

PSYCHO-SOCIAL ADJUSTMENT PROBLEMS OF HIGH  
SCHOOL STUDENTS USED FOR DEVELOPING  
OBJECTIVES AND GENERALIZATIONS  
FOR TEACHING A HOME ECONOMICS  
UNIT OF STUDY

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## CHAPTER I

### INTRODUCTION

This study is concerned with developing objectives and a teaching outline of generalizations which could be the basis of a unit in home economics. Concern for high school students as they sought to find meaning and purpose in their present and future lives prompted this study. Their gropings were evidenced in their voluntary use of the school counselor to get help with personal problems. To the writer, this attested to the fact that more effective teaching in the area of personal and social relations is needed.

The primary purpose of this study was to determine the problems of high school girls and whether these problems appear to be more numerous in early or in late adolescence. The second purpose of the study was to develop a teaching outline based on the problems of main concern to the students. The writer believes that by determining what the major concerns of adolescents are, a teacher of adolescents can develop a teaching outline that is truly based on students needs. Readiness to learn appears when needs are most apparent. Therefore, from the point of view of human development such timing, in taking readiness into account, may yield satisfactory returns in better personal adjustment.

#### Information Pertinent to the Project

The first approach to the study to determine the problems of high school age girls was a perusal of the research and current literature

concerning adolescence. The review of these findings is presented in this section.

Havighurst (14) points out:

The period from 12 to 18 is primarily one of physical and emotional maturing. The sex glands ripen, and sex differences widen. The boy becomes ready for manhood, and the girl ready for womanhood. The principle lessons are emotional and social, not intellectual. (p. 30)

Havighurst in explaining the developmental task concept shows the necessity of achieving successfully the tasks pertinent to adolescence so that the adjustment tasks of adulthood can be met satisfactorily.

The developmental tasks of adolescence as listed by Duvall (7)<sup>1</sup> are:

1. Accepting one's changing body and learning to use it effectively. . . .
2. Achieving a satisfying and socially accepted masculine or feminine role. . . .
3. Finding oneself as a member of one's own generation in more mature relations with one's agemates. . . .
4. Achieving emotional independence of parents and other adults. . . .
5. Selecting and preparing for an occupation and economic independence. . . .
6. Preparing for marriage and family life. . . .
7. Developing intellectual skills and social sensitivities necessary for civic competence. . . .
8. Developing a workable philosophy of life that makes sense in today's world. . . . (pp. 294-297)

If the principal lessons the adolescent has to learn are emotional and social, the achievement of the developmental tasks depends largely on the degree of success the personality has had in its formation through the preceding years. Gesell (13) through his longitudinal studies shows that the basis of all adjustment through life is formed in early childhood. The adequate personalities, then are those that have found themselves capable of coping with and solving the childhood and infancy

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<sup>1</sup>Freely adapted from the schema used by Robert J. Havighurst, Human Development and Education (New York: Longmans, Green and Co., 1953), Chaps. 9, 10, 11.



problems. These personalities will be the ones most likely to attempt and accomplish the developmental tasks of adolescence.

For again, as in childhood, the adolescent must find an answer to the question, "Who am I?" Thus basic to fulfilling the developmental tasks in the adolescent period is the need to establish a new self-image with feelings of self-worth. Thus emotional adjustment is paramount to achieving the developmental tasks successfully.

Stone and Church (28) say that:

The central theme of adolescence is the finding of one's self. The adolescent must learn to know a whole new body and its potentials for feeling and behavior, and fit it into his picture of himself. He must come to terms with the new constellation of meaning presented by the environment. He must define the place he will occupy in adult society. This means an intensified self-awareness--largely manifested as self-consciousness--and a new push for independence. (p. 270)

Gesell (13) perceives the self as growing, one that must accept more and more responsibility to be able to judge its reason, volition and powers. Engel (9) found in her two year study of self-concept in adolescence that adjustment was positively correlated with a positive self-concept and a negative self-concept was correlated with maladjustment.

Symonds (31) found in his thirteen year longitudinal study a general increase in depression from adolescence to adulthood, as depicted in projective stories told at the high school level and then thirteen years later by the same subjects. It became clear from the study that in many instances the fantasy life of the adolescent was carried out in adult experience.

Fantasies of confidence in adolescence foretold a person with confident, self-assured personality as an adult; but ineffective adults who strove to compensate for real or imagined deficiencies had fantasies of inferiority as adolescents. (p. 209)

To adjust socially is another major accomplishment for the

adolescent years. This adjustment is difficult for many and not achieved by all. Symond's (31) study shows that for half the subjects:

. . . the overwhelming impression from the Rorschach reports is the inability to maintain any kind of warm, comfortable rapport with others. Over and over again it was said that contact with others was remote, there was a lack of feeling and sensitivity for others and no real empathy for understanding others. (p. 149)

The overall impression that one gains from the Rorschach is that these twenty-seven individuals have difficulty in their social relationships. While outwardly they may be pleasant and at ease, inwardly they feel considerable discomfort in their social relationships, and other people, to which they try to adjust by a variety of social stratagems which make them superficially appear to have good rapport with others. (p. 150)

Jackson, Getzels and Xydis (16) found a relationship between psychological health and cognition in girls. The findings indicate that the girls have difficulty in resolving their intimate heterosexual relations which upsets their psychological health and in turn interferes with their cognitive process.

Several of the studies tie the emotional and social development to the relationship within the family. Warnath (33) found that positive impressions on one's peers (or the opposite) is related to experiences of positive or negative acceptance within the family. Stott (30) reported that a child's personality suffered from insecurity and a lack of feeling of identification with a group from being subjected to an unsettled family situation. Peck (25) found also that there was a significant pattern of relationships between family experience and personality:

1. Ego strength occurred in association with family life which was characterized by stable consistency and warm, mutual trust and approval between the parents and between parents and child.
2. Superego strength was partially related to ego strength, but was chiefly related to the regularity and consistency of family life.
3. Generalized friendliness and spontaneity appear to be allied and to be associated with a lenient, democratic family atmosphere. (p. 350)

The achievements of adolescent developmental tasks then are dependent on the emotional and social adjustments of the personalities previous to the adolescent phase. Only the persons who have solved the psycho-social conflicts of infancy and childhood are adequate to attacking the developmental tasks of adolescence which again are essentially emotional and social in nature. Stable harmonious families are of primary importance to launching personalities that can achieve the emotion and social tasks at each period of the life cycle.

The Mooney Problem Check Sheet was used in a study of the 4-H Clubs in 1950 by Leta Moore. She tabulated and interpreted the data from all eleven areas of adjustment. Only four of the areas are to be tabulated and analyzed in this study. The findings of Mrs. Moore's study that will correspond to the investigation of this study are the findings related to the white girls of the four areas and are given as follows:

Personal-psychological relations were rated first in general concern and second as major concern.

Social-psychological area was ranked fourth place.

The social and recreational area was ranked seventh place.

The home and family area was ranked next to lowest.

Hence, the following hypotheses were developed:

1. That the majority of high school girls would evidence concern over problems in the social-psychological area, with the greatest concern showing at the early adolescent level.
2. That the majority of adolescent girls would evidence concern over problems in the personal-psychological area.

3. That the majority of high school girls would evidence concern over problems in the home and family area.

#### Scope and Limitations of the Study

To develop a teaching outline of generalizations, the areas of major concern of the adolescent girls had to be established first. Second, it had to be concluded whether these concerns appeared in early or late adolescence. For these uses a reliable instrument would either have to be found or developed.

To evolve an instrument and then check it for its reliability and validity would have taken more time than was available for the study. To use an instrument whose reliability and validity were questionable would raise doubts as to whether the real concerns of the girls had been found. The validity and reliability of the Mooney Problem Check List justified its use in establishing the true problems of the subjects.

The Mooney Problem Check List was administered to four classes each of freshman and senior girls enrolled in vocational home economics in four consolidated high schools. The schools chosen were comparable to those of the teacher's experience.

This instrument lists eleven areas of adjustment. Only the areas of adjustment pertinent to family relations education were chosen for tabulation. These areas are personal-psychological, social-psychological, social and recreational, and home and family. The area of courtship, sex, and marriage was omitted because the author's college preparation was more adequate in instruction of units concerning this area than those tabulated in the study.

The findings of the study would become the basis for the development of the objectives and an outline of generalizations.

## CHAPTER II

### PROCEDURE FOR PROJECT

#### Selection of the Measuring Instrument

The Mooney Problem Check List was chosen as the instrument to measure the personal problems of the high school students in this study. Rose L. Mooney and Leonard V. Gordon (23) developed the Problem Check List from a master list of 5,000 items which came from the following sources:

1. Experiences of the author as counselor and administrator;
2. Analysis of case records and counseling interviews with high school and college students;
3. Review of the literature on student problems;
4. Analysis of paragraphs written by 4,000 high school students describing their personal problems;
5. Intensive analysis of expressed problems of 250 students in grades 7 through 12;
6. Review of 5,000 cards itemizing the "personal-educational" needs expressed by 950 students in grades 6, 9 and 12; and
7. Other miscellaneous sources. (p. 11)

The 1950 revisions had in addition frequency counts of checked problems from grades 5 through college from various samplings, write-in statements from completed check lists, and data on responses to a preliminary edition of the Adult form. (p. 11)

The uses of the Problem Check List fall into five categories: to facilitate counseling interviews; to make group surveys leading to plans for individualized action; as a basis for home room, group guidance and orientation problems; to increase teacher understanding in regular classroom teaching; and to conduct research on the problems

of youth. (p. 3) It is for the two latter reasons that the writer chose to use this Mooney Problem Check List. The simplicity and ease in establishing the number of items of concern in each area was another consideration in choosing this particular instrument.

The Mooney Problem Check List is so designed as to give a mere census count of problems of concern to the adolescent as checked by the adolescent. The items are categorized into eleven 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 College Work;
10. The Future: Vocational and Educational; and
11. Curriculum and Teaching Procedure.

This questionnaire is not a test and does not measure the magnitude nor intensity of the problem.

The reliability of the Mooney Problem Check List as a survey instrument was checked by two sources. Gordon in an unpublished study administered the unrevised college form to 116 students twice. The frequency that the items were checked the first time were correlated with the frequency with which the items were checked on the second administration. A correlation coefficient of .93 was found.

The second source is a study of four educational groups in which the Problem Check List was repeated from one to ten weeks after the first administration. Rank order was used in establishing the correlation coefficients. These correlation coefficients varied from .90 to .98.

Mooney concluded from these two sources that the Problem Check List exhibits sufficient stability to warrant general program planning on the basis of the survey.

#### Description of the Sample

The sample was composed of 48 freshman girls and 32 senior girls from four small consolidated high schools in the Southeastern portion of Oklahoma. The youngest in the freshman group was thirteen years old and the oldest in the senior group was nineteen years of age. These were the extremes in the sample but the majority of freshmen were fourteen years of age and the majority of the seniors were seventeen years old. The majority of the families of the subjects used in the study are of Protestant faith, but a few do belong to the Catholic Church. The four schools of the sample were comparable in enrollment, having about 100 to 150 students. These schools are located in communities that have a population of less than 600. Three of these communities are located in the same county. Families of the subjects in the sample use the county seat for their shopping center. Three of the communities are located on main highways, but the fourth is more isolated since it is about seven miles from a main thoroughfare.

Some families of the subjects find employment in the county seat from these sources: Elsing Clothing Factory, Seamprufe Factory, Oklahoma State Penitentiary, and the Naval Ammunition Depot. Most of the families, however, receive their incomes from farming; the principal crops being cotton and peanuts. A large majority of the families receive their income from day labor such as painters, carpenters, county and



state workers, pipe fitters, mill hands, and some receive State Welfare Assistance.

The vocational home economics classes were chosen because this is the area in which the writer would use the outline for teaching. The freshman and senior levels were chosen for use in this project because they represent the early and late adolescent periods of adjustment. Pertinent to this study was the decision concerning the period of early or late adolescence where most concern was evidenced about these particular problems since this should be the most logical teaching moment.

The four schools approached were cooperative in supplying subjects for the study. Each of the schools has vocational home economics as part of the curriculum and although it is an elective subject, at least in the junior and senior classes, most of the girls elect to take it. The sample, therefore, included most all of the freshman and senior girls enrolled in each of the schools.

The face data on the questionnaires asked only for age, sex, school classification, name of school, and father's occupation.

#### Collection of the Data

Appointments were made with each of the vocational home economics teachers for a convenient time to administer the Problem Check Lists to the freshman and senior homemaking classes.

The data were collected by the writer during the regular freshman and senior home economics period. The purpose for collecting the information was explained to the girls. The girls were instructed to fill in the information on the front of the Problem Check List with the exception of their name. This was an effort to gain truthful answers.

Each group was instructed to read the directions to themselves as the writer read the directions aloud. The groups were allowed the time they needed to fill in the check list. Even the slower ones were finished by the end of fifty minutes.

The information concerning the four areas pertinent to the study was tabulated. The following tables show the information and findings of the collected data.

## CHAPTER III

### ANALYSIS AND INTERPRETATION OF THE DATA

The investigator is interested in finding the primary areas of concern and/or the principal problems indicated by the concentration of frequencies of problems checked by the students. This concentration could fall in one or more of the following areas; personal-psychological (PP), social-psychological (SP), social and recreational (SR), and home and family (HF), or it could place emphasis on a few questions or a group of questions.

#### Mean Frequencies of the Four Areas

The first step in the analysis of the data will be for the purpose of determining mean frequencies in the various areas of PP, SP, HF and SR and to determine whether some areas are emphasized by the problems checked more than others.

Table I which follows summarizes the total number of problems checked according to the four major areas as well as the mean number of problems checked by subjects.

The freshman and senior groups were compared numerically and by means to determine the concentration of problems per area. (The larger frequency number in all areas for the freshmen is the result of a larger sample number.) The means for the two levels were essentially the same with a slight decrease in the number of problems in each of

TABLE I  
TOTAL FREQUENCY AND MEAN SCORE PER AREA AND PER ITEM AND STUDENT

	PP		SP		SR		HF	
	Fresh.	Sr.	Fresh.	Sr.	Fresh.	Sr.	Fresh.	Sr.
Total Frequency	299	222	269	178	272	173	196	111
Mean Score Per Area	6.22	6.93	5.60	5.56	5.66	5.44	4.08	3.46
Mean Difference		.71*	.04		.22		.62	
Mean Per Student for Each Item	.20	.23	.18	.18	.18	.18	.13	.11
Mean Difference		.03					.02	

\*The mean difference of .71 placed on the senior side of the table indicates that the difference is in the direction of increase for seniors. All the other differences favor the freshmen.

the areas at the senior level with the exception of the personal-psychological area in which there is a slight increase from the freshman to the senior level. The area of home and family has the least number of problem checks and shows some decline in mean from freshman to the senior level.

#### Summary statement

The writer interprets from the findings of Table I that most of the students' problems are strongly indicated in the PP, SP and SR areas and that they are prevalent at both the early and the late adolescent periods and that the HF area presents fewer problems to these students.

The second part of Table I shows the concentration checks per item. A comparison of these mean scores again shows that the three areas PP, SP, and SR as the areas having problems of most concern to these students. The mean score in the HF area again shows it to be of least concern to the subjects.

The next step in the process of analysis is presented in the paragraphs which follow.

In order to delineate the major areas of concern the writer decided to arrange the frequencies for each statement in a range from the lowest frequency which was 0 to the highest which was 23. Then the upper and lower quartile were established in order to analyze the extremes only. This was believed to be important to separate further the problems of most concern from those of least concern.

#### Analysis and Interpretation of the Upper Quartile

The analysis will start with a consideration of the upper quartile frequencies dealing first with the freshmen only and then with seniors only and in that order.

Table II presents in rank order the simplified problems statement and its corresponding frequency. All of these items fall in the upper quartile of frequencies checked by freshman students.

The twelve items in the upper quartile of frequencies indicated by the freshmen (see Table II) have a total of 249 checks. This shows a concentration of problems on these twelve items. The lower quartile of frequencies is spread over fifty-eight items which indicates a lack of concentration of problems on these items. Four items in the upper twelve, namely 76, 134, 241 and 299 (see Table II), were in the

TABLE II  
RANK ORDER OF THE UPPER QUARTILE FREQUENCIES OF PROBLEMS  
CHECKED BY FRESHMEN IN THREE AREAS

Item No.	Area	Item by rank order	f	%
76.	SP	Wanting a more pleasing personality	23	.47
134.	SP	Getting embarrassed too easily	23	.47
241.	SP	Wanting to be more popular	23	.47
122.	SR	Too little chance to go to shows	22	.45
234.	SR	Wanting to improve my appearance	22	.45
28.	PP	Being nervous	22	.45
30.	PP	Worrying	21	.43
138.	PP	Afraid of making mistakes	21	.43
299.	SP	Finding it hard to talk about my troubles	18	.37
26.	PP	Losing my temper	18	.37
140.	PP	Sometimes wishing I had never been born	18	.37
192.	PP	Too easily moved to tears	18	.37
N=12			249	

SP refers to social-psychological  
SR refers to social and recreational  
PP refers to personal-psychological

social-psychological area. Six of the most frequently checked items in this upper quartile, namely 28, 30, 138, 26, 140 and 192, were personal-psychological problems. There were two items, 122 and 234, in the social and recreational area. None were in the home and family area. These findings lend support to the author's hypothesis that the problems would concentrate in the personal and social areas of living. The fact that the family problems were not present in the upper quartile disproves the third hypothesis, namely that problems would concentrate also on family living.

Table III presents in rank order problems checked in the upper quartile most frequently by senior students.

TABLE III  
RANK ORDER OF THE UPPER QUARTILE FREQUENCIES OF PROBLEMS  
CHECKED BY SENIORS IN THESE AREAS

Item No.	Area	Item by rank order	f	%
76.	SP	Wanting a more pleasing personality	21	.65
234.	SR	Wanting to improve my appearance	19	.59
30.	PP	Worrying	16	.50
301.	PP	Too many personal problems	16	.50
28.	PP	Being nervous	15	.47
27.	PP	Taking some things too seriously	14	.44
14.	SR	Trouble keeping a conversation going	14	.44
137.	PP	Trouble making up my mind about things	14	.44
133.	SP	Feelings too easily hurt	13	.41
N=9			142	

Nine items fell in the upper quartile of frequencies as most often checked by seniors, as shown in Table III. This concentration of concern is shown in the total of frequency checks of 142. Five of the nine items were in the personal-psychological area. They are:

- 30. Worrying
- 301. Too many personal problems
- 28. Being nervous
- 27. Taking some things too seriously
- 137. Trouble making up my mind about things

Two items, 76 and 133, were in the social-psychological area. Items 234 and 14 were the items in the social and recreational area. The seniors checked no items of concern in the home and family area.

These findings lend support to the author's hypotheses, as at the freshman level, that problems would concentrate in the personal and social areas of living. Again at the senior level, as at the freshman level, the third hypothesis was disproved since there were no problems from the home and family area in the upper quartile of frequencies.

Summary statement

What the investigator sees in the interpreting of these findings from Tables II and III is that the concentration of concerns for both younger and older adolescents is in the PP and SP areas. Whether or not the concerns concentrate on specific areas or rather on specific problems in those areas remains to be seen. Further analysis will be necessary to determine this.

Table IV is a comparison of the total frequencies and percentage of frequencies of the three areas in the upper quartile at the senior and freshman level.

TABLE IV  
COMPARISON BY AREA OF FREQUENCIES AND PERCENTAGES  
IN THE UPPER QUARTILE

Areas	Senior		Freshman	
	f	%	f	%
A. Personal-Psychological	75	.54	118	.47
B. Social-Psychological	34	.23	87	.35
C. Social and Recreational	33	.23	44	.18
Total	142	100.00	249	100.00

In the upper quartile of total of frequency checks, about 50% of both the senior and freshmen checked problems in the personal-psychological area. This area had a greater concentration of checks than any of the other areas.

Of the two levels, the freshmen indicated the greatest amount of concern in the social-psychological area. One-third of the freshmen checked problems in this area as compared to one-fourth of the seniors



indicating concern in this area. This indicates that between the freshman and senior years some of the students gain in social-psychological security.

The reverse is true in the social and recreational area. One-fourth of the seniors indicate concern as compared to one-fifth of the freshmen showing concern in the upper quartile of frequency checks. For the freshmen to show less concern than seniors in social skills is inconsistent with the developmental tasks of adolescence. The freshmen who are just beginning to become concerned with associating with the opposite sex should, the writer feels, indicate more problems in this area.

For neither the freshmen nor seniors to indicate problems in the home and family area is also inconsistent with the adolescent developmental task theory. At the present time there is strong indication that a stable, adjusted person most often stems from a stable, well integrated family.

Tables V and VI are a comparison of the upper and lower quartile of total frequency checks and percentage of frequency checks by area at first the freshman level and then at the senior level.

Table V shows the upper and lower quartiles of frequencies of problems checked in each of the four areas by the freshmen.

In the upper quartile, almost half of the students checked problems in the personal-psychological area, a little more than a third of the students checked problems in the social-psychological area, and less than one-fifth of the students checked problems in the social and recreational area. In the area of home and family there were no problems checked in the upper quartile of frequencies.

TABLE V

## UPPER AND LOWER QUARTILE COMPARISON OF FREQUENCIES AND PERCENTAGES FOR THE FOUR AREAS AT FRESHMAN LEVEL

	Upper Quartile			Lower Quartile		
	No. Items	f	%	No. Items	f	%
A. Personal-Psychological	6	118	.47	13	56	.22
B. Social-Psychological	4	87	.35	14	62	.24
C. Social and Recreational	2	44	.18	12	62	.23
D. Home and Family	0	--	--	19	77	.30
Total	12	249	100.00	58	257	100.00

In the lower quartile of frequencies of problems checked, one-third of the frequencies fell in the home and family area. Each of the other areas accounted for about one-fourth of the frequencies checked.

TABLE VI

## UPPER AND LOWER QUARTILE COMPARISON OF FREQUENCIES AND PERCENTAGES ON FOUR AREAS AT SENIOR LEVEL

	Upper Quartile			Lower Quartile		
	No. Items	f	%	No. Items	f	%
A. Personal-Psychological	5	75	.54	10	21	.12
B. Social-Psychological	2	34	.23	15	47	.26
C. Social and Recreational	2	33	.23	17	58	.32
D. Home and Family	0	--	--	22	54	.30
Total	9	142	100.00	64	180	100.00

The preceding table shows the upper and lower quartiles of frequencies of problems checked in each of the four areas studied by the freshmen.

In the upper quartile, almost half of the students checked problems in the personal-psychological area, one-fourth of the students checked problems in the social-psychological area, and the social and recreational area. In the area of home and family there were no problems checked in the upper quartile of frequencies.

In the lower quartile of frequencies of problems checked, one-third of the frequencies fell in the home and family area, and the social and recreational area, one-fourth in the social-psychological area and one-fifth in the personal-psychological area.

#### Summary Statement of Analysis of the Total Data and of the Upper Quartile

The questions raised before treating the data in the first section were:

1. What areas or groups of problems are most prevalent? A comparison of the means for each area indicates the PP, SP, SR are most prevalent and in that order of prevalence. The HF area seems to be of least concern to both freshmen and senior groups. With the exception of the larger mean for the seniors in the PP area, the larger mean is in the SP area for the freshmen and in the PP and SR for the seniors. The HF area is of least concern to both freshmen and seniors. A ranking by order of total frequency of checks per item and a study of the percentage of frequency checks again shows the PP area has the largest percentage of frequency checks and also the largest number of items of the four areas.

2. Along with the other analysis, do more of the problems arise in early or late adolescence? In studying the listing of items in rank order in the upper quartile for both freshmen and seniors, there are a larger number of total problems at the early adolescent period. Twelve problems fall in the upper quartile for freshmen and nine for the seniors. An analysis of these items shows that the freshmen checked more problems in the PP and SP areas than did seniors and the SR area had two items represented in both freshmen and senior groups.
3. The writer wishes to answer the question of what areas are in the upper quarter and how do the seniors and freshmen compare in the upper quartile? Are there more or less problems at the two levels and are there differences in frequencies and percentages? Three areas are represented in the upper quartile. They are PP, SP, and SR. These three areas are represented at the freshman and senior levels.

There is a larger number of total frequencies at the freshman level because of the larger sample number but the percentage of frequencies is comparable; 54% for seniors and 47% for freshmen in the PP area. For the SP area the percentage of frequencies is larger at the freshman level than at the senior. Again the seniors have the larger frequency in the SR area. Neither the freshmen nor seniors checked problems in the HF area in the upper quartile.

4. The fourth question raised by the investigator in the analysis of the data were, "Are these same areas, i.e. PP, SP and SR, represented in the lower as well as in the upper quartile for both freshmen and senior groups, and if so; with what frequencies? Also, are there differences among the items checked and in the concentration of frequencies of freshmen and seniors?" These same areas PP, SP and SR

are represented in the lower quartile as in the upper quartile for both freshman and senior groups. The HF area is represented in the lower quartile but not in the upper. The percentage of frequency checks of the PP area is twice as large for freshmen as for seniors; 22% to 12% respectively. The HF area is represented identically by the freshmen and seniors with the percentage of frequency checks being 30%. The SR has the larger percentage at the senior level. The SP area is represented about the same for the early and late groups with the largest percentage showing at the senior level.

5. What is the significance of the fact that the PP, SP and SR areas are found in the lower as well as in the upper quartiles? If the areas of PP, SP, SR are present in the lower quartile as well as in the upper quartile, this probably means that the particular area is less important than specific items or groups of items from those areas. For example, not every problem in the PP area may be of concern to most of the students but rather there may be an emphasis on certain problems or interrelated problems on the part of both freshmen and seniors. Other problems in the same area may bother them very little and, therefore, cause these items to fall in the lower quartile of frequencies. Analysis of lower quartile will help answer this question: Whether or not the area is a most prevalent cause of concern or whether only certain items or groups of items present problems to young people.

#### Analysis and Interpretation of the Lower Quartile

The listing of problems in rank order of frequencies for each level in the lower quartile is presented in Tables XVII and XVIII (Appendix B). These tables list in order of frequency the items students checked either

not at all or checked less than in the interquartile range and the upper quartile.

The next analysis is for the purpose of answering what problems do students not need help with and to tell the investigator whether these are the same or different at the early and late adolescent age.

Tables VII and VIII present the problems in the social and recreational area in the lower quartile.

TABLE VII  
PROBLEMS IN THE SOCIAL AND RECREATIONAL AREA  
LESS FREQUENTLY CHECKED BY FRESHMEN

Item No.	Item by rank order	f	%
123.	Too little chance to enjoy radio or television	3	.06
66.	Not enough time for recreation	4	.08
68.	Too little chance to read what I like	4	.08
69.	Too little chance to get out and enjoy nature	4	.08
176.	Not being allowed to use the family car	4	.08
179.	In too few student activities	4	.08
12.	Awkward in meeting people	5	.10
231.	Wanting to learn how to dance	6	.13
15.	Unsure of my social etiquette	7	.15
124.	Too little chance to pursue a hobby	7	.15
180.	Too little social life	7	.15
288.	No good place for sports around home	7	.15
N=12	Average = .104 checks per student	62	

Of the four problem areas represented in the lower quartile of frequencies, the social and recreational area with 12 items averaged .104 checks per student. The freshmen appeared to have been least bothered or to have fewer problems with social skills and with finding time for recreation. To the author the fact that freshmen checked few



problems in social skills seemed inconsistent with the developmental tasks. On the other hand the writer observed that learning to dance, item 231, would be no problem in many of these rural communities because religious taboos are against dancing. Some of these findings may indicate that at the freshman level many adolescents are not aware of needing social skills.

A comparative table showing the problems least checked by seniors is presented next.

TABLE VIII  
PROBLEMS IN THE SOCIAL AND RECREATIONAL AREA  
LESS FREQUENTLY CHECKED BY SENIORS

Item No.	Item by rank order	f	%
125.	Nothing interesting to do in vacation	1	.03
123.	Too little chance to enjoy radio or television	1	.03
122.	Too little chance to go to shows	2	.06
124.	Too little chance to pursue a hobby	2	.06
287.	Too little chance to get into sports	2	.06
68.	Too little chance to read what I like	3	.09
177.	Not allowed to go around with the people I like	3	.09
178.	So often not allowed to go out at night	3	.09
179.	In too few student activities	3	.09
66.	Not enough time for recreation	4	.13
288.	No good place for sports around home	4	.13
289.	Lacking skill in sports and games	5	.16
232.	Wanting to learn how to entertain	5	.16
180.	Too little social life	5	.16
69.	Too little chance to get out and enjoy nature	5	.16
15.	Unsure of my social etiquette	5	.16
12.	Awkward in meeting people	5	.16
N=17	Average = .10 checks per student	58	

The social and recreational area has 17 items with a total frequency check of 58. The average of frequency checks per student is .10 which is higher for this area than for any of the other three areas.

The underlying difficulty of the problems mentioned above seems to be time for recreation and lack of social skills. This might suggest that the seniors as a group have found sufficient time for recreation and developed the social skills necessary for their local group. The writer questions whether these skills will be sufficient as these young people move to urban areas.

#### Summary statement

The data show that the SR area is definitely represented in the lower quartile frequency checks by both freshmen and seniors. In fact the SR area has a greater number of problems than do the other areas. It should be noted in the tables that follow that the mean number of checks for HF, SP, and PP areas was even less than the mean for the social and recreational area.

The HF problem area of the lower quartile (indicating these problems were least frequently checked by both freshmen and seniors) is listed in Tables IX and X with respective interpretation and summary statement following.

In the lower quartile there are a greater number of items checked in the home and family area than in any one of the other three areas. The total frequency checks of 77 is more than the total of any other area. Still there is only an average of .08 checks per student. The greater number of items in the home and family area in the lower quartile might be indicative of a number of factors. The writer finds



it difficult to believe that the home life is as satisfying as reported in the sample; however, this is certainly a possibility. It is also possible that the students do not recognize that their problems stem from the home and/or that they are unwilling to admit that their home life is unsatisfactory. Is it possible that teen-agers might lose status within their peer group if they admitted to unlovable parents?

TABLE IX  
PROBLEMS IN THE HOME AND FAMILY AREA  
LESS FREQUENTLY CHECKED BY FRESHMEN

Item No.	Items by rank order	f	%
311.	Friends not welcomed at home	0	0.
91.	Not living with my parents	1	.02
260.	Wishing I had a different family background	2	.04
259.	Wanting love and affection	3	.06
95.	Feeling I don't really have a home	3	.06
92.	Parents separated or divorced	3	.06
38.	Parents sacrificing too much for me	3	.06
37.	Sickness in the family	3	.06
93.	Father or mother not living	4	.08
148.	Mother	4	.08
150.	Death in the family	4	.08
203.	Parents making too many decisions for me	4	.08
256.	Clash of opinions between me and my parents	4	.08
94.	Not having any fun with mother or dad	5	.10
149.	Father	6	.13
146.	Being criticized by my parents	7	.15
205.	Wanting more freedom at home	7	.15
257.	Talking back to my parents	7	.15
314.	Wanting to leave home	7	.15
N=19	Average = .08 checks per student	77	

In the lower quartile, the area of home and family has the greatest number of items marked for senior students of all the areas; still the average items checked per student is .06. The main theme among these

items is difficulty with the parents. Again this represents only a minority of the sample. The seniors do not register any problems in the home and family area in the upper quartile of frequency checks.

TABLE X  
PROBLEMS IN THE HOME AND FAMILY AREA  
LESS FREQUENTLY CHECKED BY SENIORS

Item No.	Items by rank order	f	%
92.	Parents separated or divorced	0	0.
148.	Mother	0	0.
201.	Being an only child	0	0.
311.	Friends not welcomed at home	0	0.
260.	Wishing I had a different family background	1	.03
95.	Feeling I don't really have a home	1	.03
91.	Not living with my parents	1	.03
38.	Parents sacrificing too much for me	1	.03
93.	Father or mother not living	2	.06
150.	Death in the family	2	.06
312.	Family quarrels	2	.06
36.	Worried about a member of the family	3	.09
37.	Sickness in the family	3	.09
147.	Parents favoring a brother or sister	3	.09
149.	Father	3	.09
314.	Wanting to leave home	3	.09
259.	Wanting love and affection	4	.13
258.	Parents expecting too much of me	5	.16
205.	Wanting more freedom at home	5	.16
204.	Parents not trusting me	5	.16
203.	Parents making too many decisions for me	5	.16
146.	Being criticized by my parents	5	.16
N=22	Average = .06 checks per student	54	

Is it possible that the students have made their adjustments to home life and have accepted it as it is and are now concentrating on their own personal adjustment and with their adjustment to people outside the home?

Summary statement

The investigator is still attempting to answer the question, "In what areas do the students need less help?" The low average of items per student for both freshmen and seniors (0.08 and 0.06) indicates that the home and family area is not regarded for the most part as a problem area by this sample.

The PP problems for both freshmen and seniors of the lower quartile are listed in Tables XI and XII with respective interpretations and summary statements following.

TABLE XI  
PROBLEMS IN THE PERSONAL-PSYCHOLOGICAL AREA  
LESS FREQUENTLY CHECKED BY FRESHMEN

Item No.	Item by rank order	f	%
194.	Can't see the value of most things I do	0	0.
246.	Being stubborn or obstinate	1	.02
139.	Too easily discouraged	3	.06
191.	Afraid to be left alone	3	.06
247.	Tending to exaggerate too much	4	.08
302.	Having memories of an unhappy childhood	4	.08
304.	Sometimes bothered by thoughts of insanity	4	.08
248.	Having bad luck	5	.10
84.	Being lazy	6	.13
249.	Not having any fun	6	.13
305.	Thoughts of suicide	6	.13
195.	Unhappy too much of the time	7	.15
303.	Bothered by bad dreams	7	.15
N=13	Average = .08 checks per student	56	

Although in this lower quartile of frequencies for the PP area, there are 13 different items totaling 56 frequencies which average .08

checks per freshman, still these frequencies are not concentrated on a few items as is true in the upper quartile.

TABLE XII  
PROBLEMS IN THE PERSONAL-PSYCHOLOGICAL AREA  
LESS FREQUENTLY CHECKED BY SENIORS

Item No.	Items by rank order	f	%
304.	Sometimes bothered by thoughts of insanity	1	.03
302.	Having memories of an unhappy childhood	1	.03
247.	Tending to exaggerate too much	1	.03
194.	Can't see the value of most things I do	1	.03
303.	Bothered by bad dreams	2	.06
305.	Thoughts of suicide	2	.06
191.	Afraid to be left alone	3	.09
193.	Failing in so many things I try to do	3	.09
248.	Having bad luck	3	.09
249.	Not having any fun	4	.13
N=10	Average = .06 checks per student	21	

For the seniors the ten items checked in the personal-psychological area have only 21 frequencies. This averages about .06 checks per student.

#### Summary statement

As indicated previously (p. 23) the personal-psychological area presents fewer problems than does the social and recreational area for both freshmen and seniors. These findings of Table XI and XII reinforce this contention: that if more questions are checked as needs in the upper range, then it follows that fewer will be indicated as problems not needing solution.

The listing of the social-psychological problems of the freshmen and seniors are found in Tables XIII and XIV. Included with the tables are respective interpretations and the summary statements for both.

TABLE XIII  
PROBLEMS IN THE SOCIAL-PSYCHOLOGICAL AREA  
LESS FREQUENTLY CHECKED BY FRESHMEN

Item No.	Items by rank order	f	%
135.	Feeling inferior	1	.02
244.	Avoiding someone I don't like	3	.06
188.	Being watched by other people	3	.06
187.	Being called "high-hat" or "stuck-up"	3	.06
77.	Not getting along well with other people	3	.06
79.	Too easily led by other people	4	.08
23.	Being talked about	5	.10
80.	Lacking leadership ability	5	.10
186.	Being criticized by others	5	.10
296.	Being too envious or jealous	5	.10
22.	Hurting people's feelings	6	.13
242.	Disliking someone	6	.13
298.	Feeling that nobody understands me	6	.13
25.	Being "different"	7	.15
N=14	Average = .08 checks per student	62	

The 14 items checked by the freshmen in the social-psychological area has a total frequency check of 62. The social and recreational area has the same frequency total but includes two more items. The average checks per item is .08 per student which is the same as for the personal-psychological area and home and family area but is less than the social and recreational area.

TABLE XIV

PROBLEMS IN THE SOCIAL-PSYCHOLOGICAL AREA  
LESS FREQUENTLY CHECKED BY SENIORS

Item No.	Items by rank order	f	%
77.	Not getting along well with other people	0	0.
24.	Being made fun of	2	.06
79.	Too easily led by other people	2	.06
189.	Being left out of things	2	.06
22.	Hurting people's feelings	3	.09
132.	Being timid or shy	3	.09
135.	Feeling inferior	3	.09
188.	Being watched by other people	3	.09
242.	Disliking someone	3	.09
23.	Being talked about	4	.13
25.	Being "different"	4	.13
187.	Being called "high-hat" or "stuck-up"	4	.13
300.	No one to tell my troubles to	4	.13
243.	Being disliked by someone	5	.16
80.	Lacking leadership ability	5	.16
N=15	Average = .09 checks per student	47	

The fifteen items in the social-psychological area in the lower quartile has a total of 47 frequency checks. The average items checked is .09 per student. Therefore, the seniors as well as the freshmen have the same average checks per student in the areas of personal-psychological and home and family but have a higher average check in the SP area but it is less than in the social and recreational area.

Table XV presents a comparison of the mean of problems per student in each area for the whole sample, and upper and lower quartile at both the freshman and senior level.

TABLE XV  
COMPARISON OF MEAN SCORES PER AREA AND PER ITEM AND STUDENT  
IN UPPER AND LOWER QUARTILE

	PP	SP	SR	HF
Freshman				
Lower	.08	.08	.104	.08
Whole	.20	.18	.18	.13
Upper	.40	.45	.45	--
Senior				
Lower	.06	.09	.10	.06
Whole	.23	.18	.18	.11
Upper	.46	.53	.51	--

Table XV shows a comparison of the upper and lower quartile with the whole area. The total frequencies for each of the quartiles and for the whole area for each of the four areas were divided first by the sample number and then by the item total which varied for each quartile and level within the area. The author thought it was necessary to keep the sample separated throughout the study because the items were different for the freshmen and seniors.

A glance at Table XV shows that there is little difference in the average number of problems checked in each area by freshmen and seniors. Moreover, the mean frequencies of the upper quartile are larger in every area. However, again except for the absence of HF problem checks in the upper quartile the other three areas, namely SR, SP and PP have about equal means with SR and SP being slightly higher.

At this point in the analysis the investigator has no evidence to eliminate any one of the three areas since all three are represented fairly equally both in the upper and lower quartiles. The exception

being that the PP has nine specific items to five problems checked in the SP area and three checked in the SR area. The investigator concludes then that specific problems are more important than areas of concentration and, therefore, the teaching outline will be based more on those specific problems delineated by the analysis than on areas per se.

#### Summary statement

The questions raised before treating the data for the lower quartile were:

1. Is the area the pertinent focus of difficulty or is the specific problem or syndrome of problems the source of difficulty? The data show that the specific problems are the prevalent source of concern although the PP area shows some tendency to be represented more in the upper quartile than lower.

2. What problems do students not need help with and, therefore, should not be covered in the teaching outline? The items in the lower quartile are of least concern to the students and therefore less important in the teaching outline. The HF items must have been checked with frequencies that fall mostly in the interquartile range because they are not indicated in any great degree in either the upper or lower quartiles.

Further analysis of data would be necessary to determine the reason for this.

3. Did the seniors and freshmen fail to check the same areas and/or the same problems or were the problems different for the two groups? Generally speaking the freshmen and seniors checked the same items thus indicating they were not troubled by the other items.



### Summary of the Major Findings

The conclusion was drawn from the analysis of the data that not only were the general areas PP, SP, and SR of concern to the students, but more specifically, the problems themselves checked with the highest frequency in the upper quartile, were the primary sources of difficulty. The HF area appears to have fallen in the interquartile range, and was therefore not indicated in the upper quartile as a primary source of difficulty. The investigator found that almost the same specific problems, with a few exceptions, were sources of difficulty for both younger and older adolescence in the three areas of concentration listed above.

## CHAPTER IV

### DEVELOPMENT OF TEACHING OUTLINE

The procedure used in developing the teaching outline from the pertinent findings of Chapter II was: 1. the grouping of the specific problems of primary concern to students into "categories of need";<sup>1</sup> 2. the development of the teaching objectives to meet these categories of needs; 3. the development of an outline of generalizations related to these objectives for teaching a unit of study at the high school level.

#### Categorizing the Problem Items

The writer studied the questions in PP area, the topics of which are listed in Table XVI. She deduced that those problems in the PP area might be categorized under an "anxiety syndrome."<sup>2</sup> The objectives should center around helping the student overcome his anxiety by way of understanding behavior dynamics and learning how to handle his emotions.

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<sup>1</sup>"Category of need" is a concept adopted by the investigator to describe a grouping of items around a core idea, -- the core idea being a need of the adolescent period.

<sup>2</sup>"Anxiety syndrome" refers to problems producing apprehension and stress in the individual.

TABLE XVI

## CATEGORIES OF PROBLEM-CLUSTERS DESIGNATED BY FRESHMEN AND SENIORS

Item No.	Personal-Psychological Items	Freshmen		Seniors	
		f	%	f	%
28. PP	Being nervous	22	.45	15	.47
30. PP	Worrying	21	.43	16	.50
138. PP	Afraid of making mistakes	21	.43	--	--
26. PP	Losing my temper	18	.37	--	--
140. PP	Sometimes wishing I had never been born	18	.37	--	--
192. PP	Too easily moved to tears	18	.37	--	--
301. PP	Too many personal problems	--	--	16	.50
27. PP	Taking things too seriously	--	--	14	.44
137. PP	Trouble making up my mind about things	--	--	13	.41
		N=6		N=5	

  

Item No.	Social-Psychological Items	Freshmen		Seniors	
		f	%	f	%
76. SP	Wanting a more pleasing personality	23	.47	21	.65
241. SP	Wanting to be more popular	23	.47	--	--
299. SP	Finding it hard to talk about my troubles	18	.37	--	--
133. SP	Feelings too easily hurt	--	--	13	.41
134. SP	Getting embarrassed too easily	23	.47	--	--
		N=4		N=2	

  

Item No.	Social and Recreational Items	Freshmen		Seniors	
		f	%	f	%
234. SR	Wanting to improve my appearance	22	.45	19	.45
14. SR	Trouble keeping a conversation going	--	--	14	.44
122. SR	Too little chance to go to shows	22	.45	--	--
		N=2		N=2	

The writer examined the items pertaining to SP area that were listed in the upper quartile (see Table XVI). The investigator interprets the first two items as expressing the need for social acceptance and social competence. The last three express an emotional reaction

to the lack of social acceptance and approval. The objectives to meet these needs should center around a healthy sense of self-worth and the understanding of how to relate to others in a meaningful way.

Listed in Table XVI also are the three items in the SR area from the upper quartile, two of which were checked by seniors and two by freshmen. The first two items probably infer that the young people are striving for better appearance and greater social skills in order to improve social competence and social acceptance. The third item checked by freshmen only probably means a desire for greater amount of social activity. For the purpose of this project, the writer shall refer to this as the need for social expression.

#### Developing Objectives for the Categories of Needs

The outline which follows presents a grouping of objectives which are related to the categories of need listed in this section. These categories of needs, namely: a) the need to feel emotionally stable and secure; b) the need to feel more self-assured, socially competent and acceptable, and c) the need for social expression; are used as a basis for developing objectives.

Categories of need and corresponding objectives are:

A. Needing to feel emotionally stable and secure

1. To increase in the student an understanding of herself through knowledge of behavior dynamics.
2. To give the student information concerning the origins of frustration and fears (worry) and help in learning to handle them constructively.

3. To help the student recognize the importance of developing a healthy sense of purpose in life.
  4. To foster in the student an appreciative attitude toward, and an acceptance of, herself as a person.
- B. Needing to feel more self assured, more socially competent and more socially acceptable
1. To foster in the student a desire to achieve her full potentialities as a person and in-so-doing gain a realistic sense of self worth.
  2. To develop within the student an interest in the various ways a person matures and help her recognize the importance of maturing to her fullest potential in each area.
- C. Needing greater social expression
1. To motivate the student in the direction of more social interaction with many types of people.
  2. To enable the student to acquire competencies in social skills.

Teaching Unit Outline Composed of Personal-Psychological,  
Social-Psychological and Social and Recreational  
Generalizations

The teaching unit outline is composed of generalizations based on three areas of concern:

1. personal-psychological
2. social-psychological
3. social and recreational

Personal-Psychological Area: The generalizations based on personal-psychological problems related to the teaching objective -

"To increase in the student an understanding of himself through knowledge of behavior dynamics,"

to meet the need -

"Need to feel emotionally stable and secure,"

are:

- I. Your emotional make-up and how emotions influence you as a person.

Emotion results from a physical reaction to a signal from the brain that sends adrenalin and glucose into the blood stream to activate the body processes; the result being a feeling of fear, anger, hate, or the thrill of pleasurable feeling.

All living experiences call forth emotional responses.

Behavior is not only guided by feelings from the present but also those which have piled up from the past.

Many feelings which motivate behavior are unconscious.

In our culture, direct expression of anger is not encouraged so this emotion is stored.

One's emotional reaction to blocked efforts is anger.

One's anger spreads to all participating factors contributing to one's frustrations.

Since direct expression to anger is not allowed, more anger develops and is accompanied by fear of losing control of one's retaliatory impulses.

The frustrated person experiences these emotional conflicts; urge versus fear, fear versus anger and urge versus anger.

It is possible at this point to redirect the urge to gain satisfaction. If the urge gains satisfaction, there is a tendency for this behavior to be repeated until it becomes a habit.

If anger can be expressed in a redirected way, energy is released for creative expression.

If neither the urge nor anger can be redirected, the person tries to escape by forceful forgetting of the mental anguish.

Repressed emotion may be forgotten but it is not dead and pushes to be released.

Repressed emotion causes anxiety to the owner and causes him to use energy to keep it forgotten.

One may become afraid to express feeling, withholds expression and becomes a person who is emotionally cold and cannot express feelings easily.

Some people give expression to repressed feelings in disguised form: conversion symptoms, depressions and fears, aggression, comforting devices, or sexual disturbances.

It is important to learn to express feelings directly through work, play and creative activities which enrich human experiences.

## II. The personality needs, and how they are satisfied.

The personality needs according to Baruch (31), are security, love and affection. response, belongingness, fundamental sensory gratification, recognition and achievement.

Psychological needs demand satisfaction or approach to satisfaction for the individual to function properly.

The needs of the person must be adequately fulfilled in infancy, childhood and adolescence to form a sound structure for the development of a healthy personality.

The need of the person is the major determining factor in his behavior.

The intensity of any need varies from person to person.

### A. The fulfillment of the security giving needs comes through love, response, belonging and sensory gratification.

#### 1. Love:

Love is basically provided in a warm, secure home.

The child will indicate the extent of his need for love.

Only through love and the establishment of basic trust in the adults who love him will the child grow to independence, and be able to give love.



Love is a need that continues through adulthood.

Love is a growing experience--first in the home, then in peer group relations, next heterosexual adjustment, then through nurturance of one's own children, and at last through service to all mankind.

2. Response:

People crave response for what they are, not for what others would like them to be.

As a person grows, response to what he is grows less. He often has to be more than he is to gain the sort of responses that brings him the satisfaction he needs.

Adolescence is a period for obtaining response if the person can reach out and take it. The adolescent's friends like him for what he is, just because he is their friend.

Positive, up-building, supportive response is brought to a person through loyalty, sympathy, and consideration.

A warm response supplies comfort and support in moments of trouble and doubt.

3. Belongingness:

A feeling of belongingness in infancy is satisfied through cuddling and physical closeness.

As an infant grows he needs a place of closeness in relation to his mother and father.

Parents need to express basic acceptance in their appreciation for the child.

One of the most insistent problems of adolescence is that of getting along with peers.

Getting along with others is a problem which demands a solution at least partially every time another person is encountered.

Belonging may mean in ways other than in a physical sense. Belonging may mean related to ideas, values, or at least social patterns that give a sense of communion or belonging.



#### 4. Sensory gratification:

Pleasant sensory experiences come through all physical media: oral, tactile, sight, sound and bodily sensations.

A balanced diet of sensory gratification is essential to all of us.

Sustenance and strength come through the sense organs just as truly as through the digestive system.

- B. The fulfillment of the adequacy-giving needs, recognition and achievement, result in personalities adequate to cope with life's problems.

##### 1. Recognition:

The need for recognition should be fulfilled early in infancy.

A response to cries encourages effort in the child.

Early initiative should be encouraged rather than stifled as this lays the basis for independence in action and thought.

Only necessary restrictions to curiosity explorations should be imposed on the efforts of the child to explore.

In the life of the child only the regulations concerning safety and harm to others should be enforced.

Praise is a positive part of recognition. If positive recognition is not received, the child will secure any kind of recognition in preference to being ignored.

##### 2. Achievement:

Persons need desperately to find things they can do.

When achievements are required which are too difficult, then all achievement begins to seem unattainable.

Healthy personalities are aided through a balance in favor of successful attainments as against repeated failures.

The feeling that one has the ability to take responsibility, to make independent choices and to carry through one's own decision comes as a result of the fulfillment of the need for recognition.

The need for recognition is most often fulfilled through a person's achievement.

Personal-Psychological Area: The generalizations based on personal-psychological problems related to the teaching objective -

"To give the student information concerning the origins of frustration and fears (worry) and help in learning to handle them constructively,"

to meet the need -

"Need to feel emotionally stable and secure,"

are:

I. Unmet needs and how they affect behavior.

A need-fulfilled person tends to produce a positive personality while a need-deprived person tends to produce a negative personality.

It is difficult to satisfy all our needs because the person in our society is caught between his urges "I want to" and the obstacles that prevent their realization "They won't let me."

In our culture the urges that are blocked often make trouble since so many of them are blocked too early, too suddenly, and too completely.

This conflict causes repression<sup>1</sup> or forgetting since remembering is too painful.

The forgotten feelings are not dead but are powerful, behavior motivating forces. Behavior is caused.

II. Healthy adjustments to frustrated needs.

Frustration is the result of conflict.

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<sup>1</sup>Other generalizations concerning repression can be found in Teaching Unit Outline I, pp. 40-41.

Conflict can be divided into four categories: conflict within a person; conflict between person and person; conflict between person and environment; and conflict between two equally important things that require a choice.

A person can resolve his conflict by means of either fight flight, or creative integration of the two.

A balanced use of defense mechanisms in resolving conflict results in adjustment.

An exclusive use of one or the other defense mechanisms results in maladjustment.

Some flight mechanisms are:

- Fantasy, the use of daydreams.
- Regression, adopting behavior used at an earlier age.
- Identification, the person losing his own identity and trying to become another person.
- Repression, the process of forgetting memories that are too painful.

Some fight mechanisms are:

- Stubbornness, a "steam-roller" type of personality who rides rough shod over people.
- Uncooperativeness, an indication of a disappointed person.
- Argumentativeness, aimed at defeating the other person and to show he is wrong.
- Criticism, often indicative of feelings of inferiority.

Steps in reducing worry:

- Sit down with problems; give some time to consideration of bothersome details. Procrastination over a decision accumulates tension. Avoid circular reasoning.
- Enlist the aid of an expert.
- Talk with anyone. This is mental catharsis.
- Get at cause. Sometimes this can not always be done by self.
- When you find cause, face the facts and do something about it.
- If none of the above steps are effective, worry will also be ineffective.

By turning away temporarily from a problem, it is often possible to return to it later with fresh vigor.

Problem solving approach:

- A problem well stated is half-solved. A well stated problem is inclusive.
- Gather as much data as possible relative to the solving of the problem - breadth of knowledge.
- Consider the feelings as well as the facts in analyzing the case.
- Inference is crucial. Check the suggested answers and the many possible ideas.

Examine all suggestions and throw out those not usable.  
 Recheck every possible solution at the same time that  
 the stock of ideas is increasing.  
 The final solution may have one or more of the following  
 conditions:

- a) All or almost all competent observers agree.
- b) Problem is solved when the solution works.
- c) A problem is solved if it does not violate known facts and conditions.
- d) A problem may be considered done if the solution is considered the "best" possible solution.

Handle generalizations with care.

Keep active intellectually for thinking is an active process.

Systematize all the ideas so they are usable. One way is

- a) to have clear definitions;
- b) to classify ideas;
- c) to pay attention as to how ideas come; and
- d) to use the idea in the way it is likely to be used in life.

Seek for ideas and keep curiosity alive.

Try to get at the source of the learning difficulty regardless of kind.

Personal-Psychological Area: The generalizations based on personal-psychological problems related to the teaching objective -

"To help the student recognize the importance of developing a healthy sense of purpose in life,"

to meet the need -

"Need to feel emotionally stable and secure,"

- I. The integration of the personality around a healthy sense of purpose in life.

A philosophy of life is sometimes defined as a well-thought out system of values.

To arrive at some personal values it would be helpful to answer the following questions:

What kind of personality should be created with which to live?

The very essence of life lies in the steady remaking of one's self which includes an identification with worthwhile causes which help to give stability to the personality.

What kind of work shall I do?

In choosing a vocation, the kind of work should be given a fair trial, as to interest and sincerity of the performer.

How shall I view the problems that beset me?

Everyone has problems. It may be helpful to reflect that many others have handicaps greater than one's own.

Mental health requires that problems shall be welcomed as challenges to continued growth.

What ideas shall I strive for?

These ideas have been fruitful for some great men in the past; altruism, industry, moderation in all things.

The generalizations based on personal-psychological problems related to the teaching objective -

"To foster in the student an appreciative attitude toward, and an acceptance of, himself as a person,"

to meet the need -

"Need to feel emotionally stable and secure,"

are:

- I. How one develops self-feelings, the self-image, and self-worth.

The search for identity is the primary developmental goal of the adolescent period.

To determine the question "Who am I?" each person as a child had to play many roles some of which, because they are approved by the significant others in his reality world, are adopted by him as a part of his self-image.

Self-awareness comes early in childhood as the child realizes himself as a separate entity apart from his environment.

Self-awareness reappears in the adolescent years as bodies begin to grow and change.

The self-image is made up of one's self awareness as reflected to him from other's opinions.

Developing the self-image becomes a life long task of trying to clarify and understand the different "me's."

The me that I see  
 The me that others see  
 The me that I think others see  
 The me that I think others think I see  
 The me that I would like to be.

The problem is one of reconciling the different views of self and establishing a self-concept that is satisfying to the owner.

The pattern of life of every individual is a living out of the self-image; it is the road map for living.

The self-concept should not be static but should change as demanded by new experiences, new times, and places.

Having feelings of worth gives a person confidence in coping with life.

Feelings of worthiness come from a balance of successes over failures in one's relations with others and their recognition of one's efforts toward one's own goals.

One of the greatest sources of discouragement in self is the attempt to try to be what one is not or to do something in the way another person does it.

Even the best of mimics never becomes the person he mimics; therefore, it is wiser to develop one's own individuality.

Sense of adequacy and a conviction of one's own worth is partly achieved through ability to take responsibility, to make independent choices, and to carry through one's own decision.

Self-direction, above all things, gives to a person a keen sense of adequacy.

## II. Factors that contribute to the self-image.

### A. Biological heritage

Physical characteristics contribute to an adequate or inadequate self-image.

Some physical contributions are sex, mental capacity, physical or mental handicaps, physique, and ordinal position.

Individual endowments of abilities influence personality development, --at least the abilities which interact with various social influences determine the individual's personality pattern.



B. Assessment by peers, parents and significant others.

The family serves as the first looking glass in which each one first sees the reflection of one's self.

The significant others are usually first the person's family, then his peer group and all important others in his world.

The second phase of the looking glass in which one sees the reflection of one's self is composed of reflections from all the significant others in one's world.

In the looking glass one sees himself as others see him, either as loved and accepted or as rejected and unwanted.

Each child gets the initial indoctrination in role behaviors from his family.

Through role behavior others learn what to expect of each person's self.

Inferred judgment of others continue to operate and to retouch in various ways the picture one has of one's self throughout life.

Social-Psychological Area: The generalizations based on social-psychological problems related to the teaching objective -

"To foster in the student a desire to achieve her full potentialities as a person and in-so-doing gain a realistic sense of self worth,"

to meet the need -

"Need to feel more self assured, more socially competent and more socially acceptable,"

are:

I. Means of gaining a new and more realistic self-feeling.

The common assumption that change in the self is often brought about by seeking to achieve an ideal self is fallacious if this ideal self is not out of one's range of achievement.

To gain a more realistic self-concept, it is important to accept one's self fully, including all limitations and all potentialities.

To gain a more realistic self-concept, one must accept the realities of one's world.

Admitting faults is not synonymous with admitting unworthiness, it is one of the steps toward creating greater worthiness.

To accept one's self, one must understand one's self.

One needs to explain and see behind personality faults those belonging to self and others.

When one begins to realize that many difficulties started in infancy or early childhood, a different attitude toward self is born and self-condemnation is apt to diminish.

The admission of the existence of unflattering truth about self is often the first step toward more effective behavior.

Each person must face his strengths, because too often each one is taught not to overvalue himself but realistically one must face the good with the bad.

Effective change in self is a process of becoming involved in experiences or predicaments and working one's way out of them.

Experiences which one tries must fit the self that one is.

To force one's self into experiences in which one must be what one is not for any length of time is almost certain to result in increased feelings of inadequacy.

To be successful in dealing with new events and new experiences one should expect to tailor them and remake them in ways that fit one's self most effectively and comfortably.

Remember if one's wants are being met, one's sense of self is large, if one's wants are not being met then one's sense of self is small.

One needs to work at an ability to look at one's self realistically, to admit weaknesses, to admit strengths, and then to value, with a deep sense of worth, the individuality of that person whom one calls "self."

## II. Becoming a likeable person.

Learning to be likeable is the process of learning a social personality.

A person who is liked, likes others.

The social personality is first learned in the home and then is further shaped by the peer group.

It is soon learned that a major part of enjoyment of life depends on relations with peers and status in the peer group.



People are not only forced but actively desire to be accepted by the group, and eagerly mold their behavior to fit their idea of what will please the group.

Popular and highly accepted youngsters are high in these desirable traits:

1. Early maturity is advantageous for boys but not for girls.
2. High raters are more bouyant, poised, and have prestige. The girls are more expressive. Both boys and girls make a good impression on basis of appearance and grooming.
3. High mentioned reputation ratings are popularity, friendliness, and humor.
4. High raters have high drive characteristics (18).

People come to be attracted to that which is familiar.

Friendships are formed on similarity, and complementarity of personality traits and responses received in interactions.

One seeks fulfillment of one's needs in the friendships chosen.

Social-Psychological Area: The generalizations based on social-psychological problems related to the teaching objective -

"To develop within the student an interest in the various ways a person matures and help him recognize the importance of maturing to fullest potential in each area,"

to meet the need -

"Need to feel more self assured, more socially competent and more socially acceptable,"

are:

#### I. Ways of growing up.

No person ever achieves complete maturity.

A person is mentally healthy in-so-far as he is sufficiently free emotionally to work to his full physical, social and intellectual capacity.

Maturity is measured in terms of emotional, social, physical, intellectual and philosophical growth potential.

### A. Emotional maturity

Emotions are feelings of physical and psychological origin, the principal ones being love, hate, anger and fear.

A person is emotionally mature to the extent to which he

1. can restrain himself;
2. recognizes his feelings and censors them before expressing them;
3. can express his emotions in wholesome, constructive ways; and
4. can carry heavy emotional burdens without cracking under them.

### B. Social maturity

Social maturity, based as it is on brotherly love, implies responsibility, care, respect and knowledge, and the wish for the other person to grow and develop.

A person is socially mature to the extent that he

1. has emancipated himself from childhood dependencies upon his parents, and can accept responsibility for himself;
2. can increasingly accept others for what they are;
3. can avoid labelling other people;
4. can accept the responsibility for disliking a person;
5. can meet strangers easily;
6. can make and keep friends of both sexes;
7. can work with others democratically;
8. can accept and adjust to the rules and laws of the group of which he is a part; and
9. can make a constructive contribution to the world about him.

### C. Physical maturity

Physical maturation is influenced by nature's time table of growth as determined by heredity and health factors.

The visible signs in the physical maturing girl are: onset of menstruation, breast development, growth of pelvis and pubic hair, and characteristic fat deposits.

#### D. Intellectual maturity

Intellectual maturity is the increased ability to attack life's problem with a rational approach and with an increased attention span. The adolescent is able to give greater play to his intellectual curiosity and to enjoy the achievement of satisfying his curiosity more than he was able to do as a child.

A person is intellectually mature to the extent to which he

1. can understand meanings;
2. can make up his mind;
3. can look at himself and his problems from outside of himself;
4. can take responsibility for his own behavior and its consequences;
5. is able to postpone judgments; and
6. can take a problem-solving approach to life's questions.

#### E. Philosophical maturity

A philosophically mature person is one who knows what his goals and values are and has them arranged in the order of importance to him.

A person is philosophically mature to the extent that

1. he knows where he stands and maintains his most stable beliefs while adjusting to new requirements of life's changing urges and stages;
2. he recognizes that others may have a different set of values than his and he is able to respect their differences; and
3. he can approach the crises of life with equanimity realizing that all men must be born, live and die in a world of reality.

Social and Recreational Area: The generalizations based on social and recreational problems related to the teaching objective -

"To motivate the student in the direction of more social interaction with many types of people,"

to meet the need -

"Need greater social expression,"

are:

I. Ways of learning to be friendly.

Knowing and performing the social skills does not provide for deep inter-personal relationships.

Knowledge and practice of the social skills are important, because we need to know how to act in socially acceptable ways.

Natural good manners are a part of well adjusted children.

Direct experience in many social situations is the best way to learn many social skills and inter-relatedness.

Friendship at its best is seen as being the essence of love.

Love affords an opportunity for sharing - sharing responsibility, joy, and important undertakings; this requires emotional sincerity.

Deeper friendship is a secure relation in which we are free and take joy in meeting friend's needs.

Even the milder affectional relation called social acceptability depends less upon not offending people than upon making a contribution to the group.

II. Contributions the family makes toward friendliness.

Friendly families tend to produce friendly children.

To have social adequacy, one must have a secure and dependable home base, a home that can be left without anxiety and a home that can be returned to confidently for repairs and reassurance.

It is within the family group that the child learns attitudes of friendliness, sharing, cheerfulness, and cooperation which are essential in social functioning.

Social and Recreational Area: The generalizations based on social and recreational problems related to the teaching objective -

"To enable the student to acquire competencies in social skills,"  
to meet the need -

"Need for greater social expression,"

are:

I. How to develop dating skills.

A. Interesting things to do on a date.

The activities of the couple on a date should be related to their own specific interest, available finances, and the occasion.

B. Conversation skills.

Discovering each other's interests is a favorite past time of people all over the world and is popular for daters.

After personal interests are established, conversation tends to carry itself.

It is important to listen, really listen to what is being said and respond in mood as well as verbally.

To keep conversation going it is necessary to respond and add something for the other person to reply to.

There is nothing to fear in silences. Break the silence with no apology.

Some things are better left unsaid, such as swearing and off-color jokes.

C. How to say "No."

Situations involving moral issues are usually the most trying for a person to say "No."

Make your decisions concerning smoking, drinking, questionable places, and unwelcome advances prior to the situation.

To give a refusal, a simple declaration is sufficient; an alternative suggestion is often helpful.

Preachy, "goody-goody" approaches only magnify the situation.

## CHAPTER V

### SUMMARY AND IMPLICATIONS

#### Results of the Study

The purposes of this study were (1) to determine by using the Mooney Problem Check List the major problems of concern of high school students; and (2) to develop a teaching outline of generalizations based on these major concerns.

The sample consisted of 48 freshmen and 32 senior girls enrolled in vocational home economics in four consolidated high schools of comparable size.

#### Summary of the Findings

The four areas of adjustment tabulated from the check list were; personal-psychological (PP), social-psychological (SP), social and recreational (SR), and home and family (HF).

The tabulated data were analyzed with the following findings. The three areas of concern as shown by comparison of means and percentage of frequency checks revealed that PP, SP, and SR areas were the areas of concern in the upper quartile. Analysis of the lower quartile revealed the presence of the same three areas with the addition of the HF area. The appearance of these three areas PP, SP, and SR in both the upper and lower quartile led the author to conclude that not only were the areas of concern to the adolescent girls but more specifically

the particular problems or cluster of problems that appeared in the upper quartile were sources of difficulty.

The problems that were of concern are present, generally speaking, at both early and late adolescent levels with the freshmen having a few more problems in the personal-psychological and social-psychological areas.

Since problems in the HF area were not checked in the upper quartile and this area was not predominant in the lower quartile either, the investigator assumed that the majority of HF problems fell in the interquartile range. Further analysis would be necessary to find the cause. Therefore, the results from the data partially supported two of the hypotheses of Chapter I:

Hypothesis 1. That the majority of high school girls would evidence concern over problems in the social-psychological area, with the greatest concern showing at the early adolescent level.

Hypothesis 2. That the majority of adolescent girls would evidence concern over problems in the personal-psychological area.

In a general way the above hypotheses were supported. The modifications, however, includes a consideration of specific problems in the PP and SP areas, since not all problems in personal and social adjustment areas were highly checked.

Hypothesis 3, that the majority of high school girls would evidence concern over problems in the home and family area, was not supported by the findings. Neither freshmen nor seniors registered concern over items from this area in the upper quartile. This area or items from this area seemed to be of little concern in the lower quartile. The majority of problems from this area evidently were in the interquartile

range. This indicates that these items are of concern but of less concern than those of the more personal areas. The writer believes the teen-agers at this particular stage are more self-centered than they are family centered.

The investigator failed to predict that the social and recreational area would rank in the upper quartile. However, the data support its inclusion as a part of the teaching outline.

#### Summary of the Development of the Teaching Outline

The study revealed clusters of items as being of concern to the early and late adolescent girls. These syndromes of problems centered around particular needs for adjustment during the adolescent period are referred to in this study as categories of need. Objectives that would help to meet each category of need were constructed and placed under the corresponding need. The needs were: a) the need to feel emotionally stable and secure, b) the need to feel more self-assured and more socially competent, c) the need for greater social expression.

The final step in the project was the construction at the senior level of generalizations for teaching based on the objectives which grew out of the student's needs. The present organization of generalizations in the teaching outline should not determine the sequence of development in a class situation.

#### Implications for use of Generalizations in Teaching

1. The outline of generalizations based on these objectives was designed to be used at the senior level. Some of the major concepts in the outline would be too difficult for freshmen students to grasp,



however, parts of the outline could become the basis for various units at various levels throughout the homemaking courses.

2. The generalizations may be used for the development of teaching aids and materials that will facilitate the teaching of personal and social adjustment.

3. A similar study could be made to determine developmental needs of boys which would be the basis for a teaching outline.

4. These generalizations could serve as a basis for developing a unit of study in parent-adolescent relations in an adult class.

5. A similar study could be conducted with parents and their teenagers to determine the correlation of the problems of the parents and the problems of the adolescents.

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APPENDIX A

MOONEY PROBLEM CHECK LIST

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

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

- |  |   |
|--|---|
| 21. Trouble with my hearing                        | 276. Poor teeth                                   |
| 22. Speech handicap (stuttering, etc.)             | 277. Nose or sinus trouble                        |
| 23. Allergies (hay fever, asthma, hives, etc.)     | 278. Smoking                                      |
| 24. Glandular disorders (thyroid, lymph, etc.)     | 279. Trouble with my feet                         |
| 25. Menstrual or female disorders                  | 280. Bothered by a physical handicap              |
| 26. Parents working too hard                       | 281. Borrowing money                              |
| 27. Not having certain conveniences at home        | 282. Working too much outside of school hours     |
| 28. Not liking the people in my neighborhood       | 283. Working for most of my own expenses          |
| 29. Wanting to live in a different neighborhood    | 284. Getting low pay for my work                  |
| 30. Ashamed of the home we live in                 | 285. Disliking my present job                     |
| 31. Wanting to learn how to dance                  | 286. Too little chance to do what I want to do    |
| 32. Wanting to learn how to entertain              | 287. Too little chance to get into sports         |
| 33. Wanting to improve myself culturally           | 288. No good place for sports around home         |
| 34. Wanting to improve my appearance               | 289. Lacking skill in sports and games            |
| 35. Too careless with my clothes and belongings    | 290. Not using my leisure time well               |
| 36. Going with someone my family won't accept      | 291. Thinking too much about sex matters          |
| 37. Afraid of losing the one I love                | 292. Concerned over proper sex behavior           |
| 38. Breaking up a love affair                      | 293. Finding it hard to control sex urges         |
| 39. Wondering how far to go with the opposite sex  | 294. Worried about sex diseases                   |
| 40. Wondering if I'll ever get married             | 295. Needing information about sex matters        |
| 41. Wanting to be more popular                     | 296. Being too envious or jealous                 |
| 42. Disliking someone                              | 297. Speaking or acting without thinking          |
| 43. Being disliked by someone                      | 298. Feeling that nobody understands me           |
| 44. Avoiding someone I don't like                  | 299. Finding it hard to talk about my troubles    |
| 45. Sometimes acting childish or immature          | 300. No one to tell my troubles to                |
| 46. Being stubborn or obstinate                    | 301. Too many personal problems                   |
| 47. Tending to exaggerate too much                 | 302. Having memories of an unhappy childhood      |
| 48. Having bad luck                                | 303. Bothered by bad dreams                       |
| 49. Not having any fun                             | 304. Sometimes bothered by thoughts of insanity   |
| 50. Lacking self-confidence                        | 305. Thoughts of suicide                          |
| 51. Sometimes lying without meaning to             | 306. Sometimes not being as honest as I should be |
| 52. Swearing, dirty stories                        | 307. Getting into trouble                         |
| 53. Having a certain bad habit                     | 308. Giving in to temptations                     |
| 54. Being unable to break a bad habit              | 309. Having a troubled or guilty conscience       |
| 55. Lacking self-control                           | 310. Being punished for something I didn't do     |
| 56. Clash of opinions between me and my parents    | 311. Friends not welcomed at home                 |
| 57. Talking back to my parents                     | 312. Family quarrels                              |
| 58. Parents expecting too much of me               | 313. Unable to discuss certain problems at home   |
| 59. Wanting love and affection                     | 314. Wanting to leave home                        |
| 60. Wishing I had a different family background    | 315. Not telling parents everything               |
| 61. Lacking training for a job                     | 316. Not knowing what I really want               |
| 62. Lacking work experience                        | 317. Needing to plan ahead for the future         |
| 63. Afraid of unemployment after graduation        | 318. Family opposing some of my plans             |
| 64. Doubting ability to handle a good job          | 319. Afraid of the future                         |
| 65. Don't know how to look for a job               | 320. Concerned about military service             |
| 66. Don't like to study                            | 321. Getting low grades                           |
| 67. Poor memory                                    | 322. Just can't get some subjects                 |
| 68. Slow in reading                                | 323. Not smart enough                             |
| 69. Worrying about grades                          | 324. Afraid of failing in school work             |
| 70. Worrying about examinations                    | 325. Wanting to quit school                       |
| 71. Teachers not considerate of students' feelings | 326. School activities poorly organized           |
| 72. Teachers not practicing what they preach       | 327. Students not given enough responsibility     |
| 73. Too many poor teachers                         | 328. Not enough school spirit                     |
| 74. Grades unfair as measures of ability           | 329. Lunch hour too short                         |
| 75. Unfair tests                                   | 330. Poor assemblies                              |

TOTAL . . .

Cir.	Tot.
HPD	
FLE	
SRA	
CSM	
SPR	
PPR	
MR	
HF	
FVE	
ASW	
GTP	

**Step:** Look back over the items you have underlined and circle numbers in front of the problems which are troubling you most.

*Third Step: Pages 5 and 6*



**Third Step: Answer the following four questions.**

### QUESTIONS

1. Do you feel that the items you have marked on the list give a well-rounded picture of your problems?  
.....Yes. ....No. Add anything further you may care to say to make the picture more complete.

2. How would you summarize your chief problems in your own words? Write a brief summary.

(Questions are continued on next page →)

3. Would you like to have more chances in school to write out, think about, and discuss matters of personal concern to you? .....Yes. ....No. Please explain how you feel on this question.

4. If you had the chance, would you like to talk to someone about some of the problems you have marked on the list? .....Yes. ....No. If so, do you have any particular person(s) in mind with whom you would like to talk? .....Yes. ....No.

1950  
REVISION

# MOONEY PROBLEM CHECK LIST

ROSS L. MOONEY  
Bureau of Educational Research  
Ohio State University

**H** HIGH  
SCHOOL  
FORM

Cir.
H
F
SI
C
S
P
M
F
AS
CI

Age.....Date of birth.....Boy.....Girl.....

Your class, or the number  
of your grade in school.....

Name of school.....

Name of the person to whom  
you are to turn in this paper.....

*Father's Occupation*  
~~Your name or other identification,~~  
if desired.....

Date.....

## DIRECTIONS

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

**First Step:** Read through the list slowly, and when you come to a problem which suggests something which is troubling you, *underline* it. For example, if you are troubled by the fact that you are underweight, underline the first item like this, "1. Being underweight." Go through the whole list in this way, marking the problems which are troubling you.

**Second Step:** When you have completed the first step, look back over the problems you have underlined and pick out the ones which you feel are *troubling you most*. Show these problems by making a circle around the numbers in front of them. For example, if, as you look back over all the problems you have underlined you decide that "Being underweight" is one of those which troubles you most, then make a circle around the number in front of the item, like this, "1. Being underweight."

**Third Step:** When you have completed the second step, answer the summarizing questions on pages 5 and 6.

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TOTAL . . .

APPENDIX B

TABLES XVII AND XVIII

RANK ORDER OF ITEMS IN THE LOWER QUARTILES  
AS CHECKED BY FRESHMAN AND SENIOR SUBJECTS

TABLE XVII

## PROBLEMS CHECKED LESS FREQUENTLY BY FRESHMEN IN ALL FOUR AREAS

Item No.	Area	Item by rank order	f	%
194.	PP	Can't see the value of most things I do	0	0.
311.	HF	Friends not welcome at home	0	0.
246.	PP	Being stubborn or obstinate	1	.02
91.	HF	Not living with my parents	1	.02
135.	SP	Feeling inferior	1	.02
260.	HF	Wishing I had a different family background	2	.04
259.	HF	Wanting love and affection	3	.06
95.	HF	Feeling I don't really have a home	3	.06
92.	HF	Parents separated or divorced	3	.06
38.	HF	Parents sacrificing too much for me	3	.06
37.	HF	Sickness in the family	3	.06
139.	PP	Too easily discouraged	3	.06
244.	SP	Avoiding someone I don't like	3	.06
188.	SP	Being watched by other people	3	.06
187.	SP	Being called "high-hat" or "stuck-up"	3	.06
77.	SP	Not getting along well with other people	3	.06
123.	SR	Too little chance to enjoy radio or television	3	.06
191.	PP	Afraid to be left alone	3	.06
66.	SR	Not enough time for recreation	4	.08
68.	SR	Too little time to read what I like	4	.08
69.	SR	Too little time to get out and enjoy nature	4	.08
176.	SR	Not being allowed to use the family car	4	.08
179.	SR	In too few student activities	4	.08
79.	SP	Too easily led by people	4	.08
247.	PP	Tending to exaggerate too much	4	.08
302.	PP	Having memories of an unhappy childhood	4	.08
304.	PP	Sometimes bothered by thoughts of insanity	4	.08
93.	HF	Father or mother not living	4	.08
148.	HF	Mother	4	.08
150.	HF	Death in the family	4	.08
203.	HF	Parents making too many decisions for me	4	.08
256.	HF	Clash of opinions between me and my parents	4	.08
12.	SR	Awkward in meeting people	5	.10
23.	SP	Being talked about	5	.10
80.	SP	Lacking leadership ability	5	.10
186.	SP	Being criticized by others	5	.10
296.	SP	Being too envious or jealous	5	.10
248.	PP	Having bad luck	5	.10
94.	HF	Not having any fun with mother or dad	5	.10
231.	SR	Wanting to learn how to dance	6	.13
22.	SP	Hurting people's feelings	6	.13
242.	SP	Disliking someone	6	.13

## APPENDIX B (continued)

TABLE XVII (concluded)

Item No.	Area	Item by rank order	f	%
298.	SP	Feeling that nobody understands me	6	.13
84.	PP	Being lazy	6	.13
249.	PP	Not having any fun	6	.13
305.	PP	Thoughts of suicide	6	.13
149.	HF	Father	6	.13
15.	SR	Unsure of social etiquette	7	.15
124.	SR	Too little chance to pursue a hobby	7	.15
180.	SR	Too little social life	7	.15
288.	SR	Bothered by a physical handicap	7	.15
25.	SP	Being "different"	7	.15
195.	PP	Unhappy too much of the time	7	.15
303.	PP	Bothered by bad dreams	7	.15
146.	HF	Being criticized by my parents	7	.15
205.	HF	Wanting more freedom at home	7	.15
257.	HF	Talking back to my parents	7	.15
314.	HF	Wanting to leave home	7	.15
N=58			257	



TABLE XVIII

## PROBLEMS CHECKED LESS FREQUENTLY BY SENIORS IN ALL FOUR AREAS

Item No.	Area	Item by rank order	f	%
77.	SP	Not getting along well with other people	0	0.
92.	HF	Parents separated or divorced	0	0.
148.	HF	Mother	0	0.
201.	HF	Being an only child	0	0.
311.	HF	Friends not welcomed at home	0	0.
260.	HF	Wishing I had a different family background	1	.03
95.	HF	Feeling I don't really have a home	1	.03
91.	HF	Not living with my parents	1	.03
38.	HF	Parents sacrificing too much for me	1	.03
304.	PP	Sometimes bothered by thoughts of insanity	1	.03
302.	PP	Having memories of an unhappy childhood	1	.03
247.	PP	Tending to exaggerate too much	1	.03
194.	PP	Can't see the value of most things I do	1	.03
125.	SR	Nothing interesting to do in vacation	1	.03
123.	SR	Too little chance to enjoy radio or television	1	.03
122.	SR	Too little chance to go to shows	2	.06
124.	SR	Too little chance to pursue a hobby	2	.06
287.	SR	Too little chance to get into sports	2	.06
24.	SP	Being made fun of	2	.06
79.	SP	Too easily led by other people	2	.06
189.	SP	Being left out of things	2	.06
303.	PP	Bothered by bad dreams	2	.06
305.	PP	Thoughts of suicide	2	.06
93.	HF	Father or mother not living	2	.06
150.	HF	Death in the family	2	.06
312.	HF	Family quarrels	2	.06
68.	SR	Too little chance to read what I like	3	.09
177.	SR	Not allowed to go around with people I like	3	.09
178.	SR	So often not allowed to go out at night	3	.09
179.	SR	In too few student activities	3	.09
22.	SP	Hurting people's feelings	3	.09
132.	SP	Being timid or shy	3	.09
135.	SP	Feeling inferior	3	.09
188.	SP	Being watched by other people	3	.09
242.	SP	Disliking someone	3	.09
191.	PP	Afraid to be left alone	3	.09
193.	PP	Failing in so many things I do	3	.09
248.	PP	Having bad luck	3	.09
36.	HF	Worried about a member of the family	3	.09
37.	HF	Sickness in the family	3	.09
147.	HF	Parents favoring a brother or sister	3	.09
149.	HF	Father	3	.09
314.	HF	Wanting to leave home	3	.09
66.	SR	Not enough time for recreation	4	.13

## APPENDIX B (continued)

TABLE XVIII (concluded)

Item No.	Area	Item by rank order	f	%
288.	SR	No good place for sports around home	4	.13
23.	SP	Being talked about	4	.13
25.	SP	Being "different"	4	.13
187.	SP	Being called "high-hat" or "stuck-up"	4	.13
300.	SP	No one to tell my troubles to	4	.13
249.	PP	Not having any fun	4	.13
259.	HF	Wanting love and affection	4	.13
258.	HF	Parents expecting too much of me	5	.16
205.	HF	Wanting more freedom at home	5	.16
204.	HF	Parents not trusting me	5	.16
203.	HF	Parents making too many decisions for me	5	.16
146.	HF	Being criticized by my parents	5	.16
243.	SP	Being disliked by someone	5	.16
80.	SP	Lacking leadership ability	5	.16
289.	SR	Lacking skill in sports and games	5	.16
232.	SR	Wanting to learn how to entertain	5	.16
180.	SR	Too little social life	5	.16
69.	SR	Too little chance to get out and enjoy nature	5	.16
15.	SR	Unsure of my social etiquette	5	.16
12.	SR	Awkward in meeting people	5	.16
N=64			180	



VITA

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Candidate for the Degree of

Master of Science

**Thesis:** PSYCHO-SOCIAL ADJUSTMENT PROBLEMS OF HIGH SCHOOL STUDENTS  
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