1938

Greek and Roman child life as represented in some Greek and Latin authors

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A COMPARISON OF THE RESPONSES OF ACHIEVERS AND UNDERACHIEVERS IN A JUNIOR HIGH SCHOOL ON A BIOGRAPHICAL QUESTIONNAIRE

BY

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APPROVAL PAGE

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INTRODUCTION

The problem of underachievement has long been of considerable interest to both educators and psychologists. The apparent lack of motivation for high achievement in academic work, by some students, has plagued the educator constantly and continues to do so. Investigations of underachievement have taken many paths, yet little help has been provided in dealing with it in actual practice. It is apparent that no one answer to underachievement would ever suffice, for the underlying causes are many and not easily distinguishable in a majority of cases. However, the possibility of detecting similarities, biographically, appears much greater. While a discovery of these similarities will not define the underlying causes, it can assist in identifying the underachiever at an earlier age and allow for the application of currently accepted techniques in dealing with him.

Research has produced several conflicting hypotheses regarding underachievement and its opposite (referred to as over-achievement, high achievement, or simply as achievement). Indeed, there is strong opposition to the concepts of underachievement, overachievement, or both, depending entirely on the author of the article. Conversely, there is strong support for both of these concepts. Kowitz and Armstrong (1961) state ". . . the evidence for the idea of underachievement as a characteristic of a child was, at best, weak and shaky." They feel that their research has produced much stronger support for the concept of over-achievement. The fact that many authors -- e.g., Martin and Davidson (1964), Morrow and Wilson (1961), and others --

avoid the term "over-achievement," in favor of "high achievement" or "achievement," seems to be evidence enough for the caution with which the concept is interpreted. Most authors concerned with the problem of academic achievement apparently accept the concept of underachievement as a valid phenomenon. Fewer authors, but many, accept the concept of over-achievement. For the purposes of this study, the underachiever is defined as one who falls below his expected academic performance based on some measure of academic ability.

Much of the literature on underachievement has been directed at discovering factors which are related to academic underachievement, with the hope of being able to hypothesize a causal relationship. As a result, many different areas have been investigated. Underachievement has been found in several studies -- Smykal (1962), Broedel, Ohlsen, and Proff (1959), and Martin and Davidson (1964) -- to be a variable not existing in isolation, but as part of a broader, underlying personality pattern related to other personality and motivational variables. Shaw and Dutton (1962), in a survey of parent attitudes, found that parents of bright underachieving children had more strongly negative attitudes toward these children than did the parents of achieving children. In a later study, Shaw (1964) supported his hypothesis that a relationship existed between academic achievement and parent goals of independence training. He further stated that parents of high achievers made demands that were more clearly defined and specific, encouraged independence, and expected more mature behavior. Parents of underachievers (particularly fathers of male underachievers), on the other hand, appear more concerned with having their

children learn to protect their personal rights.

Shaw, Edson, and Bell (1960), using an adjective check list, found more negative concepts among underachievers.

Both Davids and Sidman (1962) and Duff and Siegel (1960) found high achievers to be less impulsive and less concerned with immediate gratification than underachievers.

Bright high achieving high school boys' parents engage in more sharing of activities, ideas, and confidences, and are more approving, affectionate, and encouraging with respect to achievement according to Morrow and Wilson (1961).

The usual approach to the study of achievement requires the author to select a group of achievers and underachievers. The criteria used may vary considerably. Measures of ability in general use are intelligence test scores, aptitude test scores, and teacher evaluations. Achievement measures may be grade point average, numerical average, or achievement test scores. Of these, intelligence test scores and grade point average seem to be used most often. In the studies just mentioned, grade point average was used, exclusively, as the criterion for measuring ability. Intelligence test scores were used as the ability measure in a large majority of these same studies; however, one study -- Duff and Siegel (1960) -- used an aptitude test score as the criterion. The use of an intelligence test or aptitude test score as a measure of ability, and grade point average as a measure of achievement seems to be quite common.

Many studies have produced conflicting results and others have produced no significant results. Despite the conflicting results, there

appears to be sufficient evidence to establish that underachievers and high achievers do exist, and there is a difference between them. Where the differences lie, however, is a point of strong contention. While it is feasible that a beneficial answer may evolve through continued research, perhaps a better source of immediate help for those working with underachievers would be the discovery of a practical means of identifying predisposition to underachievement.

The purpose of the present study is to discover some of the biographical factors (personal, family, and environmental) which are characteristic of a majority of underachievers in junior high school. The discovery of these factors may lead to the development of an instrument which would assist in the detection, early in school, of an underachieving predisposition. This seems to be a logical possibility in view of a study by Shaw and McCuen (1960). Their results indicated individual patterns of academic achievement for male and female underachievers beginning early in elementary school. Further, the classification of these factors by content may give clues to the underlying causes and provide the future researcher with likely areas for investigation in determining the underlying behavior pattern.

PROCEDURE

The basic procedure of this study was to identify a group of achievers and a group of underachievers and to compare these two groups' answers on a biographical questionnaire.

The subjects were selected from a ninth grade of a junior high school serving a predominantly suburban, but partially rural, area. The families represented in the school fall mainly within the middle income range. The entire ninth grade consisted of 408 members, of which 219 were male and 189 were female. Among the 408 members, 14 were eliminated from the study because they were taking a primarily remedial course of study. Of the remainder, 312 were taking a general or business course of study and 82 were taking a college preparatory course of study (two or more advanced subjects). Students taking only one advanced subject were included in the general or business group (hereafter, will be referred to as the "general group"). Both the general group and the college prep group were included in the study, although they received slightly different treatment initially. In selecting the achiever and underachiever groups, academic average was compared with the "Total Ability" score on the School and College Ability Test (SCAT). The SCAT had been administered to the entire ninth grade during the first month of the school year and the academic average was the average of numerical grades received during the first semester of the same school year, but excluding non-academic subjects. The comparison was made after each of these measures had been converted to standard

scores. For the purpose of converting these measures to standard scores, the mean and standard deviation for the academic averages were computed separately for the general group and the college prep group. The mean and standard deviation for the Total Ability score on the SCAT were computed for both groups combined. The results obtained are shown in Table I.

Using these data, individual SCAT Total Ability scores and academic averages were converted to standard scores. The achievers and the underachievers were then selected from the general and college prep groups separately. The achievers were defined operationally as approximately 25% of the members in each group having the greatest excess of academic average standard score over SCAT Total Ability standard score. Conversely, the underachievers were defined operationally as approximately 25% of each group with the greatest excess of SCAT Total Ability standard score over academic average standard score. The number of students selected for inclusion in the study are shown in Table II.

A multiple-choice type biographical questionnaire was administered to each subject during regular school hours. The items for the questionnaire were developed from a study of research literature and the responses of teachers and guidance counselors on the faculty of the school from which the subjects were taken. The information obtained from teacher responses and a research of literature was evaluated and classified as to content. Content areas were expanded to include as many factors as considered important and individual items written. The

Table I. Means and Standard Deviations of Academic Average and SCAT Total Ability for General and College Pret Subjects

	ACADEMIC AVERAGE		SCAT TOTAL	
	Mean	Std Dev	Mean	Std Dev
General	80.87	7.57	281.25	11.23
College Prep	88.17	9.55		

Table II. Number of Students Selected for Inclusion in Achiever and Underachiever Groups

	GENERAL	COLLEGE PREP	TOTALS
Achievers	80	20	100
Underachievers	80	20	100
Totals	160	40	200

Table III. Number of Subjects in Achiever and Underachiever Groups Participating in Study

	GENERAL	COLLEGE PREP	TOTALS
Achievers	79	17	96
Underachievers	67	15	82
Totals	146	32	178

subjects were not required to put their names on the questionnaire and were requested not to do so. The completed questionnaires were placed into groups by prior coding, which was explained in the questionnaire instructions. Further instructions stated that all information was strictly confidential, to be used as part of a group, and not to be used individually.

Due to the unavailability of student time, some students did not complete the questionnaire; therefore, the results of the study are based on data from the number of subjects shown in Table III.

Following the selection of subjects and administration of the questionnaire, the general and college prep underachievers were combined, as were the achievers. Any further treatment of data was based on this combination, no further distinction being made between the general and college prep students during the interpretation of data.

The 82 underachievers were randomly divided into a validation group (50 subjects) and a cross validation group (32 subjects). The achievers were also randomly divided into a validation group (50 subjects) and a cross validation group (46 subjects).

RESULTS

Each of the 69 items on the biographical questionnaire was tested for significant differences between the achiever and underachiever groups using Chi-square analysis. The level of confidence was set at .20 so that a larger number of less significant items might be found, but in combination could prove to be a highly significant instrument for detecting underachievers.

Of the 69 items, 16 were significant at the .20 level of confidence or higher for the validation groups; however, only four of the originally significant items held up on cross validation.

Interpretation of these items must be contigent upon certain characteristics of the subject groups selected. Males and females were included in the groups together and without differentiation. The distribution of males and females into the achiever and underachiever groups deviated significantly from chance, exceeding the .001 level of confidence on Chi-square analysis. There were many more male underachievers (61 to 21) and many more female achievers (65 to 31). Therefore, the responses of the achievers were primarily female responses, and the responses of the underachievers were primarily male responses. The design of most of the questionnaire items, however, tended to nullify such sex differences.

Although the Total Ability score on the SCAT was used as the criterion for measuring academic ability, t-tests were performed to determine if significant differences existed between the subject groups in

the area of Verbal Ability or Quantitative Ability on the SCAT. No significant differences at the .05 level were found, on either Verbal or Quantitative Ability, between male and female achievers or between male and female underachievers. Also, a t-test to determine differences in age between achievers and underachievers was not significant at the .05 level. Therefore, male and female subjects, in the achiever and underachiever groups, were comparable on verbal and quantitative ability as measured by the SCAT, as well as achievers and underachievers being comparable for age. Other t-tests performed on these data, however, produced some significant and rather revealing results. The significant items are listed in Table IV. These test results indicate that the underachiever group, both males and females, exceeded the achiever group in verbal, quantitative, and total ability as measured by the SCAT. The implications of this finding will be discussed later.

Of the 16 initially significant items, the four holding up on cross validation are listed in Table V.

The content of items which were isolated originally but which failed on cross validation are listed in Table VI to emphasize areas which could, under other conditions, be significant and are worthy of further study.

Table IV. Comparison of Male and Female Achievers and Underachievers on SCAT Verbal and Quantitative Ability

	t_{obs}	df	P
Verbal Ability			
Male underachievers exceeded male achievers	5.41	44	.001
Female underachievers exceeded female achievers.	1.93	46	.10
Quantitative Ability			
Male underachievers exceeded male achievers	2.43	44	.02
Female underachievers exceeded female achievers.	3.31	46	.01

Table V. Significant Biographical Questionnaire Items

Subject of Item	Chi-square	df	P
Age smoked first time, if tried.	17.28	4	.01
Age began smoking regularly.	12.30	3	.01
Time spent on homework.	12.96	3	.01
Regularity of homework.	2.94	1	.10

Table VI. Biographical Questionnaire Items Significant on Validation Which Failed on Cross Validation

Content of Items	P
1. Father's employment.	.20
2. Mother's employment.	.10
3. Sibling rank.	.10
4. Father's education.	.05
5. Parental differences on disciplinary measures.	.10
6. Number of times moved to new neighborhoods.	.20
7. How many friends, casual or close	.10
8. Parental response to report card	.01
9. Trouble with school authorities	.01
10. Ease with which friends are made.	.20

DISCUSSION

The four significant items on the biographical questionnaire fall readily into two content areas. First, whether the student has smoked, at what age he first tried it, and the age he began smoking regularly are highly significant statistically. Many more achievers had never smoked than underachievers, and those that had started at an older age. Among the achievers, only a few now smoke with any regularity, whereas many more underachievers smoke regularly. In the interpretation of these significant items, particularly, the fact that the underachiever group is predominantly male and the achiever group predominantly females should be borne in mind. That, in all probability, has a profound effect on the significance of this content area.

The other significant content area is associated with homework. The subject responses indicated that fewer underachievers have a regular time for doing their homework than do achievers. Also, the underachiever spends less time on homework on school nights. This finding will certainly not alarm anyone; however, the fact that two items, as simple as these, are statistically significant indicates the likelihood that a careful selection and construction of items for a questionnaire could produce an instrument for detecting the underachiever and, perhaps, an underachieving predisposition.

In addition to the significant questionnaire items, one characteristic of the subject groups was highly significant. There were more male underachievers and more female achievers. Since the male

and female achievers, and male and female underachievers were matched for ability level, females apparently utilized a greater portion of their academic potential than did males. At this grade in school, it can be assumed that males are much more likely to be underachievers than are females.

In many ways the results of this study were disappointing, particularly in that only four of the 69 items were found to be significant. Had the sample size been larger, there is a possibility that some of the items which were not significant could have been so. The large item casualty rate on cross validation is an indicator of this possibility. The present study is inconclusive regarding the value of a self-report biographical questionnaire as a device for distinguishing between achievers and underachievers. It is felt that further investigation is warranted.

Perhaps the most significant results have been to delineate further the operational requirements for such an investigation. Operationally, the procedure used in selecting subjects and the forming of achiever and underachiever groups appears of utmost importance. The following procedures appear necessary.

1. Sample size should be large enough to allow for separation of male and female subjects. Due to the fact that the achiever responses were predominantly female and the underachiever responses predominantly male, it is difficult to determine whether the resulting responses on any particular item were due to the difference between the groups or between the sexes. It seems apparent that male underachievers and female underachievers have their own individual and identifying characteristics. In retrospect, this view is supported by the findings of

Shaw and McCuen (1960) regarding the patterns of academic achievement for male and female underachievers.

2. Subject group ability level should be controlled. In this study, underachievers (both male and female) scored significantly higher on the ability measure than did achievers. Applying this fact to the operational definition of achievers and underachievers, those subjects with the greatest excess of academic average standard score over SCAT Total Ability standard score tended to have lower levels of ability. The apparent implication of such a find is that subjects with greater ability had less chance of being selected for the achiever group because there was an absolute limit on academic average (100%). Whereas, the ability measure would be expected to produce a relatively normal distribution, the distribution of academic averages was necessarily truncated as it approached the perfect score of 100%. It seems reasonable, therefore, to compare subjects with the same general level of ability if academic average is to be used as the criterion for academic achievement.

SUMMARY

The purpose of the study was to discover biographical differences between achievers and underachievers. Subjects were selected from the ninth grade of a junior high school to form achiever and underachiever groups on the basis of the difference between academic ability and SCAT Total Ability, both measures expressed in standard scores. The achiever group represented the 25% of subjects with the greatest excess of academic average over SCAT Total Ability, and the underachievers represented the 25% with the greatest excess of SCAT Total Ability over academic average. One hundred seventy-eight subjects were administered the 69 item multiple-choice type biographical questionnaire. The responses of the achievers and underachievers were compared using Chi-square analysis for significance at the .20 level of confidence. Of the 69 items, 15 were significant at the .20 level on validation; however, 12 items failed on cross validation. The significant items fell into two content areas, smoking, and regularity and time spent on homework. Perhaps even more significant was the delineation of operational procedures necessary for a study of achievers and underachievers.

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VITA

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APPENDIX

Read instructions carefully.

This questionnaire is part of a research project which, it is hoped, will help to understand certain areas of student's personality and background. We are not interested in you as an individual, but only in that you are a member of a predetermined group. There will be no attempt to evaluate this material on a personal basis and it is strictly confidential. To make the greatest contribution, answer all questions as honestly and frankly as you can. Do not ask for interpretations of the questions -- choose the answer which you feel fits your situation best, according to the way you interpret the question. Do not leave any questions unanswered. Your assistance can be of significant value and is appreciated.

Answer the questions by placing the letter indicating your answer in the blank space.

1. ___Are your parents living? a) Both are living. b) Mother only living. c) Father only living. d) Neither one is living.

2. ___With whom do you live? a) Mother and Father. b) Mother only. c) Father only. d) Mother and Stepfather. e) Father and Stepmother. f) Foster parents or relatives. g) Orphanage or other institution.

3. ___Have you ever lived with anyone other than your parents (other than just to visit)? a) No. b) Yes, but for less than one year. c) Yes, for a year or longer.

4. ___What class neighborhood is your home in? a) Upper class. b) High middle class. c) Lower middle class. d) Lower class. e) Farm or rural.

5. ___Are your parents (or guardians) employed? a) Father only. b) Mother only (part-time). c) Mother only (full-time). d) Both Father and Mother (full-time). e) Father full-time and Mother part-time.

6. ___Is anyone at home when you return from school? a) Not usually. b) Mother, usually. c) Mother, occasionally. d) Father, occasionally. e) Both Mother and Father. f) Babysitter or other person.

7. ___What type of work does your Father do? a) Office or Sales. b) Management. c) Skilled work. d) Semi-skilled work. e) Unskilled work. f) Farming or farm laborer. g) Semi-professional. h) Professional. i) Does not work.

8. ___What type of work does your Mother do? a) Does not work. b) Office, clerical or secretarial. c) Sales. d) Service (hairdresser, waitress, etc.). d) Professional or semi-professional.

9. ___If your Mother works, how long has she been working? a) Does not work. b) Just for a short time. c) About a year. d) For several years. e) Off-and-on (half of the time or less).

10. ___How would you rate your family standard of living? a) Much higher than most. b) Higher than most but not as high as some. c) About average. d) Not as high as most.

11. ___How many of the following conveniences do you have in your home? (Radio, TV, clothes washer, clothes dryer, dish washer, power mower, air conditioner.) a) 2 or less b) 3 or 4 c) 5 or 6 d) 7

12. ___Have you ever moved? a) No. b) Yes, but always within the same neighborhood. c) Yes, and at some time to a new neighborhood.

13. ___How many times have you moved to new neighborhoods? a) Once. b) Twice. c) 3 or 4 times. d) 5 or more times. e) Never.

14. ___How many automobiles does your family own (including yours, if you have one)? a) None. b) One. c) Two. d) More than two.

15. ___Do you own an automobile or have one primarily for your own use? a) No. b) Yes, all of the time. c) Yes, most of the time.

16. ___How available is the car to you for your own use? a) Can use at any time. b) Can use frequently. c) Can use occasionally. d) Use seldom or never.

17. ___When did you start driving? a) Do not drive. b) Age 12 or before. c) Age 13. d) Age 14. e) Age 15. f) Age 16 or older.

18. ___How many brothers and sisters do you have? a) None. b) One. c) 2 or 3. d) 4 or 5. e) 6 or more.

19. ___How many brothers? a) None. b) One. c) Two. d) Three or more.

20. ___How many older brothers? a) None. b) 1 c) 2 d) 3 or more. e) All.

21. ___How many sisters? a) None. b) 1 c) 2 d) 3 or more.

22. ___How many older sisters? a) None. b) 1 c) 2 d) 3 or more. e) All.

23. ___How far in school did your Father go? a) Elementary. b) Attended high school. c) Finished high school. d) Attended college or business school. e) Graduated from college.

24. ___How far in school did your Mother go? a) Elementary. b) Attended high school. c) Finished high school. d) Attended college, business school or nursing school. e) Graduated from college.

25. ___Have your parents ever attempted to direct your interest to any particular type of job or career? a) No. b) Yes, at times. c) Yes, quite often.

26. ___How much importance do your parents place on your success in school? a) None. b) Just a little. c) About average. d) Considerable. e) A very great deal.

27. ___Do you like school as well as you did when you were in the earlier grades? a) No, definitely not. b) Probably not. c) About the same. d) Better than in the earlier grades.

28. ____ Have you ever smoked and, if so, at what age did you first try it? a) No. b) Yes, at age 10 or earlier. c) Yes, at 11 or 12. d) Yes, at 13 or 14. e) Yes, at 15 or older.

29. ____ Do you smoke now? a) No. b) Yes, less than 1/2 pack daily. c) Yes, between 1/2 and one pack daily. d) Yes, over a pack daily.

30. ____ How long have you been smoking with any regularity? a) Since age 10 or earlier. b) Since age 11 or 12. c) Since age 13 or 14. d) Since age 15 or older. e) Do not smoke regularly.

31. ____ How many hours do you spend each week in performing duties around the house without pay (such as cutting grass, helping with dishes, washing parent's car, etc.)? a) None. b) 2 or less. c) 3 or 4. d) More than 4.

32. ____ Are these duties performed regularly; that is, do you have duties that are strictly yours to perform? a) No. b) Yes, a few. c) Yes, several.

33. ____ Have you ever belonged to the Boy (or Girl) Scouts or a similar organization? a) No. b) Yes, but just briefly. c) Yes, for a long time. d) Yes, and still belong.

34. ____ Do you date? a) Yes. b) No.

35. ____ How frequently do you date? a) Note. b) Seldom. c) Average about once per week. d) Average twice or more per week.

36. ____ How old were you when you started dating without chaperones? a) Prior to age 12. b) Age 12. c) Age 13. d) Age 14. e) Age 15 or older.

37. ____ Do you date on school nights? a) No, never. b) Very seldom. c) Only occasionally. d) Regularly (once or more times weekly).

38. ____ What time do you have to be in on nights before school days? a) Don't date on school nights. b) Before 10:00. c) Before 11:00. d) Before 12:00. e) No special time or later than 12:00.

39. ____ What time do you have to be in from weekend dates? a) Before 10:30. b) Before 11:30. c) Before 12:30. d) Later or no special time.

40. ____ Do you participate in sports, other than physical education class at school? a) Not at all. b) Seldom. c) Regularly. d) Regularly with organized teams.

41. ____ How much sleep do you usually get per night? a) Average less than 8 hr. b) Average 8-9 hours, but irregular. c) Average 8-9 hours regularly. d) Average 10 hours or more.

42. ____ Do you have a regular bed time each night? a) No. b) Yes, but frequently allowed to stay up later. c) Yes, and generally in bed about that time.

43. ____How much time do you spend on homework on school nights? a) Less than 15 min. b) 15-30 min. c) 30-60 min. d) Over 60 min.

44. ____Do you receive assistance from your parents in doing your homework? a) Seldom or never. b) Yes, occasionally. c) Yes, regularly.

45. ____Do you attend Church or Sunday School? a) No, never. b) Only once in a while. c) Regularly, but miss at times. d) Yes, and rarely miss.

46. ____Are you a member of the youth group in your (or any) Church? a) No. b) Yes, but seldom attend. c) Yes, and attend regularly.

47. ____Are your parents members of the PTA? a) No, and do not attend. b) No, but attend occasionally. c) Yes, but do not always attend. d) Yes, and attend almost every meeting.

48. ____How well do you get along with your brothers and sisters? a) Get along well with few differences. b) Get along fairly well. c) Not too well with frequent differences. d) Very poor relations.

49. ____Do you feel that your parents (or guardians) are interested in your success and achievement? a) Have very little interest. b) Are fairly interested. c) Have a great deal of interest.

50. ____Under what type of rules do your parents run the family and household? a) Very strict. b) Fairly strict, but not at all times. c) About half way between strict and free. d) Rather free (am allowed my own will usually).

51. ____Is there a difference in the strictness of your Mother and Father? a) Little or no difference. b) Mother slightly more strict. c) Father slightly more strict. d) Mother considerably more strict. e) Father considerably more strict.

52. ____What type of punishment is most frequently used? a) Physical, such as whipping. b) Fussing and threatening. c) Embarrassing situations. d) Taking away privileges.

53. ____Have you ever been spanked, whipped or beaten for purposes of discipline? a) Never, or almost never. b) Yes, on several occasions recently. c) Yes, on many occasions but less as I have grown older. d) Yes, but very seldom.

54. ____Who usually deals out the punishment? a) Mother usually. b) Father usually. c) Both Mother and Father. d) Neither (very seldom punished).

55. ____Do you usually feel that you had your punishment "coming to you" -- that is, it was justified? a) Yes, almost always. b) Most of the time, but sometimes not. c) Justified sometimes, but sometimes not. d) In more cases than not the punishment was not justified.

56. ____Do you have a special place to study? a) No. b) Yes, but seldom use it. c) Yes, but there are distractions. d) Yes, and it is quiet and private.

57. ____Do you have a regular time for doing your homework? a) Yes. b) No.

58. ____How many friends do you have? a) A few, mostly just casual friends. b) A few close friends. c) Many close friends. d) Many acquaintances, but few close friends.

59. ____How often does your family participate in activities for the entire family? a) Very seldom. b) Occasionally. c) Fairly regularly. d) Quite often.

60. ____If you brought home an especially good report care (for you), what would be your parent's response? a) High praise. b) Simple statement that it is good. c) Little comment, good or bad. d) Would try to encourage me to do even better.

61. ____Are your relations with your teachers good? a) Very good. b) Good. c) Fair. d) Below average.

62. ____Have you ever been in trouble with the teachers or administrators in this or any school? a) No, never. b) Only once. c) A few times. d) On several occasions. e) On many occasions.

63. ____With whom do you usually talk over personal problems? a) No one, solve them myself. b) A schoolmate or friend. c) Mother. d) Father. e) Both Mother and Father. f) Teacher or counsellor. g) Minister. h) Some other adult.

64. ____Do you participate in any extracurricular activities at school? a) None. b) Very few. c) Several. d) A great number.

65. ____How many schools have you attended, including this one? a) 2 b) 3 c) 4 d) 5 or more.

66. ____Do you make friends easily? a) Yes, very easily. b) Yes, more easily than most people. c) About as easily as most people. d) Most people seem to make friends more easily than I do.

67. ____Do you ever become angry at yourself? a) No, never. b) Yes, at times. c) Yes, frequently.

68. ____Do you ever become angry at others? a) No, never. b) Yes, at times. c) Yes, frequently.

69. ____Are you employed? a) No. b) Summer only. c) Just occasionally have pick-up jobs. d) Less than 10 hours per week. e) 10-15 hours per week. f) 15-20 hours per week. g) Over 20 hours per week.