

SOCIO-ECONOMIC STATUS AND PROBLEMS OF  
ANGLO-AMERICAN AND LATIN-AMERICAN  
HIGH SCHOOL GIRLS

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SOCIO-ECONOMIC STATUS AND PROBLEMS OF  
ANGLO-AMERICAN AND LATIN-AMERICAN  
HIGH SCHOOL GIRLS

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## INTRODUCTION

In schools of mixed nationalities difficult problems arise relative to reading and language difficulty, adjustment to school, and personality development. The socio-economic status of the individual has been considered to be a contributing factor in the difficulty of these problems. To enable teachers to cope with such problems, several studies have been made of personality development and of the relationship between the development and the socio-economic status of mixed nationalities.

An experimental study was made by Moore (3) in 1948 on the personality development of twelve Latin-American and eighteen Anglo-American students in the stenographic class of the Edinburg, Texas, High School. The purpose of the study was to make a survey of all personality training procedures for the purpose of adapting those procedures to the instructional problem of schools having a large Latin-American enrollment and to correlate personality development with the study of stenography and job-finding by giving it specific emphasis in the stenographic course.

Both groups were given the California Personality Test at the beginning of the school year. One group was given specific training in personality throughout the school year,

but the other was not. Tests were given again at the end of the year. Analysis of data showed that the group that had special training improved more than did the other group. The conclusions were that personality traits can be measured scientifically with some degree of reliability.

In 1951, McGurk (2) of Lehigh University made a study on "White and Negro Test Performance and Socio-Economic Factors" of 213 pairs of white and Negro high school seniors. The purpose was to compare these races on school curriculum tests with eleven selected items from the Sims Record Card. The mean white total score was significantly higher than the mean Negro total scores. When the curriculum tests were divided into non-cultural and cultural questions, the mean white scores were significantly higher than the mean Negro scores for both types of questions. Furthermore, when the subjects were separated into high and low socio-economic groups, the mean score for the whites was significantly higher than the mean score for the Negroes of comparable socio-economic status on both non-cultural and cultural items. Conclusions were that there is a relationship between achievement on curriculum tests and socio-economic status and a relationship between the cultural and non-cultural studies and the socio-economic status of both Negro and white high school students.

In 1950, Fagg (1) made an experimental study of "Relative Effectiveness of Two Methods of Teaching Personality

Development of Home-making Girls." The purpose was to determine whether teaching personality development as a separate unit was more effective than teaching it as an integral part of the total homemaking program. In this study the Mooney Problem Check List for High School Girls, which was used to determine the problems of the students as a basis for some of the course content in homemaking, was found to be an effective instrument for discovering personal problems.

The foregoing studies show the beginnings which have been made in research on the problems of mixed nationalities. According to McGurk (2) there is a relationship between the cultural areas of the curriculum and the socio-economic status of Negro students and white students in high school. Furthermore, white students excel Negro students of comparable socio-economic status in both cultural and non-cultural areas. The purpose of the present study is to study the problems of Anglo-American and Latin-American girls in relation to their socio-economic status.

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## PROCEDURE

Subjects for the study were two groups of high school girls in El Paso, Texas. One was a group of fifty Latin-Americans attending Bowie High School; the other was a group of fifty Anglo-Americans attending Austin High School. The Latin-American group consisted of seventeen freshmen, sixteen sophomores, nine juniors, and eight seniors. In the Anglo-American group there were nineteen freshmen, eight sophomores, seventeen juniors, and six senior girls.

In order to determine the problems of each girl, the Mooney Problem Check List (1), High School Form, was used. The check list consists of 330 items. These items are grouped in eleven areas: Health and Physical Development; Finance, Living Conditions, and Employment; Social Recreational Activities; Courtship, Sex, and Marriage; Social Psychological Relations; Personal Psychological Relations; Morals and Religion; Home and Family; Future, Vocation, and Education; Adjustment to School and Work; and Curriculum and Teaching Procedure.

The Sims (3) socio-economic check list was used to determine socio-economic status. This check list includes items about education and culture of parents; the student's private lessons, such as music or dancing; clubs; cars; books

and magazines; size of home; number in family; and father's job. The possible score range is 0 to 36. The higher score denotes higher socio-economic status.

By collecting the data in April, which is near the end of the school year, the investigator was able to obtain a good estimate of the student's problems and of her socio-economic status. By this time of the school year many teacher contacts had been made with the subjects of the study in the classroom, on field trips, in clubs, and in conferences. Furthermore, many of the homes had been visited and much first-hand information had been gathered.

Before the instruments were given to the students for marking, an effort was made to enlist their full cooperation. The importance of accuracy and completeness in checking was pointed out. In order to make the responses on the check lists seem less personal, each girl was given a number to obviate the necessity of using her name.

Scores were derived for the Mooney Check List by counting the number of items checked. The Sims Score Card was scored according to the Manual of Directions (2). The score for each area of the Mooney Check List was then correlated with the score for socio-economic status.

An item analysis was made in each of the significant areas of the Mooney Problem Check List to show the relative importance of each item according to the number of times it was checked by the students of each group.

## CHAPTER BIBLIOGRAPHY

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2. Sims, Verner M., Manual of Directions for the Sims Score Card for Socio-Economic Status, Bloomington, Illinois, Public School Publishing Company, 1927.
3. Sims, Verner M., Sims Score Card for Socio-Economic Status, Form C, Bloomington, Illinois, Public School Publishing Company, 1927.

## DISCUSSION OF RESULTS

Results of the statistical analysis of the Mooney Problem Check List and the Sims Socio-Economic Status Score Card are shown in Table I. The first section of the table deals with Anglo-Americans, the second with Latin-Americans. In the first column are the eleven problem areas of the Mooney Check List. The second column shows the mean score of each of the problem areas, and column three shows the standard deviation for each area. Column four shows the correlation coefficient derived for the problem areas and the socio-economic scores. The mean and the standard deviation for the socio-economic scores are given at the bottom of the table.

There is a striking difference between the socio-economic means of Anglo-American and Latin-American girls. The mean for the former, 19.68, is more than twice as large as the 8.44 mean for the Latin-American group. This indicates that, according to the Sims Score Card, the socio-economic standard for the Anglo-American is twice as high as the socio-economic standard for the Latin-American.

In column four, two significant correlations appear. The correlation coefficient,  $-.287$ , which is significant at the 5 per cent level according to Edwards' (1) Table D "Value of  $r$  at the 5% and 1% Levels of Significance," indicates that there is a real relationship between socio-economic status

TABLE I

MEAN, STANDARD DEVIATION, AND CORRELATION COEFFICIENT FOR MOONEY CHECK LIST AND SIMS SCORE CARD FOR ANGLO-AMERICAN AND LATIN-AMERICAN GIRLS

Problem Areas	Anglo-American (50)			Latin-American (50)		
	Mean	Standard Deviation	Correlation Coefficient	Mean	Standard Deviation	Correlation Coefficient
Health and physical development	2.38	1.96	.063	4.46	2.96	-.213
Finance, living conditions, and employment	3.14	2.57	.032	5.46	3.60	-.432**
Social recreational activities	3.44	2.94	.063	4.50	3.58	-.314*
Courtship, sex, and marriage	2.10	1.98	.108	5.18	3.65	-.157
Social psychological relations	4.08	3.35	.085	4.76	3.68	.032
Personal psychological relations	4.28	3.07	.075	6.14	3.82	.049
Morals and religion	2.56	2.10	-.034	4.24	3.97	-.007
Home and family	2.84	2.18	-.287*	3.72	3.22	-.118
Future, vocation, education	2.58	2.41	-.092	4.84	3.18	-.271*
Adjustment to school and work	3.76	3.35	.698**	6.54	4.30	-.199
Curriculum and teaching procedure	2.48	3.11	.047	3.44	3.47	-.067
Socio-economic status	19.68	5.24		8.44	4.12	

\*Significant at the 5 per cent level

\*\*Significant at the 1 per cent level

and Home and Family problems of Anglo-American girls. As their socio-economic status rises, their problems in this area tend to decrease. In the area of Adjustment to School and Work, there is highly significant correlation. The coefficient .698 is significant at the 1 per cent level. In this case problems of Adjustment to School and Work, of this group, seem to increase with their socio-economic level.

For Latin-Americans, there are two areas of correlation at the 5 per cent level. They are Social Recreational Activities, with a correlation of - .314, and Future, Vocation, and Education, with a correlation of - .271. In the area of Finance, Living Conditions and Employment, the correlation coefficient of - .432 is highly significant at the 1 per cent level. This denotes an increasing number of problems in this area as the socio-economic status decreases.

Further inspection of this section of the table shows that in addition to the fact that a relationship exists between socio-economic status and various problem areas, the relationship is consistent. In each case these correlation coefficients in the Latin-American group are negative; as the socio-economic status rises there are fewer problems.

According to the Manual of Directions (2) for the Sims Score Card, any random sample of individuals may be classified into three socio-economic levels. These levels, arranged according to the scores which designate them, are 0-6 low level, 7-16 medium level, and 17-36 high level.

Table II shows the levels of socio-economic status for the Anglo-American and Latin-American groups.

TABLE II  
LEVELS OF SOCIO-ECONOMIC STATUS

Socio-Economic Status	High	Medium	Low
Anglo-American students (50)	38	12	0
Latin-American students (50)	2	30	18

According to the Sims classification, thirty-eight of the fifty Anglo-Americans have a high status; twelve have a medium status; and none have a low status. In the Latin-American group, however, only two have a high status; thirty have a medium status; and eighteen have low status.

Since this classification appears to make the Anglo-American population all high or medium in status, and the Latin-Americans all low or medium, further examination of the socio-economic scores is necessary to determine whether distinctions among the different levels are definite enough to be valid.

In Table III the distribution of scores for the Anglo-American and Latin-American girls is given. It is noteworthy that eight out of thirty in the medium level in the Latin-American group are border line cases and could not be classified sharply as medium or low. This is of special

consequence because of certain factors in socio-economic status for which the Sims list makes inadequate provisions. For instance, information on father's job may be misleading when he is in the military service, and sometimes enough information was not given on the main supporter of the family. The higher socio-economic status of the Anglo-American group can be attributed to education and culture of the parents, number of books and magazines, high ratio of rooms for the number in the family, and higher classification of father's job.

TABLE III  
DISTRIBUTION OF SCORES ACCORDING TO  
SOCIO-ECONOMIC LEVELS

Scores 0-36	Anglo-American	Latin-American
0-2	0	2
3-4	0	5
5-6	0	11
7-8	1	8
9-10	2	11
11-12	2	2
13-14	5	7
15-16	2	2
17-18	7	2
19-20	10	0
21-22	7	0
23-24	4	0
25-26	3	0
27-28	7	0



The item analysis in Table IV\* is made from the five problem areas of the Mooney Check List which correlated significantly with the socio-economic scores. The problem areas for the Anglo-American girls are (1) home and family, and (2) adjustment to school and work; those for Latin-American girls are (1) finance, living conditions and employment, (2) social recreational activities, and (3) future, vocation and education.

In each case the items are arranged in the decreasing order of importance to the group for whom they are significant. The number and per cent of students of each race who checked are given in the four columns. The analysis gives a picture of the relative importance of the items to both Anglo- and Latin-Americans.

The item analysis of the area, Adjustment to School and Work, for the Anglo-Americans is shown in Table IV A.\* The analysis shows that twenty-eight items were checked 197 times by 20 to 36 per cent of the girls. These items were: not spending enough time in study, afraid to speak up in class discussion, worrying about grades, trouble with oral reports, not interested in some subjects, can't keep my mind on my studies, weak in spelling or grammar, and trouble with mathematics. The last eight items in this group were checked seventeen times by 2 to 6 per cent of the girls. Apparently, the number of problems checked decreases steadily with lower

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\*See Appendix, p. 26.

socio-economic status. This observation is consistent with the high correlation, .698, shown in Table I, between this problem area and socio-economic status. It is interesting to note that in most instances the Latin-Americans checked the same items that were checked by the Anglo-Americans and checked them a greater number of times.

The area, Home and Family, for the Anglo-American students is shown in Table IV A.\* Analysis shows that twenty-nine items were checked 127 times; of these, the first ten items were checked eighty-seven times by 12 to 28 per cent of the girls. These items were: talking back to my parents, parents sacrificing too much for me, being criticized by my parents, clash of opinions between me and my parents, not getting along with brother or sister, parents not understanding me, unable to discuss certain problems at home, being treated like a child at home, parents not trusting me, and family quarrels. The last ten items in this group were checked ten times by 2 per cent of the girls. Apparently the number of problems checked decreases with higher socio-economic status. The correlation coefficient of this area, - .287, is shown in Table I. In most instances the Latin-Americans checked the same items that were checked by the Anglo-Americans, but items 1, 10, 11, 14, and 23 were checked a greater number of times by the Latin-Americans than by the Anglo-Americans.

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\*See Appendix, p. 27.

Problems in the area of Finance, Living Conditions, and Employment for the Latin-Americans are shown in Table IV B.\* Analysis shows that thirty items were checked 276 times. Of these, twelve were checked 191 times by 24 to 48 per cent of the girls. These items were: wanting to earn some of my own money, needing a job during vacations, too few nice clothes, wanting to buy more of my own things, needing to learn how to save money, having no car in the family, parents working too hard, wanting to live in a different neighborhood, not having certain conveniences at home, having to ask parents for money, family worried about money, not having a room of my own. The last six items were checked nine times by 3 per cent of the girls. Apparently, the number of problems checked decreases steadily with higher socio-economic status. This is consistent with the correlation coefficient,  $-.432$ , shown in Table I.

In general, the Anglo-American girls checked the same items less frequently; however, there were some exceptions. The items wanting to earn some of my own money, needing to learn how to save money, having to ask parents for money, and having no place to entertain my friends were of greater concern to Anglo-American girls than to the Latin-American girls. There was not a single instance in which the items, having no car in the family and not having certain conveniences at home, were problems for the Anglo-American group.

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\*See Appendix, p. 28.

Problems in the area, Social Recreational Activities, for the Latin-American group are shown in Table IV B.\* The analysis shows that thirty items were checked 228 times. Of these, nine were checked 119 times by 20 to 42 per cent of the girls. These items were: unsure of my social etiquette, wanting to improve my appearance, not enjoying many things others enjoy, awkward in meeting people, wanting to learn to dance, nothing interesting to do on vacation, trouble in keeping a conversation going, so often not allowed to go out at night, wanting more time to myself. The last nine items were checked in this group thirty-two times by 8 per cent of the girls. Apparently, the number of problems decreases as the socio-economic status increases. This is consistent with the correlation coefficient - .314 as shown in Table I.

In general, the Anglo-American girls checked the same items, but less frequently. The exceptions are items 7, 10, 27, and 28.

The problems in the area, Future, Vocation, and Education, for the Latin-American group, are shown in Table IV B.\* The analysis shows that thirty items were checked 230 times. Of these, eleven items were checked 142 times by 20 to 38 per cent of the girls. These items were: choosing best subjects to take next term, not knowing what I really want, wanting

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\*See Appendix, p. 29.

\*See Appendix, p. 31.

advice on what to do after high school, don't know how to look for a job, restless to get out of school and into a job, doubting I can get a job in my chosen vocation, afraid of unemployment after graduation, deciding whether or not to go to college, choosing best subject to prepare for a job, needing to decide on an occupation, and wanting to learn a trade. The last eight items in this area were checked nineteen times by 5 per cent of the girls. Apparently, the number of problems decreases steadily with the increase in socio-economic status. The correlation coefficient for this area, - .271, is shown in Table I.

Fewer and different items on jobs were checked less frequently. The Anglo-American girls show more concern about college work than do the Latin-American girls.

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## INTERPRETATIONS OF STUDENTS' COMMENTS

At the end of the Mooney Problem Check List, space is provided for the student's summary of her chief problems. By and large, the students wrote their summaries in the form of brief comments. Of the 63 students who wrote comments, 68 per cent were Anglo-American girls.

Thirty-four per cent of all the comments of the Anglo-American girls were on problems of Home and Family. Although the relatively large number of comments on problems in this area do not explain the significant negative correlation between socio-economic status and this problem area, they do show the concern of high school students over their family problems. The comments are:

"Being unable to talk out certain things with your parents can cause discomfort and disagreement at every turn."

"My main problem comes from my family. They don't agree on anything I do, and we are not as close as a family should be; therefore, I am in a continuous nervous tension at home, and I lean on my boy friend for help. I can't study, because I am afraid that any minute I will be scolded for something I've done wrong."

"When I say my father is a problem, I mean that nothing I seem to do is right, and he is always getting his feelings hurt at practically everything I do or say. He says mean and

hateful things, that I don't know why. At first I thought it was me, but even my girl friend notices it, and that embarrasses me."

"I am confused about dating a certain boy. He is a Spanish boy, but comes from a very high Spanish family. My mother doesn't object, but my father and aunt are very prejudiced about him. I like him a lot and date him pretty regularly. I would like to know whether I should go with him or what."

"My father will not give himself wholly over to God. He only goes to church at Christmas, Easter, and on Father's Day. I have talked to him about it, but he refuses to take the step."

"I have a feeling that I want to go to a psychiatrist and find out why I forget so much, and discuss things that I never could with my mother."

Further evidence of the importance of problems of Home and Family to the Anglo-American group is shown in the fact that 28 per cent of the group checked the item talking back to my parents; 20 per cent checked being criticized by parents, and clash of opinions between me and my parents. These statistics indicate unhappiness and tension between the members of the family.

The item, being an only child, was considered a problem by 8 per cent of the Anglo-American girls. The following comments were made by one of the girls: "I am completely undecided about what to do after I get out of high school," and



"I am an only child which is very difficult at times." This problem seems to arise with parents who want to dominate their child, thereby making it difficult for her to gain independence from them. Other items this student checked in this area are: parents not understanding me, and being criticized by my parents.

The comments of Anglo-American girls also throw light on the highly significant positive correlation between socio-economic status and problems of adjustment to school and work. A comment by one student of high socio-economic status was, "My grades are very important to my parents, and I am afraid I am not living up to their standards." This comment points out that parents of high social standing are apt to expect much of their children in the matter of success at school, which may be difficult for them to achieve. Eighty per cent of the students who summarized their problems in this area were from the high socio-economic group. Items frequently checked were: not spending enough time in study, afraid to speak up in class discussions, and worry about grades. These were checked by 30 per cent of the group. The items, trouble with oral reports, and not interested in some subjects, were checked by 24 per cent of the group. The items, can't keep my mind on my studies, weak in grammar or spelling, and trouble with mathematics, were checked by 20 per cent of the group. Their comments were:

"In school I am always worried about getting up in front of the class."

"I have always had trouble with oral reports, because when I get up in front of a class I get scared; also, I am afraid to speak up in class, because I am afraid I am wrong."

"I have a hard time with oral reports and class discussions."

"Oral reports in class worry me terribly."

"I find it hard to adjust to a new school and feel ill at ease around strangers."

"I always dread examinations."

"During school I am always worrying about my grades and what my parents are going to say if I take home a bad report card."

The slowness of the Latin-Americans in reading and checking the Problem Check List, as well as their inability to express themselves readily in writing, accounts in a large measure for the few responses on these summaries.

Twenty-six per cent of all the comments of Latin-American girls were on problems of Finances, Living Conditions, and Employment. The relatively large number of comments on problems in this area, together with the serious concern which the comments express, explain the highly significant negative correlation between socio-economic status and this problem area.

The comments are:

"I don't have or get enough money for my clothes, and I don't get an allowance."

"I am worried about my mother. I wonder if I will ever save enough money to buy a house for my mother and other things I think she would like to have."

"What worries me most is my mother working so hard and me without a job, so I can help her."

"My chief problems are about getting a job in my vacations, and I don't like school, and wanting to get a part-time job."

"I am uncertain, if I could work in a job I like. I sometimes worry that, if I did get a job, if I would do good, and if they would like my work."

Further evidence of the importance of problems of Finance, Living Conditions, and Employment in the lives of the Latin-American group is the fact that the item, wanting to earn some of my own money, was checked by 48 per cent of the group; wanting to live in a different neighborhood was checked by 30 per cent; not having certain conveniences at home was checked by 28 per cent; and not allowed to go out at night was checked by 20 per cent. These statistics become especially significant when viewed in the light of the problem of daily living. Eagerness to earn their own money is easily explained by the adult responsibilities which these girls assume. Many are left with younger children after school while

the mother works. These girls are at the same time responsible for the night meal and all the laundry for the family.

The undesirable part of town in which many of the girls live explains their desire to live in a better neighborhood. The homes are found in long rows of dingy, run-down apartment houses standing on the edge of the sidewalk. Here families of five to seven, and sometimes more, live. The conveniences, such as storage space and private bathrooms, are very limited. Often water must be carried from a central wash house in the back yard. In such a neighborhood parents find it necessary to be very strict in order to protect their daughters from drunkards, dope fiends, and sex maniacs who are commonly seen on the streets.

Another area of problems on which Latin-American girls commented was Future, Vocation, and Education. The comments are:

"I worry too much about what my job will be after graduation, and I do not know what I really want to be or do in life."

"One of my chief problems is that after I graduate, where I am going to apply for a job, and where I am going to work."

"My parents have sacrificed for me to finish school, and I am hoping to finish and find a job that would at least be worthy of my education."

Although relatively few, these comments help to explain the significant negative correlation between socio-economic status and Future, Vocation, and Education.

Even though there is a definite correlation between socio-economic status and Social Recreational Activities, no comments were made in this area by the Latin-American girls. Apparently, the items seemed self-explanatory and the girls had no further words in which to express their needs. The remaining miscellaneous comments of Latin-American girls are included in the Appendix.

## SUMMARY

The present study of the possible relationship of the Mooney Problem Check List with the Sims Score Card for Socio-Economic Status of the two nationalities shows that there is a relationship between socio-economic status and the problems of Anglo-American and Latin-American high school girls. These relationships differ somewhat for the two groups studied. In the case of Anglo-Americans, socio-economic status is related to Adjustment to School and Work and to Home and Family. For Latin-Americans the related problem areas are Finance, Living Conditions and Employment, Social Recreational Activities, and Future, Vocation, and Education.

All the relationships are negative in the Latin-American group; that is, as the socio-economic status rises, problems tend to decrease. For the Anglo-American group, however, one of the relationships is positive and one is negative. Problems in the area of Adjustment to School and Work increase with socio-economic status, but problems of Home and Family decrease as socio-economic status increases.

Students' comments support the statistical findings of relationships between socio-economic status and the various problem areas. Anglo-American problems of Adjustment to School and Work are increased by parental pressure, as the socio-economic level rises. Problems of Latin-Americans,

however, are clearly the compelling immediate economic needs, the concern for the future, and the need for social and recreational activities that accompany an inadequate standard of living. There are probably certain cultural factors which off-set the influence of socio-economic status on problems of Home and Family for this group.

Since the two groups studied were not comparable in regard to socio-economic status, it is impossible to determine the importance of socio-economic status as a contributing factor to the problems of Anglo-American and Latin-American girls. A further study should be made in which the groups are equated on the basis of socio-economic levels.

APPENDIX

TABLE IV

ITEM ANALYSIS OF SIGNIFICANT AREAS OF  
THE PROBLEM CHECK LIST

Item	Anglo		Latin	
	No.	%	No.	%
<b>A. Problem Areas Significant for Anglo-American Girls</b>				
<b>I. Adjustment to school and work</b>				
1. Not spending enough time in study	18	36	29	58
2. Afraid to speak up in class discussion	15	30	20	40
3. Worrying about grades	15	30	12	24
4. Trouble with oral reports	12	24	19	38
5. Not interested in some subjects	12	24	9	18
6. Can't keep mind on studies	10	20	16	32
7. Weak in spelling or grammar	10	20	6	12
8. Troubled with mathematics	10	20	12	24
9. Unable to express myself well in words	9	18	10	20
10. Vocabulary too limited	9	18	18	36
11. Worry about examinations	9	18	17	34
12. Don't know how to study effectively	8	16	9	18
13. Getting low grades	8	16	11	22
14. Weak in writing	7	14	6	12
15. Don't like to study	6	12	9	18
16. Just can't get some subjects	6	12	6	12
17. Adjusting to new school	5	10	2	4
18. Trouble in outlining or note-taking	5	10	8	16
19. Not liking school	4	8	5	10
20. Not really interested in books	4	8	6	12
21. Not getting studies done on time	3	6	14	28



TABLE IV--Continued

Item	Anglo		Latin	
	No.	%	No.	%
22. Poor memory	3	6	6	12
23. Slow in reading	3	6	3	6
24. Being a grade behind in school	2	4	10	20
25. Not smart enough	2	4	15	30
26. Afraid of failing in school work	2	4	18	36
27. Missing too many days in school	1	2	4	8
28. Trouble in organizing papers and reports	1	2	12	24
29. Wanting to quit school	0	0	8	16
30. Taking wrong subjects	0	0	4	8
II. Problems of Home and Family				
1. Talking back to parents	14	28	24	48
2. Parents sacrificing too much for me	11	22	12	24
3. Being criticized by parents	10	20	4	8
4. Clash of opinions between me and parents	10	20	5	10
5. Not getting along with brother or sister	8	16	9	18
6. Parents not understanding	8	16	10	20
7. Unable to discuss certain problems at home	7	14	6	12
8. Being treated like a child at home	6	12	2	4
9. Parents not trusting me	6	12	7	14
10. Family quarrels	6	12	15	30
11. Worried about members of the family	5	10	13	26
12. Father or mother not living	5	10	2	4
13. Being an only child	4	8	4	8
14. Not telling parents everything	4	8	15	30
15. Parents making too many decisions for me	3	6	1	2
16. Father	2	2	4	8
17. Wanting more freedom at home	2	4	5	10
18. Wanting to leave home	2	4	5	10
19. Sickness in the family	2	4	5	10

TABLE IV--Continued

Item	Anglo		Latin	
	No.	%	No.	%
20. Parents separated or divorced	1	2	2	4
21. Not having fun with mother and dad	1	2	3	6
22. Feeling I don't really have a home	1	2	6	12
23. Parents favoring a brother or sister	1	2	8	16
24. Mother	1	2	6	12
25. Death in the family	1	2	2	4
26. Parents expecting too much of me	1	2	2	4
27. Wanting love and affection	1	2	4	8
28. Wishing I had a different family background	1	2	0	0
29. Friends not welcome at home	1	2	3	6
30. Not living with my parents	0	0	2	4
<b>B. Problem Areas Significant for Latin-American Girls</b>				
<b>I. Finance, Living Conditions, and Employment</b>				
	No.	%	No.	%
1. Wanting to earn some of my own money	24	48	30	60
2. Needing a job during vacation	20	40	12	24
3. Too few nice clothes	20	40	4	8
4. Wanting to buy more of my own things	16	32	11	22
5. Needing to learn how to save money	15	30	16	32
6. Having no car in the family	15	30	0	0
7. Parents working too hard	15	30	5	10
8. Wanting to live in different neighborhood	15	30	3	6
9. Not having certain conveniences at home	14	28	0	0
10. Having to ask parents for money	13	26	14	28
11. Family worried about money	12	24	6	12
12. Not having a room of my own	12	24	6	12

TABLE IV--Continued

Item	Latin		Anglo	
	No.	%	No.	%
13. Not knowing how to spend money wisely	11	22	3	6
14. Needing to find a part time job now	10	20	4	8
15. Having no regular allowance or income	8	16	8	16
16. Living too far from school	8	16	3	6
17. Having no place to entertain friends	8	16	14	28
18. Having less money than my friends have	5	10	2	4
19. Having to quit school to work	5	10	0	0
20. Borrowing money	8	10	0	0
21. Too little money for recreation	5	10	2	4
22. Needing money for education after high school	4	8	2	4
23. Not liking the people in my neighborhood	4	8	2	4
24. Having to watch every penny I spend	3	6	3	6
25. Getting low pay for my work	3	6	0	0
26. Disliking my present job	2	4	0	0
27. Relatives living with us	1	2	3	6
28. Working too much outside school hours	1	2	0	0
29. Working for most of my own expenses	1	2	0	0
30. Ashamed of home we live in	1	2	1	2
<b>II. Social Recreational Activities</b>				
1. Unsure of my social etiquette	21	42	9	18
2. Wanting to improve my appearance	19	38	15	30
3. Not enjoying many things others enjoy	13	26	2	4
4. Awkward in meeting people	12	24	3	6
5. Wanting to learn to dance	12	24	5	10
6. Nothing interesting to do on vacation	12	24	1	2
7. Trouble in keeping conversation going	10	20	16	32

TABLE IV--Continued

Item	Latin		Anglo	
	No.	%	No.	%
8. So often not allowed to go out at night	10	20	3	6
9. Wanting more time to myself	10	20	4	8
10. Being ill at ease at social affairs	8	16	12	24
11. Wanting to learn how to entertain	8	16	8	16
12. Not enough time for recreation	7	14	4	8
13. In too few student activities	7	14	7	14
14. Too little chance to do what I want to	7	14	4	8
15. Slow in getting acquainted with people	6	12	6	12
16. Wanting to improve myself culturally	6	12	7	14
17. Too careless with my clothes and belongings	6	12	5	10
18. No good place for sports around home	6	12	6	12
19. Too little chance to pursue a hobby	6	12	2	4
20. Too little chance to get out and enjoy nature	5	10	8	16
21. Nothing interesting to do in spare time	5	10	3	6
22. Too little chance to read what I like	4	8	6	12
23. Too little chance to go to shows	4	8	3	6
24. Too little chance to enjoy radio and television	4	8	0	0
25. Not allowed to go around with people I like	4	8	2	4
26. Too little social life	4	8	5	10
27. Not using my leisure time well	4	8	8	16
28. Not being allowed to use family car	4	8	7	14
29. Too little chance to get into sports	3	6	1	2
30. Lacking skills in sports and games	1	2	3	6

TABLE IV--Continued

Item	Latin		Anglo	
	No.	%	No.	%
III. Future, Vocation, and Education				
1. Choosing best subject to take next term	19	38	4	8
2. Not knowing what I really want	17	34	10	20
3. Wanting advice on what to do after high school	16	32	8	16
4. Don't know how to look for a job	14	28	6	12
5. Restless to finish school and get a job	12	24	5	10
6. Doubting I can get a job in my vocation	12	24	6	12
7. Afraid of unemployment after graduation	12	24	0	0
8. Deciding whether or not to go to college	10	20	5	10
9. Choosing best subjects to prepare for job	10	20	1	2
10. Needing to decide on an occupation	10	20	10	20
11. Wanting to learn a trade	10	20	4	8
12. Lacking work experience	8	16	2	4
13. Doubting ability to handle a good job	8	16	3	6
14. Needing to plan ahead for the future	7	14	7	14
15. Concerned about military service	7	14	1	2
16. Unable to enter desired vocation	6	12	0	0
17. Needing to know more about occupations	6	12	4	8
18. Choosing best subjects to prepare for college	6	12	9	18
19. Lacking training for a job	6	12	2	4
20. Can't see school work is doing any good	5	10	0	0
21. Needing to know more about college	5	10	8	16
22. Afraid of the future	5	10	0	0

TABLE IV--Continued

Item	Latin		Anglo	
	No.	%	No.	%
23. Need training for a given occupation	4	8	3	6
24. Needing to know my vocational abilities	3	6	6	12
25. Want to be on my own	3	6	7	14
26. Afraid I'll never be able to go to college	3	6	0	0
27. Needing to decide on a certain college	2	4	9	18
28. Family opposing some of my plans	2	4	7	14
29. Doubting the wisdom of my vocational choice	1	2	1	2
30. Afraid I won't be admitted to a college	1	2	3	6

Comments of Anglo-American Girls Not Used  
in Body of the Thesis

Social Psychological Relations

"I want to have a nice personality, and being quiet, this is hard to accomplish. I worry about not being popular and not being able to entertain in my home because it is too small. I also wear glasses, and I feel that I am different from the girls who don't."

"I find it hard to get acquainted with people and to feel at ease around strangers. I would like to be able to be more forward and less bashful around people."

"I don't know how to make conversation and feel at ease around people."

"My complexion is horrible, and I feel this keeps me from having dates."

"My chief problem is not being able to mix with a crowd and be talkative."

"I am sometimes too envious and jealous of the kids I run around with. I am jealous of one girl because she has taken away my friend and now she said he likes her, and I just can't help being jealous of her."

"I am afraid to step right out at a social affair and take over when my time comes, but afterwards I feel much better."

#### Personal Psychological Relations

"Being nervous bothers me somewhat, because I am nervous quite a bit, and I wonder if something is wrong with me."

"I am very stubborn on things that I believe are right, even if they are wrong. Very often I get into a fight with a member of the family."

"I often speak and say things without thinking. After I say them, I don't mean them. Then that gets me into trouble with my friends."

"My best girl friend and I have been having fights lately and I try to prevent them."

"I have a very quick temper and often flare up without meaning to. My parents sacrifice so much for me, I don't want to hurt them."

Courtship, Sex, and Marriage

"I feel I am not as popular with boys as most girls my age. I have many friends that are boys, but I have only been on a few dates."

"My chief problems are that my father and mother do not take me seriously. I seldom tell them about a boy I like or what I think about a boy I've met. If I talk about a boy, they laugh at me and my feelings are hurt, then I clam up."

"My chief problems are not being able to have dates and not going to church enough. These two problems are caused because my mother doesn't allow me to go out with the people I want to."

Comments of Latin-American Girls Not Used  
in Body of the Thesis

Home and Family

"I would feel much more at ease if I could agree more with my mother and not be scolded so much."

"My biggest problem is family problem. My parents argue too much, and I am worried and tired."

"I have a married sister, and I sometimes feel jealous or something that makes me mad at both her and her husband. I don't know why I feel this way, but I do. I don't like them to go to my house."

"Well, what I worry about most is about my family quarreling and about them not taking things seriously."



"I live with my brother and he doesn't trust me when I go out at night, even when it's just with girls."

"I am afraid of my mother. Don't know why, but I am. Sometimes I feel like I love my Aunt more than I do my mother. My father I love very much no matter what he does, no matter if he is right or wrong."

#### Courtship, Sex, and Marriage

"I am going with one boy, and I like him very much, but sometimes I feel I like his best friend better. His friend is very nice to me and very thoughtful when he is around me, but since he is my boy friend's best friend, he does not think it is right for him to step in, and I am not sure which of the two I like best."

"Almost four years have gone, which is quite a long time, and I still don't know if I really love my boy friend."

"I am engaged and also going out with somebody else and now I'm not sure which one I love, my fiance or the boy I am going out with right now."

"I have a boy friend whom I want to break with, but can't find a way to tell him. I told him in so many ways that would really hurt a boy, but he is too stubborn. I really would like to have somebody to tell me how and what to tell him."

#### Miscellaneous

"My chief problem is losing my temper. I think it is my problem, because when I lose it, I sometimes lose a friend too."

"I want to understand more about the Bible, because people give me different ideas of it."

"I feel ill at ease at social affairs; for instance, if I go to a party and I don't know anyone there, I feel miserable."

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