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STUDENTS' NEEDS AND TEACHERS' PERCEPTIONS

by

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Submitted to the Faculty of the College of Home Economics of
Michigan State University in partial fulfillment of the
requirements for the degree of
Masters of Arts
College of Home Economics
Department of Home Management and Child Development
1965

ABSTRACT

STUDENTS' NEEDS AND TEACHERS' PERCEPTIONS

One philosophy concerned with teaching family life education advocates presenting students with information based on their needs, which is assumed to help them both in present and future situations. If one accepts this philosophy, then research is necessary for the realistic recognition of students' needs. The purpose of this study was to determine problems of high school students as perceived and expressed by selected high school students and to compare these expressed problems to high school family life teachers' expressed perceptions of students' problems.

The student sample consisted of 128 boys and girls in coeducational family life classes from three different communities in central lower Michigan. The teacher sample consisted of ten home economics teachers from lower Michigan who were teaching coeducational family life classes at the time of this study.

The instrument used to obtain students' expressed problems and teachers' perceptions of students' problems was the 1950 revised high school form of the Mooney Problem Checklist.

The following hypotheses were made:

1. Problems checked by students will vary by age, sex, grade, and position in family.

2. Students' expressed problems as indicated by the Mooney Problem Checklist will vary from teachers' perceptions of students' problems as indicated by the same instrument.

As a result of the data collected the preceding hypotheses appeared to be supported and the following conclusions were drawn.

1. The problem areas, as defined by the Mooney Problem Checklist, which were consistently expressed by the total

student sample as most important were; 1. Adjustment to School Work, 2. Courtship, Sex, and Marriage, 3. Personal-Psychological Relations, 4. Social-Psychological Relations.

2. There are differences in the problem areas designated and their importance which differ according to age, sex, grade, and position in family; however, the four categories mentioned in number one appear consistently important.

3. Although teachers perceived the categories of Adjustment to School Work and Courtship, Sex, and Marriage as being important to their students, they perceived the greater problems to be in the categories of Home and Family, and The Future: Vocational and Educational.

Further research is needed to provide accurate and useful information on the needs, feelings and behavior of young people, as well as research concerned with methods for integrating these findings into family life classes.

ACKNOWLEDGEMENTS

Sincere appreciation is expressed to those people who contributed to the development of this study.

A special thanks to Dr. William Marshall for his helpful criticism and guidance throughout the preparation of this problem and to Dr. Twyla Shear and Dr. Alice Thorpe for their suggestions and encouragement.

TABLE OF CONTENTS

TABLE OF TABLES

CHAPTER 1

The Problem and Its Scope

There are in general two philosophies of family life educations; one school advocates teaching students subject matter based on a preconceived course outline, usually developed by the classroom teacher. The other school advocates presenting students with information based on their needs, which is assumed to help them both in present and in future situations. If one adopts the philosophy based on student needs, as many teachers do, then family life educators must have accurate and reliable information concerning student needs.

1. The Problem

Importance of the Study

If one believes that family life education should help students cope with social reality, then research is necessary to determine the kinds of realistic problems with which students are concerned.

Statement of the Problem

The purpose of this study was to determine problems of high school students as perceived and expressed by selected high school students and to compare these expressed problems to selected high school family life teachers' expressed perceptions of students' problems.

Hypotheses

1. Problems checked by students will vary by age, sex, grade and position in family.
2. Students' expressed problems as indicated by the Mooney Problem Checklist will vary from teachers' perceptions of students' problems as indicated by the same instrument.

Assumptions of the Study

It was assumed that the Mooney Problem Checklist that was used to indicate student problems by both students and teachers was valid for this purpose.

It was assumed that family life courses are by definition attempting to meet the needs of their students.

It was also assumed that the areas checked on the Mooney Problem Checklist were valid indications of students' real problems.

II. Limitations of the Study

The study was conducted under the following limiting factors.

1. The student sample was limited in the following ways;

   A. The sample was drawn from the area of central lower Michigan.

   B. Coeducational family life classes were the only ones selected.

2. The teacher sample was limited in the following ways;

   A. The sample was drawn from the area of lower Michigan.

   B. Home economics teachers currently teaching coeducational family life classes were the only ones selected.

3. Possible responses which students could make were limited by those categories which appear on the Mooney Problem Checklist.

III. Overview

In Chapter Two the literature concerned with family life teaching according to student needs will be briefly reviewed. A description

of the sample and instrumentation will be found in Chapter Three, with analysis of results presented in Chapter Four. In Chapter Five are presented the summary and conclusions.

CHAPTER 2

Review of the Literature

In the United States the term "worthy home membership" was recognized as early as 1918 as one of the seven cardinal principles of education. Based upon this directive principle, the field of family life education has been growing rapidly at the college, university and secondary level and more recently in the elementary grades. Many educators are aware, however, that the present offerings in family life education are inadequate. "Since high school is the last chance for the many students who don't go on to college, it is important that more and better offerings be organized at that level."[1]

Content of high school family life courses frequently includes such topics as dating and courtship, implications of early marriage, love and romance, preparation for marriage, sex education, marital adjustment and parenthood.

The philosophy that family life education should be geared to the students' developmental stage has been the framework for many curriculum decisions. A brief look at the developmental sequence during adolescence, as designated by Duvall, shows how well it can serve as a basis for curriculum planning in family life education.

> "He (the adolescent) needs to complete the adolescent cycle of physical growth. He needs to achieve emotional emancipation from his parents. He needs to learn to take final personal responsibility for his own behavior. He needs to learn how to make a

[1]Harold T. Christensen, Marriage Analysis, p. 593.

> good adult adjustment to members of the opposite sex. He needs to organize the values he has been developing during childhood into a fairly consistent philosophy of life."[2]

Brown states that there are certain characteristics successful family life education in the schools must have.

> "It must be coeducational, must be developed cooperatively among parents, students, teachers, and others, must really allow for individual differences, must be geared to the developmental needs of individuals, and must be a community program in the true sense of the expression."[3]

Christensen suggests that in the future if family life education is to prosper it must become more sensitive to two opposite influences on the family: (a) the strivings of the individual personalities within the family, and (b) the needs of human beings in the world outside the family.[4]

Broderick argues that studies have shown that young people increasingly bring more heterosexual experience and sophistication to family life classes than is assumed by most textbooks and course outlines. He feels that students should be offered: (1) information based on reliable research which will augment their own experience, (2) concepts according to which they can analyze and interpret both their own experience and the newly learned information, and (3) opportunities to apply this information and these concepts to their own situation. However, he indicated that surveys show that what most students receive from family life classes

[2]Harold T. Christensen, ed., Handbook of Marriage and the Family, p. 888.

[3]Ibid.

[4]Ibid.

is advice.[5]

> "It is remarkable but true that students can spend a whole term discussing family living, maturity, values, and boy-girl relations without ever touching on their own pressing personal problems. It is as though there were a conspiracy between student and teacher to avoid the specific, the germane, the personal, the complex, and the difficult realities of life."[6]

Force supports this position by suggesting that perhaps the best courses are those which base their content on background, needs, and interests of students in an effort to give maximum reality to the educational experiences.[7]

The preceding survey of the literature in the field of family life education, attempting to support a particular point of view, appears to indicate that family life education better meets its objectives when it is based on the expressed needs of students. Broderick states that many of the studies dealing with the problems of youth are outdated and of little value. He urges those in research to renew their efforts to provide accurate and useful information on the needs, feelings, and behavior of young people.[8]

[5]Carlfred B. Broderick, "Family-Life Education Versus Reality," Journal of Marriage and the Family, Vol. 26, February, 1964, pp. 102-103.

[6]Ibid.

[7]Elizabeth S. Force, "The Role of the School in Family-Life Education," Journal of Marriage and the Family, Vol 26, February, 1964, p. 100.

[8]Ibid.

Summary

Writings of these educators uphold the philosophy of student-oriented courses in family life. In their opinions, the foundation for the subject matter taught in family life classes should be the needs of the students. Therefore, the present study attempts to obtain information about students' needs by collecting data concerning students' expressed problems.

CHAPTER 3

Methodology

Sample

The student sample consisted of 128 boys and girls in coeducational family life classes from three different communities in central lower Michigan. Of the 128 students, 43 were from a rural community, Nashville; 35 from a suburban community, Grand Ledge; and 50 from an urban community, Pontiac. These categories were determined by location of the schools, occupation of parents, and discussion with the teacher of each class. The total sample was composed of 52 boys and 76 girls, ranging in age from 15 through 19. All students were either juniors or seniors in high school and occupied the position of youngest, middle, oldest, or only child in their family.

The teacher sample consisted of ten home economics teachers from the population area of lower Michigan who were at the time of the study engaged in teaching coeducational family life classes. Due to a leave of absence from her school system, one teacher was not available for response. The response rate from teachers was then 90%.

In no case was a teacher included in the teacher sample who was also a teacher in one of the classes which comprised the student sample. This decision was made in order to avoid the teachers forming the impression that the study in any way constituted an evaluation of them.

Instrumentation

The 1950 revised high school form of the Mooney Problem Checklist was used to obtain students' expressed problems and teachers' perceptions of students' problem areas. This form consists of the following eleven categories.

HPD	Health and Physical Development
FLE	Finances, Living Conditions, and Employment
SRA	Social and Recreational Activities
CSM	Courtship, Sex, and Marriage
SPR	Social-Psychological Relations
PPR	Personal-Psychological Relations
MR	Morals and Religion
HF	Home and Family
FVE	The Future: Vocational and Educational
ASW	Adjustment to School Work
CTP	Curriculum and Teaching Procedure

Each of the above categories contained thirty problem statements and two total columns, one column for the statements underlined as problems and the other column for the statements circled, from those previously underlined, as most important.

The Problem Checklist resulted from the desire of Ross L. Mooney to systematize his methods of discovering the problems of young people. It is not a test. It does not measure the scope or intensity of student problems in such a way as to yield a test score. The number of items underlined and circled must be regarded as a "census count" of each student's problems -- limited by his awareness of his problems and his willingness to reveal them. The usefulness of the Problem Checklist approach lies in its economy for appraising the major concerns of a group and for bringing into the open the problems of each student in the group. The Mooney Problem Checklist has been used in research to show changes and differences in problems in relation to age, sex, social background,

school ability, interest patterns and the like.[9]

Hypotheses

On the Mooney Problem Checklist:

1. Problem areas indicated by students will vary according to age.

2. Problem areas indicated by students will vary according to sex.

3. Problem areas indicated by students will vary according to grade.

4. Problem areas indicated by students will vary according to position in family.

5. Problem areas indicated by students will vary from the problem areas perceived by teachers as student problems.

Analysis

The analysis of data in Chapter Four treats each of the above variables as a separate entity. Computations consisted of counting separately both the circled and underlined statements in each category of the Mooney Problem Checklist. These figures were then expressed as percents of the total possible statements, thirty in each category, which students could circle and underline.

Summary

This Chapter included a description of the sample used for this study, a description of the Mooney Problem Checklist, a statement of hypotheses and discussion of the way in which the data were analyzed. The percentages obtained for each variable will be compared by means of tables and graphs presented in Chapter Four.

[9]Ross L. Mooney and Leonard V. Gordon, The Mooney Problem Check Lists.

CHAPTER 4

Analysis of Data

The following data have been summarized and presented in table and graph form according to each hypothesis; age, sex, grade, position in family and teachers' perceptions of students' problems.

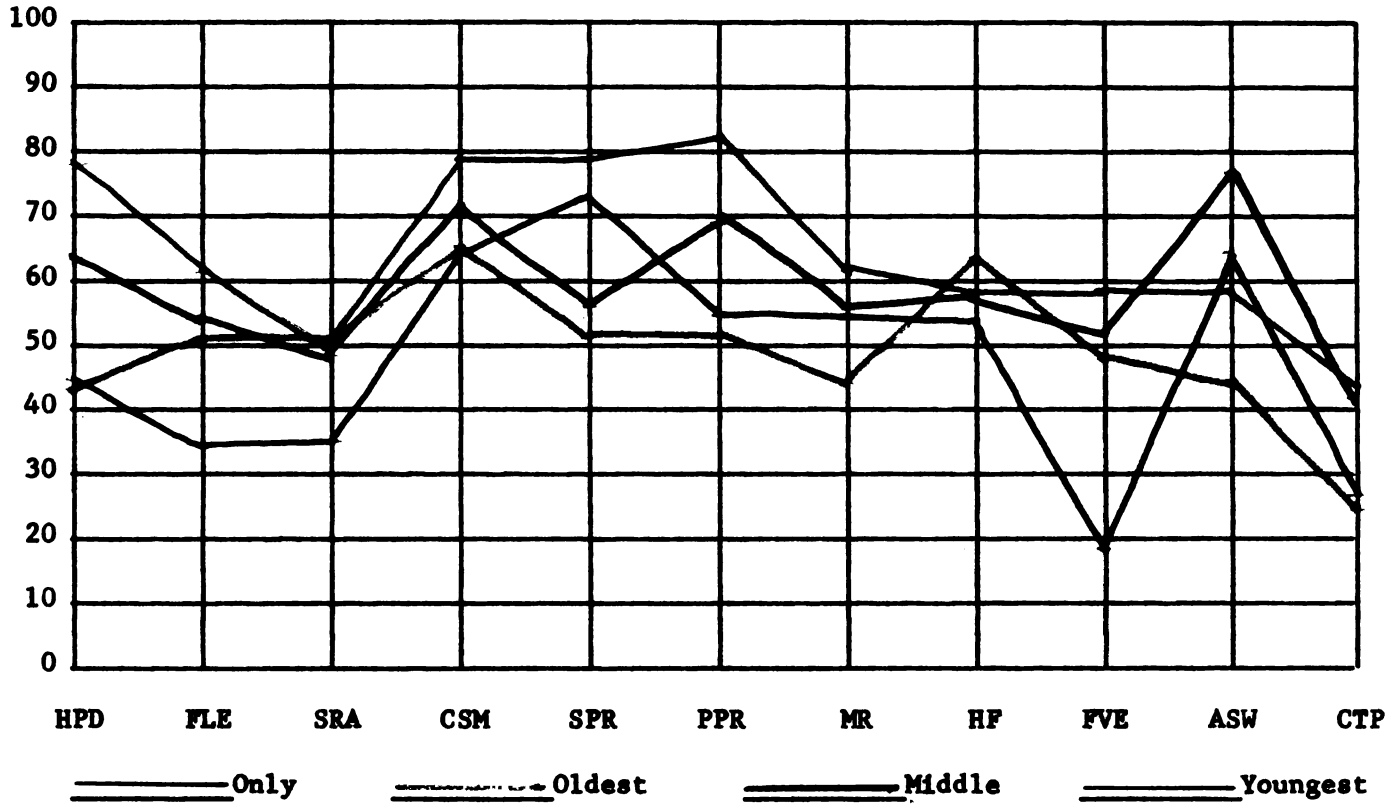
For each table, the percentages given for both the number of underlined statements and the number of circled statements have been obtained by dividing the number of responses recorded on all Checklists in each category (e.g., HPD, FLE, SRA, CSM) by the total number of possible responses for each category.

For each graph, the percentages shown have been obtained by dividing the number of students who circled one or more statements in each Mooney category by the total number of students.

The above procedure was also used in summarizing the teacher responses as obtained by the Mooney Problem Checklist.

The following tables and graphs will be more meaningful if the eleven categories of the Mooney Problem Checklist presented in Chapter Three are reviewed and the highest percentages in each column are noted and related to the proper category.

Figure 4.4 Students Indicating Problems as Most Important in Each Area by Position in Family by Percent



HPD Health and Physical Development
FLE Finances, Living Conditions, and Employment
SRA Social and Recreational Activities
CSM Courtship, Sex, and Marriage
SPR Social-Psychological Relations
PPR Personal-Psychological Relations
MR Morals and Religion
HF Home and Family
FVE The Future: Vocational and Educational
ASW Adjustment to School Work
CTP Curriculum and Teaching Procedure

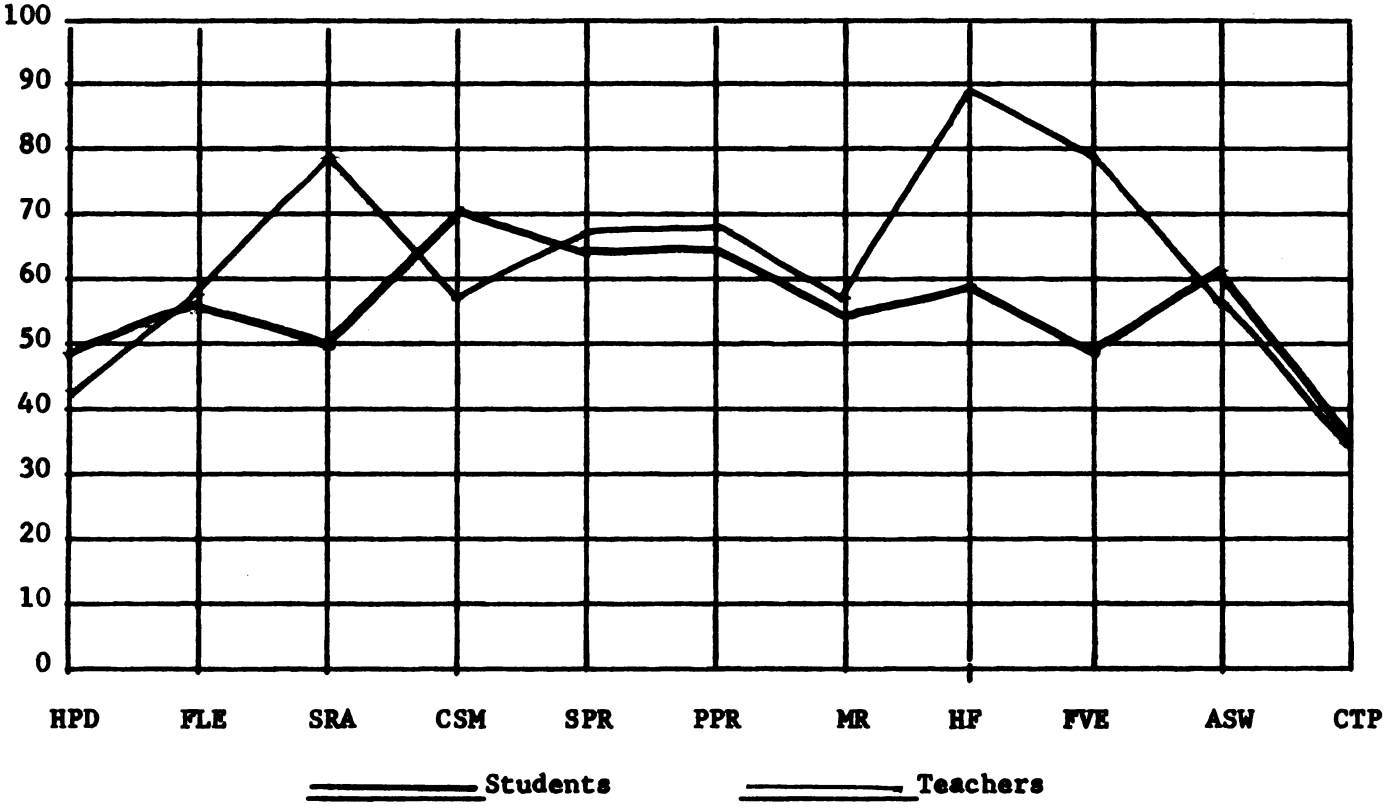
Table 4.5 Problems Indicated and Their Importance in Each Area by Students and Teachers by Percent

	Students (N=128)		Teachers (N=9)	
	*P.I.	*M.I.P.I.	P.I.	M.I.P.I.
HPD	15.3	5.6	13.7	4.1
FLE	15.8	5.9	27.8	6.3
SPA	15.9	4.4	23.3	7.4
CSM	17.2	8.6	28.1	11.1
SPR	20.0	6.5	25.2	7.4
PPR	21.0	7.1	25.2	7.4
MR	17.0	5.0	21.9	5.6
HF	17.6	6.7	34.1	13.7
FVE	15.2	4.7	32.2	9.3
ASW	24.2	7.3	33.7	7.0
CTP	15.4	3.3	28.9	3.3

*P.I. - Problems Indicated
M.I.P.I. - Most Important Problems Indicated

HPD Health and Physical Development
FLE Finances, Living Conditions, and Employment
SRA Social and Recreational Activities
CSM Courtship, Sex, and Marriage
SPR Social-Psychological Relations
PPR Personal-Psychological Relations
MR Morals and Religion
HF Home and Family
FVE The Future: Vocational and Educational
ASW Adjustment to School Work
CTP Curriculum and Teaching Procedure

Figure 4.5 Students Indicating Problems as Most Important in Each Area Compared With Teachers' Perceptions by Percent



HPD Health and Physical Development
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MR Morals and Religion
HF Home and Family
FVE The Future: Vocational and Educational
ASW Adjustment to School Work
CTP Curriculum and Teaching Procedure

Table 4.4 Problems Indicated and Their Importance in Each Area by Position in Family by Percent

	Position Only (N=11)		Oldest (N=37)		Middle (N=42)		Youngest (N=37) Total N=127	
	*P.I.	*M.I.P.I.	P.I.	M.I.P.I.	P.I.	M.I.P.I.	P.I.	M.I.P.I.
HPD	11.5	2.7	5.1	3.3	15.9	6.3	17.0	7.8
FLE	14.3	5.2	15.9	5.9	17.6	6.4	14.4	5.6
SPA	10.6	1.5	16.3	4.5	6.9	4.4	18.1	5.1
CSM	11.2	4.9	16.4	7.0	16.6	8.4	21.4	11.2
SPR	14.9	3.9	18.4	5.3	18.8	6.1	23.8	8.6
PPR	17.0	3.6	17.9	5.0	21.0	7.8	23.0	9.7
MR	16.1	3.9	14.8	3.3	18.6	6.0	18.1	9.8
HF	16.7	6.4	20.3	7.2	17.1	6.8	17.2	6.1
FVE	8.2	1.5	12.1	3.3	17.3	5.5	26.4	6.1
ASW	22.2	5.2	18.3	4.5	25.4	8.8	29.8	10.6
CTP	7.0	0.9	15.5	1.8	14.9	4.2	19.0	4.2

*P.I. - Problems Indicated
M.I.P.I. - Most Important Problems Indicated

HPD Health and Physical Development
FLE Finances, Living Conditions, and Employment
SRA Social and Recreational Activities
CSM Courtship, Sex, and Marriage
SPR Social-Psychological Relations
PPR Personal-Psychological Relations
MR Morals and Religion
HF Home and Family
FVE The Future: Vocational and Educational
ASW Adjustment to School Work
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Discussion

Table 4.1 appears to indicate that the problem areas as defined by the categories of the Mooney Problem Checklist do vary according to age. The majority of statements circled by sixteen year olds and the nineteen year olds as most important were in the category of Home and Family. The majority of statements circled by seventeen and eighteen year olds as being most important were in the Courtship, Sex and Marriage category. All age groups, however, consistently underlined the most statements in the category, Adjustment to School Work.

Considering Figure 4.1, the percent of students who circled statements in each area, the sixteen year olds were equally concerned with three categories; Courtship, Sex and Marriage; Personal-Psychological Relations; and Adjustment to School Work. The seventeen year olds were most concerned with the category of Personal-Psychological Relations, the eighteen year olds were most concerned with Courtship, Sex and Marriage and the nineteen year olds were most concerned with the Adjustment to School Work category.

Table 4.2 presents the problem areas as they vary by sex. Girls circled the most statements from the Courtship, Sex and Marriage category with the largest number of statements underlined in the Social-Psychological Relations and Adjustment to School Work categories. Boys circled the most statements in the Courtship, Sex and Marriage category and Adjustment to School Work category. The largest percent of statements underlined by boys was in the Adjustment to School Work category.

Figure 4.2 points to the Home and Family category as the one which the largest percent of girls circled and the Adjustment to School Work

as being most important for boys. Both boys and girls rated the area of Courtship, Sex and Marriage as being next in importance.

Table 4.3 points out the variation in problems on the basis of grade. Percentages indicate that high school juniors circled the most statements in the category of Adjustment to School Work, while high school seniors circled the most statements in Courtship, Sex and Marriage. Juniors underlined the most statements in the area of Morals and Religion, while seniors underlined the most statements in the area of Adjustment to School Work.

Figure 4.3 indicates that the greatest percent of juniors were concerned about Adjustment to School Work and the greatest percent of seniors were concerned about Courtship, Sex and Marriage.

In regard to position in family, Table 4.4 indicates that only children and oldest children circled the most statements in the category of Home and Family, middle children circled the most statements in the category of Adjustment to School Work and youngest children circled the most statements in Courtship, Sex and Marriage. Only children, middle children, and youngest children all underlined the most statements in the Adjustment to School Work category while oldest children underlined the most statements in the Home and Family category.

Figure 4.4 indicates that the greater percent of only children were concerned with Social-Psychological Relations, the greater percent of oldest children were concerned equally with the Home and Family, and Courtship, Sex and Marriage. The greater percent of middle children were concerned with Adjustment to School Work and the greater percent of youngest children were concerned with Personal-Psychological Relations.

Table 4.5 indicates how teachers' perceptions of student problems compare with the expressed problems of the total student sample. Teachers both circled and underlined the most statements in the category of Home and Family while students circled the most statements in the category of Courtship, Sex and Marriage and underlined the most statements in the area of Adjustment to School Work.

Figure 4.5 shows the highest percent of students circled the statements in the Courtship, Sex and Marriage category, indicating it was most important, while the highest percent of teachers circled the statements in the Home and Family category, indicating it was most important as they perceived the problems of their students.

A correlation of .361 was obtained for students' and teachers' underlined responses. A correlation of .563 was obtained for students' and teachers' circled responses. This appears to indicate that teachers have a better perception of problems which are the most important to students than they have of students' problems in general.

Summary

As a result of the preceding data the hypotheses that were presented in Chapter Three appeared to be supported.

1. The expressed problems of high school students vary according to age, sex, grade, and position in family.

2. Problems expressed by students vary from the problems of students as perceived by family life teachers.

CHAPTER 5

Summary and Conclusions

Summary

This study was undertaken to investigate the expressed problems of high school students in selected coeducational family life classes in lower Michigan. The problems of these students were compared by age, sex, grade, and position in family and teachers' perceptions of the students' problems. The Mooney Problem Checklist was administered to one-hundred and twenty-eight high school family life students and sent to ten teachers currently teaching coeducational family life classes in lower Michigan. The objective was to obtain information about students' problems and teachers' perceptions of students' problems. The data were summarized and compared by percentages; these percentages indicate that problems of high school students vary according to age, sex, grade, and position in the family. The comparison of student response to teacher response indicated that teachers perceive the problems of their students somewhat differently than students in selected family life classes perceive their own problems.

Conclusions

The following conclusions may be drawn as a result of this study.

1. The problem areas, as defined by the Mooney Problem Checklist, which were consistently expressed by the total student sample as most important were; (1) Adjustment to School Work, (2) Courtship, Sex and Marriage, (3) Personal-Psychological Relations, (4) Social-Psychological Relations.

2. There are differences in problem areas indicated and their importance by students which are different according to age, sex, grade, and position in family; however, the four areas mentioned in the preceding statement appear consistently important.
3. Although teachers perceived the categories of Adjustment to School Work and Courtship, Sex and Marriage as being important to their students, they perceived the greater problems to be in the categories of Home and Family, and The Future: Vocational and Educational.

Discussion

Recognizing the limitations of the scope of this study, the findings do suggest that family life educators may not be entirely aware of the factors which influence the problems being faced by their students. Though student problems vary, there appear to be certain categories of common concern upon which a realistic approach to teaching family life can be built. In particular, it should be noted that the expressed problems of these students about Adjustment to School Work seem to represent a shift away from what has long been held to be their primary problem -- personal-social relations.

These findings also suggest that family life teachers might profit by investigating the needs of their particular students thoroughly before embarking upon a pre-determined course of study, in order realistically to help students contend with their own pressing personal problems.

Implications for Future Research

1. More research is needed to provide accurate and useful information on the needs, feelings and behavior of young people.
2. Research concerned with methods for realistically integrating these findings into family life classes is also necessary.

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APPENDIX

March 10, 1965

Dear

The enclosed Checklist is an appeal for your assistance in accessing the current problems of high school youth. This research problem is being prepared for my Master's degree in family life education at Michigan State University. Dr. William Marshall is directing this research.

Your experience in teaching coeducational family living classes is of value to us in gaining insight into the problems of youth. Will you please take about thirty minutes of your time to fill in the information on page one of the enclosed material, carefully read the directions, complete the Checklist and, at your earliest convenience, return it via the enclosed envelope. The researcher guarantees anonymity.

Your cooperation is vital to the success of this project and will be greatly appreciated.

Thank you.

Sincerely,

Diane Sax
Graduate Student

Sincerely,

William H. Marshall
Associate Professor of
Child Development

Please fill in the following information as completely as possible.

DATE _____

NUMBER OF YEARS OF TEACHING EXPERIENCE _____

NUMBER OF YEARS TEACHING FAMILY LIVING CLASSES _____

APPROXIMATE ENROLLMENT OF SCHOOL _____

APPROXIMATE ENROLLMENT OF FAMILY LIVING CLASS(ES)
NUMBER OF CLASSES _____

TOTAL NUMBER OF STUDENTS _____

APPROXIMATE AGE OF STUDENTS IN FAMILY LIVING CLASSES _____

DIRECTIONS:

This is a list of problems which are often troubling students of the age you teach -- problems of health, money, social life, home relations, religion, vocation, school work, and the like. Some of these problems are likely to be troubling your boys and girls in family living classes and some are not. As you read the list, pick out the problems which you feel are troubling them. FOLLOW THESE THREE STEPS.

FIRST STEP:
Read through the list slowly, and when you come to a problem which suggests something which <u>you feel is troubling your students</u> underline it.

SECOND STEP:
When you have completed the first step, look over the problems you have underlined and pick out the ones which you feel are troubling your students most. Show these problems by making a circle around the numbers in front of them.

THIRD STEP:
Omit Pages 5 and 6 unless you care to express additional comments concerning student problems.

Please use <u>your judgment about the problems of your particular students in family living</u>. Do not ask for student opinions on this Checklist.

At your earliest convenience please return this Checklist via the enclosed envelope. Thank you for your cooperation.

1950
REVISION

MOONEY PROBLEM CHECK LIST

Ross L. Mooney
Bureau of Educational Research
Ohio State University

H HIGH SCHOOL FORM

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

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.....

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. . . .

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

First Step: Read the list slowly, and as you come to a problem which troubles you, underline it.

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
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105. Afraid to speak up in class discussions

106. Textbooks too hard to understand
107. Teachers too hard to understand
108. So often feel restless in classes
109. Too little freedom in classes
110. Not enough discussion in classes

111. Not as strong and healthy as I should be
112. Not getting enough outdoor air and sunshine
113. Not getting enough sleep
114. Frequent colds
115. Frequent sore throat

116. Wanting to earn some of my own money
117. Wanting to buy more of my own things
118. Needing money for education after high school
119. Needing to find a part-time job now
120. Needing a job during vacations

121. Nothing interesting to do in my spare time
122. Too little chance to go to shows
123. Too little chance to enjoy radio or television
124. Too little chance to pursue a hobby
125. Nothing interesting to do in vacation

126. Disappointed in a love affair
127. Girl friend
128. Boy friend
129. Deciding whether to go steady
130. Wondering if I'll find a suitable mate

131. Slow in making friends
132. Being timid or shy
133. Feelings too easily hurt
134. Getting embarrassed too easily
135. Feeling inferior

136. Moodiness, "having the blues"
137. Trouble making up my mind about things
138. Afraid of making mistakes
139. Too easily discouraged
140. Sometimes wishing I'd never been born

141. Wondering how to tell right from wrong
142. Confused on some moral questions
143. Parents old-fashioned in their ideas
144. Wanting to understand more about the Bible
145. Wondering what becomes of people when they die

146. Being criticized by my parents
147. Parents favoring a brother or sister
148. Mother
149. Father
150. Death in the family

151. Choosing best subjects to take next term
152. Choosing best subjects to prepare for college
153. Choosing best subjects to prepare for a job
154. Getting needed training for a given occupation
155. Wanting to learn a trade

156. Not getting studies done on time
157. Not liking school
158. Not interested in some subjects
159. Can't keep my mind on my studies
160. Don't know how to study effectively

161. Not enough good books in the library
162. Too much work required in some subjects
163. Not allowed to take some subjects I want
164. Not getting along with a teacher
165. School is too strict

166. Poor complexion or skin trouble
167. Poor posture
168. Too short
169. Too tall
170. Not very attractive physically

171. Living too far from school
172. Relatives living with us
173. Not having a room of my own
174. Having no place to entertain friends
175. Having no car in the family

176. Not being allowed to use the family car
177. Not allowed to go around with the people I like
178. So often not allowed to go out at night
179. In too few student activities
180. Too little social life

181. Being in love
182. Loving someone who doesn't love me
183. Deciding whether I'm in love
184. Deciding whether to become engaged
185. Needing advice about marriage

186. Being criticized by others
187. Being called "high-hat" or "stuck-up"
188. Being watched by other people
189. Being left out of things
190. Having feelings of extreme loneliness

191. Afraid to be left alone
192. Too easily moved to tears
193. Failing in so many things I try to do
194. Can't see the value of most things I do
195. Unhappy too much of the time

196. Can't forget some mistakes I've made
197. Bothered by ideas of heaven and hell
198. Afraid God is going to punish me
199. Troubled by the bad things other kids do
200. Being tempted to cheat in classes

201. Being an only child
202. Not getting along with a brother or sister
203. Parents making too many decisions for me
204. Parents not trusting me
205. Wanting more freedom at home

206. Deciding whether or not to go to college
207. Needing to know more about colleges
208. Needing to decide on a particular college
209. Afraid I won't be admitted to a college
210. Afraid I'll never be able to go to college

211. Trouble with mathematics
212. Weak in writing
213. Weak in spelling or grammar
214. Trouble in outlining or note taking
215. Trouble in organizing papers and reports

216. Classes too dull
217. Teachers lacking personality
218. Teachers lacking interest in students
219. Teachers not friendly to students
220. Not getting personal help from the teachers

221. Trouble with my hearing
222. Speech handicap (stuttering, etc.)
223. Allergies (hay fever, asthma, hives, etc.)
224. Glandular disorders (thyroid, lymph, etc.)
225. Menstrual or female disorders

226. Parents working too hard
227. Not having certain conveniences at home
228. Not liking the people in my neighborhood
229. Wanting to live in a different neighborhood
230. Ashamed of the home we live in

231. Wanting to learn how to dance
232. Wanting to learn how to entertain
233. Wanting to improve myself culturally
234. Wanting to improve my appearance
235. Too careless with my clothes and belongings

236. Going with someone my family won't accept
237. Afraid of losing the one I love
238. Breaking up a love affair
239. Wondering how far to go with the opposite sex
240. Wondering if I'll ever get married

241. Wanting to be more popular
242. Disliking someone
243. Being disliked by someone
244. Avoiding someone I don't like
245. Sometimes acting childish or immature

246. Being stubborn or obstinate
247. Tending to exaggerate too much
248. Having bad luck
249. Not having any fun
250. Lacking self-confidence

251. Sometimes lying without meaning to
252. Swearing, dirty stories
253. Having a certain bad habit
254. Being unable to break a bad habit
255. Lacking self-control

256. Clash of opinions between me and my parents
257. Talking back to my parents
258. Parents expecting too much of me
259. Wanting love and affection
260. Wishing I had a different family background

261. Lacking training for a job
262. Lacking work experience
263. Afraid of unemployment after graduation
264. Doubting ability to handle a good job
265. Don't know how to look for a job

266. Don't like to study
267. Poor memory
268. Slow in reading
269. Worrying about grades
270. Worrying about examinations

271. Teachers not considerate of students' feelings
272. Teachers not practicing what they preach
273. Too many poor teachers
274. Grades unfair as measures of ability
275. Unfair tests

276. Poor teeth
277. Nose or sinus trouble
278. Smoking
279. Trouble with my feet
280. Bothered by a physical handicap

281. Borrowing money
282. Working too much outside of school hours
283. Working for most of my own expenses
284. Getting low pay for my work
285. Disliking my present job

286. Too little chance to do what I want to do
287. Too little chance to get into sports
288. No good place for sports around home
289. Lacking skill in sports and games
290. Not using my leisure time well

291. Thinking too much about sex matters
292. Concerned over proper sex behavior
293. Finding it hard to control sex urges
294. Worried about sex diseases
295. Needing information about sex matters

296. Being too envious or jealous
297. Speaking or acting without thinking
298. Feeling that nobody understands me
299. Finding it hard to talk about my troubles
300. No one to tell my troubles to

301. Too many personal problems
302. Having memories of an unhappy childhood
303. Bothered by bad dreams
304. Sometimes bothered by thoughts of insanity
305. Thoughts of suicide

306. Sometimes not being as honest as I should be
307. Getting into trouble
308. Giving in to temptations
309. Having a troubled or guilty conscience
310. Being punished for something I didn't do

311. Friends not welcomed at home
312. Family quarrels
313. Unable to discuss certain problems at home
314. Wanting to leave home
315. Not telling parents everything

316. Not knowing what I really want
317. Needing to plan ahead for the future
318. Family opposing some of my plans
319. Afraid of the future
320. Concerned about military service

321. Getting low grades
322. Just can't get some subjects
323. Not smart enough
324. Afraid of failing in school work
325. Wanting to quit school

326. School activities poorly organized
327. Students not given enough responsibility
328. Not enough school spirit
329. Lunch hour too short
330. Poor assemblies

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

Second Step: Look back over the items you have underlined and circle the 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.