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Goals and Locus of Control of Female Delinquent and Non-Delinquent Juveniles

Geraldine Bates

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GOALS AND LOCUS OF CONTROL OF
FEMALE DELINQUENT AND NON-DELINQUENT JUVENILES

by

Geraldine Bates

A thesis submitted in partial fulfillment
of the requirements for the degree

of

MASTER OF SCIENCE

in

Home Economics and Consumer Education

Approved:

Thesis Director

Committee Member

Committee Member

Dean of Graduate Studies

UTAH STATE UNIVERSITY
Logan, Utah

1974
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The encouragement of my friends and family was very much appreciated.

Geraldine Bates
TABLE OF CONTENTS

ACKNOWLEDGMENTS ...................................... iv
LIST OF TABLES ........................................... v
ABSTRACT .................................................. vi
INTRODUCTION ............................................. 1
   Problem ............................................... 2
   Purpose and Objectives .............................. 3
   Hypotheses ......................................... 3
   Definition of Terms .................................. 4
REVIEW OF THE LITERATURE ......................... 6
   Home Management .................................. 6
   Goals ................................................ 6
   Goals and Juvenile Delinquents ................. 7
   Locus of Control ................................... 8
   Locus of Control and Juvenile Delinquents .... 9
   Goals and Locus of Control ...................... 10
   Summary ............................................ 11
METHODS AND PROCEDURE ............................ 13
   Pre-Test .......................................... 13
   Selection of the Subjects ....................... 13
   Description of Instruments ....................... 14
      Background information sheet .................. 14
      Goal identification questionnaire .......... 14
      Rotter's I-E scale ............................. 14
   Administration of the Test ....................... 15
   Analysis of the Data ............................... 16
      Background information sheet ............... 16
      Goal identification questionnaire .......... 16
      Rotter's I-E scale ............................. 17
      I-E scores and number of goals identified ... 17
      Statistical tests .............................. 18
<table>
<thead>
<tr>
<th>TABLE OF CONTENTS (continued)</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>RESULTS AND DISCUSSION</td>
<td>19</td>
</tr>
<tr>
<td>Sample</td>
<td>19</td>
</tr>
<tr>
<td>Results Related to Hypotheses</td>
<td>22</td>
</tr>
<tr>
<td>SUMMARY AND CONCLUSIONS</td>
<td>31</td>
</tr>
<tr>
<td>Summary</td>
<td>31</td>
</tr>
<tr>
<td>Conclusions</td>
<td>32</td>
</tr>
<tr>
<td>Limitations</td>
<td>33</td>
</tr>
<tr>
<td>Recommendations</td>
<td>34</td>
</tr>
<tr>
<td>LITERATURE CITED</td>
<td>35</td>
</tr>
<tr>
<td>APPENDIX</td>
<td>37</td>
</tr>
<tr>
<td>VITA</td>
<td>45</td>
</tr>
</tbody>
</table>
# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table No.</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Age of subjects</td>
<td>19</td>
</tr>
<tr>
<td>2.</td>
<td>Religion of subjects</td>
<td>20</td>
</tr>
<tr>
<td>3.</td>
<td>Years of formal education completed</td>
<td>20</td>
</tr>
<tr>
<td>4.</td>
<td>Size of family</td>
<td>20</td>
</tr>
<tr>
<td>5.</td>
<td>Relationship of subjects to parents</td>
<td>21</td>
</tr>
<tr>
<td>6.</td>
<td>Size of home town</td>
<td>21</td>
</tr>
<tr>
<td>7.</td>
<td>Distribution of I-E scores</td>
<td>23</td>
</tr>
<tr>
<td>8.</td>
<td>Total goals identified by delinquent and non-delinquent subjects</td>
<td>24</td>
</tr>
<tr>
<td>9.</td>
<td>Long-term and short-term goals</td>
<td>25</td>
</tr>
<tr>
<td>10.</td>
<td>Comparison of goals in categories</td>
<td>26</td>
</tr>
<tr>
<td>11.</td>
<td>Goal related activity checklist</td>
<td>26</td>
</tr>
<tr>
<td>12.</td>
<td>I-E scores and number of goals identified</td>
<td>27</td>
</tr>
<tr>
<td>13.</td>
<td>Summary of the analysis of data in relation to the hypotheses</td>
<td>28</td>
</tr>
<tr>
<td>14.</td>
<td>Summary of background factors, goals, and I-E scores of delinquent sample</td>
<td>29</td>
</tr>
<tr>
<td>15.</td>
<td>Summary of background factors, goals, and I-E scores of non-delinquent sample</td>
<td>30</td>
</tr>
</tbody>
</table>
ABSTRACT

Goals and Locus of Control of
Female Delinquent and Non-delinquent Juveniles

by

Geraldine Bates, Master of Science
Utah State University, 1974

Major Professor: Jane Lott
Department: Home Economics and Consumer Education

A comparison of perception of locus of control and identification of goals between delinquent and non-delinquent juvenile females was conducted.

The delinquent sample consisted of 20 female students at the Idaho State Youth Training Center. The non-delinquent sample consisted of 20 female students from two Idaho Public Secondary schools. The non-delinquent subjects were paired with the delinquent subjects as closely as possible according to age, religion, education, size and composition of family, and size of home town.

The instruments used were: (1) a background questionnaire, (2) a goal identification questionnaire, and (3) Rotter's I-E scale.

The difference between the mean I-E score of the delinquent subjects and the non-delinquent subjects was not significant. The non-
delinquent subjects identified significantly more goals, both long-term and short-term, than the delinquent subjects. Both samples identified goals in all five categories, but the non-delinquent subjects identified significantly more goals in the paid employment, individually oriented, and interpersonally oriented categories. The inverse correlation between the number of goals identified and the subjects' I-E score was not significant.
INTRODUCTION

Effective management is the use of human and material resources to attain goals (Goodyear, 1965). Bratton (1965) defined home management as the use of family resources to achieve the kind of home the family wants. Goal setting is an integral function of management and long-term goals are closely related to one's philosophy of life (Goodyear, 1965).

Gross and Crandall (1963, p. 7) defined the home manager as one who sees herself in control:

Management means control and control means action -- management succeeds not by what it has accomplished in the past, but by its ability to control what is happening in the future.

Rotter (1966) developed the I-E scale to measure an individual's perception of his ability to control his personal circumstances, to improve conditions, and to bring about change. Individuals with low scores on Rotter's I-E scale are labeled internals. Internals think that they control their environment and are responsible for the events which occur in their lives. Individuals with high scores on the I-E scale are referred to as externals and they are characterized by an attitude that "destiny controls all." Rotter found that internals actually do take an active part in controlling their own lives. Externals, on the other hand, are passive and wait for life to "happen" to them (Rotter 1966, 1971).
Baker (1965) indicated that if a person believes in controlling he or she will set goals, standards, and levels of achievement. She identified controlling and goal setting as two characteristics of a good home manager. Lundell's study (1972) indicated that home managers who were more internal, as measured by the Rotter I-E scale, rated themselves as being significantly more satisfied with their personal home management than home managers who were external. She maintained that a good home manager is an internal who sees herself as being in control.

Results of Gore's (1963) study indicated that an individual who perceives reinforcement as being contingent on his own behavior is more likely to take action to better his conditions than a person who does not. Seeman (1963) reported that an internal is more likely than an external to learn and remember information that will affect his future goals.

Miller (1969), using Rotter's I-E scale, found that juvenile delinquents were significantly more external than non-delinquents. Studies of Glueck and Glueck (1968) reported that the non-delinquent subjects identified more goals than the delinquent subjects.

**Problem**

The problem was to determine if an individual's perception of locus of control is related to goal setting behavior. Do internals set more goals than externals? Do internals and externals set different types of goals?
**Purpose and Objectives**

The purpose of this study was to compare the locus of control and the identification of goals of a group of delinquent juvenile females with a group of non-delinquent juvenile females.

The specific objectives were as follows:

1. To assess the locus of control of non-delinquent females, as measured by Rotter's I-E test.
2. To assess the locus of control of delinquent females, as measured by Rotter's I-E test.
3. To compare the I-E scores of the non-delinquent females with the delinquent females.
4. To assess the goals of the non-delinquent females according to number, time range, and type.
5. To assess the goals of the delinquent females according to number, time range, and type.
6. To compare the goals of the non-delinquent females with the goals of the delinquent females.
7. To determine if a significant relationship exists between I-E scores and number of goals identified.

**Hypotheses**

Five hypotheses were investigated.

1. The non-delinquent females will score lower on Rotter's I-E scale than the delinquent females.
2. The non-delinquent females will identify more goals than the delinquent females.
3. The non-delinquent females will identify more long-term goals than the delinquent females.
4. The non-delinquent females will identify goals in more categories than the delinquent females.
5. There will be a significant relationship between the number of goals identified and the score achieved on Rotter's I-E scale.

**Definition of Terms**

1. **Internal:** A person who sees himself as being in control of the events which occur in his life.

2. **Internal in this study:** A person who achieved a score on Rotter's I-E scale which is below the computed mean of all scores achieved in this study.

3. **External:** A person who sees himself as having little or no control over the events which occur in his life.

4. **External in this study:** A person who achieved a score on Rotter's I-E scale which is above the computed mean of all scores achieved in this study.

5. **Family:** Group of people, related or non-related, with whom the subject lived for the longest period of time.

6. **Home Town:** The town in which the subject resided for the longest period of time.

7. **Short-range Goals:** Goals which can be attained in one week or less.

8. **Long-range Goals:** Goals which require longer than one week to attain.

9. **Goal Categories:** A modification of the five goal categories established by Thomas.

   1. Volunteer work
      a. Church work
      b. Community work

   2. Paid employment
      a. Part-time
      b. Full-time
3. Individually oriented
   a. School
   b. Creative

4. Interpersonally oriented
   a. Sports
   b. Social life

5. Family oriented
   a. Share household with male
   b. Have at least one child

10. Delinquent*: Student who has been committed to the Idaho State Youth Training Center.

11. Non-Delinquent: Student who has not been committed to the Idaho State Youth Training Center.

*Delinquent is used in this study merely as a term of convenience. It is not meant to infer a value judgment or a negative social label as there are diverse factors which influence the commitment of a juvenile to an institution.
REVIEW OF THE LITERATURE

Home Management

Goodyear and Klohr (1965, p. 3) defined management as "the process of realizing values and goals through the effective use of human and material resources." They maintained that good management 1) encourages intelligent awareness of the values one holds, 2) relates values to the purposes and goals sought in everyday activity and long-range planning, and 3) provides ways for using most effectively the available human and material resources in attaining goals. Gross and Crandall (1971, p. 98) wrote "management is planned activity directed toward desired ends or goals." Nickell and Dorsey (1967, p. 39) stated:

Management is managing family resources to attain desired goals in a series of progressive and interdependent mental activities, consisting of planning, controlling the plan while carrying it out and evaluating the results in light of family goals.

Goals

Mager (1972, p. 10) stated, "goals come in all sorts of shapes and sizes and are wrapped in all sorts of words." However, he contended they all have one thing in common -- they are important. Consequently, if they are not achieved, the outcome is like to be undesirable. Nickell and Dorsey (1967) claimed that goals grow out of desire and are nothing more than the ends that any individual or family is will-
ing to work for. Oppenheim (1972) identified goals as conditions we are trying to attain. Paolucci (1973, p. 38) wrote "when a goal is achieved you have realized something of value in your life -- your actions have produced satisfying results."

Goals can be long-range or short-range. Long-range goals may take weeks, months, or even years to attain. Short-range goals are ones which can be accomplished within a short period of time. Short-range goals are often stepping stones to long-range goals (Paolucci, 1973).

Goals can be categorized in many different ways. Thomas (1965, p. 15) in her study of goals of young wives, separated them into five categories:

1. Volunteer work, such as church and community.
2. Paid employment, which included part-time and full-time jobs.
3. Individually oriented, such as school and creative activities.
4. Interpersonally oriented, such as sports and social life.
5. Family life, which included increase in family and improved performance as a housewife.

**Goals and Juvenile Delinquents**

Glueck and Glueck (1968) studied delinquent and non-delinquent juvenile males, beginning with a field study in 1948, and a follow-up study in 1965. The results of the research revealed that a greater
percentage of the delinquent group felt discontented with their "lot in life" than the non-delinquent group. The delinquent group differed from the non-delinquent group in that the delinquent males identified fewer economic and occupational ambitions, established less realistic economic aims, and identified fewer and less concise educational goals.

The writings of Shapiro (1965) suggested that delinquents are impulsive and that impulsive people do not exhibit abiding, long-range personal plans or ambitions, nor can they identify more abstract aims, purposes or values. He stated that this is because they lack active interest in aims, values or goals much beyond the immediate concern of their own lives.

Gibbons (1966) also expressed the feeling that delinquents are pre-occupied with the present and unable to look to the future. He implied that they seem incapable of relying on future promises of rewards. They require immediate rewards. He indicated that the delinquent rarely establishes concrete long-term goals.

Locus of Control

Rotter (1966) developed the I-E scale to measure the amount of control a person perceives himself as having over the events which affect him. If a person perceives that an event is contingent upon his own behavior, he is an internal, according to Rotter. An internal feels he has control over his own life. An external, according to Rotter, is a person who feels that a reward or an event is controlled by forces
outside of himself and not entirely contingent upon his own actions. An external believes that he has very little control over his own life. Individuals who receive a high or an external score feel that they are at the mercy of their environment and are being manipulated by outside forces rather than their own actions. They learn to take failure in stride. Indications are that they have resigned themselves to the defensive position that failures are not their responsibility. Externals are generally passive, not goal-oriented and reflect an attitude of "destiny controls all." They lack self-confidence and rarely make an effort to take decisive steps in controlling their lives and the events in them (Rotter, 1971).

According to a review of studies which used Rotter's I-E test, an internal is more likely than an external to:

1. Be aware of information pertaining to his future behavior.
2. Take steps to improve environmental conditions.
3. Place greater value on skill or achievement reinforcement.
4. Be generally concerned with his abilities, particularly his failures.
5. Be resistive to subtle attempts to influence him (Rotter, 1966, p. 25).

Locus of Control and Juvenile Delinquents

Rotter (1966) maintained that human behavior cannot always be interpreted as "behavior equals reward or punishment." He claimed that the individual must see his actions as having caused the reward or punishment before he sees it as reinforcement.
Gibbons (1966) reported that juvenile delinquents show a disturbed sense of time, which is demonstrated by an inadequate understanding of the future consequences of behavior as well as poor appreciation of the past consequences of behavior. He maintained that because juvenile delinquents feel insecure and unsafe in the present they lack the ability to project into the future. In order to relieve anxiety caused by his "disturbed sense of time" the delinquent often submerges himself into a cheerful "happy-go-lucky" facade. He reflects the attitude that life is a matter of getting the right breaks; there are no regularities of reliable expectations. These implications were supported by Robinson (1970) in the studies he conducted of incarcerated and non-incarcerated juvenile delinquents.

Slavson (1965) spoke of the "Doom Motif" as being characteristic of juvenile delinquents. He described this as an obsession that their lives will be ones of constant catastrophe such as defeat, permanent imprisonment, severe illness or violent death.

Studies of Marohn, Offer and Ostrov concluded that delinquents show an awareness of their impulsivity and their difficulty in mastering the external world (Marohn 1971). Miller (1971), using Rotter's I-E scale, found that the delinquents he tested were significantly more external than the non-delinquents.

**Goals and Locus of Control**

The studies conducted by Lefcourt (1966) reported that internals were goal-directed workers who would strive to overcome obstacles.
He also reported that they display self-confidence and the ability to bring about changes in their personal conditions. Goodyear (1954, p. 27) stated that "long-term goals are closely related to one's philosophy of life." Baker (1965) indicated that if a person believes he has control he will set goals with definite standards of achievement. Seeman (1963) reported that an internal is more likely than an external to learn and remember information that will affect his future goals. Results of Gore's (1963) study indicated that an individual who perceives reinforcement as being contingent on his own behavior is more likely to take action to improve his conditions than a person who does not perceive reinforcement as being contingent on his own behavior.

**Summary**

Home management is using human and material resources to attain goals. Achieving goals yields satisfaction. The use of an individual's resources is influenced by the goals which that person sets and his belief that he will be able to attain these goals. A person who feels that he has control over the events in his life is more likely to set goals than a person who feels that he has very little control over the events which happen to him.

The literature reviewed indicated that two characteristics of juvenile delinquents are: the lack of long-term realistic goals and a feeling that they had very little control over the events which occur in their lives. No studies have been found dealing with the relationship of perception of locus of control and goal-setting behavior. Does the
amount of control a person sees himself as having over his life influence his desire or ability to set goals? This could be an important and neglected construct to the entire concept of home management.
METHODS AND PROCEDURE

Pre-Test

A pre-test consisting of a background information sheet and a goal questionnaire was given to 35 home economics students at Sky View High School, Smithfield, Utah. It was administered to one class of seventeen students and one class of eighteen students during regular class periods. The completed tests were examined to determine if they obtained the desired information and to isolate any problems that the subjects may have encountered when responding to the items in the instrument. No changes were necessary.

Selection of the Subjects

Letters asking for permission to conduct the study at their respective institutions were sent to the administrators of the Idaho State Youth Training Center, St. Anthony, Idaho, and Shelley Junior High School, Shelley, Idaho. Permission was granted. The researcher personally contacted and gained permission from the principal of Idaho Falls High School, Idaho Falls, Idaho.

The study compared twenty delinquent juvenile females with twenty non-delinquent juvenile females. The delinquent sample consisted of all females present at the Idaho State Youth Training Center on January 21, 1974. The non-delinquent sample was selected from forty two students in home economics classes at Idaho Falls High School and forty three
students in physical education classes at Shelley Junior High School.
The delinquent females were paired, as closely as possible, with non-
delinquent females.

**Description of the Instruments**

**Background information sheet**

A background information sheet was designed to collect information regarding age, religion, level of education, size and composition of family, and size of home town. The background information was used to pair the delinquents with the non-delinquents and to describe the samples.

**Goal identification questionnaire**

Goals were identified through a questionnaire composed of forced choice and open-end questions. Information was gathered concerning number, time range, and type of goals identified.

**Rotter's I-E scale**

The I-E scale (internal-external control) was designed to measure generalized expectancies for internal versus external control of reinforcement. The developmental history of the internal-external control (I-E) scale is documented in Rotter's (1966) monograph. It is a 29-item, forced-choice questionnaire with six "fillers." The total score was computed by summing the number of external beliefs endorsed.

**Reliability.** Robinson and Shaver (1970, p. 143) tested Rotter's I-E scale and reported that for a sample of 200 male and 200 female
Students at Ohio State University in elementary psychology in an internal consistency analysis (Kuder-Richardson) yielded $r = 0.70$ for both males and females. For two subgroups of this population, test-retest reliability coefficients were computed. After one month: males, $r = 0.60$ ($N = 30$); females, $r = 0.83$ ($N = 30$); combined, $r = 0.72$ ($N = 60$). Hersch and Schiebe (1967) reported that their findings on the reliability of the I-E scale were consistent with those reported by Rotter in 1966.

Validity. Robinson and Shaver (1970, p. 143) reported that:

Correlations with the Marlowe-Crowne Social Desirability Scale (1964) range from 0.07 to -0.35. Several factor analyses reported by Rotter support the assumption of unidimensionality of the I-E scale, and numerous laboratory and survey studies give evidence for its construct validity.

Hersch and Schiebe (1967, p. 609) reported:

I-E is found to be related consistently to measures of maladjustment, with internal scorers less maladjusted. I-E is consistently related to a variety of personality scales, with internal scorers describing themselves as more active, striving, achieving, powerful, independent, and effective than external scorers.

Administration of the Test

January 21, 1974, twenty female students at the Idaho State Youth Training Center were tested for this study. The researcher administered the questionnaire to one group of twelve students while a regular classroom teacher administered it to one group of eight students. January 22, 1974, the researcher administered forty-two questionnaires to three classes of home economics students at Idaho Falls High School. The class sizes were 12, 13 and 17. January 22, 1974, the question-
naire was given to forty-three students in physical education classes at Shelley Junior High School by the regular physical education teacher. Verbal instructions were given to each group. The subjects were informed that: 1) there are no right or wrong answers on the goal questionnaire or the Rotter's I-E scale; 2) it is important to answer all questions as completely as possible; and 3) all answers will be confidential.

The demographic data were used to pair each delinquent subject with a non-delinquent subject, according to the highest number of similar background factors. All subjects were paired according to age, and they were all matched on at least one additional factor; religion, education, size or composition of family, or size of home town.

Analysis of the Data

Background information sheet

The means and percentages of the background factors were computed. A description of each sample was prepared from these statistics.

Goal identification questionnaire

The total number of goals identified by each subject was summed and the mean number of goals per person tabulated. All of the goals were classified as either short-term or long-term. Short-term goals were the goals which required one week or less to attain. All the remaining goals were classified as long-term goals.
A list of all goals identified was given to a panel of three professionals in Home Management who were not involved in this study. The panel members decided, individually, the category in which to place each goal. An adaptation of the goal categories established by Thomas (1965) was used. These categories were: 1) volunteer work, (church or community); 2) paid employment, (part-time or full-time); 3) individually oriented, (school or creative); 4) interpersonally oriented (sports or social life); and 5) family oriented, (share household with a male partner or have at least one child).

A non-directional t test was used to analyze the differences between the means of the total goals identified, long and short term goals identified, and goals identified in categories two, three, four, and five. Both samples identified an equal number of goals in category one, consequently no statistical test was used.

Rotter's I-E scale

I-E scores from both samples were totaled and the mean computed. All scores above the mean were classified as external. All scores below the mean were classified as internal. A mean I-E score was computed for both the delinquent sample and the non-delinquent sample. A non-directional t test was used to analyze the mean I-E scores of the two samples.

Comparison of I-E scores and number of goals identified

The Spearman rank Correlation Coefficient was used to determine if a correlation existed between the number of goals identified and the degree of internality (I-E scale scores) of the subjects.
Statistical tests

1. A non-directional t test was used to analyze differences between the two samples of I-E scale scores, number of goals identified, number of long and short term goals identified, and goals identified in each category.

2. The Spearman rank Correlation Coefficient was used to determine if a correlation existed between the number of goals identified and the degree of internality (I-E scale scores) of the subjects.
RESULTS AND DISCUSSION

The purpose of this study was to compare the locus of control and the identification of goals of delinquent juvenile females with a group of non-delinquent juvenile females.

Sample

The sample of delinquent females (DS) consisted of twenty students from the Idaho State Youth Training Center. The non-delinquent (NDS) sample consisted of twenty subjects who were selected from a total of 86 students tested at Idaho Falls High School and Shelley Junior High School. Each delinquent subject was paired, as closely as possible, with a non-delinquent subject according to age, religion, level of education, size and composition of family and size of home town.

Table 1. Age of subjects

<table>
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<th>% of DS</th>
<th>NDS</th>
<th>% of NDS</th>
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<td>13</td>
<td>3</td>
<td>15</td>
<td>3</td>
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<td>14</td>
<td>5</td>
<td>25</td>
<td>5</td>
<td>25</td>
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<tr>
<td>*15</td>
<td>6</td>
<td>30</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>16</td>
<td>2</td>
<td>10</td>
<td>2</td>
<td>10</td>
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<tr>
<td>17</td>
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<tr>
<td>18</td>
<td>1</td>
<td>5</td>
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<td>5</td>
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</tbody>
</table>

* Mean and mode

The age range for both samples was 13 to 18 years, with a mean and a mode of 15 years. Fifty-five percent of the subjects of both samples were ages 14 and 15.
### Table 2. Religion of subjects

<table>
<thead>
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<th>Religion</th>
<th>DS</th>
<th>N</th>
<th>%</th>
<th>NDS</th>
<th>%</th>
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<td>65</td>
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</table>

It was possible to match only 11 of the DS with the NDS according to religion. Sixty-five percent of the NDS and 20 percent of the DS were LDS. Sixty-five percent of the DS indicated that they had no religious preference.

### Table 3. Years of formal education completed

<table>
<thead>
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<th>DS</th>
<th>Range</th>
<th>NDS</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-11</td>
<td>7-11</td>
<td>8</td>
<td>8.8</td>
</tr>
<tr>
<td>8</td>
<td>Mean</td>
<td>9</td>
<td>Mode (s)</td>
</tr>
<tr>
<td>9</td>
<td>8, 10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Fifteen of the DS were matched to the NDS according to level of education. The number of years of formal education completed by the DS ranged from 6 to 11, with a mean of 8 years and a mode of 9 years. Education of the NDS ranged from 7 to 11 years with a mean of 8.8 and two modes of 8 and 10 years.

### Table 4. Size of family

<table>
<thead>
<tr>
<th>DS</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-10</td>
<td>3-11</td>
</tr>
<tr>
<td>7, 3</td>
<td>7, 3</td>
</tr>
<tr>
<td>6, 8</td>
<td>6, 8</td>
</tr>
</tbody>
</table>
The size of the family was defined to include parents and all living siblings. The family size for the DS ranged from 4 to 10 members. The mean number of persons per family was 7.3 for both samples.

Table 5. Relationship of subjects to parents

<table>
<thead>
<tr>
<th>Mother</th>
<th>DS</th>
<th>NDS</th>
<th>Relationship</th>
<th>Father DS</th>
<th>NDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>DS</td>
<td>17</td>
<td>19</td>
<td>Biological</td>
<td>10</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td></td>
<td>Step</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td></td>
<td>Adopted</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>1</td>
<td>Grand</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

* Four DS indicated that they did not have fathers living at home

The relationship of the subjects to parents was determined for the family which the subject had lived with for the longest period of time. A very large proportion of both DS and NDS had lived or were living with their biological mothers, but only half the DS had lived with their biological fathers.

Table 6. Size of home town

<table>
<thead>
<tr>
<th>Size of Home Town</th>
<th>DS</th>
<th>%</th>
<th>NDS</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 5,000</td>
<td>6</td>
<td>30</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>5,000 to 10,000</td>
<td>3</td>
<td>15</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>20,000 to 30,000</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Over 34,000</td>
<td>10</td>
<td>50</td>
<td>12</td>
<td>60</td>
</tr>
</tbody>
</table>

Thirty percent of both samples had home towns with a population of less than 5,000 people. At least fifty percent of both samples had a home town with a population of over 34,000 people.
Results Related to Hypotheses

The Rotter I-E scale was used to measure perception of locus of control. The possible range of scores is zero through 23. The scores of the combined samples in this study ranged from two to fifteen with a mean score of 10.22.

In this study the I-E scores of the combined samples were divided into externals and internals at the mean, as had been done in studies by Rotter (1966, 1971), and Lundell (1972). Eight DS and 11 NDS had scores of 10 or less and were designated internals. Twelve DS and nine NDS had scores above 10 and were designated externals. The mode of the DS was 13 as compared to nine for the NDS.

Hypothesis 1. The non-delinquent females will score lower on Rotter's I-E scale than the delinquent females.

Hypothesis No. 1 was rejected. Although the mean score of the DS was 10.95 while the mean score of the NDS was 9.5, the t ratio 1.18 was not significant at the .05 level. These findings do not concur with the study conducted by Miller (1962, p. 70). In his study the delinquent group had a mean I-E score of 9.10 and the non-delinquent group had a mean of 6.1 which was a significant difference.
Table 7. Distribution of I-E scores

<table>
<thead>
<tr>
<th>I-E Score</th>
<th>DS</th>
<th>NDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>14</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>13</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>12</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>11</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>9</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>8</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>7</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Mean          10.95   9.50
Mode          13      9
Median        13      10
Range         2-15    2-14
Standard deviation 4.06  3.37
\( t \) ratio 1.18* 3.37

* Not significant at the .05 level

**Hypothesis 2.** The non-delinquent females will identify more goals than the delinquent females.

Hypothesis No. 2 was accepted. The delinquent group identified 86 goals with a mean of 4.3 goals per person. The non-delinquent group identified 169 goals with a mean of 8.45 per person. The \( t \) ratio for the difference between the means was 4.15 which is significant at the .01 level. The tabular value of significance is 2.70.
Table 8. Total goals identified by delinquent and non-delinquent subjects

<table>
<thead>
<tr>
<th></th>
<th>DS</th>
<th>NDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>86</td>
<td>169</td>
</tr>
<tr>
<td>Average per person</td>
<td>4.3</td>
<td>8.45</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>2.67</td>
<td>3.18</td>
</tr>
<tr>
<td>t ratio</td>
<td></td>
<td>4.51*</td>
</tr>
</tbody>
</table>

* Significant at the .01 level

Hypothesis 3. The non-delinquent females will identify more long-term goals than the delinquent females.

Hypothesis No. 3 was accepted. The total number of long-term goals identified by the DS was 68 with a mean of 3.4 goals per person. The NDS identified 111 long-term goals with a mean of 5.5 goals per person. The t ratio for the difference between the means was 2.18 which is significant at the .05 level. The tabular value of significance is 2.02.

Short-term goals are goals which could be accomplished within a week. The DS identified 18 short-term goals with a mean of .9 goals per person. The NDS identified 58 short-term goals with a mean of 2.9 goals per person. The t ratio of 6.25 was significant at the .01 level as it is greater than the tabular value of 2.70.
Table 9. Long-term and short-term goals

<table>
<thead>
<tr>
<th></th>
<th>DS</th>
<th>NDS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Long-term Goals</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>68</td>
<td>111</td>
</tr>
<tr>
<td>Mean</td>
<td>3.4</td>
<td>5.5</td>
</tr>
<tr>
<td>Range</td>
<td>0-8</td>
<td>3-10</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>2.97</td>
<td>3.15</td>
</tr>
<tr>
<td>t ratio</td>
<td></td>
<td>2.18*</td>
</tr>
<tr>
<td><strong>Short-term Goals</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>58</td>
</tr>
<tr>
<td>Mean</td>
<td>.9</td>
<td>2.9</td>
</tr>
<tr>
<td>Range</td>
<td>0-2</td>
<td>0-8</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>.49</td>
<td>1.36</td>
</tr>
<tr>
<td>t ratio</td>
<td></td>
<td>6.25**</td>
</tr>
</tbody>
</table>

* Significant at the .05 level
** Significant at the .01 level

Hypothesis 4. The non-delinquent females will identify goals in more categories than the delinquent females.

Hypothesis No. 4, as stated, was rejected because both samples identified goals in all five categories. However, the NDS identified more goals in categories (2) paid employment, (3) individually oriented, and (4) interpersonally oriented, (significant at the .01 level). The greatest difference was in category number four, interpersonally oriented. The delinquent subjects placed 9.45 percent of their goals in category four as compared to 17.7 percent placed there by the non-delinquent subjects. The non-delinquent subjects identified slightly more goals in category five, family oriented.
Table 10. **Comparison of goals in categories**

<table>
<thead>
<tr>
<th>Category</th>
<th>DS</th>
<th></th>
<th>NDS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>% of DS</td>
<td>N</td>
<td>% of NDS</td>
</tr>
<tr>
<td></td>
<td>Total Mean</td>
<td>Ratio</td>
<td>Total Mean</td>
<td>Ratio</td>
</tr>
<tr>
<td>Volunteer work</td>
<td>2</td>
<td>2.0 .10 -</td>
<td>2</td>
<td>1.2 .10</td>
</tr>
<tr>
<td>Paid employment</td>
<td>15</td>
<td>17.6 .75 3.14*</td>
<td>28</td>
<td>18.3 1.40</td>
</tr>
<tr>
<td>Individually oriented</td>
<td>46</td>
<td>53.5 2.30 3.25*</td>
<td>85</td>
<td>51.5 4.30</td>
</tr>
<tr>
<td>Interpersonally oriented</td>
<td>8</td>
<td>9.4 .40 3.05*</td>
<td>30</td>
<td>17.7 1.50</td>
</tr>
<tr>
<td>Family oriented</td>
<td>15</td>
<td>17.5 .75 .78</td>
<td>19</td>
<td>11.3 .90</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>86</td>
<td>100.0 4.30</td>
<td>169</td>
<td>100.0 8.45</td>
</tr>
</tbody>
</table>

*Significant at the .01 level

A checklist with items from all five categories was included on the questionnaire. The purpose of the checklist was to help students verbalize goals. Consequently, the results were not analyzed. The results are as follows:

Table 11. **Goal related activity checklist**

<table>
<thead>
<tr>
<th>DS</th>
<th>NDS</th>
<th>Goal-related Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>11</td>
<td>Work in church activities</td>
</tr>
<tr>
<td>6</td>
<td>8</td>
<td>Work in community activities</td>
</tr>
<tr>
<td>5</td>
<td>9</td>
<td>Do volunteer work for a hospital, school, etc.</td>
</tr>
<tr>
<td>6</td>
<td>15</td>
<td>Work part time for pay</td>
</tr>
<tr>
<td>8</td>
<td>8</td>
<td>Work full time for pay</td>
</tr>
<tr>
<td>7</td>
<td>12</td>
<td>Get married</td>
</tr>
<tr>
<td>12</td>
<td>2</td>
<td>Live with someone - but not necessarily get married</td>
</tr>
<tr>
<td>12</td>
<td>9</td>
<td>Have at least one child</td>
</tr>
<tr>
<td>15</td>
<td>16</td>
<td>Travel</td>
</tr>
<tr>
<td>4</td>
<td>14</td>
<td>Spend time learning a new sport</td>
</tr>
<tr>
<td>3</td>
<td>13</td>
<td>Spend time participating in sports you already enjoy</td>
</tr>
<tr>
<td>4</td>
<td>16</td>
<td>Spend time learning new hobbies</td>
</tr>
<tr>
<td>3</td>
<td>13</td>
<td>Spend time in hobbies or skills you already know</td>
</tr>
<tr>
<td>7</td>
<td>15</td>
<td>Go to school</td>
</tr>
</tbody>
</table>
Hypothesis 5: There will be a significant relationship between the number of goals identified and the score achieved on Rotter's I-E scale.

Hypothesis number five was rejected. While a negative correlation was indicated it was not at a significant level. The Spearman rank Correlation Coefficient was -.18 for the DS and -.11 for the NDS. The tabular value of significance at the .05 level is -.462.

Table 12. I-E scores and number of goals identified

<table>
<thead>
<tr>
<th>N</th>
<th>I-E</th>
<th>Goals</th>
<th>I-E</th>
<th>Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>15</td>
<td>4</td>
<td>12</td>
<td>14</td>
</tr>
<tr>
<td>2</td>
<td>13</td>
<td>3</td>
<td>9</td>
<td>7</td>
</tr>
<tr>
<td>3</td>
<td>6</td>
<td>5</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>10</td>
<td>4</td>
<td>12</td>
<td>9</td>
</tr>
<tr>
<td>5</td>
<td>6</td>
<td>2</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>6</td>
<td>13</td>
<td>7</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>7</td>
<td>13</td>
<td>6</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>8</td>
<td>12</td>
<td>5</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>9</td>
<td>13</td>
<td>2</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>10</td>
<td>10</td>
<td>7</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>11</td>
<td>9</td>
<td>10</td>
<td>14</td>
<td>4</td>
</tr>
<tr>
<td>12</td>
<td>10</td>
<td>4</td>
<td>11</td>
<td>7</td>
</tr>
<tr>
<td>13</td>
<td>13</td>
<td>1</td>
<td>14</td>
<td>5</td>
</tr>
<tr>
<td>14</td>
<td>13</td>
<td>3</td>
<td>13</td>
<td>11</td>
</tr>
<tr>
<td>15</td>
<td>8</td>
<td>3</td>
<td>11</td>
<td>6</td>
</tr>
<tr>
<td>16</td>
<td>13</td>
<td>2</td>
<td>13</td>
<td>10</td>
</tr>
<tr>
<td>17</td>
<td>14</td>
<td>0</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>18</td>
<td>12</td>
<td>7</td>
<td>6</td>
<td>16</td>
</tr>
<tr>
<td>19</td>
<td>14</td>
<td>6</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>20</td>
<td>2</td>
<td>5</td>
<td>9</td>
<td>8</td>
</tr>
</tbody>
</table>
Table 13. Summary of the analysis of data in relation to the hypotheses

<table>
<thead>
<tr>
<th>Hypothesis</th>
<th>Source of Data</th>
<th>Statistical Treatment</th>
<th>Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The non-delinquent juvenile females will score lower on Rotter's I-E</td>
<td>Scores from Rotter's I-E scale</td>
<td>t test</td>
<td>The hypothesis was rejected. The mean score for the DS was 10.95, while the mean score for the NDS was 9.5. The t ratio 1.18 was not significant at the .05 level</td>
</tr>
<tr>
<td>2. The non-delinquent females will identify more goals than the delinquent females</td>
<td>Total number of goals identified on the goal identification questionnaire</td>
<td>t test</td>
<td>The hypothesis was accepted. The DS identified 86 goals while the NDS identified 169. The t ratio 4.15 was significant at the .01 level</td>
</tr>
<tr>
<td>3. The non-delinquent females will identify more long-term goals than the delinquent females</td>
<td>Long-term were all goals identified on the goal identification questionnaire which require more than one week to accomplish</td>
<td>t test</td>
<td>The hypothesis was accepted. The difference was significant at the .05 level</td>
</tr>
<tr>
<td>4. The non-delinquent females will identify goals in more categories than the delinquent females</td>
<td>A panel placed all goals identified on goal identification questionnaire into categories</td>
<td>t test</td>
<td>The hypothesis was rejected as stated because both samples identified goals in all categories</td>
</tr>
<tr>
<td>5. There will be a significant relationship between the number of goals identified and the score achieved on Rotter's I-E scale</td>
<td>Scores from Rotter's I-E scale and total number of goals identified on the goal identification questionnaire</td>
<td>Spearman's r</td>
<td>The hypothesis was rejected. An inverse correlation was indicated but not at a significant level</td>
</tr>
</tbody>
</table>
Table 14. Summary of background factors and I-E scores of DS

<table>
<thead>
<tr>
<th>DS</th>
<th>Age</th>
<th>Religion</th>
<th>Educ</th>
<th>Family Size</th>
<th>Comp.</th>
<th>Size of Home Town</th>
<th>I-E score</th>
<th>Total</th>
<th>Long term</th>
<th>Short term</th>
<th>Categories</th>
<th>Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>13</td>
<td>Ca.</td>
<td>7</td>
<td>6</td>
<td>BM/SF</td>
<td>4</td>
<td>15</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>13</td>
<td>Ca.</td>
<td>7</td>
<td>8</td>
<td>X</td>
<td>2</td>
<td>13</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>- 1 2 - -</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>13</td>
<td>Ca.</td>
<td>6</td>
<td>10</td>
<td>BM/SF</td>
<td>4</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>1</td>
<td>- - 5 - -</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>14</td>
<td>NP</td>
<td>8</td>
<td>7</td>
<td>GP</td>
<td>4</td>
<td>10</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>- - 2 2 -</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>14</td>
<td>NP</td>
<td>7</td>
<td>8</td>
<td>SM/--</td>
<td>1</td>
<td>6</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>- - 2 - -</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>14</td>
<td>NP</td>
<td>8</td>
<td>8</td>
<td>X</td>
<td>2</td>
<td>13</td>
<td>7</td>
<td>6</td>
<td>1</td>
<td>- - 3 4 -</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>14</td>
<td>LDS</td>
<td>8</td>
<td>6</td>
<td>X</td>
<td>1</td>
<td>13</td>
<td>6</td>
<td>5</td>
<td>1</td>
<td>- 2 - 1 3</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>14</td>
<td>Pro.</td>
<td>8</td>
<td>10</td>
<td>BM/SF</td>
<td>1</td>
<td>12</td>
<td>5</td>
<td>4</td>
<td>1</td>
<td>- - 4 1 3</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>15</td>
<td>NP</td>
<td>9</td>
<td>9</td>
<td>BM/AF</td>
<td>4</td>
<td>13</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>- - 2 - -</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>15</td>
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Family Composition
- X Biological parent
- BM Biological mother
- SM Step mother
- SF Step father
- AM Step mother
- AF Adopted father
- GP Grandparents
- -- No father at home

Size of Home Town
- 1 under 5,000
- 2 5,000 - 10,000
- 3 20,000 - 30,000
- 4 over 34,000
Table 15. Summary of background factors and I-E scores of NDS

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Family Composition
- X Biological parents
- SF Step father/biological mother
- GP Grandparents

Size of Home Town
- 1 under 5,000
- 2 5,000 - 10,000
- 3 20,000 - 30,000
- 4 over 34,000
SUMMARY AND CONCLUSIONS

Summary

This study compared the perception of locus of control, as measured by Rotter's I-E scale and the identification of goals of delinquent juvenile females with non-delinquent juvenile females.

The instruments used in this study were: 1) background questionnaire, 2) goal identification questionnaire, and 3) Rotter's I-E scale.

The delinquent sample was composed of 20 female students at the Idaho State Youth Training Center, St. Anthony, Idaho. The non-delinquent sample was composed of 20 students selected from 86 females tested at Idaho Falls High School, Idaho Falls, Idaho, and Shelley Junior High School, Shelley, Idaho. The non-delinquent subjects were paired with the delinquent subjects, as closely as possible, according to age, religion, education, size and composition of family, and size of home town. All subjects were tested in January, 1974 during the school year.

Five directional hypotheses were tested. Two were accepted and three were rejected. A non-directional (two-tailed) t ratio test was used to test hypotheses one, two, and three. A correlation coefficient (Spearman r') was used to test hypothesis number 5.

Hypothesis 1. The non-delinquent females will score lower on Rotter's I-E scale than the delinquent females. This hypothesis was not retained as the t ratio was not significant at the .05 level.
Hypothesis 2: The non-delinquent females will identify more goals than the delinquent females. This hypothesis was retained, as the t ratio was significant at the .01 level.

Hypothesis 3: The non-delinquent females will identify more long-term goals than the delinquent females. This hypothesis was retained at the .05 level. The non-delinquent females also identified more short-term goals than the delinquent females, significant at the .01 level.

Hypothesis 4: The non-delinquent females will identify goals in more categories than the delinquent females. This hypothesis was not retained because both samples identified goals in all categories. No statistical test was used. However, the non-delinquent females did identify, significantly at the .01 level, more goals in categories 2) paid employment, 3) individually oriented, and 4) interpersonally oriented. The non-delinquent females also identified slightly more goals in category 5) family oriented.

Hypothesis 5: There will be a significant relationship between the number of goals identified and the score achieved on Rotter's I-E scale. This hypothesis was not retained. An inverse correlation was indicated but not at a significant level.

Conclusions

The following conclusions may be drawn from this study:

1. The I-E score of the non-delinquent females was not significantly lower than the I-E score of the delinquent females.
2. The non-delinquent females identified significantly more goals than the delinquent females.

3. The non-delinquent females identified significantly more long-term and short-term goals than the delinquent females.

4. Both samples identified goals in all five categories.

5. The non-delinquent females identified significantly more goals in categories (2) paid employment, (3) individually oriented, and (4) interpersonally oriented. The non-delinquent females also identified slightly more goals in category (5) family oriented.

6. Both samples identified the greatest number of goals in category three, (individually oriented).

7. Both samples identified the least number of goals in category one (volunteer work).

8. The inverse correlation between the I-E score and number of goals identified was not significant.

**Limitations**

The following limitations are noted for this study:

1. The sample sizes were small.

2. The delinquent females were not matched with the non-delinquent females according to all background factors.

3. The instrument for goal identification was not tested for validity.
4. The non-delinquent sample was predominantly LDS and all lived in the same general locale, while the delinquent sample had lived in various parts of Idaho and the majority claimed no religious preference.

5. A basic assumption for this research was that the students at the Idaho State Youth Training Center were characteristic of delinquents and the students at the public schools were not.

6. Generalizations cannot be drawn from the specific findings of this study and imposed upon other individuals or groups.

7. The researcher conducted this study with the pre-conceived bias that the delinquent subject would be more external than the non-delinquent subject.

Recommendations

1. A similar study could be conducted using a standard measure for achievement motivation in addition to a goal identification questionnaire.

2. A study could be conducted comparing the goal identification and the perception of locus of control of incarcerated and non-incarcerated juvenile delinquents.

3. This study could be replicated using larger samples.

4. A study similar to this study could be conducted using a control group.
LITERATURE CITED


APPENDIX
Background Information Sheet and Goal Questionnaire - Both Samples

1. How old are you? __________

2. What is the highest grade of school you have completed? __________

3. What town have you lived in for the longest period of time?
   (town) __________________________ (state) __________________________

4. How large is this town? (check one)
   ______ small town in a farming area
   ______ less than 5,000 people
   ______ 5,000 to 10,000 people
   ______ 10,000 to 20,000 people
   ______ 20,000 to 30,000 people
   ______ 30,000 to 40,000 people
   ______ over 40,000 people
   ______ not sure

5. What is the composition of the family you have lived with the longest period of time? (check as many as apply)
   A. Describe parents:
      ______ biological mother
      ______ stepmother
      ______ adopted mother
      ______ grandmother
      ______ aunt
      ______ other (specify)
      ______ biological father
      ______ stepfather
      ______ adopted father
      ______ grandfather
      ______ uncle
      ______ other (specify)

   B. How many brothers and sisters are in this family? (fill in the correct number of the following)
      ______ full sisters
      ______ half sisters
      ______ adopted sisters
      ______ stepsisters
      ______ foster sisters
      ______ full brothers
      ______ half brothers
      ______ adopted brothers
      ______ stepbrothers
      ______ foster brothers

6. What is the occupation of the father of this family? __________

7. What is his yearly income? (check one)
   ______ under $5,000
   ______ between $5,000 and $8,000
   ______ between $8,000 and $10,000
   ______ between $10,000 and $15,000
   ______ over $15,000
8. What is your religious preference?
   ____ Protestant
   ____ Catholic
   ____ L. D. S.
   ____ no preference
   ____ other ________________________
   (specify)

9. What do you hope to accomplish during the next week?

10. What do you hope to do this summer?

11. What do you plan to do during the next school year?

12. Do you plan to graduate from high school?  ____ yes  ____ no

13. If you plan to graduate from high school, what do you plan to do after you graduate? Explain.

14. If you do not plan to graduate from high school what do you hope to do rather than go to high school?

15. Do you expect to work for pay sometime during your lifetime?
   ____ yes  ____ no

16. If you expect to work for pay, what type of work do you hope to do?
17. Which of the following do you hope to do in the next five years?
(check as many as apply)

- work in church activities  
- work in community activities  
- do volunteer work for a hospital, school, etc.  
- work part time for pay  
- work full time for pay  
- get married  
- live with someone - but not necessarily get married  
- have at least one child  
- travel  
- spend time learning a new sport  
- spend time participating in sports you already enjoy  
- spend time learning new hobbies  
- spend time in hobbies or skills you already know  
- go to school

18. What goals do you want to accomplish during the next five years?

DS only

19. How many months have you spent at I.S.Y.T.C.? __________

20. How old were you when you were first sent to I.S.Y.T.C.? _____

21. Do you know when you will be released? _____ yes _____ no

22. If answer is yes, when? ________________________________

23. Has your parole officer agreed to this date? _____ yes _____ no

24. Have you made plans with your parole officer or counselor for what you will be doing when you get out? _____ yes _____ no

25. If answer is yes, what are these plans?

26. If you had a choice, what would you choose to do when you are released?
Rotter's I-E Scale

This is a questionnaire to find out the way in which certain important events in our society affect different people. Each item consists of a pair of alternatives lettered a or b. Please select the one statement of each pair (and only one) which you more strongly believe to be the case as far as you are concerned. Be sure to select the one you actually believe to be more true rather than the one you think you should choose or the one you would like to be true. This is a measure of personal belief: obviously there are no right or wrong answers.

1a. Children get into trouble because their parents punish them too much.
   b. The trouble with most children nowadays is that their parents are too easy with them.

2a. Many of the unhappy things in people's lives are partly due to bad luck.
   b. People's misfortunes result from the mistakes they make.

3a. One of the major reasons why we have wars is because people don't take enough interest in politics.
   b. There will always be wars, no matter how hard people try to prevent them.

4a. In the long run people get the respect they deserve in this world.
   b. Unfortunately, an individual's worth often passes unrecognized no matter how hard he tries.

5a. The idea that teachers are unfair to students is nonsense.
   b. Most students don't realize the extent to which their grades are influenced by accidental happenings.

6a. Without the right breaks one cannot be an effective leader.
   b. Capable people who fail to become leaders have not taken advantage of their opportunities.

7a. No matter how hard you try some people just don't like you.
   b. People who can't get others to like them don't understand how to get along with others.

8a. Heredity plays the major role in determining one's personality.
   b. It is one's experiences in life which determine what they're like.

9a. I have often found that what is going to happen will happen.
   b. Trusting to fate has never turned out as well for me as making a decision to take a definite course of action.
10a. In the case of the well prepared student there is rarely if ever such a thing as an unfair test.
   b. Many times exam questions tend to be so unrelated to course work that studying is really useless.

11a. Becoming a success is a matter of hard work, luck has little or nothing to do with it.
   b. Getting a good job depends mainly on being in the right place at the right time.

12a. The average citizen can have an influence in government decisions.
   b. This world is run by the few people in power, and there is not much the little guy can do about it.

13a. When I make plans, I am almost certain that I can make them work.
   b. It is not always wise to plan too far ahead because many things turn out to be a matter of good or bad fortune anyhow.

14a. There are certain people who are just no good.
   b. There is some good in everybody.

15a. In my case, getting what I want has little or nothing to do with luck.
   b. Many times we might just as well decide what to do by flipping a coin.

16a. Who gets to be the boss often depends on who was lucky enough to be in the right place first.
   b. Getting people to do the right thing depends upon ability, luck has little or nothing to do with it.

17a. As far as world affairs are concerned, most of us are the victims of forces we can neither understand, nor control.
   b. By taking an active part in political and social affairs the people can control world events.

18a. Most people don't realize the extent to which their lives are controlled by accidental happenings.
   b. There really is no such thing as "luck".

19a. One should always be willing to admit mistakes.
   b. It is usually best to cover up one's mistakes.

20a. It is hard to know whether or not a person really likes you.
   b. How many friends you have depends upon how nice a person you are.

21a. In the long run the bad things that happen to us are balanced by the good ones.
   b. Most misfortunes are the result of lack of ability, ignorance, laziness, or all three.
22a. With enough effort we can wipe out political corruption.
b. It is difficult for people to have much control over the things politicians do in office.

23a. Sometimes I can't understand how teachers arrive at the grades they give.
b. There is a direct connection between how hard I study and the grades I get.

24a. A good leader expects people to decide for themselves what they should do.
b. A good leader makes it clear to everybody what their jobs are.

25a. Many times I feel that I have little influence over the things that happen to me.
b. It is impossible for me to believe that chance or luck plays an important role in my life.

26a. People are lonely because they don't try to be friendly.
b. There is not much use in trying too hard to please people, if they like you, they like you.

27a. There is too much emphasis on athletics in high school.
b. Team sports are an excellent way to build character.

28a. What happens to me is my own doing.
b. Sometimes I feel that I don't have enough control over the direction my life is taking.

29a. Most of the time I can't understand why politicians behave the way they do.
b. In the long run the people are responsible for bad government on a national as well as on a local level.
November 28, 1973

Mr. Julian B. Rotter
Professor of Psychology
Department of Psychology
The College of Liberal Arts & Sciences
Storrs, Connecticut 06268

Dear Mr. Rotter:

I am a Master's candidate in the College of Home Economics and Consumer Education. I plan to conduct research dealing with identification of goals and the degree of perception of locus of control of non-delinquent and delinquent female juveniles. I would like your permission to reproduce and use your I-E scale.

Thank you for your time and consideration.

Sincerely,

Geraldine Bates
VITA

Geraldine Bates

Candidate for the Degree of

Master of Science

Thesis: Goals and Locus of Control of Female Delinquent and Non-delinquent Juveniles

Major Field: Home Economics and Consumer Education

Biographical Information:

Personal Data: Born at Rexburg, Idaho, August 3, 1945

Education: Attended elementary school in Ashton, Idaho; graduated from North Fremont High School in 1963; received the Bachelor of Science degree from Utah State University, with a major in home economics education, in 1968; completed requirements for the Master of Science degree, specializing in Home Economics and Consumer Education, at Utah State University in 1974.