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DISSERTATION

Presented in Partial Fulfillment of the Requirements for Degree Doctor of Philosophy in the Graduate School of The Ohio State University

By

Clyde Wendell Welter, B.S., M.S.

* * * * * * *

The Ohio State University
1970

Approved by

[Signature]
Adviser
College of Education
ACKNOWLEDGMENTS

I wish to express especial appreciation to Dr. Inez Ray Wells, my adviser, for her encouragement, support, and guidance throughout this research effort. I shall always be grateful to her for giving so generously and graciously of her time and assistance.

Also, I wish to give special thanks to Dr. L. O. Andrews for providing extensive advice, guidance and encouragement.

Finally, I wish to thank the principals, teachers, and pupils in the four schools that participated in this study.
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Minor Field: Teacher Education. Dr. L. O. Andrews.
Minor Field: Management. Dr. Charles B. Hicks.
Minor Field: Vocational Education. Dr. Harry Huffman
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CHAPTER I

BACKGROUND OF THE STUDY

One of the things about which educators are concerned today is the educational plight of disadvantaged students from the inner city. A commonly heard criticism of inner-city schools is that the educational programs in these schools are geared to the middle-class culture and therefore are not relevant to the personal problems of inner-city students. It is frequently implied—or frankly stated—that disadvantaged youths from the inner city are concerned about personal problems which are unique or are of a different nature than those of middle- and upper-class youths. Thus, it is often conjectured that teachers from middle-class backgrounds who are teaching in inner-city schools are using methods and stressing content which would be relevant to middle-class students but which are irrelevant to disadvantaged students of the inner city.

Perhaps, however, the self-perceived personal problems of the inner-city or disadvantaged students are not too different from those of other students. Indeed, it may be that school has little personal relevance for many middle- and upper-class students, but that this lack of relevance is not so apparent because there are frequently other factors operating on the middle- and upper-class students that serve to "keep them in line"—factors such as parental and social pressures, for example.

1 The term "disadvantaged students" as used in this report is defined on page 6.
Although much has been written about the unique problems of disadvantaged students from the inner-city environment, little research has been conducted to determine what the major self-perceived problems of these students are and whether or not their problems differ significantly from the major self-perceived problems of students who come from more advantageous backgrounds. The recognition that a need exists for such research prompted this study.

Teachers who know what kinds of problems are likely to be of major concern to students have a reliable basis for selecting and utilizing methods and materials that are relevant, meaningful, and interesting to their students. Also, teachers and administrators who are aware of the school-related personal problems of students—and can look at these problems from the students' point of view—are likely to understand what it is that causes so many youths to be alienated from school. This study was based on the predication that unless secondary school students (whether advantaged or disadvantaged) are understood and taken seriously by educators, they will reject the secondary curriculum as well as the educational system.

This study is important to the extent that it provides educators—particularly teachers, counselors, and administrators who work in schools serving the disadvantaged and teacher educators who are developing or conducting programs to prepare teachers of the disadvantaged—with an accurate body of knowledge about the problems and concerns of disadvantaged youths. Furthermore, this study is important to the extent that it provides the basis for a better understanding of the similarities
and differences that exist between the problems of disadvantaged youths and youths who are not disadvantaged.

The federal, state, and many local governments have, through their authorizations and appropriations of funds, indicated their commitment to the improvement of educational programs for disadvantaged students. In order to improve these educational programs, however, educators must have a meaningful and reliable body of knowledge concerning these students. This study was designed to contribute to this body of knowledge.

**Purposes of the Study**

This study had three purposes. The first purpose was to determine, classify, and compare the self-perceived personal problems of disadvantaged and advantaged secondary school students.

The second purpose was to compare the relative importance that disadvantaged and advantaged secondary school students place on 12 problem check list categories when rating or ranking these problem categories as areas of personal concern.

The third purpose of the study was to determine the relationship between the independent variables of age, sex, and grade level and:

(1) the self-perceived personal problems of students.

(2) the ratings students assign to the 12 problem check list categories.

To accomplish the first purpose and part one of the third purpose, data were analyzed to answer the following questions:
1. What are the self-perceived personal problems of disadvantaged secondary school students?

2. What are the self-perceived personal problems of advantaged secondary school students?

3. What is the relationship between the self-perceived personal problems of disadvantaged and advantaged students?

4. What is the relationship between the self-perceived personal problems of students and the independent variables of age, sex, and grade level?

To accomplish the second purpose and part two of the third purpose, data were statistically analyzed to test fourteen null hypotheses. These hypotheses are that there is no significant difference between the ratings assigned to each of the 12 problem check list categories by:

1. disadvantaged and advantaged students.

2. disadvantaged male and advantaged male students.

3. disadvantaged female and advantaged female students.

4. disadvantaged male and female students.

5. advantaged male and female students.

6. disadvantaged tenth- and eleventh-grade students.

7. advantaged tenth- and eleventh-grade students.

8. disadvantaged eleventh- and twelfth-grade students.

9. advantaged eleventh- and twelfth-grade students.

10. disadvantaged fifteen- and sixteen-year-old students.

11. advantaged fifteen- and sixteen-year-old students.

12. disadvantaged sixteen- and seventeen-year-old students.
13. advantaged sixteen- and seventeen-year-old students.

14. disadvantaged seventeen- and eighteen-year-old students.  

In accomplishing the second purpose, data were also analyzed to determine the order in which disadvantaged and advantaged students rank the 12 problem check list categories as personal areas of concern.

Limitations of the Study

The primary limitations of this study were as follows:

1. The study was limited to 2,585 students enrolled in the tenth, eleventh, and twelfth grades in four Columbus, Ohio, high schools.

2. The independent variables considered in this study were limited to age, sex, grade level, and priority classification of the school attended.

3. In analyzing data in relation to the independent variables, the following comparisons were not made:
   a. Advantaged students were not compared with disadvantaged students on the basis of age or grade level.
   b. Tenth-grade students were not compared with twelfth-grade students within the advantaged and disadvantaged groups.
   c. Fifteen-year-old students were not compared with seventeen-year-old students within the advantaged and disadvantaged groups.

2The percentage of eighteen-year-old students in the advantaged group is so small (1.8%) that responses from seventeen- and eighteen-year-old students were combined for statistical treatment.
d. Fifteen- and sixteen-year-old students were not compared with eighteen-year-old students within the disadvantaged group.

4. The ranking method used in accomplishing the second purpose of this study forces all students to establish a hierarchy of problems, whereas students may have no problems or may consider some of their problems to be of equal importance.

5. The instrument used to accomplish the second purpose of this study contained only 12 major problem categories and no provision was made for personal problems that respondents could not classify under one of these categories.

**Definition of Terms**

The following definitions are presented to explain the meanings of certain terms as they are used in reporting this study:

**Disadvantaged students.**—Students enrolled in secondary schools that have been designated as priority schools in the Columbus Metropolitan Area. Schools in which students from low socioeconomic backgrounds predominate and which are therefore given precedence when federal grants are distributed are classified as priority schools. In this report disadvantaged students may also be referred to as inner-city students and priority schools may be referred to as inner-city schools.

**Advantaged Students.**—Students enrolled in secondary schools other than those that have been designated as priority schools.

**Problem.**—A matter of personal concern characterized by difficulty, uncertainty, or conflict.
Self-perceived problems. --Personal problems listed by students in response to an open-end questionnaire.

Problem check list categories. --The 12 types or classifications of problems that are included on the survey instrument used in accomplishing the second purpose of this study. The primary criterion used in choosing problem categories for inclusion on the survey instrument was that, collectively, the categories encompass all, or nearly all, the personal difficulties, uncertainties, or conflicts that teen-agers are likely to encounter. The problem check list categories may also be referred to as problem areas or as check list problem areas.

Rate; Rating. --The appraised seriousness of a problem expressed through the use of a five-point scale. The first point on the scale is the numeral "1" and represents "no problem." The last point on the scale is the numeral "5" and represents "very serious problem." A complete explanation of the scale is found in Chapter III. The term "rate" may also be used as a verb.

Rank. --The relative standing or position of a problem (in relation to other problems) according to perceived importance. The term "rank" may also be used as a verb.

Secondary school. --A public school or a division of a public school which enrolls grades 10, 11, and 12.

Basic Assumptions

The following assumptions were made for this study:

1. Students have personal problems about which they are concerned.
2. Students can identify their personal problems and will do so honestly in response to a questionnaire on which they are not required to sign their names.

3. Students can and will rate and rank major problem categories according to the importance of the categories as areas of personal concern.

4. An increased body of knowledge about disadvantaged students would enable teacher educators to prepare better teachers of the disadvantaged. Information concerning the types of personal problems that are of greatest concern to disadvantaged students—and information concerning whether or not the personal problems of these students are of a different nature than those of advantaged students—would be a significant and important addition to this body of knowledge.

5. Teachers and curriculum development personnel could make curriculum more relevant to the disadvantaged student if they were aware of the types of problems about which students are most concerned.

6. The students included in the study are fairly representative of the disadvantaged and advantaged student population in general.

Organization of the Study

The report of this study is organized in the following manner:

Chapter I includes the background of the study, the purposes of the study, limitations, definitions of terms, and basic assumptions.

Chapter II contains a review of related research.

Chapter III is devoted to a detailed explanation of the procedures used in the study. This explanation includes a description of the survey
instruments, the pilot study, the sample, the way in which data were collected, and the method used in analyzing the data.

Chapter IV contains the analysis and interpretation of the data that relate to the first purpose of the study. These data, which were gathered through the use of an open-end questionnaire, pertain to the self-perceived problems of students. Selected quotations from the student responses are also included in this chapter. Finally, the self-perceived problems of the various student subgroups are reported in this chapter. This report on the subgroups relates to part one of the third purpose of the study.

Chapter V contains the analysis and interpretation of the data that relate to the second purpose of the study. These data pertain to the ratings and rankings that disadvantaged and advantaged students assigned to 12 problem check list categories. Comparisons of the ratings assigned by various student subgroups (part two of the third purpose of the study) are also reported in this chapter.

Chapter VI, the last chapter, includes the summary, conclusions, and recommendations. In this chapter, the findings contained in each of the two preceding chapters are reviewed and compared.
CHAPTER II

REVIEW OF RELATED RESEARCH

The findings of research relevant to the present study are reviewed in this chapter. No research was found in which the self-perceived problems of disadvantaged and advantaged secondary school students are compared. However, five of the studies to determine the self-perceived problems of secondary school students that were reviewed were particularly useful in planning the present study. A separate section of this chapter is devoted to each of these five studies.

Several other studies designed to reveal the personal problems of elementary, junior high, or high school students were also found, but they do not seem particularly pertinent to the present study. However, since these studies may be helpful to other researchers who are investigating the problems and concerns of students, they are reviewed briefly in the section of this chapter entitled "Other Studies."

The Symonds Study

In 1935, Symonds conducted a study for the purpose of revealing the interests and problems of adolescent boys and girls. The study was based on a sample of 1,641 students from the Grover Cleveland High School of New York City and from the high schools of Tulsa, Oklahoma.

To accomplish the purpose of the study, Symonds developed and submitted to students the following list of fifteen items:

1. **Health**—eating, drinking, exercise, posture, sleep and rest, air, temperature, sunlight, clothing, bathing, care of special parts, cleanliness and prevention of disease, excretion and elimination, use of drugs.

2. **Sex adjustments**—love, petting, courtship, marriage.

3. **Safety**—avoiding accidents and injuries.

4. **Money**—earning, spending, saving, etc.

5. **Mental hygiene**—fears, worries, inhibitions, compulsions, feelings of inferiority, fantasies, etc.

6. **Study habits**—skills used in study, methods of work, problem-solving.

7. **Recreation**—sports and games, reading, arts and crafts, fellowship and social activities, hobbies.

8. **Personal and moral qualities**—qualities leading to success, qualities of good citizenship.

9. **Home and family relationships**—living harmoniously with members of the family.

10. **Manners and courtesy**—etiquette.

11. **Personal attractiveness**—personal appearance, voice, clothing.

12. **Daily schedule**—planning twenty-four hours in a day.

13. **Civic interests, attitudes, and responsibilities**.

14. **Getting along with other people**.

15. **Philosophy of life**—personal values, ambitions, ideals, religion.

The students participating in the study were instructed to rank the above items in two ways:

You are asked ... first to indicate the order in which the items are personal problems to you; and second the order of interest to you.
Symonds computed the average rankings and reported how each item ranked as a problem and as an interest. The order in which students ranked the items as problems is shown in Table 1. Since the order in which students ranked the items as interests is not pertinent to the present study, it is not shown here.

**TABLE 1**

**RANKS GIVEN TO FIFTEEN ITEMS CONSIDERED AS PROBLEMS BY HIGH SCHOOL STUDENTS IN 1935 (N=1641)**

<table>
<thead>
<tr>
<th>Item</th>
<th>Rank of Mean</th>
<th>Mean Rank</th>
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<tbody>
<tr>
<td>Money</td>
<td>1</td>
<td>6.5</td>
</tr>
<tr>
<td>Health</td>
<td>2</td>
<td>6.6</td>
</tr>
<tr>
<td>Personal attractiveness</td>
<td>3</td>
<td>7.0</td>
</tr>
<tr>
<td>Study habits</td>
<td>4</td>
<td>7.1</td>
</tr>
<tr>
<td>Personal and moral qualities</td>
<td>5</td>
<td>7.2</td>
</tr>
<tr>
<td>Philosophy of life</td>
<td>6</td>
<td>7.5</td>
</tr>
<tr>
<td>Manners and courtesy</td>
<td>7</td>
<td>7.9</td>
</tr>
<tr>
<td>Home and family relationship</td>
<td>8.5</td>
<td>8.2</td>
</tr>
<tr>
<td>Getting along with other people</td>
<td>8.5</td>
<td>8.2</td>
</tr>
<tr>
<td>Recreation</td>
<td>10</td>
<td>8.3</td>
</tr>
<tr>
<td>Mental hygiene</td>
<td>11</td>
<td>8.5</td>
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<td>Safety</td>
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<td>13</td>
<td>8.7</td>
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<tr>
<td>responsibilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Daily schedule</td>
<td>14</td>
<td>9.2</td>
</tr>
<tr>
<td>Sex adjustments</td>
<td>15</td>
<td>10.0</td>
</tr>
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</table>

Symonds attributed the fact that students ranked money as their number one problem to the effects of the depression and widespread unemployment. He recommended that more emphasis be given to vocational training in high schools and that discussions concerning the wise handling of money be included in the high school curriculums.
Concerning health, which ranked second in importance, Symonds said:

...Schools have a mandate here to supply not only formal instruction in health, but a healthful school program and regime; health service; and opportunity to cultivate an efficient bodily machine by selected physical activities, games, and sports.

Noting that personal attractiveness ranked third in importance as a problem area, Symonds theorized that boys and girls see some relation between personal attractiveness and economic success. Also, he theorized that study habits ranked fourth in importance because students recognize education as the key to vocational, financial, and cultural success.

After remarking that matters of sex adjustment do not appear to be problems to normal, healthy students, Symonds cautioned that the low rank assigned to sex adjustment by students should not be used as an argument for the exclusion of sex education from high school curriculums. "Indeed," he said, "there is a definite obligation to teach the facts of reproduction in the biology class and to discuss the social and psychological aspects of the family in English class."

The study made by Symonds is particularly relevant to the present study for three reasons:

1. Both the Symonds study and the present study had the purpose of revealing the relative importance that high school students assign to various pre-selected problem areas. Because of differences in the instruments and methodologies used, the two studies cannot be compared statistically; however, similarities and differences in the findings of the two studies are discussed in later chapters.
2. The fifteen-item problem list prepared by Symonds provided the foundation upon which one of the instruments used in the present study was developed. The use made of Symonds' check list in the present study is discussed in Chapter III.

3. The ranking technique used by Symonds is one of the three data-gathering techniques used in the present study.

The Harris Study

In 1957, Harris conducted a study using the same instrument, procedures, and statistical treatment that Symonds had used in 1935.\(^2\) The Harris study was conducted in Minnesota and was based on a sample of 1,200 high school students.

Table 2 contains the mean rank and the resultant rank of mean for each of the fifteen check list items in 1935 and 1957.

When students in 1935 ranked money as their number one problem, Symonds attributed their response to the depression. However, since money ranked as the second most important problem area in 1957, it appears that the significance of money as a problem to students is not necessarily related to unemployment or the general financial state of the nation.

Study habits, which ranked fourth in the list of student problems in 1935, moved to the top-ranking position in 1957. Concerning this change in rank, which is statistically significant, Harris said:

\[\ldots\text{ in recent years, study habits--listed as number one problem by today's students--have been regarded as a growing problem by a vocal minority of adults who are dissatisfied with students' school achievements.}\]

Is it not possible that young people see study habits as a problem, not because of their own conviction concerning the value of school experience, but because of pressures exerted by parents and teachers?

**TABLE 2**

RANKS GIVEN FIFTEEN ITEMS CONSIDERED AS PROBLEMS BY HIGH SCHOOL STUDENTS IN 1935 and 1957

<table>
<thead>
<tr>
<th>Item</th>
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<th>1957</th>
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<tr>
<td></td>
<td>Rank of Mean</td>
<td>Mean Rank</td>
</tr>
<tr>
<td>Money</td>
<td>1</td>
<td>6.5</td>
</tr>
<tr>
<td>Health</td>
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<tr>
<td>Home and family relationships</td>
<td>8.5</td>
<td>8.2</td>
</tr>
<tr>
<td>Getting along with other people</td>
<td>8.5</td>
<td>8.2</td>
</tr>
<tr>
<td>Recreation</td>
<td>10</td>
<td>8.3</td>
</tr>
<tr>
<td>Mental hygiene</td>
<td>11</td>
<td>8.5</td>
</tr>
<tr>
<td>Safety</td>
<td>12</td>
<td>8.6</td>
</tr>
<tr>
<td>Civic interests, attitudes, and</td>
<td>13</td>
<td>8.7</td>
</tr>
<tr>
<td>responsibilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Daily schedule</td>
<td>14</td>
<td>9.2</td>
</tr>
<tr>
<td>Sex adjustments</td>
<td>15</td>
<td>10.0</td>
</tr>
</tbody>
</table>

*Change from 1935 significant at 1 per cent level.

Two other notable changes occurred between 1935 and 1957: Physical health, which ranked second in 1935, had fallen to twelfth place in 1957. Mental hygiene, on the other hand, moved in the other direction; it ranked eleventh as a problem in 1935, fifth in 1957. Concerning these changes, Harris said:

As for the finding that physical health is less significant as a source of problem, apparently . . . school health programs are serving the needs more adequately
now than before. Today young people see mental health as a more important, a more urgent problem than physical health.

Harris concluded that the changing concerns of high school students between 1935 and 1957 were, to a large extent, a reflection of two things: (1) the changing demands of the nation's culture, and (2) a new student-centered emphasis in education.

Since the Harris study is a replication of Symonds' study, it has much the same relevance to the present study as does Symonds'; additionally, it provides one more point of reference for comparing the concerns of students today with the concerns of students of past decades.

The Ward Study

Ward replicated the studies of Symonds and Harris in 1965. Ward's sample consisted of 1,497 students from seven high schools in three school districts in Central Ohio. The order in which students ranked items as problems in 1965, compared with 1935 and 1957, can be seen in Table 3.

Looking at Table 3, one notes only one dramatic change occurring between 1957 and 1965: the rise of sex adjustments from twelfth to fourth place as a problem. Two factors may account for this change. First—and perhaps most significant—Ward reworded the item "sex adjustments" to read "boy-girl relationships" on the survey instrument. The change was necessary because high school principals would not allow the instrument to be administered if it contained the term "sex

<table>
<thead>
<tr>
<th>Item</th>
<th>1935</th>
<th>1957</th>
<th>1965</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Rank</td>
<td>Mean</td>
<td>Rank</td>
</tr>
<tr>
<td></td>
<td>of Mean</td>
<td>Rank</td>
<td>of Mean</td>
</tr>
<tr>
<td>Money</td>
<td>1</td>
<td>6.5</td>
<td>2</td>
</tr>
<tr>
<td>Health</td>
<td>2</td>
<td>6.6</td>
<td>12.5</td>
</tr>
<tr>
<td>Personal attractiveness</td>
<td>3</td>
<td>7.0</td>
<td>4</td>
</tr>
<tr>
<td>Study habits</td>
<td>4</td>
<td>7.1</td>
<td>1</td>
</tr>
<tr>
<td>Personal and moral qualities</td>
<td>5</td>
<td>7.2</td>
<td>3</td>
</tr>
<tr>
<td>Philosophy of life</td>
<td>6</td>
<td>7.5</td>
<td>5.5</td>
</tr>
<tr>
<td>Manners and courtesy</td>
<td>7</td>
<td>7.9</td>
<td>8</td>
</tr>
<tr>
<td>Home and family relationships</td>
<td>8.5</td>
<td>8.2</td>
<td>7</td>
</tr>
<tr>
<td>Getting along with others</td>
<td>8.5</td>
<td>8.2</td>
<td>10</td>
</tr>
<tr>
<td>Recreation</td>
<td>10</td>
<td>8.3</td>
<td>15</td>
</tr>
<tr>
<td>Mental hygiene</td>
<td>11</td>
<td>8.5</td>
<td>5.5</td>
</tr>
<tr>
<td>Safety</td>
<td>12</td>
<td>8.6</td>
<td>14</td>
</tr>
<tr>
<td>Civic Interests, attitudes, and responsibilities</td>
<td>13</td>
<td>8.7</td>
<td>9</td>
</tr>
<tr>
<td>Daily schedule</td>
<td>14</td>
<td>9.2</td>
<td>11</td>
</tr>
<tr>
<td>Sex adjustments (Boy-Girl relationships)</td>
<td>15</td>
<td>10.0</td>
<td>12.5</td>
</tr>
</tbody>
</table>

.244 correlation between 1935 and 1965, not significant.
.605 correlation between 1935 and 1957, significant at .05 level.
.800 correlation between 1957 and 1965, significant at .01 level.
adjustments." Students may have felt less threatened by this new item title and therefore may have ranked it higher than they would have if the item had been stated as it appeared in the Symonds and Harris studies.

A second factor that may have resulted in the higher ranking of sex adjustments in 1965 than in 1957 is the more liberal attitude toward sex that exists today and in the recent past. Young people of today and recent years are less inhibited in discussing matters pertaining to sex than were young people in 1957.

Ward compared the findings of his study with the findings of Symonds and Harris as follows:

An evolutionary change was found to be taking place in several categories. Problems in sex adjustments, mental hygiene, and in study habits were found to be making marked increase in importance. Health, recreation, and personal attractiveness were decreasing in importance to secondary school students . . . .

Ward, Harris, and Symonds reported no data relative to the socio-economic status of the students and therefore the findings of their studies cannot be compared with the findings of the present study in this respect. The Ward, Harris, and Symonds studies were based entirely upon rankings that were assigned to problem categories by the students studied. The ranking technique is used in the present study too; but also investigated in the present study are (1) the way in which students rate problem categories on the basis of a five-point scale, and (2) the kinds of personal problems and concerns to which students admit in a free-response situation.

There are advantages to be had in using a ranking technique to reveal the problems and concerns of adolescents, but there are also
several disadvantages if ranking is used as the only data-gathering technique. These advantages and disadvantages are discussed in Chapter III.

**The Purdue Study**

In the Purdue study, more than 15,000 teen-agers—from all sections of the nation—were given a list of 300 problems and were asked to check the problems which had been troubling them. This study, directed by Remmers, was conducted during the 1940's as a part of the Purdue Opinion Poll activities. The students participating in the study were subgrouped according to (1) sex, (2) grade level, (3) geographical area of nation, (4) community setting—urban or rural, (5) religion, and (6) economic status of family.

The list of 300 problems submitted to students was compiled by members of the Purdue Opinion Poll Panel after they had studied hundreds of essays in which teenagers described their personal problems and concerns. The 300 problems were grouped into eight categories: (1) About Me and My School, (2) After High School, (3) About Myself, (4) Getting Along with Others, (5) My Home, My Parents, and I, (6) Boy Meets Girl, (7) Health, and (8) Things in General.

The findings of the Purdue study are too extensive to present in their entirety here; however, since many of the Purdue check list items are very similar to the self-perceived problems of students described in the following chapter, the partial listing that Remmers and Shimberg

---

4 H. H. Remmers and Ben Shimberg, "Problems of High School Youth." Purdue Opinion Panel Report No. 21, VIII (Lafayette, Indiana: Purdue University, April, 1949). (Mineographed.) Out of the Purdue Study a check list was developed called the SRA Youth Inventory (Chicago: Science Research Associates, 1949). The study reviewed here was based on a sample of 2,500 representatively drawn from the total sample.
included in the discussion section of the Purdue report is shown in Table 4. The items shown in the table are grouped under the categories in which they appeared on the questionnaire. A breakdown showing the responses of students by subgroups is not presented here.

### TABLE 4

**PERCENTAGE OF STUDENTS CHECKING SELECTED PROBLEMS**

<table>
<thead>
<tr>
<th>Problem</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>About Me and My School</strong></td>
<td></td>
</tr>
<tr>
<td>How to study more effectively</td>
<td>54</td>
</tr>
<tr>
<td>Would like some practical work experience (while in school)</td>
<td>49</td>
</tr>
<tr>
<td>Worry about tests</td>
<td>43</td>
</tr>
<tr>
<td>Would like to know how I am doing in school</td>
<td>40</td>
</tr>
<tr>
<td>Difficulty keeping my mind on classwork</td>
<td>35</td>
</tr>
<tr>
<td>Want courses not offered in my school</td>
<td>35</td>
</tr>
<tr>
<td>Would like more vocational courses</td>
<td>29</td>
</tr>
<tr>
<td>Teachers play favorites</td>
<td>22</td>
</tr>
<tr>
<td>Doubt the value of things I study</td>
<td>21</td>
</tr>
<tr>
<td><strong>After High School</strong></td>
<td></td>
</tr>
<tr>
<td>How much ability do I actually have?</td>
<td>59</td>
</tr>
<tr>
<td>For what work am I best suited?</td>
<td>56</td>
</tr>
<tr>
<td>What should I do after high school?</td>
<td>47</td>
</tr>
<tr>
<td>What courses will be most valuable to me later on?</td>
<td>46</td>
</tr>
<tr>
<td>What are my real interests?</td>
<td>42</td>
</tr>
<tr>
<td>Do I have the ability to do college work?</td>
<td>42</td>
</tr>
<tr>
<td>What jobs are open to high school graduates?</td>
<td>40</td>
</tr>
<tr>
<td><strong>About Myself</strong></td>
<td></td>
</tr>
<tr>
<td>Get stage fright before a group</td>
<td>53</td>
</tr>
<tr>
<td>Do things I later regret</td>
<td>41</td>
</tr>
<tr>
<td>Worry about little things</td>
<td>35</td>
</tr>
<tr>
<td>Feel I'm not as smart as others</td>
<td>33</td>
</tr>
<tr>
<td>Feel guilty about things I've done</td>
<td>26</td>
</tr>
<tr>
<td>Want to discuss my personal problems</td>
<td>24</td>
</tr>
<tr>
<td><strong>Getting Along with Others</strong></td>
<td></td>
</tr>
<tr>
<td>Want people to like me more</td>
<td>54</td>
</tr>
<tr>
<td>Want to make new friends</td>
<td>50</td>
</tr>
<tr>
<td>Wish I were more popular</td>
<td>42</td>
</tr>
<tr>
<td>Not enough places for recreation</td>
<td>42</td>
</tr>
<tr>
<td>Need to develop self-confidence</td>
<td>36</td>
</tr>
<tr>
<td>Can't find a part-time job</td>
<td>27</td>
</tr>
<tr>
<td>Need money for social affairs</td>
<td>25</td>
</tr>
</tbody>
</table>
### Table 4—Continued

<table>
<thead>
<tr>
<th>Problem</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>My Home, My Parents, and I</strong></td>
<td></td>
</tr>
<tr>
<td>Can't discuss personal things with my parents</td>
<td>20</td>
</tr>
<tr>
<td>Want to be accepted as a responsible person</td>
<td>20</td>
</tr>
<tr>
<td>Afraid to tell parents when I've done wrong</td>
<td>19</td>
</tr>
<tr>
<td>Parents too strict about my going out at nights</td>
<td>18</td>
</tr>
<tr>
<td>Wish I had my own room</td>
<td>18</td>
</tr>
<tr>
<td>Parents too strict about family car</td>
<td>16</td>
</tr>
<tr>
<td>Constant bickering at home</td>
<td>16</td>
</tr>
<tr>
<td>Can't get along with my brothers and sisters</td>
<td>16</td>
</tr>
<tr>
<td>Family always worried about money</td>
<td>15</td>
</tr>
<tr>
<td><strong>Boy Meets Girl</strong></td>
<td></td>
</tr>
<tr>
<td>Seldom have dates</td>
<td>44</td>
</tr>
<tr>
<td>Don't have a (girl) (boy) friend</td>
<td>35</td>
</tr>
<tr>
<td>How to keep (girls) (boys) interested in me</td>
<td>29</td>
</tr>
<tr>
<td>How far should high school students go?</td>
<td>25</td>
</tr>
<tr>
<td>Things to consider in selecting a mate</td>
<td>23</td>
</tr>
<tr>
<td>How long should people know each other before marriage?</td>
<td>23</td>
</tr>
<tr>
<td>Should I go steady?</td>
<td>22</td>
</tr>
<tr>
<td>Parents avoid discussing sex with me</td>
<td>20</td>
</tr>
<tr>
<td><strong>Health</strong></td>
<td></td>
</tr>
<tr>
<td>Want to gain or lose weight</td>
<td>52</td>
</tr>
<tr>
<td>Want to improve my posture or body build</td>
<td>37</td>
</tr>
<tr>
<td>Want to get rid of pimples</td>
<td>33</td>
</tr>
<tr>
<td>Concerned about improving my figure</td>
<td>25</td>
</tr>
<tr>
<td>Want to learn to select foods</td>
<td>24</td>
</tr>
<tr>
<td>Don't get enough sleep</td>
<td>15</td>
</tr>
<tr>
<td><strong>Things in General</strong></td>
<td></td>
</tr>
<tr>
<td>What makes people selfish or unkind?</td>
<td>39</td>
</tr>
<tr>
<td>Worried about the next war</td>
<td>31</td>
</tr>
<tr>
<td>Race prejudice</td>
<td>25</td>
</tr>
<tr>
<td>Use my leisure time wisely</td>
<td>25</td>
</tr>
<tr>
<td>Getting the most for my money</td>
<td>24</td>
</tr>
<tr>
<td>I wonder about the afterlife</td>
<td>22</td>
</tr>
<tr>
<td>What is life all about?</td>
<td>18</td>
</tr>
</tbody>
</table>

Remmers and Shimberg drew conclusions from the findings shown in Table 4 as follows:

1. In general, teachers have few faults or students are reluctant to criticize their teachers. The highest percentage on any teacher item is given in the item, "My teachers play favorites." Twenty-two per cent checked this item.
2. The findings of this study provide a potent argument for providing more vocational counseling, including both ability and interest testing. More than half (56%) of the students want to know, "for what work am I best suited?" Fifty-nine per cent ask, "How much ability do I actually have?"

3. Nearly one-fourth of the students feel a need for personal counseling. This conclusion is based on the fact that 24 per cent checked the item, "I want to discuss my personal problems with someone."

4. While the strong feeling against parents may be shared by only a minority of students, the fact that 20 per cent checked the item, "I can't discuss personal things with my parents," indicates a condition which mental hygienists tell us is not conducive to healthy emotional development.

5. There is a felt need among teen-agers for a better understanding of sex and for guidance in establishing standards of behavior in boy-girl relationships. Note that 25 per cent of the students ask, "How far should high school students go?" and 20 per cent say, "Parents avoid discussing sex with me."

6. The findings regarding health suggest that programs of health education would win the approval of many students who want to improve their health and physical appearance.

7. The adolescent is often characterized as a person who is striving to find the meaning of life, trying to work out a philosophy of life; the findings of this study suggest that if young people do give thought to these matters, relatively few consider them to be problems.

8. The whole concept of guidance needs to be broadened. There is a need for a shift in emphasis away from the clinical-remedial approach to a broad program which helps all students adjust more satisfactorily to life. This calls for a frontal attack on student problems through the curriculum.

No statistical comparisons can be made between the findings of the Purdue study and those of the present study because the procedures used in the two studies are very different. In the Purdue study, no attempt was made to assess the degree of importance that students attached to particular problems; in the present study, on the other hand,
students were asked to rank and, in the case of the check list, rate each problem according to its importance in their own lives.

The Cheney Study

Cheney distributed copies of a problem check list to 1,560 Montana high school seniors and asked them to check their three most troublesome problems. Cheney, Montana State Supervisor of Guidance, developed the problem check list used in the study after meeting and talking with senior class members in high schools throughout the state. Space was provided on the check list for students to write in problems which were not listed.

The problems—and the number and percentage of students who checked each problem—are shown in Table 5. The miscellaneous problems (approximately 1 per cent) which were written in by students are not shown in the table.

TABLE 5
NUMBER AND PERCENTAGE OF STUDENTS WHO CHECKED VARIOUS PROBLEMS

<table>
<thead>
<tr>
<th>Rank</th>
<th>Problem</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Getting my studying done</td>
<td>668</td>
<td>14</td>
</tr>
<tr>
<td>2</td>
<td>Gaining confidence</td>
<td>614</td>
<td>13</td>
</tr>
<tr>
<td>3</td>
<td>Understanding a certain subject</td>
<td>476</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>Earning money</td>
<td>456</td>
<td>10</td>
</tr>
<tr>
<td>5</td>
<td>Getting information about vocations I like</td>
<td>424</td>
<td>9</td>
</tr>
<tr>
<td>6</td>
<td>Taking subjects I want</td>
<td>381</td>
<td>8</td>
</tr>
<tr>
<td>7</td>
<td>Will I graduate?</td>
<td>278</td>
<td>6</td>
</tr>
<tr>
<td>8</td>
<td>Spending money</td>
<td>265</td>
<td>6</td>
</tr>
<tr>
<td>9</td>
<td>Participating in enough activities</td>
<td>198</td>
<td>4</td>
</tr>
</tbody>
</table>

TABLE 5 (Continued)

<table>
<thead>
<tr>
<th>Rank</th>
<th>Problem</th>
<th>Number</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Understanding other students</td>
<td>186</td>
<td>4</td>
</tr>
<tr>
<td>11</td>
<td>Going Steady or dating</td>
<td>149</td>
<td>3</td>
</tr>
<tr>
<td>12</td>
<td>Sufficient recreation</td>
<td>135</td>
<td>3</td>
</tr>
<tr>
<td>13</td>
<td>Freedom to do what I want</td>
<td>110</td>
<td>2</td>
</tr>
<tr>
<td>14</td>
<td>Getting along with my teachers</td>
<td>91</td>
<td>2</td>
</tr>
<tr>
<td>15</td>
<td>Making the team</td>
<td>82</td>
<td>2</td>
</tr>
<tr>
<td>16</td>
<td>How shall I dress?</td>
<td>76</td>
<td>2</td>
</tr>
<tr>
<td>17</td>
<td>Freedom to do what I want at school</td>
<td>67</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>4,656</td>
<td>99</td>
</tr>
</tbody>
</table>

On the basis of the findings shown in Table 5 and his conversations with high school students, Cheney concluded:

There is proof that high school boys and girls do have important problems and in most cases these problems have never been discussed completely, if at all. Such problems as Getting My Studying Done, Gaining Confidence, Earning and Spending Money, and Getting Information about Vocations I Like, indicate the fact that guidance is more than vocational adjustment.

There are many arguments in this survey for a comprehensive guidance program and for its complement, a life adjustment program.

The Cheney study and the Purdue study were conducted during the same period. The procedures used in the two studies were similar in that problem check lists were used in both studies as the data-gathering instruments. However, the procedures of the two studies differed in one important respect: Students in the Purdue study were instructed to check all problems about which they were concerned; students in Cheney's study were instructed to check only the three problems about which they were most concerned. Thus, the findings of Cheney's study, unlike those of the Purdue study, might be expected to reflect only serious problems of students, not problems which are widespread but are
of relatively little importance. In this respect, the procedures of Cheney's study more nearly approach the procedures used in the present study—a study designed to reveal the relative importance of various problems to secondary school students.

Other Studies

The studies reviewed in this section were of relatively little value to the present study. However, they are reviewed here briefly because they may be helpful to others who are conducting—or are planning to conduct—studies to determine the personal-social problems of students at various grade levels.

The Outland study

Outland used a check list to identify the problems of 650 fifth- and sixth-grade students of schools in three cities in Ohio. The check list that Outland developed contained 100 items grouped under eight problem categories. Based on the number of items checked by students, the problems were found to rank in the following order:

<table>
<thead>
<tr>
<th>Rank</th>
<th>Problem (by category)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>School</td>
</tr>
<tr>
<td>2</td>
<td>Psychological problems relating to self</td>
</tr>
<tr>
<td>3</td>
<td>Social and recreational activities</td>
</tr>
<tr>
<td>4</td>
<td>Health and physical development</td>
</tr>
<tr>
<td>5</td>
<td>Psychological relations to others</td>
</tr>
<tr>
<td>6</td>
<td>Morals and religion</td>
</tr>
<tr>
<td>7</td>
<td>Finances</td>
</tr>
<tr>
<td>8</td>
<td>Home and family</td>
</tr>
</tbody>
</table>

---

When students were subgrouped on the basis of sex, boys were found to have more worries than girls, especially in the areas of school, finances, and morals and religion.

The Marchese study

In 1951, Marchese developed a problem check list which he administered to 100 sixth-grade children in Akron, Ohio. On the basis of the students' responses, Marchese concluded that the major concerns of the children studied were (1) economic independence; (2) success in school; and (3) achieving status based on personal-social behavior.

There was no significant difference between the number of problems checked by male students and the number of problems checked by female students.

After presenting the findings, Marchese listed books that he believed would be of therapeutic value to the students who participated in the study.

The Falcone study

In 1952, Falcone conducted a study to discover the problems of children in the later elementary grades. In this study, 1,003 children of the fourth, fifth, and sixth grades in ten schools in Ohio were asked to write paragraphs describing problems that were bothering them. The paragraphs were analyzed and the problems which were identified in the

7 Joseph J. Marchese, "Some Potentials of Bibliotheraphy for the Adjustment of Middle-Grade Children" (Master's thesis, The Ohio State University, 1952).

analysis were tabulated and grouped into eight problem categories. The categories and the number of problems found in each are as follows:
(1) Peer Group Relations, 2128; (2) Home and Family, 1388; (3) School, 1317; (4) Self-Centered Concerns, 728; (5) Money, Financial Security, 578; (6) Health and Physical Development, 548; (7) Relations to People in General, 533; and (8) Future Concerns, 107.

The Bishop study

Bishop conducted a study to determine the problems of thirty-two sixth-grade students in Ohio by two means: (1) a check list, and (2) free paragraphs written by the children.9 The check list used in the study was developed by Bishop on the basis of the findings in Falcone's study. The following kinds of problems were identified through the use of the check list: (1) Self-Centered Concerns, 677; (2) School, 655; (3) Home and Family, 563; (4) Peer-Group Relations, 510; (5) Health and Physical Development, 393; (6) Relations to People in General, 370; (7) Future Concerns, 273; and (8) Money, Financial Security, 259.

When the paragraphs were analyzed, problems were found to occur in the following order of frequency: (1) Home and Family, 185; (2) School, 87; (3) Physical Development, 64; (4) Money, Financial Security, 58; (5) Peer-Group Relations, 51; (6) Future Concerns, 47; (7) Relations to People in General, 32; and (8) Self-Centered Concerns, 27.

The Snide study

The check list developed by Bishop was used by Snide to study the problems of sixth-grade students in four schools in Columbus, Ohio. Students were subgrouped on the basis of the socioeconomic environments in which they lived. There were two subgroups: (1) the "upper-middle socioeconomic group," and (2) the "lower-lower socioeconomic group." Snide relied on his judgment in classifying neighborhoods in which children lived as "upper-middle" and "lower-lower" socioeconomic neighborhoods.

Snide reported that students, as a total group, showed the greatest concern in the areas of (1) School, (2) Home and Family, and (3) Self—in that order of importance.

Comparing the two subgroups of students, Snide said:

... there were more problems reported by the lower group than by the upper group. The problems causing greater concern to children of the lower group centered around improving themselves and their environments. There was concern shown about such problems as having more money, nicer homes, better clothing and similar items.

The upper group was more concerned about personal appearances, manners, and other problems related to the niceties of life.

The Connor study

The purposes of Connor's study were to (1) determine the nature and number of the personal-social problems of junior-high students, and (2) to determine the extent to which these problems varied from December

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to June in any one year. The sample consisted of 360 junior high school students (grades 7, 8, and 9). The Billet-Starr Youth Problem Inventory—based on a three-point scale—was used in December, 1961, and June, 1962, to assess the number and the degree of intensity of the students' personal-social problems. Selected findings and conclusions of the study are shown below:

1. All grades showed a decline in the total number of problems in Post-Test.

5. There was a significant difference at the 1 per cent level for all areas between the Pre-Test and the Post-Test for the total group.

15. This study seems to give evidence that pupils do have personal-social problems.

16. Pupils are willing to reveal to a certain degree what these problems are.

17. Some of these problems appear to fall within the responsibility of the school, namely:

   Area 1—Physical Health and Fitness
   Area 2—Getting Along with Others
   Area 3—Boy-Girl Relationships
   Area 4—Interests and Activities
   Area 7—School Life
   Area 9—Mental-Emotional Health

Studies in which Mooney Problem Check Lists were used to gather data

During the early 1940's Mooney developed problem check lists for the purpose of providing students with a means of expressing their

problems. In preparing the check lists, Mooney drew on (1) his experiences as a counselor, (2) an extensive review of the literature on student problems, (3) an analysis of paragraphs written by 4,000 high school students, (4) an intensive analysis of the expressed problems of 250 students in grades 7 through 12, and (5) a review of "personal-educational" needs itemized by 950 students in grades 6, 9, and 12.

The high school form of the Mooney Problem Check Lists contains 330 items, with 30 items grouped into each of the following eleven problem areas: (1) Health and Physical Development, (2) Finances, Living Conditions, and Employment, (3) Social and Recreational Activities, (4) Social-Psychological Relations, (5) Personal Psychological Relations, (6) Courtship, Sex, and Marriage, (7) Home and Family, (8) Morals and Religion, (9) Adjustment to School and Work, (10) The Future: Vocational and Educational, and (11) Curriculum and Teaching Procedure. These areas are very similar to major problem areas included in the check list used in the present study.

Mooney's check lists have been used in numerous studies. Freeman used the high school form in 1966 to determine the relationship between adolescent problem areas as viewed by adolescents and by their parents. He administered the check list to 232 students in grades

12 Ross L. Mooney, Mooney Problem Check Lists Manual (New York: The Psychological Corporation, 1950), p. 11. The Mooney Problem Check Lists were originally published by the Bureau of Education Research, The Ohio State University. A high school form was first published in 1941, junior high school and college forms in 1942. Revisions of all three forms were published by The Psychological Corporation in 1950.

seven through twelve in the Lamoni School District, Lamoni, Iowa, and asked the parents of the students to rank the eleven problem areas of the check list in the order that they thought their children would rank them. He then compared the rankings of problem areas given by students with those given by parents.

Cochran used the junior high school form of the check list in 1962 to compare the personal problems of eighth grade academically superior and average pupils at Johnson Park Junior High School, Columbus, Ohio.14

Chun used the high school form of the check list in 1947 to identify the personal problems of 2,498 McKinley High School pupils in Honolulu, Hawaii.15 Chun compared the responses on the basis of sex, grade level, and ethnic group of the students.

In 1947-48 the high school form was used to study the problems of 7,000 twelfth-grade students enrolled in public schools in Illinois.16 The study was designed as a part of an evaluation of the Illinois secondary school curriculum.

Cowan used the high school form in 1943 to identify the problems of 603 students in the Stephens-Lee High School, Asheville, North


Carolina. ¹⁷ His purpose was to identify pupil problems as a basis for improving the curriculum of Stephens-Lee High School.

The bibliography of The Mooney Problem Check List Manual includes other studies in which the check lists have been used.¹⁸ The Mooney Problem Check List and other published check lists were rejected for use in the present study because the purpose of the check list in the present study was merely to determine the broad categories of the personal problems of students. While the numerous items on published check lists are helpful in individual counseling of students, it was believed that a short check list including only a small number of items reflecting broad categories of problems would be sufficiently effective for the present study.

**Related Literature**

There is an enormous amount of literature dealing with the life styles of adolescents. This literature is much too extensive to review here; however, the bibliography contains the major references that were reviewed to provide background information for this study. Selected references dealing with the life styles and problems of disadvantaged youths are also included in the bibliography.

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¹⁸Mooney, op. cit., p. 13.
The problems of adolescents are frequently referred to in much of the literature found in the bibliography; however, the problems referred to are generally the problems of adolescents as perceived by the author or some other adult "authority." The present investigation was devoted to revealing the self-perceived problems of the adolescents studied.
CHAPTER III

PROCEDURES USED IN CONDUCTING THE STUDY

The purpose of this chapter is to describe the procedures used in this study. A description of the survey instruments, the pilot study, the sample, the survey procedures, and the methods of analyzing the data is presented here.

The Survey Instruments

Two instruments were developed and used to gather data for this study. These instruments, an open-end questionnaire and a problem check list, are described below and are shown in the appendix. The age, sex and grade level of the respondent are the only personal data called for on these instruments. In the instructions on both instruments it is stated that students are not to sign their names to the instruments.

The open-end questionnaire

The first instrument, consisting of a single sheet, is an open-end questionnaire in which student respondents are asked to list the problems or difficulties that have been bothering them. The instructions state that the problems or difficulties listed may be of any kind, not just problems occurring at school.

At item at the bottom of the questionnaire instructs students to return to the problems that they have listed and rank them according to
importance, placing the numeral "1" by their most important problem, the
numeral "2" by their second most important problem, and so forth.

The instructions and format of this instrument were revised two
times. The first revision was made after members of the writer's disser-
tation committee had reviewed the instrument and offered suggestions for
its improvement. A second revision was made on the basis of a pilot test
of the instrument in two high schools.

The problem check list

The second instrument is referred to in this report as the problem
check list. This instrument consists of two parts. The first part contains
a list of twelve problem categories, each of which the respondent is
asked to rate on the basis of a five-point scale:

Circle "1" if you have no problem of this type. Circle "2"
if you have a minor problem of this type. Circle "3" if you
have a problem of this type which is more than a minor prob-
lem, but it is not too serious. Circle "4" if you have a
problem of this type that is fairly serious. Circle "5" if you
have a very serious problem of this type.

The twelve problem categories are repeated in the second part of
the instrument. This time, however, the respondent is instructed to rank
the categories according to the order in which they are important to him as
areas of personal concern. Since the highest and lowest ranks are the
most differentiated psychologically and statistically in any ranking pro-
cedure, the respondent is asked to rank first the three problem categories
that include his greatest problems, then the three categories that include
his least important problems, and, finally, to rank the remaining six
categories in groups of threes.
Because the deviation toward a high or low ranking for any item on a list may be a linear function of its position on the list, two forms of the problem check list were developed. The problem categories on the two forms are arranged in exact reverse order. When the check lists were packaged for the survey, the two forms were alternated in each package so that approximately the same number of students would complete each form.

The list of problem areas in this instrument is a modification of the list developed by Symonds in 1935 and shown on page 11 of this report. The modifications to Symonds' list were based on: (1) the review of current literature concerning the problems of adolescents, (2) the findings of previous studies in which Symonds' check list was used, and (3) a tryout of the instrument in two Ohio schools. The problem categories included in the check list used in this study are as follows:

1. **Home and family**—getting along with others in the family, living conditions at home.

2. **Civic or community responsibilities and attitudes**—obeying laws, respecting rights of others, doing my part.

3. **Enjoying my free time**—social activities, hobbies, sports, dates, etc.

4. **Personal appearance**—clothes, cleanliness, face and skin, body build, voice.

5. **Personal worth**—feelings of inferiority, unsure of self, personal qualities.

6. **At school**—poor study habits, grades, understanding the teacher, etc.

7. **Money**—earning, spending, managing, never enough.
8. **Health and safety**—poor health, sickness and disease, accidents and injuries, use of drugs, drinking and smoking.

9. **Morals and religion**—knowing right from wrong, doing what is right, deciding what is important in life, setting my own standards.

10. **Sex and dating**—going steady, love, sex before marriage, marriage.

11. **Planning for the future**—finding out about jobs, preparing for a job, getting a job, education after high school, military service.

12. **Getting along with others**—making friends, being accepted by others, avoiding personal conflicts, manners.

Ranking was the only technique used to gather data in the Symonds, Harris, and Ward studies. In studies such as these, ranking does have an advantage: It provides a relative comparison of items, one with another, forcing a decision as to better or worse in every case. Thus, greater discrimination between problem areas may occur when items are ranked than when each item is rated separately. The ranking technique has two major disadvantages, however. First, it forces all respondents to establish a hierarchy of problem categories, whereas students may in fact consider some of the categories to be fairly equal in importance. Second, ranking does not indicate the degree of difference between categories, nor the intensity of the respondent's concern for the various categories.

Because the disadvantages of ranking seem to outweigh the advantages, primary attention was given to the ratings (part one of the instrument) when the data were analyzed. The ranking technique used by Symonds, Harris, and Ward was retained in the present study, however,
in order to provide: (1) an additional means of checking the reliability of data gathered through the use of the open-end questionnaire and (2) a more reliable basis for comparing the findings of the present study with the findings of the Symonds, Harris, and Ward studies.

The Pilot Study

The instruments were pilot tested in two public high schools during the second semester of the 1968-69 school year. One school was a Columbus inner-city school and the other was a suburban school in the Columbus area. Four groups of students—two groups from each school—participated in the pilot study. In each school, one group of students responded to the open-end questionnaire and the other group to the problem check list.

Two teachers from the inner-city school and one teacher from the suburban school administered the instruments. In the inner-city school, one teacher administered the open-end questionnaire and the other administered the problem check list. The teacher from the suburban school administered both instruments—but each instrument to a different group of students. All three teachers were given an advance briefing on the purposes of the study and the procedures to be used in the pilot test.

In administering the instruments, the teachers (1) read to the students a prepared statement explaining the study and the need for testing the data-gathering instruments, (2) distributed the instruments to students who volunteered to participate in the test, and (3) noted the length of time it took for the students to read the instructions and complete the instruments.
After all students had completed the instruments, the teachers asked them to underline anything in the instructions that they found unclear or poorly worded and to draw a line through any words in the instructions that they thought were unnecessary. In the case of the problem check list, students were also asked to cross out any terms in the problem list that they thought were old-fashioned, unclear, or inappropriate and to substitute words that they would have used if they had prepared the problem list. They were also asked to list any personal problems they could think of that could not be classified under one of the twelve problem categories included in the check list.

Finally, when students had finished writing, the teachers discussed the instruments with them, inviting them to criticize orally the instruments and to suggest ways that the instruments could be improved. The teachers then wrote brief reports describing (1) the oral criticisms and suggestions made by the students and (2) the teachers' own criticisms and recommendations regarding the instruments. The teachers also noted in their reports the length of time it took for the students to read the instructions and complete the instruments.

Thirty-four open-end questionnaires and thirty-nine check lists were completed by students during the pilot test. The data from these instruments and the reports from the teachers were evaluated and served as the basis for revising the instruments. Additional suggestions which were made by a member of the dissertation committee were also incorporated into the instruments when the revisions were made.

The revised instruments were administered to two groups of high school students, using the same procedures as described above. Fifteen
students completed the open-end questionnaire and twenty-two completed the problem check list. An analysis of the returns indicated that the students were able to understand and follow the written instructions. The analysis of student suggestions concerning the problem check list indicated that only one minor change was needed in one problem category. This change was made and the instruments were duplicated by an offset process for use in the study.

The Sample

The data were gathered in four public high schools in Columbus, Ohio. Because the purpose of the study was to compare the problems of disadvantaged students with those of advantaged students, the survey was conducted in two priority schools and two non-priority schools.

Returns were received from 2,585 students. Of these returns, 1,448 were open-end questionnaires and 1,137 were problem check lists. The distribution of returns by sex, grade level, and age is presented in Tables 6 and 7.

The Survey Procedures

Permission to enter the four schools to gather data for the study was secured from an assistant superintendent of the Columbus Public Schools and from the principals of the four high schools. The data were gathered in October and November, 1969. Students were not required to participate in the study, and students who did participate were asked not to sign their names to the questionnaires. No attempt was made to obtain responses from students who did not attend school on the day the survey was conducted.
### TABLE 6
THE OPEN-ENDED QUESTIONNAIRES: DISTRIBUTION OF RETURNS BY SEX, GRADE LEVEL, AND AGE

<table>
<thead>
<tr>
<th>Type of School</th>
<th>Total</th>
<th>Male</th>
<th>Female</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>15</th>
<th>16</th>
<th>17</th>
<th>18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority</td>
<td>611</td>
<td>296</td>
<td>315</td>
<td>288</td>
<td>185</td>
<td>138</td>
<td>191</td>
<td>186</td>
<td>161</td>
<td>73</td>
</tr>
<tr>
<td>Non-priority</td>
<td>837</td>
<td>385</td>
<td>452</td>
<td>290</td>
<td>276</td>
<td>271</td>
<td>251</td>
<td>302</td>
<td>244</td>
<td>40</td>
</tr>
<tr>
<td>Total</td>
<td>1,448</td>
<td>681</td>
<td>767</td>
<td>578</td>
<td>461</td>
<td>409</td>
<td>442</td>
<td>488</td>
<td>405</td>
<td>113</td>
</tr>
</tbody>
</table>

a Returns from 14-year-olds are combined with returns from 15-year-olds; returns from 19-year-olds are combined with returns from 18-year-olds.

### TABLE 7
THE PROBLEM CHECK LIST: DISTRIBUTION OF RETURNS BY SEX, GRADE LEVEL, AND AGE

<table>
<thead>
<tr>
<th>Type of School</th>
<th>Total</th>
<th>Male</th>
<th>Female</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>15</th>
<th>16</th>
<th>17</th>
<th>18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority</td>
<td>455</td>
<td>257</td>
<td>198</td>
<td>155</td>
<td>178</td>
<td>122</td>
<td>88</td>
<td>176</td>
<td>138</td>
<td>53</td>
</tr>
<tr>
<td>Non-priority</td>
<td>682</td>
<td>322</td>
<td>360</td>
<td>279</td>
<td>223</td>
<td>180</td>
<td>263</td>
<td>223</td>
<td>184</td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
<td>1,137</td>
<td>579</td>
<td>558</td>
<td>434</td>
<td>401</td>
<td>302</td>
<td>351</td>
<td>399</td>
<td>322</td>
<td>65</td>
</tr>
</tbody>
</table>

a Returns from 14-year-olds are combined with returns from 15-year-olds; returns from 19-year-olds are combined with returns from 18-year-olds.
In three of the four schools, the data-gathering instruments were administered to students by the home room teachers during the home room periods. The following preparations were made for gathering the data in each of these schools:

1. A list of home rooms and home room teachers was secured from the school and a plan for distributing the instruments was developed. Under this plan, at each grade level the first and every third home room teacher thereafter was designated to administer the problem check list; the other home room teachers were designated to administer the open-end questionnaires. The number of check lists returned under this distribution plan is large enough to be representative of the school's student population and to allow for reliable statistical analyses. The number of open-end questionnaires returned under the distribution plan is sufficiently large to disclose the commonable self-perceived problems of students.

2. Letters were sent to all home room teachers prior to the date of the survey to explain the purposes of the study and the procedures to be used in administering, collecting, and returning the instruments. Attached to each letter was a copy of the instrument that the teacher was asked to administer.

3. The survey was announced in the school bulletin on the day of and the day prior to the survey.

4. Packets containing the instruments, a cover letter (instructions to teachers), and instructions to be read to students were distributed to the home room teachers on the afternoon prior to the day of the survey. Copies of the cover letter and instruction sheets are included in the appendix.
5. The home room period was extended ten minutes on the day of the survey so that students would have enough time to complete the instruments. It was determined in the pilot study that most students can complete the instruments within ten minutes.

In the fourth school the instruments were administered to students in all the English classes by the English teachers. Teachers were given the same instructions for administering the instruments as were the home room teachers in the other three schools. The vocational guidance counselor met with the English teachers prior to the survey to explain the survey procedures and to distribute the packets containing the instruments and the instructions.

Analysis of Data

The open-end questionnaires

The data from the 1,448 open-end questionnaires were treated as follows:

1. Each of the problems listed by students on the questionnaires was typed on an index card. Each distinct problem, including the rank the student assigned to the problem, was typed on a separate card. However, if a student listed two or more problems which were very similar, they were typed on the same card. (For example, if a student listed (1) grades in English and (2) grades in history as problems, the two listings were typed on the same index card.) Holes were punched in each card in pre-determined positions according to the student's age, sex, and grade level so that the cards could be quickly sorted by using a needle-sort
technique. Four colors of index cards were used—a different color for each school.

2. After all data had been transferred to cards, the cards were read and sorted into major problem categories. The problem categories were not predetermined; they were established as the cards were read. After all cards had been sorted into major problem categories, the cards in each category were sorted into sub-categories. When feasible, the cards in the sub-categories were further divided into a second level of sub-categories. In this way, a three-level hierarchy of student problems was established. The categories are discussed in Chapter IV and an outline of the problem categories, illustrated with student responses, is included in Appendix C.

3. The cards were arranged in order by category according to the number of cards in each category. Every twentieth card was pulled and a code number was written on the back of the card to indicate the category into which the card had been placed. These cards and a list of the major problem categories were given to a graduate student at The Ohio State University and he was asked to assign each card to the category that he thought most appropriate. He assigned eight of the 201 cards to categories other than those to which they had been originally assigned. Since this represents a difference of only about 4 per cent from the original assignment, the original assignment of cards to the categories was considered satisfactory.

4. Tables were prepared to show the number and percentage of problems reported in each major category and in selected sub-categories by disadvantaged students, advantaged students, and by various subgroups
of students. These tables are shown in Chapter IV. Selected quotations from students are also presented in Chapter IV to illustrate the various problem categories.

The check lists

The data from 1,137 problem check lists were punched on IBM cards. Because two forms of the check list were used in the study, the data (pertaining to rates and ranks only) from one of the forms were punched in reverse order on the IBM cards; thus, all data pertaining to each problem category appears in the same card column. The data were analyzed as follows:

1. In analyzing the data from the first part of the instrument, a t test was made between the mean of the ratings assigned to each problem category by disadvantaged students and the mean of the ratings assigned by advantaged students. A t test was also made when the means of the ratings assigned by the various subgroups were compared. A computer at The Ohio State University Computer Center was used to find the mean ratings and the standard deviations and to compute the t ratios. The means, standard deviations, and t ratios for groups compared are presented in tables contained in Chapter V.

2. Tables were prepared to show the frequency distribution of the rankings assigned by disadvantaged and advantaged students to each of the twelve problem categories. These tables are also presented in Chapter V.
CHAPTER IV

STUDENT SELF-PERCEIVED PROBLEMS IDENTIFIED THROUGH THE USE OF AN OPEN-END QUESTIONNAIRE

The first purpose of this study was to determine, classify, and compare the self-perceived personal problems of disadvantaged and advantaged secondary school students. An open-end questionnaire was used to gather the data needed in order to accomplish this purpose. The questionnaire was administered to tenth-, eleventh-, and twelfth-grade boys and girls in two priority and two non-priority schools. The instructions on the questionnaire directed students to (1) list their personal problems or concerns and (2) rank the problems and concerns listed according to importance.

Returns were received from 1,448 students. Of these students, 611 were disadvantaged and 837 were advantaged. The students listed 4,029 problems. Disadvantaged students listed 1,625, an average of 2.7 problems per student. Advantaged students listed 2,404, an average of 2.8 problems per student.

The problems were analyzed and sorted into major problem categories. These categories were not predetermined but were established as the problems were analyzed. The major categories that were ultimately established are as follows:

1. School
2. Home and family
3. Money
4. Sex and dating
5. Personality and personal worth
6. Understanding and accepting society
7. Getting along with others
8. Planning for the future
9. Leisure
10. Morals and religion
11. Personal appearance
12. Transportation
13. Health and fitness
14. Other

The problem categories listed above are described and are illustrated with student quotations later in this chapter. Ten of the above categories are the same as or are very similar to the problem categories appearing on the problem check list that was used in accomplishing the second purpose of this study. Two other categories, the two entitled "understanding and accepting society" and "health and fitness," differ somewhat from check list categories having similar titles; the ways in which they differ from the similarly titled check list categories are explained later in this chapter. The categories entitled "transportation" and "other" are in no way similar to any of the categories contained in the check list.

Each of the major problem categories contains two or more subcategories, and the sub-categories also frequently contain two or more sub-classifications. When student statements are presented later in this chapter, the sub-categories into which the statements have been classified are named. The sub-categories, at both the first and second level, are shown also in the outline contained in Appendix C.

The presentation of student quotations to illustrate student problems (that is, the presentation of non-statistical data) comprises the bulk of this chapter. The statistical data presented in the chapter are limited to the following:
1. The number and percentage of student-listed problems in each major problem category.

2. The number and percentage of problems in each major category that were cited by students as being their number one problems.

3. The number and percentage of student-listed problems in each of the first level sub-categories within the major problem categories of (1) school and (2) home and family. (Statistical analyses of other problem sub-categories were not attempted because many of the problems reported by students in other categories are stated in such a way that they overlap into two or more sub-categories.)

4. The number and percentage of problems reported by male and female students in each major problem category.

5. The number and percentage of problems reported by tenth-, eleventh-, and twelfth-grade students in each major problem category.

6. The number and percentage of problems reported by fifteen-, sixteen-, seventeen-, and eighteen-year-old students in each major problem category.

In the presentation of all statistical data, data relative to disadvantaged and advantaged students are shown separately. The next five sections of this chapter are devoted to presenting and discussing statistical data. The presentation of non-statistical data begins on page 61.

Problems Reported by Disadvantaged and Advantaged Students

The number and percentage of problems reported by disadvantaged and advantaged students in each problem category are reported in Table 8.
The percentages presented in this table are rounded to the nearest whole per cent.

### TABLE 8

PROBLEMS REPORTED BY DISADVANTAGED AND ADVANTAGED STUDENTS

<table>
<thead>
<tr>
<th>Problem</th>
<th>Disadvantaged(^a)</th>
<th>Advantage(^b)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
</tr>
<tr>
<td>School</td>
<td>584</td>
<td>36</td>
</tr>
<tr>
<td>Home and family</td>
<td>196</td>
<td>12</td>
</tr>
<tr>
<td>Money</td>
<td>175</td>
<td>11</td>
</tr>
<tr>
<td>Sex and dating</td>
<td>137</td>
<td>8</td>
</tr>
<tr>
<td>Personality and personal worth</td>
<td>85</td>
<td>5</td>
</tr>
<tr>
<td>Understanding and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>accepting society</td>
<td>74</td>
<td>5</td>
</tr>
<tr>
<td>Getting along with others</td>
<td>71</td>
<td>4</td>
</tr>
<tr>
<td>Planning for the future</td>
<td>53</td>
<td>3</td>
</tr>
<tr>
<td>Leisure</td>
<td>50</td>
<td>3</td>
</tr>
<tr>
<td>Morals and religion</td>
<td>46</td>
<td>3</td>
</tr>
<tr>
<td>Personal appearance</td>
<td>37</td>
<td>2</td>
</tr>
<tr>
<td>Transportation</td>
<td>32</td>
<td>2</td>
</tr>
<tr>
<td>Health and fitness</td>
<td>28</td>
<td>2</td>
</tr>
<tr>
<td>Other</td>
<td>57</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1625</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

\(^a\) Under this heading are shown the number and percentage of problems reported in each problem category by 611 disadvantaged students.

\(^b\) Number and percentage of problems reported by 837 advantaged students.

Some observations concerning the data contained in this table are presented below.
Students, disadvantaged and advantaged, reported more school problems than any other type of problem. However, a proportionately greater number of school problems was listed by advantaged students than by disadvantaged students. In terms of percentages, school problems account for 45 per cent of all problems reported by advantaged students, for 36 per cent of all problems reported by disadvantaged students.

Although advantaged students reported a proportionately greater number of school problems than did disadvantaged students, the types of school problems reported by students in the two groups are very similar. The nature of the school problems reported are described in a later section of this chapter.

School problems were also found to be the primary concern for students who participated in the Cheney study of 1949, the Harris study of 1957, and the Ward study of 1965. No statistical comparisons can be made between the findings of those studies and the findings reported here, however, since Cheney, Harris, and Ward used problem check lists rather than open-end questionnaires to collect data.

Home and family

Home and family problems are the problems that were second most frequently listed by both disadvantaged and advantaged students. These problems account for 17 per cent of all problems reported by advantaged students, 12 per cent of all problems reported by disadvantaged students. Thus, as in the case of school problems, home problems appear to be of relatively greater concern to advantaged students than to disadvantaged students.
In previous studies, home and family did not rank high as a student problem. For example, home and family ranked in eighth place as a problem in both the 1935 study by Symonds and the 1965 study by Ward. In the Harris study of 1957, home and family ranked in seventh place as a problem.

The data gathered in the present study indicate that conflict with parents is the main source of the home problems reported by students. Other home problems are caused by conflict with brothers or sisters and—for a few disadvantaged students—by the living conditions in the home. The number and percentage of problems attributed to each of these three factors are shown in a later section of this chapter—a section devoted to describing the home and family problems reported by students.

Money

The fact that 123 money problems were listed by the advantaged students illustrates that student worry over money is not restricted to socioeconomically disadvantaged youths. However, money problems do appear to be of relatively greater concern to disadvantaged students than to advantaged students. Such problems account for 11 per cent of all problems reported by disadvantaged students—but for only 5 per cent of the problems reported by advantaged students.

Money was found to rank high as a student problem in previous studies. For example, in 1935 Symonds found that students ranked money as their most important problem. In studies by Harris and Ward, conducted in 1957 and 1965 respectively, students ranked money as their second greatest problem.
Sex and dating

Sex and dating problems account for 8 per cent of the problems listed by disadvantaged students and for 7 per cent of the problems listed by advantaged students. In terms of number of problems listed, concern over sex and dating ranks as the third greatest problem of advantaged students and as fourth greatest problem of disadvantaged students. This represents a great change from findings of studies conducted in earlier decades. In 1935, for example, students ranked sex and dating at the bottom of their list of problems. The students participating in the Harris study of 1957 ranked sex and dating in twelfth place as a problem.

Some additional observations

Disadvantaged students reported a greater percentage of problems in the category of personality and personal worth than did advantaged students. Five per cent of all problems listed by disadvantaged students and 2 per cent of all problems listed by advantaged students are in this category.

Advantaged students reported a greater percentage of their total problems in the area of planning for the future than did disadvantaged students (5 and 3 per cent respectively).

The percentage of problems reported by disadvantaged students in each of the other categories does not differ more than 1 per cent from that reported by advantaged students.
The Number One Problems of Disadvantaged and Advantaged Students

After students listed their problems, they were instructed to rank them according to importance. Because the number of problems listed by students varied greatly, only the problems that were given the number one ranks were considered when the data were analyzed. The number of problems in each category that were given the number one rank are shown in Table 9.

TABLE 9

PROBLEMS RANKED NUMBER ONE BY STUDENTS

<table>
<thead>
<tr>
<th>Problem</th>
<th>Disadvantaged</th>
<th>Advantaged</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
</tr>
<tr>
<td>School</td>
<td>234</td>
<td>38</td>
</tr>
<tr>
<td>Home and family</td>
<td>109</td>
<td>18</td>
</tr>
<tr>
<td>Money</td>
<td>62</td>
<td>10</td>
</tr>
<tr>
<td>Sex and dating</td>
<td>42</td>
<td>7</td>
</tr>
<tr>
<td>Personality and personal worth</td>
<td>29</td>
<td>5</td>
</tr>
<tr>
<td>Understanding and accepting society</td>
<td>26</td>
<td>4</td>
</tr>
<tr>
<td>Planning for the future</td>
<td>21</td>
<td>3</td>
</tr>
<tr>
<td>Morals and religion</td>
<td>20</td>
<td>3</td>
</tr>
<tr>
<td>Transportation</td>
<td>14</td>
<td>2</td>
</tr>
<tr>
<td>Getting along with others</td>
<td>12</td>
<td>2</td>
</tr>
<tr>
<td>Leisure</td>
<td>11</td>
<td>2</td>
</tr>
<tr>
<td>Personal appearance</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>Health and fitness</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Other</td>
<td>17</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>611</td>
<td>100</td>
</tr>
</tbody>
</table>

* Rounded to the nearest whole per cent.
When the data in Table 9 are compared with the data in Table 8, it is seen that the problem listed most frequently by students (school) is the same problem that was cited by the greatest number of students as being their number one problem. Similarly, home and family, the second most frequently listed student problem, is cited by the second greatest number of students as being their number one problem.

The pattern described above holds true for each of the six most frequently listed problems. That is, the frequency with which a problem is listed is indicative of the number of students citing that problem as being their most important problem. Although this pattern does not hold true for all the remaining problems, in most cases the rank positions of problems shown in Table 9 do not differ greatly from those shown in Table 8. Thus, in general, the observations made concerning the data contained in Table 8 are also applicable to the data shown in Table 9.

Problems Reported by Male and Female Students

In Table 10 are presented the number and percentage of problems listed by male and female students in each major problem category.

Among the disadvantaged students, school problems account for 36 per cent of the problems listed by both boys and girls. Among advantaged students, however, boys listed a greater percentage of school problems than did girls (48 and 43 per cent respectively).

In both the disadvantaged and advantaged groups, girls reported a greater percentage of home and family problems than did boys (17 and 7 per cent respectively in the disadvantaged group; 19 and 13 per cent in the advantaged group).
### TABLE 10

**PROBLEMS REPORTED BY MALE AND FEMALE STUDENTS**

<table>
<thead>
<tr>
<th>Problem</th>
<th>Number of Problems Reported</th>
<th>Per Cent of Total&lt;sup&gt;a&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Disadvantaged</td>
<td>Advantaged</td>
</tr>
<tr>
<td></td>
<td>Male Female</td>
<td>Male Female</td>
</tr>
<tr>
<td>School</td>
<td>N=296 N=315</td>
<td>N=385 N=452</td>
</tr>
<tr>
<td>Home and family</td>
<td>282 302</td>
<td>483 596</td>
</tr>
<tr>
<td>Money</td>
<td>58 138</td>
<td>135 265</td>
</tr>
<tr>
<td>Sex and dating</td>
<td>103 72</td>
<td>58 65</td>
</tr>
<tr>
<td>Personality and personal worth</td>
<td>46 91</td>
<td>61 115</td>
</tr>
<tr>
<td>Understanding and accepting society</td>
<td>50 35</td>
<td>10 43</td>
</tr>
<tr>
<td>Getting along with others</td>
<td>36 38</td>
<td>62 65</td>
</tr>
<tr>
<td>Planning for the future</td>
<td>50 21</td>
<td>39 85</td>
</tr>
<tr>
<td>Leisure</td>
<td>25 28</td>
<td>63 61</td>
</tr>
<tr>
<td>Morals and religion</td>
<td>25 21</td>
<td>30 25</td>
</tr>
<tr>
<td>Personal appearance</td>
<td>25 21</td>
<td>18 22</td>
</tr>
<tr>
<td>Transportation</td>
<td>17 20</td>
<td>11 24</td>
</tr>
<tr>
<td>Health and fitness</td>
<td>24 8</td>
<td>22 9</td>
</tr>
<tr>
<td>Other</td>
<td>24 14</td>
<td>8 8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>783 842</td>
<td>1012 1392</td>
</tr>
</tbody>
</table>

<sup>a</sup>Rounded to the nearest whole per cent.
Girls in both the advantaged and disadvantaged groups also reported a greater percentage of problems pertaining to sex and dating than did boys (11 per cent for disadvantaged girls, 8 per cent for advantaged girls, and 6 per cent for both disadvantaged and advantaged boys).

Boys, on the other hand, reported a greater percentage of money problems than did girls. In the disadvantaged group, money accounts for 13 per cent of the problems listed by boys and 9 per cent of the problems listed by girls. In the advantaged group, the difference is small: Boys, 6 per cent; girls, 5 per cent.

Within the disadvantaged group, boys reported a greater percentage of problems in getting along with others than did girls (6 and 2 per cent respectively). Conversely, among advantaged students, girls reported a greater percentage of such problems than did boys (6 and 4 per cent respectively).

Overall, the average number of problems reported by girls was greater than the average number reported by boys. Advantaged girls listed an average of 3.1 problems per girl and advantaged boys an average of 2.6 problems per boy. For disadvantaged girls and boys, the averages are 2.7 and 2.6 respectively.

Problems Reported by Tenth-, Eleventh-, and Twelfth-Grade Students

In Table 11 are presented the number and percentage of problems reported by tenth-, eleventh-, and twelfth-grade students in each major problem category. On the basis of the data presented in this table, the following observations are made:
<table>
<thead>
<tr>
<th>Problem</th>
<th>Number of Problems Reported</th>
<th>Per Cent of Total(^a)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Disadvantaged</td>
<td>Advantaged</td>
</tr>
<tr>
<td></td>
<td>Grade Grade Grade</td>
<td>Grade Grade Grade</td>
</tr>
<tr>
<td></td>
<td>Number</td>
<td>Number</td>
</tr>
<tr>
<td></td>
<td>10th</td>
<td>11th</td>
</tr>
<tr>
<td>School</td>
<td>256 199</td>
<td>129</td>
</tr>
<tr>
<td>Home and family</td>
<td>120 47</td>
<td>29</td>
</tr>
<tr>
<td>Money</td>
<td>57 70</td>
<td>48</td>
</tr>
<tr>
<td>Sex and dating</td>
<td>64 52</td>
<td>21</td>
</tr>
<tr>
<td>Personality and personal worth</td>
<td>64 10</td>
<td>11</td>
</tr>
<tr>
<td>Understanding and accepting society</td>
<td>27 31</td>
<td>16</td>
</tr>
<tr>
<td>Getting along with others</td>
<td>46 18</td>
<td>7</td>
</tr>
<tr>
<td>Planning for the future</td>
<td>20 12</td>
<td>21</td>
</tr>
<tr>
<td>Leisure</td>
<td>28 16</td>
<td>6</td>
</tr>
<tr>
<td>Morals and religion</td>
<td>27 13</td>
<td>6</td>
</tr>
<tr>
<td>Personal appearance</td>
<td>28 3</td>
<td>6</td>
</tr>
<tr>
<td>Transportation</td>
<td>12 10</td>
<td>10</td>
</tr>
<tr>
<td>Health and fitness</td>
<td>23 4</td>
<td>1</td>
</tr>
<tr>
<td>Other</td>
<td>33 17</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>805 502</td>
<td>318</td>
</tr>
</tbody>
</table>

\(^{a}\) Rounded to the nearest whole per cent.
1. As grade level increases, money concerns account for a greater percentage of the total problems reported. Within the disadvantaged group, for example, money problems account for 7 per cent of the problems reported by tenth-grade students, 14 per cent of the problems reported by eleventh-grade students, and 15 per cent of the problems reported by twelfth-grade students. The same pattern prevails in the advantaged group where money accounts for 2, 5, and 7 per cent of the problems reported by tenth-, eleventh-, and twelfth-grade students.

2. As grade level increases, problems in the area of getting along with others account for a smaller percentage of the total problems reported. In the disadvantaged group, the percentages are 6, 4, and 2 for tenth-, eleventh-, and twelfth-grade students. Within the advantaged group, the drop is only one percentage point per grade level: The percentages are 6, 5, and 4 at grades ten, eleven, and twelve respectively.

3. Twelfth-grade students reported a greater percentage of problems relative to planning for the future than did tenth- and eleventh-grade students. Within the disadvantaged group, planning for the future accounts for 7 per cent of the problems reported by the twelfth-grade students but for only 2 per cent of the problems reported by tenth- and eleventh-grade students. Within the advantaged group, planning for the future accounts for 9 per cent of the problems reported by twelfth-grade students, for 2 and 4 per cent of the problems reported by tenth- and eleventh-grade students.

4. Within the disadvantaged group, school problems account for an increasingly greater percentage of student problems as grade level increases (32, 40, and 41 per cent at grades ten, eleven, and twelve.
respectively). This pattern is not found within the advantaged group, however, where the percentages for grades ten and twelve (51 and 45 respectively) are greater than the percentage for grade eleven (39 per cent).

5. Within the disadvantaged group, tenth-grade students reported a greater percentage of home and family problems than did eleventh- or twelfth-grade students (15, 9 and 9 per cent respectively). Within the advantaged group, both the tenth- and eleventh-grade students reported a greater percentage of home and family problems than did twelfth-grade students (18, 21, and 11 per cent respectively).

6. Within the disadvantaged group, tenth-grade students reported a greater percentage of problems in the area of personality and personal worth than did eleventh- or twelfth-grade students (8, 2, and 3 per cent respectively). Among advantaged students, however, the percentage remains relatively constant—2 per cent at grades ten and eleven, 3 per cent at grade twelve.

Problems Reported by Fifteen-, Sixteen-, Seventeen-, and Eighteen-Year-Old Students

In Table 12 are presented the number and percentage of problems reported by fifteen-, sixteen-, seventeen-, and eighteen-year-old students in each major problem category. In this table, returns from 6 disadvantaged and 11 advantaged fourteen-year-olds are combined with returns from fifteen-year-olds; returns from 7 disadvantaged and 3 advantaged nineteen-year-olds are combined with returns from eighteen-year-olds. On the basis of the data presented in Table 12, the following observations are made:
### Table 12

Problems Reported by Fifteen-, Sixteen-, Seventeen-, and Eighteen-Year-Old Students

<table>
<thead>
<tr>
<th>Problem</th>
<th>Number of Problems Reported</th>
<th>Per Cent of Total&lt;sup&gt;a&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Disadvantaged</td>
<td>Advantage</td>
</tr>
<tr>
<td>School</td>
<td>144</td>
<td>185</td>
</tr>
<tr>
<td>Home and family</td>
<td>83</td>
<td>60</td>
</tr>
<tr>
<td>Money</td>
<td>50</td>
<td>54</td>
</tr>
<tr>
<td>Sex and dating</td>
<td>40</td>
<td>51</td>
</tr>
<tr>
<td>Personality and personal worth</td>
<td>49</td>
<td>20</td>
</tr>
<tr>
<td>Understanding and accepting society</td>
<td>16</td>
<td>27</td>
</tr>
<tr>
<td>Getting along with others</td>
<td>26</td>
<td>28</td>
</tr>
<tr>
<td>Planning for the future</td>
<td>11</td>
<td>16</td>
</tr>
<tr>
<td>Leisure</td>
<td>20</td>
<td>12</td>
</tr>
<tr>
<td>Morals and religion</td>
<td>18</td>
<td>15</td>
</tr>
<tr>
<td>Personal appearance</td>
<td>18</td>
<td>7</td>
</tr>
<tr>
<td>Transportation</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>Health and fitness</td>
<td>15</td>
<td>9</td>
</tr>
<tr>
<td>Other</td>
<td>13</td>
<td>26</td>
</tr>
<tr>
<td>Total</td>
<td>511</td>
<td>522</td>
</tr>
</tbody>
</table>

<sup>a</sup>Rounded to the nearest whole per cent.
1. Within the disadvantaged group, school problems account for a greater percentage of total problems reported as age increases (28, 36, 42, and 45 per cent for ages fifteen through eighteen). This pattern does not hold true for advantaged students, however, where the fifteen- and eighteen-year-old students listed a greater percentage (50 and 53 respectively) than did sixteen- and seventeen-year-olds (42 and 43 respectively).

2. As age increases within the disadvantaged group, home and family problems account for a smaller percentage of the total problems reported (16, 12, 9, and 8 per cent for ages fifteen through eighteen). This pattern is modified somewhat in the case of advantaged students where the percentage is fairly constant at ages fifteen and sixteen (18 and 19), then drops at ages seventeen and eighteen (13 and 11).

3. Finally, within the disadvantaged group, problems relative to personality and personal worth account for a smaller percentage of the total problems reported as age increases (10, 4, 3, and 2 per cent for ages fifteen through eighteen). Within the advantaged group, however, the percentage is relatively constant—at 2 and 3 per cent.

Presentation of the Non-Statistical Data: Foreword

The previous sections of this chapter are devoted to presenting and discussing the number and percentage of problems reported in each problem category by disadvantaged students, advantaged students, and by students subgrouped according to sex, age, and grade level. In the following sections are presented student quotations (unedited) taken from the completed open-end questionnaires. These quotations are presented for two reasons:
First, the quotations are presented in order to illustrate the types of problems that make up each problem category. Therefore, the quotations presented in each category are ones that best typify the problems listed in that category.

Second, the quotations are presented because using the students' own words to illustrate their problems is the best way to convey the tenor of the feelings that lay behind these problems. The writer believes it is not possible to convey these feelings through the presentation of statistical data only.

It may be charged that the problems presented in the following pages are not new problems and that they differ little from the problems, concerns, and complaints of students of past generations; that they are simply the problems of growing up and are an essential part of the passing from adolescence into adulthood. Such a charge would be true; to the teen-ager, however, all problems that he has not personally encountered before are new. In fact, the problems of each successive generation are always new in the sense that the perspective (i.e., the social context) from which the problems are viewed is always new.

Some problems listed on the following pages are problems that have been created by—and can thus be eliminated by—adults. Many of the problems, on the other hand, are the ones that must be solved, resolved, or coped with by the student himself. However, perceptive teachers—teachers who constantly remind themselves that students often have bothersome personal problems that cannot be shed at the classroom door and who are aware of the nature and scope of such problems—may find ways to ameliorate many of the problems reported in the following
sections of this chapter. Each of the following sections is devoted to a separate major problem category.

**School**

In Table 8 (page 49) it is shown that 36 per cent of all problems reported by disadvantaged students and 45 per cent of all problems reported by advantaged students are related to school. Thus, whether students come from disadvantaged or advantaged backgrounds, the school—or the school environment—is their greatest single source of concern. That students should report more school problems than any other kind is not surprising. School is often the center of the teen-ager's world. Many students spend more of their waking hours in school than in any other single place except (perhaps) the home. Furthermore, outside of the home, it is in school that the personal freedom of teen-agers is most frequently challenged.

The school problems reported by students generally involve one of the following: (1) teachers or staff, (2) grades, (3) programs or facilities, (4) general disinterest in or dislike of school, (5) school rules and regulations, (6) homework, or (7) study habits. The number and percentage of problems reported in each of these seven categories are shown in Table 13. In this table, miscellaneous school problems that cannot be classified in one of the seven categories are reported as other school problems.

**Teachers**

Teachers, the symbol of authority that students most frequently encounter in school, account for 9 per cent of the problems listed by
TABLE 13
SCHOOL PROBLEMS REPORTED BY DISADVANTAGED AND ADVANTAGED STUDENTS

<table>
<thead>
<tr>
<th>Problem</th>
<th>Disadvantaged</th>
<th>Advantaged</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Teachers</td>
<td>140</td>
<td>9</td>
</tr>
<tr>
<td>Grades</td>
<td>119</td>
<td>7</td>
</tr>
<tr>
<td>Program and facilities</td>
<td>115</td>
<td>7</td>
</tr>
<tr>
<td>General disinterest and dislike</td>
<td>59</td>
<td>4</td>
</tr>
<tr>
<td>School rules and regulations</td>
<td>43</td>
<td>3</td>
</tr>
<tr>
<td>Homework</td>
<td>37</td>
<td>2</td>
</tr>
<tr>
<td>Study habits</td>
<td>32</td>
<td>2</td>
</tr>
<tr>
<td>Other school problems</td>
<td>39</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>584</strong></td>
<td><strong>36</strong></td>
</tr>
</tbody>
</table>

*a Per cent of total (1,625) problems listed by disadvantaged students.

*b Per cent of total (2,404) problems listed by advantaged students.

disadvantaged students and for 13 per cent of the problems listed by advantaged students. In listing teachers as a cause for concern, students complained that teachers (1) do not understand students, (2) do not really care about students, (3) are dull and uninteresting, (4) are unfair, and (5) cannot get along with students.

**Teachers do not understand students.**—"Teachers who do not understand students' problems and their reasoning are a big problem for me and for most other students," an eleventh grade girl reported. She then asked, "Why is it that teachers won't even try to understand us?"

Students at all grade levels, advantaged and disadvantaged, male and female, reported that they are troubled because many teachers
do not understand—do not try to understand—the problems, concerns, and reasoning of teen-agers. Expressing his frustration over the teachers' lack of understanding, one eleventh-grade boy wrote:

This school gets on my nerves something terrible. The teachers here don't even take the time to listen and try to understand the boys and girls in this school. The COMMON person in this school gets nowhere no matter how hard he tries! This so-called great high school isn't so great and won't be until its internal problems are solved and until the teachers try to understand us students. This should not be looked at and thrown away. Take some action! Unless things change high school students are going to revolt and then the teachers will have to listen to what we have to say.

To other students, the fact that teachers don't understand students is simply an unpleasant aspect of life to which they have become resigned. The statement of a twelfth-grade boy from one of the priority schools illustrates the thinking of such students. "The teachers is the most of my problems," he wrote. "I guess they just can't understand me. I guess they can't help it, their just too old."

Teachers do not care about students. The second greatest number of teacher-related problems reported by disadvantaged and advantaged students concern their belief that teachers—or at least some teachers—don't really care about teen-agers. "I try to be nice to my teachers but I don't think they even care about me," wrote a twelfth-grade girl from one of the priority schools. "I don't think most teachers like teenagers. A lot of them just teach for the money and this make it hard on the kids."

A girl from one of the non-priority schools expressed this same concern when she wrote:
Many teachers just don't care. Sometimes kids would like to talk to a teacher about their problems because sometimes they can't talk to their parents or friends. Sometimes they want advice on a situation. There aren't any teachers here I feel I can talk to. I don't think any of these teachers care about me as a person.

"I have plenty of problems with some of the teachers," a disadvantaged boy reported. "Some of them don't care about you, and some don't even want to help you out."

**Teachers are dull and uninteresting.** In their comments, students expressed concern over boring classroom presentations and poor teaching techniques.

"Some teachers make school dull," a sixteen-year-old disadvantaged boy wrote. "They don't teach their course so it's interesting." Many other students echoed this same concern.

"School is so dull because many teachers are dull and uninteresting in their teaching," reported one girl. "Even a lot of the teachers who know their subject real well are just too boring to listen to. This is a problem for me because I want to do good in school and it's difficult with boring teachers."

"Some teachers stand up and lecture all the time," one boy complained. "Even if you don't understand they sometimes won't stop to answer questions. Or else, they make fun of the question. This really bugs me."

Another boy, also complaining because teachers don't explain enough, gave a specific example: "Geometry is a problem because the teacher doesn't really teach, he just assigns homework and then goes over the answers in class but doesn't explain anything about them. I have had a lot of teachers like this and they are not really teaching."
Teachers are unfair.--Students are concerned because some teachers don't play fair.

"A lot of teachers don't treat students fair," reported an advantaged eleventh-grade girl. "They favor the ball players and cheer leaders and let them do things they don't let other kids do. Since I'm a cheer leader myself I guess I shouldn't be complaining. So why am I? Because a lot of my girl friends are 'cool' towards me because of this."

A disadvantaged girl, also noting that some teachers have favorite students, wrote:

Some of the teachers at school are too favoritism to some of the students. Teachers say one thing to one student, and then turn around the very next minute and let another student do it. It isn't fair and it happens in some of my classes all the time. Why don't teachers treat students fair?

A few students reported that some teachers embarrass students in front of the class. For example, one disadvantaged boy wrote, "Most of the time teachers are unfair and start telling a joke on one person and they keep it up. This makes the student look very bad in front of friends."

Finally, some students related or alluded to specific incidents in which they were treated unfairly or unjustly by teachers. For example, an eleventh-grade advantaged boy wrote, "Teachers who catch you looking at something and accuse you of breaking it and ask you to pay for it are a problem."

Teachers cannot get along with students.--From the students' point of view, the problem of student-teacher conflict is generally the result of the inability of teachers to get along with students. Students who reported problems in this category see many teachers as rude and undesirable persons.
"The teacher-student relationship is like a warden-prisoner relationship," an advantaged boy wrote. "We don't get along at all, and it isn't always my fault. A lot of these teachers are just not nice to kids!"

"My main problem is with teachers," reported an eleventh-grade boy from one of the priority schools. "They think they are always right and they are very rude because they are teachers. They try to Loud Talk and Run Over students but they are wrong because students will revolt as long as teachers do this."

**Grades**

After teachers, grades are the most frequently cited school problem.

"The only problem I have is getting good grades," reported one student. "It just seems like grades are a threat forever hanging over your head."

Pressure from home and school to achieve scholastically intensifies the student's concern over grades. "There's too much pressure put on me to get good grades," complained an advantaged girl. "The knowledge retained doesn't seem to matter to my parents, as long as they see A's and B's on the card. Because of this, students (including me) resort to any means to get grades to please parents."

"My biggest problem right now are my grades," wrote a senior girl from one of the priority schools. "I am having a difficult time keeping up my grades and really concentrating due to the fact that I really have a lot on my mind other than school itself. But no one understands this and they expect me to keep the grades up."
Worry over grades is not restricted to students who cannot achieve scholastically; this is evidenced by the "honors" students who reported that they worry about their grades. For example, an eleventh-grade boy reported:

Grades in school cause me a lot of worry. Last year, at September, I was in regular English class and I got A's. Then in December I got switched to Honors English because of my good grades. You get no extra credit for working much harder. All you get is worse grades on your report card. I still do all right, but it is just a constant worry now. It isn't worth it!

School programs and facilities

Of all school problems, those involving school programs and facilities are listed third most frequently by both disadvantaged and advantaged students. Specifically, students reported concern over (1) study halls, (2) the curriculum, (3) the lunchroom operation, (4) physical facilities, and (5) the counseling program. Some remarks made by students expressing concern over each of these problem areas are presented below.

Study halls.--Study halls, from the point of view of many students, are a waste of time. Some students complain that study halls are often so noisy that students who want to study cannot do so. Other students complain because study halls are scheduled at times convenient for the school rather than at times students need to study. Some typical remarks are:

The main thing about this system which needs change is study halls. Students try to get out of study halls as often as possible. Since I don't have anywhere to go during study hall, I don't try to get out. But I don't study! I can only study at home. I don't see why this whole idea of study halls can't be changed.
In study halls some teachers can't control them so that they are hopeless. Most of our study halls are not at all conducive to study. Most are overcrowded and noisy. I feel that students should be able to study where they want to. Study halls are generally a waste of time even for students who want to study.

My biggest problem is all the useless study halls I have to attend. On some days I have three in a row and then on other days none at all. Almost all the time nobody ever does anything. I'd rather not have any study halls and get out earlier and study at home. I hate study halls!

Half the time in school is wasted with study halls that are unrealistic. They give you study halls whenever you aren't in class. Sometimes you get 2 or 3 in a row just because you don't have a class. They should do away with study halls and have all honor study halls. Then students who have work to do can go to them and kids who don't have anything to do won't be causing trouble.

The lunchroom operation.—Most complaints concerning the quality, quantity, and cost of food served in school lunchrooms are from the disadvantaged students.

"The lunch is always cold," wrote one disadvantaged girl. "And they don't give you much for your money."

"The food and the lunch room helpers as well as lunch monitors is very nasty," wrote an eleventh-grade disadvantaged boy. "One monitor in particular dumped a tray of trash in a students Lap which I though was very nasty protaining that the facuality always strasses manners but yet they never show examples."

"The only trouble I have is the lunchroom is crammy," a tenth-grade girl wrote. "They don't have good food and it all costs to much."

Advantaged students are more concerned about the fact that they are not allowed to leave the school during the lunch hour than about the quality or cost of food. A comment typical of those relating to the school
rule which forbids students to leave school during the lunch period is presented under the section entitled "rules and regulations."

**Physical facilities.** — A few students, disadvantaged and advantaged, reported overcrowding in the school or poor facilities as a problem.

"It's so crowded that you have to share lockers," wrote one girl. "And there isn't enough room for two people in a locker!" Also, the crowded halls are a problem for me because I'm always being pushed around between classes and sometimes this makes me late to class and the teachers give me detentions."

"Not enough room in this school," reported a senior boy. "We have to use the auditorium, lunchroom, student and teachers lounge for classrooms. Also I'm almost never able to get into the library and when I do there is never any place where I can sit down."

**Counseling program.** — Some students complain that they can not go to counselors with their personal problems because counselors are too busy to listen.

"The counselors are always too busy to talk to you," a twelfth-grade boy reported. "Only one counselor has ever taken the time to give me any help with my problems."

"I can't feel comfortable talking to my counselors," said an eleventh-grade girl. "They don't seem to want to listen to my problems."

"There's not enough good guidance counseling," a senior girl reported. "Too many kids--including me--need help and no one even knows it. The only times you get to see a counselor is if you get in trouble with a teacher or you change your schedule."
General dislike of or disinterest in school

Four per cent of all problems reported by disadvantaged students and 2 per cent of all problems reported by advantaged students involve a general dislike of or disinterest in school.

"School bores me to death," a disadvantaged boy reported.
"I'm all the time wanting to cut or not go then I get in trouble for it."

"I do good in school," a tenth-grade boy said. "But I have developed a definite lack of interest in it. None of my classes are interesting and it gets to be a real drag."

Girls also cited disinterest in school as a problem. For example, one senior girl wrote:

I feel my education is a waste of time. Much of what I have done seems irrelevant and unpractical. I can't get rid of this feeling and it certainly doesn't help me in attempting to learn this year. I've just grown to hate school because we have to spend so much time learning stuff that isn't ever going to do us any good.

School rules and regulations

Of all problems listed by disadvantaged students, about 3 per cent relate to school rules and regulations. Five per cent of the problems listed by advantaged students are in this category. Concern is primarily centered on dress and grooming codes and lunch hour regulations.

"The fact that students are forced to stay in school during the lunch hour is a big problem to kids in this school," wrote an advantaged boy.

More advantaged than disadvantaged students complained of the lunch hour regulations. However, both groups of students reported considerable concern over dress and grooming codes.
"A real problem for most of us," said a sixteen-year-old girl, "is the fact that you're always wondering when you're going to be called down for your skirt lengths, chewing gum, and small trivial things like that."

"Teachers coming down on me about my hair and sideburns is a big problem," a senior boy reported. "There are too many restrictions put on students in school about minor things like hair and dress. This detracts from the possibility of getting a real education because you're always being bugged about little things."

The concern over school rules and regulations reported by students, disadvantaged and advantaged, male and female, is perhaps best summed up by the following statement which was written by a sixteen-year-old advantaged girl:

In school, I find it difficult to attain a "good" feeling about being here. Perhaps if there were a larger feeling of freedom, or an air of good will, I might enjoy coming to school. However, with restrictive ideas about dress codes, and with such strict penalties for unexcused absences and for leaving school at lunch time, the feeling of freedom ranks zero. We in high school are certainly more deserving of more trust and freedom. We should be on a more equal basis with those around us; our teachers and advisors. We want to be met on our level. Then our inhibitions won't be forced out so much.

**Homework**

Concerning homework, a disadvantaged student wrote:

Too many tests and homework on the same day. Teachers act as though you don't have any other class but theirs. I'm not saying this to be sarcastic because I'm a B or A student. But with worrying about getting everything done on time, and in every class, (a mountain of work) it gets to be rather over much after a while. And I don't consider myself a lazy person. I'm quite willing to work. But according to a few people, and to myself, I have developed a nervous condition.
In all, homework accounted for thirty-seven (2 per cent) of the problems reported by disadvantaged students. Ninety-five (4 per cent) of the problems reported by advantaged students concern homework. Typical of the homework problems reported by advantaged students is the following reported by a sixteen-year-old girl:

Too much pressure from school. Each teacher thinks he is the only one to give you junk to do. And junk is just what it is! I wouldn't mind doing homework if it was meaningful to you and you could use it, but most of it is just busy work.

Study habits

Approximately 2 per cent of all problems reported by disadvantaged and advantaged students involve study habits. Some students reported that they don't know how to study properly; others that they are unable to force themselves to study. Typically, one student wrote, "A big problem for me is studying. I have a hard time concentrating. I just can't seem to stick with it."

"I never learned how to study," said one boy. "I sit in my room 2 or 3 hours every night trying to study, but it doesn't do any good. My teachers think I don't try but I do. I wish they would give a course on how to study."

Home and Family

Of the major problem categories, home and family ranks second in terms of total number of problems reported. Twelve per cent of the problems reported by disadvantaged students and 17 per cent of the problems reported by advantaged students fall into this category. A few home
problems reported by disadvantaged students involve the living conditions in the home. However, most of the home problems reported involve conflict with or worry about parents or brothers and sisters. The number and percentage of problems attributed to each of these three factors is shown in Table 14.

**TABLE 14**

**HOME PROBLEMS REPORTED BY DISADVANTAGED AND ADVANTAGED STUDENTS**

<table>
<thead>
<tr>
<th>Problem</th>
<th>Disadvantaged</th>
<th>Advantaged</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Parents</td>
<td>135</td>
<td>8</td>
</tr>
<tr>
<td>Brothers and sisters</td>
<td>47</td>
<td>3</td>
</tr>
<tr>
<td>Living conditions in the home</td>
<td>14</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>196</td>
<td>12</td>
</tr>
</tbody>
</table>

\(^a\)Per cent of total (1,625) problems listed by disadvantaged students.

\(^b\)Per cent of total (2,404) problems listed by advantaged students.

**Parents**

The problems that students reported pertaining to parents were primarily of five types: (1) parents do not understand teen-agers, (2) parents and teen-agers cannot communicate, (3) parents do not trust their children, (4) parents are separated or divorced, and (5) parents argue with each other and with their children.

*Parents do not understand teen-agers.*—"Parents not understanding me is a problem," reported a girl from one of the priority schools. A boy from the same school wrote:
Parents never understand how we feel. They always want us to do what ever they say when they say even if we think it is wrong. Parents never let us express ourselves and they are always cutting us down. But they think we're all right as long as we're the ones fighting for this country and saving their necks. If you're not over 30 you'll understand!

As shown in Table 14 above, an even greater number of advantaged students than disadvantaged students reported problems with parents. One advantaged twelfth-grade girl wrote, "My parents are my biggest problems. We cannot understand each other at all. Parents consider you an extension of themselves, so much so that they cringe when you pass up social activities. They're always saying, 'Don't you want to be popular, Dear?'"

"My parents don't understand me," said a senior boy. "Every time I try to talk to them, it ends up they lecture me. I'll be glad to leave home cause I hate them both. Why won't parents even try to understand us?"

Parents and teen-agers cannot communicate. Students are concerned also because they are unable to communicate with their parents. For example, one girl said, "There is a huge 'stone wall' between my father and myself; no communication, whatsoever. I can't talk to my parents . . . ."

A tenth-grade boy wrote:

My parents and I just do not communicate. They bug me about everything I do. Every time there is an article in the paper about drugs, sex, or smoking or drinking, they make me read it and then lecture me on it. And then my hair is sorta long and every time my old man sees it uncombed he starts to lecture me. They won't listen when I try to tell my side of things. They make life miserable for me.
The concern reported by several girls, advantaged and disadvantaged, is summed up in this statement made by a seventeen-year-old girl:

Family problem. A girl is suppose to be able to talk to her mother if she has a problem but I can't cause they always take it their way and not mine. And they won't give you time to explain something. And also they act like they don't trust you. How can a girl communicate with parents like that?

Parents do not trust their children. --A third cause of parent-student conflict is parents' lack of trust in their children. A tenth-grade girl from one of the non-priority schools complained:

Parents don't listen or don't trust or believe us. They always think they are right, just because they are older. They don't give any reasons why I can't do something. I suppose it's for my own good, but I wish I knew that. And I wish they would trust me more.

"My parents' distrust in me is a problem for me," another girl said. "They never believe me or think I'm going where I say. They think I am always up to no good. She (mom) also thinks I've gone all-the-way with a boy which really disturbs me very much."

Boys also reported concern over their parents' lack of trust. "My family doesn't understand or trust me," an eleventh-grade boy wrote. "When I go out to do something like bowling, or just going over to a friend's house they think you're doing something terrible."

Parents separated or divorced. --The breakup of the family unit as a result of separation or divorce is a matter of concern to both disadvantaged and advantaged students.

"Seems like it is the 'in' thing to do these days to get divorced," wrote a sixteen-year-old girl. "My parents are and a lot of my friends'
parents are also. Why can't they try and live a peaceful life for the sake of their children?"

"The family is falling apart," reports a fifteen-year-old disadvantaged girl. "With a new step-father, the real father alive, and the real father's sister is the step-father's used-to-be wife. And everyone is running away, sisters and brothers."

A boy wrote, "I have a problem with my Dad he don't live with us but he's always making trouble with me because he wants me to live with him but I don't want to."

Students of divorced or separated parents often have a difficult time in trying to maintain a stable relationship with both parents. This problem is illustrated by the statement of a senior girl who wrote, "Parents are devorsed and remarried. And it's hard for me to keep everyone happy. My dad gets mad because I live with my mother instead of him and his new wife. My mother don't like for me to see my dad, but I do and then she gets mad at me. My step-father drinks and I don't get along with my dad's new wife. So what should I do?"

Parents argue with each other and with their children. "My Mom and Dad don't get along well anymore," wrote a tenth-grade girl. "They always argue and it makes everybody unhappy and mean to each other."

"My parents are all the time fighting," a senior boy reported. "Sometimes they even fight in front of my friends and it really makes me ashamed. I'll be glad to go away to college."

Problems of parents not getting along with each other are reported by disadvantaged and advantaged students, male and female. Students from each group and subgroup also report that conflict between
themselves and their parents is a problem.

"My mom and I get into some real arguments," one student wrote.

"Mainly because there is a large gap between us." A few students reported conflicts that are apparently quite severe; for example, a seventeen-year-old boy wrote:

I have been having problems with my parents all the time. My Mom tells me she hates me and then when I argue with her my Dad starts hitting me, and it really bothers me. But sometimes she is real nice to me. I just don't understand what's happening. How can I get help?

Brothers and sisters

Conflict with or worry about brothers or sisters accounts for forty-seven (3 per cent) of all problems reported by disadvantaged students; for seventeen (1 per cent) of all problems reported by advantaged students.

The following is a typical brother-sister conflict reported from a tenth-grade girl's point of view:

My brother lots of times gets me in trouble when it is not my fault. Not always but very often. They (my parents) just yell at me but it's the point that it is not my fault that counts and really bothers me.

The following is a brother-sister conflict from a boy's point of view: "My younger sister is impolite, snobby, fat, ugly, and isn't clean. She is a slob and I can't stand her. Then my parents wonder why I fight with her!"

Although no boys reported difficulties with their brothers, a few girls reported that sisters are a problem. For example, one girl wrote, "I'm jealous of my sister because it seems she gets more attention than I do. It really bothers me." Another girl complained, "Sister, 1½ years
older than me, trying to boss me around is a problem."

A few students reported that they worry about a brother or sister. An eleventh-grade girl from one of the priority schools wrote, "Afraid my brother will be beaten up going, coming, or during school because of the neighborhood."

An eleventh-grade girl from a non-priority school reported, "I worry about my brother. He is a Lutheran and is marrying a Catholic girl. I don't want him to change his faith because he is the only one to carry on our name which is Norwegian, Lutheran and very uncommon."

**Living conditions in the home**

Fourteen disadvantaged students reported that living conditions at home are a problem.

"My family life isn't too good at home," wrote an eighteen-year-old girl. "There are seven people living in a two bedroom house. So that takes care of personal privacy."

A fifteen-year-old girl reported:

I am in a family of eight. One of my problems is sharing a bed. I have to share a bed with my brother which is 10 years old, my sister which is eleven years old, my other sister who is twelve years old. Seven of us sleep in the same room together.

**Money**

Money problems account for 11 per cent of the problems listed by disadvantaged students; 5 per cent of the problems listed by advantaged students. The money problems that students reported are primarily of two types: (1) not having enough money for things wanted or needed, and (2) not being able to find a part-time job.
Not enough money

"Not enough money," wrote a sixteen-year-old advantaged girl. "I can't afford everything I want. School busses cost money and everything we do anymore needs money so there's never much left over."

A seventeen-year-old advantaged boy said, "My problem is not having enough money to live on, run a car, pay insurance and any other thing I have to buy. I am even wearing clothes that are 2 years old and don't fit right."

Of the money problems reported by disadvantaged students, more are related to "needs" than to "wants." A senior, a disadvantaged girl, wrote, "One problem is kids having to drop out of school to help support their families. It looks like I may have to before I graduate unless something happens."

An eleventh-grade boy from the same school said, "The problem of getting money to go to school on is my biggest problem this year. Some days I don't have money for lunch and there are a lot of other expenses that take money which I don't have."

Finding a part-time job

Both disadvantaged and advantaged students report concern because they are unable to find part-time jobs.

"I can't get a job," reported one tenth-grade boy. "I have been looking and looking but I can't find one. Can you help me? It's a real problem."

"No money whatever," wrote a disadvantaged eleventh-grade girl. "I can't find a part-time job anywheres and the family needs money. Sometimes I have to miss school because of this."
Some students who do have part-time jobs report problems because of the school-work conflict. For example, one senior boy wrote:

A problem I have now is that I am carrying 6½ majors in my senior year and have no study halls, so I can't study as much as I should because I have to work also. It's pretty hard but I need the part-time job. I think I'll be able to make it if I can just keep up like I have been doing. But I don't know for sure.

Sex and Dating

Problems relating to sex and dating account for 8 per cent of all problems listed by disadvantaged students and 7 per cent of all problems listed by advantaged students.

Attracting the opposite sex

The main concern reported by students listing problems in the sex and dating category is their inability to attract members of the opposite sex.

"I have never had a date," wrote a seventeen-year-old girl. "For three years I have gone dateless. This really bothers me and there's nothing I can do about it."

Some boys also reported such problems. For example, one junior boy wrote, "Girls don't like me because they think I am fast, but I am not." Another boy wrote, "I worry about girls—I like them but they don't seem to care for me. Why???

Understanding the opposite sex

Girls worry because they don't understand boys. "I don't really understand the ways of boys," wrote one girl. "When they date a girl
they expect something. When they marry they expect her not to have
done anything."

"I have trouble understanding my Male Companion," another
girl said. "I can't decide on things I should say and when I should say
them, also, I can't decide things I should and should not do."

Boys worry because they don't understand girls. For example,
one sixteen-year-old boy wrote:

I have been dating a girl for 2 years. We decided to
date others because it wasn't healthy to just date each
other. I have had one date with another girl and she
talks like we are going steady. I don't understand girls!.
I think girls and boys should take a course in the rights
and wrongs of dating. This should be a combined course.
In case you're wondering, both my girlfriend and I had
very high morals so sex did not have anything to do with
our breaking up.

Another boy stated the problem more simply. "Women," he said.
Understanding them is a problem!"

Sex

"My sex life has its ups and downs," an eleventh-grade boy
noted, and a tenth-grade girl reported that her most serious problem is,
"Sex--morals; how to keep them up."

Some students listed inadequate sex education as a problem.
"I don't know enough about sex, that a senior should know," wrote one
girl. Another girl, a senior from one of the priority schools, wrote:

I think they should start a sex education class and
have emergency childbirth in it and maybe it would stop
some of the teenage pregnancies and more girls might
finish out school. I have no problems at home or school
but I did want to state these facts about a problem that
worrys me.
Personality and Personal Worth

Problems relating to personality or feelings of personal worth account for 5 per cent of the problems listed by disadvantaged students and for 2 per cent of the problems listed by advantaged students. Problems in this category are related to (1) moodiness and depression, (2) loneliness, (3) shyness, (4) worry, (5) lack of self-confidence, and (6) identity crises. Male and female students, disadvantaged and advantaged, reported problems in each of these six classifications. Examples of problems students reported are presented below.

Moodiness and depression

"Continuing and prolonged periods of depression cause me to become listless about my school work, social life, and family life," a senior girl reported. "I don't know what brings them on and sometimes they get so bad that I wonder if life is worth living."

"Getting in bad moods is a problem," wrote an eleventh-grade boy. "I have this mood complex sometimes and it makes everything look black. I don't know what causes it and that's part of the problem."

"I get god-awful depressed sometimes," said another girl. "I wish they would have a class where we could just sit and talk out our problems. No one ever wants to listen so things just build up and get bigger and bigger."

Loneliness

One of the girls who commented on loneliness as a problem wrote:
Loneliness—I always get headaches when I'm with other girls; I enjoy the company of boys and men immensely, but I find it very hard to believe any of them feel any more for me than companionship. I find it very hard to receive affection because I feel it's never genuine. Because of this I am lonely most of the time.

"Loneliness in school is a problem," a boy reported. "There's no one to talk to. I talk to my girl and boy friends but nothing serious or nothing I really feel or they feel is ever said to each other."

Worry

Students who listed worry as a problem often added that they have no one to talk with about the things that worry them. For instance, one disadvantaged girl wrote:

Things we worry about but aren't discussing with anyone because "They" don't care to listen or understand. How do I know--I've tried. So that's one of the big problems. I suppose keeping things to myself that rise so high in me, that I can't stand it any longer is another big one.

A boy from one of the non-priority schools expressed similar concern. "I worry too much about things," he said. "I would like to discuss my problems with someone, but I can't really trust anyone."

"I worry about everything," reported a disadvantaged boy. "The draft, prejudice against my race, girls, grades, what I will do when I get out of school. Life is just one big worry after another."

Lack of self-confidence

Lack of self-confidence and worry go hand in hand as illustrated by the quotations presented below.

"I worry about myself a lot," a tenth-grade girl reported. "I'm so imperfect. I don't feel like a very worthwhile person."
Another girl, a senior disadvantaged student, reported, "I'm in a god-awful rut. I feel inferior and insecure—wonder just who my friends are and who are just being friendly. It worries me that maybe I'll never be good for anything."

Of similar problems listed by boys, perhaps the following statement from an advantaged fifteen-year-old student is most explanatory:

I have been "hurt," psychologically so many times, I am afraid to do anything that might "hurt" me again. When I was younger, I used to stand before the class and talk about many subjects. Some of my friends, wanting to help me, told me of all the stupid things I mentioned. Then, later, they told me everything I said was stupid and I was making a fool of myself. Now when I get up in front of the class, I am so afraid of making a fool of myself, I do make a fool of myself. Now, when I want to ask a girl for a date, I can't do it, for fear I will make a fool of myself. I am also afraid to make friends because of this reason.

Identity crises

The term "identity crisis" was used by several students in describing their problems. What students mean by this term is perhaps best seen in the following statement written by a sixteen-year-old girl:

Another problem of mine is sort of an identity crisis. Conformity and social pressures are very hard to ignore at times. I have tried to decide exactly what kind of person I am and hope to become. This is not easy—to really know yourself. I also have to determine some sort of moral limitations for myself. How can I be natural and truly myself if I don't even know myself yet? What kind of things should I experience in order to realize the extent of my abilities? These are the things in which the school should help us, but which it completely ignores.

A senior boy stated his problem somewhat more simply. "I don't have much of a sense of identity—who and what I really am," he said. "At this point I feel as if the world could do without me very well."
Understanding and Accepting Society

The major problem categories described in the five preceding sections of this chapter are identical to or are very similar to problem categories contained in the check list used in accomplishing the second purpose of this study. However, the problem category "understanding and accepting society" is not found on the check list. This category, which contains 5 per cent of the problems listed by disadvantaged and advantaged students, is actually the reverse of the check list category "civic and community attitudes and responsibilities" which emphasizes the student's responsibility to society. On the open-end questionnaire, students expressed no concern over their responsibility to society; they did, however, express concern over the values (or lack of values) that they see in society today. They do not understand or cannot accept many of the values and activities that they see in today's society. Although students reported concern over many aspects of society, the focus was primarily on (1) values and moral standards, (2) racial and ethnic prejudice, and (3) war. Concern over war was focused primarily on the conflict in Viet Nam.

Values and moral standards

Students who reported concern about society frequently raised, in one way or another, the question of whether or not people today have a sense of purpose in their lives, a commitment to anything of value, to anyone other than themselves. For example, one student, a senior boy, wrote:
The general state of society today worries me—what do people value anymore, what are peoples objectives in life. So few people seem to have any faith at all in anything other than making money. It's hard to find anyone who has faith in human nature, a religious faith, etc.

"Society bothers me," reported an eleventh-grade boy. "The way we all want material things seems rediculous and stupid. And people who have a lot of material things--cars, houses, luxuries--look down on those who don't. This is equally stupid. All people care about today is making the dollar."

A tenth-grade girl was one of several girls who registered similar concerns. "The state of the world today worries me," she said. "That's awful general, I know, but I worry about all the greed, hatred, and fighting. What is going to become of us if we don't stop?"

An eleventh-grade girl from one of the priority schools wrote, "I don't like people who only think of themselves. The world is full of them and this worries me."

"Nobody gives a damn about anyone else any more," said a sixteen-year-old boy.

Racial and ethnic prejudice

Prejudice was cited as a problem by both disadvantaged and advantaged students, but, as one might expect, it was cited more frequently by the disadvantaged students. Some typical statements by priority school students are presented below.

"Some white people think they're better than Black people," one boy wrote. "But their not. I know I'am not better than a white person and I don't think it. We are the same kind of people but the collar differ us. I'am Black."
"A problem is black guys trying to make it with decent white girls," wrote a twelfth-grade girl, apparently white.

"The racial issue and how we let it bully us whites," wrote an eleventh-grade boy. "I just plain hate Niggers!"

"Prejudice between the student White over Black," a senior boy wrote. He continued, "I have seen it. I am Black!"

Another senior, apparently black also, reported, "When I go to look for a part-time job, there's always a racial conflict. They say things are getting better, but it don't look like it to me."

A junior boy wrote:

I don't believe into intergrating. But here at name of school/ there are a few that do. I think this is what starts fights into schools. Example. Black man talking about white girls. White man beats on his head. There is a fight. And vice versa.

A few students from the non-priority schools also reported prejudice as a problem. "I hate racial prejudice," a senior girl noted. "Some of my friends (mostly middle class) are Negroes and I have been laughed at for this many times."

"Racial discrimination against my ethnic group is a problem to me," a junior girl reported. "I am American Indian."

Another girl wrote of prejudice in a broader context:

People who believe that all teens are looking for trouble, all jews are out to get you, all italians are hoods, all college students are SDS members or radicals, etc. People who are against negroes and negroes who are against whites. People who are uninvolved and are prejudiced against everyone who is. All these people are a real worry to teen-agers today.
War

"Why are there more wars now than in other times?" asked one student. Most students, however, appear to be concerned more specifically with the conflict in Viet Nam.

"The war in Viet Nam really bothers me," wrote a seventeen-year-old girl. "I can't see guys giving their lives just so hippies can run around and demonstrate."

"The war in Vietnam is immoral and worries me," a fifteen-year-old boy reported. "But there's nothing I can do about it. Except maybe go over there and killed in a couple years."

Another student, a girl, wrote:

I would like very much to see the war in Vietnam come to an end. I feel very strongly that we should not be over there. It bothers me that I can not do much about it . . . being under 18 and all. I really can't see all those beautiful lives being wasted over there . . . .

A few students appear to have mixed emotions concerning the conflict in Viet Nam; typical of their comments is this statement by a senior boy from one of the priority schools: "The U.S. in Viet Nam and all the criticism people give it without offering help or suggestions themselves bothers me. Someone has to fight the Commies. But how long is the war going on--why are we fighting this war alone? Why don't the other nations join in also? Why should we fight if they won't?"

Other concerns about society

Students cited several other concerns about society, but none of these were mentioned frequently enough to form sub-categories. Some student comments relative to these other concerns are presented below.
Curfew. —A few of the students reported the curfew to be a problem. One of these students, a girl, said, "The curfew! If it's OK with your parents if you stay out til midnight, how come it's not OK with the government people who don't even know you?"

"Dislike authority or boundaries on my life," said a sixteen-year-old boy. "Extreme dislike of society's moron rules, such as curfew."

Voting age. —Some disadvantaged and advantaged students cited the defeat of the voting age bill in recent elections as a concern. One eleventh-grade boy wrote:

The way the public votes really bothers me. Every adult has the chance to vote, but rarely do all of them use it at an election. The young people are more informed and I think understand more fully the way our government works and who it takes to make that government strong. I think many adults realize this fact, yet in the recent election, the voting age bill was defeated and rejected.

"The idea that the new amendment was not passed to lower the voting age to 19 is a problem for all teenagers," a fifteen-year-old girl said. "This means that the voters most likely don't feel that these teenagers are capable."

Drugs. —"A lot of people I know 'turn' on," wrote a senior girl. "They don't use light stuff either. That wouldn't bother me but the other day one of my 'friends' tried to sell me some acid. Wow, I never have and don't plan to trip out on drugs. All the tripping out in society today really bothers me."

Inability to change things. —In describing her number one problem, an eleventh-grade girl wrote, "Limits on my freedom and inability to express myself through society's institutions. High school has no
validity for me. I need out (finish quickly) so I can start my life. As a student, there is nothing I can do to change things in society."

A twelfth-grade boy expressed a similar concern. "Nobody ever listens or cares about what you say," he wrote. "You might be allowed to express opinions, but most people ignore them."

"It bothers me that I can't do anything to change things," reported another senior boy. "No senior high school student can really change things, yet we are the strongest, most intelligent, and most challenged generation to appear on earth."

Coping.—Finally, one female student, a realist, noted that people will always be faced with social problems and therefore the real problem is coping. "There's too much artificiality in our society," she said. "There always will be, but that is just a part of reality—so we have to learn to cope."

Getting Along With Others

Seventy-one (4 per cent) of the problems listed by disadvantaged students and 124 (5 per cent) of the problems listed by advantaged students fall into the category of getting along with others. In some cases, the "others" are friends; in other cases, they are acquaintances or people in general.

Friends

Students are concerned about making friends. They are also concerned about being able to recognize who among their peers are true friends and who are just "being friendly." Finally, they are concerned about keeping and getting along with friends.
Making friends.--"I have difficulties making friends," wrote a fifteen-year-old advantaged girl. "I have no real friends at all. I feel as though I am an outcast—no one likes me."

A disadvantaged sixteen-year-old girl noted that one of her problems is "not having good trusty friends to tell my problems to."

As his most important problem, a sixteen-year-old boy reported, "My biggest problem is that I'm very well like and friendly but the people I want to be friends with doesn't seem to notice it. I feel left out and the reason isn't because I'm ugly."

"I have no friends, the whole world hates me," another boy wrote; and a girl despaired, "I just can't make friends. I wonder why I am here on this earth."

Who are true friends?--"Friends are sometimes a problem," a disadvantaged girl wrote. "You have to find out who your friends are and sometimes it hurts to find out just who your real friends are. You sometimes find out your best friend isn't really a friend at all."

The same concern was expressed by boys. "Friends," one twelfth-grade boy wrote, "Are they really my friends. How do I know? How can you tell if someone is a true friend?"

A girl reported that her most important problem is "finding a true friend."

Keeping and getting along with friends.--Some students report concern over the fact that one does not always have smooth sailing in maintaining friendships.

A sixteen-year-old girl wrote:
I find it hard to get really close emotionally to someone (friends) for I have changed a great deal and so have my previous friends and I now find it difficult to get along with them. However, it is hard to change to others for friends because they and I have been "typed." So I try my best to get along and keep the friends I have.

"My friends call me names and I get mad at them," a tenth-grade boy wrote. A tenth-grade-girl notes that her relationship with a friend is the cause of her most important problem:

The biggest problem I have is a friend that is dominate. We argue and don't get along. The problem is that when I am talking to another girl she (my friend) will always try to call them away. This makes it hard for me to get along with her, but she is my best friend so what can I do?

"My friends," a senior girl wrote, "I'm losing them one at a time."

**People in general**

Problems students cited in getting along with people in general involve (1) conflicts, (2) gossip, (3) cliques, and (4) being accepted by others. Disadvantaged and advantaged students, male and female, report problems in each of these four classifications.

**Conflicts.** — "Peoples bother me and I bother them," a disadvantaged girl reported. "Like fighting and calling each other bad words."

"Other people are always pushing me around," complained a sixteen-year-old boy. "This makes me get into fights. Sometimes with people I don't even know."

A senior girl noted, "Generally people are insincere. This is frustrating to me and causes many misunderstandings. Its harder to get along with people today because everybody is just thinking about himself."
"People are too uptight, stuck up, and unfriendly," a fifteen-year-old boy observed. He then asked, "How do you get along with people like that?"

Gossip.--Some students reported gossip as a source of concern. For example, one girl stated that her most serious concern is that "... all my friends talk about each other behind everyone's back. People, including me, often get hurt. Everyday at least 2 or 3 friends get hurt and become enemies."

"The way people come up to you with fakey attitudes and start gossip is a big problem around this school," wrote one boy. "I guess it's like that everywhere though," he concluded.

"I hate to be cracked on behind my back," a girl complained. "I wish they would say it to my face." She concluded stoically, "So I just ignore them."

Cliques.--A few boys and girls reported concern over the cliques that exist in high schools. The following statement by a sixteen-year-old girl illustrates this concern:

The only thing that has bothered me is the clicks that exist between high school girls. Sure the girls in school talk to you but when it comes right down to it they disregard you when you are out of school. You have to have money or be a cheerleader or something to be accepted.

"I want to be popular," a sixteen-year-old boy wrote. "But there are these groups in school and I can't seem to get in with any of them. The kids in these groups make you feel not a part of them."

Desire to be accepted by others.--"I want to be accepted by other people my own age," said an advantaged sixteen-year-old boy. A
girl echoed this concern. "Feeling accepted by others is one of my problems," she wrote, "I especially want the other students to like me."

Another student expressed his desire to be accepted by others rather obliquely. "These boys I hang around with think I am a Big Sissy," he wrote. "But they don't know I am a Boxer. And they are all the time picking on me. One of these days I will knock them out flat."

**Planning for the Future**

The problems reported in this category involve (1) future employment, (2) post-high school education, and (3) military service. Both disadvantaged and advantaged students report problems in each of these three classifications.

**Future employment**

*Deciding upon an occupation.*--Students at all grade levels reported that deciding on an occupation is a problem. One disadvantaged tenth-grade girl wrote:

> It worries me not to know what I want to do with my life after high school. I don't know what kind of job I want. Sometimes I want one thing and then other times I want to be something else. I wish there was someone I could talk to about this problem.

A senior girl from the same school said, "I've taken mostly business courses in school but I don't think I'm going to like the business world which is sorta late now to be finding out. I don't know what I'm going to do when I graduate."

An advantaged girl, also a senior, reports a similar problem. "My biggest problem is deciding what to do with my life," she said.
"I've studied music 12 years and all of a sudden I don't dig it that much. Problem? What else can I do? Music is practically all I know."

An eleventh-grade boy cited as his primary problem the "difficulty of what I want to do when I get out of school." Another boy, a nineteen-year-old senior, wrote, "Don't know what to do after graduation. Can't make my mind up. I wish someone would talk to each individual senior and help them plan their future."

Preparing for an occupation. -- Some students worry because they don't know how to go about preparing themselves to enter the occupations in which they are interested. For example, a tenth-grade boy from one of the priority schools wrote, "More than anything in the world I want to write--to be a good writer. I make A's and B's in English, but what about subjects, procedures, and so forth. How can I learn about these problems of writing?"

"I know what I want to do after high school," wrote an eleventh-grade girl. "But I don't know how I can get the training I need to do it."

Post-high school education

The following are quotations of advantaged students.

"I am afraid I might not get into college," wrote an eleventh-grade boy. "That would just about kill my parents."

A tenth-grade boy wrote, "A problem is trying to decide if I should go to college when I know I have to get ahead but I hate the way schools operate."

"Collage--trying to figure where to go," wrote a senior boy.

"Should I go to college or to a technical school somewhere?"
"I'm a junior and I still don't know what I'm going to do after high school," one girl reported. "I'll probably go to college but I don't know where or why."

Another girl, a senior, reported that her most important problem is "deciding where to attend college, whether or not to attend college, and where to get the money for it."

Disadvantaged students also reported problems relative to post-high school education. The following are examples.

"I want after high school to go to a college or university where I can take the required subjects to make a profession of advertising," a senior boy wrote. "But I can't afford it."

The following problem, reported by a senior girl, is similar:

I have the ambition to become a medical technician. Money is one problem that stands in the way, but I think I can work and save up the money. Father is a disabled schizophrenic and mother is the provider, so my alternative is to save, which I believe won't be that difficult but may take a while to do.

The draft

Both disadvantaged and advantaged boys cited the draft as a problem.

"My problem?" wrote one boy. "The draft--what else!"

"The first and biggest problem I have is the draft," an eleventh-grade boy reported. "When I get out of school I want to go into the vocation I'm taking in school and if I get drafted my plans are 'down the drain."

"How can I avoid the draft," a senior asked, and another senior boy wrote, "How about getting married--should I wait until after the
service or maybe go to Viet Nam and get killed and never be able to get married."

A few girls listed the draft as a problem. One girl, a sixteen-year-old junior, wrote:

The problem that bothers me most is the draft. There are so many guys getting called in right after they are handed their diploma. Not many of these guys get a chance to start in on a good job after they have had training because of the draft. This bothers me because some of my brother's friends have been killed fighting for this country and have never been given a chance to really know what they were fighting for. I sure hope this makes some sense to you!

Leisure

Fifty (3 per cent) of the problems reported by disadvantaged students and 55 (2 per cent) of the problems reported by advantaged students involve leisure time. Some students reported problems in finding ways to use leisure time enjoyably; others reported the problem of having little or no free time in which to do the things they enjoy.

Enjoying leisure time

"I get sick of nothing to do, no place to go, no dances, no activities—nothing at all," said an advantaged sixteen-year-old girl. "And on weekends all there is to do is get into trouble. Can you people do something about this situation?"

An advantaged boy reported, "One problem is that there is nothing to do in my spare time. There are no public recreation centers around for us to go to."

Disadvantaged students also reported that a lack of things to do in the community is a problem. For example, one boy wrote:
The guys in our neighborhood don't have a place to go when we aren't in school (weekends). Movies cost too much. There's no recreation center within walking distance. And no place to play basketball or anything. So we sit around and pop pep pills when we're hanging low.

A disadvantaged girl complained of the lack of activities in the school. "Why don't we have more student activities in this school like sock hops and movies at lunch time," she asked. "Don't we deserve to have a little fun at school. All work and no play is not good for anyone."

**Not enough leisure time**

While some students complain that there is nothing to do in their free time, other students complain they have no free time in which to do the things they enjoy.

A disadvantaged boy wrote, "I go to school in the morning and work from 1:00 to 10:00 o'clock at night and on the weekends and I like sports and I like to go to dances and things but I don't have any time cause I work and I have to work to go to school."

"Free time--there's not enough of it," said one senior boy, and an eleventh-grade girl echoed his complaint; she said, "Finding free time is my problem. There's never enough time to do everything I want to do."

**Morals and Religion**

Concern over morals and religion accounts for 46 (3 per cent) of the problems reported by disadvantaged students and 40 (1 per cent) of the problems reported by advantaged students.
Morals

Students who reported concern over their moral standards most frequently cited smoking, drinking, or drugs as evidence of their moral laxity.

"I have bad morals," reported a seventeen-year-old boy. "I smoke and drink and cuss."

A sixteen-year-old boy wrote, "My morals are a problem. I'm hooked on acid and can't get enough of it. I'm a chain smoker too but its the acid that bothers me."

"How can I force myself to be good?" asked a sixteen-year-old girl. "I do a lot of bad things that I shouldn't do."

"Theres two much in the streets," complained a fifteen-year-old disadvantaged boy. "I don't want to be bad but I can't stay out of trouble. Its always out in the streets waiting on me."

A few students reported that their moral standards make it difficult for them to be accepted by their peers. One of these students, a senior boy, wrote:

Whether my moral standards are old-fashioned is a problem. It sometimes seems that if you do something because it is right, or refuse to do something because it is contrary to what you grew up with, people, especially in my age group, shun you because you refuse to lower your moral standard to theirs, and causes you to be called "too good for anybody," etc.

Religion

Some students reported concern over their own skepticism regarding God and religion.
"I can't really seem to believe in God," one of the disadvantaged girls wrote. "I feel he is their but I don't believe in him altogether."

An advantaged senior girl wrote:

I don't know if there is a god and this bothers me. I mean if there were an actual being that came over to me and said "hello, I'm god" and told me why he was god and what he'd done, well I just might believe. I don't know, is there a god?

"More and more I am questioning religion," a senior boy wrote. "And without my religion I feel that everything else is useless—without meaning."

Other students don't question the existence of God, but are concerned about living up to His expectations.

"I haven't got enough courage to talk to someone about God," said one girl. "I am a Christian and feel that I should tell someone about Him everyday."

"I am most bothered about my relation with God," a senior girl reported. "I worry a lot about being spiritually clean."

"Another girl wrote, "I want to get saved, but I find it hard because I have cussed and smoked too long already. But Jesus will except anybody."

A tenth-grade boy, less certain of Divine forgiveness, wrote, "God is going to punish me for my sins."

**Personal Appearance**

Thirty-seven (2 per cent) of the problems reported by disadvantaged students and 35 (1 per cent) of the problems reported by
advantaged students relate to personal appearance. The problems students reported primarily involve (1) being over- or underweight, (2) having a poor complexion, or (3) not having attractive clothes.

Several boys and girls complained of weight problems. One girl wrote, "My weight--I'm fat!"

Another girl complained, "I've got fat thighs. People are always staring at them!"

"My big problem is that I'm skinny." wrote one boy. "What can I do to gain weight? This may not sound like a big problem, but it is to me."

Complexion is also a concern of both boys and girls. "My complexion--ZITS!!" wrote one eleventh-grade girl.

"My face is awfully broken out," another girl observed. "I used medicated soap but it didn't help. I'm now using regular soap, but nothing seems to help. I wish someone could tell me what to do."

Several boys complained of pimples; one boy wrote, "Acne pimples is a problem, they really get me down!"

Six disadvantaged students reported that clothes are a problem. Of the advantaged students, however, only one listed concern over clothes.

"I have to wear hand-me-down clothes," said one disadvantaged girl. "They never fit right and they're always out of date."

"I need new clothes," reported a disadvantaged boy. "Mine are all holy and coming apart."
Transportation

Transportation does not appear as a problem category on the problem check list used in accomplishing the second purpose of this study. On the open-end questionnaire, however, 63 students listed problems that relate, directly or indirectly, to transportation. Thirty-two (2 per cent) of the problems listed by disadvantaged students and 31 (1 per cent) of the problems listed by advantaged students are in the transportation category.

The transportation problems reported by both disadvantaged and advantaged students are primarily problems of obtaining or maintaining an automobile. Other transportation problems are not being allowed to use the family automobile and the high cost of using public transportation.

"My car is a problem," wrote one student, "Because as soon as I fix something on it something else goes wrong." A fellow student reported, "My car—that's my big problem—keeping it up and wondering where my next car payment and the insurance payment will come from."

"I can't find a good paying job so I can't buy a car," a seventeen-year-old boy complained; he then concluded, "But if I only had a car I could probably find a good paying job."

For one sixteen-year-old boy, automobiles are more than just transportation; he wrote:

Car problems—getting to use the family cars is a problem—but most important I am interested in auto mechanics and talk about auto functions, style, and engine theory, etc., and my parents don't understand this. They view cars as transportation only and not even a worthwhile hobby, much less vocation. They discourage me indirectly from pursuing this interest in auto mechanics by not letting me use the family cars.
A few students reported that the cost of public transportation is a problem. "Buses cost too much to ride," one girl wrote. "And then you have to stand up on them half the time."

Another student, an eleventh-grade girl, wrote:

One problem is transportation to and from school. I am taking a vocational training at another school and I spend 90¢ a day on bus fare. They have talked about having a bus for us but that's all they done is talk. This would eliminate this problem that I quite often have of missing school because of lack of money.

Health and Fitness

The last major problem category, health and fitness, is somewhat similar to the checklist category entitled "health and safety." However, on the open-end questionnaire no students reported concern over personal safety—but six male students did report that they worry about their physical fitness.

Problems of health and fitness account for less than 1 per cent of the problems reported by disadvantaged and advantaged students. The health problems reported include (1) fatigue caused by lack of sleep, (2) dental problems, and (3) general health concerns.

"I always have this tired feeling," an advantaged boy reported. "I guess it's because I don't get enough sleep because of school and work."

"I don't get enough sleep," wrote a tenth-grade disadvantaged girl. "And because of this I get headach's."

A senior advantaged girl wrote, "I never get enough sleep—and it sure ain't neurasthenia!"
"I have bad teeth and they hurt," reports a sixteen-year-old disadvantaged girl. "But there is no money to get them fixed with."

"My health worries me," wrote an advantaged eleventh-grade girl. "I'm afraid I might get cancer or go blind or something tragic like that."

Of the six boys who reported concern over their physical fitness, four mentioned that fitness was important because of sports. One boy wrote, "My problem is that I'm not in very good physical condition. Because of this I'm afraid I won't make the basketball team."

Other Problems
Fifty-seven problems listed by disadvantaged students and 21 problems listed by advantaged students were of a miscellaneous nature. For example, "Haven't got my pictures yet," is one of the problems reported. Another is, "I haven't been able to find the perfect reed yet." Still another student wrote, "Lack of snow is a problem. All we get is rain in the winter which depresses me." These and the other miscellaneous problems could not be grouped into separate categories.

Concluding Remarks About the Non-Statistical Data
The quotations presented in the preceding pages are included in this report for the purpose of illustrating some of the concerns, conflicts, and problems of teen-agers. In the few cases where the problems reported by disadvantaged students differ in nature from the problems reported by advantaged students, the differences are noted. In most cases, however, the kinds of problems reported by the two groups of students are very similar.
The quotations contained in this chapter plus some additional student quotations are presented taxonomically in Appendix C. In this taxonomic presentation, each quotation is labeled to show whether the student being quoted is an advantaged or a disadvantaged student.

In the forward to the non-statistical data (page 61), it is stated that teachers who are aware of the concerns and problems of students may be able to help ameliorate some of the student problems. This statement was not intended to suggest that teachers should play amateur psychiatrist, pry into the personal lives of their students, or exempt students from competent academic behavior. Rather, the statement was intended to suggest that every teacher should be aware of and receptive to the total student—what he thinks, what his goals are, what his values are, and what his problems and concerns are. In other words, teachers should equip themselves to respond to students in a fully human, humane way.
CHAPTER V

ANALYSIS OF DATA GATHERED THROUGH THE USE OF THE PROBLEM CHECK LIST

In this chapter are presented the statistical analyses of the data that were collected and used to test the fourteen null hypotheses presented in Chapter I. These hypotheses pertain to ratings assigned to each of twelve problem categories by advantaged students, disadvantaged students, and by students subgrouped on the basis of sex, age, and grade level.

The data presented in this chapter were gathered through the use of a problem check list. The check list consists of two parts. The first part contains a list of the twelve problem categories shown in Chapter III, page 36. The respondent is instructed to rate each problem category on the basis of a five-point scale. To test each hypothesis presented in Chapter I, a t test was made between the ratings given to each of the twelve problem categories by the student groups named in the hypothesis. The formula used to find the value of t is shown in Appendix D.

In the following pages, the null hypotheses that were stated in Chapter I are repeated. Following each hypothesis, a table is presented to show the data that were used to test the hypothesis. Finally, whether the hypothesis is accepted or rejected is stated. The .05 level of confidence is used in testing the hypotheses.

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In the second part of the check list, the respondent is instructed to rank the twelve problem categories. The distribution of the ranks assigned by disadvantaged and advantaged students is also presented in this chapter. This presentation begins on page 133.

The significance of the findings presented in this chapter relative to the findings presented in Chapter IV and relative to the findings of previous studies is discussed in Chapter VI.

Disadvantaged and Advantaged Students

**Hypothesis 1**: There is no significant difference between the ratings given to each of 12 problem categories by disadvantaged and advantaged students.

**Findings**: The means of the ratings assigned to each of the 12 problem categories by disadvantaged and advantaged students are shown and compared in Table 15.

The hypothesis is rejected since in five problem categories the ratings assigned by disadvantaged students differ at the .05 level from the ratings assigned by advantaged students. Disadvantaged students rated money and enjoying free time significantly higher as areas of personal concern than did advantaged students. Advantaged students, on the other hand, rated personal worth, planning for the future, and getting along with others significantly higher than did disadvantaged students. In the other seven problem categories there are no significant differences between the ratings assigned by disadvantaged and advantaged students.
TABLE 15

PROBLEM RATINGS ASSIGNED BY DISADVANTAGED AND ADVANTAGED STUDENTS

<table>
<thead>
<tr>
<th>Problem Category</th>
<th>Disadvantaged (N=455)</th>
<th>Advantaged (N=682)</th>
<th>t-ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Rank</td>
<td>Mean</td>
<td>S.D.</td>
</tr>
<tr>
<td>Money</td>
<td>1</td>
<td>2.4527</td>
<td>1.3609</td>
</tr>
<tr>
<td>At school</td>
<td>2</td>
<td>2.3560</td>
<td>1.2600</td>
</tr>
<tr>
<td>Planning for the future</td>
<td>3</td>
<td>2.2352</td>
<td>1.1558</td>
</tr>
<tr>
<td>Home and family</td>
<td>4</td>
<td>2.0747</td>
<td>1.2817</td>
</tr>
<tr>
<td>Personal worth</td>
<td>5</td>
<td>1.9341</td>
<td>1.1094</td>
</tr>
<tr>
<td>Sex and dating</td>
<td>6</td>
<td>1.8242</td>
<td>1.1691</td>
</tr>
<tr>
<td>Enjoying free time</td>
<td>7</td>
<td>1.6264</td>
<td>1.0446</td>
</tr>
<tr>
<td>Morals and religion</td>
<td>8</td>
<td>1.6132</td>
<td>0.9162</td>
</tr>
<tr>
<td>Personal appearance</td>
<td>9</td>
<td>1.6066</td>
<td>0.9336</td>
</tr>
<tr>
<td>Getting along with</td>
<td>10</td>
<td>1.5978</td>
<td>0.9298</td>
</tr>
<tr>
<td>others</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Civic responsibilities</td>
<td>11</td>
<td>1.4747</td>
<td>0.8663</td>
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<tr>
<td>Health and safety</td>
<td>12</td>
<td>1.4044</td>
<td>0.9206</td>
</tr>
</tbody>
</table>

*Significant at the .05 level of confidence.
In Table 15 it can be seen that although disadvantaged and advantaged students differed significantly in the ratings they assigned to money and planning for the future, these two categories are among the three highest rated categories of both groups of students.

**Disadvantaged Male and Advantaged Male Students**

**Hypothesis 2:** There is no significant difference between the ratings given to each of 12 problem categories by disadvantaged male and advantaged male students.

**Findings:** The means of the ratings assigned to each of the problem categories by disadvantaged male and advantaged male students are shown and compared in Table 16.

The hypothesis is rejected on the basis that advantaged males rated one problem category—home and family—significantly higher as a concern than did disadvantaged males. In the other eleven categories, however, there are no significant differences between the ratings assigned by disadvantaged and advantaged male students.

**Disadvantaged Female and Advantaged Female Students**

**Hypothesis 3:** There is no significant difference between the ratings given to each of 12 problem categories by disadvantaged female and advantaged female students.

**Findings:** The means of the ratings assigned to each of the 12 problem categories by disadvantaged female and advantaged female students are shown and compared in Table 17.


<table>
<thead>
<tr>
<th>Problem Category</th>
<th>Disadvantaged Male (N=257)</th>
<th>Advantaged Male (N=322)</th>
<th>t-ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Rank</td>
<td>Mean</td>
<td>S.D.</td>
</tr>
<tr>
<td>At school</td>
<td>1</td>
<td>2.4591</td>
<td>1.2689</td>
</tr>
<tr>
<td>Money</td>
<td>2</td>
<td>2.3502</td>
<td>1.3530</td>
</tr>
<tr>
<td>Planning for the future</td>
<td>3</td>
<td>2.2879</td>
<td>1.1781</td>
</tr>
<tr>
<td>Home and family</td>
<td>4</td>
<td>1.8833</td>
<td>1.1745</td>
</tr>
<tr>
<td>Sex and dating</td>
<td>5</td>
<td>1.8482</td>
<td>1.1688</td>
</tr>
<tr>
<td>Personal worth</td>
<td>6</td>
<td>1.8210</td>
<td>1.0782</td>
</tr>
<tr>
<td>Personal appearance</td>
<td>7</td>
<td>1.6187</td>
<td>0.9756</td>
</tr>
<tr>
<td>Morals and religion</td>
<td>8</td>
<td>1.6070</td>
<td>0.9446</td>
</tr>
<tr>
<td>Getting along with Others</td>
<td>9</td>
<td>1.5992</td>
<td>0.9618</td>
</tr>
<tr>
<td>Civic responsibilities</td>
<td>10</td>
<td>1.5875</td>
<td>0.9466</td>
</tr>
<tr>
<td>Enjoying free time</td>
<td>11</td>
<td>1.5253</td>
<td>0.9982</td>
</tr>
<tr>
<td>Health and safety</td>
<td>12</td>
<td>1.5058</td>
<td>1.0330</td>
</tr>
</tbody>
</table>

*Significant at the .05 level of confidence.
### TABLE 17
PROBLEM RATINGS ASSIGNED BY DISADVANTAGED AND ADVANTAGED FEMALE STUDENTS

<table>
<thead>
<tr>
<th>Problem Category</th>
<th>Disadvantaged Female (N=198)</th>
<th>Advantaged Female (N=360)</th>
<th>t-ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Rank</td>
<td>Mean</td>
<td>S.D.</td>
</tr>
<tr>
<td>Money</td>
<td>1</td>
<td>2.5758</td>
<td>1.3714</td>
</tr>
<tr>
<td>Home and family</td>
<td>2</td>
<td>2.3081</td>
<td>1.3784</td>
</tr>
<tr>
<td>At school</td>
<td>3</td>
<td>2.2121</td>
<td>1.2454</td>
</tr>
<tr>
<td>Planning for the future..</td>
<td>4</td>
<td>2.1616</td>
<td>1.1300</td>
</tr>
<tr>
<td>Personal worth</td>
<td>5</td>
<td>2.0556</td>
<td>1.1290</td>
</tr>
<tr>
<td>Sex and dating</td>
<td>6</td>
<td>1.7778</td>
<td>1.1725</td>
</tr>
<tr>
<td>Enjoying free time .......</td>
<td>7</td>
<td>1.7525</td>
<td>1.0938</td>
</tr>
<tr>
<td>Morals and religion.......</td>
<td>8</td>
<td>1.6061</td>
<td>0.8798</td>
</tr>
<tr>
<td>Getting along with others</td>
<td>9.5</td>
<td>1.5859</td>
<td>0.8934</td>
</tr>
<tr>
<td>Personal appearance ...</td>
<td>9.5</td>
<td>1.5859</td>
<td>0.8820</td>
</tr>
<tr>
<td>Civic responsibilities..</td>
<td>11</td>
<td>1.3232</td>
<td>0.7293</td>
</tr>
<tr>
<td>Health and safety .......</td>
<td>12</td>
<td>1.2677</td>
<td>0.7345</td>
</tr>
</tbody>
</table>

*Significant at the .05 level of confidence.*
The hypothesis is rejected since in five problem categories the ratings assigned by disadvantaged female students differ at the .05 level from the ratings assigned by advantaged female students. The five problem categories are the same categories in which the total group of disadvantaged students differed from the total group of advantaged students. The differences are also in the same direction as in the case of the total groups: Disadvantaged females rated money and enjoying free time significantly higher than did advantaged females; advantaged females rated personal worth, planning for the future, and getting along with others significantly higher than did disadvantaged females.

**Male and Female Students**

**Hypothesis 4**: There is no significant difference between the ratings given to each of 12 problem categories by disadvantaged male and female students.

**Findings**: The means of the ratings assigned to each of the 12 problem categories by disadvantaged male and female students are shown and compared in Table 18.

The hypothesis is rejected since in six problem categories the ratings assigned by disadvantaged male students differ at the .05 level from the ratings assigned by disadvantaged female students. The male students rated school, civic responsibilities, and health and safety significantly higher than did the female students. The female students rated home and family, personal worth, and enjoying free time significantly higher as personal concerns than did the male students. In the other six categories there are no significant differences between the
TABLE 18

PROBLEM RATINGS ASSIGNED BY DISADVANTAGED MALE AND FEMALE STUDENTS

<table>
<thead>
<tr>
<th>Problem Category</th>
<th>Male (N=257)</th>
<th>Female (N=198)</th>
<th>t-ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Rank</td>
<td>Mean</td>
<td>S.D.</td>
</tr>
<tr>
<td>At school</td>
<td>1</td>
<td>2.4591</td>
<td>1.2689</td>
</tr>
<tr>
<td>Money</td>
<td>2</td>
<td>2.3502</td>
<td>1.3530</td>
</tr>
<tr>
<td>Planning for the future</td>
<td>3</td>
<td>2.2879</td>
<td>1.1781</td>
</tr>
<tr>
<td>Home and family</td>
<td>4</td>
<td>1.8833</td>
<td>1.1745</td>
</tr>
<tr>
<td>Sex and dating</td>
<td>5</td>
<td>1.8482</td>
<td>1.1688</td>
</tr>
<tr>
<td>Personal worth</td>
<td>6</td>
<td>1.8210</td>
<td>1.0782</td>
</tr>
<tr>
<td>Personal appearance</td>
<td>7</td>
<td>1.6187</td>
<td>0.9756</td>
</tr>
<tr>
<td>Morals and religion</td>
<td>8</td>
<td>1.6070</td>
<td>0.9446</td>
</tr>
<tr>
<td>Getting along with other others</td>
<td>9</td>
<td>1.5992</td>
<td>0.9618</td>
</tr>
<tr>
<td>Civic responsibilities</td>
<td>10</td>
<td>1.5857</td>
<td>0.9466</td>
</tr>
<tr>
<td>Enjoying free time</td>
<td>11</td>
<td>1.5253</td>
<td>0.9982</td>
</tr>
<tr>
<td>Health and safety</td>
<td>12</td>
<td>1.5058</td>
<td>1.0330</td>
</tr>
</tbody>
</table>

*Significant at the .05 level of confidence.
ratings assigned by disadvantaged male and disadvantaged female students.

**Hypothesis 5:** There is no significant difference between the ratings given to each of 12 problem categories by advantaged male and female students.

**Findings:** The means of the ratings assigned to each of the 12 problem categories by advantaged male and female students are shown and compared in Table 19.

The hypothesis is rejected since in four problem categories the ratings assigned by advantaged male students differ at the .05 level from the ratings assigned by advantaged female students. Advantaged males rated school, civic responsibilities, and health and safety significantly higher than did the advantaged females. Advantaged females rated personal worth significantly higher than did the advantaged males. There are no significant differences between the ratings assigned by advantaged male and advantaged female students in the other eight problem categories.

**Tenth- and Eleventh-Grade Students**

**Hypothesis 6:** There is no significant difference between the ratings given to each of 12 problem categories by disadvantaged tenth- and eleventh-grade students.

**Findings:** The means of the ratings assigned to each of the 12 problem categories by disadvantaged tenth- and eleventh-grade students are shown and compared in Table 20.
### TABLE 19

PROBLEM RATINGS ASSIGNED BY ADVANTAGED MALE AND FEMALE STUDENTS

<table>
<thead>
<tr>
<th>Problem Category</th>
<th>Male (N=322)</th>
<th>Female (N=360)</th>
<th>t-ratio</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Rank</td>
<td>Mean</td>
<td>S.D.</td>
<td>Rank</td>
</tr>
<tr>
<td>At school</td>
<td>1</td>
<td>2.5745</td>
<td>1.2395</td>
<td>5</td>
</tr>
<tr>
<td>Planning for the future</td>
<td>2</td>
<td>2.3882</td>
<td>1.1906</td>
<td>1.5</td>
</tr>
<tr>
<td>Money</td>
<td>3</td>
<td>2.2764</td>
<td>1.2713</td>
<td>3</td>
</tr>
<tr>
<td>Home and family</td>
<td>4</td>
<td>2.0994</td>
<td>1.1963</td>
<td>4</td>
</tr>
<tr>
<td>Personal worth</td>
<td>5</td>
<td>1.9814</td>
<td>1.0660</td>
<td>1.5</td>
</tr>
<tr>
<td>Sex and dating</td>
<td>6</td>
<td>1.8261</td>
<td>1.0607</td>
<td>6</td>
</tr>
<tr>
<td>Getting along with others</td>
<td>7</td>
<td>1.6894</td>
<td>0.8793</td>
<td>7</td>
</tr>
<tr>
<td>Civic responsibilities</td>
<td>8</td>
<td>1.6335</td>
<td>0.9338</td>
<td>11</td>
</tr>
<tr>
<td>Morals and religion</td>
<td>9</td>
<td>1.6087</td>
<td>0.9337</td>
<td>8</td>
</tr>
<tr>
<td>Personal appearance</td>
<td>10</td>
<td>1.5994</td>
<td>0.7946</td>
<td>9</td>
</tr>
<tr>
<td>Health and safety</td>
<td>11</td>
<td>1.5031</td>
<td>0.9660</td>
<td>12</td>
</tr>
<tr>
<td>Enjoying free time</td>
<td>12</td>
<td>1.4379</td>
<td>0.7866</td>
<td>10</td>
</tr>
</tbody>
</table>

*Significant at the .05 level of confidence.
TABLE 20

PROBLEM RATINGS ASSIGNED BY DISADVANTAGED TENTH- AND ELEVENTH-GRADE STUDENTS

<table>
<thead>
<tr>
<th>Problem Category</th>
<th>Tenth Grade (N=155)</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>Eleventh Grade (N=178)</th>
<th></th>
<th></th>
<th></th>
<th>t-ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Rank</td>
<td>Mean</td>
<td>S.D.</td>
<td>Rank</td>
<td>Mean</td>
<td>S.D.</td>
<td>t-ratio</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At school</td>
<td>1</td>
<td>2.3677</td>
<td>1.3052</td>
<td>2</td>
<td>2.3652</td>
<td>1.2161</td>
<td>0.0186</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Money</td>
<td>2</td>
<td>2.3032</td>
<td>1.3265</td>
<td>1</td>
<td>2.6067</td>
<td>1.3584</td>
<td>2.0499*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planning for the future.</td>
<td>3</td>
<td>2.1226</td>
<td>1.0915</td>
<td>3</td>
<td>2.2303</td>
<td>1.1649</td>
<td>0.8643</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Home and family</td>
<td>4</td>
<td>1.9871</td>
<td>1.2901</td>
<td>4</td>
<td>2.0449</td>
<td>1.2800</td>
<td>0.4086</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal worth</td>
<td>5</td>
<td>1.8129</td>
<td>1.0335</td>
<td>5</td>
<td>1.9438</td>
<td>1.0899</td>
<td>1.1166</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sex and dating</td>
<td>6</td>
<td>1.7290</td>
<td>1.0914</td>
<td>6</td>
<td>1.8652</td>
<td>1.2010</td>
<td>1.0731</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enjoying free time</td>
<td>7</td>
<td>1.5677</td>
<td>0.9299</td>
<td>8.5</td>
<td>1.6742</td>
<td>1.1195</td>
<td>0.9325</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal appearance</td>
<td>8</td>
<td>1.5161</td>
<td>0.9323</td>
<td>8.5</td>
<td>1.6742</td>
<td>0.8966</td>
<td>1.5701</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Getting along with others</td>
<td>9</td>
<td>1.4968</td>
<td>0.7901</td>
<td>10</td>
<td>1.6573</td>
<td>0.9890</td>
<td>1.6153</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Morals and religion</td>
<td>10</td>
<td>1.4774</td>
<td>0.7815</td>
<td>7</td>
<td>1.6854</td>
<td>0.9313</td>
<td>2.1824*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Civic responsibilities</td>
<td>11</td>
<td>1.3613</td>
<td>0.6414</td>
<td>11</td>
<td>1.5562</td>
<td>0.9713</td>
<td>2.1202*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health and safety</td>
<td>12</td>
<td>1.3548</td>
<td>0.7931</td>
<td>12</td>
<td>1.5000</td>
<td>1.0507</td>
<td>1.4020</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Significant at the .05 level of confidence.
The hypothesis is rejected since in three problem categories the ratings assigned by disadvantaged tenth-grade students differ at the .05 level from the ratings assigned by disadvantaged eleventh-grade students. The disadvantaged eleventh-grade students rated money, morals and religion, and civic responsibilities significantly higher as personal concerns than did disadvantaged tenth-grade students. In the other nine problem categories there are no significant differences between the ratings assigned by disadvantaged tenth- and disadvantaged eleventh-grade students.

**Hypothesis 7:** There is no significant difference between the ratings given to each of 12 problem categories by advantaged tenth- and eleventh-grade students.

**Findings:** The means of the ratings assigned to each of the 12 problem categories by advantaged tenth- and eleventh-grade students are shown and compared in Table 21.

The above hypothesis is rejected because in six problem categories the ratings assigned by advantaged tenth-grade students differ at the .05 level from the ratings assigned by advantaged eleventh-grade students. In each of the six categories where significant differences are found, the eleventh-grade students assigned higher problem ratings than did the tenth-grade students. The six categories in which the significant differences occur are planning for the future, at school, money, home and family, personal worth, and personal appearance. The first five of these categories are the five highest rated problem areas of both tenth- and eleventh-grade advantaged students.
TABLE 21

PROBLEM RATINGS ASSIGNED BY ADVANTAGED TENTH- AND ELEVENTH-GRADE STUDENTS

<table>
<thead>
<tr>
<th>Problem Category</th>
<th>Tenth Grade (N=279)</th>
<th>Eleventh Grade (N=223)</th>
<th>t-ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Rank</td>
<td>Mean</td>
<td>S.D.</td>
</tr>
<tr>
<td>Planning for the future .........</td>
<td>1</td>
<td>2.2760</td>
<td>1.1260</td>
</tr>
<tr>
<td>At school ................................</td>
<td>2</td>
<td>2.2222</td>
<td>1.2037</td>
</tr>
<tr>
<td>Money ......................................</td>
<td>3</td>
<td>2.0932</td>
<td>1.1353</td>
</tr>
<tr>
<td>Home and family ..................</td>
<td>4</td>
<td>2.0717</td>
<td>1.1305</td>
</tr>
<tr>
<td>Personal worth .......................</td>
<td>5</td>
<td>2.0430</td>
<td>1.0430</td>
</tr>
<tr>
<td>Sex and dating ....................</td>
<td>6</td>
<td>1.8710</td>
<td>1.0832</td>
</tr>
<tr>
<td>Getting along with others ...........</td>
<td>7</td>
<td>1.7061</td>
<td>0.8465</td>
</tr>
<tr>
<td>Morals and religion ..............</td>
<td>8</td>
<td>1.5595</td>
<td>0.9013</td>
</tr>
<tr>
<td>Personal appearance ............</td>
<td>9</td>
<td>1.5412</td>
<td>0.8016</td>
</tr>
<tr>
<td>Enjoying free time ............</td>
<td>10</td>
<td>1.5090</td>
<td>0.8670</td>
</tr>
<tr>
<td>Health and safety ............</td>
<td>11</td>
<td>1.5054</td>
<td>0.9760</td>
</tr>
<tr>
<td>Civic responsibilities .......</td>
<td>12</td>
<td>1.4946</td>
<td>0.8629</td>
</tr>
</tbody>
</table>

*Significant at the .05 level of confidence.
Eleventh- and Twelfth-Grade Students

Hypothesis 8: There is no significant difference between the ratings given to each of 12 problem categories by disadvantaged eleventh- and twelfth-grade students.

Findings: The means of the ratings assigned to each of the 12 problem categories by disadvantaged eleventh- and twelfth-grade students are shown and compared in Table 22.

The hypothesis is accepted. There is no significant difference between the ratings given to each of 12 problem categories by disadvantaged eleventh- and twelfth-grade students.

Hypothesis 9: There is no significant difference between the ratings given to each of 12 problem categories by advantaged eleventh- and twelfth-grade students.

Findings: The means of the ratings assigned to each of the 12 problem categories by advantaged eleventh- and twelfth-grade students are shown and compared in Table 23.

The hypothesis is rejected because in five problem categories the ratings assigned by advantaged eleventh-grade students differ at the .05 level from the ratings assigned by advantaged twelfth-grade students. In each of these five categories the eleventh-grade students assigned higher ratings than did the twelfth-grade students. The five categories are money, at school, personal worth, sex and dating, and civic responsibilities. No significant differences were found in the other seven categories.
<table>
<thead>
<tr>
<th>Problem Category</th>
<th>Eleventh Grade (N=178)</th>
<th>Twelfth Grade (N=122)</th>
<th>t-ratio&lt;sup&gt;a&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Rank</td>
<td>Mean</td>
<td>S.D.</td>
</tr>
<tr>
<td>Money</td>
<td>1</td>
<td>1.6067</td>
<td>1.3584</td>
</tr>
<tr>
<td>At school</td>
<td>2</td>
<td>2.3652</td>
<td>1.2161</td>
</tr>
<tr>
<td>Planning for the future</td>
<td>3</td>
<td>2.2303</td>
<td>1.1649</td>
</tr>
<tr>
<td>Home and family</td>
<td>4</td>
<td>2.0449</td>
<td>1.2800</td>
</tr>
<tr>
<td>Personal worth</td>
<td>5</td>
<td>1.9438</td>
<td>1.0899</td>
</tr>
<tr>
<td>Sex and dating</td>
<td>6</td>
<td>1.8652</td>
<td>1.2010</td>
</tr>
<tr>
<td>Morals and religion</td>
<td>7</td>
<td>1.6854</td>
<td>0.9313</td>
</tr>
<tr>
<td>Personal appearance</td>
<td>8.5</td>
<td>1.6742</td>
<td>0.8966</td>
</tr>
<tr>
<td>Enjoying free time</td>
<td>8.5</td>
<td>1.6742</td>
<td>1.1195</td>
</tr>
<tr>
<td>Getting along with others</td>
<td>10</td>
<td>1.6573</td>
<td>0.9890</td>
</tr>
<tr>
<td>Civic responsibilities</td>
<td>11</td>
<td>1.5562</td>
<td>0.9713</td>
</tr>
<tr>
<td>Health and safety</td>
<td>12</td>
<td>1.5000</td>
<td>1.0507</td>
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</tbody>
</table>

<sup>a</sup>None of the t-ratios are significant at the .05 level of confidence.
TABLE 23

PROBLEM RATINGS ASSIGNED BY ADVANTAGED ELEVENTH- AND TWELFTH-GRADE STUDENTS

<table>
<thead>
<tr>
<th>Problem Category</th>
<th>Eleventh Grade (N=223)</th>
<th>Twelfth Grade (N=180)</th>
<th>t-ratio</th>
</tr>
</thead>
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<td>Rank</td>
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<tr>
<td>Money</td>
<td>1</td>
<td>2.5561</td>
<td>1.3510</td>
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<tr>
<td>Planning for the future</td>
<td>2</td>
<td>2.5381</td>
<td>1.1073</td>
</tr>
<tr>
<td>At school</td>
<td>3</td>
<td>2.5112</td>
<td>1.2086</td>
</tr>
<tr>
<td>Personal worth</td>
<td>4</td>
<td>2.4215</td>
<td>1.2463</td>
</tr>
<tr>
<td>Home and family</td>
<td>5</td>
<td>2.2915</td>
<td>1.2882</td>
</tr>
<tr>
<td>Sex and dating</td>
<td>6</td>
<td>2.0673</td>
<td>1.2599</td>
</tr>
<tr>
<td>Getting along with</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>others</td>
<td>7</td>
<td>1.7892</td>
<td>0.9111</td>
</tr>
<tr>
<td>Personal appearance</td>
<td>8</td>
<td>1.7489</td>
<td>0.8781</td>
</tr>
<tr>
<td>Morals and religion</td>
<td>9</td>
<td>1.7175</td>
<td>0.9024</td>
</tr>
<tr>
<td>Civic responsibilities</td>
<td>10</td>
<td>1.5695</td>
<td>0.8951</td>
</tr>
<tr>
<td>Enjoying free time</td>
<td>11</td>
<td>1.5516</td>
<td>0.8709</td>
</tr>
<tr>
<td>Health and safety</td>
<td>12</td>
<td>1.3812</td>
<td>0.7884</td>
</tr>
</tbody>
</table>

*Significant at the .05 level of confidence.
Fifteen- and Sixteen-Year-Old Students

**Hypothesis 10**: There is no significant difference between the ratings given to each of 12 problem categories by disadvantaged fifteen- and sixteen-year-old students.

**Findings**: The means of the ratings assigned to each of the 12 problem categories by disadvantaged fifteen- and sixteen-year-old students are shown and compared in Table 24.

The hypothesis is accepted. There is no significant difference between the ratings given to each of 12 problem categories by the fifteen- and sixteen-year-old disadvantaged students.

**Hypothesis 11**: There is no significant difference between the ratings given to each of 12 problem categories by advantaged fifteen- and sixteen-year-old students.

**Findings**: The means of the ratings assigned to each of the 12 problem categories by advantaged fifteen- and sixteen-year-old students are shown and compared in Table 25.

The above hypothesis is rejected since in four problem categories the ratings assigned by fifteen-year-old advantaged students differ at the .05 level from the ratings assigned by sixteen-year-old advantaged students. In each of the four categories the ratings assigned by sixteen-year-old students are higher than those assigned by fifteen-year-old students. The four categories where the significant differences occur are planning for the future, school, money, and personal worth.
TABLE 24
PROBLEM RATINGS ASSIGNED BY DISADVANTAGED FIFTEEN- AND SIXTEEN-YEAR-OLD STUDENTS

<table>
<thead>
<tr>
<th>Problem Category</th>
<th>Fifteen-Year-Olds (N=88)</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Rank</td>
<td>Mean</td>
<td>S.D.</td>
<td>Rank</td>
<td>Mean</td>
<td>S.D.</td>
<td>t-ratio</td>
<td></td>
</tr>
<tr>
<td>Planning for the future</td>
<td>1</td>
<td>2.2386</td>
<td>1.1078</td>
<td>3</td>
<td>2.1591</td>
<td>1.1169</td>
<td>0.5449</td>
<td></td>
</tr>
<tr>
<td>At school</td>
<td>2</td>
<td>2.2045</td>
<td>1.1886</td>
<td>2</td>
<td>2.2386</td>
<td>1.1918</td>
<td>0.2185</td>
<td></td>
</tr>
<tr>
<td>Money</td>
<td>3</td>
<td>2.1818</td>
<td>1.2018</td>
<td>1</td>
<td>2.5114</td>
<td>1.3314</td>
<td>1.9498</td>
<td></td>
</tr>
<tr>
<td>Home and family</td>
<td>4</td>
<td>2.1591</td>
<td>1.3642</td>
<td>4</td>
<td>2.0284</td>
<td>1.2987</td>
<td>0.7549</td>
<td></td>
</tr>
<tr>
<td>Personal worth</td>
<td>5</td>
<td>1.8864</td>
<td>0.9704</td>
<td>5</td>
<td>1.9432</td>
<td>1.0591</td>
<td>0.4207</td>
<td></td>
</tr>
<tr>
<td>Sex and dating</td>
<td>6</td>
<td>1.6477</td>
<td>1.0875</td>
<td>6</td>
<td>1.8239</td>
<td>1.1568</td>
<td>1.1849</td>
<td></td>
</tr>
<tr>
<td>Personal appearance</td>
<td>7</td>
<td>1.6023</td>
<td>0.9359</td>
<td>8</td>
<td>1.6193</td>
<td>0.9638</td>
<td>0.1363</td>
<td></td>
</tr>
<tr>
<td>Morals and religion</td>
<td>8</td>
<td>1.5341</td>
<td>0.7826</td>
<td>10</td>
<td>1.5626</td>
<td>0.8961</td>
<td>0.2521</td>
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<tr>
<td>Enjoying free time</td>
<td>9.5</td>
<td>1.4773</td>
<td>0.7684</td>
<td>7</td>
<td>1.6818</td>
<td>1.0876</td>
<td>1.5723</td>
<td></td>
</tr>
<tr>
<td>Getting along with others</td>
<td>9.5</td>
<td>1.4432</td>
<td>0.7974</td>
<td>9</td>
<td>1.5739</td>
<td>0.9015</td>
<td>0.8489</td>
<td></td>
</tr>
<tr>
<td>Health and safety</td>
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<td>1.4432</td>
<td>0.9518</td>
<td>12</td>
<td>1.3864</td>
<td>0.8384</td>
<td>0.4939</td>
<td></td>
</tr>
<tr>
<td>Civic responsibilities</td>
<td>12</td>
<td>1.4318</td>
<td>0.6707</td>
<td>11</td>
<td>1.3977</td>
<td>0.7911</td>
<td>0.3454</td>
<td></td>
</tr>
</tbody>
</table>

*aNone of the t-ratios are significant at the .05 level of confidence.
### TABLE 25

**PROBLEM RATINGS ASSIGNED BY ADVANTAGED FIFTEEN- AND SIXTEEN-YEAR-OLD STUDENTS**

<table>
<thead>
<tr>
<th>Problem Category</th>
<th>Fifteen-Year-Olds (N=263)</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Rank</td>
<td>Mean</td>
<td>S.D.</td>
<td>Rank</td>
<td>Mean</td>
<td>S.D.</td>
<td>t-ratio</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planning for the future</td>
<td>1</td>
<td>2.2776</td>
<td>1.1078</td>
<td>1</td>
<td>2.5067</td>
<td>1.1399</td>
<td>2.2378*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>At school</td>
<td>2</td>
<td>2.1825</td>
<td>1.1945</td>
<td>2.5</td>
<td>2.4709</td>
<td>1.1971</td>
<td>2.6437*</td>
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</tr>
<tr>
<td>Home and family</td>
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<td>1.1346</td>
<td>5</td>
<td>2.1749</td>
<td>1.2709</td>
<td>0.5561</td>
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<td></td>
</tr>
<tr>
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<td>1.0951</td>
<td>2.5</td>
<td>2.4709</td>
<td>1.3318</td>
<td>3.3716*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal worth</td>
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<td>2.0913</td>
<td>1.0351</td>
<td>4</td>
<td>2.3453</td>
<td>1.2642</td>
<td>2.4302*</td>
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<tr>
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<td>1.0605</td>
<td>6</td>
<td>2.0628</td>
<td>1.2655</td>
<td>1.9244</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Getting along with others</td>
<td>7</td>
<td>1.7186</td>
<td>0.8481</td>
<td>7</td>
<td>1.7892</td>
<td>0.8962</td>
<td>0.8892</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Morals and religion</td>
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<td>1.6464</td>
<td>0.8810</td>
<td>8</td>
<td>1.6861</td>
<td>0.9518</td>
<td>0.4762</td>
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<td>Personal appearance</td>
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<td>0.8227</td>
<td>9</td>
<td>1.6816</td>
<td>0.8375</td>
<td>1.3198</td>
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<td>10</td>
<td>1.5209</td>
<td>0.8401</td>
<td>10.5</td>
<td>1.5381</td>
<td>0.9119</td>
<td>0.2158</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Civic responsibilities</td>
<td>11</td>
<td>1.4943</td>
<td>0.8758</td>
<td>10.5</td>
<td>1.5381</td>
<td>0.8349</td>
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<td>0.1336</td>
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</tr>
</tbody>
</table>

*Significant at the .05 level of confidence.*
Sixteen- and Seventeen-Year-Old Students

Hypothesis 12: There is no significant difference between the ratings given to each of 12 problem categories by disadvantaged sixteen- and seventeen-year-old students.

Findings: The means of the ratings assigned to each of the 12 problem categories by disadvantaged sixteen- and seventeen-year-old students are shown and compared in Table 26.

The hypothesis is rejected because seventeen-year-old disadvantaged students rated one category—at school—significantly higher than did the sixteen-year-old disadvantaged students. In the other eleven categories, however, there are no significant differences between the ratings assigned by sixteen- and seventeen-year-old students.

Hypothesis 13: There is no significant difference between the ratings given to each of 12 problem categories by advantaged sixteen- and seventeen-year-old students.

Findings: The means of the ratings assigned to each of the 12 problem categories by advantaged sixteen- and seventeen-year-old students are shown and compared in Table 27.

The hypothesis is rejected because the sixteen-year-old students rated sex and dating significantly higher than did the seventeen-year-old students. However, there are no significant differences in the other problem categories.

Seventeen- and Eighteen-Year-Old Students

Hypothesis 14: There is no significant difference between the ratings given to each of the 12 problem categories by disadvantaged seventeen- and eighteen-year-old students.
<table>
<thead>
<tr>
<th>Problem Category</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Rank</td>
<td>Mean</td>
<td>S.D.</td>
<td>Rank</td>
<td>Mean</td>
</tr>
<tr>
<td>Money</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
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<td></td>
<td>1</td>
<td>2.5114</td>
<td>1.3314</td>
<td>1</td>
<td>2.6522</td>
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<tr>
<td>At school</td>
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<td></td>
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<td>1.1918</td>
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<td></td>
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<td></td>
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<td></td>
<td>3</td>
<td>2.1591</td>
<td>1.1169</td>
<td>3</td>
<td>2.3623</td>
</tr>
<tr>
<td>Home and family</td>
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<td></td>
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<td>2.0284</td>
<td>1.2987</td>
<td>4</td>
<td>2.0290</td>
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<td></td>
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<td>5</td>
<td>2.0145</td>
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<td>1.1568</td>
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<td></td>
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<td>7</td>
<td>1.6818</td>
<td>1.0876</td>
<td>7</td>
<td>1.6739</td>
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<td>1.5725</td>
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<td>Getting along with others</td>
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<td></td>
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<td>1.5739</td>
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<td>8.5</td>
<td>1.6304</td>
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<td></td>
<td></td>
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<td>0.7911</td>
<td>11</td>
<td>1.4348</td>
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<td>0.8384</td>
<td>12</td>
<td>1.3261</td>
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</table>

*Significant at the .05 level of confidence.
**TABLE 27**

**PROBLEM RATINGS ASSIGNED BY ADVANTAGED SIXTEEN- AND SEVENTEEN-YEAR-OLD STUDENTS**

<table>
<thead>
<tr>
<th>Problem Category</th>
<th>Sixteen-Year-Olds (N=223)</th>
<th>Seventeen-Year-Olds (N=196)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Rank</td>
<td>Mean</td>
</tr>
<tr>
<td>Planning for the future</td>
<td>1</td>
<td>2.5067</td>
</tr>
<tr>
<td>Money</td>
<td>2.5</td>
<td>2.4709</td>
</tr>
<tr>
<td>At school</td>
<td>2.5</td>
<td>2.4709</td>
</tr>
<tr>
<td>Personal worth</td>
<td>4</td>
<td>2.3453</td>
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<tr>
<td>Home and family</td>
<td>5</td>
<td>2.1749</td>
</tr>
<tr>
<td>Sex and dating</td>
<td>6</td>
<td>2.0628</td>
</tr>
<tr>
<td>Getting along with others</td>
<td>7</td>
<td>1.7892</td>
</tr>
<tr>
<td>Morals and religion</td>
<td>8</td>
<td>1.6861</td>
</tr>
<tr>
<td>Personal appearance</td>
<td>9</td>
<td>1.6816</td>
</tr>
<tr>
<td>Civic responsibilities</td>
<td>10.5</td>
<td>1.5381</td>
</tr>
<tr>
<td>Enjoying free time</td>
<td>10.5</td>
<td>1.5381</td>
</tr>
<tr>
<td>Health and safety</td>
<td>12</td>
<td>1.4305</td>
</tr>
</tbody>
</table>

*Significant at the .05 level of confidence.*
Findings: The means of the ratings assigned to each of the 12 problem categories by seventeen- and eighteen-year-old disadvantaged students are shown and compared in Table 28.

The hypothesis is rejected because in two problem categories the ratings assigned by seventeen-year-old disadvantaged students differ at the .05 level of confidence from the ratings assigned by eighteen-year-old disadvantaged students. The seventeen-year-old students rated money higher than did eighteen-year-old students, and eighteen-year-old students rated civic responsibilities higher than did seventeen-year-old students. In the other problem categories there are no significant differences.

Since only twelve returns were received from advantaged eighteen-year-olds, comparisons were not made between the advantaged seventeen- and eighteen-year-old students.

Summary of the Findings Pertaining to the Ratings Given to the Problem Check List Categories

The average ratings assigned to the problem categories by various groups and subgroups of students are shown in the tables presented in the preceding pages. Some of the findings contained in these tables are summarized below.

Money; school; planning for the future

Money, school, and planning for the future are the three highest rated problem areas of both disadvantaged and advantaged students.

Male students, both disadvantaged and advantaged, assigned higher problem ratings to school than to any other item. However, since
TABLE 28
PROBLEM RATINGS ASSIGNED BY DISADVANTAGED SEVENTEEN- AND EIGHTEEN-YEAR-OLD STUDENTS

<table>
<thead>
<tr>
<th>Problem Category</th>
<th>Seventeen-Year-Olds (N=138)</th>
<th>Eighteen-Year-Olds (N=53)</th>
<th>t-ratio</th>
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<td>Mean</td>
<td>S.D.</td>
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<td>Money</td>
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<td>2.6522</td>
<td>1.4379</td>
</tr>
<tr>
<td>At school</td>
<td>2</td>
<td>2.5217</td>
<td>1.2978</td>
</tr>
<tr>
<td>Planning for the future</td>
<td>3</td>
<td>2.3623</td>
<td>1.1606</td>
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<tr>
<td>Home and family</td>
<td>4</td>
<td>2.0217</td>
<td>1.1450</td>
</tr>
<tr>
<td>Personal worth</td>
<td>5</td>
<td>2.0072</td>
<td>1.2423</td>
</tr>
<tr>
<td>Sex and dating</td>
<td>6</td>
<td>1.9058</td>
<td>1.1540</td>
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<td>1.1055</td>
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<tr>
<td>Morals and religion</td>
<td>8.5</td>
<td>1.6304</td>
<td>0.8688</td>
</tr>
<tr>
<td>Getting along with</td>
<td>8.5</td>
<td>1.6304</td>
<td>0.9095</td>
</tr>
<tr>
<td>others</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal appearance</td>
<td>10</td>
<td>1.5725</td>
<td>0.8066</td>
</tr>
<tr>
<td>Civic responsibilities</td>
<td>11</td>
<td>1.4275</td>
<td>0.7975</td>
</tr>
<tr>
<td>Health and safety</td>
<td>12</td>
<td>1.3261</td>
<td>0.8441</td>
</tr>
</tbody>
</table>

*Significant at the .05 level of confidence.
females rated school significantly lower as a personal problem area than did males, school ranks in second place when the ratings given by males and females are combined. Consequently, money is the top-rated problem area of the total disadvantaged group, and planning for the future is the top-rated problem area of the total advantaged student group.

In both the disadvantaged and advantaged groups, eleventh-grade students rated money higher as a problem area than did tenth- or twelfth-grade students. In a few other cases, significant differences in ratings were found when students were compared on the basis of age or grade level, but no meaningful pattern to these differences is apparent.

Home and family; personal worth; sex and dating

Home and family, personal worth, and sex and dating are the fourth through the sixth highest rated problem areas of disadvantaged and advantaged students.

In both the disadvantaged and advantaged groups, girls rated personal worth significantly higher than did boys. Also, in the advantaged group, girls rated home and family significantly higher than did boys. In the category of sex and dating, however, there is no significant difference between the ratings assigned by boys and girls.

When disadvantaged students are compared on the basis of age and grade level, no significant differences are found in the ratings within the home and family, personal worth, or sex and dating categories. When advantaged students are compared on the basis of grade level,
eleventh-grade students are found to rate the categories of personal worth and home and family higher than do tenth-grade students and to rate the category of sex and dating higher than do twelfth-grade students.

Health and safety; civic responsibilities

When the ratings assigned by the various student groups and subgroups are examined, the health and safety category is consistently found to have either the lowest or the second lowest problem rating.

The civic responsibilities category ranks in eighth place in terms of the ratings given by advantaged male students. However, the civic responsibilities category was consistently given the lowest, second lowest, or third lowest rating by the other student groups and subgroups.

Ranks Assigned to the Problem Check List Categories by Disadvantaged and Advantaged Students

The data presented previously in this chapter relate to the ratings that students assigned to the twelve problem check list items. A rating process requires that each item be judged according to a fixed rating scale, independently of each of the other items. A ranking procedure, which requires that each item be compared with each other item in order to assess and assign a rank position, was also used in the study. After students rated the twelve items on the first page of the problem check list, they turned to the second page and ranked the same items according to the importance of the items as personal areas of concern.
The purpose of the remainder of this chapter is to compare the rank order that students assigned to the check list items and the order that resulted when the ratings they assigned to the check list items were ranked.

**Ranks assigned by disadvantaged students**

The distribution of the ranks assigned to the check list items by 455 disadvantaged students is shown in Table 29. When this table was prepared, a weighted average rank for each problem category was computed, and the problem categories were ranked according to the weighted averages.

The six top-ranked problem categories shown in Table 29 are the same ones to which disadvantaged students gave the six highest ratings (Table 15, page 110). Furthermore, except for two categories (at school and planning for the future), the rank order that students assigned to these six problem areas is the same as the order that resulted when the six problem areas were ranked on the basis of the ratings assigned by disadvantaged students. Thus, when disadvantaged students used the ranking procedure, they designated the same six problem categories as being most important as they did when they used the rating procedure; and, with the two exceptions noted above, the students placed the same relative importance on each of the six categories when using the two procedures.

Consistency between the rates and ranks disadvantaged students assigned is also found at the other end of the scale: the item
### TABLE 29

**DISTRIBUTION OF RANKS ASSIGNED BY DISADVANTAGED STUDENTS**
(N=455)

<table>
<thead>
<tr>
<th>Problem Category</th>
<th>Rank Order</th>
<th>Weighted Average Rank</th>
<th>1-3</th>
<th>4-6</th>
<th>7-9</th>
<th>10-12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
<td>Per Cent</td>
</tr>
<tr>
<td>Money</td>
<td>1</td>
<td>1.8835</td>
<td>218</td>
<td>48</td>
<td>120</td>
<td>26</td>
</tr>
<tr>
<td>Planning for the future</td>
<td>2</td>
<td>1.9536</td>
<td>225</td>
<td>49</td>
<td>95</td>
<td>21</td>
</tr>
<tr>
<td>At school</td>
<td>3</td>
<td>2.0659</td>
<td>182</td>
<td>40</td>
<td>121</td>
<td>27</td>
</tr>
<tr>
<td>Home and family</td>
<td>4</td>
<td>2.4022</td>
<td>157</td>
<td>34</td>
<td>85</td>
<td>19</td>
</tr>
<tr>
<td>Personal worth</td>
<td>5</td>
<td>2.4066</td>
<td>92</td>
<td>20</td>
<td>156</td>
<td>34</td>
</tr>
<tr>
<td>Sex and dating</td>
<td>6</td>
<td>2.6440</td>
<td>112</td>
<td>25</td>
<td>87</td>
<td>19</td>
</tr>
<tr>
<td>Morals and religion</td>
<td>7</td>
<td>2.6286</td>
<td>73</td>
<td>16</td>
<td>134</td>
<td>29</td>
</tr>
<tr>
<td>Civic responsibilities</td>
<td>8</td>
<td>2.6637</td>
<td>67</td>
<td>15</td>
<td>132</td>
<td>29</td>
</tr>
<tr>
<td>Enjoying free time</td>
<td>9</td>
<td>2.6813</td>
<td>86</td>
<td>19</td>
<td>111</td>
<td>25</td>
</tr>
<tr>
<td>Personal appearance</td>
<td>10</td>
<td>2.7297</td>
<td>50</td>
<td>11</td>
<td>133</td>
<td>29</td>
</tr>
<tr>
<td>Getting along with others</td>
<td>11</td>
<td>2.9516</td>
<td>65</td>
<td>14</td>
<td>87</td>
<td>19</td>
</tr>
<tr>
<td>Health and safety</td>
<td>12</td>
<td>2.9692</td>
<td>38</td>
<td>8</td>
<td>108</td>
<td>24</td>
</tr>
</tbody>
</table>

---

**Notes:**

- Rank 1 designates most serious problem area and rank 12 least serious problem area. Percentages are rounded to the nearest whole per cent.

- Based on weighted average ranks.

- The weighted average rank for each category was computed as follows: The number of 1-3 ranks was multiplied by one, the number of 4-6 ranks by two, the number of 7-9 ranks by three, and the number of 10-12 ranks by four. The total of the products was divided by the number of students.
to which disadvantaged students assigned the lowest rate, health and safety, is also the item to which they assigned the lowest rank.

**Ranks assigned by advantaged students**

The distribution of the ranks assigned to the check list problem categories by 682 advantaged students is shown in Table 30. The findings here are much the same as the findings in the case of disadvantaged students reported above. The six problem categories to which advantaged students gave the highest ratings (planning the future, at school, money, personal worth, home and family, and sex and dating) are the same six categories to which they gave the six highest ranks (Tables 15; 30). Furthermore, the rank order that students assigned to these six problem categories is the same as the order that resulted when the categories were ranked on the basis of the student ratings. Finally, as in the case of disadvantaged students, the health and safety category is both the lowest rated and the lowest ranked problem category.

The significance of these findings relative to the findings of previous studies is discussed in the following chapter.

---

1 The rank orders assigned by disadvantaged and advantaged students are shown side by side in the following chapter on page 163.
TABLE 30
DISTRIBUTION OF RANKS ASSIGNED BY ADVANTAGED STUDENTS
(N=682)

<table>
<thead>
<tr>
<th>Problem Category</th>
<th>Rank Orderb</th>
<th>Weighted Average Rankc</th>
<th>1-3 Number</th>
<th>1-3 Per Cent</th>
<th>4-6 Number</th>
<th>4-6 Per Cent</th>
<th>7-9 Number</th>
<th>7-9 Per Cent</th>
<th>10-12 Number</th>
<th>10-12 Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning for the future.</td>
<td>1</td>
<td>1.7771</td>
<td>369</td>
<td>54</td>
<td>163</td>
<td>24</td>
<td>83</td>
<td>12</td>
<td>67</td>
<td>10</td>
</tr>
<tr>
<td>At school</td>
<td>2</td>
<td>2.0674</td>
<td>273</td>
<td>40</td>
<td>179</td>
<td>26</td>
<td>141</td>
<td>21</td>
<td>89</td>
<td>13</td>
</tr>
<tr>
<td>Money</td>
<td>3</td>
<td>2.1246</td>
<td>270</td>
<td>40</td>
<td>163</td>
<td>24</td>
<td>143</td>
<td>21</td>
<td>106</td>
<td>15</td>
</tr>
<tr>
<td>Personal worth</td>
<td>4</td>
<td>2.1305</td>
<td>234</td>
<td>34</td>
<td>203</td>
<td>30</td>
<td>167</td>
<td>24</td>
<td>78</td>
<td>12</td>
</tr>
<tr>
<td>Home and family</td>
<td>5</td>
<td>2.3313</td>
<td>257</td>
<td>38</td>
<td>128</td>
<td>19</td>
<td>111</td>
<td>16</td>
<td>186</td>
<td>27</td>
</tr>
<tr>
<td>Sex and dating</td>
<td>6</td>
<td>2.4061</td>
<td>192</td>
<td>29</td>
<td>187</td>
<td>27</td>
<td>137</td>
<td>20</td>
<td>166</td>
<td>24</td>
</tr>
<tr>
<td>Morals and religion</td>
<td>7</td>
<td>2.6568</td>
<td>105</td>
<td>15</td>
<td>206</td>
<td>30</td>
<td>189</td>
<td>28</td>
<td>182</td>
<td>27</td>
</tr>
<tr>
<td>Civic responsibilities</td>
<td>8</td>
<td>2.7785</td>
<td>86</td>
<td>13</td>
<td>178</td>
<td>26</td>
<td>219</td>
<td>32</td>
<td>199</td>
<td>29</td>
</tr>
<tr>
<td>Getting along with others</td>
<td>9</td>
<td>2.7977</td>
<td>102</td>
<td>15</td>
<td>172</td>
<td>25</td>
<td>170</td>
<td>25</td>
<td>233</td>
<td>35</td>
</tr>
<tr>
<td>Personal appearance</td>
<td>10</td>
<td>2.8093</td>
<td>68</td>
<td>10</td>
<td>182</td>
<td>27</td>
<td>244</td>
<td>36</td>
<td>188</td>
<td>27</td>
</tr>
<tr>
<td>Enjoying free time</td>
<td>11</td>
<td>2.9516</td>
<td>78</td>
<td>11</td>
<td>135</td>
<td>20</td>
<td>211</td>
<td>31</td>
<td>253</td>
<td>38</td>
</tr>
<tr>
<td>Health and safety</td>
<td>12</td>
<td>3.0689</td>
<td>55</td>
<td>8</td>
<td>128</td>
<td>19</td>
<td>214</td>
<td>31</td>
<td>285</td>
<td>42</td>
</tr>
</tbody>
</table>

aRank 1 designates most serious problem area and rank 12 least serious problem area. Percentages are rounded to the nearest whole per cent.

bBased on weighted average ranks.

cThe weighted average rank for each category was computed as follows: The number of 1-3 ranks was multiplied by one, the number of 4-6 ranks by two, the number of 7-9 ranks by three, and the number of 10-12 ranks by four. The total of the products was divided by the number of students.
CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Two major purposes of this study were (1) to determine, classify, and compare the self-perceived personal problems of disadvantaged and advantaged secondary school students and (2) to compare the relative importance that disadvantaged and advantaged students place on twelve problem categories when rating or ranking the problem categories as areas of personal concern.

A third purpose was to determine the relationship between the independent variables of age, sex, and grade level and (1) the self-perceived problems of students and (2) the ratings that students assigned to the twelve problem categories.

Procedures for Collecting Data

An open-end questionnaire was developed for use in accomplishing the first and part one of the third purpose of this study. A problem check list was developed for use in accomplishing the second and part two of the third purpose. These two data-gathering instruments are described below:

The open-end questionnaire

The open-end questionnaire consists of a single sheet. The instructions on this questionnaire direct the respondent (1) to list the
personal problems or difficulties that bother him and then (2) to rank the problems or difficulties according to importance. The problems that students listed on the open-end questionnaire are referred to in this report as self-perceived problems.

The problem check list

The problem check list consists of two parts. The first part contains a list of twelve problem categories which the respondent is instructed to rate on the basis of a five-point scale. The first point on the scale is the numeral "1" and represents "no problem"; the last point on the scale is the numeral "5" and represents "very serious problem."

In the second part of the check list the twelve problem categories are repeated and the respondent is instructed to rank them according to the order in which they are important to him as areas of personal concern.

The twelve problem categories included in the check list are as follows:

1. **Home and family**—getting along with others in the family, living conditions at home.

2. **Civic or community responsibilities and attitudes**—obeying laws, respecting rights of others, doing my part.

3. **Enjoying my free time**—social activities, hobbies, sports, dates, etc.

4. **Personal appearance**—clothes, cleanliness, face and skin, body build, voice.

5. **Personal worth**—feelings of inferiority, unsure of self, personal qualities.

6. **At school**—poor study habits, grades, understanding the teacher, etc.

7. **Money**—earning, spending, managing, never enough.
8. **Health and safety**—poor health, sickness and disease, accidents and injuries, use of drugs, drinking and smoking.

9. **Morals and religion**—knowing right from wrong, doing what is right, deciding what is important in life, setting my own standards.

10. **Sex and dating**—going steady, love, sex before marriage, marriage.

11. **Planning for the future**—finding out about jobs, preparing for a job, getting a job, education after high school, military service.

12. **Getting along with others**—making friends, being accepted by others, avoiding personal conflicts, manners.

The preceding list is a modification of a 15-item list developed by Symonds in 1935. Changes were made to the Symonds list as follows:

1. In three cases, items on the Symonds list were combined with other items of a similar nature on the list (health was combined with safety, for example). (2) An item was dropped from the list (daily schedule) and another item was added (planning for the future). (3) The wording of many items was changed in order to put the list in the vernacular of today's adolescents.

**The pilot test**

The instruments were pilot tested in two public high schools during the second semester of the 1968-69 school year. One school was a Columbus, Ohio, inner-city school and the other a suburban school in the Columbus metropolitan area.

**The sample**

The instruments were administered to tenth-, eleventh-, and twelfth-grade students in four Columbus, Ohio, public schools during
October and November, 1969. Two of the schools in which the instruments were administered are priority schools and two are non-priority schools. For purposes of this study, students enrolled in the priority schools are defined as disadvantaged and those enrolled in non-priority schools as advantaged students.

Returns were received from 2,585 students. Of the returns, 1,448 were open-end questionnaires and were received from 611 disadvantaged and 837 advantaged students. The remaining 1,137 returns were check lists and were received from 455 disadvantaged and 682 advantaged students.

The distribution of returns by sex, grade level, and age are shown in Chapter III (page 41).

Treatment of Data

The open-end questionnaire

The students who completed the open-end questionnaire listed a total of 4,029 problems. Each problem was typed on an index card and the cards were sorted into major problem categories. The cards were further sorted into sub-categories and, when feasible, the cards in the sub-categories were sorted into a second level of sub-categories. Tables were then prepared to show the number and percentage of problems reported in each major category by disadvantaged students, advantaged students, and by subgroups of students based on sex, age, and grade level. Because problems were often found to overlap into two or more sub-categories, in most cases statistical analyses of the sub-categories were not attempted.
The problem check list

The data from the first part of the check list consist of ratings assigned by students to twelve problem areas. A t test was made between the mean of the ratings assigned to each problem area by disadvantaged students and the mean ratings assigned by advantaged students. A t test was also made in comparing the ratings assigned by subgroups of students.

The data from the second part of the check list consist of rankings which students assigned to the twelve problem categories. Tables were prepared to show the frequency distributions of ranks assigned by disadvantaged and advantaged students to each problem category. On the basis of the frequency distributions, average ranks were computed and the rank orders were established.

Findings

The open-end questionnaire

When the data from the open-end questionnaires were analyzed, the self-perceived problems of both disadvantaged and advantaged students were found to fall into the following major problem categories:

1. School
2. Home and family
3. Money
4. Sex and dating
5. Personality and personal worth
6. Understanding and accepting society
7. Getting along with others
8. Planning for the future
9. Leisure
10. Morals and religion
11. Personal appearance
12. Transportation
13. Health and fitness
14. Other
The sub-categories into which the self-perceived problems fall are not reported in this chapter, but they are shown in Appendix C.

The percentage of problems reported by disadvantaged and advantaged students in each of the first eight categories shown above is presented in Table 31. Data pertaining to the categories of leisure, morals and religion, personal appearance, transportation, and health and fitness are not included in this table because (a) the problems that were reported in each of these categories account for only 3 per cent or less of the total problems reported and (b) in none of these categories was a difference of more than one percentage point found when disadvantaged and advantaged students were compared. Table 31 is intended to stand alone as a summary of the findings pertaining to the problem categories included in the table and therefore is not discussed here. However, many of the findings included in the table are also included in the following presentation.

Advantaged and disadvantaged students. The following observations were made when the self-perceived problems of disadvantaged and advantaged students were compared:

1. Advantaged students reported a considerably greater percentage of problems pertaining to school than did disadvantaged students (45 and 36 per cent respectively). However, school is the number one problem of both disadvantaged and advantaged students in terms of the

---

In this table percentages are also shown for students subgrouped on the basis of sex, age, and grade level. These findings are presented in table form because a table seems to be the most comprehensible way to summarize such a multitude of details. Table 31 also contains a summary of the findings resulting from the analysis of the check list data.
<table>
<thead>
<tr>
<th>Problem</th>
<th>Independent Variable</th>
<th>Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>Socio-economic status</td>
<td>1. Most frequently listed problem of both disadvantaged and advantaged; however, advantaged listed greater percentage than did disadvantaged (45 and 36 per cent respectively).</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Disadvantaged: No difference in the percentage reported by males and females (36 per cent).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Advantaged: Males reported a greater percentage than did females (48 and 43 per cent respectively).</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grade level</td>
<td>3. Disadvantaged: Tenth graders reported a smaller percentage than eleventh or twelfth graders (32, 40, and 41 per cent respectively).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Advantaged: Tenth, eleventh, and twelfth graders reported 51, 39, and 45 per cent respectively.</td>
</tr>
<tr>
<td>Problem</td>
<td>Independent Variable</td>
<td>Open-End Questionnaire</td>
</tr>
<tr>
<td>------------------</td>
<td>----------------------</td>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td>(Continued)</td>
<td></td>
<td>Advantaged: As age increases, percentage decreases, then increases (50, 42, 43, and 53 per cent for ages fifteen through eighteen).</td>
</tr>
<tr>
<td>Home and family</td>
<td>1. Socio-economic status</td>
<td>1. Second most frequently reported problem of both disadvantaged and advantaged; however, advantaged reported a greater percentage than did disadvantaged (17 and 12 per cent respectively).</td>
</tr>
<tr>
<td></td>
<td>2. Sex</td>
<td>2. Disadvantaged: Females reported a greater percentage than did males (17 and 7 per cent respectively).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Advantaged: Females reported a greater percentage than did males (19 and 13 per cent respectively).</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem</td>
<td>Independent Variable</td>
<td>Open-End Questionnaire</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td><strong>Home and family.</strong> (Continued)</td>
<td>3. Grade level</td>
<td>3. <strong>Disadvantaged:</strong> Tenth graders reported a greater percentage than did eleventh and twelfth graders (15, 9, and 9 per cent respectively).</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Advantaged:</strong> Tenth, eleventh, and twelfth graders reported 18, 21, and 11 per cent respectively.</td>
</tr>
<tr>
<td></td>
<td>4. Age</td>
<td>4. <strong>Disadvantaged:</strong> As age increases, percentage decreases (16, 12, 9, and 8 per cent for ages fifteen through eighteen).</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Advantaged:</strong> Percentage approximately constant at ages fifteen and sixteen, decreases at ages seventeen and eighteen (18, 19, 13, and 11 per cent respectively).</td>
</tr>
<tr>
<td>Money ...</td>
<td>1. Socio-economic status</td>
<td>1. Third most frequently listed problem of disadvantaged; seventh most frequently listed problem of advantaged. Accounts for 11 and 5 per cent of problems reported by disadvantaged and advantaged respectively.</td>
</tr>
<tr>
<td>Problem</td>
<td>Independent Variable</td>
<td>Open-End Questionnaire</td>
</tr>
<tr>
<td>-------------------------</td>
<td>----------------------</td>
<td>---------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Money . . . (Continued)</td>
<td>2. Sex</td>
<td>2. Disadvantaged: Males listed a greater percentage than did females (13 and 9 per cent respectively).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Advantage: Males and females reported 6 and 5 per cent respectively.</td>
</tr>
<tr>
<td></td>
<td>3. Grade level</td>
<td>3. Disadvantaged: As grade level increases, percentage increases (7, 14, and 15 per cent for grades ten through twelve).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Advantage: As grade level increases, percentage increases (2, 5, and 7 per cent for grades ten through twelve).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Advantage: As age increases, percentage increases, then decreases (2, 5, 9, and 1 per cent for ages fifteen through eighteen).</td>
</tr>
<tr>
<td>Problem</td>
<td>Independent Variable</td>
<td>Open-End Questionnaire</td>
</tr>
<tr>
<td>-------------------------</td>
<td>----------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>Planning for the future</td>
<td>1. Socio-economic status</td>
<td>1. Eighth most frequently listed problem of disadvantaged; fifth most frequently listed problem of advantaged. Accounts for 3 and 5 per cent of problems reported by disadvantaged and advantaged students respectively.</td>
</tr>
<tr>
<td></td>
<td>2. Sex</td>
<td>2. Disadvantaged: Males reported same percentage as females (3 per cent). Advantage: Males reported only slightly greater percentage than did females (6 and 4 per cent respectively).</td>
</tr>
<tr>
<td></td>
<td>3. Grade level</td>
<td>3. Disadvantaged: As grade level increases, percentage constant, then increases (2, 2, and 7 per cent for grades ten through twelve). Advantage: As grade level increases, percentage increases (2, 4, and 9 per cent for grades ten through twelve).</td>
</tr>
<tr>
<td>Problem</td>
<td>Independent Variable</td>
<td>Open-End Questionnaire</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>----------------------</td>
<td>--------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Planning for the future</td>
<td>4. Age</td>
<td>Disadvantaged: Students fifteen through eighteen years of age reported 2, 3, 4, and 4 per cent.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Advantaged: Students fifteen through eighteen years of age reported 2, 5, 9, and 4 per cent.</td>
</tr>
<tr>
<td>Sex and dating.</td>
<td>1. Socio-economic</td>
<td>Fourth most frequently listed problem of disadvantaged students; third most frequently listed problem of advantaged. Accounts for 8 and 7 per cent of problems reported by disadvantaged and advantaged students respectively.</td>
</tr>
<tr>
<td></td>
<td>status</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Disadvantaged: Females reported a greater percentage than did males (11 and 6 per cent respectively).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Advantaged: Females reported only a slightly greater percentage than did males (8 and 6 per cent respectively).</td>
</tr>
</tbody>
</table>
TABLE 31—Continued

<table>
<thead>
<tr>
<th>Problem</th>
<th>Independent Variable</th>
<th>Open-End Questionnaire</th>
<th>Problem Check List</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex and dating... 3. Grade level</td>
<td>3. Disadvantaged: Tenth, eleventh, and twelfth graders reported 8, 10, and 7 per cent respectively.</td>
<td>3. Disadvantaged: No significant differences.</td>
<td></td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Age</td>
<td>4. Disadvantaged: Percentages for ages fifteen through eighteen are 8, 10, 7, and 9.</td>
<td>4. Disadvantaged: No significant differences.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personality and personal worth 1. Socio-economic status</td>
<td>1. Fifth most frequently listed problem of disadvantaged; ninth most frequently listed problem of advantaged. Accounts for 5 and 2 per cent of problems listed by disadvantaged and advantaged students respectively.</td>
<td>1. Fifth highest rated problem of disadvantaged; fourth highest rated problem of advantaged. Difference in ratings is significant. Ranked in fifth place by disadvantaged; fourth place by advantaged.</td>
<td></td>
</tr>
<tr>
<td>Problem</td>
<td>Independent Variable</td>
<td>Open-End Questionnaire</td>
<td>Problem Check List</td>
</tr>
<tr>
<td>------------------------------</td>
<td>----------------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>Personality and personal worth</td>
<td>2. Sex</td>
<td>2. Disadvantaged: Males reported 6 per cent, females 4 per cent.</td>
<td>2. Disadvantaged: Females assigned significantly higher ratings than did males.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Advantaged: Males reported 1 per cent, females 3 per cent.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Advantaged: Females assigned significantly higher ratings than did males.</td>
</tr>
<tr>
<td></td>
<td>3. Grade level</td>
<td>3. Disadvantaged: Tenth graders reported greater percentage than did eleventh and twelfth graders (8, 2, and 3 per cent respectively).</td>
<td>3. Disadvantaged: No significant differences.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Advantaged: Approximately same percentage reported at all grade levels (2, 2, and 3 per cent for grades ten, eleven, and twelve).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Age</td>
<td>4. Disadvantaged: Fifteen-year-olds reported greater percentage than did older students. (Students fifteen through eighteen reported 10, 4, 3, and 2 per cent.)</td>
<td>4. Disadvantaged: No significant differences.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Advantaged: Approximately same percentage reported at all age levels (2, 2, 3, and 3 per cent for ages fifteen through eighteen).</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Advantaged: Sixteen-year-olds assigned significantly higher ratings than did fifteen-year-olds.</td>
</tr>
</tbody>
</table>
### TABLE 31—Continued

<table>
<thead>
<tr>
<th>Problem</th>
<th>Independent Variable</th>
<th>Open-End Questionnaire</th>
<th>Problem Check List</th>
</tr>
</thead>
<tbody>
<tr>
<td>Getting along with others</td>
<td>1. Socio-economic status</td>
<td>1. Seventh most frequently listed problem of disadvantaged; fifth most frequently listed problem of advantaged. Accounts for 4 and 5 per cent of problems listed by disadvantaged and advantaged students respectively.</td>
<td>1. Tenth highest rated problem of disadvantaged; seventh highest rated problem of advantaged. Difference in ratings is significant. Ranked in eleventh place by disadvantaged; in ninth place by advantaged.</td>
</tr>
<tr>
<td></td>
<td>2. Sex</td>
<td>2. Disadvantaged: Males reported greater percentage than did females (6 and 2 per cent respectively).</td>
<td>2. Disadvantaged: No significant difference.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Advantaged: Males reported 4 per cent, females 6 per cent.</td>
<td>Advantaged: No significant difference.</td>
</tr>
<tr>
<td></td>
<td>3. Grade level</td>
<td>3. Disadvantaged: As grade level increases, percentage decreases. (Grades ten, eleven, and twelve reported 6, 4, and 2 per cent.)</td>
<td>3. Disadvantaged: No significant differences.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Advantaged: As grade increases, percentage decreases slightly. (Grades ten, eleven, and twelve reported 6, 5, and 4 per cent.)</td>
<td>Advantaged: No significant differences.</td>
</tr>
</tbody>
</table>
TABLE 31—Continued

<table>
<thead>
<tr>
<th>Problem</th>
<th>Independent Variable</th>
<th>Open-End Questionnaire</th>
<th>Problem Check List</th>
</tr>
</thead>
<tbody>
<tr>
<td>Getting along with others.</td>
<td>4. Age</td>
<td>4. Disadvantaged: Students fifteen through eighteen reported 5, 5, 3, and 4 per cent.</td>
<td>4. Disadvantaged: No significant differences.</td>
</tr>
<tr>
<td>(Continued)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Socio-economic status</strong></td>
<td></td>
</tr>
<tr>
<td>Understanding and accepting society</td>
<td>1. Socio-economic status</td>
<td>1. Sixth most frequently listed problem of disadvantaged students; fourth most frequently listed of advantaged. Accounts for 5 per cent of problems in the case of both disadvantaged and advantaged.</td>
<td>1. Second lowest rated problem of both disadvantaged and advantaged; no significant difference in ratings.</td>
</tr>
<tr>
<td></td>
<td>2. Sex</td>
<td>2. Disadvantaged: Males reported same percentage as females (5 per cent).</td>
<td>2. Disadvantaged: Males assigned significantly higher ratings than did females.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Advantaged:</strong> Approximately same percentage for males and females (males 6 per cent, females 5 per cent).</td>
<td><strong>Advantaged:</strong> Males assigned significantly higher ratings than did females.</td>
</tr>
</tbody>
</table>
TABLE 3I--Continued

<table>
<thead>
<tr>
<th>Problem</th>
<th>Independent Variable</th>
<th>Open-End Questionnaire</th>
<th>Problem Check List</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding and accepting society (Continued)</td>
<td>3. Grade level</td>
<td>3. Disadvantaged: Students in grades ten through twelve reported 3, 6, and 5 per cent.</td>
<td>3. Disadvantaged: Eleventh graders assigned significantly higher ratings than did tenth graders.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Advantaged: Students in grades ten through twelve reported 4, 6, and 5 per cent.</td>
<td>Advantaged: Eleventh graders assigned significantly higher ratings than did twelfth graders.</td>
</tr>
<tr>
<td></td>
<td>4. Age</td>
<td>4. Disadvantaged: 3, 5, 6, and 3 per cent for ages fifteen through eighteen.</td>
<td>4. Disadvantaged: Eighteen-year-olds assigned significantly higher ratings than did seventeen-year-olds.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Advantaged: 4, 6, 4, and 9 per cent for ages fifteen through eighteen.</td>
<td>Advantaged: No significant differences.</td>
</tr>
</tbody>
</table>

*Findings are given for total groups of disadvantaged and advantaged students and within groups on the basis of sex, grade level, and age.

Sample included 611 disadvantaged and 837 advantaged students. Percentages presented in this column refer to the number of times the specific problem is reported expressed as a percentage of the total problems reported. Problems accounting for 3 per cent or less of total problems are not included in this table.

Sample included 455 disadvantaged and 682 advantaged students. The check list included 12 problem categories. Students rated each category as to seriousness (on a five-point scale). They also ranked categories according to seriousness, assigning the rank of "1" to most serious category, "12" to least serious.

This problem category title applies only to the open-end questionnaire. In the case of the check list, the category is "civic and community responsibilities and attitudes."
number of problems listed. The school problems reported by both disadvantaged and advantaged students can be classified as follows:

a. Teachers  
b. Grades  
c. Program and facilities  
d. General disinterest and dislike  
e. School rules and regulations  
f. Homework  
g. Study  
h. Other school problems

Teachers account for the greatest number of school problems reported by both disadvantaged and advantaged students, grades for the second greatest number, and program and facilities for the third greatest number. After program and facilities, disadvantaged students listed school problems (excluding "other" category) in the following order of frequency: (a) general disinterest and dislike, (b) rules and regulations, (c) homework, and (d) study habits. For advantaged students, the order of frequency is (a) rules and regulations, (b) homework, (c) study habits, and (d) general disinterest and dislike.

2. Advantaged students reported a greater percentage of home and family problems than did disadvantaged students (17 and 12 per cent respectively). However, home and family problems are the number two concern of disadvantaged students as well as advantaged students in terms of the number of problems listed. Parents are the primary cause of home concerns among both disadvantaged and advantaged students, and brothers and sisters are the second greatest cause of concern. A few disadvantaged students also reported living conditions at home to be a problem. No advantaged students reported concern over living conditions at home.
3. Disadvantaged students reported a greater percentage of money problems than did advantaged students (11 and 5 per cent respectively). In terms of number of problems listed, money is the number three problem of disadvantaged students. (Advantaged students, however, reported more problems pertaining to sex and dating than to money. After sex and dating, advantaged students listed a fairly equal number of problems in the categories of money, understanding and accepting society, getting along with others, and planning for the future.)

4. Disadvantaged and advantaged students reported approximately the same percentage of sex and dating problems (8 and 7 per cent respectively). In terms of the number of problems listed, sex and dating is the number three problem of advantaged students and the number four problem of disadvantaged students.

5. Disadvantaged students reported a slightly greater percentage of problems pertaining to personality and personal worth than did advantaged students (5 and 2 per cent respectively).

6. Advantaged students reported a slightly greater percentage of problems relative to planning for the future than did disadvantaged students (5 and 3 per cent respectively).

7. Disadvantaged and advantaged students reported the same percentage of problems in the category of understanding and accepting society (5 per cent).

8. In both the disadvantaged and advantaged groups, problems in the following categories were found to account for only 3 per cent or less of the total self-perceived problems of students: leisure, morals and religion, personal appearance, transportation, and health and fitness.
In none of these categories was a difference of more than one percentage point found when disadvantaged and advantaged groups were compared.

9. Four per cent of the problems listed by disadvantaged students and 1 per cent of those listed by advantaged students are of a miscellaneous nature and could not be classified into major problem categories.

**Male and female students.**—Among both disadvantaged and advantaged students, girls reported a greater percentage of their problems in the categories of home and family and sex and dating than did boys. The boys in both student groups reported a greater percentage of money problems than did girls.

In the advantaged group, boys reported a greater percentage of problems pertaining to school than did girls, but in the disadvantaged group girls reported the same percentage of school problems as did boys. The percentage of problems reported by boys in each of the other categories does not differ more than 2 per cent from that reported by girls.

**Students subgrouped by age and grade level.**—When students were compared on the basis of grade level, percentage differences that were of a sufficient size or were of a pattern consistent enough to be significant were found in the categories of school, home and family, money, planning for the future, getting along with others, and (in the case of disadvantaged only) personality and personal worth. When students were compared on the basis of age, the notable differences were in the categories of school, home and family, and (in the case of disadvantaged) personality and personal worth. The size and direction of the differences by age and grade level can be seen in Table 31.
The nature of the self-perceived problems of disadvantaged and advantaged students. —From the study made of the student responses to the open-end questionnaire it was found that in most cases the problems of disadvantaged and advantaged students are very similar in nature. Selected quotations of students are presented in Chapter IV to illustrate the nature of student problems. A taxonomy illustrated with quotations of disadvantaged and advantaged students was developed and is contained in Appendix C. The sub-categories into which the problems were grouped is shown in this taxonomy.

Findings pertaining to part one of the problem check list

In the first part of the check list students were instructed to rate each of twelve problem categories as areas of personal concern on the basis of a five-point scale. (The problem categories are shown in this chapter on page 139.) To accomplish the second and part two of the third purpose of the study, fourteen null hypotheses pertaining to these problem ratings were formulated and tested. These hypotheses state that there is no significant difference between the ratings assigned to each of the twelve problem categories by:

1. disadvantaged and advantaged students.
2. disadvantaged male and advantaged male students.
3. disadvantaged female and advantaged female students.
4. disadvantaged male and female students.
5. advantaged male and female students.
6. disadvantaged tenth- and eleventh-grade students.
7. advantaged tenth- and eleventh-grade students.
8. disadvantaged eleventh- and twelfth-grade students.
9. advantaged eleventh- and twelfth-grade students.
10. disadvantaged fifteen- and sixteen-year-old students.
11. advantaged fifteen- and sixteen-year-old students.
12. disadvantaged sixteen- and seventeen-year-old students.
13. advantaged sixteen- and seventeen-year-old students.
14. disadvantaged seventeen- and eighteen-year-old students.  

When the groups named in hypotheses 8 and 10 were compared, no significant differences were found at the .05 level of confidence; therefore these two hypotheses were not rejected.

When the groups named in the other twelve hypotheses were compared, in every case differences significant at the .05 level were found in one or more of the problem categories; therefore, these twelve hypotheses were rejected.

In Table 31 (page 144) are summarized the differences found in eight problem categories when the groups named in the rejected hypotheses were compared.  

2Advantaged seventeen- and eighteen-year-old students were not compared because the percentage of eighteen-year-olds in the advantaged group is very small (1.8%).

3The check list categories included in Table 31 are as follows: at school, home and family, money, planning for the future, sex and dating, personal worth, getting along with others, and civic or community responsibilities and attitudes. The table does not include the following check list categories: enjoying my free time, personal appearance, health and safety, and morals and religion.

The criteria used in selecting problems to be included in the table were as follows:

a. Problem categories were included if they are among those receiving the six highest ratings given by either disadvantaged or advantaged students.

b. Even though not among the six highest rated, categories were included in the table if they are the same as or are similar to the self-perceived problem categories included in the table (thus permitting a comparison of findings resulting from the two data-gathering techniques).
Disadvantaged and advantaged students.—The problem categories to which both disadvantaged and advantaged students gave the six highest ratings are money, at school, planning for the future, home and family, personal worth, and sex and dating. When the rates assigned to these six problem categories by disadvantaged and advantaged students are ranked, the following rank orders are found:

<table>
<thead>
<tr>
<th>Disadvantaged</th>
<th>Advantaged</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Money</td>
<td>1. Planning for the future</td>
</tr>
<tr>
<td>2. At school</td>
<td>2. At school</td>
</tr>
<tr>
<td>4. Home and family</td>
<td>4. Personal worth</td>
</tr>
<tr>
<td>5. Personal worth</td>
<td>5. Home and family</td>
</tr>
</tbody>
</table>

When the six lowest rated problem categories are ranked on the basis of the rates assigned by disadvantaged and advantaged students, the following rank orders are found:

<table>
<thead>
<tr>
<th>Disadvantaged</th>
<th>Advantaged</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Enjoying free time</td>
<td>7. Getting along with others</td>
</tr>
<tr>
<td>10. Getting along with others</td>
<td>10. Enjoying free time</td>
</tr>
<tr>
<td>11. Civic responsibilities</td>
<td>11. Civic responsibilities</td>
</tr>
</tbody>
</table>

The ratings assigned by disadvantaged students differ from those assigned by advantaged students in only five categories at the .05 level of confidence. The differences are as follows:

1. Disadvantaged students assigned higher ratings than did advantaged students to the categories of money and enjoying free time.
2. Advantaged students assigned higher ratings than did disadvantaged students to planning for the future, personal worth, and getting along with others.

The significant differences found when the disadvantaged and advantaged groups were compared appear to result primarily from the differences in ratings assigned by the females of the two groups. When the disadvantaged and advantaged females were compared, significant differences were found in the same five categories as when the total groups were compared, and the differences were in the same directions as were those of the total groups. On the other hand, ratings given by disadvantaged male and advantaged male students were found to differ significantly only in the category of home and family.

Male and female students.—The findings pertaining to significant differences between the ratings assigned by male and female students are as follows:

1. Within both the disadvantaged and advantaged groups, boys gave significantly higher ratings than did girls to problems relating to school, civic responsibilities, and health and safety. Of the ratings given to these three problem areas, only those given to school exceed the minor problem rate.

2. Within both disadvantaged and advantaged groups, girls gave significantly higher ratings than did boys to the category of personal worth.

Within the disadvantaged group, girls also gave higher ratings than did boys to the categories of home and family and enjoying free time.

Students subgrouped by age and grade level.—When eleventh-
and twelfth-grade students were compared, no significant differences were found within the disadvantaged group. Also, no significant differences were found when disadvantaged fifteen- and sixteen-year-olds were compared.

When tenth- and eleventh-grade students were compared, the eleventh-graders were found to rate morals and religion higher than did tenth graders in the disadvantaged group, and eleventh graders were found to rate personal appearance significantly higher than did tenth graders in the advantaged group.

In each of the other comparisons based on age or grade level, significant differences were found in one or more of the following problem categories: school, home and family, money, planning for the future, sex and dating, personality and personal worth, and civic responsibilities. The direction of the differences can be seen in Table 31, page 144.

Findings pertaining to part two of the problem check list

In part two of the check list students were instructed to rank the twelve problem categories according to their importance as areas of personal concern. This ranking activity was included in the study in order to provide a check on the data gathered in part one of the check list and to provide data comparable to those gathered in related studies.

The average of the ranks given to each of the twelve problem categories was computed. On the basis of the averages, the rank orders assigned to the categories by disadvantaged and advantaged students are as follows:
<table>
<thead>
<tr>
<th>Disadvantaged</th>
<th>Advantaged</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Money</td>
<td>1. Planning for the future</td>
</tr>
<tr>
<td>2. Planning for the future</td>
<td>2. At school</td>
</tr>
<tr>
<td>3. At school</td>
<td>3. Money</td>
</tr>
<tr>
<td>4. Home and family</td>
<td>4. Personal worth</td>
</tr>
<tr>
<td>5. Personal worth</td>
<td>5. Home and family</td>
</tr>
<tr>
<td>7. Morals and religion</td>
<td>7. Morals and religion</td>
</tr>
<tr>
<td>8. Civic responsibilities</td>
<td>8. Civic responsibilities</td>
</tr>
<tr>
<td>9. Enjoying free time</td>
<td>9. Getting along with others</td>
</tr>
<tr>
<td>11. Getting along with others</td>
<td>11. Enjoying free time</td>
</tr>
</tbody>
</table>

From the above it can be seen that although the rank positions given to several items by disadvantaged students differ from the positions given by advantaged students, the rank orders established by the two groups are really very similar. Both groups gave the top three ranks to money, planning for the future, and school (though not in the same order); both gave the second three ranks to home and family, personal worth, and sex and dating (though they assigned home and family and personal worth in reverse order). Furthermore, sex and dating, morals and religion, civic responsibilities, personal appearance, and health and safety were given the same rank positions by disadvantaged students as by advantaged students.

Rankings and ratings compared.—Students were found to be extremely consistent when rating and ranking the twelve problem categories. The six categories to which students gave the six highest ranks (money, planning for the future, at school, home and family, personal worth, and sex and dating) are the same six to which they gave the six
highest ratings in part one of the check list. Furthermore, the rank order that students assigned to the problem categories is very similar to the order that results when the categories are ranked on the basis of the student ratings. (This can be seen by comparing the rank orders shown above with the rank orders shown on page 160.)

Findings of the present study and previous studies compared. -- The 15-item check list developed by Symonds was used to study the problems of students in 1935, 1957 and 1965. Although the Symonds check list was modified considerably for use in the present study, the following comparisons can be made between the problem rankings assigned by students in the present study and in the previous studies:

1. Students in the present study ranked home and family higher as a problem area than did students in previous studies. Students in 1935, 1957, and 1965 assigned ranks of 8.5, 7, and 8 respectively to the home and family category; in the present study, disadvantaged and advantaged students assigned ranks of 4 and 5 respectively. This finding, coupled with the student comments on the open-end questionnaire, tends to confirm the frequently heard comment that there is more conflict between parents and adolescent children today than in past decades.

2. Students in the present study rank personal appearance lower as a problem area than did students in the previous studies. Students in 1935, 1957, and 1965 assigned ranks of 3, 4, and 7 respectively to this category. Students in the present study ranked personal appearance in tenth place. This finding might well be a reflection of student rebellion against dress codes, and this rebellion, in turn, seems to be an indication that young people today are not too concerned about what
their elders think in regard to such matters as dress and grooming.

3. Students in the sixties ranked sex and dating higher as a problem area than did students in 1935 and 1957. Students in 1935 and 1957 assigned ranks of 15 and 12 respectively, whereas students in 1965 and in the present study assigned ranks of 4 and 6. This finding may be a result of the more liberal attitudes toward sex which prevail today. Adolescents today are not as inhibited in discussing matters concerning sex as were adolescents in earlier decades. No doubt this is due in part to the fact that adolescents today, bombarded with advertisements, drama, and literature pertaining to sex, are forced into an earlier maturity than were the adolescents of previous decades.

4. Students since 1935 have consistently ranked health and safety low as a problem. In 1935 students ranked health in second place as a problem. In 1947, 1965, and the present study, however, students assigned ranks of 12.5, 13, and 12 respectively. Harris, who conducted the 1957 study, attributed the decreasing importance of health as a student problem to the improved medical programs and facilities in the communities and schools.

Except in the four problem categories noted above, the ranks assigned by students in the present study do not differ greatly from the ranks assigned in previous studies.

**Open-end questionnaire findings and check list findings compared**

In most respects the findings obtained through the use of the open-end questionnaire are very similar to those obtained through the use of the problem check list. In Table 32 the problem areas are ranked
<table>
<thead>
<tr>
<th>Problem Category</th>
<th>Disadvantaged</th>
<th>Advantaged</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Part One</td>
<td>Part Two</td>
</tr>
<tr>
<td>Money</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>School</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Planning for the future</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Home and family</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Personality and personal worth</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Sex and dating</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Enjoying free time</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>Morals and religion</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>Personal appearance</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Getting along with others</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>Civic responsibilities</td>
<td>11</td>
<td>8</td>
</tr>
<tr>
<td>Understanding and accepting</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>society</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transportation</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Health and safety/fitness</td>
<td>12</td>
<td>12</td>
</tr>
</tbody>
</table>

---

a Ranks of the ratings students assigned to each problem area on the check list.
b Average of the ranks students assigned to each problem area on the check list.
c Ranks based on the number of problems of each type reported by students in response to the open-end questionnaire.
according to the findings obtained through the use of the two instruments. Some of the similarities and differences in the findings resulting from the use of the two instruments are noted in the items below:

1. School was ranked high as a problem area by students responding to the check list as well as by those responding to the questionnaire. In the case of disadvantaged students, money was also placed high as a problem area on both instruments. In the case of advantaged students, money was placed high as a problem area on the check list, but not on the questionnaire. 4

These findings are as one might expect. Students spend much of their time in school, so it is not surprising that school problems loom high among their personal concerns. Also, it seems only logical that disadvantaged students would be relatively more concerned about money problems than would advantaged students since the disadvantaged come from poverty and low income homes where money is a constant worry.

2. Planning for the future ranks high as a problem area on the basis of the check list findings but from medium (in case of advantaged) to relatively low (in the case of disadvantaged) on the basis of the questionnaire findings. On both instruments planning for the future was placed higher as a problem area by advantaged students than by disadvantaged students. This finding is not too surprising since the advantaged students come from the more affluent homes where emphasis is

4 Although in Table 32 the money category is shown as ranked in seventh place by advantaged students on the open-end questionnaire, this rank is somewhat misleading. The number of problems advantaged students reported pertaining to money (123) is only slightly less than the number they reported pertaining to understanding and accepting society (127), getting along with others (124), and planning for the future (124), which are the fourth, fifth, and sixth ranking problem areas.
often placed on getting an advanced education, building a career, achieving status and prestige, etc.

3. The categories of home and family and sex and dating rank fairly high as problem areas on the basis of both the check list and the questionnaire findings. Personality and personal worth was also placed fairly high as a problem area on both instruments by disadvantaged students. However, advantaged students placed personality and personal worth fairly high on the check list, but relatively low on the questionnaire.

It should be pointed out that home and family was placed higher as a problem area by students responding to the questionnaire than by students responding to the check list. Analysis of the questionnaire data indicate that most of the home problems reported are caused by conflict with parents and siblings.

Sex and dating was consistently found to rank lower than home and family as a problem area and, in the case of the check list, lower than personal worth. In the open-end questionnaire results, sex and dating ranked above personal worth.

4. Morals and religion ranks fairly low as a problem area on the basis of both the check list and the questionnaire findings. Thus, although the students in this study may be concerned about morals, morality, or religious convictions, the findings would indicate that few students think of these matters as being really urgent.

5. The category of getting along with others ranks from medium to low as a problem area. This category ranks lower as a problem area on the basis of check list findings than on the basis of the questionnaire
findings. Also, disadvantaged students placed this category lower as a problem area than did advantaged students.

To say students place getting along with others low as a problem area is misleading in a sense, however, since many of the home and school problems reported by students may actually be problems of getting along with others—parents, siblings, teachers, and administrators.

6. On the basis of both the check list and the questionnaire findings, personal appearance ranks relatively low as a problem area, and health concerns rank at the very bottom. Some reasons for these findings were suggested in the previous section of this chapter.

Students responding to the check list expressed relatively little concern over their responsibilities to community and society. On the other hand, none of the students responding to the questionnaire expressed such concerns. This was the only check list category that was not found to be similar to a self-perceived problem category.

Several of the self-perceived problems of students reflect concern over the values and attitudes that are found in today's society. For classifying these self-perceived problems a category entitled "understanding and accepting society" was developed. This category is more or less the reverse of the civic responsibility category found in the check list. The check list category reflects the respondents' responsibilities to society, the other category reflects the respondents' disenchantment with the values and demands of society.

A few students responding to the questionnaire reported transportation problems (not having an automobile, poor and expensive public transportation, no means of getting to and from social activities, etc.).
Therefore, a transportation category was established for the self-perceived problems. There is no such check list category.

In summary, then, all of the self-perceived problems of students except miscellaneous problems and those pertaining to transportation and to understanding and accepting society can be classified by the check list categories. All check list categories except the one referring to civic responsibilities were found to be appropriate for classifying self-perceived problems of students.

The findings obtained through the use of the check list were found to be extremely similar to the findings obtained through the use of the open-end questionnaire.

Conclusions

Based on the findings, the following conclusions have been drawn:

1. Troublesome interpersonal relationships are a major cause of the problems reported by both disadvantaged and advantaged students.

   This conclusion is based on the responses that students gave to the open-end questionnaire. In their responses, students reported that difficulties with teachers are the primary cause of their school problems and that difficulties with parents are the primary cause of their home problems. The problems that students reported in the categories of sex and dating and getting along with others are also primarily related to interpersonal relationships.

2. Advantaged students are more concerned about future needs and wants than are disadvantaged, whereas disadvantaged students are
more concerned about immediate needs and wants than are advantaged students.

This conclusion is based on the statements written by students in response to the open-end questionnaire and on the following findings: (a) Advantaged students ranked and rated planning for the future significantly higher as a problem than did disadvantaged students. (b) Disadvantaged students ranked and rated money and enjoying free time significantly higher as problems than did advantaged students. (c) Of all the problem check list categories, advantaged students gave the highest rating and ranking to planning for the future and disadvantaged students gave the highest rating and ranking to money.

3. The personal problems of disadvantaged students and those of advantaged students are more similar than dissimilar in nature.

This conclusion is based on the fact that in responding to the open-end questionnaire, disadvantaged and advantaged students reported problems that were similar in nature and could be listed under the same fourteen problem categories. Also, when responses that disadvantaged and advantaged students gave to both the open-end questionnaire and the check list are taken into account, consistent differences are found in only four problem categories.

4. Problems are felt more intensely by students at the eleventh-grade level than by students at the tenth- and twelfth-grade levels.

This conclusion is based on the following findings: (a) A total of nine significant differences were found when ratings given by tenth- and eleventh-grade students were compared, and in every case the
eleventh-grade students had assigned the higher rating. (b) A total of five significant differences were found when the ratings of eleventh- and twelfth-grade students were compared, and in every case the eleventh-grade students had assigned the higher rating.

5. The traditional belief that girls have more concerns pertaining to life at home than do boys, whereas boys have more problems pertaining to life at school than do girls apparently holds true for today's teen-agers.

This conclusion is based on the fact that girls rated the home and family category significantly higher as a problem than did boys, and boys rated the school category significantly higher than did girls.

6. The relative importance that students assign to problems may change over the years.

This conclusion is based on the fact that students in the present study ranked home and family much higher and personal attractiveness much lower as problems than did students in previous studies. Also, students in the present study and in the Ward study of 1965 ranked sex and dating much higher as a problem than did students in previous studies. Finally, students today rank health as their least important problem, whereas students in 1935 ranked health as their second most important problem.

7. Secondary school students can and will communicate their problems and concerns in a free response situation, and their responses can be classified taxonomically.

This conclusion is based on the fact that in the present study 1,448 students listed 4,029 problems and most of the problems reported could be placed into a hierarchal classification scheme.
8. The problem check list and the open-end questionnaire can be used with relatively equal effectiveness in identifying the importance that adolescents place on major life problems; however, the use of a free response technique such as the open-end questionnaire provides an insight into the nature of these life problems that is not provided by use of the check list.

The first part of this conclusion is based on the fact that there was a high degree of similarity between the relative importance that students who responded to the check list and students who responded to the open-end questionnaire assigned to the major problem areas. The second part of the conclusion is based on the fact that specific causes of students' concerns in the major problem areas were found to be too varied and numerous to incorporate into a check list.

**Recommendations**

On the basis of the findings of and the insight derived from this study, the following recommendations are made:

1. Courses in human relations should be offered to students at the secondary school level. Such courses should be oriented to the life problems of adolescents, with particular emphasis on adolescent-adult and boy-girl relationships. This recommendation is based on conclusion number one.

2. Teacher educators and school systems should provide a practical training program in human relations for preservice and in-service secondary school teachers. The purpose of such training should be the improvement of human relations in the teacher-student relationships. This recommendation is also based on conclusion number one.
3. Schools enrolling a large number of disadvantaged students should offer a variety of cooperative education programs and provide job placement or referral services for students who are not enrolled in the cooperative program but who need part-time jobs. This recommendation is based on conclusion number two.

4. Schools enrolling a large number of disadvantaged students should offer a variety of recreational facilities, activities, and programs; these facilities and programs should be made available during evenings and weekends as well as during the school day and should be at no cost to the students.

   This recommendation is based on the fact that many disadvantaged students reported money problems and reported that they are not able to afford the expense of recreational activities. Schools in the disadvantaged community have plants and equipment that could be used to help meet the recreational needs of the disadvantaged youths.

5. Secondary school systems should implement group guidance programs at the eleventh-grade level. This recommendation is based on conclusion number four.

   The above recommendation is not meant to discount the need for guidance at other grade levels, but only to emphasize that the need for guidance appears to be greatest at the eleventh-grade level. Not only are the personal worries and conflicts of students most intense at this grade level, but the eleventh grade is also a time when many students have just turned sixteen years of age and may therefore be tempted to drop out of school if not given proper guidance. (In Columbus schools, students sixteen years of age and older may leave school if they are able
to obtain full-time employment.) Thus, the eleventh grade is a critical period in the high school student's life, a period in which he most needs to discuss, resolve, and learn to cope with his personal problems and conflicts. Group guidance programs provide the greatest potential for reaching all eleventh-grade students.

6. Secondary school systems should provide a sufficient number of guidance personnel in all schools to meet students' needs for individual guidance. In responding to the open-end questionnaire, a number of students stated that they want or need to talk with someone about personal or school problems, but that the guidance counselors are always "too busy" to talk with them.

7. A taxonomy of student problems should be developed periodically at the local secondary school level. Such a document would be an excellent resource in group guidance programs and in curriculum development and evaluation activities. The fact that a taxonomy of student problems can be developed is supported by conclusion number seven, and the fact that data pertaining to student problems should be collected periodically is supported by conclusion number six.

8. Research should be conducted to determine the perceptions that teachers, counselors, and parents have of student problems and to compare these perceptions with the self-perceptions of students.

9. Research should be conducted to determine the relationship between the self-perceived problems of students and academic performance.
APPENDIX A

THE OPEN-END QUESTIONNAIRE, THE COVER LETTER TO TEACHERS, AND THE INSTRUCTIONS THAT WERE READ TO STUDENTS
TO THE STUDENT: We all have problems or difficulties at one time or another. By asking hundreds of high school boys and girls to list things which bother them or cause them real problems, we hope schools can find better ways to help students. You can help by completing this form carefully. Please do not sign your name to this sheet.

Thank you for your help!

PERSONAL DATA

Age ______ Sex: Male ______ Year in 10th ______
Female ______ School: 11th ______
12th ______

INSTRUCTIONS

1. Please list below any problems or difficulties which you have been having. The problems or difficulties you list may be of any kind, not just those you have here at school. List as many as you can think of, as long as they are ones which really bother you. If you need more space, continue your list on the back side of this sheet.

2. Go back and place the number "1" by the problem or difficulty which bothers you most; place the number "2" by the problem which bothers you second most; place the number "3" by the problem which bothers you third most, and so on.
Dear [Name],

A study is being conducted at The Ohio State University to determine the self-perceived problems and difficulties of high school students enrolled in the Columbus Public Schools. The data collected in this study can help teachers, counselors, and curriculum development personnel in the Columbus area make school a more relevant experience for students.

You are asked to help in this study by administering the enclosed questionnaires to your home room students on [date]. The home room period will be extended ten minutes in order to allow ample time for administering the questionnaires after attendance has been taken and the regular school announcements made.

The instructions on the attached sheet should be read to the students before the questionnaires are distributed. You will note from these instructions that students are not required to participate in the study, but we hope that most students will voluntarily do so.

At the end of the home room period (or when all students have completed the questionnaire), please collect all questionnaires, place them in the brown envelop in which you received them, and send them to the office where someone from The Ohio State University will be waiting to collect them.

Thank you for taking the time to administer these questionnaires. The results of the study will be made available to all participating schools when the project has been completed.

Sincerely yours,

Glyde W. Welter

Enclosures
INSTRUCTIONS

To the teacher: The following instructions should be read to your home room students before the accompanying questionnaires are distributed.

* * * * * * * * * *

We have been asked to help in a research study being conducted at The Ohio State University. The purpose of the study is to find out what kinds of problems or difficulties bother high school age students so that the new high school materials and programs being developed can be made more helpful to students.

I will give to you a two-page questionnaire on which are listed 12 types of problems that most people have at one time or another. On the first page you will be asked to circle a number to show how much each of these 12 problems bothers you personally. On the second page you will be asked to rank the same 12 problems according to the importance of the problems in your own life.

You will NOT sign your name to the questionnaire, and I will not look at your responses. The questionnaires will be sent directly to The Ohio State University.

You do not have to fill in this questionnaire, but since this Ohio State University study can not be a success without your help we hope you will do so.
APPENDIX B

THE PROBLEM CHECK LIST AND THE INSTRUCTIONS THAT WERE READ TO STUDENTS
THE PROBLEM CHECK LIST (Page 1)

TO THE STUDENT: We all have problems or difficulties at one time or another, and girls to check the kinds of problems that bother them, as students. You can help by completing this form carefully.

Thank you for your help!

PERSONAL DATA: Age ______

School: 10th

11th

12th

Instructions: Below is a list of 12 types or groups of problems that most people experience to some extent. How much each of the 12 types of problems is like your own problems by circling the appropriate number:

Circle "1" if you have no problem of this type. Circle "2" if you have a minor problem, a problem of this type which is more than a minor problem, but it is not a problem of this type that is fairly serious. Circle "5" if you have a very serious problem.

TYPE OF PROBLEM

1. Home and family—getting along with others in the family, living conditions at home.

2. Civic or community responsibilities and attitudes—obeying laws, respecting the rights of others, doing my part.

3. Enjoying my free time—social activities, hobbies, sports, dates, etc.

4. Personal appearance—clothes, cleanliness, face and skin, body build, voice.

5. Personal worth—feelings of inferiority, unsure of self, personal qualities.

6. At school—poor study habits, grades, understanding the teacher, etc.

7. Money—earning, spending, managing, never enough.

8. Health and safety—poor health, sickness and disease, accidents and injuries, use of drugs, drinking and smoking.

9. Morals and religion—knowing right from wrong, doing what is right, deciding what is important in life, setting my own standards.

10. Sex and dating—going steady, love, sex before marriage, marriage.

11. Planning for the future—finding out about jobs, preparing for a job, getting a job, education after high school, military service.

12. Getting along with others—making friends, being accepted by others, avoiding personal conflicts, manners.

Form A
HAVING PROBLEMS OR DIFFICULTIES AT ONE TIME OR ANOTHER. BY ASKING HUNDREDS OF HIGH SCHOOL BOYS TO CHECK THE KINDS OF PROBLEMS THAT BOTHER THEM, WE HOPE SCHOOLS CAN FIND BETTER WAYS TO HELP. YOU CAN HELP BY COMPLETING THIS FORM CAREFULLY. PLEASE DO NOT SIGN YOUR NAME TO THIS SHEET. THANK YOU FOR YOUR HELP.

### Year in School
- 10th
- 11th
- 12th

### Sex
- Male
- Female

---

A LIST OF 12 TYPES OR GROUPS OF PROBLEMS THAT MOST PEOPLE HAVE AT ONE TIME OR ANOTHER. SHOW TYPES OF PROBLEMS IS LIKE YOUR OWN PROBLEMS BY CIRCLING ONE OF THE FIVE NUMBERS TO THE RIGHT.

<table>
<thead>
<tr>
<th>TYPE OF PROBLEM</th>
<th>IS IT A PROBLEM FOR YOU?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No Problem</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TYPE OF PROBLEM</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Along with others in the family, living conditions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responsibilities and attitudes—obeying laws, respecting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social activities, hobbies, sports, dates, etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clothes, cleanliness, face and skin, body build, voice</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feelings of inferiority, unsure of self, personal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Habits, grades, understanding the teacher, etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inquiring, managing, never enough</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>For health, sickness and disease, accidents and</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowing right from wrong, doing what is right,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Important in life, setting my own standards</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Steady, love, sex before marriage, marriage</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Searching for work, preparing for a job,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education after high school, military service</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Making friends, being accepted by others,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conflict, manners</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Instructions: The 12 types of problems shown on the first page are listed above.

Rank these 12 items according to the order in which they are most like you. Cross the items off the list as you rank them so that you will not forget to rank them.

**TYPE OF PROBLEM**

1. **Home and family**—getting along with others in the family, living conditions at home.
2. **Civic or community responsibilities and attitudes**—obeying laws, respecting rights of others, doing my part.
3. **Enjoying my free time**—social activities, hobbies, sports, dates, etc.
4. **Personal appearance**—clothes, cleanliness, face and skin, body build, etc.
5. **Personal worth**—feelings of inferiority, unsure of self, personal qualities.
6. **At school**—poor study habits, grades, understanding the teacher, etc.
7. **Money**—earning, spending, managing, never enough.
8. **Health and safety**—poor health, sickness and disease, accidents and injuries, use of drugs, drinking and smoking.
9. **Morals and religion**—knowing right from wrong, doing what is right, deciding what is important in life, setting my own standards.
10. **Sex and dating**—going steady, love, sex before marriage, marriage.
11. **Planning for the future**—finding out about jobs, preparing for a job, getting a job, education after high school, military service.
12. **Getting along with others**—making friends, being accepted by others, avoiding personal conflicts, manners.

**A.** Look at the 12 types of problems in the list above. Look for the three that are most like your experience. Place their numbers in the boxes below:

- [ ] most lik
- [ ] most lik
- [ ] most lik

**B.** Place the number of the three that are most like your experience in the boxes below:

- [ ] fourth
- [ ] fifth
- [ ] sixth

**C.** Finally, place the number of the three that are least like your experience in the boxes below:

- [ ] seventh
- [ ] eighth
- [ ] ninth

**D.** Place the number of the three that are least like your experience in the boxes below:

- [ ] second
- [ ] next least
- [ ] least lik

Now return to the top of the page.
Problem Check List (Page 2)

12 types of problems shown on the first page are listed again in the large box below, according to the order in which they are most like the problems which bother or worry as off the list as you rank them so that you will not use any item more than one time.

A. Look at the 12 types of problems shown at the left. Select the three that are most like your own greatest problem, 2nd greatest problem, and 3rd greatest problem and place their numbers in the boxes below:

□ most like your own greatest problem
□ most like your second greatest problem
□ most like your third greatest problem

Skip down and do item D at the bottom of this page before going on to items B and C.

B. Place the numbers of the three types of problems which are most like your 4th, 5th, and 6th greatest problems in the boxes below:

□ fourth greatest problem
□ fifth
□ sixth

C. Finally, place the numbers of the three remaining types of problems in the boxes below in the order in which they are most like your own next three greatest personal problems:

□ seventh
□ eighth
□ ninth

D. Place the numbers of the three types of problems which are least like your own personal problems in the boxes below. Remember, the last box is for the type of problem which is least like your own problems.

□ second least like your own problems
□ next least like your own problems
□ least like your own serious problems

Now return to items B and C.
INSTRUCTIONS

To the teacher: The following instructions should be read to your home room students before the accompanying questionnaires are distributed.

* * * * * * * * * * *

We have been asked to help in a research study being conducted at The Ohio State University. The purpose of the study is to find out what kinds of problems or difficulties bother high school age students so that the new high school materials and programs being developed can be made more helpful to students.

I will give to you a one-page questionnaire on which you are asked to list the kinds of problems or difficulties that bother or worry you. The problems you list may be ones you have here at school, at home, or problems you have outside the school and home.

Please be frank in listing the kinds of problems that you have since you will NOT sign your name to the questionnaire. I will not read your papers. They will be sent directly to The Ohio State University.

You do not have to fill in this questionnaire, but since this Ohio State University study can not be a success without your help we hope you will do so.
APPENDIX C

A TAXONOMY OF PROBLEMS OF DISADVANTAGED AND ADVANTAGED SECONDARY SCHOOL STUDENTS
INTRODUCTION

This taxonomy is a preliminary effort to develop a systematic way of looking at and comparing the problems of disadvantaged and advantaged secondary school students. The classification scheme used in the taxonomy consists of three levels. The first level of the classification scheme is comprised of major problem areas. The second level is comprised of the major types of problems within each problem area. The third level consists of specific kinds of problems within each type. Following the third level, statements written by two disadvantaged students and two advantaged students are presented (unedited) as illustrations of the specific kinds of problems students report. The students reported these problems in response to an open-end questionnaire on which they were asked to list the personal problems or difficulties that they experience at school, at home, and outside the school and home.

The classifications included in this taxonomy were developed from an analysis of 1,625 problems reported by 611 disadvantaged students and 2,404 problems reported by 837 advantaged students during October and November, 1969.
A TAXONOMY OF THE PROBLEMS OF DISADVANTAGED AND 
ADVANTAGED SECONDARY SCHOOL STUDENTS

I. SCHOOL

1.0 Teachers

1.01 Don't understand students

Disadvantaged: "The teachers is the most of my problems. I guess they just can't understand me. I guess they can't help it, their just to old."

Disadvantaged: "Teachers don't understand students and this makes problems with students. It seems like they always against us."

Advantaged: "... The teachers don't even take the time to try to understand boys and girls in this school. The COMMON person in this school gets nowhere no matter how hard he tries... Unless things change high school students are going to revolt... and then the teachers will have to listen to what we have to say."

Advantaged: "Teachers don't understand kids and they don't give us a chance."

1.02 Don't care about students

Disadvantaged: "I try to be nice to my teachers but I don't think they even care about me. I don't think most teachers like teenagers. A lot of them just teach for the money and this make it hard on the kids."

Disadvantaged: "I have plenty of problems with some of the teachers. Some of them don't care about you, and some don't even want to help you out."

Advantaged: "Many teachers just don't care. Sometimes kids would like to talk to a teacher about their problems because sometimes they can't talk to their parents or friends. Sometimes they want advice on a situation. There aren't any teachers here I feel I can talk to. I don't think any of these teachers care about me as a person."
Advantaged: "Some of the teachers here at school don't seem the least interested in us; they won't listen to us; they simple teach, and bore us to death."

1.03 Are dull and uninteresting

Disadvantaged: "Some teachers make school dull. They don't teach their course so it's interesting."

Disadvantaged: "Some teachers just talk all the time instead of giving there class an understanding. This makes school a bore."

Advantaged: "School is so dull because many teachers are dull and uninteresting in their teaching. Even a lot of teachers who know their subject real well are just too boring to listen to. . . ."

Advantaged: "Some teachers stand up and lecture all the time. Even if you don't understand sometimes they won't stop to answer questions. Or else, they make fun of the question. This really bugs me."

1.04 Are unfair

Disadvantaged: "Some of the teachers at school are too favoritism to some of the students. Teachers say one thing to one student, and then turn around the very next minute and let another student do it. It isn't fair and it happens in some of my classes all the time. Why don't teachers treat students fair???"

Disadvantaged: "Getting along with evil teachers who get upset about other things and take it out on the students. It isn't fair!"

Advantaged: "Some teachers' partiality is a big problem and results in a lot of the discipline problems in school today."

Advantaged: "Many of the teachers have class pets and this is wrong. This is one of the things that makes kids dislike school so much."

1.05 Cannot get along with students

Disadvantaged: "My main problem is with teachers. They think they are always right and they are very rude because they are teachers. They try to Loud Talk and Run Over Students but they are wrong because students will revolt as long as teachers do this."
Disadvantaged: "Many students are treated as children by teachers and often feel that they might as well live up to their label. If teachers treated students as young adults there would be far less discipline problems."

Advantaged: "The teacher-student relationship is like a warden-prisoner relationship. We don't get along at all, and it isn't always my fault. A lot of these teachers are just not nice to kids!"

Advantaged: "Insincereness of teachers to students—it's just one big fake out!!"

2.0 Grades

2.01 General

Disadvantaged: "My biggest problem right now are my grades. I am having a difficult time keeping my grades up and really concentrating due to the fact that I really have a lot on my mind other than school itself. But no one understands this and they expect me to keep my grades up."

Disadvantaged: "Failing in my grades is my biggest problem."

Advantaged: "The only problem I have is getting good grades. It just seems like grades are a threat forever hanging over your head."

Advantaged: "Worries about grades and about parents worrying about grades are a big problem for me and for a lot of my friends."

2.02 Specific subjects

Disadvantaged: "I have a problem with one of my teachers that doesn't grade me sufficiently. I think that I deserve a better grade in this one subject than what I get. I do good in other subjects. English grammar is the subject."

Disadvantaged: "I have trouble getting good grades in history. I can study all night and next day it won't go in my brain."

Advantaged: "I don't feel right about my grades in English and this is one thing I really worry about."

Advantaged: "English bothers me. I try and never get anywhere, especially on themes. Grades count too much."
3.0 School programs and facilities

3.01 Study halls

Disadvantaged: "We should be able to leave when we have study halls. Nobody gets anything done in study."

Disadvantaged: "I would like in school to have all elective classes to substitute for study halls which are useless."

Advantaged: "In study halls some teachers can't control them so that they are hopeless. Most of our study halls are not at all conducive to study. Most are overcrowded and noisy. I feel that students should be able to study where they want to. Study halls are generally a waste of time even for students who want to study."

Advantaged: "Half the time in school is wasted with study halls that are unrealistic. They give you study halls whenever you aren't in class. Sometimes you get 2 or 3 in a row just because you don't have a class. They should do away with study halls and have all honor study halls. Then students who have work to do can go to them and kids who don't have anything to do won't be causing trouble."

3.02 Curriculum

Disadvantaged: "I don't like the way they give you the same thing every year. I think they should give you different things. This modern history is a thing there should be a book with black people."

Disadvantaged: "Change the schooling system to let the students learn for themselves with guidance when needed."

Advantaged: "One of my problems is that many of the subjects I have taken in high school are very outdated and needed to be improved. As they are now many of these courses are just a big waste of time."

Advantaged: "I get discouraged because there isn't a bigger variety of courses to take, and more interesting courses, such as psychology, black history, etc. Also, there aren't enough technical education courses in this school."
3.03 Lunchroom operation

Disadvantaged: "The lunch is always cold and they don't give you much for your money."

Disadvantaged: "The food and the lunch room helpers as well as lunch monitors is very nasty. One monator in particular dumped a tray of trash in a students lap which I thought was very nasty protaining that the facaulty always strasses manners yet they never show examples."

Advantaged: "Cafeteria runs out of food by 6th period and this is especially a problem since we can't leave school for lunch."

Advantaged: "We should have a bigger variety of food in the cafeteria since we can't go out for lunch. If you remember, we have hamburgers every day."

3.04 Physical facilities

Disadvantaged: "The halls in this school are too crowded and the restrooms are always dirty. Some of the classes are too crowded."

Disadvantaged: "We need a place in school where students 17 and up can go and smoke just like teachers. My girlfriend got caught smoking and she got suspended. Well, she's 18 and allowed to smoke at home. We teenagers think there should be something done about this. Also, the school is too crowded and in the winter we never have enough heat, especially in the mornings."

Advantaged: "Not enough room in this school. We have to use the auditorium, lunchroom, student and teachers lounge for classrooms. Also, I'm almost never able to get into the library and when I do there is never any place where I can sit down."

Advantaged: "The schools are too crowded. There is no place to study for I.T.S. that is appropriate."

3.05 Counseling program

Disadvantaged: "I can't feel comfortable talking to my counselors. They don't seem to want to listen to my problems."

Disadvantaged: "The counselors are always too busy to talk to you. Only one counselor has ever taken the time to give me any help with my problems."
Advantaged: "There's not enough good guidance counseling. Too many kids—including me—need help and no one even knows it. The only times you get to see a counselor is if you get in trouble with a teacher or you change your schedule."

Advantaged: "The counselors in this school are always 'too busy' to listen to your problems. What is a counselor for, anyway?"

4.0 General dislike of or disinterest in school

4.01 Boredom

Disadvantaged: "School bores me to death. I'm all the time wanting to cut or not go then I get in trouble for it."

Disadvantaged: "Everything is so dull here at school I can't get interested no matter how hard I try."

Advantaged: "I do good in school but I have developed a definite lack of interest in it. None of my classes are interesting and it gets to be a real drag."

Advantaged: "School is just too boring—teachers, restrictions, rules, social cliques, and all that."

4.02 Hatred of school

Disadvantaged: "I hate school. The stuff they make us learn doesn't do anyone any good."

Disadvantaged: "School! I hate it. It's like being in a prison."

Advantaged: "I really hate coming to school because it is such a waste of time. Much of what I have done seems irrelevant and impractical. I can't get rid of this feeling and it certainly doesn't help me in attempting to learn."

Advantaged: "The thing that bothers me most about school is the system altogether. I hate it. There needs to be a new system worked out which would help students to be more aware of the problems of life when they get out on their own."
5.0 Rules and regulations

5.01 Dress code

Disadvantaged: "The way you dress is a problem. I think just as long as you come to school you should dress the way you want but schools are always nagging about your dress."

Disadvantaged: "Girls not being able to wear pants in school is a problem. Dresses are not warm enough in winter when you have to walk a long way like I do."

Advantaged: "A real problem for most of us is the fact that you're always wondering when you're going to be called down for your skirt lengths, chewing gum, and small trivial things like that."

Advantaged: "Teachers coming down on me about my hair and sideburns is a big problem. There are too many restrictions put on students in school about minor things like hair and dress. This detracts from the possibility of getting a real education because you're always being bugged about little things."

5.02 Lunch hour regulations

Disadvantaged: "One of my problems is not being able to go across the street to eat at lunchtime."

Disadvantaged: "Not being able to go to your car at lunch is a pain."

Advantaged: "The fact that students are forced to stay in school during the lunch hour is a big problem to kids in this school."

Advantaged: "This business of not being able to leave school during the lunch period is ridiculous. They treat us like we are still in grade school."

6.0 Homework

6.01 Too much homework

Disadvantaged: "To many tests and homework on the same day. Teachers act as though you don't have any other class but theirs. I'm not saying this to be sarcastic because I'm a B or A student. But with worrying about getting everything done on time, and in every class, (a mountain of work) it gets to be rather over much after a while..."
Disadvantaged: "Too much homework is my biggest problem. There is never enough time to do it all in."

Advantaged: "Teachers assign too much homework. I am up past midnight every night studying to get it all done, and then I fall asleep in class and the teachers wonder why! It doesn't make much sense."

Advantaged: "Homework bothers me more than anything. Teachers are always assigning more than you can get done and then they yell at you when it isn't done on time. And every teacher thinks his is the most important."

6.02 Homework not meaningful

Disadvantaged: "All the homework you have to do that don't really mean anything. It's always just the same old stuff."

Disadvantaged: "Stupid homework. Most of it doesn't help us understand anything better. Some of it is OK but most of it is just a big waste of time."

Advantaged: "Too much pressure from school. Each teacher thinks he is the only one to give you junk to do. And junk is just what it is! I wouldn't mind doing homework if it was meaningful to you and you could use it, but most of it is just busy work."

Advantaged: "All this homework teachers give us to do. If it was useful or interesting it wouldn't be so bad but it isn't."

7.0 Study habits

7.01 Poor study habits

Disadvantaged: "I can't put my mind to my school work, I never learned how to study right."

Disadvantaged: "I have a study problem and because of this I do bad in school."

Advantaged: "A big problem for me is studying. I have a hard time concentrating. I just can't seem to stick with it."

Advantaged: "I never learned how to study. I sit in my room 2 or 3 hours every night trying to study, but it doesn't do any good. My teachers think I don't try but I do..."
II. HOME AND FAMILY

1.0 Parents

1.01 Do not understand teen-agers

Disadvantaged: "Parents never understand how we feel. They always want us to do what ever they say when they say even if we think it is wrong. Parents never let us express ourselves and they are always cutting us down. But they think we're all right as long as we're the ones fighting for this country and saving their necks. If you're not over 30 you'll understand!"

Disadvantaged: "Parents not understanding me bothers me. Parents don't understand teens today and some don't even try to."

Advantaged: "My parents are my biggest problems. We cannot understand each other at all. Parents consider you an extension of themselves, so much so that they cringe when you pass up social activities. They're always saying, 'Don't you want to be popular, Dear?"

Advantaged: "My parents don't understand me. Every time I try to talk to them, it ends up they lecture me. I'll be glad to leave home cause I hate them both. Why won't parents even try to understand us?"

1.02 Cannot communicate with teen-agers

Disadvantaged: "There is a huge 'stone wall' between my father and myself; no communication whatsoever. I can't talk to my parents..."

Disadvantaged: "A problem is that I can't talk to my parents."

Advantaged: "My parents and I just do not communicate. They bug me about everything I do. Every time there is an article in the paper about drugs, sex, or smoking or drinking, they make me read it and then lecture me on it. And then my hair is sorta long and every time my old man sees it uncombed he starts to lecture me. They won't listen when I try to tell my side of things. They make life miserable for me."

Advantaged: "Family problem! A girl is suppose to be able to talk to her mother if she has a problem but I can't cause they always take it their way and not mine. ... How can a girl communicate with parents like that?"
1.03 Do not trust their children

Disadvantaged: "My family doesn't understand or trust me. When I go out to do something like bowling, or just going over to a friend's house they think you're doing something terrible."

Disadvantaged: "Trying to get your parents to trust you!!"

Advantaged: "My parents' distrust in me is a problem for me. They never believe me or think I'm going where I say. They think I am always up to no good. She (mom) also thinks I've gone all-the-way with a boy which really disturbs me very much."

Advantaged: "Parents don't listen or don't trust or believe us. They always think they are right, just because they are older. They don't give any reasons why I can't do something. I suppose it's for my own good, but I wish I knew that. And I wish they would trust me more."

1.04 Are separated or divorced

Disadvantaged: "The family is falling apart, with a new step-father, the real father alive, and the real father's sister is the step-fathers used-to-be wife. And everyone is running away, sisters and brothers."

Disadvantaged: "Parents are divorced and remarried. And it's hard to keep everyone happy. My dad gets mad because I live with my mother instead of him and his new wife. My mother don't like for me to see my dad, but I do and then she gets mad at me. My step-father drinks and I don't get along with my dad's new wife. So What should I do?"

Advantaged: "Seems like it is the 'in' thing to do these days to get divorced. My parents are and a lot of my friends' parents are also. Why can't they try to live a peaceful life for the sake of their children?"

Advantaged: "My parents--my father not living at home. And I don't get along at all with my mother."

1.05 Argue with each other and with children

Disadvantaged: "Parents arguing. And after a real bad fight my mom goes out and walks the streets all night and my dad gets drunk."
Disadvantaged: "My mom and I get into some real arguments. Mainly because there is a large gap between us."

Advantaged: "My parents--my father, mother, sisters, and myself in constant conflict."

Advantaged: "I have been having problems with my parents all the time. My Mom tells me she hates me and then when I argue with her my Dad starts hitting me, and it really bothers me. But sometimes she is real nice to me. I just don't understand what's happening. How can I get help?"

2.0 Brothers and sisters

2.01 Conflicts with

Disadvantaged: "I have a 19 year old sister, and she has no job, she does not work around the house, she eats, then she picks fights, mostly with me, she used to be a nice sister, until she got the idea she could fight anyone or anything, she lies on me all the time, she'll say I was doing a bunch of nasty stuff, with a bunch of my old ex-boyfriends, but I don't. I threatened to run away three times because of her, I did once, but I returned home."

Disadvantaged: "My real problem is at home because my sister is twenty and just because she come in before I do whenever something goes wrong I get the blame, for she always say things and cusses me out and one other thing is when I do my work at home and she doesn't she tell that I don't do nothing and she gets to go out while I stay in the house and another thing is that she gives my brother and sister money but not me."

Advantaged: "Quarrels with brothers and sisters; am too proud to apologize which leaves me with a guilty conscience."

Advantaged: "One problem I have is my brothers. I don't get along with them. They try to boss me around."

2.02 Worry about

Disadvantaged: "I worry about my sister because she is going with this cat who already got one girl in trouble last year."

Disadvantaged: "Afraid my brother will be beaten up going, coming, or during school because of the neighborhood."
Advantaged: "I worry about my brother because he is running around with a bad crowd. I am afraid he will end up in real trouble and maybe even get arrested but he won't listen to anything anybody says."

Advantaged: "I worry about my brother. He is a Lutheran and is marrying a Catholic girl. I don't want him to change his faith because he is the only one to carry on our name which is Norwegian, Lutheran and very uncommon."

3.0 Living conditions

3.01 The home

Disadvantaged: "My family life isn't too good at home. There are seven people living in a two bedroom house. So that takes care of personal privacy."

Disadvantaged: "I am in a family of eight. One of my problems is sharing a bed. I have to share a bed with my brother which is 10 years old, my sister which is eleven years old, my other sister who is twelve years old. Seven of us sleep in the same room together."

Advantaged: Reported no problems of this nature.

3.02 The neighborhood

Disadvantaged: "I don't like my neighborhood. It is a bad neighborhood for a young girl to live in."

Disadvantaged: "There are a lot of bad people in the neighborhood where I live. I wish we could move to a nice neighborhood where you don't always have to worry about watching out for trouble."

Advantaged: Reported no problems of this nature.

III. MONEY

1.0 Not enough

1.01 For personal wants or needs

Disadvantaged: "The problem of getting money to go to school on is my biggest problem this year. Some days I don't even have money for lunch and there are a lot of other expenses that take money which I don't have."

Disadvantaged: "I constantly have a money problem over everything."
Advantaged: "My problem is not having enough money to live on, run a car, pay insurance and any other thing I have to buy. I am even wearing clothes that are 2 years old and don't fit right."

Advantaged: "Not enough money. I can't afford everything I want. Especially a car."

1.02 For family needs

Disadvantaged: "I have to work and help keep the family. I work from 5:00 till 10:00 almost all my money goes to the family. I don't have the clothes I need or the money for lunch, but the family needs the money. The working hours bother the time I have for homework."

Disadvantaged: "Having little money in the family. The family doesn't really have enough money to support me and two brothers (father getting old)."

Advantaged: "I worry about my parents not having enough money. This is one of the hardest problems for the family to overcome. And I can't qualify for financial aid in college because my dad supposedly makes too much money."

Advantaged: "The family is having financial problems right now. We owe too much money too many places."

2.0 Earning money

2.01 Finding a part-time job

Disadvantaged: "No money whatever. I can't find a part-time job anywhere and the family needs money. Sometimes I have to miss school because of this."

Disadvantaged: "I can't find a job and I've been looking for months now. I need a job in order to help with school expenses. There never is enough money."

Advantaged: "Too much trouble getting a good part-time job."

Advantaged: "I need a job to buy things I want and can't find one. Why isn't there someone in the school who can help kids find part-time jobs?"
2.02 Keeping a part-time job

Disadvantaged: "My problem is where I work the grown men think they are better and want me to do all the work. If I cross them I'll be fired so I don't know what to do. I'm afraid I'll lose my temper one day and that will be it."

Disadvantaged: "Losing my job!"

Advantaged: "Trying to hold a job long enough without being replaced by full time help."

Advantaged: "Can't really apply for a good paid job till 18 without working your but off."

IV. SEX AND DATING

1.0 Boy-girl relationships

1.01 Attracting the opposite sex

Disadvantaged: "Boys. When I'm with my girlfriends the guys all fall head over heels over them. It can't be my looks, I'm not saying I'm beautiful, but I'm not homely."

Disadvantaged: "Girls don't like me because they think I'm fast, but I am not."

Advantaged: "I have never had a date. For three years I have gone dateless. This really bothers me and there's nothing a girl can do about it."

Advantaged: "I worry about girls--I like them but they don't seem to care for me. Why??"

1.02 Understanding the opposite sex

Disadvantaged: "I don't really understand the ways of boys. When they date a girl they expect something. When they marry they expect her not to have done anything."

Disadvantaged: "I have trouble understanding my Male Companion. I can't decide on things I should say and when I should say them, also, I can't decide on things I should do and should not do."

Advantaged: "Women. Understanding them is a problem!"
Advantaged: "My boyfriend and I have been going together for over a year but we still don't understand each other's ways and habits. So we have a lot of misunderstandings. This creates a lot of problems."

2.0 Sex

2.01 Self-control

Disadvantaged: "I mess around with too many girls (sex), but can't keep from it."

Disadvantaged: "Pre-marriage sex. Going to far on dates and then not being able to control things."

Advantaged: "Necking and petting—how much and how to control myself."

Advantaged: "Sex—morals; how to keep them up."

2.02 Need for sex education

Disadvantaged: "Need more sex education. Too many kids get in trouble because they don't know enough."

Disadvantaged: "I think they should start a sex education class and have emergency childbirth in it and maybe it would stop some of the teenage pregnancies and more girls might finish out school."

Advantaged: "We need more sex education in the high schools. A lot of parents don't tell their children the things they should know and they have to find out by experience. A very good friend of mine got into trouble because she didn't know enough about the subject."

Advantaged: "I don't know enough about sex, that a senior should know."

V. PERSONALITY AND PERSONAL WORTH

1.0 Personality

1.01 Moodiness and depression

Disadvantaged: "Having the blues so much is my biggest problem."

Disadvantaged: "I feel so sad all the time even when I joke with my friends. Life is so hard."
Advantaged: "I get god-awful depressed sometimes. I wish they would have a class where we could just sit and talk out our problems. No one ever wants to listen so things just build up and get bigger and bigger."

1.02 Loneliness

Disadvantaged: "Being lonely and talking to myself."

Disadvantaged: "I feel lonely all the time but I don't like being around peoples."

Advantaged: "Loneliness in school is a problem. There's no one to talk to. I talk to my girl and boy friends but nothing serious or nothing I really feel or they feel is ever said to each other."

Advantaged: "Loneliness—I always get headaches when I'm with other girls; I enjoy the company of boys and men immensely, but I find it very hard to believe any of them feel any more for me than companionship. I find it very hard to receive affection because I feel it's never genuine. Because of this I am lonely most of the time."

1.03 Worry

Disadvantaged: "I worry about everything. The draft, prejudice against my race, girls, grades, what I will do when I get out of school. Life is just one big worry after another."

Disadvantaged: "Things we worry about but aren't discussing with anyone because "They" don't care to listen or understand. How do I know--I've tried. So that's one of the big problems. I suppose keeping things to myself that rise so high in me, that I can't stand it any longer is another big one."

Advantaged: "I worry too much about things. I would like to discuss my problems with someone, but I can't really trust anyone."

Advantaged: "Worry, worry, worry. There is always pressure being put on to 'do good' or 'be popular' and so forth. I worry so much about trying to please everyone I don't have time to be myself."
2.0 Personal worth

2.01 Lack of self-confidence

_Disadvantaged:_ "I'm in a god-awful rut. I feel inferior and insecure—wonder just who my friends are and who are just being friendly. It worries me that maybe I'll never be good for anything."

_Disadvantaged:_ "Being afraid of making mistakes all the time. I think peoples are always watching."

_Avantaged:_ "I worry about myself a lot. I'm so emperfect. I don't feel like a very worthwhile person."

_Avantaged:_ "Every time I start something I always have the feeling that I am going to fail. Because of this I am always afraid to do new things and I miss out on a lot."

2.02 Identity crises

_Disadvantaged:_ "How can I fit into things? I don't seem to belong anywhere or to anybody."

_Disadvantaged:_ "Who am I really? I wonder about this a lot. Sometimes I think I am really somebody real important who is just pretending to be me."

_Avantaged:_ "I don't have much of a sense of identity—who and what I really am. At this point I feel as if the world could do without me very well."

_Avantaged:_ "Another problem of mine is sort of an identity crisis. Conformity and social pressures are very hard to ignore at time. I have tried to decide exactly what kind of person I am and hope to become. This is not easy—to really know yourself. I also have to determine some sort of moral limitations for myself. How can I be natural and truly myself if I don't even know myself yet? What kind of things should I experience in order to realize the extent of my abilities? These are the things in which the school should help us, but which it completely ignores."

VI. UNDERSTANDING AND ACCEPTING SOCIETY

1.0 People in society

1.01 Values and moral standards

_Disadvantaged:_ "I don't like people who think only of themselves. The world is full of them and this worries me."
Disadvantaged: "The lack of low moral values and pride in country worries me."

Advantaged: "The general state of society today worries me—what do people value anymore, what are peoples objectives in life. So few people seem to have any faith at all in anything other than making money. It's hard to find anyone who has faith in human nature, a religious faith, etc."

Advantaged: "Nobody gives a damn about anyone else anymore."

1.02 Prejudice

Disadvantaged: "Some white people think they're better than Black people. But their not. I know I'm not better than a white person and I don't think it. We are the same kind of people but the color differ us. I am Black."

Disadvantaged: "When I go to look for a part-time job, there's always a racial conflict. They say things are getting better, but it don't look like it to me."

Advantaged: "I hate racial prejudice. Some of my friends (most middle class) are Negroes and I have been laughed at for this many times."

Advantaged: "People who believe that all teens are looking for trouble, all Jews are out to get you, all college students are SDS members or radicals, etc. People who are against Negroes and Negroes who are against whites. People who are uninvolved and are prejudiced against everyone who is. All these people are a real worry to teen-agers today."

2.0 Wars

2.01 Vietnam

Disadvantaged: "I don't understand why this country is fighting in Viet Nam. I ain't going over there!"

Disadvantaged: "The U.S. in Viet Nam and all the criticism people give it without offering help or suggestions themselves bothers me. Someone has to fight the Commies. But how long is the war going on—why are we fighting this war alone? Why don't the other nations join in also? Why should we fight if they won't?"
Advantaged: "I would like very much to see the war in Vietnam come to an end. I feel very strongly that we should not be over there. It bothers me that I can not do much about it... being under 18 and all. I really can't see all those beautiful lives being wasted over there."

Advantaged: "The war in Vietnam is immoral and worries me. But there's nothing I can do about it. Except maybe go over there and get killed in a couple years."

2.02 Wars in general

Disadvantaged: "Fighting and war going on everywhere all over the world worries me. Why can't people live without getting into wars?"

Disadvantaged: "Wars and prejudice."

Advantaged: "Wars are wrong and the people shouldn't stand for them. If people would refuse to fight there couldn't be any wars. Big business makes money out of war because of the defense industries, but the common people always suffer."

Advantaged: "Why are there more wars now than in other times?"

3.0 Other concerns about society

3.01 Use of Drugs

Disadvantaged: "The main problem now, is the Generation, which contains in school, outside the school, and in the homes, and streets, and this is the dope situation. Dope, first as wifer, pill, cokine, LSD, Speed, even whiskey, is a bad problem with kids today. So what I think should be done is stop telling us kids that Drugs are bad and they'll kill us. Tell us what it really do what kind of effect. Because some drugs help people. Help us man! Send people to school and let them talk about the true facts on drugs. Let's have a assembly in all school about Drugs."

Disadvantaged: "Drugs. Too many pushers around. The little kids get hooked before they know what it's all about."

Advantaged: "There's too much tripping out with drugs in the schools today. Several of my friends take trips regularly."
Advantaged: "A lot of people I know 'turn' on. They don't use light stuff either. That wouldn't bother me but the other day one of my 'friends' tried to sell me some acid. Wow, I never have and don't plan to trip out on drugs. All the tripping out in society today really bothers me."

3.02 Curfew and voting age

Disadvantaged: "The curfew. It's stupid."

Disadvantaged: "Why can't we vote. If teenagers could vote there would be a lot of people out of office."

Advantaged: "Dislike authority or boundaries on my life. Extreme dislike of society's moron rules, such as curfew."

Advantaged: "The idea that the new amendment was not passed to lower the voting age to 19 is a problem for all teenagers. This means that the voters most likely don't feel that these teenagers are capable."

3.03 Inability to change things in society

Disadvantaged: Reported no problems of this nature.

Advantaged: "It bothers me that I can't do anything to change things. No senior high school student can really change things, yet we are the strongest, most intelligent, and most challenged generation to appear on earth."

Advantaged: "Nobody ever listens or cares about what you say. You might be allowed to express opinions, but most people ignore them."

VII. GETTING ALONG WITH OTHERS

1.0 Friends

1.01 Making friends

Disadvantaged: "One of my biggest problems is not having good trusty friends to tell my problems to."

Disadvantaged: "I am very slow at making friends."

Advantaged: "I have difficulties making friends. I have no real friends at all. I feel as though I am an outcast--no one likes me."
Advantaged: "My biggest problem is that I'm very well liked and friendly but the people I want to be friends with doesn't seem to notice it. I feel left out and the reason isn't because I'm ugly."

1.02 Recognizing who are true friends

Disadvantaged: "You think some peoples are your friends and then they talk about you behind your back. This girl I thought she was a friend and now I found out I can't trust her."

Disadvantaged: "Friends are sometimes a problem. You have to find out just who your real friends are. You sometimes find out your best friend isn't really a friend at all."

Advantaged: "Knowing who my real friends are. A lot of kids are friendly, but they cut you down behind your back."

Advantaged: "Friends. Are they really my friends. How do I know? How can you tell if someone is a true friend?"

1.03 Keeping and getting along with friends

Disadvantaged: "My friends call me names and I get mad at them."

Disadvantaged: "My friends. I'm loosing them one at a time."

Advantaged: "My best girlfriend has a bad habit of running my life. As a result we argue a lot."

Advantaged: "The biggest problem I have is a friend that is dominate. We argue and don't get along. The problem is that when I am talking to another girl she (my friend) will always try to call them away. This makes it hard for me to get along with her, but she is my best friend."

2.0 People in general

2.01 Conflicts

Disadvantaged: "Peoples bother me and I bother them. Like fighting and calling each other bad words."

Disadvantaged: "I don't like people. Everyone always treats me like dirt."
Advantaged: "People are too uptight, stuck up, and unfriendly. . . ."

Advantaged: "I can't get along with people. I always end up arguing with everyone."

2.02 Gossip

Disadvantaged: "I hate to be cracked on behind my back. I wish they would say it to my face. . . ."

Disadvantaged: "These girls at school are always gossiping and saying things that are bad about me and my girlfriend."

Advantaged: "The way people come up to you with fakey attitudes and start gossip is a big problem around this school. I guess it's like that everywhere though."

Advantaged: "The gossip that goes on in this school and in our neighborhood is outrageous. I avoid a lot of people because I get sick of them talking about people behind their backs."

2.03 Cliques

Disadvantaged: "Some people in this school are too stuck up and stick in their own little groups. And this is Blacks as well as whites."

Disadvantaged: "There's this bunch of kids I'd like to be friends with but they hang around together and don't pay any attention to anybody else."

Advantaged: "The only thing that has bothered me is the clicks that exist between high school girls. Sure the girls in school talk to you but when it comes right down to it they disregard you when you are out of school. You have to have money or be a cheerleader or something to be accepted."

Advantaged: "I want to be popular but there are these groups in school and I can't seem to get in with any of them. . . ."
VIII. PLANNING FOR THE FUTURE

1.0 Employment

1.01 Deciding upon an occupation

Disadvantaged: "It worries me not to know what I want to do after high school. I don't know what kind of job I want. Sometimes I want one thing and then other times I want to be something else. I wish there was someone I could talk to about this problem."

Disadvantaged: "I can't decide what kind of work to do after high school. Since I'm a senior this year this is a real problem."

Advantaged: "My biggest problem is deciding what to do with my life. I've studied music 12 years and all of a sudden I don't dig it that much. Problem? What else can I do? Music is practically all I know."

Advantaged: "My dad wants me to go into business with him when I finish school, but I don't want to go into business. My parents can't understand this and I can't make them understand. I can't decide what I want to be, but I definitely don't want to go into business."

1.02 Preparing for an occupation

Disadvantaged: "I want to be a beautician, but I don't have any training. How can I learn to be one without paying to go to a beauty school which I can't afford. Can I get a job where I will get paid while I learn?"

Disadvantaged: "More than anything in the world I want to be a good writer. I make A's and B's in English, but what about subjects, procedures, and so forth. How can I learn about these problems?"

Advantaged: "I want to be a commercial pilot but I don't know how to get the training I will need. Who can I talk to that would know? My friend said you have to go to college to be a pilot for one of the airlines. Is that true?"

Advantaged: "I want to be an artist (commercial) but I don't want to waste time in college. Can I get apprenticeship training? I've had a lot compliments on my art work."
2.0 Post-high school education

2.01 Decisions concerning

**Disadvantaged:** "Should I go to college if someone offers me a scholarship? Or should I get a job. My family needs the extra money."

**Disadvantaged:** "Should I go to college. If I work I can pay my way, but I'm afraid I'm not smart enough."

**Advantaged:** "A problem is trying to decide if I should go to college when I know I have to get ahead but I hate the way schools operate."

**Advantaged:** "My most important problem right now is deciding where to attend college, whether or not to attend college, and where to get the money for it."

2.02 Financing

**Disadvantaged:** "I have the ambition to become a medical technician. Money is one problem that stands in the way, but I think I can work and save up the money. Father is a disabled schizophrenic and mother is the provider, so my alternative is to save, which I believe won't be that difficult but may take a while to do."

**Disadvantaged:** "I want after high school to go to a college or university where I can take the required subjects to make a profession of advertising. But I can't afford it."

**Advantaged:** "I'm worried about who is going to pay for my college, my father or my step-father. Neither one seems to interested in paying for it."

**Advantaged:** "Where is the family going to find enough money to send me to college."

3.0 Military service

3.01 Enlistment

**Disadvantaged:** "Whether to get a job after graduation or go into the Navy."

**Disadvantaged:** "Should I join the Marines? My brother has been in for four years but I don't know if I am the man he is."

**Advantaged:** Reported no problems of this nature.
3.02 The draft

Disadvantaged: "The first and biggest problem I have is the draft. When I get out of school I want to go into the vocation I'm taking in school and if I get drafted my plans are 'down the drain.'"

Disadvantaged: "How can I avoid the draft without going to jail?"

Advantaged: "My problem? The draft--what else!"

Advantaged: "The draft worries me more than anything right now. I don't mind going in so much, but I don't want to go to Vietnam."

IX. LEISURE

1.0 Enjoying leisure

1.01 Not enough activities

Disadvantaged: "The guys in our neighborhood don't have a place to go when we aren't in school (weekends). Movies cost too much. There's no recreation center within walking distance. And no place to play basket-ball or anything. So we sit around and pop pep pills when we're hanging low."

Disadvantaged: "There's nothing to do in free time in my neighborhood. When I hang around the streets I always get in trouble, but I get bored hanging around home."

Advantaged: "I get sick of nothing to do, no place to go, no dances, no activities--nothing at all..."

Advantaged: "One problem is that there is nothing to do in my spare time..."

2.0 Not enough leisure

2.01 Because of school and work

Disadvantaged: "I go to school in the morning and work from 1:00 to 10:00 o'clock at night and on the weekends and I like sports and I like to go to dances and things like that but I don't have any time cause I work and I have to work to go to school."
Disadvantaged: "Not enough time outside of school, to do anything but study."

Advantaged: "Not enough time for activities because of too much to do for school and at home.

Advantaged: "Time. Not enough of it with all the homework and working on weekends. No time for just relaxing."

2.02 Because of social activities

Disadvantaged: "I'm in too many activities and not enough free time to be by myself."

Disadvantaged: "My grandmother who I live with makes me attend all the church and mission activities and because of this and schoolwork I never have any spare time for myself."

Advantaged: "I seem to fill up all my schedule with social obligations and then never have any time to myself."

Advantaged: "So many social activities during senior year that I never have any time to relax."

X. MORALS AND RELIGION

1.0 Morals

1.01 Concern over personal morals

Disadvantaged: "I have bad morals. I smoke and drink and cuss."

Disadvantaged: "I give in to temptations and do bad things. Then I worry about it later."

Advantaged: "My morals are a problem. I'm hooked on acid and can't get enough of it. I'm a chain smoker too but it's the acid that bothers me."

Advantaged: "I don't live a clean life like I should. I developed a lot of bad habits and they are hard to break."

1.02 Rejection because of moral standards

Disadvantaged: Reported no problems of this nature.

Advantaged: "Whether my moral standards are old-fashioned is a problem. It sometimes seems that if you do something
because it is right, or refuse to do something because it is contrary to what you grew up with, people, especially in my age group, shun you because you refuse to lower your moral standard to theirs, and causes you to be called 'too good for anybody,' etc."

Advantaged: "Because of my moral standards a lot of people call me Miss Priss. It's almost impossible to be good and popular at the same time."

2.0 Religion

2.01 Belief in God

Disadvantaged: "I can't really seem to believe in God, I feel he is there but I don't believe in him altogether."

Disadvantaged: "I wonder if there really is a God. If there is why does he let so many bad things go on?"

Advantaged: "I don't know if there is a god and this bothers me. I mean if there were an actual being that came over to me and said 'hello, I'm god' and told me why he was god and what he'd done well I just might believe. I don't know, is there a god?"

Advantaged: "More and more I am questioning religion and without my religion I feel that everything else is useless—without meaning."

2.02 Living up to religious beliefs

Disadvantaged: "I want to get saved, but I find it hard because I have cussed and smoked too long already. But Jesus will except anybody."

Disadvantaged: "God is going to punish me for my sins."

Advantaged: "I haven't got enough courage to talk to someone about God. I am a Christian and feel I should tell someone about him every day."

Advantaged: "I am most bothered about my relation with God. I worry a lot about being spiritually clean."

XI. PERSONAL APPEARANCE

1.0 Face and body

1.01 Complexion

Disadvantaged: "Facial problem. I have skin trouble."
Disadvantaged: "I have spots on my face and skin and because of this I can't get dates."

Advantaged: "Acne pimples is a problem, they really get me down."

Advantaged: "My complexion--ZITS!!"

1.02 Weight

Disadvantaged: "I'm too fat. Everyone teases me about it."

Disadvantaged: "I need to gain weight. I'm so skinny I look like a little kid."

Advantaged: "My weight--I'm fat!"

Advantaged: "I've got fat thighs. People are always staring at them."

2.0 Clothes

2.01 Need clothes

Disadvantaged: "I have to wear hand-me-down clothes. They never fit right and they're always out of date."

Disadvantaged: "I need new clothes. Mine are all holy and coming apart."

Advantaged: Reported no problems of this nature.

XII. TRANSPORTATION

1.0 Automobile

1.01 Getting a car

Disadvantaged: "I have a problem of making up my mind if I should get a car or not and how to pay for it."

Disadvantaged: "I need a car but no money."

Advantaged: "I can't find a good paying job so I can't buy a car. But if I only had a car I could probably find a good paying job."

Advantaged: "I need a new "Vet" but my folks say I don't."
1.02 Maintaining a car

Disadvantaged: "My car is a problem because as soon as I fix something on it something else goes wrong."

Disadvantaged: "My car—that's my big problem—keeping it up and wondering where my next car payment and insurance payment will come from."

Advantaged: "Keeping up car payments. My dad says it's my responsibility but I don't think it's fair. He has a good paying job."

Advantaged: "The expense of keeping up a car and still having enough money to date, etc."

2.0 Other transportation problems

2.01 Public transportation

Disadvantaged: "Busses cost too much to ride. And then you have to stand up on them half the time."

Disadvantaged: "One problem is transportation to and from school. I am taking a vocational training course at another school and I spend 90¢ a day on bus fare. They have talked about having a bus for us but that's all they done is talk. This would eliminate this problem that I quite often have of missing school because of lack of money."

Advantaged: "Poor bus service in Columbus makes it hard to get to school."

Advantaged: "Having to stand up all the time on the bus going to and from school. We shouldn't have to pay so much if we have to stand up."

XIII. HEALTH AND FITNESS

1.0 Health problems

1.01 Illness or general health concerns

Disadvantaged: "I get sick all the time with stomach cramps and have to miss a lot of school."

Disadvantaged: "I have a health problem."

Advantaged: "Mono."

Advantaged: "My health worries me. I'm afraid I might get cancer or go blind or something tragic like that."
1.02 Dental problems

**Disadvantaged:** "I have bad teeth and they hurt. But there's no money to get them fixed with."

**Disadvantaged:** "My teeth hurt."

**Advantaged:** Reported no problems of this nature.

2.0 Fitness

2.01 Not enough sleep

**Disadvantaged:** "I don't get enough sleep and because of this I get headaches."

**Disadvantaged:** "I never get enough sleep because there's always something going on at home keeping me awake."

**Advantaged:** "I always have this tired feeling. I guess it's because I don't get enough sleep because of school and work."

**Advantaged:** "I never get enough sleep—and it sure ain't neurasthenia!"

2.02 Physical fitness

**Disadvantaged:** Reported no problems of this nature.

**Advantaged:** "My problem is that I'm not in very good physical condition. Because of this I'm afraid I won't make the basketball team."

**Advantaged:** "I worry about staying in good shape physically because I go out for athletics."

XIV. MISCELLANEOUS
APPENDIX D

FORMULA USED TO FIND THE VALUE OF t
FORMULA USED TO FIND THE VALUE OF $t$

In this study the following formula was used to find the value of $t$:

$$ t = \frac{(\bar{X}_1 - \bar{X}_2)}{\sqrt{\frac{1}{N_1} + \frac{1}{N_2}}} \sqrt{\frac{N_1 + N_2 - 2}{\sum_{i=1}^{N_1} (X_{1i} - \bar{X}_1)^2 + \sum_{i=1}^{N_2} (X_{2i} - \bar{X}_2)^2}} $$

where

$$ S_1^2 = \frac{\sum_{i=1}^{N_1} (X_{1i} - \bar{X}_1)^2}{N_1} $$

and

$$ S_2^2 = \frac{\sum_{i=1}^{N_2} (X_{2i} - \bar{X}_2)^2}{N_2} $$

Under the null hypothesis if the value of $t$ is greater than 1.96 in either the positive or negative direction, the hypothesis is rejected at the .05 level of confidence. If the value of $t$ is 1.96 or less, the hypothesis is not rejected at the .05 level.
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