

THE NATURE OF STUDENT PROBLEMS IN FOUR
SMALL MONTANA HIGH SCHOOLS

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Submitted in partial fulfillment of the requirements
for the Master of Education degree
in the Department of Education
Montana State College
August, 1962

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CHAPTER I

INTRODUCTION

From the impetus supplied by the National Defense Education Act, individualized, client-centered counseling is revealing the importance of knowing more about a student. It is assumed that knowing more--having a deeper understanding--about a student will, or should, enhance the educational experiences of the nations' youth.

Knowing more about a student means much more than just being on friendly terms, or knowing in general his academic abilities and potential, his strengths and his weaknesses. The more a teacher is aware of the past experiences of students, of their hopes, desires, and chief interests, the better will he understand the forces at work that need to be directed and utilized for the formation of reflective habits.¹ The teacher must possess an intense empathetic attitude for all. He or she should be aware of the deep, hidden feelings, the real psychological needs of each individual.

Most teachers can relate the various group characteristics of their class: "Good, average, or slow group," "fast readers, slow readers," "lazy group or ambitious," "can work on their own or need constant supervision," and many others. Some teachers are not proficient in diagnosing learning

¹Joseph Ratner, Intelligence In The Modern World (New York: Random House Inc., 1939), p. 615.

difficulties or factors contributing to excellent learning. It is not always because they are not capable, although many are not trained adequately. It is because they do not take or have the time to really learn about a student. They do not utilize all of the sources of information, such as the cumulative records, guidance folders, group test information, parent conferences, conferences with his previous teachers etc. that are at the teachers disposal. Very possibly some of this information is not available to them. They do not sit down and talk with the student. They do not find out what he thinks of the world, what his self-concept is, what his purpose in the world is. The answers to these questions can be found by talking to him and only him--not just once or twice, but as often as he is willing to reveal himself. In other words he should be permitted to have the benefits of a client-centered counseling session during school hours. The teacher should be able to conduct such a session--to remove herself from the role of an authoritarian to the role of a counselor skilled with the abilities needed to help students reveal themselves to themselves. When she can do this, she will discover the real interferences to learning situations, the difference between a happy and unhappy person.

The Problem

As counselor in four small Montana high schools, the

writer wanted to know if these four high schools differ in the types of problems their students were experiencing. The problem resolved itself into finding the following:

1. The general nature of the problems confronting high school students in each high school.
2. Similarities and differences of problems between schools.

Procedure

The procedure used in this study was to administer the Mooney Problem Check List, Form H, to all students in Bainville, Brockton, Culbertson, and Froid High Schools. Treatment of the data involved totaling the responses of each student in each of three main problem areas: Educational, Vocational, and Personal. Percentage of responses in each area were then computed for the designated groups in this study. A review of literature was made to determine if similar studies have been made.

Limitations of the Study

The study is limited by the ability of the instrument to determine the number and kinds of problems the students have. "The Problem Check List is not a test."² It does not

²Leonard V. Gordon, and Ross L. Mooney, "The Mooney Problem Check Lists," Manual-1950 Revision, The Psychological Corporation, New York 17, N. Y.

measure the scope or intensity of student problems in such a way as to yield a test score. Other limitations were: (1) the student's awareness of his problems, (2) his willingness to reveal his problems, (3) the degree of rapport established between the counselor and students, (4) limited amount of available literature in the Montana State College library concerning studies of problems of high school students.

Review of Literature

A review of the literature indicated that two of the more commonly used instruments for locating student problems, as found in a study by Fick,³ were the Mooney Problem Check List and the SRA Youth Inventory. Fick reviewed twenty-three such types of instruments and concluded that these two seemed to be the best. The Youth Inventory (developed in 1949 by Remmers and Shimberg at Purdue University and now available through Science Research Associates) is a check list of 298 questions, grouped into eight areas, which the respondent may indicate as of concern to him. These areas are: (1) My school, (2) After high school, (3) About myself, (4) Getting along with others, (5) My home and family, (6) Boy meets girl, (7) Health, (8) Things in general.

³Revel L. Fick, "The Problem Check List: A Valuable Approach in Counseling," Personnel and Guidance Journal, XXX, (March, 1952), 410.

The Mooney Problem Check List (developed by Mooney and his students and colleagues at Ohio State University) has been available and widely used in several forms since 1943. In 1950, the Psychological Corporation took over the franchise and published four forms. This study was concerned with "The High School Form (H)". This form consists of 330 items grouped into 11 areas of 30 items each. These areas are:

1. Health and Physical Development (HPD)
2. Finances, Living Conditions, and Employment (FLE)
3. Social and Recreational Activities (SRA)
4. Social-Psychological Relations (SPR)
5. Personal-Psychological Relations (PPR)
6. Courtship, Sex, and Marriage (CSM)
7. Home and Family (HF)
8. Morals and Religion (MR)
9. Adjustment to School Work (ASW)
10. The Future: Vocational and Educational (FVE)
11. Curriculum and Teaching Procedure (CTP)

Another method for identifying problems of high school students was developed and used by Cheney⁴ in a study of student problems among 120 senior classes in Montana high schools. The study involved 1560 students.

He used a questionnaire which asked the following

⁴Truman Cheney, "A Method of Identifying Problems of High School Students," Personnel and Guidance Journal, XXVII, (March, 1949), 387.

three questions:

1. What do you think are, or have been, your three most important problems while in school?
2. What do you think your three greatest problems will be after you have left high school?
3. What three vocations (in order of preference) would you like to enter--assuming that you could secure the necessary training in each case?⁵

Cheney's most revealing conclusions were that boys and girls do have important problems, and that in most cases these problems have never been discussed completely, if at all.

A study by Johnson⁶ indicated that undergraduate college students had problems similar to those of seniors in Montana high schools. Major problems were general living associations, academic worries, and personal problems, and these problems were taken more frequently to men than to women counselors.

Adams and Rogers⁷ made a short study of adolescent girls' personal problems. The most significant contribution of this study was a list of twenty rules to guide mother-daughter relationships, made by one of the girls in the study.

⁵Ibid.

⁶Jo Ann Johnson, "Problems Voluntarily Taken by Students to Residence Hall Counselors," Personnel and Guidance Journal, XXXVII, (December, 1958), 296.

⁷James F. Adams, and Phyllis A. Rogers, "Counseling the Adolescent Girl on Personal Problems," Personnel and Guidance Journal, XXXIX, (April, 1961), 672.

She was expressing her problems and how they might have been prevented.

A revealing study by Amos and Washington⁸ compared pupil and teacher perceptions of pupil problems. Eighty-seven students and 21 homeroom teachers were involved. Each student checked the Mooney Problem Check List, and each teacher also checked the Mooney Problem Check List for each student in his or her class. The results showed the teachers failed to sense many adolescent problems, or that adolescents were over emphasizing theirs, since teachers checked fewer problems than the individual students. Teachers observations tended to be confined to those problems which disrupt classroom order and procedure and threaten the position of the teacher.

A study by Pitt⁹ was made to discover which of various problems were most common among high school students at Highline High School, Seattle, Washington. His study involved the use of a questionnaire, private conferences, informal conversations with pupils, personal interview with two selected students, cumulative records, nurse's reports, and objective testing. The group numbered 490 students. The

⁸Robert T. Amos, and Reginald M. Washington, "A Comparison of Pupil and Teacher Perceptions of Pupils Problems," Journal of Educational Psychology, LI, (October, 1960), 255.

⁹Carl A. Pitt, Problems of High School Pupils at Highline High School, Unpublished Master's dissertation, School of Education, Washington State University, 1959.

questionnaire asked only one question, "What in your opinion is the greatest problem confronting you and your high school associates today?"¹⁰

Pitt grouped the responses into five major areas. The two areas receiving the greatest number of responses were the Social Problems area and the School-Academic Problems area. His major conclusion was that there should be great emphasis placed upon social guidance at the transition periods from elementary school to junior high school and from junior high school to high school.¹¹

In reviewing the limited literature on student problems it became apparent that what little investigation that has been done was relatively crude and significant only in the local situations. With the development of the Mooney Problem Check List, counselors have available one of the better instruments used for identifying student problems. The following chapter reports on one method using this instrument in four Montana high schools.

¹⁰Ibid., p. 7.

¹¹Ibid., p. 7.

CHAPTER II

IDENTIFICATION OF STUDENT PROBLEMS IN FOUR MONTANA HIGH SCHOOLS

The four high schools involved in this study shared the services of a guidance counselor. In view of the fact that he spent one week at a time in each school, it was imperative that an instrument be located and used which would aid in identifying major problems common to each school. As stated in the preceeding chapter, The Mooney Problem Check List was the instrument chosen for this purpose.

The administration of the Check List took place during the month of September, 1961. All classes in a single school completed their responses during the same class period to avoid the possibility of having discussed it before hand. Those who had not completed the Check List within the class period were allowed to finish. Three weeks time had elapsed between the administration date at the first school and the date at the last school.

The students were instructed to mark their choice of problems by circling the number of the items they considered were troubling them most and to underline other items which were troubling them but to a lesser degree. For tallying purposes in this study, the two degrees of problems have been added together to indicate the total number of responses. Comparisons of the number of responses were then used to locate similarities and differences.

The 330 items in the Check List were grouped into three classifications, (1) Educational Problems, (2) Vocational Problems, and (3) Personal Problems. The classifying of items was based on the writer's judgment, depending upon the nature of the statement, and was tested by a panel of authority consisting of five counselors or principals who had five or more years of experience in education. Refer to Appendix A, B, and C for a listing of classified problems.

The category, Educational Problems, had a total of 92 items. This was 28% of the total number of items in the Check List. There were 21 items in the area of Vocational Problems. This was 6% of the total. Personal Problems of which there were 217, accounted for 66% of the items. This information is tabulated in Table 1.

TABLE 1. NUMBER AND PERCENT OF ITEMS IN EACH SUB-DIVISION OF THE MOONEY PROBLEM CHECK LIST

	Educational	Vocational	Personal	Total
Number	92	21	217	330
Percent	28	6	66	100

The total student population in Bainville, Brockton, Culbertson, and Froid High Schools was 254. Bainville had 65 students, Brockton 46, Culbertson 90, and Froid 53. This breakdown by grades is shown in Table 2.

TABLE 2. STUDENT POPULATION IN BAINVILLE, BROCKTON, CULBERTSON, AND FROID HIGH SCHOOLS IN 1961-62

Grade	Bainville	Brockton	Culbertson	Froid	Total
9	30	18	25	12	85
10	12	11	22	16	61
11	13	10	21	10	54
12	10	7	22	15	54
Total	65	46	90	53	254

Student Problems in Bainville

In responding to the items in the Check List, the students were directed to mark each item which represented a serious problem in one manner and to mark a problem which they were concerned about to a lesser degree in another manner. These two groups of responses were then tallied together for each student in order to indicate the number of problems he felt were serious enough to check. The total number of responses in each subdivision is presented in Table 3.

As shown in Table 3, a total of 829 items in the Educational area were checked, 174 items in the Vocational area were checked, and 1593 items in the Personal area were checked. Bainville students checked a total of 2596 responses.

TABLE 3. NUMBER OF RESPONSES IN EACH SUB-DIVISION OF THE MOONEY PROBLEM CHECK LIST BY BAINVILLE HIGH SCHOOL STUDENTS IN 1961-62

Grade	Educational	Vocational	Personal	Total
9	297	47	526	870
10	157	33	275	465
11	186	46	369	611
12	189	48	423	660
Total	829	174	1593	2596

Student Problems in Brockton

In the Brockton High School a total of 838 responses to problems in the Educational area were checked, 164 items in the Vocational area were checked, and 1836 items in the Personal problems area. Brockton students checked a total of 2838 responses. This breakdown by grades is shown in Table 4.

TABLE 4. NUMBER OF RESPONSES IN EACH SUB-DIVISION OF THE MOONEY PROBLEM CHECK LIST BY BROCKTON HIGH SCHOOL STUDENTS IN 1961-62

Grade	Educational	Vocational	Personal	Total
9	329	52	710	1091
10	222	44	445	711
11	187	38	468	693
12	100	30	213	343
Total	838	164	1838	2838

Student Problems in Culbertson

In the Culbertson High School the Educational Problem area received 1166 responses, while the Vocational and Personal Problem areas received 222 and 1602 respectively. The entire student body of Culbertson made a total of 2990 responses. This information is shown in Table 5.

TABLE 5. NUMBER OF RESPONSES IN EACH SUB-DIVISION OF THE MOONEY PROBLEM CHECK LIST BY CULBERTSON HIGH SCHOOL STUDENTS IN 1961-62

Grade	Educational	Vocational	Personal	Total
9	455	69	733	1257
10	232	47	298	577
11	176	36	212	424
12	303	70	359	732
Total	1166	222	1602	2990

Student Problems at Froid

The students of Froid High School marked 666 responses in the area of Educational Problems. The Vocational Problems area received 109 responses. The Personal Problems area received a total of 1026 responses. The accumulated total number of responses in all areas, as shown in Table 6 was 1801.

TABLE 6. NUMBER OF RESPONSES IN EACH SUB-DIVISION OF THE MOONEY PROBLEM CHECK LIST BY FROID HIGH SCHOOL STUDENTS IN 1961-62

Grade	Educational	Vocational	Personal	Total
9	169	9	304	482
10	168	16	162	346
11	154	36	278	468
12	175	48	282	505
Total	666	109	1026	1801

Summary of Total Responses of Student Problems
in Four Montana High Schools

The next procedure was to accumulate the totals of each school and the combined total for the four schools in each area. The students in all four schools made 3499 responses in Educational Problems, 669 responses in Vocational Problems, and 6057 responses in the Personal Problems area. These data are summarized in Table 7.

Froid students had the lowest total number of responses 1801, followed by Bainville 2596, Brockton 2838, and Culbertson 2990. There was a total of 10,225 responses made by the 254 students in the four schools. The reader may be interested in knowing what problems received the greatest response in each school. Refer to Appendix D for a listing of the problems receiving the highest number of responses in each subdivision.

TABLE 7. NUMBER OF RESPONSES IN EACH SUB-DIVISION OF THE MOONEY PROBLEM CHECK LIST BY STUDENTS AT FOUR MONTANA HIGH SCHOOLS IN 1961-62

Subdivision	Bainville	Brockton	Culbertson	Froid	Total
Educational	829	838	1166	666	3499
Vocational	174	164	222	109	669
Personal	1593	1836	1602	1026	6057
Total	2596	2838	2990	1801	10225

Percentage of Total Responses of Student Problems
in Four Montana High Schools

Bainville's total of 829 responses in the Educational area, as shown in Table 8, was 32% of the total number of responses made by the students in that school. The Vocational Problems area received 7% of the total responses while 61% of the total responses was in the Personal Problems area.

The students of Brockton made 29% of their responses in the Educational area, 6% in the Vocational area, and 65% in the Personal area. Brockton had the smallest student population and made the lowest percent of responses of the four schools in the area of Educational Problems, but had the highest percent of responses of the four schools in the area of Personal Problems. There was a reverse situation in the Culbertson school. Culbertson, having the largest student population, made the greatest percent of responses of the four schools in the Educational area and the lowest percent of

responses of the four schools in the Personal Problems area. All four schools made a relatively similar percent of responses in the Vocational Problems area. Further study of the data shown in Table 8 revealed that 34% of the total responses of all students in the four schools was in the area of Educational Problems, while 7% was in the Vocational area, and 59% was in the Personal Problems area.

TABLE 8. PERCENTAGE OF RESPONSES IN EACH SUB-DIVISION OF THE MOONEY PROBLEM CHECK LIST BY STUDENTS IN FOUR MONTANA HIGH SCHOOLS IN 1961-62

Subdivision	Bainville	Brockton	Culbertson	Froid	% of Total
Educational	32	29	39	37	34
Vocational	7	6	8	6	7
Personal	61	65	53	57	59
Total	100	100	100	100	100

Average Number of Responses Per Student

Another method of making comparisons between student populations in different schools was to study the mean number of responses made by the students of each school. In addition to comparing the mean number of responses for each school, a comparison was made of the mean number of responses for each class in each school and the mean number of responses for a particular grade throughout the four schools.

The mean number of responses for the four classes in Bainville High School was: Grade Nine, 29; Grade Ten, 39; Grade Eleven, 46; Grade Twelve, 66. The mean number of responses for the entire Bainville student body was 40, for Brockton, 62; for Culbertson, 33; and Froid, 34. The mean number of responses for the entire student bodies of the four schools was 40. The Mean number of responses for Freshmen students in the four schools was 44; Sophomores, 34; Juniors, 40; and Seniors, 41. This information is shown in Table 9.

TABLE 9. MEAN NUMBER OF RESPONSES TO THE MOONEY PROBLEM CHECK LIST BY STUDENTS IN FOUR MONTANA HIGH SCHOOLS IN 1961-62

Grade	Bainville	Brockton	Culbertson	Froid	Total
9	29	61	50	40	44
10	39	65	26	22	34
11	46	69	20	47	40
12	66	49	33	34	41
School Average	40	62	33	34	40

As a result of the study it can be decided that there was not a sizeable difference of the percent of responses made by the four schools. In other words, school by school there seemed to be a consistency in responses.

However, when comparing mean number of responses per student, the students of Brockton High School made a

considerable larger mean number of responses than the students of the other three schools.

It is hoped the results of this study will encourage other investigators to test the significance of student problems and their relationship to effective learning.

CHAPTER III

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

The purpose of this study was to identify the nature of problems confronting high school students in four Montana high schools and to discover if student problems in one school differ from those of another school.

The procedures employed to carry out the study were to administer the Mooney Problem Check List, Form H, to 254 students attending Bainville, Brockton, Culbertson, and Froid High Schools in September, 1961. Items in the check list were placed in three categories, which compare with the three areas of counselling; Educational, Vocational, and Personal. The items were totaled for each student, added to other students responses in his class and school for investigative purposes. Percent of responses were then computed to determine differences in numbers of responses between schools.

Summary

Nature of Problems. The nature of student problems in the four schools varied. The instrument used in this study contained 330 statements of problems found to be most common to high school students. Problems receiving the greatest number of responses in each subdivision for the four schools were:

Educational Problems	No. of Responses
1. Not spending enough time in study	124
2. Can't keep my mind on my studies	100
3. Daydreaming	89
4. Worrying about grades	88
5. Not interested in some subjects	83

Vocational Problems	No. of Responses
1. Wanting advice on what to do after high school	102
2. Needing to decide on an occupation	78
3. Needing to know my vocational abilities	56
4. Not knowing what I really want	54
5. Needing a job during vacations	48

Personal Problems	No. of Responses
1. Worrying	85
2. Afraid of making mistakes	84
3. Wanting to earn some of my own money	79
4. Losing my temper	78
5. Wanting to be more popular	77

The problem "Not spending time in study" received the greatest number of responses of problems in the Educational area in Bainville, Culbertson, and Froid schools. At Brockton, this problem received the third largest number of responses in the Educational area. A total of 124 students responded to this item.. This was almost 50% of the entire student population.

The problem "Wanting advice on what to do after high school" in the Vocational area ranked first in the number of students responding. It received 102 responses. "Needing to decide on an occupation" received the next highest total number

of responses for Bainville and Culbertson. This problem received the fourth highest number of responses at Brockton High School. In the Brockton school the problem receiving the second highest number of responses was "Wanting to learn a trade." In the Froid school "Needing to know more about occupations" ranked second while "Needing to decide on an occupation" ranked third.

In the Personal Problems area "Worrying" received the largest total number of responses. However this item was inconsistent in its ranking position throughout three of the schools. It did not rank among the items in the first seven places at Brockton. No other single statement of a problem in the Personal Problems area ranking within the first five places appeared consistently in all four schools.

Response Differences of Student Problems. Computation of the average and total number of responses per student and school in each subdivision revealed the following findings:

1. Froid students marked the lowest number of responses per school to items of the Mooney Problem Check List in the Educational and Vocational Problems area.
2. Culbertson students marked the highest number of responses per school to items of the Mooney Problem Check List in the Educational and Vocational Problems area.
3. Froid students marked the lowest number of responses per school to items of the Mooney Problem Check

List in the Personal Problems area.

4. Brockton students marked the highest number of responses per school to items of the Mooney Problem Check List in the Personal Problems area.
5. The students of all four high schools marked a total of 10,225 responses to items of the Mooney Problem Check List in the three areas.
6. Brockton students marked a lower percent of responses to items of the Mooney Problem Check List in the Educational area and a higher percent of responses in the Personal Problems area.
7. Culbertson students marked a higher percent of responses to items of the Mooney Problem Check List in the Educational area and a lower percent of responses in the Personal Problems area.
8. In the Bainville school, as the number of students in each class decreased from Grades 9 through 12, the mean number of responses to items of the Mooney Problem Check List increased.
9. In the Brockton school, as the number of students in each class decreased from Grades 9 through 12, the mean number of responses to items of the Mooney Problem Check List increased for the students in Grades 9 through 11, while the mean number of responses per student in Grade 12 was the lowest of any class in that school.

10. Although about the same number of students were in each class in Culbertson High School, the mean number of responses to items of the Mooney Problem Check List by the students in Grade 9 was almost double that of any other class in that school.
11. The number of students in Grade 11 of Froid High School was the smallest, yet this class had the largest mean number of responses per student to items of the Mooney Problem Check List in that school.
12. Brockton High School with the smallest total student population had the largest mean number of responses per student to items of the Mooney Problem Check List of all the schools.
13. Culbertson High School with the largest total student population had the smallest mean number of responses per student to items of the Mooney Problem Check List in the study.

Conclusions

From a study of the problems of 254 high school students in four Montana high schools the following conclusions have been drawn:

1. There was relatively little difference in the responses made by the students of the schools in this study.

2. The students of Brockton High School may have more problems than students in the other three schools since the mean number of responses per student in that school was 62 and this was considerably higher than in any other school.

Implications

The student body in Brockton High School is made up of 41 Indian students and 5 white students. If Indian students have more problems than Non-Indian students, then it is imperative that the administration and faculty members be cognizant of this fact in order that a curriculum be developed which will better meet the needs of these students. To meet the needs of these students, recognition of the urgency for specialized teachers should dominate future employment practices.

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APPENDIX

APPENDIX A

List of Problems taken from the Mooney
Problem Check List Classified
as Educational in Nature

- 118. Needing money for education after high school
- 171. Living too far from school
- 282. Working too much outside of school hours
- 68. Too little chance to read what I like
- 179. In too few student activities

- 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
- 287. Too little chance to get into sports

- 289. Lacking skill in sports and games
- 72. Not knowing how to entertain on a date
- 185. Needing advice about marriage
- 292. Concerned over proper sex behavior
- 294. Worried about sex diseases

- 295. Needing information about sex matters
- 76. Wanting a more pleasing personality
- 81. Daydreaming
- 82. Being careless
- 83. Forgetting things

- 84. Being lazy
- 200. Being tempted to cheat in classes
- 258. Parents expecting too much of me
- 99. Can't see that school work is doing me any good
- 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
- 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
- 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 time in study
- 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
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
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
266. Don't like to study
267. Poor memory
268. Slow in reading
269. Worrying about grades
270. Worrying about examinations
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
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
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
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
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
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
- 326. School activities poorly organized
- 327. Students not given enough responsibility
- 328. Not enough school spirit

- 329. Lunch hour too short
- 330. Poor assemblies

APPENDIX B

List of Problems taken from the Mooney
Problem Check List Classified
as Vocational in Nature

- 120. Needing a job during vacations
- 284. Getting low pay for my work
- 285. Disliking my present job
- 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
- 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
- 154. Getting needed training for a given occupation
- 155. Wanting to learn a trade
- 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
- 316. Not knowing what I really want
- 317. Needing to plan ahead for the future
- 320. Concerned about military service

APPENDIX C

List of Problems taken from the Mooney
Problem Check List Classified
as Personal in Nature

1. Being underweight
2. Being overweight
3. Not getting enough exercise
4. Getting sick too often
5. Tiring very easily

56. Frequent headaches
57. Weak eyes
58. Often not hungry for my meals
59. Not eating the right food
60. Gradually losing weight

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

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

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

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

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)

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
116. Wanting to earn some of my own money
117. Wanting to buy more of my own things
119. Needing to find a part-time job now
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
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
281. Borrowing money
283. Working for most of my own expenses
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
66. Not enough time for recreation
67. Not enjoying many things others enjoy
69. Too little chance to get out and enjoy nature
70. Wanting more time to myself
121. Nothing interesting to do in vacation
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
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
180. Too little social life
235. Too careless with my clothes and belongings
286. Too little chance to do what I want to do
288. No good place for sports around home
290. Not using my leisure time well
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
- 71. No suitable place to go on dates
- 73. Too few dates
- 74. Afraid of close contact with the opposite sex
- 75. Embarrassed by talk about sex

- 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

- 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
- 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
- 291. Thinking too much about sex matters

- 293. Finding it hard to control sex urges
 - 21. Getting into arguments
 - 22. Hurting people's feelings
 - 23. Being talked about
 - 24. Being made fun of

- 25. Being "different"
- 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

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

- 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

- 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

- 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

- 26. Losing my temper
- 27. Taking some things too seriously
- 28. Being nervous
- 29. Getting excited too easily
- 30. Worrying

- 85. Not taking some things seriously enough
- 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
- 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
- 246. Being stubborn or obstinate
- 247. Tending to exaggerate too much
- 248. Having bad luck
- 249. Not having any fun

- 250. Lacking self-confidence
- 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
- 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
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
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
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. Trouble by the bad things other kids do
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
306. Sometimes not being as honest as I should be
307. Getting into trouble
308. Giving into temptations
309. Having a troubled or guilty conscience
310. Being punished for something I didn't do
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
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
146. Being criticized by my parents
147. Parents favoring a brother or sister
148. Mother
149. Father
150. Death in the family
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

- 256. Clash of opinions between me and my parents
- 257. Talking back to my parents
- 259. Wanting love and affection
- 260. Wishing I had a different family background
- 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
- 100. Want to be on my own

- 318. Family opposing some of my plans
- 319. Afraid of the future

APPENDIX D

Items from the Mooney Problem Check List Receiving the
Greatest Number of Responses in Bainville, Brockton,
Culbertson, and Froid High Schools

Bainville

Educational Problems	No. of Responses
----------------------	------------------

- | | |
|--|----|
| 1. Not spending time in study | 30 |
| 2. Can't keep my mind on my studies | 26 |
| 3. Wanting to improve my appearance | 24 |
| 4. Lunch hour too short | 23 |
| 5. Wanting a more pleasing personality | 22 |

Vocational Problems	No. of Responses
---------------------	------------------

- | | |
|---|----|
| 1. Wanting advice on what to do after high school | 28 |
| 2. Needing to decide on an occupation | 25 |
| 3. Not knowing what I really want | 16 |
| 4. Needing to know more about occupations | 13 |
| 5. Needing a job during vacations | 12 |

Personal Problems	No. of Responses
-------------------	------------------

- | | |
|----------------------------------|----|
| 1. Wanting to be more popular | 24 |
| 2. Worrying how I impress people | 23 |
| 3. Afraid of making mistakes | 23 |
| 4. Being overweight | 21 |
| 5. Worrying | 21 |

Brockton

Educational Problems	No. of Responses
----------------------	------------------

- | | |
|--|----|
| 1. Afraid to speak up in class discussions | 29 |
| 2. Lunch hour too short | 27 |
| 3. Not spending time in study | 27 |
| 4. Can't keep my mind on my studies | 25 |
| 5. Daydreaming | 25 |

Brockton (Continued)

Vocational Problems	No. of Responses
1. Wanting advice on what to do after high school	22
2. Wanting to learn a trade	18
3. Not knowing what I really want	17
4. Needing to decide on an occupation	12
5. Don't know how to look for a job	12

Personal Problems	No. of Responses
1. Losing my temper	26
2. Can't forget some mistakes I've made	26
3. Wanting to earn some of my own money	26
4. Needing to learn how to save money	24
5. Sometimes wishing I had never been born	22
6. Slow in getting acquainted with people	22
7. Nothing interesting to do in my spare time	22

Culbertson

Educational Problems	No. of Responses
1. Not spending time in study	40
2. Trouble with mathematics	38
3. Worrying about grades	36
4. Daydreaming	30
5. Don't know how to study effectively	29
6. Can't keep my mind on my studies	29

Vocational Problems	No. of Responses
1. Wanting advice on what to do after high school	35
2. Needing to decide on an occupation	31
3. Needing to know my vocational abilities	29
4. Needing a job during vacations	19
5. Not knowing what I really want	13

Personal Problems	No. of Responses
1. Wanting to be more popular	29
2. Wanting to earn some of my own money	27
3. Worrying	26
4. Worrying how I impress people	23
5. Trouble in keeping a conversation going	23

Froid

Educational Problems	No. of Responses
1. Not spending time in study	27
2. Not interested in some subjects	21
3. Can't keep my mind on my studies	20
4. Don't like to study	19
5. Vocabulary too limited	18

Vocational Problems	No. of Responses
1. Wanting advice on what to do after high school	17
2. Needing to know more about occupations	11
3. Needing to decide on an occupation	10
4. Needing to know my vocational abilities	9
5. Concerned about military service	9

Personal Problems	No. of Responses
1. Worrying	21
2. Afraid of making mistakes	20
3. Can't forget some mistakes I've made	18
4. Worrying how I impress people	18
5. Trouble in keeping a conversation going	15
6. Family worried about money	15