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A Study of General and Religious Personal Problems of Tenth, Eleventh and Twelfth Grade Seminary Students

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A STUDY OF GENERAL AND RELIGIOUS PERSONAL PROBLEMS OF TENTH, ELEVENTH AND TWELFTH GRADE SEMINARY STUDENTS

A Field Project
Presented to the Department of Personnel and Guidance Brigham Young University Provo, Utah

In Partial Fulfillment Of the Requirements for the Degree of Master of Education

by

Wilson Kay Andersen

May 1957
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CHAPTER I

INTRODUCTION

Statement of the Problem

This study has been made to determine the significant difference (if any) between the self-perceived problems of tenth, eleventh, and twelfth grade seminary students of the Provo L.D.S. Seminary during the school years 1954-1955 and 1955-1956. The study was made to find answers to the following queries:

1. Did the students involved indicate that there were general problems about which they were concerned?

2. Did the students involved in the project indicate there were problems of a religious nature about which they were concerned?

3. Was there any significant difference between the number of problems checked by the tenth, eleventh, and twelfth grade students?

4. Was there any significant difference between the number of problems checked by the tenth, eleventh, and twelfth grade boys?

5. Was there any significant difference between the number of problems checked by the tenth, eleventh, and twelfth grade girls?
6. Was there any significant difference in the total number of problems checked by the girls and the total number checked by the boys?

7. Was there any significant difference between the number of problems checked by the boys and girls at each grade level (tenth, eleventh, and twelfth)?

8. What problem areas were most frequently checked by the tenth, eleventh, and twelfth grade students?

9. What problem areas were most frequently checked by tenth, eleventh, and twelfth grade boys.

10. What problem areas were most frequently checked by the tenth, eleventh, and twelfth grade girls?

11. What problem areas were most frequently checked by all the boys as compared with those checked by all the girls?

12. How did the proportion of total problems checked by the students compare with the proportion of problems circled as being of more serious concern?

13. Was there any significant difference between the total number of items checked, and the total number circled on the Mooney Problem Checklist as compared with the total number checked and the total number circled on the L.D.S. Youth Inventory?

14. Did the students indicate a desire for more opportunity in school to write about matters of personal concern?

15. Was there any significant difference between the number of tenth, eleventh, and twelfth grade students who indicated a desire for more opportunity in school to write about
matters of personal concern?

16. Was there any significant difference between the number of boys of each grade and the number of girls of each grade in indication of desire for more opportunity in school to write about matters of personal concern?

17. Did the students indicate a desire to talk to someone about their personal concerns?

18. Was there any significant difference between the number of tenth, eleventh, and twelfth grade students who indicated a desire to talk to someone about their problems?

19. How did the number of boys of each grade compare with the number of girls of each grade in indication of desire to talk to someone about their personal problems?

Delimitation of the Problem

This study was made among only those students of the Provo High School Studentbody, Provo School District, Provo, Utah, who were enrolled and registered as either released time students or Church History students (Church History classes all being taught at 8 a.m.) at the Provo L.D.S. Seminary during the two school years 1954-55 and 1955-56. The students participating were tenth, eleventh, and twelfth grade boys and girls. The study did not include students not registered in a seminary class, and was therefore approximately a ninety-eight to one hundred percent Latter-day Saint population. The project was also limited to a study of those problems which the students considered to be their own by so indicating on one or
both of the checklists used. The checklists used contained both problems of a general nature and those that were considered to be of primary concern to members of the Church of Jesus Christ of Latter-day Saints only. Many of the problems, of course, would seem superfluous or of a general nature to most anyone other than members of the Church of Jesus Christ of Latter-day Saints. But one of the underlying purposes of the study was to ascertain, if possible, if there are problems peculiar to the Latter-day Saints due to their particular beliefs and standards. No attempt was made to determine reasons for or causes of the problems checked. The project attempted only to indicate what the students perceived to be their problems.

Need for the Study

As far as could be determined in 1954 when the study was begun, there had been no studies made on a similar basis with Latter-day Saint seminary students. This study covers the age and grade levels at which the great majority of seminary instruction is administered. It has seemed quite evident among seminary faculties for a number of years that there was a dearth of information about what Latter-day Saint teen-agers considered to be their own problems and about what they are most concerned.

A review of the related literature in the field indicated varying opinions as to youth's problems as they are self-perceived. The divergence of opinion is particularly noticeable with respect to religious problems. There is no unanimity as to what religious problems are. There seems to be little
information concerning the religious problems of Latter-day Saints, the youth in particular.

One particular need of the study was that of seminary teachers to have a broader and more up-to-date view as to what their students are personally concerned about. This seems particularly needful in the case of these men who are usually considered not only to be in a most opportune situation for counseling Latter-day Saint youth, but are also in constant need of up-to-the-minute information on the attitudes of their students to aid in instructing them and answering their questions from day to day in class.

This need for better understanding on the part of the teachers and adults concerning what youths themselves are concerned about is well pointed up in a statement by Harold B. Lee in an address on problems of youth. He said:

A few years ago I was invited to give some talks to a group of young people and had been requested to select a subject heading under which these talks could be announced. In the laboratory of my home that night I experimented with several suggested subject titles. One suggestion that I title my talks "The Problems of Youth" brought forth a significant remark from a young university student who sat across the table. "Youth and older folks," she said, "don't agree as to what constitute the problems of youth. What to parents and grandparents is an abnormal and difficult period is for youth the only period of time they have known."

As I think about that remark, I am made aware that you as the youth of today, as judged by fathers and mothers of middle age, have lived your entire lives during a period that has been marked by a series of circumstances that are quite different from those experienced by the youth of yesterday.¹

¹Harold B. Lee, Youth and the Church, p. 10. Salt Lake City, Utah: Deseret News Press, 1945.
It surely seems the case that because of these "circumstances that are quite different" the problems of youth are just not understood by many adults today. Or as Ezra Taft Benson put it:

... youth and parents alike, need, as they need no other thing, a sane, fearless and constructive approach to the problems of youth. The future happiness and success of the young people of today depend in large measure on a sound analysis of their problems and a safe direction in meeting them.1

There is another need for this study in view of the fact that Latter-day Saints, with whom this study deals, have problems peculiar to their society. In fact, they are often called a "peculiar people" and seem to be proud of the fact. One of the general authorities of the Church speaking on this theme said:

In looks, clothes, language, education, business pursuits, and the ordinary social practices, Mormons are like other people. When the term "peculiar" is applied to us, reference is made to our religious beliefs and our practices based upon those beliefs—matters which are wholly of a personal nature, but in which we differ from other Christian creeds and churches.

These differences are vital, and cannot be denied. They will make us a peculiar people until the world comes to a unity of faith.2

This being the case, the Latter-day Saint youth grows up in a society with mores and standards in many ways different from the general society of his country. His church places continual emphasis upon religion being an everyday affair, no "Sabbath day" religion. And some standards are taught him which

1Ibid., p. vii.

actually have more to do with weekly activities in school, home or vocation than with the Sabbath day or what are regularly considered to be religious duties. The guidance of these youth by both parents and Church is a part of the revealed word of God to the Latter-day Saint. And herein lies the need for teachers of these young people to become aware not only of the general problems but the personal religious problems peculiar to their students. This study was made in the hope of doing something toward meeting this need.

Another need arises from the fact that the Seminary system of the Church of Jesus Christ of Latter-day Saints is fundamentally a guidance program. Due to the aforementioned broad scope of the L.D.S. Gospel and the fact that most all of the seminary curriculum material is concerned with standards of moral and religious conduct, the seminary becomes very much a guidance center.

This program of guidance and the consequent need for awareness of student problems is accentuated by the rapidly increasing growth of the educational system of the Church.

In a handbook recently redistributed throughout the Seminary system of the Church are these significant statements:

The importance of guidance is recognized as a necessary part of education. The time element is the one hurdle to overcome. . . . Young people come out of all types of homes. Many of them are blocked in their desires for achievement and if these barriers are not removed, personality maladjustment may arise. Students need to be released from these frustrations so they can find peace from within.

1*Doctrine and Covenants*, Section 68:25.
Guidance will assist the students to remove the barriers that block their progress and assist them to find expression to their highest desires. Students may stumble along for years before they finally find themselves. A good guidance program will help them make new discoveries and overcome their handicaps. . . . The art of guidance is important. The student should be permitted to draw his own constructive solution and not be dogmatically pushed into it by the teacher. Students should learn the art of making wise decisions. With the confidence of a good teacher they can hurdle many barriers. . . . An alert teacher can recognize many needs in his students and with the assistance of the group help guide them into more constructive ways of living. The whole Seminary Program is designed for that very purpose.¹

With such an emphasis on guidance in the seminaries, there is need for any study which might well add helpful information.

**Definition of Terms**

The following definitions and terms were used throughout the project and written report:

1. **Mooney list** was used to refer to the first of two check lists used in this study; i.e., the Mooney Problem Check List form H.²

2. **L.D.S. list** was used to refer to the second of the two check lists used in this study. A check list for teen-age Latter-day Saint youth, prepared with their particular concepts and standards in view.

3. **Tenth grade** was used to identify those students who were recognized by the Provo School District as being qualified


by age and studies completed, for status in the tenth grade level, who were properly registered in the Provo Seminary. (Proper seminary registration consisted of official release from high school at the request of their parents, and the payment of proper tuition.) These were the sophomore students (first year students) at the Provo High School whose ages ranged between 14 and 16 years. The division in the Provo School District is made between junior and senior high school at the end of the grade work. This is also the lowest grade at which Provo School District students may register for released time seminary instruction.

4. **Eleventh grade** was used to identify those students who were recognized by the Provo School District as being qualified for status in the eleventh grade level at Provo High School, and who were properly registered for released time instruction at the Provo L.D.S. Seminary. The ages of these students ranged between 15 and 17 years.

5. **Twelfth grade** was used to identify those students who were recognized by the Provo School District as being qualified for status in the twelfth grade level (Senior class) at Provo High School (Most all of these students were candidates for graduation), and who were properly registered for released time instruction at the Provo L.D.S. Seminary. The ages of these students ranged between 16 and 18 years.

6. **Problems** in this study refers to any point, question, item, situation, or subject in the two check lists which the students checked as being a worry or a bother, or concerning
which they indicated conflict, or about which they indicated a
desire for counsel, clarification, or more information. As al-
ready indicated, the two instruments used cover a wide area in-
cluding both problems of a general nature to teenagers and those
problems which are peculiar to Latter-day Saint youth because
of the teachings and standards of their church.

7. **Seminary** was used in the study to describe either
the students, the classes or the educational system itself of
that part of the unified school system and Department of Educa-
tion of the Church of Jesus Christ of Latter-day Saints which
is on a released time basis (usually) for the Latter-day Saint
high school students in the public schools.

**Organization of Remainder of Project**

Chapter II will include a review of literature related
to the personal and religious problems of adolescent youth and
attendant implications for teachers in the Seminary program and
also a review of literature pertaining to the use of check lists
in determining personal problems.

Chapter III will consist of an explanation of the pro-
cedures and methods used in this study.

Chapter IV will contain the findings and interpretations
relating to the subject of this study.

Chapter V will include a summary, conclusions and recom-
mendations pertaining to the study.

The Appendix will include a compilation of related
materials.
CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

In planning a review of the literature related to this project, it seemed there were four fundamental areas to be considered. First, along with reviewing the literature in the following three areas, information was sought out concerning the need and importance of research and need for studies concerning adolescents and their problems. Secondly, a review was made of literature pertaining especially to the use of check lists, but also including other instruments, for the ascertaining of personal problems. The advantages and disadvantages and the limitations of various instruments were carefully considered.

Thirdly, the literature pertaining to the particular problems of adolescence was considered as to type of problems, their extent and number, their variance with age, and their causes and effects on personality and behavior characteristics. Finally, literature pertaining to religion in the lives of adolescents was sought out and thoughtfully reviewed. Particular review was made of material indicating the religious interests and problems as perceived by the young people themselves. Though the material in this area was meager, some interesting items were found. These, along with the material in the areas
above mentioned, were read and surveyed for any implications in connection with this study, as well as implications for leaders of adolescent youth in general.

Need of Studying Youth

Of course it is almost axiomatic in the field of guidance and counseling that analysis of the individual is a fundamental and key service. In reviewing the literature, it was interesting to note that there was practically a unanimity of agreement as to the need for further research and study of individuals and their problems and behavior. Froehlich and Darley indicate that all education should begin where the students are, but that too many educators seem to think this means merely "starting at the beginning of the course". They follow this up by emphasizing that:

To start where the student is, we must understand him thoroughly. We must not only know the student is well below or well above average, but we must also try to understand the reasons for his level of achievement. A concern for the reasons for an individual's status and behavior is a major contribution of the guidance movement to education.1

Malm and Jamison, on the other hand, point out the dangers of assuming the responsibility of guiding the adolescent, pointing out that all of society influences the adolescent, but that some would make great promises of having the answers and proper directions "without half realizing how complex and even hazardous at times is the development of the child into the adult."2


Concerning the study of the adolescent, and the availability of authoritative information, Mary Cover Jones in an encyclopedia article on adolescence says:

\[\ldots\ldots\text{research on adolescence is itself in an immature state with data of uneven merit, methods in flux, and disciplines uncoordinated. Growth needs to be, and promises to be, in the direction of greater interrelatedness of research on various phases of adolescent growth and more complete integration between the developmental and the cultural aspects of the phenomenon of adolescence. The focus needs to be increasingly upon problems significant for the enrichment of personal living and for more constructive interpersonal relationships. However, there is at present a volume of knowledge available on adolescence (physiological, cultural, psychological, etc.) which, if put into general educational practice, would undoubtedly create better learning situations and more constructive teacher-pupil relationships.}\]

Real evidence of the importance of understanding the needs and problems of adolescents is shown by the number of extensive studies fostered by our schools in recent years. Examples are the University of Chicago's classes on adolescence; "The California Adolescent Growth Study"\(^2\) in 1932 under the direction of Dr. Harold E. Jones; the Harvard Growth Study; The Brush Foundation Study; and the less recent American Youth Commission's study of young people in Maryland begun in 1935.

Of the American Youth Commission's Study, Howard M. Bell in his book covering the survey data says:

The whole body of data, gathered over a period of seven months with a field staff of thirty-five interviewers can well be divided into two kinds--facts that reveal conditions


and expressed opinions that indicate attitudes.  

The report of the investigation covers the following topics: National implications of the Maryland data, youth and the home, youth and the school, youth at work, youth at play, youth and the church, and attitudes.

Also of interest are the Progressive Educational Association's study of adolescents, as well as such less extensive studies as the Washington survey of senior problems and Fleege's study of the Catholic adolescent boy, in which he studies 2,000 twelve to twenty year old boys selected at random from twenty parochial high schools in twelve states querying them on 200 vital questions.

These and innumerable other smaller investigations all attest to the importance of further study toward a better understanding of youth.

As to need for better understanding adolescence, the feelings of this writer are well summarized by this statement of Ordway Tead, lecturer on Personnel Administration at Columbia University in an article to the teachers and parents of these young people when he says:

In our adolescent's impatient and vulnerable years we parents and teachers must be less vulnerable and more patient. For young people engaged in the struggle for independence want to crystallize their own convictions . . . above all, perhaps, in the realm of moral and spiritual ground.

---


Literature Pertaining to Self-Report Documents, And Problem Checklists in Particular

In studying the material in connection with the use of self-report documents, and problem checklists in particular, it was found that the general consensus of opinion seemed to place these instruments foremost as the means to study and measure personality. Willard C. Olsen makes the comment that, "Questionnaires with or without concealed objectives have tended to be the major psychometric reliance in the study of personality."¹

As to the general features of self-report documents, usually a score in emotional or neurotic tendencies or a score of interests, attitudes, or self-perceived problems is obtained by simply adding up the number of symptomatic responses. In reference to the use of these documents, Froehlich and Darley draw attention to the particularly important considerations of validity, reliability and usefulness when they ask:

... How valid, for example, is the information secured by means of a personal data blank? How reliable are the facts found in an autobiography? How useful is the evidence appearing in these self-report documents? Answers to such questions, unfortunately, are difficult to find in professional literature because so few research studies have been reported in this particular field.²

Probably the widest study that has been done in connection with self-report instruments is one by Allport.³ His data

²Froehlich and Darley, op. cit., p. 150.
is presented in a bulletin entitled, "The Use of Personal Documents in Psychological Science". The findings of Allport and others seem to indicate some basic conclusions: First, self-report documents have reasonably satisfactory levels of validity, reliability and use, especially if the students' responses are given careful consideration; secondly, students will consistently and accurately report facts concerning themselves if conditions are favorable.

Some people, on the other hand, tend to criticize self-report procedures on the ground that they do not yield data that is sufficiently valid. Therefore, they recommend certain personality tests, the validity of which has been established.

Froehlich and Darley point to an investigation which they say,

...revealed a significant difference between the average scores for different tested traits of a group of "adjusted" students and a group of "maladjusted" students. In validating the test, the test-maker and those assisting him had to use their observational and interpretive skills to divide the students into the two groups. Also, some students who made identical scores had been classified as belonging to different groups. The real value of a personality test in understanding an individual student is not the usefulness of the obtained score for cataloging that student. Rather, it is the insight which the counselor gains when he interprets this score along with other items of information, many of which are obtained from self-report documents.¹

These authors state that they do not wish to build a case against the use of quantitative measures of personality or interest but that they do wish to point out that the usefulness of all such devices rests squarely upon the counselor.

¹Froehlich and Darley, op. cit., p. 153.
Ross L. Mooney, on the other hand, supports the conclusions of Allport. Mooney is the author of probably the widest used of student problem checklists. In an article published in the *Journal of Educational Research* he says:

Prior to the actual use of the checklist is the tendency of many adults to assume that youth will be unwilling to mark their personal problems. Such does not turn out to be the case, however. The average number of problems marked by college students is thirty, by high school students twenty-seven, and by junior high school students twenty-three. The range of responsiveness is very wide, running from less than half a dozen problems to well over a hundred. Furthermore, students indicate that they enjoy using the lists; over ninety per cent of the college students responded "yes" to the questions, "Have you enjoyed filling out the list?" A higher percentage holds for the high school (ninety-five per cent on the basis of 1028 cases).

Mooney also indicates that the proportion asking for help with their problems at the high school level is 78 per cent. He also says that there is little indication that the students try to hide their problems or to "play" with the checklists. He states too that they are "surprisingly serious and constructively interested", exposing far more problems than he had originally anticipated.

Cronbach calls to mind also the long use of self-report instruments in other fields long before the advent of modern psychology. He points out that:

Self-report techniques have a long history. Medicine has long used the patient's report of his symptoms for diagnosis and evaluation of treatments. In psychology, almost the entire development of modern hypotheses about personality hinges on self-report. Freud, for example, based

---

his findings and theories almost wholly on interviews, reports of dreams, and other introspective data.

But interestingly enough, in spite of the fact that self-report techniques are not new, and student problems have been recognized for some time as of vital importance to the design and conduct of personnel work and basic in the construction of curricula, still to date surprisingly few instruments have been developed which will quickly bring student problems into view for students, counselors, teachers and administrators.

Three problem checklists are here described (the first of which is used in this study) because they have best demonstrated their usefulness for guidance workers. These are The Mooney Problem Checklist, the SRA Youth Inventory, and the (Bell) Adjustment Inventory. These have proven to be of value both as group surveys and as a means of providing clues for better understanding the individual's problems and personality.

The Mooney Problem Checklist, by Ross L. Mooney and Leonard V. Gordon at Ohio is published by the Psychological Corporation of New York. Froehlich and Darley give the following appraisal:

This inventory has a specially designed form for each of these four levels: (1) junior high school, (2) high school, (3) college, and (4) adult. The college and high school forms each contain 330 items, with 30 items in each of the following areas: (1) Health and Physical Development, (2) Finances, Living Conditions and Employment, (3) Social and Recreational Activities, (4) Social-Psychological Relations, (5) Personal-Psychological Relations, (6) Courtship, Sex, and Marriage, (7) Home and Family, (8) Morals and Religion, (9) Adjustment to School Work, (10) The Future: Vocational

and Educational, and (11) Curriculum and Teaching Procedures. The junior high school form contains 210 items distributed among seven areas. Each check list provides space for the individual to describe additional problems, to comment on those he marked, or to add other information. The inventory is not scored; however, the authors do suggest counting the number of items which are marked in each area.

Reliability: For a sample of 116 college students the frequency with which each item was marked on the first administration was correlated with the frequency with which the same items were marked on a second administration. A coefficient of .93 was obtained.

Validity: Studies reviewed in the manual indicate the check list elicits a reasonably accurate report of what the student feels his problems are. Students who indicate that they had a great many problems also had a marked desire for counseling.

Norms: No norms are presented in the manual. Users are urged to study the distribution of problems among their own students.1

The SRA Youth Inventory authored by H. H. Rumors and Benjamin Shinberg is published by Science Research Associates in Chicago. Concerning this checklist Froehlich and Darley indicate that:

This inventory contains 298 statements about matters which young people frequently consider problems. The person checks those statements which "express something that has been a problem" to him. The inventory yields a score for each of the following areas: (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, and (8) Things in General. A "basic difficulty score" may also be obtained. The inventory has no time limit; it is suitable for students in Grades 7 through 12.

Reliability: Reliability coefficients reported in the test manual range from .75 for "Health" score to .94 for "My Home and Family" score. They were based on a sample of 1000 students in Grades 9 through 12.

Validity: In the final analysis, the validity of this inventory or any similar one rests with the individual taking it. If he actually checks those problems which he feels are his, the inventory is a valid listing of the problems which the individual himself recognizes. But if validity is thought of as the accuracy with which the inventory measures degree of adjustment in each of the eight areas, then a significant relationship between the scores

1Froehlich and Darley, op. cit., p. 324.
and criteria of adjustment must be demonstrated. This has not been done. The manual does, however, report one study of this type. Twenty-two of a total of 35 students rated well-adjusted by counselors had "basic difficulty scores" below the 50th percentile, and 36 of the 57 poorly-adjusted students had "basic difficulty scores" above the 50th percentile.¹

And concerning The Adjustment Inventory, by Hugh M. Bell and published by the Stanford University Press, we have the following information:

Reliability: The corrected odd-even coefficient based on 258 college students was .93.

Validity: High-school and college counselors and administrators selected a group of "well-adjusted" and a group of "poorly-adjusted" students. To these students the Adjustment Inventory was administered. The critical ratios of the differences between mean scores of these two groups were: home adjustment, 7.02; health adjustment, 6.52; social adjustment, 5.52; and emotional adjustment, 5.32.²

The Mooney Problem Checklist was chosen for this study primarily for its use in discovering patterns of problems which tend to be associated with given problem areas, as well as for its ease in scoring and its comparatively low cost.

As to the question of administering the checklists signed or unsigned by the students, I cite just the two following authorities. Willard C. Olsen in the Encyclopedia of Educational Research says:

The success of self-report instruments appears to be related to the nature of the questions that are asked. . . On more personal items, however, particularly for more intelligent or experienced persons, there is a tendency to give the best answers. This is particularly true when educational or vocational status may be affected by the outcome. The presence or absence of a signature is found

¹Froehlich and Darley, op. cit., p. 325.

²Ibid.
to make for a difference in the responses. There is also a tendency for the responses to a questionnaire and their interpretations to be dependent upon the rapport which has been established (between) examiner and the respondents.1

There is evidence then that the signature may make a difference in response, but it must be emphasized as Olsen mentions, that the extent of proper rapport is a most significant factor also.

This statement of Olsen is further substantiated in the summary of an article by Fischer on the question of signed or unsigned questionnaires in which he cites his own evidence as well as Olsen's work. He says:

... The College Form of Mooney's Problem Checklist was given to 102 upperclass women students in psychology first with and then without signatures being used. The interim between testings was one week. The results indicated that the mean number of problems underlined (total problem presumably not serious) did not vary significantly under the two conditions of administration but that the mean number of problems circled (serious problems) tended to be significantly greater when signatures were withheld. In view of similar results obtained by Olsen2, it would appear that the use of signatures in personal questionnaires (particularly in the case of highly personal items or serious problems) might have a relative inhibitory effect on the honesty and frankness of the people responding to them.3

But a study of Carey on the influence of signatures on attitude questionnaires had different results. Carey used a questionnaire measuring attitude on cheating on examinations,


which he administered to 150 college students. Upon finding no statistically significant differences between his two groups he concluded that "the concern of investigators of the invalidating effect of a signature may have been exaggerated."¹

In the opinion of this writer, based upon the questionnaires of this study (about 93 per cent of which were signed), the most potent factor is the extent to which successful rapport has been established between the administrator and the respondents.

Froehlich and Darley put it this way:

... The paper-and-pencil test will yield surprisingly useful results if the following conditions exist: First, the teacher or counselor has established good relations with his students. And second, these students are actually seeking the help of their teacher or counselor. One of the basic principles of counseling, as stated earlier, is that the counselor can proceed successfully only if he has good relations with students. If he has such rapport, the chances are that he can make effective use of paper-and-pencil tests.²

Of practical interest is the use of the checklist by Houston and Marzolf in which they gave a group of 404 entering freshmen students in Illinois the Mooney list and they state that these students "expressed concern about fewest problems in "Morals and Religion" and considered serious the fewest problems in this category. Such matters seemed to them relatively remote.³


²Froehlich and Darley, *op. cit.* p. 320.

³V. M. Houston and Stanley S. Marzolf, "Use of Checklist by Faculty", *Journal of Higher Education*, XV (June 1944) 325-328.
As an example of the faculty use of the checklist, Houston and Marzolf point out that after a survey of the findings from their administrations of the checklist there was made a list of "changes which the university should effect in the students", and a list of "changes in teaching procedures and administrative practices" which should aid in preventing and correcting personal problems. Of particular interest are some of the items included in this list of changes in teaching and administrative procedures. The use of the checklist would seem to serve as a means of sensitizing the teachers to the specific problems of individual students as well as student groups. Four items from this list are as follows:

Faculty members are under obligation to make clear to the students the purpose of each course and how knowledge of the course will contribute toward making one a well-educated and professionally competent teacher [this being in a teachers' college]. Thus students will know why to study.

There will be greater emphasis upon what study is and how it must be done with special reference to the different fields of learning.

Faculty members who are sarcastic or intimidating in their attitudes should be counseled individually by the proper administrative authorities.

A teachers' college should actively sponsor all those activities which help students to achieve maturity in all its phases. 1

Of fundamental importance, of course is the use to which the information from the instrument is to be put. Is the information sought for immediate practical use or is it to be directed to long-time studies of a group or an individual? In either case the following conclusion seems to apply:

1 Houston and Marzolf, Ibid., p. 327.
...it is not as well recognized that data from inventories should also be supplemented. Too frequently, the results of interest inventories are used in isolation, apparently on the assumption that they can stand alone and can tell the whole story. But the fact is that interest test scores have real meaning only when they are a part of a large body of knowledge about the individual.¹

As an example of the use of the supplementation of the self-report document, these same authors state that:

The principal difference between the interview and the self-report document is that the former is conducted orally with another person, while the latter is written individually without the interplay of two personalities. This difference so influences the results, however, that the two techniques can properly be called complementary rather than alternative techniques. Each can be used to supplement or verify the information obtained by the other.²

But even when the instrument is supplemented by further data, there is still ever-present the problem of proper interpretation.

It does not necessarily follow that either the personality test score or the interviewer's description is always accurate or complete. The student may tell the truth in the interview, but not in the test, or vice versa. The test may be measuring one aspect of the student's personality whereas the interviewer's questions may be touching on another aspect of his personality. Or the interviewer may not have been skillful enough in asking questions to elicit the type of responses necessary to verify the test score.³

In connection with their study of faculty use of the Mooney Problem Checklist, Houston and Marzolf make this significant comment concerning interpretation:

Several considerations in regard to the interpretation of these or any other data obtained by use of the instrument (Mooney Checklist) must be emphasized. In the first place, the items represent symptoms which the student may

¹Froehlich and Darley, op. cit., p. 285.
²Ibid., p. 150.
³Ibid., p. 321.
recognize or admit as applying to him. The symptoms may result from obscure etiological factors unrecognized or not admitted by the student. Frequency of expressed concern and of expressed serious concern is not a valid index of genuine seriousness of the problem; it may represent common rationalizations, superstitions, and misinformation. Third, any item does not mean the same for all who are concerned about it. Fourth, students and counselor must remember that there is a difference between intelligent concern and worry. Finally, the fact that the instrument is called a problem checklist may induce some students to designate items because they are willing to cooperate and have problems because they feel they are expected to.1

From all indications in the literature surveyed, it seems that there is increasing reliance being placed upon the use of self-report documents, and particularly those of the problem-checklist or personality type.

**Literature Pertaining to Adolescent Problems, Personality and Behavior**

Adults too often think that the worries, troubles and problems of the adolescent are trivial and of no importance, when in reality the problems of the adolescent to him are just as important as those we face in adulthood. It is true that the results are not as apt to be as serious and life-shattering as are some of those of adulthood, but, to the adolescent they are very vital and sometimes require as much anguished consideration.

In four recent studies of the problems of adolescents2, the problems which occurred among the first five in importance

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1 Houston and Marzolf, op. cit., pp. 327-328.

2 Lucille H. Williams, "Problems of California High School Seniors", California Journal of Secondary Education,
were those of school life, those concerning preparing for a vocation and getting a job, home and family problems, financial problems, problems concerning personality development and personal adjustment, problems in regard to social and particularly heterosexual relationships, war problems, and problems regarding future plans. These are almost identically the problem areas covered by the Mooney list in this study.

All youth face some problems in each of these areas, and each must learn to live with his own personality and with the personalities of others. Many young people learn to make these life adjustments more quickly than others. Most of them early develop one particular pattern of personality and find it hard to change. A few make such poor adjustments that they even are habitually maladjusted in their own group.

In analyzing and getting to understand young people, teachers and counselors must take into account the full range of each student's personality and his personal adjustments. Where this is not done it would be like attempting to get a picture of America by studying only goings-on in Utah.

Of prime importance to high school age adolescents is their attainment of adulthood, or as the counselor might put it, attaining the behavior directives of adulthood. Malm and

Jamison give an example of what these directives and standards might be.

... Many types of ideas, ideals, standards, beliefs, viewpoints, and values which are commonly found in adulthood are either not present in the child or, if there, are but vaguely formed. This is true of ideals of marriage, concepts of what sexual morality consists of, standards of adult friendship, concepts of religion, attitudes toward work, attitudes toward laws, adult recreational interests, attitudes toward spending and saving money, ideas as to the purpose of life, ideas as to women's working and women's place in the home, mature ideas of the social worth of the various vocations, viewpoints on social problems, self-imposed standards of personal grooming, and others.1

There are great psychological changes, as well as the physical, that the adolescent must accomplish before reaching adulthood.

... He must become emancipated from his home; he must become heterosexually adjusted; and he must formulate adult directives of behavior. The fact that he must do this and also prepare for the adult responsibilities of vocation, citizenship, marriage, and parenthood, would be enough to make the ten years of tremendous importance to adult adjustment and happiness. But in still a third way this time of life is vital. For the adolescent period is in a sense the last chance to ensure all-round wholesome personal adjustment.2

A great number of threads could be followed concerning development in this period, but inescapable is the increase of heterosexual interests and the more realistic thinking concerning world affairs and problems of self-support. Dating, dancing parties, romantic films, novels and "crushes" occupy much of the time and thinking of those of this age. And paralleling these items and the heightened heterosexual interests is the

1Malm and Jamison, op. cit., p. 18.
2Ibid., pp. 18-19.
increased concern, especially on the part of the boys, with problems of acquiring money and earning a livelihood.

As to this period of heterosexual adjustment and its accompanying behavior patterns, Jones says:

A major orientation to be made by young people in their teens is that of satisfactory adjustment toward the opposite sex. As the interests of these youngsters indicate, they prefer activities which enable the two sexes to mingle whereas formerly such activities were forcefully rejected, especially by the boys.

In addition to the appearance of new interests, there are exhibited new behavior patterns which reflect the youth's inner conviction that it is manly to conduct oneself in this fashion or, on the other hand, feminine to react in that way. One of the most universal symbols of masculinity in this age is the boy's ability to own and drive a car. The girl likes to show her newly awakened maidenhood in a preoccupation with clothes, cosmetics, coiffures and other aspects of personal adornment.1

Malm and Jamison point out five definite problems faced by adolescents in their heterosexual adjustment.

.... (1) those having to do with attracting and holding friends of the other sex; (2) those having to do with such decisions as whether to go steady, when to come in from a date, and the like; (3) those having to do with lack of knowledge or misconceptions in regard to sex; (4) those having to do with crushes; (5) those having to do with homosexuality.2

Jones again points out the importance to adolescents of achieving personal independence, particularly from his family.

One of the problems which an adolescent in any society faces is that of becoming increasingly able to direct his own behavior. In the early stages of this growth process it becomes necessary for the youth to sever ties which have bound him so closely in dependence upon his family. This release may be accompanied by resistance to adult authority

1Mary Cover Jones, op. cit., p. 20.
2Malm and Jamison, op. cit., p. 187.
and a conviction on the part of young people that they are misunderstood and unsympathetically treated by adults. When the customs of their group of contemporaries conflict with those of their parents, the adolescent tends to accept the dictates of his group and to reject parental dictates.¹

Also of significant influence on adjustment of the adolescent are his school and his companions. In studying the influence of school, particularly on the moral standards and conduct of adolescents, Hartshorne and May² did not find any evidence of general improvement in moral behavior as children pass through the grades. But they indicate that when any improvement takes place in school, it seems to be contingent, not upon the length of attendance, but upon the student-teacher relationship, class morale, and special emphasis in the school upon citizenship and character training.

The influence of intimate companions upon the conduct of the individual youth is stressed by Healy and Bronner³ and Burt⁴. Hartshorne and May working with school children found a correlation of +.23 between children's standing on tests of deception and the standing of their best friends not in the same classroom, but the correlation rose to +.66 when the children and the best friends were in the same room. A closely

¹Mary Cover Jones, op. cit., p. 20.


related problem is that of group standards. Thrasher\textsuperscript{1}, in his study of boys' gangs, gives evidence to show that the standards for the group greatly influence the moral outlook and the behavior of all its members, especially newcomers.

It is manifestly evident that there are no few influences working on the adolescent, and no few kinds of problems that result and need to be adjusted. This poses a real problem of diagnosis if the teacher or counselor is to be of help.

Froehlich and Darley\textsuperscript{2} suggest seven guideposts of diagnosis:

1. Problems occur with different frequencies
2. Students have unique patterns of problems
3. Problems vary in intensity
4. Counselors cannot help all students
5. Diagnosis is not treatment
6. Symptoms must be distinguished from causes
7. Problems may be stated inaccurately

Concerning the second guidepost, they make these helpful observations:

A second guidepost to the counselor is the specific constellation or pattern of problems that a particular student has. Each student's pattern is unique. He may have, for example, the least frequent specific type of vocational problem, together with a very unusual health problem and the most frequently occurring educational problem. His pattern of problems differs from that of any other student whose problems conform to another rank order in terms of the general frequencies of all students' difficulties.

With further reference to problem patterns, guidance workers should recognize that the typical student usually has more than one problem. Several studies have revealed that, on the average, each student presents from three to five different specific difficulties or problems, for which either a small amount or a great amount of help is necessary.\textsuperscript{3}


\textsuperscript{2}Froehlich and Darley, op. cit., pp. 371-375.

\textsuperscript{3}Ibid., pp. 370-371.
Realizing the number and complexity of adolescent problems ought to make self-evident the need for guidance works to be concerned with personality appraisal. Concerning this point Froehlich and Darley state that:

In studying personality, the counselor should be mindful of the fact that specialists in this field do not yet know precisely the nature or development of what might be called "social adjustment", for example. They are not sure of where social adjustment begins or of how rapidly it grows. They do not know exactly when this type of adjustment reaches its maximum. And what is true of social adjustment is equally true of other kinds of personality adjustment.

 Though knowledge of personality development is limited, it seems to be true that, toward the end of adolescence, individuals arrive at a relatively stable level of social adjustment, emotional adjustment, maturity, or independence. With minor variations around this level of behavior, they act from then on in a more or less predictable fashion.1

As to the interpretation of findings concerning personality, these authors indicate that:

In testing personality and in predicting from personality tests, we still do not know how much of a given personality trait or what combination of personality traits makes for successful school achievement or successful job adjustment. One reason for this as suggested earlier, is that people vary in their definitions of a given trait and in their opinions of what behavior indicates that trait. Two people, for example, may use the same trait word, such as "lazy", "persevering", or "well-adjusted", but they will not always agree on the types of behavior which the word describes. Another reason for this inability to relate personality traits to success in school or outside is the difficulty in agreeing upon standards of "good" or "bad" performance for the scores made on personality tests. . .

. . . Personality traits warrant careful study not only because they are important in day-to-day behavior, but also because they are related to interests. . . . The research studies which revealed interest types showed also that people who had particular types of interests tended to have

1Ibid., pp. 307-308.
2Ibid.
personality patterns related to these interests. For example, students whose dominant interest type was in welfare or uplift activities were liberal in economic outlook, gregarious, and socially sure-footed in a wide range of individual social skills. Students whose dominant interest type was in business contact fields were equally gregarious and sure-footed in social skills but were markedly conservative in economic outlook; also, they were less motivated by a concern for the welfare of others. Students whose primary interest type was in business detail activities were far less gregarious and socially skillful than either of the two groups mentioned here. In economic outlook they were about as conservative as were the business contact workers.¹

Literature Pertaining to Adolescents

And Religion

From a review of the literature available in this area, this writer noted great divergence of opinion concerning the influence of religion in the lives of adolescents. Opinions ranged all the way from relegation of religion to minor or no significance by such men as Alberty² and Limbert³ to statements by Pixley and Beckham⁴ and H. H. Remmers and others⁵; on the other hand, which indicated that religion is a vital and essential factor to most adolescents.

¹Ibid., p. 306.


Hedley S. Dimock, Dean of George Williams College in Chicago, in a study of adolescent religion, after citing his data which indicates little correlation between development of religious thinking and pubescent changes (from age 12 to 16) says:

If religious thinking is not affected by age, or by physiological maturity, what does determine the degree of maturity of the adolescent's religious thinking? Our data suggest a combination of closely associated background, and mental ability. . .

In his concluding comments, Dimock says that his two most conspicuous impressions were these:

1. The relatively static nature of the religious ideas of the adolescent during the four-year period encompassed by this study should be both disconcerting and stimulating to all persons interested in the moral and religious development of children and youth. Those parents and teachers who deliberately attempt to give children the 'true' and final ideas about religion on an authoritative basis may feel encouraged by the apparent success of their efforts. But, for those who believe that adult persons should be consonant with the thought forms of the modern world, there will be real disappointment that these adolescent years are apparently sterile and barren from the standpoint of developing individuals with a contemporary religious world view.

2. The results of this investigation appear to run diametrically contrary to the customary views of the religious significance of adolescence in two definite ways. First, no rapid acceleration of interest in religious ideas or institutions during adolescence is revealed. Moreover, what growth in the moral and religious thinking of the adolescent does take place bears no appreciable relation to the process of physiological development, but is conditioned by personal and social factors, such as home background, mental ability, and church affiliations.

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2Ibid. p. 278.
On the other hand is this statement concerning the relationship of religion to crime, immorality and antisocial behavior made by Nathanson:

Are 'bad' lives--immorality, crimes, antisocial conduct--more prevalent among those who do not go to church than among church members? Not at all. Two social scientists, Mark May and Hugh Hartshorne, in their Studies in Deceit, found a surprisingly high percentage of 'dishonesty' among Sunday-school graduates. The research of Negley K. Teeters and other sociologists demonstrated that criminals are not found more often among non-churchgoers. The majority of criminals are identified with a church. It would be absurd to conclude that churches are responsible for delinquency and crime. But it is equally false to conclude that the failure to attend church is responsible. The facts do not support this.¹

Vernon Jones in an article on moral concepts and conduct indicates religion as being an important environmental factor in the lives of youth. He says:

From the earliest period in the life of a child, various environmental factors play their stimulating role upon the individual. At the very young age, of course, parental influences are the strongest, but by the time the child reaches the middle ages a host of other environmental factors are crowding in upon him. The most important of these which have been studied objectively are the following: home, associates, church, day schools, and recreational activities.²

Olsen likewise indicates that religion may be a potent factor in behavior when he states that:

It has been argued that knowledge is less important than attitude in the choices which reflect character. Persons may be more or less disposed to helpfulness, cooperation, interracial contacts, religion, political ideologies, and


the like. Such dispositions (attitudes) are potent factors in behavior.¹

Historically the problem of morality has been intimately associated with religion, and any discussion of children's moral concepts and conduct must take cognizance of this relationship. Unfortunately, however, there is a scarcity of objective data on many important questions in this area. A few studies have been conducted in an attempt to determine the influence of church-school attendance on measureable conduct. Hartshorne and May² compared a Sunday-school attending group with a non-attending group on tests of honesty and helpfulness. In both sets of tests the church attending group showed up somewhat more favorably than the non-attending group. Maller found that honesty of a group of Jewish children was appreciably increased by attendance at religious schools. The results of most studies of this question are hard to interpret because it is extremely difficult to make proper allowances for such possibly selective factors as the abilities and environmental backgrounds of children who are sent to such schools. And, too, the difference in definition and understanding of terms causes some to place more or less emphasis on the influence of religion. The literature seemed to consistently indicate differences of opinion, as well as differences in definition.


²Hartshorne and May, op. cit.,
Among Latter-day Saint writers there did seem to be recognition of religious problems in adolescence. In an unpublished study similar to this, Johnson\(^1\) cites Latter-day Saint writers to this effect, and then states in the findings and conclusions of his own study that ninth and twelfth grade students did have religious problems about which they were very much concerned.

Perhaps this general lack of agreement concerning the influence of religion is the cause of conditions which led Paul Limbert to state that:

\[\ldots\] most of what we are doing in our church schools and young people's groups today is irrevocable to the real interests and needs of adolescents. Although the majority of young people from protestant homes are related to the church in one way or another, for all too few does church experience have a vital place in their thinking.\(^2\)

Then Limbert concludes by suggesting that:

\[\ldots\] the least we can do is to test our curriculum materials for young people to see to what extent they are organized to give adolescents an orientation to the three following needs which appear to be basic: (1) Understanding one's self and one's society, (2) Setting goals and taking responsibilities, and (3) Developing a framework of standards and convictions.\(^3\)

In view of the divergence of thought particularly concerning religion as a factor in the lives of adolescents, and

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\(^2\) Limbert, op. cit., p. 289

\(^3\) Ibid.
in view of the apparent needs and multiplicity of problems confronting adolescents and the advantageous situation of this writer for studying Latter-day Saint youth, this study seemed justified and timely.
CHAPTER III

METHODS AND PROCEDURES

In the process of setting up the problem of this study and from review of the related literature, much of which is cited in the preceding chapter, it became increasingly apparent that it might be most advisable to use two instruments for gathering the data for this study. It seemed there could be real benefit in having one instrument for ascertaining religious problems and one for problems of a more general nature.

The literature reviewed, and this writer's experience with some instruments, led to the choice of the Mooney Problem Checklist for use in determining the general problems. Table 1 contains a list of the categories used in this checklist, with thirty items in each area.

An instrument for determining the religious problems of a group of Latter-day Saint students was not available and had to be built. The L.D.S. List, as it is referred to in this paper, originated from the work of James Glenn, J. Wallace Johnson and this writer at the Brigham Young University. Personal contacts were made with about fifty teachers representing a cross section of the teachers of the Seminary system of the Church of Jesus Christ of Latter-day Saints who were in attendance at a summer session at the Brigham Young University.
These men were asked to prepare, after some consideration, a list of from ten to twenty religious problems which they felt from their experiences with their students were common among them. It was requested that the statements be worded as nearly as possible as the students might state them. The problems were to come from personal experiences with students in classroom discussions, counseling interviews, conversations and student social activities only.

**TABLE 1**

**CATEGORIES OF THE MOONEY PROBLEM CHECKLIST**

(Form H)

<table>
<thead>
<tr>
<th>Categories</th>
<th>Abbreviation Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health and Physical Development</td>
<td>HPD</td>
</tr>
<tr>
<td>Finances, Living Conditions, and Employment</td>
<td>FLE</td>
</tr>
<tr>
<td>Social and Recreational Activities</td>
<td>SRA</td>
</tr>
<tr>
<td>Courtship, Sex, and Marriage</td>
<td>CSM</td>
</tr>
<tr>
<td>Social-Psychological Relations</td>
<td>SPR</td>
</tr>
<tr>
<td>Personal-Psychological Relations</td>
<td>PPR</td>
</tr>
<tr>
<td>Morals and Religion</td>
<td>MR</td>
</tr>
<tr>
<td>Home and Family</td>
<td>HF</td>
</tr>
<tr>
<td>The Future (Vocational and Educational)</td>
<td>FVE</td>
</tr>
<tr>
<td>Adjustment to School Work</td>
<td>ASW</td>
</tr>
<tr>
<td>Curriculum and Teaching Procedure</td>
<td>CTP</td>
</tr>
</tbody>
</table>

When the lists were finally gathered, they were sorted, classified and arranged in groups. Every effort was made to produce a list representative of the students' problems as understood by their seminary teachers. In order to facilitate interpretation and scoring, the items were categorized under the headings shown in Table 2 and then administered by the writer to students at the Provo Seminary.
Some small changes were made in wording after the first few administrations of the L.D.S. List. In these initial administrations the students were asked to indicate those items which were not easily understood, also to reword them, and then add any which they felt should be included. As a result, the original wording was changed on a number of the statements and two categories were eliminated by combining them with others. The categories of Helping Parents and Family Living were combined, as were General Religious Problems and General Standards, making a total of fourteen categories and 163 items as finally tabulated.

The students were asked to check those items they considered problems or were concerned about, and after having gone
completely through the list once, to go back and circle those which they considered most serious. These were the instructions for both checklists. In addition, on the Mooney List the students were asked to indicate, in blanks provided on the back of the answer sheet, whether or not they would like to have more opportunity to write in school about matters of personal concern, or if they would like to talk to someone about problems marked on the list; these responses were tabulated.

In view of the information cited in the preceding chapter, it was decided that the matter of signed or unsigned lists be left a voluntary matter with the students. It was encouraging to the writer to note that fairly good rapport seemed to be indicated when over 93 per cent of the lists were returned signed, and without any apparent limitation of response.

The Mooney list was administered to 343 tenth grade students consisting of 124 boys and 219 girls, to 202 eleventh grade students consisting of 95 boys and 107 girls, and to 49 twelfth grade students consisting of 27 boys and 22 girls. This was a total of 594 students, of which 246 were boys and 348 were girls.

The L.D.S. list was administered to 267 tenth grade students consisting of 106 boys and 161 girls, to 148 eleventh grade students consisting of 70 boys and 78 girls, and to 57 twelfth grade students consisting of 21 boys and 36 girls, or a total of 472 students, of which 197 were boys and 275 were girls.

After administration to available students in the
seminary over the two year period, tabulation of the results was made to determine answers to the questions proposed in the statement of the problem. Chi-square scores of significant differences were computed for the boys, girls, and the total number of students, as well as for these groups at each of the three grade levels. This was done on data from both checklists, as to the number of items checked and for the number circled. Then, in order to more graphically present the findings and as an aid in interpretation, charts were made of percentage of frequencies checked and/or circled for each group and in each category. Similar charts and chi-square data were obtained concerning the desire to write more or talk more about problems in school. And finally similar data were computed comparing responses to the two lists. In the following chapter interpretations relative to the questions of this study will be made.
CHAPTER IV

FINDINGS AND INTERPRETATIONS

In this chapter will be given the data and interpretations relative to the questions stated in Chapter I.

General Non-Religious Problems

The Mooney Problem Checklist

First we shall consider all the data on general problems from the administration of the Mooney Problem Checklist. After this data has been presented and interpreted, the data and interpretations from the administration of the L.D.S. list will then be presented. This will be followed by data comparing the two checklists.

Differences between the Grades with Respect to Items Checked in Each Area and in Total On the Mooney Problem Checklist

It will be noted from Table 3 that the students involved in this study did indicate that they had problems of a non-religious nature about which they were concerned. The tenth grade students checked 14.77 per cent of the items, the eleventh grade students checked 12.86 per cent, and the twelfth grade 18.87 per cent of the 330 items. Without exception there is a highly significant difference between the grades in each
TABLE 3
A COMPARISON OF TENTH, ELEVENTH, AND TWELFTH GRADES WITH RESPECT
TO PERCENT OF ITEMS CHECKED ON THE MOONEY LIST

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\( \chi^2 \) 42.50 70.58 22.24 82.62 53.13 56.79 64.31 75.94 61.94 17.22 27.44 457.13

- (- - - -) Percent Checked by Tenth Grade Students
- (     ) Highly Significant Difference
- (     ) Percent Checked by Eleventh Grade Students
- ( s   ) Significant Difference
- (     ) Percent Checked by Twelfth Grade Students
- ( ns  ) No Significant Difference
of the eleven problem areas, as well as in the total numbers checked.

By 'highly significant difference' is meant a statistical difference in frequency of items checked by the different groups which is so large that it could have occurred less than once in a hundred times by chance. The comparisons are based on the null hypothesis which assumes no difference between the groups. The chi square values in Table 3, however, are all large enough to indicate a difference which is very significant; therefore, we reject the null hypothesis, which leads to the conclusion that the students involved do not form a homogeneous group as far as this data is concerned. Of note also in Table 3 is the fact that in all areas except that of Adjustment to School Work, the twelfth grade students checked the most items, and the eleventh grade students checked the fewest. The frequency tabulation on the chart indicates that the concern about each area was fairly equal for each grade with one or two exceptions. For each grade there is least concern (by comparison with the other areas) with Health and Physical Development, Home and Family, and Curriculum and Teaching Procedures, whereas a high point of concern for all three grades is the area of Adjustment to School Work. For the eleventh grade students there also is a slight increase in the frequency with which the problems in the area of General Religious Problems were checked.
### Table 4

A comparison of Tenth, Eleventh, and Twelfth Grade Boys with Respect to Percent of Items Checked on the Mooney List

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$x^2$  | 16.37 | 42.06 | 15.38 | 59.51 | 47.89 | 21.16 | 37.08 | 42.47 | 21.18 | 30.37 | 43.44 | 319.5 |

Sign. | hs    | hs    | hs    | hs    | hs    | hs    | hs    | hs    | hs    | hs    | hs    | hs    |

- (-----) Percent checked by Twelfth Grade Students
- (-----) Percent checked by Eleventh Grade Students
- (-----) Percent checked by Tenth Grade Students

(-----) Highly Significant Difference
(-----) Significant Difference
(-----) No Significant Difference
A Comparison of Boys of the Three Grades with Respect to Items Checked on the Mooney List

The data in Table 4 reveals that there is a chi square value indicating a highly significant difference between the boys of each grade level in each area of the checklist. However, among the boys the larger difference seems to be between the twelfth grade students and the students of the two other grades. The tenth and eleventh grade students checked nearly the same number of items in each area except in FLE, SRA and CSM1. The twelfth grade boys checked more items than the other boys in all of the areas. The least concern by all of the boys was indicated in HPD, HF, and CTP. Of greatest concern among the three groups of boys was ASW and secondly FVE, and FLE, except for the eleventh grade boys who indicated more concern about SRA than they did about FLE.

A Comparison of Girls of the Three Grades with Respect to Items Checked on the Mooney List

With the girls there is less similarity in the numbers checked in each area. Where the boys as a whole fairly well paralleled each other in each area, the girls do not. Table 5 indicates that the differences between the girls of each grade level are significant except in two areas. The girls indicated almost equal concern at all three grade levels concerning ASW, and CTP. The number of checks, however, indicated ASW as being

1See Table 1 (page 39) for interpretation of abbreviations used for the Mooney list categories.
TABLE 5
A COMPARISON OF TENTH, ELEVENTH, AND TWELFTH GRADE GIRLS WITH RESPECT TO PERCENT OF ITEMS CHECKED ON THE MONEY LIST

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χ² | 36.63 | 36.80 | 26.30 | 26.83 | 43.71 | 39.37 | 12.45 | 38.75 | 36.31 | 0.942 | 2.214 | 210.81 |

Sign. | hs | hs | hs | hs | hs | hs | hs | hs | hs | hs | hs | hs |

--- Percent Checked by Tenth Grade Students  
--- Percent Checked by Eleventh Grade Students  
--- Percent Checked by Twelfth Grade Students  

(--) Highly Significant Difference  
(--) Significant Difference  
(--) No Significant Difference
an area about which they were most concerned, and CTP as the area about which they were least concerned. Other than in ASW the twelfth grade girls indicated most concern about PPR (the area checked most frequently), MR, CSM, and FVE. The eleventh grade girls indicated most concern in SPR, ASW and PPR, and least concern with FVE, HF, and HPD. The tenth grade girls checked most items in the areas of SPR, ASW, PPR (as did the eleventh grade girls) and least in CTP, FVE, and HR. The tenth and eleventh grade girls seem most concerned with social and personal psychological relationships along with school work, whereas the twelfth grade girls have become more concerned with morals, religion, sex and marriage. The only areas where there is no significant difference between the girls of the grade levels are the two areas having to do solely with school.

A Comparison of Boys and Girls with Respect to Items Checked on the Mooney List

The material in Table 6 gives us the all inclusive comparison of the boys and the girls in their response to the Mooney list. In total, the boys checked 1.51 per cent more items than did the girls. In two of the areas there is no significant difference between the boys and girls. These are the areas of SRA and ASW. Two of the areas show a significant difference and the remainder have chi square values indicating highly significant differences. The two areas checked most often by the boys are ASW and FVE, whereas the girls checked the areas of ASW and SPR most frequently. The boys indicated
TABLE 6
A COMPARISON OF BOYS AND GIRLS WITH RESPECT TO PERCENT OF ITEMS CHECKED ON THE MOONEY LIST

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\[ X^2 \mid 57.33 \mid 5.08 \mid .694 \mid 6.186 \mid 156.3 \mid 79.76 \mid 8.16 \mid 61.57 \mid 105.9 \mid 1.23 \mid 4.67 \mid 110.65 \]

(---) Percent Checked by Boys
(-----) Percent Checked by Girls
(\hs) Highly Significant Difference
(s) Significant Difference
(ns) No Significant Difference
TABLE 7
A COMPARISON OF TENTH GRADE BOYS AND GIRLS WITH RESPECT TO PERCENT OF ITEMS CHECKED ON THE MONEY LIST

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--- Percent Checked by Boys
(-----) Percent Checked by Girls

 hs  Highly Significant Difference
 s   Significant Difference
 ns  No Significant Difference
TABLE 8
A COMPARISON OF ELEVENTH GRADE BOYS AND GIRLS WITH RESPECT TO
PERCENT OF ITEMS CHECKED ON THE MOONEY LIST.

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(---) Percent Checked by Boys
(---) Percent Checked by Girls

( hs ) Highly Significant Difference
( s  ) Significant Difference
( ns ) No Significant Difference
TABLE 9
A COMPARISON OF TWELFTH GRADE BOYS AND GIRLS WITH RESPECT TO PERCENT OF ITEMS CHECKED ON THE MOONEY LIST

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</table>

| $X^2$ | .453 | 1.58 | 1.22 | .199 | 1.12 | 68.2 | .587 | 3.03 | 4.48 | 11.5 | 11.4 | .032  |
| Sign.| ns   | ns   | ns   | ns   | ns   | hs   | ns  | ns  | ns   | hs   | hs   | ns    |

(---) Percent Checked by Boys  (hs) Highly Significant Difference
(----) Percent Checked by Girls (s) Significant Difference
(ns) No Significant Difference
least concern with CTP, HF, and HPD, and the girls indicated least concern with FVE, CTP, HF and HPD. The areas where most difference was revealed between the sexes were SPR and PPR, in which the girls indicated most concern and FVE in which the boys indicated most concern.

A Comparison by Grades of Boys and Girls with Respect

To Frequency of Checks on the Mooney List

A comparison of the boys and girls at each of the three grade levels is shown in Tables 7, 8, and 9. The greatest number of items was checked by the twelfth grade students (18.87 per cent). The tenth and eleventh grade students were closer together with 14.77 per cent and 12.56 per cent respectively. In the two lower grades the girls checked slightly more items than did the boys. The chi square value for the total twelfth grade students shows no significant difference between the boys and girls as far as the number of items checked is concerned. There were, however, significant differences in certain areas. The chi square values for the tenth and eleventh grade students indicate a significant difference of response between the sexes in each of these grades.

The chi square values of Table 7, which compare the boys and girls of the tenth grade, show significant differences in seven of the eleven areas. There is no significant difference between the boys and girls with respect to the number of items checked in FLF, SRA, CSM, ASW and CTP. Of these areas, however, they indicated most concern about ASW (19.27 per cent)
and least about CTP (8.79 per cent). The remaining areas all show a significant difference between the boy and girl response. The area of greatest difference was that of SPR wherein the girls checked 9.76 per cent more items than did the boys. The girls of the tenth grade checked most frequently in the areas of SPR and ASW. Here is one of the few occasions where any area was checked more frequently than ASW. One other instance is the twelfth grade girls who checked more items in the areas of PPR, MR, CSM and FLE than they did concerning ASW. Table 7 indicates that these tenth grade girls checked least items in the areas of CTP, FVE, HF and HPD. HPD, HF and CTP seem to have evoked least concern quite consistently through the study.

As to the tenth grade boys, their greatest concern was indicated in the areas of ASW, FVE, FLE, SRA, and CSM, in that order. Least concern was expressed concerning HF, CTP and HPD.

The data of Table 8 concerning the eleventh grade boys and girls show comparatively little difference between these two groups. The highest point of concern again is the area of ASW. The boys indicated most concern in ASW, FVE, and SRA, and least concern in HF, CTP and HPD. The girls checked most items in ASW, SPR, PPR, and SRA and checked least in CTP, HF, and FVE. Only five of the eleven areas on Table 8 show significant differences between the boys and girls. The areas of biggest difference were FVE (in which the boys expressed most concern), and SPR (in which the girls expressed most concern).

Relative to the boys and girls of the twelfth grade, Table 9 indicates only three areas of significant difference.
There is significant difference between the sexes in concern with PPR, ASW and CTP. The grade as a whole shows no significant difference between the responses of the boys and the girls. The girls checked 18.16 per cent and the boys 19.45 per cent of the total 330 items. In the three areas where there were significant differences, the boys were most concerned with ASW and FVE, and the girls with PPR. The boys indicated most concern with ASW, FVE, FLE and SRA, in that order, and least concern with HF, HPD and CTP. The girls expressed least concern with CTP, HPD, HF and SPR, and most concern with PPR, MR, GSM and FLE.

Difference Between the Number of Items Checked and Circled on the Mooney List

As has been stated, after checking through the list once, the students were asked to go over the list a second time and circle those items which they considered most serious. Table 10 indicates that 14.36 per cent of the items were checked by the students of all three grades, and 2.99 per cent were circled as being most serious. It will be noted from the chart, however, that though there is quite a fluctuation as to the number of items checked in each area, the frequencies of those items circled are about the same across the table.

Summary Statements Concerning the Response to Each Area in the Mooney Problem Checklist

Health and Physical Development (HPD).—Compared to all the other areas, the students expressed little concern here.
TABLE 10
A COMPARISON OF ITEMS CHECKED AND ITEMS CIRCLED
ON THE MOONEY PROBLEM CHECKLIST
It is usually among the two or three lowest frequencies. The concern was indicated most frequently by the twelfth grade students and least frequently by the eleventh graders. The girls showed more concern than the boys by a significant difference. By comparison HPD did not seem to be of much concern (11.68 per cent of the items in this area were checked by all the students) it being the third to the lowest frequency of response.

**Finances, Living Conditions and Employment (FLE).**--The responses in this area showed a significant difference between the grades as well as between the sexes. The 12th grade students checked the most items and the eleventh grade students the least. There was less difference in this area between the boys and girls ($X^2 5.079$) but still enough to be statistically significant. The girls expressed slightly more concern than did the boys. There were four categories checked more frequently than this one; they were ASW, SPR, SRA, and FPR.

**Social and Recreational Activities (SRA).**--This area ranked third in frequency of responses. There was a highly significant difference between the grade levels as indicated by the value of the chi square. The response of the grades was the same as in the above categories. In fact, the order of frequency of responses is the same for the grades in every category except ASW. There was no significant difference between the total boy-girl responses in this area, however.

**Courtship, Sex and Marriage (CSM).**--The total responses in this area were 15.08 per cent of the items, placing this category sixth in the eleven areas. There was a significant
difference in the responses between the complete grade groups, between the boys of each grade, between girls of each grade, and between the boys and the girls as a whole. The girls checked more items than did the boys, except at the twelfth grade level.

**Social Psychological Relations (SPR).**—The students of this study indicated that, with the exception of ASW, they had more problems in this area of SPR than in any other. Sixteen and twenty-six hundredths per cent of the items were checked. A highly significant difference between grades was indicated by the chi square value. Concerning the difference between the girls and the boys, the difference was greater in this area than in any other. The girls checked the greater number of items, except at the twelfth grade level.

**Personal Psychological Relations (PPR).**—This area ranks fourth in frequency of total responses with 15.69 per cent of the items checked. The differences between the grades and between the sexes are each highly significant. The girls checked the greater number of items.

**Morals and Religion (MR).**—Fourteen and twenty-three hundredths per cent of the items concerning morals and religion were checked, placing it eighth in rank. The girls checked more items than the boys. The differences between the sexes and the grades were statistically significant.

**Home and Family (HF).**—Concern with home and family ranks next to the lowest according to the frequency of items checked. The girls expressed more concern here than the boys...
and the difference between them is highly significant, as is the difference between the grades. HF seemed to be of relatively little concern to the total number of students in the study. Whether this indicates indifference, or whether it indicates satisfactory home conditions cannot be determined. Of interest should be a comparison of these scores with those in the area of FL in the L.D.S. list. This comparison will be made later in this chapter.

The Future (Vocational and Educational) (FVE).--This area, about in the middle of the frequency of response for all the areas, was of more concern to the older students, and to the boys more than the girls. The chi square level indicates a significant difference in each case. The boys indicated greater concern with problems in this area than in any other area except ASW.

Adjustment to School Work (ASW).--This area was checked more frequently than any other in this study. The items of this area were also circled more frequently than those in any other area. There was no significant difference in the response of the total number of girls and the total number of boys. There was no significant difference in the response of the girls by grade level, but there was a highly significant difference in response by the boys of the different grades. The twelfth grade boys checked 7 and 9 per cent more items than the eleventh and tenth grade boys respectively. The twelfth grade girls, on the other hand, did not express as much concern about ASW as they did about PPR and MR, and the tenth grade
girls did not check as many items in the area as ASW as they did SPR. But for total number of responses, this area led all the rest.

Curriculum and Teaching Procedures (CTP).--In contrast to the area just discussed, there were fewer items checked in CTP than in any other area on the Mooney list. This response would seem to indicate least concern in this area. There was, however, a highly significant difference in response by the students of the three grades. The frequency of response increased with the grade levels from tenth through eleventh, to twelfth. The difference between the boys and the girls in response to this area was significant. At the tenth and eleventh grade levels the girls checked more items than the boys, but in the twelfth grade the boys indicated more concern than did the girls.

Areas of Religious Problems Covered by
The L.D.S. Youth Inventory

The major portion of the information in the remainder of this chapter deals with the data obtained from administration of the L.D.S. list. This instrument is a list of items of religious concern, most of which are of particular interest as religious problems to Latter-day Saints. There is some overlapping of item subject matter between the two instruments of this study. Analysis of the comparative response to the two checklists will be made at the end of this chapter.
TABLE 11

A COMPARISON OF TENTH, ELEVENTH, AND TWELFTH GRADES WITH RESPECT TO PERCENT OF ITEMS CHECKED ON THE L.D.S. LIST

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<th></th>
<th>DHR</th>
<th>ORP</th>
<th>RT</th>
<th>MA</th>
<th>RS</th>
<th>FL</th>
<th>MSS</th>
<th>WWH</th>
<th>EPP</th>
<th>SDO</th>
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<th>AE</th>
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<th>MIT</th>
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(-----) Percent Checked by Tenth Grade Students
(-----) Percent Checked by Eleventh Grade Students
(-----) Percent Checked by Twelfth Grade Students
(-----) Highly Significant Difference
(-----) Significant Difference
(-----) No Significant Difference
Differences between the Grades with Respect to Items Checked on the L.D.S. Youth Inventory

The students of this study indicated they had problems of a non-religious nature about which they were concerned, but they indicated more concern about problems of a religious nature. From a comparison of Tables 3 and 11, it will be noted that concern about religious problems was indicated as being approximately twenty-five per cent higher than concern with non-religious problems. The three grade range for totals on the Mooney list was from 14.27 per cent to 18.77 per cent, whereas on the L.D.S. list the students checked from 34.97 per cent to 43.96 per cent of the items. As with the Mooney list, we find here a highly significant difference between the number checked by the various grades. The largest gap is between the 12th grade and the others.

There are chi-square values indicating significant differences between grades in all of the fourteen areas of the L.D.S. list except two, RT and MS\(^1\). The MS value by grades, however, is somewhat misleading as there is such a difference between the sexes in this area. This will be easily noted in the next two tables (12 and 13). As indicated in Table 11, the highest frequency for all three grades is in the area of MIT. Of next highest frequency is the area of MSS, followed by GRP. Fewer problems were marked by the twelfth grade students in the

\(^1\)See table 2 (page 40) for definitions of the abbreviations used in referring to the L.D.S. list.
TABLE 12
A COMPARISON OF TENTH, ELEVENTH, AND TWELFTH GRADE BOYS WITH RESPECT TO PERCENT OF ITEMS CHECKED ON THE L.D.S. LIST

<table>
<thead>
<tr>
<th>Sign.</th>
<th>DHR</th>
<th>CRP</th>
<th>RT</th>
<th>MA</th>
<th>RS</th>
<th>FL</th>
<th>MSS</th>
<th>WWR</th>
<th>EPP</th>
<th>SDD</th>
<th>MS</th>
<th>AE</th>
<th>SR</th>
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(-----) Percent Checked by Tenth Grade Students (hs) Highly Significant Difference
(-----) Percent Checked by Eleventh Grade Students (s) Significant Difference
(-----) Percent Checked by Twelfth Grade Students (ns) No Significant Difference
areas of MS and FL. This indicates that these students are relatively unconcerned about their relations with their parents, most of the items in this area being on that topic. The senior students also checked, on the average, over 45 per cent of the items concerning DHR, MA and SDO.

The eleventh grade students checked not only MIT, but also the MSS and MA areas above the 40 per cent level. These were the three leading areas. Next in line were SDO, HT and WWH. Checked least frequently by the eleventh graders were FL, RS and AE.

The tenth grade students checked an average of 34.97 per cent of the total items, with the MIT, MSS, DHR and MA areas leading the way (all near 40 per cent level). Indicated as being of least concern to these students were the areas of FL, RS, AE and MS; the same areas that were checked least by the eleventh graders.

There are six of the fourteen areas in which there was an unusually large difference in frequency checked between the twelfth grade students and those of the two lower grades. This indicates a marked increase in concern at this age or grade level in GRP, RS, MSS, SDO, AE and MIT.

A Comparison of Boys of the Three Grades with Respect To Items Checked on the L.D.S. List

Considering only the boys of the three grades (See Table 12), we first note the very high frequency of responses to the MS area. Concern with military service was indicated
TABLE 13
A COMPARISON OF TENTH, ELEVENTH, AND TWELFTH GRADE GIRLS WITH RESPECT TO PERCENT OF ITEMS CHECKED ON THE L.D.S. LIST

<table>
<thead>
<tr>
<th>Item</th>
<th>Tenth Grade</th>
<th>Eleventh Grade</th>
<th>Twelfth Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>DHR</td>
<td>hs</td>
<td>hs</td>
<td>hs</td>
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<tr>
<td>CRP</td>
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<td>MSS</td>
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<td>WMR</td>
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<td>hs</td>
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<td>EPP</td>
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<td>hs</td>
<td>hs</td>
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<tr>
<td>SDO</td>
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<td>ns</td>
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<tr>
<td>MS</td>
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<td>hs</td>
<td>hs</td>
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<tr>
<td>AE</td>
<td>hs</td>
<td>hs</td>
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</tr>
<tr>
<td>SR</td>
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<tr>
<td>MIT</td>
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<tr>
<td>Total</td>
<td>20.88</td>
<td>119.3</td>
<td>236.5</td>
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</tbody>
</table>

\( \chi^2 \) values: 20.88, 119.3, 236.5 for Tenth, Eleventh, and Twelfth Grade, respectively.

Significance levels:
- (---) Percent Checked by Tenth Grade Students
- (---) Percent Checked by Eleventh Grade Students
- (---) Percent Checked by Twelfth Grade Students

Key:
- (hs) Highly Significant Difference
- (s) Significant Difference
- (ns) No Significant Difference
more frequently by the boys than any other area. It is noteworthy in this table that just slightly more than half of the areas of the L.D.S. list show a significant difference between the boys of different grade levels. There was no significant difference between the number of items checked by the boys of the different grades in RT, MA, FL, WWH, EPP and AE.

The twelfth grade boys indicated most concern with MS, MIT, MSS in that order, and least concern with RS, FL, EPP and SR. There was, however, a marked difference and increase of response by these boys in MIT, MS, AE, SDP, MSS and WWH. There was about an eight per cent span between the twelfth grade boys and the others in each of these areas.

The eleventh grade boys quite closely paralleled the tenth grade boys, except in the area of dating (DHR) where the eleventh grade boys had a percentage of response over 10 per cent below the other two groups. The eleventh grade boys, next to MS, indicated most concern with MA and RT. They responded least in the areas of FL, RS and AE.

The tenth grade boys indicated almost as much concern in MA as they did in MS. These two areas were considerably above the other areas checked. Marked least were AE and FL.

A Comparison of Girls of the Three Grades with
Respect to Items Checked on the L.D.S. List

In the case of the boys, none of the percentages of response were above 50 per cent except that of MS. However, in the case of the girls, it is apparent from Table 13 that
**TABLE 14**

A COMPARISON OF BOYS AND GIRLS OF TENTH, ELEVENTH, AND TWELFTH GRADES
WITH RESPECT TO PERCENT OF ITEMS CHECKED ON THE L.D.S. LIST

<table>
<thead>
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<th></th>
<th>DHR</th>
<th>ORP</th>
<th>RT</th>
<th>MA</th>
<th>RS</th>
<th>FL</th>
<th>MSS</th>
<th>WWH</th>
<th>EPP</th>
<th>SDO</th>
<th>MS</th>
<th>AE</th>
<th>SR</th>
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|    | 33.98 | 106.9 | 4.424 | 16.47 | 4.576 | 8.263 | 18.44 | 1.869 | 0.7905 | 23.04 | 790.9 | 2.563 | 8.136 | 54.97 | 65.77 |

Sign. | hs | hs | s | ns | ns | hs | hs | ns | ns | hs | hs | ns | hs | hs | hs |

(-----) Percent Checked by Boys
(-----) Percent Checked by Girls

\{ hs \} Highly Significant Difference
\{ s \} Significant Difference
\{ ns \} No Significant Difference
TABLE 15
A COMPARISON OF TENTH GRADE BOYS AND GIRLS WITH RESPECT TO PERCENT OF ITEMS CHECKED ON THE L.D.S. LIST

<table>
<thead>
<tr>
<th>Item</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item 1</td>
<td>54.14</td>
<td>59.77</td>
</tr>
<tr>
<td>Item 2</td>
<td>1.881</td>
<td>1.830</td>
</tr>
<tr>
<td>Item 3</td>
<td>9.030</td>
<td>9.89</td>
</tr>
<tr>
<td>Item 4</td>
<td>7.630</td>
<td>7.352</td>
</tr>
<tr>
<td>Item 5</td>
<td>7.624</td>
<td>7.864</td>
</tr>
<tr>
<td>Item 6</td>
<td>411.8</td>
<td>516.6</td>
</tr>
<tr>
<td>Item 7</td>
<td>1,256</td>
<td>1,149.5</td>
</tr>
<tr>
<td>Total</td>
<td>3.008</td>
<td>3.008</td>
</tr>
</tbody>
</table>

Legend:
- (---) Percent Checked by Boys
- (-----) Percent Checked by Girls
- (hs) Highly Significant Difference
- (s) Significant Difference
- (ns) No Significant Difference
TABLE 16
A COMPARISON OF ELEVENTH GRADE BOYS AND GIRLS WITH RESPECT TO PERCENT OF ITEMS CHECKED ON THE L.D.S. LIST

<table>
<thead>
<tr>
<th></th>
<th>DHR</th>
<th>GRP</th>
<th>RT</th>
<th>MA</th>
<th>RS</th>
<th>FL</th>
<th>MSS</th>
<th>WWH</th>
<th>EPP</th>
<th>SLO</th>
<th>NS</th>
<th>AE</th>
<th>SR</th>
<th>MIT</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>60%</td>
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</tbody>
</table>

\[ x^2 \]

\begin{tabular}{rrrrrrrrrrrrrrrr}
Sign. &   &   &   &   &   &   &   &   &   &   &   &   &   &   &   \\
   & hs & hs & ns & ns & ns & ns & hs & ns & ns & hs & hs & ns & ns & hs & hs \\
\end{tabular}

\( (\_\_\_) \) Percent Checked by Boys
\( (\_\_\_\_) \) Percent Checked by Girls
\( (\_\_\_) \) Highly Significant Difference
\( (\_\_\_\_) \) Significant Difference
\( (\_\_\_\_) \) No Significant Difference
<table>
<thead>
<tr>
<th>TABLE 17</th>
</tr>
</thead>
<tbody>
<tr>
<td>A COMPARISON OF TENTH GRADE GIRLS AND BOYS WITH RESPECT TO PERCENT OF ITEMS CHECKED ON THE L.D.S. LIST</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>DHR</th>
<th>CPR</th>
<th>RT</th>
<th>MA</th>
<th>RS</th>
<th>FL</th>
<th>SS</th>
<th>WHR</th>
<th>RPP</th>
<th>SDO</th>
<th>HS</th>
<th>AE</th>
<th>SR</th>
<th>MIT</th>
<th>TOTAL</th>
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</thead>
<tbody>
<tr>
<td>60%</td>
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</tbody>
</table>

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<table>
<thead>
<tr>
<th>Sign.</th>
<th>ns</th>
<th>hs</th>
<th>ns</th>
<th>ns</th>
<th>hs</th>
<th>ns</th>
<th>ns</th>
<th>hs</th>
<th>hs</th>
<th>ns</th>
<th>s</th>
<th>s</th>
<th>s</th>
<th>hs</th>
</tr>
</thead>
</table>

(-----) Items Checked by Boys

(---) Items Checked by Girls

( hs ) Highly Significant Difference

( s ) Significant Difference

( ns ) No Significant Difference
greater concern is indicated in certain areas. The twelfth grade girls, for example, responded to above 50 per cent of the items in MIT (62.69), MSS, GRP, and SDO. On the other hand, none of the three grade groups of girls checked over six per cent of the items in connection with military service.

The senior girls checked a significantly greater number of items than did the girls of the other grades in GRP, SR, EPP, SDO, AE and especially RS. Their lowest levels of response (excepting in MS) were in RT and FL. The eleventh grade girls expressed most concern in MIT, DHR, GRP and MA, and least concern (excepting MS) in FL, AE and RS. The tenth grade girls indicated most concern with MSS along with MIT, and least concern, as with the eleventh graders, in MS, FL, and RS. Only three areas show no significant difference between the three grades of girls; they are MS, MA and RT.

A Comparison of Boys and Girls with Respect to Items Checked on the L.D.S. List

In the areas of the L.D.S. list there are five of the fourteen areas in which there is no significant difference between the boys and girls; whereas, in the Mooney list only two of the eleven areas indicated such homogeneity between the boys and girls. The areas of no significant difference between the girls and boys are AE, EPP, WWH, RS and MA (See Table 14). Most outstanding is the difference between the two groups on military service ($x^2$ 790.9). There also is a highly significant difference of response by the girls over the boys in
connection with MIT, GRP, DHR, SDO and MSS. The boys indicate more concern than the girls in response to RT, WWH and MS. The boys responded most frequently to the areas of MS, MA and RT, in that order. By their responses the boys indicated least concern with AE, FL, SR and RS. The girls indicated their concern most frequently with MIT, MSS, DHR, MA, GRP and SDO in that order. Their least concern appeared in MS, FL, RS and AE.

In Tables 15, 16 and 17 are presented the data comparing the boys with the girls by grades; tenth, eleventh and twelfth respectively. In all three tables the wide difference of response concerning military service is apparent. From Table 15 we note that there is no significant difference between the boys and girls in the areas of DHR, RT, MA, MSS, WWH, EPP, AE and SR. But in the areas of GRP, FL, SDO and MIT, the tenth grade girls showed a significantly greater concern than did the boys. In the areas of RS and MS the tenth grade boys showed a significantly greater concern. The boys indicated most concern in MS, DHR, MA and MSS, and least in FL and AE. The girls marked more items in MIT, GRP, DHR and MA, and least in MS, RS, AE and FL.

The eleventh grade students, according to Table 16, are about equally concerned with over half of the areas. There is a significant difference indicated between the two groups in DHR, GRP, MSS, SDO, MS and MIT. Both the boys and girls are very concerned, comparatively, with MA and little concerned with RS and FL. There is a wide difference in concern of the girls over the boys in relation to MIT ($X^2 39.28$), DHR ($X^2 55.55$),
TABLE 18
A COMPARISON OF ITEMS CHECKED AND ITEMS CIRCLED ON THE L.D.S. YOUTH INVENTORY

<table>
<thead>
<tr>
<th></th>
<th>DHR</th>
<th>GRP</th>
<th>RT</th>
<th>MA</th>
<th>RS</th>
<th>FL</th>
<th>MSS</th>
<th>WWH</th>
<th>EPP</th>
<th>SDO</th>
<th>MS</th>
<th>AE</th>
<th>SR</th>
<th>HIT</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>60%</td>
<td></td>
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</tr>
</tbody>
</table>

(---) Percent of Items Checked (-----) Percent of Items Circled
and MSS (25.39). The boys are most concerned with MS and MA, and indicate least concern with RS, FL, AE, DHR, and SR. The girls checked most items in the areas of MIT, MSS, MA, SDO and DHR, and they checked least in MS, FL and RS.

The total twelfth grade response was significantly higher than the other two grades, averaging in the 40 to 50 per cent range for both sexes. The twelfth grade boys and girls show a significant difference in their concern with social relations, but this is not the case in the other groups. The seven areas of DHR, RT, MA, FL, WWH, EPP and AE show no significant difference between the boys' and girls' responses. The twelfth grade boys checked MS area most frequently (63.49 per cent), followed in order by MIT, MSS and RT. Their least concern was indicated in FL, RS and MA. Missionary activities dropped in relative importance of concern by contrast with the concern in the two lower grades. The girls checked most frequently MIT, MSS, GRP and SDO. Interest in doctrinal problems increased with twelfth grade girls. These girls marked fewest items in MS, FL and RT. There is a drop in concern with RT by contrast with the concern in the two lower grades.

A Comparison of Items Checked and Items Circled on the L.D.S.List

Table 18 indicates an average response by checking of 35.49 per cent and by circling of 8.88 per cent of the items. According to the lines on Table 18, there seems to be more correlation between the frequencies of checked items and the frequencies of circled items on the L.D.S. list than on the Mooney
list (Table 10). The students of the study both checked and circled MIT, MA and MSS most frequently.

Comparison of Total Responses to the Mooney List and to the L.D.S. List

Table 19 points out the relationship between the total responses to the Mooney list (Table 10) and the L.D.S. list (Table 18). It will be noted that there is a highly significant difference between the number of items checked on the two instruments. There is a percentage twice as great in the case of the L.D.S. list over the Mooney. Likewise, in relation to the number of items circled as serious, there is a chi square value indicating a significantly greater concern with problems of a religious nature.

**TABLE 19**

<p>| A COMPARISON OF ITEMS CHECKED AND CIRCLED ON THE L.D.S. YOUTH INVENTORY AND THE MOONEY CHECKLIST |
|--------------------------------------------------|--|------------------|</p>
<table>
<thead>
<tr>
<th>Items Checked</th>
<th>Items Circled</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.D.S. Youth Inventory</td>
<td>35.5 %</td>
</tr>
<tr>
<td>Mooney Checklist</td>
<td>14.4 %</td>
</tr>
<tr>
<td>Chi Square Value</td>
<td>15,438.8</td>
</tr>
<tr>
<td>Level of Significance</td>
<td>Highly Significant</td>
</tr>
</tbody>
</table>

Summary Statements Concerning Response to Each Area in the L.D.S. Youth Inventory

Dating and Heterosexual Relations (DHR). As might be
expected from even a casual observation of high school students, dating and heterosexual relations ranked high in their own perception of their problems. In the data of this study DHR is usually among the top three or four areas in frequency of responses. There is a significant difference of concern indicated between the grade levels; the greatest concern is shown by the twelfth grade students, and the least in this area by the eleventh grade students. The girls of this study checked approximately 5 per cent more of the items in this area than did the boys.

**General Religious Problems (GRP)**—Twelfth grade students, particularly the girls, checked this area among the top three in their frequency of responses. The girls of all the grades checked seven per cent more than did the boys. This area was fifth in frequency among all the responses as a whole. There was a statistically significant difference of response between the grades as well as the sexes.

**Recreation and Use of Time (RT)**—This category ranked about midway (7th) in frequency among the total responses. There was a significant difference between the boys and the girls (the boys indicated more concern) but there was no significant difference between the responses by grades.

**Missionary Activities (MA)**—As to problems in connection with going on a mission, the students' responses indicated this area as second of most concern. There was a significant difference in the numbers checked by grades in this area, but none between the responses by the boys and the girls.
Religion and Science (RS).—As to problems in connection with relating religion and science, there was no significant difference between the responses of the boys and the girls. However, the twelfth grade students indicated concern to a significantly greater degree than did the students of the tenth and eleventh grades (See Table 11). The RS category ranked eleventh out of the fourteen areas in the over-all responses.

Family Living (FL).—This area (concerned with parents and siblings), ranked next to the lowest in frequency of responses. MS ranked lowest due to the very little response on the part of the girls. Discounting the MS area, FL ranked low, along with the closely related area of AE. There was a significant difference in response both between the grades and between the sexes.

Moral and Sexual Standards (MSS).—Concerning the moral and sexual standards taught in the Church of Jesus Christ of Latter-day Saints, these students indicated concern with this area second only to MIT (first) and MA. There was a significant increase in concern by the twelfth grade students over the others. There was also a significant difference between the sexes, with the girls checking more items than the boys. There was a significant difference between the response of the boys and girls of only the eleventh and twelfth grades. This area was one of the top three in number of responses which were circled, rather than checked.

Word of Wisdom and Health (WWH).—In connection with the problems of smoking, drinking and health, there was no
significant difference between the response of the boys and girls, but there was between the responses by students in the different grades. The frequency of responses increased with the rise in grade level. This area ranked ninth in the overall frequency of responses.

**Emotional Personal Problems (EPP).**—The area of emotional personal problems in connection with religion ranked eighth in number of responses per area. The chi-square value indicated a significant difference between the grades, caused primarily by the twelfth grade girls (See Tables 11, 12 and 13). There was no significant difference in the number of responses by the girls and by the boys.

**Sabbath Day Observance (SDO).**—Practices in connection with keeping the Sabbath Day holy were checked significantly more often by the girls than the boys. This area ranked eleventh out of the fourteen in the number of responses per area. There was a significant difference in the responses by grade; the responses were more frequent by the older students.

**Military Service (MS).**—This area evidences the most striking contrast in the study. The boys checked more items in this area than in any other, and the girls checked fewer items here than in any other area. There is no significant difference in the response of the girls of the different grades, but there is a highly significant increase in responses by the twelfth grade boys over the two other groups of boys.

**Adult Example (AE).**—In this area there is a significant difference in the response by grades. This area ranks
third from the lowest in the number of responses, and lowest in the number of items circled as being serious.

**Social Relations (SR).** SR ranks tenth in order of frequency of responses. There is a significant difference in response by grades as well as by the sexes. The twelfth grade students (particularly the girls) indicated more concern than did the other grades. The girls as a whole checked more items in this area than did the boys.

**Marriage in the Temple (MIT).** According to the overall responses, this area was of primary concern to these Latter-Day Saint students. This area ranked first in all three grade levels, but with significant differences between the grades. The girls indicated a significantly higher response than did the boys \( (x^2 = 52.11) \). This area was most frequently checked by the girls, but as far as the total number of boys is concerned, it was not checked as frequently as were WWH, DHR, MSS, RT, MA and MS. MIT was the area circled most often (in addition to being checked) as being of serious concern (See Table 18).

A comparison of the frequencies of response in each area of the L.D.S. list can be more easily seen by noting Table 20. The area with the greatest percentage of items checked is listed first and the area least frequently checked is listed last.

**Comparison of Indications of Desire to Write in School About, Or Talk to Someone About, Personal Problems**

Concerning desire to talk to someone about, or write about personal problems in school (See Tables 21 and 22), there
is no significant difference between the boy and girl responses. There is an increase over the other grades in the number of responses by the twelfth grade students to both questions.

TABLE 20

PERCENTAGES OF PROBLEMS CHECKED IN EACH AREA OF THE L.D.S. LIST IN ORDER OF FREQUENCY

(Total Group)

<table>
<thead>
<tr>
<th>Category</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marriage in the Temple (MIT)</td>
<td>43.94</td>
</tr>
<tr>
<td>Missionary Activities (MA)</td>
<td>41.41</td>
</tr>
<tr>
<td>Moral and Sexual Standards (MSS)</td>
<td>40.81</td>
</tr>
<tr>
<td>Dating and Heterosexual Relations (DHR)</td>
<td>39.43</td>
</tr>
<tr>
<td>General Religious Problems (GRP)</td>
<td>38.20</td>
</tr>
<tr>
<td>Sabbath Day Observance (SDO)</td>
<td>36.92</td>
</tr>
<tr>
<td>Recreation and Use of Time (RT)</td>
<td>36.47</td>
</tr>
<tr>
<td>Emotional Personal Problems (EPP)</td>
<td>34.22</td>
</tr>
<tr>
<td>Word of Wisdom and Health (WWH)</td>
<td>34.18</td>
</tr>
<tr>
<td>Social Relations (SR)</td>
<td>33.42</td>
</tr>
<tr>
<td>Religion and Science (RS)</td>
<td>29.02</td>
</tr>
<tr>
<td>Adult Example (AE)</td>
<td>28.10</td>
</tr>
<tr>
<td>Family Living (PL)</td>
<td>26.07</td>
</tr>
<tr>
<td>Military Service (MS) (See Table 14)</td>
<td>24.32</td>
</tr>
</tbody>
</table>

It will be noted that in desire to write on problems in school the senior girls responded most frequently; in desire to talk to someone, the boys responded more frequently than did the girls. There were no significant differences in the responses of the sexes; however, there was a significant difference in the response by grades. The frequency of response to this question is generally higher than the responses to the problem areas.
TABLE 21

A COMPARISON OF BOYS AND GIRLS BY GRADES CONCERNING DESIRE TO WRITE ABOUT THEIR PROBLEMS

<table>
<thead>
<tr>
<th></th>
<th>Tenth Grade</th>
<th>Eleventh Grade</th>
<th>Twelfth Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>52.7 %</td>
<td>47.9 %</td>
<td>66.6 %</td>
</tr>
<tr>
<td>Girls</td>
<td>47.4 %</td>
<td>47.7 %</td>
<td>85.6 %</td>
</tr>
</tbody>
</table>

Chi Square | 0.679 | 0.012 | 1.056

Level of Significance
| No Significant Difference | No Significant Difference | No Significant Difference |

TABLE 22

A COMPARISON OF BOYS AND GIRLS BY GRADES CONCERNING DESIRE TO TALK TO SOMEONE ABOUT THEIR PROBLEMS

<table>
<thead>
<tr>
<th></th>
<th>Tenth Grade</th>
<th>Eleventh Grade</th>
<th>Twelfth Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>63.5 %</td>
<td>57.4 %</td>
<td>70.6 %</td>
</tr>
<tr>
<td>Girls</td>
<td>55.1 %</td>
<td>57.6 %</td>
<td>68.5 %</td>
</tr>
</tbody>
</table>

Chi Square | 1.701 | 0.017 | 0.023

Level of Significance
| No Significant Difference | No Significant Difference | No Significant Difference |
CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Summary

Need for the Study.--Because it seemed likely that teachers of adolescent Latter-day Saint boys and girls might benefit from an up-to-date view about what their students are personally concerned, a need was felt for this particular kind of survey. A review of the related literature indicated a dearth of material in this area, particularly in connection with Latter-day Saint youth.

Purpose of the Study.--The purpose of this study was to determine the significant differences (if any) between the self-perceived general and religious personal problems of the students enrolled at the Provo L.D.S. Seminary during the school years 1954-1955 and 1955-1956. Data were also sought to determine the relative extent of student desire to write in school, or talk to someone, about their problems.

Methods and Procedures.--The basic data for this study were obtained from 609 students, among whom were 63 twelfth graders, of which 27 were boys and 36 were girls; 202 eleventh graders, of which 95 were boys and 107 were girls; and 343 tenth grade students of which 124 were boys and 219 were girls.
The data were obtained by means of two self-report documents. The first of these instruments was the high school form of the Mooney Problem Checklist. This instrument was used for obtaining data on self-perceived general problems. To obtain the desired information on the personal religious problems of this distinctly Latter-day Saint group of students, a new instrument was constructed, called in this study, "The L.D.S. List". This list was originally compiled from student problems (in the words of the students as nearly as possible) submitted by representative seminary teachers attending a summer school convention at the Brigham Young University. After a pilot study at the Provo Seminary, the list, as finally administered, consisted of 163 items divided into fourteen categories. The instrument was administered with instructions to the students to check any item of worry, bother, concern, or problem which they considered their own, after which they were to go over the items again and encircle those items which they felt were more serious or of special concern. The students were given the freedom to sign or not sign the questionnaires. The majority signed them.

After the raw data were assembled, chi square values were computed to determine the significance of differences between the number of items checked by each sex group and by each grade level. This was done for each area in each checklist. Computations were also made of the number of items circled in each area. In order to facilitate a more graphic presentation of the data, frequency polygons were made for each
set of data.

**Delimitation of the Study.**—This study was limited to the tenth, eleventh, and twelfth grade students officially registered at the L.D.S. Seminary in Provo, Utah. The study was limited to those areas of general personal problems and personal religious problems covered by the categories in the two instruments used. The data were limited to a comparison of responses to the checklist areas and the differences of response between the boys and girls, and between the three grades. No attempt was made to consider the causes or reasons for the student response. The primary limitations were those of the specified age area, the subjects of the questionnaires, and the fact that the students were members of the Church of Jesus Christ of Latter-day Saints.

**Findings**

1. This study revealed that the students involved did have problems of a general nature about which they were concerned.

2. It was found that these students had religious problems about which they were concerned.

3. It was found that there was a significant difference between the number of problems checked by the tenth, eleventh and twelfth grade students on both problem checklists. On both checklists the twelfth grade students checked the most items and the eleventh grade students checked the least.

4. There was a significant difference between the
number of problems checked by the tenth, eleventh, and twelfth grade boys on both problem checklists.

5. There was a significant difference between the number of problems checked by the tenth, eleventh, and twelfth grade girls on both questionnaires.

6. It was found that there was a significant difference between the total number of problems checked by the boys and those checked by the girls on both checklists. The boys checked more items on the Mooney list, and the girls checked more items on the L.D.S. list.

7. There was a significant difference in the number of problems checked on the Mooney list by the boys and by the girls in each of the tenth and eleventh grade groups, but there was no significant difference between the numbers checked by the twelfth grade boys and girls.

On the L.D.S. list there was a significant difference between the responses of the boys and girls of the eleventh and twelfth grades, but none between the tenth grade boys and girls.

8. It was found that the following areas of the Mooney list were checked most frequently: ASW and SPR, by the tenth grade students; ASW and SRA, by the eleventh grade students; and ASW and FVE, by the twelfth grade students.

On the L.D.S. list the following were checked most frequently (excepting MS, where the boys checked most and the girls least at each grade level): DHR, MA, RT and MSS by the tenth grade students; MA, RT, WWH and MSS, by the eleventh
grade students; MIT, MSS, MA and RT, by the twelfth grade students.

9. The following areas were found to be checked most frequently by the boys on the Mooney list: ASW, FVE, FLE, and SRA were the areas checked most frequently by the tenth grade boys. The eleventh grade boys checked most frequently ASW, FVE, and SRA. The areas of ASW, FVE and FLE were checked most frequently by the twelfth grade boys.

On the L.D.S. list the tenth grade boys checked MS, DHR, MA, MSS and RT most frequently; the eleventh grade boys checked MS, MA, RT, WWH and MSS most frequently; while the twelfth grade boys checked MS, MIT, MSS, MA and RT most frequently.

10. The girls of the tenth grade checked the Mooney list most frequently in the areas of SPR, ASW and PPR; the eleventh grade girls checked ASW, SPR, PPR and SRA most frequently. PPR, MR, CSM, and FLE were checked most frequently by the twelfth grade girls.

On the L.D.S. list the tenth grade girls checked most frequently MIT, MSS, MA, DHR and SDO; the eleventh grade girls checked MIT, GRP, DHR, MA and MSS most frequently; and the twelfth grade girls checked most frequently the areas of MIT, MSS, EPP, SDO and MA.

11. Comparing the total responses of the boys and girls to the Mooney list, it was noticed that both were high in checking ASW and both were low in response to CTP. The girls were high in SPR while the boys were low by a significant difference in response to this area; whereas, in checking FVE, the
response of the boys was high compared to that of the girls. The girls were also significantly higher in checking PPR. There was a significant difference in response to all the areas except SRA and ASW.

It was found in connection with the L.D.S. list that there was no significant difference between the boy-girl responses in MA, RS, WWH, EPP and AE. The big gap was in the MS area ($x^2 = 790.9$), with the high response by the boys. The greatest differences (excepting MS) were in GRP, MIT, DHR, SDO, and MSS, in that order; the girls having more responses in each of these areas.

12. The students involved in the study checked on the average over 11 per cent more items than they circled on the Mooney list, and 25 per cent more were checked than circled on the L.D.S. list.

13. It was found that there was a very significant difference in the total number of problems checked and the total number circled on the two lists. The students involved in this study checked 35.5 per cent of the items on the L.D.S. list as compared with 14.4 per cent of the items on the Mooney list. These students circled as being more serious 8.8 per cent of the items on the L.D.S. list as compared with 3.9 per cent of the items on the Mooney list.

14. Over half of the boys and girls in the study indicated a desire for more opportunity in school to write about matters of personal concern.

15. It was found that there was a significant difference
in response by grades concerning desire to write about problems, with a significantly greater response by the twelfth grade students.

16. There was no significant difference between the responses by the girls and boys of each grade concerning desire to write about their problems.

17. Over half of the students of the study indicated a desire to talk to someone concerning their problems.

18. There was found no significant difference between the three grade levels with respect to their desire to talk to someone concerning their problems.

19. There was no significant difference between responses of the girls and those of the boys on the question of desire to talk to someone about their problems.

Conclusions

1. Young people do have both general and religious personal problems, and in a Latter-day Saint population there is more concern over religion-related areas than over other areas.

2. Teachers of L.D.S. adolescents should take into consideration that there is a change in concerns and in the frequency of concerns from grade level to grade level, and that there is a difference between the concerns of the boys and of the girls in the tenth, eleventh, and twelfth grades.

3. The students of this study indicated most concern in making adjustment to school work, in missionary activities, and in moral and sexual standards. The students indicated
change from greater concern with the social areas in the tenth grade to more concern with the vocational and financial areas in the twelfth grade. Relatively great concern was indicated by the boys about the military service, and by the girls about Temple marriage.

4. The areas in which these boys and girls have indicated most concern are areas in which seminary teachers, and other teachers of the Gospel, are in a unique position to make real contributions.

5. A different emphasis should be made by the teacher at the tenth, eleventh, and twelfth grade levels if he or she is to best assist in alleviating the concerns of the students.

6. There is real opportunity and need for further study in this area of the problems of L.D.S. adolescents.

Recommendations

1. It is recommended that problems of religious concern peculiar to L.D.S. youth might well be given more attention by seminary and auxiliary teachers, parents, counselors, and confidants of these young people.

2. It is recommended that additional and even more extensive studies be made of the self-perceived problems of L.D.S. adolescents in order to find out if these findings are truly representative of all L.D.S. youth.

3. It is recommended that further use be made of the two instruments of this study, where good rapport has been established, in an effort to not only find the problems of students
for individual counseling, but also to establish for these instruments norms for their use in any L.D.S. population.

4. It is recommended that teachers, principals, and leaders of the Seminary System of the Church of Jesus Christ of Latter-day Saints consider and apply the findings of this study in an effort to make the seminary curriculum better conform to the needs of the students.

5. It is recommended that similar studies be made with seventh, eighth and ninth grade students in order to better note any changes in concern over this longer age span.

6. It is recommended that seminary teachers, in particular, be made aware of the results of this study in relation to the indicated desires of students to write more in school, and talk to someone, about their problems.

7. It is recommended that, in individual counseling of L.D.S. students, the instruments of this study be used and particular attention be paid to the students' comments called for on the final page of each checklist.
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Unpublished Material

APPENDIX A

L D S YOUTH INVENTORY

Prepared by
Wilson K. Anderson
J. Wallace Johnson
James Glenn
1954

Dept. of Educ. Personnel and Guidance
Brigham Young University
Provo, Utah
**LDS YOUTH INVENTORY**

Prepared by Wilson K. Andersen, Wallace Johnson and James Glenn.

**DIRECTIONS**

The statements on the following pages are about matters that have bothered young people throughout the Church. You will recognize some of them as things that have been bothering you; others of them may apply to you, yet cause you no concern; still others may not apply to you at all.

Read each statement in the questionnaire carefully. If an item expresses something that is a problem to you, that is, a thought which worries you or is of some concern or which you desire more information about, place a check in the space provided for that statement. If the statement does not express a difficulty, or does not apply to you, do not make any mark in the answer space but go on to the next statement.

**REMEMBER**, when you do not mark a statement on the answer sheet you are saying, "This is of no concern to me."

This questionnaire is not a test. There is no score, nor right or wrong items or number of items to be checked. The results are to show only which of these ideas you consider to be of concern to you at the present time, so do not hesitate to check the items freely as they may concern you. Frank answers will insure your getting the most from this experience for yourself. Your answers will not affect your school grades in any way.

Be sure to mark every question that represents one of your own concerns. Your responses will be kept completely confidential.

**NOW GO ON WITH THE ITEMS ON THE FOLLOWING PAGES.**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Age to begin dating.</td>
</tr>
<tr>
<td>2.</td>
<td>Leaving school for marriage.</td>
</tr>
<tr>
<td>3.</td>
<td>Best age for marriage.</td>
</tr>
<tr>
<td>4.</td>
<td>How to gain a testimony.</td>
</tr>
<tr>
<td>5.</td>
<td>Tithe paying.</td>
</tr>
<tr>
<td>6.</td>
<td>Gaining forgiveness.</td>
</tr>
<tr>
<td>7.</td>
<td>Being on time.</td>
</tr>
<tr>
<td>8.</td>
<td>Having fun without spending money.</td>
</tr>
<tr>
<td>10.</td>
<td>Being able to explain my beliefs.</td>
</tr>
<tr>
<td>12.</td>
<td>Financing a mission.</td>
</tr>
<tr>
<td>14.</td>
<td>Meeting evolutionary ideas contrary to scripture.</td>
</tr>
<tr>
<td>15.</td>
<td>Understanding the story of the Flood.</td>
</tr>
<tr>
<td>16.</td>
<td>Prehistoric man and Adam.</td>
</tr>
</tbody>
</table>
17. Getting parents to study the Gospel.
18. Encouraging parents to prepare for the Temple.
19. Helping parents to get along better together.

20. How to stop dating without offending.
22. Marriage before or after mission or service.

23. How to dress modestly.
24. Showing affection without necking and petting.
25. The meaning of "loss of virtue."
26. Knowing how far necking and petting should go.

27. Choosing between Church and school functions.
28. Going with a person of another faith.
29. Swearing and profanity.
30. Patronizing public dance halls.

31. Living the Word of Wisdom without being laughed at.
32. How to refuse coffee, tobacco, and liquor without offending.
33. Cola Drinks.

34. How to get help on personal problems.
35. How to prepare and give a talk.
36. Planning in a "mixed up" world.
37. Overcoming feelings of guilt.

38. Movies after having attended church.
39. True worship.
40. Worship outside church meetings.
41. What to do on the Sabbath.

42. Gaining spiritual strength for military service.
43. Choosing reserves, enlistment, or draft.
44. Best branch of armed services.

45. Trying to do right when older people don't.
46. Respecting Church leaders though some make mistakes.
47. Keeping Church standards when some officers and teachers don't.

48. How to make my parents have confidence in me.
49. How to be able to talk things out with Mom and Dad.
50. How to disagree with parents without being disrespectful.

51. Knowing how prayers are answered.
52. Eternal Progression.
53. Knowledge of God. (Who and what He is.)
54. The Church in temporal affairs.

55. Reaction to "shady stories".
56. Being popular with little money.
57. Making friends.
58. Overcoming unpopularity.

59. How to act on a date.
60. Where to go on a date.
61. Transportation for dating.
62. Financing a date.
63. Temple endowment.  
64. Converting partner to temple marriage.  
65. Temple garments.  
66. Advantages of temple marriage in this life.  
67. Temple ceremonies.  
68. Being worthy of the Celestial kingdom.  
69. Knowing which is the true church.  
70. How to pray.  
71. Wasting time.  
72. Not having enough places for good fun.  
73. Information on interesting hobbies.  
74. Distinguishing between theory and truth.  
75. The creation and origin of the earth.  
76. Relation of law and miracles.  
77. Errors in science.  
78. What to do when parents are doing wrong.  
79. How to get parents active in the Church.  
80. Getting family prayer started.  
81. How to get parents to keep the Word of Wisdom.  
82. Necking and Petting.  
83. Dancing cheek to cheek (or other positions).  
84. How to be popular and not neck and pet.  
85. How to express love without doing wrong.  
86. Playing cards.  
87. Determining right and wrong.  
88. Gambling.  
89. Cheating.  
90. Wanting to live above family reputation.  
91. Having too many bad thoughts.  
92. Being too self conscious.  
93. Overcoming bad habits.  
94. Keeping the Sabbath and still have fun.  
95. Having to work on the Sabbath.  
96. Observing Sabbath and still keeping friends.  
97. Necessity of attending meetings.  
98. Gaining the most from military service.  
99. Church activity in the service.  
100. Missionary opportunities in the service.  
101. Wanting to keep the Sabbath when family doesn't.  
102. Parents disapprove of my dating choices.  
103. Parents make unreasonable restrictions.  
104. Don't feel free to discuss problems with parents.  
105. How to express sorrow for wrong doing.  
106. Showing approval without flattery.  
107. How to stop gossiping.  
108. Restoring an injured reputation.
109. How to ask for a date.  
110. Getting home at proper time.  
111. What to do after a dance or show.  
112. Conversation in dating.  

113. How to prepare for temple marriage.  
114. Those who can attend temple marriage.  
115. Marriage by the bishop.  

116. Proper fasting.  
117. Why the righteous must suffer.  
118. Death.  
119. Miracles.  

120. Knowing when to accept science.  
121. Use of scientific method in many fields (even religion)  
122. Harmonizing scientific and religious teachings.  

123. The seriousness of sex sin.  
124. Strapless formals, shorts, sun dresses, sheer blouses.  
125. Improper thoughts about sex.  
126. Knowing when I'm in love.  

127. Getting something for nothing.  
128. Being dependable.  
129. Magazine stories and pictures.  

130. Gaining self confidence.  
131. Knowing to whom to go with personal problems.  
132. Accepting responsibility.  

133. When to marry.  
134. Keeping the friendship without going steady.  
135. Going steady.  
136. How often to date.  

137. Learning to enjoy Church meeting.  
138. Sunday shows.  
139. Studying on Sunday.  

140. Getting along with my brothers and sisters.  
141. Parents treating me like a child.  
142. Parents wanting to chose my friends.  

143. Kids associating only with a certain group.  
144. Gaining recognition of a particular person.  
145. Acceptable clothing.  

146. Double dating.  
147. Dating a smoker otherwise acceptable.  
148. How to refuse a date without offending.  
149. Standards of courtship.  

150. Present day revelation.  
151. Family ties after death.  
152. Recognizing promptings from the Lord.  
153. Sustaining Church leaders.
154. Developing sportsmanship.  
155. Gaining popularity.  
156. Dancing with one partner all evening.

158. Dating many or few.  
159. Standards for choosing marriage partner.  
160. Dating non-members.

161. Paid Church leaders.  
162. How to pray (private or public.)  
163. How to make a complete repentance.

Now go back again over the items you have checked and encircle the number of any problems you consider particularly important, perplexing or serious.
### APPENDIX B

**TABLE 23**

NUMBER OF ITEMS CHECKED AND CIRCLED ON THE L.D.S. YOUTH INVENTORY

<table>
<thead>
<tr>
<th>Category</th>
<th>Number in Each</th>
<th>Boys (197)</th>
<th>Girls (275)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Tenth Grade (106)</td>
<td>Eleventh Grade (70)</td>
</tr>
<tr>
<td></td>
<td>Items Checked</td>
<td>Items Circled</td>
<td>Items Checked</td>
</tr>
<tr>
<td>DHR</td>
<td>(26)</td>
<td>1111</td>
<td>286</td>
</tr>
<tr>
<td>GRP</td>
<td>(33)</td>
<td>1175</td>
<td>290</td>
</tr>
<tr>
<td>RT</td>
<td>(6)</td>
<td>243</td>
<td>53</td>
</tr>
<tr>
<td>MA</td>
<td>(4)</td>
<td>166</td>
<td>47</td>
</tr>
<tr>
<td>RS</td>
<td>(10)</td>
<td>340</td>
<td>54</td>
</tr>
<tr>
<td>FL</td>
<td>(17)</td>
<td>419</td>
<td>105</td>
</tr>
<tr>
<td>MSS</td>
<td>(12)</td>
<td>481</td>
<td>158</td>
</tr>
<tr>
<td>WSH</td>
<td>(3)</td>
<td>113</td>
<td>35</td>
</tr>
<tr>
<td>EPP</td>
<td>(11)</td>
<td>399</td>
<td>94</td>
</tr>
<tr>
<td>SDO</td>
<td>(11)</td>
<td>371</td>
<td>56</td>
</tr>
<tr>
<td>MS</td>
<td>(6)</td>
<td>320</td>
<td>86</td>
</tr>
<tr>
<td>AE</td>
<td>(3)</td>
<td>75</td>
<td>13</td>
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<tr>
<td>SR</td>
<td>(14)</td>
<td>482</td>
<td>100</td>
</tr>
<tr>
<td>MIT</td>
<td>(7)</td>
<td>263</td>
<td>78</td>
</tr>
</tbody>
</table>
APPENDIX C

MOONEY PROBLEM CHECK LIST

ROSS L. MOONEY

Bureau of Educational Research
Ohio State University

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, find the number of the item on the answer sheet and blacken the answer space BELOW the number. For example, if you are troubled by the fact that you are underweight (problem number 1 in the list), you would find number 1 on the answer sheet and blacken the answer space BELOW the number. Thus,

Go through the whole list in this way, marking the answer spaces below the numbers of the problems which are troubling you.

Second Step: When you have completed the first step, read again the items you have marked and pick out the ones which you feel are troubling you most. Show these problems by blackening the answer space ABOVE the number. For example, if, as you look back over all the problems for which there are black marks below the numbers on the answer sheet, you decide that “Being underweight” is one of those which troubles you most, then blacken the answer space ABOVE the number, like this,

This example shows how the sheet would be marked by a student for whom both items 1 and 4 represent problems, with 1 being among his most important problems.

Third Step: When you have completed the second step, answer the summarizing questions on the back of the answer sheet.

Do not make any marks in this booklet. Put all your marks on the answer sheet.

Copyright 1950
The Psychological Corporation
522 Fifth Avenue, New York 18, N. Y.
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Being underweight</td>
</tr>
<tr>
<td>2.</td>
<td>Being overweight</td>
</tr>
<tr>
<td>3.</td>
<td>Not getting enough exercise</td>
</tr>
<tr>
<td>4.</td>
<td>Getting sick too often</td>
</tr>
<tr>
<td>5.</td>
<td>Tiring very easily</td>
</tr>
<tr>
<td>6.</td>
<td>Needing to learn how to save money</td>
</tr>
<tr>
<td>7.</td>
<td>Not knowing how to spend my money wisely</td>
</tr>
<tr>
<td>8.</td>
<td>Having less money than my friends have</td>
</tr>
<tr>
<td>9.</td>
<td>Having to ask parents for money</td>
</tr>
<tr>
<td>10.</td>
<td>Having no regular allowance (or income)</td>
</tr>
<tr>
<td>11.</td>
<td>Slow in getting acquainted with people</td>
</tr>
<tr>
<td>12.</td>
<td>Awkward in meeting people</td>
</tr>
<tr>
<td>13.</td>
<td>Being ill at ease at social affairs</td>
</tr>
<tr>
<td>14.</td>
<td>Trouble in keeping a conversation going</td>
</tr>
<tr>
<td>15.</td>
<td>Unsure of my social etiquette</td>
</tr>
<tr>
<td>16.</td>
<td>Having dates</td>
</tr>
<tr>
<td>17.</td>
<td>Awkward in making a date</td>
</tr>
<tr>
<td>18.</td>
<td>Not mixing well with the opposite sex</td>
</tr>
<tr>
<td>19.</td>
<td>Not being attractive to the opposite sex</td>
</tr>
<tr>
<td>20.</td>
<td>Not being allowed to have dates</td>
</tr>
<tr>
<td>21.</td>
<td>Getting into arguments</td>
</tr>
<tr>
<td>22.</td>
<td>Hurting people’s feelings</td>
</tr>
<tr>
<td>23.</td>
<td>Being talked about</td>
</tr>
<tr>
<td>24.</td>
<td>Being made fun of</td>
</tr>
<tr>
<td>25.</td>
<td>Being “different”</td>
</tr>
<tr>
<td>26.</td>
<td>Losing my temper</td>
</tr>
<tr>
<td>27.</td>
<td>Taking some things too seriously</td>
</tr>
<tr>
<td>28.</td>
<td>Being nervous</td>
</tr>
<tr>
<td>29.</td>
<td>Getting excited too easily</td>
</tr>
<tr>
<td>30.</td>
<td>Worrying</td>
</tr>
<tr>
<td>31.</td>
<td>Not going to church often enough</td>
</tr>
<tr>
<td>32.</td>
<td>Not living up to my ideal</td>
</tr>
<tr>
<td>33.</td>
<td>Puzzled about the meaning of God</td>
</tr>
<tr>
<td>34.</td>
<td>Doubting some of the religious things I’m told</td>
</tr>
<tr>
<td>35.</td>
<td>Confused on some of my religious beliefs</td>
</tr>
<tr>
<td>36.</td>
<td>Worried about a member of the family</td>
</tr>
<tr>
<td>37.</td>
<td>Sickness in the family</td>
</tr>
<tr>
<td>38.</td>
<td>Parents sacrificing too much for me</td>
</tr>
<tr>
<td>39.</td>
<td>Parents not understanding me</td>
</tr>
<tr>
<td>40.</td>
<td>Being treated like a child at home</td>
</tr>
<tr>
<td>41.</td>
<td>Unable to enter desired vocation</td>
</tr>
<tr>
<td>42.</td>
<td>Doubting the wisdom of my vocational choice</td>
</tr>
<tr>
<td>43.</td>
<td>Needing to know my vocational abilities</td>
</tr>
<tr>
<td>44.</td>
<td>Doubting I can get a job in my chosen vocation</td>
</tr>
<tr>
<td>45.</td>
<td>Wanting advice on what to do after high school</td>
</tr>
<tr>
<td>46.</td>
<td>Missing too many days of school</td>
</tr>
<tr>
<td>47.</td>
<td>Being a grade behind in school</td>
</tr>
<tr>
<td>48.</td>
<td>Adjusting to a new school</td>
</tr>
<tr>
<td>49.</td>
<td>Taking the wrong subjects</td>
</tr>
<tr>
<td>50.</td>
<td>Not spending enough time in study</td>
</tr>
<tr>
<td>51.</td>
<td>Having no suitable place to study at home</td>
</tr>
<tr>
<td>52.</td>
<td>Family not understanding what I have to do in school</td>
</tr>
<tr>
<td>53.</td>
<td>Wanting subjects not offered by the school</td>
</tr>
<tr>
<td>54.</td>
<td>Made to take subjects I don’t like</td>
</tr>
<tr>
<td>55.</td>
<td>Subjects not related to everyday life</td>
</tr>
<tr>
<td>56.</td>
<td>Frequent headaches</td>
</tr>
<tr>
<td>57.</td>
<td>Weak eyes</td>
</tr>
<tr>
<td>58.</td>
<td>Often not hungry for my meals</td>
</tr>
<tr>
<td>59.</td>
<td>Not eating the right food</td>
</tr>
<tr>
<td>60.</td>
<td>Gradually losing weight</td>
</tr>
<tr>
<td>61.</td>
<td>Too few nice clothes</td>
</tr>
<tr>
<td>62.</td>
<td>Too little money for recreation</td>
</tr>
<tr>
<td>63.</td>
<td>Family worried about money</td>
</tr>
<tr>
<td>64.</td>
<td>Having to watch every penny I spend</td>
</tr>
<tr>
<td>65.</td>
<td>Having to quit school to work</td>
</tr>
<tr>
<td>66.</td>
<td>Not enough time for recreation</td>
</tr>
<tr>
<td>67.</td>
<td>Not enjoying many things others enjoy</td>
</tr>
<tr>
<td>68.</td>
<td>Too little chance to read what I like</td>
</tr>
<tr>
<td>69.</td>
<td>Too little chance to get out and enjoy nature</td>
</tr>
<tr>
<td>70.</td>
<td>Wanting more time to myself</td>
</tr>
<tr>
<td>71.</td>
<td>No suitable places to go on dates</td>
</tr>
<tr>
<td>72.</td>
<td>Not knowing how to entertain on a date</td>
</tr>
<tr>
<td>73.</td>
<td>Too few dates</td>
</tr>
<tr>
<td>74.</td>
<td>Afraid of close contact with the opposite sex</td>
</tr>
<tr>
<td>75.</td>
<td>Embarrassed by talk about sex</td>
</tr>
<tr>
<td>76.</td>
<td>Wanting a more pleasing personality</td>
</tr>
<tr>
<td>77.</td>
<td>Not getting along well with other people</td>
</tr>
<tr>
<td>78.</td>
<td>Worrying how I impress people</td>
</tr>
<tr>
<td>79.</td>
<td>Too easily led by other people</td>
</tr>
<tr>
<td>80.</td>
<td>Lacking leadership ability</td>
</tr>
<tr>
<td>81.</td>
<td>Daydreaming</td>
</tr>
<tr>
<td>82.</td>
<td>Being careless</td>
</tr>
<tr>
<td>83.</td>
<td>Forgetting things</td>
</tr>
<tr>
<td>84.</td>
<td>Being lazy</td>
</tr>
<tr>
<td>85.</td>
<td>Not taking some things seriously enough</td>
</tr>
<tr>
<td>86.</td>
<td>Parents making me go to church</td>
</tr>
<tr>
<td>87.</td>
<td>Disliking church services</td>
</tr>
<tr>
<td>88.</td>
<td>Doubting the value of worship and prayer</td>
</tr>
<tr>
<td>89.</td>
<td>Wanting to feel close to God</td>
</tr>
<tr>
<td>90.</td>
<td>Affected by racial or religious prejudice</td>
</tr>
<tr>
<td>91.</td>
<td>Not living with my parents</td>
</tr>
<tr>
<td>92.</td>
<td>Parents separated or divorced</td>
</tr>
<tr>
<td>93.</td>
<td>Father or mother not living</td>
</tr>
<tr>
<td>94.</td>
<td>Not having any fun with mother or dad</td>
</tr>
<tr>
<td>95.</td>
<td>Feeling I don’t really have a home</td>
</tr>
<tr>
<td>96.</td>
<td>Needing to decide on an occupation</td>
</tr>
<tr>
<td>97.</td>
<td>Needing to know more about occupations</td>
</tr>
<tr>
<td>98.</td>
<td>Restless to get out of school and into a job</td>
</tr>
<tr>
<td>99.</td>
<td>Can’t see that school work is doing me any good</td>
</tr>
<tr>
<td>100.</td>
<td>Want to be on my own</td>
</tr>
<tr>
<td>101.</td>
<td>Not really interested in books</td>
</tr>
<tr>
<td>102.</td>
<td>Unable to express myself well in words</td>
</tr>
<tr>
<td>103.</td>
<td>Vocabulary too limited</td>
</tr>
<tr>
<td>104.</td>
<td>Trouble with oral reports</td>
</tr>
<tr>
<td>105.</td>
<td>Afraid to speak up in class discussions</td>
</tr>
<tr>
<td>106.</td>
<td>Textbooks too hard to understand</td>
</tr>
<tr>
<td>107.</td>
<td>Teachers too hard to understand</td>
</tr>
<tr>
<td>108.</td>
<td>So often feel restless in classes</td>
</tr>
<tr>
<td>109.</td>
<td>Too little freedom in classes</td>
</tr>
<tr>
<td>110.</td>
<td>Not enough discussion in classes</td>
</tr>
</tbody>
</table>
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 chililish 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

Second Step: Read again the items you have marked and blacken the spaces on the answer sheet ABOVE the numbers of the problems which are troubling you most.

Third Step: Answer the questions on the back of the answer sheet.
### APPENDIX D

#### TABLE 24

NUMBER OF ITEMS CHECKED AND CIRCLED ON THE MOONEY PROBLEM CHECKLIST

<table>
<thead>
<tr>
<th>Category</th>
<th>Boys (246)</th>
<th>Girls (348)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Tenth Grade (22)</td>
<td>Eleventh Grade (124)</td>
</tr>
<tr>
<td></td>
<td>Items Checked</td>
<td>Items Circled</td>
</tr>
<tr>
<td>HPD (30)</td>
<td>110</td>
<td>10</td>
</tr>
<tr>
<td>FLE (30)</td>
<td>182</td>
<td>26</td>
</tr>
<tr>
<td>SRA (30)</td>
<td>168</td>
<td>24</td>
</tr>
<tr>
<td>CSM (30)</td>
<td>171</td>
<td>27</td>
</tr>
<tr>
<td>SPR (30)</td>
<td>159</td>
<td>19</td>
</tr>
<tr>
<td>PPR (30)</td>
<td>145</td>
<td>19</td>
</tr>
<tr>
<td>MR (30)</td>
<td>158</td>
<td>22</td>
</tr>
<tr>
<td>HF (30)</td>
<td>113</td>
<td>32</td>
</tr>
<tr>
<td>FVE (30)</td>
<td>185</td>
<td>27</td>
</tr>
<tr>
<td>ASW (30)</td>
<td>221</td>
<td>37</td>
</tr>
<tr>
<td>CTP (30)</td>
<td>120</td>
<td>7</td>
</tr>
</tbody>
</table>

### Note

1. Desire to write in school about their problems.
2. Desire to talk to someone about their problems.
APPENDIX E

TABLE 25

CHI-SQUARE VALUES

<table>
<thead>
<tr>
<th>n</th>
<th>P =.99</th>
<th>.95</th>
<th>.50</th>
<th>.10</th>
<th>.05^a</th>
<th>.02</th>
<th>.01^b</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0.000157</td>
<td>0.00393</td>
<td>0.455</td>
<td>2.706</td>
<td>3.841</td>
<td>5.412</td>
<td>6.635</td>
</tr>
<tr>
<td>2</td>
<td>0.0201</td>
<td>0.103</td>
<td>1.386</td>
<td>4.605</td>
<td>5.991</td>
<td>7.824</td>
<td>9.210</td>
</tr>
</tbody>
</table>

^a Indicates significant difference
^b Indicates highly significant difference
A STUDY OF GENERAL AND RELIGIOUS
PERSONAL PROBLEMS OF TENTH, ELEVENTH AND
TWELFTH GRADE SEMINARY STUDENTS

An Abstract of
A Field Project Presented to the
Department of Personnel and Guidance
Brigham Young University
Provo, Utah

In Partial Fulfillment
Of the Requirements for the Degree of
Master of Education

by
Wilson Kay Andersen
May 1957
ABSTRACT

Need for the Study.—Because it seemed likely that teachers of adolescent Latter-day Saint boys and girls might benefit from an up-to-date view about what their students are personally concerned, a need was felt for this particular kind of survey. A review of the related literature indicated a dearth of material in this area, particularly in connection with Latter-day Saint youth.

Purpose of the Study.—The purpose of this study was to determine the significant differences (if any) between the self-perceived general and religious personal problems of the students enrolled at the Provo L.D.S. Seminary during the school years 1954-1955 and 1955-1956. Data were also sought to determine the relative extent of student desire to write in school, or talk to someone, about their problems.

Methods and Procedures.—The basic data for this study were obtained from 608 students, among whom were 63 twelfth graders, of which 27 were boys and 36 were girls; 202 eleventh graders, of which 95 were boys and 107 were girls; and 343 tenth grade students of which 124 were boys and 219 were girls.

The data were obtained by means of two self-report documents. The first of these instruments was the high school form of the Mooney Problem Checklist. This instrument was used
for obtaining data on self-perceived general problems. To ob-
tain the desired information on the personal religious problems
of this distinctly Latter-day Saint group of students, a new
instrument was constructed, called in this study, "The L.D.S.
List." This list was originally compiled from student problems
(in the words of the students as nearly as possible) submitted
by representative seminary teachers attending a summer school
convention at the Brigham Young University. After a pilot study
at the Provo Seminary, the list, as finally administered, con-
sisted of 163 items divided into fourteen categories. The in-
strument was administered with instructions to the students to
check any item of worry, bother, concern, or problem which they
considered their own, after which they were to go over the items
again and encircle those items which they felt were more serious
or of special concern. The students were given the freedom to
sign or not sign the questionnaires. The majority signed them.

After the raw data were assembled, chi square values
were computed to determine the significance of differences be-
tween the number of items checked by each sex group and by each
grade level. This was done for each area in each checklist.
Computations were also made of the number of items circled in
each area. In order to facilitate a more graphic presentation
of the data, frequency polygons were made for each set of data.

Delimitation of the Study.--This study was limited to
the tenth, eleventh, and twelfth grade students officially reg-
istered at the Provo L.D.S. Seminary in Provo, Utah. The study
was limited to those areas of general personal problems and
personal religious problems covered by the categories in the
two instruments used. The data were limited to a comparison of
responses to the checklist areas and the differences of response
between the boys and girls, and between the three grades. No
attempt was made to consider the causes or reasons for the stu-
dent response. The primary limitations were those of the speci-
fied age area, the subjects of the questionnaires, and the fact
that the students were members of the Church of Jesus Christ of
Latter-day Saints.

Findings

1. This study revealed that the students involved did
have problems of a general nature about which they were con-
cerned.

2. It was found that these students had religious pro-
blems about which they were concerned.

3. It was found that there was a significant difference
between the number of problems checked by the tenth, eleventh
and twelfth grade students on both problem checklists. On both
checklists the twelfth grade students checked the most items
and the eleventh grade students checked the least.

4. There was a significant difference between the num-
ber of problems checked by the tenth, eleventh, and twelfth
grade boys on both problem checklists.

5. There was a significant difference between the num-
ber of problems checked by the tenth, eleventh, and twelfth
grade girls on both questionnaires.
6. It was found that there was a significant difference between the total number of problems checked by the boys and those checked by the girls on both checklists. The boys checked more items on the Mooney list, and the girls checked more items on the L.D.S. list.

7. There was a significant difference in the number of problems checked on the Mooney list by the boys and by the girls in each of the tenth and eleventh grade groups, but there was no significant difference between the numbers checked by the twelfth grade boys and girls.

On the L.D.S. list there was a significant difference between the responses of the boys and girls of the eleventh and twelfth grades, but none between the tenth grade boys and girls.

8. It was found that the following areas of the Mooney list were checked most frequently: ASW and SPR, by the tenth grade students; ASW and SRA, by the eleventh grade students; and ASW and FVE, by the twelfth grade students.

On the L.D.S. list the following were checked most frequently (excepting MS, where the boys checked most and the girls least at each grade level): DHR, MA, RT and MSS by the tenth grade students; MA, RT, WWH and MSS, by the eleventh grade students; MIT, MSS, MA and RT, by the twelfth grade students.

9. The following areas were found to be checked most frequently by the boys on the Mooney list: ASW, FVE, FLE, and SRA were the areas checked most frequently by the tenth grade boys. The eleventh grade boys checked most frequently ASW, FVE, and SRA. The areas of ASW, FVE and FLE were checked most
frequently by the twelfth grade boys.

On the L.D.S. list the tenth grade boys checked MS, DHR, MA, MSS and RT most frequently; the eleventh grade boys checked MS, MA, RT, WWH and MSS most frequently; while the twelfth grade boys checked MS, MIT, MSS, MA and RT most frequently.

10. The girls of the tenth grade checked the Mooney list most frequently in the areas of SPR, ASW and PPH; the eleventh grade girls checked ASW, SPR, PPR and SRA most frequently. PPR, MR, CSM, and FLE were checked most frequently by the twelfth grade girls.

On the L.D.S. list the tenth grade girls checked most frequently MIT, MSS, MA, DHR and SDO; the eleventh grade girls checked MIT, GRP, DHR, MA and MSS most frequently; and the twelfth grade girls checked most frequently the areas of MIT, MSS, EPP, SDO and MA.

11. Comparing the total responses of the boys and girls to the Mooney list, it was noticed that both were high in checking ASW and both were low in response to CTP. The girls were high in SPR while the boys were low by a significant difference in response to this area; whereas, in checking FVE, the response of the boys was high compared to that of the girls. The girls were also significantly higher in checking PPR. There was a significant difference in response to all the areas except SRA and ASW.

It was found in connection with the L.D.S. list that there was no significant difference between the boy-girl responses in MA, RS, WWH, EPP and AE. The big gap was in the MS
area ($X^2 790.9$), with the high response by the boys. The greatest differences (excepting MS) were in GRP, MIT, DHR, SDO, and MSS, in that order; the girls having more responses in each of these areas.

12. The students involved in the study checked on the average over 11 per cent more items than they circled on the Mooney list, and 25 per cent more were checked than circled on the L.D.S. list.

13. It was found that there was a very significant difference in the total number of problems checked and the total number circled on the two lists. The students involved in this study checked 35.5 per cent of the items on the L.D.S. list as compared with 14.4 per cent of the items on the Mooney list. These students circled as being more serious 8.8 per cent of the items on the L.D.S. list as compared with 3.9 per cent of the items on the Mooney list.

14. Over half of the boys and girls in the study indicated a desire for more opportunity in school to write about matters of personal concern.

15. It was found that there was a significant difference in response by grades concerning desire to write about problems, with a significantly greater response by the twelfth grade students.

16. There was no significant difference between the responses by the girls and boys of each grade concerning desire to write about their problems.

17. Over half of the students of the study indicated
a desire to talk to someone concerning their problems.

18. There was found no significant difference between the three grade levels with respect to their desire to talk to someone concerning their problems.

19. There was no significant difference between responses of the girls and those of the boys on the question of desire to talk to someone about their problems.

Conclusions

1. Young people do have both general and religious personal problems, and in a Latter-day Saint population there is more concern over religion-related areas than over other areas.

2. Teachers of L.D.S. adolescents should take into consideration that there is a change in concerns and in the frequency of concerns from grade level to grade level, and that there is a difference between the concerns of the boys and of the girls in the tenth, eleventh, and twelfth grades.

3. The students of this study indicated most concern in making adjustment to school work, in missionary activities, and in moral and sexual standards. The students indicated change from greater concern with the social areas in the tenth grade to more concern with the vocational and financial areas in the twelfth grade. Relatively great concern was indicated by the boys about the military service, and by the girls about Temple marriage.

4. The areas in which these boys and girls have indicated most concern are areas in which seminary teachers, and other teachers of the Gospel, are in a unique position to make
real contributions.

5. A different emphasis should be made by the teacher at the tenth, eleventh, and twelfth grade levels if he or she is to best assist in alleviating the concerns of the students.

6. There is real opportunity and need for further study in this area of the problems of L.D.S. adolescents.

Recommendations

1. It is recommended that problems of religious concern peculiar to L.D.S. youth might well be given more attention by seminary and auxiliary teachers, parents, counselors, and confidants of these young people.

2. It is recommended that additional and even more extensive studies be made of the self-perceived problems of L.D.S. adolescents in order to find out if these findings are truly representative of all L.D.S. youth.

3. It is recommended that further use be made of the two instruments of this study, where good rapport has been established, in an effort to not only find the problems of students for individual counseling, but also to establish for these instruments norms for their use in any L.D.S. population.

4. It is recommended that teachers, principals, and leaders of the Seminary System of the Church of Jesus Christ of Latter-day Saints consider and apply the findings of this study in an effort to make the seminary curriculum better conform to the needs of the students.

5. It is recommended that similar studies be made with seventh, eighth and ninth grade students in order to better
note any changes in concern over this longer age span.

6. It is recommended that seminary teachers, in particular, be made aware of the results of this study in relation to the indicated desires of students to write more in school, and talk to someone, about their problems.

7. It is recommended that, in individual counseling of L.D.S. students, the instruments of this study be used and particular attention be paid to the students' comments called for on the final page of each checklist.