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WITH SIGNIFICANT OTHERS.

THE UNIVERSITY OF ARIZONA, PH.D., 1978
YOUTH'S PERCEPTION OF COMMUNICATION
PATTERNS WITH SIGNIFICANT OTHERS

by
Oscar Raoul Iotti

A Dissertation Submitted to the Faculty of the
DEPARTMENT OF SECONDARY EDUCATION
In Partial Fulfillment of the Requirements
For the Degree of
DOCTOR OF PHILOSOPHY
In the Graduate College
THE UNIVERSITY OF ARIZONA

1978

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I hereby recommend that this dissertation prepared under my direction by Oscar Raoul Iotti entitled Youth's Perception of Communication Patterns with Significant Others be accepted as fulfilling the dissertation requirement for the degree of Doctor of Philosophy.

Dissertation Director 9/25/78

As members of the Final Examination Committee, we certify that we have read this dissertation and agree that it may be presented for final defense.

Donald C. Clark 9/25/78
William D. Barnes 9/25/78

Final approval and acceptance of this dissertation is contingent on the candidate's adequate performance and defense thereof at the final oral examination.
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"The direction in which education starts a man will determine his future life."

Plato
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ABSTRACT

This study was designed to investigate the perceptions held by certain "youth in difficulty" concerning their patterns of communication with significant others in their various environments. The term "youth in difficulty" was defined as those students who were generally known as incorrigible, delinquent, in trouble in their homes or with the law, and additionally, dysfunctioning in school.

Seven objectives were developed to provide order and direction to the study. These included identifying the attitudes of "youth in difficulty" regarding their perceptions of: (1) communications with their teachers; (2) communications with members of their family; (3) communications with their friends; (4) communications with students at their school; (5) communications with public officials; (6) communications with significant others based on the categories of contact, consult, and share; and (7) provide information determined by the study to better serve the needs of "youth in difficulty" in the public school setting.

A questionnaire consisting of 15 items arranged under the three categories of contact, consult, and share was utilized by the investigator in seeking the perceptions of the "youth in difficulty" regarding communications patterns with their teachers,
families, friends, fellow students, and public officials. Each item on the questionnaire was presented to the sample population of 20 students in the form of a generic statement dealing with the students' perceptions of communication with significant others (teachers, family members, friends, fellow students, and public officials). The student participants marked on a Likert-type scale whether they strongly agreed, agreed, were uncertain, disagreed, or strongly disagreed with the statement. Aside from this quantitative data, the participants were asked to comment verbally concerning their reactions to each statement. These comments were tape recorded for later transcription and analysis. They provided the qualitative data of the study.

In a first computer assisted analysis of the quantitative data derived from the Likert scales, a rank ordering of the 15 items, variables, was derived from the mean scores. Friends were ranked first followed in order by family members, fellow students, teachers, and last, public officials.

In the second computer assisted analysis, correlation coefficients were computed from among the 15 variables. Only three correlations proved to be significant. These included: friends and family members, teachers and public officials, and fellow students and public officials. From all the data, it appeared that there were two general clusters of significant others, personal and impersonal. The personal cluster included friends and family members while the impersonal cluster included fellow
students, teachers, and public officials. It appeared that the respondents did not discriminate on the basis of the three categories of contact, consult, and share. The "youth in difficulty" under study in this investigation indicated that their rapport, satisfying communications patterns, was greater with friends and family members than with teachers, fellow students, and public officials.
CHAPTER 1

INTRODUCTION

One of the many concerns of educators has been the function of language and communication in the education system and society in general. "Every distinct society communicates to the new generation very early in life a standard procedure of valued ends and sanctioned means of behavior appropriate for men and women, young and old (Kluckhohn 1961, p. 162)."

Violence in the schools and the astronomical rise in juvenile crime currently being reported in the United States makes the communication of social standards to youth a crucial matter. Although persons between the ages of 10 and 17 make up only 16% of the population of the United States, they account for 50% and more of all persons arrested for serious crimes. This study is concerned with youth in difficulty and their perceptions regarding their patterns of communication with significant others in their various environments, including teachers, parents, friends, fellow students, and public officials.

Statement of the Problem

The purpose of this study is to seek answers to the following question: Among a group of "youth in difficulty," what
perception do they hold regarding their patterns of communication with significant others in their various environments?

**Significance of the Problem**

The United States of America is experiencing a wave of violence in the schools, and an alarming amount of crime is committed by juveniles of secondary school age. *Juvenile Court Statistics* (1974), issued by the Children's Bureaus of the United State Department of Health, Education and Welfare, and the F.B.I.'s *Uniform Crime Reports for the United States* (1972-1976) revealed one dimension of the juvenile delinquency problem. Roughly 3% of the youth population manifest behavior that leads to their appearance in juvenile courts. In some neighborhoods the figure is as high as 20%.

Another startling figure also is derived from the *Uniform Crime Reports* which show that 50.5% of all arrests for property offenses involve persons under the age of 18. Young people under the age of 18 referred to juvenile courts constitute about a fourth of all persons charged with forcible rape, a third of all persons charged with robbery, half of all persons charged with burglary and larceny, and more than half of all persons charged with auto theft. Attempts to deal with these problems through the criminal justice system have been a dismal failure, and the development of alternative methods of coping with the problem are being explored. One social institution being examined is the nation's public school system.
More and more authorities are turning to the schools for help in controlling and preventing juvenile crime and violence. "The schools need radical reforms: They should be required, funded, and equipped to provide essential services to our children and by doing so, would prevent delinquency (Bazelon 1970, p. 42)."

Generally, curriculum reform is necessary to deal with the problem. The question is, what reforms are needed and how do the nation's schools undertake these reforms?

It is easier to teach toward specific objectives and more generally to recognize and deal with the child's need to know how to read, write, and compute and to have some knowledge of his environment than it is to recognize and deal with his need for a satisfying self-definition and for constructive relationships with others, and for some control over what happens to him. The first set of needs is given the overwhelming emphasis in our educational system (Weinstein and Fantini 1970, p. 18).

The purpose of this study was to survey "youth in difficulty" regarding their perceptions of communication with significant others in their various environments. The findings of the study will provide information concerning the needs of "youth in difficulty" in the public school setting. By obtaining these perceptions from the youth, data will become available regarding youth to those people in decision-making positions. These data can be employed in arriving at educational policies concerned with controlling and preventing juvenile crime and violence.
Objectives of the Study

The following objectives will provide order and direction to the study:

1. Identify attitudes of "youth in difficulty" regarding their perceptions of their communications with their teachers.

2. Identify attitudes of "youth in difficulty" regarding their perceptions of their communications with members of their family.

3. Identify attitudes of "youth in difficulty" regarding their perceptions of their communications with their friends.

4. Identify attitudes of "youth in difficulty" regarding their perceptions of their communications with students at their school.

5. Identify attitudes of "youth in difficulty" regarding their perceptions of their communications with public officials.

6. Identify attitudes of "youth in difficulty" towards their perceptions of their communications with significant others in their environment based upon the categories of: contact, consult, and share (Barnes 1977, pp. 54-88).

7. Provide information determined by the study to better serve the needs of "youth in difficulty" in the public school setting.
Assumptions underlying the Problem

For the purpose of this study, the following assumptions were made:

1. That there is a specific attitude toward communicating with significant others among "youth in difficulty."
2. That "youth in difficulty" have specific perceptions which they are able to report regarding their patterns of communication with significant others.
3. That the subjects' responses to the investigative instrument will be true indicators of their perceptions.
4. That the "youth in difficulty" have unique physical, emotional, mental, and learning characteristics.
5. That the categories of contact, consult, and share can be significant indicators of "youth in difficulty" perceptions.

Limitations of the Study

1. The "youth in difficulty" involved in the study will be limited to a southwestern community, and results will not necessarily be the same as for those not participating in this study.
2. The study will be limited to "youth in difficulty" and the results may not necessarily be the same as for those youth not defined as being in difficulty.
3. The instrument used in this investigation will be organized around the categories of contact, consult, and
share, and will be limited to the student participants' perceptions of these categories.

**Definitions of Terms Used**

1. **Administrators**: Administrators shall be construed to mean those responsible for the general operation of a specific educational institution, such as principals and assistant principals.

2. **Secondary school**: The secondary school shall refer to "The school division following the elementary school, comprising most often grades 9 through 12 or grades 7 through 12 (Good 1973, p. 281)."

3. **Teacher**: The term teacher shall mean "A person employed in an official capacity for the purpose of guiding and directing the learning experiences of pupils or students in an educational institution, whether public or private (Good 1973, p. 586)."

4. **Attitude**: Attitude will refer to the "Readiness to react toward or against some situation, person or thing in a particular manner (Good 1973, p. 49)."

5. **Public officials**: Public officials will include such people as: police, probation officers, officers of the juvenile court, and the juvenile judges and referees.

6. **Significant others**: Significant others will be: teachers, members of the family, friends, fellow students, and public officials.
7. **Contact**: Contact will refer to the process of communication which involves an element of self-disclosure, actual or potential, on the part of the persons initiating the communication.

8. **Consult**: Consult will refer to the degree to which youths' views on matters of concern to them are sought by significant others.

9. **Share**: Share refers to the degree to which youths' views are used by significant others in interacting with the youths.

10. **Perception**: Perception is used to indicate the "awareness of external objects, conditions, relationships as a result of sensory stimulation (Good 1973, p. 413)."

11. **Communication**: Communication is used to mean "the arousal of common meanings with their resulting actions between communicator and interpreter through the use of language or other signs and symbols (Good 1973, p. 118)."

12. **Environment**: Environment refers only to schools, members of the family, friends, fellow students, and public officials dealing with the sample population object of this study.

13. **"Youth in difficulty"**: "Youth in difficulty" refers to students generally known as incorrigible, delinquent, in some trouble in their home or with the law, and additionally, dysfunctioning in school.
CHAPTER 2

REVIEW OF LITERATURE

For the purpose of organization, the review of the literature is divided in two sections. The first deals with the concepts of contact, consult, and share. The second section is a review of literature dealing with "youth in difficulty."

Contact, Consult, and Share

The concepts of contact, consult, and share are important in the perceptions of the "youth in difficulty." How the youths perceive those who are significant others in their lives are based on their perceptions in relation to those concepts.

Educators also find importance in these concepts. Though they may sometimes differ semantically concerning the exact definitions of the concepts, they give examples of the importance of each in dealing with youth.

Contact

W. F. Hart conducted a study of 3,725 high school seniors and asked for opinions of the best liked and least liked teachers. Teachers who were least liked were "unable to explain clearly, were partial to brighter students, and had superior,
aloof, overbearing attitudes. Also behaviors as too crass, crabby, grouchy, and sarcastic (Hart 1934, pp. 131-132)." Though the Hart study was done over 44 years ago, students today still have preference for teachers whom they like and dislike. The personal style of the teacher is important, more so than the knowledge of subject matter or intelligence of the teacher. "What seems to make a difference is the teacher's personal style in communicating what he knows. Studies by Witty and Bousfield tend to support these conclusions at both the high school and college level (Hamachek 1969, p. 341)."

A synonymous term for personal contact of the teacher dealt with the warmth of the teacher and the consideration of the teacher. "Cogan found that warm, considerate teachers got an unusual amount of original poetry and art from their high school students. Reed found that teachers higher in a capacity for warmth favorably affected their pupils' interests in science (Hamachek 1969, p. 341)."

Hamachek (1969, p. 341) further discussed synonymous concepts of contact and dealt with the human aspect of the teacher.

Effective teachers appear to be those who are, shall we say, "human" in the fullest sense of the word. They have a sense of humor, are fair, empathetic, more democratic than autocratic, and apparently are more able to relate easily and naturally to students on either a one to one or group basis. Ineffective teachers apparently lack a sense of humor, grow impatient easily, use cutting, ego-reducing comments in class, are less well-integrated, are inclined to be somewhat authoritarian, and are generally less sensitive to the needs of their students.
When a teacher has no contact with the students symptoms of disorder and violence start appearing. Silberman (1970, p. 118) went on to say that

Far from helping students to develop into mature, self-reliant, self-motivated individuals, schools seem to do everything they can to keep youngsters in a state of chronic, almost infantile dependency. The pervasive atmosphere of distrust, together with rules covering the most minute aspect of existence, teach students every day that they are not people of worth, and certainly not individuals capable of regulating their own behavior.

A key concept also is developed by Silberman dealing with the dependence of the student on the teacher. Where there is personal contact with the teacher a mutual dependence evolves.

Whatever rhetoric they may subscribe to, most schools in practice define education as something teachers do to or for the students, not something to do to and for themselves with a teacher's assistance. More important, schools discourage students from developing the capacity to learn by and for themselves, they make it impossible for a youngster to take responsibility for his own education, for they are structured in such a way as to make students totally depend upon teachers (Silberman 1970, p. 118).

The relationship of the teacher and student would be greatly improved if teachers did develop contact with students. "It is only because teachers wish to force students to learn that any unpleasantness ever arises to mar their relationship (Waller 1961, p. 195)." Of far more importance is the concept of contact in a student's life, i.e., the teacher's efforts to identify and relate to the student at the place where the student is. In other words, the "Ability to perceive the world from the
students' point of view" and "the ability to 'personalize' their teachings (Palardy 1975, p. 36)."

Not only is it important for the teacher to perceive the world from the student's point of view, but other perceptions are also necessary. Ryans (1960) reported several studies which compared differences between good and poor teachers. The important thing to note is that outstandingly good teachers rated significantly higher than poor teachers in the following five ways:

The good teachers had (1) more favorable opinions of students, (2) more favorable opinions of democratic classroom behavior, (3) more favorable opinions of administrators and colleagues, (4) a greater expressed liking for personal contacts with other people, (5) more favorable estimates of other people generally (Ryans 1960, pp. 486-490).

Consult

Teachers consult when they seek the views of adolescents on matters of concern to adolescents. Students are then better able to develop themselves toward interests and concerns of their lives. This development is very important. "The primary fact remains that there can be no form of education which is non-developmental, and that any teacher who leaves the minds and hearts of his pupils just where they were, has taught them nothing at all (Aiken 1966, p. 9)." When there is no consultation with students there is no learning, no development; there may be training, but not development. This concept was best stated by Aiken (1966, p. 11), who said:
It is largely through a study of the concepts of educational development that we are enabled to overcome the nightmare of a society of human robots, educated by their masters to do, think, and act in certain routine ways from which every outside influence is excluded. Once we realize, in fact, how little of what we all learn depends upon instruction, we are freed from the gratuitous wrong that a system of instruction, beginning with the infant toilet training, could, even in principle, turn out a class of creatures capable of nothing but following the rules which their teacher-masters have set for them.

Teaching, therefore, is more than the blind conveyance of knowledge. As stated, it is the educational development of the student, besides other factors. In teaching, consulting with the student is essential for the educational development and awareness of other factors of the process of education. Among these processes, of primary importance is the awareness of students' understanding. "To teach...to submit oneself to the understanding and independent judgement of the pupil, to his demand for reasons, to his sense of what constitutes an adequate explanation (Scheffler 1960, p. 57)." Awareness of the qualities of the student processes arrives from consultation with the student; development of this awareness is important for the teacher to provide for the education and development of the student. When this occurs there can be cooperation between the student and the teacher. Dewey (1944a, p. 190) stated that "As far as school education is a part of the required practical means, educational theory or philosophy has the task and the opportunity of helping to break down the philosophy of fixation
that bolsters external authority in opposition to free cooperation."

Consultation with the students is also necessary to realize the uniqueness of each individual student. Only upon consultation with the students can the teachers be aware of competencies and limitations. This concept was stated by Crary (1969, p. 24), who said, "The bioneurological makeup of 30 students is composed of 30 unique sets of physical competencies and limitations. This is one approach to demonstrating that attention to individual differences is a methodological necessity, not merely a sentimental democratic bias." The importance of the individual, and the awareness of this importance, is one of the main reasons for consultation with students. Crary (1969, p. 35) stated:

"Education deals with only one child at a time. The responsibility implied is grave indeed. For the child, if education to any considerable degree is effective, it can truly make or break him. Society often expresses considerable concern for children in general, but society calls no single child by name. The child may be the only one concerned with himself, and this subjectivity unguided may lead to a distorted image of self, and, at worst, to a destruction of self.

It is not only important to be aware of the individuality of the student, but also to be equally aware of the capabilities and desires of that student. By consulting with the student we strive to become aware of whether or not the student's activities, actions and behavior are his or that of others. Fromm (1941, p. 152) said:
Modern man lives under the illusion that he knows what he wants, while he actually wants what he is supposed to want. In order to accept this it is necessary to realize that to know what one wants is not comparatively easy, as most people think, but one of the most difficult problems any human being has to solve. It is a task we frantically try to avoid by accepting ready-made goals as though they were our own.

Crary (1969, p. 71) carried on this same idea and stated, "Not only must the student and the teacher learn that each person is fit to think for himself; he needs to know that he must. Only if the individual retains his integrity of judgment... will the fabric of this civilization endure."

With consultation comes involvement. In order to be totally involved with the school environment, students must consult with the teacher, i.e., make their interests known. Dale (1972, p. 44) discussed this concept, stating:

The intensity of an experience is a critical element in effective learning outcomes. Are children and young people fully and often intensely engaged in their school experiences or are they psychologically detached? Do they think of the school experience as something in a textbook or a recitation that is over there while they are over here? Are they spectators or participants? Learning cannot be a spectator spot.

Being consulted by the teacher provides group benefits as well as benefits for the individual. When teachers assess students in terms of teacher goals and objectives, instead of consulting with them, education is thwarted and students tend to reject learning. What happens is that students just play the education game and survive, rather than enjoy the maximum benefits of school. Clark and Kadis (1971, p. 31) believed that "A student will nod agreement and pretend to go along, but since his..."
only investment in the project is to keep the salesman-teacher off his back he continually fails."

In attempts to prepare for students and the classroom, teachers seek information in many places, yet do not consult with the students who are directly involved. "In seeking to identify the common concerns of youngsters in his classroom the teacher may search for clues in the professional literature, the folklore of various groups, discussions with colleagues, and, of course, his own observations of students (Weinstein and Fantini 1970, p. 33)." Yet these teachers fail to even consider that most valuable and pertinent source of information about the pupils, the pupils themselves. "The most valuable and direct indications, however, are found in what the learners themselves say or write about their lives and their relationships with the world (Weinstein and Fantini 1970, p. 33). The students' world is more than just the classroom or the school. Their interests and concerns, therefore, go far beyond that of the classroom. By consulting with students, teachers can become aware of these interests and concerns and can better share with and accompany them. Kelley (1962, p. 7) stated, "Those who believe that the school should limit its functions to the purely academic usually like neither the school nor the youth."

The concept of consulting must not be limited strictly to teacher-student relationships. Teachers can foster and promote
classrooms where students can consult with each other as well as with the teacher.

That knowledge is of most worth which enhances the mutuality of human beings and develops a sense of community, the doing of important things together. Why can't we have students teach each other? Students now do this informally in preparing for examinations. Why not make it a regular part of the instructional program of the school? We have all discovered that we learn something well when we try to teach it to someone else. Further, why do we assume that we must bring outside resource persons? We fail to realize that the rich experiences of students are first hand, easily available resources of learning (Dale 1972, p. 49).

Arthur Pearl (1972) cited many examples of schools being unresponsive to students' needs. This emphasizes the fact that consultation with students requires much more than just having teachers and administrators present token activities and privileges which they choose and drop off on the students. Pearl (1972, p. 125) said:

Students can't win! If they disengage themselves from student activities they are berated as apathetic; if they engage, they are criticized for impetuosity. The student, in preparing for citizenship, confronts the same dilemma he meets in preparing for a job--he is denied a chance to engage because he lacks experience and he is unable to get experience because he is not allowed to participate.

Pearl (1972) cited several case studies which deal with non-consultation with students and the problems that occur. He (1972, p. 125) prefaced one such case study with the following paragraph:

A case study of a group of students attempting to generate a more real student government and the adult authority response, might prove illuminating to those interested in understanding the alienation of youth from
institutions run by adults. The study might also serve to help explain why democracy leads such a precarious existence.

Share

The responsibility for sharing lies directly in the attitude and willingness of the teacher. Romey (1972, p. 247) stated:

Some people suggest that it costs more money and takes more people to create a free and humane environment for learning. I have seen enough teachers simply change the way that they do things to know that this is just another cop-out. The statement shows unwillingness to take responsibility and indicates that the person who makes it is not really interested in change or, more likely, that he fears it. The most important change costs little money but much commitment.

Besides suggesting more resources, both material and human, some find fault everywhere with the ills that plague schools. This was effectively stated by Trump (1977, p. 32), who said that

School teachers and other officials are as frustrated as are parents when they try to find solutions for disenchanted students and further stimulation for contented ones. It is easy to blame the mass media, wars, the economy, and other factors over which schools have little control.

He (1977, p. 32) further observed that "Imagine a school in which every student, regardless of ability or deportment, is really known and helped by a staff member. It happens when a teacher is personally responsible for monitoring the progress of several students and can take constructive action." Trump (1977, pp. 33-34) went on to explain how student progress is monitored:

Accountability for pupil progress in school means much more than keeping track of the subjects completed,
grades earned, scores on standardized test of achievement and ability, and the maintenance of cumulative records. Schools need systematic arrangements so that every student is known by someone who does not have to consult a file before talking to him or her, or to the parents, a prospective employer or a college representative about the student's total educational picture. The school, among other things, needs to be a place where every human being is known, systematically cared for, and valued by at least one other person.

When a student senses his value in school, his achievements improve. Killian (1964, p. 250) affirmed that there is "... a reawakening to the fact that children have a native eagerness to learn. Their inherent interest in the world about them responds wonderfully when it is adequately nurtured and encouraged and not blunted nor put off until later." Students do sense their own values as persons through their relationships, and additionally, their values as students in their relationships with their teachers.

Prospective educators are told that optimal personality development is contingent upon satisfactory relationships, that during the growing up process each of us needs the kinds of affiliation which promote a healthy self-concept, a promising outlook towards life. Teachers are in a unique position to implement this counsel since their role permits extended periods of time with students and offers the chance for great influence (Strom 1973, p. 140).

Strom (1973, p. 142) also indicated that "Every teacher and faculty interested in pupil mental health needs to remain sensitive to the obstacles to achievement faced by today's students." To remain sensitive to the needs of the student a teacher must be aware of those needs and be willing to care about them. This is where the influence of sharing is so important. Sharing with
students must be developed as an attitude which includes how the student is considered by the teacher.

The world of the teacher and the student has become highly depersonalized; the student has been considered a product rather than a person and has been accepted only if he is successful; very often the routinizing of school experiences and the rigidity of school programs have created conditions of impersonality (Conner 1973, pp. 158-159).

Teachers can counteract impersonality conditions by making provisions for getting close to the students. Keuscher (1975, p. 203) clearly explained this concept when he stated:

The idea of a teacher standing before a class of 30 or more youngsters attempting to teach the same lesson to all of them at the same time is preposterous. It defies all we know about the wide range of differences that exist within the group. It negates what we know about motivation, about children's needs, their interests, their creative capabilities. Nor does dividing 30 kids into three groups do anything to make instruction more effective. The teacher must get closer to the individual pupil than that—at least 10 times closer! If learning is to be meaningful to the children they need a voice in deciding what they study and when and how they study it.

The teachers willing to share with the students must make commitments to themselves and the students because of the time and effort involved. "Personal involvement with each child requires more time and effort (Heath 1973, p. 84)." Heath (1973, p. 84) continued:

Conventional teachers must radically re-educate themselves as to how learning occurs and what their job is like. They must abandon the old self-evident truths and established routines. They must learn educational objectives are not the same for all children; that one does not pre-plan every minute of the school day; and that one need not block out a child's curriculum by subject matter areas.
Other steps teachers must take in learning to share with students are given by several educators. Some very clear steps were proposed by Hamachek (1973, p. 265), who wrote, "Understand that teacher behavior which is distant, cold and rejecting, is far less likely to enhance self-concept, motivation, and learning than behavior which is warm, accepting and discriminating."

Hamachek felt that this role of a teacher in the sharing process must be mutual. Teachers must "... understand that we are not likely to get results simply by telling someone he is worthy. Rather, we imply it through trust and the establishment of an atmosphere of mutual respect. One good way to start is to take time to listen to what the students have to say and to use their ideas when possible (Hamachek 1973, p. 265)."

Others have said that in sharing with the students there is no prescribed set of directions or steps. Patterson (1973, p. 103) declared that "The genuine teacher is, then, not using a method or a technique as something outside himself, for his methods or techniques are an integral part of himself. He is not preoccupied with whether he is following a method or a technique." Combs, Avila, and Purkey (1971, p. 292) expressed something similar in claiming that "Authenticity frees the helper to devote his full attention to the problems at hand. His behavior can be smoothly congruent and 'in rapport' with that of the students."
Another basic attitude a teacher must have before sharing with the students is the respect for that person.

A basic characteristic or attitude of the humanistic teacher is a profound respect for each child as a unique human being, a person of worth in his own right. Respect involves an acceptance of each child as he is, for what he is. It makes no demands that he must be different—it is unconditional (Patterson 1973, pp. 106-107).

"Youth in Difficulty"

Juvenile delinquency and youth crime range from minor misbehavior, such as running away, truancy and incorrigibility, to serious offenses such as theft, burglary, and assaults, which if committed by an adult would be considered felonies. "Delinquent behavior is not an exclusive characteristic of the adjudicated delinquent. Much of this behavior is undetected; much of it, when detected, does not come to the court attention (Gold 1966, p. 46)."

Many experts feel that school can be a deterrent to crime. In fact, the climate of the school may determine the disposition toward crime of the students enrolled. William Maynard, writing in the March 1977 (p. 417) issue of Educational Leadership, said, "The climate of the school often determines how we deal with disruption, and, in fact, is often a contributing factor to disruptive behavior. The climate of any school is determined by the people who work there." He (1977, p. 418) further declared that:

The climate of the school reflects the level of morale, trust, caring, and mutual respect that is
experienced by individuals within the school. It is determined in part by the processes that occur in the school, such as effective communication, a problem-solving approach, and involvement in decision making, as compared to an authoritative, "win-lose" structure. School programs such as active learning experiences, individualized expectations, varied learning environments, and rewards other than just grades also contribute to a positive school climate.

Maynard (1977, p. 421) concluded by stating that, "In summary, the most effective means of dealing with disruptive students is prevention. The school staff must identify and reduce, or eliminate those elements in the school that contribute to unacceptable student behavior, and must strive to create a positive climate for learning."

In ending his article, Maynard (1977) gave the following seven steps for schools working with disruptive youth by stating that they will contribute to the reduction of disruptive student behavior:

1. Building a positive school climate.
2. Implementing strategies which enable students to succeed.
3. Teaching children how to behave by modeling that behavior.
4. Involvement of staff and students in all facets of the school.
5. Developing honest and open communications.
7. Modeling and teaching interpersonal relationships.
Wenk (1974) suggested that schools have a responsibility for aiding the criminal justice system and can only do so by maintaining a proper educational philosophy.

The most critical need is to change educational policies to prepare students for constructive personal and social behavior. Such change in educational policies and focus is the key to decisive impact on the problem of juvenile delinquency and youth crime, a result that cannot be produced or maintained by changes in the criminal justice system alone (Wenk 1974, p. 237).

In looking at "youth in difficulty," it is necessary to examine schools more closely. Wenk (1974, p. 236) asked: "Are schools guilty of neglect? Do they contribute to delinquency? What should they do to help their students find a place in society?" He (1974, p. 236) went on to say that the American educational system is one of the finest in the world,

... yet our outstanding material accomplishments are accompanied by dismal failures, including juvenile delinquency and youth crime. Our inability to reach and involve millions of youth, and the resulting symptoms of social decay, such as noninvolvement apathy, depression, and drug abuse, are seriously threatening to destroy the social fabric of our communities.

Wenk (1974, p. 237) concluded his look at schools with an accusation of neglect:

The schools may be guilty of neglect. They share the responsibility for this social crisis when they neglect educational objectives that deal with the preparation of students for their roles as socially responsible persons. The social order we live in can exist only if most of its members possess the social skills that lead to healthy interpersonal relationships, social awareness, understanding and respect. Our public schools shoulder the main burden for providing the educational opportunities for young and adult citizens to equip them to cope with today's and tomorrow's problems.
Schools have a certain responsibility to society. In fact, most educators feel that schools reflect society or are a microcosm of society. Wenk (1974, p. 241) elaborated on this thought:

A democratic state can function equitably only with an educational system that serves all its citizens by preparing them for their social as well as economic roles. Education has a practical set of objectives that have to be met, e.g., to teach languages, mathematics, art, etc., and a social set of objectives that include the use of these skills in developing positive and significant interpersonal relations.

Many authors and educators feel that schools are not meeting their responsibilities; that they are not positive places to develop social responsibilities. Some, who have even declared that schools today are designed to make students fail, have proposed that children should learn social responsibility at school, and that they should be provided with sufficient opportunities to experience success. And others have gone beyond the role of the schools and looked into the role of the teacher. In fact, many feel that prevention of juvenile delinquency can occur in the classroom. Wenk (1974, p. 249) said "... the most important place where such preventive efforts should occur is the classroom [with] teachers who are aware of how the self concept of the pupils may enhance or hinder his personal development and social adjustment." How the teacher develops a classroom climate determines the success of the student, both in and out of school. Many students drop out because they lack positive feelings toward their teachers or the school system. "Dropping out does not just
happen. It is a progressive phenomenon much like delinquency, drug abuse and alcohol addiction. Aside from the obvious drop-out, countless other pupils mark time in school without involvement and show only a small part of their potential (Wenk 1974, p. 250)." Wenk (1974, p. 250) summarized the whole concept by declaring, "The pupil who finally decides to leave school and look for work may be psychologically healthier than the one who remains in school but withdraws from participation."

In summary, schools have for too long ignored the needs of adolescents. By adjusting to these needs schools can go quite a long way in the prevention of juvenile delinquency.
CHAPTER 3

RESEARCH PROCEDURES

This study is descriptive in nature, consisting of an investigative instrument, orally administered to "youth in difficulty." The investigator supplied each participant with a copy of a questionnaire. The investigator read each question orally to each participant, and the participant responded in writing by making an appropriate response on the Likert-type scale. At the same time, the investigator recorded the oral comments, item by item, of each participant.

The Sample

For this study, "youth in difficulty" has been defined as adolescents generally known as incorrigible, delinquent, in some trouble in their home or with the law, and dysfunctioning in school. It was decided, for the purpose of this study and its focus, that these "youth in difficulty" be the population from which the sample should be selected. Twenty such adolescents were asked to participate on a voluntary basis. All the necessary steps to comply in every detail with the Privacy Act of 1974 were taken; therefore, the anonymity of all participants has been assured.
Format for the Questionnaire

The same questionnaire was administered to all participants of the study. The questionnaire consisted of 15 items. There were five items dealing with each of three categories: contact, consult and share. Each student participant was asked to answer five questions on each of these three categories. Of the five questions, the first dealt with the student participant's perceptions of the teachers. The second question dealt with the student's perceptions of family members. The third question dealt with the student's perception of friends; the fourth question dealt with the student's perceptions of students at his or her school, and the fifth dealt with the participant's perceptions of public officials. Therefore, the student participants responded to their perceptions of their teachers, family members, friends, students at their school, and public officials, under the three categories of contact, consult and share.

Each item investigated was in the form of a generic statement dealing with the student's patterns of communication perceptions of the significant others (teachers, family members, friends, students at their school; and public officials). The student participants marked on a Likert-type scale whether they strongly agreed, agreed, were uncertain, disagreed, or strongly disagreed with the given generic statement. At the bottom of the questionnaire a space was available for comments which the student could use if he or she desired to do so, or the student
participant could respond orally to the investigator, who recorded the answer.

Analysis of the Data

Responses to each of the 15 items were recorded, tabulated, and converted into scores of central tendencies. The analysis was twofold, one dealing with each one of the three categories of the study, and the other dealing with each of the significant others identified in the study. The data were analyzed and reported in the findings section of the study (Chapter 4). The data were also converted to tabular form. Several methods were used for analyzing the data.

First, all 15 items were calculated, compared and ranked by means and standard deviations. The mean scores were used to rank items according to the highest scores. This ranking was used to obtain the students' attitudes toward the significant others.

Secondly, correlation was used to see if there were clusters of significant others, whether or not the youths' perception of given significant others was similar to one another.

Thirdly, a statistical analysis was done to see if there was any discrimination between the categories of contact, consult and share. This was achieved by summing up the answers and determining means and standard deviations of the sums of the answers.
The purpose of the study was to obtain input from "youth in difficulty" on their perceptions and their relations with significant others in their environment. The results are reported descriptively in subsequent chapters.
CHAPTER 4

REPORTING OF DATA

The purpose of this chapter is to analyze, present and discuss the data. In the first part of the chapter a statistical treatment of the data is presented. In the second part of the chapter, each variable is presented in graphic form, accompanied by comments made by the subjects.

Upon completion of the data collection, it was analyzed and handscored, by items and by totals, and the scores were then keypunched on IBM cards. There were 15 variables which included the students' responses toward significant others (teachers, family members, friends, fellow students, and public officials) under the categories of Contact, Consult, and Share. Each response was weighed numerically and transcribed on a Likert type scale to simplify the statistical analysis. Strongly agree was assigned the value of 5, agree the value of 4, uncertain the value of 3, disagree the value of 2, and strongly disagree the value of 1. Several methods of analysis were utilized. The first analysis computed the mean scores and standard deviations of each variable. The results are reported in Table 1.
Table 1. Mean Scores and Standard Deviations of the Variables

<table>
<thead>
<tr>
<th>Variable</th>
<th>Category</th>
<th>Significant Others</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Contact</td>
<td>Teachers</td>
<td>2.450</td>
<td>.887</td>
</tr>
<tr>
<td>2</td>
<td>Consult</td>
<td>Teachers</td>
<td>2.250</td>
<td>.910</td>
</tr>
<tr>
<td>3</td>
<td>Share</td>
<td>Teachers</td>
<td>2.200</td>
<td>1.152</td>
</tr>
<tr>
<td>4</td>
<td>Contact</td>
<td>Family Members</td>
<td>3.450</td>
<td>1.234</td>
</tr>
<tr>
<td>5</td>
<td>Consult</td>
<td>Family Members</td>
<td>3.150</td>
<td>1.089</td>
</tr>
<tr>
<td>6</td>
<td>Share</td>
<td>Family Members</td>
<td>3.100</td>
<td>1.410</td>
</tr>
<tr>
<td>7</td>
<td>Contact</td>
<td>Friends</td>
<td>4.100</td>
<td>.912</td>
</tr>
<tr>
<td>8</td>
<td>Consult</td>
<td>Friends</td>
<td>4.100</td>
<td>.852</td>
</tr>
<tr>
<td>9</td>
<td>Share</td>
<td>Friends</td>
<td>3.800</td>
<td>.894</td>
</tr>
<tr>
<td>10</td>
<td>Contact</td>
<td>Fellow Students</td>
<td>2.850</td>
<td>1.137</td>
</tr>
<tr>
<td>11</td>
<td>Consult</td>
<td>Fellow Students</td>
<td>2.700</td>
<td>1.302</td>
</tr>
<tr>
<td>12</td>
<td>Share</td>
<td>Fellow Students</td>
<td>3.400</td>
<td>.940</td>
</tr>
<tr>
<td>13</td>
<td>Contact</td>
<td>Public Officials</td>
<td>1.700</td>
<td>.801</td>
</tr>
<tr>
<td>14</td>
<td>Consult</td>
<td>Public Officials</td>
<td>1.700</td>
<td>.733</td>
</tr>
<tr>
<td>15</td>
<td>Share</td>
<td>Public Officials</td>
<td>1.750</td>
<td>.910</td>
</tr>
</tbody>
</table>
In Table 2, a ranking order was then established by giving the variable with the highest mean score the lower cardinal number. A quick look at the overall ranking shows Friends at the top of all Significant Others, and Public Officials at the bottom.

In Table 3 the variables are presented by categories—Contact, Consult, and Share—for convenience in comparing the results within each category. In each category Friends ranks first, and Teachers and Public Officials rank fourth and fifth respectively at the bottom of the scale. In the category of Contact and Consult, Family Members were ranked second and Fellow Students third. However, in the category of Share, Fellow Students ranked higher than Family Members, in fact the variable for Fellow Students in the category of Share had an overall ranking of fifth among all variables.

The significance here was that Fellow Students, at school, had more opportunities to share in spontaneous activities such as discussions on topics which were of common interest, e.g., drugs, extra-curricular school activities, money problems.

Means were computed combining all of the items within each category of significant others. These means for the items—Teachers, Family Members, Friends, Fellow Students, and Public Officials (2.30, 3.23, 4.00, 2.98, 1.72 respectively)—were significantly different from one another at the .05 level. This would indicate that subjects did view the significant others at different levels.
Table 2. Mean Ranking of the Variables

<table>
<thead>
<tr>
<th>Overall Ranking</th>
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<tbody>
<tr>
<td>Category of Contact</td>
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</tr>
<tr>
<td>2 Friends</td>
<td>7</td>
<td>4.100</td>
<td>.912</td>
<td></td>
</tr>
<tr>
<td>4 Family Members</td>
<td>4</td>
<td>3.450</td>
<td>1.234</td>
<td></td>
</tr>
<tr>
<td>8 Fellow Students</td>
<td>10</td>
<td>2.850</td>
<td>1.237</td>
<td></td>
</tr>
<tr>
<td>10 Teachers</td>
<td>1</td>
<td>2.450</td>
<td>.887</td>
<td></td>
</tr>
<tr>
<td>15 Public Officials</td>
<td>13</td>
<td>1.700</td>
<td>.801</td>
<td></td>
</tr>
<tr>
<td>Category of Consult</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>1 Friends</td>
<td>8</td>
<td>4.100</td>
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<td>14</td>
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<td></td>
</tr>
<tr>
<td>Category of Share</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>3 Friends</td>
<td>9</td>
<td>3.800</td>
<td>.894</td>
<td></td>
</tr>
<tr>
<td>5 Fellow Students</td>
<td>12</td>
<td>3.400</td>
<td>.940</td>
<td></td>
</tr>
<tr>
<td>7 Family Members</td>
<td>7</td>
<td>3.100</td>
<td>1.410</td>
<td></td>
</tr>
<tr>
<td>12 Teachers</td>
<td>3</td>
<td>2.200</td>
<td>1.152</td>
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<tr>
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<td>15</td>
<td>1.750</td>
<td>.910</td>
<td></td>
</tr>
</tbody>
</table>
The results obtained can be interpreted indicating that among all 20 student subjects of the study, good relationships tended to exist with Friends, apparently through the ability to inter-communicate with them. Family Members were next in importance, followed by Fellow Students. Communication with Teachers and Public Officials offered the least possibility to establish good personal relationships. Graphically, this is presented in Table 4.

Another question concerned whether the students were discriminating among the three types of categories: Contact, Consult, and Share. This question was treated by summing the items within each category. Means and standard deviations were then computed for each of the three resulting scores. These results are reported in Table 5. Intercorrelation among the three scores were also obtained and Table 6 reports such intercorrelation among the category scores.

No significant differences were found among the three categories' mean scores using a multiple t-test. All intercorrelations were moderately high and were significant (p<.001).

These findings indicate that the students were not discriminating among the three categories; this would also indicate that they did not differentiate among these three categories.

Further interpretation of correlation coefficient showed only three correlations which proved to be of significance.
Table 4. Correlation among Significant Others

<table>
<thead>
<tr>
<th></th>
<th>Teachers</th>
<th>Family Members</th>
<th>Friends</th>
<th>Fellow Students</th>
<th>Public Officials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>.11</td>
<td>.00</td>
<td>.19</td>
<td>.57*</td>
<td></td>
</tr>
<tr>
<td>Family Members</td>
<td></td>
<td>.54*</td>
<td>.17</td>
<td>-.15</td>
<td></td>
</tr>
<tr>
<td>Friends</td>
<td></td>
<td></td>
<td>.15</td>
<td></td>
<td>-.26</td>
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<tr>
<td>Fellow Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>.46**</td>
</tr>
<tr>
<td>Public Officials</td>
<td></td>
<td></td>
<td></td>
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*p < .05

**p < .01

Table 5. Means and Standard Deviations for Category Scores

<table>
<thead>
<tr>
<th>Category</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
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<tr>
<td>Contact</td>
<td>14.55</td>
<td>2.56</td>
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<tr>
<td>Consult</td>
<td>13.90</td>
<td>2.32</td>
</tr>
<tr>
<td>Share</td>
<td>14.25</td>
<td>3.23</td>
</tr>
</tbody>
</table>
Table 6. Intercorrelation among Category Scores

<table>
<thead>
<tr>
<th></th>
<th>Contact</th>
<th>Consult</th>
<th>Share</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact</td>
<td>.65*</td>
<td></td>
<td>.49*</td>
</tr>
<tr>
<td>Consult</td>
<td></td>
<td></td>
<td>.72*</td>
</tr>
<tr>
<td>Share</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*p < .001

These were: Teachers with Public Officials; Members of My Family with Friends; and Students at My School with Public Officials. This would indicate two general clusters of Significant Others which could be termed as personal and impersonal. The personal would include Friends and Family Members. The impersonal cluster would include Fellow Students, Teachers, and Public Officials.

Another analysis of the data was the choice distribution of the responses for each variable together with relevant descriptive comments from the subjects. The data for each variable was arranged in graphic form and presented in order of ranking within each category. Each category was again analyzed separately. An order for presentation of the data was established for each category according to the ranking of each variable in that category. The first five variables presented and discussed were
for the category of Contact. Similarly, the categories of Cons­ult and Share were analyzed and presented.

Data for Each Individual Variable by Category

Category of Contact

Variable #7: "I see my friends as persons who use words that make me feel they want to work with me and have personal relationships with me."

This variable is concerned with the respondents' percep­tions of the vocabulary employed by friends in addressing them. It deals with words which are perceived by the respondents as conveying warm, positive affection for them, and operate to close the psychological gap between friends. The following Figure 1 presents, in graphic form the students' perceptions of friends.

Variable 7, Contact with Friends, was the highest ranking among the variables from the category of Contact. The subjects were very much in agreement on this variable. Eight, 40%, strongly agree, and seven, 35%, agreed with the statement, a 75% overall agreement. Four, 20%, of the remaining responses were uncertain while only one, 5%, disagreed and none strongly dis­agreed. In the statistical analysis this variable had an overall ranking of second. The following comments were descriptive of the feelings among many of the subjects.

"Yeah. You're around them all the time and they know you."
Figure 1. Students' Perceptions of Friends--Contact

Mean = 4.100
Standard deviation = .912
Median = 4.124
"Yeah, I'll agree with that because what are friends for, you know, unless you don't choose your friends wisely. Friends ask what your main interests are and they're doing things with you at all times and you're always talking and getting along real well."

"Actually we use the same words, but it's all a figure of speech. We communite [sic]."

"I think my friends are more family to me than my own family. Friends are a lot closer to me than my family."

"Yeah, 'cause they know what's going on, really."

Just like when I have a problem with something, you know, they work with me to help me work it out and stuff, and if I need any advice on something, then they, you know, a lot of my friends have gone through it too, so they know they can give me their advice. They know where you're coming from. Really, they have been there. And I've watched some of the stuff that they've been through, you know. So, really, they hear me.

Actually, we use the same words, but when we get together I tend to talk more like I did when I grew up. We can talk any way we want and I'm not worried about anything; but if I go to school and I'm talking to a professor that's a friend of mine, a lot of times I won't use my street lingo--not because I don't want to or I want to be different or anything, or act more than I am, it's just basically because he won't understand it, and he might feel uncomfortable with it, and I want my friends to be people that I feel good with and make them feel comfortable like they make me feel, and even when my friends harass me or they tease me, that's fine too because they're trying to make me better--they're trying to challenge my ideas, and I like that.
Variable #4: "I see members of my family as persons who use and understand my talking and try to establish good relationships with me."

This variable is concerned with the respondents' perceptions of their family members' patterns of communication with them. The following Figure 2 presents the students' perceptions of their family members.

This fourth variable was devised to determine how the students perceived the family members' patterns of communication with them. For this variable, four students, 20%, chose to strongly agree, seven, 35%, indicated mere agreement, five, 25%, were uncertain, two, 10%, indicated disagreement and two, 10%, chose to strongly disagree.

There was some strong disagreement to this statement with the remark: "I strongly disagree on that because my parents really irritate me. They won't listen to what I have to say; they only have one way street, and that's their street, so . . ." A positive reply was: "... they see me as a person with whom they want to have good relationships. At least they try!" Another positive reply was: "We go along real well, all of us brothers and sisters. Also my parents, particularly my mother try to go along with my feelings."

The following answer does not seem to be too secure: "Well, they understand me, and we have a good relationship, but they try to change me, but I am myself. ... they try to help me, like for example, they try to help me get a job in a restaurant,
Figure 2. Students' Perception of Family Members—Contact

Mean = 3.450
Standard deviation = 1.234
Median = 3.643
but I am not going to work in a restaurant. If I want to get a job, I'll get it in what I want to do, if not... I just blow it."

Variable #4 ranked fourth in the overall ranking scale.

Variable #10: "I see students in my school as persons who use and really understand what I am talking about, and this helps me in personal relationships with them."

This variable is concerned with the respondents' perceptions as to how fellow students receive and use the communications of the respondents, and the effects these have on their personal relationships. The following Figure 3 presents students' perceptions of fellow students and their relationships.

To this statement one student, 5%, strongly agreed, and five students, 25%, agreed for a total of 30% agreement. There was a higher percent of disagreement, 35%, and divergence of opinion was also found among subjects' comments. Variable #10 ranked eighth in the overall ranking scale. Several illustrations of students' comments follow.

"Oh, yeah, they understand me, but they don't try to use what I've talked about to them. They are not my friends, they are not going out of their way to understand me."

"There are different kinds of students. With some of them I think I agree and go along quite well."

"I don't really know them, we might just talk about some chicks, or football. That's all!"
Strongly Agree Uncertain Disagree Strongly Agree
Responses
Mean = 2.850
Standard deviation = 1.137
Median = 2.929

Figure 3. Students' Perceptions of Fellow Students—Contact
Variable #1: "I see my teachers as persons who use words that make me feel that they want to work with me personally."

This variable is concerned with the respondents' perceptions of their teachers' patterns of word choice, and the signals which are conveyed to the respondents regarding the teachers' willingness to work with them. The following Figure 4 presents the students' perceptions of teachers' communication.

Variable #1 ranked tenth in the overall ranking scale. In their responses to the above statement none of the students indicated a strong agreement, and only two, 10%, agreed. Uncertain accounted for 40% of the students, eight of them. Of the remaining 10 students, 50%, disagreed or strongly disagreed that teachers used words that made them feel that they wanted to work with them personally. The following comments illustrate how students perceived their teachers' verbal behaviors in signaling a willingness and a desire to work with them.

"I just can't remember which words they use, but I agree with what you asked me, they try to help."

"I agree with that because they might say 'I like your poetry, I like your creative writing... you have a lot of work to do with it though. You and I have to sit down and work that out together'."

"Some of them may try to help, but not many. You see, I doof [sic], so... they just tell me what to do, and some tell me to stay after school. I don't like that!"
Figure 4. Students' Perceptions of Teachers—Contact

Mean = 2.450
Standard deviation = .887
Median = 2.500
"They do not talk to me, they talk to the class. They all use big words to say nothing of interest to me."

"They can't get around to everybody. That's what they say."

"A lot of people don't want to take time out to bother with you. They always make me feel like they know something that I should know."

"No, they use big words. Can't understand 'cause they have a good education makes you think you know what they're talking about."

"Yeah, like they're still in college, like I'm one of their college students."

**Variable #13:** "I see public officials as persons who use words that make me feel that they understand my views and want to have personal relationships with me."

This variable is concerned with the respondents' perceptions of the communication from public officials to them, and the message regarding a desire to be in contact with the respondents. The following Figure 5 presents the students' perceptions of these messages from public officials.

Variable #13 ranked fifteenth, i.e., at the bottom of the overall ranking scale. In this category of Contact, the problem of communication seemed to be of utmost importance. Not a single student strongly agreed or agreed. Of the remaining students, four, 20%, were uncertain, six disagreed, 30%, and 10, 50%,
Figure 5. Students' Perceptions of Public Officials—Contact

Mean = 1.700
Standard deviation = .801
Median = 1.500
strongly disagreed for a total of 80% disagreement. The following comments illustrate some of the students' feelings toward public officials.

"I can't understand them, they talk a different language, I guess that's part of their job."

"The kind of relationship they want with me is not the kind that I want with them. The kind of relationship they want with me is they want me in the 'juvie'. That's what they want."

"In other words, every time I stick my head out of the house one of them has to hassle me."

"That's right, that's what I mean. They don't understand my views."

Summary for Contact

In the category of Contact the data analysis showed marked differences in the respondents' perceptions of the five significant others in the study. Seventy-five percent of the respondents agreed that friends communicated with them in ways that aided in developing personal relationships. The respondents were in less agreement concerning contact with family members. Ranked second in the Contact category, only 55% agreed that family members tried to establish good relationships with them. Ranked third in the category of Contact were fellow students with only 30% agreeing as compared to 35% disagreeing. The respondents disagreed that teachers and public officials were interested in making personal contact. Only two, 10%, of the respondents
agreed that teachers, ranked fourth in the category of Contact, communicated in ways to develop personal relationships and none of the respondents felt that public officials, ranked fifth and last in the category of Contact, made any effort to develop good personal relationships with them.

The evidence seems to clearly indicate that there is a distinct feeling among the respondents that teachers and public officials do not make personal contact with them. The respondents' remarks tend to indicate that a power relationship exists with public officials and raises some question about the productiveness of the relationships between these students and their teachers and public officials.

Category of Consult

Variable #8: "I see my friends as persons who are interested in the way I talk and ask me about my ideas."

This variable is concerned with the respondents' perceptions of friends and their valuation of ideas and communication originating with the respondents. The following Figure 6 presents in graphic form the students' perceptions of friends.

The highest ranking variable under the category of Consult, was variable #8, which was concerned with friends' interest in the respondents' conversations. Variable #8 ranked first also in the overall ranking scale. Respondents' agreement with the statement of this variable seemed to be almost unanimous. Eight of the respondents, 40%, strongly agreed, six, 30%, of the
Figure 6. Students' Perceptions of Friends—Consult

Responses

Mean = 4.100
Standard deviation = .852
Median = 4.167
respondents were uncertain; and none of them either disagreed or strongly disagreed.

Respondents' comments are illuminating:

"You bet, all my friends are real pals, if not they wouldn't be my friends."

"We go along very well; they ask me about my ideas. We do a lot of stuff together, and really that helps, even when I'm in trouble."

"I agree strongly with that. You mean friends that are real pals? We might disagree. Let's say we argue as to where to go. One may want to go see some friends, and we argue about that, but then we decide together to go to the park and have some fun."

Variable #5: "I see members of my family as persons who are interested in my ideas and they ask me about my use of words."

This variable is concerned with the respondents' perceptions of their family members, and their valuation of the respondents' ideas and communication patterns. The following Figure #7 presents in graphic form, students' perceptions of family members.

The second-ranked variable under consult was #5. Although all students seemed to know their role in the family, they also revealed a sense of puzzlement. As is shown in Figure 7, something was wrong in their relationships with their family...
Figure 7. Students' Perceptions of Family Members—Consult

- Mean = 3.150
- Standard deviation = 1.089
- Median = 3.056
members, that they were doing their best to please but were mis-
understood. There was only 30% agreement with the statement,
three strongly agreed and three agreed, but nine, 45%, were un-
certain. However, four students disagreed and one of them
strongly disagreed. In the overall ranking variable #5 ranked
sixth. Several of the verbal responses were:

"I guess I am uncertain about that. Yes, they go into my
ideas, but when they don't agree with most of them, they're
so...so. Really, they do what they want."

"All of them, including my sister, can only say 'Shut
up you stupid...shut your trap'."

"I don't understand this, like if they want me to do
something? They doesn't [sic] ask me...they tell me. They
never ask about the language, but...they boss me around."

"I agree with it. Like my brother asks me about my po-
etry, or I look at his stuff and say 'That gives me an idea for
my work' even if I don't agree with everything. I can put his
ideas as a different opinion in a different angle. I strongly
agree with what you said."

"Oh, I would say that's not too bad with the ideas, but
they don't like the way I talk. I guess it's my fault."

"But, as for interest in my ideas, I don't know."

**Variable #11:** "I see students at my school as persons
who seek to know about my words and ideas."
This variable is concerned with the respondents' perceptions of fellow students and their concern for the respondents' ideas and communication. The following Figure #8 presents in graphic form students' perceptions of fellow students.

Fellow students consulting with the respondents ranked third among the variables under Consult and ninth in the overall ranking scale. In this variable the difference between fellow students and friends usually had to be spelled out in order for the respondents to adequately discriminate between the two groups.

Five respondents, 25%, agreed and two, 10%, strongly agreed for a total agreement of 35%. One, 5%, responded as being uncertain while there was 12, 60%, disagreements on this variable. This does not appear especially encouraging for a positive socialization process in this aspect of education. Some of the respondents' verbal comments follow.

"No, ah, ah, unless I really know someone I don't even talk to them."

"Only if they ask me."

"They try, and I do my best, I've real good intentions with many of them."

"Wait a minute. . . in class or in the playgrounds? Ain't the same. No, they don't try to understand me, particularly the gals."

"I don't talk to any of them. I just put the whole school out of my life--the teachers, the building, everything."
Figure 8. Students' Perceptions of Fellow Students—Consult
Variable #2: "I see my teachers as persons who ask me about my personal conversation and show interest in my ideas."

This variable is concerned with the respondents' perceptions of teachers and their valuation placed on the respondents' ideas and communication. The following Figure 9 presents in graphic form students' perceptions of teachers.

Here again, as in the category of Contact, teachers were almost at the bottom of the scale. Only public officials scored lower. On the overall ranking scale this variable was eleventh.

Only two students, 10%, agreed with the statement, while one strongly agreed. Five of the remaining respondents were uncertain, nine, 45%, disagreed, and four, 20%, strongly disagreed for a total of 65% disagreement. The following comments illustrate the students' disappointment with their teachers.

"Some do and some don't. Even if they don't say it with words, their attitude is as if they were saying 'I don't care if you learn or not'. So... I disagree."

"You see in my school any of the students got special attention, they [the teachers] try to help me... and they get me mad, nobody wanted that. You see, individual attention, that's not for me."

"They'd teachers just bored you. They try to help, but I wouldn't accept it from them. I guess it's my fault."

"They don't try to come down to my level; they're interested only in themselves."
Figure 9. Students' Perceptions of Teachers--Consult

Mean = 2.250
Standard deviation = .910
Median = 2.167
"I think they're more concerned about their own ideas."

"The way I see it, they're always giving their opinion and their viewpoint and everything, and they're not really listening to you."

"Or, if your opinions don't agree with their's, they're trying to convince you that their way is right. You know, like this is true because I'm educated and I think so."

"No, they always tell us to shut up. Or, like you write notes and just something you don't want to get up there, and it ends up there—you get caught. And then they make a public issue of it."

Variable #14: "I see public officials as persons who ask me about and show interest in my ideas and the way I talk."

This variable is concerned with the respondents' perceptions of the valuation placed on the respondents' ideas and communication by public officials. The following Figure 10 presents in graphic form students' perceptions of public officials.

Public officials in both the categories of Contact and Consult are at the bottom of the ranking scale, and fourteenth in the overall ranking. Not a single student indicated strong agreement or even agreement with the statement. As indicated in Figure 10, three respondents, 15%, were uncertain. Eight students, 40%, indicated strong disagreement, while nine, 45%,
Mean = 1.700
Standard deviation = .733
Median = 1.625

Figure 10. Students' Perceptions of Public Officials—Consult
strongly disagreed, for a total disagreement of 85%. Several illustrative comments follow.

"No, I see them as giving us troubles. That’s the way I see them."

"Yeah, my probation officer, we go along well with him. But, they’re all freaks. I don’t know many of them; I rarely get into troubles, so... I am not sure."

"They think that they make even with you, but they aren’t. They ask questions, but... don’t want answers."

"Look, this is a fact, public officials are trying to burn you, to burn you in any way they can. They don’t pay attention to my ideas and the way I talk. They try to burn you with words."

"Some listen, but they’re not really interested, if that’s what they’re trying to do. That’s what they’re paid to do."

"They don’t listen. Regardless to what I say, they hear you but they don’t listen."

Summary for Consult

Analysis of the data for the category of Consult, as in the category of Contact, showed a wide disparity of respondent perspective regarding the five significant others. Friends were ranked first by the respondents in this category. Friends were seen as being more likely to be interested in consulting with the respondents. Seventy percent of the student respondents
agreed while 30%, 6, were uncertain. Family members ranked second with 30%, 6, agreement and 25%, 5, disagreement. There was a good deal of uncertainty about family members. Fellow students ranked third. Certainty existed here. Sixty percent, 12, of the respondents disagreed that fellow students were interested in their ideas, while only 35%, 7, agreed.

Teachers and public officials ranked fourth and fifth respectively. Only 10%, 2, of the respondents agreed to the statement of Consult for teachers as compared to 70%, 14, for friends. However, 65%, 13, disagreed about teachers as compared to none for friends. As in Contact, public officials were viewed as not being particularly consultative. Eighty-five percent, 17, of the respondents disagreed with the statement that public officials have any interest in their ideas or the way they communicate. No agreement to this statement was indicated.

Category of Share

Variable #9: "I see my friends as persons who use my words and ideas along with their own as though my words and ideas were equal to theirs."

This variable is concerned with the respondents' perceptions of the valuation placed by friends on the respondents' ideas and communication. The following Figure 11 presents in graphic form students' perceptions of friends.

In the category of Share, as in the categories of Contact and Consult, the highest ranking variable was the variable
Figure 11. Students' Perceptions of Friends--Share

Mean = 3.800
Standard deviation = .894
Median = 3.900
concerned with subjects' friends. This variable is third in the overall ranking scale. In the written responses 10 subjects, 50%, responded with agree, and four, 20%, strongly agree, for a total of 70%, 14, agreement. Four respondents, 20%, were uncertain, two, 10%, indicated disagreement, and none strongly disagreed. Some students' comments follow.

"It depends on the ideas. Yeah, they ask me about what's up, but at times they complain that I am always correcting them, so you see... they do not always get along with me in everything."

"No, I do not always want to go along with my friends, we also have fights. But... we also get along well in other things like... what to do and where to go. If it's for goofing around well... I agree, but with other kind of stuff I am not sure."

"Yeah, we share almost everything, we're always having a good time... even when we fight."

"We always think about what we want to do, and even I end up to usually do that, too."

"It depends. So some things I agree with and other things I don't but it doesn't matter, we are friends, real pals. That's make me and them feel cool."

Variable #12: "I see students in my school as persons who participate with me with the same words I use, and understand what I am talking about."
This variable is concerned with the respondents' perceptions of fellow students' desire to jointly participate in verbal communication and share common interests. The following Figure 12 presents in graphic form students' perceptions of fellow students.

In the category of Share, fellow students ranked second, displacing family members who ranked second in the other two categories. This was the only change of rank order in the study. In the overall ranking variable it was fifth. Only on the basis of the check marks on the Likert type scale that the students used to signify their perceptions of the significant others, i.e., statistically, can the difference of ranking be explained. Their oral comments did not differ significantly from those made in the other categories. Two, 10%, of the respondents strongly agreed, eight, 40%, agreed for a total agreement of 50%. Six, 30%, were uncertain, four, 20%, disagreed, and none of them strongly disagreed. Some comments follow.

"Yeah, sometimes, like if we have discussions about something, you know... drugs or something, or if I play around some other people, other students also go along with that."

"Not so much in class but on the playground or outside the school we go along really strong, real well."

"I'm uncertain, you see... with some of them we go along real cool, but some of them are just kind of jinx."
Figure 12. Students' Perceptions of Fellow Students—Share

Mean = 3.400
Standard deviation = .940
Median = 3.500
"They understand me well, but I don't think they go out of their way to know what I mean."

"So they really weren't interested at all about my words I use, like they never asked me about my language, if I talked in my language and said something, they never asked me about that. They's laugh at me or get upset because they thought I was talking about them."

Variable #6: "I see members of my family as persons who, in their daily lives, use my ideas and words along with their own, and give them equal consideration."

This variable is concerned with the respondents' perceptions of the valuation placed upon the respondents' ideas and verbal communication by family members. The following Figure 13 presents in graphic form students' perceptions of family members.

As indicated in Figure 13, 50% of the respondents, 10, agreed (seven agreed, and three strongly agreed), three, 15%, were uncertain, three, 15%, disagreed, and four, 20%, strongly disagreed. In this category family members lost the second rank that they had in the categories of Contact and Consult, being replaced by fellow students who ranked second just below friends. Variable #6 ranked seventh in the overall ranking scale. Disappointment and confusion points out the controversy of some of the respondents' comments.

"When I have something planned and then I say, 'Well, I'm going out this evening', my mother says, 'Tough, you babysit'."
Figure 13. Students' Perceptions of Family Members—Share

Mean = 3.100
Standard deviation = 1.410
Median = 3.500
My family sees me as a person equal to them, but the words I use... in certain situations when I am cussing. I picked up the habit to use words like "dammit" and other foul words like that. You know, pretty soon I got use to that... it's a kind of psychology in my mind when I get up tight... then they don't approve but... I strongly agree with what you asked me.

"They don't understand me; they're old-fashioned. They try to put trips on me. I strongly disagree. They went through that junk with my brother also, you see? My parents don't go along at all with me."

"Oh, yeah, they are interested in my ideas and use, kind of, the same words I use with them. I have to be very careful not to use with them the same words I use with my pals though; if I do... I better be careful!"

"At time I like to go places like... a couple of weeks ago when my brother was in town. I said, 'Let's go to the beach'.... kind of cool to be there... "

Variable #3: "I see my teachers as persons who go along with me by using my ideas and words, as though they were theirs."

This variable is concerned with the respondents' perceptions of the valuation placed upon the respondents' ideas and oral communication by teachers. The following Figure 14 presents in graphic form students' perceptions of teachers.

In this category of Share, as in those of Contact and Consult, teachers were ranked near the bottom, falling twelfth in the overall rank. Regarding the responses to the variable
Figure 14. Students' Perceptions of Teachers--Share

Mean = 2.200
Standard deviation = 1.152
Median = 2.167
statement, there was no strong agreement, three students, 15%,
checked agree. Thirty percent of the responses were accounted
for by six uncertain. Fifteen percent, three students, chose to
disagree, and eight, 40%, strongly disagreed, for a total dis-
agreement of 55%. The following oral comments are illustrative
of the respondents' feelings.

"Yeah, sometimes, some of my teachers go along quite well
with my use of words, and seem to be interested in my ideas. I
agree with that."

"Share! Hey, many of them teachers just kick you out of
class and even try to kick you out of school. They pass the
buck. If you don't try just what they want you to do, they don't
try to see the students' needs."

"They ask me about my ideas and my use of words, but they
don't fool me. They babble a lot to say nothing."

"Yes, but... they... are unpredictable! They try to
get in my conversation. I guess they're O.K. Maybe it's my
fault, they try to help... at times. But they don't give my
ideas and words the importance they give theirs."

"If we talk like street lingo in class, they tell us
that's not good and that we have to speak the standard English."

Variable #15: "I see public officials as persons who,
when I am with them, use my ideas and words as though they were
equal in importance to theirs."
This variable is concerned with the respondents' perceptions of the valuation placed upon the respondents' ideas and communication by public officials. The following Figure 15 presents in graphic form the students' perceptions of public officials.

The last ranked variable in Share, as in Contact and Consult, concerned public officials. In the overall ranking scale, however, variable #15 ranked thirteenth. Only Contact and Consult regarding public officials were lower in ranking.

Not a single respondent strongly agreed with the statement, and only one, 5%, agreed. Fifteen percent, three subjects, were uncertain, six, 30%, disagreed, and 10, 50%, of the respondents strongly disagreed; thus, the variable's statement had an 80% disagreement. Most comments on this statement had a negative tinge to them.

"You have to be very careful with what you say. You never know how to act with them."

"They don't care what you say. They change your words, not really changing them, but they put their own meaning to it. You say something, then when they repeat... the whole thing sounds different from what you said. They always try to mess you up."

"No, whenever I'm with public officials, it's for something I didn't do. Believe me I don't get in trouble, but they
Figure 15. Students' Perceptions of Public Officials—Share
always find something to hassle me, then they scare the hell out of Mom and Dad to come and pick me up."

"I guess they have to find something to do, to show that they're the power, that they're important. They really don't care about you and the way you feel."

I don't agree. No public official is interested in what you say, nor in you as a person: I mean... you know what I mean. No public official comes out to you, they're not concerned about the individual, they're just concerned about themselves, and try to justify getting their paychecks.

Summary for Share

In the category of Share, as in the other two categories, friends were ranked first. Seventy percent of the respondents agreed with the statement of Share while only 10% disagreed. In a reversal of positions from the categories of Contact and Consult, fellow students displaced family members for second place. It was the only change in ranking from the Contact and Consult categories for the five significant others. The significance in this position change was that the respondents had more opportunities to share with fellow students in activities which were spontaneous as in discussions and extra-curricular activities which provided more freedom and were of common interest.

Teachers and public officials ranked fourth and fifth respectively, and there was strong disagreement with the category statement for each. Fifty-five percent disagreed; 15% agreed
about teacher sharing. For public officials only 5% agreed, and 80% disagreed on the statement of Share.

The respondents appeared to view teachers and public officials as not valuing the concept of sharing with youth.
CHAPTER 5

SUMMARY AND CONCLUSIONS

The behavioral problem of "youth in difficulty" is far reaching. Symptoms of this problem threaten the social fabric of the nation. These symptoms include: drug abuse, violence in and outside the school, juvenile crime, delinquency, the run away, throw away, and the problem of the school dropout. Many experts feel that it is essential to communicate with "youth in difficulty" and to determine their basic feelings concerning their lives and interaction with those who have influence in their lives.

It was from a group of "youth in difficulty" that the sample population of 20 adolescents was chosen. These individuals were asked about their perceptions of significant others in their lives, including: teachers, family members, friends, fellow students, and public officials. The sample population, or participants, in this study were asked about their perceptions of significant others on the basis of three categories: Contact, Consult, and Share. For each category the participants were asked to respond to a series of statements which dealt respectively with each one of the significant others. Each response
was weighed numerically by means of a Likert type scale. If a participating student strongly agreed with the written statement presented to him in the questionnaire form, that response was weighed as a 5. If the response was agree, the number given to that response was 4. If the response was uncertain such response was weighed with number 3. If the respondent disagreed, that response was given number 2. If the respondent strongly disagreed with the statement, the response was weighed with number 1. The numerical results obtained offered the possibility to pursue a statistical analysis. This was accomplished by using a computer. The statistical results obtained from participants' interview responses showed very little discrimination between the three categories of Contact, Consult, and Share, but revealed a marked difference in the perceptions of the students toward the five groups of significant others.

The first statistical analysis was a ranking scale based on the means and standard deviations results. In this rank ordering, the variables of Friends and Family Members were the highest in that order. The variables which dealt with Fellow Students were in the middle. The variables concerning Teachers were next to last, while the lowest ranking items were those which dealt with Public Officials.

The second statistical analysis performed was correlation coefficient. Interpretation of such correlation coefficient showed only three correlations which proved to be
of significance. These were: Teachers with Public Officials; Family Members with Friends; and Fellow Students with Public Officials. These results indicated two general clusters of personal and impersonal Significant Others. The personal cluster included Friends and Family Members. The impersonal cluster included Fellow Students, Teachers, and Public Officials.

In addition to the written responses used for the statistical analysis, oral comments from the students participating in the study were also solicited. Some of these oral comments were also used along with the presentation of each of the 15 variables.

Examination of each variable shows consistency in the relationships and rapports with each group of Significant Others. In each of the categories Friends scored highest. All the variables showed consistency among the three categories of Contact, Consult, and Share; Friends followed by Family Members, followed by Fellow Students, Teachers, and at the bottom of the ranking scale the Public Officials in that order. In only one category, that of Share, was an exception to the ranking order. It was only in this category that Fellow Students ranked higher than Family Members.

In summary the "youth in difficulty" who were surveyed in this study have shown that they have greater rapport with friends and family members than with teachers, fellow students, and public officials. The findings of this survey are
significant because they reveal the attitudes and feelings of these adolescent "youth in difficulty" toward significant others who have a great impact on the formative years of their lives.

As a result of this investigation the following recommendations are made:

1. Schools should take advantage of students' rapport with friends and provide activities where this positive rapport and communication can strengthen the whole curriculum.

2. Activities which will strengthen and keep family rapports consistent should be emphasized by all involved parties.

3. Schools should provide activities with less competition and more cooperation among youth. This is indicated by the low scores given fellow students.

4. Schools should provide an environment where students can interact with teachers, sharing and enjoying each other.

5. Schools should provide and promote activities which would strengthen communication between teachers and students, especially in contact, consult, and share.

6. Teacher preparation institutions should provide courses for pre-professionals to further advance their understanding and ability to communicate with "youth in difficulty."

7. Public officials should have public relations and/or youth relations' programs to further encourage communication among themselves and "youth in difficulty."
8. Schools should provide all students, and especially "youth in difficulty" with a supporting environment for the nurturing of a positive self-concept and the necessary social skills for success in the present as well as in the future.

9. Further studies of "youth in difficulty" should be conducted to find the reasons for their feelings and their actions. The perceptions of these youth should be incorporated in teacher training programs.
Sample Questionnaire for Contact--
Question #1

I see my teachers as persons who use words that make me feel that they want to work with me personally.

Please put a check mark (thus ✓) to the statement you agree with.

✓ / / / /
Strongly agree Agree Uncertain Disagree Strongly disagree

Comments:
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Sample Questionnaire for Consult--
Question #1

I see my teachers as persons who ask me about my personal conversation and show interest in my ideas.

Please put a check mark (thus ✓) to the statement you agree with.

Strongly agree  Agree  Uncertain  Disagree  Strongly disagree

Comments:
Sample Questionnaire for Share--

Question #1

I see my teachers as persons who go along well with me by using
my ideas and words, as though they were theirs.

Please put a check mark (thus / ) to the statement you agree
with.

/ / / / / / / / / / /
Strongly agree  Agree  Uncertain  Disagree  Strongly disagree

Comments:

_________________________________________________________________________________
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Sample Questionnaire for Contact--
Question #2

I see members of my family as persons who use and understand my talking and try to establish good relationships with me.

Please put a check mark (thus ✓) to the statement you agree with.

/ / / / /
Strongly agree Agree Uncertain Disagree Strongly disagree

Comments:

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Sample Questionnaire for Consult--
Question #2

I see members of my family as persons who are interested in my ideas and they ask me about my use of words.

Please put a check mark (thus ✓) to the statement you agree with.

/ / / / /
Strongly agree Agree Uncertain Disagree Strongly disagree

Comments:

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Sample Questionnaire for Share—
Question #2

I see members of my family as persons, who in their daily lives, use my ideas and words along with their own, and give them equal consideration.

Please put a check mark (thus ✓) to the statement you agree with.

/ / / / / / / /
Strongly agree Agree Uncertain Disagree Strongly disagree

Comments:
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Sample Questionnaire for Contact--

Question #3

I see my friends as persons who use words that make me feel they want to work with me and have personal relationships with me.

Please put a check mark (thus ✓) to the statement you agree with.

✓/✓/✓/✓/✓/✓

Strongly agree  Agree  Uncertain  Disagree  Strongly disagree

Comments:

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Sample Questionnaire for Consult--
Question #3

I see my friends as persons who are interested in the way I talk and ask me about my ideas.

Please put a check mark (thus ✓) to the statement you agree with.

/ / / / / /
Strongly agree Agree Uncertain Disagree Strongly disagree

Comments:
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I see my friends as persons who use my words and ideas along with their own as though my words and ideas were equal to theirs.

Please put a check mark (thus ✓) to the statement you agree with.

Strongly agree  Agree  Uncertain  Disagree  Strongly disagree

Comments:
Sample Questionnaire for Contact--
Question #4

I see students in my school as persons who use and really understand what I am talking about, and this helps me in personal relationships with them.

Please put a check mark (thus ✓) to the statement you agree with.

/ / / / /
Strongly agree Agree Uncertain Disagree Strongly disagree

Comments:

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Sample Questionnaire for Consult---
Question #4

I see students at my school as persons who seek to know about my words and ideas.

Please put a check mark (thus ✓) to the statement you agree with.

/ / / / /
Strongly agree Agree Uncertain Disagree Strongly disagree

Comments:
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Sample Questionnaire for Share—
Question #4

I see students in my school as persons who participate with me with the same words I use, and understand what I am talking about.

Please put a check mark (thus ✓) to the statement you agree with.

| Strongly agree | Agree | Uncertain | Disagree | Strongly disagree |

Comments:
Sample Questionnaire for Contact--
Question #5

I see public officials as persons who use words that make me feel that they understand my views and want to have personal relationships with me.

Please put a check mark (thus / ) to the statement you agree with.

\[ \text{Strongly agree} / \text{Agree} / \text{Uncertain} / \text{Disagree} / \text{Strongly disagree} \]

Comments:
Sample Questionnaire for Consult--
Question #5

I see public officials as persons who ask me about and show interest in my ideas and the way I talk.

Please put a check mark (thus / ) to the statement you agree with.

/ / / / /
Strongly agree Agree Uncertain Disagree Strongly disagree

Comments:

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Sample Questionnaire for Share--
Question #5

I see public officials as persons who, when I am with them, use my ideas and words as though they were equal in importance to theirs.

Please put a check mark (thus ✓) to the statement you agree with.

/ / / / /
Strongly agree Agree Uncertain Disagree Strongly disagree

Comments:
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