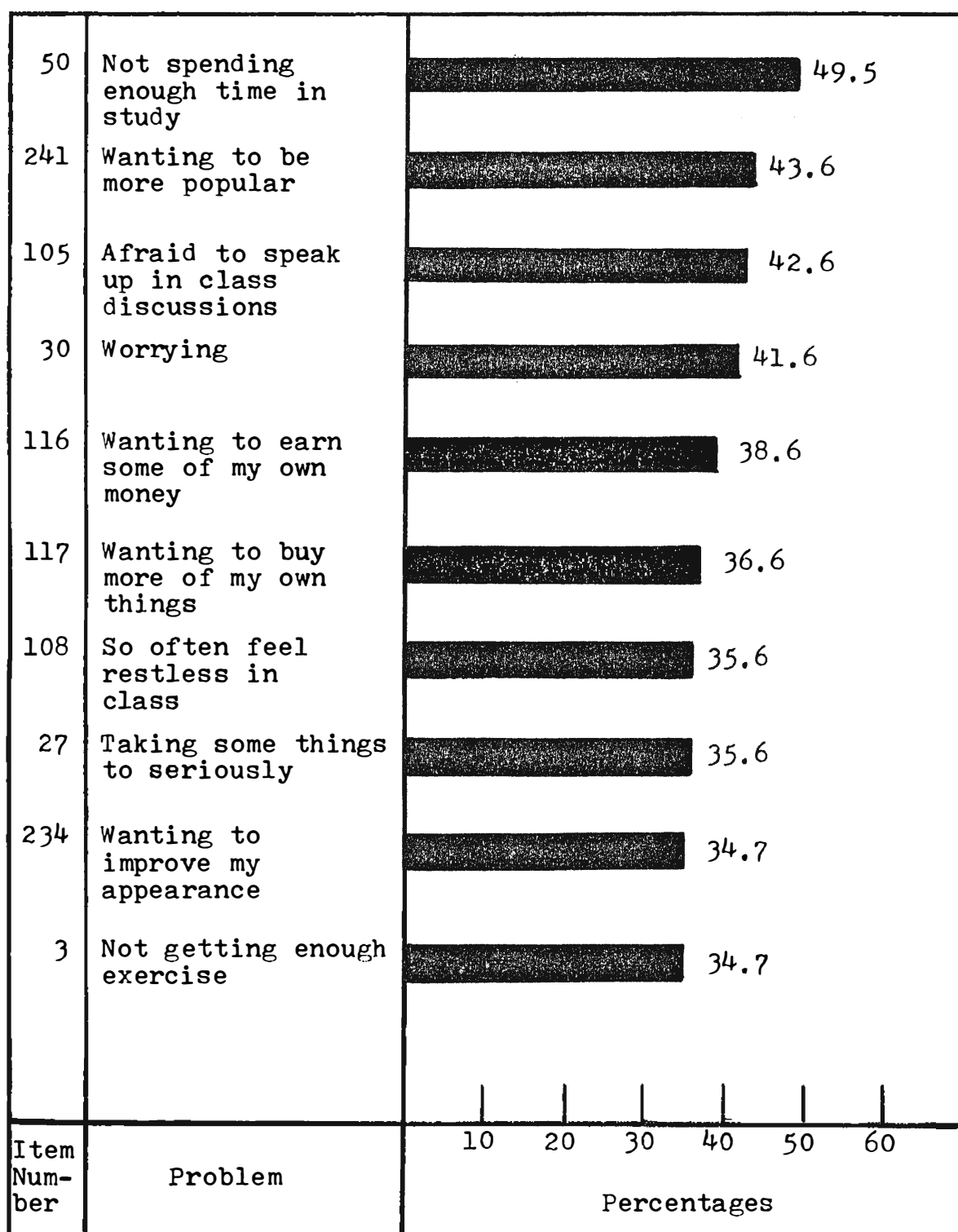


Figure 1

Ten Problems Most Frequently Checked

By 101 Ninth Grade Girls

TABLE I

THIRTY PROBLEMS OF CONCERN AS CHECKED BY TWENTY-SIX  
PER CENT OR MORE OF 101 NINTH GRADE GIRLS

Area and Item Number	Problem	Percentage of Girls
<u>Area I</u>	<u>Health and Physical Development</u>	
Item 3	Not getting enough exercise	34.7
170	Not very attractive physically	31.7
166	Poor complexion or skin trouble	26.7
<u>Area II</u>	<u>Finances, Living Conditions, and Employment</u>	
Item 116	Wanting to earn some of my own money	38.6
117	Wanting to buy some of my own things	36.6
<u>Area III</u>	<u>Social and Recreational Activities</u>	
Item 234	Wanting to improve my appearance	34.7
14	Trouble in keeping a conversation going	30.7
<u>Area IV</u>	<u>Social-Psychological Relations</u>	
Item 241	Wanting to be more popular	43.6
134	Getting embarrassed too easily	29.7
<u>Area V</u>	<u>Personal-Psychological Relations</u>	
Item 30	Worrying	41.6
27	Taking some things too seriously	35.6

TABLE I  
CONTINUED

Area and Item Number	Problem	Percentage of Girls
<u>Area V</u> Continued		
Item 140	Sometimes wishing I'd never been born	31.7
83	Forgetting things	29.7
78	Worrying how I impress people	28.7
138	Afraid of making mistakes	27.7
76	Wanting a more pleasing personality	27.7
29	Getting excited too easily	27.7
299	Finding it hard to talk about my troubles	26.7
<u>Area VI</u>	<u>Courtship, Sex, and Marriage</u>	
Item 130	Wondering if I'll find a suitable mate	27.7
240	Wondering if I'll ever get married	24.8
<u>Area VIII</u>	<u>Morals and Religion</u>	
Item 306	Sometimes not being as honest as I should be	25.7
<u>Area IX</u>	<u>Adjustment to College, School, Work</u>	
Item 50	Not spending enough time in study	49.5
105	Afraid to speak up in class discussions	42.6
266	Don't like to study	31.7
269	Worrying about grades	31.7
270	Worrying about examinations	30.7
158	Not interested in some subjects	30.7
104	Trouble with oral reports	27.7

TABLE I  
CONTINUED

Area and Item Number	Problem	Percentage of Girls
<u>Area XI</u>	<u>Curriculum and Teaching Procedure</u>	
Item 108	So often feel restless in class	35.6
329	Lunch hour too short	33.7
216	Classes too dull	26.7

The two most frequently checked items were in Area IX, Adjustment to College, School, and Work. Items 50, "not spending enough time in study," and Item 105, "afraid to speak up in class discussions," were each checked by 40.0 per cent or more of the participants. Five other items in this area were checked by 27.0 per cent or more of the students. These items were as follows: "don't like to study," "worrying about grades," "worrying about examinations," "not interested in some subjects," and "trouble with oral reports."

One Item, "wanting to be more popular," in Area IV, Social-Psychological Relations, was checked by 43.6 per cent of the students participating in the study. Another item in this area, "getting embarrassed too easily," was indicated as a concern by 29.7 per cent of the students.

Items in Area V, Personal-Psychological Relations, checked by 31.7 per cent or more of the girls were "worrying," "taking some things too seriously," and "sometimes wishing I'd never been born." Other items most frequently checked in this area were "forgetting things," "worrying how I impress people," "afraid of making mistakes," "wanting a more pleasing personality," "getting excited too easily," and "finding it hard to talk about my troubles."

In Area III, Social and Recreational Activities, only two items, "wanting to improve my appearance," and "trouble in keeping a conversation going," were among the most frequently checked problems. The percentages for these items were 34.7 per cent and 30.7 per cent, respectively.

Two items, "wondering if I'll find a suitable mate," and "wondering if I'll ever get married," in Area VI, Courtship, Sex, and Marriage, were checked as problems. The percentages for these items were 27.7 per cent and 24.8 per cent, respectively.

In Area I, Health and Physical Development, "not getting enough exercise," "not very attractive physically," and "poor complexion or skin trouble" were among the most frequently checked problems. The percentages for these items were 34.7 per cent, 31.7 per cent, and 26.7 per cent, respectively.

In Area VIII, Morals and Religion, only one item, "sometimes not being as honest as I should be," was among the 30 most frequently checked general problems. The percentage for this item was 25.7.

In Area II, Finances, Living Conditions, and Employment, "wanting to earn some of my own money" and "wanting to buy more of my own things" were checked as problems.

The percentages for these items were 38.6 per cent and 36.6 per cent, respectively.

In Area XI, Curriculum and Teaching Procedures, three items were among the most frequently checked. These items were: "so often feel restless in class," checked by 35.6 per cent; "lunch hour too short," checked by 33.7 per cent; and "classes too dull," checked by 26.7 per cent.

In two of the areas, there were no items among the 30 most frequently checked. These areas were Area VII, Home and Family, and Area X, Vocational and Educational Future.

#### Items Least Frequently Checked

The problems of general concern that were least frequently checked by study participants are shown in Table II. No item in Area XI, Curriculum and Teaching Procedure, was checked by as few as three participants. In Areas III, IV, and V, only one item was checked by as few as three students. In Areas VI, VIII, and IX, two items were checked by as few as three girls. In Area I, Health and Physical Development, four items were checked by as few as three participants. Five items in Area II, Finances, Living Conditions, and Employment, were checked by as few as three students, while in Area VII, Home and Family, and Area X, Vocational and Educational Future, six items were checked by as few as three participants.

TABLE II

PROBLEMS OF CONCERN LEAST FREQUENTLY CHECKED  
BY 101 NINTH GRADE GIRLS

Area and Item Number	Problem	Number of Girls
<u>Area I</u>	<u>Health and Physical Development</u>	
Item 224	Glandular disorders (lymph, thyroid, etc.)	1
280	Bothered by physical handicap	1
221	Trouble with my hearing	2
60	Gradually losing weight	3
<u>Area II</u>	<u>Finances, Living Conditions, and Employment</u>	
Item 65	Having to quit school to work	1
285	Disliking my present job	1
172	Relatives living with us	2
282	Working too much outside of school hours	2
230	Ashamed of the home we live in	3
<u>Area III</u>	<u>Social and Recreational Activities</u>	
Item 123	Too little chance to enjoy radio or television	3
<u>Area IV</u>	<u>Social-Psychological Relations</u>	
Item 187	Being called "highnat" or "stuck up"	3
<u>Area V</u>	<u>Personal-Psychological Relations</u>	
Item 304	Sometimes bothered by thoughts of insanity	1



TABLE II

CONTINUED

Area and Item Number	Problem	Number of Girls
<u>Area VI</u> Item 127 185	<u>Courtship, Sex, and Marriage</u> Girl Friend Needing advice about marriage	2 3
<u>Area VII</u> Item 91 93 260 150 201 311	<u>Home and Family</u> Not living with parents Father or mother not living Wishing I had a different family background Death in the family Being an only child Friends not welcomed at home	1 2 2 3 3 3
<u>Area VIII</u> Item 88 86	<u>Morals and Religion</u> Doubting the value of worship and prayer Parents making me go to church	1 3
<u>Area IX</u> Item 46 47	<u>Adjustment to College, School, Work</u> Missing too many days of school Being a grade behind in school	3 3
<u>Area X</u> Item 264 320 261 319 41 42	<u>The Future: Vocational and Educational</u> Doubting ability to handle a good job Concerned about military service Lacking training for a job Afraid of the future Unable to enter desired vocation Doubting the wisdom of my vocational choice	1 1 2 2 2 3

### PROBLEMS OF SERIOUS CONCERN

After the student was given the opportunity to underline items of general concern, he then reread each of the underlined items. The number of each item that was of serious concern to him was then circled.

#### Items Most Frequently Checked

The average number of serious problems checked by 101 students ranged from one to 98, with an average of 17.1 problems per student. Five items checked, in descending rank order, by 20 per cent or more of the students follow:

<u>Item Number</u>	<u>Problem</u>	<u>Per Cent</u>
166	Poor complexion or skin trouble	25.7
2	Being overweight	24.8
234	Wanting to improve my appearance	24.8
76	Wanting a more pleasing personality	22.8
19	Not being attractive to the opposite sex	21.8

Two of the above items, "poor complexion or skin trouble" and "being overweight" were in Area I, Health and Physical Development. These items were checked as of serious concern by 25.7 per cent and 24.8 per cent of the students, respectively.

"Wanting to improve my appearance" was in Area III, Social and Recreational Activities. This item was checked as a serious concern by 24.8 per cent of the group.

The fourth item, "wanting a more pleasing personality," was in Area IV, Social-Psychological Relations. This item was checked as a serious concern by 22.8 per cent of the participants.

"Not being attractive to the opposite sex" was in Area VI, Courtship, Sex, and Marriage. This item was checked as a serious concern by 21.8 per cent of the students.

Problems indicated from test results show serious concerns to be centered in three areas. Items relating to personal appearance, personality, and the opposite sex were most frequently named areas of serious concern.

#### Items Least Frequently Checked

Students indicated that they were least concerned with serious problems relating to the future. Areas concerning vocational choice and work were of little concern, as were serious problems concerning morals and religion. Items of serious concern relating to school work and curriculum were seen to be of little concern to study participants.

### DISCUSSION OF PROBLEM AREAS

Problems in Area IX, Adjustment to School Work, were the most frequently checked items for ninth grade students in the present study with an average of 7.8 problems per student. The items checked, in descending rank order, by 20 per cent or more of the students follow:

Item Number	Problem	Per Cent
50	Not spending enough time in study	49.5
105	Afraid to speak up in class discussions	42.6
266	Don't like to study	31.7
269	Worrying about grades	31.7
158	Not interested in some subjects	30.7
270	Worrying about examinations	30.7
104	Trouble with oral reports	27.7
101	Not really interested in books	24.8
159	Can't keep my mind on my studies	24.8
160	Don't know how to study effectively	24.8
102	Unable to express myself well in words	23.8

Although ninth grade students checked the largest number of general problems in Area IX, Adjustment to School Work, none of the problems in this area ranked high as serious problems. "Not spending enough time in study" was checked as a problem by 49.5 per cent of the group, while only 9.9 per cent of the students thought it was a serious problem. "Afraid to speak up in class discussions" was listed as a general problem by 42.6 per cent of the students, and as a problem of serious concern to 15.8 per cent of the youth.

Most of the problems checked seemed to express an inability to study effectively and a general lack of confidence in expressing individual opinions and ideas. Individuals may need guidance in specific areas of weakness relating to academic work.

Area IV, Social-Psychological Relations, ranked second as the area having the highest number of general problems checked with an average of 7.3 problems per student. Items checked, in descending rank order, by 20 per cent or more of the students follow:

Item Number	Problem	Per Cent
241	Wanting to be more popular	43.6
134	Getting embarrassed too easily	29.7
78	Worrying how I impress people	28.7
76	Wanting a more pleasing personality	27.7
299	Finding it hard to talk about my troubles	26.7
189	Being left out of things	24.8
23	Being talked about	23.8
243	Being disliked by someone	23.8
131	Slow in making friends	22.8
21	Getting into arguments	21.8
132	Being timid or shy	21.8
297	Speaking or acting without thinking	20.8

Students in this area showed evidence of greatest concern about "wanting to be more popular (43.6 per cent); "getting embarrassed too easily" (29.7 per cent); and

"worrying how I impress people" (28.7 per cent). "Wanting a more pleasing personality" was checked as a general problem by 27.7 per cent of the group, and as a serious problem by 22.8 per cent of the students.

These problems were checked by a higher number of the students than were the problems related to personality type, reactions to different situations, and friendship. This area is most important for the adolescent girl. She is very conscious of herself and how she relates to the peer group in the school.

Problems in Area V, Personal-Psychological Relations, ranked third with an average of 6.7 problems per student. The general problems checked, in descending rank order, by 20 per cent or more of the students follow:

Item Number	Problem	Per Cent
30	Worrying	41.6
27	Taking some things too seriously	35.6
140	Sometimes wishing I'd never been born	31.7
83	Forgetting things	29.7
29	Getting excited too easily	27.7
138	Afraid of making mistakes	27.7
28	Being nervous	24.8
250	Lacking self-confidence	21.8

"Worrying" was the most frequently checked general problem in this category, but was checked as a serious

problem by only 13.9 per cent of the group. "Taking some things too seriously" was of general concern to a large number of students, but was a serious problem to only a few students. "Sometimes wishing I'd never been born" was a concern for 31.7 per cent of the girls, while forgetfulness was a problem to 29.7 per cent of the individuals.

General problems in Area III, Social and Recreational Activities, ranked fourth with an average of 6.0 problems per student. The problems checked, in descending rank order, by 20 per cent or more of the students follow:

<u>Item Number</u>	<u>Problem</u>	<u>Per Cent</u>
234	Wanting to improve my appearance	34.7
14	Trouble in keeping a conversation going	30.7
11	Slow in getting acquainted with people	28.7
178	So often not allowed to go out at night	23.8

Ninth grade students are very concerned with their physical appearance, as indicated by 34.7 per cent of the group who checked "wanting to improve my appearance." This item was also checked as a serious problem by 24.8 per cent of the students. "Trouble in keeping a conversation going" was listed as a general problem by 30.7 per cent of the group, while 28.7 per cent were of the opinion that they were "slow in getting acquainted with people."

Student concern in this area indicates not only the desire to be more physically attractive, but also indicates that the self-image and feeling of adequacy need improvement. It is evident that many students need help in this area.

Area VI. Courtship, Sex, and Marriage, occupied fifth place in rank order of categories with an average of 5.9 problems per student. The items checked, in descending rank order, by 20 per cent or more of the students follow:

Item Number	Problem	Per Cent
130	Wondering if I'll find a suitable mate	27.7
240	Wondering if I'll ever get married	24.8

Although this group of girls is just beginning to date, the check list indicates that they are concerned with dating, choosing a mate, and getting married. "Wondering if I'll find a suitable mate" was checked as a general concern by 27.7 per cent of the group, while "wondering if I'll ever get married" was a concern to 24.8 per cent of the students. Neither of these items was a serious concern to the students. Only one item in this area, "not being attractive to the opposite sex," was checked as a serious concern by one-fifth of the study group. Within the group, 21.8 per cent considered this item a serious problem.



Area I, Health and Physical Development, ranked sixth with an average of 5.7 problems per student. The items checked, in descending rank order, by 20 per cent or more of the students follow:

Item Number	Problem	Per Cent
3	Not getting enough exercise	34.7
170	Not very attractive physically	31.7
166	Poor complexion or skin trouble	26.7
2	Being overweight	24.8
113	Not getting enough sleep	24.8
5	Tiring very easily	22.8
57	Weak eyes	22.8
58	Often not hungry for my meals	22.8
167	Poor posture	20.8

"Not getting enough exercise" was checked by 34.7 per cent of the entire group, but was a serious problem to very few students. "Not very attractive physically" ranked second with 31.7 per cent of the group checking this item. "Poor complexion or skin trouble" ranked third with 26.7 per cent of the students having checked the item as a general concern, 25.7 per cent checking the item as a serious concern. Overweight was checked as a general problem by 24.8 per cent of the group and also as a serious problem by 24.8 per cent of the group. Other concerns in this area were lack of sleep, being tired, poor eyesight, lack of appetite, and bad posture.

The above problems are admittedly of concern to many girls of this age. It is hopeful that the classroom situation will provide the students with various opportunities and suggestions for alleviating concerns in this area.

Area VII, Home and Family, ranked seventh with an average of 5.4 problems per student. The problems checked, in descending rank order, by 20 per cent or more of the students follow:

Item Number	Problem	Per Cent
315	Not telling parents everything	24.8
202	Not getting along with a brother or sister	23.8
257	Talking back to my parents	23.8
205	Wanting more freedom at home	22.8

"Not telling parents everything" was the most frequently checked general problem in this category. "Not getting along with a brother or sister" was recognized as a problem by 23.8 per cent of the participants. Other items frequently checked related to cooperation with parents and lack of freedom in the home.

The main concerns in the area of home and family were related to communication between adolescents and their parents. There is a need to establish basic trust and understanding between the two groups.

Area VIII, Morals and Religion, ranked in eighth place with an average of 5.3 problems per student. The items checked, in descending rank order, by 20 per cent or more of the students follow:

<u>Item Number</u>	<u>Problem</u>	<u>Per Cent</u>
306	Sometimes not being as honest as I should be	25.7
143	Parents old-fashioned in their ideas	24.8
196	Can't forget some mistakes I've made	24.8

Item 306, "sometimes not being as honest as I should be" was marked as a general concern by 25.7 per cent of the group. "Parents old-fashioned in their ideas" and "can't forget some mistakes I've made" were each checked as general concerns by 24.8 per cent of the students. Although these items were marked as problems, none were indicated to be of serious concern to 20 per cent or more of the group.

Area II, Finances, Living Conditions, and Employment, ranked ninth in the study with an average of 4.8 problems

per student. The items checked, in descending rank order, by 20 per cent or more of the students follow:

Item Number	Problem	Per Cent
116	Wanting to earn some of my own money	38.6
117	Wanting to buy more of my own things	36.6
10	Having no regular allowance (or income)	23.8
63	Family worried about money	22.8

"Wanting to earn some of my own money" was a general problem for 38.6 per cent of the students, but was considered a serious problem by only 14 students. Although 38.6 per cent of the students were concerned about "wanting to buy more of my own things," only five considered this a serious problem. "Having no regular allowance (or income)" was a concern to 23.8 per cent of the students, yet very few checked items concerned with finding a job or work.

Family financial difficulty was indicated as a concern by 22.8 per cent of the students. This economic trend has been in evidence in our community, as well as throughout our nation in recent months.

Area XI, Curriculum and Teaching Procedure, ranked tenth in the present study, with an average of 4.6 problems

per student. The items checked, in descending rank order, by 20 per cent or more of the students follow:

Item Number	Problem	Per Cent
108	So often feel restless in class	35.6
329	Lunch hour too short	33.7
216	Classes too dull	26.7
161	Not enough good books in library	25.7
109	Too little freedom in classes	20.8

"So often feel restless in class" was the item most often checked in this area as a problem of general concern, but only four persons considered this to be a serious problem. "Lunch hour too short" was checked as a general problem by 33.7 per cent of the group, and 15 persons considered it to be a serious problem. The lunch period at Hutcheson Junior High School is 30 minutes in length and coincides with the other junior high schools in Arlington.

Within the group, 26.7 per cent thought the "classes too dull", while 25.7 per cent cited the lack of good books in the school library as a concern. Hutcheson Junior High School is in the second year of operation. Within a period of a few years, the library facilities should be adequate.

Area X, Vocational and Educational Future, ranked eleventh in the study with an average of 3.6 problems per

student. The items checked, in descending rank order, by 20 per cent or more of the students follow:

Item Number	Problem	Per Cent
100	Want to be on my own	22.8

The only item checked by more than 20 per cent of the group in this area was "want to be on my own." This problem was indicated to be a general concern for 22.8 per cent of the students.

The highest average number of general problems for students was in Area IX, Adjustment to School Work. The lowest average number of general problems for students was in Area X, Vocational and Educational Future. This would indicate that students were more interested in problems relating to the present, rather than problems relating to the future.

The data were analyzed statistically. The students were divided into two groups: Group One, 27 girls who had no previous homemaking; and Group Two, 74 girls who had completed one year of homemaking. Using analysis of variance, data were analyzed to see whether students with prior homemaking had fewer general problems than those with no background in homemaking. The difference between the means

was non-significant at the .05 level of confidence for each of the 11 areas as shown in Table III. Students with previous homemaking experience apparently had an insufficient amount of course work to make any notable difference in the number of their personal problems.

TABLE III

ANALYSIS OF DATA CONCERNING THE NUMBER OF GENERAL  
PROBLEMS CHECKED BY TWO GROUPS OF STUDY SUBJECTS

Area		Home Economics	Means	F Value	Standard Deviation
I	Health and Physical Development	None	4.74	2.6578	3.30
		Some	6.03		3.54
II	Finances Living Con- ditions and Employment	None	4.44	0.2817	3.45
		Some	4.89		3.80
III	Social and Recreational Activities	None	5.15	1.7586	3.57
		Some	6.36		4.20
IV	Social- Psychological Relations	None	6.37	1.3212	4.38
		Some	7.69		5.25
V	Personal- Psychological Relations	None	5.70	1.8265	4.84
		Some	7.11		4.47
VI	Courtship Sex and Marriage	None	6.26	0.2280	4.65
		Some	5.76		4.63
VII	Home and Family	None	5.00	0.1942	4.78
		Some	5.50		5.07
VIII	Morals and Religion	None	4.44	1.3872	5.57
		Some	3.65		4.38



TABLE III

CONTINUED

Area		Home Economics	Means	F Value	Standard Deviation
IX	Adjustment to School Work	None	6.52	2.3785	8.32
		Some	4.73		5.30
X	Future: Vocational and Educational	None	2.85	1.2956	3.28
		Some	3.84		3.99
XI	Curriculum and Teaching Procedure	None	3.93	0.6040	4.05
		Some	4.80		5.22
Total		None	55.41	1.5672	32.53
		Some	65.86		38.22

### COMPARISON OF PRESENT STUDY TO CRAWFORD STUDY

The average number of general problems checked by the total group of 101 participants was 63.1 problems. In a similar study conducted by Crawford (6), the average number of general problems checked by ninth grade girls was 50.2, which is a slightly lower average per student than for the present study. Table IV shows the average number of general problems checked in each of the 11 areas by the two study groups.

The largest number of problems checked by the entire group in this study was in Area IX, Adjustment to College, School, and Work, with students showing an average of 7.8 problems each. Problems of this nature also ranked first for ninth grade girls in the Crawford study (6).

Area IV, Social-Psychological Relations, ranked second in this study. In this area students had an average of 7.3 problems each. Problems in this area also ranked second in the Crawford study (6).

Area V, Personal-Psychological Relations, ranked third in both the present study and the Crawford study(6). The previous study showed girls to have an average of 5.9 problems; the present ninth grade group averaged 6.7 problems per individual.

TABLE IV

MEAN NUMBER OF PROBLEMS IN EACH OF ELEVEN AREAS RECOGNIZED  
BY TWO GROUPS OF NINTH GRADE GIRLS AS MATTERS OF CONCERN

Area	Study Group	
	Present (N=101)	Crawford Study (6) (N=150)
I Health and Physical Development	5.7	4.0
II Finances, Living Conditions and Employment	4.8	4.4
III Social and Recreational Activities	6.0	5.6
IV Social-Psychological Relations	7.3	6.0
V Personal-Psychological Relations	6.7	5.9
VI Courtship, Sex, and Marriage	5.9	3.7
VII Home and Family	5.4	3.6
VIII Morals and Religion	5.3	4.2
IX Adjustment to School Work	7.8	6.3
X Future: Vocational and Educational	3.6	3.0
XI Curriculum and Teaching Procedure	4.6	4.1

Area III, Social and Recreational Activities, ranked fourth with an average of 6.0 problems per student. In the previous study this area also ranked fourth, with each girl having an average of 5.6 problems per student.

Area VI, Courtship, Sex, and Marriage, ranked in fifth place in the present study. In the Crawford study (6), Courtship, Sex, and Marriage, ranked ninth with an average of 3.7 problems per girl.

Area I, Health and Physical Development, ranked sixth in the present study and eighth in the Crawford study (6). The present group had an average of 5.7 problems per girl, while the former study showed an average of 4.0 problems per student.

The seventh ranking area in the present study was Area VII, Home and Family, with the group having an average of 5.4 problems per student. In the Crawford study (6), this area ranked tenth with an average of 3.6 problems per student.

Crawford (6) found Area VIII, Morals and Religion, ranked sixth for ninth grade students, while this area ranked eighth in the present study. The average number of problems in this area for the previous study was 4.2; in the present study, the average was 5.3 problems per person.

Area II, Finances, Living Conditions, and Employment, ranked ninth in the present study and fifth in the prior study. The present group had an average of 4.8 problems per girl, while the former group had 4.4 problems each.

The tenth ranking area in this study was Area XI, Curriculum and Teaching Procedure, with an average of 4.6 problems per student. In the Crawford study (6), this area ranked seventh with an average of 4.1 problems per student.

Items in Area X, Vocational and Educational Future, were checked least frequently by both groups of students. The present study showed ninth grade girls having an average of 3.6 problems per person, while the Crawford study (6) showed ninth grade students having an average of 3.0 problems per individual.

Both groups indicated the areas of school work, social relations, personal relations, recreational activities, and future vocation to be of equal concern. The two study groups differed when checking problem areas concerning dating relationships, health, family relations, religion, money and work, and school curriculum. A difference of six years between the administration of the two tests should account for some variation in student responses.

### OPEN-END QUESTIONS

Three open-end questions concerning the students' feelings about the problems checked were answered by the participants. The three questions were:

- 1) Do you feel that the items you have marked on the list give a well-rounded picture of your problem?
- 2) Would you like to have more chances in school to write out, think about and discuss matters of personal concern to you?
- 3) If you had the chance, would you like to talk to someone about some of the problems you have marked on the list?

Niney-seven per cent of the students indicated the items were generally descriptive of their personal problems. Fifty-two per cent of the girls wanted to openly discuss matters of personal concern, indicating that this would enable the individual to better understand his own problems. Forty-nine per cent viewed problems of a personal nature as a private matter. This group was opposed to open discussion of personal problems in class.

Seventy-eight per cent of the group expressed a desire to talk with someone about their problems. Many students listed parents or friends as the persons with whom they would like to talk. Several individuals mentioned school counselors or teachers as being persons

with whom they wished to talk. Twenty-three per cent of the students did not wish to talk with anyone about their problems. Figure 2 indicates group responses to the questions.

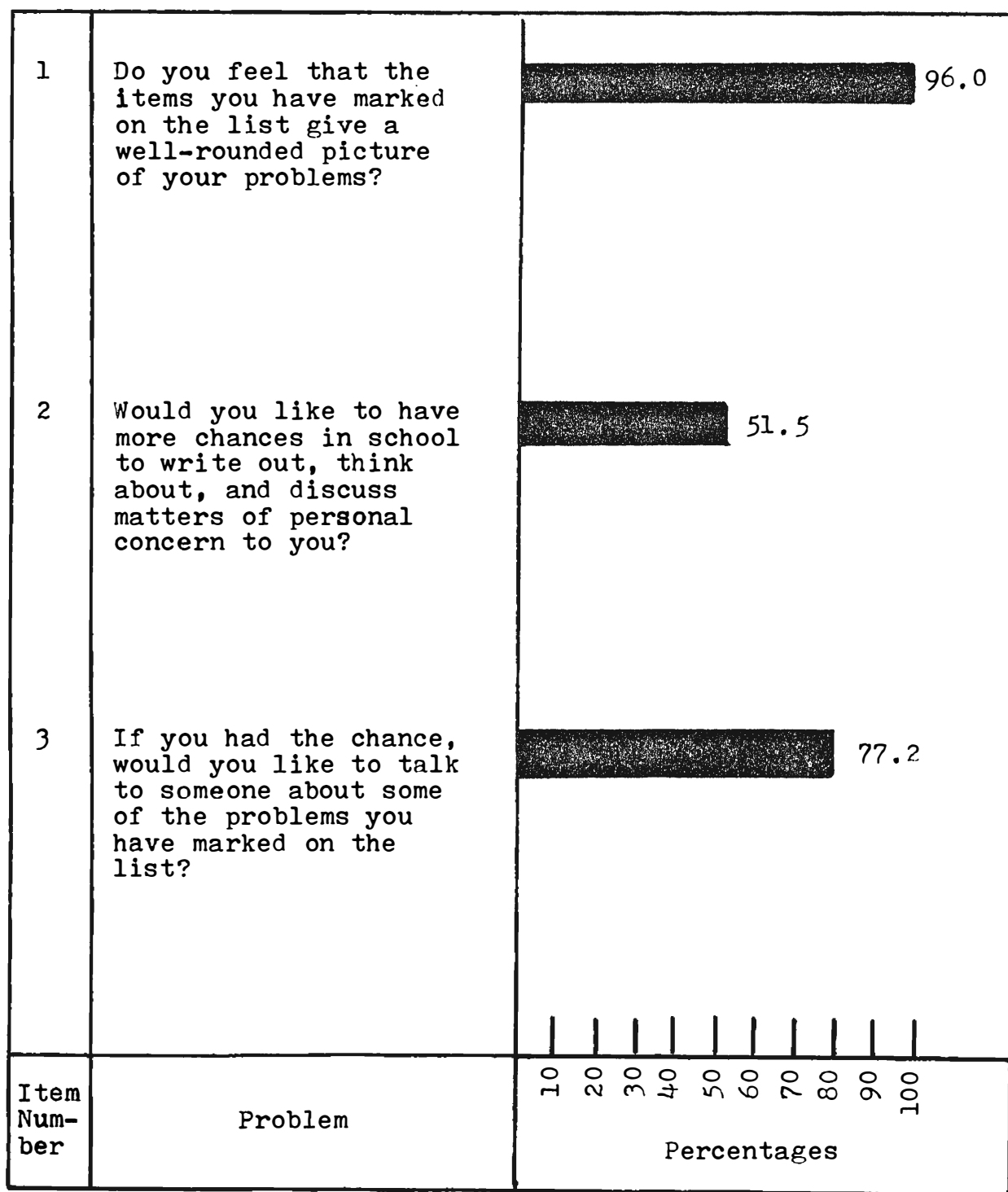


Figure 2

Affirmative Responses to Open-End Questions

Checked by 101 Ninth Grade Girls



## CHAPTER IV

### S U M M A R Y   A N D   C O N C L U S I O N S

The study was concerned primarily with the differences, kinds, and the depth of problems that were important to ninth grade girls of Hutcheson Junior High School in Arlington, Texas. Results of this study should enable teachers to reach more individuals enrolled in the homemaking program.

Data were compiled from the Mooney Problem Check List, Form Hm, administered to 101 ninth grade girls, aged 13 to 15. The instrument included a total of 330 problems classified under 11 areas with 30 problems in each area. The areas were: 1) Health and Physical Development; 2) Finances, Living Conditions, and Employment; 3) Social-Recreational Activities; 4) Courtship, Sex, and Marriage; 5) Social-Psychological Relations; 6) Personal-Psychological Relations; 7) Morals and Religion; 8) Home and Family; 9) The Future, Vocational and Educational; 10) Adjustment to College, School, and Work; and 11) Curriculum and Teaching Procedures.

Students read the statements and underlined the numbers of each statement that indicated a problem area.

The student then reread the list of underlined concerns and selected those of greatest personal concern. Serious problems were indicated by circling the number of the problem. Data from the present study were then compared to a previous study conducted by Crawford.

Data were analyzed statistically. Students were divided into two groups. Group One was composed of 27 girls who had no previous homemaking and Group Two was made up of 74 girls who had completed one year of homemaking. Using analysis of variance, data were analyzed to find if the students with no homemaking had more problems than those having completed one course in homemaking. The differences between the means of the two groups were non-significant for each of the 11 areas included in the study. The investigator is of the opinion that students with previous homemaking had an insufficient amount of class work to make any notable difference in the number of their personal problems.

The adolescent at the ninth grade level in school has many concerns, some of which are very important to the individual. Data from the Mooney Problem Check List, Form Hm, showed that the average number of general problems checked by the total group of 101 participants was 63.1 problems per student. The average number of serious problems checked by the girls was 17.1 problems per student.

Of the 30 most frequently checked items, general problems were most often related to school, personal appearance, and financial matters. No items in areas relating to home and family and vocational future were among those most frequently checked as general problems. This indicates that students are more concerned with matters involving their present lives than they are with matters relating to the future.

Of the 30 least frequently checked general items, problems were most often related to home and family, and the vocational and educational future. Six items in each of the above areas were checked as general concerns by as few as three people.

The category with the highest number of general problems checked was in Adjustment to School Work. An average of 7.8 problems was checked by the entire group in this area. Social-Psychological Relations was the second most often checked area, with an average of 7.3 problems per person; and Personal-Psychological Relations was the third most frequently checked area, with an average of 6.7 problems per person.

The fourth ranking area was Social and Recreational Activities, with students marking an average of 6.0 problems each. Courtship, Sex, and Marriage was the fifth

most frequently checked area, with an average of 5.9 problems per person; while Health and Physical Development held sixth place, with an average of 5.7 problems per person. Problems concerning Home and Family held seventh place, with an average of 5.4 problems per person; and Morals and Religion held eighth place, with an average of 5.3 problems per student.

Financial, Living Conditions, and Employment was the ninth most often checked area, with an average of 4.8 problems per person; while Curriculum and Teaching Procedure was the tenth ranking area, with an average of 4.6 problems per person. Vocational and Educational Future had the lowest average number of general problems per person. Students in this area checked an average of 3.6 problems per person.

General problems most often checked by the group of girls were "not spending enough time in study," "wanting to be more popular," "afraid to speak up in class discussions," and "worrying." Each of these general problems was checked by over 40 per cent of the sample. To be aware of these individual concerns is of great benefit to the classroom teacher.

Problem areas of serious concern to study participants were those relating to personal appearance, personality,

and the opposite sex. Students had fewer problems of a serious nature in the areas of the future vocation, work, morals, and religion.

Problems most often checked by the students as serious concerns were "poor complexion or skin trouble," "being overweight," and "wanting to improve my appearance." Each of these items was checked by over 24 per cent of the group as a serious problem. "Wanting a more pleasing personality" and "not being attractive to the opposite sex" were checked as serious problems by over 20 per cent of the group.

Items related to school work ranked high as general problems, but were of serious concern to few students. Items concerned with personality ranked high as both general and serious concerns. Personal appearance was of concern to the study participants, ranking high in both categories. One-fifth of the students were of the opinion that they were "not attractive to the opposite sex" and indicated this to be a serious concern. Physical attractiveness was also checked as both a general and serious problem to the group. No items in areas relating to home and family, personal relations, morals and religion, financial matters, curriculum, and the future were checked as problems of serious concern.

Students at the ninth grade level are becoming more concerned about school and academic performance. This is

the time in which the individual is highly concerned with self and physical appearance. Thus students are confronted with many new feelings and responsibilities as they enter the period of adolescence.

Ninty-seven per cent of the girls indicated that the items marked gave a well-rounded picture of their personal problems. Fifty-two per cent of the group reported that they would like to have more chances in school to write out, think about, and discuss matters of personal concern. Seventy-eight per cent of the girls indicated a desire to discuss their personal concerns with others. The classroom teacher has a responsibility not only to refer troubled students to the school counselors, but to aid students through class and extra-curricular activities.

The investigator hopes that this research will be relevant and beneficial to the inexperienced, beginning teacher. It is recommended that the classroom teacher, both with and without experience, work with adolescents in planning curriculum at the outset of each semester. Only through joint planning will the students and teacher develop the most beneficial course of study. Counseling and guidance programs should be included in in-service training for homemaking teachers. With additional training in this area, the teacher could better fulfill the role of counselor in the classroom setting.

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A P P E N D I X

MOONEY PROBLEM CHECK LIST

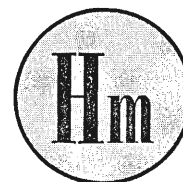
FORM HM

1950  
REVISION

# MOONEY PROBLEM CHECK LIST

ROSS L. MOONEY

Bureau of Educational Research  
Ohio State University



## DIRECTIONS

This is not a test. It is a list of problems which are often troubling students of your age—problems of health, money, social life, home relations, religion, vocation, school work, and the like. Some of these problems are likely to be troubling you and some are not. As you read the list, pick out the problems which are troubling you. There are three steps in what you do.

*First Step:* Read through the list slowly, and when you come to a problem which suggests something which is troubling you, find the number of the item on the answer sheet and blacken the answer space **BELOW** the number. For example, if you are troubled by the fact that you are underweight (problem number 1 in the list), you would find number 1 on the answer sheet and blacken the answer space **BELOW** the number. Thus,

.....	.....	.....	.....	.....
1	2	3	4	5
.....	.....	.....	.....	.....

Go through the whole list in this way, marking the answer spaces below the numbers of the problems which are troubling you.

*Second Step:* When you have completed the first step, read again the items you have marked and pick out the ones which you feel are *troubling you most*. Show these problems by blackening the answer space **ABOVE** the number. For example, if, as you look back over all the problems for which there are black marks below the numbers on the answer sheet, you decide that “Being underweight” is one of those which troubles you most, then blacken the answer space **ABOVE** the number, like this,

.....	.....	.....	.....	.....
1	2	3	4	5
.....	.....	.....	.....	.....

This example shows how the sheet would be marked by a student for whom both items 1 and 4 represent problems, with 1 being among his most important problems.

*Third Step:* When you have completed the second step, answer the summarizing questions on the back of the answer sheet.

Do not make any marks in this booklet. Put all your marks on the answer sheet.

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1. Being underweight
2. Being overweight
3. Not getting enough exercise
4. Getting sick too often
5. Tiring very easily
6. Needing to learn how to save money
7. Not knowing how to spend my money wisely
8. Having less money than my friends have
9. Having to ask parents for money
10. Having no regular allowance (or income)
11. Slow in getting acquainted with people
12. Awkward in meeting people
13. Being ill at ease at social affairs
14. Trouble in keeping a conversation going
15. Unsure of my social etiquette
16. Having dates
17. Awkward in making a date
18. Not mixing well with the opposite sex
19. Not being attractive to the opposite sex
20. Not being allowed to have dates
21. Getting into arguments
22. Hurting people's feelings
23. Being talked about
24. Being made fun of
25. Being "different"
26. Losing my temper
27. Taking some things too seriously
28. Being nervous
29. Getting excited too easily
30. Worrying
31. Not going to church often enough
32. Not living up to my ideal
33. Puzzled about the meaning of God
34. Doubting some of the religious things I'm told
35. Confused on some of my religious beliefs
36. Worried about a member of the family
37. Sickness in the family
38. Parents sacrificing too much for me
39. Parents not understanding me
40. Being treated like a child at home
41. Unable to enter desired vocation
42. Doubting the wisdom of my vocational choice
43. Needing to know my vocational abilities
44. Doubting I can get a job in my chosen vocation
45. Wanting advice on what to do after high school
46. Missing too many days of school
47. Being a grade behind in school
48. Adjusting to a new school
49. Taking the wrong subjects
50. Not spending enough time in study
51. Having no suitable place to study at home
52. Family not understanding what I have to do in school
53. Wanting subjects not offered by the school
54. Made to take subjects I don't like
55. Subjects not related to everyday life
56. Frequent headaches
57. Weak eyes
58. Often not hungry for my meals
59. Not eating the right food
60. Gradually losing weight
61. Too few nice clothes
62. Too little money for recreation
63. Family worried about money
64. Having to watch every penny I spend
65. Having to quit school to work
66. Not enough time for recreation
67. Not enjoying many things others enjoy
68. Too little chance to read what I like
69. Too little chance to get out and enjoy nature
70. Wanting more time to myself
71. No suitable places to go on dates
72. Not knowing how to entertain on a date
73. Too few dates
74. Afraid of close contact with the opposite sex
75. Embarrassed by talk about sex
76. Wanting a more pleasing personality
77. Not getting along well with other people
78. Worrying how I impress people
79. Too easily led by other people
80. Lacking leadership ability
81. Daydreaming
82. Being careless
83. Forgetting things
84. Being lazy
85. Not taking some things seriously enough
86. Parents making me go to church
87. Disliking church services
88. Doubting the value of worship and prayer
89. Wanting to feel close to God
90. Affected by racial or religious prejudice
91. Not living with my parents
92. Parents separated or divorced
93. Father or mother not living
94. Not having any fun with mother or dad
95. Feeling I don't really have a home
96. Needing to decide on an occupation
97. Needing to know more about occupations
98. Restless to get out of school and into a job
99. Can't see that school work is doing me any good
100. Want to be on my own
101. Not really interested in books
102. Unable to express myself well in words
103. Vocabulary too limited
104. Trouble with oral reports
105. Afraid to speak up in class discussions
106. Textbooks too hard to understand
107. Teachers too hard to understand
108. So often feel restless in classes
109. Too little freedom in classes
110. Not enough discussion in classes

111. Not as strong and healthy as I should be
112. Not getting enough outdoor air and sunshine
113. Not getting enough sleep
114. Frequent colds
115. Frequent sore throat
116. Wanting to earn some of my own money
117. Wanting to buy more of my own things
118. Needing money for education after high school
119. Needing to find a part-time job now
120. Needing a job during vacations
121. Nothing interesting to do in my spare time
122. Too little chance to go to shows
123. Too little chance to enjoy radio or television
124. Too little chance to pursue a hobby
125. Nothing interesting to do in vacation
126. Disappointed in a love affair
127. Girl friend
128. Boy friend
129. Deciding whether to go steady
130. Wondering if I'll find a suitable mate
131. Slow in making friends
132. Being timid or shy
133. Feelings too easily hurt
134. Getting embarrassed too easily
135. Feeling inferior
136. Moodiness, "having the blues"
137. Trouble making up my mind about things
138. Afraid of making mistakes
139. Too easily discouraged
140. Sometimes wishing I'd never been born
141. Wondering how to tell right from wrong
142. Confused on some moral questions
143. Parents old-fashioned in their ideas
144. Wanting to understand more about the Bible
145. Wondering what becomes of people when they die
146. Being criticized by my parents
147. Parents favoring a brother or sister
148. Mother
149. Father
150. Death in the family
151. Choosing best subjects to take next term
152. Choosing best subjects to prepare for college
153. Choosing best subjects to prepare for a job
154. Getting needed training for a given occupation
155. Wanting to learn a trade
156. Not getting studies done on time
157. Not liking school
158. Not interested in some subjects
159. Can't keep my mind on my studies
160. Don't know how to study effectively
161. Not enough good books in the library
162. Too much work required in some subjects
163. Not allowed to take some subjects I want
164. Not getting along with a teacher
165. School is too strict
166. Poor complexion or skin trouble
167. Poor posture
168. Too short
169. Too tall
170. Not very attractive physically
171. Living too far from school
172. Relatives living with us
173. Not having a room of my own
174. Having no place to entertain friends
175. Having no car in the family
176. Not being allowed to use the family car
177. Not allowed to go around with the people I like
178. So often not allowed to go out at night
179. In too few student activities
180. Too little social life
181. Being in love
182. Loving someone who doesn't love me
183. Deciding whether I'm in love
184. Deciding whether to become engaged
185. Needing advice about marriage
186. Being criticized by others
187. Being called "high-hat" or "stuck-up"
188. Being watched by other people
189. Being left out of things
190. Having feelings of extreme loneliness
191. Afraid to be left alone
192. Too easily moved to tears
193. Failing in so many things I try to do
194. Can't see the value of most things I do
195. Unhappy too much of the time
196. Can't forget some mistakes I've made
197. Bothered by ideas of heaven and hell
198. Afraid God is going to punish me
199. Troubled by the bad things other kids do
200. Being tempted to cheat in classes
201. Being an only child
202. Not getting along with a brother or sister
203. Parents making too many decisions for me
204. Parents not trusting me
205. Wanting more freedom at home
206. Deciding whether or not to go to college
207. Needing to know more about colleges
208. Needing to decide on a particular college
209. Afraid I won't be admitted to a college
210. Afraid I'll never be able to go to college
211. Trouble with mathematics
212. Weak in writing
213. Weak in spelling or grammar
214. Trouble in outlining or note taking
215. Trouble in organizing papers and reports
216. Classes too dull
217. Teachers lacking personality
218. Teachers lacking interest in students
219. Teachers not friendly to students
220. Not getting personal help from the teachers

221. Trouble with my hearing  
 222. Speech handicap (stuttering, etc.)  
 223. Allergies (hay fever, asthma, hives, etc.)  
 224. Glandular disorders (thyroid, lymph, etc.)  
 225. Menstrual or female disorders
226. Parents working too hard  
 227. Not having certain conveniences at home  
 228. Not liking the people in my neighborhood  
 229. Wanting to live in a different neighborhood  
 230. Ashamed of the home we live in
231. Wanting to learn how to dance  
 232. Wanting to learn how to entertain  
 233. Wanting to improve myself culturally  
 234. Wanting to improve my appearance  
 235. Too careless with my clothes and belongings
236. Going with someone my family won't accept  
 237. Afraid of losing the one I love  
 238. Breaking up a love affair  
 239. Wondering how far to go with the opposite sex  
 240. Wondering if I'll ever get married
241. Wanting to be more popular  
 242. Disliking someone  
 243. Being disliked by someone  
 244. Avoiding someone I don't like  
 245. Sometimes acting childish or immature
246. Being stubborn or obstinate  
 247. Tending to exaggerate too much  
 248. Having bad luck  
 249. Not having any fun  
 250. Lacking self-confidence
251. Sometimes lying without meaning to  
 252. Swearing, dirty stories  
 253. Having a certain bad habit  
 254. Being unable to break a bad habit  
 255. Lacking self-control
256. Clash of opinions between me and my parents  
 257. Talking back to my parents  
 258. Parents expecting too much of me  
 259. Wanting love and affection  
 260. Wishing I had a different family background
261. Lacking training for a job  
 262. Lacking work experience  
 263. Afraid of unemployment after graduation  
 264. Doubting ability to handle a good job  
 265. Don't know how to look for a job
266. Don't like to study  
 267. Poor memory  
 268. Slow in reading  
 269. Worrying about grades  
 270. Worrying about examinations
271. Teachers not considerate of students' feelings  
 272. Teachers not practicing what they preach  
 273. Too many poor teachers  
 274. Grades unfair as measures of ability  
 275. Unfair tests
276. Poor teeth  
 277. Nose or sinus trouble  
 278. Smoking  
 279. Trouble with my feet  
 280. Bothered by a physical handicap
281. Borrowing money  
 282. Working too much outside of school hours  
 283. Working for most of my own expenses  
 284. Getting low pay for my work  
 285. Disliking my present job
286. Too little chance to do what I want to do  
 287. Too little chance to get into sports  
 288. No good place for sports around home  
 289. Lacking skill in sports and games  
 290. Not using my leisure time well
291. Thinking too much about sex matters  
 292. Concerned over proper sex behavior  
 293. Finding it hard to control sex urges  
 294. Worried about sex diseases  
 295. Needing information about sex matters
296. Being too envious or jealous  
 297. Speaking or acting without thinking  
 298. Feeling that nobody understands me  
 299. Finding it hard to talk about my troubles  
 300. No one to tell my troubles to
301. Too many personal problems  
 302. Having memories of an unhappy childhood  
 303. Bothered by bad dreams  
 304. Sometimes bothered by thoughts of insanity  
 305. Thoughts of suicide
306. Sometimes not being as honest as I should be  
 307. Getting into trouble  
 308. Giving in to temptations  
 309. Having a troubled or guilty conscience  
 310. Being punished for something I didn't do
311. Friends not welcomed at home  
 312. Family quarrels  
 313. Unable to discuss certain problems at home  
 314. Wanting to leave home  
 315. Not telling parents everything
316. Not knowing what I really want  
 317. Needing to plan ahead for the future  
 318. Family opposing some of my plans  
 319. Afraid of the future  
 320. Concerned about military service
321. Getting low grades  
 322. Just can't get some subjects  
 323. Not smart enough  
 324. Afraid of failing in school work  
 325. Wanting to quit school
326. School activities poorly organized  
 327. Students not given enough responsibility  
 328. Not enough school spirit  
 329. Lunch hour too short  
 330. Poor assemblies

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