THE NATURE OF STUDENT PROBLEMS IN FOUR SMALL MONTANA HIGH SCHOOLS

BY

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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 nation's 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

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
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." It does not
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, 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 respondee 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.

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 Cheney 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

---

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?

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 Johnson 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 Rogers 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.

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5Ibid.


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

A revealing study by Amos and Washington\(^8\) 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 Pitt\(^9\) 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


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

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.  

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.

\footnotesize

\footnotesize\textsuperscript{10}Ibid., p. 7.
\footnotesize\textsuperscript{11}Ibid., 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 preceding 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>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Educational</td>
</tr>
<tr>
<td>Number</td>
</tr>
<tr>
<td>Percent</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Bainville</th>
<th>Brockton</th>
<th>Culbertson</th>
<th>Froid</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>30</td>
<td>18</td>
<td>25</td>
<td>12</td>
<td>85</td>
</tr>
<tr>
<td>10</td>
<td>12</td>
<td>11</td>
<td>22</td>
<td>16</td>
<td>61</td>
</tr>
<tr>
<td>11</td>
<td>13</td>
<td>10</td>
<td>21</td>
<td>10</td>
<td>54</td>
</tr>
<tr>
<td>12</td>
<td>10</td>
<td>7</td>
<td>22</td>
<td>15</td>
<td>54</td>
</tr>
<tr>
<td>Total</td>
<td>65</td>
<td>46</td>
<td>90</td>
<td>53</td>
<td>254</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Educational</th>
<th>Vocational</th>
<th>Personal</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>297</td>
<td>47</td>
<td>526</td>
<td>870</td>
</tr>
<tr>
<td>10</td>
<td>157</td>
<td>33</td>
<td>275</td>
<td>465</td>
</tr>
<tr>
<td>11</td>
<td>186</td>
<td>46</td>
<td>369</td>
<td>611</td>
</tr>
<tr>
<td>12</td>
<td>189</td>
<td>48</td>
<td>423</td>
<td>660</td>
</tr>
<tr>
<td>Total</td>
<td>829</td>
<td>174</td>
<td>1593</td>
<td>2596</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Educational</th>
<th>Vocational</th>
<th>Personal</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>329</td>
<td>52</td>
<td>710</td>
<td>1091</td>
</tr>
<tr>
<td>10</td>
<td>222</td>
<td>44</td>
<td>445</td>
<td>711</td>
</tr>
<tr>
<td>11</td>
<td>187</td>
<td>38</td>
<td>468</td>
<td>693</td>
</tr>
<tr>
<td>12</td>
<td>100</td>
<td>30</td>
<td>213</td>
<td>343</td>
</tr>
<tr>
<td>Total</td>
<td>838</td>
<td>164</td>
<td>1838</td>
<td>2838</td>
</tr>
</tbody>
</table>
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>
<thead>
<tr>
<th>Grade</th>
<th>Educational</th>
<th>Vocational</th>
<th>Personal</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>455</td>
<td>69</td>
<td>733</td>
<td>1257</td>
</tr>
<tr>
<td>10</td>
<td>232</td>
<td>47</td>
<td>298</td>
<td>577</td>
</tr>
<tr>
<td>11</td>
<td>176</td>
<td>36</td>
<td>212</td>
<td>424</td>
</tr>
<tr>
<td>12</td>
<td>303</td>
<td>70</td>
<td>359</td>
<td>732</td>
</tr>
<tr>
<td>Total</td>
<td>1166</td>
<td>222</td>
<td>1602</td>
<td>2990</td>
</tr>
</tbody>
</table>

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.
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 6.

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

<table>
<thead>
<tr>
<th>Subdivision</th>
<th>Bainville</th>
<th>Brockton</th>
<th>Culbertson</th>
<th>Froid</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational</td>
<td>829</td>
<td>838</td>
<td>1166</td>
<td>666</td>
<td>3499</td>
</tr>
<tr>
<td>Vocational</td>
<td>174</td>
<td>164</td>
<td>222</td>
<td>109</td>
<td>669</td>
</tr>
<tr>
<td>Personal</td>
<td>1593</td>
<td>1836</td>
<td>1602</td>
<td>1026</td>
<td>6057</td>
</tr>
<tr>
<td>Total</td>
<td>2596</td>
<td>2838</td>
<td>2990</td>
<td>1801</td>
<td>10225</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Subdivision</th>
<th>Bainville</th>
<th>Brockton</th>
<th>Culbertson</th>
<th>Froid</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational</td>
<td>32</td>
<td>29</td>
<td>39</td>
<td>37</td>
<td>34</td>
</tr>
<tr>
<td>Vocational</td>
<td>7</td>
<td>6</td>
<td>8</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Personal</td>
<td>61</td>
<td>65</td>
<td>53</td>
<td>57</td>
<td>59</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

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>
<thead>
<tr>
<th>Grade</th>
<th>Bainville</th>
<th>Brockton</th>
<th>Culbertson</th>
<th>Froid</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>29</td>
<td>61</td>
<td>50</td>
<td>40</td>
<td>44</td>
</tr>
<tr>
<td>10</td>
<td>39</td>
<td>65</td>
<td>26</td>
<td>22</td>
<td>34</td>
</tr>
<tr>
<td>11</td>
<td>46</td>
<td>69</td>
<td>20</td>
<td>47</td>
<td>40</td>
</tr>
<tr>
<td>12</td>
<td>66</td>
<td>49</td>
<td>33</td>
<td>34</td>
<td>41</td>
</tr>
<tr>
<td>School Average</td>
<td>40</td>
<td>62</td>
<td>33</td>
<td>34</td>
<td>40</td>
</tr>
</tbody>
</table>

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:
<table>
<thead>
<tr>
<th>Educational Problems</th>
<th>No. of Responses</th>
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</thead>
<tbody>
<tr>
<td>1. Not spending enough time in study</td>
<td>124</td>
</tr>
<tr>
<td>2. Can't keep my mind on my studies</td>
<td>100</td>
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<tr>
<td>3. Daydreaming</td>
<td>89</td>
</tr>
<tr>
<td>4. Worrying about grades</td>
<td>88</td>
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<tr>
<td>5. Not interested in some subjects</td>
<td>83</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Vocational Problems</th>
<th>No. of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Wanting advice on what to do after high school</td>
<td>102</td>
</tr>
<tr>
<td>2. Needing to decide on an occupation</td>
<td>78</td>
</tr>
<tr>
<td>3. Needing to know my vocational abilities</td>
<td>56</td>
</tr>
<tr>
<td>4. Not knowing what I really want</td>
<td>54</td>
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<tr>
<td>5. Needing a job during vacations</td>
<td>48</td>
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<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Worrying</td>
<td>85</td>
</tr>
<tr>
<td>2. Afraid of making mistakes</td>
<td>84</td>
</tr>
<tr>
<td>3. Wanting to earn some of my own money</td>
<td>79</td>
</tr>
<tr>
<td>4. Losing my temper</td>
<td>78</td>
</tr>
<tr>
<td>5. Wanting to be more popular</td>
<td>77</td>
</tr>
</tbody>
</table>

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.
BIBLIOGRAPHY


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 to 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. Embarassed 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
36. Parents making me go to church
37. Disliking church services
38. Doubting the value of worship and prayer
39. Wanting to feel close to God
40. Affected by racial or religious prejudice
41. Wanting to feel close to God
42. Confused on some moral questions
43. Parents old-fashioned in their ideas
44. Wanting to understand more about the Bible
45. Wondering what becomes of people when they die
46. Can't forget some mistakes I've made
47. Bothered by ideas of heaven and hell
48. Afraid God is going to punish me
49. Trouble by the bad things other kids do
50. Sometimes lying without meaning to
51. Swearing, dirty stories
52. Having a certain bad habit
53. Being unable to break a bad habit
54. Lacking self-control
55. Sometimes not being as honest as I should be
56. Getting into trouble
57. Giving into temptations
58. Having a troubled or guilty conscience
59. Being punished for something I didn't do
60. Worried about a member of the family
61. Sickness in the family
62. Parents sacrificing too much for me
63. Parents not understanding me
64. Being treated like a child at home
65. Not living with my parents
66. Parents separated or divorced
67. Father or mother not living
68. Not having any fun with mother or dad
69. Feeling I don't really have a home
70. Being criticized by my parents
71. Parents favoring a brother or sister
72. Mother
73. Father
74. Death in the family
75. Being an only child
76. Not getting along with a brother or sister
77. Parents making too many decisions for me
78. Parents not trusting me
79. 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**

<table>
<thead>
<tr>
<th>No. of Responses</th>
<th>Problem</th>
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</thead>
<tbody>
<tr>
<td>30</td>
<td>Not spending time in study</td>
</tr>
<tr>
<td>26</td>
<td>Can't keep my mind on my studies</td>
</tr>
<tr>
<td>24</td>
<td>Wanting to improve my appearance</td>
</tr>
<tr>
<td>23</td>
<td>Lunch hour too short</td>
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<tr>
<td>22</td>
<td>Wanting a more pleasing personality</td>
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**Vocational Problems**

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<tr>
<th>No. of Responses</th>
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<tr>
<td>28</td>
<td>Wanting advice on what to do after high school</td>
</tr>
<tr>
<td>25</td>
<td>Needing to decide on an occupation</td>
</tr>
<tr>
<td>16</td>
<td>Not knowing what I really want</td>
</tr>
<tr>
<td>13</td>
<td>Needing to know more about occupations</td>
</tr>
<tr>
<td>12</td>
<td>Needing a job during vacations</td>
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**Personal Problems**

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<tr>
<td>24</td>
<td>Wanting to be more popular</td>
</tr>
<tr>
<td>23</td>
<td>Worrying how I impress people</td>
</tr>
<tr>
<td>23</td>
<td>Afraid of making mistakes</td>
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<tr>
<td>21</td>
<td>Being overweight</td>
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<tr>
<td>21</td>
<td>Worrying</td>
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**Brockton**

**Educational Problems**

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<td>Afraid to speak up in class discussions</td>
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<tr>
<td>27</td>
<td>Lunch hour too short</td>
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<tr>
<td>27</td>
<td>Not spending time in study</td>
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<td>25</td>
<td>Can't keep my mind on my studies</td>
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<tr>
<td>25</td>
<td>Daydreaming</td>
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### Brockton (Continued)

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<td>2. Wanting to learn a trade</td>
<td>18</td>
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<td>3. Not knowing what I really want</td>
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<tr>
<td>4. Needing to decide on an occupation</td>
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<td>5. Don't know how to look for a job</td>
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<tr>
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<tbody>
<tr>
<td>1. Losing my temper</td>
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<td>2. Can't forget some mistakes I've made</td>
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<td>3. Wanting to earn some of my own money</td>
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<tr>
<td>4. Needing to learn how to save money</td>
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<td>5. Sometimes wishing I had never been born</td>
<td>22</td>
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<tr>
<td>6. Slow in getting acquainted with people</td>
<td>22</td>
</tr>
<tr>
<td>7. Nothing interesting to do in my spare time</td>
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### Culbertson

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<tr>
<th>Educational Problems</th>
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<tr>
<td>1. Not spending time in study</td>
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<tr>
<td>2. Trouble with mathematics</td>
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<tr>
<td>3. Worrying about grades</td>
<td>36</td>
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<td>4. Daydreaming</td>
<td>30</td>
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<tr>
<td>5. Don't know how to study effectively</td>
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<tr>
<td>6. Can't keep my mind on my studies</td>
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<td>1. Wanting advice on what to do after high school</td>
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<td>2. Needing to decide on an occupation</td>
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<td>3. Needing to know my vocational abilities</td>
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</tr>
<tr>
<td>4. Needing a job during vacations</td>
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</tr>
<tr>
<td>5. Not knowing what I really want</td>
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<table>
<thead>
<tr>
<th>Personal Problems</th>
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</thead>
<tbody>
<tr>
<td>1. Wanting to be more popular</td>
<td>29</td>
</tr>
<tr>
<td>2. Wanting to earn some of my own money</td>
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</tr>
<tr>
<td>3. Worrying</td>
<td>26</td>
</tr>
<tr>
<td>4. Worrying how I impress people</td>
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<tr>
<td>5. Trouble in keeping a conversation going</td>
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### Educational Problems

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<td>1. Not spending time in study</td>
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<tr>
<td>2. Not interested in some subjects</td>
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</tr>
<tr>
<td>3. Can't keep my mind on my studies</td>
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</tr>
<tr>
<td>4. Don't like to study</td>
<td>19</td>
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<tr>
<td>5. Vocabulary too limited</td>
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### Vocational Problems

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<td>2. Needing to know more about occupations</td>
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<td>3. Needing to decide on an occupation</td>
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<td>4. Needing to know my vocational abilities</td>
<td>9</td>
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<tr>
<td>5. Concerned about military service</td>
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### Personal Problems

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</tr>
<tr>
<td>5. Trouble in keeping a conversation going</td>
<td>15</td>
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<tr>
<td>6. Family worried about money</td>
<td>15</td>
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</tbody>
</table>